



Developing Logic Models for School Improvement Systems

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Agenda

1. Goals and Introductions

2. What Are Logic Models? An Overview

3. Identifying Logic Model Components

Break

4. Building a Logic Model

5. Closing

Workshop Objectives

1. Increase knowledge of the:
 - general concept, purposes and uses of logic models
 - components that make up a logic model
2. Build capacity in understanding:
 - links between various components of school improvement programs
 - routes to support school improvement goals
3. Provide hands-on opportunities to develop logic models representative of school improvement programs

Introductions

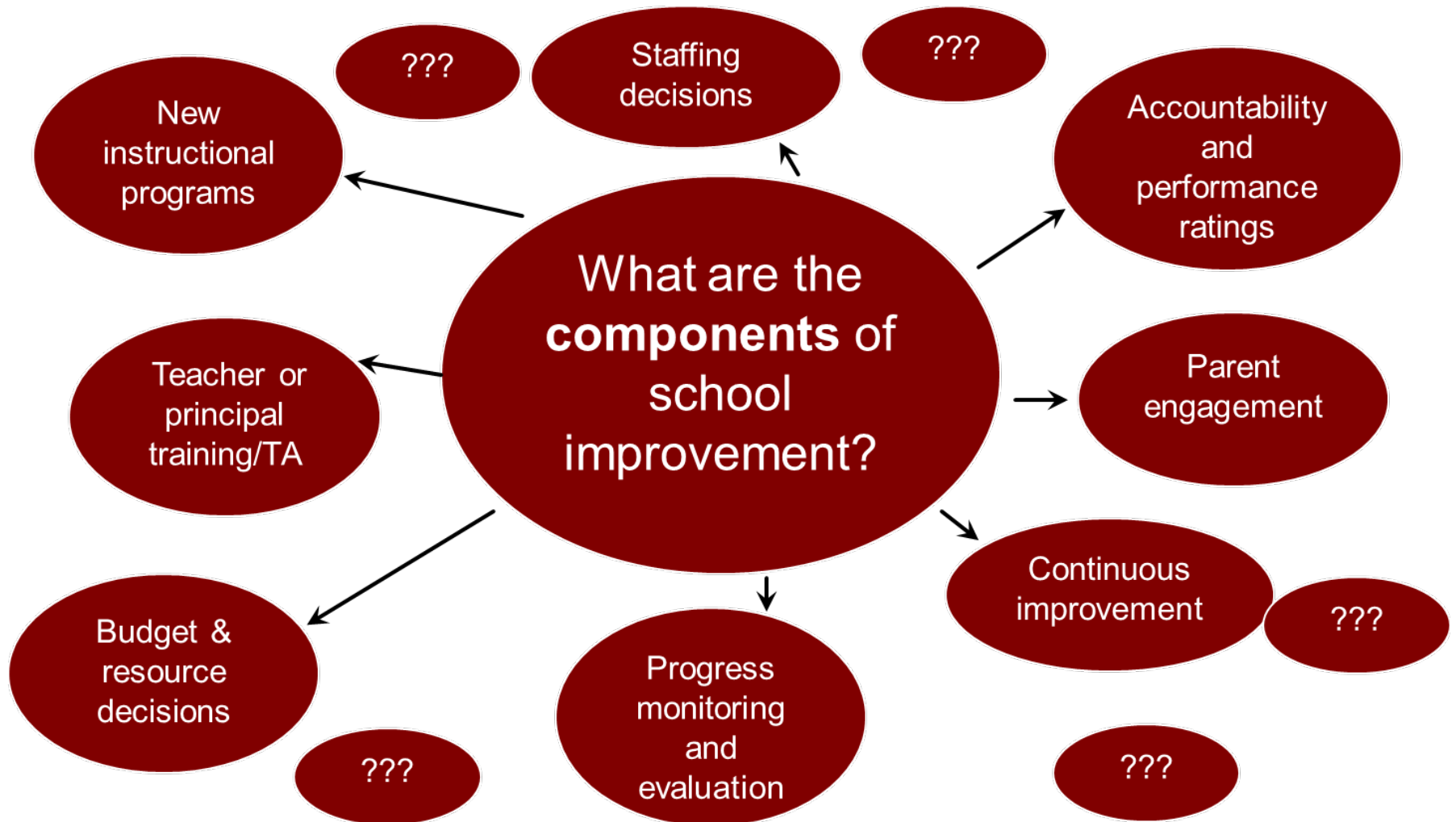
- Name
- Affiliation
- What you hope to learn about logic models
- 2-3 critical components of your school improvement efforts



What are Logic Models: An Overview



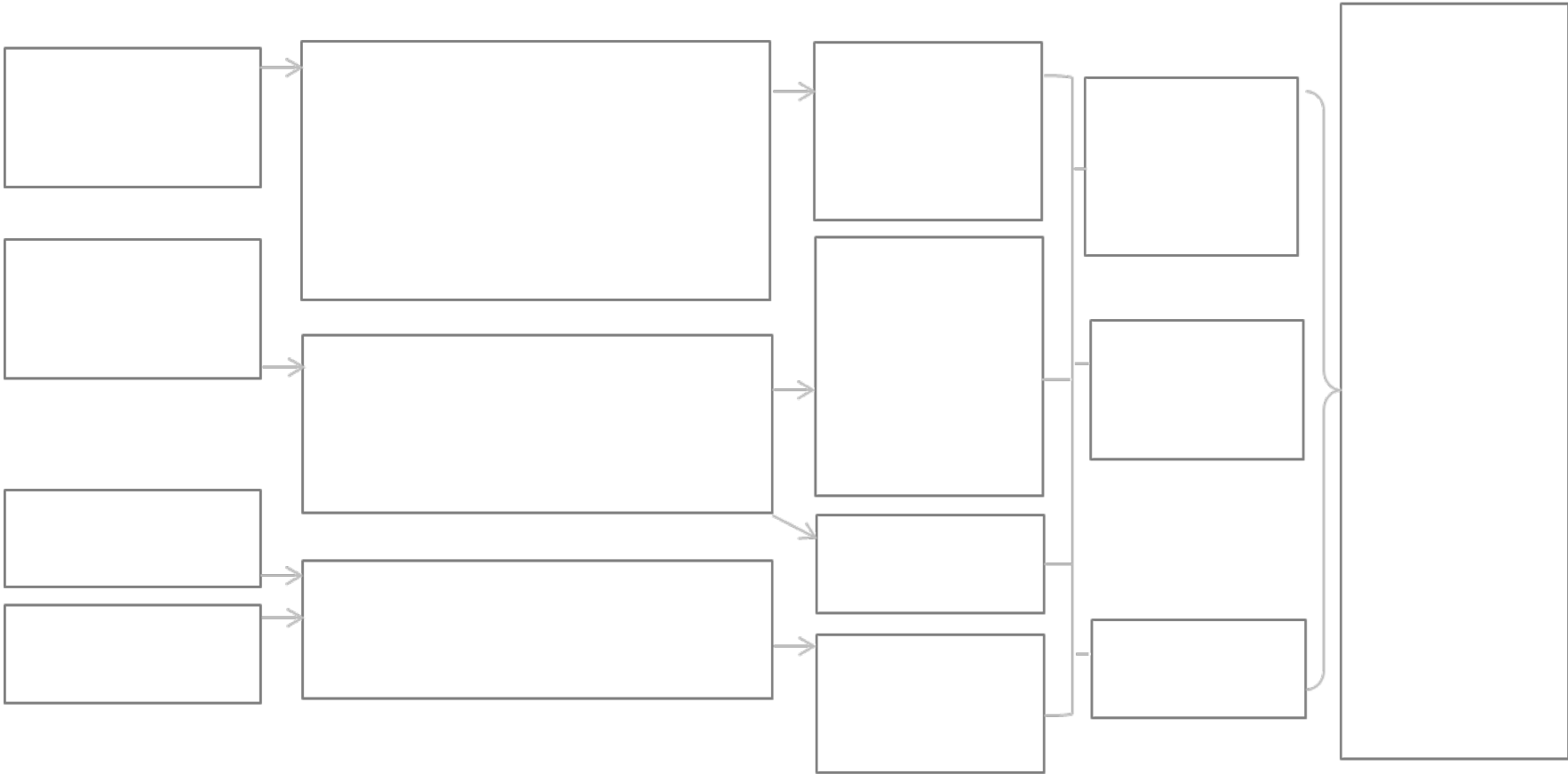
Logic Models and School Improvement



INPUTS

ACTIVITIES/OUTPUTS

SHORT **OUTCOMES** **LONG**
MEDIUM



Assumptions

External Factors

INPUTS

ACTIVITIES/OUTPUTS

SHORT

OUTCOMES

MEDIUM

LONG

- A graphical depiction of the logical relationship among the resources, activities and outcomes of a **program**, where a series of if-then statements connect the components
- A visual representation of the assumptions and theory of action that underlie the structure of a **program**

Assumptions

External Factors

How Can I Use a Logic Model?

