CHARTERED COLLEGE OF TEACHING

EVIDENCE-INFORMED TEACHING:

Self-assessment tool for schools

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Evidence-informed Teaching:
Self-assessment tools

Use of Evidence

Effective use of evidence and research has enormous potential to help schools and teachers improve educational standards and outcomes for pupils. Used well it can offer a way to make more informed decisions, to evaluate and understand the impact of changes, and to improve professional learning and development of teachers.

Background

In August 2014, The Department for Education (DfE) commissioned us to carry out a two-year study, *Evidence-informed teaching: an evaluation of progress in England,* to assess progress towards an evidence-informed teaching system.

This tool, and another one, for teachers, is a product of the data collection and analysis, including interviews with 82 teachers, carried out as part of that study. We would like to acknowledge the support from the DfE in commissioning the study, and are delighted to partner with the Chartered College of Teaching to publish the tools.

Purpose

This self-assessment tool is for leaders in schools. It is designed to:

- Help leaders in schools evaluate and consider their own levels of interaction with evidence in terms of awareness, engagement and use; and
- Illustrate, based on real examples and quotes, what different levels of interaction look like in more or less evidence-informed schools.

Our introduction on the next page explains how to use the tool, and importantly that levels of evidence engagement vary and that it is ok to be at different stages. We hope that leaders in schools will use this tool to make decisions around the level of interaction with evidence they need, and any actions they could take to help reach that level.

For more information

- The published study report[1] contains useful information on use of evidence in schools and environments where evidence-informed practice can flourish. It also gives examples of cases where schools applied evidence in ways that they found helpful, and links to sources of evidence used by schools in the study.
- Our project team also put together a selection of evidence sources, which may be helpful to teachers and schools in engaging with relevant and credible evidence. These are available at the end of this document. Please note that these sources are simply suggestions, and there are many other credible evidence sources available.

[1]Coldwell, M., Greany, T., Higgins, S., Brown, C., Maxwell, B., Stiell, B., Stoll, L., Willis, B. and Burns, H. (2017) *Evidence-informed teaching: an evaluation of progress in England. Research Report. July 2017.* Department for Education.

Evidence-informed Teaching:
Self-assessment tool for schools

This document is a practical tool to encourage you, as school leaders, to consider your school's engagement with research evidence, and the areas you may need to develop to deepen and embed this engagement in normal school practices, including the role of middle leaders. An equivalent document is available for teachers. We hope that you will use them to stimulate conversation and joint decision-making; they are meant to be collaborative tools.

Features of evidence-informed teaching:

- **Awareness -** whether you understand what research evidence is, know how to access research, can judge how robust research evidence is, know that it can help improve practice and how it does that, and know how you can go about being 'evidence informed' (3 indicators).
- **Engagement -** how important you think it is to draw on research evidence to inform and improve practice and to have conversations about the evidence (6 indicators).
- **Use -** the degree to which research evidence is actively used to investigate and change practice (7 indicators).

Three phases of development you may go through in developing evidence-informed teaching:

- **Starting out -** this represents limited awareness of, engagement with and use of evidence-informed teaching.
- **Deepening -** once started, anyone seriously interested in the potential of evidence-informed teaching in this phase should be aiming to deepen their awareness, engagement and use of evidence.
- **Embedding -** as the name for the most mature phase intentionally suggests, the process has not ended. More can always be done to ensure that evidence-informed practice becomes part of 'the way we do things'.

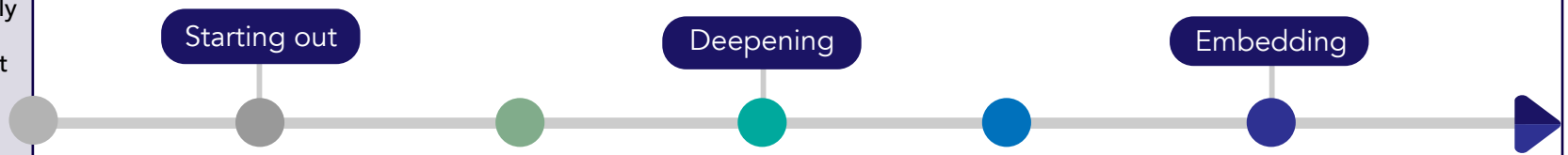
The descriptions are drawn from findings of the *Evidence-informed teaching* project (Coldwell et al, DfE, 2017). They are neither comprehensive nor judgmental, but are intended to stimulate thinking. We have also included illustrative quotes, to show how the different phases of development might look in practice. In reflecting on and discussing your own experience, you might want to consider:

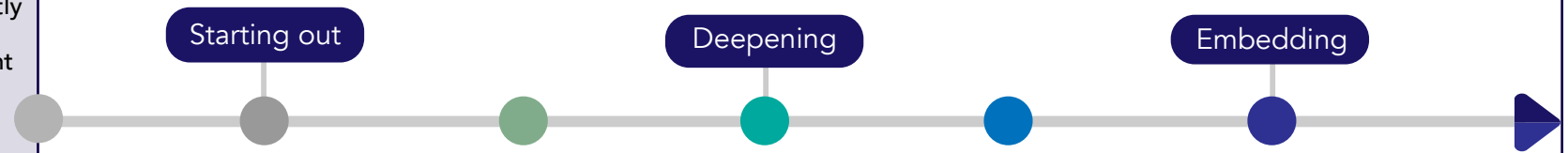
- **Depth -** how deep your awareness/engagement/use is – if it is serious and rigorous.
- **Breadth -** how broadly spread awareness/engagement/use is – if you apply it to everything/most of your practice or just occasionally, and if it involves just a few staff, many or most.
- **Length -** how long you have been aware of, feeling engaged and using evidence-informed practice - if it has been a long time or recent.

