



Handout #12: Worksheet for Evaluating Intervention Program Effectiveness

Intervention Program: _____									
	Evidence Base/Research Study	Alignment with Common Core State Standards	Evidence-Based Instructional Strategies	Administration Feasibility	Level of Intensity	Progress Monitoring Measures	Alignment With RTI Framework	Associated Cognitive Variables	Other Considerations
Program Criteria									
	Results (effect size), trial type, fidelity measures, demographics, limitations, discussion, additional research	Topics covered in scope and sequence—refer to NCTM Principles and Standards (part 1), state standards	Refer to curriculum focal points (part 1) and principles for intensive intervention (next slide)	Requirements for time, money, interventionist support	Program duration, target audience, impact on closing the achievement gap, English language learner (ELL) support, struggling student support	Screening, mastery measures and criteria, general outcome measures	Primary/secondary/tertiary level, identification of at-risk students	Skills implicated: working memory, attention, processing speed, phonological processing, nonverbal problem solving, etc.	Time away from general education curriculum, program limitations



Criteria for Selecting an Intervention

Evidence-Based Feature	Presence of Feature in Materials
Clear objectives	Are the lesson objectives specific enough that student mastery can be easily determined?
Teaching of single skill or concept	Does the lesson focus on a single skill or concept?
Use of manipulatives	Does the lesson promote the use of concrete objects to demonstrate concepts and aid mathematical problem solving?
Instructional approach	Does the lesson incorporate the use of evidence-based instructional strategies such as explicit instruction?
Teacher examples	Does the lesson provide sufficient examples that the teachers can use to demonstrate the skill or concept being taught?
Opportunities to practice	Does the lesson include ample practice problems for students to understand the concept or master the skill?
Review of prerequisite skills	Does the lesson review prerequisite skills needed to learn the new skill?
Error correction and corrective feedback	Does the lesson integrate corrective feedback that includes systematic procedures to help students correctly solve problems?
Vocabulary	Does the lesson identify key vocabulary terms and describe how teachers should introduce and define the terms?
Strategies	Does the lesson include step-by-step cognitive strategies (explicitly taught by the teacher) that students can use to solve problems?
Assessment	Does the lesson provide opportunities for the teachers to individually assess a student's learning and mastery of the skill or concept?

Bryant, B. R., Bryant, D. P., Kethley, C., Kim, S. A., & Pool, C. (2009). Preventing mathematics difficulties in the primary grades: The critical features of instruction in textbooks as part of the equation. *Learning Disability Quarterly*, 31, 21–35.

The IRIS Center for Training Enhancements. (2010). *High-quality mathematics instruction: What teachers should know*. Retrieved from <http://iriscenter.wpengine.com/module/math/#content>.