



Second-Grade Paraprofessional Initiative Implementation Evaluation

Prepared by the Department of Research & Performance Management

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Key Findings

Shelby County Schools (SCS) District staff requested an implementation evaluation of the Second-Grade Paraprofessionals Initiative. The goal was to determine what areas were working well, capture stakeholders' views of the initiative, and ascertain where improvements could be made for future iterations. Second-grade teachers and paraprofessional along with school administrators completed surveys which provided the primary data for this evaluation.

The initiative implementation data showed that:

- Paraprofessionals overwhelmingly found the professional development trainings beneficial to their roles in the classrooms.
- Half of ELA teachers received support 3–5 times per week and 80% received at least weekly support.
- Administrators believe the second-grade paraprofessionals provide valuable literacy skills support and are an integral part of the foundational literacy skills team.
- Non-instructional tasks assigned to the paraprofessionals limited the amount of student support provided.
- Principals are predominantly concerned about funding the position in future years.

Based on the evaluation, the following is recommended:

- District staff should work with school administrators to ensure that the second-grade paraprofessionals are solely focused on supporting students' foundational literacy skills.
- District staff should outline goals and outcomes of the initiative and provide a clear job description for the second-grade paraprofessionals. This should be shared directly with second-grade ELA teachers, principals, and the paraprofessionals themselves.
- The District should seek funding in order to support at least one second-grade paraprofessional for each school if not more.

Introduction

In the 2019–20 academic year, Shelby County Schools began a new initiative to support the District's Third Grade Commitment, which seeks to ensure all students have the necessary reading skills to be successful prior to entering third grade. To meet the goals of the Third Grade Commitment, the Department of Early Literacy began the Second-Grade Paraprofessionals Initiative. This initiative placed an additional paraprofessional in most elementary schools to support the second-grade English/Language Arts (ELA) teachers and their students.

The paraprofessionals' primary role was to support second-grade Tier 2 and Tier 3 students to improve their foundational literacy skills. The paraprofessionals pulled students out to work one-on-one or in small groups in addition to supporting students during whole-group and small-group instruction during the 60-minute foundational skills block. The initiative was



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designed so that if the paraprofessional did not have any Tier 2 or Tier 3 second graders to work with, they could work with second-grade Tier 1 students or struggling striving readers in grades 1–3. During whole group instruction, the paraprofessionals supported the ELA classroom teacher’s normal core lesson. For small group instruction paraprofessionals pulled a few students out to work with them one on one or in small groups. The paraprofessionals used the *Journeys* Tool Kit for content and activities during the small groups, while the classroom teacher provided the content for the whole group instruction. The *Journeys* Tool Kit was intended to support the primary ELA curriculum, *Journeys*.

In order to provide high quality instruction and support for students, the Early Literacy Department provided monthly professional development (PD) training throughout the year. These monthly trainings were held in person at the Teaching and Learning Academy Center. The PD trainings covered content that aligned with the phonics skills in *Journeys*. A total of seven PD sessions were held August–March; the April PD was canceled due to the school closures. A mid-year appreciation session was held in December as a display of gratitude and support for the paraprofessionals’ work supporting students.

Second-grade Paraprofessionals Surveys

Three separate surveys were designed to garner feedback from stakeholder groups associated with the Second-Grade Paraprofessionals Initiative: school administrators, second-grade ELA teachers, and the second-grade paraprofessionals. The online surveys queried participants about their views on the initiative, its strengths, impact on students, and areas for future improvement. Data collection took place in February and March 2020. A total of 270 people started the survey. After data cleaning, 222 responses were deemed usable and were retained for the analysis ($N = 222$). In some cases, participants only responded to part of the survey. Therefore, as the findings are presented below, the overall N s may vary from question to question.

The principals’ survey asked administrators about the initiative’s effectiveness, program communication, budgeting, retention, and foundational skills support. Forty-eight (48) principals and three other lead administrators representing 51 schools completed the survey, resulting in a 57% response rate ($n = 51$) for elementary and K–8 schools. Most administrators reported that they had a single second-grade paraprofessional at their school while 17.6% have a second or third second-grade paraprofessional assigned to their school.

Fifty-seven (57) second-grade paraprofessionals from 45 schools completed the survey ($n = 57$), providing a 50.6% school response rate. The paraprofessionals’ experience ranged from 0–30+ years as an educational paraprofessional with the average being around eight years of experience ($M = 8.02$, $SD = 9.21$). Paraprofessionals answered items about the professional development training, their confidence in their role, tools and resources provided to them, other tasks they perform, and the frequency of student support they provide.

