

TA EVALUATION PURPOSES AND METHODS

This table provides an overview of evaluation methods that can be used as part of the TA process. For more information about evaluation, see [Preparation Phase: Developing an Evaluation Plan](#) in the *TA Reference Guide*.

What to Evaluate	Why and How	Resources and Tools
<p>Team/agency readiness¹</p>	<p>During the <i>Initial Implementation Phase</i>, a readiness assessment can help you:</p> <ul style="list-style-type: none"> ● Identify barriers that affect a team’s ability to engage in TA (e.g., leadership changes, staff turnover, technology difficulties) ● Determine the extent to which team members have a clear understanding of the TA process and clear expectations <p>It is typically informally assessed through:</p> <ul style="list-style-type: none"> ● Conversations or written exchanges ● Team discussions ● Observation 	<p>Readiness Indicators for Child-Specific Technical Assistance</p>
<p>Fidelity of the TA process</p>	<p>The purpose of measuring fidelity of TA is to determine if your processes and strategies are consistent with best practices in technical assistance and implementation science. You may not be required to evaluate TA fidelity, but even if you aren’t, it provides useful information during both the <i>Initial and Full</i></p>	<p>Consultant’s Report Checklist (OH)</p> <p>TA Evaluation Protocol (OH)</p>

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	<p>Implementation Phases to guide and improve your own practice.</p> <p>It is primarily assessed through self-evaluation and can be relatively informal. Potential methods include:</p> <ul style="list-style-type: none"> ● Informal self-reflection (<i>How can I do this better? Are there things I should be doing differently?</i>) ● More formal self-reflection—at the end of a TA interaction, you might rate how effective you thought it was in achieving your objectives (e.g., ineffective, somewhat ineffective, somewhat effective, effective) and explain the reasons for your rating² ● Frequent review of your TA plan to track how well you are adhering to it (this method assumes that the plan is based on TA and implementation science best practices; for example, as described in the <i>TA Reference Guide</i>) ● Review of your TA summaries and notes ● Use of a standard checklist for all cases that outlines TA best practices (this is helpful if you plan to aggregate findings across cases for reporting purposes) 	
<p>Usefulness, relevance, and quality of the TA content</p>	<p>This data is typically gathered at the conclusion of a TA case (i.e., the Full Implementation Phase), but it can be helpful to assess the same or similar measures during the Initial Implementation Phase to ascertain team member perceptions of how everything is going. Evaluation methods include:</p> <ul style="list-style-type: none"> ● Surveys of team members (and other relevant stakeholders) regarding their 	<p>TA Receivers' Survey (NE)</p> <p>Loan Library Evaluation Form (NE)</p>

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	<p>perceptions of usefulness, relevance, and quality, as well as other measures of satisfaction, if indicated</p> <ul style="list-style-type: none"> • Informal feedback from team members (including requests for specific types of assistance)² 	
<p>Service provider/family member change in knowledge, skills, beliefs, and attitudes³</p>	<p>During the <i>Initial and Full Implementation Phases</i>, evaluate whether team members knowledge and skills have increased in areas identified as important in the needs assessment.</p> <p>This is most commonly assessed via:</p> <ul style="list-style-type: none"> • Pre and/or post tests associated with a training event • Surveys of team members about their perceptions of their knowledge and skill change • Completion of an assignment (e.g., as part of a module) • Informal conversations or written exchanges <p>Skill attainment may also be evaluated via observation of service providers/families in action (video or in person).</p>	<p>Classroom Observation Instrument for Educational Environments Serving Students with Deaf-Blindness</p>
<p>Fidelity of implementation by service providers/families⁴</p>	<p>Measures of implementation fidelity are useful during the <i>Initial Implementation Phase</i> to assess whether team members are making progress with new practices. Later on they can be used to assess if <i>full implementation</i> has been achieved and guide decisions about whether TA will be needed beyond the current agreement.</p> <p>A recommended strategy in the Exploration Phase was to clearly define key</p>	<p>N/A</p>

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	<p>components of selected practices. These components can now be used as fidelity measures (e.g., in a checklist used for observation or in a survey).</p> <p>Potential methods of evaluation include:</p> <ul style="list-style-type: none"> ● Surveys of service providers/families regarding their perceptions of whether they are implementing practices as defined ● Informal conversations or written exchanges ● Observation of service providers/families in action (video or in person) 	
<p>Child change⁴</p>	<p>Evaluation of child change should be aligned with desired goals and outcomes as outlined in a TA plan or agreement. This type of evaluation is useful during the <i>Initial and Full Implementation Phases</i> to track the child’s progress in order to provide feedback to the team.</p> <p>Potential methods of evaluation include:</p> <ul style="list-style-type: none"> ● Observation of the child in action (video or in person) ● Use of assessment tools (e.g., <i>Communication Matrix</i>) ● Survey of service providers/families (questions about their perceptions of the child’s progress) ● Informal discussion or written interactions with service providers/families 	<p>N/A</p>

References

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4. National Implementation Research Network's Active Implementation Hub. (2013). *Module 4: Implementation stages*. Retrieved from <http://implementation.fpg.unc.edu/module-4>

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