



## IO 4

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



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DIGITAL SOCIETY SCHOOL



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## Acronyms used in the document

EIP = evidence-informed practice  
 EIPSI = evidence-informed practice for school inclusion  
 REIP = research evidence-informed practice  
 EIP-SAT = evidence-informed practice self-assessment tool  
 EIP-G = evidence-informed practice guidelines  
 EIP-IP = evidence-informed practice implementation plan  
 EIP-CP = coaching plan for evidence-informed practice  
 EIP-SC = evidence-informed practice school champion  
 EIP-RP = evidence-informed practice resource package

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## Introduction

### Rationale

The EIPSI project aims to contribute to the improvement of student academic outcomes through the promotion of the evidence-informed practice (EIP) approach in schools.

In recent years, educational systems and teaching practices have seen an increasing interest in innovative and transformative education movements. At the level of each school, a multitude of teaching and organizational practices are being implemented at the same time to improve student learning and to provide a better response to the diverse needs of students, especially to those who need it most. However, to ensure that these changes have the expected effect and have a significant impact on the improvement of educational processes, it is necessary to systematize this implementation through tools that contribute to their verification and contrast from educational research on the subject in question. In short, it is a matter of analyzing, reflecting and transforming our educational practice both in the classroom and outside it.

To ensure that educational innovation processes are informed on a solid and credible process, scientific evidence is one of the relevant sources of information when consulting, interpreting or generating knowledge.

*Using scientific evidence in school practice involves:*

- providing reflection time for educators to observe their reality, reflect on students' processes, and detect real and immediate needs;
- providing evidence-informed justification for new and ongoing institutional activities and interventions at the classroom and the school level;
- incorporating the assessment of clearly defined objectives in all activities/interventions when designing new activities;
- providing resources and plan all the research and assessment activities carried out at school or classroom level adequately;
- ensuring that the results' dissemination channels are clear, so that it results in contextual learning of "what works" and can influence change.

In the project, we understand that **inclusion in the school** allows students of all backgrounds to learn and grow. Some students might be disadvantaged or need special practices, who are more prone to be excluded from the classroom, which results in more segregation. It is important to reflect on what those needs and disadvantages are so that we can act upon them. Nevertheless, inclusion refers to improving the educational experience and outcomes for **all students**.

### What to expect from the school development package?

To improve learning and attention to the diversity of students in the classroom, the schools need to ensure supportive working conditions to improve teacher effectiveness and empower teachers to make use of evidence in their teaching practice.

This school development package aims to support schools leaders, teachers and other school agents to promote an evidence-informed practice environment and to provide ideas on how to include these perspectives in the school's strategic plans, develop a school organization sensitive to the use of research evidence and sustain this approach long term.

## Audience

This working package provides **school leaders, teachers or other school staff** the opportunity to conduct a self-assessment on the school's existing or potential capacity to implement an evidence-informed practice approach to inclusion, allows the school to explore relevant guidelines for the implementation of EIP, as well as provides a coaching and an implementation plan for EIP, along with relevant guidelines and ideas for implementation.

The school leaders, teachers or other school staff should approach these tools from **an institutional perspective**.

## Purpose

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.

For the purpose of this resource package, the concept of evidence reflects both academic/scientific research, as well as experts' opinions and practitioners' best practices systematically assessed and contrasted.

## How to use this resource package

This resource package comprises **a self-assessment tool, EIP general guidelines, EIP implementation guidelines, a coaching plan** and an **EIP resource package** dedicated to school leaders and to schools, aimed at improving EIP for inclusion and at guiding them through their EIP journey. A good place to start is the self-assessment tool, which can help them better understand where their school is today in terms of EIP implementation and what future goals they can set along the way. Once they implement the step by step guidelines in the school and achieve the initial objectives, they can come back to the self-assessment tool and learn how much their school has grown.

## Support

Along with the assessment and guidelines schools can also get in touch with their local EIP-coaches (*include contact info for each context*). They are ready to assist schools in reaching their objectives and in making EIP a regular practice (for example, including EIP in the school's Institutional Development Plan).

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

## Introduction

This self-assessment tool aims to support school leaders in assessing the school Research Evidence Informed Practice (REIP) “maturity”. The **REIP maturity** is defined as the capacity and skill a school has to make an effective and strategic use of the research evidence to address students’ diversity and to improve students’ learning outcomes.

The tool is a self-administered assessment to be filled out by the school management team after a careful consultation with school leaders/level coordinators or other school key actors. The tool is part of the school coaching package and is recommended to be used together with the resource package.

The self-assessment tool represents a global instrument addressing the school as an organization, has a formative character and it is contextual (reflects the status of a specific school in a certain moment of its development).

The tool represents the first step in the process of a successful development of an Evidence informed practice for inclusion culture at school level. It can be used as a formative instrument to set the medium and long term objectives, or as a summative assessment instrument to evaluate the level of development achieved by the school at the end of the process.

Summing up, this tool aims to support school management team to:

- 1) Evaluate the level of school engagement with the use of evidence (level of Research Evidence Informed Practice maturity - REIP maturity);
- 2) 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
- 3) Make decisions based on relevant evidence and guide the future actions.

The tool is built around 3 dimensions: school **governance**, school **literacy** in the use of research evidence (RE) and the actual **use of research** evidence in the school practices.

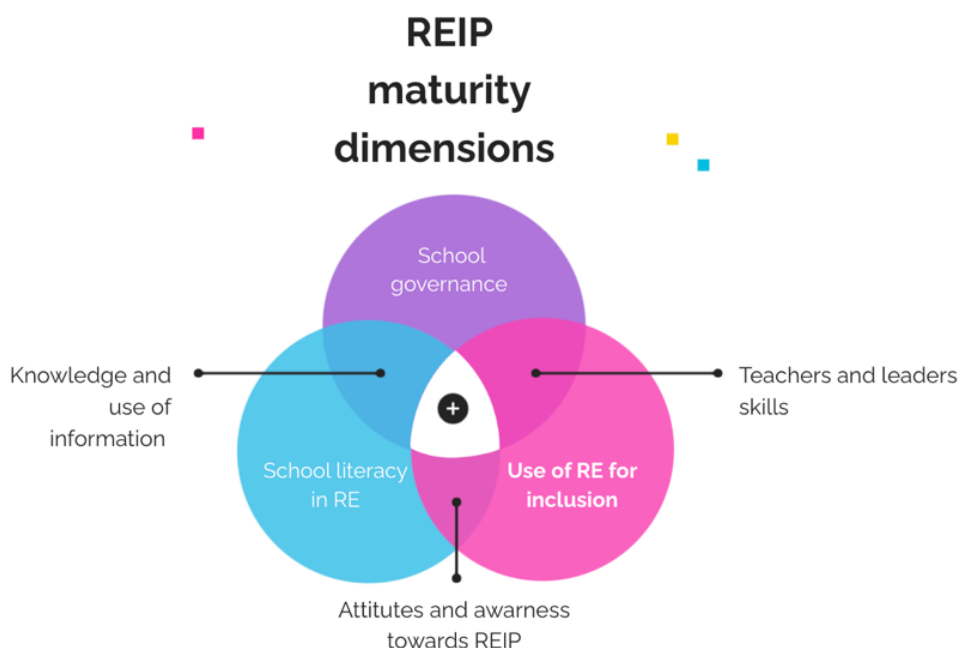


Figure 1. Dimensions defining the REIP school maturity

There are 5 levels of achievement: the first one defines the non-engagement of school in RE use and the last level is the highest and defines the school capacity to create impact on its community.



Figure 2. School development levels

### How to use this self-assessment tool?

There are 3 objectives/ways of using this instrument:

1. as an assessment of the status quo at the beginning of the process (diagnostic role) - also useful for in/formation and objective setting (next steps), moving on to the other tools;
2. during the process, as a monitoring tool for progress (formative role), allowing to plan improvement processes;



3. at the end of the process to re-assess (summative role), analyzing the improvements planned initially.

### **Who can use the self-assessment tool?**

The can be used by the school leader or any other representative of the school on behalf of the school management team. At the same time, in advanced processes, the tool can be used to detect differences of perception between the school management team and the rest of the school agents.



### The self-assessment tool<sup>1</sup>

Category	Indicators	0 Start up	1 Basic level	2 Consolidated	3 Advanced	4 Transformative
School REIP literacy for inclusion	Research literacy	School staff have no specific training in the use of research evidence in their practice.	At school there are teachers who know where and how to search for research evidence to address students' needs both in relation to new teaching and learning methods and curriculum contents.	At school level the majority of teachers are able to assess the quality of the research sources of information and select those that are valid, trustful and based on research data.	At school level the majority of teachers are able to transfer the knowledge from research evidence to their teaching practice.	The school has a culture oriented to the use of research evidence in all its aspects.
	Conducting inquiry process for improvement	The research evidence perspective is not part of the school improvement process.	School staff possess the capacity to design research studies in order to collect data for their decision making.	Collaboration with experts and researchers to conduct large scale studies is a common practice in our school.	Teachers are encouraged to initiate small scale research projects allowing them to collect data to improve their teaching practice and students' learning outcomes.	School is seen as a reference in the area for other schools that want to improve their inclusive practices and they encourage teachers to keep up to date with regards to evidence.
	Analyzing assessment data	The assessments or analyses of the practices / innovations conducted at class and school level are not a priority in our school.	In the decision-making process school management uses evidence to interpret student assessment data, diagnose student learning and modify teaching practice in order to address pupils' needs.	Student assessment data is used to make decisions regarding school strategy addressing pupils' diverse needs.	School management team works with other schools and public administration to make decisions that address pupils' needs.	School management coordinates/leads programs in the community to address pupils' needs.

