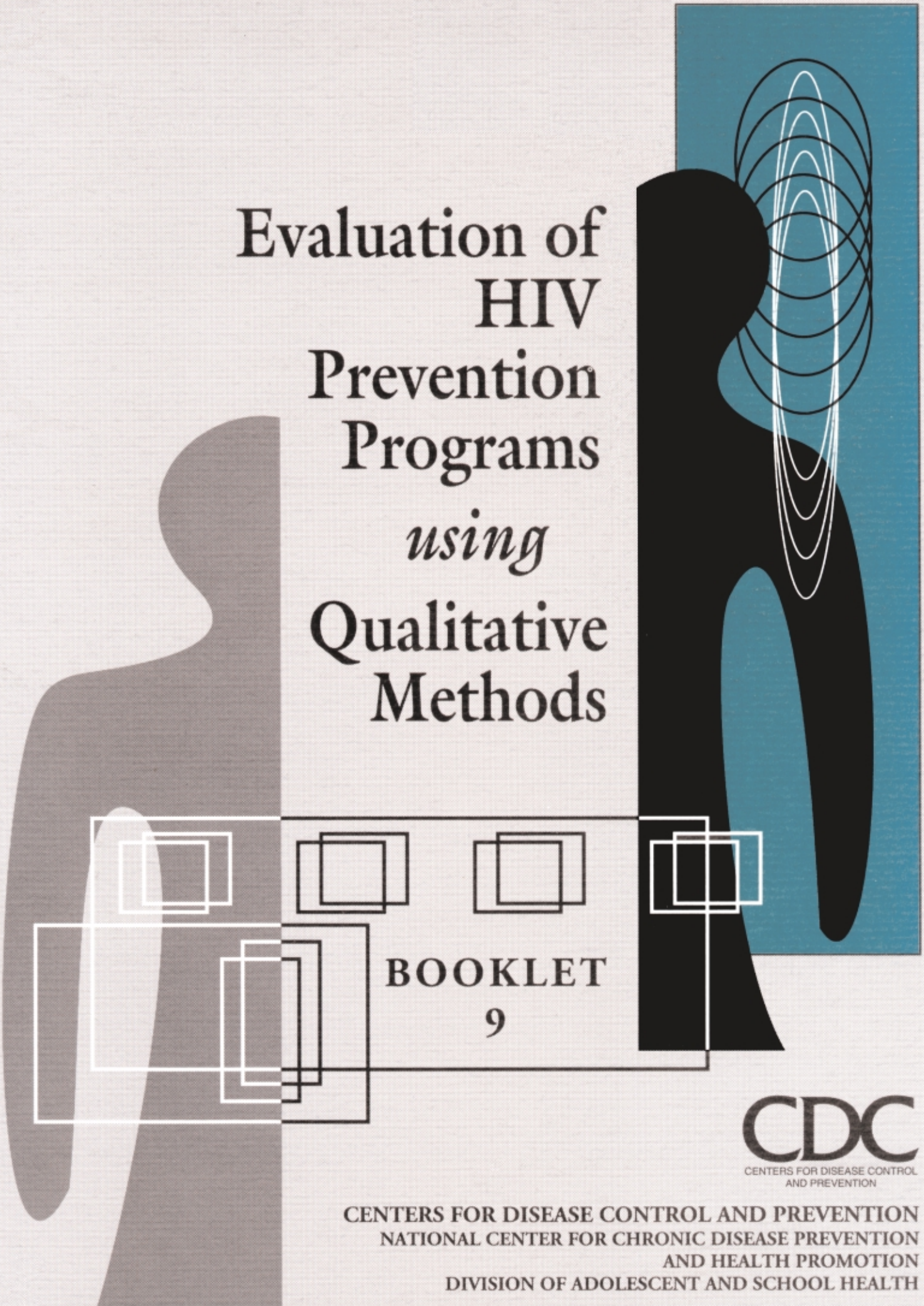
Evaluation of HIV Prevention Programs *using* Qualitative Methods



BOOKLET 9

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NATIONAL CENTER FOR CHRONIC DISEASE PREVENTION AND HEALTH PROMOTION
DIVISION OF ADOLESCENT AND SCHOOL HEALTH

Booklet #9

Evaluation of HIV Prevention Programs *using* Qualitative Methods

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Introduction

Most of the evaluation methods discussed in this handbook thus far have emphasized quantitative assessment methods, such as surveys used to measure changes in student behavior. This chapter will discuss a) the purpose of qualitative evaluation methods, b) two qualitative methods often used in program evaluation, interviews, and observations, c) recording and analyzing qualitative data, and d) reporting results.

