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| --- | --- | --- | --- | --- |
| **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 | |  | |
|  |  | |  | |