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The book of the teacher includes: teaching notes 2-page introduction on how to teach teach Explain the approach to writing results suggests ways to provide teaching notes of feedback for writing lessons key response lessons for writing lessons 32 fun and varied activities and varied 10-15 minute activities to do in class, for Reviewing grammar and vocabulary in a variety of types of activities that review grammar and vocabulary in a variety of types of activities (quizzes, puzzle words, questionnaires, games, information gaps, short role-playing games) interactive CD-ROM of the blackboard: bring a new dimension in class using the interactive whiteboard of the CD-ROM results sets that the most clear instructions and simpler learning give you, and your students, an approach Â ¢ â,¬ Ä "Hands- OnÂ ¢ â,¬, encourages participation in the class compatible with a computer and a projector to take the guided tour write a book, elevates your profile, build a business - charge ideas and up Beginners to start the introduction to the evaluation of the program for public health programs: a self-study guide A complete description of the program clarifies all the components and results of the program, helping you so to focus your evaluation on the most questions Centers and important. Note that in this step the program is described and not the evaluation. In this chapter, you will use a tool called Â ¢ â,¬ Â ¢ â,¬ Â ¢ â,¬ Â ¢ â,¬ "ModelingLogica" to represent these components of the program, but a description of the program can be developed without using this or Any tool. This step can follow the stakeholder phase or precede it. In both cases, the combination of stakeholder involvement and description of the program produces clarity and long consent before the data is available to measure the effectiveness of the program. This clarity establishes the stage for a good assessment of the and, may also be useful to ensure that strategic planning and performance measurement, operate from the same reference frame of the program. A full description of the program includes the following components: Need. What is the problem of the great public health that you aim to address with your program? program? Which groups or organizations must change or act to ensure progress on the public health problem? Results. How and how do these goals change? What action specifically do they need to take? Activity . What will your program and your staff to move these target groups to change / act? Outputs. What ability or tangible products will be produced from your program's activities? Resources / Inputs. What is needed from the largest environment for the activities to be successfully mounted? Activity report and results. What activities have been implemented to produce progress on what results? In addition to specifying these components, a complete description of the program includes the discussion of: Development Stages. The program has just begun, is it in the implementation phase, or is it going to a significant period of time? Context. What factors and trends in the broader environment can affect the success of the program or failure? Planning and evaluation are companion activities. Unfortunately, they can use different terms for similar concepts. The resulting confusion undermines the integration of planning and evaluation. As shown below, the plans proceed from abstract / conceptual objectives, then specify the tangible objectives necessary to reach them, and therefore the strategies necessary to achieve the objectives. These strategies can be specified as actions, tactics or a number of other terms. These terms can cross the Crosswalk to the components of our description of the program. Strategies can provide further information on program activities, goals can indicate some or all destination types and short-term or intermediate outcomes and the goal is likely to inform the desired long-term result from the program. It is not necessary to start from scratch in the definition of the components of the the of the programme. Use the objectives and objectives in the mission, vision or strategic plan of the programme to generate a list of results (see text box). The The objectives outlined in documents such as Healthy People 2010 are another starting point for the definition of some elements of the description of the program for efforts in the field of public health (see www.health.gov/healthypeopleexternal icon). We use some of our cases to illustrate the components of a description of the program. Necessity is public health or other problem faced by the program. It could be defined in terms of the screening clpp, of the evaluation of the houses community, the size of the problem as a whole, the size of the problem in the various segments of the population and / or significant changes or trends in the incidence or in prevalence. For example, the problem addressed by the program for affordable accommodations is that of the compromised life results for low-income families due to the lack of stability and quality of living rooms. The need for the Childhood Lead Poisoning Prevention program (CLPP) is arresting the evolutionary slide that occurs in children with high levels of lead in the blood (EBLL). Recipients are the various types of public that the program must spur to act to make progress on the problem of public health. For affordable accommodation program, eligible families, volunteers and lenders / sponsors must act. For the CLPP program, the reduction of the EBL requires some actions by families, health professionals and officials for the housing, among others. The results [15] are the changes in someone or something (other than the program and its staff) that hopefully can derive from the program's activities. For programs that deal with large and complex public health problems, the final result is often ambitious and long-term, such as the elimination of the problem or condition or improvement of the quality of the life of the people already affected. So a Detailed programme details not only the expected long-term results, but also the short-term and intermediate results that precede it. The text box'A potential hierarchy of effects'defines a potential sequence for a program. program. (effects). Starting from the bottom of the hierarchy: the activities of the program aim to achieve participation among the targeted communities. Participants are226: reactions to program activities affect their education, knowledge, opinions, skills and aspirations. Through