

Grades 2-6 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

Getting Ready for PALS

Teacher Behaviors

value

- 1 Announces it's time for Coaching
- 1 Students move to PALS places _____ Start Time _____ End Time (1-2 min.)
- 1 Teacher Reviews Coach's Question Sheet (if necessary)
- 1 Teacher Reviews Correction Procedure (if necessary)
- 1 Teacher reminds students when to switch roles
- 1 Teacher reminds students when to quit using Coach's Question Sheet and begin Self Talk
- 1 Teacher instructs students on new procedure, if applicable

Classroom Set-up

value

- 1 Higher performing math students are paired with lower performing math students
- 1 Students are seated next to their partners with Question, Point, & Coaching Sheet
- 1 Students should know who their partner is for the day (pairs are posted)

Teacher Materials

- 1 Training materials, if needed
- 1 Timer
- 1 PALS Tutoring Command Card

Student Materials

- 1 Coach's Question Sheet
- 1 Coaching Answer Sheet (Coach)
- 1 Coaching Sheet (Player)
- 1 Point Sheet (Coach)
- 1 Pencils

Comments:

Coaching

Teacher Behaviors

value

- 1 Coach and Player work together < or = 15 mins. _____ Start Time _____ End Time
- 1 1 Teacher monitors every pair (1 pt for 75% of pairs 2 pts for every pair)
- 1 Teacher awards points throughout Coaching for good PALS behavior
- 1 Teacher provided positive feedback during Coaching
- 1 Teacher provided corrective feedback during Coaching

Student Behaviors

Pair observed _____ & _____

value

- 1 Coach uses Coach's Question Sheet for Row 1 (or until the stop sign on Applications)
- 1 Coach draws circles around correct digits
- 1 Coach corrects Player using Correction Procedure when a digit is incorrect
- 1 Coach listens to the Player self-talk for Row 2 (or until the flag on Applications)
- 1 Player listens to Coach and responds appropriately
- 1 Pairs switch jobs
- 1 Coach 2 uses Question Sheet for Row 3 (or until the stop sign on Applications)
- 1 Coach 2 draws circles around correct digits
- 1 Coach 2 corrects Player using Correction Procedure when a digit is incorrect
- 1 Coach 2 listens to the Player self-talk for Row 4 (or until the flag on Applications)
- 1 Player listens to Coach and responds appropriately

Comments:

Pair observed _____ & _____

value

- 1 Coach uses Coach's Question Sheet for Row 1 (or until the stop sign on Applications)
- 1 Coach draws circles around correct digits
- 1 Coach corrects Player using Correction Procedure when a digit is incorrect
- 1 Coach listens to the Player self-talk for Row 2 (or until the flag on Applications)
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- 1 Coach 2 corrects Player using Correction Procedure when a digit is incorrect
- 1 Coach 2 listens to the Player self-talk for Row 4 (or until the flag on Applications)
- 1 Player listens to Coach and responds appropriately

Comments:

Pair observed _____ & _____

value

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- 1 Coach 2 uses Question Sheet for Row 3 (or until the stop sign on Applications)
- 1 Coach 2 draws circles around correct digits
- 1 Coach 2 corrects Player using Correction Procedure when a digit is incorrect
- 1 Coach 2 listens to the Player self-talk for Row 4 (or until the flag on Applications)
- 1 Player listens to Coach and responds appropriately

Comments:

Transition Time

Teacher Behaviors

value

- 1 Transition time takes no longer than 3 minutes _____ Start Time _____ End Time
- 1 Teacher stops Coaching
- 1 Teacher awards bonus points
- 1 Teacher reiterates good PALS behavior
- 1 Teacher has students put away coaching materials and prepare for Practice

Student Behaviors

value

- 1 Students are on task and remain in their seats listening during wrap-up
- 1 Coach 2 makes sure both names are on the Coaching Sheet
- 1 Coach 2 places the Coaching Sheet back in the Player's folder
- 1 Coach 1 place the Coaching Answer Sheet back in the Coach's folder
- 1 Coach and Player get out their Practice Sheets
- 1 Coach and Player write their names at the top
- 1 Coach and Player turn papers over immediately after information is recorded at the top

Practice

Teacher Behaviors

value

- 1 Begins activity
- 1 Stops activity after 5 minutes (or when almost everyone is finished)

Student Behaviors

value

- 1 Students work during entire Practice Time

Practice Sheet Scoring and PALS wrap-up

Teacher Behaviors

value

- 1 Has students exchange papers
- 1 Has students write their name in the "Scored by" space
- 1 Has Coach 2 get Practice Answer Sheet out of Coaching folder
- 1 Helps students with scoring if necessary
- 1 Has students return papers back to original Coach and Player
- 1 Has students check their point value by counting the number of circled problems
- 1 Has Coach 2 mark their points earned
- 1 Has Coach 1 mark their points earned
- 1 Has students replace Practice Sheets
- 1 Has students circle their point value
- 1 Has students raise hands for certain point values until the last pair is raising their hand
- 1 Has lead pair collect folders and everyone returns to their seats

Student Behaviors

value

- 1 Exchange sheets quickly
- 1 Write their names in the "Scored by" space provided
- 1 Coach and Player share answer sheet
- 1 Students circle correct problems appropriately
- 1 Students count the number of correct answers and write at top of Practice Sheet
- 1 Students give papers back to their partner
- 1 Each student checks their score by counting circled problems
- 1 Coach 2 marks points
- 1 Coach 1 marks points
- 1 Students replace practice sheets
- 1 Pairs circle total number of points earned
- 1 Coach 2 returns to seat

Comments:

Student Points

_____ %

Teacher Points

_____ %

Total Points

_____ %

Overall Suggestions/Comments: