

Selection of Evidence Based Practices for Reading, Math, and Behavior: *Is it the right thing to do? Do we think we can do it the right way?*

DATA	PRACTICES	SYSTEMS
NEED	EVIDENCE	RESOURCES
🍏 Do we have data that supports the need?	🍏 Is there research to support its use?	🍏 Is there time and money for adequate training?
🍏 Have we considered parent and community support?	🍏 Is there research to support its use with a particular population?	🍏 Is the technology department able to support the EBP if needed?
🍏 Will this EBP support a school improvement or continuous improvement goal?	🍏 Is the effect size sufficient?	🍏 Is there time and money for adequate coaching?
🍏 Is there data specific to the EBP that can serve as a component of progress monitoring?	🍏 Is it cost-effective or is there something less expensive that yields similar results?	READINESS
🍏 Can the data be communicated to students (feedback) and parents?	🍏 Is there a fidelity checklist or tool?	🍏 Does the leadership team support the EBP?
🍏 Is there a system in place to evaluate the data to determine outcomes?	FIT	🍏 Did the leadership team obtain buy-in?
	🍏 Are there competing initiatives?	🍏 Have committed staff members to been selected to implement?
	🍏 Is there clarity about where the initiative fits in the tiered system?	CAPACITY
	🍏 Is there sufficient time in the schedule for the EBP?	🍏 Has the coach or expert on the EBP been identified as a primary assistant and communicator?
		🍏 Is the EPB easily replicated ?
		🍏 Does the division support the EBP?
		🍏 Can families be shown how to support the EBP?

Resources: Collaborative on Academic, Social and Emotional Learning: <https://casel.org/>
 Practices: National Center on Intensive Interventions: <https://intensiveintervention.org/>
 Equitable Classroom Practices Checklist: https://greatlakesequity.org/sites/default/files/201001011005_equity_tool.pdf
 Evidence-Based Behavioral Practices: <https://ebbp.org/>
 Positive Behavioral Interventions and Supports (PBIS): <https://www.pbis.org/>
 SAMHSA Registry of Evidence-Based Program and Practices: <https://www.samhsa.gov/ebp-resource-center>
 RTI Action Network <http://www.rtinetwork.org/>
 What Works Clearinghouse by the USDOE Institute of Education Sciences: <https://ies.ed.gov/ncee/wwc/practiceguides>

Evaluation of Evidence Based Practices: *Did we do it the right way? Did it work the way we planned?*

DATA	PRACTICES	SYSTEMS
NEED	EVIDENCE	RESOURCES
<ul style="list-style-type: none"> Does the data suggest that this EBP was successful? 	<ul style="list-style-type: none"> Has fidelity of implementation been measured? 	<ul style="list-style-type: none"> Are the materials organized and categorized by an assigned person?
<ul style="list-style-type: none"> Has the data been mined to determine the subgroups for whom the EBP was successful? 	<ul style="list-style-type: none"> Is there evidence of an instructional match between student need and the EBP? 	<ul style="list-style-type: none"> Is on-going assistance available in terms of coaching and training?
<ul style="list-style-type: none"> Does the data suggest that this EBP is still needed? 	FIT	CAPACITY
	<ul style="list-style-type: none"> Does the EBP continue to support the school or division priorities? 	<ul style="list-style-type: none"> Are there a sufficient number of trained implementers?
	<ul style="list-style-type: none"> Does the EBP align with the standards and teaching matrix? 	<ul style="list-style-type: none"> Is the EBP incorporated into a long-range plan to support outcomes

Step One: Consider all of the resources from the resource mapping. Is it complete?

Step Two: Evaluate current EBPs, eliminate ones that aren't getting desired outcomes and select new EPBs as needed.

Step Three: Complete a Tier Definition document that outlines the EBPs to be used in school and division.