



## SELF-EVALUATION TOOL

For Implementing Evidence-Based Interventions



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

## Self-Evaluation Tool for Implementing Evidence-based Interventions

Adapted from SELF-STUDY GUIDE FOR IMPLEMENTING LITERACY INTERVENTIONS IN GRADES 3-8 from REL Southeast at Florida State University and REL Southeast Improving Literacy Research Alliance Members September 2016. [Self-Study Guide for Implementing Literacy Interventions](#) provides research citations and quotes from studies to support the selection of interventions. [Self-Study Guide for Implementing High School Academic Interventions](#) is also available for secondary literacy and math.

### Introduction

This tool is intended to help school-based personnel conduct a self-evaluation for planning and implementing appropriate interventions.

The self-evaluation tool for implementing appropriate interventions will be most effective if each school's current situation and needs are considered. Prior to completing the self-evaluation tool, a team of personnel at the school might consider current academic intervention needs and practices. This team may consist of teachers, interventionists, administrators, and staff (for example, lead teachers, instructional coaches, MTSS coordinators, and counselors). As the team completes the tool, the following overarching questions may be beneficial in determining how interventions are being carried out and what changes may be needed:

- What is the need for academic interventions at my school?
- How are my students performing, and how many need to be served?
- In what components of content area literacy or math are my students struggling?
- How will we determine which students are served through academic interventions?
- Will additional adults (volunteers, college-age students) enter the classroom to assist the teacher in differentiating instruction in small groups?
- Will students be pulled out of their classroom to receive intervention?
- How many minutes each day, days per week, and weeks per year will students receive intervention?
- What challenges will be encountered when delivering evidence-based academic interventions, and how can these challenges be overcome?
- Who will be providing the interventions to the students?
- Will teachers be provided with an evidence-based program to utilize for intervention purposes?
- How will teachers be trained on how to identify and utilize an appropriate intervention?

### Purpose

The purpose of the self-evaluation tool is to help districts and schools:

- Gather baseline information to use in developing an implementation plan for literacy or math interventions.
- Prioritize their needs as they develop their implementation plans.
- Gather progress-monitoring information for continuous improvement.
- Evaluate the implementation of academic interventions.

## Role of Facilitator

The self-evaluation tool was designed to promote reflection about current strengths and challenges in planning and implementation, spark conversations among staff, and identify areas for improvement. Use of this guide for school-level self-evaluation will take three to five hours and may need to be spread out over several work sessions or PLCs. It may be helpful to elicit input from participating teachers and others who deliver academic interventions, in addition to instructional coaches and school-based administrators. The self-evaluation tool works best if a dedicated facilitator leads the process for members of the self-evaluation team. The facilitator should be knowledgeable in best academic intervention practices as well as in intervention policies, procedures, and implementation and should review the evaluation tool in detail before the self-evaluation begins. The facilitator should also collect relevant data and possible sources of evidence before convening a meeting. The facilitator should be a careful listener and able to lead and structure discussions around collected evidence and decision-making processes.

## Components

### Scoring Guide

The Scoring Guide includes guiding questions and potential sources of evidence to support schools in reviewing school-based planning and implementation of interventions. The Scoring Guide is tied to school actions and uses a four-point scale to assess the current status of implementation. The content of the Scoring Guide is based on eight areas:

1. Student selection
2. Assessment selection and data use
3. Content and instruction
4. Instructional time
5. Interventionist or teacher selection
6. Professional development and ongoing support
7. Communication
8. Intervention or classroom environment

### Implementation Consensus Rating Form

After the Scoring Guide is completed, the facilitator guides the self-evaluation team through a consensus rating process. The team uses the Implementation Consensus Rating Form to reach agreement on the current status of implementation in the school and on planning the next steps. The most important part of this process for schools is the discussion that goes into consensus rating. The scores on the Implementation Consensus Rating Form should reflect this facilitated discussion.

