**Math Program Specific Tier III Fidelity Checklist**

**Grades 2-6 Math PALS**

(Adapted from Fuchs & Fuchs 2004)

Instructor: Date/Time

Observed by:Area of Intervention:

Program/Skill:Number of students in group:

Directions: During the observation, place a checkmark in the “+” column for each step observed. If the step is not observed, place a checkmark in the “-“ column. Tally the number of “+” and calculate the fidelity for each lesson part and overall. If the step is not applicable, place a checkmark in the “N/A” column and do not include in the calculation of fidelity (for each part or overall total).

**Part 1: Introduction or Review of PALS Lesson**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **+** | **-** | **N/A** | **Step** | **Checklist** |
|  |  |  | 1 | Teacher reviews PALS rules with class (if needed) |
|  |  |  | 2 | Teacher introduces or reviews math concept |
|  |  |  | 3 | Teacher reviews/demonstrates Coach’s and Player’s job (reminds students when to switch roles) |
|  |  |  | 4 | Teacher reviews/demonstrates Question Sheet and Correction Procedure (if needed) |
|  |  |  | 5 | Teacher reminds students when to switch roles |
|  |  |  | 6 | Teacher reminds students when to quit using Question Sheet and begin Self Talk |
|  |  |  | 7 | Teacher names pairs and identifies first coaches |
|  |  |  | 8 | Student pairs are posted on bulletin board (or other) |

Number of +/8=% Introduction/Review fidelity

**Part 2: PALS Coaching Activity (Student Behavior)**

Observe at least two student pairs

*Pair 1* *Pair 2*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **+** | **-** | **N/A** | **+** | **-** | **N/A** | **Step** | **Checklist** |
|  |  |  |  |  |  | 1 | Coach draws circles around correct digits |
|  |  |  |  |  |  | 2 | Coach uses correct error correction procedure when applicable (Coach tells Player the digit is incorrect and helps him/her correct mistake by providing an explanation but not telling the answer. Coach puts a triangle around digit.) |
|  |  |  |  |  |  | 3 | Coach uses Question Sheet for Row 1 (or until stop sign on Applications) |
|  |  |  |  |  |  | 4 | Coach listens to Player self-talk for Row 2 (or until flag on Applications\_ |
|  |  |  |  |  |  | 5 | Pairs switch roles |
|  |  |  |  |  |  | 6 | Coach draws circles around correct digits |
|  |  |  |  |  |  | 7 | Coach uses correct error correction procedure when applicable (Coach tells Player the digit is incorrect and helps him/her correct mistake by providing an explanations but not telling the answer. Coach puts a triangle around that digit.) |
|  |  |  |  |  |  | 8 | Coach uses Question Sheet for Row 3 (or until stop sign on Applications) |
|  |  |  |  |  |  | 9 | Coach listens to Player self-talk for Row 4 (or until flag on Applications) |

Pair 1: Number of +/9=  % PALS Activity Fidelity

Pair 2: Number of +/9=  % PALS Activity Fidelity

**Part 3: General Teacher Behaviors During Coaching**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **+** | **-** | **N/A** | **Step** | **Checklist** |
|  |  |  | 1 | Teacher monitors most pairs (most=80%; in a class of 20, 8 out of 10 pairs) throughout the PALS lesson |
|  |  |  | 2 | Teacher awards extra points to individuals and/or large group for good PALS behavior |
|  |  |  | 3 | Provides positive feedback to individuals and/or large group |
|  |  |  | 4 | Provides corrective feedback to individuals and/or large groups (as needed) |
|  |  |  | 5 | Coaching lasts no more than 15 minutes |

Number of +/5=  % General Teacher Behaviors Fidelity

**Part 4: Practice Time**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **+** | **-** | **N/A** | **Step** | **Checklist** |
|  |  |  | 1 | Practice lasts no more than 5 minutes |
|  |  |  | 2 | Students are engaged during Practice |

Number of +/2=  % Practice Time Fidelity

**Part 5: Practice and Wrap Up**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **+** | **-** | **N/A** | **Step** | **Checklist** |
|  |  |  | 1 | Students exchange papers |
|  |  |  | 2 | Students write name in the “scored by” space |
|  |  |  | 3 | During scoring, students circle correct problems, count number of correct answers, write at top of Practice Sheet, and return to partner |
|  |  |  | 4 | Each partner marks 1 point on point sheet for each correct problem (mark individual points) |
|  |  |  | 5 | Student pairs circle total number of points earned |

Number of +/5=  % Practice and Wrap-Up Time Fidelity

**Part 6: General Teacher Behaviors**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **+** | **-** | **N/A** | **Step** | **Checklist** |
|  |  |  | 1 | Most pairs (most =80%; in a class of 20, 8 out of 10 pairs) actively follow along and are engaged in activities |
|  |  |  | 2 | Teacher monitors most pairs (most=80%; in a class of 20, 8 out of 10 pairs) throughout the PALS lesson |
|  |  |  | 3 | Teacher awards extra points to individuals and/or large group for good PALS behaviors |
|  |  |  | 4 | Provides positive feedback to individuals and/or large group |
|  |  |  | 5 | Provides corrective feedback to individuals and/or large group (as needed) |

Number of +/5=  % General Teacher Behaviors Fidelity

**Summary**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Number**  **of +** | **Total Number Possible** | **%** |
| Introduction/Review |  | 8 |  |
| Coaching Activity Pair 1 |  | 9 |  |
| Coaching Activity Pair 2 |  | 9 |  |
| Teacher Behaviors During Coaching Activity |  | 5 |  |
| Practice Time |  | 2 |  |
| Practice & Wrap-Up |  | 5 |  |
| General Teacher Behaviors |  | 5 |  |
| **Overall Grade 2-6 Math PALS Fidelity** |  | **43** |  |

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80% of the time.

signature