

Stages of Evidence-Informed Practice

Stages of evidence-informed practice	Sample competencies	Sample skills, knowledge, and attitudes
Focusing and re-framing problems for inquiry	Being able to help staff to define information needs.	Being willing and skilled to reframe problems from multiple vantage points. Being willing and skilled to help staff to re-frame problems from multiple vantage points. Being knowledgeable about school.
Accessing or searching for data and evidence	Being able to help staff to commission research.	Being conscious of possible uses of data. Be aware of needing different data for different purposes. Being knowledgeable about tools for data collection and analysis. Being willing and skilled to help staff to become conscious of possible uses of data, to become aware of needing different data for different purposes and to become knowledgeable about tools for data collection and analysis.
Invitation to discussion of alternative (or contrary) perspectives	Being able to initiate dialogues in the school in order to make sense of data together. Being able to help staff to integrate this information into other data sources.	Reserving judgment. Having a tolerance for ambiguity. Valuing and promoting deep understanding. Engaging others (teachers, critical friends) in a professional dialogue about the data. Taking a range of perspectives and systematically pose increasingly focused questions. Recognizing other kinds of data (not only numbers, but also opinions, anecdotes, observations). Being willing and skilled to help staff to develop an attitude of critical thinking (reserving judgment, tolerance for ambiguity, valuing deep understanding). Being willing and skilled to help staff to recognize other kinds of data.
Interpretation of the data	Being able to help staff to read, understand and interpret data. Being able to help staff to describe the central data concepts	Recognizing sound and unsound data. Being knowledgeable about statistical and measurement concepts. Being willing and able to make collective sense of the data. Being willing and skilled to help staff to recognize sound and unsound data.
Diagnosis of the problem	Being able to help staff to provide explanations of the strengths and weaknesses of their own school, as these appear from the data.	Being knowledgeable about curriculum, teaching and learning problems. Being knowledgeable about school development and organizational learning problems. Being willing and skilled to help staff to become knowledgeable about curriculum, teaching and learning problems and about school development and organizational learning problems.
Planning: implication for actions	Being able to help staff to plan quality assurance initiatives or improvement actions based on these explanations.	Being knowledgeable about how to improve curriculum, teaching and learning. Being knowledgeable about how to improve school development and organizational learning. Being willing and skilled to help staff to become knowledgeable about how to improve curriculum, teaching and learning and about how to improve school development and organizational learning.

Adapted from Vanhoof, Mahieu, and Petegem (2009).