### Planning Next Steps Form

The Planning Next Steps Form is used to prioritize the areas based on the strength of evidence and importance for success as described in the literature. The self-evaluation team should review the consensus ratings showing a need to develop or improve, identify **two or three top priorities** from the eight areas for action planning, record the priority areas, complete a detailed plan for next steps and activities, and note any potential challenges.

## Steps to complete the Scoring Guide, Implementation Consensus Rating Form, and Planning Next Steps Form

<p>Recruit five to seven members who will make up the self-evaluation team and convene a meeting to complete the self-evaluation process. Select a dedicated and knowledgeable facilitator. Then recruit teachers from various content areas and grade levels, interventionists, administrators knowledgeable in literacy or math interventions and implementation to complete the team.</p>
<p>Present an overview of the self-evaluation process to all team members, including a review of relevant data and possible sources of evidence collected by the facilitator. [Activity length: 30 minutes]</p>
<p>Have each team member individually review the content of the Scoring Guide for each specific area that will be rated. [Activity length: 20 minutes]</p>
<p>Discuss any questions asked during the review. Questions should be answered by the facilitator after the overview and document review. [Activity length: 20 minutes]</p>
<p>Have each team member rate each area individually using the full Scoring Guide, including a review of relevant data or possible sources of evidence provided by the facilitator. Each team member should rate each area independently to allow each person's voice to be heard. [Activity length: 60 minutes]</p>
<p>Vote as a group to reach consensus. There are several steps to consensus voting [Activity length: 90 minutes]:</p> <ul style="list-style-type: none"><li>• <b>Vote.</b> Ask each team member to provide a numerical ranking (1–4) for each of the eight areas.</li><li>• <b>Identify frequency.</b> Identify the most frequent number (if three team members vote 3, five vote 2, and two vote 1, the most frequent number that team members voted is 2).</li><li>• <b>Discuss the rationale of the high frequency number.</b> Ask a team member who selected the high frequency number to talk about what motivated that vote.</li><li>• <b>Discuss the rationale of lower frequency numbers.</b> Ask other team members to talk about why they voted in a particular way.</li><li>• <b>Vote.</b> Use numeric voting a second time. Team members may change their votes based on the discussion.</li><li>• <b>Record rating.</b> If there is consensus (typically determined by majority vote), record the high frequency number on the Implementation Consensus Rating Form. If consensus is not reached (there is no high frequency number), continue discussing and voting until consensus is reached.</li><li>• <b>Continue across all areas.</b> Repeat this process for each area.</li></ul>
<p>Discuss and record initial team thoughts on priorities, next steps, and activities on the Implementation Consensus Rating Form. [Activity length: 20 minutes]</p>
<p>Complete the Planning Next Steps Form by leading a discussion with the group about the priorities for action, based on the strength of research on implementation. The facilitator will next lead a discussion for the development of a detailed implementation plan for next steps and activities that are most urgent and actionable. Finally, the facilitator will lead a discussion to capture potential challenges to the plan. [Activity length: 60 minutes]</p>

## Self-Evaluation Implementation Team

Facilitator	
Team Member	

## Self-Evaluation Guide

Circle the rating that best describes your programs' implementation progress for each item:

- 1 = Important, but not feasible now
- 2 = Area to develop or improve
- 3 = Partially in place, under development
- 4 = Already in place

### Scoring Guide Area 1: Student Selection

A plan is developed and implemented to identify and serve struggling students with timely academic interventions.

<b>1.1</b> A plan is developed and implemented for timely identification of students who are at risk or failing to meet grade-level academic expectations.	<b>1      2      3      4</b>
<b>Possible sources of evidence</b>	<b>Guiding Questions</b>
Course mastery, attendance, overall classroom performance (Information that students must meet to be promoted to the next grade.)	Are students with literacy or math intervention needs identified early (close to the beginning of the school year) through teacher referrals, previous grades, or existing assessment data?
School schedule for administering universal screeners	Who ensures that all students with potential risks have been identified?
Documentation of student grades in academic courses and prior assessment scores	Who administers literacy or math progress monitoring assessments and universal screeners?
Documentation of assessment and other criteria used to identify students' academic skills (including attendance and prior grade retention)	Does the school have an established standard score/level for considering students at risk or in need of intervention? Is there a more efficient way to identify students who are at risk?

