Paradigms, Logic Models, & Client Relationships

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Announcements

- The website might limp for a little while

- Gospel insights: Marja

  - Next: Neil

- Report from last class

- Today: paradigms, logic models, & client relationships

Reflection Papers

Blogs:

Marja
Keith
Janeel
Sara

Emails:
Loraine
Savannah
Jacob
Neil

Paradigm Review

"That's our new mission statement."

"It's time for the executive performance reviews, Fenwick. I'll do you if you'll do me."

"Can I have a copy of my performance review?
My mom still gives me $5 for a good report card."

Thursday, May 6, 2010

NAME THAT PARADIGM!

Name that paradigm!

NCLB?

Name that paradigm!

NCLB?

IPT Department Review?

Name that paradigm!

NCLB?

IPT Department Review?

D.C. School Choice?

Name that paradigm!

NCLB?

IPT Department Review?

D.C. School Choice?

Consumer Reports Rankings?

Name that paradigm!

NCLB?

IPT Department Review?

D.C. School Choice?

Consumer Reports Rankings?

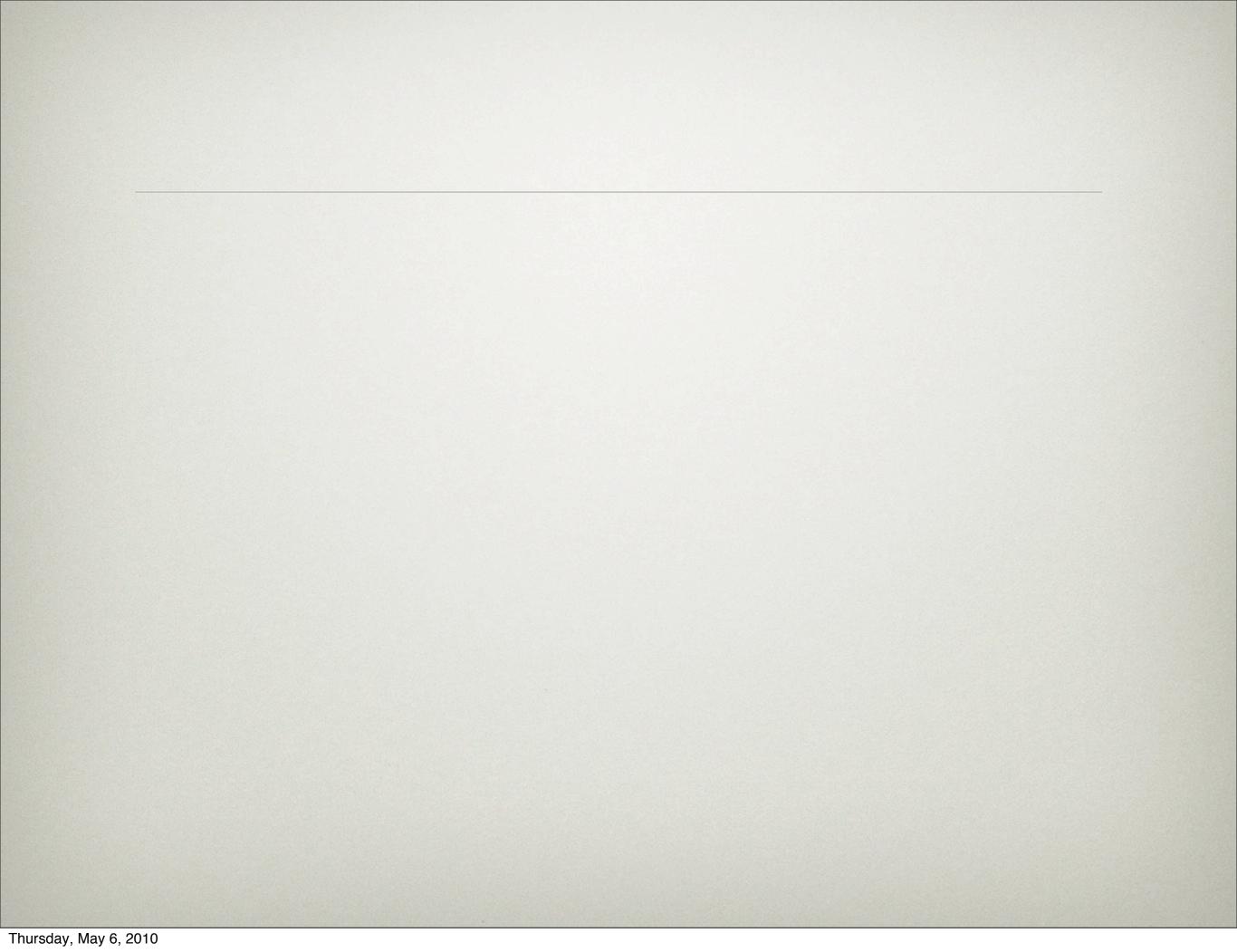Council of the Disposition of the Tithes?

