

Developing Logic Models for Teacher Leadership Initiatives

FOR
SCHOOLS
DISTRICTS



Practicing
Equity and Ethics



Building Relationships
and Partnerships



Fostering
Collaborative Culture



Advancing Instruction
and Student Learning



Driving
Initiatives

Introduction

The Ohio Department of Education recognizes the importance of teacher leadership and acknowledges that Ohio has many programs and initiatives that support it. To support and drive Ohio teacher leadership initiatives, this document discusses suggested steps for developing a logic model. A logic model identifies the key components of teacher leadership initiatives and describes the relationships among the key components and the intended outcomes. The value of a logic model is its clear representation of overall structure of the initiative and the connections among inputs, activities, outputs and outcomes (described below). A logic model can be used for planning, managing and documenting teacher leadership initiative activities and outcomes. And, by visually depicting the causal chain, the logic model helps designers, practitioners and evaluators assess whether the initiative is “doing what it is intended to do.”

The primary intended audience for this document is district-level staff interested in describing how the teacher leadership initiative or roles—which may vary across schools and districts, and be formal or informal—will lead to the desired outcomes. There is a parallel teacher-level tool to assist with developing a [teacher leadership action plan](#).

Logic Models

Logic models are a graphic way to organize information and display thinking by describing the planned action and its expected results (Knowlton & Philips, 2013). A definition of a logic model (also referred to as a theory of action) based on its common elements is “a well-specified conceptual framework that identifies key components of the proposed process, product, strategy, or practice (i.e., the active ‘ingredients’ that are hypothesized to be critical to achieving the relevant outcomes) and describes the relationships among the key components and outcomes, theoretically and operationally” (34 CFR 77.1). A logic model can:

- Provide a clear “picture” of what the teacher leadership initiative does;
- Identify key teacher leadership outcomes of interest;
- Identify teacher leadership variables that can (or should) be measured;
- Serve as a tool to guide management of a teacher leadership initiative;
- Serve as a tool to evaluate a teacher leadership initiative;



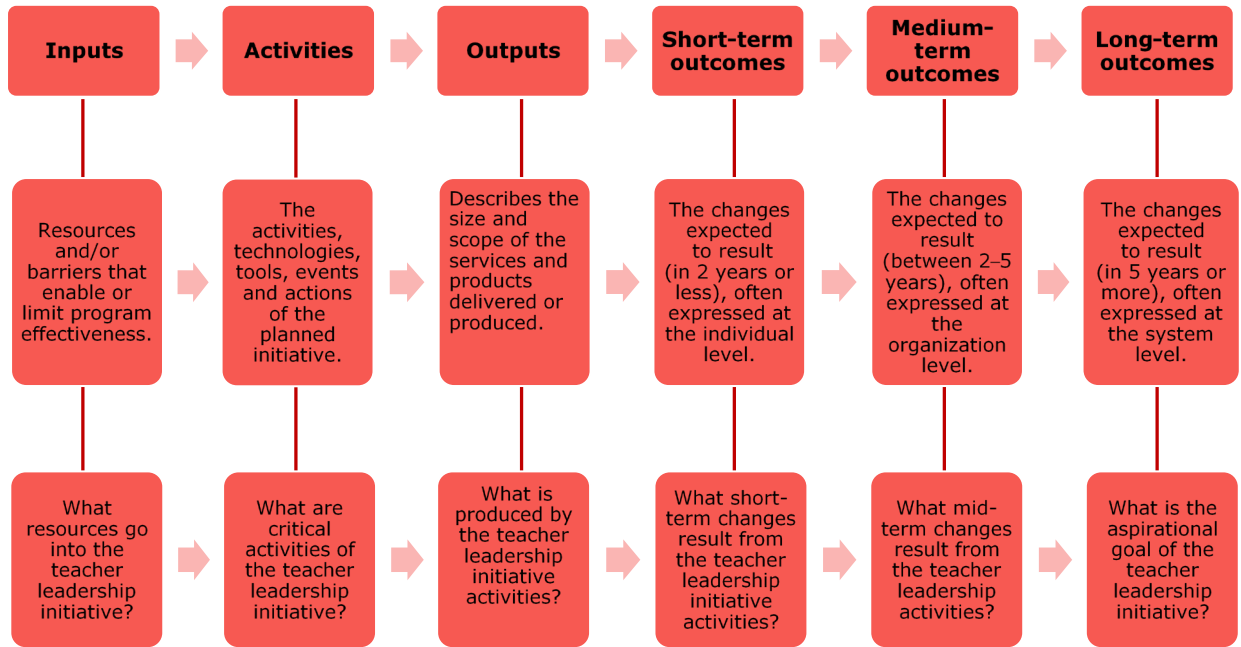
- Help build a shared understanding of a program’s purpose; and
- Serve as a communication tool about the teacher leadership initiative.

