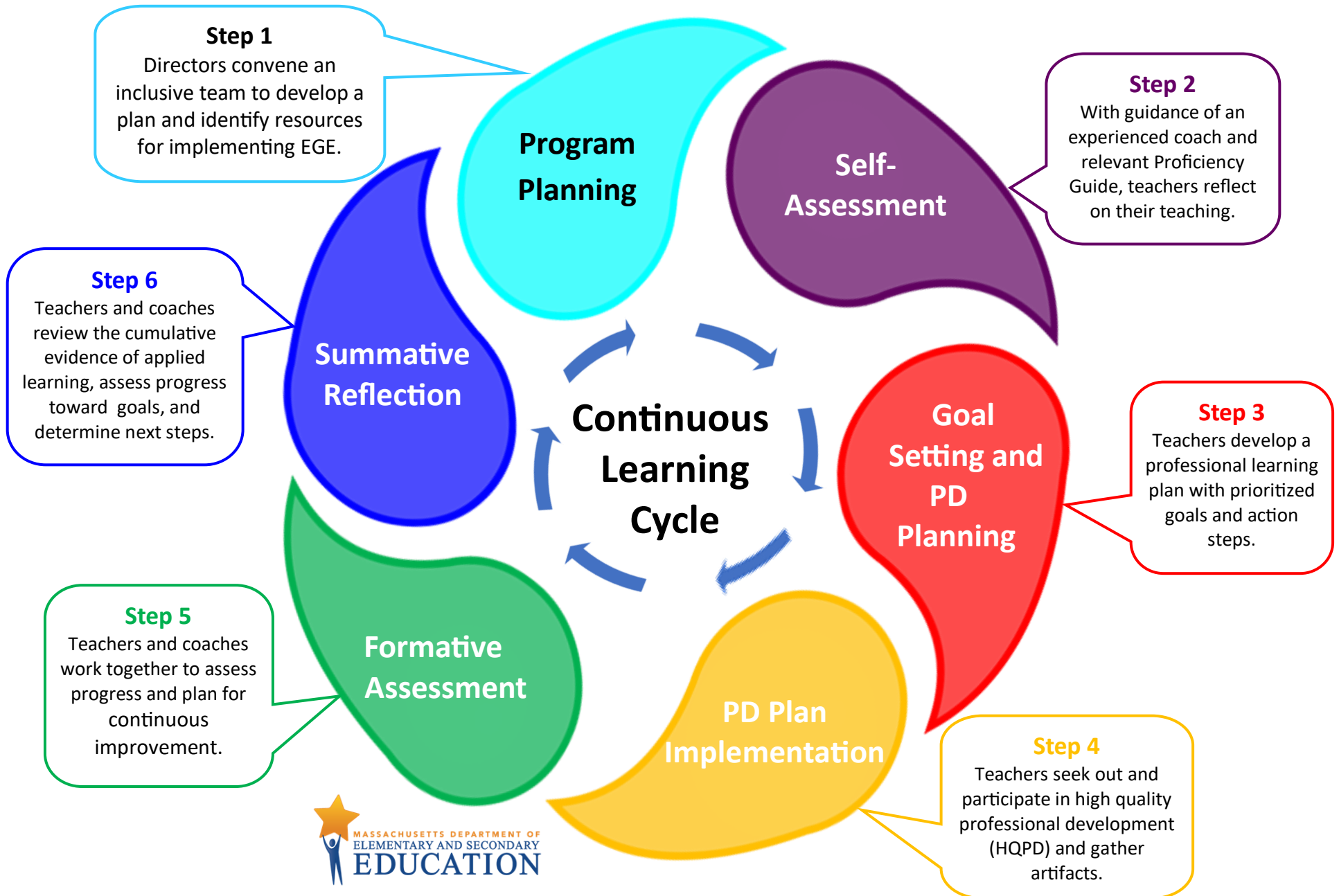


The Educator Growth and Effectiveness (EGE) Cycle



Step 1: Program Planning

Resources: 6 Step Cycle Graphic

- ◆ The program leader identifies resources for implementing EGE and convenes an EGE team (team leader, teachers, and coaches).
- ◆ The EGE team develops an implementation plan that aligns with the program’s continuous improvement goals.
- ◆ When logistics are arranged, the teacher and coach begin working together.

Step 2: Self-Assessment

**Resources: MA Professional Standards for Teachers
Proficiency Guides and Self-Assessments**

- ◆ With guidance from an experienced coach, the teacher reviews the MA Professional Standards and the Math or ELA Proficiency Guide, or the MA Professional Standards for Teachers of Adult Speakers of Other Languages, and uses them to self-assess strengths and needs.
- ◆ The teacher reviews student data and self-assessment findings to inform a reflective process that results in identifying prioritized areas for professional learning and growth.

Step 3: Goal Setting and PD Planning

Resources: Goal Setting Form; Professional Learning Plan

- ◆ Based on Step 2 activities, the coach supports the teacher in drafting a professional learning plan that will anchor their professional development throughout the EGE Cycle.
- ◆ The professional learning plan includes action steps related to (at least) one SMART professional learning goal, which focuses on instructional practice and learner outcomes.

Step 4: PD Plan Implementation

Resources: SABES, TeachPoint

- ◆ With the support of the coach and EGE team leader, the teacher seeks out and participates in [high quality professional learning opportunities](#), implements new approaches, and reflects on the impact of changes in practice.
- ◆ The teacher meets with the coach periodically to plan, conduct, and discuss observations; receive support and encouragement; and reflect on PD activities. Observations may be co-directional, e.g., of the teacher by the coach and of the coach by the teacher; of the teacher by peers and of peers by the teacher.

Step 5: Formative Assessment

Resources: Teacher Observation Rubrics, TeachPoint

- ◆ The teacher gathers artifacts as evidence of progress toward the identified goals.
- ◆ The teacher and coach work together to review evidence and assess progress.
- ◆ They work collaboratively and are open to adjusting the PD plan based on new issues or insights that emerge.

Step 6: Summative Reflection

**Resources: MA Professional Standards for Teachers
ELA and Math Proficiency Guides
MA Professional Standards for Teachers of Adult English Speakers of Other Languages**

- ◆ The teacher and coach review the cumulative evidence of applied learning and reflect on progress toward each goal.
- ◆ They share and discuss their assessment of progress toward meeting each goal based on an analysis of all the evidence.
- ◆ Based on overall conclusions, they consider and identify next steps for continued professional growth and development.