



List of Evidence-Based Practices, Programs, and Policies (EBPs)

How to use EBPs in a standards-based educational system

Every instructional EBP works best when a district or school effectively uses the Minnesota Academic Standards to inform instruction, curriculum and assessment. In addition, all students are best served when a practice is part of an effective Multi-tiered System of Supports (MTSS).

Academic Standards to inform instruction, curriculum and assessment

Districts and schools use the Minnesota Academic Standards to understand what students need to know and be able to do, what proficient grade-level performance looks like or sounds like, what learning progressions are within and across grade levels, and what opportunities exist for integration across different content areas.

Multi-tiered System of Supports (MTSS) evidence-based framework to support EBPs

Every EBP is best implemented as part of a larger structure built to support it. Consider a review of your MTSS so you can develop the structures needed for effective implementation. You can use the data from the [MTSS and Standards Survey \(if you completed that\) described on MTSS page of the MDE website](#), or you can use a tool like the [Tiered Fidelity Inventory \(TFI\) from Michigan](#) to routinely measure how well MTSS is implemented.

[Abstract for Multi-tiered System of Supports \(MTSS\) evidence-based framework for academics](#)

Overview

Open an [overview of this resource covering purpose, outcomes, preparation, and directions](#).

EBPs

Ensure the use of a MTSS framework and as you implement any of the following EBPs within the MTSS to continuously improve learning conditions and mastery of standards.

Research on educational practices showing that they meet the rigor of [evidence defined by ESSA](#) has limitations. As more evidence is collected, updates will be added to this list. Practices have not been researched across every setting, every content area, every grade level or school configuration, or with every demographic group. At best the evidence points to practices with the most potential.

The hyperlink for an EBP opens an abstract with details of the practice and resources to help implement it.

Math

1. [Establishing mathematics goals to focus learning](#)
2. [Implementing tasks that promote reasoning and problem solving](#)
3. [Using and connecting mathematical representations](#)
4. [Facilitating meaningful mathematical discourse](#)
5. [Posing purposeful questions](#)
6. [Building procedural fluency from conceptual understanding](#)
7. [Supporting productive struggle in learning mathematics](#)
8. [Eliciting and using evidence of student thinking](#)

Literacy

Minnesota elected to focus on EBPs for literacy with materials developed by the Early Literacy Task Force of the General Education Leadership Network (GELN). [Find information on the GELN website](#). These literacy EBPs are some of the options available for schools in the Striving Readers Comprehensive Literacy (SRCL) Program grant. Secondary level EBPs will be added in a future version of this list.

[Essential Instructional Practices in Early Literacy Pre-K – Grade 5](#) – This abstract contains links to details on the practices within the following groups:

Early Literacy: Prekindergarten

1. Intentional use of literacy artifacts in dramatic play and throughout the classroom
2. Read aloud with reference to print
3. Interactive read aloud with a comprehension and vocabulary focus
4. Play with sounds inside words
5. Brief, clear, explicit instruction in letter names, the sound(s) associated with the letters, and how letters are shaped and formed
6. Interactions around writing
7. Extended conversation
8. Provision of abundant reading material in the classroom
9. Ongoing observation and assessment of children's language and literacy development that informs their education
10. Collaboration with families in promoting literacy

Early Literacy: grades K-3

1. Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons
2. Read aloud of age-appropriate books and other materials, print or digital
3. Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development
4. Activities that build phonological awareness
5. Explicit instruction in letter-sound relationships

6. Research- and standards-aligned writing instruction
7. Intentional and ambitious efforts to build vocabulary and content knowledge
8. Abundant reading material and reading opportunities in the classroom
9. Ongoing observation and assessment of children's language and literacy development that informs their education
10. Collaboration with families in promoting literacy

Literacy: grades 4-5

1. Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons
2. Intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity
3. Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development
4. Activities that build reading fluency and stamina with increasingly complex text
5. Discussion of the ideas in texts and how to construct text meaning across texts and disciplines
6. Research- and standards-aligned writing instruction
7. Intentional and ambitious efforts to build vocabulary and content knowledge
8. Abundant reading material and reading opportunities in the classroom
9. Ongoing observation and assessment of children's language and literacy development that informs their education
10. Collaboration with families in promoting literacy

English Language Development

1. [Dedicated writing instruction time](#)
2. [Explicit academic vocabulary instruction](#)
3. [Bilingual or dual-immersion programs](#)
4. [Student home language in core instruction](#)
5. [Culturally relevant pedagogy](#)
6. [Ethnic studies programs](#)
7. [Structured Productive Language Opportunities](#)

Attendance/Climate

1. [Social Emotional Learning \(SEL\)](#)
2. [Positive Behavioral Interventions and Supports \(PBIS\)](#)

Graduation

1. [Minnesota Early Indicator and Response System \(MEIRS\)](#)
2. [Check and Connect](#)
3. [Building Assets Reducing Risks \(BARR\)](#)

Other sources of EBPs

Additional practices and programs may be found using a number of other resources. Keep in mind the level of rigor that may be required in the evidence to support your program as each resource displays that differently.

- [Center for Research and Reform in Education](#)
- [What Works Clearinghouse](#)
- [Evidence for ESSA \(Johns Hopkins University\)](#)
- [Promising Practices](#)
- [Ideas that Work](#)
- [Blueprints for Violence Prevention \(University of Colorado\)](#)
- [Social Programs that Work](#)
- [Ask-A-REL](#)
- Lists of EBPs from other states