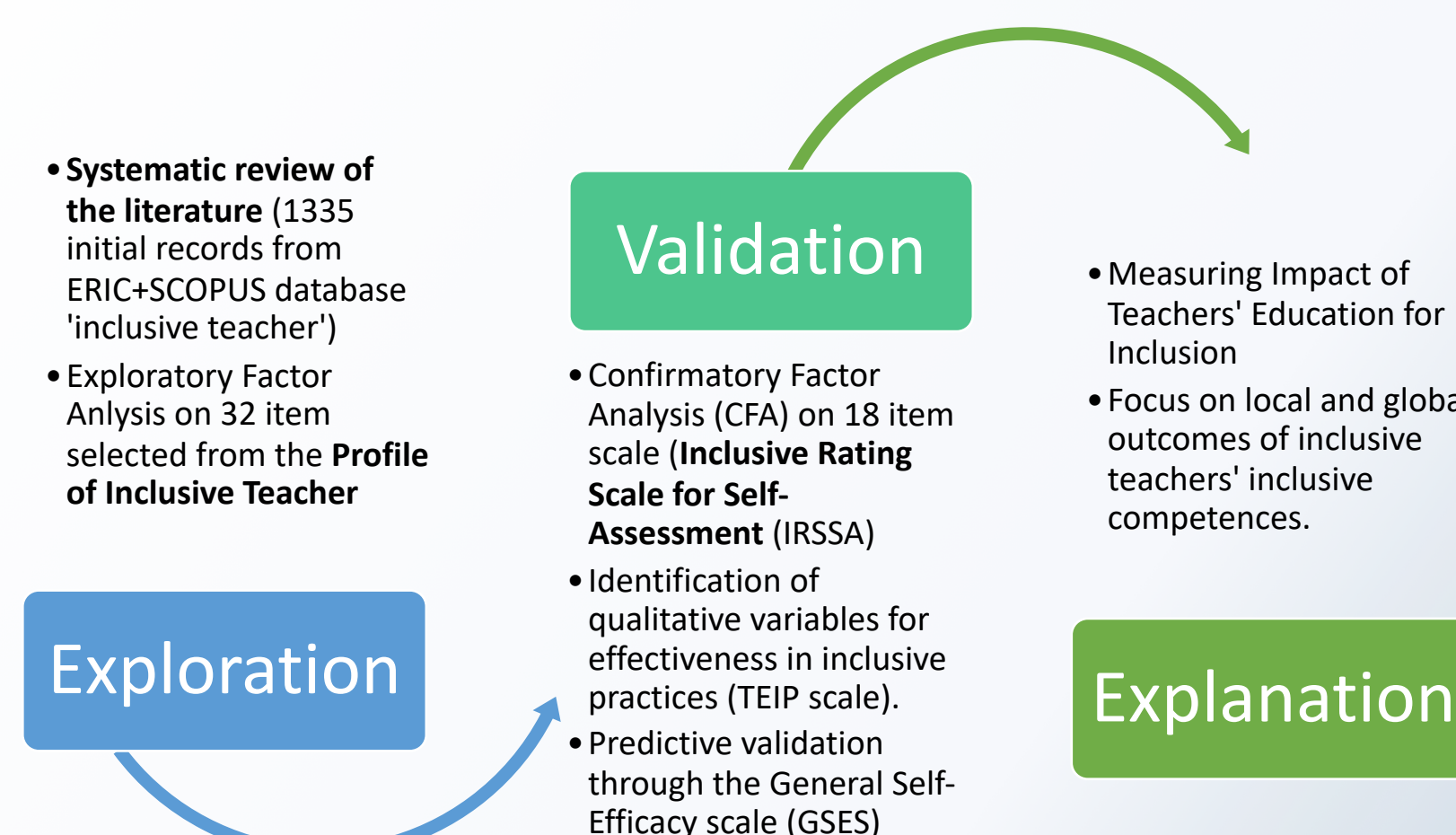
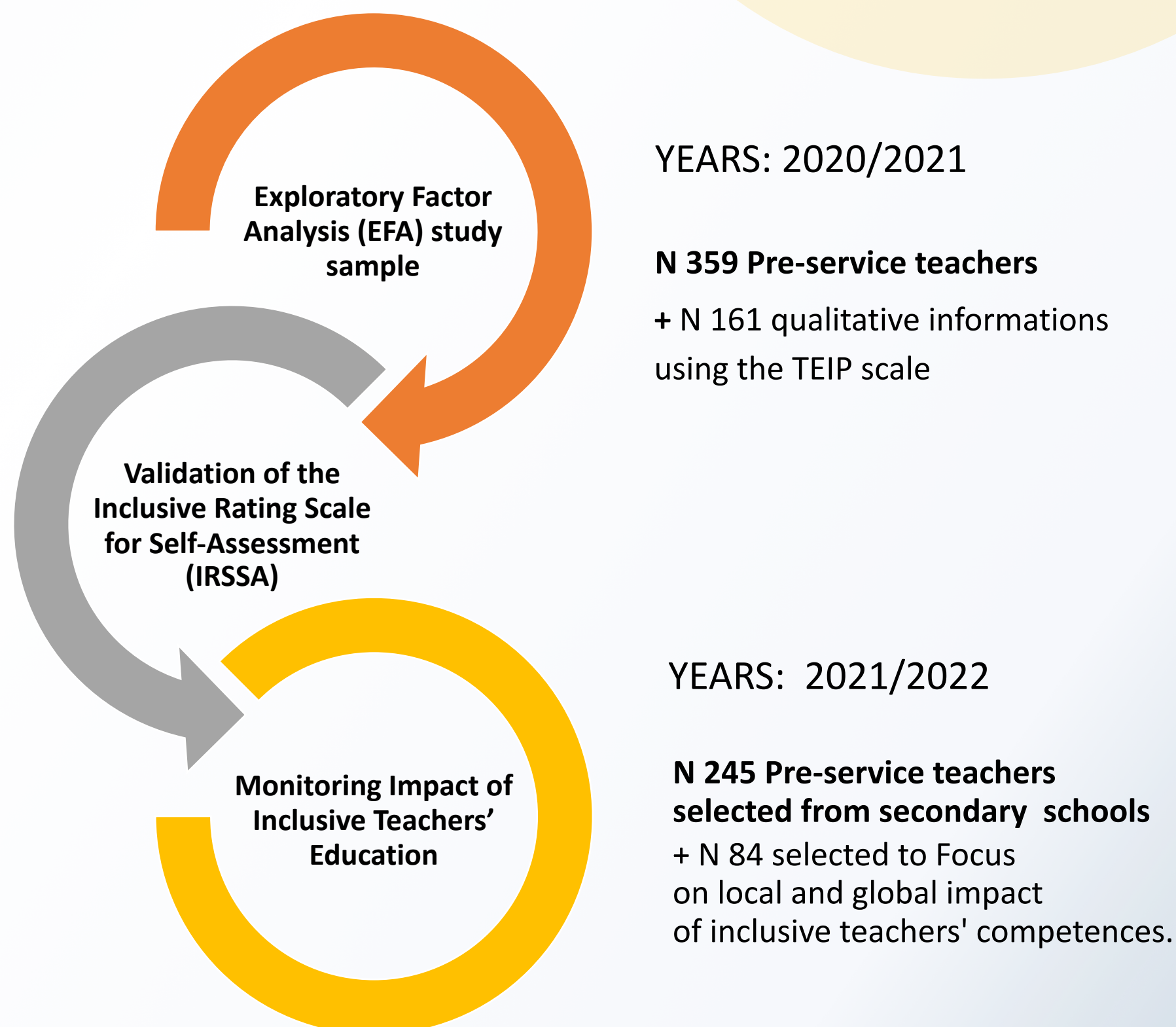