Although logic model structures vary based on the characteristics or complexity of the initiative for which it is developed (see, for example, Borgman-Arboleda, 2012; Daugherty, Herman & Unlu, 2017; Frechtling, 2007; Knowlton & Philips, 2013; Shakman & Rodriguez, 2015), they are often composed of the following core elements (see Figure 1):

- **Initiative inputs:** the resources the initiative uses to start and sustain it. Inputs may include the staff, resources and stakeholders that are part of the initiative.
- **Initiative activities:** the tasks and operations that staff and others engage in to achieve initiative goals. Central to many teacher leadership initiatives are the functions and activities of teacher leaders. Other activities may include identifying teachers for teacher leader roles, providing professional development opportunities and providing other teachers with support.
- **Initiative outputs:** the direct results or products of initiative activities. Outputs are the most immediate indicators that the activities are actually being implemented, a fundamental prerequisite for the links represented in the logic model. Staff and evaluators should identify at least one output for each activity to demonstrate that the initiative has implemented the activity successfully. In teacher leadership initiatives, outputs may include the number or proportion of educators provided with teacher leader support, participation in professional learning communities or participation in professional development activities.
- **Initiative outcomes:** the results of initiative activities. Often, logic models distinguish among short-, mid-, and ultimate or long-term outcomes. Short- and medium-term outcomes for teacher leadership initiatives may include changes in teaching practices and retention, or changes in educators’ dispositions, perceptions, knowledge, or instructional or leadership practices. Examples of long-term outcomes are improved student achievement and equity in access to effective instruction.



Figure 1. Basic Teacher Leadership Initiative Logic Model Template



Example of a Logic Model for Teacher Leadership Initiatives

While teacher leadership initiatives and roles vary from district to district, school to school and state to state, and may be formal or informal, the Center on Great Teachers and Leaders (CGTL) provides some high-level logic models (referred to as theories of action) that outline general approaches to teacher leadership (note that these templates use the term “stakeholders” instead of “inputs” and do not include medium-term outcomes. In addition, the term “evaluation” refers to an evaluation of the overall initiative and not educator evaluations). Districts may use these logic models as a starting point for their specific teacher leadership initiative (Figure 2). For examples of other teacher leadership initiatives such as “Powered by Teach-to-Lead initiative,” “Fostering local teacher leadership initiative” and “Local equity labs initiative,” see [CGTL \(2019\)](#).



Figure 2. Teacher Leadership Initiative Logic Model

Stakeholders	Activities	Outputs	Short-term	Long-term
<ul style="list-style-type: none"> State education agency staff Selected districts (including administrators, leaders and teachers) Design, implementation and evaluation partner(s) 	<ul style="list-style-type: none"> Identify models of teacher leadership to test and potentially scale Establish selection criteria for implementation sites (e.g., schools, districts) and expectations regarding fidelity Share information with interested districts Waive policies as needed or provide funds for selected districts Assess the effectiveness of models and capture lessons learned 	<ul style="list-style-type: none"> Identify best practices for implementation Establish models of teacher leadership in practice 	<ul style="list-style-type: none"> Identify potential teacher leadership models to scale Refine teacher leadership models to align with state priorities 	<ul style="list-style-type: none"> Increase spread of local teacher leadership models Improve teaching and learning Improve teacher workforce

Source: CGTL Teacher Leadership Toolkit Appendix Resources



Additional Resources to Develop a Logic Model

Below is an example set of key guiding questions that may help individuals involved in the teacher leadership initiative prepare to create a logic model or theory of action (Table 1).

Table 1. Example Guiding Questions to Create a Logic Model or Theory of Action

Questions	Answers and comments
1. Why does the teacher leadership initiative exist?	
2. What are the teacher leadership initiative’s goals, priorities and objectives?	
3. What activities are required for implementation of the teacher leadership initiative?	
4. What outcomes does the teacher leadership seek to achieve?	
5. What research is available that relates to the teacher leadership initiative?	
6. What are the barriers to implementation of the teacher leadership initiative? Are there factors that could affect implementation success?	
7. Will fidelity of the teacher leadership initiative be assessed, and if so, how?	
8. Will there be accountability measures of the teacher leadership initiative, and if so, what will they be?	
9. What are the teacher leadership initiative process levels?	
10. What other information about the teacher leadership initiative is important to note?	



Once staff have developed a logic model or theory of action, they can use the following set of questions to review and refine their model.

Table 2. Example Questions to Review and Refine a Logic Model or Theory of Action

Logic model element	Questions	Answers and comments
Overall	Do the inputs, outputs and outcomes link together in a sequence to achieve the desired result?	
	Is the logic model truly logical?	
Inputs	Does the model list all major resources needed to implement the teacher leadership initiative?	
Activities/processes	Are all major teacher leadership initiative activities listed?	
	Is it clear what activities are performed as part of the teacher leadership initiative?	
	Does the list of these activities seem sufficient?	
	Are the activities logically connected to the specified theory?	
Outputs	Do the outputs follow from the listed activities and processes?	
Outcomes	Can the logic model be used to gauge progress on these outcomes?	
	Does the logic model specify the direction of change for the outcomes?	
	Are the outcomes achievable given the specified resources and timeline? If not, should the model be modified?	
	Are the outcomes within the scope of the teacher leadership initiative's control or sphere of reasonable influence? If not, should the model be modified?	
	Are the outcomes related to the teacher leadership initiative goals/priorities?	
	If the model specifies a timeline, is it reasonable?	
	If the impacts are stated, do they logically follow from the outcomes?	



References

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