Qualitative methods usually refer to the systematic collection and analysis of descriptive subjective information. Qualitative methods provide information that can be used to assess program appropriateness, program implementation, program refinement and program participant satisfaction. Such methods are also useful in developing and refining quantitative assessment instruments and quantitative evaluation methods. Since qualitative evaluation can be applied during any stage of the program (before, during, or after), the stage selected must be appropriate to the evaluation questions. The decision maker should also consider the availability of resources and the feasibility of staffing, recruitment, and data analysis.

Purpose of Qualitative Methodology

Qualitative methods are considered most appropriate for the following purposes:

- To provide detailed, in-depth information about program operation from the perspective of the program staff or participants.
- To describe the diversity and unique qualities exhibited by programs or individuals within the programs.
- To determine what is actually being delivered -- the quality of delivery and the content of interventions.
- To identify unanticipated benefits or unexpected outcomes of the program.
- To collect data that may be helpful to others who wish to replicate the program.

- To document interactions between project staff and participants.

- To create response options for questionnaire construction.

- to collect information associated with program success, such as methods of instruction, training activities, program structure, or intervention setting.

Qualitative evaluation methods include detailed descriptions of situations, events, interactions, and observed behaviors; quotations from people about their experiences, program receptivity, attitudes, beliefs, and thoughts; and excerpts from documents, records, and case histories. These data are typically collected as open-ended narrative that do not try to fit program activities or peoples' experiences into predetermined, standardized categories such as response choices typically used in questionnaires or tests. Qualitative data therefore provide more depth and richness of information than is usually obtained through quantitative methods.

Methods Used in Qualitative Evaluation

The qualitative methods most commonly used in educational settings are individual interviews, focus group interviews, observations of individuals or group behavior, and written logs recording events or behavior. Each is discussed below.

Individual Interviews. Interview data fr program evaluation allow the evaluator to capture the perspectives of program participants, staff, and others associated with the program. The interview is conducted to find out, from the individual's perspective, what we cannot directly observe, (such as behavior changes, attitude changes, participant satisfaction, and suggestions for improvement). Individual interviews can be conducted face-to-face or by the telephone. They should use open-ended questions and allow ample time for the subject to comment, explain, and share experiences and attitudes.

Advantages

- The interviewer can explain or help clarify questions to increase the likelihood of getting useful responses from the interviewees.

- The interviewer can probe by asking additional questions that clarify or elaborate on responses.

- The interviewer can be flexible in administering the interview to particular individuals and circumstances, whereas a paper and pencil test is inflexible.

Disadvantages

- Interviewer flexibility in sequencing and wording questions can introduce changes that result in substantially different responses across interviews.

Focus Group Interviews are carefully planned discussions of five or more people

Focus Group Interviews. Focus Group Interviews are carefully planned group discussions designed to obtain participant attitudes on a defined topic. Focus groups should be conducted by an experienced moderator in a setting comfortable to the participants. Focus group participants should be typical of the intended target audience. Various subgroups within the target audience should be represented so that the range of opinions on the central theme of discussion is heard; for example, participants should come from schools in different localities. Criteria for selecting the participants (such as gender, age, grade, and school) should be established before the interview. Respondents should be selected well in advance (e.g., two weeks) of the focus groups; reminders should be sent out or telephone calls made one or two days before the focus groups are convened.

Focus groups can range from five to ten participants. If a group has more than ten members, the moderator may have trouble directing the group and getting everyone to participate. Groups smaller than five members may have strained dialogue and limited interaction. The moderator should try to engage all members and not let the discussion be dominated by one or two individuals. The group should meet at an accessible and appropriate location, and sessions should last one to two hours.

Moderators should consider tape-recording and transcribing the sessions. Participants must give their permission for this, and efforts must be made to ensure confidentiality.

Moderators should be trained individuals who are sensitive and empathetic. The selection of a moderator, should weigh personal characteristics that will make this person acceptable to the group; age, sex, profession, ethnic group, and appearance may be key characteristics. Try to appoint another person to take notes on the session. This person should be trained in what to note and in how to do so effectively and unobtrusively.

The moderator should make the participants feel comfortable before the discussion begins. They should be told that they have been invited because their opinions on the subject is important. All participants should be encouraged to express their points of view, experiences, and feelings freely and spontaneously.

