More than Workshops, Websites and Syntheses

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http://www.fpg.unc.edu/~handouts/winton_head_start_08.pdf

Head Start 9th National Research Conference | Washington DC | Closing Plenary
June 25, 2008

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The Research-Practice Gap

- Why don’t practitioners do what the research says?
- Why don’t researchers study what really matters in practice?

Session Objectives

- To explore collective solutions for building stronger research to practice to policy connections
- To share research related to building research-practice connections
- To challenge assumptions that impede connections

Teachers/Practitioners, here is a question for you …

- Where do you turn for help and information when faced with a practice dilemma?

How consistent is your response to those found in the literature?

Authors	*Discipline*	*Primary Source of Knowledge for Addressing Clinical Practice Issues*
Mattingly and Fleming (1994)	Occupational Therapy	Mentoring clinician
McKee, Witt, Elliot, Pardue, & Judycki (1987)	School Psychology	Talking with colleagues
Philibert, Snyder, Judd, & Windsor (2003)	Occupational Therapy	Continuing education Mentoring clinician

How consistent is your response to those found in the literature?

Authors	*Discipline*	*Primary Source of Knowledge for Addressing Clinical Practice Issues*
Rappolt & Tassone (2002)	Physical and Occupational Therapy	Informal consultation with peers Continuing education

Faculty/Professional Development Providers, here is a question for you…

- What does research say about effective professional development approaches?

Effective Professional Development …

- Is NOT a one-shot workshop.
- focuses on professional practices and consists of content-specific rather than general instruction.
- is aligned with instructional goals, learning standards, and curriculum materials.
- is intense, sustained over time and includes guidance and feedback through methods such as coaching, consultation, or facilitated collaboration.
- takes organizational and systems issues into account.

Researchers/Evaluators …

- Some questions of concern …
  - Are practices being promoted by professional development being implemented with fidelity?
  - Can effective practices be sustained over time?

Factors that Affect Implementation

- Administrative supports
- Organizational structures
- Policies
- Resources
- Professional development
- Evaluation and data systems

(Fixsen, et al, 2005)

Policy Makers
Where do we go from here?

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Content

Context

Connections

Contextual issues are changing ways we organize and share content

- Emphasis on gathering & synthesizing practice knowledge
- Proliferation of EBP web sites

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ies WHAT WORKS CLEARINGHOUSE

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Overview | Intervention/ Topic Reports | Practice Guides | Technical Assistance | Research to Review | Technical Working Papers | What's New

Welcome to WWC

The What Works Clearinghouse (WWC) collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies). The WWC regularly updates the WWC Technical Standards and their application to take account of new considerations brought forth by experts and users. Such changes may result in re-appraisals of studies and/or interventions previously reviewed and rated. The current WWC Standards offer guidance for those planning or carrying out studies, not only in the design considerations but the analysis and reporting stages as well. The WWC Standards, however, may not pertain to every situation, context, or purpose of a study and will evolve.

What's New?

NCER Releases Two New Practice Guides: Encouraging Girls in Math and Science and Organizing Instruction and Study to Improve Student Learning Sep 28

Encouraging Girls in Math and Science is the second in a series of IES guides in education; Organizing Instruction and Study to Improve Student Learning is the third IES Practice Guide. (more info)

WWC Releases New Intervention Report - Success for All Aug 13

Success for All (SFA)® is a comprehensive school reform model that includes a reading, writing, and oral language development program for students in pre-kindergarten through grade eight. (more info)

WWC Releases New Intervention Report - Ladders to Literacy for Kindergarten Students Aug 13

-Customer Window-

Provide feedback on additional topics for the What Works Clearinghouse

CURRENT TOPICS

Beginning Reading. This review focuses on reading interventions that address student outcomes for students in grades K-3 in four domains.

Character Education. This review focuses on programs designed to increase student outcomes related to positive character development, prosocial behavior, and academic performance.