Second-grade English/Language Arts (ELA) teachers were also surveyed. One hundred fourteen (114) teachers from 71 schools provided usable responses ($n = 114$), a 79.8% school response rate. Teachers provided feedback on the initiative, communication, types and frequency of support received, and their ability to use the paraprofessional’s support to



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maximize their students' learning. A handful of teachers responded to the initial survey invitation and indicated that they did not have a paraprofessional working with them or their students. This data was not captured in this report as the teachers did not attempt or complete the survey.

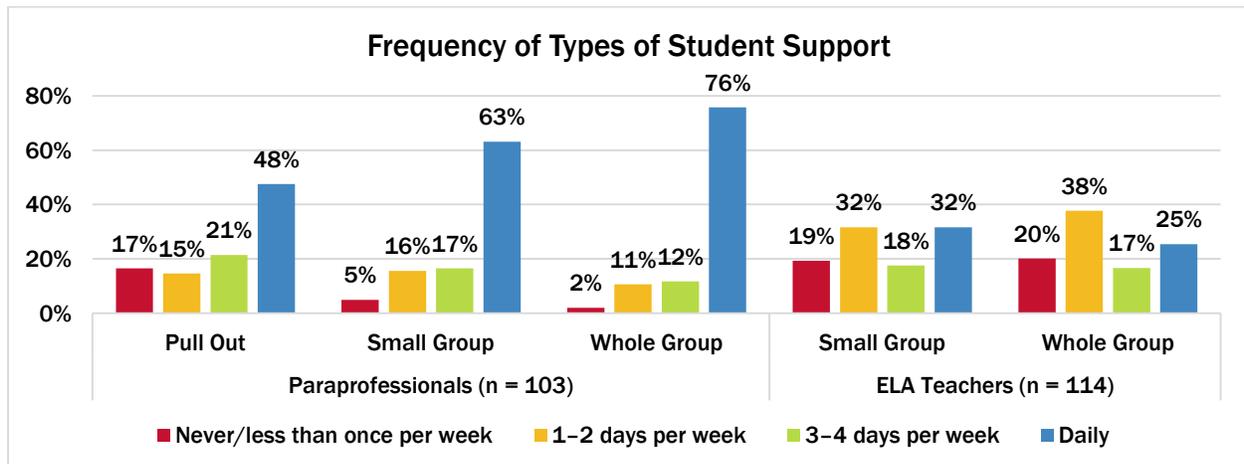
Additional data came from professional development (PD) training attendance reports captured through the PLZ platform and surveys administered by Department of Early Literacy at the end of each PD session. A total of five surveys by the Department of Early Literacy provided just over one hundred total responses ($n = 103$) with an average response rate of 23%. These surveys were completely optional and were intended to provide the Department of Early Literacy with real-time feedback, so they could make adjustments to better serve the paraprofessionals throughout the year.

Survey Results

Paraprofessional Duties and Responsibilities

Frequency of Literacy Skills Support

Both the ELA teachers and the paraprofessionals assessed the frequency of student foundational literacy skills support. The graph below shows a breakdown of the frequencies for each type of instruction that occurred. Paraprofessionals responded to three items about the frequency of different types of student support after each PD session. A total of 103 responses were recorded over five months. The paraprofessionals' responses broken down by month can be found in Appendix A. ELA teachers were asked once about the frequency of two types of instruction paraprofessionals provided to their students. A preponderance of paraprofessionals supported students through whole-group and small-group instruction daily. Since the paraprofessionals typically supported more than one teacher across second grade, a lower number of teachers received daily support in each category. Half of teachers (49.1%) received small-group support 3–5 times per week, and 42.1% of teacher received whole-group support in the same frequency.





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A fifth of all second-grade teachers said they received additional support less than once per week for small- and whole-group instruction (19.3% and 20.2%, respectively). This could be due to a lower number of Tier 2 and 3 students in those classes or simply because there was not enough time for a single paraprofessional to support all teachers each week. In fact, the average enrollment was 91 second graders in the school for teachers who received support less than once per week compared to an average school-level enrollment of 81 second-grade students for teachers who reported more frequent support from their paraprofessionals.

Paraprofessionals pulled students out of class for one-on-one instruction less frequently than small or whole-group instruction. Thirty-two percent (32%) of paraprofessionals provided this type of support fewer than three times per week. Overall, the paraprofessionals were providing frequent support across the board, but due to the number of students not all teachers received consistent, frequent support from the paraprofessionals.

Small-group and Whole-group Instruction

The items in this section of the online surveys focused on whole and small-group instruction. Both paraprofessionals ($n = 57$) and second-grade teachers ($n = 113$) responded to these items. The graph below shows the percentage of paraprofessionals responding in each category for components of whole-group and small-group instruction. Both teachers and paraprofessionals rated the item on a five-point scale from 1-strongly disagree to 5- strongly agree.

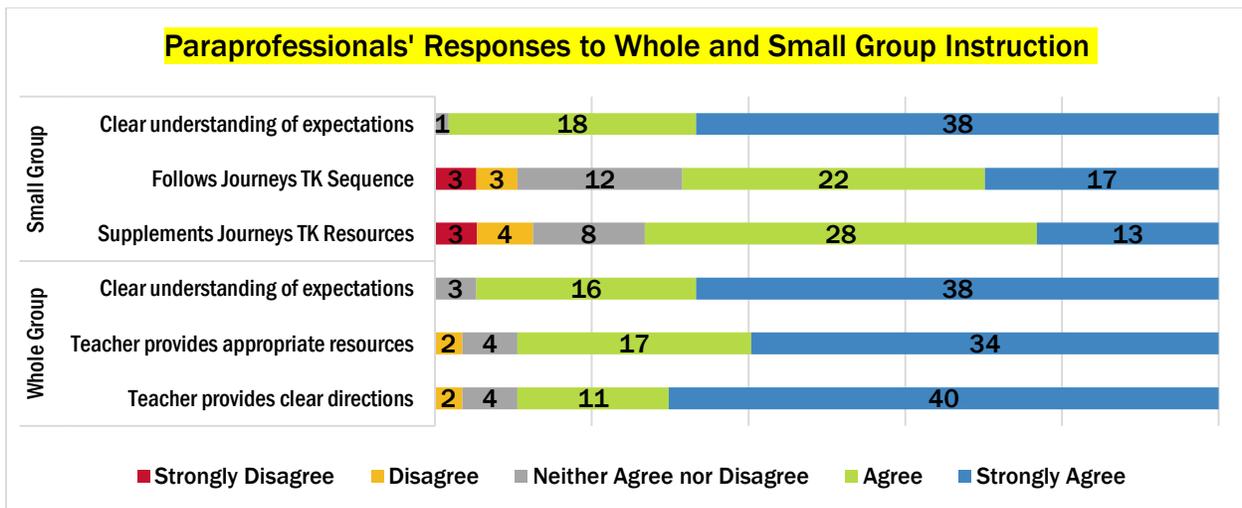
Overall, the paraprofessionals felt that they had a clear understanding of what was expected of them in both whole-group and small-group instructional settings. In whole-group instruction, the paraprofessionals main job was to support the ELA classroom teacher by working with students as directed. The content was based on what the classroom teacher was presenting that day. Most of the paraprofessionals felt that teachers provided them with clear directions to support the students (89%) and that the teacher provided them appropriate resources for whole-group instruction (90%).

On the other hand, for small-group instruction paraprofessionals were responsible for the content using the *Journeys* Tool Kit (TK) materials and sequencing. During small group, the majority of paraprofessionals indicated they needed to supplement the resources provided through the *Journeys* Tool Kit. Additionally, 31% indicated they were neutral or disagreed that they were able to follow the sequencing with their small groups.



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The teachers also felt that the *Journeys* Tool Kit materials needed to be supplemented during small-group instruction. Almost half of the teachers (48.3%) provided some supplemental material for the paraprofessionals to use during small groups. This is outside of the scope of the teacher’s responsibility as outlined by the Department of Early Literacy. For whole-group instruction though, the majority of teachers (77.2%) felt that the paraprofessionals provided vital support to their students. While still a majority, a slightly lower percentage of teachers (64.0%) indicated they had a clear understanding of the role the paraprofessional played during whole-group instruction.

Student Support and Other Tasks

Many of the paraprofessionals indicated they performed other jobs outside of literacy skills instructional support. Almost half of the paraprofessionals (47.4%) worked with students on subjects outside of English/Language Arts and only 9% indicated they provided only instructional support. Lunchroom monitoring, clerical support, and arrival and dismissal duties were the most commonly cited non-instructional tasks assigned to the paraprofessionals. The table below breaks down the types of tasks assigned to the paraprofessionals. The paraprofessionals could write in other duties they were assigned. Substituting or filling in for a different grade were the most common responses provided when selecting “other”.

