

Program: Culture & Climate CoP

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, particularly those who have been historically marginalized, experience feelings of isolation and a lack of belonging and community within their professional environments. This can lead to burnout, lower job satisfaction, and increased turnover. This community of practice (CoP) will provide ongoing access to resources, collegial support and learning focused on the implementation and integration of inclusive, culturally responsive, and affirming practices. This model emphasizes a focus on community building, shared experiences, and personal reflection to combat isolation by fostering a strong sense of belonging and connection among participating educators.

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	Intended Student Results: What increase/change in student skill, knowledge, behavior as a result of educator

					<i>learning?</i>	<i>professional learning?</i>
Rigorous Content for all Learners - Equity Practices Transformational Process - Equity Drivers Conditions for Success - Equity Foundation - Culture of Collaborative Inquiry - Leadership - Resources	Facilitate the launch and support of CoP - Offer ongoing mentorship and support to participating CoP district leads. - Create a network for participating CoP district leads to connect and share best practices. - Collaborate with district leaders to align CoP goals with district strategic plans. - Create opportunities for CoP to partner with other district initiatives. Develop and implement sustainability strategies	Needs Assessment Report Coalition of key stakeholders Launch of CoP with regular meeting times, cadence, and collaborative structures for testing and refining protocols and routines in district contexts Guidelines and best practices to ensure the effective implementation of inclusive, culturally responsive and affirming practices	Participants: Increased feelings of belonging with colleagues Increased sharing of experiences Increased community building CoP Leads: Increased understanding of effective collaboration and community-building strategies within the CoP Increased understanding of best practices in CoP convening	Participants: Increased engagement with colleagues Increased feelings of being valued Increase in trusting relationships in school/district CoP Leads: Increased leadership for building district-level capacity for ongoing support of the CoP Increase the implementation of evidence-based best practices for inclusive, culturally responsive and affirming practices within the CoP	Increased district-level capacity for ongoing support Integration of CoP into broader district initiatives Increases in policies that support inclusive, culturally responsive, and affirming practices Increased retention of participating educators Educators experience a deeper sense of belonging and connection	Students experience a more inclusive and equitable learning environment

	• Work with districts to develop policies that support and protect inclusive, culturally responsive and affirming practices and the CoP • Explore funding opportunities to ensure long-term support for the CoP • Establish a system for ongoing evaluation and improvement of the CoP model					
Indicators: Evidence of Implementation and Success <i>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.</i>						
	Leads attend 75% or more scheduled sessions/meetings. 100% of leads sessions/meetings have a facilitator agenda with clear and measurable objectives	100% of design team leadership teams will: -Create a professional learning scope and sequence -Complete action	Participants: <i>70% of participants report they “agree or strongly agree” experiencing an increased sharing of experiences with colleagues</i> <i>70% of participants report they “agree or</i>	Participants: <i>70% of participants report they “agree or strongly agree” experiencing increased engagement with colleagues</i> <i>70% of participants report they “agree or strongly agree”</i>	70% of participating districts working to develop this CoP demonstrate increased district-level capacity for ongoing support	<i>60% of all students and school/district receiving REN funding to implement Affinity Spaces will experience a deeper sense of belonging and connection with</i>

	100% of meetings result in meeting documentation of decisions, adaptations, and/or other relevant information	plans -Complete learning cycle documentation <i>100% of districts develop guidelines and best practices for the CoP in their context</i>	<i>strongly agree” experiencing increased feelings of belonging with colleagues</i> <i>70% of participants report they “agree or strongly agree” that they are building a community of support</i> Leads: <i>60% of leads report they “agree or strongly agree” that they have an increased understanding of effective collaboration and community-building strategies</i> <i>60% of leads “agree or strongly agree” that they have an increased understanding of effective, inclusive, culturally responsive, and affirming practices for leading a CoP</i>	<i>experiencing increased feelings of being valued</i> <i>70% of participants report they “agree or strongly agree” experiencing increased trusting relationships in school/district</i> Leads: 75% of leads “agree or strongly agree” that they have increased the implementation of evidence-based best practices for establishing an inclusive, culturally responsive, and affirming setting. 60% of leads “agree or strongly agree” that they have a strategy for building district-level capacity for ongoing support	70% of participating districts working to develop this CoP demonstrate an increased integration of the group's work into broader district initiatives 40% of participants report it is “very likely” they will remain in their current position for the next two years 50% of participating educators report it is “very unlikely” they will leave the education profession for a different occupation in the next two years	<i>educators</i>
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Evaluation Plan

Evaluation Question(s)	Person Responsible	Data/Evidence needed	Data Source	Data Collection Method	Timeline
How does supporting districts in the development of communities of practice to implement inclusive, culturally responsive, and affirming practices impact district and planning leads' knowledge, beliefs, and practices?	Districts, Design Teams Leads, MCREN	Self-report, Anecdotes, Stories	District-Initiated Educator Surveys Planning Team member surveys District Lead Empathy Interviews	Surveys Interviews	Quarterly (Fall/Winter/Spring) Annually
How does supporting districts in the development of communities of practice to implement inclusive, culturally responsive, and affirming practices impact district and planning leads' experiences and outcomes?	Districts, Design Teams Leads, MCREN	Self-report, Anecdotes, Stories	District-Initiated Educator Surveys Planning Team member surveys District Lead Empathy Interviews	Surveys Interviews	Quarterly (Fall/Winter/Spring) Annually

How does supporting districts in the development of communities of practice to implement inclusive, culturally responsive, and affirming practices impact the beliefs, practices, experiences well-being, job satisfaction, and retention of participants?	Districts, Design Teams Leads, MCREN	Self-Report	MCREN Well-being and Occupational Health survey items	Survey	Pre–Beginning of Affinity Group Post–End of Year
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