Public reporting burden for this collection of information is estimated to average 30 minutes 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 (0925-0542). Do not return the completed form to this address.

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

The FORM Q Brain Power! The NIDA Junior Scientists Program Online Survey for Teachers

1. *Including this year, how long have you been teaching?* (Please circle one response for each item.)

	Numbe	r of years	0-5 years	6-11 years	12-17 years	18-23 years	24 years or more
a.	Teaching		1	2	3	4	5
b.	Teaching curre	nt grade	1	2	3	4	5
c.	Teaching at thi	s school	1	2	3	4	5
2.	In what grade	s did you use the <i>Brain</i>	Power! cur	riculum?			
	K-1	2-3	2	I- 5	6	5-9	
3.	Are you:						
	-		1				
4.	What is your a	age? (Please circle one.))				
	Less tha	n 25	1				
	25-35		2				
	36-45		3				
	46-55		4				
	56-65		5				
	65 or old	ler	6				
5.	What is your o	current level of educati	on? (Please	circle one.)			
	Bachelo	r's degree				1	
	Bachelor's degree plus additional graduate course credit(s)					2	
	Master's	s degree				3	
	Master's	s degree plus additional g	graduate cou	rse credit(s).		4	
	Professio	onal degree				5	

6. How would you describe your knowledge in each of the following topics prior to and after teaching the Brain Power! curricula? (Please circle one response for each item in Column I to describe your knowledge prior to teaching the curriculum and one response for each item in Column II to describe your knowledge after teaching the curriculum.)

TopicKnowledge prior to teaching Signifi- cant or wery little amountSignifi- cant or sizable amountumes of major gions of the brain123ecific sponsibilities of each ain region123ee parts of a neuron d their individual nctions123ee porcess of urotransmisters123ee role of urotransmitters123ee effect of drugs on urotransmitters123an effects of arijuana on the brain123an effects of cocaine,123
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ffeine, and other
mulants on brain emistry 1 2 3
the body 1 2 3
e effect of nicotine neurotransmission
1 2 3
e effect of aspirin, etaminophen, ioride, munizations, and tibiotics on the body
1 2 3
e process of ientific inquiry 1 2 3
ealth commendations for ildren (diet, exercise,
pep) 1 2 3
ng-term effects of 1 2 3

			Column I. Knowledge prior to teaching			Knowl	eaching	
	Topic	Modest or very little amount	Fair or moderate amount	Signifi- cant or sizable amount		Modest or very little amount	Fair or moderate amount	Signifi- cant or sizable amount
	alcoholism							
0.	Characteristics of addiction	1	2	3		1	2	3

7. *How would you rate the following aspects of the Brain Power! curriculum content overall?* (Please circle one on each line.)

	Curriculum content	Excellent	Good	Fair	Poor	Unaccep- table
a.	Relevance to your students	1	2	3	4	5
b.	Ability to maintain student interest	1	2	3	4	5
c.	Appropriateness for designated grade level	1	2	3	4	5
d.	Ability to challenge students	1	2	3	4	5

8. To what extent do you agree or disagree with the following statements about the Brain Power! *materials? Mark NA if did not use the materials or have no opinion.* (Please circle one on each line.)

	Statement	Strongly agree	Agree	Disagree	Strongly disagree	NA
a.	The curricular materials were easy to use in general	1	2	3	4	5
b.	Any material that was new to me was explained with enough detail and context to be understood clearly	1	2	3	4	5
C.	The directions for teachers were easy to understand and follow	1	2	3	4	5
d.	The background information supplied was sufficient for teaching purposes	1	2	3	4	5
e.	The student materials required (but not included with the curriculum package) were easily available in	4	2	2		_
	my school	1	2	3	4	5
f.	The steps recommended in the	1	2	3	4	5

	Statement	Strongly agree	Agree	Disagree	Strongly disagree	NA
	teacher's guide for <i>Preparation</i> were vague and/or unclear					
g.	The <i>Discussion Questions</i> were helpful in developing and extending student understanding	1	2	3	4	5
h.	The trading cards were inviting and fun for students, while reinforcing key concepts	1	2	3	4	5
i.	<i>Extension</i> activities made appropriate and relevant links to other subject areas	1	2	3	4	5
j.	Assessment questions provided useful checks for student understanding	1	2	3	4	5
k.	<i>Resources for Teachers</i> and <i>Resources for Students</i> were valuable extended learning opportunities	1	2	3	4	5
l.	Student handouts required little or no revision before student use	1	2	3	4	5

9. Besides the main activity, which of the following components of the Brain Power! curriculum did you use? Which ones did you use most often? (Please circle one response for each item in Column I. If you circle "Yes" in Column I, please also answer "Yes" or "No" in Column II.)

		Column I.		Colur	nn II.	
		Ha	ve	Use	most	
		us	ed	often		
		Yes	No	Yes	No	
			2		-	
a.	Discussion questions	1	2	1	2	
b.	Extension ideas	1	2	1	2	
c.	Assessment suggestions	1	2	1	2	
d.	Resources for teachers	1	2	1	2	
e.	Resources for students	1	2	1	2	
f.	Video or CD segments	1	2	1	2	
g.	Trading cards	1	2	1	2	

^{10.} Which of the following do you consider strengths of the Brain Power! curriculum? (Please circle one on each line.)

YesNoa.Ready-to-use lesson modules.....12

b.	Engaging hands-on activities	1	2
c.	The user-friendly ancillary materials (trading cards, posters, student handouts)	1	2
d.	The entertaining and instructive student video	1	2
e.	The positive reinforcement for students (i.e., award certificates, verbal praise in the video, written praise on student handouts)	1	2
f.	Realistic timeframes in which to complete lessons	1	2
g.	Potential to teach students valuable and perhaps life-saving information	1	2
h.	Relevance to student experiences	1	2
i.	Alignment to current state/district/national standards	1	2
j.	Other (specify)	1	2

11. In which of the following ways could the *Brain Power!* curriculum use improvement? (*Please circle one on each line.*)

		Yes	No
a.	Time estimations to complete each module	1	2
b.	Selection of hands-on activities	1	2
c.	Selection of materials for use in experiments or tasks	1	2
d.	Selection of content	1	2
e.	Links to web-based resources or other technology applications	1	2
f.	Links to other subject areas	1	2
g.	Assessment suggestions and/or assessment instruments	1	2
h.	CD/Video quality	1	2
i.	Parental materials	1	2
j.	Teacher's guide organization/usability	1	2
k.	Student handout usability	1	2
l.	Trading card usability	1	2
m.	Other (specify)	1	2

12. If there were any parental communication, what were the terms? (Please circle all that apply.)

Yes

a.	Questions about the content of the materials	1
b.	Concerns about the appropriateness of materials	1
c.	Questions or concerns about how to make best use of the suggestions in the parent newsletter or how to get involved with the material at home	1
d.	Questions regarding specific websites listed in the parent newsletter	1
e.	Concerns that children may be considering drug use	1
f.	Questions about how to talk to child about drugs	1
g.	Other (specify)	1

	h. None 1	
13.	Which of the following statements best describes your overall experience using the <i>Power!</i> curriculum? (Circle only one.)	3rain
	I enjoyed teaching the curriculum and found it useful for my students 1	
	I enjoyed teaching the curriculum and found it useful for my students, but feel the program needs a few minor adjustments	
	I think the curriculum has merit, but needs substantial revision in terms of student engagement and student learning	
	I think the curriculum has merit, but needs substantial revision in terms of appropriateness of content	
	Other (please specify)5	

THANK YOU!