

Evidence Based Practices (EBPs) to Support English Language Development

Stakeholders requested a list of EBPs to be used by districts and schools when selecting one or more practices for implementation in their school improvement plans. Use of this list is most effective if it is part of an overall continuous improvement process informed by a common needs assessment focused on your multilingual learner population. *This list is not intended to be exhaustive.* You can find more information on the [Minnesota Department of Education Continuous Improvement webpage](#).

Bilingual and Dual-Immersion Programs

Description: Bilingual and dual-immersion programs are designed to increase language learning in two target languages. Bilingual students have a greater capacity for learning and are able to learn content through engagement in both languages. They demonstrate higher cognition and rates of language acquisition in such programs.

Culturally Relevant Pedagogy

Description: Culturally Relevant Pedagogy is a pedagogical practice that encourages educators to facilitate settings where students can be academically successful while developing a critical consciousness, retaining, and building their cultural identity. Perhaps more than other, more technical practice, Culturally Relevant Pedagogy demands continuous development and critical reflection on the part of practitioners.

Dedicated Writing Instruction

Description: Teachers will examine the content standards to determine what types of writing the standards demand. Teachers will then provide structured opportunities for students to write across a variety of genres while providing students with linguistic supports to improve written output. Students should receive feedback on their writing and should have opportunities to collaborate with their peers on writing assignments.

Explicit Academic Vocabulary Instruction

Description: Teachers identify academic terms that are critical to comprehending texts and engaging with material. Teachers then teach the vocabulary in a way that allows students to practice the terms and engage with their meaning, ultimately improving students' ability to engage with rigorous coursework.

Incorporate Student Home Language in Core Instruction

Description: In order to increase language learning and use, the action of incorporating home languages into classroom instruction and practice will increase the scholars' content learning and language understanding and usage. Bilingual or multilingual students will achieve more when more languages are supported in the classroom. Teachers will structure learning times for students to use their full language repertoires to support learning.

Structured Productive Language Opportunities

Description: In order to support content learning for multilingual learners, while they also master elements of academic English, teachers must provide opportunities for students to discuss academic content with their peers as well as extend their thinking in focused writing assignments. Teachers must ground academic discussions and writing in shared experiences, model appropriate vocabulary and language constructions, and provide ample, structured opportunities to practice the associated academic language in discussions and writing.

Ethnic Studies Courses

Description: Ethnic Studies is the critical inquiry of ethnic groups and their inter-relations, which pursues knowledge and practices that will advance the understanding and interests of traditionally marginalized ethnic groups towards eventual equality amongst them all.