<p><b>1.2</b> A schedule is created and implemented to ensure that struggling students receive academic interventions in a timely manner.</p>	<p style="text-align: center;"><b>1      2      3      4</b></p>
<p><b>Possible sources of evidence</b></p>	<p><b>Guiding Questions</b></p>
<p>Intervention schedule that provides allotted time for additional resources</p>	<p>Does the intervention schedule allow additional time as needed for students who are significantly below grade level (before school, after school, winter break, spring break, summer break)?</p>
<p>Intervention implementation timeline; school master schedule</p>	<p>Does the school master schedule indicate who will deliver interventions, during what times, in what location, for which student, and in what size of group?</p>
<p>Intervention course schedule for individuals who will be delivering literacy or math interventions</p>	<p>Is student performance in prior literacy or math interventions considered during intervention placement?</p>
<p>Intervention course schedule for students eligible to receive literacy or math interventions</p>	<p>Does the master schedule allow for students who may need multiple services (e.g., EL Services, dyslexia therapy, special education services, gifted)?</p>

**Scoring Guide Area 2: Assessment Selection and Data Use**

Valid and reliable standardized academic assessments are selected and used to determine the need for literacy intervention in the domains of word knowledge (the ability to read and write words and understand their structure and multiple meanings) and text comprehension. Text comprehension involves understanding the discourse of text as well as the ability to engage in text-dependent writing. Assessments are also selected and utilized, if necessary, to determine the need for intervention in foundational reading skills, including phonics and word recognition.

Valid and reliable standardized academic assessments are selected and used to determine the need for math interventions in word problems, vocabulary, basic math skills, and multi-step questions.

These assessments are to be aligned with instructional content to track a student’s response to intervention and inform intervention placement, focus, duration, and intensity. In addition, inventories to determine students’ motivation and engagement in learning are administered to guide the teacher in providing students with meaningful learning opportunities.

<p><b>2.1</b> Valid and reliable standardized literacy assessments are selected and used to determine the need for literacy intervention. Literacy assessments should include measures of embedded vocabulary and comprehension. For students below grade level, assessments should include measures of potential instructional needs in phonics and word recognition, including multisyllabic words. Valid and reliable standardized academic assessments are selected and used to determine the need for math interventions in word problems, vocabulary, basic math skills, and multi-step questions.</p>	<p><b>1      2      3      4</b></p>
<p><b>Possible sources of evidence</b></p>	<p><b>Guiding Questions</b></p>
<p>All available data for student progress</p>	<p>Does the school have a list of additional acceptable data points to consider when determining the need for math interventions?</p>
<p>Documentation of assessments used to identify student’s word knowledge and text comprehension skills</p>	<p>What are the eligibility requirements for receiving literacy interventions?</p>
<p>Documentation of assessments identified to determine the need for intervention in foundational reading skills, including phonics and word recognition</p>	<p>How does the school determine which level of support eligible students will receive through interventions?</p>
<p>Universal Screener data and language screener/placement test if applicable</p>	<p>Are students being screened in their native language or English?</p>
<p>Documentation of assessments used to identify the need for math interventions in areas of word problems, vocabulary, basic math skills, and multi-step questions.</p>	<p>Does the school have a list of additional data points to consider when determining the need for reading/math interventions?</p>

<p><b>2.2</b> Formative assessments that align with instructional goals are used to monitor student response to intervention through MTSS.</p>	<p><b>1      2      3      4</b></p>
<p><b>Possible sources of evidence</b></p>	<p><b>Guiding Questions</b></p>
<p>Review all available data sources</p>	<p>How are embedded assessment data used to group students for intervention and how are they used to decide the focus, length, and intensity of interventions?</p>
<p>Decision making should be taking place in teacher support team meetings. Review individual intervention plans for students.</p>	<p>Are the individuals delivering interventions given support in making instructional and grouping decisions for students receiving interventions? Who provides this support?</p>

