

Reflective questions

What is our plan for evaluation?

Are outcomes linked to processes?

How do we position evaluation as supporting learning and growth across the system? What cultural shift needs to be made?

In terms of this domain, what do we see as our strengths and what are our opportunities for progress?

Stages of implementation in aspiring to change

The table below outlines specific indicators that help provinces and territories assess their progress in terms of “continuing change.” Review each of the indicators and identify your province or territory’s current position. This will also give you a sense of where you want to be in your next steps for action.

Table 7. Implementation stages for continuing change			
Components	Indicators of progression		
	Starting	Developing	Embedding
Evaluation	A comprehensive evaluation plan that accounts for the entire system and all subsystems has been developed.	The purpose, intent, and process of the respective components of the evaluation plan are distributed to, explained to, and understood by stakeholders at all levels.	The evaluation plan is adopted with commitment at all levels and the understanding that evaluation supports professional learning, practice, and continuous improvement. The evaluation results reflective of local indicators are used for system and practice improvements.
Improvement	Change agents, influencers, “improvers,” and innovators are identified and their approaches and practices are inventoried.	Educators and administrators are driving innovations and improvements and understand the value of evaluation in providing them with meaningful feedback to inform and enhance their practice.	Improvements and evaluation processes are seen as a core component of education: the responsibility of all and benefitting all. Resources are allocated to support evaluation and improvement processes.

Priority Actions

Given the answers to the questions above, and your assessment of where your province or territory is in terms of “continuing change,” list two or three priority areas for making progress.

Areas for progress

1. _____
2. _____
3. _____