

Evidence-Based Practices/Programs

Evidence-Based Practices/Programs- Why should Educators use EBPs?

An evidence-based practice or program (EBP) is one whose effectiveness is supported by multiple, rigorous research studies. In other words, the research provides proof that the practice or program works. The IRIS Center. (2014). Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program.

WHY EBPs?

Educational professionals should use EBPs for teaching and learning for the same reasons that doctors use EBPs to treat a medical condition. Imagine, for example, you learn from your doctor that you have a deadly disease. Your doctor tells you that you must begin a course of treatment immediately. Which treatment would you choose?

Headilette	Treatment b
Has been subjected to a great deal of rigorous research	Has been used in one or two research studies
Worked for most people, most of the	Supported by a few anecdotal reports
time	Is rated as moderately effective
 Is rated as very effective 	

Levels of Evidence (ESSA)

Strong Evidence	Based on at least 1 well- designed and well- implemented experimental study
Moderate Evidence	Based on at least 1 well- designed and well- implemented quasi- experimental study
Promising Evidence	Based on at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias
Demonstrates a Rationale	Includes ongoing efforts to examine the effects of such activity, strategy, or intervention

The U.S. Department of Education (Department) has determined that this guidance is significant guidance under the Office of Management and Budget's Final Bulletin for Agency Good Guidance Practices, 72 Fed. Reg. 3432 (Jan. 25, 2007). See www.whitehouse.gov/sites/default/files/amb/memorando/fy2007/mo

When choosing an EBP consider the following:

- Evidence level
- Effect size
- Student setting/population
- Resources
- Fidelity of Implementation

How to Select Relevant EBPs?

