Program: Peer Wellness

Plan Professional Learning Logic Model & Evaluation Plan

Using the templates below, develop a logic model that identifies a problem of practice with aligned professional learning activities the school, district, or region will implement, as well as the short and long term outcomes. A logic model is a tool that assists with connecting the relationships between different parts of a project or program and the expected outcomes. Logic models provide a framework for program planning, implementation, and evaluation.



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Through this process, teams will develop indicators that are evidence based that will be used to monitor progress towards the intended outcomes. Add additional rows if needed. Each plan should connect the relationships between adult professional learning that lead to improved student outcomes.

In order to continuously improve the effectiveness of the professional learning provided, Design Teams will need to develop an evaluation plan. Use the template below to identify evaluation questions, data/evidence, data sources, method of data collection and a timeline for each question. Add additional rows if needed.

Resources for support:

- Contact your local Regional Educator Network Staff for technical assistance
- Regional Educational Laboratory Logic Model and Evaluation Toolkit
- Regional Educational Laboratory Definitions of Logic Model Components

Logic Model

Problem of Practice Statement *A problem of practice is a dilemma that cannot be easily resolved, but is grounded in evidence derived from multiple perspectives. It should be actionable and connect to a broader strategy of improvement. It should be within the team's locus of control*
Educators in our region expressed (through our Network Health Survey) that they feel burnt out, unbalanced, and that there is a lack of support in the area of adult mental health. Administrators echoed these feelings, along with a seemingly separate ask for more ways to solve behavior problems in the classroom. Knowing that calibrated adults are the building blocks for creating calibrated students in classrooms **and** that component three of Oregon's Transformative Social and Emotional Learning Framework & Standards emphasizes adult transformative SEL, we know that this is a multi-pronged issue which needs to be addressed in layers. Our professional learning needs will address this from the base upwards, providing educators with the skills and support needed to care better for themselves and each other, leading to a broader capacity to care for students and create healthy school communities. Due to the nature of classified staff, they are not in a position contractually to receive high quality professional learning, this is one way to challenge that.
Resources *What is the team able to invest to accomplish the desired outcomes?*
REN dedicated funds; district shared space and structures (i.e., workspace, event space, fiscal oversight, IT, human resources, hardware. software); district vision, mission and policies; MCREN Network; ODE state, regional, district, and building data resources (State workforce surveys; State workforce data records; District At-A-Glance Reports; State Diversity Reports); State mandates; MCREN technical assistance; community partnerships; experts in local context; contracted expertise; local stakeholders and thought partners; leadership commitment; networked learning.

Professional Learning Standards	**Activities**	**Outputs**	**Outcomes**			
What Learning Forward standards will the plan align to?	*What evidence-based activities will be implemented? Include as many activities as needed*	*What will be produced as a result of the activities?*	**Short term:** What *knowledge and skills will be gained? (2025-26)*	**Mid term:** What *changes in practices and behaviors will we see as a result of knowledge/skills gained? (2026-27)*	**Intended Educator Results:** *What increase/change in Educator skill, knowledge, behavior as a result of the professional learning?*	**Intended Student Results:** *What increase/change in student skill, knowledge, behavior as a result of educator professional learning?*

Transformational Process ● Equity Drivers ● Evidence ● Learning Designs ● Implement ation *Conditions for Success* ● *Equity Foundation* ● *Culture of Collaborati ve Inquiry* ● *Leadership* ● *Resources*	Professional Learning series for 110 educators who are in classified, licensed and admin roles within specialized/therapeutic school settings. A facilitated series of 8 in-person peer wellness modules/PD sessions: 1. Self Awareness 2. Self-Management 3. Social awareness 4. Responsible decision making 5. Relationship skills 6. SEL instruction and classroom climate 7. Schoolwide culture, practices, and policies 8. Authentic partnerships 9. Interpersonal Skills 10. Self-reflection Sessions are held at the school site during regularly scheduled monthly PD. Provide resource guides for accessing EAPs, health insurance benefits information and community organizations Community of Practice within Role Affinity	PD Sign-in sheets/staff attendance Eight facilitated PD sessions that have been co-designed by the project design team and bring roles together. Shared language and understanding of the principles of trauma and how it can present in adults and youth. Community developed strategies and responses to high stress/trauma experiences which are expected. Dedicated time for role-alike communication, events, and information sharing. Resource guide	Increased understanding of strategies to reduce the impacts of occupational stress. Increased access to resources to help manage occupational stress and avoid overwhelm There are increased opportunities for sharing experiences and coping strategies.	Increased use of strategies to reduce the impact of occupational stress. Increased use of resources and tools to help manage workload Increased sharing of experiences and coping strategies among educators	Decreased occupational stress Decreased professional absenteeism Increased retention of all educators, especially classified staff Increased job satisfaction of all educators An increased number of educators who are thriving	*Students experience a more positive classroom environment*

