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 staff members 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.