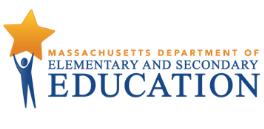
**SABES Program Support PD Center**

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

**Program Conditions Self-Assessment**

This worksheet is a tool to help program leaders inventory and examine current capacity for supporting a successful EGE process and to explore ways to move toward readiness. Rate your program conditions using the following 3-point scale:

* 3 (condition is in place)
* 2 (condition is being addressed)
* 1 (condition is not in place)

For conditions at levels 1 or 2, use the worksheet to identify steps for improving readiness.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program Conditions** | **1** | **2** | **3** | **How would we know or see this?** | **What steps could improve readiness?**  **Who can help us with this?** |
| There is a supportive program leader who serves as a champion for EGE and is committed to ensuring that adequate resources are in place. |  |  |  |  |  |
| There is a clear vision for how EGE aligns with program improvement plans. |  |  |  |  |  |
| There are one or more teachers interested in using the EGE growth model. |  |  |  |  |  |
| There is a program culture of continuous improvement and expectation of /support for participation in professional learning. |  |  |  |  |  |
| The program models using data for program improvement. |  |  |  |  |  |
| There are resources to support the teacher (and coach) time to:   * + Develop a professional learning plan (self-assessment, goal-setting, identifying PD)   + Attend and reflect on PD.   + Gather evidence of change (lesson plan, student work, data, etc.).   + Plan, conduct, and meet about classroom observation.   + Reflect on goals, progress, and next steps. |  |  |  |  |  |