Planning/
Guiding
Implementation

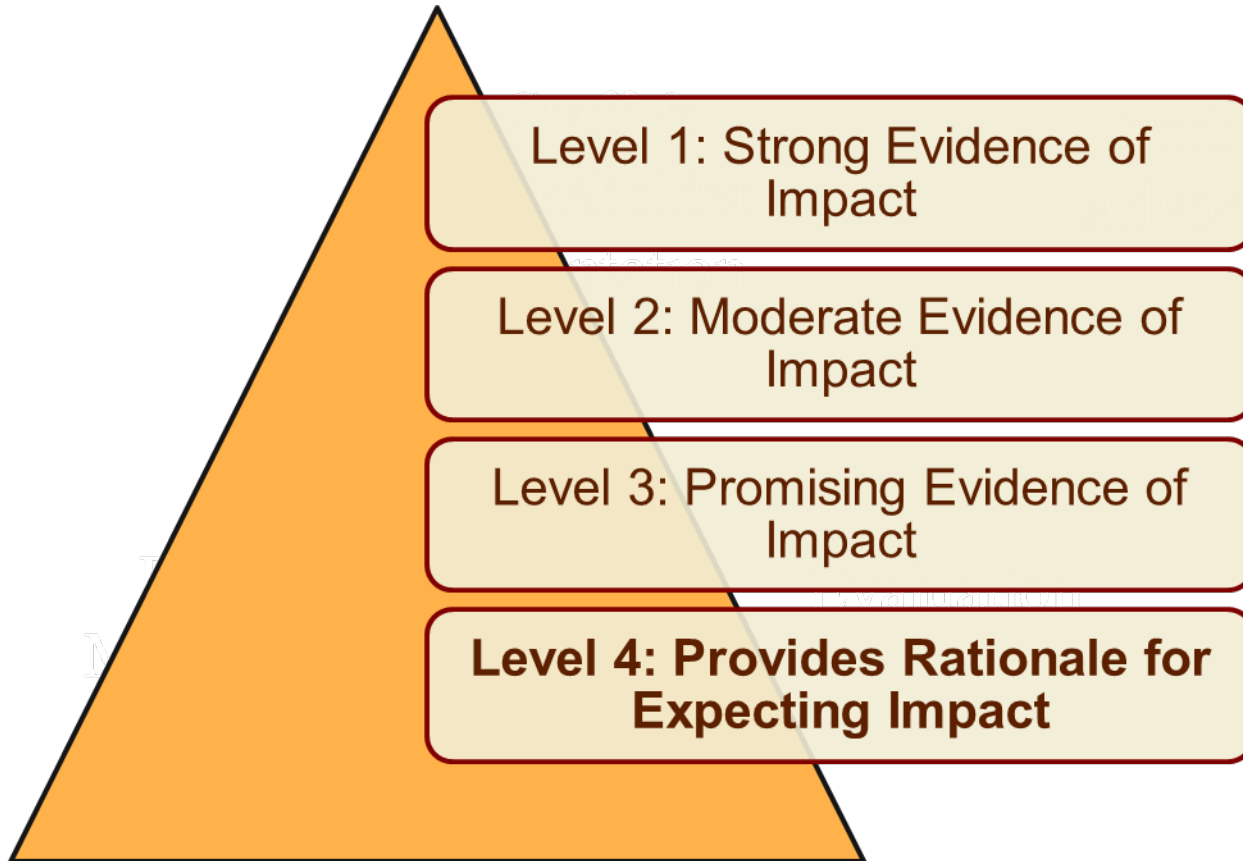
Staff &
Stakeholder
Orientation

Funding/
Advocacy

Program
Management

Evaluation

ESSA and Logic Models



ESSA and Logic Models

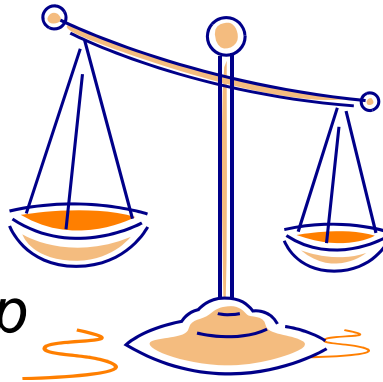
Level 4 Evidence: **Demonstrate a Rationale.**

“To demonstrate a rationale, the intervention should include:

1. A well-specified **logic model** that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes; and
2. An effort to study the effects of the intervention...”

Benefits

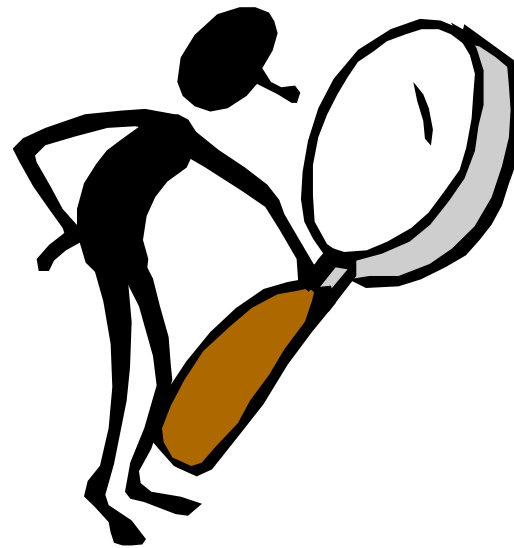
- Identify *focus*
- Provide a *roadmap*
- Establish *common understanding* of key system components
- Lay foundation for *monitoring and evaluation*



Challenges

- Determine *scale and scope*
- Use logic model as *guidelines*
- Incorporate ideas and opinions from *various stakeholders*

Identifying Logic Model Components



Articulating the Need, Resources, and Intended Outcomes

Clear understanding of:

- Why the program is needed
- What resources the program needs to succeed
- What will be done with those resources
- What results/changes should occur
- Whom the program will reach and benefit

The Program to Get Better

Oftentimes when adults get sick, they don't have the time or energy to get the things they need to feel better fast. *The Program to Get Better* seeks to help these adults by providing them with Get Well Kits. Each Get Well Kit includes cold/flu medicine, homemade chicken soup, and a pamphlet that describes the benefits of rest and tips on how to prevent contracting a cold or flu. Instead of going to the store, buying medicine and soup ingredients, and then going home to make the soup, sick adults can pick up the kit and go straight home to take medicine, eat a bowl of hot soup, and begin resting much sooner. *The Program to Get Better* aims to provide sick adults with the resources they need to recover from their cold/flu and feel better as quickly as possible.



Let's look at an example in education:

Transforming Teacher Talent (t3) System

Transforming Teacher Talent (t3) System

Why is the t3 system needed?

- Goal: To double the number of highly effective teachers, as measured by Aspire Instructional Rubric
- Teachers need: Greater access to PD, more support to prepare for observations, greater access and targeted PLCs with peers

What resources does t3 utilize?

- An expanded online PD content library and trainings
- Peer observation training and protocols
- Virtual Collaboration trainings and protocols
- Technology infrastructure (e.g., Google Hangout)

Transforming Teacher Talent (t3) System

What will be done with t3 resources?

- Aspire recruits and trains t3 leaders
- t3 leaders train, coach, and collaborate with school personnel

What results/changes will t3 resources and activities lead to?

- Increased access to individualized PD, more frequent feedback from and collaboration with principals, coaches, and peers
- Improved instructional practices
- Increase student achievement
- Greater understanding of best practices in teaching and coaching
- Better recruitment and retention of effective teachers

Transforming Teacher Talent (t3) System

Whom will the t3 system reach and benefit?