<sup>1</sup> to be used by head of the school with consulting the management team

Governance for the use of REIP	Leadership	The use of evidence in the decision-making process is not a priority for our school.	The school strategy is based on a vision oriented towards a decision-making process informed by research evidence.	The school development strategy promotes action plans which can stimulate teachers to engage in inquiry and assessment processes to support students' inclusion in school.	There is a guidance plan to support staff to engage in inquiry processes and to review their teaching practice based on this.	The school's good practices are usually disseminated in a broader context.
	Build a professional evidence use culture for inclusion	Organizational culture development depends on the subject area teachers (e.g. teachers of language, math teachers).	The school management mechanisms include a vision which encourages staff to experiment and engage in new teaching practices to support students' diversity and school inclusion.	Staff is encouraged to engage in meaningful conversations about research evidence in addition to established mechanisms and vision.	Staff is supported to conduct processes to collect, analyze, use research evidence and conduct research.	Staff is systematically and consistently encouraged to adopt an attitude and behavior based on inquiry and improvement and spared them in external networks.
	Structure and resources	Schools do not allocate specific resources for EIP development, it depends on individual teacher initiative.	School disposes of space and time to teachers to discuss and reflect on their practice.	Staff is supported with resources (space, time, financial, etc.) to conduct reflexive processes about their practice.	Collaboration between teachers and researchers is fostered and supported with necessary resources.	Teachers dispose of resources to scale up their practices and to transfer them to the wider community.
	Collaborative inquiry	Teachers collaborate on their own initiative or they do not collaborate.	School management contributes to stimulating teachers to engage in collegial discussions and apply constructive feedback from peers to improve their professional knowledge and practice.	School management promotes practices that allow teachers to seek and apply constructive feedback from inspectors and experts to improve teaching practices.	School management initiates and engages in professional discussions with staff in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	School promotes in a regular basis to implement professional dialogue within the school and professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.

Use of EIP for inclusion	Engagement with professional teaching networks and broader communities to address school inclusion	School does not participate in professional and/or community networks.	External professionals and community representatives broaden teachers' professional knowledge and practice and participate in some professional and/or community networks.	School participates in different/ multiple professional and community networks and forums to broaden knowledge and improve practice.	School contributes to professional networks and associations and builds productive links with the wider community to improve teaching and learning.	School takes a leadership role in professional and community networks and supports the involvement of colleagues in external learning opportunities.
	Engagement with parents and the school community to address students' needs	Parents are not an active partner in the decision making process at school level.	In school the most effective strategies for working sensitively and confidentially with parents and the school community are used.	In school, teachers demonstrate an open attitude toward the information provided by parents and integrate it in the decision-making process.	School strategy establishes and maintains respectful collaborative relationships with parents regarding their children's learning and wellbeing.	Parents are actively engaged in both the progress of their children's learning and in the educational priorities of the school.
	Assess student learning needs	School doesn't focus on students' needs to respond, adapt projects and design plans accordingly.	In the decision-making process multiple assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning need are used.	School management develops, selects, and uses informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	Staff is encouraged to use pupils' assessment data as part of their professional development plan.	School forms part of local and national /international assessment exercises which allow it to diagnose learning needs, complying with curriculum, system and/or school assessment requirements

Table 1. Evidence Informed Practice - Self-assessment tool (EIP-SAT)

## 2. Evidence Informed Practice Guidelines (EIP-G)

Once the self-assessment is completed, the school management team can proceed to plan the implementation of the Research Evidence Informed Practice (REIP) approach.

Please consider that the area of implementation is the school as an organization and the planning has to be coherent with the school development strategy or to be included in the existing strategy. So, as any other development strategy, the REIP approach can take time and could include different stages. It's a strategic action, guiding the decision-making process at school level and involving all the school staff, parents and the school community.

The ultimate goal of the plan is to create a school culture which is aware and sensitive to the use of research evidence in the decision making, at all levels - from classroom teaching, to the school governance processes. Also, in order to be successful, the REIP approach should be included in the staff professional development plans.

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

The implementation plan has a contextual nature and depends on the school organizational development, its culture, the level of complexity or diversity. There is no timeline associated with the implementation, as this should be decided by the school management team according to their priorities, strategies and resources.

The implementation plan will allow the school management team to reflect around the following questions:

- What are the areas of improvement?
- How can teachers collect / identify relevant evidence to support the change?
- Are the teachers trained in collecting / using data from a variety of sources (students' assessment, class observation, scientific journals, action research, etc.)?
- What is the best way to monitor the plan?
- How can teachers and leaders better support the improvements?
- Are the teachers empowered to make informed decisions?
- Through what strategies best experiences and practices could be sustained over the time and institutionalized?
- How could the community be involved in the improvement plan?

The diagram of the implementation helps the school management team remember the key points in the implementation of the REIP approach in school, considering the three dimensions: governance, literacy and current use of research evidence.

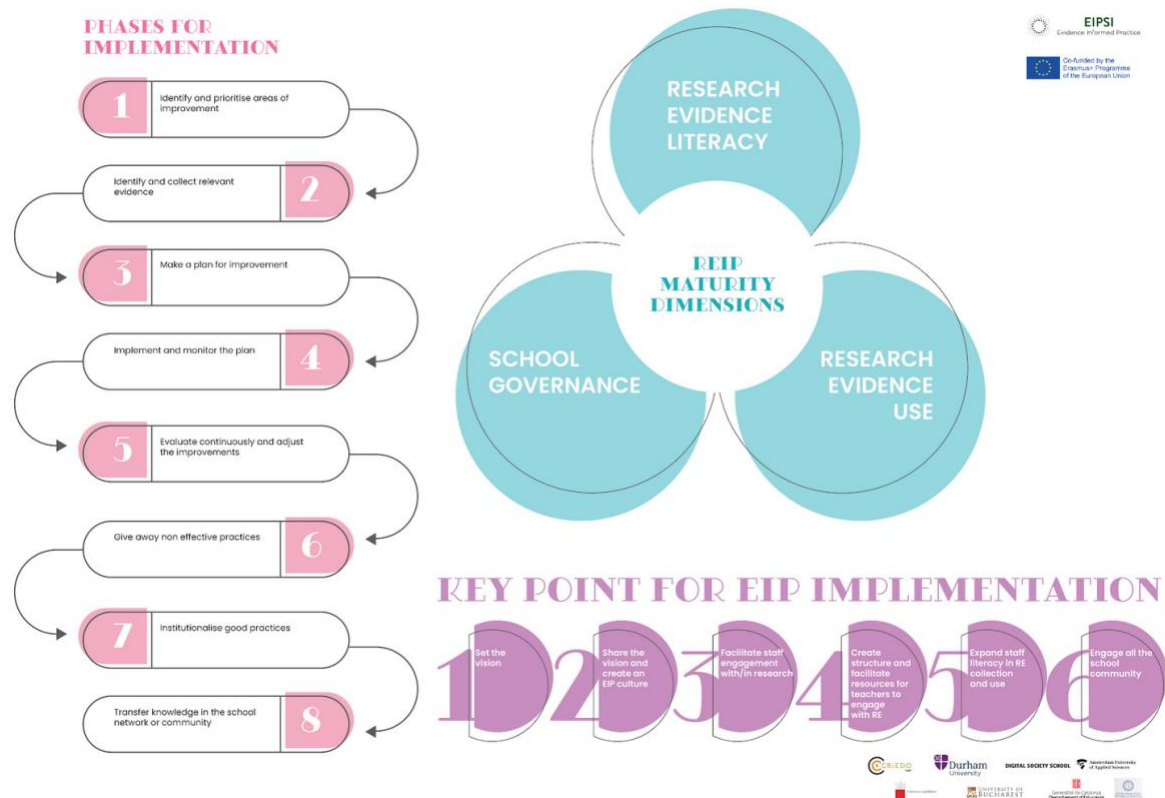


Figure 3. Diagram of the implementation of the REIP approach in school.

### 3. Evidence Informed Practice Implementation Plan (EIP-IP)

#### General presentation

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:

- Start-up (0)
- Basic (1)
- Consolidated (2)
- Advanced (3)
- Transformative (4)

They consider the three dimensions presented in the REIP guidelines:

- School **governance**;
- School **literacy** in the use of research evidence (RE);
- The actual **use of research** evidence in the school practices.

Before you start, it might be useful to highlight some of the main points of the EIP implementation plan. REIP includes all school dimensions, from leadership and organizational growth, to staff and their professional development plans, as it engages the entire school community. From including REIP in your school's strategic plans, to disseminating your intentions and building awareness in and outside the school, from assessment to improvement of the school culture, the REIP approach is a mindset. As you advance through the implementation of each stage, you can expand your network and activities from the school level to local, regional, national and even to an international level.

If you **start from scratch** (Start-up Level), it is important to:

- create awareness in your school regarding REIP
- reshape the school vision so that REIP becomes part of the school's daily habits
- gradually create a culture of assessment and feedback
- cut unnecessary tasks
- give staff time to reflect and engage with research
- set specific roles and functions
- stimulate teachers to conduct impact evaluations of their innovations/practices
- disseminate teachers' knowledge and transfer it.

Implementing the REIP approach in your school may be challenging, the different stages and levels could feel overwhelming, while the resources required for the more advanced levels could seem unachievable. However, the EIP implementation plan is here to support you along the way.



You can start at any point in the process (we recommend starting at the level indicated by your self-assessment) and you can implement the recommendations in full or partially, depending on your school's needs. Also, there is no set calendar or timeline. You should plan in accordance with your priorities and challenges and adapt the implementation to your specific context.

## Introduction

You've already used the self-assessment tool to see what your school's approach to REIP is 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's growth.

## Prerequisites

To successfully start the REIP approach 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; and
- Manifest an overall openness towards inclusion.

