

Alcohol, Tobacco, and Other Drugs Instructional Material Review Form

1. Descriptive Information

Reviewer: _____ Date: _____
 Title of Material: _____ Year of Publication: _____
 Publisher: _____ ID Number: _____
 Publisher's Target Grade Level(s): _____
 Target Audience (if other than general classroom): _____

2. Program Design

	Inaccurate, Inappropriate, or Missing	Inadequate	Satisfactory	Good
Based on Theory that is Accepted by Experts in the Field	<input type="checkbox"/>	<input type="checkbox"/> Theory is referenced.	<input type="checkbox"/> Theory is referenced with citations and descriptions.	<input type="checkbox"/> Theory is referenced with citations, descriptions, and appropriate interrelationship with program content and strategies.
Focuses on Skill Development and Behavioral Goals	<input type="checkbox"/>	<input type="checkbox"/> Behavioral goals for program are identified.	<input type="checkbox"/> Behavioral goals for the program are identified and incorporated in some of the lessons.	<input type="checkbox"/> Behavioral goals for the program are identified and incorporated in most of the lessons.
Aligns to National or State Health Education Standards	<input type="checkbox"/>	<input type="checkbox"/> Links to standards are not explicit.	<input type="checkbox"/> Links to standards are explicit at the unit or theme levels.	<input type="checkbox"/> Links to standards are explicit at the lesson level.
Lesson Plans Include: ☆ Learning objectives ☆ Anticipatory set ☆ Activities aligned with objectives ☆ Assessment ☆ Closure ● Extensions and remediation ● Adaptations for English-language learners ● Prerequisites for learning ● Identification of required instructional materials ● Identification of additional resources	<input type="checkbox"/>	<input type="checkbox"/> Three or fewer starred elements.	<input type="checkbox"/> Four or five starred elements.	<input type="checkbox"/> All starred elements and two or more additional elements.

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	Inaccurate, Inappropriate, or Missing	Inadequate	Satisfactory	Good
Establishes a Safe Learning Environment	<input type="checkbox"/>	<input type="checkbox"/> Suggests establishing a safe learning environment.	<input type="checkbox"/> Provides appropriate strategies and sample ground rules for establishing a safe learning environment for all students.	<input type="checkbox"/> Provides appropriate strategies and sample ground rules for establishing a safe learning environment for all students and suggestions to appropriately manage classroom discussions and personal questions.
Sequential, Coherent Organization of Lessons	<input type="checkbox"/>	<input type="checkbox"/> Few lessons are organized sequentially.	<input type="checkbox"/> Most lessons are organized sequentially.	<input type="checkbox"/> All lessons are organized sequentially with later lessons building on and expanding concepts/skills of earlier lessons.
Variety of Assessment Measures	<input type="checkbox"/>	<input type="checkbox"/> Limited assessment measures.	<input type="checkbox"/> Variety of assessment measures.	<input type="checkbox"/> Variety of assessment measures, including teacher and student evaluations.
Representative of Student Diversity and Free of Racial, Ethnic or Gender Biases	<input type="checkbox"/>	<input type="checkbox"/> Some activities and content are representative and appropriate.	<input type="checkbox"/> All activities and content are representative and appropriate.	<input type="checkbox"/> All activities and content are representative and appropriate including enrichment activities.
Materials and Activities are Appropriate for English Language Learners	<input type="checkbox"/>	<input type="checkbox"/> Some activities and content are appropriate.	<input type="checkbox"/> All activities and content are appropriate.	<input type="checkbox"/> All activities and content are appropriate including enrichment activities.
Materials are available in languages other than English <i>Specify languages:</i> _____ _____	<input type="checkbox"/>			<input type="checkbox"/> Translated materials are provided for: ___ Students ___ Parents ___ Teachers

Comments on program design: _____

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3. Content and Teaching Methods

Please check the content area if it is addressed and rate the quality of the content and teaching methods.
Provide explanatory comments and examples to support ratings.

	Not Addressed	Medically and Scientifically Accurate and Objective	Developmentally Appropriate and Relevant to Students' Social, Cultural and Ethnic Experiences	Interactive Teaching Methods	Meaningful Skills Development and Practice	Overall Quality of Presentation
Recognize and Assess Risks and Possible Consequences of Alcohol, Tobacco, or Other Drug Use (e.g., proximal, social, psychological, and physical).	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
	Explanatory comments and examples:					
Understand and Analyze: External Influences to Use Alcohol, Tobacco, or Other Drugs (e.g., family, peers, media) Internal Pressures to Use Alcohol, Tobacco, or Other Drugs (e.g., desire for acceptance, perceptions of group norms regarding substance use).	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
	Explanatory comments and examples:					

