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| **Item** | **Coded As** |
| Student characteristics |  |
| Student sample size | Total *N* of students |
| Eligibility for intervention | Description of how students qualified for intervention (identified as at-risk, low performing, nonresponsive, or with disabilities) |
| Age/grade level | Age/grade level(s) at the start of intervention |
| Demographics | Race/ethnicity, home languages, disability status, socio-economic status |
| Outcome measures | Measures used to assess student reading performance as a result of intervention |
| Student outcomes | Student outcomes based, including effect sizes (reported by authors) when possible |
| Implementer characteristics |  |
| Implementer sample size | Total *N* of implementers |

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| **Item** | **Coded As** | |
| Type of implementer | | Tutor/volunteer, general education teacher, special education teacher, teacher (not specified), intervention specialist, paraprofessional, researcher |
| Race/ethnicity | | Race/ethnicity of implementers if reported by author |
| Language of intervention | | Whether intervention was implemented in a language other than English |
| Other demographic information | | Other demographic information reported by authors such as years of experience, education level, etc. |
| Type of PD and support provided | | Description of training and support |
| Who provided the PD/support | | Training/support providers as described by the author |
| Frequency & duration of PD | | Number of times and length of PD/support activities |
| Interventionist measures | | Measures used to assess interventionist knowledge/skills, efficacy, fidelity, perceptions, etc. |
| Interventionist outcomes | | Interventionist outcomes, including effect sizes (as reported by authors) when possible |
| **Item** | **Coded As** | |
| Intervention Characteristics |  | |
| Focus | Areas of reading addressed (e.g., phonemic awareness, phonics/word recognition, fluency, vocabulary, comprehension) | |
| Frequency | Number of times per week | |
| Session duration | Number of min per session | |
| Overall duration | Total number of hours | |
| Setting | Where the intervention occurred | |
| Group size | Number of students per group | |
| Intensification elements | Description of any elements included from the 7 intensification dimensions in the Fuchs et al. (2018) taxonomy | |
| PD Elements (from Desimone, 2009) | | |
| Content focus | Whether the author described PD activities that were focused on subject matter content *and* how students learn that content (must include both) | |
| **Item** | **Coded As** | |
| Active learning | Whether the author reported opportunities for teachers to observe, receive feedback, analyze student work, make presentations, etc. | |
| Coherence | Whether content, goals, activities were consistent with school curriculum and goals, teacher knowledge and beliefs, student needs, school/district/state reforms and policies | |
| Extended duration | Whether the duration of PD/support included 20 or more hours of contact time | |
| Ongoing | Whether the PD included training beyond the initial training (e.g. coaching sessions, booster sessions, etc.) | |
| Collective participation | When the PD involved groups from the same grade, subject, or school participating together to build and active learning community | |