<p><b>2.3</b> Data are used by teachers and students to set goals, adjust instructional practices, and guide the selection of intervention materials in order to enhance student-centered learning, improve student’s motivation, and increase student engagement.</p>	<p><b>1      2      3      4</b></p>
<p><b>Possible sources of evidence</b></p>	<p><b>Guiding Questions</b></p>
<p>Teacher Support Team should come together to make decisions for appropriate interventions and materials to be utilized.</p>	<p>How are intervention materials and topics of study determined?</p>
<p>Results of formative assessments, including embedded assessments</p>	<p>What is the variety of data available to teachers, parents, and students?</p>
<p>Progress monitoring reports, formative assessments, and informal feedback and conversations</p>	<p>What informational feedback is available and provided to students?</p>

### Scoring Guide Area 3: Content and Instruction

The design of the curriculum and the plan for instruction and interventions reflect instructional practices that have been shown evidence to support gains in student achievement.

3.1 Criteria for selecting and using programs and interventions that have been shown to have a positive effect on student achievement are used.	1 2 3 4
Possible sources of evidence	Guiding Questions
Review of criteria for selecting the most effective intervention programs and curricula.	Have criteria been developed to select programs and materials for use with students receiving interventions that match the deficit area?
Documentation of program use	Are all components of selected programs available in their entirety to ensure that each intervention is delivered the way it was intended to be delivered (with fidelity)?
Professional development records	Has professional development been provided to individuals delivering interventions to support effective use of selected intervention programs and curricula?
Record of intervention programs and curricula that are currently available at the school.	Are the programs and curricula kept in a central location that is accessible to all teachers administering the interventions?

3.2 A plan is developed and implemented for academic interventions that reflects instructional practices with evidence shown to increase student achievement.	1 2 3 4
Possible sources of evidence	Guiding Questions
Professional development plans for individuals delivering interventions, including instructional materials, an instructional schedule that maximizes instructional time, and instructional practices with evidence shown to affect gains in student achievement.	What is the process for selecting an academic interventionist at the school who has demonstrated effective instructional practices resulting in student growth especially for students working below grade level?
Instructional plans for interventions	Does the plan for literacy interventions reflect instructional practices with evidence shown to increase student achievement such as: academic language development, explicit vocabulary instruction, academic discussion, direct and explicit instruction in comprehension strategies, background knowledge development, focus on building depth of word knowledge cooperative learning, and feedback?

Interviews with instructional coaches, administrators, and educators who implement interventions	For students below grade level, with interrupted formal education or with limited English proficiency, does instruction include explicit instruction in phonemic awareness and the alphabetic principle, reading for meaning, and practice in fluent reading and writing as needed?
Teacher Support Team intervention planning meetings	Who facilitates the development of instructional plans that are informed by student assessment data?
Professional development attendance records and evaluations	Do fidelity observations help verify the implementation and support of effective instructional practices (for example, observations of adherence to program components delivered with quality)? Does the school have a plan in place for observing and providing feedback for intervention fidelity checks (who will conduct them, how will they be conducted, etc.)?
Lesson plans, intervention plans	For students below grade level, does instruction include explicit instruction in math vocabulary, basic math skills, and multi-step directions as needed?

**Scoring Guide Area 4: Instructional Time**

The school schedule has allocated sufficient and consistent instructional time to facilitate literacy and math interventions and meet students’ instructional needs.