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	Not	Medically and	Developmentally	Interactive	Meaningful	Overall Quality
<p>Personal/Social Skills <i>Check the personal/social skills developed:</i></p> <ul style="list-style-type: none"> — Decision making — Goal setting and planning — Emotional awareness — Listening and communication — Asserting rights — Developing personal relationships — Other (Specify): _____ 	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
Explanatory comments and examples:						
<p>Specific Alcohol, Tobacco, or Other Drug Use Resistance Skills <i>Check the drug-use resistance skills developed:</i></p> <ul style="list-style-type: none"> — Risk assessment — Managing anxiety/stress — Accurate perceptions of social norms regarding drug use — Valuing the benefits of resistance — Refusal skills — Seeking alternatives — Advocacy — Accessing resources for health information and services — Other (Specify): _____ 	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
Explanatory comments and examples:						

Comments on content and teaching methods: _____

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4. Characteristics of Program

<p>Teaching Methods - Check the following teaching methods for which this material is a <u>high-quality exemplar</u>. <i>(Check all that apply)</i></p>	<p>National Health Education Standards - Check the following national content standards for student achievement in health education that are addressed in this material. <i>(Check all that apply)</i></p>	<p>Support for Coordinated School Health - Check the following areas for which this material provides <u>high-quality resources</u>. <i>(Check all that apply)</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> Cooperative Group Activities <input type="checkbox"/> Behavioral Rehearsal/Role-Play <input type="checkbox"/> Writing Activities <input type="checkbox"/> Peer Teaching <input type="checkbox"/> Student Investigations <input type="checkbox"/> Games/Simulations <input type="checkbox"/> Peer/Social Influences Analysis <input type="checkbox"/> Student Self-Assessment <input type="checkbox"/> Multi-Media/Technology <input type="checkbox"/> Instructional Strategies for Special Needs Students <input type="checkbox"/> Integration with Other Subject Areas <ul style="list-style-type: none"> ___ Social Studies/History ___ Language Arts ___ Science ___ Math ___ Other: _____ <input type="checkbox"/> Service Learning Activities <input type="checkbox"/> Family/Home Extension Activities <input type="checkbox"/> Use of Community Resources <input type="checkbox"/> Other (specify): _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Students will comprehend concepts related to health promotion and disease prevention. <input type="checkbox"/> Students will demonstrate the ability to access valid health information and health-promoting products and services. <input type="checkbox"/> Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. <input type="checkbox"/> Students will analyze the influence of culture, media, technology, and other factors on health. <input type="checkbox"/> Students will demonstrate the ability to use interpersonal communication skills to enhance health. <input type="checkbox"/> Students will demonstrate the ability to use goal-setting skills to enhance health. <input type="checkbox"/> Students will demonstrate the ability to use decision-making skills to enhance health. <input type="checkbox"/> Students will demonstrate the ability to advocate for personal, family, and community health. 	<ul style="list-style-type: none"> <input type="checkbox"/> Guidance for promoting parent/student communication and relationships. <input type="checkbox"/> Guidance for promoting youth development in caring school environments. <input type="checkbox"/> Parent workshops, training, and other materials. <input type="checkbox"/> Guidance regarding policies that support drug-abuse prevention objectives. <input type="checkbox"/> Materials, procedures, or policies for school/community, health/drug-abuse prevention counseling and services. (e.g. referrals for health services) <input type="checkbox"/> Guidance to coordinating school drug-abuse prevention, health services, and community programs. <input type="checkbox"/> Sample letters of parental notification or permission. <input type="checkbox"/> Guidance for using community resources and/or guest speakers. <input type="checkbox"/> Other (specify): _____

Comments on the program's characteristics, match with national health education standards, and support for coordinated school health approach:

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5. Evaluation Summary

	Poor	Low Quality	Satisfactory	High Quality	Excellent
My overall evaluation of the program and instructional design is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My overall evaluation of the curriculum content and teaching methods is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My overall evaluation is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on your evaluation: _____

Do you recommend this material be included in the Center? (check one)

Highly Recommended. Highest quality health education material. It should be made available to California teachers as part of the Resource Center's collection.

Recommended. Good quality health education material. It may enhance the Resource Center's collection. Consider adding to the collection

Not Recommended. Average or poor quality health education material. Not recommended for the Resource Center's collection.

6. Material Description

- Please provide a brief description of the material. Also specify the grade level and audience for whom **you think** the curriculum is appropriate. **(Check all that apply)**

For use with:

All Students E.L.L. Special Education G.A.T.E. Pregnant/Parenting Teens

Parents/Family Caregiver Professional Other (Specify) _____

At-risk Students (Specify) _____

Grade level:

PreK – K K – 3 4 – 6 6 – 8 9 – 12

Provide a brief description of the material: _____

7. Reviewer's Notes

- Provide suggestions to teachers and other users, such as strengths of the material, possible applications, appropriate target audiences, teaching ideas, teaching alerts, connections with other resources, additional costs to implement lessons, facilities needed, etc.:
