

# **Frequently Asked Questions**

## ***Second Grade Paraprofessionals***



### **Early Literacy Department**

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# Frequently Asked Questions (FAQs)

## STUDENTS

### **Which students should the paraprofessional support?**

The paraprofessional should primarily support second grade students in Tier 2 and/or Tier 3. However, a paraprofessional may also support students in Tier 1 (as needed)—particularly during whole group and station rotations.

### **What data should be used to determine which students should receive paraprofessional support?**

The FastBridge Diagnostic Assessment is one of the data sources used to determine which students paraprofessionals will support. The data from informal assessments such as anecdotal notes, quizzes, checklists, and checks for understanding may also be considered. (The FastBridge Diagnostic will be administered at the beginning of the 2020-2021 school year.)

### **When will the paraprofessionals provide support to second grade students?**

Paraprofessionals will support second grade students during the 120-minute literacy block. This includes supporting students during whole group and/or small group. Paraprofessionals may also support students outside of the 120-minute literacy block in a “pull out” setting.

### **What does the paraprofessional do if there are no second grade students to support (e.g., assessing, etc.)?**

In the rare event that there are no second grade students to support, the paraprofessional may provide instructional support in foundational skills to students in Grade 1.

### **When is it acceptable for a paraprofessional to engage in non-instructional tasks?**

A paraprofessional may engage in non-instructional tasks when there are no students in classes to support.

## VIRTUAL INSTRUCTION

### What does paraprofessional support look like in a virtual classroom setting?

#### **Digital Lesson Design & Guidance Whole Group Engagement**

- *Paraprofessional will participate in teacher-directed "live" digital lessons during whole group instructional time.*
- *Paraprofessionals may manage the TEAMS feature (chat, breakout rooms, muting, etc.).*
- *Paraprofessionals may respond to student questions and comments.*
- *Paraprofessionals may lead a discussion or a daily "Do Now" activity.*
- *Paraprofessionals may facilitate activities such as brain breaks.*
- *Paraprofessionals may conduct daily or weekly wrap-ups, reviews, or exit tickets.*

During the 120-minute literacy block, paraprofessionals may engage in whole group and small group instructional times. Some expectations are listed below. (NOTE: This is not an exhaustive list.)

#### **Whole Group Engagement**

- Paraprofessional may be assigned a specific group of students or s/he may monitor the chat room to assist students by providing instructional support by prompting with questions, redirecting misconceptions, restating teacher instructions, etc.

#### **Small Group Engagement**

- Paraprofessionals will implement digital lessons with small groups of students in a breakout room or channel (set up by the classroom teacher) during small group instruction.
- Paraprofessionals may conduct a teacher-led small group during literacy workstations.
- Paraprofessionals may circulate among students who remain in the general setting and assist with workstation tasks.
- Paraprofessionals may lead remaining students in completing a literacy task while the classroom teacher works with a small group of students in a breakout room or channel.

**What does paraprofessional support look like outside of the foundational skills block?** Outside of the literacy block, a paraprofessional should "pull out" small groups of second grade students and implement lessons in the **Wonders Intervention Toolkit**. During this time, the Paraprofessional should adhere to the framework for small group instruction, as indicated in the lessons. Paraprofessionals should work with small groups; it is recommended that they have no more **6 students** in a group. If no second-grade students are available to support, a paraprofessional can provide phonological awareness or phonics support to students in other grades—preferably grade 1 students—either within their literacy block or outside of their block.

#### **When will the support take place?**

The support will begin as soon as students have been determined.

### **How will the support be tracked or captured?**

Paraprofessionals will keep a written log of the support rendered to students. The log will include student names, dates, times, focus of support, and instructional setting (whole group, small group in class, or small group pull-out). This log template is available on the Early Literacy webpage, under the "Second Grade Paraprofessional" tab. [www.scsk12.org/EarlyLiteracy](http://www.scsk12.org/EarlyLiteracy)

### **What curriculum will be used during the support?**

- *In-class support will be based on the foundational skills curriculum used within the classroom (i.e., Wonders, Florida Virtual School, etc.). During literacy workstations, the teacher will provide the paraprofessional with the instructional materials/activities to use during the 10-15-minute rotations.*
- *When students are pulled out of the general session to receive instructional support, paraprofessionals will follow the lesson sequence in the Wonders Intervention: \*Phonemic and Phonological Awareness, \*Phonics and Decoding, and \*Oral Reading Fluency.*

## **TRAINING**

### **What training will paraprofessionals receive?**

*Second grade paraprofessionals are expected to engage in monthly professional learning experiences in foundational skills, as aligned to the scope and sequence of lessons in the Wonders Curriculum. These sessions will be offered virtually via Microsoft TEAMS.*

**(NOTE: The initial session is on October 28, 2020, it will be offered at 1:00- 3:00PM virtually via TEAMS.)**

*Second grade paraprofessionals will receive training on Microsoft TEAMS features as well as the Wonders Curriculum which includes Social and Emotional Learning (SEL). They will also be trained on the Florida Virtual School Curriculum.*

### **Will there be make-up sessions for paraprofessionals who miss a training session?**

*There will be make up sessions for missed trainings. However, the make-up sessions will be virtual, self-guided, and task oriented. When a session is missed, the paraprofessional will miss the demonstrations, collaboration, and discussions that are essential to understanding the phonics content. Paraprofessionals are expected to make every effort to attend the scheduled training sessions.*

### **Can a school send more than one paraprofessional to the training sessions?**

*The training sessions are limited to one paraprofessional per school. District Literacy Advisors can attend the sessions and redeliver the content to other paraprofessionals in the schools they serve.*

## SCHOOL SUPPORT

### **Who will monitor the paraprofessionals implementation of the learned practices?**

School leaders, ILT members, and Laureates should monitor the instructional support rendered by second grade paraprofessionals. Additionally, members of the District Walkthrough Team will capture the paraprofessional support practices during the school-wide observations.

### **What type of support/resources will be provided to those who monitor paraprofessional implementation?**

A framework will be shared detailing what the paraprofessional instructional support should look like in whole group and pull out settings. The framework will include “look fors” that will list what the monitor should note during an informal observation. (The framework can be accessed on the Early Literacy webpage, under the “Second Grade Paraprofessionals” tab.)

### **Are second grade teachers expected to share or plan with the paraprofessionals?**

The expectation is for the paraprofessionals to participate in collaborative planning alongside the second grade classroom teachers. This collaborative effort will ensure instructional continuity and cohesion.

### **What is expected of the second grade teachers as it regards the paraprofessionals?**

The second grade classroom teacher will provide the paraprofessional with the materials to use during in-classroom support. The second grade classroom teachers, along with school leaders, will identify the second grade students who will receive paraprofessional support.

### **How are school leaders/ILT members expected to support the work of the paraprofessionals?**

- Ensure the paraprofessional has a schedule that details which teachers and students are supported, including the day and time of support.
- Designate an ILT member or Laureate to review the paraprofessional support logs, weekly, bi-weekly, or monthly.
- Provide a space for the paraprofessional to provide pull-out support to small groups of students.
- Periodically check in with second grade teachers and paraprofessional
- Ensure the paraprofessional has access to the Wonders Intervention resource to use for pull-out sessions.
- Encourage the paraprofessional to attend all training sessions offered.

### **How are Early Literacy Advisors expected to support the work of the paraprofessionals?**

Early Literacy Advisors will observe paraprofessional’s lessons using the Paraprofessional Observation tool. Early Literacy Advisors will provide feedback and support to paraprofessionals during and/or after each observation.