- Classroom teachers
- Instructional leaders
- Students
- Aspire administrators

Identifying School Improvement Program Essentials

- **Why** your program is needed
- **What** resources your program utilizes
- **What** will be done with those resources
- **What** results/changes resources and activities will lead to
- **Whom** your program will reach and benefit

INPUTS

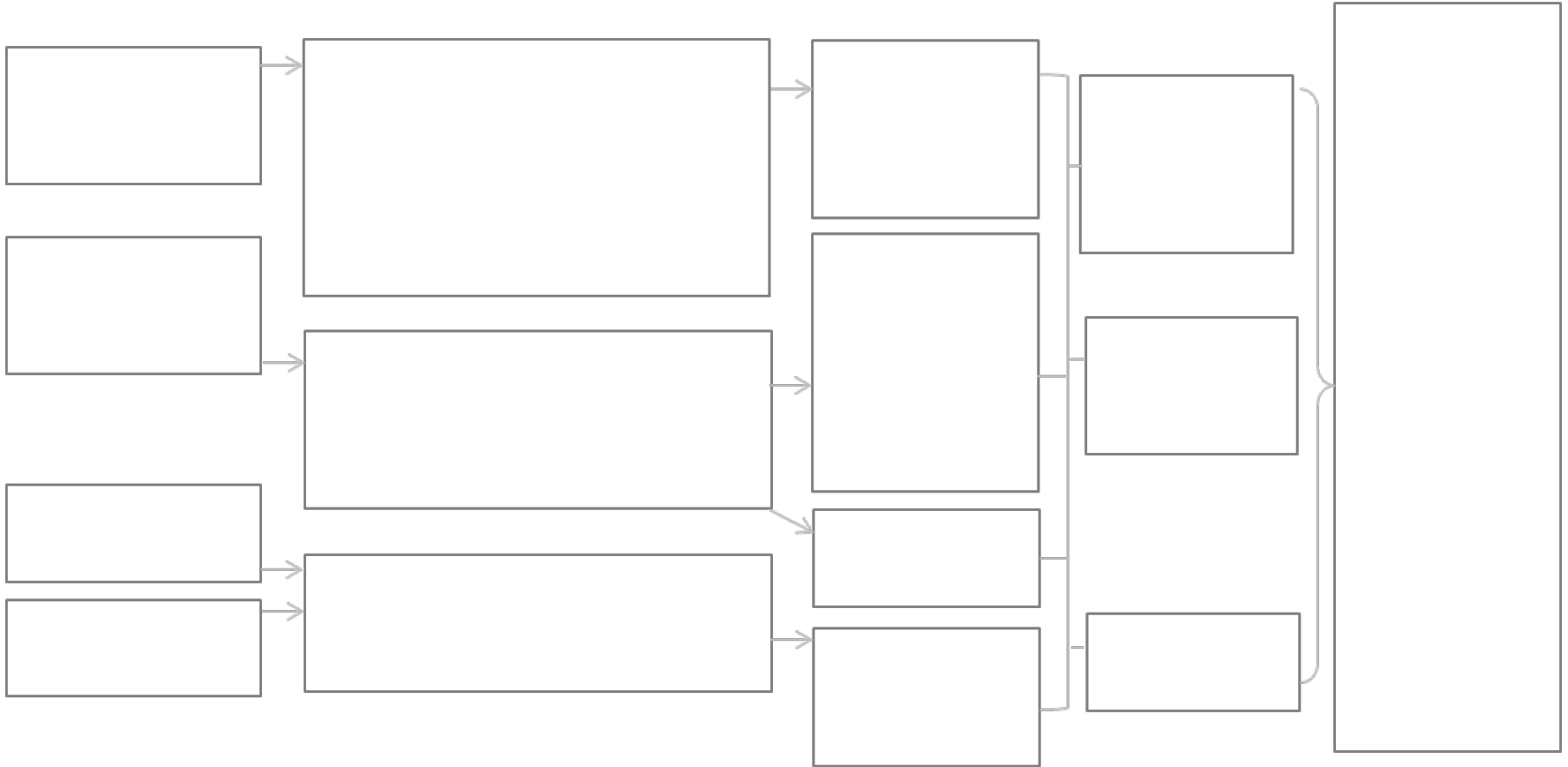
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External Factors

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- a **graphical depiction** of the logical relationship among the resources, activities and outcomes of a program, where a series of if-then statements connect the components
- a **visual representation** of the assumptions and theory of action that underlie the structure of a program

Assumptions

External Factors

Basic Components of a Logic Model

Problem

Inputs (Resources)

Raw materials/resources needed to create and implement the program to attain the desired outputs and outcomes

Activities/ Outputs

The processes, actions, and events that are undertaken, using the program resources, to achieve the intended outcomes

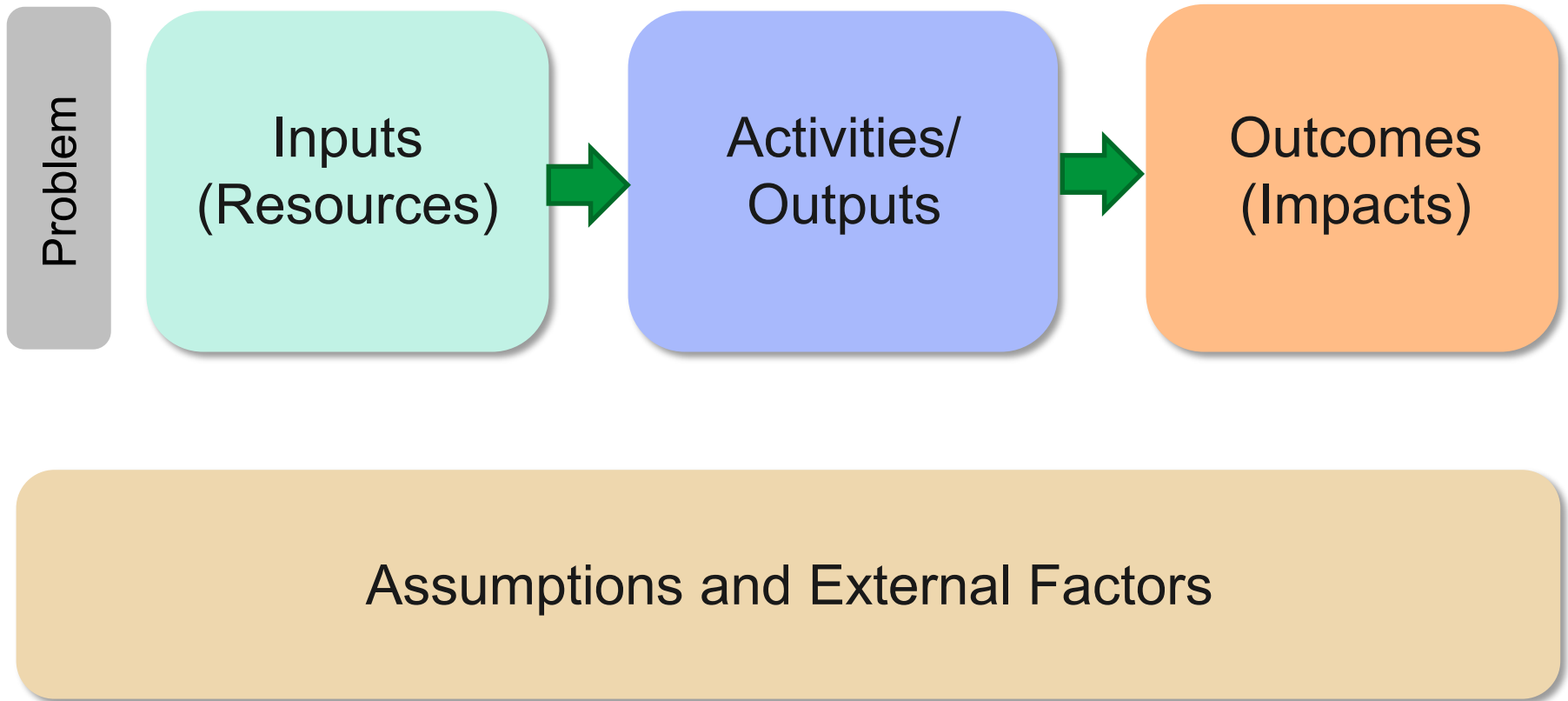
Outputs are tangible, process-oriented results

Outcomes (Impacts)

Changes in program participants' knowledge, beliefs, and behaviors that occur due to involvement in the program

Overall enduring influences of the program on the participants or on the organization

Connections and Outside Influences



From Narrative to Logic Model

- **Why** your program is needed = Problem
- **What** resources your program utilizes = Inputs (Resources)
- **What** will be done with program resources = Activities/Outputs
- **What** results/changes resources and activities will lead to = Outcomes (Impacts)
- **Whom** your program will reach and benefit = Audience/
Participants/
Beneficiaries

