ERIC and Education Resources in KYVL

Presented by
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KDLA Division of Library Services
Today’s Topics

• Education Resources Information Center (ERIC)

• Teacher Reference Center
Education Resources
Information Center
What is ERIC?

• Internet-based bibliographic and full-text database of education research and information
• Sponsored by the Institute of Education Sciences of the US Department of Education
• Established in 1966
What does ERIC include?

- More than 1.6 million records
- Links to nearly 750,000 full-text documents
- Thesaurus containing over 11,700 terms

List of titles: [https://eric.ed.gov/](https://eric.ed.gov/)
ERIC contains:
• Journal articles
• Research reports
• Fact sheets
• Conference papers
• Books

ERIC has
• No textbooks
• No lesson plans
• No personal opinion narratives
• No subject-focused resources
Who should use ERIC?

5 main user groups
• Educators
• Researchers
• Policymakers
• Academics
• General public
Why use ERIC?

- Comprehensive
- Easy to use
- Searchable
- Internet based
- Most full text
- Peer reviewed materials
How do I access ERIC

Directly through the Internet
• https://eric.ed.gov/

State Library’s research databases from KYVL
• https://kdla.ky.gov
Accessing KYVL’s ERIC

• Same coverage as other
• Looks and act like other Esca databases
• Can search multiple databases at same time
• Full text options
• Save search history and set alerts
• Can organize saved articles in personal folders
https://kdlaky.gov

EXIT

NOTE: Use Chrome or Firefox as Internet browser
Research Databases Page

Research Databases for State Employees
Desktop access to licensed databases is provided free of charge, exclusively to state government employees. All databases are accessible to the general public at the State Library.

- **NewsBank**, 3000+ full-text U.S. newspapers, 50+ Kentucky sources including the Lexington Herald-Leader.
- **ProQuest**, 300+ full-text U.S. newspapers including the Louisville Courier-Journal.
- **KYVL Virtual Library**, 20+ databases including EBSCO and WorldCat, multidisciplinary coverage; strengths in business, education, medicine and news.
- **Infogroup Reference USAGov**
- **WorldCat Discovery**
- **HSDL Homeland Security Digital Library**
- **KDLA WorldCat Discovery** offers quick and easy searching of KDLA's collections, and other libraries worldwide.

Directory of U.S. businesses and individuals enhanced with financial and organizational information.

80,000+ full-text federal, state and local policy documents, and news on homeland security.

Login Procedure
- Select a database.
- When prompted, type in your KDLA account number and password.
- **NOTE**: Our login procedure has changed and you may be required to reset your password. The following short video will walk you through that process: [How to reset your KDLA library account for WorldCat Discovery and KDLA Databases (5 minute video)]
- For assistance contact the State Library’s Reference Desk: 502.564.8300; or toll-free 800.628.7000; or online at [Ask A Librarian]

Who is Classified as a State Employee?
This classification includes persons working in executive, legislative and judicial agencies, commissions, boards, etc.

Employees of public school systems and public higher education institutions can be served by their public and institutional libraries.
KYVL Databases

20+ databases including EBSCO and WorldCat; multi-disciplinary coverage; strengths in business, education, medicine and news.

- Britannica Digital Learning
- EBSCO
- LearningExpress Library
- NovelList
- ProQuest
- Scholastic GO!
- WorldCat (OCLC)

Connect with KDLA

Kentucky Department for Libraries and Archives
An agency of the Education and Workforce Development Cabinet

General Information
- Calendar of Events
- Hours of Operation
- Service / Staff Directories
- Contact KDLA

About KDLA
- Press Room
- Strategic Plan
- Organizational Information
- Publications

Policies and Guidelines
- Customer Policy
- Circulation Policy
- Collection Development Policy
- Research Room Policies

Contact Us
- P.O. Box 357
- Frankfort, KY 40602-0537
- Get Directions
First time you must set your password
Select Individual Database
Advanced Search Screen
Use Limiters Before Search
Searching in Ebsco ERIC
Narrow Results by Adding Terms

Searching: ERIC | Choose Databases
- Suggest Subject Terms
- common core standards
- mathematics
- high school

Search Results: 1 - 10 of 397
Narrow Results Using Facets

- Full text
- Peer reviewed
- Date range
- Source types
- Subjects
- Publications
- Language
- Geography
Searching: ERIC Choose Databases
common core standards
AND mathematics
AND high school
Search Results: 1 - 10 of 49