## The EIP-IP - integrated version

Dimensions  Levels	School REIP literacy for inclusion			Governance for the use of REIP				Use of EIP for inclusion		
	Research literacy	Conducting inquiry process for improvement	Analyzing assessment data	Leadership	Build a professional evidence use culture for inclusion	Structure and resources	Collaborative inquiry	Engagement with professional teaching networks and broader communities to address school inclusion	Engagement with parents and the school community to address students' needs	Assess student learning needs
Level 0 Start up	Identify the teacher(s) who have expertise in the field of EIP.	Raise awareness for REIP.	Gather best-practices and resources.	Underline the importance of REIP and gain support from management and teachers.	Encourage more conversations amongst all the teachers, particularly on interdisciplinary approaches	Identify existing resources which could also be used for EIP.	Underline the importance of collaboration.	Identify relevant professional networks and explore ways of connecting.	Identify current challenges and opportunities in engaging with parents.	Understand students' needs by discussing with teachers and reviewing students' performance.



Level 1 Basic	Identify relevant courses/ training for teachers and management and facilitate participation			Prioritize REIP in your school.						
	<p>A good starting point could be the EIPSI online self-training available here: <a href="https://digitalsocietyschool.shop">https://digitalsocietyschool.shop</a></p> <p>Ensure teachers are aware of EIP, have access to resources, and have the opportunity to be trained on the topic of EIP.</p>	Encourage teachers to collect and review data from their classes.	(Re) define a practice/ process of gathering and analyzing data at management level, in collaboration with teachers.	<p>Empower teachers Your management and teachers should be available for one-to-one regular meetings on the topic of EIP.</p> <p>Include REIP in your school's administrative/ institutional documents</p> <p>Shape specific objectives and include them in your planning.</p> <p>Create institutional mechanisms for sharing and monitoring the implementation of REIP.</p>	<p>Ensure teachers use EIP in day to day activities.</p> <p>Actively integrate EIP in lesson plans.</p> <p>Encourage and support interdisciplinary discussions and approaches.</p>	<p>Ensure access to resources: time, space, financial resources.</p> <p>Identify a resource person - a School EIP Champion.</p>	<p>Stimulate collaboration among teachers.</p> <p>Promote and encourage an inquiry and self-reflection process.</p>	<p>Focus on collaboration and connectivity - within the school.</p> <p>Find existing communication channels and explore new avenues at the school and local level. Develop a stakeholder map.</p>	<p>Ensure there are set, unitary procedures at school level for interacting with parents in a confidential manner.</p>	Create a list of all resources currently used to assess students' learning needs.

<p><b>Level 2 Consolidated</b></p>	<p>Brainstorm on potential small-scale research designs that can be developed in your school and ask for support from universities/ research centers/ other relevant parties in order to improve on your design.</p> <p>Ensure all teachers are trained in EIP.</p>	<p>Identify options for collaborating with Universities or research centers.</p>	<p>Generate your own data - find and/or develop instruments: observation scripts, evaluation templates, progress trackers.</p> <p>Improve upon the existing instruments developed by teachers and by the school.</p> <p>Set a procedure for gathering and analyzing data to inform your management decisions at the school, local and regional level.</p>	<p>Use EIP to revise your institutional policies.</p> <p>Develop specific action plans for students' inclusion.</p> <p>Develop support strategies that contribute to implementing the action plans for students' inclusion.</p>	<p>Formalize it - allocate a specific time for REIP on the teachers meetings' agenda.</p>	<p>Allocate a specific space for EIP - the library or the teachers' lounge and specific time for EIP conversations.</p> <p>Ensure all staff have dedicated EIP resources available.</p> <p>Identify financing sources that could support material resources (e.g. library) and human resources (e.g. School EIP Champion).</p> <p>Empower the School EIP Champion - remove other work-load and formally include them in the institutional structure (the quality assurance committee or the committee for inclusion).</p>	<p>Create and share resources within your school.</p> <p>Allow for specific time on the agenda for EIP during weekly/bi-monthly meetings.</p> <p>Encourage small-scale collaboration projects between teachers in your school.</p> <p>Initiate or support practices such as keeping diaries on self-reflection (written, audio, video diaries) and encourage sharing.</p> <p>Arrange for teachers' case-study presentations and feedback sessions from experts in the field (e.g. researchers, inspectors etc.).</p>	<p>Find existing communication channels and explore new avenues at the school, local and regional level.</p> <p>Identify experts and new collaboration contexts.</p> <p>Collaborate and communicate with other schools and relevant institutions.</p> <p>Participate in meetings within school networks.</p> <p>Develop in/formal communication means, presenting simplified concepts, transferred practices and/or analyzed results.</p> <ul style="list-style-type: none"> <li>• with parents (parents' meetings, newsletter, website)</li> <li>• with authorities (meetings, updates)</li> <li>• with the community (website)</li> </ul> <p>Secure existing communication channels and explore new avenues.</p>	<p>Create and apply an institutional mechanism for integrating parents' feedback in your school and teachers' practice.</p>	<p>Develop and run a school's and pupils' needs assessment.</p>

<p><b>Level 3 Advanced</b></p>	<p>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 evidence in their practice.</p>	<p>Develop small-scale research projects at the school's level.</p>	<p>Set a procedure for gathering and analyzing data to inform your management decisions at the school, local, regional and national level.</p> <p>Explore ways to (ethically) share data with other schools and to identify common challenges and opportunities.</p>	<p>Develop a guidance plan for teachers. Periodically ask for their feedback and revise the plan.</p> <p>Include REIP in the institutional development plan, the managerial plan and/or the teachers' professional development plan.</p>	<p>Staff are encouraged to bring new ideas and conduct research.</p>	<p>The school ensures teachers have at their disposal resources to participate at national/international conferences and/or workshops with representatives of universities/research centers on topics of interest (e.g. time-off, stipend, travel costs, conference fee etc.)</p>	<p>The school initiates and organizes/participates in local/regional/national events together with other school staff on topics of interest.</p>	<p>Find existing communication channels and explore new avenues at the school, local, regional and national level.</p> <p>The different channels and means of communication and engagement are in place and continuously improved.</p> <p>The stakeholder map is revised as needed.</p> <p>Focus on collaboration and connectivity - within the school and with other schools.</p>	<p>Communication and engagement are defined on values such as efficiency, confidentiality, respect, collaboration.</p> <p>Participate in conferences on relevant topics and encourage your teachers to attend/present their work.</p> <p>Encourage teachers and mandate them to participate in methodical committees and inter-school networks to promote EIPSI.</p>	<p>Staff reviews their personal development plan to reflect pupils' assessment data.</p>
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<p><b>Level 4</b> <b>Transformative</b></p>	<p>Continuously update the training needs in the field of REIP in order to efficiently respond to teachers' needs.</p>			<p>Participate at round-tables, reunions, meetings at the local, regional and national level and present data and good-practices in your school.</p>				<p>Find existing communication channels and explore new avenues at the school, local, regional, national and international level.</p>	<p>(Re) define a plan of interaction with parents/community.</p>	<p>Evaluate the impact of different interventions on pupils.</p>
	<p>Encourage research evidence to become an integral part of all management processes, as well as of all teachers' practice.</p>	<p>Organize meetings/workshops held by staff in your school for other schools in your area.</p> <p>Encourage teachers to develop small-scale research in your community.</p>	<p>Set a procedure for gathering and analyzing data to inform your management decisions at the school, local, regional, national and international level.</p> <p>Constantly integrate feedback from the data gathered in your school to improve practice.</p>	<p>Collect feedback and generate conversations with other school leaders.</p> <p>Follow-up on the conversations and share resources with other schools.</p>	<p>Provide trust and stability at your school so that your staff are encouraged to contribute and improve practices by engaging with REIP.</p> <p>Encourage and support staff to be proactive in sharing resources, good-practices and knowledge within and outside the school.</p>	<p>Integrate coaching for EIP as a general practice in your school - especially for new hires (involve your school principal, a counsellor, another teacher).</p>	<p>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).</p>	<p>Use data from your school and others you have collaborated with to influence policies, transfer and capitalize your findings at local, regional, national and international levels.</p> <p>Involve all interested parties in developing projects, in school/ best-practice exchange and in sharing resources.</p> <p>Ensure a solid and consolidated communication approach.</p>	<p>Report individual progress for each pupil based on the analysis of data.</p> <p>Engage parents in the pupils' personal and academic development by sharing with them relevant interventions /options based on REIP.</p>	<p>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.</p>

Table 2. Evidence Informed Practice - Implementation Plan (EIP-IP)

# EIP IMPLEMENTATION PLAN

You've already used the self-assessment tool to see what is your school's approach to 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's growth.

## PREREQUISITES

To successfully start the REIP approach 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 utilise non-systematic data for process' quality evaluation.
- Manifest an overall openness towards inclusion.

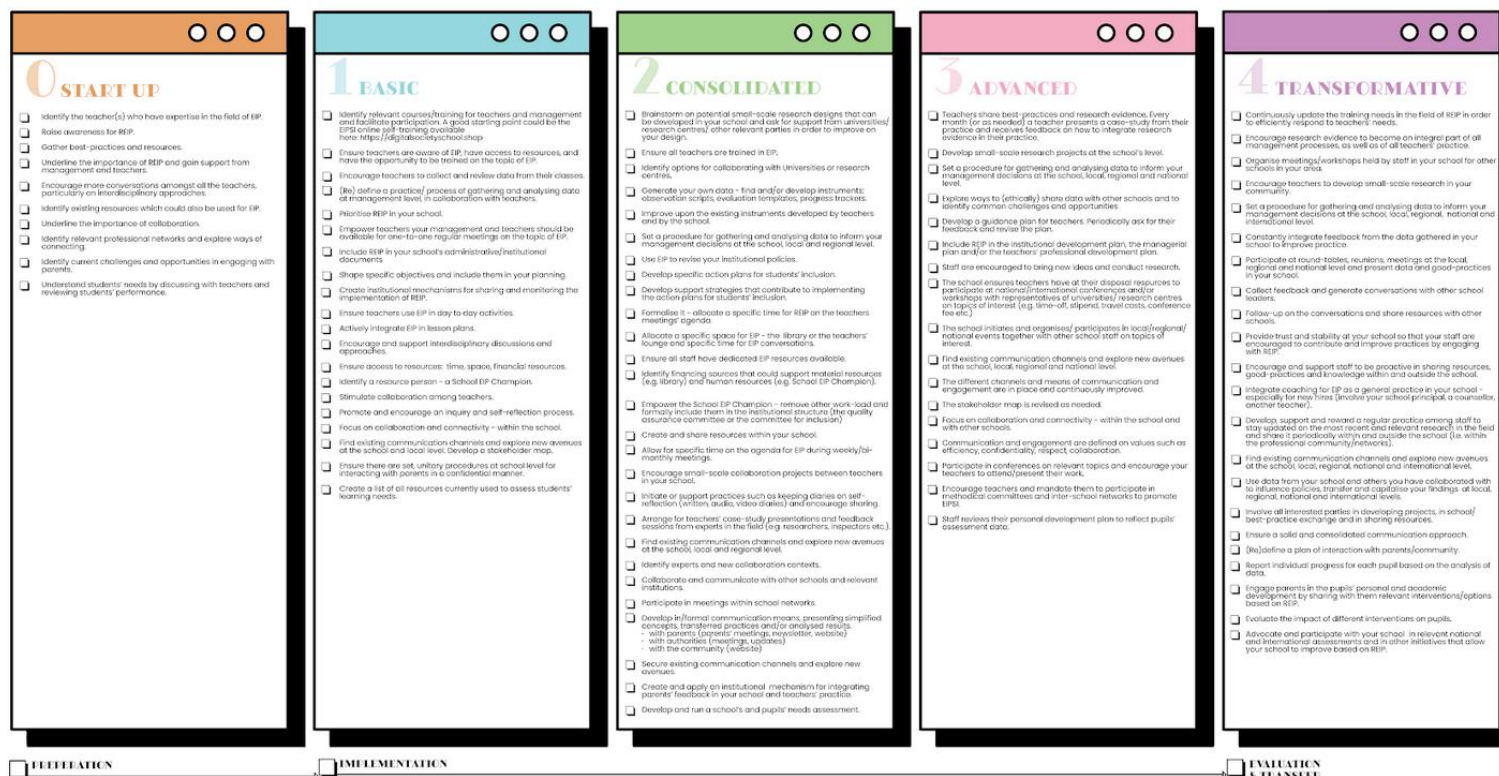


Figure 4. Evidence Informed Practice - Implementation Plan (EIP-IP) Poster

## 4. The Evidence Informed Practice - Coaching Plan (EIP-CP)

### Purpose of the Coaching Plan for EIP

The Coaching Plan for EIP (EIP-CP) aims at providing further support to schools looking to implement a *research evidence-informed practice for inclusion* approach. The EIP-CP is meant to be used along with the EIP implementation plan, in accordance with the school's needs. (First, we recommend using the self-assessment tool to identify the school REIP “maturity” level and then we suggest you consult the EIP guidelines for a general overview of the process).

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 (i.e. school principals), by the EIP School Champion (i.e. peer coaching), or by an external coach with expertise and training in this field (i.e. expert coaching). 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.

The main goal of the EIP-CP is to enhance the positive impact of EIP implementation for inclusion in your school and improve your students' academic experience.

### How to use the coaching plan

The EIP-CP is built around the three dimensions which helped define the self-assessment tool (EIP-SAT), the EIP guidelines (EIP-G) and the EIP implementation plan (EIP-IP):

- School **governance**;
- School **literacy** in the use of research evidence (RE);
- The actual **use of research evidence** in the school practices.

However, instead of focusing on the specific levels and their corresponding indicators, the EIP-CP focuses on three stages of process management required for EIP implementation - applicable to all 5 REIP levels (as identified through the self-assessment tool):

- Preparation
- Implementation
- Evaluation and Transfer.

This plan acts solely as a general framework, as each school will tailor it based on their specific needs and adapt it depending on its available resources.



## General overview of coaching

To start with, authors in the field make a specific distinction between coaching and other forms of professional development or interventions - particularly defining it as distinct from mentoring, consulting or assistantship (Tout et.al, 2011 in Snyder et. al, 2015<sup>2</sup>). In short, coaching represents `an adult-learning strategy that is used to build the capacity of a parent or colleague to improve existing abilities, develop new skills, or gain a deeper understanding of practices for use in current and future situations` (Rush and Shelden, 2008, p. 1, in Snyder et al., 2015).

According to existing research and practitioners<sup>3</sup>, the coaching process should focus on:

- Relationships
- Capacity building
- Process facilitation
- Hands-on support
- Assessment of progress
- Monitoring and maintenance

Deriving from these components, **the Coach has several roles** within the process:

- Supports strategic planning focusing on collaborative goal setting with regards to the EIP implementation;
- Develops and maintains relations, while collaborating internally and externally, also offering individualized support and resources;
- Facilitates the change process (practices and growth) and identifies opportunities to practice, engaging in observation and guided reflection;
- Provides and elicits explicit feedback;
- Measures progress;
- Communicates effectively.

Building **relations** in a coaching process represents one core component and one explicit goal of the Coach. The main principle at the core of coaching relationships is reflected in **shared responsibilities**. Also, it is important to mention that the coaching relation is non-judgmental, it focuses on institutional and individual strengths, it encourages positive inquiry and it aims to empower the school.

In terms of **expectations**, the coaching process varies throughout, both in intensity, as well as in resources required or in the level of commitment from different stakeholders. Be prepared to integrate the process within your day to day activities, so that the EIP-CP does not end up adding more work for the school management or

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<sup>2</sup> Snyder, P.A., Hemmeter, M.L., Fox, L. (2015). *Supporting Implementation of Evidence-Based Practices Through Practice-Based Coaching in Topics in Early Childhood Special Education* pp. 1 –11, Hammill Institute on Disabilities, Sage Publishing (DOI: 10.1177/0271121415594925).

<sup>3</sup> Professional Development to Practice. Educational Systems and Instruction for learning.

for staff - and rather becomes ingrained in the school culture, thus ensuring the sustainability of this approach.

## Coaching plan

As previously mentioned, the EIP-CP focuses on three stages of process management, while considering the main dimensions of school REIP. This means that, no matter what level the self-assessment tool indicates, nor the level your school aspires to reach, the coaching process will follow similar stages. The particularities of each REIP maturity level will be addressed when adapting the EIP implementation plan, together with the coach.

The EIP-CP includes functions and actions that are to be carried out by the school and by the coach in supporting the EIP implementation, in alignment with REIP dimensions, implementation stages and coaching practices. These guidelines represent a general framework for EIP-CP, allowing for coaching from within the institution (e.g. by school leaders or by EIP School Champions) and from outside (e.g. expert coach), while also allowing for specific tailoring and adaptation to respond to each school's particular needs and context. The EIP-CP also includes some recommendations for each stage, allowing for a better integration of the different tools and processes.<sup>4</sup>

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<sup>4</sup> These are some of the main resources consulted in creating the Coaching Plan. Their recommendations have been adapted to better fit the specific of EIP and to increase correlation with the other EIP tools and processes:

- Coaching for Schools. A guide for schools and teachers. TeacherToolkit Ltd. - <https://www.teachertoolkit.co.uk>
- Laba, K. (2011). *Coaching for School Improvement: A Guide for Coaches and Their Supervisors*. Academic Development Institute: Center for Innovation and Improvement. [https://www.adi.org/downloads/Coaching\\_for\\_School\\_Improvement.pdf](https://www.adi.org/downloads/Coaching_for_School_Improvement.pdf)
- Missouri Department of Elementary & Secondary Education, Office of Special Education. (2013). Missouri State Personnel Development Grant Learning Packages. Framework & Contents. Kansas City, Missouri: University of Missouri-Kansas City, Institute for Human Development. <https://moedu-sail.org/wp-content/uploads/2013/12/SPDG-Magazine-Dec-2013.pdf>
- Snyder, P.A., Hemmeter, M.L., Fox, L. (2015). *Supporting Implementation of Evidence-Based Practices Through Practice-Based Coaching in Topics in Early Childhood Special Education* pp. 1 –11, Hammill Institute on Disabilities, Sage Publishing (DOI: 10.1177/0271121415594925).



## The EIP - CP - integrated version

Stage	School implementation team	EIP Coach	EIPSI recommendations
Preparation	Uses the self-assessment tool and identifies the REIP maturity level of the school.	n/a	<ul style="list-style-type: none"> <li>The self-assessment tool can be used by a school manager or by any interested staff member, parent, member of the community or decision-maker, as long as it is done so from an institutional perspective.</li> <li>The self-assessment tool can be discussed and agreed upon at school level during one/two meetings and it can offer a great opportunity for engagement with the REIP approach.</li> <li>For reference, please consult the <i>self-assessment tool (EIP-SAT)</i> in the <i>Resource package</i>.</li> </ul>
	Consults the EIP guidelines.	n/a	<ul style="list-style-type: none"> <li>The guidelines should be consulted in correlation with the school's strategy so that it makes it easier to integrate EIP in your existing structures and plans.</li> <li>For reference, please consult the <i>EIP guidelines (EIP-G)</i> in the <i>Resource package</i>.</li> </ul>
	Decides on implementing the EIP-IP.	n/a	<ul style="list-style-type: none"> <li>Ideally, this decision should involve all relevant parties: management, staff, students, parents, authorities etc. The higher the initial buy-in/higher percentage of early supporters and adopters, the higher the chances to succeed.</li> <li>For reference, please consult the <i>EIP Implementation Plan (EIP-IP)</i> in the <i>Resource package</i>.</li> </ul>
	Decides on applying the coaching plan to help support the EIP-IP.	n/a	<ul style="list-style-type: none"> <li>At this point, given each school's particular context, priorities and resources, the school can decide to just try and check off as many boxes in the EIP implementation plan (starting at the level identified through the self-assessment tool) by simply addressing them in their day to day activities and practices, without creating formal and specific processes and procedures. In this case, the Coaching Plan can be used as a supplementary resource to guide some specific activities in your school or as a form of <i>self-coaching</i> (from an institutional perspective).</li> <li>If the school decides to employ this Coaching Plan to support the desired change, it continues on with the Preparation, Implementation and Evaluation stages, as further described.</li> <li>For reference, please consult the <i>Coaching guidelines for implementing EIP in your school</i> of the Coaching Plan.</li> </ul>

	<b>Assigns/identifies an EIP School Champion.</b>	n/a	<ul style="list-style-type: none"> <li>• If you identify an external coach (expert coach), or if the school leader will take on the role of the coach for the school, this step can be postponed until <i>Implementation</i>.</li> <li>• If there is one/more member of the staff that matches the EIP-SC profile, you can consider assigning them the coaching role (peer-coaching).</li> <li>• For reference, please consult <i>The EIP School Champion(s)</i> and <i>peer-coaching</i> section of the Coaching Plan.</li> </ul>
	<b>Identifies coach for EIP implementation (EIP-CP)</b>	Responds to the request of the school and initiates communication and engagement.	<ul style="list-style-type: none"> <li>• As previously mentioned, the EIP-CP can be either the EIP School Champion, the vice/principal, the school counsellor or an external coach.</li> <li>• The EIP-CP will have a different approach/structure depending on who is assigned this role.</li> </ul>
	<p><b>Session 1-3:</b> The coach provides an orientation to the coaching process in the context of EIP implementation (EIP-CP).</p> <p>Note: Each session comprises three main stages: observation, reflection and feedback, and follow-up.</p>		
	<b>Requests initial meeting/conversation with the coach to better understand the topic and the process.</b>	Provides a presentation on the topic of EIP for inclusion and on the EIP guidelines and implementation plan.	<ul style="list-style-type: none"> <li>• Ideally, the coach has received training on the topic of EIP for inclusion and/or was part of the pilot schools in the EIPSI project. However, the coach can provide a series of available resources to shape a general framework of the subject.</li> <li>• For reference, please consult: <a href="https://eipsi-project.eu/">https://eipsi-project.eu/</a></li> </ul>
	<b>Establishes an EIP vision for the school.</b>	Offers support and engages in specific approaches that can help the school define their vision (e.g. design thinking).	<ul style="list-style-type: none"> <li>• One of the most important steps in preparing for the EIP-IP - as it sets the foundation for everything else. It also has a motivating effect and it contributes to shaping an EIP culture.</li> <li>• We recommend getting everyone involved in the defining and establishing of your EIP vision. Even though it can take a longer time this way, it is worth it in the long run.</li> </ul>
<p><b>Sessions 4-7:</b> Early coaching sessions with a focus on rapport building, needs' assessment, collaborative goal setting, and action planning.</p>			

	<b>Designs and implements a comprehensive needs' assessment.</b>	Supports the school in designing the comprehensive needs' assessment. Identifies and shares relevant resources.	<ul style="list-style-type: none"> <li>Depending on the school's strategy, priorities and resources, the school might decide to solely use the self-assessment tool rather than also run a comprehensive needs' assessment. This is a valid approach, but it should be noted that it will have an impact on the EIP-IP, as well as on the EIP-CP.</li> <li>For further reference, please consult the <i>Comprehensive Needs' Assessment</i> section of the Coaching Plan.</li> </ul>
		Proposes research-based indicators to guide the process.	
		Assesses needs together with the school.	
		Supports strategic planning focusing on collaborative goal setting with regards to the EIP implementation.	
	<b>Sets goals for the EIP implementation (SMART objectives).</b>  <b>Also, the goals should also be EIP specific (related to reducing disadvantage, supporting inclusion etc.).</b>	Leads the team/school through activities/processes that would help them set their priorities.	<ul style="list-style-type: none"> <li>After running and analyzing the comprehensive needs assessment, which helped you prioritize specific needs, you can also use the levels defined within the self-assessment tool to set your general goal. For example, if you are at Level 2 but wish to reach Level 3, adapt the Level 3 descriptor as your general goal, as it is relevant for your school.</li> </ul> <p>When setting SMART objectives...</p> <ul style="list-style-type: none"> <li>S: Specific</li> <li>M: Measurable</li> <li>A: Achievable</li> <li>R: Relevant</li> <li>T: Time based</li> </ul> <ul style="list-style-type: none"> <li>...it might be useful to do so taking into account the EIP-IP actions for the Level you wish to reach. Out of all the actions, select the ones that could help you address the needs you prioritized. You can also set SMART objectives correlated to the three dimensions: school REIP literacy for inclusion, governance for the use of REIP, and use of EIP for inclusion.</li> <li>The coaching goals should reflect the school's general goal and objectives and be based on the self-assessment, the needs' assessment, the EIP guidelines and the EIP implementation plan.</li> </ul>
		Offers support for the goal setting process.	
		Sets coaching goals in accordance with the school's objectives.	

	<b>Develops a specific action plan.</b>	Offers support for the development of the specific action plan.	<ul style="list-style-type: none"> <li>The specific action plan is mainly a more detailed version of the general EIP-IP, adapted to the school's specific needs, priorities and objectives. As the EIP-IP only offers schools a general framework and it is non-prescriptive, this specific action plan allows schools to tailor the process and gain ownership over the implementation.</li> <li>The coaching plan targets the school as a whole, with specific components for the school management, school staff/teachers, and the wider community (parents, local authorities, NGOs etc.), as reflected in the needs' assessment.</li> <li>For reference, please consult the <i>EIP implementation action plan</i> section of the Coaching Plan.</li> </ul>
		In accordance, creates an action plan to guide coaching, aimed at the school EIP implementation.	
		If needed, the coach provides training on project management for the team/school.	
	<b>Identifies and allocates resources for the specific action plan.</b>	Offers support and recommendations with regards to resources.	<ul style="list-style-type: none"> <li>In order to successfully implement the specific action plan, the school must identify and allocate <ul style="list-style-type: none"> <li>material resources (e.g. space, supplies)</li> <li>human resources (e.g. assign a working group and a leader/project manager)</li> <li>financial resources (e.g. funding to incentivize the project team and/or use, as needed, in the course of the process)</li> <li>time (e.g. integrating different steps within existing activities, taking off some of the work-load from the project manager/project team/EPI-SC etc.)</li> <li>other resources, as needed (e.g. access to research)</li> </ul> </li> <li>The action plan can be continuously revised along the way in order to address a deficit of resources or new opportunities.</li> </ul>
		Defines and communicates their role within the team.	
	<b>Creates a Stakeholder Analysis Matrix</b>	Offers support in identifying all relevant stakeholders, ensuring representation and building relationships and positive interactions.	<ul style="list-style-type: none"> <li>It is important for this action to be completed collaboratively so that the coach has the opportunity to gain a better overview of the school and of the different stakeholders that should/could be engaged within the process.</li> <li>For further reference, please consult <i>The Stakeholder Analysis Matrix</i> section of the Coaching Plan.</li> </ul>
	<b>Proposes a coaching calendar correlated with the EIP-IP timeline and with their specific needs and</b>	Together with the school, the coach creates a coaching calendar in alignment with the EIP implementation – action plan.	<ul style="list-style-type: none"> <li>The calendar can be generally drafted for the entire duration of the EIP-IP and then developed in more detail for short and medium-term activities.</li> <li>Our recommendation for EPI-CP is to be implemented for an average of 10 months, with a minimum of 10 coaching sessions. This timeframe can vary depending on the school's needs, priorities, objectives, action plan, the level they aim for in the EPI-SAT,</li> </ul>

	availability/resources.		<p>as well as on their level of commitment to the EPI-CP. Also, the on-site coaching can be limited to 3-4 months, whereas the preparation, the monitoring and the follow-up can be done remotely.</p> <ul style="list-style-type: none"> <li>For reference, please consult the <i>Coaching calendar</i> section of the Coaching Plan.</li> </ul>
Implementation	Starts EIP implementation in accordance with the specific action plan.	Starts EIP-CP implementation.	<ul style="list-style-type: none"> <li>While these two plans have to be correlated, it is not necessary for them to completely overlap.</li> <li>First, it must be noted that the EIP-CP should not become another strategy or plan implemented by the school, but rather a support mechanism that enables the school to successfully achieve their objectives.</li> <li>Similarly, the specific action plan should not be seen as a separate task, but rather an integrated approach in the existing/revised school strategy.</li> <li>A final comment refers to the fact that the EIP-IP and the specific action plan are not different initiatives. The specific action plan is nothing else but a more specific and tailored EIP-IP.</li> </ul>
	<p><b>Sessions 8 – to be decided:</b> The coach offers supportive and constructive performance feedback on action plan implementation.</p> <p><i>Note: Each session comprises three main stages: observation, reflection and feedback, and follow-up.</i></p>		
	Develops communication and engagement tools.	Offers support and feedback.	<ul style="list-style-type: none"> <li>A good starting point would be the Stakeholder Analysis Matrix, which can help the school develop a more comprehensive communication and engagement plan, which would ensure more support from all relevant stakeholders.</li> </ul>
	Assigns/identifies an EIP School Champion as the driver of change in the organization.	Offers support in identifying the person who best fits the EIP-SC profile.	<ul style="list-style-type: none"> <li>This step can be implemented at this point if the role does not overlap with the coaching role.</li> <li>Again, for reference, please consult <i>The EIP School Champion(s) and peer-coaching</i> section of the Coaching Plan.</li> </ul>

