



Co-funded by the **Erasmus+ Programme** of the European Union

# 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, and local stakeholders to implement Evidence-Informed Practices for Inclusion (EIPI) in high complexity schools.					
	Main outputs	1       LEVEL 0 Start-up       LEVEL 1 Basic       LEVEL 2 LEVEL 2 Consolidated       LEVEL 3 Advanced       LEVEL 3 LEVEL 4 Transformative					
01	An assessment tool to assess the engagement of school with EIP	(EIP-SAT) This tool aims to support school management team to:					
02	A guideline for the implementation of EIP	<ul> <li>Evaluate the level of school engagement with the use of evidence (level of Research Evidence Informed</li> <li>Start-up level: The school does not display any type of</li> </ul>					

03

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An implementation plan to be used autonomously for school leaders

A coaching plan to support school leaders in the implementation of EIP

Resources and tools to support leaders in the 05 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.

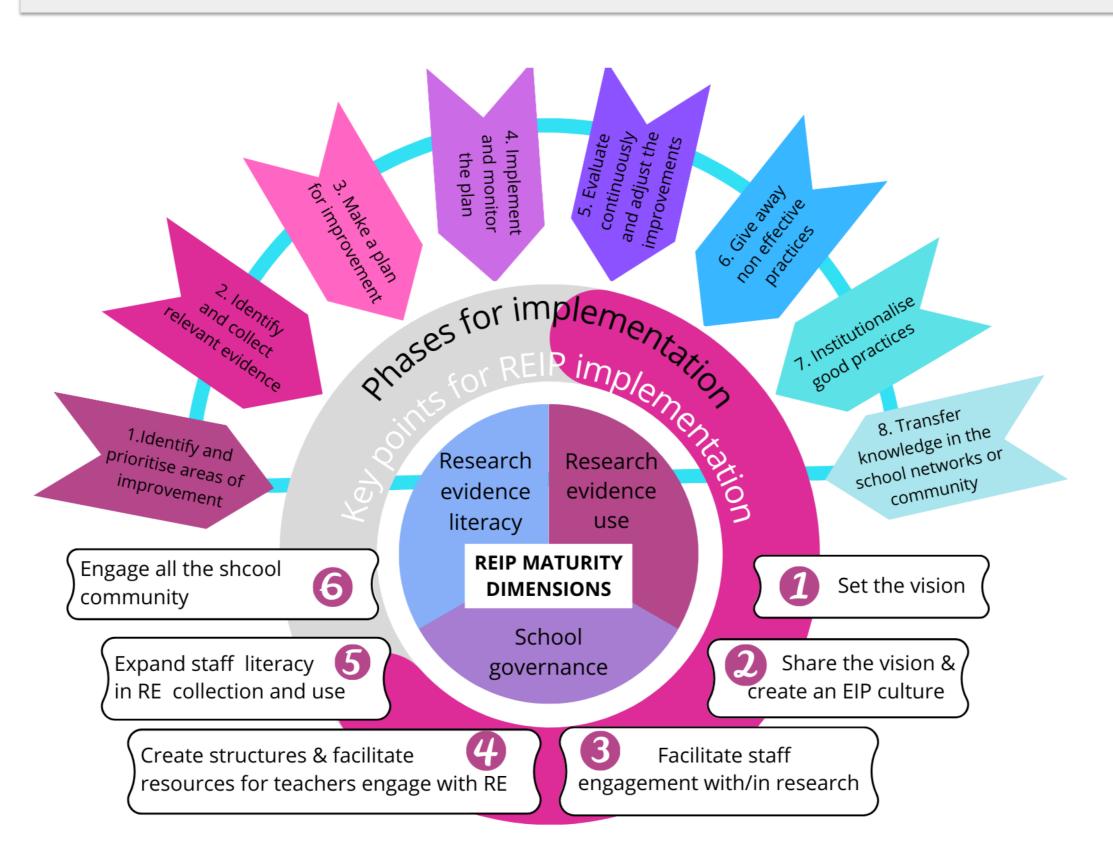
**Evidence Informed Practice Implementation** 

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.

