

Theory-of-Change Logic Model
for the
Extended Services Program
Barrington 220
Community Unit School District

Submitted by

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Change is the only constant

-Heraclitus, Greek Philosopher (fl. c. 500 B.C.E.)

Context

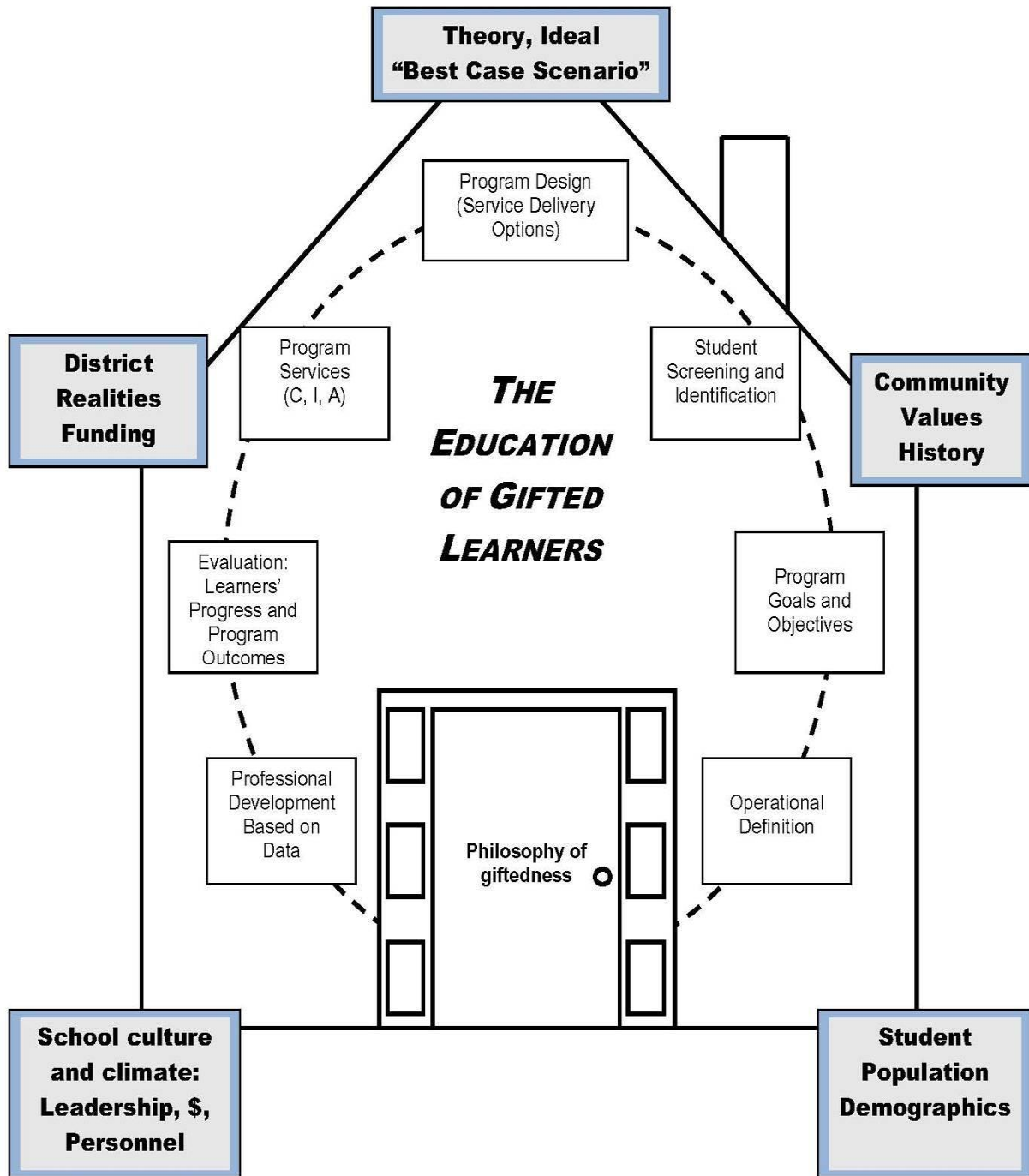
In January 2015, Barrington 220 was presented with an evaluation report of the district's Extended Services Program. In February 2015, district central office administration contracted for a follow-up 2-day meeting to develop a *Theory-of-Change Logic Model* for aiding the district in its goal planning and implementing program improvement. Day 1 of the 2-day meeting was held with teachers representing the elementary, middle school, and high school Extended Services Program and day 2 was held with district administrators (i.e., Superintendent, Assistant Superintendents, Elementary and Secondary Curriculum Coordinators, Extended Services Coordinator, Building Level Principals (Elementary, Middle, High), and other individuals in leadership positions (e.g., Content Department Heads)).