Mathematics-Literacy Checklists: A Pedagogical Innovation to Support Teachers as They Implement the Common Core
FULL TEXT FROM ERIC
Subjects: Mathematics Instruction; Check Lists; Common Core State Standards; Literacy; Special Education Teachers; Teacher Attitudes; Teaching Methods; Coaching (Performance); High School Students; Secondary School Teachers; Content Area Reading; Content Area Writing; Guidelines; Reading Comprehension; Middle School Teachers; Mathematics Teachers; Vocabulary; Language Skills; Problem Solving
Using the Thesaurus

• Controlled vocabulary
• Contains many descriptors or subject headings
• Describes the subject content of a record
1. Time for Teachers: Leveraging Expanded Time to Strengthen Instruction and Empower Teachers

By: Kaplan, Claire; Chien, Roy; Feldman, David A. National Center on Time & Learning. 2015 76 pp.

2. Using Learning Stories to Capture "Gifted" and "Hard Worker" Mindsets within a NYC Specialized High School for the Sciences

By: Pride, Leah O. Theory Into Practice, v53 n1 p41-47 2014. (EL1022319)

Subjects: STEM Education; Academically Gifted; High Schools; Special Schools; Science Education; High Achievement; Student Attitudes; Teacher Attitudes; Personal Narratives; Science Teachers; Scientists;
Individual Record

Time for Teachers: Leveraging Expanded Time to Strengthen Instruction and Empower Teachers

Author(s): Kaplan, Claire; Chan, Roy; Farberman, David A.; Novytska, Ann, National Center on Time & Learning

Source: National Center on Time & Learning. 76 pp.

Availability: Full Text from ERIC Available online: https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accn=ED681995 National Center on Time & Learning, 24 School Street, 3rd Floor, Boston, MA 02108. Tel: 617-378-3940; Fax: 617-723-6746; Web site: http://www.timeandlearning.org

Peer Reviewed: N/A

Publication Date: 2015

Descriptors: Extended School Day, Extended School Year, Faculty Development, Teacher Collaboration, Lesson Plans, Summer Programs, Inservice Teacher Education, Coaching (Performance), Observation, Data, Decision Making, Instruction, Teacher Empowerment, Elementary Schools, High Schools, Middle Schools, Time Management, Elementary School Teachers, Middle School Teachers, Secondary School Teachers


Abstract: This study looks deeply inside 17 schools that stand at the vanguard of the current revolution in teaching. This new National Center on Time & Learning (NCTL) report reveals the substantive ways in which these schools are providing their teachers with more time to reflect on, develop, and hone their craft. By very explicitly leveraging an expanded-time school schedule and calendar, these schools' expanded time—on average, they are in session almost 300 hours more per year than the national norm of 1,170 hours—affords not only more hours and days focused on classroom instruction, but also a full array of professional learning opportunities.

While the average American teacher spends less than 20 percent of her time in school outside the
Time for Teachers: Leveraging Expanded Time to Strengthen Instruction and Empower Teachers

Kaplan, Claire; Chan, Roy; Farbman, David A.; Novoroty, Ami
National Center on Time & Learning

This study looks deeply inside 17 schools that stand at the vanguard of the current revolution in teaching. This new National Center on Time & Learning (NCTL) report reveals the substantive ways in which these schools are providing their teachers with more time to reflect on, develop, and hone their craft, by very explicitly leveraging an expanded-time school schedule and calendar. These schools' expanded time—on average, they are in session almost 300 hours more per year than the national norm of 1,170 hours—affords not only more hours and days focused on classroom instruction, but also a full array of professional learning opportunities.