## **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.



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.



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, considered a coaching can be professional development tool for school staff, aimed both at building competence in the field of EIP and at providing support at institutional level.

### 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.

## **Coaching plan stages**

EIPSI Evidence Informed P

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## **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 by 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

To successfully start the EIP implementation, your school should already: 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.

This material is created within the framework of the project 'Evidence-Informed Practice for School Inclusion [EIPSI] (2020-1-ES01-KA201-082328)' Project funded under the Erasmus+ Strategic Partnerships Program.

#### BASIC Identify the teacher(s) who have expertise in the field of EIP Identify relevant courses/training for teachers and manageme and facilitate participation. Encourage teachers to collect and review data from their (Re)define a practice/process of gathering and analysing data

CONSOLIDATED V Brainstorm on potential small-scale research designs that can be developed in your school and ask for support from universities/research

centres/other relevant parties in order to improve on your design Ensure all teachers are trained in EIP. Identify options for collaborating with Universities or research centres. Generate your own data - find and/or develop instruments: observation scripts, evaluation templates, progress trackers Improve upon the existing instruments developed by teachers and by the Set a procedure for gathering and analysing data to inform you management decisions. Use EIP to revise your institutional policies Develop specific action plans for students' inclusion evelop support strategies that contribute to implementing the action plans for students' inclusior Formalise it - allocate a specific time for REIP on the teachers meetings Allocate a specific space for EIP - the library or the teachers' lounge and specific time for EIP conversation

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 schoo for other schools in your area. Encourage teachers to develop small-scale research in

your community 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 Pollow-up on the conversations and share resources with

ADVANCED

Teachers share best-practices and research

evidence. Every month (or as needed) a teacher

presents a case-study from their practice and

receives feedback on how to integrate research

Develop small-scale research projects at the

Explore ways to (ethically) share data with other

schools and to identify common challenges and

Develop a guidance plan for teachers. Periodicall

Include REIP in the institutional development plan

The school ensures teachers have at their disposa

resources to participate at national/international

conferences and/or workshops with representatives

of universities/research centres on topics of interest

(e.g. time-off, stipend, travel costs, conference fee

The school initiates and organises/participates in

local/regional/national events together with other

ask for their feedback and revise the plan.

the managerial plan and/or the teachers'

Staff are encouraged to bring new ideas and

professional development plan.

evidence in their practice

school's level.

opportunities

conduct research.

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 counsellor, 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 (i.e. within the professional community/networks) 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/best-practice exchange and in sharing resources Ensure a solid and consolidated communication approach (Re)define a plan 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

### School implementation team

**EIP Coach** 

school.

**EIPSI** recommendations

#### **Preparation** Implementation Start EIP implementation in Use the self-assessment tool and identify the REIP maturity level of accordance with the action plan. the school. Develop communication and Consult the EIP guidelines. engagement tools. with the action plan. Assign/ identify an EIP School Assign/ identify an EIP School Champion as the driver of change Champion. in the organization. Establish an EIP vision for the Provide EIP training for staff

## **Evaluation & Transfer**

Evaluate objectives, outcomes, outputs and impact in accordance

Set in place tools to develop, trial and evaluate the effectiveness of new practices based on research-

