

# Appendix B. Theory of Action and Sample Logic Model

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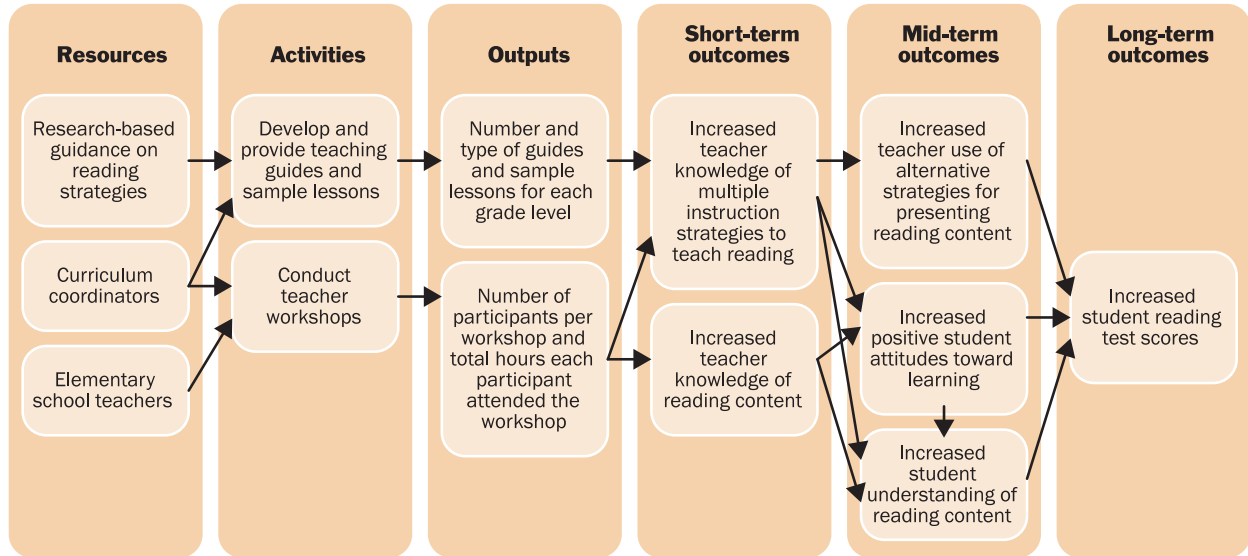
It is important that a strong theory of action and a logic model be in place when choosing interventions to utilize in schools needing comprehensive or targeted support. This is particularly important when using studies that fall under “demonstrates a rationale” level of evidence. A theory of action may be described as follows:

- Aligns intended theory with the realities of work within an actual organization.
- Connects strategy to the actions and relationships critical to good instruction and student learning.
- Identifies the mutual dependencies that are required to get the complex work of...improvement done.
- Grounded in research or evidence-based practice.
- Begins with a statement of a causal relationship between what I/we do and what constitutes a good result in the organization.
- High leverage for achievement and equity.
- Powerful enough to transform programs and practices.
- Adapted from *Instructional Rounds in Education* – Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman and Lee Teitel, 2009

The development of a theory of action may help educators consider the rationale behind their choice of interventions and convey the thinking behind the decisions they make. A general theory of action can be the basis for the creation of a more specific logic model.

Logic models are helpful in planning and monitoring evaluations of interventions. They can guide those working with the interventions develop a clear and complete understanding of the activities involved in the intervention along with the intended outcomes. They can also help those involved in the implementation of the intervention to think through the details of implementation systematically. In addition, a logic model may help educators formulate evaluation questions and ensure that the general evaluation questions are clear, specific, and actionable. An example of a logic model developed by the Regional Educational Laboratory Pacific is below:

**Figure B1. Sample logic model for a teacher training program on alternative reading strategies**



Source: Kekahio, W., Cicchinelli, L., Lawton, B., & Brandon, P. R., 2014.

**Resources:**

Institute of Education Science: <http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2015057>

REL Pacific: <http://relpacific.mcrel.org/resources/elm-app/>

W.K. Kellogg Foundation: <http://www.smartgivers.org/uploads/logicmodelguidepdf.pdf>