While the average American teacher spends less than 20 percent of her time in school outside the classroom—about seven total hours per week—across the 17 schools featured in this report spend twice that proportion (40 percent) in activities that support their instruction—such as planning with peers or individually, reflecting upon their classroom teaching, and/or learning new content or pedagogies. It explores six specific practices—one each in Chapters Two through Seven—that highly-effective schools have put in place. These practices are: (1) Collaborative Lesson Planning, Improving Teaching through Teamwork. Featuring: UP Academy Boston (Boston, MA), Billmore Preparatory Academy (Phoenix, AZ), Newton Elementary School (Greenfield, MA), Frank M. Silvia Elementary School (Fall River, MA); The Freiss School (La Jolla, CA); (2) Embedded Professional Development: Building Knowledge through Collaboration. Featuring: Nicola S. LaCorte-Peterstown School No. 3 (Elizabeth, NJ), Brunson-Lee Elementary (Phoenix, AZ), The Preuss School (La Jolla, CA), Morton School of Excellence (Chicago, IL); KIPP Central City Academy (New Orleans, LA); (3) Summer Training, Establishing Expectations and Planning Ahead. Featuring: Achievement First Armistad High School (New Haven, CT), UC Academy Boston (Boston, MA), YES College Prep—Southwest Campus (Houston, TX); Roxbury Prep, Lucy Stone Campus (Boston, MA); Williamsburg Collegiate Charter School (Brooklyn, NY); (4) Data Analysis, Examining Student Performance to Tailor Instruction. Featuring: McGloon Elementary School (Denver, CO), Newton Elementary School (Greenfield, MA), Frank M. Silvia Elementary School (Fall River, MA), Morton School of Excellence (Chicago, IL), Mastery Charter School—Shoemaker Campus (Philadelphia, PA); The Southside Charter School (Memphis, TN); Achievement First Armistad High School (New Haven, CT); (5) Individualized Coaching, Helping Teachers Succeed through Observation and Feedback. Featuring: Achievement First Armistad High School (New Haven, CT), Douglas MacArthur Girls’ Leadership Academy (Cleveland, OH); KIPP Central City Academy (New Orleans, LA); Williamsburg Collegiate Charter School (Brooklyn, NY); (6) Peer Observation: Sharing and Honing Effective Practices. Featuring: Morton School of Excellence (Chicago, IL), Nicola S. LaCorte-Peterstown School No. 3 (Elizabeth, NJ), Frank M. Silvia Elementary School (Fall River, MA). Using examples and vignettes from the 17 featured schools, “Time for Teachers” documents, deconstructs, and analyzes these practices to reveal how educators strive to make the time they allocate for teacher development most effective. Each of the reports practice chapters concludes with a list of four or five “Keys to Success,” which describe the implementation factors that enable the profiled schools to achieve success within these practice areas, as well as a summary chart that educators can use to assess their own implementation of each practice.

The aim of this report is to present these featured expanded-time schools—or, more precisely, the systems and practices they have implemented—as models that educators at any school can adopt and adapt to achieve similar success with their own students. Through analysis of the six time-use strategies, “Time for Teachers” offers a road map for other educators who are looking to adjust and improve how they are using both the time they currently have in their school schedules and any time they may plan to add. Individually and collectively, the accounts of these practices offer all educators insights into why this professional learning time is so valuable and why an expanded-school schedule facilitates the implementation, and helps to elevate the quality of these
Time for Teachers
Leveraging Expanded Time
To Strengthen Instruction and Empower Teachers

Before our very eyes, teaching in America is undergoing a revolution.

Three distinct, though interdependent, trends have converged to bring momentous changes to the teaching profession.

First, the adoption by 44 states of the Common Core State Standards (CCSS)—a set of educational benchmarks in literacy and math that are more rigorous than those previously in effect in most states—is beginning to galvanize educators across the country to recalibrate and elevate their instruction.¹ Second, the growth of new teacher evaluation systems—a development spurred in part by provisions in the federal Race to the Top initiative—has produced a focus on the design and implementation of new systems to measure instructional quality.² Third, over the last two decades, the teaching profession has undergone a significant demographic shift to a younger, less veteran core. For the first time in half a century, the majority of teachers now have fewer than 10 years' experience.³
Making mentoring work

The authors recommend four practical strategies to help build a successful teacher-mentee relationship.
Full Text Finder

Reducing Children’s Exposure to School Bus Diesel Exhaust in One School District in North Carolina

By: Mazer, Mary E.; Jacobson Vann, Julie C.; Lamanna, Beth F. Journal of School Nursing, v30 n2 p88-96 Apr 2014. (EJ1021066)

Subjects: School Buses, Pollution; School Nurses, Responsibility; Diseases; Environmental Influences; Federal Legislation; National Programs; Environmental Standards; School Districts; School Policy; North Carolina