<section-header><section-header><section-header><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></section-header></section-header></section-header>	<ul> <li>(Re)define a practice/process of gathering and analysing data at management level, in collaboration with teachers.</li> <li>Include REIP in your school's administrative/institutional documents.</li> <li>Shape specific objectives and include them in your planning.</li> <li>Create institutional mechanisms for sharing and monitoring the implementation of REIP.</li> <li>Prioritise REIP in your school.</li> <li>Empower teachers</li> <li>Ensure teachers are aware of EIP, have access to resources, and have the opportunity to be trained on the topic of EIP.</li> <li>Your management and teachers should be available for one-toone regular meetings on the topic of EIP.</li> <li>Increase awareness on EIP: generate conversations on the topic in both formal and informal contexts.</li> <li>Ensure teachers use EIP in day to day activities.</li> <li>Actively integrate EIP in lessons plans</li> <li>Encourage and support interdisciplinary discussions and approaches.</li> <li>Ensure access to resources: time, space, financial resources.</li> <li>Identify a resource person - a School EIP Champion.</li> <li>Create and share resources within your school.</li> <li>Allow for specific time on the agenda for EIP during weekty/bimonthly meetings.</li> <li>Focus on collaboration and connectivity - within the school and with other schools.</li> <li>Find existing communication channels and explore new avenues.</li> <li>Ensure there are set, unitary procedures at school level for interacting with parents in a confidential manner.</li> <li>Create a list of all resources currently used to assess students' learning needs.</li> <li>Develop and run a school's and pupils' needs assessment.</li> </ul>	<ul> <li>Allocate a specific space for EIP - the library or the teachers' lounge and specific time for EIP conversations.</li> <li>Chenure all staff have dedicated EIP resources available.</li> <li>Identify financing sources that could support material resources (e.g. tibrary) and human resources (e.g. School EIP Champion - remove other work-load and formally include them in the institutional structure (the quality assurance committee or the committee for inclusion)</li> <li>Stimulate collaboration among teachers.</li> <li>Promote and encourage an inquiry and self-reflection process.</li> <li>Initiate or support practices such as keeping diaries on self-reflection (witten, audio, video diaries) and encourage sharing.</li> <li>Arrange for teachers' case-study presentations and feedback sessions from experts in the field (e.g. researchers, inspectors etc.).</li> <li>Identify experts and new collaboration contexts.</li> <li>Collaborate and communicate with other schools and relevant institutions.</li> <li>Develop in/formal communication means, presenting simplified concepts, transferred practices and/or analysed results.</li> <li>With the community (website)</li> <li>Participate in meetings within school networks.</li> <li>Develop in/formal communication means, presenting simplified concepts, transferred practices and/or analysed results.</li> <li>With the community (website)</li> <li>Participate in conferences on relevant topics and encourage your teachers to attend/present their work.</li> <li>Secure existing communication channels and explore new avenues. Develop a stakeholder map.</li> <li>Create and apply an institutional mechanism for integrating parents' needback in your school and teachers' practice.</li> </ul>	3	Constraints in the pupils' personal and academic development by sharing with them relevant interventions/options based on REIP. Statuate the impact of different interventions on pupils. Advocate and participate with your school in relevant ational and international assessments and in other interventions/options based on REIP. Total active that allow your school to improve based on REIP. Total active the impact of different interventions on pupils. Total active that allow your school to improve based on REIP. Total active that allow your school to improve based on REIP. Total active that allow your school to improve based on REIP. Total active the allow your school to improve based on REIP. Total active the allow your school to improve based on REIP. Total active the allow your school to improve based on REIP.	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.	<ul> <li>(based on the needs' assessment).</li> <li>Pursue the EIP implementation action plan.</li> <li>Monitor the EIP-IP specific action plan and track progress.</li> <li>Collect, analyze and use data from the school to revise the EIP-IP specific action plan.</li> <li>Sessions 8 – to be decided:</li> <li>The coach offers supportive and constructive performance feedback on action plan</li> </ul>	<ul> <li>new practices based on research- evidence for pupils' learning outcomes in diverse contexts.</li> <li>Use the self-assessment tool to identify school growth and updated REIP maturity level.</li> <li>Review and revise EIP-IP specific action plan and prepare for achieving the next Level of the EPI- SAT.</li> <li>Final session: The coach reviews cumulative progress.</li> </ul>	
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