Considerations for Establishing a Protocol for the 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, money, personnel allocated for professional learning?
☐ Have we considered family 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, money, personnel allocated for 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 families?	☐ 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/programs/practices?	☐ Have appropriate staff members been identified to implement?
	☐ Is there clarity about where the initiative/programs/practices fits in the tiered system?	**CAPACITY**
	☐ Is there sufficient time in the schedule for the delivery of the EBP?	☐ Has the coach or expert on the EBP been identified as a primary support and communicator?
		☐ Is the EPB easily replicated?
		☐ Does the division/school support the EBP?
		☐ Are there opportunities to engage families 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/

Resources:
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?	☐ Is there evidence of an instructional match between student need and the EBP?	☐ 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?	☐ Has fidelity of implementation been measured?	☐ Is on-going assistance available in terms of coaching and professional learning?
☐ Does the data suggest that this EBP is still needed?	**FIT**	**CAPACITY**
	☐ Does the use of the EBP continue to align with school or division priorities?	☐ Are there a sufficient number of trained implementers?
		☐ 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 (Evaluation of Evidence Based Practices) and select new EPBs as needed (Selection of Evidence Based Practices).

Step Three: Complete a Continuum of Supports document (aka resource map or resources menu, outline of practices, etc.) that outlines the EBPs that will be supported by the school and division.