**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?
 |

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| 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.