Advantages

- Participants are free to volunteer information on points that are important to them but that the evaluator may not have anticipated.

- Focus groups provide in-depth insights into how the participants feel about specific topics.

- Focus groups are more time and cost effective than individual interviews with the same number of people.

- Program staff with little or no formal training in evaluation can conduct focus groups and gather information for program planning.

- Findings are presented in narrative form, often with actual participant quotations that can help program leaders grasp participant's concerns and beliefs.

Disadvantages

- The small number of respondents and the lack of random selection significantly limits the ability to generalize to a larger population.

- The interaction of respondents with the facilitator and with each other may affect respondents willingness to present divergent opinions.

- Respondents may hesitate to express their concerns in a group setting with peers or colleagues, but be more likely to express themselves in one-on-one interviews.

- The live or immediate nature of the interaction may lead a decision maker to place greater faith in the findings than is actually warranted.

- The open-ended nature of responses typically generates a wealth of field notes or narrative that can make summary and interpretation difficult and time consuming.

Interview Guides Before convening the individual interview or the focus group interview, the evaluator should develop an interview guide based on program objectives or the evaluation questions. The interview guide is a list of questions or issues to be explored in the course of an individual interview or focus group. The guide should provide topics or subject areas within which the interviewer is free to explore, probe, and ask questions. The guide will help the evaluator efficiently and systematically conduct interviews across a number of different groups. Above all, the interview guide will keep the interaction focused but also will allow individual perspectives and experiences to emerge.

Observations. Observation should yield a systematic description of events or behaviors in the social setting chosen for study. Classroom observational studies are one example of observation often found in education. Observational data should:

- Describe the setting of program delivery.

- Describe the actual activities and messages that were delivered.

- Identify the people who participated in those activities.

- Describe and assess teacher delivery of a particular unit.

The descriptions must be factual, accurate, and thorough without being judgmental and cluttered by trivia. A structured protocol to guide the observation is most helpful. The use of video-tape can provide feedback and a means of training the teachers observed.

In evaluation studies, observational data can help decision makers and information users understand program activities and outcomes through detailed descriptive information about the program and about the program recipients' responses.

Advantages

- By directly observing program operations and activities, the evaluator is better able to understand the context within which the program operates.

- The evaluator may see things that escape awareness among participants and staff.

- The evaluator can learn about program events which participants or staff may be unwilling to talk about in an interview.

Disadvantages

- The evaluator's subjective views can introduce error.

- The focus of the evaluator is only on what is observed at one point in time, thus limiting evaluation of other sessions or activities.

- Evaluation must often rely on memory to complete the observation summary.

- Observations can be time consuming and difficult to interpret.

Logs can be designed to integrate quantitative and qualitative approaches

Logs. Logs can be designed to integrate quantitative and qualitative approaches. For example, logs can provide data on actual numbers of participants attending a program or any other categorical data to be collected. In qualitative studies, logs can be particularly useful in establishing background before observing or interviewing participants. Logs provide an account of past events and are a method for documenting what happened during program implementation. Logs also allow for direct and objective classification of data and can be used to verify the accuracy of statements made during interviews, thereby enhancing the credibility and trustworthiness of the evaluation.

Data collected from logs kept throughout program implementation will allow the project staff to monitor progress at individual program sites. This information can then be used to refine the program.

Specifically, logs can provide documentation on:

- The date and type of contact, the personnel involved, the main items discussed, and issues requiring follow-up.
- Attendance records, as well as major decisions or action items.
- Frequency and type of project events and activities or unusual or unplanned occurrences at individual sites or larger program areas.
- The number of materials and other related resources.

A special type of log called an "activity log" can be used in the school setting to determine the level of implementation, the fidelity to the program, the coverage attained, and the reactions to specific components of the program at the time of delivery. Teachers can be asked to indicate whether or not they did an activity, and whether or not they used methods critical to the success of the lessons (e.g., peers, leaders, role playing) as recommended by the curriculum. Specifically, data can be gathered pertaining to the lessons that were taught, the extent to which teachers used methods recommended in the curriculum, the number or proportion of classrooms receiving the curriculum, and the extent to which required or additional resources were used.

Advantages

- Logs can reveal patterns not visible during each individual experience or event, by covering events over a period of time, logs avoid the bias that can occur when only a small number of events are observed.

- Information is more accurate when it is recorded at a time period close to the event.

