



Project Towards No Drug Abuse Fidelity Observation Checklist

Adapted June 2012 by the EPISCenter from tool originally developed by Sussman & Rohrbach

| Identifying Information | | | | | | | | | | | | |
|------------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| Name of School | | | | | | | | | | | | |
| Teacher or Facilitator | | | | | | | | | | | | |
| Observer | | | | | | | | | | | | |
| Date of Observation | | | | | | | | | | | | |
| Circle Project TND Lesson Observed | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

| SCALE 1: Was the lesson taught as written: How closely did the teacher follow each activity as written in the Project TND Manual? | | | | | | |
|---|---|---|---|---|---|---|
| 1 = Not at all closely | 4 = Moderately closely | 7 = Very closely | | | | |
| The activity is omitted. | Part of the activity is omitted. | No part of the activity is omitted. | | | | |
| The content is presented in a teaching style different from that specified in the guide. | In part of the activity, the teacher uses a different teaching style (than specified). | The content is presented in the teaching style specified in the curriculum guide. | | | | |
| The teacher presents a substantial amount of content that is not written in the guide. | The teacher presents a little bit of content that is not written in the guide (e.g., personal stories; additional examples) | The teacher does not add content. | | | | |
| Many key points are omitted. | A few key points are omitted. | All of the key points are made. | | | | |
| Please select the number that most closely reflects the TND session you observed: | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| SCALE 2: Were one or more activities shortened? | | | | | | |
|---|------------------------------------|----------------------------------|---|---|---|---|
| 1 = All activities were shortened | 4 = Some activities were shortened | 7 = No activities were shortened | | | | |
| All activities were omitted or shortened. | One activity was shortened | No activities were shortened | | | | |
| Please select the number that most closely reflects the TND session you observed: | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |



| SCALE 3: Overall, how well were the objectives of the lesson met? | | | | | | |
|---|----------|--|----------|----------|---|----------|
| 1 = Not at all well | | 4 = Moderately well | | | 7 = Very well | |
| Teacher fails to convey the objectives, purpose, or key points of the lesson and the students are not paying attention. | | The teacher conveys the objectives, but about half of the students are not paying attention. | | | The teacher states the objectives/purpose of the lesson and nearly all students are paying attention. | |
| Teacher fails to explain key concepts for students who did not understand. | | The teacher assists students who are having difficulty understanding the concepts. | | | The teacher checks students' understanding of key points and is able to clarify points for them. | |
| The teacher does not seem knowledgeable about the key points in the lesson. | | The teacher seems fairly knowledgeable about the key points. | | | The teacher seems very knowledgeable about the key points of the lesson. | |
| Please select the number that most closely reflects the TND session you observed: | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| SCALE 4: How enthusiastic was the teacher during lesson delivery? | | | | | | |
|--|----------|---|----------|----------|---|----------|
| 1=Not at all enthusiastic | | 4=Moderately enthusiastic | | | 7=Very enthusiastic | |
| The teacher does not appear to be enjoying the lesson. His/her tone of voice, body posture, and facial expressions may indicate extreme anger, frustration, and/or lack of enthusiasm. | | The teacher appears to be enjoying the lesson somewhat. | | | The teacher seems to be enjoying the lesson a great deal. Her tremendous enthusiasm appears to be genuine, and does not overwhelm the students. | |
| The teacher may appear extremely fatigued and lacking any energy. | | The teacher talks in a fairly lively, interested way. | | | The teacher displays tremendous energy throughout the lesson. | |
| The manner of presentation is dull and tedious. | | The lesson is presented in a moderately interesting manner. | | | The teacher effortlessly presents the lesson in an exciting and dynamic manner. | |
| Please select the number that most closely reflects the TND session you observed: | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |



| SCALE 5: How interested were the students in this lesson? | | | | | | |
|---|----------|--|----------|----------|---|----------|
| 1=Not at all interested | | 4=Moderately interested | | | 7=Very interested | |
| None or very few students pay attention (to the teacher, classmates, etc.). | | A little more than half of the students pay attention. Some students are distracted; others appear to be interested. | | | All or nearly all of the students seem very interested and listen attentively (to teacher, classmates). | |
| All or nearly all students laugh inappropriately and/or make silly comments. | | A little more than half of the students take the program content seriously. | | | All or nearly all take program content seriously. | |
| All or nearly all students look bored, disinterested. Few participate; when called on, they are reluctant to speak, and few volunteer to speak. | | A little more than half of the students participate. Some volunteer to answer questions; some are daydreaming or doing other things. | | | All or nearly all students participate actively in the activities and volunteer responses to the teacher's questions. | |
| Please select the number that most closely reflects the TND session you observed: | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| SCALE 6: How much did the students appear to respect the teacher? | | | | | | |
|--|----------|--|----------|----------|--|----------|
| 1=Not at all | | 4=Somewhat | | | 7=A great deal | |
| None or very few students appear to respect or like the teacher. | | About half of the students appear to respect and like teacher. | | | All of the students seem to respect and like the teacher a great deal. | |
| All or nearly all students make fun of the teacher openly or behind his/her back. Many make sarcastic, mocking comments. | | Only a few students make fun of the teacher or make sarcastic, mocking comments. | | | The students never make fun of the teacher or make sarcastic or mocking comments to him/her. | |
| Please select the number that most closely reflects the TND session you observed: | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |



| SCALE 7: To what extent did the teacher treat students respectfully? | | | | | | |
|--|----------|---|----------|----------|--|----------|
| 1=Not at all | | 4=Somewhat | | | 7=A great deal | |
| The teacher lacks interest in students' ideas and may even berate them. | | The teacher is supportive of student contributions a little more than half of the time. | | | The teacher is always very supportive of student contributions. The teacher relates well to the students, and treats them like young adults. | |
| The teacher puts students down, uses sarcasm, and/or talks down to them. | | The teacher treats students with respect a little more than half of the time. | | | The teacher always treats students with respect (corrects wrong answers respectfully, acknowledges their efforts, does not talk down to students or make fun of them). | |
| Please select the number that most closely reflects the TND session you observed: | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| SCALE 8: To what extent did the teacher elicit students' responses? | | | | | | |
|--|----------|--|----------|----------|---|----------|
| 1=Not at all | | 4=Somewhat | | | 7=A great deal | |
| The teacher focuses on the same students throughout the lesson; he/she makes no attempts to involve students who are not volunteering comments. He/she allows students to opt out of group activities. | | The teacher elicits participation from more than half of the students in the class. Sometimes the teacher calls on the same students; sometimes he/she calls on those who have not yet participated. | | | The teacher facilitates broad student participation (calls on different students, calls on students who are being less active, makes sure all participate in group activities). | |
| Please select the number that most closely reflects the TND session you observed: | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |



SCALE 9: Overall, how well controlled was the class during this session?

| 1=Very poorly controlled | 4=Moderately controlled | 7=Very well controlled |
|---|---|--|
| Few or no students follow instructions. | A little more than half of the students follow instructions. | All or nearly all students follow instructions. |
| All or nearly all students talk amongst themselves in ways that disrupt the class; are rowdy. | A little more than half of the students pay attention. | All or nearly all students follow the lesson (attend to the teacher and to classmates' responses). |
| The teacher has to shout to maintain discipline and even then does not get it (throughout most of the lesson) | The teacher has to calm some unruly students and activities are somewhat disrupted. | The teacher always maintains control; he/she does not need to shout throughout the lesson; he/she does not have to ask for quiet or attention; no activity is disrupted by students. |

Please select the number that most closely reflects the TND session you observed:

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|----------|----------|----------|----------|----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----------|----------|----------|----------|----------|----------|----------|

SCALE 10: How confident did the teacher appear during the session delivery?

| 1 = Not at all confident | 4 = Moderately confident | 7 = Very confident |
|---|---|---|
| The teacher appears insecure and unsure of him/herself all or most of the lesson. | For the most part, the teacher conveys self-confidence, but at times appears unsure of him/herself. | The teacher exudes self-confidence. He/she is very sure of him/herself throughout the lesson. |

Please select the number that most closely reflects the TND session you observed:

| | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----------|----------|----------|----------|----------|----------|----------|

SCALE 11: How well prepared was the teacher for lesson delivery?

| 1 = Very poorly prepared | 4 = Moderately prepared | 7 = Very well prepared |
|--|--|--|
| The teacher is not well prepared (does not know lesson content, lacks the materials needed for the class). | The teacher appears moderately well prepared to teach (is somewhat fluent with the lesson content; lesson proceeds in an organized fashion). | The teacher is well prepared (knows lesson content well; lesson is well organized; has all necessary materials ready). |

Please select the number that most closely reflects the TND session you observed:

| | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----------|----------|----------|----------|----------|----------|----------|



SCALE 12: To what extent did the students *challenge* the ideas presented by the teacher?
 (NOTE: This direction of this scale differs from those above; i.e. here a 1 is good and a 7 is not good.)

| 1 = Not at all | 4 = Somewhat | 7 = A great deal |
|--|---|---|
| The students do not challenge any of the teacher's comments. They appear to accept all of the key points in the lesson. Nonverbally, they appear to believe the comments that the teacher and their classmates make. | For the most part, the students accept the key points of the lesson without questioning them. Their nonverbal cues suggest that they believe most of what the teacher and classmates say. | The students question all or most of the key points that the teacher makes. They challenge the teacher in ways that suggest that they don't "buy" the key points of the lesson. |

Please select the number that most closely reflects the TND session you observed:

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

13. What is your OVERALL/GLOBAL rating of how this session went?

| 1= Poor | | | 4= Average | | | 7= Good | |
|---------|---|---|------------|---|---|---------|--|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

Additional Comments:



14. “Change” Statement Tracking: Sometimes in a session, the implementer may hear students make “spontaneous” statements that indicate their interest in changing themselves, so as to not misuse drugs, or providing corrective statements to their classmates (wanting other students to change). Examples might include: “Maybe I shouldn’t drink!” or “That wasn’t recreational use; that was drug abuse!” Did you hear a “change statement” made? Write down what you remember hearing in the space below.

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15. “Wow” Statement Tracking: Sometimes in a session, the implementer may hear students make “spontaneous” statements that indicate that they find the material just provided as being new, interesting or helpful. Examples of statements here that you have made might include: “I didn’t know that before?”, “That’s interesting!”, or “Wow!”

In which Sessions did you hear a “wow statement” made? Write down what you remember hearing in the space below.

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