

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

Intellectual Output 4

The aim

Main outputs

- O1 An assessment tool to assess the engagement of school with EIP
- O2 A guideline for the implementation of EIP
- O3 An implementation plan to be used autonomously for school leaders
- O4 A coaching plan to support school leaders in the implementation of EIP
- 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.

SCHOOL DEVELOPMENT AND COACHING PLAN FOR EVIDENCE-INFORMED PRACTICE FOR INCLUSION

To contribute to building the capacity of teachers, policymakers, and local stakeholders to implement Evidence-Informed Practices for Inclusion (EIP) in high complexity schools.

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 and exemplify.

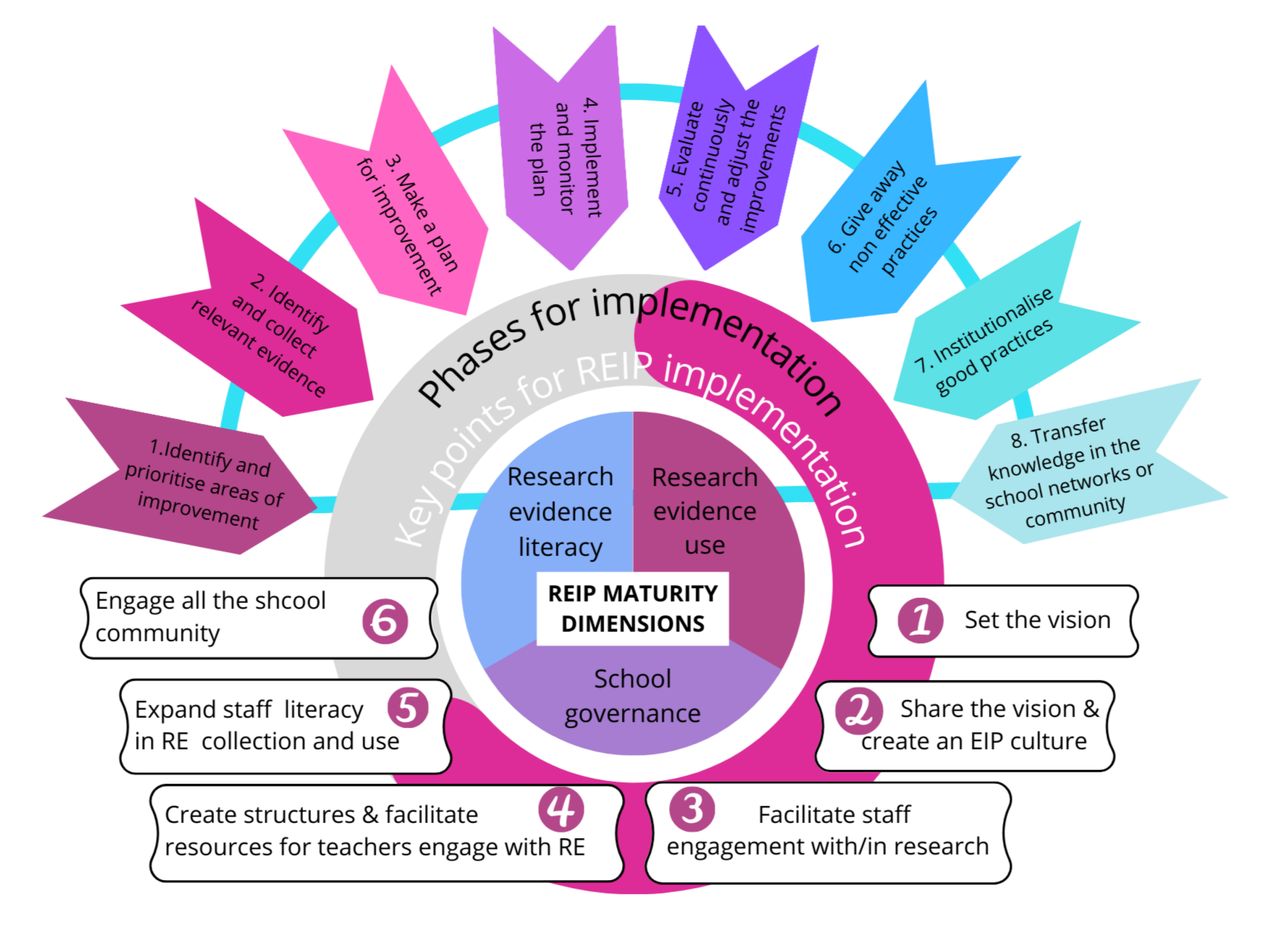
Consolidated level: Use EIP in classroom practices and school management, design, implement, provide opportunities, initiate, manage, apply and share.

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 and 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.

3 Evidence Informed Practice Implementation Plan (EIP-IP)

This plan provides the school with general steps they 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.



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.

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 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.