

## **RESEARCH-BASED PRACTICES SYMPOSIUM DESCRIPTION OF SOURCES FOR REVIEWS**

### **BEST EVIDENCE ENCYCLOPEDIA (BEE)**

The Best Evidence Encyclopedia (BEE) was created by the Center for Data-Driven Reform in Education (CDDRE) at Johns Hopkins University in 2004. The center is funded by the Institute of Education Sciences (IES). The BEE provides summaries of scientific reviews of educational programs that meet standards of research rigor and relevance to the field. Programs are rated according to the strength of evidence supporting their effects on student achievement.

The BEE organizes reviews into topic areas by subject area and school level or student group. Reports are organized according to the main curriculum and instruction strategies found in each subject. Current topic areas and reports include elementary mathematics, middle/high school mathematics, beginning reading, upper elementary reading, middle/high school reading, struggling readers, and reading for English language learners. Reports are also available on comprehensive school reform programs.

Information about the Best Evidence Encyclopedia and copies of reports are available at:  
<http://www.bestevidence.org/>

### **INSTITUTE OF EDUCATION SCIENCES (IES) PRACTICE GUIDES**

The Institute of Education Sciences is a division of the U.S. Department of Education. Its mission is to provide rigorous evidence on which to ground education practice and policy. IES Practice Guides are developed by panels of nationally recognized experts, and overseen by IES. They use research evidence, guided by the What Works Clearinghouse, to provide recommendations and strategies for school and classroom practice. Each guide indicates the strength of evidence supporting each recommendation. Guides are reviewed through an external peer review process.

Guides are created on topic areas suggested by practitioners. Guides are currently available on Response to Intervention in mathematics for elementary and middle schools, and reading for primary grades; adolescent literacy; literacy instruction for English language learners; encouraging girls in mathematics and science. Reports are also available on data-based instructional decision making, preparation for college, dropout prevention, out of school programs, reducing student behavior problems, turning around low-performing schools, and organizing instructional time.

Information about IES Practice Guides and copies of reports are available at:  
<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

### **NATIONAL MATHEMATICS ADVISORY PANEL**

The National Mathematics Advisory Panel was created in 2006 by President George W. Bush. Its work was overseen by the U.S. Secretary of Education (Margaret Spellings). The Panel was chaired by Larry Faulkner and consisted of five task groups that reviewed evidence in conceptual topic areas: Conceptual Knowledge and Skills, Learning Processes, Instructional Practices, Teachers and Teacher Education, and Assessment. Three subcommittees (Standards of Evidence, Instructional Materials, and the National Survey of Algebra Teachers) carried out advisory functions for the panel.

While the Panel's charge contained many explicit elements, there was an emphasis on the preparation of students for entry into, and success in, Algebra. The Panel reviewed more than 16,000 research publications and policy reports and received public testimony from 110 individuals. Additionally, the Panel reviewed written commentary from 160 organizations and individuals, and analyzed survey results from 743 active teachers of algebra. The final report, *Foundations for Success*, was issued in 2008.

Information about the National Mathematics Advisory Panel and copies of reports are available at:  
<http://www.ed.gov/about/bdscomm/list/mathpanel/index.html>

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### **NATIONAL READING PANEL**

The National Reading Panel was convened in 1997 in response to a Congressional request. Its work was overseen by the National Institute of Child Health and Human Development, in consultation with the U.S. Secretary of Education (Richard W. Riley). The panel was chaired by Donald Langenberg and consisted of six subgroups that reviewed evidence in conceptual and advisory topic areas: Alphabetics, Comprehension, Fluency, Methodology, Teacher Education, and Technology/Next Steps.

The Panel was charged with assessing the status of research-based knowledge on the effectiveness of various approaches to teaching children to read. The Panel reviewed over 100,000 research studies and received public testimony from approximately 125 organizations and individuals. The final report, *Teaching Children to Read*, was issued in 2000.

Information about the National Reading Panel and copies of reports are available at:  
<http://www.nationalreadingpanel.org/>

### **THE URBAN INSTITUTE**

The Urban Institute was created in 1968 as an outgrowth of a blue ribbon commission of civic leaders created by President Lyndon B. Johnson. Their mission is to analyze public policies, evaluate programs, and inform community development to improve social, civic, and economic well-being. The Education Policy Center at the Urban Institute conducts research on education reforms.

The Urban Institute's review of mathematics and science curricula was funded by the GE Foundation. The goal of the project was to identify current mathematics and science curricula designed for middle and high schools in order to provide guidance to districts and schools seeking effective programs.

Information about the Urban Institute and copies of reports are available at:  
<http://www.urban.org/>

### **WHAT WORKS CLEARINGHOUSE (WWC)**

The What Works Clearinghouse (WWC) is a research clearinghouse created in 2002 by the Institute of Education Sciences (IES), a division of the U.S. Department of Education. The WWC reviews research on curriculum, instructional strategies, and other educational strategies and interventions (e.g., dropout prevention) according to standards of research rigor. The WWC Evidence Standards are used as the basis for research reviews by many organizations and panels, including the National Mathematics Advisory Panel and IES publications.

The WWC organizes reviews into topic areas that include reviews of programs, products, practices, and policies (referred to collectively as "interventions"). Reports are provided by intervention within each topic area. Current topic areas include adolescent literacy, English language learners, elementary mathematics and middle school mathematics. Reviews of individual interventions and research studies are also available as Intervention Reports and Quick Reviews.

Information about the What Works Clearinghouse and copies of reports are available at:  
<http://ies.ed.gov/ncee/wwc/>