CENTER *for* EDUCATIONAL LEADERSHIP

UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION

Logic Model Definitions

Term	Definition	Examples
Impacts	**IMPACTS** are the desired outcomes of long-term implementation of strategies and activities that depend on conditions beyond the program's scope of strategies.	• All English-language learners exit the English-language learning program by the time they are graduating. • All students are performing at grade-level standards.
Long-term Outcomes	**LONG-TERM OUTCOMES** are the more distant, though anticipated, results of participation in strategies and activities.	• Principals regularly observe classrooms together to collect formative data to inform school decision making. • Teachers flexibly and routinely use and adapt student-talk routines in class. • English-language learners regularly use academic language to communicate complex ideas in class.
Outcomes	**OUTCOMES** are the changes we want to see as a result of the program. Outcomes usually come in stages and fall along a continuum from short- to long-term outcomes.	See below for examples of short-term outcomes and above for examples of long-term outcomes.
Outputs	**OUTPUTS** are the tangible products, processes, tools, strategies or protocols that occur as a result of a strategy or activity. Outputs describe and count what is done rather than what is expected to be achieved as a result of what is done.	• 2-day retreat for 10 principal supervisors and regional directors. • Principal supervisors complete 2 cycles of inquiry. • 3 days of math content coaching for 18 instructional coaches. • A calendar and plan for each principal on how they will spend their time. • Online resource repository.

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Problem Statement	The **PROBLEM STATEMENT** is the problem or challenge that the program is designed to address.	ABC Public Schools is struggling with low overall student performance in a subset of schools. The district is struggling with instructional leaders' current ability to provide differentiated professional learning opportunities for teachers to address the range of associated teacher learning needs.
Short-term Outcomes	**SHORT-TERM OUTCOMES** are the most immediate and measurable results for participants that can be attributed to strategies and activities. These might include increases in participants' knowledge or changes in their attitudes or behaviors.	• Principal supervisors improve their ability to conduct data analysis and use information to identify area(s) of focus. • Principals improve their skills in classroom observation and analysis. • Teachers can recognize and name four relevant strategies for improving English-learner student talk in class. • English-language learners practice using sentence stems to participate more fully in class.
Strategies	**STRATEGIES** are the program components, or the game plan for the program, with activities organized by sequence or overarching strategies.	• Conduct a needs assessment. • Develop a flexible series of interventions. • Provide training for principal supervisors and regional directors in gathering and using data. • Provide job-embedded coaching for principals. • Implement math content coaching for instructional coaches.