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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 | | | | | | | |
| <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 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?