Name that paradigm!

NCLB?

IPT Department Review?

D.C. School Choice?

Consumer Reports Rankings?

Council of the Disposition of the Tithes?

Federal grants?

Paradigm questions?

Paradigm questions?

Which paradigm do you prefer?

Paradigm questions?

Which paradigm do you prefer?

Why?

Paradigm questions?

Which paradigm do you prefer?

Why?

Which best fits our evaluation?

LMs: One More Arrow

Errol Flynn, the *real* Robin Hood

Logic Models

Resources/Inputs	Activities	Outputs	Outcomes	Impact
What resources will be brought to bear?	*What will be done with the resources?*	*What will the activity produce?*	*What results will we see? (short-term, or in intermediate)*	*What is the ultimate goal the program strives to achieve?*
1.				

Assumptions and Framework:

Logic Models

Resources/Inputs *What resources will be brought to bear?*	Activities *What will be done with the resources?*	Outputs *What will the activity produce?*	Outcomes *What results will we see? (short-term, or in intermediate)*	Impact *What is the ultimate goal the program strives to achieve?*
1.				

Assumptions and Framework:

What benefit does creating a LM provide to clients?

Logic Models

Resources/Inputs *What resources will be brought to bear?*	Activities *What will be done with the resources?*	Outputs *What will the activity produce?*	Outcomes *What results will we see? (short-term, or in intermediate)*	Impact *What is the ultimate goal the program strives to achieve?*
1.				

Assumptions and Framework:

What benefit does creating a LM provide to clients?
What benefit to you?

Logic Model Activity

- In groups of three, read RFP from Chicago consortium

- Construct a Logic Model describing the consortium's program theory

Clients: Initial Meeting

- Primarily you are there to *listen*

- You ask questions in order to better listen and understand

Clients: Second Meeting

- Clarify questions, information needs, program descriptions, boundaries/parameters, resources, personnel, timeline, & methodologies
  - This is a good time to use logic models to focus the discussion

Clients: Second Meeting

Learn from perspectives

Push for Consensus

Uploaded on January 2, 2009 by fangleman

Clients: Third Step

- Draft an evaluation proposal & contract for their review

- Get their sign-off at this point

Throughout Evaluation

- Stay in contact with clients and major stakeholders regularly

  - Inform them of any smoking guns

  - Consider attending steering meetings

  - Prepare mid-project or annual formative reports

- Discuss the pros and cons of any changes to the contract/eval plan

  - Get their sign-off again

Final Reporting

- Readability is key!

- Be available to give presentations at their request

- Be ahead of schedule

- Depending on the situation, be constructive in your criticism (formative), but accurate in your assessments (summative)

Role Assignments

Next Assignment

- Develop questions & thoughts in preparations for meeting with clients/stakeholders

- Meet with teachers Monday @ 2:45 (2:25)

- Reflection paper #3 on:

  - Chapter 11: 199-208; 210-212; 229

  - Chapter 12: 232-241; 246-258

Sources

- Fitzpatrick, J. L.; Sanders, J. R.; & Worthen, B. R. (2004). *Program Evaluation: Alternative Approaches and Practical Guidelines*. Boston: Pearson Education.

- Otherwise as cited