<p><b>4.1</b> The school has established a schedule that maximizes instructional time for academic interventions through various formats such as standalone courses, pull-out or push-in intervention groups, integration of intervention strategies in content area courses.</p>	<p><b>1    2    3    4</b></p>
<p><b>Possible sources of evidence</b></p>	<p><b>Guiding Questions</b></p>
<p>School master schedule (includes intervention and course schedules). Interviews with teachers, instructional coaches, guidance counselors, administrators, and staff to determine best schedules for interventions</p>	<p>How does the school schedule provide time for academic interventions above and beyond the minimum or required time already allocated to academic instruction?</p>
<p>Schedule/list of opportunities for intervention available time.</p>	<p>Does the length of time dedicated to academic interventions offer enough intensity and duration for academic growth?</p>

<p><b>4.2</b> The school has established a schedule that delivers academic interventions with the appropriate frequency, consistency, and duration to meet students’ instructional needs.</p>	<p><b>1      2      3      4</b></p>
<p><b>Possible sources of evidence</b></p>	<p><b>Guiding Questions</b></p>
<p>School master schedule (includes intervention and course schedules).</p>	<p>According to the master schedule, how many days per week and minutes per day will students receive academic interventions?</p>
<p>Review of student academic, attendance, and behavior data.</p>	<p>According to diagnostic assessment data, are students receiving enough intervention time to meet their needs?</p>

### Scoring Guide Area 5: Interventionist or Teacher Selection

A plan is developed and implemented to identify or hire, develop, and retain the best possible individuals to deliver academic interventions for struggling students.

<p><b>5.1</b> A plan is developed and implemented to identify or hire school faculty and staff who will deliver academic interventions to students daily or nearly daily in small groups. The individuals delivering interventions should be able to teach academic skills in an engaging manner to students during classroom intervention or content area instruction.</p>	<p><b>1      2      3      4</b></p>
<p><b>Possible sources of evidence</b></p>	<p><b>Guiding Questions</b></p>
<p>Schedules for school faculty and staff (may include content area teachers, instructional coaches, paraprofessionals or instructional assistants, other school staff).</p>	<p>How many school faculty and staff who have demonstrated success in teaching literacy or math skills to students with skill deficits are available to deliver interventions daily or nearly daily in small group?</p>
<p>Documentation of hiring, training, and work hours of individuals identified to deliver interventions.</p>	<p>How many school faculty and staff can be identified who have the ability to be trained to implement effective academic interventions?</p>
<p>Student data documenting the effectiveness of interventionists</p>	<p>Do the school faculty and staff selected to deliver interventions have consistent blocks of time in their daily schedule that enable them to work with one or more intervention groups daily or nearly daily? Can schedules be adjusted to allow them to consistently serve intervention groups?</p>

<p><b>5.2</b> A plan is developed and implemented to identify available community volunteers (high school or college students, pre-service teachers, mentors, retired teachers, parents, grandparents) and staff members (librarian, music teacher, PE teacher, etc.) who can deliver literacy or math interventions to students daily or nearly daily in small groups.</p>	<p><b>1      2      3      4</b></p>
<p><b>Possible sources of evidence</b></p>	<p><b>Guiding Questions</b></p>
<p>Documentation of current community volunteers and staff members</p>	<p>Does the school recruit, train, and use community volunteers or staff members to reduce group sizes for implementing academic interventions?</p>
<p>Schedule of availability for each well-trained community volunteer or staff member</p>	<p>Do the current or prospective community volunteers or staff members have a schedule that enables them to frequently and consistently work with the same intervention groups?</p>
<p>Documentation of fidelity and integrity checks</p>	<p>Who is providing ongoing support and monitoring of interventionists teaching?</p>
<p>Documentation of partnerships with local or national organizations, agencies, and nonprofit groups.</p>	<p>Is there a designated school administrator or member of the leadership team assigned to coordinate volunteers and staff members for supporting interventions?</p>

### Scoring Guide Area 6: Professional Development and Ongoing Support

A plan is developed and implemented to provide professional development and ongoing support to school faculty, staff, and community volunteers delivering academic interventions and strategy instruction for educators delivering initial instruction.

