**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: www.casel.org  Evidence Based Intervention Network: http://ebi.missouri.edu/  Evidence-Based Behavioral Practices: http://www.ebbp.org/  National Center on Intensive Interventions http://www.intensiveintervention.org/  Promising Practices http://www.promisingpractices.net/  SAMHSA Registry of Evidence-Based Program and Practices: http://nrepp.samhsa.gov/Index.aspx  RTI Action Network http://www.rtinetwork.org/  What Works Clearinghouse by the USDOE Institute of Education Sciences: Using Student Achievement Data to Support Instructional Decision Making http://ies.ed.gov/ncee/wwc/pdf/practice\_guides/dddm\_pg\_092909.pdf |

**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** |
| * Does the data suggest that this EBP was successful? | * Has fidelity of implementation been measured? | * Are the materials organized and categorized by an assigned person? |
| * Has the data been mined to determine the subgroups for whom the EBP was successful? | * Is there evidence of an instructional match between student need and the EBP? | * Is on-going assistance available in terms of coaching and training? |
| * Does the data suggest that this EBP is still needed? | **FIT** | **CAPACITY** |
|  | * Does the EBP continue to support the school or division priorities? | * Are there a sufficient number of trained implementers? |
|  | * Does the EBP align with the standards and teaching matrix? | * 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 and select new EPBs as needed.

Step Three: Complete a Continuum of Supports document that outlines the EBPs to be used in school and division.