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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											
Du	During the lesson, students:											
a.	Remain attentive during the main activity, teacher presentation, and/or video	0	0	0	0	0	0					
b.	Express enthusiasm or excitement for assigned tasks	0	0	0	0	0	0					
c.	Keep pace with the momentum of the lesson	0	0	0	0	0	0					
d.	Follow rules of the activity or game	0	0	0	0	0	0					
e.	Make proper use of classroom materials and/or manipulatives	0	0	0	0	0	0					
f.	Maintain time-on-task	0	0	0	0	0	0					
Ar	ea Two: Work Habits											

Du	During the lesson, students:									
a.	Work together/talk with other students about the lesson	0	0	0	0	0	0			
b.	Work effectively on their own as required	0	0	0	0	0	0			
c.	Appear to put considerable effort into class assignments	0	0	0	0	0	0			

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				
Aı	Area Three: Sense-Making											
Dι	During the lesson, students:											
a.	Contribute to class discussion by generating ideas, hypotheses, and suggestions	0	0	0	0	0	0					
b.	Get feedback from peers or teacher, i.e., clarify ideas	0	0	0	0	0	0					
C.	Provide concrete examples of a generalization	0	0	0	0	0	0					
d.	Make connections to other experiences, subjects, or real-world contexts	0	0	0	0	0	0					
e.	Respectfully challenge peers or teacher by sharing their points of view or beliefs	0	0	0	0	0	0					
f.	Discuss how previous ideas have changed and why	0	0	0	0	0	0					
Aı	rea Four: Summative Rating											
a.	Overall, the level of student	0	0	0	0	0	0					

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

								T				
		1	2	3	4	NA	DK	Comment				
Ar	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	0	0	0	0	0	0					
b.	Did the students complete all of the assignments and activities as designated by the teacher in the <i>Procedure</i> ?	0	0	0	0	0	0					
C.	Did the teacher follow the <i>Procedure</i> in the sequence presented in the teacher's guide?	0	0	0	0	0	0					
Ar	Area Two: Materials											
a.	Are materials that are designated in the <i>Materials</i> section of the teacher's guide made available to students?	0	0	0	0	0	0					

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			
Ar	Area Three: Trading Cards										
a.	Are all children given a copy of the trading cards that accompany the lesson module?	0	0	0	0	0	0				
b.	Are children given time in class to work with the trading cards in a wholegroup or small-group setting?	0	0	0	0	0	0				
	ea Four: Video/ troductory 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	0	0	0	0	0	0				
Ar	Area Five: Discussion										
a.	Did teachers engage students in one or more of the discussion questions that accompany each lesson module?	0	0	0	0	0	0				

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

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 Six: Other Relevant Factors										
a.	Did the teacher appear comfortable teaching the material (i.e., comfortable answering student questions, directing student activity)?	0	0	0	0	0	0				
b.	Did there appear to be enough time to implement the lesson as designed?	0	0	0	0	0	0				

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?