

COMPLETED INTERVENTION SELECTION WORK TOOL

Evaluation Criterion	What You Found	What You Didn't Find/What You Still Need to Learn
<p>1. Outcome evidence:</p> <ul style="list-style-type: none"> • Did the research/article examine programs that address specific factors that are pertinent to your school's need(s)? • What outcomes were measured in the study? • Were the outcomes meaningful (relevant and large enough) to you and/or others in your district? • Who was included in this study? • Is it probable that other factors explain the results? • Was the study done in a school or setting similar to mine? 	<p><i>The study indicated a positive impact on spelling achievement</i></p> <p><i>The study examined the effect of the intervention on student spelling scores</i></p>	<p><i>It didn't show the impact on a larger group – the study only assessed the outcomes for eight students</i></p> <p><i>But this doesn't translate to math scores</i></p>
<p>2. Historical Origins:</p> <ul style="list-style-type: none"> • Who developed the intervention? • Why was it developed? 		<p><i>The study didn't say much about who developed the intervention. We need to learn more about its purpose, and the various classroom situations in which it was used.</i></p>
<p>3. Pervasiveness:</p> <ul style="list-style-type: none"> • How widely used is this intervention/program? 		<p><i>The study notes that "large scale research and evaluation by school districts" indicates this is working well . . . but I might learn more specifics by looking for insight via a listserv</i></p>

<p>4. Fiscal Costs:</p> <ul style="list-style-type: none"> • Is the program/intervention financially feasible? 		<p><i>The study doesn't mention costs, but there may be some expense to train educators. Once we identify educators who have used the approach, this is a question to ask.</i></p>
<p>5. Personnel/Staffing Implications:</p> <ul style="list-style-type: none"> • Does the program require new staff to be hired or will staff responsibilities need to be reallocated? 		<p><i>This article doesn't provide very much information about the staffing that's needed to implement the program. This is another question to ask others who have implemented it.</i></p>
<p>6. Flexibility:</p> <ul style="list-style-type: none"> • Is the program highly prescriptive or can it be modified without threatening program integrity? 	<p><i>Based on the article's description, the program appears to offer flexibility in terms of how students are paired in the tutoring program</i></p>	<p><i>It's still a good idea to obtain additional information about which types of pairing arrangements work best, and how the program could best be modified for our classrooms</i></p>
<p>7. External support: <i>(If applicable)</i></p> <ul style="list-style-type: none"> • What type of external support is available from the developers of the program? 		<p><i>The article doesn't discuss external support, but it would be useful to discuss the possibility with the Curriculum Coordinator at our school. We could also contact some of the researchers who have studied the intervention to see if they would be available to consult.</i></p>