Day 1

For the meeting with teachers, the morning was focused on an explanation a logic model, an explanation of the components of gifted programming and how the components were inter-related, and their charge for the afternoon. Throughout the discussion, participants were referred to best practices which were identified from the field (Purcell & Ebert, 2006). Specifically, guiding questions and/or principles framed what should be considered when examining where the Extended Services Program current is and what would need to occur to move the program to consistently align with best practices as recommended by the National Association of Gifted Children (NAGC).

The afternoon was focused on teachers outlining a logic model for each of the core components of a gifted program with the vision of moving toward best practices. The components (See Figure 1) that teachers specifically considered were: 1) Philosophy of Giftedness, 2) Definition of Giftedness, 3) Program Goals and Outcomes, 4) Student Identification, 5) Curriculum, Instruction, and Assessment, and 6) Professional Development. For all of the components except Professional Development, teachers worked in heterogeneous groups representing varying school levels and content foci. For the Professional Development component, teachers were grouped homogeneously by school level (elementary, secondary).

Figure 1: Components of a Gifted Program



Created by Catherine Brighton (2010)
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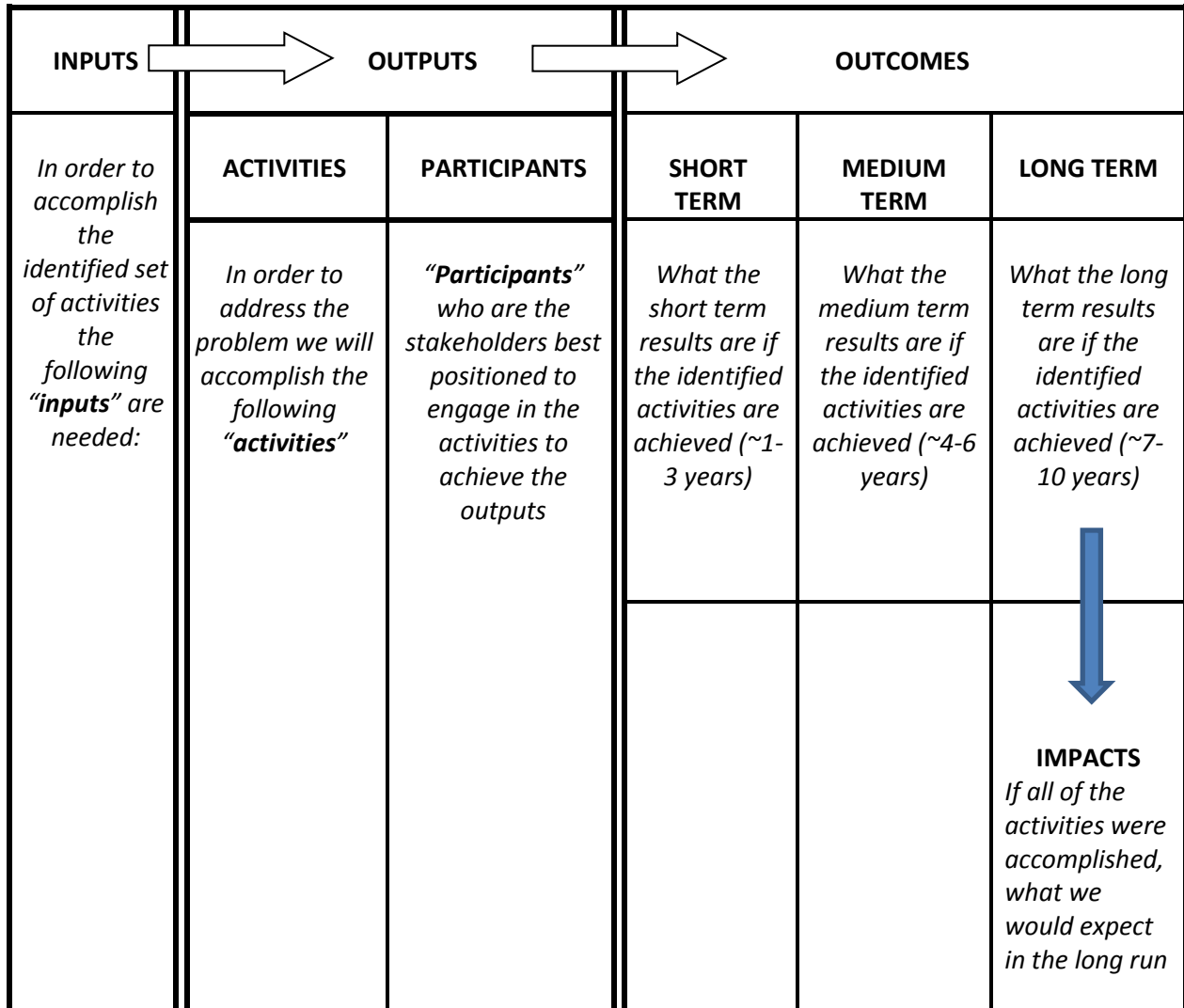
Day 2

The time with administrators was shorter in duration than the time with teachers (full day). The meeting with administrators was spent recapping the previous day's work with the teachers as well as discussion regarding the findings from the evaluation report.

Process

In the case of Barrington 220, the basic idea for the logic model is to provide a visual and systematic way to conceptualize and consider: a.) the relationships among resources available to modify the current Extended Services Program; b.) the planned activities to bring about desired results; c.) the individuals best positioned to engage in the future activities, and d.) the desired results required to align with best practices in the field of gifted education. Figure 2 outlines these related events. It is important to understand that while a logic model is presented for each of the components individually, each is not created separately without consideration of the other components. The process of change is not linear but rather assumes a stage theory of organizational. That is, there needs to be an awareness of a problem and possible solutions (see Evaluation Report with Recommendations); a decision by those with authority to do so must be made to modify the existing program (in specifically identified areas); modification of the current program's structures/activities/processes to move toward best; and institutionalization of modified structures, processes, and practices (long term view).

Figure 2: How to Read a Logic Model



The logic model is built upon the following assumptions: a.) There exists a common language among stakeholders (e.g., giftedness, talent, talent development, Extended-Gifted-Honors); b.) There is a high-quality, rigorous core curriculum in place across the content areas that can be modified to align with principles for advanced, high-quality curriculum; c.) Although some guidelines are suggested for short, medium, and long-term outcomes, the District will identify more realistic time guidelines given the local context; and, d.) There is available and

sustainable funding for needed modifications and the sustainment of the implemented modifications. Furthermore, there are also potential external factors that should be considered: a.) school district personnel changes (e.g., anticipated new faculty due to retirements, position switches.); b.) school district change in priorities; c.) parental community perceptions throughout the modification process, and: d.) the continual evolving research regarding specific program components (e.g., identification, instrumentation).

Suggested Theory-of-Change Logic Model for Barrington CUSD 220 Extended Services Program

Stage 1: Philosophy & Definition

Concurrent Activities

INPUTS	OUTPUTS		OUTCOMES		
	Activities	Participants	Short-term	Medium-Term	Long-Term
Current Philosophy Statement External or Internal Facilitator Research Base NAGC Resources Structural Components: Time, Space, Funding	Engage in study of current literature regarding fundamentals of gifted education (philosophy, conceptions) Draft Revised Statement with Necessary Feedback Loops	Relevant Stakeholders (e.g., reg & ext tchers, central & school admin, parents)	Consensus on Philosophy Statement	Revised Philosophy Statement ready for Board Approval	
Revised Philosophy Statement External or Internal Facilitator Research Base NAGC Resources Structural Components: Time, Space, Funding	Engage in study of current literature regarding fundamentals of gifted education (varying manifestations of giftedness) Draft Revised Definition of Giftedness with Feedback Loops	Relevant Stakeholders (reg & ext tchers, central & school admin, parents)	Consensus on Definition of Giftedness Aligned with Revised Philosophy Statement	Revised Definition of Giftedness ready for Board Approval	

Stage 2: Program Goals & Outcomes (Program & Student)

INPUTS	OUTPUTS		OUTCOMES		
	Activities	Participants	Short-term	Medium-Term	Long-Term
<p><i>Revised</i> Philosophy Statement & Definition of Gifted</p> <p>External or Internal Facilitator</p> <p>Research Base (Gifted Programming; Relevant Content Areas)</p> <p>NAGC Resources</p> <p>Structural Components: Time, Space, Funding</p>	<p>Engage in study of current literature regarding fundamental of gifted education (i.e., program model(s))</p> <p>Engage in study of service delivery options</p> <p>Engage in study of current curriculum model(s)</p> <p>Engage in study of current literature regarding learner outcomes in relevant content area domains</p>	<p>Relevant stakeholders for each group to potentially include: (reg & ext tchers, central & school admin, content area experts, parents)</p>	<p>Decisions made regarding programming model(s), service delivery mechanism, curricular model(s), and associated learner outcomes for each focus area</p>	<p>Implementation Plan and Timeline: needed personnel, budget, professional development plan</p>	<p>Implementation of New Program Model</p>

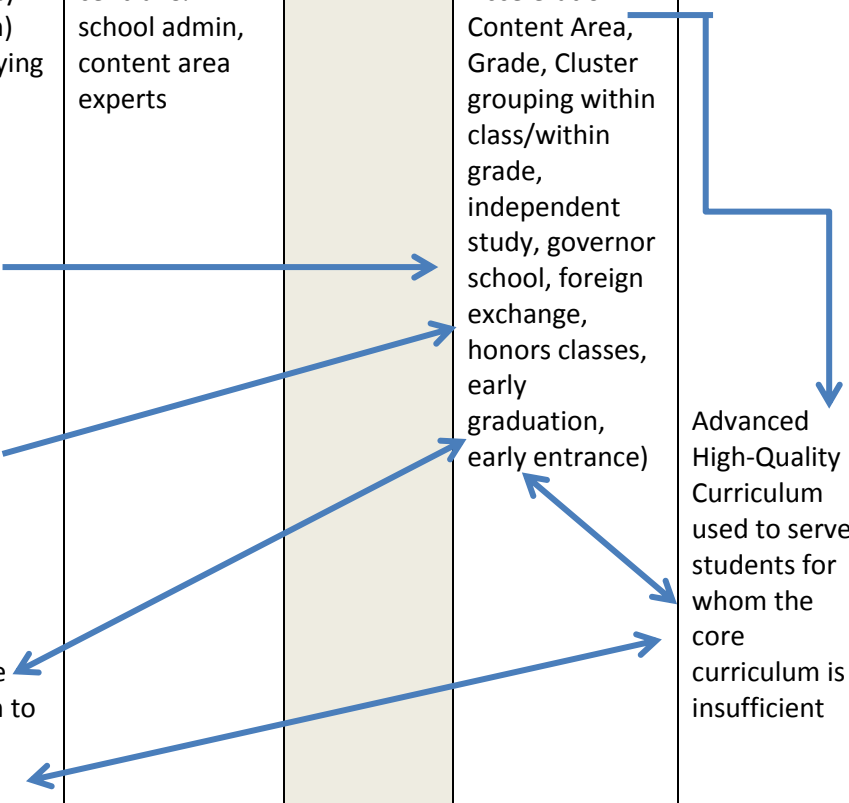
Student Identification Process

INPUTS	OUTPUTS		OUTCOMES		
	Activities	Participants	Short-term	Medium-Term	Long-Term
<p><i>Revised</i> Philosophy Statement, Definition of Gifted, Implementation Plan</p> <p>External or Internal Facilitator</p> <p>Research Base (Identification; Under-represented Pops; Relevant Content Areas)</p> <p>NAGC Resources</p> <p>Buros Mental Measurement Database or Potential Instruments Technical Manuals</p> <p>Structural Components: Time, Space, Funding</p>	<p>Engage in study of current literature regarding fundamental of gifted education (i.e., identification, manifestations talent in underserved populations).</p> <p>Engage in study of potential instrumentation that can be used</p>	<p>Relevant stakeholders for each group to potentially include: reg & ext tchers, central & school admin, content area experts, parents, school psychologist</p> <p>Relevant stakeholders (e.g., gifted coordinator, school psychologist, central office admin)</p>	<p>Focused and coherent vision for identification process that aligns with Philosophy and Definition.