	<b>Provides EIP training for staff (based on the needs' assessment).</b>	Delivers and/or offers support in delivery of the training program.	<ul style="list-style-type: none"> <li>As part of the staff's professional development process, it would be recommended for all to be trained in the field of EIP for inclusion at some point in the implementation (the sooner the better).</li> <li>This is useful for engagement, for getting staff onboard with the specific action plan, for gaining their support, as well as for improving the understanding of the importance of EIP for inclusion.</li> <li>Also, by training the staff, the specific action plan set at the school level will most likely also start to be implemented in the classroom, through teachers' practice, which will contribute further to not only achieving the set objectives, but also to integrate EIP in the school's culture.</li> <li>For reference, please consult: <ul style="list-style-type: none"> <li><a href="https://digitalsocietyschool.shop/product/english-eipsi">https://digitalsocietyschool.shop/product/english-eipsi</a> (for a self-guided online training program)</li> <li><a href="https://evidenceforteaching.org/">https://evidenceforteaching.org/</a> (for relevant resources in the field).</li> </ul> </li> </ul>
	<b>Pursues the EIP implementation action plan.</b>	Gathers and records information through observations.	<ul style="list-style-type: none"> <li>The coaching process takes place in accordance with the coaching calendar and on a request basis (if all parties agree). The process can be developed face-to-face, online or in a hybrid setting. Also, the sessions can include only one other person, a small group or the whole staff in the school (depending on the needs, priorities, objectives, resources, etc. of the school).</li> <li>Each coaching session comprises different stages (observation, reflection and feedback, and follow-up). Apart from the established sessions, the coach can employ other tools: observation training, positive reinforcement coaching, instructional coaching, small group coaching, teaching studies, or modelling. Throughout these processes, the coach uses reflective planning, feedback practices, structured conversations, and questions.</li> <li>For reference, please consult the <i>Coaching resources and instruments</i>, as well as the resources referenced in that section of the Coaching Plan</li> </ul>
		Uses support strategies for improving the school's and teachers' practice in accordance with the school's goals.	
		Discusses and reflects on observation and progress	
		Provides supportive and constructive feedback.	
		Participates in meetings (group, one-to-one) as agreed in the Coaching calendar.	
	<b>Monitors the EIP-IP specific action plan and track progress.</b>	Offers training on relevant components.	<ul style="list-style-type: none"> <li>While the school is focused on the EIP-IP, monitoring and tracking their progress, the role of the coach is to identify gaps in the schools capacity to deliver on the actions, to provide relevant training to develop their capacity (e.g. formative feedback, monitoring/tracking instruments).</li> </ul>

		Offers relevant information and resources for monitoring/project management.	<ul style="list-style-type: none"> <li>Also, one important role of the coach during this stage is to also monitor the overall dynamics of the school, their ways of working, the interactions and the general engagement of all relevant stakeholders. Issues identified in these areas should be addressed during the coaching sessions through questions, feedback, structured conversations etc., aiming to improve not only on the staff's abilities, but also on their attitude and report.</li> </ul>
		Monitors the school, the team dynamic and the interactions.	
	<b>Collects, analyses and uses data from the school to revise the EIP-IP specific action plan.</b>	Offer training on relevant components.	<ul style="list-style-type: none"> <li>The coach also offers resources and training on data collection and analysis, provides research in the field of assessment and project management.</li> </ul>
		Offers relevant information and resources for data collection and analysis.	
<b>Evaluation and transfer</b>	<b>Evaluates objectives, outcomes, outputs and impact in accordance with the action plan.</b>	Provides support, monitoring and maintenance throughout the process.	<ul style="list-style-type: none"> <li>As the implicit scope of EIP-IP is to use evidence to inform practice, it is encouraged that data collected and analyzed within the school is used in order to shape a realistic image of the EIP-IP and to allow for the school to measure the impact that the implementation had on: <ul style="list-style-type: none"> <li>their management</li> <li>staff</li> <li>teaching-learning-evaluation processes</li> <li>the overall experience of the students</li> <li>addressing inequalities and improving inclusion</li> </ul> </li> </ul>
	<b>Sets in place tools to develop, trial and evaluate the effectiveness of new practices based on research-evidence for pupils'</b>	Provides resources, support, feedback on the school's tools and mechanisms created as a result of the EIP-IP.	<ul style="list-style-type: none"> <li>There are a few tools that you can use to develop, trial, and evaluate new practices based on research-evidence for pupils' learning outcomes in diverse contexts. Some of these tools include: <ul style="list-style-type: none"> <li>Action research: type of research that is carried out by teachers in their own classrooms, with the goal of improving their practice. Action research involves collecting data, analyzing it, and using the results to inform changes to your teaching practice.</li> <li>Learning outcomes</li> <li>Formative assessment</li> </ul> </li> </ul>



	learning outcomes in diverse contexts.		<ul style="list-style-type: none"><li>○ Mixed methods research</li><li>● Another approach would be to review existing research and practices and adapt the findings and recommendations to your particular context:<ul style="list-style-type: none"><li>○ For reference, please consult: <a href="https://evidenceforteaching.org/">https://evidenceforteaching.org/</a></li></ul></li></ul>
	Uses the self-assessment tool to identify school growth and updated REIP maturity level.	Accompanies the school in the self-assessment process.	<ul style="list-style-type: none"><li>● The self-assessment tool can be used by a school manager or by any interested staff member, parent, member of the community or decision-maker, as long as it is done so from an institutional perspective.</li><li>● The self-assessment tool can be discussed and agreed upon at school level during one/two meetings and it can offer a great opportunity for reflecting about how the school growth their REIP maturity level.</li><li>● For reference, please consult the self-assessment tool (EIP-SAT) in the Resource package.</li></ul>
		Celebrates success and encourages the school to share the good-practice (and lessons learnt) with other schools in the community.	
	Review and revise EIP-IP specific action plan and prepare for achieving the next Level of the EPI-SAT.	Review and revise the action plan.	<p>The team should determine together if the plan and its implementation were effective in helping the school achieve its goals.</p> <ul style="list-style-type: none"><li>● At this point, it would be recommended to have a general view of the school’s future objectives, so that the plan is better aligned with them.</li><li>● The discussion with the team may include:<ul style="list-style-type: none"><li>○ setting specific goals</li><li>○ developing new strategies and tactics</li><li>○ working on individual and team skills.</li></ul></li><li>● It may also be helpful to review the strengths and weaknesses of your team and identify areas that need to be addressed in order to reach the next level.</li></ul>
		Consult with the team and discuss what steps need to be taken to reach the next level.	
<b>Final session:</b> The coach reviews cumulative progress.			
<i>Note: Each session comprises three main stages: observation, reflection and feedback, and follow-up.</i>			

Table 3. Evidence Informed Practice - Coaching Plan (EIP-CP)



## Coaching guidelines for implementing EIP in your school

If your school does not have access to an expert coach and your staff is not trained for peer-coaching, there are some steps you can take on your own to help your school move closer to the desired level of REIP maturity (as defined by the self-assessment tool).

### School REIP literacy for inclusion

One important step in ensuring REIP literacy for inclusion is to **provide access to resources**. To do so, you can start by using the EIPSI resource platform and share your findings with your colleagues and the school management (<https://evidenceforteaching.org/>), encouraging them to contribute.

Depending on the existing resources, create / develop the school library with resources for both students and teachers. If possible, acquire an institutional subscription for an international research database and seek to gain institutional access to the national and international databases for comparative purposes.

Once some of these resources are in place, propose establishing a Professional Learning Community within your school, or find one to join in your community. Use this opportunity to share resources, discuss new findings, develop new skills and borrow good-practices to implement in your school/classroom.

Identify opportunities for professional development in the field of EIP for inclusion (e.g. training, workshops, MOOCs etc.) and encourage the teachers to participate. You can start with registering for the free online self-guided training program available here: <https://digitalsocietyschool.shop/product/english-eipsi>.

Take a similar approach when it comes to topics such as research methodology/tools. Collaborate with universities, research centers and experts in the field. Don't be afraid to ask for help!

Start small! You can propose and design a small-scale research design you can implement in your classroom. Ask for feedback and improve your design. Share your design with other teachers and encourage discussions on the topic. Gather and analyze data together and draw conclusions from your research. Adapt your lessons and individualized learning plans in accordance with your findings. Gather more data and compare!

Participate at conferences and professional networks to communicate and engage with others on your topics of interest. Actively promote EIP within and outside of your school and contribute to helping other educational professionals better understand how research impacts upon practice.

## Governance for use of REIP

Getting the school management onboard is one of the most important unwritten prerequisites when it comes to EIP implementation, and particularly to encourage and support an atmosphere of continuous learning, curiosity and inquiry and to develop a culture of innovation in your school. All these should be built on a strong foundation of institutional practice, by putting in place specific structures and by implementing policies and practices aimed at supporting EIP, by using research and development processes for strategic improvements and EIP in making decisions regarding institutional planning or by including EIP in performance management processes.

Start the conversation! To open up the school towards implementing innovative practices, share resources and best-practice examples with your leaders, teachers and staff in informal discussions, in departmental meetings. Find out more about your school's leaders, teachers and staff's opinion on innovative school practices.

Make it a habit! To start experimenting with new ways of working in your school (i.e., the organization as a whole) and to encourage teachers to actively share and discuss EIP, propose a recurrent topic on the agenda of your departmental/school meeting related to innovative practices in education/schools. Find out what topics best fit your school's needs and look up relevant research evidence to help you tackle the issues. Allocate institutional time and space for meetings and/or workshops on EIP. Select and empower an EIP School Champion (resource person) and/or create an impulse group.

Find out what is one common issue that teachers/leaders in your school face and create a plan of action based on research evidence on the topic. Discuss the issue in your school meeting, implement a solution, and assess the outcomes and follow-up with your team. This approach helps encourage teachers to use EIP, to conduct in-class or in-school inquiries, to reflect on lessons, interactions, assessment results and share with colleagues in order to improve their practice and also to increase students' contribution to informing teaching practice. Integrate the practice in your school and share it with other schools!

Try to facilitate participation and exchange in class, and between teachers. Every talent should be encouraged. Pair-work, group tasks and little projects in teams are excellent evidence of an enriched collaborative culture at school.

Make sure that every student has the time and the opportunity to communicate and share time with their teachers. No learning process should be neglected, no student should be ignored or unseen at school. Their opinions should contribute to informing teaching practices!

Your school is creating a cohesive community with inclusive projects. Find a way to improve teachers' professional development on inclusive educational approaches, work in teams and start inquiring processes to guarantee a participatory culture in the school. Don't forget to include parents, students and other educators in your network!