- Levels of activity (high or low) can be revealed.

- If recorded in time units, logs indicate spacing, pacing, and sequencing of activities.

Disadvantages

- Those responsible for completing logs may not take the time to maintain records.

- If logs are perceived as intrusive and labor intensive, people may be resistant to completing them.

Data Recording

Results from Focus Group and Individual Interview

Qualitative data can be recorded on tape (with the permission of the participants) or summarized by a recorder who takes notes during focus group sessions (but who does not participate in the discussion). Three procedures for summarizing the data are presented below.

1) The moderator, reporter, interviewer or in some cases the transcriber listens to the tapes and writes a verbatim account of everything that was said. Transcription of the raw data includes word-for-word quotations of participants responses as well as the reporter's descriptions of participants characteristics, enthusiasm, body language, and overall mood during the interview. The reporter's notes can be used to identify speakers or to recall comments that are garbled or unclear on the tape. This approach is recommended when the necessary financial

and human resources are available, when the transcriptions can be produced in a reasonable amount of time, or when the focus of the qualitative methods is to make detailed comparisons. The major advantage of this transcription method is its completeness, but the major disadvantage is the amount of time and resources needed to produce complete transcriptions.

2) A second possible procedure for recording discussions or interviews draws less on the word-by-word record and more on the notes taken by the reporter or interviewer. This method is called "note expansion." As soon as possible after the group session or interview, the reporter or interviewer listens to the tape to clarify certain issues and to confirm that all the main points are included in the notes. This approach is recommended when resources are scarce, when the results must be produced in a short period of time, and when the purpose of the research is to get rapid feedback from members of the target population. The note-expansion approach saves time and retains all the essential points of the discussion. A disadvantage is that the reporter may be selective or biased in what is written.

3) As a third approach, the reporter or interviewer uses no tape recorded but instead draws on memory alone to expand and clarify his or her notes immediately after focus group sessions or individual interviews. This approach is recommended only if time is short and the results are needed quickly, and only if the research questions are simple ones (such as "What are teachers' reactions to the audiovisual materials?"). The advantage of the notes-only method is its quick turnaround time, but its major disadvantage is the potential bias and loss of detail in reporting and analyzing the data gathered.

Content analysis is most often used to analyze qualitative data

Content Analysis. Content analysis most often is used to analyze qualitative data. Content analysis involves the use of predetermined categories to code participants' responses. After all data are coded, the analysis examines frequencies, sequences, and other patterns in the data. Techniques to organize data by topics or areas of concern may include:

- Writing abbreviated topics directly on the relevant data passages, either in the margins or with an attached tab on the relevant page.

- Cutting and pasting comments dealing with the same issue.

- Using a word processor to organize the comments by topic, as referred to above.

The final step in the content analysis process is the interpretive stage. This is where data are interpreted and conclusions are drawn from much of the descriptive data categorized during the initial stages of this process. The interpretive stage involves drawing conclusions regarding trends or patterns, answering questions, or ascribing meaning. All of these conclusions should be based on the goals and objectives of the evaluation.

To assist in the interpretation or to draw valid inferences, the evaluator should consider the frequency of terms, the prevalence of words or phrases, the intensity of responses, and other nonverbal communication such as silence, laughter, or facial expressions. These factors, when considered along with actual spoken words, enhance the validity of the interpretations and conclusions drawn from the data.

It is helpful to have more than one person working on the analysis. Each person codes the data into a classification scheme separately, then the results of the coding are compared and discussed to determine inter-rater reliability.

Using a Microcomputer to Analyze Results from Focus Groups and Interviews

Available software packages can organize data derived from individual interviews and focus group interviews. These are text-oriented database managers, word processors, or automatic-indexing software specifically developed for text applications. Transcripts entered into a word processor can be organized, indexed, and coded. Some packages on the market include Ethnograph, Qualpro, Hyperqual, Anthropax, and other variations. Qualitative analysis software can be a powerful tool for organizing vast amounts of data produced through focus groups or individual interviews.

Analyzing Data from Observations Instructions for completing observation forms should be included as part of staff training for the specific program, project, or curriculum. Observation forms may contain a quantitative section, depending on the needs of the program,

project, or individuals being observed. For the qualitative sections of observation forms, content analysis can be used to summarize the information retrieved. The analysis can use the generic categories of the observation form to organize the data.