Indicators: Evidence of Implementation and Success *What goals are you trying to achieve and how would you know if you achieved them? What indicators would provide evidence that the resources are in place? What data would be required for the indicators? Identify indicators for each column of the logic model.*						
	100% of planned professional learning sessions occur Participants attend 95% or more scheduled sessions/meetings 100% of professional learning sessions have a facilitator agenda with clear and measurable objectives 100% of participants engage in asynchronous resource exploration	100% of facilitator agendas are followed for delivering materials on identified objectives Participant Feedback Indicates Objectives were “Strongly or Very Strongly” Met Creation of role-alike strcutiure and routines for communications, community events, and information sharing Increased utilization of new resources (tools, materials, community structures)	80% of participants report they “agree or strongly agree” that they have an increased understanding of strategies to reduce impacts of occupational stress. 70% of participants report they “agree or strongly agree” that they have increased access to resources to help manage occupational stress and avoid overwhelm 70% of participants report they	60% of participants report they “agree or strongly agree” that they are confident using strategies to reduce the impact of occupational stress. 70% of participants report they “agree or strongly agree” that they are confident using resources to help manage occupational stress and avoid overwhelm 60% of participants report they	60% of participants report they “disagree or strongly disagree” that they plan to transfer to another school/district 60% of participants report it is “very likely” they will remain in their current position for next two years 60% of participants report it is “very unlikely” they will leave the education profession for a different occupation in the next two years 50% participants report feeling “very satisfied” in their current role 70% of	50% of all students in a school/district offering the Peer Wellness program will report a more positive school environment

			“agree or strongly agree” that they have increased opportunities for sharing experiences and coping strategies	“agree or strongly agree” that they have experienced increased sharing of experiences and coping strategies among role-alike educators 50% of participants report they “agree or strongly agree” that they have established life-work boundaries	participants report 7 or higher on a scale of withering to thriving 60% of participants report “agreeing” or “strongly agreeing” their occupational stress is manageable 60% of participants report “agreeing” or “strongly agreeing” they take fewer professional time off for illness	

Evaluation Plan

Evaluation Question(s)	Person Responsible	Data/Evidence needed	Data Source	Data Collection Method	Timeline
How does implementing an embedded professional learning Peer Wellness program impact the knowledge, beliefs, and practices of licensed, classified, and administrative staff?	Design Team Leads	Self-Report; Anecdotes and stories	SRQ (Self-Reporting Questionnaire) Program-specific surveys Empathy Interviews	Surveys Interview	Pre-Program Assessment (start of year) Mid-Year Assessment (January) Post-Program Assessment (end of year) 3x (beginning of year, halfway, end of year)
How does implementing an embedded professional learning Peer Wellness program impact the experiences and outcomes of licensed, classified, contract, and administrative staff, and students?	Design Team Leads	Self-Report; Anecdotes and stories	SRQ (Self-Reporting Questionnaire) Program-specific surveys Empathy Interviews	Surveys Interview	Pre-Program Assessment (start of year) Mid-Year Assessment (January) Post-Program Assessment (end of year) 3x (beginning of year, halfway, end of year)
How does implementing an embedded professional learning Peer Wellness program impact wellbeing, job satisfaction and retention of *licensed, classified, contract, and administrative staff*?	Design Team Leads	Self-Report	MCREN Well-being and Occupational Health survey items	Survey	Pre-Program Assessment Post-Program Assessment