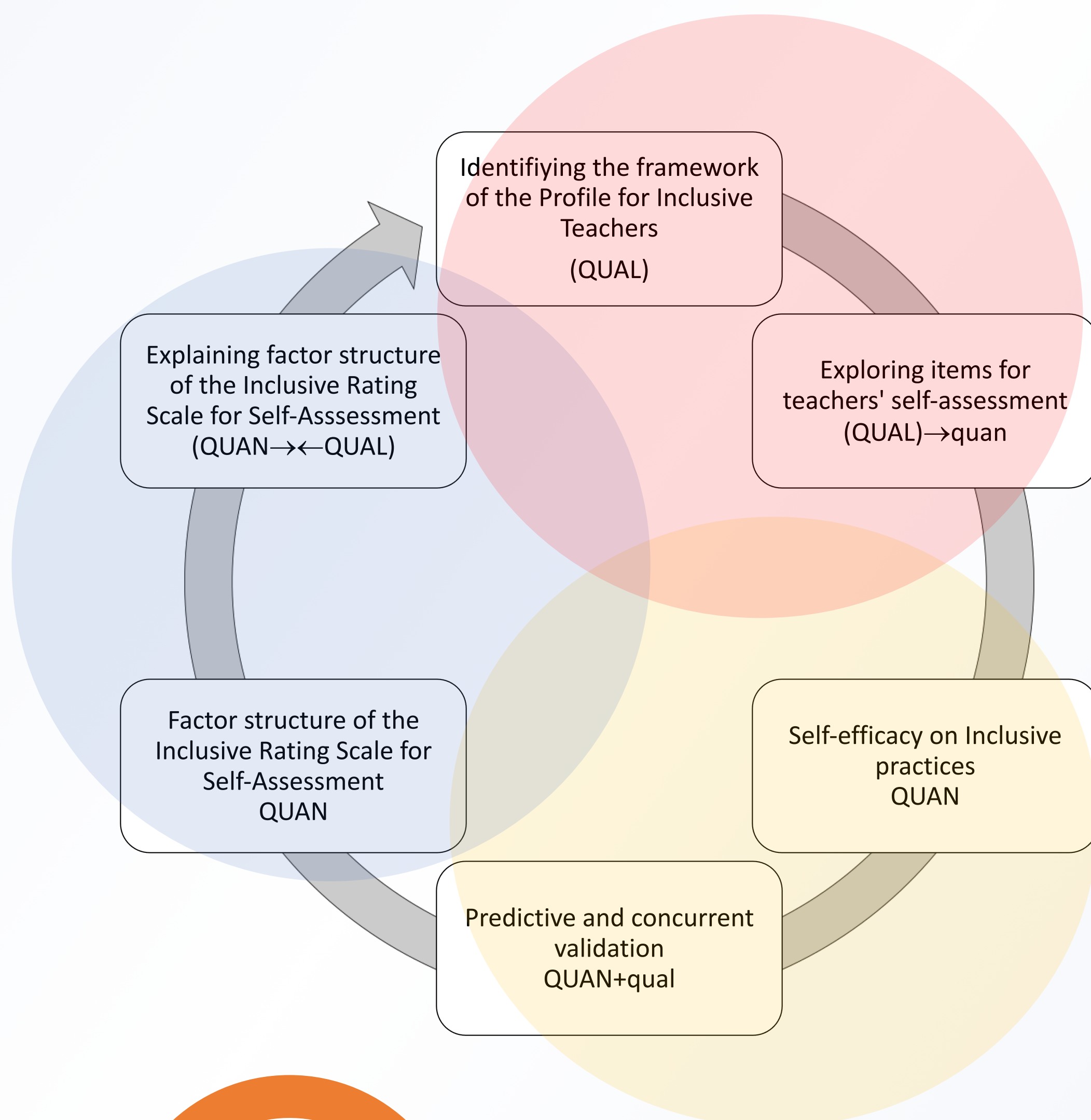