Analyzing Data from Logs Instructions for completing logs should be included as part of staff training for the specific program, project, or curriculum. Content analysis can be used to summarize information retrieved from logs. The analysis can use goals/objectives, topics or questions to locate or organize relevant information.

Data from logs can also be used to quantify and describe the level of implementation at each program site and will allow calculation of required activities or lessons (dosage) at each site.

Examining and recording critical information in the logs can also allow for calculating specifics, such as the percentage of targeted individuals reached by selected activities, the number of training sessions held, and the number of teachers, parents, and students who took part.

Regardless of the qualitative method used, the following steps should be followed:

- Establish categories based on program or evaluation goals.
- Operationally define each category and give examples.
- Train coders to use the categories reliably.
- Conduct data coding with ongoing checks for quality.
- Analyze the data.
- Interpret the data.
- Develop program recommendations.

Reporting Findings

Evaluation reports based on qualitative methods will describe the program and the experiences of the participants (see booklet #8, Reporting Results of HIV Education Evaluation). Before preparing the report, the writer should be clear about the purpose and what he or she needs to communicate. Reports should include the following sections:

Before preparing the report, the writer should be clear about the purpose and about what needs to be communicated

The purpose of the study: Discuss the goals, objectives, and the questions asked.

The study methods: Summarize the methods used (e.g., focus groups, individual interviews or observations), tell how many participants were involved and briefly describe them, and explain how the participants were selected. Describe the instruments and procedures used in the study. In a separate section describe the limitations of the scope (including limits of the analysis, to prevent invalid conclusions from being drawn).

Findings/Results: The results can be presented as raw data (e.g., question or topic followed by participants' responses) or as descriptive summaries (i.e. a summary of the information integrated with illustrative quotes).

Discussion: The discussion section can include interpretative summaries (i.e., a summary of the findings integrated with illustrative quotes followed by interpretive statements).

Conclusions/Recommendations: This final section of the report should summarize key outcomes relevant to the initial purpose of the study. Program modifications should be suggested. Appendices can be attached and may include materials such as interview guides and additional quotations.

Conclusion

Four different methods of qualitative data gathering can be used in educational settings: individual interviews, focus group interviews, observations, and logs. Each method has its advantages and disadvantages, but each has proven useful in certain situations. The value of each method can be even greater if interview questions and focus group guides are in line with evaluation objectives and are followed by systematic recording and analysis of data.

Ultimately, a multimethod approach (i.e., qualitative and quantitative methods) increases the validity and reliability of evaluation data. Using a variety of sources enables the evaluator to build on the strengths of each type of data collection, while minimizing the weaknesses of any single approach.

In the attached bibliography, additional references are given for those who want more detailed information on qualitative methods and program packages for analyzing qualitative data.

The sample instruments attached in the appendix serve only as examples and will therefore need to be adapted to the particular content or issues to be examined for each unique program.

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SOFTWARE PACKAGES

Cultural Anthropology Methods Newsletter:

E.C.S. - C.A.M.
2815 NW, 38th Drive
Gainsville, FL 32605

$15.00 per year subscription; contact Dr. H. Russell Bernard for further information (tel. (904) 392-2031)

Tally Software:

William C. Brown, Publishers
2460 Kerper Blvd.
Dubuque, Iowa 52001

Tel. (1-800 351-7671)

Ethnograph Software:

Qualis Research Associates
P.O. Box 3129
Littleton, CO 80161

Tel. (303) 795-6420

Anthropac Software:

Dr. Stephen Borgatti
Dept. of Sociology
University of South Carolina
Columbia, SC 29208

Tel. (803) 777-3123

TEACHER FOCUS GROUP GUIDE

Assessment Focus: Teachers' assessment of the strategies and activities used in the HIV/AIDS prevention curriculum.

General Description

This focus group guide will elicit information regarding the strategies and activities suggested in the curriculum guide. It should generate information about the ease with which activities were conducted and about the strategies used, students' receptiveness, and parents' cooperation with the homework activities. The teachers' focus group guide contains four items with suggested use of probes to help generate the necessary information. This guide is meant as an example. Questions can be designed to match the objectives of the focus group discussion.

Rationale

The focus group is a resourceful method for gathering data from more than one teacher at a time. However, since group members are influenced by one another, ideas and opinions may vary in their representativeness. On the other hand, the focus group complements other methods of data collection and provide data for a more comprehensive evaluation.