this learning process, individuals and organizations take actions that bring about a change in the social, behavioural and/or environmental conditions that drive the long-term health outcomes of the community. Keep in mind that the higher-order outcomes are usually the reasons for the program have been created, even though the costs and difficulties of the program have been created. Evidence-gathering increases as you move up the hierarchy. Evaluations are reinforced by showing evidence at different levels of hierarchy; information from lower levels helps to explain results at higher levels, which are long-term. The sequence of results for the affordable housing program is relatively simple: families, sponsors and volunteers have to be committed and work together for several weeks to complete the house, then the sponsor has to sell the house to the family, and then the family has to keep the house payments. For the CLPP program, there are streams of results for each of the target groups: providers must be willing to test, treat and refer to EBLL children. Housing officials must be willing to clean homes that have lead paint, and families must be willing to screen children and homes, adopt modest changes in the behavior of the home, and adhere to any treatment program for children with EBLL, makes cases management, the referral to medical assistance, home assessment, and the postponement of led contaminated houses for cleaning. Production products are the direct products of the activities, usually a sort of tangible delivery. The results can be considered as redefined activities in tangible or acceptable terms. For example, the affordable accommodation program is Â ¢ â ¢ â ¢ ™ the activities to involve volunteers, recruit sponsors and select families have the corresponding results: number of committed volunteers, number of sponsors recruited and engaged, number and types of families Select. The activities of the screening clpp, of the evaluation of the houses and reference of children and houses each would each have a corresponding production: the number of children subjected to screening and reference, and the number of valued and reference houses. And necessary information; 226; â ¢ â ¢ â ¢ "and extract elements that meet the definition of activities (something that the program and its staff does) and the results (change What Speri to include inputs in the description of the program because the responsibility for resources to lenders and interested parties is often an evaluation objective. Just as important, the list of inputs is a reminder of the type and level of resources on which the program is dependent. If the expected results are not achieved, look at the Resources / Input list for a reason why program activities cannot be implemented as expected. In the affordable housing program, for example, supervisory staff, community relations, land and warehouse are all input factors necessary for activities. For the CLPP program, the funds, Legal for the screening of children and homes, qualified personnel and relationships with the organizations responsible for medical treatment and house cleaning ~ õsono needed input to achieve a successful program. Programs can be being classified in three stages of development: planning, implementation and maintenance/results achieved. The development phase plays a central role in defining a realistic evaluation objective in the next step. A program in the planning phase will focus its evaluation very differently from a program that has been in operation for several years. Both affordable housing programmes and CLPP have been in place for several years and can be classified in the maintenance/performance phase. Therefore, an evaluation of these programmes would probably focus on the degree to which the results have been achieved and on factors which facilitate or hinder the achievement of the results. The context is the largest environment in which the program exists. Why? © external factors can present both opportunities and roadblocks, be aware and understand them. The programme's context includes policy, funding, inter-agency support, competing organisations, competing interests, social and economic conditions and history (programme, agency and past collaborations). For the affordable housing program, some contextual issues are the widespread belief in the power of home ownership and personal contact at community level as the best ways to transform life. At the same time, gentrification in the low-income neighborhood pushes real estate prices up, which can make some areas not chargeable for the program. Some communities, while approving affordable accommodation in principle, can resist the construction of these houses in their neighbourhood. For the CLPP programme, contextual issues include increasing demands on the time and attention of primary healthcare providers, the concentration of EBLL children in low income and minority neighborhoods, and increasing demands on authorities To improve environmental risks. A Realistic A and Reactive assessment will be sensitive to a wide range of potential influences on the program. An understanding of the context allows users to interpret the results and assess the generalizability of the conclusions. For example, the affordable housing program might be successful in a small town, but it might not work in an inner city neighborhood without any adaptation. Once the components of the program description have been identified, a visual representation can help to summarize the relationship between the components. This clarity can help with strategic planning and evaluation of the program. While there are other ways to represent these relationships, logic models are a common use of tool evaluators, and the tool described more fully in the CDC framework. Logic models are graphical representations of the relationship between the activities of a programme and its expected results. Two words in this definition of definition stressing: relationship: logic models convey not only the activities that make up the program and the inter-relationship of those activities, but the link between those components and outcomes. Intended: Logic models describe the expected results of a program's activities. As a starting point for assessment and planning, the model acts as â¨ ÄOUTComes Roadmap" showing the underlying logic behind the program, i.e., why it should work. That is, of all the activities that could have been undertaken to address this problem, these activities are chosen because, if implemented as planned, they