</p> <p>Identification (or development¹) or instruments to be used in the new process.</p>	<p>Series of planned pilot studies of new process and instrumentation based on short-term outcome (revisions made)</p>	<p>Implementation of New Identification Process</p>

¹ Development of instrumentation refers to instances where common assessments may need to be developed, guidelines for portfolios. This step is dependent upon decisions made regarding the process of identification.

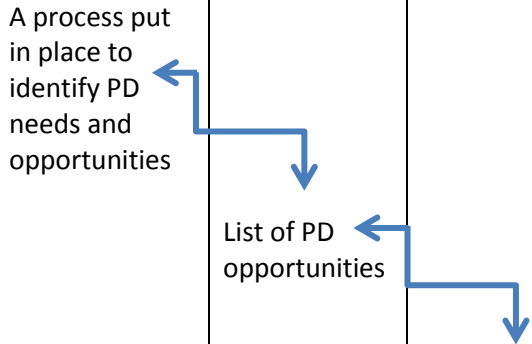
Curriculum, Instruction, and Assessment & Service Delivery Options

INPUTS	OUTPUTS		OUTCOMES		
	Activities	Participants	Short-term	Medium-Term	Long-Term
<p><i>Revised</i> Philosophy Statement, Definition of Gifted, Implementation Plan, Identification Plan</p> <p>High-Quality K-12 Vertically Articulated Core Curriculum in Relevant Content Areas</p> <p>External or Internal Facilitator</p> <p>Research Base (Relevant Content Areas, Curriculum Studies, Learning Sciences)</p> <p>NAGC Resources</p> <p>Content Area Resources</p> <p>Structural Components: Time, Space, Funding</p>	<p>Engage in study of core curriculum (once aligned with principles for high-quality curriculum) for identifying flexibility within for "On/Off" ramps to serve students</p> <p>Engage in study of service delivery options</p> <p>Adapt core curriculum to align with advanced high-quality curriculum principles</p>	<p>Relevant stakeholders for each group to potentially include: reg & ext tchers, central & school admin, content area experts</p>		<p>Identification of K-12 continuum of service (e.g., AP, Dual Enrollment, Mentorships, Acceleration – Content Area, Grade, Cluster grouping within class/within grade, independent study, governor school, foreign exchange, honors classes, early graduation, early entrance)</p>	<p>Advanced High-Quality Curriculum used to serve students for whom the core curriculum is insufficient</p>



