Part 1: Questions for the Observer to Answer at the Beginning of the Meeting

1. Is there a clear agenda?
   ☐ Yes, printed
   ☐ Yes, posted (e.g., on board)
   ☐ Yes, a clear agenda was laid out verbally (e.g. “Today we will do X and Y... ”)
   ☐ Sort of, a vague agenda was laid out verbally
   ☐ No, no discernible agenda
   Comments (write or collect the agenda if possible):

2. Who is the facilitator of the meeting?

3. Does the facilitator describe the goals of the meeting?
   ☐ Yes
   ☐ No

4. Does the facilitator give a timetable for the meeting, i.e., how much time they will devote to specific tasks?
   ☐ Yes
   ☐ No

5. Does the facilitator provide any ground rules for the meeting?
   ☐ Yes
   ☐ No
   Comments:

6. Does the facilitator have material produced by PALS with him/her (e.g. the kit or part of it)?
   ☐ Yes
   ☐ No

7. Does the facilitator have data from the PALS assessment with him/her (either data reports or their own score sheets)?
   ☐ Yes
   ☐ No

8. For each teacher-participant present, do they have PALS produced material with them (e.g. the kit or part of it)?
   a. number yes ______
   b. number no ______

9. For each teacher-participant present, do they have data from the PALS assessment for their students with them (either data reports or their own score sheets)?
   c. number yes ______
   a. number no ______
10. Do the teachers appear to know what the meeting is about when they arrive?
   ☐ Yes
   ☐ Sort of
   ☐ No
   ☐ Can't tell
   Comments:

11. Does it seem that this meeting has been discussed by or with teachers ahead of time?
   ☐ Yes
   ☐ No
   Comments:

12. How would you describe the TEACHERS’ attitude?
   ☐ All are positive
   ☐ Most positive / some negative
   ☐ Most negative / some positive
   ☐ All are negative
   ☐ Can't tell

13. What time was the meeting scheduled to start?   ____________________________

14. Was the facilitator at the meeting on time?
   ☐ Yes
   ☐ No

15. How many teachers were in the room at the scheduled start time?   ______________

16. Was the principal in the room at the scheduled start time?
   ☐ Yes
   ☐ No

17. What time did the meeting actually start?              ____________________________

18. Did the facilitator make a specific effort to engage participants at the start of the meeting (e.g. making a joke, having a starting activity, an example to get people to engage)?
   ☐ Yes
   ☐ No
   Comments:
PART 2: ACTIVITY LOG
(Complete every 3 minutes from actual start time of meeting until end of meeting.)

TIME: __________________

1. Who is in the room? [If same as prior, do not fill out.]
   a. Facilitator? ☐ Yes ☐ No
   b. Principal (if not the facilitator)? ☐ Yes ☐ No
   c. Number of teachers __________
   d. How many teachers left from the prior 3 minutes? __________
   e. How many new teachers came in from the prior 3 minutes? __________
   f. Other ______________________________________________________

2. Is someone talking? ☐ Yes ☐ No
   a. If so, who is talking (circle)? Principal Facilitator Teacher
   Other __________
   Is the talk… (can be more than one; e.g., a statement during brainstorming)
   b. A question? ☐ Yes ☐ No
   c. A statement? ☐ Yes ☐ No
   d. Brainstorming? ☐ Yes ☐ No
   e. On a topic completely unrelated to PALS (e.g. dinner last night)? ☐ Yes ☐ No
      If so, what? __________________________________________________
   f. A monologue? ☐ Yes ☐ No

3. What is the topic currently being covered (check all that apply)?
   a. Concerns about district or school policies related to PALS………………… ☐ Yes
   b. Feelings related to administering PALS (overwhelmed, frustrated, etc.)… ☐ Yes
   c. A benefit of PALS……………………………………………………… ☐ Yes
   d. A difficulty with the PALS assessment………………………………… ☐ Yes
   e. Assessment administration……………………………………………… ☐ Yes
   f. The classroom level scores on the assessment………………………… ☐ Yes
   g. Specific students' scores on the assessment…………………………… ☐ Yes
   h. Instruction to address student needs…………………………………… ☐ Yes
   i. Professional development (needs or options)………………………… ☐ Yes
   j. The PALS online system – printing reports…………………………… ☐ Yes
   k. The PALS online system – grouping suggestions……………………… ☐ Yes
   l. The PALS online system – electronic lesson plans…………………… ☐ Yes
   m. Specific early literacy skill (which skill)………………………………… ☐ Yes
   n. Other (please specify) __________________________________________

Comments:
4. Please describe the engagement level of …? (circle one)*

   **Facilitator**
   - ☐ Very Engaged    ☐ Engaged    ☐ A Little Unengaged    ☐ Very Unengaged

   **Principal**
   - ☐ Very Engaged    ☐ Engaged    ☐ A Little Unengaged    ☐ Very Unengaged

5. Please describe the engagement level of teachers (please count teachers only once).
   a. Number very engaged?
   b. How many are engaged?
   c. How many are a little unengaged?
   d. How many are unengaged?

*Very engaged = participating actively by asking questions, taking notes, responding to questions, responding with appropriate engaged eye contact (non-verbal cues to indicate listening).