Narrative to Logic Model: Program to Get Better

Sick adults need items to get better

Inputs (Resources)

Cold/ flu medicine
Chicken soup
Pamphlet on benefits of rest and how to avoid contracting colds and the flu

Activities/ Outputs

Sick adults take medicine
Sick adults eat chicken soup
Sick adults get rest
Sick adults read pamphlet on benefits of rest and ways to prevent cold/flu

Outcomes (Impacts)

Sick adults feel better
Formerly sick adults take steps to prevent themselves from contracting a cold or the flu again

Simple Logic Model: t3

Teachers need: Greater access to PD, support to prepare for observations, access and targeted PLCs with peers

Inputs (Resources)

Expanded online PD content library & trainings

Peer observation training and protocols

Virtual Collaboration trainings and protocols

Technology infrastructure

Activities/ Outputs

Aspire recruits and trains t3 leaders

t3 leaders train, coach, and collaborate with teachers

Aspire collects data on best practices

Outcomes (Impacts)

Teachers have greater access to PD, more feedback and collaboration with principals, coaches and peers

Teachers improve instructional practices

Increase student achievement

Aspire admins gain greater understanding of best practices in teaching and coaching

Aspire improves recruitment and retention of effective teachers

Your Simple Logic Model

- Identify the **problem**
- Identify your program **Inputs**
- Identify your program **Activities/Outputs**
- Identify your program **Outcomes**

Why is your program needed?

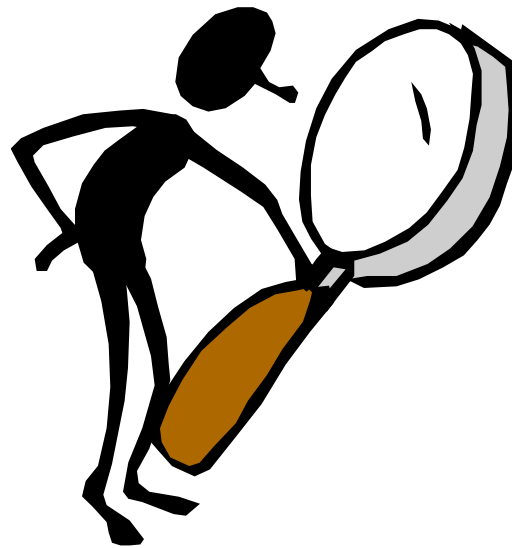
What resources does your program utilize?

What will be done with program resources?

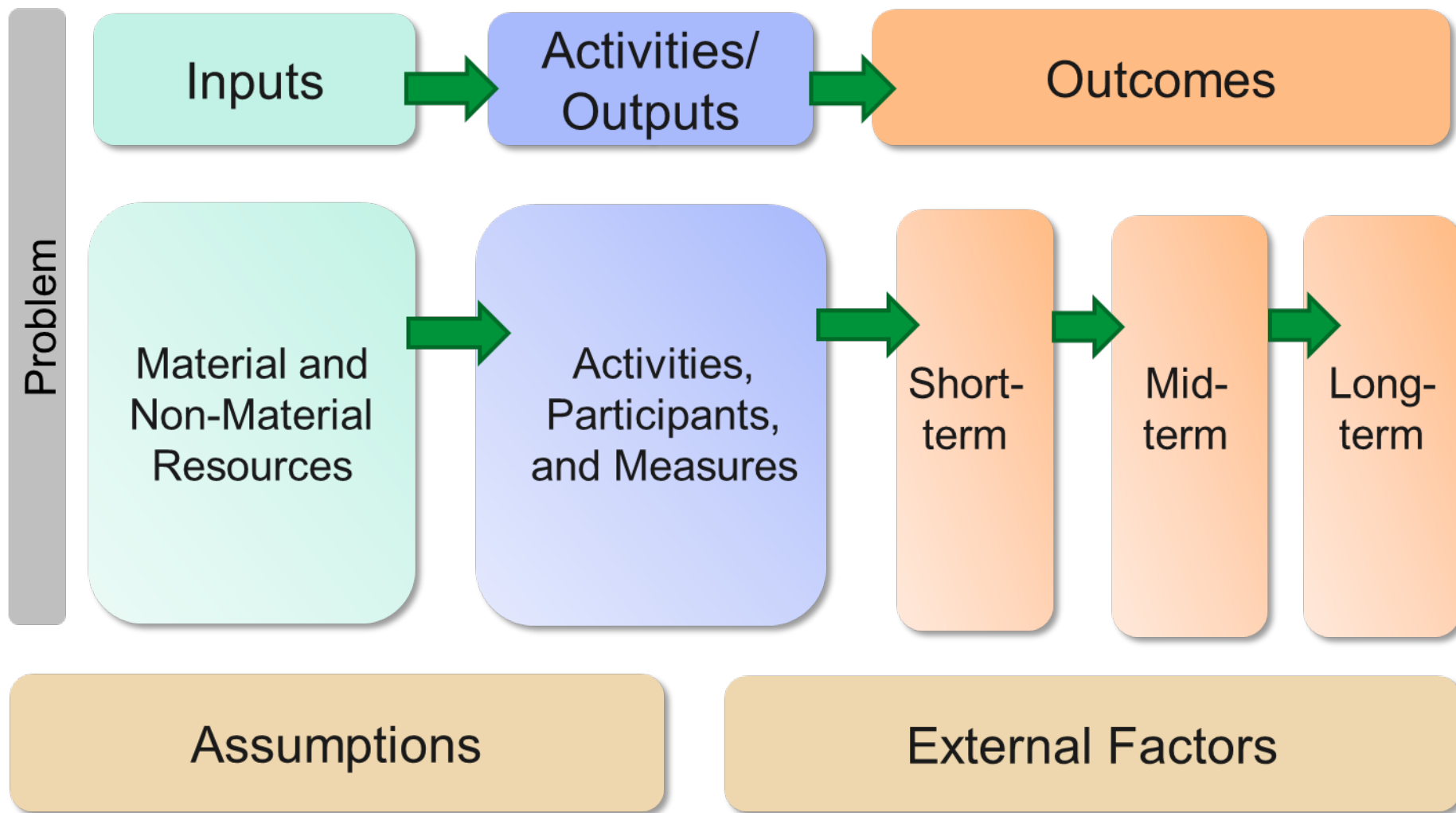
What results/changes will occur as a result of resources/activities?



Identifying Logic Model Components: Part II



Components of a Logic Model



Simple t3 Logic Model

Teachers need: Greater access to PD, support to prepare for observations, access and targeted PLCs with peers

Inputs (Resources)

Expanded online PD content library & trainings

Peer observation training and protocols

Virtual Collaboration trainings and protocols

Technology infrastructure

Activities/ Outputs

Aspire recruits and trains t3 leaders

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Outcomes (Impacts)

