

## Kindergarten and First-Grade Math PALS Implementation Checklist

Teacher:\_\_\_\_\_ School:\_\_\_\_\_ Observer:\_\_\_\_\_

Timeslot:\_\_\_\_\_ # of Students Present:\_\_\_\_\_ Lesson #:\_\_\_\_\_

PALS OVERALL \_\_\_\_\_ Start Time \_\_\_\_\_ End Time

circle = behavior observed

blank = behavior not observed

crossed out = not applicable

### Introduction or Review of PALS lesson

#### ***Teacher and Student Behaviors***

value

- 1 Teacher lets students know it's time for PALS
- 1 1 Teacher reviews PALS rules with class (1 pt teacher behavior, 1 pt student behavior)
- 1 Teacher introduces or reviews concept
- 1 1 Teacher reviews/demonstrates Coach's job (1 pt teacher behavior, 1 pt student behavior)
- 1 1 Teacher reviews/demonstrates Player's job (1 pt teacher behavior, 1 pt student behavior)
- 1 1 Teacher reviews/demonstrates correction proc. (1 pt teacher behavior, 1 pt student behavior)
- 1 Teacher names pairs and identifies first Coaches
- 1 1 Teacher has pairs move to PALS positions (1 pt teacher behavior, 1 pt student behavior)
- 1 Teacher passes out folders and necessary materials
- 1 Teacher tells students to take materials out of folder and prepare for lesson
- 1 1 Students pay attention to teacher during PALS lesson (2 pts for whole class, 1 pt for 3/4)

Comments:

## PALS Activity

### ***Teacher Behaviors***

value

- |     |   |
|-----|---|
| 1   | Teacher is constantly observing and helping pairs   |
| 1   | Teacher gives extra "smiley faces" for good PALS behavior and work.   |
| 1   | Teacher provides positive feedback, if applicable   |
| 1   | Teacher provides corrective feedback, if applicable   |
| 1 1 | Teacher stops activity and has students replace materials and clean area (1 pt teacher behavior, 1 pt student behavior) |

Comments:

### ***Student Behaviors***

**Pair observed \_\_\_\_\_ & \_\_\_\_\_**

value

- |   |  |
|---|--|
| 1 | Students begin activities when asked   |
| 1 | Coaches use correct commands on side of gameboard to participate in their role |
| 1 | Coaches use proper correction procedure when applicable                        |

*Correction Procedure: "Stop, you missed that one. Can you figure it out?" (waits 4 seconds) Coach helps Player find the answer through demonstration, he/she does not tell answer unless Player continually struggles.*

- |   |  |
|---|--|
| 1 | Players point and respond appropriately in their role                            |
| 1 | Students reverse roles appropriately when signaled on their gameboards           |
| 1 | Students cooperate with helpful explanations (do not get point if argumentative) |
| 1 | Students work quietly  |
| 1 | Students stay on task  |
| 1 | Students appropriately award themselves "smiley faces"                           |

Comments:

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value

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Comments:

<u>Student Points</u>	<u>Teacher Points</u>	<u>Total Points</u>
_____ %	_____ %	_____ %
Comments and Suggestions:		