

## **2010 SREE Conference Abstract Template**

Thank you for your interest in the Society for Research on Educational Effectiveness 2010 Annual Conference. Conference abstracts must be submitted using this template document. The template is based on the recommendations offered by Mosteller, Nave, and Miech (2004, p. 33)\* for structured abstracts. Abstracts should follow APA Style, as specified in the Sixth Edition of the Publication Manual of the American Psychological Association.

### **Abstract Preparation and Submission Procedures**

Save this document to your computer. Fill in each of the sections below with the relevant information about your proposed poster, paper, or symposium. Make sure to save the document again when completed. When ready, submit your abstract at <http://www.sree.org/conferences/2010/submissions/>

The template consists of the following sections: title page, abstract body, and appendices (references and tables and figures). Figures and tables included as part of submission should be referred to parenthetically—“(please insert figure 1 here).” The body section of your abstract should be no longer than 5 pages (single spaced, using the Times New Roman 12-point font that has been set for this document). The title page and appendices do not count toward this 5-page limit.

Insert references in appendix A of this document. Insert tables and graphics in appendix B. Do not insert them into the body of the abstract.

**For questions, or for help with abstract preparation or submission,  
contact us at [inquiries@sree.org](mailto:inquiries@sree.org), or 847-467-4001**

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\* Mosteller, F., Nave, B., & Miech, E. (2004). Why we need a structured abstract in education research. *Educational Researcher*, 33(1), 29–34.

**Abstract Title Page**  
*Not included in page count.*

**Title:** Symposium: What Works Clearinghouse Practice Guides – Bringing Research to Practice

**Author(s):** Not applicable

## **Abstract Body**

*Limit 5 pages single spaced.*

### **Background/context:**

*Description of prior research, its intellectual context and its policy context.*

What Works Clearinghouse (WWC) Practice Guides are a key tool for translating research findings into practice. WWC Practice Guides are modeled after practice guides used in the medical profession. As with the medical guides, WWC Practice Guides are developed by a panel of researchers and practitioners and present a set of practice-oriented, evidence-based recommendations for addressing specific problems.

Practice guides are similar to the products of typical expert consensus panels in reflecting the views of those serving on the panel and the social decisions that come into play as the positions of individual panel members are forged into statements that all panel members are willing to endorse. Practice guides, however, are generated under three constraints that do not typically apply to consensus panels. The first is that a practice guide consists of a list of discrete recommendations that are actionable. The second is that those recommendations taken together are intended to be a coherent approach to a multifaceted problem. The third, which is most important, is that each recommendation is explicitly connected to the *level of evidence* supporting it, with the level represented by a grade (strong, moderate, or low).

The level of evidence ratings are based in part on a critical assessment of the research evidence. Using the WWC evidence standards, reviewers assess the research designs of all studies supporting each practice guide recommendation. The levels of evidence reflect both the quality of the design of the individual studies and the generalizability of the research findings.

To date, the WWC has developed 11 practice guides, covering such education topics as:

- Dropout prevention
- Adolescent literacy
- Reducing behavior problems in elementary schools
- Using Response to Intervention
- Structuring out of school time
- Promoting access to higher education
- Literacy instruction for English Language Learners
- Turning around low-performing schools

Several additional practice guides are currently under development, include guides on teaching reading comprehension, teaching fractions, teaching writing and using word problems. (A complete list of WWC practice guides can be found at [http://whatworks.ed.gov/publications/practiceguides/.](http://whatworks.ed.gov/publications/practiceguides/))

**Purpose / objective / research question / focus of study:**

*Description of what the research focused on and why.*

The purpose of this proposed symposium is to provide education researchers with insight into the development and use of WWC practice guide. The symposium will highlight practice guide efforts to bring research to practice.

This symposium will not have papers presented. Instead, it will be a moderated round-table discussion with five individuals who have served on panels for seven WWC Practice Guide. Symposium panelists will include researchers and practitioners from WWC practice guide panels. Symposium panelists will include researchers who have served as chairs of practice guide panels as well as practitioners who have served on practice guide panels.

The individual symposium panelists and the guides they represent are listed in Table 1.

Table 1: Panelists for Symposium on WWC Practice Guides

Panelist	Role	Practice Guide
Mark Dynarski	Chair	Dropout Prevention
Russell Gersten	Chair	Literacy Instruction for English Language Learners
	Chair	Assisting Students Struggling with Mathematics
	Chair	Assisting Students Struggling with Reading
Timothy Shanahan	Chair	Teaching Reading Comprehension (forthcoming)
	Panelist	Literacy Instruction for English Language Learners
Laurel Marsh	Practitioner Panelist	Assisting Students Struggling with Mathematics
Robin Patfield	Practitioner Panelist	Reducing Behavior Problems in the Elementary School Classroom

The symposium will address the following questions:

- What are practice guides and how are they developed?
- How was research used to develop recommendations in the practice guides?
- How was the level of evidence determined for recommendations in the practice guides?
- What role did practitioners play in developing recommendations and translating research evidence?

- How are recommendations developed when research cannot identify effective practices definitively?
- How do educators interpret and use the level of evidence rating on practice guide recommendations?
- What can researchers do to present findings in a way that informs practice?

The panel will be moderated by Scott Cody, Deputy Director of the WWC. Audience members will be encouraged to ask questions about panelists' experiences with practice guides as well as about recommendations within practice guides.

The symposium will last 90 minutes.

**Setting:**

*Description of where the research took place.*

Not applicable

**Population / Participants / Subjects:**

*Description of participants in the study: who (or what) how many, key features (or characteristics).*

Not applicable

**Intervention / Program / Practice:**

*Description of the intervention, program or practice, including details of administration and duration.*

Not applicable

**Research Design:**

*Description of research design (e.g., qualitative case study, quasi-experimental design, secondary analysis, analytic essay, randomized field trial).*

Not applicable

**Data Collection and Analysis:**

*Description of the methods for collecting and analyzing data.*

Not applicable

**Findings / Results:**

*Description of main findings with specific details.*

Not applicable

**Conclusions:**

*Description of conclusions and recommendations based on findings and overall study.*

Not applicable

## **Appendices**

*Not included in page count.*

### **Appendix A. References**

*References are to be in APA version 6 format.*

Not applicable

**Appendix B. Tables and Figures**

*Not included in page count.*

Not applicable