Inclusive Classroom Evaluation Manual

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

This project “SHIFT” has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Co-funded by the European Union

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ACKNOWLEDGMENTS

This Inclusive Classroom Evaluation Manual was prepared by the members of the Strategic Partnership participating in the SHIFT project. This project, co-funded by the Erasmus+ Program, has assigned resources for all the activities carried out for the creation of this manual; research, development of evaluation tools, pilot implementation and data analysis.

Abo Akademi University, Finland, participated in the Project leading the identification of needs with two researchers: Dr. Emmanuel Acquah and Anette Bengs.

On behalf of the **University of Barcelona, Spain**, activities of research and analysis were carried out by the following researchers: Dr. José Luís Medina, Dr. Ignasi Puigdellivol, Dr. Trinidad Mentado and Dr. Beatriz Jarauta. The team received the support of Isaac Calduch, Ares Cruz Hernández, Dr. Gabriel Hervas, and Andrea Jardí all faculty members and researchers of the School of Education at the University of Barcelona.

The **Department of Education of Catalonia, Spain**, pledged partner of the pilot implementation, has participated with technical experts from the unit of Professional Training Services: Maica Gil, Eva Revilla, Elisabet Maseras, Amparo Sota and Glòria Diaz.

The **University of Nicosia, Cyprus**, with Dr. Andri Vrioni, Dr. Melpo Iacovidou and Professor Philippos Pouyioutas has led the development of the evaluation tools included in this manual.

Finally, the **Lifelong Learning institute of the University of Barcelona (IL3-UB), Spain**, has coordinated and participated in all the different activities offering pedagogical guidelines and expertise on editing and designing of this manual with Marsia Ellina, Oriol de Bolós, Andreea Floricel, Gerard McLoughin and Jessica Mackay.

The team's work and dedication are reflected in this manual which aims to provide a useful and practical evaluation instrument for the inclusive classroom.

INDEX

1. FOREWORD

The European Agency for Development in Special Needs Education with the project ICT4I in 2013, had already put under the spotlight the different challenges of Information and Communication Technology (ICT) related to inclusion. Drawing on the Convention on the Rights of Persons with Disabilities (UNCRPD, 2016) by the United Nations, this project had already indicated the following needs:

1. ICT should be considered as a key tool for promoting equity in educational opportunities.
2. Access to appropriate ICT should be considered an entitlement.
3. Training of educational staff in the use of general and specialist ICT must be considered a priority area.
4. The promotion of ICT research and development requires a multi-stakeholder approach.
5. Data collection and monitoring in the use of ICT in inclusion should be considered an area requiring attention at all levels of educational provision.

The Covid-19 outbreak has not only underlined these needs but has called for an urgent prioritization of digitalization and inclusion as two of the main pillars of the new European agenda. The SHIFT project adequately addresses very relevant priorities for action such as the reinforcement of the profiles of teaching professionals and educational support teams, through the evaluation of the transfer of digital competences that foster inclusion and prevent school dropout.

Digital competences have not always been considered compulsory general competences for the professional development of educational staff; therefore, there is heterogeneity among this staff in terms of the training they have received and the transfer of their competences into the classroom. There is also heterogeneity in how different educational systems view and implement these digital competences, which calls for a more unified European policy as regards to the enhancement of digital competences for educators and support staff in the inclusive classroom. Moreover, there is a clear need for an objective evaluation of the transfer of those competences in the classroom in order to be able to identify training gaps and thus make relevant changes based on evidence towards the strengthening of the professional profiles involved in the inclusive classroom.

This Evaluation Manual has been created seeking to provide the methodology and the tools for an objective evaluation of the transfer of digital competences in the inclusive classroom. It guides all agents involved in decision making in School Education through the evaluation process: its planning and preparation, its implementation and its subsequent follow-up. We hope that the publication of this manual will help education managers, head-teachers and education inspectors to implement evaluation culture in schools with the aim of ultimately making decisions on innovative ICT training to foster inclusion.

2. BACKGROUND

2.1. WHAT IS THE SHIFT PROJECT?

SHIFT: Schools Harnessing Inclusive Facilitator Technology is an innovative and inclusive project which addresses both professional and social priorities: the strengthening of the profiles of teaching professionals and educational support staff and the tackling of early school leaving and disadvantage through fostering inclusion. Different inclusion needs are taken into account such as:

- Students with special educational needs associated with physical, intellectual or mental disabilities.
- Students of foreign origin with educational needs derived from the late incorporation to the educational system.
- Students with educational needs derived from particularly disadvantaged socio-economic and sociocultural situations; students with learning or communication disorders and students at risk of early school dropout.

Within the context of inclusive education, where the diversity of needs and abilities is not seen as a problem but rather as an added value, the new professional challenges faced by teaching staff and educational support staff and the relevance of the use of ICT in the classroom become a priority. Towards this direction, the SHIFT project has three main objectives:

To evaluate the transfer of the training in digital competences by teachers and educational support staff into the inclusive classroom.

To evaluate the multidisciplinary competences, collaboration among all the agents involved in the classroom: teaching staff and educational support staff (teachers, special education teachers, physiotherapists, speech therapists, educational psychologists, etc).

To improve the training received by teachers and educational support staff in digital competences in order to foster inclusion and tackle disadvantage and early school leaving.

This project brings together a multidisciplinary and multicultural consortium from three different countries: Spain, Cyprus, and Finland. These three countries are among the European countries that have competency-based educational systems and therefore a common basis to work upon, yet their different sociocultural and economic background can provide insights on how each country interprets and implements them in their national curriculums. Moreover, the partners in this consortium have identified already, within their educational systems the lack of a sound and reliable evaluation model regarding transference of ICT competences and multidisciplinarity competences in the context of the inclusive classroom.

Therefore, the participation of the three countries brought to the project a broader perspective and provided measurable and sustainable outputs within the European educational community.

SHIFT was expected to generate results that enable the evaluation of the transfer of digital competences in the setting of the inclusive classroom and provide guidance upon the learning paths to be followed for the acquisition of digital competences that foster inclusion. This was achieved through very efficiently organized activities such as:

- Identification of inclusion needs.
- Development of different evaluating methods and indicators so as to measure the transference of the training received in digital competences.
- Identification of the digital competences that have a positive impact on inclusion.
- Establishing a relationship between training received and transfer.
- Measuring and evaluating the Competency Gap between the Requested Competences and Owned/Transferred competences.
- Evaluating multidisciplinary competences in the context of the inclusive classroom.

The involvement of schools in the implementation pilot is one of the most important activities of the project and provided the opportunity to test the outputs of the project in real settings and gain more insights into the needs of educational staff and students with inclusion needs.

At the completion of the project, two main results are expected:

1. The creation of an Evaluation Manual with instruments of evaluation and methodologies to evaluate the transfer of digital competences in the inclusive classroom.
2. A Learning Path Design for teachers and educational staff for acquiring digital competences that foster inclusion.

The multiplier events related to the outputs, our dissemination activities and our sustainability plan will guarantee the upscaling and continuation of the outcomes far beyond the life span of the project and EU funding. In the long term these results are thought to have a great impact on the digital training curricula of teaching staff and educational support staff in order to meet the new challenges of the inclusive classroom, on the role of multidisciplinary educational teams that will serve as integration facilitators in the classroom and eventually on the rate of failure or early drop out.

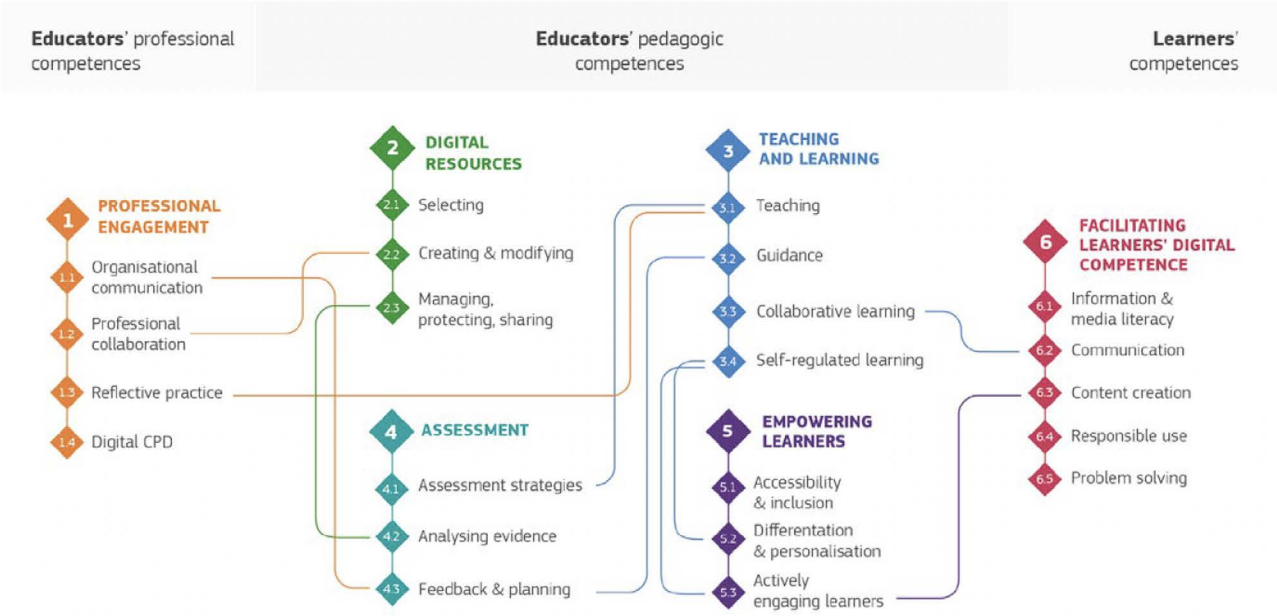
2.2. RATIONALE FOR THE SHIFT PROJECT

The project's main aim is to develop this manual with methods and tools to support school staff in digital training in the inclusive classroom. It is felt that staff need support in the evaluation of digital competences derived from training and to support the staff's development of these competences together with multidisciplinary competences.

2.2.1. ROLE OF DIGITAL COMPETENCES

What is digital competence?

Delgado-Vázquez (2021) has defined digital competence as involving the confident and critical use of electronic media for work, leisure, and communication. These competences are related to logical and critical thinking, high-level information management skills, and well-developed communication skills. Internationally, a number of frameworks, self-assessment tools and training programmes have been developed to describe the facets of digital competence for educators and to help them assess their competence, identify their training needs and offer targeted training. The European Framework for the Digital Competence of Educators (DigCompEdu) presents a common framework of the competences educators should possess (Redecker, 2017). DigCompEdu is a scientifically sound framework that aims to implement regional and national tools and training programmes. The framework also provides a common language and approach that will help the dialogue and exchange of best practices across borders. The chart below presents an overview of the main aspects of the European Framework for the Digital Competence of Educators (DigCompEdu):



Source: European Framework for the Digital Competence of Educators: DigCompEdu. p. 8.

As the chart shows, there are five main dimensions for facilitating learner's digital competence:

- Information and data literacy: to articulate information needs, to locate and retrieve digital data, to judge the relevance of the source and to store, manage and organise digital data.
- Communication and collaboration: to interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity.
- Digital content creation: to create and edit digital content.
- Safety: to protect devices, content, personal data and privacy in digital environments.
- Problem solving: to identify needs and problems and resolve conceptual problems and problem situations in digital environments.

In regard to educator digital competence, the framework suggests the following:

- Teaching and learning: teaching, guidance, collaborative learning, and self-regulated learning.
- Empowering learners: accessibility and inclusion, differentiation and personalization, and actively engaging students.
- Digital resources: selecting, creating and modifying, managing, protecting and sharing.
- Assessment: assessment strategies, analysing evidence, feedback and planning.

The framework provides digital resources that supports educators in advancing digital teaching and learning. This handbook will be useful for teachers in moving forward with the agenda of 21st century digital education[1].

Likewise, the "Digital Education Plan 2021-2027 - Resetting education and training for the digital age" of the European Commission (European Commission, 2020) recommends to take advantage of the benefits and opportunities offered by digital transformation in processes of education and training and provide actions to solve the digital gap of students with fewer resources and, by doing this, to promote an inclusive and quality education for all students.

Both teaching staff and educational care staff must make "skilful, equitable and effective use of digital technology" (European Commission, 2020, p. 1) in order to adapt teaching-learning processes to students, creating collaborative spaces and digital educational materials that help students achieve the expected academic results.

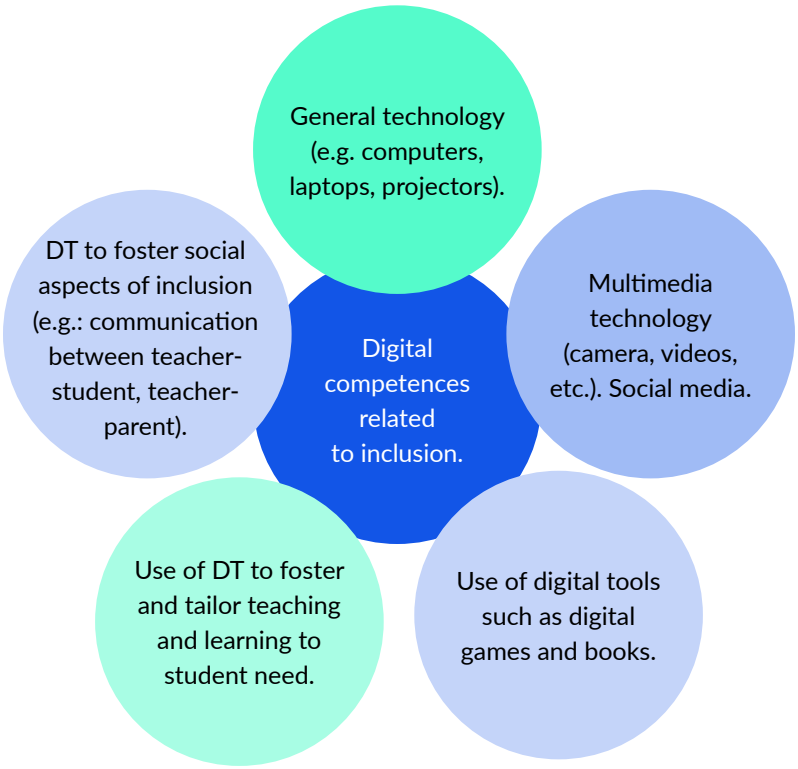
1. Readers may access the full document at: https://publications.jrc.ec.europa.eu/repository/handle/JRC107466.

In order to provide students with digital skills, it is necessary, as indicated by one of the Plan's priorities, that teaching and educational staff are trained to promote the use of technology applied to educational processes. In this sense, the 2018 OECD International Teaching and Learning Survey stated that only 39% of educators in the EU perceived that they were well or very well prepared to use digital technologies with students. The Action Plan is aligned with the objectives of the European Commission on vocational education and training for sustainable competitiveness, social equity and resilience. Emphasis is placed on promoting the digital capacities of educators to design effective and inclusive distance, online and blended learning spaces. The European Commission carried out a public consultation on the Action Plan. One of the interesting aspects that can be highlighted, and related to the theme of the SHIFT project, is the need detected by students with functional diversity or disabilities regarding the difficulties they have both access to technology and educational material, assistive technology and the skills of teaching staff (and, therefore, of educational support) in terms of disability and accessibility.

In this sense, one of the guiding principles of the Action Plan is based on the following statement: "Digital competence should be a basic capacity for all educators and training personnel, and should be included in all areas of teacher professional development" (European Commission, 2020, p.10).The SHIFT project bears this guiding principle in mind in the development of the different actions that are carried out and is aligned with one of the objectives that the "European Center for Digital Education" must develop related to the contribution of results through this project. supported by the EU (Erasmus+) where resources, instruments and data analysed in a systematic way are identified: “through the results of projects supported by the EU and exchange good practices, contributing to experimental research and the systematic collection and analysis of empirical evidence, in part through peer learning” (European Commission, 2020, p. 20).

This project has as its focus how digital competences can be used as a resource to facilitate inclusion in the classroom. It conceptualizes inclusive pedagogy as a process for transforming education systems, the structure and operation of the school to a teaching approach that addresses individual differences between learners, while actively avoiding the marginalisation of some learners. These include, for example, ethnic minority students with culturally and linguistically diverse backgrounds and whose specific educational needs are derived from late incorporation into the educational system; students with special educational needs; students with problematic school absence and risk of early drop out; and students from lower socio-economic backgrounds. Inclusion encompasses academic inclusion (such as teaching and learning processes and subjects), social inclusion (such as communication and collaboration) and physical inclusion. Inclusion may also be related to emotional and behavioural aspects. Through a questionnaire study conducted with elementary and secondary schools within the three participating countries in February and March 2020, a framework of digital competences related to inclusion (digital competences and needs of the school staff) was developed (see figure below). Some questionnaire items were adapted from the OECD Teaching and Learning International Survey (TALIS) (OECD, 2020).

The diagram below shows teachers' digital competences and needs:



The needs for digital competences showed that participants need more time and resources to plan, prepare and use digital tools to facilitate inclusion in the classroom. This echoes the key point in the European Framework for the Digital Competence of Educators (DigCompEdu) above.

2.2.2. INCLUSION

Inclusive education can be defined as "an on-going process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination" (UNESCO, 2009, p. 126). Developing inclusive classrooms for increasingly diverse student populations is a priority to promote the learning and well-being of all students. In order to achieve this, it is important to value diversity as an asset rather than a challenge. Inclusion in this project is conceptualized from a holistic perspective including social, cognitive, physical and psychological inclusion, which addresses who the beneficiaries of the proposed action are —in this case— students in the context of an inclusive education system.

Inclusive education also requires curriculum adaptation (OECD, 2021). As pointed out in the OECD in its recent publication on adapting curriculum to bridge equity gaps, schools around the world are increasingly using four types of curriculum innovations to promote inclusion and equity in teaching and learning: digital curriculum, personalised curriculum, cross-content and competency-based curriculum, and flexible curriculum (OECD, 2021), this serves to highlight the importance of this project. Inclusion education and teaching and learning also require multiple teaching and learning methods, conducive classroom environments, resources, goals and evaluation methods through multidisciplinary teams in

the classroom (Acquah & Szelei, 2020; Acquah et al., 2020). This means that the role of all the agents involved in an inclusive educational setting including teaching staff and educational support staff (special education teachers, physiotherapists, speech therapists, educational psychologists, etc.) need to be redefined and evaluated (Gómez-Zepeda et al., 2017, Jardí et al., 2021). This is particularly important given the increasing relevance of digital competences in fostering inclusive education in the context of classrooms and changing traditional patterns and roles.

Inclusive teaching practices and strategies does not come naturally to teachers and other staff, therefore, providing support in the form of training becomes essential. Providing training is vital to improving the competences of those professionals involved in education. Even more important is the need to design training programmes in such a way that allow for the evaluation of learning, and potential transfer of learning into the classroom. Transfer of training is the evaluation of the degree of application of learning into the workplace by the trainees. According to Kirkpatrick's Training Evaluation (1994) there are four levels of evaluation of training:

FOUR LEVELS OF TRAINING EVALUATION

LEVEL 1

Reaction (the degree to which participants find the training favourable, engaging and relevant to their jobs).

LEVEL 2

Learning (participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training).

LEVEL 3

Behaviour (participants apply what they learned during training when they are back on the job).

LEVEL 4

Results (which targeted outcomes occur as a result of the training and the support and accountability Package).

According to Kirkpatrick (1994), most of the evaluation of training occurs up to level 2 (learning) above, leaving out the evaluation of actual transfer of the training. This is because the evaluation of transfer requires a design of evaluation from the very beginning of the training to the implementation of the learning in the professional practice. Thus, the evaluation endeavours to capture changes that occur in the professional practice because of the improvements provided by the training.

While other training projects have produced examples of good practices in education, this project is innovative in that it will create a competency-based learning path based on the evaluation of transfer of training into the classroom. Therefore, the project questions the traditional design of training and evalua-

tion that does not take the transfer into account. Taking as a starting point the needs of the professionals in education and the needs of the inclusive classroom we will identify the mechanisms that will allow transfer of the training results in different educational contexts.

Another innovative aspect is the identification and evaluation of the professional competences regarding inclusion in relation to the use of ICT for inclusion and how this serves to mitigate school failure. Thus, the project goes beyond what has been actually achieved in the field of education and digital competences; the recognition of training received. Finally, another innovative aspect of the current project is the evaluation of the collaboration of different educational agents to foster inclusive practice and bridge the digital gap in order to foster the integration of all the students.

2.3. PROJECT APPROACH

The project was thought to be developed in three phases:

PHASES	ACTIONS
First phase	The identification of the existing directive on inclusion and diversity in schools, the identification of Compulsory Digital Competences for Teachers and ICT standards, the identification of the training received by teachers and educational staff on digital competences and the identification of those digital competences that foster inclusion through portfolio assessments, standardised tests, diagnostic assessments, etc.
Second phase	The evaluation of the transfer of the training on digital competences into the classroom as well as the evaluation of the collaboration between the different educational agents involved in the classroom. This phase was carried out with in-situ observation (pilot implementation) in the classroom in order to measure and evaluate the competence gap between the requested competences and the owned competences on the one hand, and the multidisciplinary approach in the inclusive classroom on the other hand. This was done by: establishing indicators and tools for evaluating ICT competences transfer; evaluating degrees of inclusion; evaluating the performance of multidisciplinary teams.
Final phase	The results were analysed so as to design learning paths based on digital competences that foster inclusion and create a coherent model of evaluation of the transfer of digital competences that foster inclusion taking into account different social or cultural backgrounds. Best practices were also collected and shared with the educational community.

The target group of the proposed actions is all those educational agents that were involved in the inclusive classroom. Through the creation of multidisciplinary teams, the identification of the acquired ICT competences from training and the monitoring and evaluation of their transfer into the classroom, the project contributes in empowering students and fostering diversity and inclusive education.

Although there is a lot of investigation going on and sound evidence about the need of the use of ICT for the inclusion of students, there is still work to be done especially when it comes to efficiently evaluating the training received by educational staff for acquiring those competences that promote inclusion.

The European Agency for Development in Special Needs Education with the project ICT4I has already put under the spotlight the different challenges of ICT in inclusion: bridging the digital divide in order to ensure all learners benefit from ICT as a tool for their learning; ICT4I must be seen as a cross-sectoral issue and be considered and visible in all relevant policy fields; the availability and take-up of comprehensive and integrated pathways of teacher training in ICT4I is a vital 'precondition' for any ICT4I initiative; the perceived gap between ICT4I-related research findings and evidence and classroom practice; the challenge of making meaningful data —both qualitative and quantitative— available for monitoring and informing policy and practice in ICT4I.

Digital competences within the general competences for educational staff have not always been considered as compulsory for their professional profile, therefore there is heterogeneity among them in terms of training received and transfer of competences in the classroom.

There is also heterogeneity in how different educational systems view and implement them, which justifies why this project should be carried out transnationally.

- In Catalonia, the Department of Education created in 2015 a framework to identify teacher´s digital competences but there is still no evaluation of the acquirement of those competences nor evaluation of the transfer of training on digital competences applied in the classroom. Furthermore, the strategic plan of the use of ICT is basically limited to enhance digital literacy for students and teachers and it fails to enhance inclusion as it does not take into account children with special educational needs or other professionals that participate or give support inside the classroom (psychologists, physiotherapists, speech therapists etc.).
- In Cyprus, according to the annual report of the Ministry of Education on ICT for inclusion, there is also a need for a strategic plan to define the competences that foster inclusion. The creation of a multidisciplinary team was thought to provide a more holistic approach to the subject and also to monitor for the correct application of the Special Education Law.
- The Finnish approach to special learning seems to be more efficient compared to other EU countries in the sense that it offers a sequence of intensifying interventions to draw back into the mainstream those who fall behind and also ensure that learners with special educational needs are able to spend as much time as possible in the same learning settings as their classmates.

Project phases in detail:

2.3.1. FIRST PHASE

The goals of the first phase of the project were to identify:

1. ICT standards within the schools;
2. Digital competences derived from training;
3. Multidisciplinary competences of both teaching and educational support staff;
4. Inclusion needs.

These were identified through a questionnaire study conducted in February and March 2020. In total, 583 school staff members (principals, teaching staff and educational support staff) in the three participating countries Cyprus (n = 318), Finland (n = 146), and Spain (n = 119) responded to the questionnaire. The results were collated in order to achieve the four goals of this phase of the project, and these are presented below.

1. IDENTIFIED ICT STANDARDS AND DIGITAL COMPETENCES WITHIN THE SCHOOLS

What is the level of ICT use and digital competences?

As figure 1 shows, more than half of the respondents reported that they used general technology (88%) and multimedia software (such as PowerPoint and editing programs) (62%). Online resources, digital games, apps and mobile technology were reported to be used by 40-50% of the respondents. Less than half of them reported that they use digital books, social media and mobile technology (30-40%). The use of assistive features of general technology (16%), assistive or supportive technology (10%), and new technology (7%) were reported to a lesser extent. One reason for the low level of application of assistive and new technology could be the low level of availability of these kinds of technologies in schools (5%), in comparison with general technology (90%).

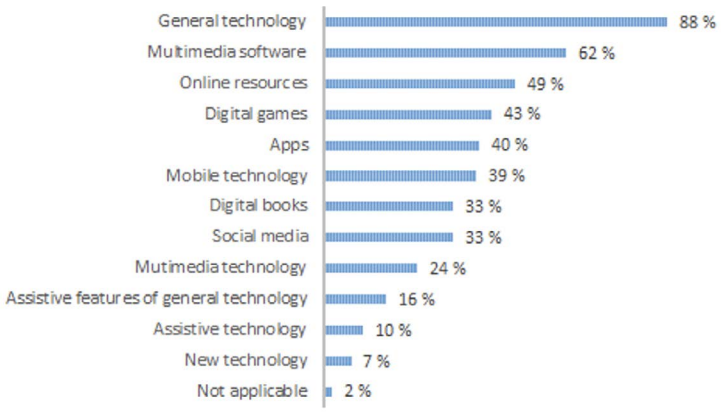


Figure 1. Percentages of the use of digital tools to facilitate inclusion in the classroom.

The results further showed that it was quite common to use digital tools to foster social aspects of inclusion, such as communication and collaboration. Using digital tools to foster and tailor teaching and learning to student needs were also reported by the respondents.

However, only a minority of respondents across the three countries reported the use of digital tools to facilitate inclusion related to academic inclusion (e.g., STEM, language teaching and learning), emotional/behavioural inclusion (e.g., emotional wellbeing, reduced bullying, positive behaviour), and openness to diversity. The frequency of respondents reporting using digital tools to facilitate inclusion of students with problematic school absence and those with different cultural and linguistic backgrounds was also low, compared to the mainstream.

2. IDENTIFIED DIGITAL COMPETENCES DERIVED FROM TRAINING

The majority of the participants (79%) reported that they had received training in the use of Internet and general software, and almost half of the participants had received training in the use of general technology (46%). Training in the use of apps and digital games (31%), along with multimedia production tools (21%) were reported to a lesser extent and the training received on new technology (10%) and assistive technology (9%) were reported to a low extent. The respondents also reported receiving training in the use of digital tools for inclusive pedagogical purposes (34%) and for inclusive assessment and diagnosis (19%.) The results are summarized in the table.

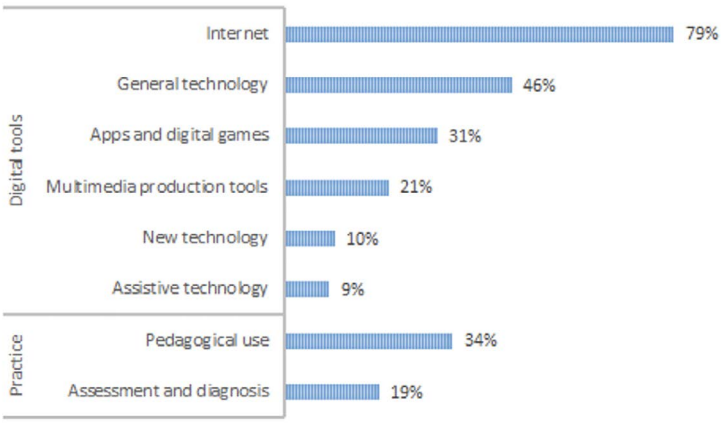


Figure 2. Percentage of staff who have received training in the use of digital tools to facilitate inclusion and inclusive practices.

In terms of relating this to the different characteristics and needs of students in the classroom, the percentage of staff who reported that they had received training in the use of digital tools to facilitate inclusion were as presented in the figure.

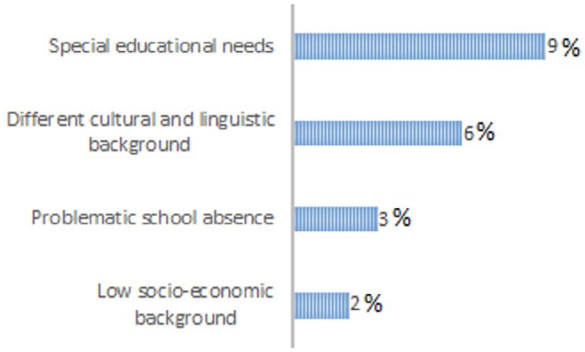


Figure 3. Percentage of staff who have received training related to inclusion of students with different characteristics.

The majority of the respondents reported applying the skills and knowledge gained from training in order to facilitate inclusion in the classroom, with 37% reporting doing so often to very and 34% sometimes. However, 39% of respondents considered the training and competences they got from it to be insufficient for applying digital tools for inclusive purposes. As already mentioned above, only an average of 10% had received training in the use of new technology and 9% in assistive technology.

Barriers to participating in training were also identified in the study. More than half of the respondents (53%) reported that lack of time was a barrier to participating in training, which can be seen in the figure to the right. About one third reported that training was not offered or rare, and 22% reported that training is too expensive. The lack of incentives was reported as a barrier by 21% of the participants and 18% reported a lack of employer support. Additionally, 16% reported that participation in training conflicts with their work schedule.

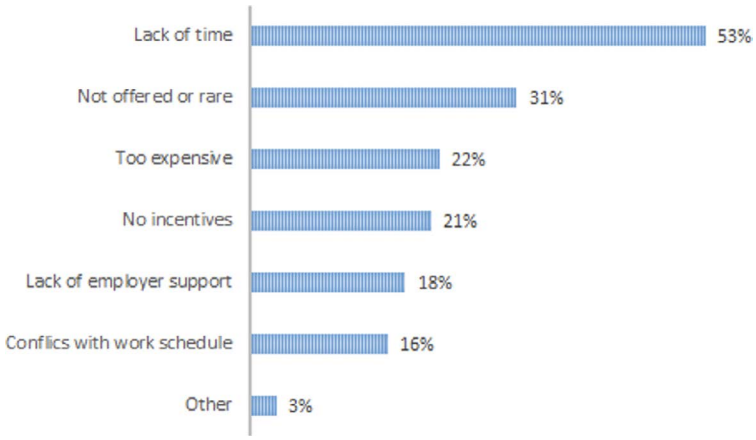


Figure 4. Percentage of barriers encountered by school staff to participate in training.

3. IDENTIFIED MULTIDISCIPLINARY INCLUSIVE WORK AND COMPETENCES

Across the three countries, about half of the participants (51%) reported that their school uses multidisciplinary teams to facilitate inclusion of students in the classroom. About 25% of them were part of a multidisciplinary team.

Who is involved in a multidisciplinary team?

Of those participants reporting that their school uses multidisciplinary teams, approximately 80% disclosed that principals, special education teachers, school psychologists and school counsellors are members of a team. About 50% reported that the teachers, parents and the students themselves are part of the team and about 9% also stated that support staff (such as school assistants, social workers and social integration facilitators, speech therapists, occupational therapists, the school nurse, tutor teacher or school coaches) participate in the multidisciplinary teamwork. The reported frequencies of different members in multidisciplinary teams are presented in the figure below.

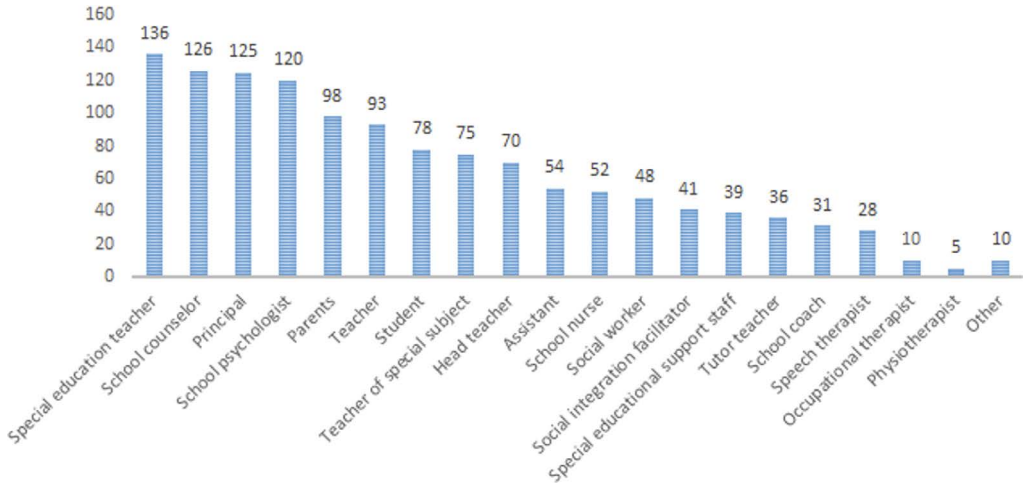


Figure 5. The frequency of different participants involved in multidisciplinary teams.

What are the main functions of the multidisciplinary teams?

Functions of the multidisciplinary teams and the estimated division of these, were also examined. As can be seen in the figure below, the functions and the division of work were as follows: diagnosis and assessment (25%), evaluation of student progress (22%), development of individual student plans (21%), implementation of student program (17%), and monitoring of student program (14%).

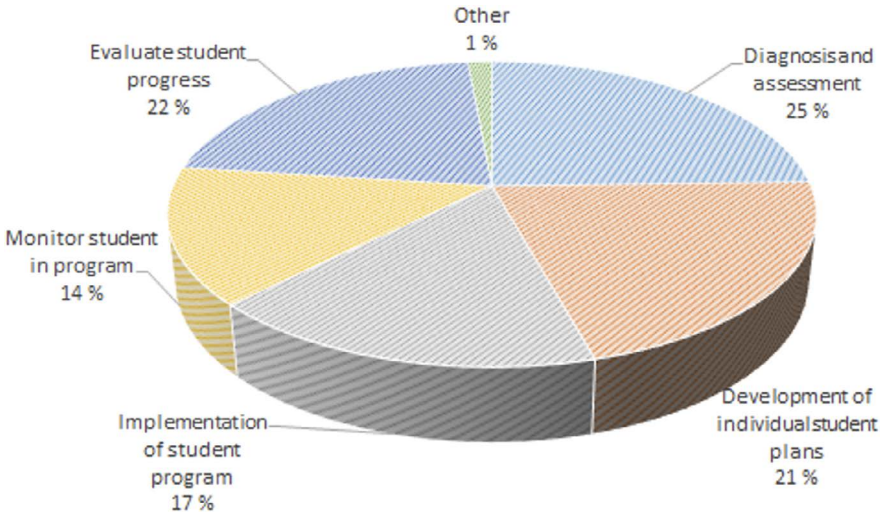


Figure 6. Main functions of multidisciplinary teams.

Which characteristics of students are focused on?

The focus on students with different characteristics in multidisciplinary teamwork was further examined. The majority of the work focused on students with special educational needs (SEN) (34%). The reported focus on students with problematic school absence and low socio-economic background was 23% respectively, whereas the focus on students with a different linguistic and cultural background was 18%.

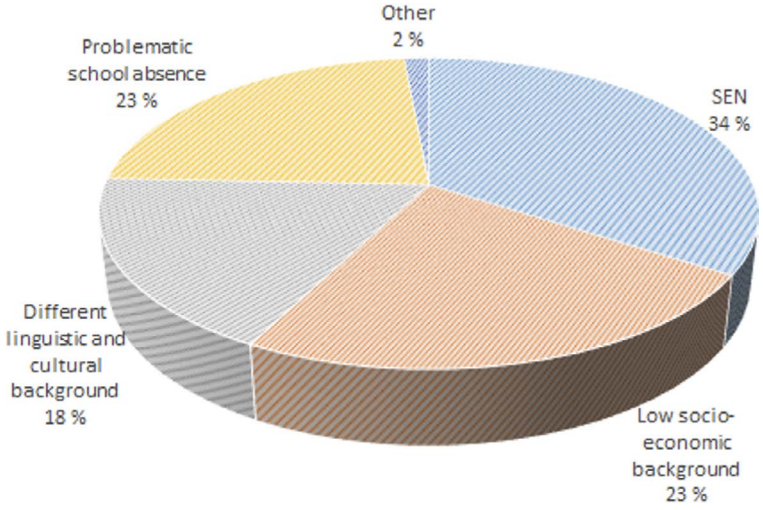


Figure 7. Student characteristics and multidisciplinary teamwork.

4. IDENTIFIED INCLUSION NEEDS

Several inclusion needs related to digital training and the digital and multidisciplinary competences were identified and these are summarized in Table 1 below.

FOCUS AREA	IDENTIFIED NEEDS
ICT use and digital competences	■ A paradigm shift from uncritically following the curriculum to Culturally and Linguistically Responsive Teaching and Learning (CLRT); ■ Use of digital tools to foster diversity awareness, reduce bullying, support mental health etc.; ■ Use of digital tools to facilitate academic aspects of inclusion, such as transversal skills, math, science, language and literacy; ■ Use of new technology; ■ Increased peer discussion.
Training	■ More focused and directed training (including students with different characteristics, new technology, and academic and emotional/behavioural inclusion); ■ Training in the use of new technology for inclusive purposes; ■ Training in the use of digital tools to foster diversity awareness, reduce bullying, support mental health etc.; ■ More frequent and continuous training; ■ Practical examples; ■ Inclusion of support staff in digital training; ■ Time and resources; ■ Management's support and incentives for participating in training.

Multidisciplinary teamwork	■ Motivation and willingness to work in teams; ■ Cooperative/collaborative skills, including conflict resolution, assertiveness, listening skills, and social skills; ■ Empathy and emotional intelligence, flexibility, self-awareness; ■ Analytical and reflective capacities; ■ Management support and skills, such as decision-making and ability to follow up and support others; ■ Digital competences; ■ Inclusion of the students themselves and educational support staff in the multidisciplinary team; ■ Need for resources (time, energy, and availability of professionals, appropriate number of teams/staff in relation to cases); ■ Discuss and raise awareness of multidisciplinary work in the schools.

Table 1. Identified needs for facilitating inclusion in the classroom.

2.3.2. SECOND PHASE

Through the second phase of the project, the aim was to establish quantitative and qualitative indicators of evaluation and instruments and methodologies in order to evaluate the transfer of digital competences in the inclusive classroom. All these materials, lists, questionnaires, rubrics, portfolio assessments were gathered, organized and explained so as to create a coherent evaluation manual. Which is an innovative evaluation tool that will allow a systematic, objective and multilevel evaluation.

Through different tools and methodologies, the evaluation consisted of:

- The transfer of competences from ICT training by the teachers and educational staff.
- The multidisciplinary competences of all the agents involved in the classroom.
- The degree of inclusion and behavioural change of students with inclusion needs.

With this output, SHIFT aims to offer a holistic approach to evaluation by converting the inclusive classroom as the unit of evaluation rather than performing isolated, sporadic or intuitive evaluative actions. Moreover, the fact that the project is taking into account the different sociocultural backgrounds of the participating countries gives it a very strong transferability potential.

The production of this high-quality evaluation manual for the inclusive classroom is expected to have a big impact on the profile of teachers and educational staff.

2.3.3. THIRD PHASE

In the third phase of the project, a pilot implementation in schools was carried out from February to September 2021. The pilot was designed to test the output of the project in real settings and gain more insight into the needs of educational staff and students with inclusion needs. The pilot provided real evidence and validation for the evaluation methodology and tools used.

Participants' perceptions of the transfer made in the classroom, depending on the training received

For the exploration of this first point, the results obtained through the questionnaires of phase 1 are set as a starting point, and the following information is highlighted:

In order to identify the digital training received, respondents were asked to report on the specific training received, related to general technology, new technologies, assistive / support technology, as well as digital applications and games to facilitate the inclusion in the classroom. In addition, respondents were asked about the training received in the use of digital tools to facilitate different aspects of inclusion, as well as the inclusion of students with different characteristics (including students with special educational needs, low socioeconomic background, different cultural and linguistic and problematic backgrounds, school absenteeism, belonging to socially and culturally vulnerable groups or those of extreme poverty and children with disabilities). The respondents were also asked about the barriers to participating in training. The training received and the competences derived from it are summarized in the table below. The detailed description is presented in the subheadings.

Results

The results of the questionnaires responded by teaching staff, directorates of centres and educational care staff show that they have received training in generalist-blind technologies, but not with the prospect of inclusive or collaborative work in the classroom.

Identification of favourable elements and elements difficult to transfer

The question of what kind of barriers regarding the school staff participation and training (if any) had they encountered, clearly shows that the time limitation was the most frequent barrier reported by 53% of respondents. This was also evident in the qualitative data referred to above. The second most frequently reported barrier was that no training was offered or that it was infrequent (31%). According to 22% of respondents, training was too expensive and 21% reported a lack of incentives. Less than 20% of respondents reported the remaining barriers, namely, lack of business support and training hours in conflict with working hours. However, the data indicate that there are country-specific differences in the barriers encountered. School staff in Cyprus (29% and 31% respectively) reported more lack of business support and lack of incentives compared to Finland (5% respectively) and Spain (3% and 12% respectively). The lack of training and courses available was greater in Spain (53%) compared to Finland (35%) and Cyprus (22%).

This information was used to design the in-depth interviews to be conducted with principals, teachers and educational support staff.

School staff's experiences in the use of digital tools to facilitate inclusion in the classroom

Regarding the experiences of applying digital tools to facilitate inclusion in the classroom, the questionnaire asked a series of questions that will be used to design the in-depth interview.

About 70% of respondents said they were comfortable using digital tools in the current context and more than 80% had access to ICT support in their schools. Almost 80% considered themselves competent enough to adapt and create digital content or tools to facilitate inclusion. More than half of respondents ask students about their preferences and needs regarding the use of digital tools (55%). However, time constraints were again reported, since the majority of respondents reported that there is not enough time to plan the use of digital tools in inclusive work (44%). The data also indicate that there may be a need to increase discussions among school staff about experiences and the use of digital tools to facilitate inclusion, since 50% of respondents stated that they disagreed with this statement, compared to 34% agreeing with it. In addition, a slightly higher number of respondents reported that they disagreed (51%), compared to those who agreed (35%), with the statement that 'all students use the same technology' and 43% disagree with the statement that 'students work on the same topics and tasks'. This involves the application of different perspectives and activities related to inclusion and use of digital tools among schools.

Collection of data on multidisciplinary work in the classroom (teacher and staff of the educational service)

The third goal of the study was to identify multidisciplinary skills and needs. Multidisciplinary teamwork refers to the collaboration between different professionals of the school staff (principals, teaching and support staff), as well as the involvement of students and their parents or legal guardians. Related questions in the questionnaire included the use of multidisciplinary teams in school, the roles of the teams, the people involved, the strengths, barriers, and needs related to multidisciplinary work. The multidisciplinary competences and needs are summarized in the table below and more detailed information can be found in each subheading.

- 51% of respondents reported that their school implements multidisciplinary teams to facilitate the inclusion of students in the class, and 25% of respondents currently participated in a multidisciplinary team.

- Most of the professionals who reported being part of a team were special education teachers (93%), principals (86%) and school counsellors (85%). Between 63% and 67% reported the participation of parents and teachers in the class, and approximately half of the respondents reported the inclusion of students, principals, and teachers of specific subjects. Less than 38% reported the participation of other professionals, such as assistants, social workers and various therapists.
- 48% of team respondents said they had enough time to collaborate, while 52% said the opposite.
- Multidisciplinary teams meet 1 to 3 times a year according to 33% of respondents, 4-6 times according to 34% and 54% reported meeting 7 times or more. The activities of coordination and collaboration of multidisciplinary team work consisted of regular meetings (29%), preparations before the start of a school year or semester (28%), development of shared resources (24%) and coordination to develop teaching plans.
- The proportion of multidisciplinary teamwork to facilitate the inclusion of students in the classroom was 34% for students with special educational needs, 23% for students with problematic school absences and low socioeconomic background, respectively, and 18% for students with cultural and linguistic diversity.
- 25% of the functions of multidisciplinary teamwork were related to the diagnosis and evaluation of students, 22% were related to the evaluation of student progress in relation to the student plan, 21% constituted the development of individual student plans, 17% the implementation of a student's program, and 14% the monitoring of students in a program.

This information was used to design the in-depth interviews addressed to principals, teachers and educational support staff.

Therefore, the pilot objectives were:

- To obtain data from participants on their teaching practices.
- To identify and analyse the teaching practices employed in the classroom, for example: which technologies are used with the aim of achieving the inclusion of all students.
- To obtain data on the training received in the use of technologies in the classroom.

The schools selected in the three countries to participate in the pilot met the following criteria:

- Primary and secondary schools.
- Schools with educational support staff.
- Schools where some teachers and support staff have undertaken training on digital competences related to inclusion.
- Schools with students from different economic, social and learning backgrounds, in accordance with the principle of "equal opportunities and equity" so that all students can receive a comprehensive education with high expectations.

Each of the selected schools, according to its country-specific characteristics, chose the professional profiles that have taken part in the pilot. The one condition is that all the participants must have received training in digital competences in the last 2 years. The professional profiles are the following:

- School management teams (principal, vice-principal, secretary, head of studies, teaching coordinator).
- School ICT coordinator – Representatives in the school learning technology commission (for those schools that have it).
- Educational cycle coordinators.
- Heads of department.
- School library coordinator.
- Teachers.
- Educational support staff (social integration facilitators, special education support staff).
- Students.
- Families.

In order to carry out the pilot, the following evaluation and data collection tools were used:

- In-depth interviews with participants.
- Rubrics.
- School's educational project/model.
- School's Learning Technology (LT) plan (school management / LT coordinator).
- Teaching plans.
- Diversity/inclusion plan.

For the analysis of the above-mentioned pedagogical documents (school's educational project, learning technology plan, teaching plans, etc.), partners identified the country-specific documents used at schools.

After the questionnaires, the next action of the pilot was the creation of five different online rubrics for management teams, teachers, educational support staff, students and families. The online rubrics were sent to the participants appointed by each school, according to their profile. The answers collected per country were: Finland (57), Cyprus (56) and Spain (48).

The second action was designing and conducting in-depth interviews with participants. The educational professional profiles taking part in the interviews were: management teams, teachers and educational support staff. Families and students were not interviewed.

Finally, the third action consisted in the gathering of the schools' pedagogical documents to be analysed.

3. FRAMEWORK

3.1. CONTEXT OF THIS MANUAL

In order to produce and deliver this manual a series of tasks and activities took place from the beginning of the project. The first set of activities aimed to identify and define the starting point of the evaluation. The researches proceeded to identify ICT standards for each country concerning teachers and educational staff, identify different inclusion needs in the classroom (emotional, cognitive, physical, social and cultural), identify the role of each professional involved in the inclusive classroom, identify the training received by teachers and educational staff, and identify multidisciplinary competences. These activities created a set of internal output: a report relating educational staff digital competences and inclusion needs, a table with criteria to sum up the received training, a report on the role of the different professionals involved in the inclusive classroom and a list with multidisciplinary competences.

The output from the first set of activities were used as input for the development of the evaluation material. During a second stage, the experts established indicators and design tools for evaluating ICT competence transfer, different degrees of inclusion and multidisciplinary competences.

After the pilot implementation, evaluation material was evaluated in order to make necessary adjustments and amendments. Finally, the information was gathered, organized and explained within a methodological frame.

3.2. TARGET AUDIENCE

The profile of the addressees of this manual corresponds to that of the educational agents who are entrusted with the function of making decisions about the process of professional development and continuous training of teaching and educational staff to improve professional skills.

On the one hand, the manual is a tool for educational administrations that must design and implement training plans aimed at improving the digital skills of educational professionals in order to guarantee the inclusion of all students, in accordance with the established educational policies. In the design of training plans, elements must be incorporated to implement evaluation processes of the transfer to the workplace, to achieve a truly effective training and an improvement of skills.

On the other hand, this manual is also a guide for school management teams that plan and schedule training activities and evaluation for all the school staff, in accordance with the training needs detected or the strategic lines of the educational environment where the school is located.

3.3. INNOVATION

Professional development and continuous training must accompany the change and innovation processes of organizations. The training of educational professionals should be understood as a service to accompany the improvement and adaptation of the competences of professionals and not only as a list of activities to be carried out to obtain knowledge and skills in certain specific areas. It is for this reason that the design of these training processes must include how the transfer of learning to the classroom will be evaluated.

Technological training for teachers, educational support staff and students has become essential to achieve optimal academic results and fight against early school dropout. Moreover, the entire educational community must cooperate in order to address the digital divide.

Professional development programs must take into account some premises for the design of training actions: the ubiquity of information, the ability to analyse data and learning results in real time, connectivity and interaction between people, the introduction of artificial intelligence (Persian, 2021). In this sense, the activities included in professional development programs should be thought of as learning situations in which the actual practice of professionals should be integrated, in which some of the behavioural patterns should be broken and in which deep learning outcomes should be achieved (Persico, 2021).

In this sense, without the design of actions to measure the results in real practice —the result of this deep learning carried out during the training— it will not be possible to know the transfer in the classroom. For this reason, training programs must include the design of the evaluation of transfer to the classroom.

3.4. METHODOLOGY

The SHIFT framework has adopted rubrics as the primary tool for analysing digital competences. Rubrics outline the criteria for evaluating different dimensions of performance in a task, using both holistic (general) scores and analytic scores (evaluating specific categories). They lend themselves to a more complete feedback and evaluation process, as scores can be collected and compared from all the different stakeholders, for example, administrative teams, school principals and assistant principals, parents, students and teachers.

The design was based on a three-phase model:

- Planning phase: review of previous research, selection of criteria, indicators and types of rubrics to be used.
- Development phase: Feedback and revision using the Delphi method.
- Evaluation phase: Piloting of rubrics, data collection and analysis.

3.4.1. PLANNING THE RUBRICS

The objective of this stage was to establish the criteria for four draft rubrics:

- Self-Evaluation of Inclusive Practices for School Management Teams and Policy Makers.
- Self-Evaluation of Inclusive Practice and Digital Competences for Teachers.
- Evaluation of Effectiveness of Inclusive Practices by Students.
- Evaluation of Effectiveness of Inclusive Practices by Parents.

In order to establish a comprehensive list of indicators related to professional digital competences in the field of inclusive learning practices, existing frameworks were examined and common themes were identified. The rubrics used in the SHIFT framework were based on models used in two established frameworks:

1. THE NATIONAL COUNCIL FOR SPECIAL EDUCATION (NCSE) INCLUSIVE EDUCATION FRAMEWORK

The National Council for Special Education (NCSE) Inclusive Education Framework identified ten fundamental themes:

1. Leadership and Management.
2. Whole School Development Planning.
3. Whole School Environment.
4. Communication.
5. Pupil and Staff Well-being.
6. Curriculum Planning for Inclusion.
7. Individualized Education Planning.
8. Teaching and Learning Strategies.
9. Classroom Management.
10. Support for and Recognition of Learning.

Themes 5, 8, 9 and 10 are further divided into sub-themes. Each theme is supported by descriptions of the goal to be achieved, guidelines for and examples of good practice.

2. THE DIGCOMPEDU FRAMEWORK FOR TEACHERS DIGITAL SKILLS SYNTHESIS.

The European Framework for the Digital Competence of Educators (DigCompEdu) was produced by the European Commission's Joint Research Centre (JRC), on behalf of the Directorate General for Education, Youth, Sport and Culture (DG EAC). This framework responds to the growing awareness among many European Member States that educators need a set of digital competences specific to their profession in order to be able to seize the potential of digital technologies for enhancing and innovating education.

After reviewing the literature and selecting the criteria, it was decided that the rubrics should be of an analytic type, as this would fulfil the following main objectives:

- Identify relative strengths and weaknesses.
- Provide detailed feedback.
- Assess complicated skills and/or performance.
- Allow self-assessment of participants' understanding or performance.

In this initial phase, the draft rubrics included indicators, sub-indicators and descriptions of good practice, established according to the common themes identified in the validated frameworks. Each of these themes was to be evaluated according to four levels of performance. These draft rubrics were then distributed for feedback in the following development phase.

3.4.2. THE DELPHI METHOD

Once the draft rubrics were established, they were developed, adjusted and improved using the Delphi method. This technique assumes that experts (stakeholders with personal experience and knowledge of the topic under discussion) can provide reliable feedback and are able to reflect on others' feedback on the same topic. The Delphi technique involves various rounds of feedback and reflection.

1. 'Expert' participants are asked to use the rubrics to provide feedback and justify their answers. This takes place individually, without consultation with other participants.
2. After each round, a facilitator collects and summarises the feedback provided together with the justifications for these opinions and makes it available to all the participants in the process. The facilitator's role is crucial as they may identify areas in need of attention and can direct participants' attention accordingly.
3. After reflecting on the feedback from the previous round, participants repeat the task as many times as necessary until a consensus is reached.

In this case, the participants were asked to provide four rounds of feedback. The final round was conducted as a synchronous, group feedback activity in order to clarify elements of the feedback that were ambiguous and to resolve any outstanding differences. Based on this process, the final set of indicators and sub-indicators was established, and the levels of performance were revised to five (see WP-UNIC-SHIFT-April-15-2021, p. 16).

3.4.3. THE FRAMEWORK THAT PROVIDED THE INDICATORS

The National Council for Special Education (NCSE) Inclusive Education Framework and DigCompEdu Framework for Teachers digital skills synthesis provided the framework for the development of rubrics for the purposes of the SHIFT project. Rubrics have been designed for use in all educational settings including mainstream schools, special classes and special schools. Rubrics can be used across educational settings, to ensure effective inclusive practices. As such, the features of this work are not regarded as setting specific but presented under thematic headings rather than by the setting within which those practices take place. The SHIFT Rubrics support the good work that has been ongoing in schools over many years. It is a practical resource that invites school management teams, teachers, students and parents to reflect critically and evaluate how inclusive values are promoted in classrooms, staffrooms and school yards and in interactions with all members of the school community. The rubrics for SHIFT are directed towards educational organizations and educators at all levels of education, from early childhood to higher and adult education, including general and vocational training, special needs education, and non-formal learning contexts.

3.4.4. FRAMEWORK FOR SCHOOL INCLUSIVE PRACTICES

The National Council for Special Education (NCSE) Inclusive Education Framework is structured in ten themes, identified as fundamentally important. Four themes are further divided into sub-themes. The nature and scope of each theme within the Inclusive Education Framework is elaborated by a short description that outlines the goal to be achieved. Each theme includes five or six criteria that provide guidelines for or indicators of good practice. Exemplars of good practice are also provided for each theme. Based on this framework the indicators and sub-indicators as well as the level of performance of Rubric 1 were drafted.

3.4.5. FRAMEWORK FOR TEACHER DIGITAL COMPETENCES

THEMES	SUB-THEMES
1. LEADERSHIP AND MANAGEMENT	Leadership is visionary and provides a motivating force for change towards models of good practice in educating pupils with special educational needs. Leadership is participatory and distributed across all members of the school community including the board of management, principal, teachers, in-school management and special needs teams, ancillary staff, parents/guardians and pupils. Leadership happens through formal and informal mechanisms. The principal plays a pivotal role informed by consultation and collaboration.
2. WHOLE SCHOOL DEVELOPMENT PLANNING	Whole school development planning is an ongoing process that enables the school to enhance quality and manage change. It considers the aims and values of the school community, sets out a vision for future development and charts a course of action towards realizing that vision. School development planning includes policies, practices and procedures in all areas of school life. It therefore provides a foundation of inclusive principles against which progress towards inclusion for pupils with special educational needs can be measured.
3. WHOLE SCHOOL ENVIRONMENT	Reasonable accommodations are made to enable the enrolment and participation of pupils with special educational needs. Accessible transport, buildings, materials, equipment, facilities, activities and strategies facilitate a welcoming and inclusive environment. Accessibility and health and safety matters are actively considered in the planning and procurement of new developments and equipment, and when planning and carrying out maintenance work. Information on accessible facilities and restrictions is disseminated to the school community.
4. COMMUNICATION	Communication is based on mutual respect between staff, pupils, parents and others in the school community. Communication between members of the school community takes place through different modes including verbal and non-verbal, signing, written and visual, as appropriate. Management and staff are aware of the power of non-verbal communication and body language which contributes to the quality of interpersonal relations and inclusion across the school. Reciprocal, open lines of communication take into account the needs of pupils with special educational needs.

5. PUPIL AND STAFF WELL-BEING **a) Fulfilling Pupil Potential** **b) Fulfilling Staff Potential**	Promoting pupils' well-being and their emotional and physical safety is a fundamental feature of school life. Continuous monitoring of their attendance, participation, well-being and performance promotes the attainment of each pupil's full potential through personal, academic and social goals. Diversity awareness is critical in creating an inclusive culture within schools and promotes equality of educational access and participation of pupils with special educational needs. Staff well-being is prioritized along with that of pupils and is also based on a rights perspective. The welfare of all school staff is safeguarded and staff are encouraged to support their colleagues. Open communication and informed awareness encourages early detection of potential difficulties and collaborative solutions to problems. Access to continuing professional development and support from management and colleagues equips staff with knowledge and expertise in the education of pupils with special educational needs.
6. CURRICULUM PLANNING FOR INCLUSION	School management and staff engage in curriculum planning as a core component of inclusive teaching and learning. Curriculum planning for inclusion aims for learning experiences which feature differentiated content (material taught), process (methods, materials and activities used) or outcomes (ways pupils prove their learning). These activities are designed to engage pupils with special educational needs in a broad range of learning experiences to reach their maximum potential.
7. INDIVIDUALIZED EDUCATION PLANNING	Planning for individual needs is an essential part of a whole-school policy on inclusion. Individualized planning is supplementary to the planning common to all pupils. It sets out how teaching and learning take place within a differentiated curriculum. In the context of a continuum of support, pupils with special educational needs may require individualized education planning, which can take many forms ranging from relatively minor changes to more detailed individualized programmes. Meeting individual needs may involve differentiation, a range of teaching methods, resources and support as appropriate.
8. TEACHING AND LEARNING STRATEGIES **a) The Learning Experience** **b) The Teaching Experience**	Every pupil learns differently and has individual needs. A pupil's learning experience is enhanced by a commitment to inclusion through differentiation, positive classroom relations and family involvement. Positive learning experiences increase participation, enhance academic and social skills, and increase attendance and retention rates. Effective teaching involves the use of suitable teaching and learning methodologies, materials and arrangements. These include co-operative teaching, differentiation and the promotion of positive classroom relationships. A positive teaching experience enriches a teacher's role and creates meaningful classroom experiences.

9. CLASSROOM MANAGEMENT	Classroom management and organisation in terms of layout, access to materials, visual structure, schedules and predictability all contribute to a positive classroom experience for pupils. Learning opportunities are seized wherever possible and pupil ownership of behaviour and learning outcomes is encouraged.
a) Classroom Protocols and Rules	Classroom protocols and rules function in line with overall school protocols to promote learning and address challenging behaviour. Positive behaviour is promoted throughout the school. Clear guidelines about acceptable behaviours contribute to the creation of a safe and secure environment for pupils' academic, social and personal development.
b) Curriculum Implementation	Teachers and pupils play interdependent roles in the classroom. Teachers facilitate and engage pupils in their learning. Pupils participate appropriately in the learning activities. Good classroom management facilitates the organisation of these processes. The learning goals outlined within the curriculum are promoted and pupil well-being and engagement are prioritized.
10. SUPPORT FOR AND RECOGNITION OF LEARNING	Assessment and recognition of achievement form an integral part of the cycle of learning, building a picture of a pupil's progress over time and informing the next stage of learning.
a) Informal and Formal Assessment	Inclusive assessment provides meaningful experiences and feedback to pupils and parents/guardians and is age and curriculum appropriate. Inclusive assessment includes both formal and informal methods.
b) External Assessment and Certification (post-primary aged pupils)	Most pupils of post-primary age take external assessments and examinations at different stages and need careful preparation for this process. As pupils progress, they take more responsibility for their academic preparation. Suitable levels of support, including appropriate assessment and feedback, are provided.

Table 2: Themes and sub-themes and short description.

3.4.6. EVALUATION OF THE RUBRICS

The piloting of the rubrics seeks to evaluate the following:

- (Technological) Accessibility and ease of response.
- Time taken.
- Clarity of questions and/or descriptors.
- Clarity of terminology.
- Amount and relevance of information provided.
- Relevance of topics included.
- Omission of important topics.

4. GUIDE TO USING DIGITAL TOOLS: STEP BY STEP

4.1. HOW TO USE THE MANUAL

This manual is designed to be a resource that can be used in the design of training actions aimed at achieving learning results from the three perspectives: digital training (in the inclusion of all students), multidisciplinary work (between teachers and care personnel education), transfer to the classroom (with changes in educational practices and deep learning).

As previously mentioned, this manual is aimed to help all professionals involved in the decision making in schools through the evaluation process: education managers, head-teachers or even education inspectors.

4.2. PLANNING

Once the training needs have been identified and analysed, the evaluation design should be planned.

The first thing is to identify what the concrete needs in the classroom group are. Are there physical, intellectual or mental disabilities? Are the students from different foreign origins? Or maybe they have educational needs due to late incorporation to the educational system? It should also be taken into account, if the students come from particularly disadvantaged socioeconomic and sociocultural situations that may cause learning or communication difficulties or even the risk of early school dropout.

Secondly, one should note what the specific difficulties in technology inclusion are. The training activities or projects that we design must work on the skills of the related professionals to the ability to address social interaction and communication in the classroom, the personal autonomy of the students, and they must achieve the learning outcomes related to the educational curriculum.

These competences are described in six areas, as indicated in the description of the rubrics:

1. **Professional commitment**: the ability to design learning spaces that promote reflective practice of the multidisciplinary teams of the school.
    - *Organizational communication*: To use digital technologies to improve organizational communication with students, parents and third parties. To contribute to the development and collaborative improvement of organizational communication strategies.

- *Professional collaboration*: To use digital technologies to collaborate with other educators, share and exchange knowledge and experiences and collaboratively innovative pedagogical practices.
- *Reflective practice*: To reflect individually and collectively, critically evaluate and actively develop their own digital pedagogical practice and that of the educational community.
- *Digital Continuous Professional Development (DPCD)*: To use digital sources and resources for ongoing professional development.

2. **Digital resources**: the ability to select, create and manage digital resources that promote the inclusion of all students.
   - *Selection of digital resources*: To identify, evaluate and select digital resources for teaching and learning. To consider the specific learning objective, context, pedagogical approach, and student group when selecting digital resources and planning their use.
   - *Creating and modifying digital resources*: To modify and leverage existing open-licensed resources and other resources where permitted. To create or co-create new digital educational resources. To consider the specific learning objective, context, pedagogical approach, and student group when designing digital resources and planning their use.
   - *Manage, protect and share digital resources*: To organise digital content and make it available to students, parents, and other educators. To effectively protect sensitive digital content. To respect and correctly apply the privacy and copyright rules. To understand the use and creation of open licenses and open educational resources, including their proper attribution.
3. **Teaching and learning**: related to the organization of the teaching-learning process to guarantee positive academic results, taking into account the diversity of the students.
   - *Teaching*: To plan and implement digital devices and resources in the teaching process, to improve the effectiveness of teaching interventions. To properly manage and orchestrate digital teaching interventions. To experiment and develop new pedagogical instructional formats and methods.
   - *Guide*: To use digital technologies and services to improve interaction with students, individually and collectively, inside and outside the learning session. To use digital technologies to offer specific and punctual guidance and assistance. To experiment and develop new ways and formats to offer guidance and support.
   - *Collaborative learning*: To use digital technologies to encourage and improve student collaboration. To allow students to use digital technologies as part of collaborative tasks, as a means of enhancing communication, collaboration, and collaborative knowledge creation.

- *Self-regulated learning*: To use digital technologies to support self-regulated learning processes, that is, to allow students to plan, monitor and reflect on their own learning, provide proof of progress, share knowledge and propose creative solutions.

4. **Evaluation**: the ability to select, design and program inclusive evaluation strategies.

   - *Assessment strategies*: To use digital technologies for formative and summative evaluation. To improve the diversity and appropriateness of evaluation formats and approaches. To analyse evidence to generate, select, critically analyse and interpret digital evidence about the activity, and the performance and progress of the student, in order to inform teaching and learning.

   - *Feedback and planning*: To use digital technologies to provide timely feedback to students. To adapt teaching strategies and provide targeted support, based on the evidence generated by the digital technologies used. To allow students and parents to understand the evidence provided by digital technologies and use it for decision making.

5. **Empower students**: the ability to design educational practices that promote inclusion, differentiation and personalization of learning and active participation of students.

   - *Accessibility and inclusion*: To ensure accessibility to learning resources and activities for all students, including those with special needs. To consider and respond to students' (digital) expectations, skills, uses, and misconceptions, as well as the contextual, physical, or cognitive limitations of their use of digital technologies.

   - *Differentiation and customization*: To use digital technologies to address the diverse learning needs of students, by enabling them to advance at different levels and speeds, and to follow individual learning paths and objectives.

   - *Active participation of students*: To use digital technologies to encourage the active and creative engagement of students with a topic. To use digital technologies within pedagogical strategies that promote transversal skills, deep thinking and creative expression of students. To open learning to new real-world contexts, which involve the students themselves in practical activities, scientific investigation or complex problem solving, or in other ways to increase the active participation of students in complex subjects.

6. **Facilitate students' digital competence**: the ability to incorporate the acquisition of students' digital competence in teaching-learning activities.

   - *Information and media literacy*: To incorporate learning activities, assignments, and assessments that require students to express their information needs; find information and resources in digital environments; organize, process, analyse and interpret information; and compare and critically evaluate the credibility and reliability of the information and its sources.

- *Collaboration and digital communication*: To incorporate learning activities, assignments, and assessments that require students to use digital technologies effectively and responsibly for communication, collaboration, and civic engagement.
- *Creation of digital content*: To incorporate learning activities, assignments, and assessments that require the student to express themselves through digital media, and to modify and create digital content in different formats. To teach students how copyrights and licenses apply to digital content, and how to reference sources and attribute licenses.
- *Responsible use*: To adopt measures to guarantee the physical, psychological and social well-being of students during the use of digital technologies. To train students to manage risks and use digital technologies safely and responsibly.
- *Digital troubleshooting*: To incorporate learning activities, assignments, and assessments that require students to identify and solve technical problems or creatively transfer technological knowledge to new situations.

Starting with the identification of the competences that will be trained in the activities, the training needs must be detected, which we must relate to those competences that educational professionals have to acquire or reinforce. To do this, we can use the questionnaire instrument (see page 16 - phase 1). From this interrelation between educational needs and professional competences, the content and methodology of the training action can be adapted, taking into account the specific context of each school.

Likewise, the design should incorporate the process of transferring learning to the classroom. To do this, it will be necessary to identify:

- The instruments for collecting evidence of the changes produced, both from the point of view of programming (design of teaching-learning and evaluation situations), the technological resources used, and elements of the reflective practice that it has promoted.
- The timing of the transfer (at what moments of the educational practice will the evidence be collected).
- The identification of favourable elements and elements difficult to transfer.
- The collection of data on multidisciplinary work in the classroom (teachers and educational care personnel). The multidisciplinary teamwork is a reference to the collaboration between different professionals of the school staff (directors, teaching staff and support staff), also with the involvement of students and their peers or legal tutors.
- The verification of the changes produced, in relation to the starting situation.

Some of the instruments that can be used are: rubrics, classroom observation charts, and analysis of pedagogical documents (educational plans, centre technology plan or plans for attention to diversity or inclusion of students, etc.).

4.3. PREPARATION

Once the needs have been identified, we must analyse the specific characteristics of the participants: previous knowledge, intrinsic motivation, specific needs, commitment to introduce improvements in educational practice, etc. These data will help us to specify the training proposals, adapted to a specific environment or group of professionals.

4.4. IMPLEMENTATION

Training projects created based on the transfer of learning to real practice have two implementation phases: a proper training phase; and an evaluative phase (transfer). Both the data collection of the first phase (satisfaction and learning) and the second phase (transfer of training) must follow rigorous criteria, based on the instruments selected for this.

4.5. FOLLOW-UP

The final analysis of the results obtained in the two phases of the training project should serve to demonstrate the improvement of professional skills and educational practice.

In relation to this, the comparison between the initial competencies of the professionals and the competencies required, both at an individual level and in the improvement of collaborative work in multidisciplinary teams, should indicate which aspects of competence have been acquired and which need reinforcement.

5. TOOLS FOR EVALUATION

There is now a broad consensus on the importance of promoting inclusiveness in education. The presence in classrooms of students with functional diversity associated with physical, intellectual or mental disabilities; immigrant students with educational needs derived from late entry into the educational system; or students with educational needs derived from particularly disadvantaged socio-economic and socio-cultural situations, justify the need to strengthen the profiles of teaching professionals and support staff so that they can provide adequate attention to the diversity of the student body.

In this challenge of building a truly inclusive school, ICT tools play a key role and their use in the classroom is considered a priority. However, there is little information about the use of ICT in the inclusive classroom and its impact on student learning. In fact, there is no solid and reliable evaluation model that allows evaluating the transfer of ICT skills and multidisciplinary skills in the context of the inclusive classroom.

This manual attempts to alleviate this absence by developing different instruments and indicators that will allow us to obtain information on how teaching professionals and educational support personnel transfer the training they have received in digital skills to the inclusive classroom.

In what follows, four instruments are presented that allow a 360 evaluation of the transfer of digital competence to the inclusive classroom. In addition to offering information on multidisciplinary work with ICT tools in the inclusive classroom, they allow obtaining information on the institutional-organizational dimension of the deployment in the school of attention to diversity mediated by ICT tools.

5.1. RUBRICS

5.1.1. RUBRIC 1: INCLUSIVE PRACTICE FOR SCHOOL MANAGEMENT TEAMS AND POLICY MAKERS SELF-EVALUATION

Introduction

The SHIFT project provides a framework for management teams and policy makers, to reflect on evaluating teachers and staff professional competences —emphasizing on digital competences— and to identify potential areas for growth. The use of the rubric can help school teams and policy makers to think about how they can develop strategies and action plans to strengthen inclusive education practices and better meet the diverse learning needs of all students, using modern technologies and inclusive learning practices.

Rubric 1 has been developed around seven indicators:

1. School Practices for Inclusion.
2. Infrastructure and Digital Tools for Inclusion.
3. Digital Governance for Inclusion.
4. Learning Environment for Inclusion.
5. Teachers' Technological Competences.
6. Instruction, Curriculum Design and Assessment for Inclusion.
7. Students' Competences for Inclusion.

Rubric 1 is a resource that supports school leaders in initiating a focused conversation about inclusive learning environments. It provides a multi-entry process that allows schools to identify where they are, and then use this information as a starting point for discussion, planning and decision making. This rubric may be used as a capacity building strategy and is also grounded in the belief that discussion and reflection at the school level are necessary to guide policy makers when measuring the effectiveness of inclusion policies.

SHIFT RUBRIC FOR SCHOOL MANAGEMENT TEAMS AND POLICY MAKERS				
INDICATOR 1: ICT SCHOOL PRACTICES FOR INCLUSION				
LIMITED	**EVIDENT**	**ESTABLISHED**	**HIGHLY ESTABLISHED**	**THRIVING**
The school **does not** allow students to bring their own devices (smartphones, tablets, laptops, etc.) for educational purposes.	The school **rarely** allows students to bring their own devices for educational purposes.	The school **sometimes** allows students to bring their own devices for educational purposes.	The school **frequently** allows students to bring their own devices for educational purposes.	The school **always** allows students to bring their own devices for educational purposes.
The school **does not** apply a protocol for using personal devices for educational purposes.	The school **rarely** applies a protocol for using personal devices for educational purposes.	The school **sometimes** applies a protocol for using personal devices for educational purposes.	The school **frequently** applies a protocol for using personal devices for educational purposes.	The school **always** applies a protocol for using personal devices for educational purposes.

The school **does not** collect complaints from students, parents and the school community related to inclusive information communication technology practices in the classroom.	The school **rarely** collects complaints from students, parents and the school community related to inclusive information communication technology practices in the classroom.	The school **sometimes** collects complaints from students, parents and the school community related to inclusive information communication technology practices in the classroom.	The school **frequently** collects complaints from students, parents and the school community related to inclusive information communication technology practices in the classroom.	The school **always** collects complaints from students, parents and the school community related to inclusive information communication technology practices in the classroom.
The school **does not** communicate with nor considers the views of students, parents or school community related to inclusive Information Communication Technology practices in the classroom.	The school **rarely** communicates with and/or considers the views of students, parents and the school community related to inclusive Information Communication Technology practices in the classroom.	The school **sometimes** communicates with and/or considers the views of students, parents and the school community related to inclusive Information Communication Technology practices in the classroom.	The school **frequently** communicates with and/or considers the views of students, parents and the school community related to inclusive Information Communication Technology practices in the classroom.	The school **always** communicates with and/or considers the views of students, parents and the school community related to inclusive Information Communication Technology practices in the classroom.

INDICATOR 2: INFRASTRUCTURE AND DIGITAL TOOLS FOR INCLUSION				
LIMITED	**EVIDENT**	**ESTABLISHED**	**HIGHLY ESTABLISHED**	**THRIVING**
The school **does not** have technological capacity (hardware, assistive technologies, software, reliable Internet access, digital tools and IT staff) to support inclusion.	The school has a **limited** technological capacity to support inclusion.	The school has a **moderate** technological capacity to support inclusion.	The school has **an extensive** technological capacity to support inclusion.	The school has **a thorough** technological capacity to support inclusion.
Classrooms (equipment and furniture) **do not** allow for flexible movement, group collaboration, and independent work with technology.	Classrooms (equipment and furniture) **rarely** allow for flexible movement, group collaboration, and independent work with technology.	Classrooms (equipment and furniture) **sometimes** allow for flexible movement, group collaboration, and independent work with technology.	Classrooms (equipment and furniture) **frequently** allow for flexible movement, group collaboration, and independent work with technology.	Classrooms (equipment and furniture) **always** allow for flexible movement, group collaboration, and independent work with technology.
Computer per student ratio **is not** acceptable.	Computer per student ratio is **limited** (1:9-1:12).	Computer per student ratio is **moderate** (1:5-1:8).	Computer per student ratio is **acceptable** (1:2-1:4).	Computer per student ratio is **highly acceptable** (1:1).

INDICATOR 3: DIGITAL GOVERNANCE FOR INCLUSION				
LIMITED	**EVIDENT**	**ESTABLISHED**	**HIGHLY ESTABLISHED**	**THRIVING**
The school **does not** apply digital safety best practices for inclusion (protect students' identity online, monitor correct use of social media and copyright and image rights, prevent cyberbullying, etc.).	The school **rarely** applies digital safety best practices for inclusion (protect students' identity online, monitor correct use of social media and copyright and image rights, prevent cyberbullying, etc.).	The school **sometimes** applies digital safety best practices for inclusion (protect students' identity online, monitor correct use of social media and copyright and image rights, prevent cyberbullying, etc.).	The school **frequently** applies digital safety best practices for inclusion (protect students' identity online, monitor correct use of social media and copyright and image rights, prevent cyberbullying, etc.).	The school **always** applies digital safety best practices for inclusion (protect students' identity online, monitor correct use of social media and copyright and image rights, prevent cyberbullying, etc.).
Management teams **do not** provide teachers with instructions/ guidelines on how to use information communication technology for inclusion.	Management teams **rarely** provide teachers with instructions/ guidelines on how to use information communication technology for inclusion.	Management teams **sometimes** provide teachers with instructions/ guidelines on how to use information communication technology for inclusion.	Management teams **frequently** provide teachers with instructions/ guidelines on how to use information communication technology for inclusion.	Management teams **always** provide teachers with instructions/ guidelines on how to use information communication technology for inclusion.
The school **does not** make available training opportunities in information communication technology competences for inclusion.	The school **rarely** makes available training opportunities in information communication technology competences for inclusion.	The school **sometimes** makes available training opportunities in information communication technology competences for inclusion.	The school **frequently** makes available training opportunities in information communication technology competences for inclusion.	The school **always** makes available training opportunities in information communication technology competences for inclusion.
The school **does not** include targeted instructions to students with disabilities or learning difficulties within the instructional services.	The school **rarely** includes targeted instructions to students with disabilities or learning difficulties within the instructional services.	The school **sometimes** includes targeted instructions to students with disabilities or learning difficulties within the instructional services.	The school **frequently** includes targeted instructions to students with disabilities or learning difficulties within the instructional services.	The school **always** includes targeted instructions to students with disabilities or learning difficulties within the instructional services.

The school **does not** provide opportunities for information communication technology related meetings that address student diverse needs.	The school **rarely** provides opportunities for information communication technology -related meetings that address student diverse needs.	The school **sometimes** provides opportunities for information communication technology -related meetings that address student diverse needs.	The school **frequently** provides opportunities for information communication technology -related meetings that address student diverse needs.	The school **always** provides opportunities for information communication technology -related meetings that address student diverse needs.
The school **does not** encourage the use of available learning platforms to support inclusion (shared folders, platform-based discussion, forums and chat forums).	The school **rarely** encourages the use of available learning platforms to support inclusion (shared folders, platform-based discussion, forums and chat forums).	The school **sometimes** encourages the use of available learning platforms to support inclusion (shared folders, platform-based discussion, forums and chat forums).	The school **frequently** encourages the use of available learning platforms to support inclusion (shared folders, platform-based discussion, forums and chat forums).	The school **always** encourages the use of available learning platforms to support inclusion (shared folders, platform-based discussion, forums and chat forums).
The school **does not** use communication and collaboration tools (email, google forms, etc.) among school communities for inclusion.	The school **rarely** uses communication and collaboration tools among school communities for inclusion.	The school **sometimes** uses communication and collaboration tools among school communities for inclusion.	The school **frequently** uses communication and collaboration tools among school communities for inclusion.	The school **always** uses communication and collaboration tools among school communities for inclusion.
The school **does not** use communication and collaboration tools to meet the needs of all students, regardless of their ability.	The school **rarely** uses communication and collaboration tools to meet the needs of all students, regardless of their ability.	The school **sometimes** uses communication and collaboration tools to meet the needs of all students, regardless of their ability.	The school **frequently** uses communication and collaboration tools to meet the needs of all students, regardless of their ability.	The school **always** uses communication and collaboration tools to meet the needs of all students, regardless of their ability.
The school **does not** use Information Communication Technology tools to support respectful collaboration between teachers and students.	The school **rarely** uses Information Communication Technology tools to support respectful collaboration between teachers and students.	The school **sometimes** uses Information Communication Technology tools to support respectful collaboration between teachers and students.	The school **frequently** uses Information Communication Technology tools to support respectful collaboration between teachers and students.	The school **always** uses Information Communication Technology tools to support respectful collaboration between teachers and students.

INDICATOR 4: LEARNING ENVIRONMENT FOR INCLUSION				
LIMITED	**EVIDENT**	**ESTABLISHED**	**HIGHLY ESTABLISHED**	**THRIVING**
Teachers **do not** arrange the classroom for flexible movement, group collaboration, and independent work with technology.	Teachers **rarely** arrange the classroom for flexible movement, group collaboration, and independent work with technology.	Teachers **sometimes** arrange the classroom for flexible movement, group collaboration, and independent work with technology.	Teachers **frequently** arrange the classroom for flexible movement, group collaboration, and independent work with technology.	Teachers **always** arrange the classroom for flexible movement, group collaboration, and independent work with technology.
Teachers **do not** allow students to verbalize their thoughts freely based on respect of diversity (diversity is understood as a wide range of social and cultural backgrounds, various student needs and abilities).	Teachers **rarely** allow students to verbalize their thoughts freely based on respect of diversity (diversity is understood as a wide range of social and cultural backgrounds, various student needs and abilities).	Teachers **sometimes** allow students to verbalize their thoughts freely based on respect of diversity (diversity is understood as a wide range of social and cultural backgrounds, various student needs and abilities).	Teachers **frequently** allow students to verbalize their thoughts freely based on respect of diversity (diversity is understood as a wide range of social and cultural backgrounds, various student needs and abilities).	Teachers **always** allow students to verbalize their thoughts freely based on respect of diversity (diversity is understood as a wide range of social and cultural backgrounds, various student needs and abilities).
Teachers **do not** encourage mixed abilities teamwork.	Teachers **rarely** encourage mixed abilities teamwork.	Teachers **sometimes** encourage mixed abilities teamwork.	Teachers **frequently** encourage mixed abilities teamwork.	Teachers **always** encourage mixed abilities teamwork.
Teachers **do not** enable student participation and collaboration based on respect and fairness.	Teachers **rarely** enable student participation based on respect and fairness.	Teachers **sometimes** enable student participation based on respect and fairness.	Teachers **frequently** enable student participation based on respect and fairness.	Teachers **always** enable student participation based on respect and fairness.
Teachers **do not** actively engage students with disabilities in classroom activities.	Teachers **rarely** engage students with disabilities in classroom activities.	Teachers **sometimes** engage students with disabilities in classroom activities.	Teachers **frequently** engage students with disabilities in classroom activities.	Teachers **always** engage students with disabilities in classroom activities.

INDICATOR 5: TEACHERS' TECHNOLOGICAL COMPETENCES FOR INCLUSION				
LIMITED	**EVIDENT**	**ESTABLISHED**	**HIGHLY ESTABLISHED**	**THRIVING**
Teachers have **no** knowledge of how to critically evaluate information from online sources (ensure it reflects various students' needs and abilities).	Teachers have **limited** knowledge of how to critically evaluate information from online sources.	Teachers have a **moderate** knowledge of how to critically evaluate information from online sources.	Teachers have **extensive** knowledge of how to critically evaluate information from online sources.	Teachers have a **thorough** knowledge of how to critically evaluate information from online sources.
Teachers have **no** knowledge of how to instruct students to critically evaluate information from online sources.	Teachers have **limited** knowledge of how to instruct students to critically evaluate information from various online sources.	Teachers have a **moderate** knowledge of how to instruct students to critically evaluate information from various online sources.	Teachers have **extensive** knowledge of how to instruct students to critically evaluate information from various online sources.	Teachers have a **thorough** knowledge of how to instruct students to critically evaluate information from various online sources.
Teachers have **no** knowledge of how to apply digital safety best practices (manage data, protect students' identity online, monitor correct use of social media and copyright and image rights, prevent cyberbullying, etc.).	Teachers have **limited** knowledge of how to apply digital safety best practices (manage data, protect students' identity online, monitor correct use of social media and copyright and image rights, prevent cyberbullying, etc.).	Teachers have a **moderate** knowledge of how to apply digital safety best practices (manage data, protect students' identity online, monitor correct use of social media and copyright and image rights, prevent cyberbullying, etc.).	Teachers have **extensive** knowledge of how to apply digital safety best practices (manage data, protect students' identity online, monitor correct use of social media and copyright and image rights, prevent cyberbullying, etc.).	Teachers have a **thorough** knowledge of how to apply digital safety best practices (manage data, protect students' identity online, monitor correct use of social media and copyright and image rights, prevent cyberbullying, etc.).
Teachers have **no** knowledge of how to instruct students to follow digital safety best practices.	Teachers have **limited** knowledge of how to instruct students to follow digital safety best practices.	Teachers have a **moderate** knowledge of how to instruct students to follow digital safety best practices.	Teachers have **extensive** knowledge of how to instruct students to follow digital safety best practices.	Teachers have a **thorough** knowledge of how to instruct students to follow digital safety best practices.

Teachers have **no** knowledge of Information Communications Technology tools (learning platforms, blogs, wikis and online communities) for collaboration among diverse students.	Teachers have **limited** knowledge of Information Communications Technology tools for collaboration among diverse students.	Teachers have a **moderate** knowledge of Information Communications Technology tools for collaboration among diverse students.	Teachers have **extensive** knowledge of Information Communications Technology tools for collaboration among diverse students.	Teachers have a **thorough** knowledge of Information Communications Technology tools for collaboration among diverse students.
Teachers have **no** knowledge of how to instruct students to use Information Communications Technology tools to respectfully communicate and collaborate.	Teachers have **limited** knowledge of how to instruct students to use Information Communications Technology tools to respectfully communicate and collaborate.	Teachers have a **moderate** knowledge of how to instruct students to use Information Communications Technology tools to respectfully communicate and collaborate.	Teachers have **extensive** knowledge of how to instruct students to use Information Communications Technology tools to respectfully communicate and collaborate.	Teachers have a **thorough** knowledge of how to instruct students to use Information Communications Technology tools to respectfully communicate and collaborate.
Teachers have **no** knowledge of how to use technology tools to present information and content in different ways (multimedia, graphs, visuals, assistive technology such as text to voice, etc.).	Teachers have **limited** knowledge of how to use technology tools to present information and content in different ways (multimedia, graphs, visuals, assistive technology such as text to voice, etc.).	Teachers have **moderate** knowledge of how to use technology tools to present information and content in different ways (multimedia, graphs, visuals, assistive technology such as text to voice, etc.).	Teachers have **extensive** knowledge of how to use technology tools to present information and content in different ways (multimedia, graphs, visuals, assistive technology such as text to voice, etc.).	Teachers have **extensive** knowledge of how to use technology tools to present information and content in different ways (multimedia, graphs, visuals, assistive technology such as text to voice, etc.).
Teachers **do not** use digital tools for creativity and problem-solving activities that engage all students.	Teachers **rarely** use digital tools for creativity and problem-solving activities that engage all students.	Teachers **sometimes** use digital tools for creativity and problem-solving activities that engage all students.	Teachers **frequently** use digital tools for creativity and problem-solving activities that engage all students.	Teachers **always** use digital tools for creativity and problem-solving activities that engage all students.

INDICATOR 6: INSTRUCTION, CURRICULUM DESIGN AND ASSESSMENT FOR INCLUSION				
LIMITED	**EVIDENT**	**ESTABLISHED**	**HIGHLY ESTABLISHED**	**THRIVING**
Teachers have **no** knowledge of how to differentiate the learning content, process and assessment based on students' individual needs and interests.	Teachers have **limited** knowledge of how to differentiate the learning content, process and assessment based on students' individual needs and interests.	Teachers have a **moderate** knowledge of how to differentiate the learning content, process and assessment based on students' individual needs and interests.	Teachers have **extensive** knowledge of how to differentiate the learning content, process and assessment based on students' individual needs and interests.	Teachers have a **thorough** knowledge of how to differentiate the learning content, process and assessment based on students' individual needs and interests.
Teachers have **no** knowledge of how to use interactive activities such as educational games (Kahoot, Socrates, etc.) and mobile technology to engage all students.	Teachers have **limited** knowledge of how to use interactive activities such as educational games and mobile technology to engage all students.	Teachers have a **moderate** knowledge of how to use interactive activities such as educational games and mobile technology to engage all students.	Teachers have **extensive** knowledge of how to use interactive activities such as educational games and mobile technology to engage all students.	Teachers have a **thorough** knowledge of how to use interactive activities such as educational games and mobile technology to engage all students.
Teachers have **no** knowledge of how to use universally-designed assessment (class programs designed to be accessible for all students, including students with disabilities).	Teachers have **limited** knowledge of how to use universally-designed assessment.	Teachers have a **moderate** knowledge of how to use universally-designed assessment.	Teachers have **extensive** knowledge of how to use universally-designed assessment.	Teachers have a **thorough** knowledge of how to use universally-designed assessment.
Teachers **do not** allow students to take ownership of their learning.	Teachers **rarely** allow students to take ownership of their learning.	Teachers **sometimes** allow students to take ownership of their learning.	Teachers **frequently** allow students to take ownership of their learning.	Teachers **always** allow students to take ownership of their learning.

INDICATOR 7: STUDENTS' COMPETENCES FOR INCLUSION				
LIMITED	**EVIDENT**	**ESTABLISHED**	**HIGHLY ESTABLISHED**	**THRIVING**
Students have **no** knowledge of how to critically evaluate information from online sources (examine how values and perspectives are included or excluded, and how media can influence beliefs and behaviours).	Students have **limited** knowledge of how to critically evaluate information from online sources.	Students have a **moderate** knowledge of how to critically evaluate information from online sources.	Students have **extensive** knowledge of how to critically evaluate information from online sources.	Students have a **thorough** knowledge of how to critically evaluate information from online sources.
Students have **no** knowledge of how to apply digital safety best practices (manage their data, protect their identity online, use social media correctly, follow copyright and image rights, prevent cyberbullying, etc.).	Students have **limited** knowledge of how to apply digital safety best practices (manage their data, protect their identity online, use social media correctly, follow copyright and image rights, prevent cyberbullying, etc.).	Students have a **moderate** knowledge of how to apply digital safety best practices (manage their data, protect their identity online, use social media correctly, follow copyright and image rights, prevent cyberbullying, etc.).	Students have **extensive** knowledge of how to apply digital safety best practices (manage their data, protect their identity online, use social media correctly, follow copyright and image rights, prevent cyberbullying, etc.).	Students have a **thorough** knowledge of how to apply digital safety best practices (manage their data, protect their identity online, use social media correctly, follow copyright and image rights, prevent cyberbullying, etc.).
Students have **no** knowledge of how to use Information Communication Technology tools to respectfully communicate and collaborate.	Students have **limited** knowledge of how to use Information Communication Technology tools to respectfully communicate and collaborate.	Students have a **moderate** knowledge of how to use Information Communication Technology tools to respectfully communicate and collaborate.	Students have **extensive** knowledge of how to use Information Communication Technology tools to respectfully communicate and collaborate.	Students have a **thorough** knowledge of how to use Information Communication Technology tools to respectfully communicate and collaborate.
Students **are not** engaged in Information Communication Technology -supported activities that cultivate their transferable skills (critical thinking, problem solving, collaboration, communication, growth mindset, etc.).	Students are **rarely** engaged in Information Communication Technology -supported activities that cultivate their transferable skills.	Students are **sometimes** engaged in Information Communication Technology -supported activities that cultivate their transferable skills.	Students are **frequently** engaged in Information Communication Technology -supported activities that cultivate their transferable skills.	Students are **always** engaged in Information Communication Technology -supported activities that cultivate their transferable skills.

5.1.2. RUBRIC 2: INCLUSIVE PRACTICE FOR TEACHERS' SELF-EVALUATION

Introduction

Rubric 2 has been developed around six indicators:

1. Educational and cross-cultural practices for inclusion.
2. Technological competences for inclusion.
3. Learning environment for inclusion.
4. Expectations and assessment for inclusion.
5. Collaboration, communication and shared responsibility for inclusion.
6. Reflective practice for inclusion.

This rubric is a resource that supports school leaders in initiating a focused conversation about inclusive learning environments. It provides a multi-entry process that allows schools to identify where they are, and then use this information as a starting point for discussion, planning and decision making. This rubric may be used as a capacity building strategy and is also grounded in the belief that discussion and reflection at the school level are necessary to guide policy makers when measuring effectiveness of inclusion policies.

Rubric 2 can be used for evaluating the effectiveness teachers and members of Interdisciplinary teams with regards their inclusive practices. Rubric 2 is supplementary to Rubric 1.

INDICATOR 1: EDUCATIONAL AND CROSS-CULTURAL PRACTICES FOR INCLUSION				
LIMITED	**EVIDENT**	**ESTABLISHED**	**HIGHLY ESTABLISHED**	**THRIVING**
I have **no** knowledge of how to differentiate the learning content, process and assessment based on students' individual needs and interests.	I have **limited** knowledge of how to differentiate the learning content, process and assessment based on students' individual needs and interests.	I have a **moderate** knowledge of how to differentiate the learning content, process and assessment based on students' individual needs and interests.	I have **extensive** knowledge of how to differentiate the learning content, process and assessment based on students' individual needs and interests.	I have a **thorough** knowledge of how to differentiate the learning content, process and assessment based on students' individual needs and interests.

I have **no** knowledge of how to enable students with special educational needs to develop positive behaviours based on role models, examples, etc.	I have **limited** knowledge of how to enable students with special educational needs to develop positive behaviours based on role models, examples, etc.	I have a **moderate** knowledge of how to enable students with special educational needs to develop positive behaviours based on role models, examples, etc.	I have **extensive** knowledge of how to enable students with special educational needs to develop positive behaviours based on role models, examples, etc.	I have a **thorough** knowledge of how to enable students with special educational needs to develop positive behaviours based on role models, examples, etc.
I have **no** knowledge of how to enable students to share different perspectives that reflect diverse social and cultural backgrounds.	I have **limited** knowledge of how to enable students to share different perspectives that reflect diverse social and cultural backgrounds.	I have a **moderate** knowledge of how to enable students to share different perspectives that reflect diverse social and cultural backgrounds.	I have **extensive** knowledge of how to enable students to share different perspectives that reflect diverse social and cultural backgrounds.	I have a **thorough** knowledge of how to enable students to share different perspectives that reflect diverse social and cultural backgrounds.
I **do not** encourage/allow students' individual choice and autonomy.	I **rarely** encourage/allow students' individual choice and autonomy.	I **sometimes** encourage/allow students' individual choice and autonomy.	I **frequently** encourage/allow students' individual choice and autonomy.	I **always** encourage/allow students' individual choice and autonomy.

INDICATOR 2: TECHNOLOGICAL COMPETENCES FOR INCLUSION				
LIMITED	**EVIDENT**	**ESTABLISHED**	**HIGHLY ESTABLISHED**	**THRIVING**
I have **no** knowledge of how to evaluate information from online sources critically (ensure it reflects various students' needs and abilities).	I have **limited** knowledge of how to evaluate information from online sources critically.	I have a **moderate** knowledge of how to evaluate information from online sources critically.	I have **extensive** knowledge of how to evaluate information from online sources critically.	I have a **thorough** knowledge of how to evaluate information from online sources critically.
I have **no** knowledge of how to instruct students to evaluate information from online sources critically.	I have **limited** knowledge of how to instruct students to evaluate information from various online sources critically.	I have a **moderate** knowledge of how to instruct students to evaluate information from various online sources critically.	I have **extensive** knowledge of how to instruct students to evaluate information from various online sources critically.	I have a **thorough** knowledge of how to instruct students to evaluate information from various online sources critically.

I have **no** knowledge of know how to apply digital safety best practices (manage data, protect students' identity online, monitor correct use of social media and copyright and image rights, prevent cyberbullying, etc.).	I have **limited** knowledge of how to apply digital safety best practices.	I have a **moderate** knowledge of how to apply digital safety best practices.	I have **extensive** knowledge of how to apply digital safety best practices.	I have a **thorough** knowledge of how to apply digital safety best practices.
I have **no** knowledge of how to instruct students to follow digital safety best practices.	I have **limited** knowledge of how to instruct students to follow digital safety best practices.	I have a **moderate** knowledge of how to instruct students to follow digital safety best practices.	I have **extensive** knowledge of how to instruct students to follow digital safety best practices.	I have a **thorough** knowledge of how to instruct students to follow digital safety best practices.
I have **no** knowledge of Information Communication Technology tools (new technology, educational games, learning platforms, blogs, wikis and online communities) for collaboration among diverse students.	I have **limited** knowledge of Information Communication Technology tools for collaboration among diverse students.	I have a **moderate** knowledge of Information Communication Technology tools for collaboration among diverse students.	I have **extensive** knowledge of Information Communication Technology tools for collaboration among diverse students.	I have a **thorough** knowledge of Information Communication Technology tools for collaboration among diverse students.
I have **no** knowledge of how to use interactive activities such as educational games (Kahoot, Socrates, etc.) and mobile technology to engage all students.	I have **limited** knowledge of how to use interactive activities such as educational games and mobile technology to engage all students.	I have a **moderate** knowledge of how to use interactive activities such as educational games and mobile technology to engage all students.	I have **extensive** knowledge of how to use interactive activities such as educational games and mobile technology to engage all students.	I have a **thorough** knowledge of how to use interactive activities such as educational games and mobile technology to engage all students.
I have **no** knowledge of how to instruct students to use Information Communication Technology tools to respectfully communicate and collaborate.	I have **limited** knowledge of how to instruct students to use Information Communication Technology tools to respectfully communicate and collaborate.	I have a **moderate** knowledge of how to instruct students to use Information Communication Technology tools to respectfully communicate and collaborate.	I have **extensive** knowledge of how to instruct students to use Information Communication Technology tools to respectfully communicate and collaborate.	I have a **thorough** knowledge of how to instruct students to use Information Communication Technology tools to respectfully communicate and collaborate.

I have **no** knowledge of how to present information and content in different ways (multimedia, graphs, visuals, assistive technology such as text to voice, etc.)	I have **limited** knowledge of how to present information and content in different ways (multimedia, graphs, visuals, assistive technology such as text to voice, etc.)	I have **moderate** knowledge of how to present information and content in different ways (multimedia, graphs, visuals, assistive technology such as text to voice, etc.)	I have **extensive** knowledge of how to present information and content in different ways (multimedia, graphs, visuals, assistive technology such as text to voice, etc.)	I have a **thorough** knowledge of how to present information and content in different ways (multimedia, graphs, visuals, assistive technology such as text to voice, etc.)
I have **no** knowledge of how to include in my teaching learning activities to support various students' learning preferences, (e.g.: kinaesthetic, auditory, tactile, visual.)	I have **limited** knowledge of how to include in my teaching learning activities to support various students' learning preferences, (e.g.: kinaesthetic, auditory, tactile, visual.)	I have a **moderate** knowledge of how to include in my teaching learning activities to support various students' learning preferences, (e.g.: kinaesthetic, auditory, tactile, visual.)	I have an **extensive** knowledge of how to include in my teaching learning activities to support various students' learning preferences, (e.g.: kinaesthetic, auditory, tactile, visual.)	I have a **thorough** knowledge of how to include in my teaching learning activities to support various students' learning preferences, (e.g.: kinaesthetic, auditory, tactile, visual.)
I have **no** knowledge of how to differentiate the ways that students can express what they know.	I have **limited** knowledge of how to differentiate the ways that students can express what they know.	I have **moderate** knowledge of how to differentiate the ways that students can express what they know.	I have **extensive** knowledge of how to differentiate the ways that students can express what they know.	I have a **thorough** knowledge of how to differentiate the ways that students can express what they know.
I have **no** knowledge of how to stimulate interest and motivation for learning.	I have **limited** knowledge of how to stimulate interest and motivation for learning.	I have **moderate** knowledge of how to stimulate interest and motivation for learning.	I have **extensive** knowledge of how to stimulate interest and motivation for learning.	I have a **thorough** knowledge of how to stimulate interest and motivation for learning.
I **do not** use digital tools for creativity and problem-solving activities that engage all students.	I **rarely** use digital tools for creativity and problem-solving activities that engage all students.	I **sometimes** use digital tools for creativity and problem-solving activities that engage all students.	I **frequently** use digital tools for creativity and problem-solving activities that engage all students.	I **always** use digital tools for creativity and problem-solving activities that engage all students.

INDICATOR 3: LEARNING ENVIRONMENT FOR INCLUSION				
LIMITED	**EVIDENT**	**ESTABLISHED**	**HIGHLY ESTABLISHED**	**THRIVING**
I **do not** arrange the classroom for flexible movement, group collaboration, and independent work with technology.	I **rarely** arrange the classroom for flexible movement, group collaboration, and independent work with technology.	I **sometimes** arrange the classroom for flexible movement, group collaboration, and independent work with technology.	I **frequently** arrange the classroom for flexible movement, group collaboration, and independent work with technology.	I **always** arrange the classroom for flexible movement, group collaboration, and independent work with technology.
I **do not** allow students to verbalize their thoughts freely based on respect for diversity (diversity is understood as a wide range of social and cultural backgrounds, various student needs and abilities).	I **rarely** allow students to verbalize their thoughts freely based on respect for diversity.	I **sometimes** allow students to verbalize their thoughts freely based on respect for diversity.	I **frequently** allow students to verbalize their thoughts freely based on respect for diversity.	I **always** allow students to verbalize their thoughts freely based on respect for diversity.
I **do not** encourage mixed abilities teamwork.	I **rarely** encourage mixed abilities teamwork.	I **sometimes** encourage mixed abilities teamwork.	I **frequently** encourage mixed abilities teamwork.	I **always** encourage mixed abilities teamwork.
I **do not** enable student participation and collaboration based on respect and fairness.	I **rarely** enable student participation based on respect and fairness.	I **sometimes** enable student participation based on respect and fairness.	I **frequently** enable student participation based on respect and fairness.	I **always** enable student participation based on respect and fairness.
I **do not** actively engage students with disabilities in classroom activities.	I **rarely** engage students with disabilities in classroom activities.	I **sometimes** engage students with disabilities in classroom activities.	I **frequently** engage students with disabilities in classroom activities.	I **always** engage students with disabilities in classroom activities.

INDICATOR 4: EXPECTATIONS AND ASSESSMENT FOR INCLUSION A teacher/Interdisciplinary team member:				
LIMITED	**EVIDENT**	**ESTABLISHED**	**HIGHLY ESTABLISHED**	**THRIVING**
I **do not** follow, implement, monitor, and measure progress based on students' individualized education programs.	I **rarely** follow, implement, monitor, and measure progress based on students' individualized education programs.	I **sometimes** follow, implement, monitor, and measure progress based on students' individualized education programs.	I **frequently** follow, implement, monitor, and measure progress based on students' individualized education programs.	I **always** follow, implement, monitor, and measure progress based on students' individualized education programs.
I **do not** communicate expectations in a variety of ways (e.g., verbally, in writing, graphically, pictorially, through web platforms) to meet the needs of all students.	I **rarely** communicate expectations in a variety of ways (e.g., verbally, in writing, graphically, pictorially, through web platforms) to meet the needs of all students.	I **sometimes** communicate expectations in a variety of ways (e.g., verbally, in writing, graphically, pictorially, through web platforms) to meet the needs of all students.	I **frequently** communicate expectations in a variety of ways (e.g., verbally, in writing, graphically, pictorially, through web platforms) to meet the needs of all students.	I **always** communicate expectations in a variety of ways (e.g., verbally, in writing, graphically, pictorially, through web platforms) to meet the needs of all students.
I **do not** evaluate student work based on criteria that reflect diverse student abilities and needs.	I **rarely** evaluate student work based on criteria that reflect diverse student abilities and needs.	I **sometimes** evaluate student work based on criteria that reflect diverse student abilities and needs.	I **frequently** evaluate student work based on criteria that reflect diverse student abilities and needs.	I **always** evaluate student work based on criteria that reflect diverse student abilities and needs.
I **do not** provide frequent and varied feedback or positive reinforcements to meet the needs and abilities of all students.	I **rarely** provide frequent and varied feedback or positive reinforcements to meet the needs and abilities of all students.	I **sometimes** provide frequent and varied feedback or positive reinforcements to meet the needs and abilities of all students.	I **frequently** provide frequent and varied feedback or positive reinforcements to meet the needs and abilities of all students.	I **always** provide frequent and varied feedback or positive reinforcements to meet the needs and abilities of all students.
I **do not** identify achievement gaps and specific student needs using formative assessment.	I **rarely** identify achievement gaps and specific student needs using formative assessment.	I **sometimes** identify achievement gaps and specific student needs using formative assessment.	I **frequently** identify achievement gaps and specific student needs using formative assessment.	I **always** identify achievement gaps and specific student needs using formative assessment.

I **do not** use differentiated metacognitive activities such as self-evaluation and peer feedback, to reflect the needs and abilities of all students.	I **rarely** use differentiated metacognitive activities such as self-evaluation and peer feedback, to reflect the needs and abilities of all students.	I **sometimes** use differentiated metacognitive activities such as self-evaluation and peer feedback, to reflect the needs and abilities of all students.	I **frequently** use differentiated metacognitive activities such as self-evaluation and peer feedback to reflect the needs and abilities of all students.	I **always** use differentiated metacognitive activities such as self-evaluation and peer feedback, to reflect the needs and abilities of all students.
I **do not** involve students in setting their own personal academic and behavioural goals.	I **rarely** involve students in setting their own personal academic and behavioural goals.	I **sometimes** involve students in setting their own personal academic and behavioural goals.	I **frequently** involve students in setting their own personal academic and behavioural goals.	I **always** involve students in setting their own personal academic and behavioural goals.
I **do not** engage students in assessment discussions to clarify expectations and consider their different cultural backgrounds and interests.	I **rarely** engage students in assessment discussions to clarify expectations and consider their different cultural backgrounds and interests.	I **sometimes** engage students in assessment discussions to clarify expectations and consider their different cultural backgrounds and interests.	I **frequently** engage students in assessment discussions to clarify expectations and consider their different cultural backgrounds and interests.	I **always** engage students in assessment discussions to clarify expectations and consider their different cultural backgrounds and interests.
I have **no** knowledge of how to present information and content in different ways (multimedia, graphs, visuals, assistive technology such as text to voice, etc.) in students' assessments I use.	I have **limited** knowledge of how to present information and content in different ways (multimedia, graphs, visuals, assistive technology such as text to voice, etc.) in students' assessments I use.	I have **moderate** knowledge of how to present information and content in different ways (multimedia, graphs, visuals, assistive technology such as text to voice, etc.) in students' assessments I use.	I have **extensive** knowledge of how to present information and content in different ways (multimedia, graphs, visuals, assistive technology such as text to voice, etc.) in students' assessments I use.	I have a **thorough** knowledge of how to present information and content in different ways (multimedia, graphs, visuals, assistive technology such as text to voice, etc.) in students' assessments I use.
I have **no** thorough knowledge of how to include in my teaching learning activities to support various students' learning preferences, (e.g.: kinaesthetic, auditory, tactile, visual) in students' assessments I use.	I have a **limited** knowledge of how to include in my teaching learning activities to support various students' learning preferences, (e.g.: kinaesthetic, auditory, tactile, visual) in students' assessments I use.	I have a **moderate** knowledge of how to include in my teaching learning activities to support various students' learning preferences, (e.g.: kinaesthetic, auditory, tactile, visual) in students' assessments I use.	I have an **extensive** knowledge of how to include in my teaching learning activities to support various students' learning preferences, (e.g.: kinaesthetic, auditory, tactile, visual) in students' assessments I use.	I have a **thorough** knowledge of how to include in my teaching learning activities to support various students' learning preferences, (e.g.: kinaesthetic, auditory, tactile, visual) in students' assessments I use.

I have **no** knowledge of how to differentiate the ways that students can express what they know in students' assessments I use.	I have **limited** knowledge of how to differentiate the ways that students can express what they know in students' assessments I use.	I have **moderate** knowledge of how to differentiate the ways that students can express what they know in students' assessments I use.	I have **extensive** knowledge of how to differentiate the ways that students can express what they know in students' assessments I use.	I have a **thorough** knowledge of how to differentiate the ways that students can express what they know in students' assessments I use.

INDICATOR 5: COLLABORATION, COMMUNICATION AND SHARED RESPONSIBILITY FOR INCLUSION A teacher/Interdisciplinary team member:				
LIMITED	**EVIDENT**	**ESTABLISHED**	**HIGHLY ESTABLISHED**	**THRIVING**
I **do not** communicate to parents' expectations about student performance.	I **rarely** communicate to parents' expectations about student performance.	I **sometimes** communicate to parents' expectations about student performance.	I **frequently** communicate to parents' expectations about student performance.	I **always** communicate to parents' expectations about student performance.
I **do not** consider parents'/guardians' requests and insights regarding student personalised instruction.	I **rarely** consider parents'/guardians' requests and insights regarding student personalised instruction.	I **sometimes** consider parents'/guardians' requests and insights regarding student personalised instruction.	I **frequently** consider parents'/guardians' requests and insights regarding student personalised instruction.	I **always** consider parents'/guardians' requests and insights regarding student personalised instruction.
I **do not** consider cultural and other demographic considerations when communicating with families.	I **rarely** consider cultural and other demographic considerations when communicating with families.	I **sometimes** consider cultural and other demographic considerations when communicating with families.	I **frequently** consider cultural and other demographic considerations when communicating with families.	I **always** consider cultural and other demographic considerations when communicating with families.
I **do not** provide parents with guidance on how students learn and their diverse needs.	I **rarely** provide parents with guidance on how students learn and their diverse needs.	I **sometimes** provide parents with guidance on how students learn and their diverse needs.	I **frequently** provide parents with guidance on how students learn and their diverse needs.	I **always** provide parents with guidance on how students learn and their diverse needs.
I **do not** consult with team members and student services staff in order to adapt the curriculum to best meet the needs of all students.	I **rarely** consult with team members and student services staff in order to adapt the curriculum to best meet the needs of all students.	I **sometimes** consult with team members and student services staff in order to adapt the curriculum to best meet the needs of all students.	I **frequently** consult with team members and student services staff in order to adapt the curriculum to best meet the needs of all students.	I **always** consult with team members and student services staff in order to adapt the curriculum to best meet the needs of all students.

I **do not** use all available information communication technology communication and collaboration tools to meet inclusion needs.	I **rarely** use all available information communication technology communication and collaboration tools to meet inclusion needs.	I **sometimes** use all available information communication technology communication and collaboration tools to meet inclusion needs.	I **frequently** use all available information communication technology communication and collaboration tools to meet inclusion needs.	I **always** use all available information communication technology communication and collaboration tools to meet inclusion needs.
I **never** seek out or apply expertise of professionals to support my teaching inclusion practices.	I **rarely** seek out or apply expertise of professionals to support my teaching inclusion practices.	I **sometimes** seek out or apply expertise of professionals to support my teaching inclusion practices.	I **frequently** seek out or apply expertise of professionals to support my teaching inclusion practices.	I **always** seek out or apply expertise of professionals to support my teaching inclusion practices.
I **do not** share responsibility for learning goals and performance assessment based on diverse student needs.	I **rarely** share responsibility for learning goals and performance assessment based on diverse student needs.	I **sometimes** share responsibility for learning goals and performance assessment based on diverse student needs.	I **frequently** share responsibility for learning goals and performance assessment based on diverse student needs.	I **always** share responsibility for learning goals and performance assessment based on diverse student needs.
I **do not** seek out opportunities to engage with colleagues as both mentor and mentee, supporting improved inclusive practices.	I **rarely** seek out opportunities to engage with colleagues as both mentor and mentee, supporting improved inclusive practices.	I **sometimes** seek out opportunities to engage with colleagues as both mentor and mentee, supporting improved inclusive practices	I **frequently** seek out opportunities to engage with colleagues as both mentor and mentee, supporting improved inclusive practices	I **always** seek out opportunities to engage with colleagues as both mentor and mentee, supporting improved inclusive practices.
I **do not** discuss issues of equity and diversity with students and staff members.	I **rarely** discuss issues of equity and diversity with students and staff members.	I **sometimes** discuss issues of equity and diversity with students and staff members.	I **frequently** discuss issues of equity and diversity with students and staff members.	I **always** discuss issues of equity and diversity with students and staff members.
I **do not** maintain confidentiality in my collaboration with colleagues concerning diverse student needs and performance.	I **rarely** maintain confidentiality in my collaboration with colleagues concerning diverse student needs and performance.	I **sometimes** maintain confidentiality in my collaboration with colleagues concerning diverse student needs and performance.	I **frequently** maintain confidentiality in my collaboration with colleagues concerning diverse student needs and performance.	I **always** maintain confidentiality in my collaboration with colleagues concerning diverse student needs and performance.