## Use of EIP for inclusion

To increase commitment towards improving inclusion and accountability, to implement specific practices and evaluate the impact of classroom interventions based on EIP, while providing differentiated learning experiences for students, it is important to create a school community, raise awareness and increase community support. Strength is in numbers - and this is best proven by those initiatives which succeed to mobilize support and resources from both within and outside the school.

First, it is important to have a *go-to-person* who has an overview of the topic at the school level. You can create/ nominate a specific committee/ representative in charge of inclusion (they can be the EIP School Champion).

Second, start or improve communication with parents regarding EIP (i.e. research evidence that supports teaching/institutional decisions) and gain their support and involvement with the issue.

Third, participate/develop projects and initiatives:

- with educational researchers (i.e. allowing access to researchers in the school and/or using their research evidence to inform teaching/institutional decisions etc.) with other schools, with an EIP component (i.e. sharing evidence from successful educational practices etc.)
- with relevant NGOs, with an EIP component (i.e. projects that use research evidence to set relevant objectives/to implement relevant actions in school etc.)
- with relevant public institutions, with an EIP component (i.e. initiatives based on research evidence to justify teaching/institutional decisions etc.)

Everyone counts! Every student can participate in a different way and collaborate according to their possibilities and talents. Diversity is seen as a collective richness. Take advantage of your exceptionally inclusive school and share your creativity with other schools, international networks and global institutions.

## 5. Evidence Informed Practice Resource Package (EIP-RP)

While the EIP-CP offers a general overview of the coaching process in a school context, the Resource Package provides a number of resources and instruments that can be further explored depending on your school's particular needs. These resources can also be used if you are the EIP coach in your school and you need a few tools to get you started.

### How to run the coaching sessions

Whether coaching is provided in your school by a coaching expert, a peer coach, or by your principal - or if you use the EIP-CP to self-direct the implementation, you can decide on the best way to run the coaching sessions in accordance with your needs and expectations.

Sessions can take place:

- for the whole school (at teachers' meetings),
- group sessions (inter/disciplinary or groups comprising representatives of different stakeholders)
- in one-to-one meetings (with specific school staff - for example, with the EIP School Champion)
- solely with the principal and/or vice-principal, who will later support its staff throughout the EIP implementation plan

Also, sessions can be held:

- in person, if the space and schedule allow it,
- online/hybrid, by using existing communication platforms (Google Meet, Zoom, Skype etc.).

Other types of interaction can be added to these direct meetings:

- classroom observations (make sure the staff agrees to these)
- phone calls
- video-conferencing
- e-mails, etc.

Each coaching session can be generally structured following these processes:

- observation
- reflection and feedback debriefing
- follow-up (e-mail/phone/video-conference/in person)

## Planning the coaching process

### Stakeholder mapping

In order to gain a better understanding of all the different stakeholders which are involved in the EIP implementation and assess their specific needs and potential contributions to the process, you can create a Stakeholder Analysis Matrix. The Matrix can be adapted to your specific context and it provides you with an overview of relevant individuals/groups, the impact you expect the EIP implementation will have on them and their level of influence on the successful implementation. Even more so, the Matrix allows to shape priorities for each stakeholder, identify the resources they can contribute with to the EIP implementation, or potential challenges that would lead to them blocking/delaying the initiative. Starting from these, you can draft specific strategies for engaging them in a significant manner, in accordance with their specificities.

This is a template<sup>5</sup> that you can use to design your school's Stakeholder Analysis Matrix. We encourage you to ask for support from your school coach in drafting this analysis in order to also help them gain a better understanding of your school and to benefit from their input and expertise.

### Stakeholder Analysis Matrix

Stakeholder Name	Contact Person <i>Phone, Email, Website, Address</i>	Impact <i>How much does the project impact them? (Low, Medium, High)</i>	Influence <i>How much influence do they have over the project? (Low, Medium, High)</i>	What is important to the stakeholder?	How could the stakeholder contribute to the project?	How could the stakeholder block the project?	Strategy for engaging the stakeholder
<b>EXAMPLE</b> <b>Trade Union Education</b>	John Smith jsmith@edu.org 0012 345 678	High	High	Maintaining working conditions for teachers	Agree for union members to implement the new reforms	Going on strike	Monthly round-table discussions
<b>Students Advocacy Group</b>	Anna Sanchez vchan@pag.org 888 587 101	High	Medium	Maximising quality of provision for students	Communicate with other stakeholders to express their support for reforms	Making complaints about quality of service after the reports	Information and feedback meetings every 6 months
<b>National Newspaper</b>	Andy Jones jsmith@stn.com 888 587 101	Low	High	Getting a good story	Print stories that support the new reforms	Printing stories that oppose the new reforms	Quarterly press meetings

Table 4. Stakeholder Analysis Matrix - example

<sup>5</sup> [www.tools4dev.org](http://www.tools4dev.org)

## Needs' assessment

In order to have more clarity on the process and to ensure the EIP-CP is tailored to your school's specific needs, it could be useful to run a comprehensive needs' assessment that encompasses aspects related to the institution, staff, students and the wider community (this can be done following the self-assessment and after having a clearer picture of the EIP guidelines).

The **goals of the needs' assessment** can focus on:

- better understanding the existing conditions (in relation to EIP for inclusion)
- better defining the desired conditions (in relation to EIP for inclusion)
- identifying existing needs at different levels:
  - institutional
  - staff
  - students
  - community (i.e. parents and other stakeholders)
- prioritizing existing needs at different levels
- identifying/defining strategies and practices based on EIP for inclusion
- creating a specific plan in order to achieve the desired conditions (set objectives and develop a strategy, set an action plan, define the timeline and the resources etc.)

To get you started, this is a framework for creating a **comprehensive needs' assessment**<sup>6</sup>:

- **Phase I** ('What is? ')
  - Prepare a general plan
    - set leadership for the initiative
    - set a committee/working-group in charge of the process (include all stakeholders)
    - ask for help/collaboration from experts/researchers/universities
    - set a timeline
  - Identify concerns (with focus on EIP for inclusion)
    - set a number of goals and prioritize 3-5 main goals
    - identify main concerns for each goal
  - Determine measurable indicators (e.g. students' grades/participation, quality assurance indicators, etc.)
  - Consider data sources (e.g. students' results/test scores, academic progress, parents' feedback, family background, aspects related to inclusion, staff evaluation etc.)
  - Decide preliminary priorities (also based on the self-assessment tool)

<sup>6</sup> Adapted from Comprehensive Needs Assessment. Office of Migrant Education: 2001 New Directors Orientation.  
<https://www2.ed.gov/admins/lead/account/compneedsassessment.pdf>

- **Phase II** (Gather and analyze data)
  - Define your target group(s) (students, staff, management, parents, local authorities)
  - Gather data to define needs
    - Use relevant instruments for data gathering: surveys, interviews, focus-groups, document analysis, working groups
    - Set relevant criteria to help you make decisions
    - Prioritize needs (depending on criteria - for example, efficiency, sustainability, relevance, feasibility, costs, level of difficulty etc.)
    - Identify and analyze causes
    - Summarize findings
- **Phase III** (Make decisions)
  - Set priority needs
  - Identify possible solutions
  - Select solution strategies
  - Propose action plan (or adapt the EIP implementation plan to better reflect your school's needs)
  - Prepare report (will also help you to monitor and evaluate at the end of the EIP implementation by comparing data)
    - share results with all relevant stakeholders

Other examples of tools that can help you develop a thorough needs' assessment:

- Using Needs Assessments for School and District Improvement  
<https://www.adi.org/downloads/NeedsAssessment-Final.pdf>
- Needs Assessment Toolkit  
<https://portal.ct.gov/SDE/Turnaround/Turnaround-Office/School-Improvement-Resources/Needs-Assessment-Toolkit>
- Methods for Conducting an Educational Needs Assessment  
[https://www.researchgate.net/publication/255627038\\_Methods\\_for\\_Conducting\\_a\\_n\\_Educational\\_Needs\\_Assessment](https://www.researchgate.net/publication/255627038_Methods_for_Conducting_a_n_Educational_Needs_Assessment)

If the school chooses not to run a needs' assessment, it is important for the Coach to have an initial conversation with relevant school representatives in order to better understand the school's culture, goals, objectives, and challenges.

## Goal setting

After analyzing the results of your school's needs' assessment and identifying your top priorities in relation to EIP for inclusion, you are now ready to set your objectives. Remember - it is important to set SMART objectives, which will allow you to better monitor and evaluate the EIP implementation. You can define objectives under each of the three dimensions - school REIP literacy for inclusion, governance for the use of



## EIP implementation action plan

You can use this template to adapt the EIP implementation plan to your school's needs (for more templates, visit: <https://tools4dev.org/resources/work-plan-template/>).

[illegible]

Table 5. Work Plan by Day Template

## Coaching calendar

The coaching process can be implemented on a short-term basis and, in time, it can become part of the organizational culture. However, for the purpose of the EIP implementation plan, we recommend for schools to consider an average duration of 10 months. The on-site/direct coaching can be limited to 3-4 months, whereas the preparation, the monitoring and the follow-up can be done remotely.

The **frequency** of the sessions remains to be determined by each school, taking into account the implementation calendar, but also their REIP maturity level (as for achieving some levels your school might require more support than for others). However, it would be recommended to create a routine that your staff will start to expect and integrate in their schedule (i.e. bi-monthly or once a month).