# Measuring The Inclusive Impact Of Initial And In-service Training Courses: A Mixed Methods Study Design For Teacher Self-assessment

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## Mixed Methods Evaluation Study Design



### 1. EXPLORATION

The first phase of the study addresses teachers' competences based on the exploration of the indicators proposed by the **Profile of Inclusive Teachers**. The reason for choosing this tool is that, in line with the results emerging from the literature, it was created with the aim of developing a shared standard in the professional preparation of teachers: a proposal based on four reference values whose areas of competence remain an open field for discussion. The methodology for developing the Profile compares the results obtained during a three-year period of activity in which the **European Agency for Special Needs and Inclusive Education** conducted several study campaigns in which various representatives of students, parents, family members, community representatives, teachers, managers and inspectors participated. From an analysis of the competence indicators that emerged, 32 items has been identified for the development of a self-assessment scale to be submitted to the sample of teachers in training for the specialisation in educational support activities for students with disabilities at the University of Florence and to carry out Exploratory Factor Analysis (EFA).

### 2. VALIDATION

The second phase of the study uses a convergent design in which qualitative and quantitative data are collected in parallel and analysed separately and then merged. Quantitative data collected through the **General Self-Efficacy Scale** (GSE) will be used to validate the hypothesis that high levels of self-efficacy correspond to greater competence in inclusive practices (predictive validity); quantitative and qualitative data collected through the administration of the **Teachers' Efficacy in Inclusive Practices Scale** (TEIP) are used to test the concurrent validity of the hypothesised instrument: **Inclusive Rating Scale for Self-Assessment (IRSSA)**. Qualitative informations investigate the variables that may influence teachers' self-efficacy in the training course for specialisation in teaching support for students with disabilities in secondary school in relation to the dimensions of the TEIP scale.

### 3. EXPLANATION

In the third phase, a two-stage sequential explanatory research design has been used. The design involves the collection of quantitative data and the subsequent explanation and in-depth study of the results using qualitative data. The quantitative data collection serve to confirm or revise the factorial structure of the IRSSA instrument through confirmatory factor analysis (CFA). The quantitative data collection will be used to monitor the inclusive skills of secondary school teachers in relation to certain variables, such as gender, age, years of service or previous experience with certain types of disability. The next phase will involve the use of the focus group technique to provide a greater understanding of the results obtained with regard to practices towards students, and personal professional development practices.

## RESULTS

Dimensions of the IRSSA scale identify the exogenous and endogenous components of the **teachers' inclusive competences**. Data suggest that **inclusiveness** correspond to:

1. **Hetero-directed practices**, such as knowing how to use the appropriate teaching methodologies to address the needs of all students (including inclusive assessment modalities).
2. **Self-assessment practices**, i.e. Knowing how to operate in a reflective and supportive manner among other teachers by fostering self-efficacy and professional resilience processes.

**Further context-specific applications** can help to orient self-improvement actions within a fair and sustainable theoretical framework, **directing in-service training actions for teachers** and measuring the inclusive impact of future training courses **with positive spin-offs for teachers, as well as for managers**.

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