<p><b>6.1</b> A plan is developed and implemented to provide for individuals delivering academic interventions and strategy instruction for content area teachers.</p>	<p><b>1      2      3      4</b></p>
<p><b>Possible sources of evidence</b></p>	<p><b>Guiding Questions</b></p>
<p>Professional development schedule and training agenda</p>	<p>Who provides training in evidence-based academic intervention strategies for educators delivering initial academic instruction?</p>
<p>Professional development training materials</p>	<p>What follow-up and other professional development opportunities are offered and when?</p>
<p>Professional learning community schedules and agenda</p>	<p>When do individuals delivering academic interventions receive initial training?</p>

<b>6.2</b> A plan is developed and implemented to conduct ongoing observations of and provide feedback and support to individuals delivering academic interventions.	<b>1      2      3      4</b>
<b>Possible sources of evidence</b>	<b>Guiding Questions</b>
Academic Interventions observation plan	Has a timeline agreed on by teachers and school leaders been developed for teacher implementation of instructional practices modeled during professional development?
Academic interventions fidelity checklist or rubric	Does the school use rubrics or checklists to conduct ongoing fidelity observations of individuals delivering interventions? How often?
Interviews with school faculty and staff responsible for organizing the implementation of academic interventions	Do observations of intervention sessions inform school leaders about the kinds of support and feedback to provide to individuals delivering intervention?

### Scoring Guide Area 7: Communication

A plan is developed and implemented to facilitate effective communication and collaboration among administrators, instructional coaches, classroom teachers, interventionists, parents, and guidance counselors to ensure that each student’s instructional needs are met.

<b>7.1</b> A plan is developed and implemented for communication and collaboration that will ensure successful startup of academic interventions.	<b>1      2      3      4</b>
<b>Possible sources of evidence</b>	<b>Guiding Questions</b>
Documentation of faculty and staff roles and responsibilities.	What connections have been made with educators who served students in previous years?
Interviews with administrators and leadership (for example, instructional coaches, MTSS leaders, special education teachers, guidance counselors, content area teachers).	How are parents informed when a student is deemed eligible to receive academic interventions?
Meeting notes from academic intervention planning meetings.	How does communication between instructors and interventionists during the school day with those delivering interventions ensure alignment of instruction?
Communication tools available in multiple languages	Are letters of communication available in multiple languages as needed by parents of ELs or former ELs.

<b>7.2</b> A plan is developed that enables teachers, those delivering interventions, and parents to collaborate regularly regarding students' growth in targeted skill areas.	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>Possible sources of evidence</b>	<b>Guiding Questions</b>
Interviews with classroom teachers	Do teachers understand the intervention goals and progress for each student?
Interviews with individuals delivering interventions	What types of student work and data collected during intervention sessions are shared with classroom teachers and parents?
Schedule of collaborative meetings between teachers and individuals implementing interventions.	Are parents provided with resources to continue to support and build academic skills in students while at home?
Schedule of conferences with parents.	What types of student work and data collected during classroom instruction are shared with individuals delivering interventions?
Documentation of teacher support team meetings	How is information from classroom teachers used by interventionists?

### Scoring Guide Area 8: Intervention or Classroom Environment

A healthy and safe learning environment is established that is conducive to student engagement, student productivity, and intensive academic instruction.

<b>8.1</b> A plan is developed and implemented to ensure a healthy and safe learning environment.	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>Possible sources of evidence</b>	<b>Guiding Questions</b>
Documentation of school criteria for instructional environments	Have criteria been developed to select instructional environments for intervention that will provide a healthy and safe learning environment in which distractions are minimized?
Documentation of available instructional spaces to provide consistent academic interventions (inside and outside the classroom).	Is instructional space consistently available to provide academic interventions?
Documentation of instructional materials (complete curricula) and supplies (pencils, paper, calculators, erasers, pencil sharpeners) available and easily accessible for intervention use.	Are instructional materials and supplies readily available for use during intervention sessions?
Documentation of available instructional spaces to provide consistent academic interventions (inside and outside the classroom).	Is the instructional space conducive to student engagement and productivity ( <i>physical space, furniture, lighting, minimized outside distractions</i> )?