To start off, here is a simple **calendar template** for planning your EIP-CP sessions. You can adapt it to best reflect your calendar and the level of detail most useful for your planning:

No.	Date	Time	Place	Event	Topic	Participants	Resources
1.	15.09.2022	16:00 - 18:00	Teachers' lounge	Teachers' meeting (recurring)	Introduction to EIP	All staff	Projector, laptop, flip-chart, markers, refreshments
2.	30.09.2022	11:00 - 12:00	Principal's office	One-to-one	Governance for the use of REIP	Coach, principal, EIP School Champion	Institutional documents (reports and plans), laptop, flip-chart, markers
3.	15.10.2022	16:00 - 18:00	Online (Zoom)	Teachers' meeting (recurring)	School REIP literacy for inclusion	All staff	Technical resources, REIP resources
4.	30.10.2022	18:00 - 19:00	Classroom #1	Parents' committee meeting	Assessing students' learning needs	Coach, Principal, EIP School Champion, staff, parents	Institutional documents (reports and plans), projector, laptop, flip-chart, markers, refreshments
5.	15.11.2022	10:00 - 11:00	Classroom #3	English class	Class observation, reflection and feedback	Coach, English teacher, students	Observation sheet, feedback form, lesson plan, professional development plan

Table 8. Coaching Calendar Template

## Coaching resources and instruments

After beginning the EIP-CP implementation, there are several resources and instruments which schools and coaches (if they are part of the school staff/management or external) can use in order to deliver on the EIP implementation. These resources and instruments support the coach's roles described before, focusing mainly on communication.

## Structuring conversations

One relevant model to structure conversation in coaching is the GROW model<sup>7</sup>, which can be adapted for EIP-CP:

- Establish the **G**oal
  - What are the school's goals?
  - How would you like your school to be?
  - What would enable your school to do that?
- Examine the current **R**eality
  - What is the current school status?
  - What is happening right now?
  - How important is this for your school?
  - What impact does this have on your school?
  - What steps is the school taking towards its goals?
- Explore the **O**ption
  - What are the school's options?
  - What could the school do?
  - What are your/your staff's ideas?
  - What steps could be taken?
  - Who could contribute to that?
  - How could your school do that?
- Establish the **W**ill
  - What will the school do?
  - How will it do that?
  - When will it do it?
  - Who will be involved

The Coach can also prepare a coaching discussion form, adapted to specific audiences, to ensure a more structured conversation.

## Asking questions

Questions are a great conversation starter and they can also help the coach guide the discussion, by re/focusing it on the matter at hand. The coach should not be expected to have all the answers, but rather to attempt to empower the coachee to find the answers which are more relevant and useful for themselves. For this purpose, it is important for the coach to use open-ended questions (to avoid being too prescriptive) and to avoid asking 'Why?' questions, which might bring out a defensive response/attempt to justify decisions or higher resistance. If you are the coach for your school, here is a Question Matrix Grid<sup>8</sup> template you can use to plan your question sessions.

<sup>7</sup> John Whitmore's GROW Coaching Model Framework: <https://www.performanceconsultants.com/grow-model>

<sup>8</sup> Coaching for Schools. A guide for schools and teachers. TeacherToolkit Ltd. - <https://www.teachertoolkit.co.uk>

	Is? / Does? Present	Has? / Did? / Was? Past	Can? Possibility	Should? Opinion	Would? / Could? Probability	Will? Prediction	Might? Imagination
What? Event							
Where? Place							
When? Time							
Which? Choice							
Who? Person							
Why? Reason							
How? Meaning							

Table 7. Question Matrix Grid template

## Feedback

The Coach can provide Feedback Evaluation Forms throughout the process (including self-assessment).

The feedback should be:<sup>9</sup>

- goal-referenced
- actionable
- user-friendly
- tangible and transparent
- timely
- ongoing
- consistent

One model that can be used in coaching for ensuring effective feedback is the P.P.I.P.L model<sup>10</sup>, which structures the process as follows:

1. **Praise** (link to previous action step)
2. **Probe** (start with a question to narrow focus)
3. **Identify** (identify future support)
4. **Plan** (Solution Focused)
5. **Lock** (lock in action points)

<sup>9</sup> Wiggins, G. (2012). Seven keys to effective feedback

<sup>10</sup> Coaching for Schools. A guide for schools and teachers. TeacherToolkit Ltd. - <https://www.teachertoolkit.co.uk>

There are other tools that can be deployed with your school throughout the EIP-CP implementation, which can support relevant feedback by and to all parties involved:

## Professional development

### Coaching

As previously mentioned, coaching represents a professional development process. In addition, given the profile and roles of the coach, the school could also benefit from other similar tools, such as<sup>11</sup>:

- 30 second feedback
- 5 minute feedback
- reflective planning
- positive reinforcement coaching
- instructional coaching
- small group coaching
- teaching studies

### EIPSI training

One important resource in particular is the EIPSI training program - ‘Use of scientific evidence for school inclusion’: a 40-hour training program which aims to support teachers to make informed decisions about their educational practice, through the integration of their experiential knowledge with the most rigorous scientific knowledge to improve student learning and their professional development.

The training program is structured in 8 modules and it is self-delivered online. Your staff can register for the training (free of charge) here: <https://digitalsocietyschool.shop/product/romanian-eipsi> and complete the course in a self-directed learning context, at their own pace. However, we encourage you to create in/formal contexts for discussion and sharing on the training materials and assignments in order to gain the most out of this experience.

If your coach completed the training course, they could be a very important resource in supporting your staff throughout the process, either by sharing resources and/or by delivering the face to face modules, tailoring the practical activities to your school’s context.

### Observation training

If there is a high level of acceptance in the school for the EIP-CP implementation and teachers are open to improving their practice, the coach can participate in observation training, by observing the first 10-15 minutes of a lesson and filling in an observation grid. The focus should be on what the teacher says and does and the way it impacts

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<sup>11</sup> Rutherford Learning Group Inc. - <https://rutherfordlg.com/resources/>

on the learning of students<sup>12</sup>. Below you can find a template for such an observation grid. This can be adapted to include features for our topic of interest, for example:

- If/how does the teacher use research evidence in structuring/planning their lesson?
- If/how does the teacher collect data in their classroom?
- If/how does the teacher ensure inclusion in their classroom?

1) What does the teacher say/do?	2) What impact does this have on learning?	3) Questions to ask
<p>"Right! Sit down; books out. Quieten down ..."</p> <p>The teacher does not meet and greet students at the door.</p>	<p>Negative start. Controlling commands rather than doing.</p> <p>Students arrive on their terms, rather than being made aware: this is my classroom. This is what you need to do.</p>	<p>1. Is this something you do every lesson?</p> <p>2. What would happen if you stood at the door at the start of the lesson?</p> <p>3. Could you start the lesson with "Welcome; nice to see you; the work is ....this is what you need to do ..."</p>

Table 8. Observation template

## The EIP School Champion(s) and peer-coaching

One key resource for the successful EIP implementation in your school is to identify, support and empower one/more EIP School Champion(s). Apart from supporting the EIP implementation, communicating and engaging with the school community, or sharing resources, the EIP School Champion(s) - EIP-SC could also play the role of an EIP Coach/peer-coach.

The **profile of a successful EIP-SC and/or peer-coach** can be shaped by skills or attributes related to:

- Research:
  - understanding of the EIP concept
  - ability to understand, interpret and utilize research-evidence
  - knowledge of research methodology
  - ability to undertake research
- Pedagogy:
  - proficient in lesson design
  - oriented towards problem-based tasks
  - successful track-record in teaching, learning and evaluation
  - a deeper understanding of curriculum

<sup>12</sup> Coaching for Schools. A guide for schools and teachers. TeacherToolkit Ltd. - <https://www.teachertoolkit.co.uk>

- knowledge of the educational system
- Inclusion:
  - understanding of the concept
  - genuine preoccupation with inclusion in the classroom/school/community
  - successful track-record in improving inclusion in their classroom/school
- Administration/institutional matters
  - availability
  - appropriate work-load
  - institutional recognition in their role
  - access to relevant resources
  - support from leadership
- Coaching:
  - Communication:
    - active listening
    - Paraphrasing
    - asking questions (clarifying and probing)
    - ability to offer and receive constructive feedback
  - Other:
    - Collaboration
    - Creativity
    - critical thinking
    - ability to build networks
    - good relation to all relevant stakeholders

The role should ideally be assigned either on a voluntary basis (if correlated with the profile), or following an internal application process, in order to ensure the best candidates for the position. Simply assigning a person might lead to a loss in motivation or to lack of interest for the role. In order for the EIP-SC role to be successfully deployed, apart from the school identifying a person who fits the proposed profile, some other aspects must be taken into account:

- ideally, the EIP-SC participated in the self-directed online EIPSI training program or another type of training in the field of EIP and/or inclusion in order to have developed relevant skills for the role;
- the school (management, staff, students and the wider community) should support and empower the EIP-SC:
  - by reducing their work-load in order to ensure availability for the role
  - by institutionalizing/validating the role in the school's organizational chart (for example, by including it within an existing school committee)
  - by legitimizing their role and initiatives within and outside the school
  - by incentivizing and/or rewarding the EIP-SC for their role (e.g. days off, salary increase, bonus, etc.)

## General resources for coaching in schools

Coaching for Schools. A guide for schools and teachers. Teacher Toolkit Ltd. - <https://www.teachertoolkit.co.uk>

Kostin, M., & Haeger, J. (2006, May). Coaching schools to sustain improvement. *Education Digest*, 71(9), 29-33.

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[https://www.adi.org/downloads/Coaching\\_for\\_School\\_Improvement.pdf](https://www.adi.org/downloads/Coaching_for_School_Improvement.pdf)

Missouri Department of Elementary & Secondary Education, Office of Special Education. (2013). *Missouri State Personnel Development Grant Learning Packages. Framework & Contents*. Kansas City, Missouri: University of Missouri-Kansas City, Institute for Human Development. <https://moedu-sail.org/wp-content/uploads/2013/12/SPDG-Magazine-Dec-2013.pdf>

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Snyder, P.A., Hemmeter, M.L., Fox, L. (2015). *Supporting Implementation of Evidence-Based Practices Through Practice-Based Coaching in Topics in Early Childhood Special Education* pp. 1 –11, Hammill Institute on Disabilities, Sage Publishing (DOI: 10.1177/0271121415594925).