Dropout Prevention. This review focuses on interventions in middle school, junior high school, or high school designed to increase high school completion, including techniques

EARLY CHILDHOOD EDUCATION

Abstract | Review Protocol (125 KB)

Intervention Reports

- Curiosity Corner
- DaisyQuest
- Dialogic Reading
- Direct Instruction
- Doors to Discovery™
- Interactive Shared Book Reading
- Let's Begin with the Letter People®
- Literacy Express
- Phonological Awareness Training
- Phonological Awareness Training plus Letter Knowledge Training
- Pre-K Mathematics
- Ready, Set, Leap!®

The What Works Clearinghouse review in this topic area focuses first on early childhood education interventions (curricula and practices) designed for use in center-based settings with 3- to 5-year-old children who are not yet in kindergarten or children who are in preschool, with a primary focus on cognitive and language competencies associated with school readiness (language, literacy, math, and cognition). Interventions and studies with a primary focus on socio-emotional development and approaches to learning may be addressed in a subsequent phase of the review. The review also includes a focus on center-based early childhood education interventions designed to improve the school readiness skills of preschool children with developmental delays or diagnosed disabilities. These may be inclusive interventions used with all children or targeted interventions designed specifically for children with developmental delays or diagnosed disabilities.

WWC Intervention Reports provide all findings that "Meet Evidence Standards" or "Meet Evidence Standards with Reservations" for studies on a particular intervention. Intervention reports are created for those interventions that have at least one study that "Meets Evidence Standards" or "Meets Evidence Standards with Reservations." Intervention reports are one component of the decision-making process, but should not be the sole source of information when making educational decisions.

EFFECTIVENESS RATINGS FOR EARLY CHILDHOOD EDUCATION PROGRAMS IN SIX DOMAINS

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US Department of Education | What Works Clearinghouse

ED.gov

Doing What Works

NoChild LeftBehind

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FIND WHAT WORKS!

English Language Learners

SEE WHAT'S COMING!

- Cognition & Learning
- Early Childhood Education
- High School Reform
- Literacy
- Math & Science
- School Restructuring

DWW Overview

ED Partner Offices

Criteria & Methodology

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Educators across the nation
are helping students be proficient in math, reading and science by 2014.

We can help. Learn how.

Play

Featured Content

English Language Learners
More than 10% of U.S. students are limited English proficient. There are a number of research-based practices to help teach primary grade English learners how to read effectively.

See how Teaching Literacy in English to K-5 English Learners can make a difference for your English learners.

Inside Classrooms
Selected Highlights

English Language Learners
See eight strategies that teachers at one school use to teach vocabulary.

English Language Learners
See graphic organizers and other strategies for teaching academic English.

Take a look
Watch this guided tour of features found on this site!

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http://www.vanderbilt.edu/csefel/

nal foundations of early learning

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Center on the Social and Emotional Foundations for Early Learning

Pyramid Model

Promoting Social and Emotional Competence in Infants and Young Children

Check out the website for

Technical Assistance Center on Social Emotional Intervention!

WELCOME

Welcome to the new look of the CSEFEL website. We have many new materials and resources and have redesigned the site to improve the navigation. Please let us know what you think! Email us at csefel@vanderbilt.edu

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.

This model to the left is referred to as the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children. We have developed extensive, user-friendly training materials, videos, and print resources which are available directly from this website to help early care, health and education providers implement this model.

State Partnerships

We are very pleased to announce our partnerships with the following selected states:

Colorado	Iowa	Maryland	Vermont
North Carolina	Hawaii	Tennessee	Nebraska

2008 Addressing Challenging Behavior National Training Institute

This is not your typical conference. Come to Florida for intensive workshops where you can expect practical strategies for supporting a positive approach to social emational development. Gel real solutions to behavior challenges in early childhood settings. April 2-5, 2008. Register Now! Space is limited.