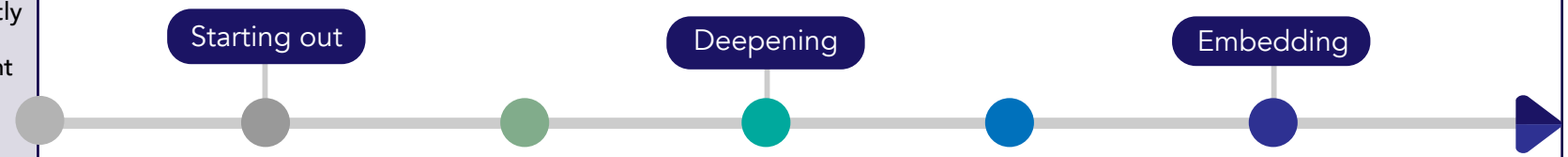
For each area of development, you can note down your own examples - or evidence - under the appropriate descriptor. You can then mark where you think you currently are on the scale by circling one of the points on the line. You might even wish to date these, so you can see your progress. You will find a summary sheet at the end of the tool with questions to stimulate further conversation and inform decision-making.

Awareness: School-wide

Understanding what research evidence is, knowing how to access research, being able to objectively judge how robust research evidence is, knowing that it can help improve practice, how it does that, and how to go about being 'evidence-informed'

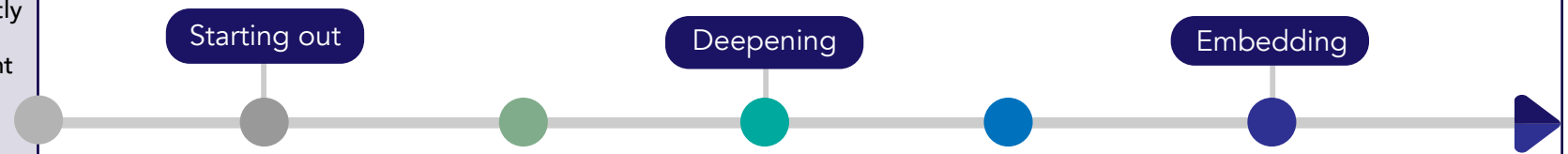
Area of development	Starting out (Descriptor)	Deepening (Descriptor)	Embedding (Descriptor)
A1 - Headteachers and senior leaders understand evidence-informed teaching and what high quality evidence looks like	Senior leaders are aware of some research evidence, but are not confident in how to judge the quality of research.	Senior leaders are aware of some research evidence. They tend to do things because 'the research says' or rely on others' judgment to assess the quality of research. They do not necessarily engage critically with findings.	Senior leaders are very aware of research evidence. They are able to judge its quality and to engage critically with findings. They also refer to trusted research sources eg EEF/Sutton Trust toolkit, John Hattie etc.
Illustrative quotes from the research	*"I didn't know there was research out there that helps you decide … what you should and shouldn't do. It was like a different world we hadn't even realised was there". [Headteacher]* *"I think evidence based just sounds a bit scary really. It sounds perhaps a little bit more highfalutin than the way I think we work. We're more of a common sense school here". [Headteacher]*	*"Some of our partner schools …. do things just because it says in research but we go well that isn't necessarily applicable to your context and you can begin to see cracks".[Headteacher]* *"You know, you hear it more times and so you understand it better". [Headteacher]*	*"Whatever we take, we take with a health warning attached to it … it's just part of our research but we test everything out". [Headteacher]* *"It's not a simple case of saying 'we must follow the evidence'. We have to be critical of that evidence".[Headteacher]*
Your examples			
Where do you think you currently are on the scale? Circle one of the points on the line. You might even wish to add a date so you can see your progress.			

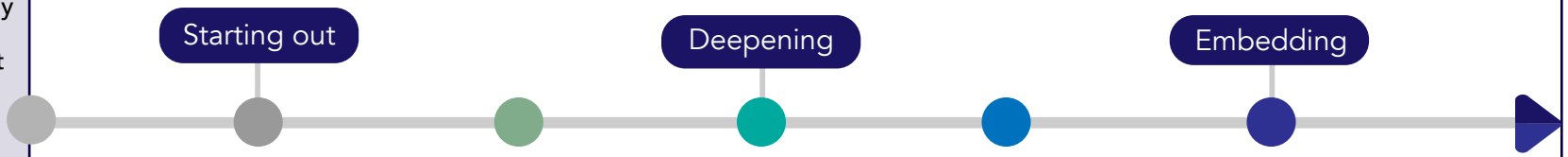
Area of development	Starting out (Descriptor)	Deepening (Descriptor)	Embedding (Descriptor)
A2 - Headteachers and senior leaders understand how research impacts upon practice	Senior leaders understand how some forms of evidence, especially data, pupil voice, teacher feedback and judgements of other leaders and teachers, can be used to influence change and improvement. They are less clear about how research evidence can be used to help change practice and promote improvement.	Senior leaders have some understanding of how research evidence can be used to help change practice and promote improvement. They might be aware of research on aspects of teaching and learning, but not of research on how leaders lead change to develop evidence-informed teaching. They don't tend to consider how research findings relate to their context.	Senior leaders actively seek out research evidence that is likely to make a difference to practice in their school. They consider critically how it might relate to their own context. This includes evidence related to teaching and learning, and that concerned with the leadership and other organisational conditions to support practice change and improvement.
Illustrative quotes from the research	*"I think you do have to, to a degree, find out what works in your school context ….". [Headteacher]* *"[Evidence-informed teaching is] looking for evidence that children are learning, that they are actually putting what you're teaching them into their work, and then using that to assess where to move onto next". [Senior leader]*	*"I can see all the things we're not doing and using…we have a long way to go [to be] a research informed community". [Headteacher]*	*"We won't look at it [an intervention] if it hasn't got an evidence base". [Headteacher]* *"There's … about 15 … things happening in classrooms which we believe through looking at research through our own experience will have a significant impact on their progress". [Headteacher]*
Your examples			
Where do you think you currently are on the scale? Circle one of the points on the line. You might even wish to add a date so you can see your progress.			

