|  |  |  |  |
| --- | --- | --- | --- |
| **Paraprofessional Name & School:** | **Grade:** | **Date/Time:** | **Observer:** |
| **Paraprofessional Support: 60-Minute Foundational Skills Block/Small Group Pull-Out** |
| *The SCS K-2 Foundational Skills Walkthrough Tool describes the expectations for paraprofessionals in 2nd grade classrooms during the 60-minute block and the small group pull-out setting.*  |
| *Observed (✓)* | *Description* | *Comments/Evidence* |
|  |  |  |
|  | **COMPONENTS: Whole Group Instruction** |  |
|  | Paraprofessional circulates among students, supporting, prompting questions, redirecting misconceptions |  |
|  | Paraprofessional is stationed with a group of students  |  |
|  |  |  |
|  | **COMPONENTS: Small Group Instruction** |  |
|  | Paraprofessional conducts a teacher-led small group |  |
|  | Paraprofessional circulates classroom assisting students with station tasks |  |
|  | Paraprofessional rotates to stations with one group of students |  |
|  | Instruction is aligned to the curriculum  |  |
|  |  |  |
|  **COMPONENTS: Small Group Instruction (Pull-Out Setting)** |
| *Yes, Mostly, Somewhat, No* | *Description* | *Comments/Evidence* |
|  | Paraprofessional has no more than 6 students in a group |  |
|  | Journeys Tool Kit is used & other resourcesused are grade-appropriate and aligned to the skill |  |
|  | Lesson sequence is followed with integrity (Review, I do, We do, You do, Exit ticket) |  |
|  | Paraprofessional communicates information accurately to students |  |
|  | Paraprofessional provides immediate and specific feedback (praise, redirection, correction) |  |
|  | Paraprofessional responds appropriately to student misbehavior  |  |
|  |  |  |