Procedure for Analysis

The focus group facilitator should be trained in focus group interviewing. This person should probe when necessary, use techniques to elicit total participation, and keep the group on the topic of discussion. Focus groups can be tape-recorded and then transcribed. Analysis can take the form of (1) a verbatim account of everything that was said, (2) the "note expansion" method, where notes are taken by the reporter or the interviewer and elaborated, after the interview, with the aid of the tape recorder, or (3) the "notes-only" method, where the interviewer or reporter takes notes during the interview, then expands and clarifies notes from memory. After the

use of any of these methods, a content analysis can be done with or without the use of a microcomputer.

TEACHER FOCUS GROUP GUIDE

Objective 1: To obtain teacher feedback on suggested strategies in the curriculum, on teachers' comfort level in using these strategies, and on the effectiveness of the strategies in imparting knowledge and promoting skills and attitudes associated with healthy behaviors among students.

1. The teaching strategies suggested in the curriculum are critical in promoting the skills and attitudes associated with healthy behaviors among students.

   (a) Which strategies do you remember using when you were teaching about AIDS/STD?

   (b) Which ones worked best for you? **(probe: why?)**

   (c) Which ones did not work? **(probe: why?)**

2. Let us discuss some of these specific strategies?

   (a) Do you think role-play activities were effective in helping students make healthy decisions about their sexual behavior? **(probe: why, how?)**

   (b) What did you like most about the role-plays? **(probe: why?)**

   (c) What did you like least? **(probe: why?)**

   (d) What changes, if any, would you make in these role-plays?

3. Now let's talk about small group activities?

   (a) Were students willing to participate? **(probe for degree of participation, coercion, etc.)**

(b) Were any problems encountered in conducting these small group activities? **(probe: what kinds of problems?)**

(c) Would you recommend any changes or substitutions in these activities? **(probe: what?)**

Objective: To determine the use and effectiveness of homework activities.

4. I want to hear your opinions about the homework activities.

(a) Do you think that these homework activities were worthwhile in reinforcing the goals of the curriculum? **(probe: why or why not?)**

(b) What portion of your class would you say actually completed the homework activities with their parents?

(c) For those children whose parents did not participate, what were the reasons for this lack of participation?

(b) Did students or parents seem more receptive to any particular homework activity? **(Probe why?)**

(c) Are there any that you would like to see discontinued? **(Probe why?)**

(d) Do you have any suggestions regarding homework activities?

STUDENT FOCUS GROUP GUIDE

Assessment Focus: To discover students' reactions to the HIV/STD curriculum.

General Description

This focus group guide will elicit information from students regarding the strategies and activities used in the classroom. It should generate information about students' receptiveness to the activities that were conducted, parents' participation in homework assignments, and students' comfort level in discussing sexual issues in the classroom. The students' focus group guide contains six major items with suggested use of probes.

Rationale

A critical part of the evaluation process is to document the receptiveness and the experiences of the participants. Student input is therefore essential and provides complementary data to help decision makers enhance the curriculum.

Procedure for Analysis

The focus group facilitator should be trained in focus group interviewing. This person should probe when necessary, use techniques to elicit total participation, and keep the group on the topic of discussion. The information can be tape-recorded and then transcribed. Analysis can take the form of (1) a verbatim account of everything that was said, (2) the "note expansion" method, where notes are taken by the reporter or interviewer and elaborated, after the interview, with the aid of the tape recorder, or (3) the "notes-only" method, where the interviewer or reporter takes notes during the interview, then expands and clarifies notes from memory. After any of these methods is used, a content analysis can be done with or without the use of a microcomputer.

STUDENT FOCUS GROUP GUIDE

Objective 1: To discover students' reactions to classroom delivery of the HIV/STD curriculum.

1. We would like you to tell us how you feel about the HIV/STD prevention classes you have had. Feel free to tell me honestly what you think. Remember, there are no right or wrong answers, and everyone's opinion is important.

   (a) Did you learn anything new about AIDS/STD? **(probe: what?)**

   (b) Has this information been helpful to you? **(probe: in what way?)**

2. Do you remember having peer leaders?

   (If yes)

   (a) Do you feel that having these peer leaders made it easier to get involved in class activities? **(probe: if yes, why? if no, why not?)**

3. Do you remember having role-plays?

   (If yes)

   (a) In the role-plays, was it helpful to practice ways to talk with other people about avoiding sex?

