**SABES Program Support PD Center**

**Educator Growth and Effectiveness (EGE) Model:**

**Planning Tool: Program Considerations**

As you plan for EGE implementation, this resource is intended to help guide discussions with your team about choices you will make when adopting and adapting EGE for your individual program context and purposes. Reviewing these five considerations will help you to develop the framework for your EGE work.

**Consideration 1: The Purpose for Implementing EGE**

The first thing to clarify is what program need you are trying to address and whether EGE is a good match for that need. Does this need require focused attention over time? The support of a coach?

Key questions:

* Are you aiming for individual teachers to make a shift in practice?
* Are you aiming to address program priorities or a continuous improvement plan as a group?
* Is EGE (focused, extended work with a coach) a good way to address your need?

**Consideration 2:** **Teacher Participants**

Another question is which teachers would benefit from this kind of support. Participants are ideally volunteers who are interested in participating and see EGE as an opportunity for growth.

Key questions:

* Who could benefit from EGE support?
* Individual teachers? Cohorts of teachers (by content area, level, etc.)?
* Part-time? Full-time?
* New staff? Veteran staff?
* How will participation be decided?

**Consideration 3:** **Coach and Team Leader**

In addition to the teacher participants, careful thought should go into identifying who will play the other key roles. Who is both available and qualified? The characteristics noted in the [Guidance for Selecting a Coach](https://www.sabes.org/content/ege-guidance-selecting-coach) can help you determine whether you have a suitable in-house coach with the capacity to provide effective coaching for EGE. (Additional information about choosing and supporting a program-based coach is the focus of Module 3.)

Key questions:

* Do you have program-based coaching candidates?
* Will you use a program-based or SABES coach?
* Who can coordinate and oversee the process (with authority to assign resources) as the team leader?

**Consideration 4:** **Timeframe**

Although it is one coherent cycle, the timing of EGE can be viewed in two chunks – planning (Step 1) and everything else! Solid preparation includes building the program conditions, figuring out how EGE will roll out in your program, and having the team take the relevant EGE introductory courses.

Key questions:

* What other initiatives are taking teachers’ attention?
* When might planning occur (Summer? Fall?)?

**Consideration 5: Cost**

The cost of EGE implementation will vary depending on the number of teachers participating, whether you use a SABES coach, the period of implementation, and the amplitude of the Professional Learning activities. This EGE [budget worksheet](https://www.sabes.org/content/ege-budget-worksheet) can be helpful.

Key questions:

How will you ensure there are adequate budget resources to support EGE?

* + Time for teachers to participate in activities at each step
	+ Coach’s time, if program-based
	+ Meeting and planning time for EGE team leader
	+ Substitute coverage (for observations)