

e/b Learning: Where are we? Where do we need to go? How do we get there?

Stages of Implementation	Description	Examples of Observable Actions (Practicing)	Examples of Professional Learning (Supporting)	Examples of Evidence (Monitoring)
<p>Awareness (Stage 1)</p>	<p>There is no expectation for the initiative to have a direct impact on practice. This stage focuses on recognizing and defining the problem. There is a focus on building a culture of inquiry within the system and preparation for responsiveness. Some initial planning is beginning to take place. The majority of effort is on building system readiness for the new initiative</p>	<ul style="list-style-type: none"> -Study and review successful evidence based practices – identify problems of current practice and determine the need for change -Define the problem -Establish a culture of inquiry -Provide opportunities for collaborative inquiry -Build common understanding of language -Identify the stakeholders -Engage and consult with stakeholders -Determine alignment and gaps between current and new practice -Create action plan to address beginning implementation – determine success criteria, timelines, professional development, resources, alignment with other system initiatives including SIP and BIP -Create a leadership team around the strategy -Ensure all activities are research informed 		
<p>Beginning Implementation (Stage 2)</p>	<p>This stage is composed of professional learning, networking and inquiry about the problems of practice. Employing strategies to address the problems of practice are taking place. Observations from this initial activity assist in providing information that will create the conditions for spread, depth and fidelity (i.e. formative monitoring). Such observations inform the scaffolding required by determining necessary modifications to structure, processes and resource etc. The initiative is being implemented in some locations with scaffolds gradually withdrawn. There is a developing awareness of the initiative as a framework for effective practice.</p>	<ul style="list-style-type: none"> -Shifting existing practices to align with addressing the problem of practice -Working collaboratively to build consistency -Review action plan to address partial implementation – re-examine and determine success criteria, timelines, professional development, resources, alignment with SIP and BIP -Monitor and review how the action plan is progressing, including processes and structures that support the intended change (district, school and classroom instructional leadership) -Create trusting professional relationships through working together -Collaborative inquiry exists with depth and breadth at many levels in the system. 		

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Partial Implementation (Stage 3)	<p>This stage has a continued focus on professional development, networking and inquiry. The initiative is being implemented in a number of sites across the system. Staffs are at various levels of understanding and engagement. As in the <i>'beginning implementation stage'</i>, this phase of activity provides an opportunity for ongoing monitoring of key areas (i.e. performance indicators, process, structures, resources) to inform and adapt implementation. As issues during implementation arise, consultation with others (i.e. other District School Boards) and research literature are drawn in as evidence to inform adaptation of implementation.</p>	<ul style="list-style-type: none"> - Move towards precision and personalization - Align and integrate with existing expectations (classroom, school, board and provincial goals with problem of practice) -Using information gathered through data collection / analysis, inquiry and reflection strategically eliminate ineffective practices and obstacles -Refine ongoing action plans for full implementation with inclusion of appropriate stakeholders input – determine success criteria, timelines, professional development resources and alignment with existing expectations and practices - Continue to track progress – note successes, challenges and begin to capture the narrative of the journey, have a focus on observations of action -Need to begin with differentiated professional support for groups and individuals who may be at different stages of implementation, in some cases there may be a need to revisit some the actions required in the initial stages of implementation - Allow for multiple entry points for staff who are at different points along the continuum of change - Embed inquiry and reflective practice are evident 		
Full Implementation (Stage 4)	<p>Most obstacles have been overcome and strategies for refining specific areas of the initiative have been identified through data collection and analysis. The initiative has been integrated across the system and is common place. During this stage evaluation of the quality and effectiveness of implementation takes place and there is an examination of areas for improvement. Data and evidence from research is routinely used to inform and adapt the implementation, often in innovative ways to precisely meet the needs of the system. A cycle of improvement planning has been established.</p>	<ul style="list-style-type: none"> -carry out all areas of the initiative in a routine manner and integrate the initiative as part of regular practice -share progress recognizing successes, challenges and the narrative of the journey. Reflect and consider opportunities of ongoing future learning/ refinements -consistent understanding of the initiative across all stakeholders exists -consolidate thinking and reflect on next steps -structures and process for ongoing monitoring (at classroom, school and system level) for the purpose of refinement, implementation, innovation reviewing/ revising of the action plan -Monitoring is owned by all participants -High level of staff efficacy and trust concerning the initiative throughout all levels of the organization -Embed inquiry and reflective practice is evident. 		