

# 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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Comments:

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