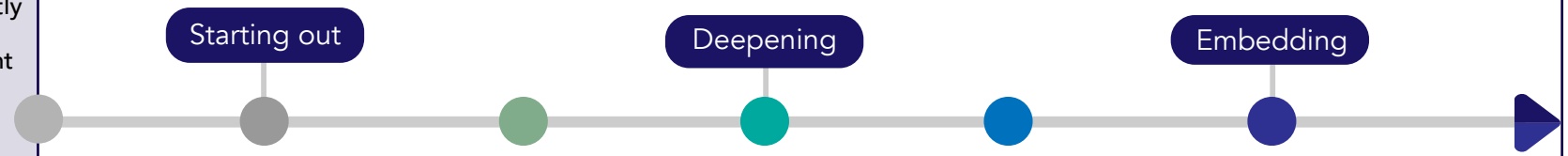
Area of development	Starting out (Descriptor)	Deepening (Descriptor)	Embedding (Descriptor)
A3 - Middle leaders understand evidence-informed teaching and how research impacts upon practice	Few middle leaders are aware of research evidence and its potential impact. They are not confident in how to judge the quality of research. There is no focus on ensuring that middle leaders are evidence-informed.	Most middle leaders are aware of research evidence and how it can support practice change and improvement. The school supports research but doesn't make the link with practice.	Middle leaders are very aware of research evidence, and actively seek out research evidence that is likely to make a difference to practice. They are able to judge research quality and to engage critically with findings, considering critically how it might relate to their own context.
Illustrative quotes from the research	*"It's [evidence-informed teaching] tricky to define". [Middle leader]* *"I do still get the TES…that's probably my main source [of evidence]. Occasionally the Head will circulate something in TES but I'm not aware of anyone else bringing anything in to circulate". [Middle leader]*	*"…his concern was that the attempt to create a 'Reader's Digest' of research might mean that teachers develop a superficial understanding and 'tips and tricks' approach rather than a deeper commitment to developing their pedagogical content knowledge and expertise". [Headteacher]*	*"because so much of that is absolutely fundamental and the foundation building blocks of all teaching and learning, it needed all the staff from all the Trust schools in the same room at the same time doing the same thing to introduce things, to move things forward, to get everybody understanding where we're going". [Headteacher]*
Your examples			
Where do you think you currently are on the scale? Circle one of the points on the line. You might even wish to add a date so you can see your progress.			

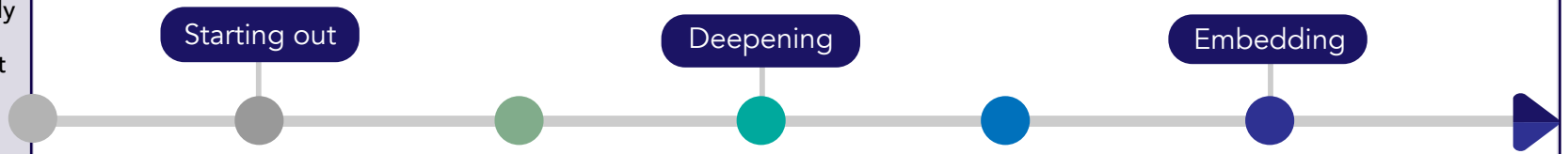
Engagement: School-wide

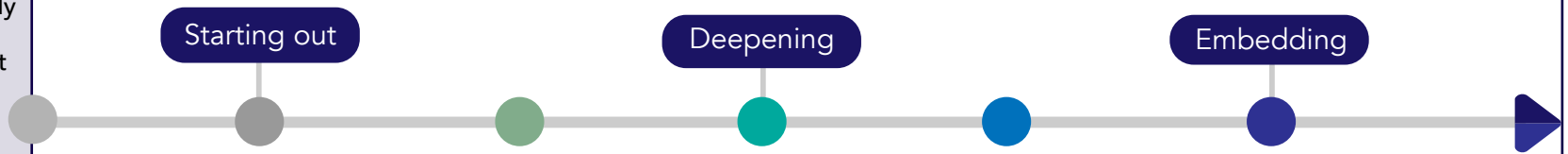
Thinking that it is important to draw on research evidence to inform and improve practice, and having conversations about the evidence.

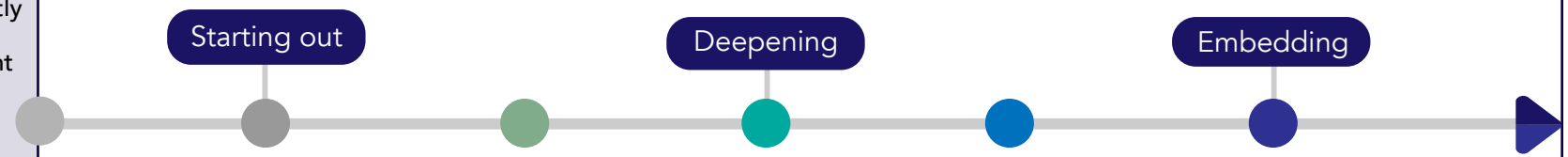
Area of development	Starting out (Descriptor)	Deepening (Descriptor)	Embedding (Descriptor)
E1 - Headteachers and senior leaders actively promote evidence-informed practice	Senior leaders generally take little notice of research, preferring to promote and support initiatives and developments that are based on their own and colleagues' experience.	Senior leaders value research evidence but prioritise teacher observations/ experience over external research, emphasising the need for strongly context- specific data.	External research evidence is highly valued. Senior leaders are enthusiastic promoters and supporters of evidence-informed teaching, communicating its importance formally and informally (website, in conversation, meetings etc). They explain how and why evidence is used and how impact is assessed.
Illustrative quotes from the research	*"You pick up lots of bits from all over and you can't identify in the end why you've gone forward a certain way. You pick up things from various places and then amalgamate them". [Headteacher]* *"Teachers haven't got the energy to think about research evidence or more pieces of paper. They might look at it, they might read it, but they're not going to think about it. Dialogue is less frightening, more engaging". [Headteacher]*	*"We are sowing little seeds of thought about research". [Headteacher]* *"[We use] classroom observations of good practice and contact with other schools for new ideas and trial them before developing their policy". [Headteacher]*	*"I am layering in those [research] references all the time". [Headteacher]* *"There's an expectation at all levels that decisions should be evidence-informed". [Teacher]*
Your examples			
Where do you think you currently are on the scale? Circle one of the points on the line. You might even wish to add a date so you can see your progress.			

Area of development	Starting out (Descriptor)	Deepening (Descriptor)	Embedding (Descriptor)
E2 - There are school-wide conversations about evidence	In staff meetings and the staffroom, talk about teaching and learning issues rarely includes discussing research evidence. There are few conversations about the impact of using evidence on practice and pupil outcomes.	Research is sometimes discussed in staff meetings and informal conversation, but this is unsystematic and inconsistent, and often shallow, linked to some school priorities or some departments and individual teachers.	Leaders ensure that talk about evidence permeates formal and informal conversations about teaching and learning. Staff frequently use phrases like "the evidence shows that…", and questions such as "what does the evidence show?" Staff are able to talk about the impact of using evidence on their practice and pupil outcomes.
Illustrative quotes from the research	*"…A lot of teachers from this school will talk to other teachers … these kinds of things get passed around about what works or what doesn't work. … Sometimes I'm not sure how useful it is actually. It's probably quite a long way from what I'd hope would be good, evidence-based practice". [Headteacher]*	*"I know the Reception teacher has done some research into which assessment tool to use for the Foundation stage because that's all changed" [Middle leader]*	*"If we don't say 'here is the evidence' they'd [staff] say … 'where's the evidence?'!" [Headteacher]*
Your examples			
Where do you think you currently are on the scale? Circle one of the points on the line. You might even wish to add a date so you can see your progress.			

Area of development	Starting out (Descriptor)	Deepening (Descriptor)	Embedding (Descriptor)
E3 - School policies and plans promote evidence-informed practice	No or little reference is made to use of evidence in school policies and plans.	Some school plans and policies refer to use of evidence, but it is not widespread.	It is a strategic priority to promote evidence-informed teaching in the school. Development plan content, succession planning, assessment policies etc. are all heavily influenced by and reference research.
Illustrative quotes from the research	*"We have no policies [relating to evidence as I am] mindful of staff workloads". [Headteacher]*	*"Most teachers are happy if they know that there is a strong evidential base at a policy making level. They don't feel on a personal level that they've got the time or the willingness to engage directly with research evidence". [Headteacher]*	*"Our homework, home learning policy, our feedback policy, strategically they're robustly evidence-informed so we know that there'll be a kind of, a bare minimum in terms of expectations that departments implement those". [Research director]*
Your examples			
Where do you think you currently are on the scale? Circle one of the points on the line. You might even wish to add a date so you can see your progress.			

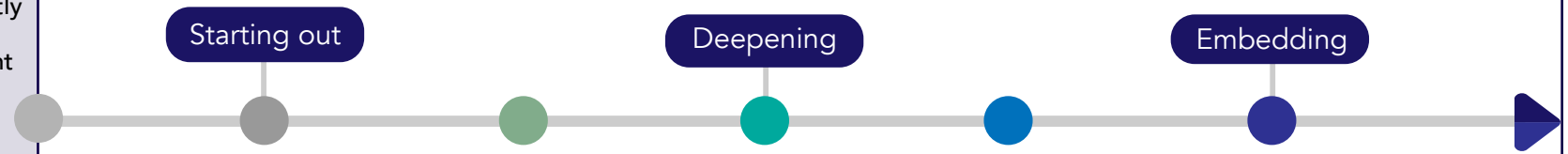
Area of development	Starting out (Descriptor)	Deepening (Descriptor)	Embedding (Descriptor)
E4 - School-wide leadership and evidence-champions exist	No formal roles exist to promote and support evidence-informed teaching, and no-one on staff is designated or available to help access resources, or 'champions' it.	Some roles include informal expectations to use forms of evidence, but research evidence is not explicitly identified.	The school has at least one designated person – champion, research director, member of the senior team, middle leader(s) etc. – who is seen as a 'go to' person to access research. Champions provide a range of services e.g. they collate evidence on relevant, useful and interesting topics, present summaries, support enquiry projects etc.
Illustrative quotes from the research	*"As Head, I read Ofsted evaluation schedules because it ties into relevant research…and Sutton Trust is important to engage with. Inset day providers might use that research to focus on how that looks in practice. [There are] no other expectations on staff - only twice have I given teachers an article and directed them to read it". [Headteacher]*	*"Internally certain senior staff are very passionate about certain things, e.g. very influenced by Carol Dweck's work on growth mindsets. Evidence comes through the Twitter connections - that's been very influential and I think I've changed my mind on a lot of things about what good practice is". [Headteacher]*	*"The research champions in school are vetting the material as they go". [Headteacher]* *"A more formal…role has been ensuring that the CPD model is well informed by research evidence". [Headteacher]*
Your examples			
Where do you think you currently are on the scale? Circle one of the points on the line. You might even wish to add a date so you can see your progress.			

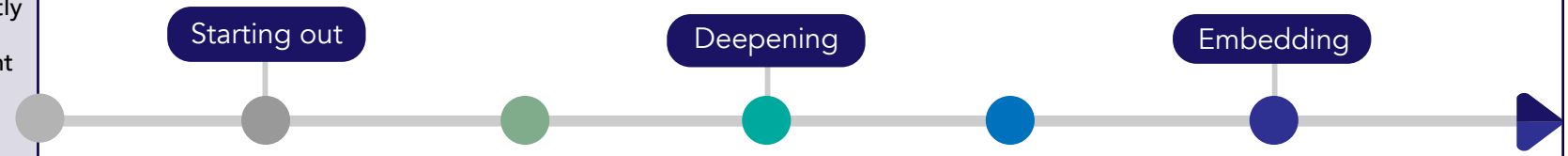
Area of development	Starting out (Descriptor)	Deepening (Descriptor)	Embedding (Descriptor)
E5 - Middle leaders actively promote evidence-informed teaching	Few middle leaders display particular interest in evidence-informed teaching.	Some middle leaders promote evidence-informed teaching within their teams, but this is self-led and not widespread.	Middle leaders are proactive and enthusiastic in promoting and supporting evidence-led teaching amongst and across their teams.
Illustrative quotes from the research	*"I think a lot of the things we do in this school seem to work for our children, whereas if things were perhaps not going quite so well, I might be a bit more willing to try new things if things were not working, I think I'd be more willing to try new things without necessarily needing the evidence to be there". [Middle leader]*	*"We're probably quite a long way from that [widely promoting evidence use]. As a school we are trying to push it more; interested people are more involved – they are then feeding into debates and INSET pushes, that then hopefully is filtering down to people's consciousness into their teaching habits". [Middle leader]*	*"[Based on research findings] We have a team of coaches who develop and plan the training … and then we try and embed evaluation from the start". [Headteacher]* *"Middle leaders talk amongst themselves about having a targeted [evidence-informed] focus". [Headteacher]*
Your examples			
Where do you think you currently are on the scale? Circle one of the points on the line. You might even wish to add a date so you can see your progress.			

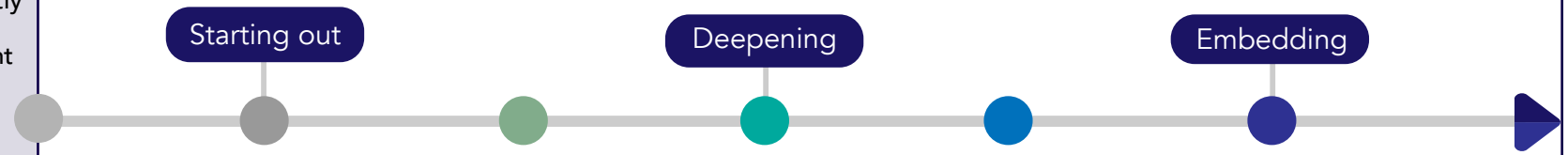
Area of development	Starting out (Descriptor)	Deepening (Descriptor)	Embedding (Descriptor)
E6 - Schools develop partnerships with external researchers/critical friends to support research use	Beyond initial teacher education links, there are few school-level evidence-focused connections with researchers or other external critical friends to support research use.	Some staff have links with external researchers, but this engagement is not systematic or widely shared across the school.	The school has direct research links with local and/or other universities and/or research organisations. External researchers provide support, help build capacity and offer critical friendship. Leaders follow academics and external research champions online (Twitter, blogs), and may have developed a relationship with leading academics.
Illustrative quotes from the research	"No [external research partnerships] - just that occasion last year when we shared ideas and practice. The energy is put into helping schools get out of Requiring Improvement rather than research and how we can grow and learn". [Headteacher].	"When we take part in things like Closing the Gap, we're administering it for the benefit of external researchers rather than what we can do in our own area. The Teaching School tries to share information. We had a fair but only trainee teachers attended – teachers are too busy doing other things they prioritised". [Headteacher].	"All of our research projects have critical friends. We say: 'we're coming up with these findings. How does that stand from your point of view?" [Headteacher]
Your examples			
Where do you think you currently are on the scale? Circle one of the points on the line. You might even wish to add a date so you can see your progress.			

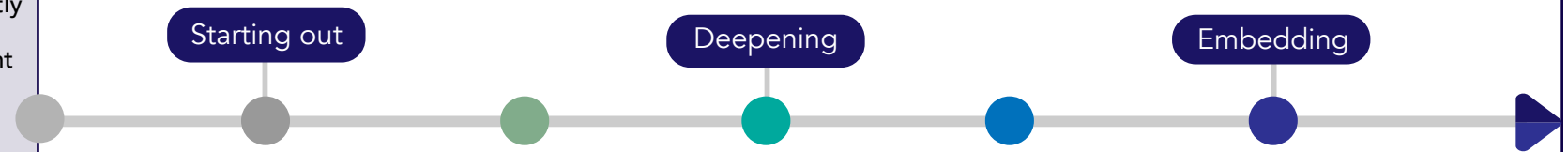
Use: School-wide

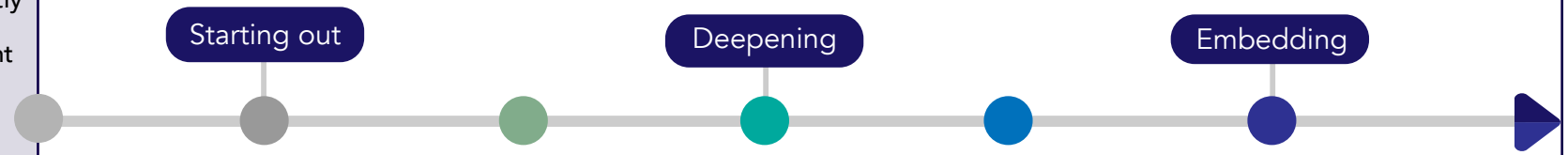
Any activity where research evidence is actively used to investigate and change practice.

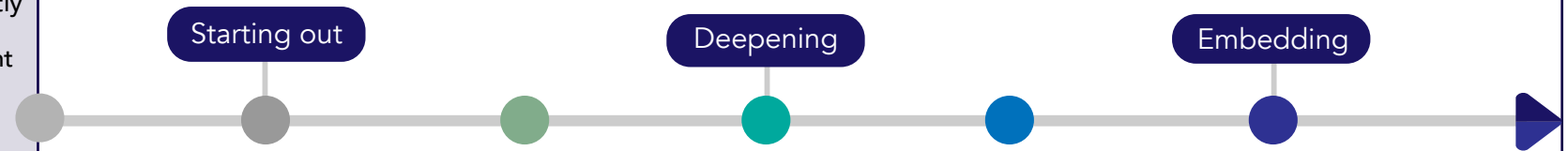
Area of development	Starting out (Descriptor)	Deepening (Descriptor)	Embedding (Descriptor)
U1 - R&D/collaborative enquiry processes and projects are used to address strategic improvement priorities	R&D/collaborative enquiry processes are limited. Small scale projects are commenced but not used to address strategic improvement priorities.	Moderate R&D/collaborative enquiry processes and projects are underway. Findings are used to address strategic improvement priorities.	A high level of R&D/collaborative enquiry processes and projects are taking place. Findings, whether positive or negative are always used to address strategic improvement priorities.
Illustrative quotes from the research	*"[We have] partnerships with other schools but not looking at specific research". [Headteacher]*	*"Oh, it's been brilliant [evidence-informed small scale, classroom focused enquiry], the teachers have really enjoyed it and got very passionate about it". [Headteacher]*	*"Every year group … is working on something to do with writing which they feel is relevant to their particular year group and … we take all these findings and as the leadership team we look at what we think is strong as evidence . . . and that becomes part of our improvement plan for the following year". [Headteacher]*
Your examples			
Where do you think you currently are on the scale? Circle one of the points on the line. You might even wish to add a date so you can see your progress.			

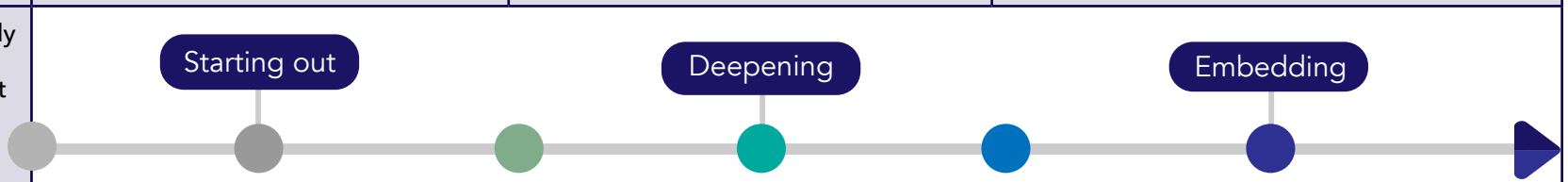
Area of development	Starting out (Descriptor)	Deepening (Descriptor)	Embedding (Descriptor)
U2 - Structures are put in place to support evidence use	Very few structures are put in place to support evidence use. There is little in the way of time, resources etc. available.	Some structures are put in place to support evidence use e.g. time/cover/ resources/ libraries/invited speakers/ subscribing to digests or organisations providing access to research articles.	Many structures are put in place to make research accessible and available and support its use e.g. time/cover, resources/ libraries/ invited speakers/ subscribing to digests or organisations providing access to research articles.
Illustrative quotes from the research	*"I'm not sure there's an awful lot that we do, other than the fact that we ask the questions a lot... I think these things take time and teachers are incredibly busy." [Headteacher]*	*"We have 5 lead teachers across the federation. [Instead of random training courses], we've put the money into this school-based research type way of working. Leads run a research group with 2 or 3 other teachers involved. We always use non pupil days for research/evidence as the starting point". [Headteacher].*	*"We have a whole school professional learning forum, every teacher is part of weekly meetings…bite sized, 100% coverage. Each department has its own relevant subject twitter feed; lessons study trials are planned." [Headteacher]*
Your examples			
Where do you think you currently are on the scale? Circle one of the points on the line. You might even wish to add a date so you can see your progress.			

Area of development	Starting out (Descriptor)	Deepening (Descriptor)	Embedding (Descriptor)
U3 - Middle leaders are supported to promote and support evidence use	Most middle leaders do not actively support evidence use in their teams. There is no support from the headteacher or senior leaders for those who do.	Some middle leaders encourage evidence use in their teams. Where they do, the headteacher or senior leaders provide them with support for this.	Middle leaders are encouraged and expected to lead on school development plan priorities, including evidence-related actions, to look for, read and translate research for staff, guide development and discussion with staff. They are supported through a school research evidence culture, CPD/twilight meetings etc.
Illustrative quotes from the research	*"It's down to me to see what's working and what we can implement ... it's looking for the opportunities and whether I feel it's going to be beneficial and putting my viewpoint across… and then it's probably down to the Head to make a call". [Middle leader]*	*"We have some time anyway as lead practitioners to carry out research projects [half a day a week], where we spend time supporting teachers with their teaching in that way I described with the video, and then also on our research project". [Headteacher]*	*"I'm a little bit of a converted soul and converts are always the most vociferous [in leading teacher research groups] … because I've perhaps engaged in more [evidence-informed] examples than some colleagues, I've probably got enough examples in my armoury to say okay, that might not work but this one worked when we looked at this". [Middle leader]*
Your examples			
Where do you think you currently are on the scale? Circle one of the points on the line. You might even wish to add a date so you can see your progress.			