Professional Development

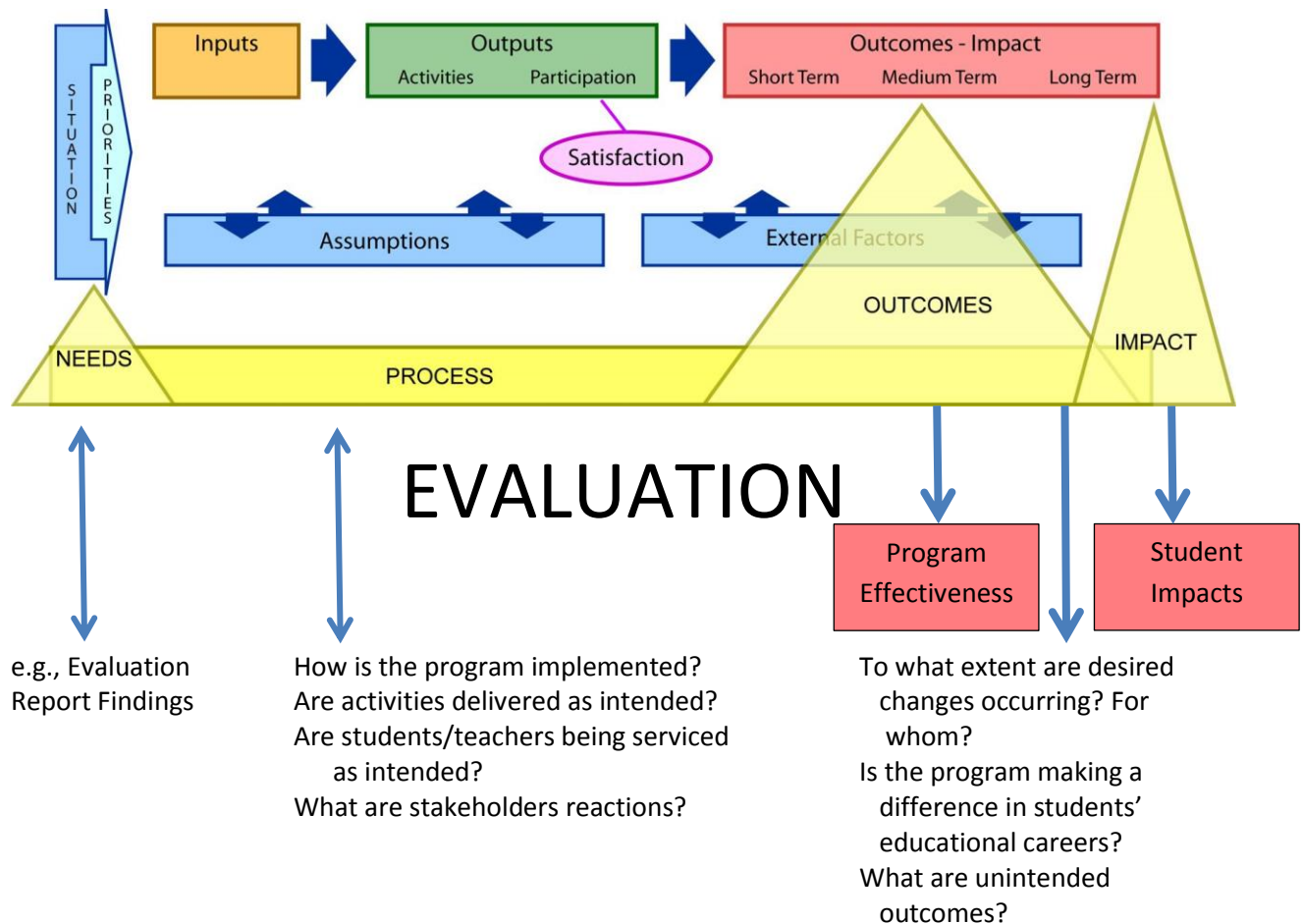
INPUTS	OUTPUTS		OUTCOMES		
	Activities	Participants	Short-term	Medium-Term	Long-Term
Administrative Support Faculty/Administrative time, expertise, motivation, and commitment Funds for PD opportunities Meeting Space Relevant Resources	Clarify and strengthen annual performance evaluation for ALL faculty (Reg. & Ext) Provide direction for PD initiatives (e.g., identification of common PD needs and differentiated PD needs across grade levels, content areas) Promotion of PD opportunities Identification of individuals (internal & external) to provide identified PD	All Faculty and Administration	Performance evaluation plan in place for all Faculty (Reg & Ext) based on roles and responsibilities A process put in place to identify PD needs and opportunities	List of PD opportunities	Better prepared teaching faculty



Evaluation

The evaluation component for a gifted program is comprised of two aspects that are both identified in the Program Goals and Outcomes component: (1) evaluation of overall program effectiveness, and (2) evaluation of specific student outcomes.

Figure 3: The Position and Type of Evaluation with a Logic Model Framework



It is important, and keeping with good evaluation practice, that both internal evaluation and external evaluation (~3-5 years) activities be conducted periodically, with internal occurring more frequently. Figure 3 identifies not only the type of evaluation required for the various stages of the logic model but also offers suggestions of the types of evaluation questions that should be addressed during each stage. Process evaluation can be composed of a mixture of internal and external evaluations but outcomes and impact should always be conducted by an outside neutral evaluator in order to add credibility to findings.