

School Improvement Research Partnership Using Logic Modeling for Statewide School Improvement Efforts

Handout 5: Building a Logic Model: Examples and Guiding Questions

Logic Model Component: Inputs

“the raw materials needed to create the program, implement its activities, and attain the desired outputs and outcomes.”

—REL Pacific (2014)

Examples of Inputs in Education Programs

Material:

- PD/training materials/frameworks
- Data collection instruments
- Computers/tablets/other technology hardware and software
- Facilities
- Supplies (paper, pencils, program-specific items, etc.)
- Instructional materials
- Funding (grants, money for stipends, etc.)
- Curriculum

Nonmaterial:

- Time (dedicated to program activities or planning)
- Community/district support
- Individuals with special skills or knowledge (program staff/personnel, instructional coaches, mentors, etc.)
- Partnerships

Guiding Questions

- What services and resources do you need to implement your program/initiative?
- What services do participants need?
- What resources (training protocols, funding, staff/personnel, etc.) does the program/initiative utilize?
- What do you assume about the program’s research base or underlying theory?*

* **Assumptions** are the beliefs we have about the program and the people involved, and the way we think the program will work. Assumptions are usually included in a box at the bottom of the logic model.

Logic Model Component: Activities/Outputs

“the processes, actions, and events through which the program resources achieve the intended outcomes; they are the steps in implementing a program...Outputs are tangible, often process-oriented results or products.”

— REL Pacific (2014)

Examples of Activities/Outputs in Education Programs

- School performance data collected and analyzed
- Principals meet with teachers to review evaluation rating and provide feedback 3 times per year
- Teachers participate in 6 days of targeted professional development
- Principals attend a 7-hour leadership workshop.
- Program staff engages in community planning and advocacy
- Teachers develop new curriculum and supporting materials
- Service providers receive a 3-day training on how to improve responses to student needs.
- Coaches lead 2-day workshops for first-year teachers.
- Mentors engage in PD on cultural competency

Guiding Questions

- What will be done with program/initiative resources?
- When must/will the program/initiative activities (trainings, workshops, etc.) take place?
- Who will deliver the program/initiative activities?
- What are the participation expectations (use of tools, frequency of collaboration, number of trainings attended)?
- Who will benefit from the program/initiative activities?
- How will you assess the amount of program/initiative activities received?

Logic Model Component: Outcomes

"Short- and mid-term outcomes are the changes in program participants' knowledge, beliefs, and behavior due to their involvement in the program. Outcomes can also be quick adjustments in organizational practices or system design. Short-term outcomes are observable almost immediately after participation; mid-term outcomes can take months or years to emerge and typically build toward long-term outcomes.

Long-term outcomes, sometimes called impacts, are a program's lasting influences. Like short- and mid-term outcomes, long-term outcomes can be changes in knowledge, beliefs, and behavior."

—REL Pacific (2014)

Examples of Outcomes in Education Programs

Short-Term

- Teachers (or principals) receive greater access to individualized PD
- Teachers receive more feedback from principals and coaches
- Teachers collaborate more with peers in their grade/content area
- Teachers employ new strategies during math lessons.
- Increase teachers' access to new technology and online resources
- Increase in service providers' capacity to respond to student needs
- Improvement of continuity and increase in synergism of programming
- Greater emphasis on formative assessment

Medium-Term

- Teachers use improved teaching strategies and pedagogical effectiveness consistently.
- Teachers have more access to leadership opportunities
- Increase in students' use of reading comprehension strategies and understanding of reading content
- Improvement in classroom emotional and instructional climate
- Increase in executive functions
- Increase in participation of administrators and teachers in collaborative professional discourse

Long-Term/Impact

- Increase in student achievement
- Increase in teacher retention
- Create diversified teacher workforce
- Increase in teacher/administration social capital
- Increase of leadership capacity
- Improvement of district standards aligned with curriculum
- Improvement of school attendance, student grades, and test scores

Guiding Questions

- What is the expected result from each output (activity)?
- When will the result from the output (activity) occur? Immediately following the activity? In the years following the activity? Several years after the activity?
- Who will be affected by output results?
- What are the anticipated long-lasting changes to individuals as a result of the program?
- What are the anticipated changes to organizational practices or thinking as a result of the program?
- What indicators/milestones will tell us that outcomes have been achieved?

Logic Model Component: External Factors

Examples of External Factors in Education Programs*

- Access to technology at school sites
- School, district, and state policies
- Student and school staff demographics and needs
- Support for implementation at school sites (administrative, social, material)
- Major social, geographic, and political events

Guiding Questions

- What external factors may support or hinder implementation? Which specific resources or inputs will they affect?
- What external factors may influence documented outcomes? How will these factors influence outcomes?
- What external factors may affect program participants or beneficiaries?

* Keep in mind that external factors included in a logic model should clearly relate to components of the logic model. It is important to think about external factors in relation to your program.