Area of development	Starting out (Descriptor)	Deepening (Descriptor)	Embedding (Descriptor)
U4 - School promotion, interview and performance management processes reflect evidence-informed practice	School human resource processes pay little or no attention to evidence-informed practice.	Some aspects of school human resource processes may relate to evidence-informed practice, for example as part of recruitment or promotion to some posts, but this is not systematic or widespread.	School human resource processes pay serious attention to evidence-informed practice. Development-focused performance management is aligned and creates space to consider how research can inform practice. When new staff are hired, they are made aware of the importance of evidence-informed practice, and this also influences promotion.
Illustrative quotes from the research	*"I have worked with schools who've done evidence based and teacher research as part of their performance management, and it's not something I've ever felt called to do here". [Headteacher]*	*"I just ask a single question - it's: 'how can I observe you in a way that will best help you improve your teaching". [Headteacher]*	*"If you want evidence-informed teaching to become embedded in practice, you couldn't run … performance management in the old judgemental way alongside [it]. You need to move into a much more... of a dialogue, and much more of an enquiry based approach to their own development". [Headteacher]*
Your examples			
Where do you think you currently are on the scale? Circle one of the points on the line. You might even wish to add a date so you can see your progress.			

Area of development	Starting out (Descriptor)	Deepening (Descriptor)	Embedding (Descriptor)
U5 - School professional development and learning is integrated with evidence-informed teaching efforts, in line with the Standard for teachers' professional development	No or limited links exist between use of research evidence and school professional development and learning.	Some aspects of school professional development and learning approaches and processes refer to research evidence and evidence-informed practice, but this is not consistent, widespread or systematic.	School professional development and learning is research-evidence informed. This ensures teachers have the opportunity to discuss research evidence, analyse what is happening in their classes, develop approaches to try out, discuss what happened when those approaches are implemented and reflect on the impact on pupils.
Illustrative quotes from the research	*"No [use of research/evidence in professional development] – but teachers can feed back their thinking to their small volunteer group or others ad hoc at the moment". [Headteacher]*	*"[Teachers are expected] to write a case study after attending any CPD and report back on how it's impacted their practice. If they don't, they don't get to attend further CPD. It's also about spreading people's experiences more widely and disseminating evidence". [Middle leader]*	*"Within the structure of the teacher learning community meetings, every technique that we look at has some form of evidence-based research there to back it up . . ." [Teacher]*
Your examples			
Where do you think you currently are on the scale? Circle one of the points on the line. You might even wish to add a date so you can see your progress.			

Area of development	Starting out (Descriptor)	Deepening (Descriptor)	Embedding (Descriptor)
U6 - Schools collaborate with each other in evidence use	The school has no or few links with other schools focusing on evidence-informed projects. Individual teachers who participate in cross-school evidence-informed projects are given no particular support for this.	The school is involved in some evidence-informed projects, but support is variable: such projects may be deprioritised over time.	The school is leading or involved in local or national cross-school evidence-informed projects. Colleagues from other schools committed to evidence-informed practice act as critical friends. Senior leaders support and designate time for teachers who participate in cross-school evidence-informed projects.
Illustrative quotes from the research	*"[We've shared] the outcomes of implementing a new assessment system across pyramid schools, otherwise no [sharing of evidence]." [Headteacher]*	*"It's about being outward facing and going out and looking for it and knowing who to ask". [Headteacher]*	*"We were working with a range of partners to develop a way to teach meta-cognition, when we thought probably it would be quite a good thing to test it. We got an EEF grant – last year we developed the approach and codified it so that we could share it with other people. This year is trialling - recruited 31 schools across the country. We're also involved in a LA lesson study in maths project with IOE". [Headteacher]*
Your examples			
Where do you think you currently are on the scale? Circle one of the points on the line. You might even wish to add a date so you can see your progress.			

Area of development	Starting out (Descriptor)	Deepening (Descriptor)	Embedding (Descriptor)
U7 - Schools evaluate the impact of interventions and develop ways to share their evidence	Little or no attention is paid to evaluating the impact of evidence-informed interventions. There are no or few opportunities for teachers to share the findings of evidence-informed enquiry.	Some evaluation of interventions takes place, but this is limited. For example, the counterfactual ("what would have happened without the intervention?") is not considered and limited evidence (eg only relying on teacher perceptions without speaking to pupils/parents/ support staff) is used.	Once evidence-informed interventions have been integrated into practice, teachers evaluate the impact on pupils and reflect on this with colleagues. Opportunities are created for teachers to share findings of evidence-informed enquiry.
Illustrative quotes from the research	*"We don't do any impact evaluation systematically - only in an anecdotal interaction" [Headteacher]*	*"[We evaluate] only by considering tangible outcomes like results and popularity of subjects. Education is such a multi-faceted process it's hard to identify one variable that makes the difference. We could do more, e.g. could have a follow up survey after the event to see if it changes". [Headteacher]*	*"Then we have a large presentation where they all present their research, the evidence that they've come up with for it and that is critically evaluated by their colleagues as part of this presentation". [Headteacher]*
Your examples			
Where do you think you currently are on the scale? Circle one of the points on the line. You might even wish to add a date so you can see your progress.			

Summary questions for reflective conversation

Area of development	Where have we placed ourselves and why?	If we're quite far along, what factors have helped us? For areas where progression has been slower, what has been holding us back?	What do we need to do next to move us forward, or keep up the momentum? What support do we need? Where might we find this?
Awareness			
A1 - Headteachers and senior leaders understand evidence-informed teaching and what high quality evidence looks like			
A2 - Headteachers and senior leaders understand how research impacts upon practice			
A3 - Middle leaders understand evidence-informed teaching and how research impacts upon practice			

Area of development	Where have we placed ourselves and why?	If we're quite far along, what factors have helped us? For areas where progression has been slower, what has been holding us back?	What do we need to do next to move us forward, or keep up the momentum? What support do we need? Where might we find this?
Engagement			
E1 - Headteachers and senior leaders actively promote evidence-informed practice			
E2 - There are school-wide conversations about evidence			
E3 - School policies and plans promote evidence-informed practice			

Area of development	Where have we placed ourselves and why?	If we're quite far along, what factors have helped us? For areas where progression has been slower, what has been holding us back?	What do we need to do next to move us forward, or keep up the momentum? What support do we need? Where might we find this?
E4 - School-wide leadership and evidence-champions exist			
E5 - Middle leaders actively promote evidence-informed teaching			
E6 - Schools develop partnerships with external researchers/critical friends to support research use			