Unengaged = obviously doing something unrelated to the discussion or topic at hand on a regular basis.
## Part 3: Check List

**Each time a person mentions this (give the same person another check only if someone else talks in between not including requests for clarification)**

<table>
<thead>
<tr>
<th>District issues related to Administering PALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>School issues related to Administering PALS</td>
</tr>
</tbody>
</table>

### What school or district issues are mentioned?

<table>
<thead>
<tr>
<th>Understanding how to use PALS assessment itself (e.g., understanding how to use and score each of the tasks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding literacy concepts</td>
</tr>
<tr>
<td>The assessment reports: broad trends, individual students' results...</td>
</tr>
<tr>
<td>Using PALS results for instruction or students more generally</td>
</tr>
<tr>
<td>Forming small homogeneous groups and/or planning instruction</td>
</tr>
<tr>
<td>Individualizing or differentiating instruction using groups</td>
</tr>
<tr>
<td>Additional time on literacy for some students</td>
</tr>
<tr>
<td>A student is receiving supplemental services</td>
</tr>
<tr>
<td>Specific lesson plans</td>
</tr>
<tr>
<td>Teachers acknowledging situations that they share (e.g. students with similar needs, difficulties in instruction...)</td>
</tr>
<tr>
<td>Teachers mentioning that the data is helpful</td>
</tr>
<tr>
<td>The difficulty of administering PALS to English Language Learners (ELLs) is mentioned</td>
</tr>
<tr>
<td>The importance of PALS for helping ELLs is mentioned</td>
</tr>
<tr>
<td>Each time the following words are mentioned (use same rule as above - if the same person says it in the same statement, only count once)</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Rhyme</td>
</tr>
<tr>
<td>Beginning Sound</td>
</tr>
<tr>
<td>Alphabet</td>
</tr>
<tr>
<td>Letter Sounds</td>
</tr>
<tr>
<td>Concept of Word or COW</td>
</tr>
<tr>
<td>Blending</td>
</tr>
<tr>
<td>Sound-to-letter</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Word recognition in isolation or Word List</td>
</tr>
<tr>
<td>Fluency</td>
</tr>
<tr>
<td>Comprehension</td>
</tr>
</tbody>
</table>
PART 4: Questions for the Observer to Answer at the End of the Meeting

1. Did the meeting end with a summation of what was accomplished at the meeting?
   ☐ Yes
   ☐ No
   Comments:

2. Did the meeting end with next steps for the participants?
   ☐ Yes
   ☐ No
   If yes,...
   Were subsequent meetings set? ☐ Yes ☐ No
   Were specific courses of action articulated? ☐ Yes ☐ No
   Comments:

3. Did it appear that everyone got all their questions answered by the meeting’s end?
   ☐ Yes
   ☐ No
   If no, briefly describe:

4. Was there more on the agenda that wasn’t covered before the meeting ended?
   ☐ Yes
   ☐ No
   If yes, briefly describe:

5. Did the facilitator appear to run out of topics to cover by the end?
   ☐ Yes
   ☐ No
6. Did it feel that the meeting was too long?  
☒ A lot too long  
☒ A little too long  
☐ Good  
☐ A little too short  
☐ A lot too short  
Comments:

7. Was the pace of the meeting…?  
☒ Very slow  
☐ A little slow  
☐ About right  
☐ A little fast  
☐ Very fast  

8. To what extent did participants (i.e., teachers) seem adequately prepared for the meeting?  
☒ Very prepared  
☐ Prepared  
☐ Unprepared  
☐ Very unprepared  
Comments:

9. How frequently would you say that the meeting tended to wander off topic (something other than PALS, literacy or instructional strategies like grouping was discussed)?  
☐ Very frequently  
☐ Frequently  
☐ Infrequently  
☐ Very infrequently  
Comments:
10. How frequently would you say the meeting presented or covered redundant information?
   ☐ Very frequently
   ☐ Frequently
   ☐ Infrequently
   ☐ Very infrequently
   Comments:

11. Would you say the discussion in the meeting was dominated by just one or two participants (i.e., teachers)?
   ☐ Yes, definitely
   ☐ Yes, somewhat
   ☐ No, not at all
   Comments (if it was dominated by a few, what were their views?):

12. How frequently would you say that participants thoughtfully examined opinions or assumptions?
   ☐ Very frequently
   ☐ Frequently
   ☐ Infrequently
   ☐ Very infrequently
   Comments:

13. With what aspect of the meeting did the teachers appear most engaged with?

14. Did teachers appear to view the assessment data as useful and worth their time examining?
   a. How many viewed assessment as very useful?
   b. How many viewed assessment as a little useful?
   c. How many viewed assessment as not useful?
15. How sympathetic was the facilitator to the teachers’ concerns (e.g., if a facilitator responds to a teacher’s concern by saying something like “you’re right, administering PALS is really difficult, but you can do it!” in a highly-encouraging tone, then s/he is Very sympathetic)?

☐ Very sympathetic
☐ Sympathetic
☐ A little sympathetic
☐ Not Sympathetic
☐ Can't tell

16. How sympathetic was the principal to the teachers’ concerns?

☐ Very sympathetic
☐ Sympathetic
☐ A little sympathetic
☐ Not Sympathetic
☐ Can't tell

17. How well did the facilitator address concerns expressed by teachers about PALS (administering it, as well as district and school policies)

☐ Very well
☐ Well
☐ Somewhat
☐ Not well
☐ Can't tell

18. How well did the principal address concerns expressed by teachers about PALS (administering it, as well as district and school policies)

☐ Very well
☐ Well
☐ Somewhat
☐ Not well
☐ Can't tell

19. Is the facilitator a proponent of PALS?

☐ Very Strong Proponent
☐ Proponent
☐ Somewhat of a Proponent
☐ Not a Proponent
☐ Can't tell

20. Is the principal a proponent of PALS? Even if the principal is not in the room, what is your sense of this?

☐ Very Strong Proponent
☐ Proponent
☐ Somewhat of a Proponent
☐ Not a Proponent
☐ Can't tell