

Public reporting burden for this collection of information is estimated to vary from 30 minutes to two hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. **An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.** Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: NIH, Project Clearance Branch, 6705 Rockledge Drive, MSC 7974, Bethesda, MD 20892-7974, ATTN: PRA (0925-xxxx*). Do not return the completed form to this address.

OMB #: 0925-0542
Expiration Date: 4-30-08

FORM P
Brain Power!
The NIDA Junior Scientists Program
Classroom Observation Protocol for Lesson Modules in Grades 2-8

PART I: STUDENT ENGAGEMENT

Directions: Please mark the circles below to indicate the degree of evidence for each of the following indicators of student engagement during the *Brain Power!* lesson observation. If an indicator is not relevant or not conducive to the lesson, please mark *NA* (not applicable). If you are uncertain whether you observed an indicator, please mark *DK* (don't know). You may include a brief comment with your rating if desired.

Scale: 1= No evidence; 2= Little evidence; 3=Moderate evidence; 4=Substantial evidence; NA= Not applicable; DK= Don't know

	1	2	3	4	NA	DK	Comment
Area One: Attentiveness and Behavior							
<i>During the lesson, students:</i>							
a. Remain attentive during the main activity, teacher presentation, and/or video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Express enthusiasm or excitement for assigned tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Keep pace with the momentum of the lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. Follow rules of the activity or game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. Make proper use of classroom materials and/or manipulatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f. Maintain time-on-task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Area Two: Work Habits							

PART I: STUDENT ENGAGEMENT (continued)

Directions: Please mark the circles below to indicate the degree of evidence for each of the following indicators of student engagement during the *Brain Power!* lesson observation. If an indicator is not relevant or not conducive to the lesson, please mark *NA* (not applicable). If you are uncertain whether you observed an indicator, please mark *DK* (don't know). You may include a brief comment with your rating if desired.

**Scale: 1= No evidence; 2= Little evidence; 3=Moderate evidence; 4=Substantial evidence;
NA= Not applicable; DK= Don't know**

	1	2	3	4	NA	DK	Comment
engagement relates to the degree to which students “made sense” of the lesson							

PART II: IMPLEMENTATION FIDELITY

Directions: Please mark the circles below to designate the extent to which various components of the *Brain Power!* curriculum were implemented during the lesson observation. Please mark NA (not applicable) if the component is not relevant to the lesson. Please mark DK (don't know) if you are uncertain whether you observed a particular component. You may include a brief comment with your rating if desired.

Scale: 1= Not at all; 2=To minimal extent; 3=To some or moderate extent; 4=To full extent; NA=Not applicable; DK=Don't know

	1	2	3	4	NA	DK	Comment
Area One: Main Activity							
a. Did the teacher complete each step of the <i>Procedure</i> directions that were designed to take place during a single instructional period? ¹	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Did the students complete all of the assignments and activities as designated by the teacher in the <i>Procedure</i> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Did the teacher follow the <i>Procedure</i> in the sequence presented in the teacher's guide?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Area Two: Materials							
a. Are materials that are designated in the <i>Materials</i> section of the teacher's guide made available to students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

¹ Some procedures provide suggested activities for the next day or later in the week. Such follow-up suggestions are not applicable to this question.

PART II: IMPLEMENTATION FIDELITY (continued)

Directions: Please mark the circles below to designate the extent to which various components of the *Brain Power!* curriculum were implemented during the lesson observation. Please mark NA (not applicable) if the component is not relevant to the lesson. Please mark DK (don't know) if you are uncertain whether you observed a particular component. You may include a brief comment with your rating if desired.

Scale: 1= Not at all; 2=To minimal extent; 3=To some or moderate extent; 4=To full extent; NA=Not applicable; DK=Don't know

	1	2	3	4	NA	DK	Comment
Area Three: Trading Cards							
a. Are all children given a copy of the trading cards that accompany the lesson module?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Are children given time in class to work with the trading cards in a whole-group or small-group setting?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Area Four: Video/ Introductory Story							
a. Are students given time to watch the video segment for the lesson module or is the text of the video segment read to the students in the <i>Introductory Story</i> ? ²	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Area Five: Discussion							
a. Did teachers engage students in one or more of the discussion questions that accompany each lesson module?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

² Observer should record whether the video segment was read or viewed.

PART III: TEACHER DEBRIEFING

Following the observation, the teacher and classroom observer will meet to “debrief” the lesson. Interview questions for the teacher include:

- a. How does this lesson fit into the content and sequence of your (kindergarten/ first/ second/ third grade) curriculum?
- b. How did you think the lesson went?
- c. How comfortable were you teaching the information?
- d. Did you feel as if all students were engaged in the lesson? Why or why not?
- e. What parts of the lesson do you feel students had the most and least difficulty understanding? Why?
- f. What parts of the existing lesson would you change if you were teaching it again?
- g. What suggestions do you have for improving the content of the lesson? (What ideas would you omit, substitute, add?)
- h. What suggestions do you have for improving the instructional strategies to teach the content (pedagogical methods)?
- i. Was any of the content in this lesson (or in past/future lessons) new to you? If so, do you feel as if the material was presented with ample detail/context to permit clear understanding?