

# **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?**

*Second graders who need intervention based on FastBridge Diagnostic data can receive paraprofessional support. The FastBridge Diagnostic will be administered beginning August , 2020.*

### **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.*

## INSTRUCTION

### **What does paraprofessional support look like during the 60-minute foundational skills block?**

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**

- Paraprofessional may conduct a teacher-led small group during literacy workstations.
- Paraprofessional may circulate among groups of students and assist with workstation task.
- Paraprofessional may rotate to stations with one group of students identified with high needs.

### **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 toolkit lessons. Paraprofessionals should work with small groups; it is recommended that they have no more than **6 students** in a group. If no second grade students are available to support, a paraprofessional can provide 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 website, under the “Second Grade Paraprofessional” tab.*

### **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 15-minute rotations.*
- *When students are pulled out of class 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 attend monthly professional learning sessions. The content of the sessions will be aligned to the phonics skills in Wonders for Lessons 1-30, as indicated in the District's Foundational Literacy Curriculum Map.*

*Sessions will be offered after school hours, 2:00-3:30PM, beginning September 2019 and ending March 2020. (NOTE: The initial session on August 9, 2019 will be offered at 1:00-3:00PM @ the TLA.)*

**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.*

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

*The second grade teacher will provide the paraprofessional with the materials to use during in-classroom support. The second grade 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 to monitor and adjust schedules or assignments.*

- *Ensure the paraprofessional has access to the Wonders Online Platform to use for pull-out sessions.*
- *Encourage the paraprofessional to attend all in-person training sessions.*