   (a) Do think that these role-plays were realistic? **(probe: if yes, what made them realistic? if no, why?)**

   (b) What did you like **most** about the role-plays? **(probe: why?)**

   (c) What did you like **least**? **(probe: why?)**

   (d) Do you have any suggestions about the role-plays?

4. Do you remember participating in the small group activities?

   (a) How do you feel about these small group activities?

(b) Did you encounter any problems during these small group activities? **(probe: what kinds of problems?)**

Objective: To determine reasons for parent involvement or non-involvement in homework activities.

5. Did a parent or any adult at home help you with the special homework assignments for parent involvement?

(If yes)

(a) How did you get them involved?

(If no)

(b) Why did they not help you with the homework assignments?

6. In general, how do you feel about the lessons you have had on HIV/STD?

(a) Is there anything you would like to see included? **(probe: what?)**

(b) Is there something you would like to change?

OBSERVATION OF CURRICULUM IMPLEMENTATION

Assessment Focus: Effectiveness of the teacher training in preparing teachers to deliver the HIV prevention program.

General Description

This form provides a systematic evaluation of the adequacy of teacher training in preparing teachers to deliver a lesson within the curriculum. This form consists of ten items on which all teachers can be rated and five open-ended items to provide more comprehensive information about activities during the classroom observation period.

Rationale

This form provides a straight forward way for program decision makers to determine if the actual program matches the intended program. It provides information on the delivery of activities and the use of suggested strategies contained within the curriculum. It can therefore help determine teacher training needs as well as provide direct information on participants' reception of planned activities. When used with logs, teacher classroom observations provide a more global picture of curriculum implementation.

Procedure for Analysis

To complete this classroom observation form, the observer should place a check mark in the rating categories provided. In the open-ended sections, the observer should provide descriptions of the item to be addressed.

OBSERVATION OF CURRICULUM IMPLEMENTATION FORM

Date _____
School _____
Teacher _____
Class _____

Please rate the quality of the teachers' presentation:

	Excellent	Above Average	Average	Below Average
1. Teacher's clarity and understanding of unit objectives.	( )	( )	( )	( )
2. Ability to encourage student participation in the learning process.	( )	( )	( )	( )
3. Receptiveness to student feedback in class .	( )	( )	( )	( )
4. Ability to simplify and explain subject matter.	( )	( )	( )	( )
5. Organization and planning of lesson.	( )	( )	( )	( )
6. Flexibility in the use of resources and materials.	( )	( )	( )	( )

	Excellent	Above Average	Average	Below Average
7. Ability to facilitate role-plays (or group discussion etc.).	( )	( )	( )	( )
8. Ability to answer questions or to help students answer their own questions.	( )	( )	( )	( )
9. Integration of lessons with contemporary issues.	( )	( )	( )	( )
10. Knowledge of subject matter (accurate information about HIV/AIDS).	( )	( )	( )	( )
11. Degree to which curriculum is followed.	( )	( )	( )	( )

Please feel free to offer any comments in the following areas:

12. What were the objectives of this lesson? Were they met?

_____

_____

_____

_____

_____

13. Provide information on: (a) lesson content, (b) equipment/resources/materials, (c) classroom environment?

14. Identify the teaching strategy used in the delivery of this lesson (e.g., discussion, role-play, brainstorm, lecture) and comment on it's effectiveness with the class in imparting the information/skills.

15. What would you consider the major strengths of this presentation?

16. What would you consider the major weaknesses of this presentation?

Additional Comments:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Observer's Signature _____ Date _____

TEACHER CURRICULUM LOG

Assessment Focus: Teachers' adherence to, and use of, the curriculum to implement the lesson in the classroom.

General Description

This log is in the form of a continuum designed to simplify the information-gathering process after each lesson. It is designed to provide information on implementation. This information can range from no coverage, which involves no use of recommended methods in the curriculum, to complete coverage, which includes thorough use of all the components of the lesson plan. The title and number of the lesson can be inserted, as well as the names of the activities included within the lesson. For example, the title used for Activity 1 is Defining AIDS/HIV/STD. Other titles, however, can be inserted in its place to accomodate individual lesson plans and the number of activities included. A section of this form is reserved for teachers' comments on use of the curriculum, barriers and facilitators to implementation, and recommendations.

Rationale

This type of continuum is used when there are specified lessons with planned activities and suggested strategies that the teacher should follow. It is useful in determining the completeness with which teachers implement the curriculum and their fidelity to the recommended methods. This type of detailed information is usually not accurately remembered at the end of the program.