\*Complete the Implementation Consensus Rating Form.

Complete this form by recording the results of consensus ratings and discussion from the initial self-evaluation results, initial thoughts on priorities, and initial brainstorming ideas for next steps or activities for each area rated 2 or 3 (areas where development is most needed).

- 1 = Important, but not feasible now
- 2 = Area to develop or improve
- 3 = Partially in place, under development
- 4 = Already in place

## Implementation Consensus Rating Form

(to be completed by the facilitator)

District: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

Scoring Guide Area	Consensus		Priorities	Ideas for next steps or activities
1. Student Selection	1.1	1 2 3 4		
	1.2	1 2 3 4		
2. Assessment Selection and Data Use	2.1	1 2 3 4		
	2.2	1 2 3 4		
	2.3	1 2 3 4		
3. Content and Instruction	3.1	1 2 3 4		
	3.2	1 2 3 4		
4. Instructional Time	4.1	1 2 3 4		
	4.2	1 2 3 4		
5. Interventionist and Teacher Selection	5.1	1 2 3 4		
	5.2	1 2 3 4		
6. Professional Development and Ongoing Support	6.1	1 2 3 4		
	6.2	1 2 3 4		
7. Communication	7.1	1 2 3 4		
	7.2	1 2 3 4		
8. Intervention and Classroom Environment	8.1	1 2 3 4		

## Planning Next Steps Form

After the Implementation Consensus Rating Form has been completed, the facilitator will begin the completion of this form by leading a discussion with the group about the priorities for action based on the strength of research on implementation. The facilitator will next lead a discussion for the development of a detailed implementation plan for next steps and activities that are most urgent and actionable. Finally, the facilitator will lead a discussion to capture potential challenges to the plan.

Based on group discussion and consensus ratings, list the top priority areas to improve implementation of academic interventions.						
<b>Action Steps</b> What will we do?	<b>Responsibilities</b> Who will do it?	<b>Timeline</b> By when? (day/month/year)	<b>Resources</b> (financial, human, other) • Available • Needed • Administrative • Support needed	<b>Potential barriers</b> • What individuals or entities might resist? • How do we address this resistance?	<b>Communications plan</b> • Who is involved? • What methods? • How often?	<b>Evaluation method</b> • How will we know we have reached our goal? • What are our measures?
		Budget				
Step 1:						
Step 2:						
Step 3:						
Step 4:						

## Planning Next Steps Form (ALTERNATE)

After the Implementation Consensus Rating Form has been completed, the facilitator will begin the completion of this form by leading a discussion with the group about the priorities for action based on the strength of research on implementation. The facilitator will next lead a discussion for the development of a detailed implementation plan for next steps and activities that are most urgent and actionable. Finally, the facilitator will lead a discussion to capture potential challenges to the plan.

Based on group discussion and consensus ratings, list the top priority areas to improve implementation of academic interventions.				
<b>Action Steps</b> What will we do?	<b>STEP 1:</b>	<b>STEP 2:</b>	<b>STEP 3:</b>	<b>STEP 4:</b>
<b>Responsibilities</b> Who will do it?				
<b>Timeline</b> By when? (day/month/year)  Budget: _____				
<b>Resources</b> <i>(financial, human, other)</i> <ul style="list-style-type: none"> <li>• Available</li> <li>• Needed</li> <li>• Administrative</li> <li>• Support Needed</li> </ul>				
<b>Potential Barriers</b> <ul style="list-style-type: none"> <li>• What individuals or entities might resist?</li> <li>• How do we address this resistance?</li> </ul>				
<b>Communications Plan</b> <ul style="list-style-type: none"> <li>• Who is involved?</li> <li>• What methods?</li> <li>• How often?</li> </ul>				
<b>Evaluation Method</b> <ul style="list-style-type: none"> <li>• How will we know we have reached our goal?</li> <li>• What are our measures?</li> </ul>				