Area of development	Where have we placed ourselves and why?	If we're quite far along, what factors have helped us? For areas where progression has been slower, what has been holding us back?	What do we need to do next to move us forward, or keep up the momentum? What support do we need? Where might we find this?
Use			
U1 - R&D/collaborative enquiry processes and projects are used to address strategic improvement priorities			
U2 - Structures are put in place to support evidence use			
U3 - Middle leaders are supported to promote and support evidence use			
U4 - School promotion, interview and performance management processes reflect evidence-informed practice			

Area of development	Where have we placed ourselves and why?	If we're quite far along, what factors have helped us? For areas where progression has been slower, what has been holding us back?	What do we need to do next to move us forward, or keep up the momentum? What support do we need? Where might we find this?
U5 - School professional development and learning is integrated with evidence-informed teaching efforts, in line with the Standard for teachers' professional development			
U6 - Schools collaborate with each other in evidence use			
U7 - Schools evaluate the impact of interventions and develop ways to share their evidence			

Organisation	Summary information
Education Endowment Foundation (EEF): Toolkit – an accessible summary of educational research on teaching 5-16 year olds: https://educationendowmentfoundation.org.uk/toolkit/ Information on the research schools network: https://educationendowmentfoundation.org.uk/our-work/research-schools/ A range of guidance reports: https://educationendowmentfoundation.org.uk/resources/guidance-reports/ Information on completed and ongoing evaluations: https://educationendowmentfoundation.org.uk/our-work/projects/reports/ and, a range of other useful resources: https://educationendowmentfoundation.org.uk/resources/	Independent grant-making charity dedicated to breaking the link between family income and educational achievement, who fund rigorous evaluations of innovative projects aiming to raise pupils' attainment.
The Alliance for Useful Evidence: www.alliance4usefulevidence.org/	UK-wide network that promotes the use of high quality evidence to inform decisions on strategy, policy and practice.
Teaching & Learning Academy: www.tla.ac.uk/site/Pages/RfT.aspx	Organisation which aims to help teachers and those working in support roles in schools/other educational settings to improve their practice and gain professional recognition for doing so.
Evidence 4 Impact (E4I): www.evidence4impact.org.uk/about.php	Aims to provide a simple evidence rating system, along with evidence summaries and a database of programmes. Collectively these are intended to help users make a well-informed judgement on the extent to which a programme's effectiveness is proven.
The Super Blog: https://schooluniversitypartnership.wordpress.com/access-to-research/	Aims to post links to any freely available research that is not hidden behind paywalls, e.g. Open Access journal articles, conference papers, reports, research digests etc (presented A-Z). Also includes research by teachers in their own schools, freely available research digests, reports etc.
University of York - Institute for Effective Education: www.york.ac.uk/iee/research/index.htm	The IEE conducts evaluations of programmes and practices used in schools and Early Years settings, as well as interventions focused on the home learning environment.
Best Evidence in Brief: www.beib.org.uk/	A fortnightly e-newsletter produced by the Institute for Effective Education (IEE) at the University of York, and the Center for Research and Reform in Education at Johns Hopkins University. This website is an archive containing all previous articles from Best Evidence in Brief. It has been organised so that, by using keywords, you will be able to find research specific to the subject you are interested in.
National Foundation for Education Research: www.nfer.ac.uk/publications/	Research reports and summaries, policy papers, practical guides, classroom materials and professional development tools are all available here to download or buy
The Campbell Collaboration www.campbellcollaboration.org/lib/	Free access to systematic reviews and meta analyses conducted for the Collaboration on a wide range of topics, including education

N.B All links are up-to-date at time of publication

Organisation	Summary information
Teacher Development Trust www.tdtrust.org	Works to promote evidence-informed professional development for teachers
New Zealand Ministry of Education www.educationcounts.govt.nz/publications/series/2515	NZ Government's best evidence synthesis iterations draw together, explain and illustrate through vignette and case, bodies of evidence about what works to improve education outcomes, and what can make a bigger difference for the education of all our children and young people.
Institute of Education - Digital Education Repository Archive (DERA) dera.ioe.ac.uk/	Digital archive of documents published electronically by government and other relevant bodies in the areas of education, training, children and families.
Centre for the use of Research and Evidence in Education (CUREE) www.curee.co.uk/home	Centre of expertise in school and college improvement and evidence-informed leadership and practice in education
National Centre for Excellence in the Teaching of Mathematics (NCETM) www.ncetm.org.uk/enquiry/	Site includes information about teacher enquiry and research, as well as study modules to help teachers access research
The EPPI-Centre eppi.ioe.ac.uk/cms/Default.aspx?tabid=53	Aims to inform policy and professional practice with sound evidence, through systematic reviews and research use.
Education Development Trust www.educationdevelopmenttrust.com/en-GB/our-research	Aims to fund and share research that is free to download and helps policymakers to make informed decisions and teachers to benefit from the latest best practice.
Evidence for the Frontline www.evidenceforthefrontline.com/	A service to help teachers to use research evidence to support their practice in the classroom. Teachers submit questions and are matched with evidence resources, given advice by a university researcher, or put in touch with another school with relevant experience to help them to answer that question. Currently this is only available to 30 pilot schools, but you can sign up to be kept informed of future developments.
UCL Institute of Education (IOE) Research and Development Network www.ioe-rdnetwork.com/	The network aims to promote research engagement and research use to help create tangible, positive impact for member schools.
Sheffield Institute of Education www.extra.shu.ac.uk/cse/ern/	Research engaged practice network for teachers, practitioners and leaders across all educational phases to share their research findings and make contact with other professionals with similar research interests.

**At the time the research was undertaken, Chris Brown was at UCL Institute of Education. He is now at the University of Portsmouth.*