ABT ASSOCIATES

PROGRAM THEORIES

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LOGIC MODEL

INPUT	ACTIVITIES	OUTPUT	SHORT-TERM OUTCOMES	MEDIUM-TERM OUTCOMES	LONG-TERM OUTCOMES
Funding Teaching assistants Coaches	Practical / logistical support Pedagogical support	Number of in-class sessions Number of coaching sessions	Teacher can focus on teaching Fewer disruptions Fewer student conflicts	Better learning environment Better classroom climate	Increased learning

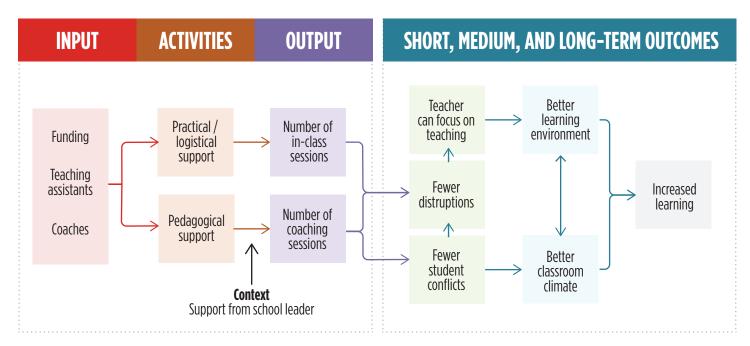


LOGICAL FRAMEWORK (LOGFRAME)

	SUMMARY	INDICATORS	MEANS OF VERIFICATION	RISKS/ ASSUMPTIONS
GOALS	-Improved learning	-Average math/ ELA test scores	-State-administered tests	-Access to test scores
OBJECTIVES	-Improved learning environment -Teacher can focus on teaching -Improved classroom climate	-Average number of classroom disruptions -Average climate scores	-Teacher survey and observation	-Teachers allow classroom observation
OUTPUTS	-Number of in-class TA sessions -Number of coaching sessions	-80 TA sessions per school/ per month -20 coaching sessions per school/per month	-Program records	-Teachers are interested in TA support and coaching
ACTIVITIES	-Teaching Assistants and coaches assigned to classrooms	-Number of teaching assistants/coaches assigned	-Program records	-School leadership supports program

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THEORY OF (ACTION) CHANGE

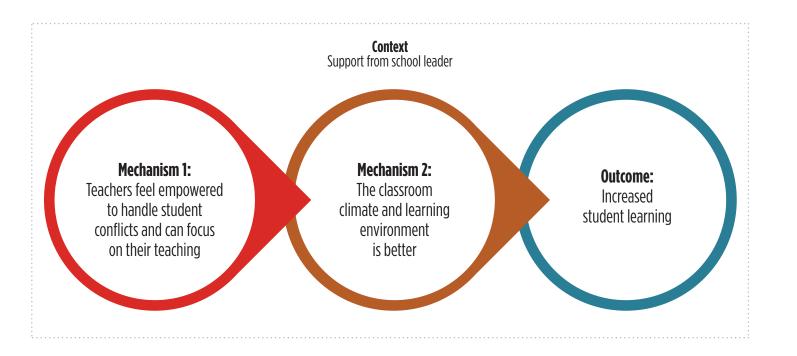


THEORY OF ACTION

THEORY OF CHANGE

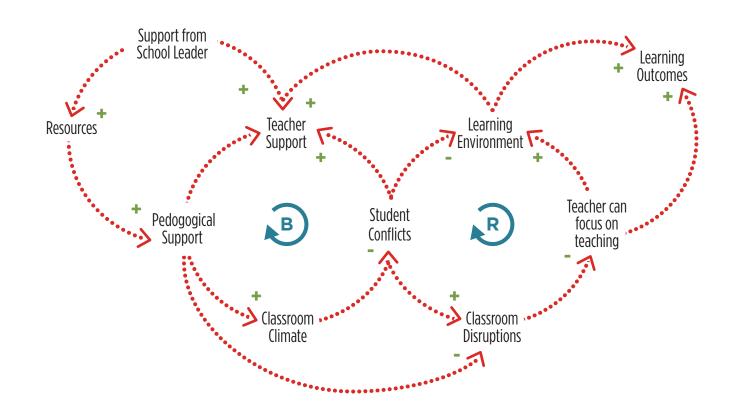


CONTEXT-MECHANISM-OUTCOME CONFIGURATION



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CAUSAL LOOP DIAGRAM





STOCK AND FLOW DIAGRAM

