

EVIDENCED INFORMED PRACTICE FOR SCHOOL INCLUSION (EIPSI) (2020-1-ES01-KA201-082328)

Intellectual Output 4

School development and coaching plan for evidence-informed practice for inclusion

The aim

To contribute to building the capacity of teachers, policymakers, local stakeholders to implement Evidence-informed practices for inclusion (EIP) in high complexity schools.

Main outputs

- O1 An assessment tool to assess the engagement of school with EIPA
- O2 A guideline for the implementation of EIPA
- O3 An implementation plan to be used autonomously for school leaders
- O4 A coaching plan to support school leaders in the implementation of EIPA
- O5 Resources and tools to support leaders in the creation of a favorable school climate

Objectives

By using this package, the school leaders, teachers or other school staff can **diagnose their school's current status** when it comes to using evidence-informed practices for school inclusion. The results of this self-assessment process will help them **prioritize and (re)define goals for their school**, while the recommendations provided along the way will offer them guidance on how to achieve these goals and make the school a more inclusive and equitable place for all.

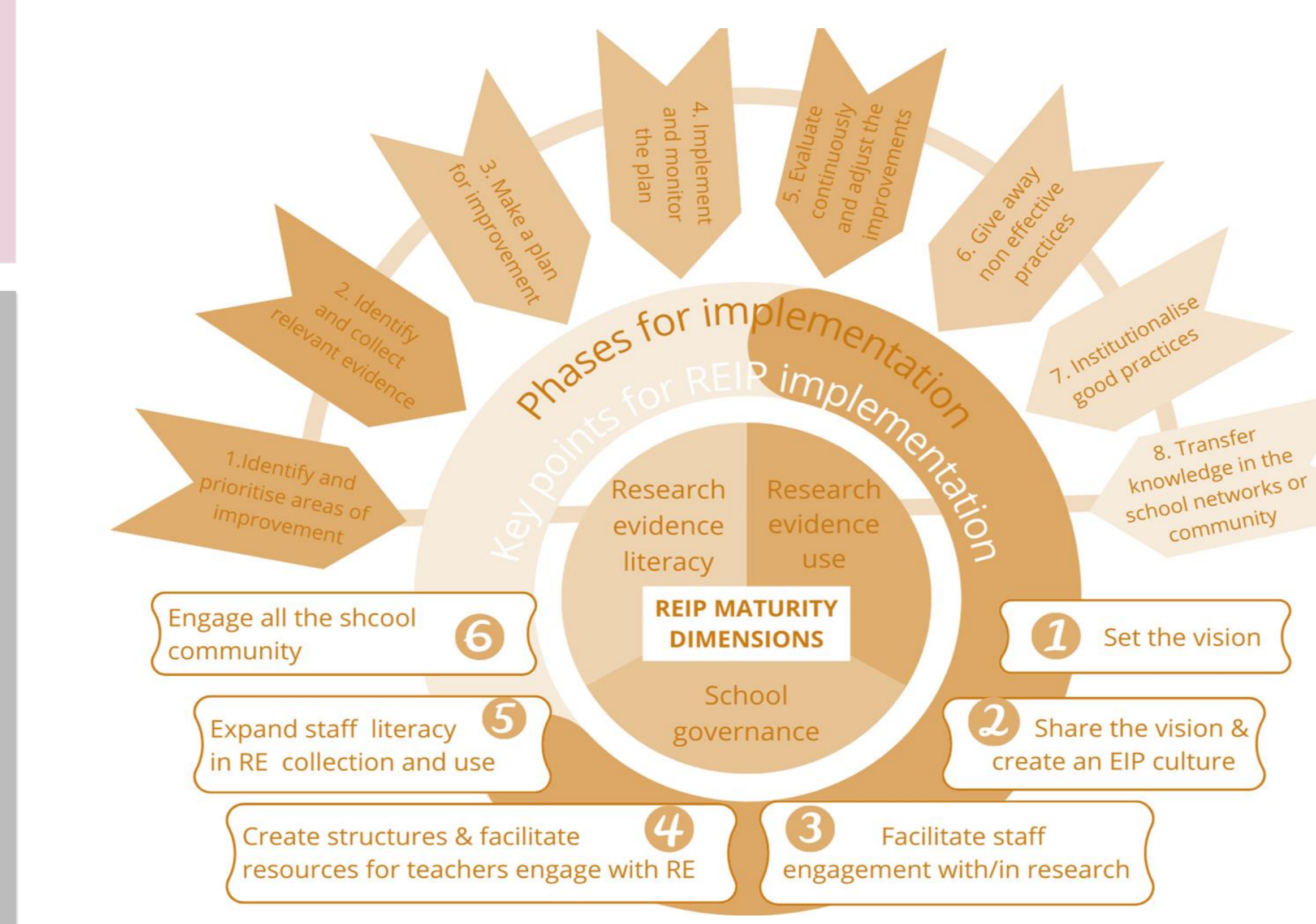
1 Evidence Informed Practice self - assessment tool (EIP-SAT)

This tool aims to support school management team to:

- Evaluate the level of school engagement with the use of evidence (level of Research Evidence Informed Practice maturity - REIP maturity);
- Set the vision in relation to the development of a school organization informed by evidence, also including the use of evidence as part of the teachers' professional development; and
- Make decisions based on relevant evidence and guide the future actions.

2 Evidence Informed Practice Guidelines (EIP-G)

The EIP implementation considers the three dimensions (governance, literacy and effective use) and includes a series of elements relating to the awareness, teachers training, specific organizational actions and collaboration, and engagement.



Start-up level: The school does not display any type of engagement with research evidence.

Basic level: Demonstrate knowledge and understanding of EIP, organize, have awareness, know where to find, recognize, diagnose, explain, exemplify

Consolidated level: Use EIP in classroom practices and school management, design, implement, provide opportunities, initiate, manage, apply, share

Advanced level: Integrate EIP in classroom practices and school management, collaborate with other schools, organizations, select, critically analyze evidence, expand understanding, provide advice and support colleagues, develop a culture of EIP, work with colleagues to review current research

Transformative level: Assess EIP in classroom practices and in school management, disseminate EIP and success stories, transfer knowledge and skills to other institutions/partners, lead colleagues / community to use and champion EIP, engage community or other stakeholders in EIP support and usage, move forward the understanding, conduct systematic assessments/ reviews, impact analysis.

4 Evidence Informed Practice - Coaching Plan (EIP-CP)

The EIP-CP can be used by any school that wants to start or continue the EIP implementation process either as a supporting resource, or as a general guideline used by school management, by the EIP School Champion, or by an external coach with expertise and training in this field. In this context, coaching can be considered a professional development tool for school staff, aimed both at building competence in the field of EIP and at providing support at institutional level.

3 Evidence Informed Practice Implementation Plan (EIP-IP)

This plan provides your school with general steps you can follow to start or to continue the implementation of the Research Evidence-Informed Practice (REIP) approach. Drawing from the self-assessment tool and the EIP guidelines, the EIP implementation plan follows the five levels defined in the self-assessment tool.

EIP IMPLEMENTATION PLAN

You've already used the self-assessment tool to see what is your school's approach to research evidence-informed practice (REIP) and you've consulted the EIP implementation guidelines. Congratulations! You are now ready to continue your school's REIP journey following the steps in this EIP Implementation plan. Please follow the steps relevant for your school, at your own pace. If you need extra support, please consult the EIP Coaching plan and the EIP resource package. You can always go back to the self-assessment tool to see how your school is growing.

PREREQUISITES

- display a culture of collaboration and communication, of constructive feedback, of self-reflection, and of sharing
- have at least some isolated processes aimed to collect and utilize non-systematic data for process' quality evaluation
- manifest an overall openness towards inclusion.

BASIC

- Identify and prioritise areas of improvement
- Identify and collect relevant evidence
- Make a plan for improvement
- Implement and monitor the plan
- Evaluate continuously and adjust the improvements
- Give away no effective practices
- Institutionalise good practices
- Transfer knowledge in the school networks or community

CONOLIDATED

- Engage all the school community
- Expand staff literacy in RE collection and use
- Create structures & facilitate resources for teachers engage with RE
- Facilitate staff engagement with/in research

TRANSFORMATIVE

- Continuously update the training needs in the field of REIP in order to efficiently respond to teachers' needs
- Encourage research evidence to become an integral part of all management processes, as well as of all teachers' practice
- Organise meetings/workshops held by staff in your school for other schools in your area
- Encourage teachers to develop small-scale research in your school to improve practice
- Constantly integrate feedback from the data gathered in your school to improve practice
- Participate at round tables, reunions, meetings at the local, regional and national level and present data and good-practices in your school
- Collect feedback and generate conversations with other school leaders
- Follow-up on the conversations and share resources with other schools
- Provide trust and stability at your school so that your staff are encouraged to contribute and improve practices by engaging with REIP
- Encourage and support staff to be pro-active in sharing resources, good-practices and knowledge within and outside the school
- Integrate coaching for EIP as a general practice in your school - especially for new hires (involve your school principal, a coordinator, another teacher)
- Develop, support and reward a regular practice among staff to stay updated on the most recent and relevant research in the field and share it periodically within and outside the school (e.g. within the professional community/network)
- Use data from your school and others you have collaborated with to influence policies, transfer and capitalise your findings at local, regional and national levels
- Involve all interested parties in developing projects, in school-based practice exchange and in sharing resources
- Ensure a solid and consolidated communication approach (dedicate a role of interaction with parents/community)
- Report individual progress for each pupil based on the analysis of data
- Engage parents in the pupils' personal and academic development by sharing with them relevant interventions/options based on REIP
- Identify the impact of different interventions on pupils
- Advocate and participate with your school in relevant national and international assessments and in other initiatives that allow your school to improve based on REIP collaboration
- Staff reviews their personal development plan to reflect capital' assessment data

Coaching plan stages

- School implementation team
- EIP Coach
- EIPSI recommendations

Preparation

Use the self-assessment tool and identify the REIP maturity level of the school.

Consult the EIP guidelines.

Assign/identify an EIP School Champion.

Establish an EIP vision for the school.

Design and implement a comprehensive needs' assessment.

Session 1-3: The coach provides an orientation to the coaching process in the context of EIP implementation (EIP-CP).

Sessions 4-7: Early coaching sessions with a focus on rapport building, needs' assessment, collaborative goal setting, and action planning.

Implementation

Start EIP implementation in accordance with the specific action plan.

Develop communication and engagement tools.

Assign/identify an EIP School Champion as the driver of change in the organization.

Provide EIP training for staff (based on the needs' assessment).

Pursue the EIP implementation action plan.

Monitor the EIP-IP specific action plan and track progress.

Collect, analyze and use data from the school to revise the EIP-IP specific action plan.

Sessions 8 – to be decided:

The coach offers supportive and constructive performance feedback on action plan implementation.

Evaluation & Transfer

Evaluate objectives, outcomes, outputs and impact in accordance with the action plan.

Set in place tools to develop, trial and evaluate the effectiveness of new practices based on research-evidence for pupils' learning outcomes in diverse contexts.

Use the self-assessment tool to identify school growth and updated REIP maturity level.

Review and revise EIP-IP specific action plan and prepare for achieving the next Level of the EIP-SAT.

Final session:

The coach reviews cumulative progress.