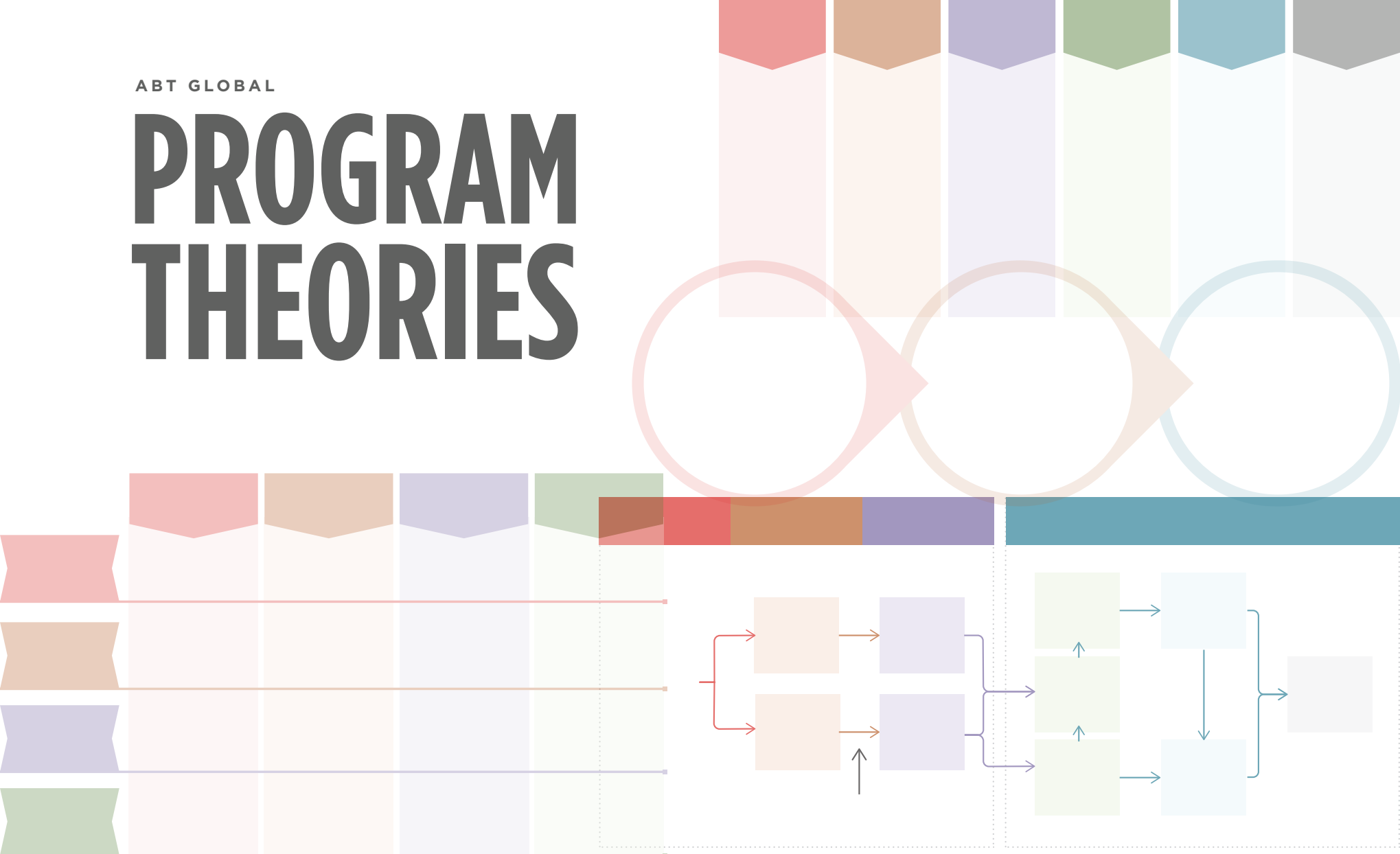
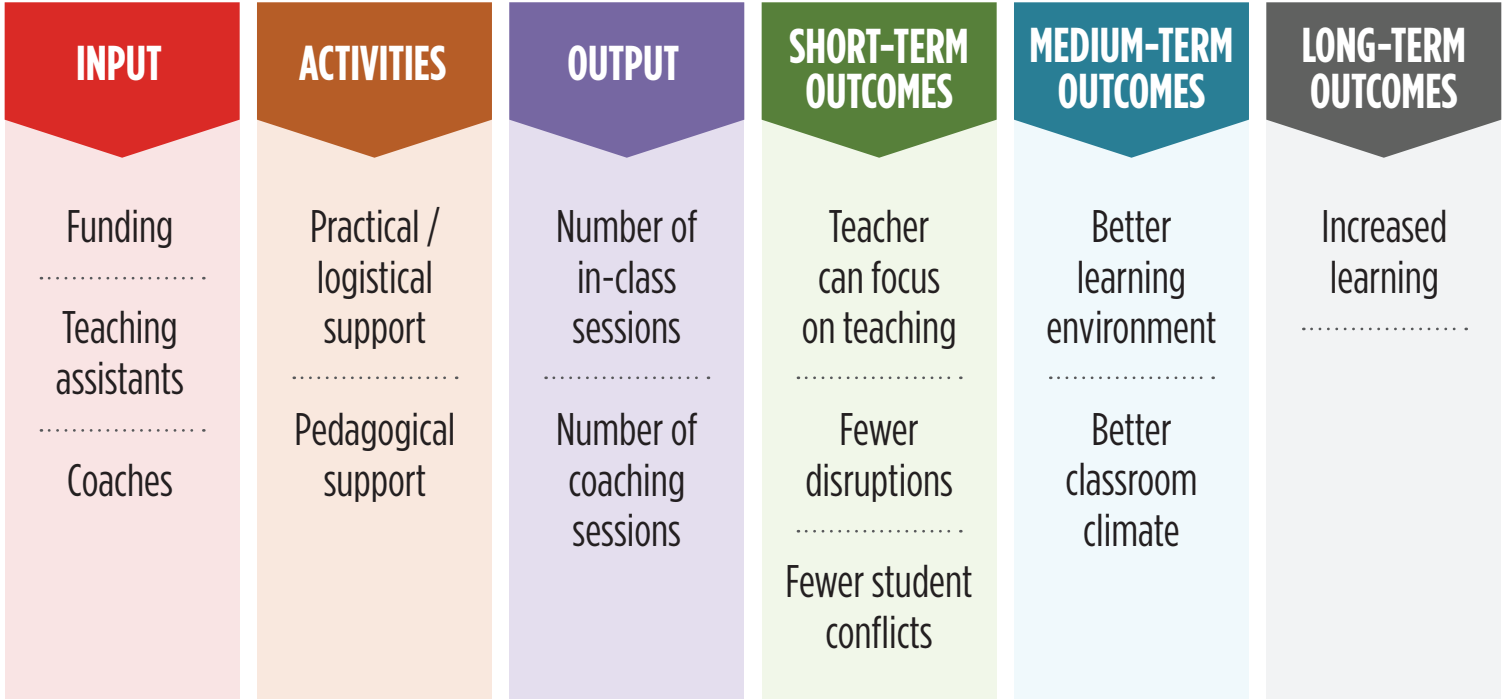