INDICATOR 6: REFLECTIVE PRACTICE FOR INCLUSION A teacher/Interdisciplinary team member:				
LIMITED	**EVIDENT**	**ESTABLISHED**	**HIGHLY ESTABLISHED**	**THRIVING**
I **do not** reconsider my own deeply held assumptions in terms of culture, language and identities.	I **rarely** reconsider my own deeply held assumptions in terms of culture, language and identities.	I **sometimes** reconsider my own deeply held assumptions in terms of culture, language and identities.	I **frequently** reconsider my own deeply held assumptions in terms of culture, language and identities.	I **always** reconsider my own deeply held assumptions in terms of culture, language and identities.
I **do not** critically examine external factors such as policies, and people that might influence the choices I make and the actions I take.	I **rarely** critically examine external factors such as policies, and people that might influence the choices I make and the actions I take.	I **sometimes** critically examine external factors such as policies, and people that might influence the choices I make and the actions I take.	I **frequently** critically examine external factors such as policies, and people that might influence the choices I make and the actions I take.	I **always** critically examine external factors such as policies, and people that might influence the choices I make and the actions I take.

5.1.3. RUBRIC 3: STUDENTS' RUBRIC FOR THE EVALUATION OF EFFECTIVENESS OF INCLUSIVE PRACTICES

Introduction

Rubric 3 has been developed around three indicators:

1. Support and feedback.
2. Communication and collaboration.
3. Technology and online sources.

Rubric 3 may be used as a capacity building strategy and is also grounded in the belief that discussion and reflection at the school level are necessary to guide policy makers when measuring effectiveness of inclusion policies.

Rubric 3 can be used for receiving student's feedback with regards learning effectiveness. Rubric 3 is supplementary to Rubric 1 and Rubric 2.

INDICATOR 1: SUPPORT AND FEEDBACK My teachers:				
ALWAYS	**USUALLY**	**SOMETIMES**	**RARELY**	**NEVER**
Always have discussions on how we can use technology and online sources to learn and complete activities based on our needs.	**Usually** have discussions on how we can use technology and online sources to learn and complete activities based on our needs.	**Sometimes** have discussions on how we can use technology and online sources to learn and complete activities based on our needs.	**Rarely** have discussions on how we can use technology and online sources to learn and complete activities based on our needs.	**Never** have discussions on how we can use technology and online sources to learn and complete activities based on our needs.
Always allow us to choose school activities based on our needs and interests.	**Usually** allow us to choose school activities.	**Sometimes** allow us to choose school activities	**Rarely** allow us to choose school activities	**Never** allow us to choose school activities
Always have discussions on how our homework is evaluated based on our different needs.	**Usually** have discussions on how our homework is evaluated based on our different needs.	**Sometimes** have discussions on how our homework is evaluated based on our different needs.	**Rarely** have discussions on how our homework is evaluated based on our different needs.	**Never** have discussions on how our homework is evaluated based on our different needs.
Always show us how to use many online sources to solve problems and create new ideas.	**Usually** show us how to use many online sources to solve problems and create new ideas.	**Sometimes** show us how to use many online sources to solve problems and create new ideas.	**Rarely** show us how to use many online sources to solve problems and create new ideas.	**Never** show us how to use many online sources to solve problems and create new ideas.

INDICATOR 2: COMMUNICATION AND COLLABORATION My teachers:				
ALWAYS	**USUALLY**	**SOMETIMES**	**RARELY**	**NEVER**
Always guide us to talk to each other and work together (using online resources such as chats and forums) based on respect.	**Usually** guide us to talk to each other and work together (using online resources such as chats and forums) based on respect.	**Sometimes** guide us to talk to each other and work together (using online resources such as chats and forums) based on respect.	**Rarely** guide us to talk to each other and work together (using online resources such as chats and forums) based on respect.	**Never** guide us to talk to each other and work together (using online resources such as chats and forums) based on respect.

Always encourage us to freely express our opinion based on respect.	**Usually** encourage us to freely express our opinion based on respect.	**Sometimes** encourage us to freely express our opinion based on respect.	**Rarely** encourage us to freely express our opinion based on respect.	**Never** encourage us to freely express our opinion based on respect.
Always encourage all students to participate in school activities.	**Usually** encourage all students to participate in school activities.	**Sometimes** encourage all students to participate in school activities.	**Rarely** encourage all students to participate in school activities.	**Never** encourage all students to participate in school activities.

INDICATOR 3: TECHNOLOGY AND ONLINE SOURCES **My teachers:**				
ALWAYS	**USUALLY**	**SOMETIMES**	**RARELY**	**NEVER**
Always tell us how to evaluate information from online sources in order to determine what is appropriate and respectful of different student needs.	**Usually** tell us how to evaluate information from online sources in order to determine what is appropriate and respectful of different student needs.	**Sometimes** tell us how to evaluate information from online sources in order to determine what is appropriate and respectful of different student needs.	**Rarely** tell us how to evaluate information from online sources in order to determine what is appropriate and respectful of different student needs.	**Never** tell us how to evaluate information from online sources in order to determine what is appropriate and respectful of different student needs.
Always show us how to stay safe online (protect our personal information, use social media correctly, avoid bullying, etc.).	**Usually** show us how to stay safe online (protect our personal information, use social media correctly, avoid bullying, etc.).	**Sometimes** show us how to stay safe online (protect our personal information, use social media correctly, avoid bullying, etc.).	**Rarely** show us how to stay safe online (protect our personal information, use social media correctly, avoid bullying, etc.).	**Never** show us how to stay safe online (protect our personal information, use social media correctly, avoid bullying, etc.).

5.1.4. RUBRIC 4: PARENT'S RUBRIC FOR THE EVALUATION OF EFFECTIVENESS OF INCLUSIVE PRACTICES

Introduction

Rubric 4 has been developed around three indicators:

1. Support and feedback.
2. Communication and collaboration.
3. Technology and online sources.

Rubric 4 can be used for receiving parents' feedback with regards learning effectiveness. It is supplementary to the other three rubrics.

INDICATOR 1: SUPPORT AND FEEDBACK My child's teachers:				
ALWAYS	**USUALLY**	**SOMETIMES**	**RARELY**	**NEVER**
Always have discussions on how students can use technology and online sources to learn and complete activities based on their needs.	**Usually** have discussions on how students can use technology and online sources to learn and complete activities based on their needs.	**Sometimes** have discussions on how students can use technology and online sources to learn and complete activities based on their needs.	**Rarely** have discussions on how students can use technology and online sources to learn and complete activities based on their needs.	**Never** have discussions on how students can use technology and online sources to learn and complete activities based on their needs.
Always allow students to choose school activities based on their needs and interests.	**Usually** allow students to choose school activities based on their needs and interests.	**Sometimes** allow students to choose school activities based on their needs and interests.	**Rarely** allow students to choose school activities based on their needs and interests.	**Never** allow students to choose school activities based on their needs and interests.
Always have discussions on how students' homework is evaluated based on students' different needs.	**Usually** have discussions on how students' homework is evaluated based on students' different needs.	**Sometimes** have discussions on how students' homework is evaluated based on students' different needs.	**Rarely** have discussions on how students' homework is evaluated based on students' different needs.	**Never** have discussions on how students' homework is evaluated based on students' different needs.
Always show students how to use many online sources to solve problems and create new ideas.	**Usually** show students how to use many online sources to solve problems and create new ideas.	**Sometimes** show students how to use many online sources to solve problems and create new ideas.	**Rarely** show students how to use many online sources to solve problems and create new ideas.	**Never** show students how to use many online sources to solve problems and create new ideas.

INDICATOR 2: COMMUNICATION AND COLLABORATION My child's teachers:				
ALWAYS	**USUALLY**	**SOMETIMES**	**RARELY**	**NEVER**
Always guide students on how to talk to each other and work with peers based on respect when using online resources such as chats and forums	**Usually** guide students on how to talk to each other and work with peers based on respect based on respect when using online resources such as chats and forums.	**Sometimes** guide students on how to talk to each other and work with peers based on respect when using online resources such as chats and forums).	**Rarely** guide students on how to talk to each other and work with peers based on respect when using online resources such as chats and forums).	**Never** guide students on how to talk to each other and work with peers based on respect when using online resources such as chats and forums).
Always encourage students to freely express their opinion based on respect.	**Usually** encourage students to freely express their opinion based on respect.	**Sometimes** encourage students to freely express their opinion based on respect.	**Rarely** encourage students to freely express their opinion based on respect.	**Never** encourage students to freely express their opinion based on respect.
Always provides us with guidance on how to support our children based on their diverse needs.	**Usually** provides us with guidance on how to support our children based on their diverse needs.	**Sometimes** provides us with guidance on how to support our children based on their diverse needs.	**Rarely** provides us with guidance on how to support our children based on their diverse needs.	**Never** provides us with guidance on how to support our children based on their diverse needs.
Always consider our requests and insights regarding student instruction.	**Usually** consider our requests and insights regarding student instruction.	**Sometimes** consider our requests and insights regarding student instruction.	**Rarely** consider our requests and insights regarding student instruction.	**Never** consider our requests and insights regarding student instruction.

INDICATOR 3: TECHNOLOGY AND ONLINE SOURCES My child's teachers:				
ALWAYS	**USUALLY**	**SOMETIMES**	**RARELY**	**NEVER**
Always tell students how to evaluate information from online sources to determine what is appropriate and respectful of different student needs.	**Usually** tell students how to evaluate information from online sources to determine what is appropriate and respectful of different student needs).	**Sometimes** tell students how to evaluate information from online sources to determine what is appropriate and respectful of different student needs).	**Rarely** tell students how to evaluate information from online sources to determine what is appropriate and respectful of different student needs).	**Never** tell students how to evaluate information from online sources to determine what is appropriate and respectful of different student needs).

Always show students how to stay safe online (protect personal information, use social media correctly, avoid bullying, etc.).	**Usually** show students how to stay safe online (protect our personal information, use social media correctly, avoid bullying, etc.).	**Sometimes** show students how to stay safe online (protect our personal information, use social media correctly, avoid bullying, etc.).	**Rarely** show students how to stay safe online (protect our personal information, use social media correctly, avoid bullying, etc.).	**Never** show students how to stay safe online (protect our personal information, use social media correctly, avoid bullying, etc.).

5.2. TECHNOLOGY DEVICES

How often do students with learning difficulties or disabilities use the following technological aids:	NEVER	RARELY	SOMETIMES	FREQUENTLY	ALWAYS
Audio or video					
Computer					
Tablet					
Mobile devices					
Webcam					
Interactive board					
Robotics (different applications)					
Others:					

Agents and training

		NEVER	RARELY	SOMETIMES	FREQUENTLY	ALWAYS
How often do different agents use technology in the classroom?	Teacher					
	Support teacher					
	Non-teaching staff: TAs (TEE, EEE, ESA, TIS) speech therapist, etc.					
	OTHERS: specify					

To what extent officers have received training...	General ICT envelopes					
	Specific on the application of ICT in inclusion					

Assessment

As a result of your observation, assess the barriers that, in your opinion, hinder the application of technology to students with SEN, and also the strengths that may favour it.

5.3. OBSERVATION GUIDE ON THE USE OF TECHNOLOGY IN THE INCLUSIVE CLASSROOM

The observation of the presence and use of technologies in the classroom and in school provides valuable information to make decisions regarding the progress in the use of technologies. The following observation guidelines focus on ICT such as support for students with specific educational support needs. But a differentiation has been made between the needs derived from the social environment of the students, from those derived from a disability.

1. Use/participation

		NEVER	RARELY	SOMETI-MES	FRE-QUENTLY	ALWAYS
The technological resources present in the classroom are also used by...	...students with difficulties of social origin					
	...students with disabilities					
The technological resources of the classroom are preferably used individually when working with...	...all students					
	...students with difficulties of social origin					
	...students with disabilities					

Technological resources are preferably used in groups when working with...	...all students					
	...students with difficulties of social origin					
	...students with disabilities					
Technological resources are used primarily for learning and not for recreational or entertainment / relaxation purposes with...	...all students					
	...students with difficulties of social origin					
	...students with disabilities					
Observations:						

Areas of support

		NEVER	RARELY	SOMETI-MES	FRE-QUENTLY	ALWAYS
How often technology resources are used as...	...support for the areas of communication and language					
	...support for motor development and handling					
	...sensory support (compensation for visual or hearing limitations)					
	...support for cognitive development					
	...support to promote social interaction					
	...emotional and behavioural support					

Supplementary question: How often during the COVID pandemic has technology been helpful in maintaining contact and learning activities with...	**...the student body in general**					
	...students with learning difficulties					
	...students with disabilities					
Observations:						

5.4. GUIDE TO EVALUATING THE INCLUSIVE CHARACTER OF TECHNOLOGICAL PROJECTS

The inclusive nature of technology projects depends, to a large extent, on how they: promote social interaction and communication, promote personal autonomy, and support learning. But it also depends on the normality with which technological tools are used. Given that a tool or program can be used by the whole class-group, even if it has a relevant application for the student with difficulties or disabilities, it is preferable to the one that is strictly of individual use.

Therefore, in the following table we differentiate between the technologies that favour each of the four previous considerations (interaction, communication, autonomy, learning) and, on the other hand, the extent to which they are universally applicable (used by the whole group), additional application (the student uses the same platform or program but with different objectives), exclusive application (resource that only the student with difficulties or disabilities uses), transferable application (the resource, whatever the level, is also used from the address). Therefore, for each specified resource, up to two crosses can be marked.

Write the expected resources expected to be used in the program, classified by:

	GRADIENT			
	UNIVERSAL	**ADDITIONAL**	**EXCLUSIVE**	**TRANSFERABLE**
Resources to promote interaction (contact with other people)				

Resources to promote communication (verbal language or augmentative and alternative communication)				
Resources to promote personal autonomy (carry out actions without or with little support)				
Resources that favour learning				

Write the training provisions contained in the program and the people to whom it is addressed

	GENERAL ICT	SPECIFIC ICT-INCLUSION
Teachers		
Coordinators		
Support teacher		
Support staff: support supervisor (guards), TAs (e.g., EEE, AEE, TEEI, TIS), speech therapists, physiotherapists, etc.		
Family		

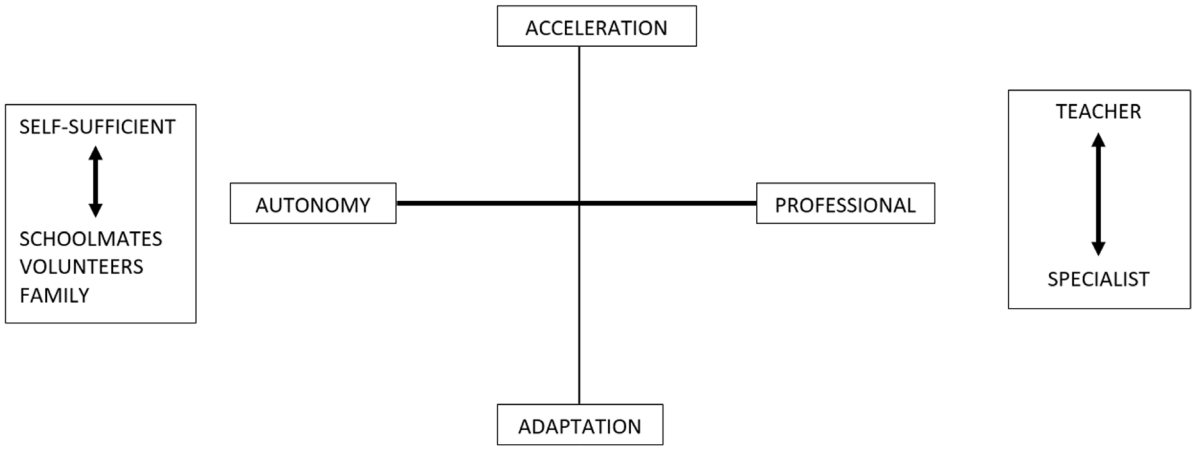
Finally, and for the assessment of the programs or technological means, we suggest to locate them according to two axes

The vertical axis refers to the nature of the learning that is promoted with the program or technological medium. It is an axis that goes from adaptation, which reflects activities adapted to the level of knowledge and skills of the student in which it is handled with some comfort, to acceleration, which reflects activities that pose a challenge for the student and often the need to carry them outperformed in a group or with a more advanced partner.

The horizontal axis refers to who can handle (scaffolding) with the student program or technological medium in question. This second axis goes from the professional (teacher, special needs education teacher, specialist, TA) to the programs that can be managed with more autonomy or with the help of their colleagues, family members, volunteers, etc. The most restrictive material would be the one that must be applied by the specialist.

This would be the guiding scheme to make this assessment.

The programs that would be located in the first quadrant, upper-left, would be the most recommended for advancing learning and the most contextualized in the students' environment.



6. CONDUCTING THE EVALUATION

6.1. THE CONCEPT OF TRANSFER OF TRAINING AND ITS EVALUATION

The transfer of training is the application of the skills acquired through training in the workplace, as well as their durability.

Therefore, evaluating the transfer of learning means knowing the degree to which the recipients of the training, in our case teaching professionals and support staff, apply the knowledge, skills, and attitudes about digital competence that they have acquired in their training. It is about assessing to what extent the skills developed or activated through training actions have been effectively used by teachers and support staff in their daily work and, as a consequence, if they have improved their educational practice.

This transfer is a complex process that involves the application and contextualization of new learning in the workplace. Many variables influence this process, among which are the characteristics of the school as an organization, the existing resources, the role of the school leadership and colleagues, the characteristics of the training, and the personal characteristics of the teaching staff and support staff.

More specifically, there are three factor groups that influence the transfer in the workplace of the learning acquired in the training programs with digital skills, and that will be considered in this project:

- Factors related to the training received (satisfaction, relevance of the contents in the workplace).
- Individual factors (perceived self-efficacy and motivation to transfer, felt responsibility).
- Factors related to the work context (design of the transfer process, support resources, volume of work, support from the school management and peers, accountability).