ORDER MATERIALS (PDF)

FOR STATES

FOR FAMILIES

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http://www.earlyliteracylearning.org/

center for early literacy learning

Center for Early Literacy Learning

Welcome

CELL Aims CELL Partners CELL News

- Home
- Frameworks
- Major Center Activities
- Products
- Contacts
- Links
- Sitemap

Welcome to the Center for Early Literacy Learning(CELL) Web site. CELL is a research-to-practice technical assistance center funded by the U.S. Department of Education, Office of Special Education Programs, Research to Practice Division. The main goal of CELL is to promote the adoption and sustained use of evidence-based early literacy learning practices by early childhood intervention practitioners, parents, and other caregivers of young children, birth to five years of age, with identified disabilities, developmental delays, and those at-risk for poor outcomes. CELL is a major initiative of the Center for Evidence-Based Practices at the Orelena Hawks Puckett Institute.

Research-to-Practice Model

Technical Assistance Approach

The Center for Early Literacy Learning is gathering information from early childhood practitioners about the use of early literacy learning practices for young children. We are interested in what practitioners think is important in order to help young children get ready to learn to read, write, and spell.

Please consider filling out our survey in order for us to be sure we have a good idea of what you think. The survey should take no longer than 5 minutes to complete. Click the link below to begin.

Make Your Opinion Count!

http://www.surveymonkey.com/s.aspx?sm=JyO5O91CJI76nGwTQPZXrw_3d_3d

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http://www.earlyliteracylearning.org/products.php

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Center for Early Literacy Learning

Products

CELLpapers CELLreviews CELLnotes CELLpractices CELLtoolkits

- Home
- Frameworks
- Major Center Activities
- Products
- Contacts
- Links
- Sitemap

CELLpapers are articles that provide background information about the conceptual frameworks used to guide Center for Early Literacy Learning activities and the results of evaluation and research studies conducted by CELL staff.

CELLreviews are practice-based research syntheses of early communication, language, and literacy development. These syntheses involve systematic analysis and integration of small bodies of research that have investigated the same or similar practices having the same or similar outcomes.

Done

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Web Links

- http://ies.ed.gov/wwc/
- http://www.researchtopractice.info/
- http://www.vanderbilt.edu/csefel/
- http://www.earlyliteracylearning.org/

Moving From Traditional Dissemination Strategies

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Challenging Assumptions

- Researchers generate knowledge…and practitioners apply it

Components and Tasks of Knowledge Utilization

Knowledge Generation

Knowledge Application

Knowledge Translation

Knowledge Mediation

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Challenging Assumptions

- Researchers generate knowledge…and practitioners apply it
- "Truth" exists in the form of "gold standard" research

#1: Embrace the Evidence-Based Practice (EBP) Movement

Evidence-based practice

- *a decision-making process that integrates the best available research evidence with family & professional wisdom & values (Buysse & Wesley, 2006; Snyder & Winton, 2006)*

Evidence-Based Medicine

The integration of the best available research evidence with clinical expertise and patient values.

(Sackett et al., 2000)

Evidence-Based Education
(Whitehurst, 2002)

Integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction

Whitehurst, G. J. (2002, October). *Evidence-based education*. Presentation at the Student Achievement and School Accountability Conference. Retrieved June 23, 2004 from www.ed.gov/offices/list/ies/director.html