Full Text Finder

Full Text Finder Results
Resources Located for this Citation
Find Journal of School Nursing from CINAHL with Full Text
Teacher Reference Center
Overview

• Designed for teachers
• Indexes and abstracts more than 220 peer-reviewed journals

www.teacherreference.com

Subjects Include

• Assessment
• Best practices
• Continuing education
• Current pedagogical research
• Curriculum development
• Elementary education
• Higher education
• Instructional media
• Language arts
• Literacy standards
• School administration
• Science and mathematics
• Teacher education
Access through KDLA & KYVL

- Go to KDLA website
- Pick Research Databases from drop-down menu
- Click on KYVL icon
- Click on Ebsco
- Click on Teacher Reference Center icon
Searching: Teacher Reference Center

classroom discipline

AND

AND

Limit To
- Full Text
- Peer Reviewed
- Image Quick View
- 1984 Publication Date
- 2018 Publication Date

Source Types
- All Results
- Magazines (145)
- Academic Journals (102)
- Reviews (20)
Searching Multiple Databases
You can choose the option to search all listed databases or click on the individual databases you want to search.
No Full Text!

Mix up your instruction to boost pupils' reading stamina.

Authors: Crosby, DM
Document Type: Article
Subjects: READING teachers, BEGINNING reading, EDUCATION, INTONATION (Phonetics), LISTENING, CONFIDENCE
Abstract: The author discusses the advantages and disadvantages of teacher read-aloud, read-along, and independent reading which are an important part of a child's education. Topics discussed include exposure of children to texts beyond their independent reading ability, providing an example of prosody through modeling of expression, emphasis, intonation, volume, speed and movement, and development of a culture of listening and respect and confidence in children.
ISSN: 0040-7887
Accession Number: 130748086
State Library can help
Ask a Librarian

Ask a Librarian - State Government Employees

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  - Based on a search
  - Receive an automatic e-mail notification whenever new search results become available
Signing In

Step 1

Step 2
1. The Literary Legacy of Books That Were Left Behind.


Subjects: UNITED States; CHILDREN'S literature; READING – United States; NO Child Left Behind; Act of 2001; PHONEMICS; PHONETICS; FLUENCY (language learning); VOCABULARY

2. Why retirement planning is so important for women: They often face a considerably tougher time than men.


Subjects: RETIREMENT planning; RETIREMENT of women; CHILD care; WORLD Economic Forum; ESTATE planning
1. Kentucky Governor’s Attempts to Overhaul Higher Ed Have Largely Stalled. What’s Next?


HTML Full Text
Why retirement planning is so important for women: They often face a considerably tougher time than men.

Database: Regional Business News

Subjects: RETIREMENT planning; RETIREMENT of women; CHILD care; WORLD Economic Forum; ESTATE planning
1. The Literary Legacy of Books That Were Left Behind.

By: Roberts, Sherron Killingsworth; Killingsworth, Elizabeth K. Childhood Education. Fall 2010, Vol. 87 Issue 1, p17-24. 8p. 1 Color Photograph , Database: Teacher Reference Center

Subjects: UNITED States; CHILDREN'S literature; READING -- United States; NO Child Left Behind Act of 2001; PHONEMICS; PHONETICS; FLUENCY (Language learning); VOCABULARY

2. Why retirement planning is so important for women: They often face a considerably tougher time than men.


Subjects: RETIREMENT planning; RETIREMENT of women; CHILD care; WORLD Economic Forum; ESTATE planning
Contact Us

• In Frankfort
  502-564-8306

• Outside Frankfort
  800-928-7000
  (choose option #3)

• Email and phone: 8:00 – 4:30 (ET) M-F
• Onsite visits: 9:00 – 4:00 (ET) M-F
Conclusion
Remember

- Training Events Calendar
  http://kdla.ky.gov/employees/Pages/TrainingEventsCalendar.aspx

  Archived Training Sessions
  https://kdla.ky.gov/employees/archivedtrainingsessions/Pages/default.aspx

- Follow-up email with
- training certificate
  (may take 1-2 weeks to arrive)
Final Actions

• Take the Survey

• Download the Presentation
• Click “ERIC and Education Resources”
  – “Save to my computer”
  – In the pop-up window:
    – “Click to Download”
    – “Save”
  – Choose where to save it
  – “Save”