To collect data that include all these aspects, a variety of instruments should be used to identify and evaluate those factors that have a significant impact to facilitate or inhibit the transfer.

Four types of instruments are presented in this manual:

- Rubrics.
- Interviews.
- Observation guides.
- Technological projects' evaluation guides.

The following table collects information about the main dimensions of the transfer evaluation process addressed in this manual:

	OBJECTIVE OF THE EVALUATION	ASPECTS TO EVALUATE	EVALUATING AGENTS	INSTRUMENTS	TIME OF EVALUATION
Transfer evaluation	Check the applicability or usefulness of training in the daily work of teachers and support staff.	Three major dimensions of analysis: A. Application to the job. B. Influence of training on the quality of educational care. C. Professional development.	Management team. Coordination / TAC Commission.	Management team. Coordination / CoRubric management team. Teachers / faculty rubric. Rubric students. Rubric families. Non-participant observation. Key subject interviews. Evaluation of technological projects. TAC mission.	Starting 1 to 3 months after the end of the training action.

Table 3. Evaluation dimensions

6.2. ASSESSMENT STEPS

The evaluation itself is a complex process that requires a detailed plan of action in which it is important to describe and plan the procedures, instruments and methods to be used. For the evaluation of the transfer of training, the following phases are suggested:

1. **First phase. Determination of the objective and focus of the evaluation.**

   In this first moment, the evaluating agents have to identify the possibilities of the evaluation, the approach they want to give to it, the type of information that is expected to be obtained and the limitations that may be found throughout the process. This information is essential to adequately plan the evaluation process and adapt the information collection instruments.

For this reason, it is advisable to hold an initial meeting in which those responsible for the evaluation and the evaluation team agree on the previous elements. Similarly, it is convenient to collect in a written document the agreements reached in order, in later phases, to inform the teaching staff and support staff of the main characteristics of the assessment.

2. **Second phase. Assessment planning.**

In a second moment, it is necessary to determine who will participate in the information collection process, how and when the data will be collected and analysed, and what will be the uses that will be given to the information from the evaluation.

At this stage it is advisable to design the work plan or action plan, which may contain the following information:

A. The general design of the evaluation methodology, based on the proposed objectives.

B. The general scheme of work or phases of the project.

C. The detail of the main actions that will be completed to carry out the evaluation.

D. The schedule that will indicate the calendar and timing of the actions to be carried out.

E. The functional, material and personal resources necessary to carry out each of the actions contemplated in the evaluation process.

3. **Third phase. Adaptation of the instruments for collecting information and selecting the sample.**

The evaluation team can adapt the instruments available for evaluation (rubrics, observation guides, interview script) according to the aspects agreed upon in the previous phase and the specific characteristics of the school where the study is to be conducted.

When selecting the people who will participate in the rubrics, it is suggested that two criteria are met:

- Representativeness: the participating sample must be a faithful reflection of the set of elements of the population from which it is selected (having the same characteristics of the population).
- Size: the sample must have a sufficient number of sample units to guarantee the aforementioned representativeness.

Regarding the qualitative instruments (observations and interviews), it is advisable to use small, non-random samples, selected according to the criteria established by the evaluation team, since they are not chosen to represent the study population and the intention is to deepen the study.

4. **Fourth phase. Data collection.**

   This is an execution phase in which the evaluation instruments described in the previous section of the manual are used: rubrics, interviews, observations and evaluation of technological projects.

5. **Analysis and interpretation of data.**

   The instruments provide valuable information and evidence when making decisions. Once the expected information has been obtained, it is necessary to order the data and make an interpretation that leads to the results of the evaluation. In the following section we present some guidelines for the elaboration of the analysis of the data from the rubrics, interviews and observations.

6. **Drafting of results and preparation of improvement proposals.**

   That will include the interpretation and description of the set of information from the previous phase. Regardless of the method chosen for evaluating the data obtained, it is necessary to carry out a subsequent task of critical evaluation of the results, depending on the specific reality of the school in order to develop concrete improvement proposals.

7. **Presentation of the results.**

   Preparation of a brief report in which the main findings of the study and the proposals derived from it are presented. It is advisable to return the results to the teachers and support personnel participating in the evaluation.

This sequence should not be understood in a rigid and irreversible way. Despite the existence of a systematic action plan, evaluation needs to be an open, flexible and emergent process, ready to be modified, expanded or nuanced depending on the evaluation process itself.

6.3. DATA ANALYSIS

6.3.1. RUBRICS ANALYSIS

To carry out the analysis of the data collected through the rubrics, we suggested to follow the following procedure (see figure 8 for clarification):

1. **Quantification of the data**. The rubric must be transformed into a scale, assigning a numerical value to each level of achievement: limited (0), evident (1), established (2), highly established (3), thriving (4). In this way, each item obtains a numerical score between 0 and 4.

2. **Obtaining averages**. From the individual scores assigned by the different participants, the average score for each item is calculated. It should be noted that, when using different rubric models for each agent (management team, student teachers and families), only independent means can be calculated. It may also be useful to identify those items with the greatest discrepancy, using the standard deviation.

3. **Calculation of the global score by indicators**. Considering that each rubric is structured around different indicators, it is also advisable to calculate the average value of all the items associated with each indicator. A visual way of representing the global values of the set of indicators is the spider chart.

4. **Calculation of the degree of transfer**. Finally, in order to quantify the overall degree of transfer obtained, the average value of the different indicators can be calculated, thus obtaining a joint score for the entire rubric.

5. **Assessment of scores**. Beyond making a description, the different analytical scores obtained (by items, indicators and overall) can be assessed using different methods:

   A. *Criterial method*: The most common way to assess scores is the use of minimum achievement thresholds. A minimum score can be established that must be exceeded to consider that the transfer of training has been satisfactory, either a single threshold for the global score of the rubric or different thresholds for each indicator. It is recommended to establish these thresholds a priori, before starting the training, to have clear expectations.

   B. *Normative method*: The normative method consists of comparing the scores obtained with results obtained in other contexts. This method is useful if you want to compare, for example, the transfer of the same training in different schools, or the differences between different training courses in terms of transfer.

   C. *Pre-post method*: Another way to assess the scores is through a method of comparison between the situation prior to training (pre) and the situation after it (post). The differential between the two situations indicates the improvement generated by training. However, it is a method that requires more time and resources, since the rubric must be applied twice, while there are also no guarantees that the differences are caused directly by the training.

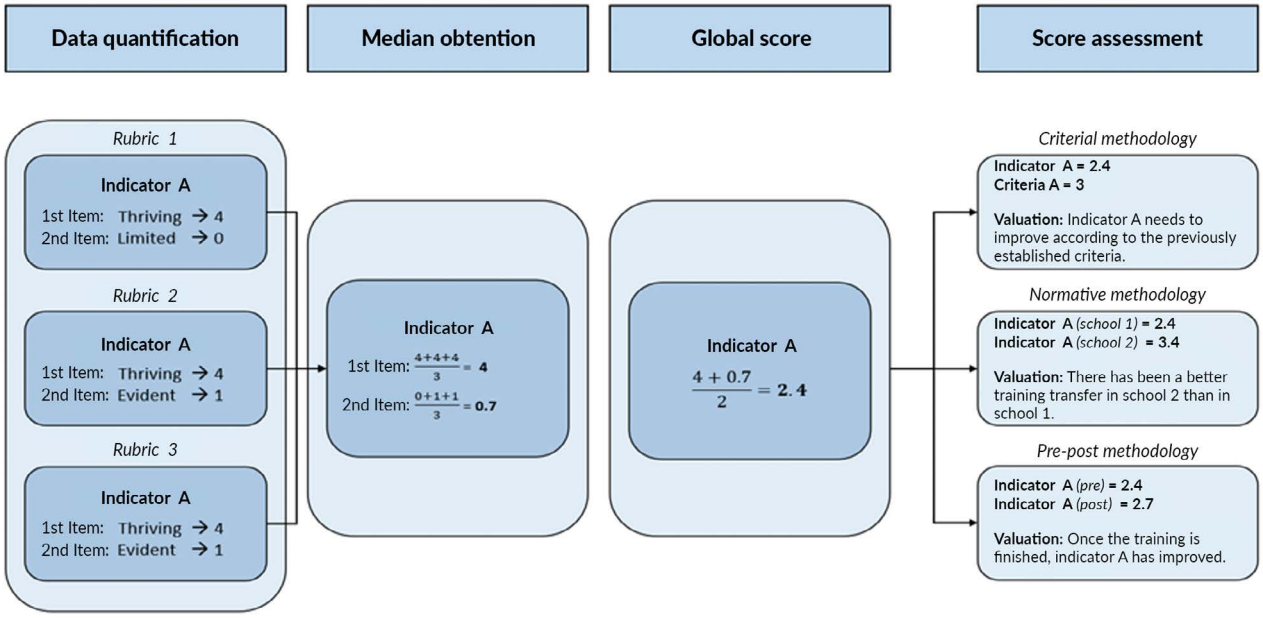


Figure 8. Description of the data analysis obtained from the rubrics

6.3.2. ANALYSIS OF OBSERVATIONS

To analyse the observations' data, we suggest the following procedure:

1. **First step. Prepare the data**. Once the observations have been recorded, it is necessary to proceed with the preparation of the data obtained so that they can be analysed. If the observation sessions have been recorded, it is advisable to make a transcript of them. If only observation tables have been used, they must be digitized.

   Subsequently, it is recommended to concentrate in a single matrix (document) all the data collected from the observations instead of having many records of different observations.

2. **Second step. Data review**. The data in the new matrix will be read and observed in order to obtain an overview of all the information collected.

3. **Third step. Discover the categories of analysis**. The observation tables with which the data has been collected have specific indicators that help with the analysis. First, it is necessary to review the data for each indicator, analysing what those data mean. Second, a system of categories is developed in which to group the elements of the text already coded. A category is a common denominator in which a set of statements that respond to the same idea can be grouped.

4. **Fourth step. Identification of the data with its category**. We will mark or indicate the data that belong to any of the categories that will have emerged during the process.

5. **Fifth step. Regrouping of categories**. Once all the data has been identified and categorized, it will be regrouped into categories. In this way, in the end, we will obtain for each observed indicator, categories that in turn will contain data that will help us understand if there are patterns, relationships, discrepancies, etc., amongst the information obtained.

6. **Step six. Drafting of the results**.

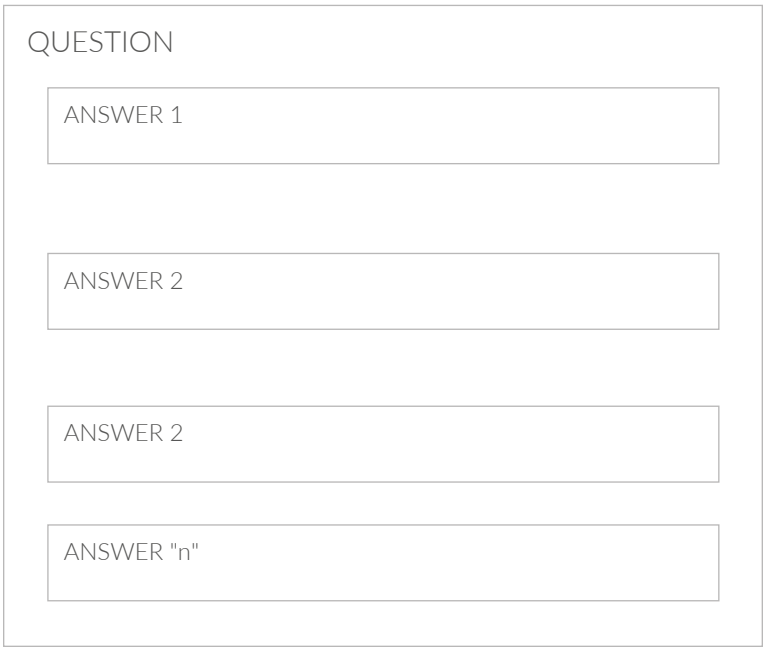
6.3.3. ANALYSIS OF THE INTERVIEWS

For the analysis of the interviews' data, we suggest the following procedure for reducing and presenting the information.

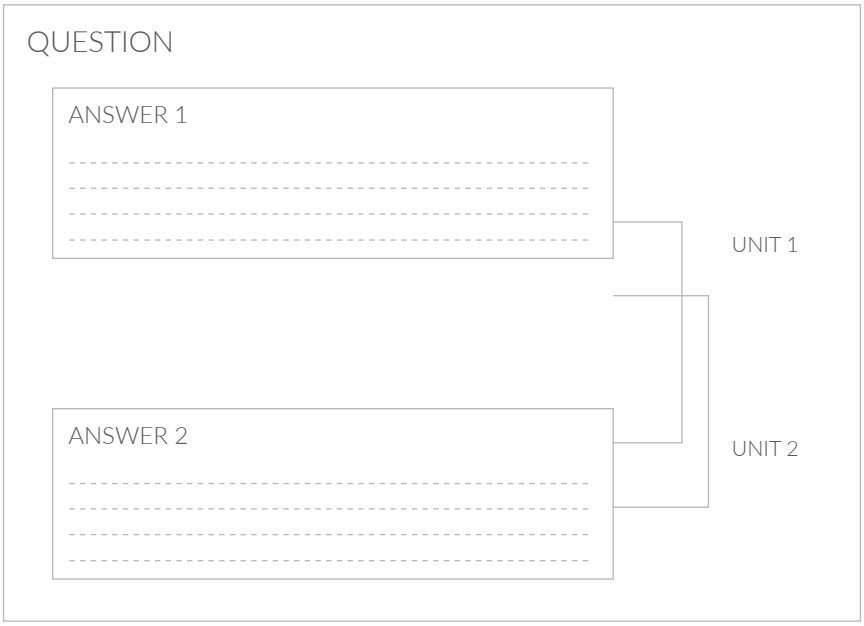
1. **Debugged transcript**. Once the interview has been carried out, its transcription will be carried out, filtering and eliminating all aspects of the spoken language (interjections, overlaps, repetitions, etc.) that make reading difficult.

2. **Data segmentation**. The following steps are suggested:

    - 2.1. First global reading of the responses of each interview to have a general idea of their content.
    - 2.2. Cross-sectional analysis of the responses to each of the questions.
        - 2.2.1. We suggest grouping all the answers to a question in the same text, separating them by paragraphs.



- 2.2.2. Unit separation
  - A line-by-line reading will be conducted to identify segments or text units that allude to clearly isolatable ideas or themes.
  - The criteria for identifying a text unit will be the topic addressed.
  - Each text unit can have a variable width, depending on the extent to which the interviewee talks about the topic addressed.
  - These units do not have to coincide with the complete response of each informant. In fact, it is very common for the same answer to contain several units of text.
  - The overlapping of text units is also frequent, so that the same text fragment can belong to more than one unit, as shown in the following figure.



3. **Categorization of data by thematic similarity**.

Once all the relevant text units for the analysis have been identified, we will proceed to group all those that refer to the same idea or topic. It is about examining all the text units to find in them certain thematic components or ideas that allow us to classify them in one or another thematic category.

This process must be thorough. All text units must be categorized regardless of their frequency of appearance. The aim is to identify both those topics that are common to more than one text unit and those that are unique and are expressed in a single text unit.

This 'clustering' process will reduce the volume of data without losing the wealth of information.

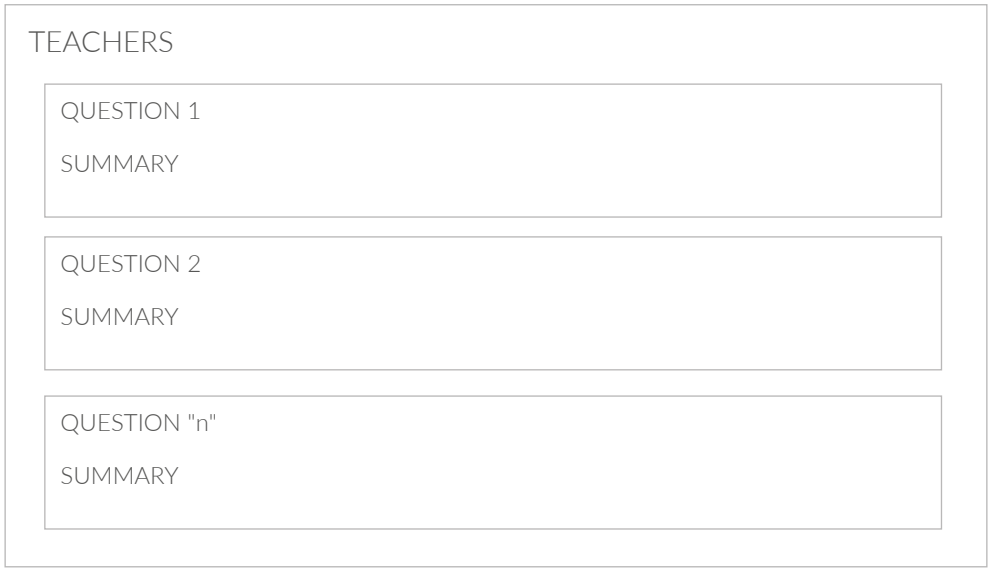
4. **Synthesis**.

   For each question, a final synthesis will be prepared that describes as accurately as possible all the ideas and themes that have appeared in the previous phase.

5. **Results description**.

   A single document will be made for each of the categories of interviewees: principals, teachers and non-teaching staff.

   The data will be presented grouped as the following:



6.4. RESULTS REPORT

Once the information has been collected and analysed, it is necessary to systematize the data and prepare a short evaluation report. This document should be brief and include the main results obtained. Similarly, it is highly recommended to include some proposals for improvement that help teachers and support staff to improve their intervention in the classroom. Some guidelines can also be incorporated with a view to specifying future teacher training actions.

7. GLOSSARY AND ACRONYMS

Delphi method	A technique for collecting group feedback which involves successive rounds of feedback and reflection until a consensus is reached.
Digital Competence	Digital competence as involving the confident and critical use of electronic media for work, leisure, and communication. These competences are related to logical and critical thinking, high-level information management skills, and well-developed communication skills.
Facilitator	In the Delphi Method, this person is responsible for: (a) collecting and summarizing feedback in each round of feedback; (b) identifying areas of interest and directing attention accordingly; and (c) producing a final synthesis of the results.
Holistic vs Analytic scoring	Holistic scoring refers to the rater's overall judgment of the quality of performance (impression mark), while in analytic scoring, the rater assigns a score to each of the dimensions being assessed in the task.
ICT	Common abbreviation of Information and Communication Technology.
NCSE	National Council for Special Education.
Rubric	A guide used to assess performance in different aspects of a task.
SEE	Special Education Educator.
SEN	Special Education Needs.
TA	Teaching assistants.

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