should lead to the results depicted. Over time, assessment, research and daily experience deepen the understanding of what does and doesn't work, and the model will change accordingly. The logic model does not require any new way of thinking about the program; Rather, it converts the raw material generated in the program description into a program image. The rest of this chapter provides the steps in building and processing simple logic models. The chapter, focuses the evaluation design, shows how to use the model to identify and address focus issues and evaluation design. A useful logical model can be built in a few simple steps As shown here using the CLPP program for illustration. While logic models can include all components in the text box, we emphasize the use of logical models to get clarity on the ratio between the program Â ¢ 128; â ™ the activities and its results. To stimulate the creation of a complete list of activities and results, any of the following methods will work. Review all the information available on the program; 226; 128; × both from the declarations of mission / vision, from strategic plans, from the main informati226; â ¢ â ¢ â ¢ "and extract elements that meet the definition of activities (something that the program and its staff does) and the results (change What Speri derive from the activities), or work back from the results. This is called Â ¢ â ¢ â ¢ â ¢ Reverse Logic Â ¢ â ¢ Â Modeling Logic A and can be useful when a program is responsible for a new or big problem or is just starting. It can be clarity about Â ¢ â ¢ œâ ¢ â ¢ â ¢ â ¢ â ¢ â ¢ â ¢ ™ â ¢ â ¢ ™ â ¢ â ¢ œThe program is to produce, but little else. Working back from the distal result by asking Â ¢ â ¢ â ¢ â ¢ œ ~ â ¢ â ¢ œI will help identify the factors, variables and actors that will be involved in the production of changes, or work forward from the activities. This is called Â ¢ â ¢ â ¢ â ¢ Â Logic modeling and it is useful when there is clarity on activities but not about why they are part of the program. Switching from the activities to the expected results asking, Â ¢ â ¢ â ¢ œFrom that happens? 226; Ôâ helps to develop the results downstream of the activities. Logical models can all or only some of the elements of the program description (see text box, p.24), depending on the use to which the model is put. For example, the finding 2.1 is a simple generic logical model. Where appropriate, the model could include references to components such as Â ¢ â ¢ œ ~ â ¢ â ¢ â ¢ â ¢ â ¢ â ¢ â ¢ â ¢ â ¢ â ¢ Â mainly on the connection of a program Â ¢ ô †; Â¥ ¥. the Theory of change Model of change of change of change Model of change of Change Theoretical of Causal Weight-of evidenza il modello di tabella della catena Conceptual map Blueptual Blueptual The Logic models of program theory can describe a l l or only some of the following components of the program description, depending on the intended use: Inputs: Resources that enter the program and on which the installation of its activities depends. Activities: Actual events or actions carried out by the program and its staff. Results: direct products of programme activities, often measured in acceptable terms (e.g. number of sessions held). Results: The changes resulting from the programme It is the activities and outputs, often in a sequence expressed in short-term, intermediate and long-term results. Note that tab 2A at the end of this chapter provides a simple format to do this categorization of activities and results, regardless of the method used. Here, for the CLPP, we completed the worksheet using the first method. Outreach Screening Case management Reference to medical treatment Identification of children EBLL Environmental assessment referral of the family Lead source identified Families adopt internal techniques EBLL children adopt medical treatment The source of lead is eliminated EBLL reduced development Life (Q of L) has improved Subdivide lists to show the logical sequence between activities and results. The logical models provide clarity on the order in which to manage cases, evaluate homes and undermine children and their monitoring homes. As for the results, we suggest that the results as the reception of medical care, house cleaning and the adoption of cleaning changes must precede the reduction of theBLL and the elimination of the resulting slide in the development and quality of life . Outreach Screening Case management Reference to medical treatment Identification of children EBLL Environmental Treatment Environmental Evaluation Reference Family Training Lead Source Identified Lead Source It is eliminated families adopt internal techniques ebl children receive a medical treatment EBL reduced development Â ¢ â ¢ â ¢ œ ~ â ¢ Â ¢ Â stop Q to improve add any inputs and outputs. At this point, you can decide that the four-column logic model provides all the necessary clarity. Otherwise, the next step is to add columns for inputs and output. Production factors are inserted to the left of the activities while the outputs226; 128; Â "â" as products of the activities Â ¢ â ¢ â ¢ Â ¢ â ¢ œI are inserted to the right of the activities but before the results. For the CLPP, we can easily define and insert both input and output of our efforts. Note that the results are the products of our activities. Do not confuse them with the results. No one is still changed. we have identified a pool of houses with guide and have referred to a pool of children EBLL, the houses have not been cleaned, nor © the children have still been treated. Personnel funds trained for screening and identified Families adopt internal techniques Legal authority Screening Identification of children in the EBLL Case management References to medical care Environmental assessment Environmental references Family training Pool (#) of suitable children Pool (#) of medical care Pool (#) of "conducted" homes Referral (#) for cleaning Lead identified source is eliminated Families adopt domestic techniques EBLL children receive medical care EBLL reduced Development "slide" stopped Q of L improved Draw arrows to describe expected causal relationships. The multi-column table of inputs, activities, outputs and results developed so far contains enough detail to convey the components of a program globally. However, when the model is used to prepare the ground for planning and evaluation discussions, it may be helpful to draw arrows that highlight causal relationships between activities and outcomes. These arrows can represent a variety of relationships: from one activity to another, when the first activity exists primarily to fuel subsequent activities; from one activity to an outcome, when the activity is intended to produce a change in someone or something different from the program; from an initial result to a subsequent one, when the initial result is needed to get the most distal result. Examine the CLPP Logic Model (Annex 2.2) with causal arrows included. Note that no activities/outputs or results have been added. Arrows have been added to show the relationship between activities and results. It should also be noted that there are flows of activity for the production of clean houses, of children "cared for" from the medical point of view, and of educated and active families/families. It is the combination of these three flows that produces a reduction in EBLL, which is the platform to stop the evolutionary sled and improve the quality of the The first versions are likely to be sloppy, and a nice, clean one that is intelligible to others often Several attempts. Logical models are an image depicting your prema theory - "Why should your program work? The simple logical models developed in these few steps can work well for this purpose, but the programs can benefit from processing their simple models Logic in some of the following ways: processing the distal results: sometimes the simple model will end with short-term results or even outputs. Although this can reflect the mission of a program, usually the program was created to contribute to a purpose Bigger and depicting this in the model leads to more productive strategic discussions discussions later. Ask, Â ¢ â ¢ "So what happens? Â ¢ â ¢ "Then what happens? Â ¢ â ¢ ~ Note that the model Original five-box remains as the core of the elaborate model, but now subsequent results up to the most distal ones that are included further away. Enter 2.3, the very simple logical model that could result from a revision of the narrative on the home property program is processed by asking: Â ¢ â ¢ "Then what happens? Â ¢ â ¢ ~ Note that the model Original five-box remains as the core of the elaborate model, but now the expected results include a flow of further outcomes for new owned families and for the communities in which houses are built. The elaborate model can motivate the organization to think more ambitiously the results provided and if the right activities are taking place to produce them. Craft Intermediate results: Sometimes the initial model presents the program activities and its most distal result in detail, but with infinite information on how the activities must Producing results. In this case, the goal of processing is to better represent the logic of the program that connects the activities to the distal results. Provide U NA driving table so detailed to a distal destination can help shortcomings in the logic of the programme which could otherwise be evident; convince sceptics that progress is being made in the right direction, even if the destination has not yet been reached; Management of aid programmes in What needs to be stressed at this time and/or what can be done to speed up progress. For example, the mission of many CDC programs can be viewed as a simple logic model that shows the key clusters of program activity and the key changes expected in one or more health outcomes (Annex 2.4). The elaboration leads to a more detailed description of how the same activities produce the greatest distance result, i.e. milestones along the route. The logical models can be broad or specific. The level of detail depends on the use the model is used for and the main public for the model. A global model works better for stakeholders as financiers and authorities, but the program staff may need a more detailed model that reflects daily activities and causal relationships. When programs need global and specific logical models, it is useful to develop a global model first. Detailed models can be seen as a more specific "magnification" of parts of the program. As in geographic mapping programs like Mapquest, the user can zoom in or zoom out on a map below. The related model family ensures that all players operate from a common frame of reference. Even when some staff members deal with a discrete part of the programme, they are aware of where their part fits into the broader framework. The supplier immunization program is a good example of zooming on portions of a more global model. The first logical model (Annex 2.5) is a global model that describes all activities and results, but highlights the sequence between training activities and the expected results of training. The second logical model only increases this flow, indicating some more details about the implementation of training activities. As in the previous phase, make sure that the evaluation is of quality by comparing your approach with some of all four evaluation standards. The two standards that apply most directly to step 2: Describing the program are accuracy accuracy accuracy accuracy accuracy Decency. Applications submitted in the following table can help to produce the best description of the programme. Thinking about how the model will be used, is the level of detail appropriate or is there too much or too little detail? The decisions/description of the program are understandable to those who need to use it for the planning of the evaluation Does the description of the program include at least some activities and results that are in control of the program? Is the evaluation complete and correct in assessing all aspects of the program, including its strengths and weaknesses? Does the description of the programme include sufficient details to examine both strengths and weaknesses, as well as unwanted results such as those envisaged? Is the program description complete? Have you documented the context of the program so that possible influences on the program can be identified? Complete a full description of the program including needs, objectives, results, activities and resources. Identify the development stage and context of the programme. Convert input, activity, output and results into a simple model of logic Global. Develop the model as necessary. Develop more detailed models from the global model if necessary. Working sheet 2A raw material for your External Logic Model Activities What will the program and its staff actually do? What changes do we hope will bring to someone or something other than the programme and its staff? Work sheet 2B Section activities and activities Outcomes

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