

Intervention Evaluation and Alignment Chart Protocol

Use the following protocol to guide team discussions as team members complete the “Intervention Evaluation and Alignment Chart.”

This leadership team or site intervention team can use this activity to evaluate schoolwide interventions, or the teacher team can use it to evaluate teacher-led interventions. We recommend completing this activity twice per year—prior to the start of the school year and at the midpoint of each school year.

First, brainstorm your current site interventions in the left column—one intervention per box. For each intervention, ask the following questions.

1. **Targeted:** What exactly is the intervention’s purpose? What specific skill, content, or behavior should students learn by the end of the intervention? If you can’t specify this, it’s a clear indication that the intervention is not targeted enough. To remedy this problem, make the intervention more focused.
2. **Systematic:** Is there a systematic process to identify every student who needs help in the intervention’s targeted area? Once identified, can all the students that need the intervention actually receive the intervention? If the team answers no to either of these questions, what steps can you take to make the intervention more systematic?
3. **Research based:** What research or evidence validates that the intervention has a high likelihood of working? If you can’t cite any, then discontinue the practice and study better practices to reteach the targeted outcome.
4. **Administered by a trained professional:** Who is currently administering the intervention? Are they properly trained and competent at this task? If not, does the school have staff who are better trained, or can the school provide the staff member additional training and support to become more effective?
5. **Timely:** How long does it take to identify and place students in the intervention? We suggest it should not take longer than three weeks.
6. **Directive:** Are targeted students required to attend? If not, what steps can you take to ensure students needing help are present for the intervention?
7. **Alignment steps:** This is the most important step! Because all the characteristics are essential to an intervention’s effectiveness, any X on the chart must be addressed. For example, if a particular intervention has an X under Directive, then the team should discuss and determine how the staff will require students to attend. Fix the X, and the intervention becomes more effective.