#2: Embrace New Technologies and Learning Strategies

Web 2.0

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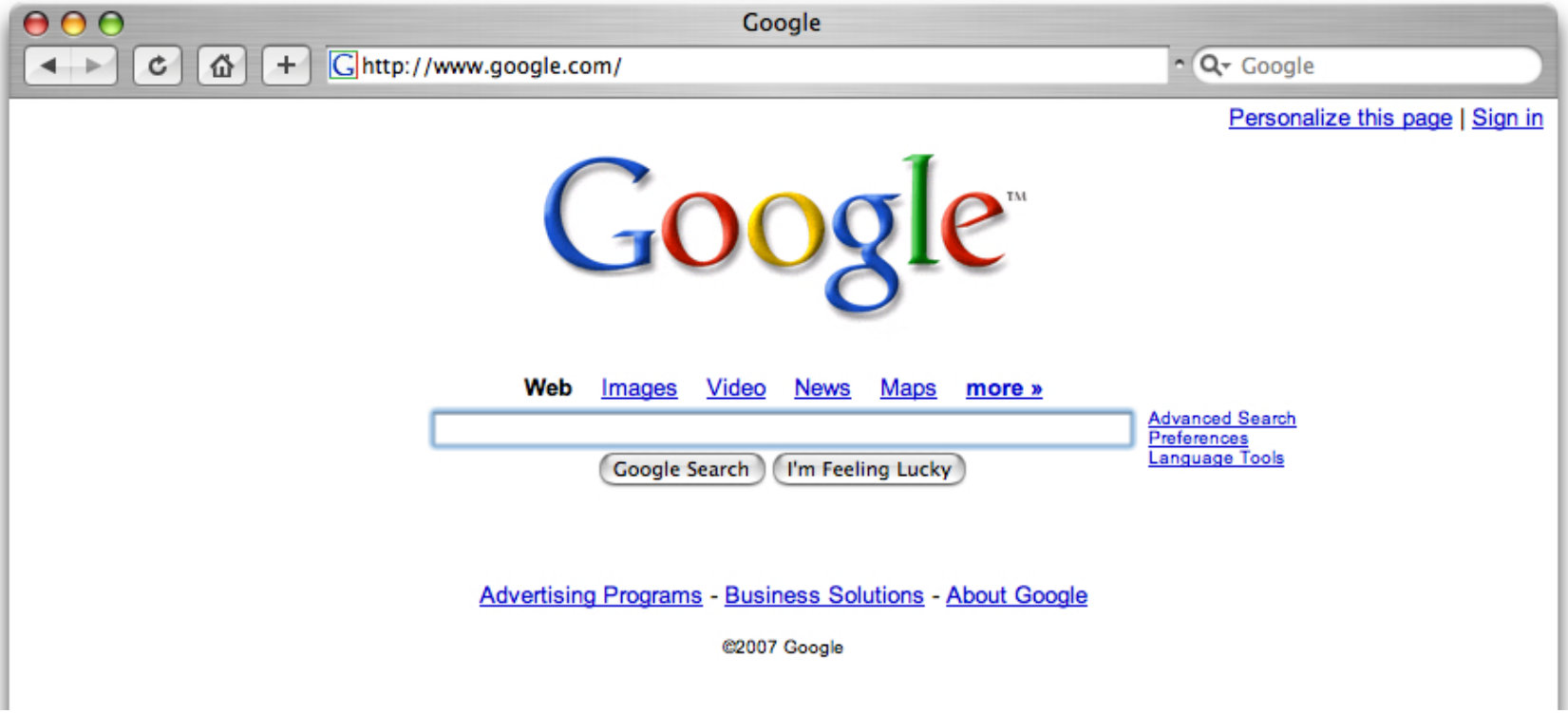
More than 3,000 new books are published every day

That is more than in the
previous 5,000 years.

There are over 2.7 billion searches performed on Google each month



Google™ early childhood

Results **1-10** of about **28,000,000** for early childhood.

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Google™ early childhood professional development 28,000,000

Google™ early childhood education 7,790,000

Google™ early childhood training 402,000

36,192,000

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We Invite Your Comments/Contributions!

http://community.fpg.unc.edu/

Current Discussion

#3: Abolish Workshops

Promising PD strategies

(Winton, 2006)

Shared inquiry & learning around practices

- Communities of Practice (CoPs)
- Teacher research
- Consultation
- Coaching

Moving To New Models for Engaging Adult Learners

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Additional Examples of Technology-Enhanced CoPs

- Univ. of KS Beach Center: www.beachcenter.org
- NAEYC: www.naeyc.org (members only)
- Zero to Three Infant-Toddler Project
- TAcommunities: www.TAcommunities.org

What are implications for your work?

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Teachers:

- Seek out research based evidence for your work
- Be open to new ideas/evidence that should change classroom practice because it leads to better child outcomes

Researchers/Professional Development Providers:

- Pursue models that effectively engage adult learners
- Collaborate with teachers for improved ideas