# SSIP Evaluation Workshop: Practice Change Series

# Pre-work for Session 1: February 1, 2018

The intended outcomes for the first working session of the SSIP Evaluation Workshop: Practice Change Series scheduled for February 1, 2018 include the following:

* State staff will understand the difference between evaluating practice change and evaluating practice fidelity.
* State staff will understand what good practice change and practice fidelity outcomes, evaluation questions, and performance indicators look like.
* State staff will understand how to align intended outcomes (e.g. practice change outcomes, practice fidelity outcomes), evaluation questions, and their related performance indicators,
* State staff will identify what improvements are needed to their evaluation plans in measuring both practice change and practice fidelity.

In preparation for this meeting, state teams are requested to review the following information and respond to the questions in section B: Session 1 Pre-Work Activities and submit your responses per the instructions below.

## Key Terminology and Definitions

Please review this glossary of terms and definitions. These terms will be commonly used throughout the workshop series. *Note these terms are often used in different ways. These definitions are the ones we will use throughout the workshops. They are consistent with current definitions from OSEP, DaSy, ECTA, and other TA Centers.*

* **Practices:** The teachable and doable behaviors that practitioners use with children and families which can be used, replicated, and measured for fidelity
* **Practice Change:** Increase or decrease in the number, frequency, precision, or quality of practices implemented by a practitioner as compared across at least two points in time.

**NOTE:** Practice change typically occurs prior to a practitioner achieving fidelity.

* **Fidelity:** The extent to which practitioners are implementing an evidence-based program or practice as intended, as measured against a threshold or predetermined level. Fidelity implies strict and continuing faithfulness to the original innovation or practice that is expected to lead to the desired child/family outcomes
* **Fidelity Threshold**: A predetermined level or score, which the practitioner must meet or exceed to demonstrate the evidence-based practice has been implemented as intended.
* **Improvement Strategies:** Strategies in the SSIP that outline the course of action in achieving the Theory of Action.
* **Theory of Action (TOA): A graphical summary of hypotheses about how an improvement strategy works. The TOA will be tested by the evaluation.**
* **Logic Model:** A systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.
* **Activities:** Initiatives, programs, policies
* **Outputs:** Direct, observable evidence that an activity has been completed as planned
* **Outcomes: Statement of the benefit or change you expect as a result of the completed activities**. Outcomes can vary based on two dimensions:

1) When you would expect the outcomes to occur, i.e., short-term, intermediate or long-term (impact); and

2) The level at which you are defining your outcome, e.g., state level, local/program level, practitioner, child/family.

*Examples:*

* + - **Short-Term Outcome:** EI practitioners have improved understanding of child development including social-emotional development for infants and toddlers.
		- **Intermediate Outcomes:**
		- *Practice Change:* Practitioners increase their use of social emotional practices in intervention sessions.
		- *Practice Fidelity:* Practitioners implement social emotional practices with fidelity.
		- **Results/Long-Term Outcome:** [SIMR] There will be an increase in the percentage of infants and toddlers exiting early intervention services who demonstrate an increased rate of growth in positive social-emotional development.

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* **Evaluation Plan:** A written document describing what will be measured and how, the methods used to collect and analyze data, and how the results will be used.
* **Evaluation Questions:** The key questions the state wants to learn and answer with the evaluation, usually focused on two main areas:
	+ - Process/Implementation: How’s it going? Are we effectively implementing our planned activities?
		- Outcomes: What good did it do? Are we achieving the results we intended?

*Examples:*

* To what extent are providers accessing and using resources related to typical social and emotional development?
* What percentage of providers report enhanced understanding of typical social and emotional development?
* **Performance Indicator:** An item of information that provides evidence that a certain condition exists or that certain results have or have not been achieved.[[1]](#footnote-1) There are a number of types of indicators, including those that measure inputs, process, outputs and outcomes. Good performance indicators identify specific, observable and measurable pieces of information and require the use of such terms as “number of”, “percent of”, “mean of”, or similar phrases.
* **Measurement/Data Collection Methods** - Identify the evaluation methods that will be used to collect data for each indicator and who the data will be collected on.

## Session 1 Pre-work Activities:

In preparation for the first working session of the SSIP Evaluation Workshop: Practice Change Series, please respond to the following questions no later than **January 29** in the Google form that can be accessed at: <https://goo.gl/forms/nMRXEDyAzz7woNV02> A copy of your responses will be emailed to you. **Please submit only one response per state team** (e.g. one for Part C and one for 619/Part B).[[2]](#footnote-2)

### Questions:

To help you think about what you want to focus on for the first working session of the SSIP Evaluation Workshop: Practice Change Series, please respond to the following questions as you consider your current evaluation plan.

* Does your evaluation plan measure practice change? If so, how?
* Does your evaluation plan measure practice fidelity? If so, how?
* How can you improve your current evaluation plan so that it effectively informs you about the success of both practice change and practice fidelity?
	+ Consider how new outcomes, evaluation questions, or performance indicators could help. Note your new outcomes, questions, or indicators.
1. Brizius, J. A., & Campbell, M. D. (1991). *Getting Results: A Guide for Government Accountability*. Council of Governors Policy Advisors. [↑](#footnote-ref-1)
2. If you are unable to access the Google form, please complete your responses directly in this document and email it to Margaret Gillis at: margaret.gillis@sri.com [↑](#footnote-ref-2)