Procedure for Analysis

To complete the log, the teacher should place a mark along the continuum to indicate the extent to which they used critical methods recommended in the curriculum. The teacher should be encouraged to provide comments in reference to the usefulness of the teachers' guidebook, the barriers or aids to implementation, the time allotted for activities, or any other information the teacher deems important. This form can be adapted for use with any curriculum that has individual lessons and suggested strategies. Logs should be collected on a regular basis, not at the end of the program.

Teacher Curriculum Log

Name:
School:
Class:
Date:

Total Number of Students: _____

Lesson #1: Introduction to AIDS/HIV

For each activity, circle the number that best describes how much of the material in the teacher's guidebook was covered.

Activity 1: Defining AIDS/HIV/STD

1	2	3	4	5
No coverage				Complete coverage

Activity 2: Self - Exploration

1	2	3	4	5
No coverage				Complete coverage

Activity 3: _____

1	2	3	4	5
No coverage				Complete coverage

Lesson #2:

Student response/interest to the activities was:

Activity 1: Defining AIDS/HIV/STD

1 2 3 4 5

No coverage Complete coverage

Activity 2: Self - Exploration

1 2 3 4 5

No coverage Complete coverage

Activity 3: _____

1 2 3 4 5

No coverage Complete coverage

Lesson #3:

For each of the strategies listed below, indicate how effective the strategy was in achieving instructional objectives.

Peer Leaders:

1 2 3 4 5

Not at all effective Very Effective

Lesson #3: (Continued)

For each of the strategies listed below, indicate how effective the stategy was in achieving instructional objectives.

Small Group Discussions:

1 2 3 4 5

Not at all effective Very Effective

Role Playing:

1 2 3 4 5

Not at all effective Very Effective

Brainstorming:

1 2 3 4 5

Not at all effective Very Effective

Video:

1 2 3 4 5

Not at all effective Very Effective

Comments:

Provide comments on the following:

a. The usefulness of the teachers' guidebook.

b. Barriers or aids to implementation.

c. Time allotted for activities.

d. Recommendations.

ACTIVITY LOG

Assessment Focus: To record program events and activities at individual schools.

General Description

This log is used to record program events and activities at individual schools. This form can be used to record the date and type of activity conducted, as well as the individuals responsible for planning it. This form includes a brief description of the activity and of the type and number of materials disseminated. The log can also record the number, gender, and ethnicity of students involved and the number of other participants (e.g., teachers, school staff or administrators, parents, and community members).

Rationale

Data collected in this log will allow program planners to monitor the type, number, and frequency of activities conducted at each school and to document the number of students, parents, community members, and school personnel who were involved.

Procedure for Analysis

To complete the log, the staff person responsible for it should describe the activity fully. This person should be encouraged to make comments about the appropriateness of the activity and about the responses of students and those attending the activity. Any unusual circumstance or problem should be noted, and notations made for follow-up if necessary. This log can be adapted for supplemental use with any curriculum that proposes activities that involve the entire school, parents, or community members. Logs should be collected on a regular basis, not at the end of the program.

Activity Log

Program Manager:

School:

Date:

Staff Responsible:

Number of Participants: _____

STUDENTS											
Total Count	Gender		Grade				Ethnicity				
	M	F	9	10	11	12	Black	Asian	Hispanic	Caucasian	Other

Description of Activity:

Comments: Comment on the usefulness of the activity, participant response and recommended changes

Materials Used (e.g., pamphlets)	Number Distributed	Comments (e.g., participant response)

HANDBOOK OVERVIEW

This booklet is part of a series of nine booklets included in the *Handbook for Evaluating HIV Education.* The handbook contains evaluation designs and measurement tools necessary to collect data on the basic program components of policy development, curriculum design, teacher training, and student outcomes.
The nine booklets are listed below.

1. **Evaluating HIV Education Programs**
2. **Developing and Revising HIV Policies**
3. **Appraising an HIV Curriculum**
4. **Evaluating HIV Staff Development Programs**
5. **Assessment Instruments for Monitoring Student Outcomes: Grades 5-7**
6. **Assessment Instruments for Monitoring Student Outcomes: Grades 7-12**
7. **Choosing and Using an External Evaluator**
8. **Reporting Results of HIV Education Evaluations**
9. **Evaluation of HIV Prevention Programs using Qualitative Methods**

For further information on the use of these booklets, please contact your state HIV coordinator or your CDC project officer.