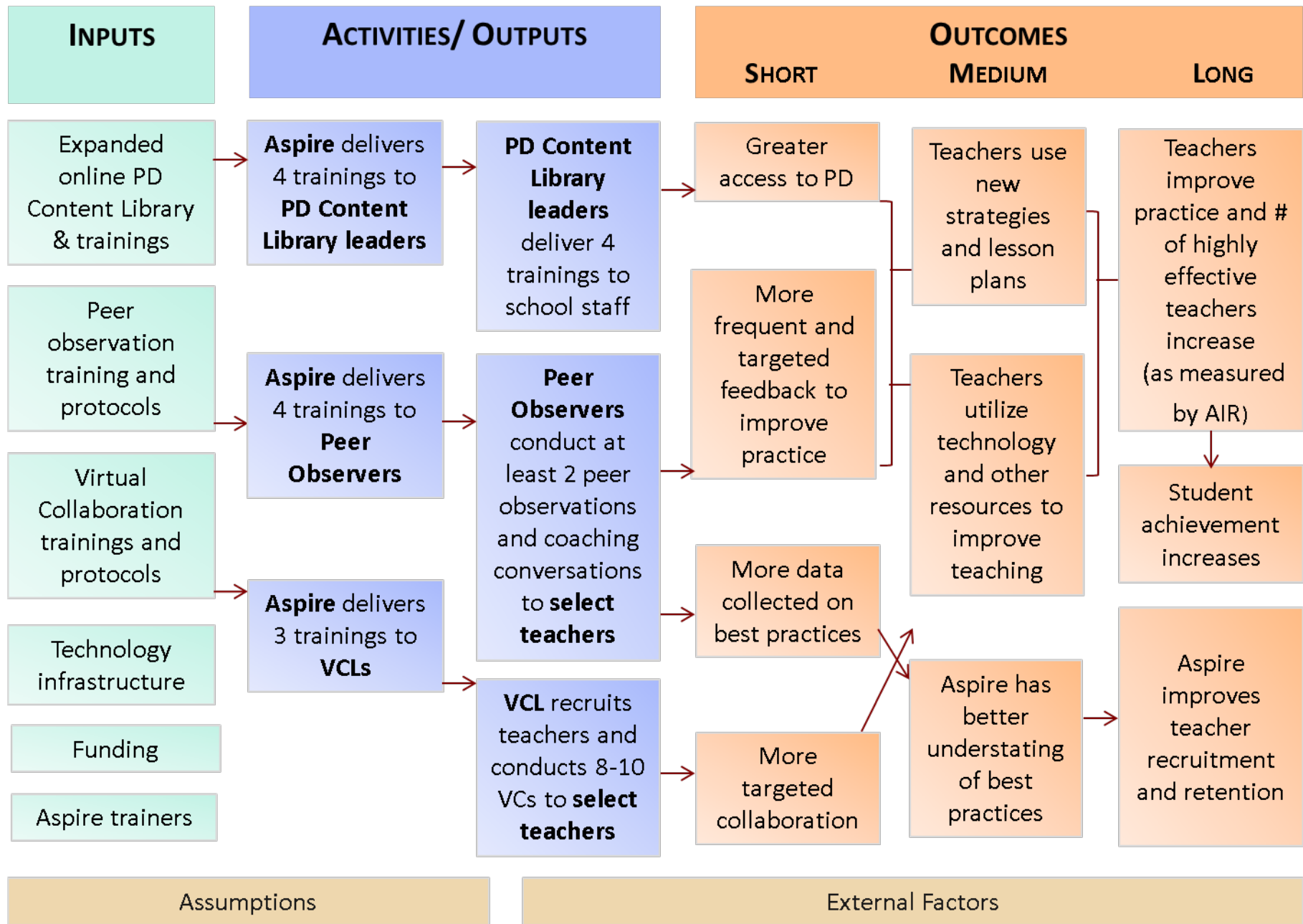
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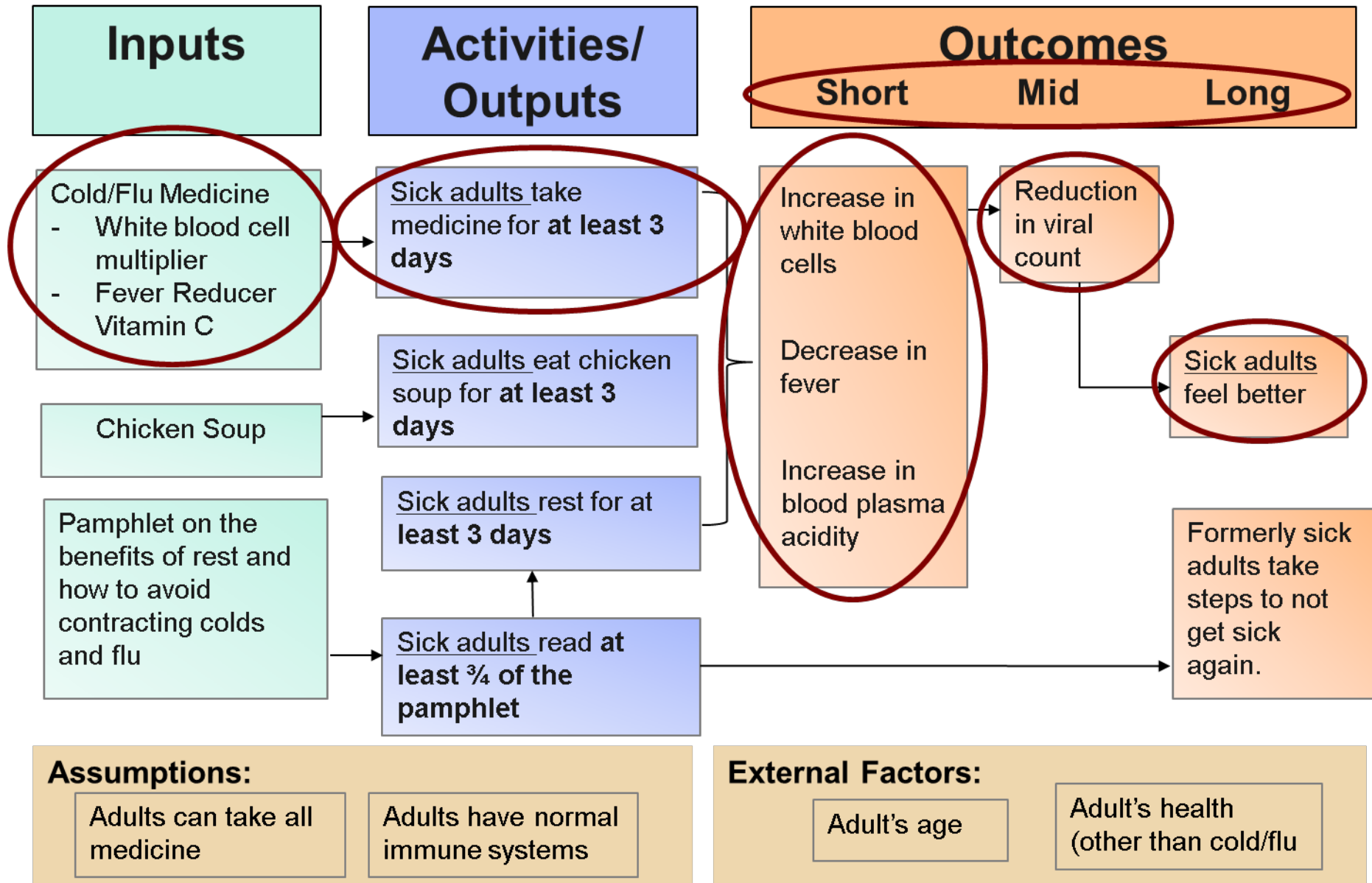
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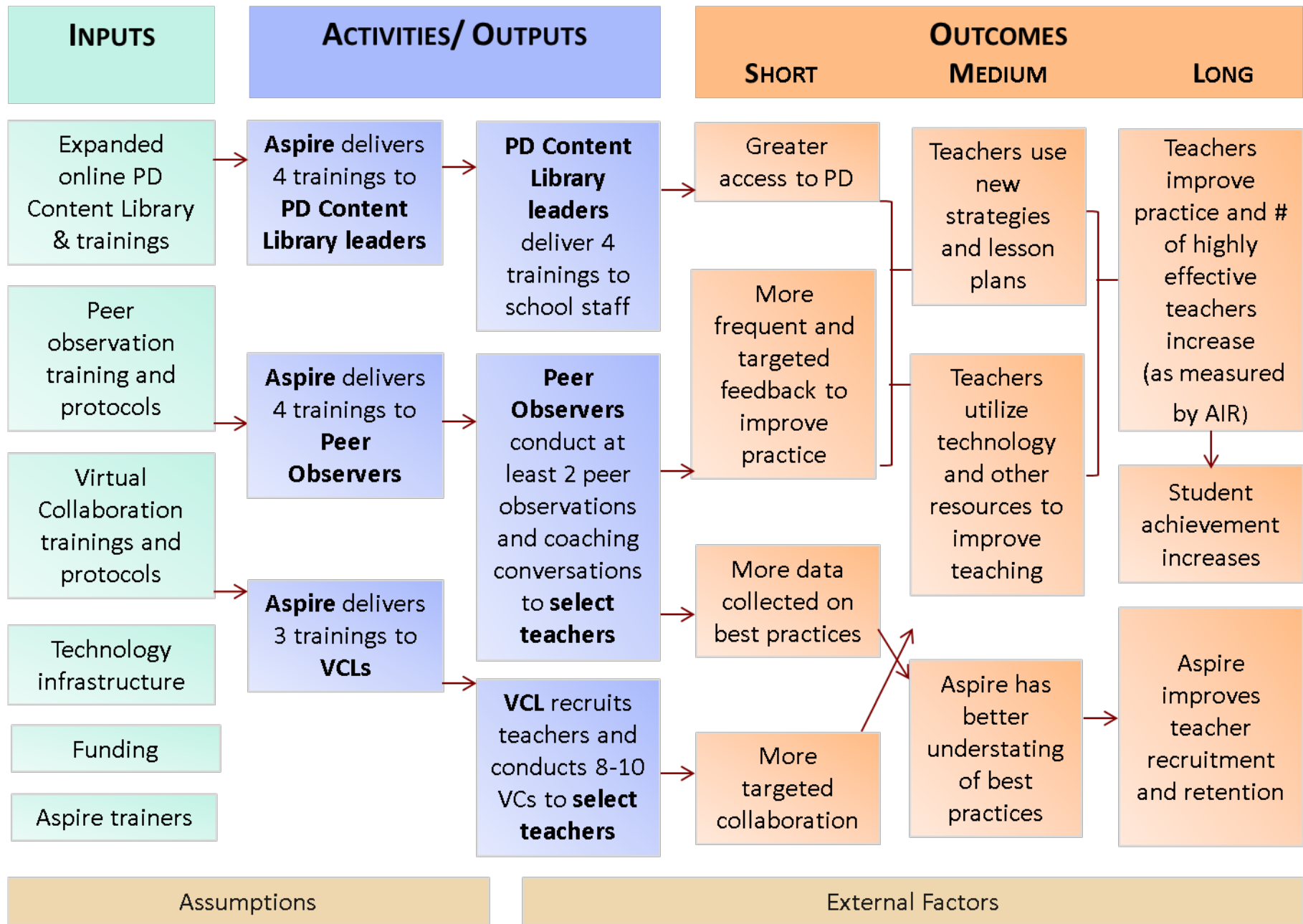


SMART Objectives

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**esult-oriented and relevant
- **T**ime-bound

The (SMART) Program to Get Better





Making t3 Logic Model SMART

Component	Input	Output	Outcome
Simple	Peer observation training and protocols	Aspire trains Peer Observer	Teachers use new instructional practices
SMART	Peer Observer training materials around observation protocol and coaching teachers with different teaching qualities and rating scores	Aspire delivers New Observer training, certification assessment, and three unique additional trainings to Peer Observers during AY 2018/19	Teachers improve their instructional practices (Domain 2 of rubric) and the number of highly effective teachers doubles with three years

Identifying Connections

Inputs —————→ **Activities/Outputs**

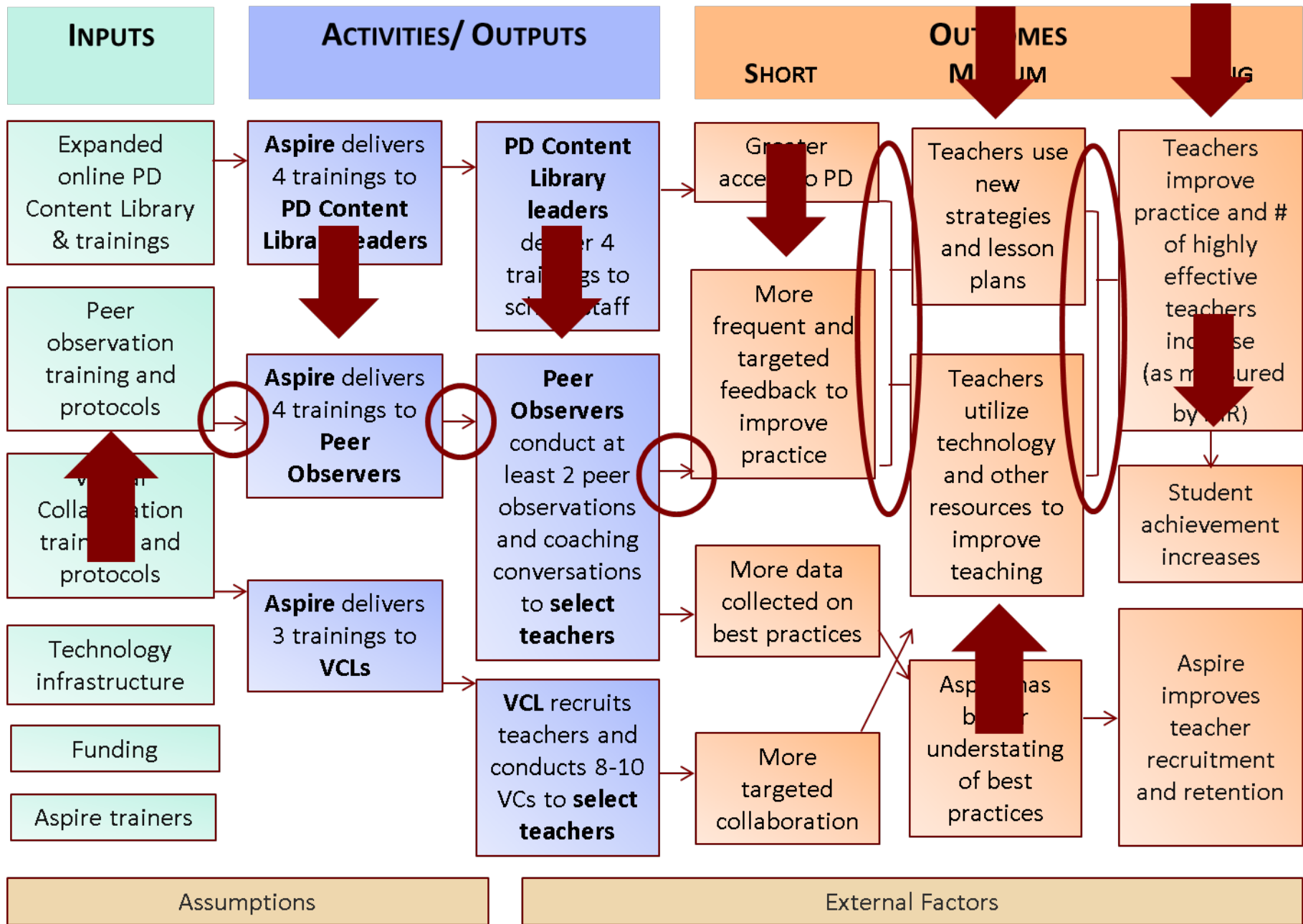
What activities will be carried out with the input?

What resources are needed to carry out the activity/output?

Activities/ Outputs —————→ **Outcomes**

If (activity/output), then (outcome).

What activities/outputs need to occur in order to reach an outcome?



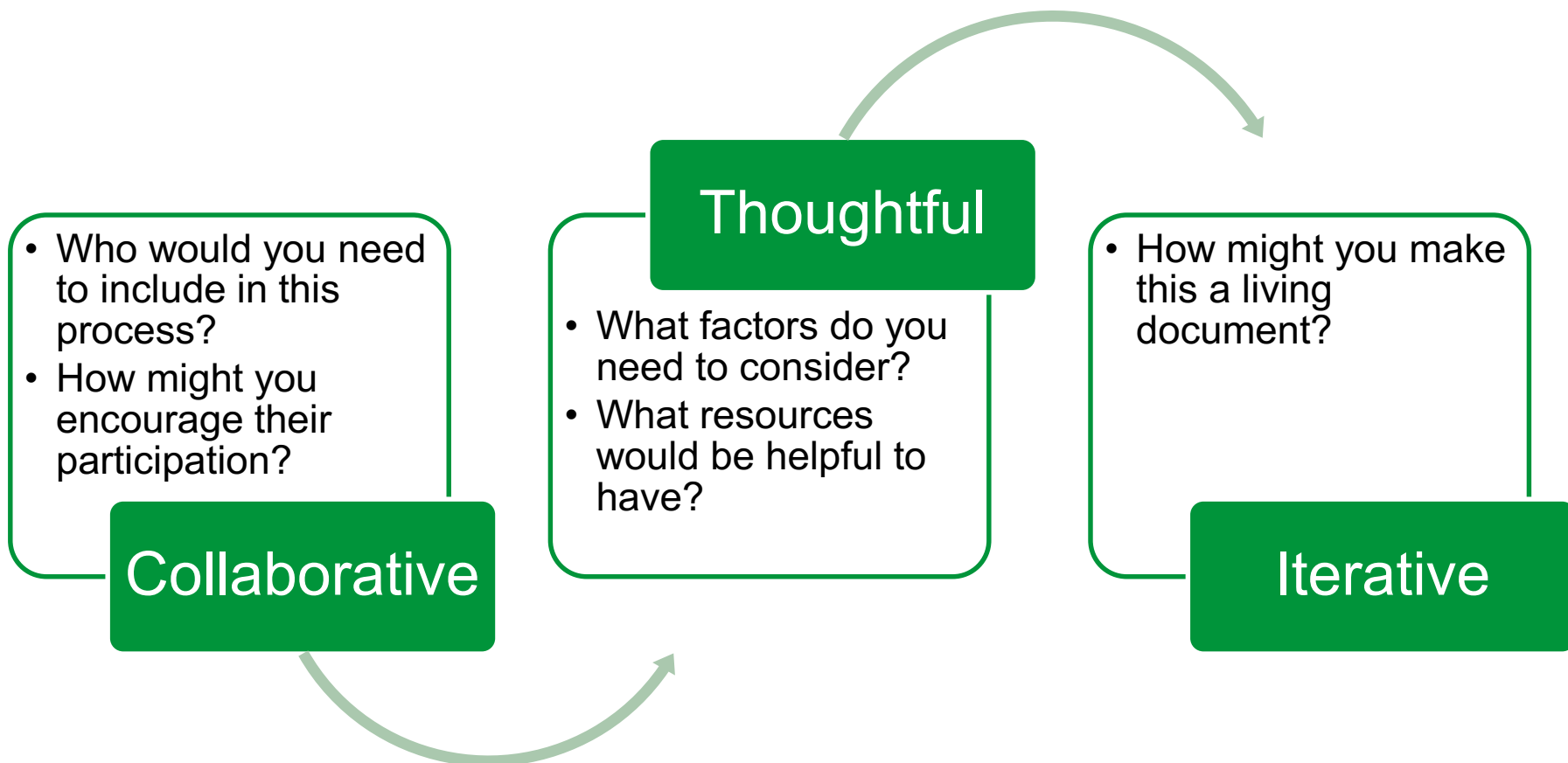
Before the Break

1. Review detailed t3 Logic Model (Handout 3)
2. Practice developing SMART component from your program (Handout 4)
3. Identify one relationship or connection between your program components (Handout 4)

Break

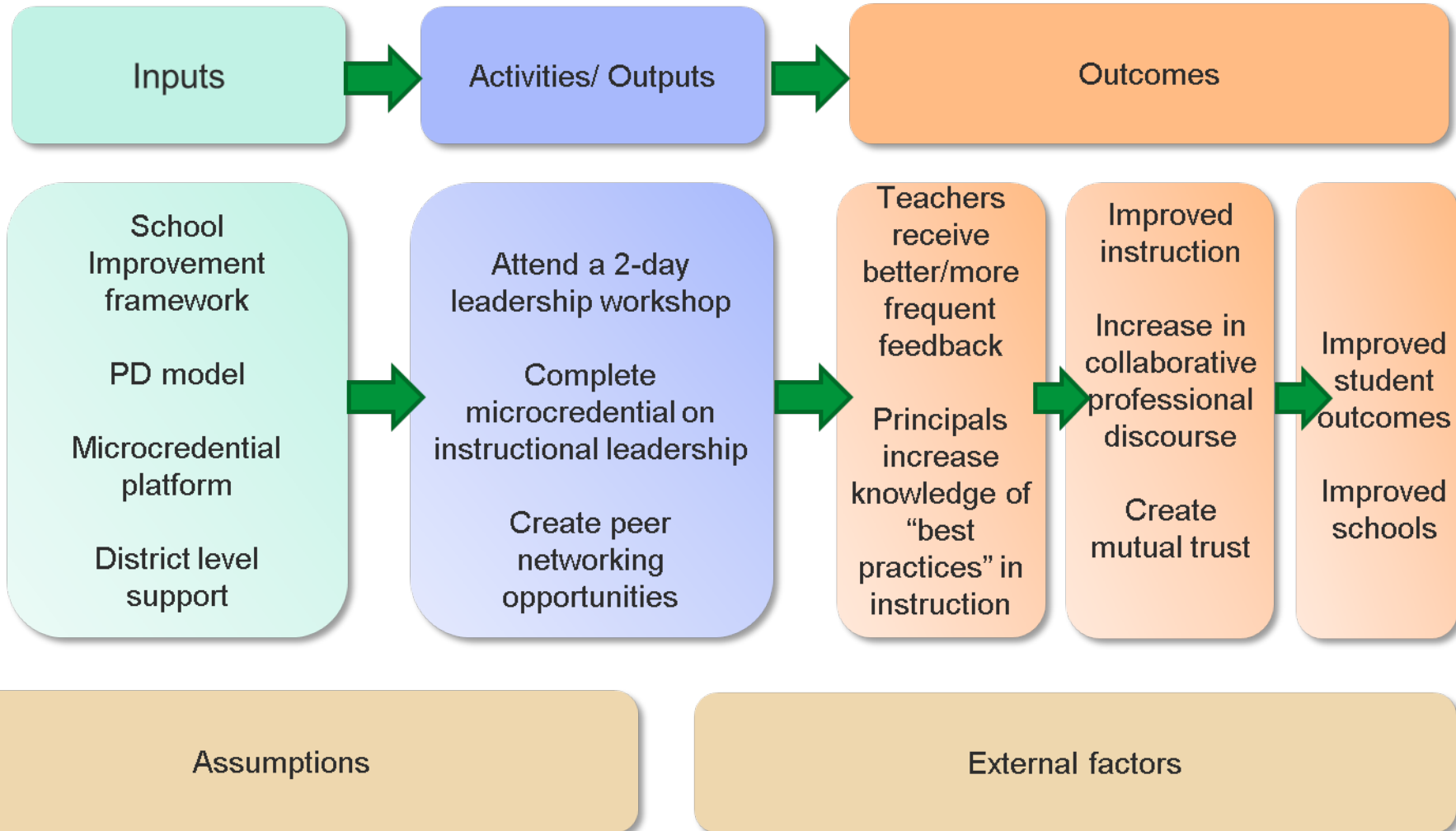
Logic Models for School Improvement: Issues to Consider

Building a logic model is a process

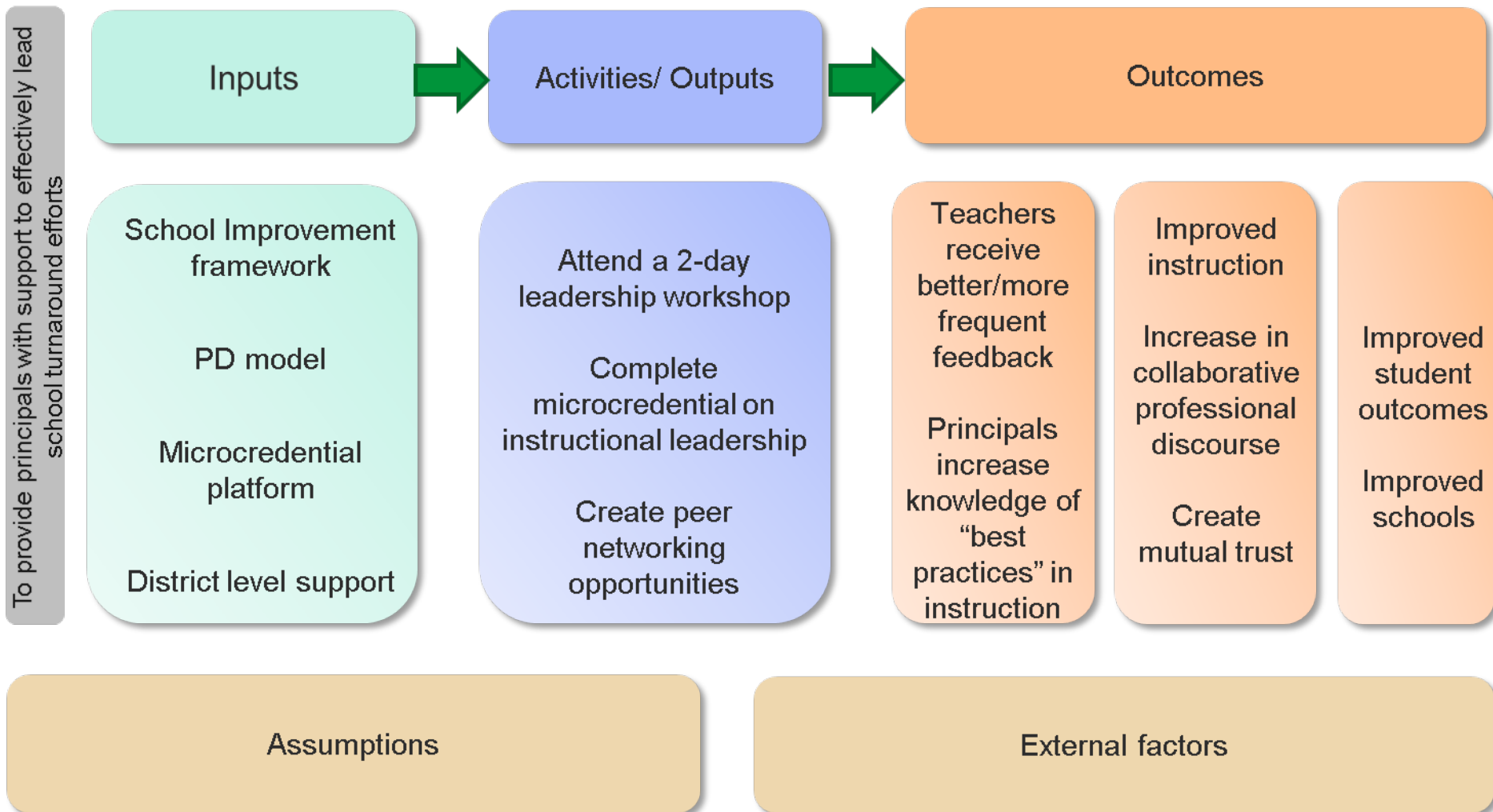


Simple school improvement logic model

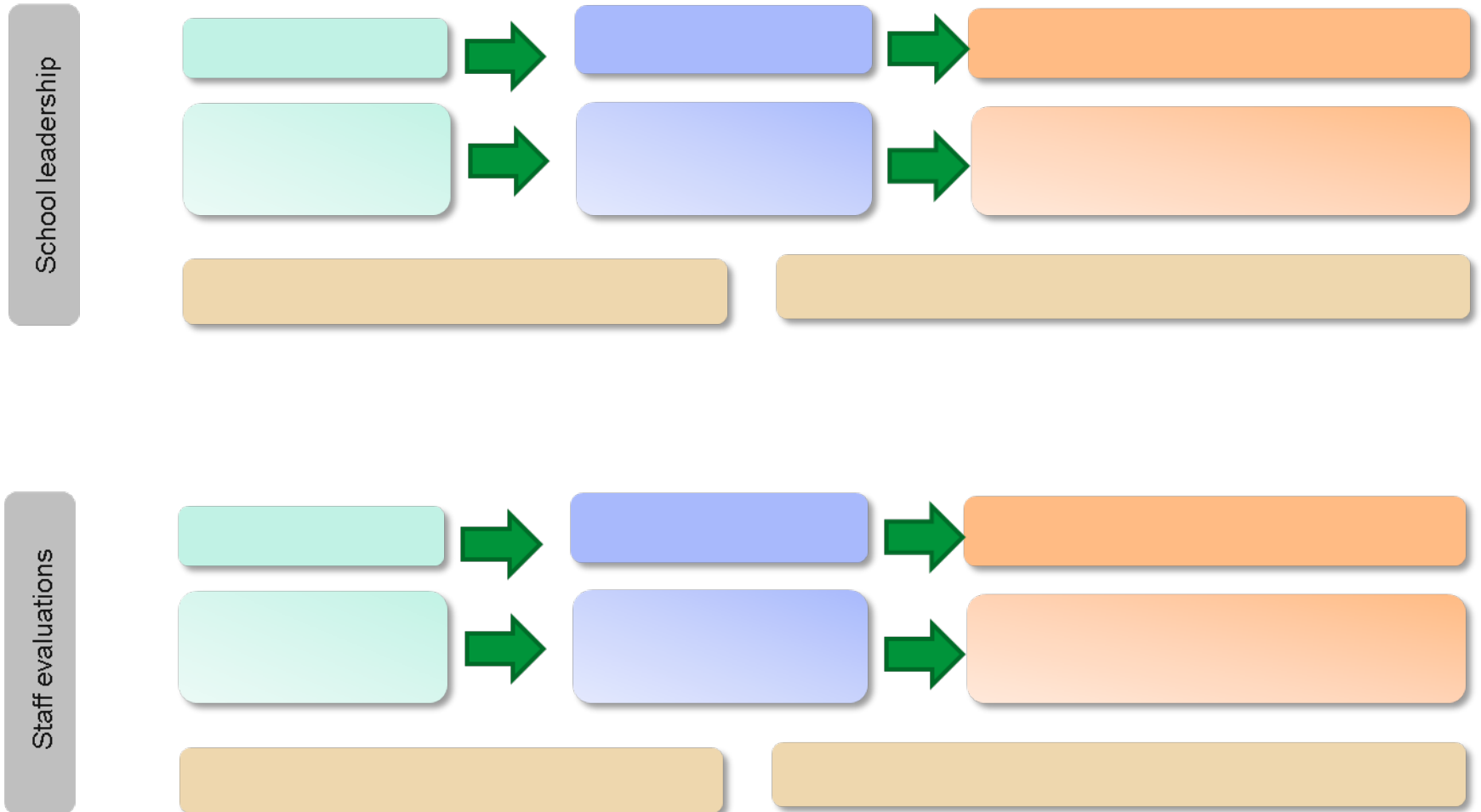
To provide principals with support to effectively lead school turnaround efforts



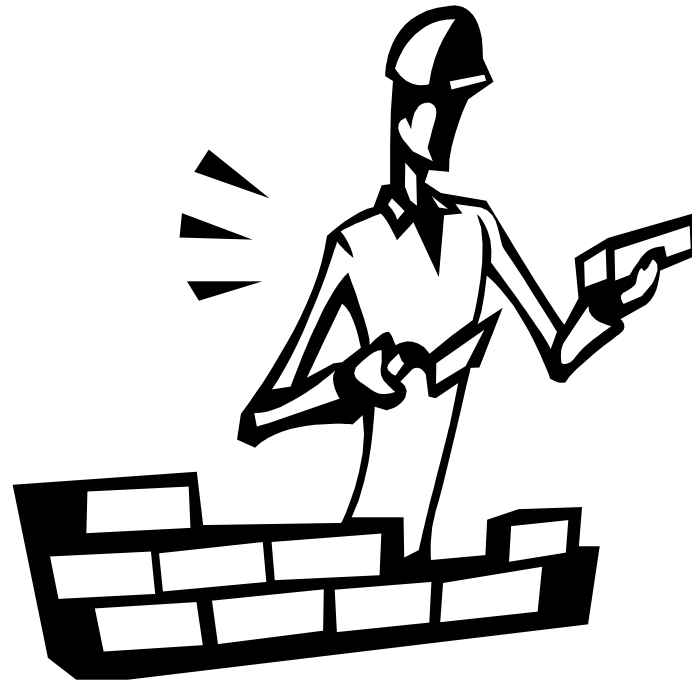
Backwards Mapping



Integrating multiple programs



Building a Logic Model



A Logic Model Should...

- Fit onto a *single page* per program
- Provide just enough *detail*
- Reflect the opinions and perspectives of *various stakeholders*
- Present components in an *intuitive* progression

A Logic Model Should Not...

- Include *lengthy, detailed* descriptions
- Use *jargon* or terms that may be confusing

Building a Logic Model for your Program

- 15 minutes for Inputs & Assumptions
- 15 minutes for Activities/Outputs
- 15 minutes for Outcomes
- 15 minutes for External Factors

Inputs

The resources and contributions that you and others make to the effort, including

- Time
- People (staff, volunteers)
- Money
- Materials
- Equipment
- Partnerships
- Technology

Assumptions

The beliefs we have about the program and the people involved, and the way we think the program will work. Assumptions underlie the decisions we make. Assumptions are principles, beliefs, and ideas about:

- Problem/ situation
- Resources/ staff
- Way the program will operate
- Knowledge/research base
- Participants: how they will learn, their behavior, motivations, etc.

Activities/Outputs

The activities, services, events and products that reach people (individuals, groups, agencies) who participate or are targeted.

What we do or offer: includes workshops, services, conferences, community surveys, facilitation, etc.

Measurable, process-oriented results.

Outcomes

The direct results or benefits for individuals, families, groups, communities, organizations, or systems

- Short-term outcomes can be observed almost directly after the program's activities take place.
- Medium-term outcomes can be observed in the months or few years following the program's activities.
- Long-term outcomes, or impacts, are the ultimate consequence or effects of a program.

Thinking about Outcomes

For each activity/output, ask yourself the following:

If (activity/output), then (outcome)

External Factors

The environmental factors that influence a program's success. External factors may affect program implementation, participants and receipt of activities, the speed and degree to which change occurs, and staffing patterns or resources available.

Closing