ABT GLOBAL

PROGRAM THEORIES



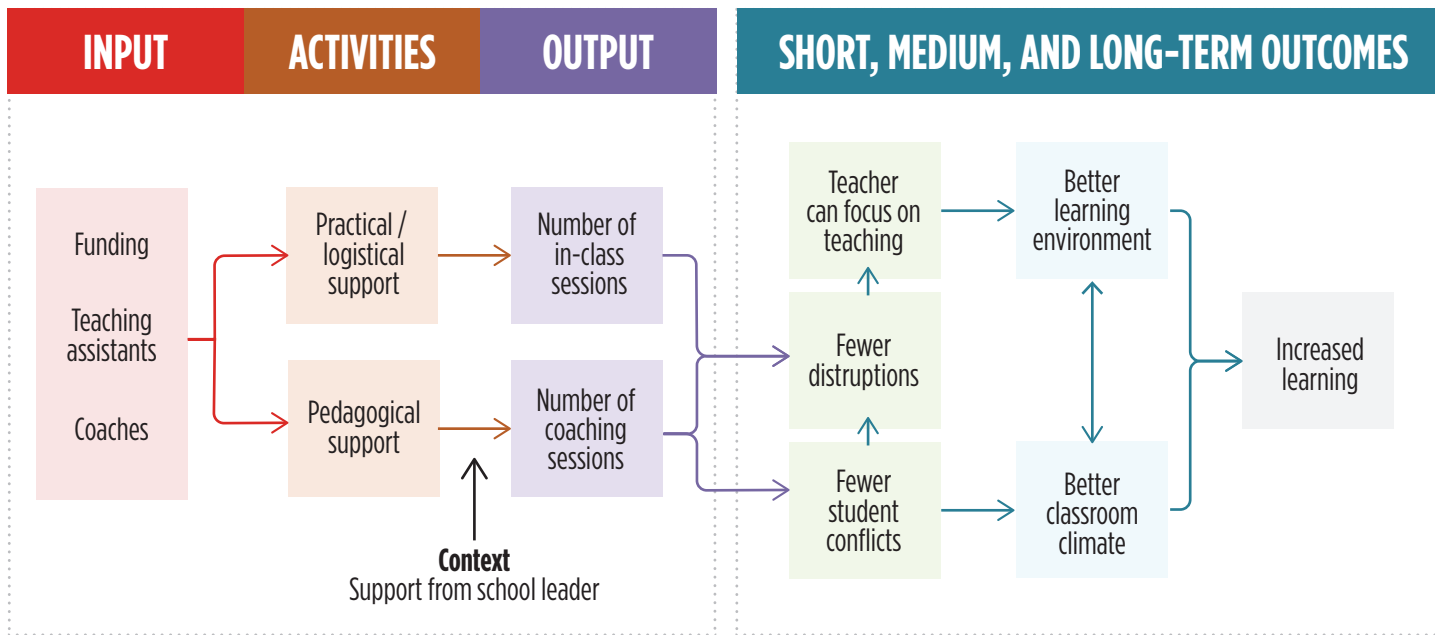
LOGIC MODEL



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

THEORY OF (ACTION) CHANGE



THEORY OF ACTION

THEORY OF CHANGE

CONTEXT-MECHANISM-OUTCOME CONFIGURATION

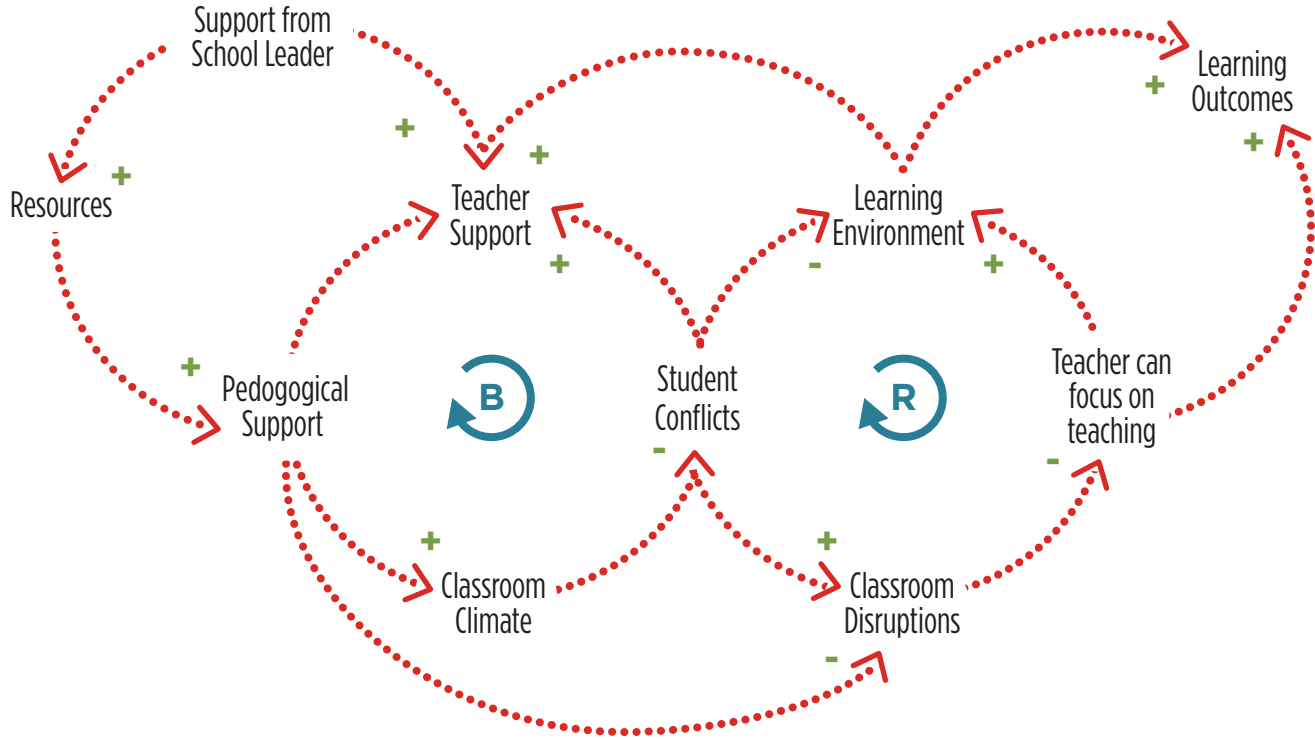
Context
Support from school leader

Mechanism 1:
Teachers feel empowered
to handle student
conflicts and can focus
on their teaching

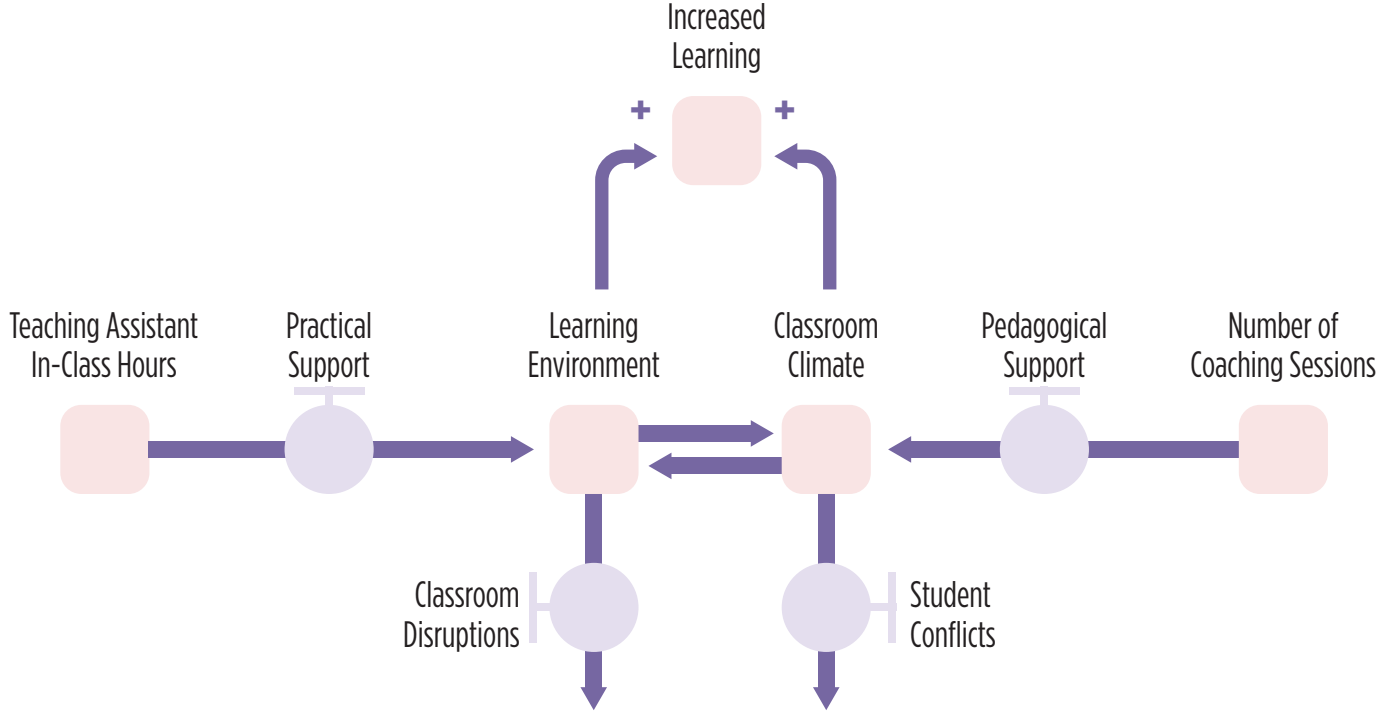
Mechanism 2:
The classroom
climate and learning
environment
is better

Outcome:
Increased
student learning

CAUSAL LOOP DIAGRAM



STOCK AND FLOW DIAGRAM



Lemire, Peck, Porowski, Kaur, and Loftus (2022)