Additional Tasks Completed by Paraprofessionals		
	<i>n</i>	%
I only provide instructional support for students.	5	9%
Lunchroom Monitor	40	70%
Record keeping (e.g., IEP monitoring, behavioral referrals)	6	11%
Clerical Support (e.g., making copies, filing)	23	40%
Arrival/Dismissal Duty (e.g., bus duty, aftercare, car line)	23	40%
Other	11	19%



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The primary role of the paraprofessionals is to support Tier 2 and 3 second-grade students. When not supporting these students, the paraprofessional should be working with first- or third-grade students on their literacy skills. The majority of paraprofessionals surveyed indicated they worked with only second-grade students (82.5%, $n = 47$), while 11% worked with K–3rd grade students and 7% worked with all students in the school at various times.

Communication

With any new initiative or program, communication is an essential component of effective implementation. The Department of Early Literacy provided information to the schools, and the administration was responsible for disseminating that information to the staff. Both administrators and second-grade ELA teachers were asked what type of communication they sent or received, respectively, about the initiative. The options were not mutually exclusive, so participants could select all applicable methods of communication. As a result, 36% of the teachers indicated they received more than one type of communication about the Second-Grade Paraprofessionals Initiative, and 76.5% of principals said they sent communication in more than one format. The table below shows the breakdown of how communication was delivered and received.

Methods of Communication							
	Email	Faculty Meetings	Announcements	Content/ Grade Lead	Face-to-face Meeting	None	Other
ELA Teachers	40.4%	30.7%	1.6%	36.0%	32.5%	21.9%	9.6%
Principals	58.8%	74.5%	5.9%	35.3%	84.3%	0%	0%

Teachers also had the option to write in other forms of communication they received. Almost ten percent (9.6%) of teachers indicated they received information about the initiative in a method other than those in the table. When reviewing the open-ended responses, most teachers who selected “other” indicated that they received information directly from their paraprofessional.

Over 22% of teachers did not believe they received communication about the Second-Grade Paraprofessionals Initiative, though 100% of administrators listed at least one type of communication in their schools. Though there is the possibility that administrators at those schools where teachers lacked communication did not take the survey, it is more likely that teachers did not receive or remember the communications that were sent. Additionally, 43% of teachers felt that the communication about the initiative was insufficient. Emails, face to face meetings, and information delivered to teachers through content/grade level coordinators appear to be the best methods of communication for this initiative.

Stakeholder Views

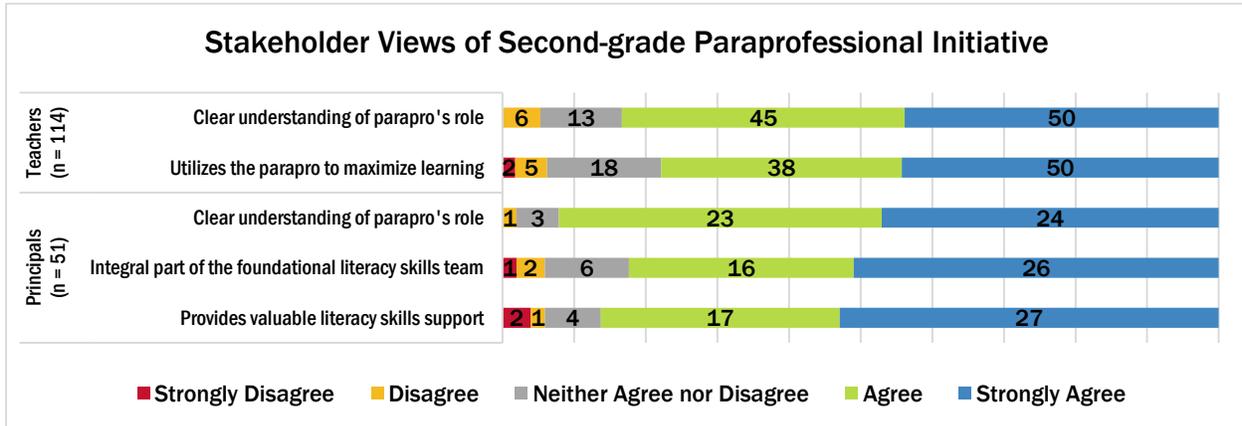
Teachers and administrators were asked a series of questions to gauge their understanding of the purpose of the paraprofessionals as well as the role they played in supporting students' foundational literacy skills. The chart below shows the breakdown of responses by stakeholder group. In general, both groups had a clear understanding of the paraprofessional's role in supporting student literacy. The second and third items



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administrators responded to show that around 84% of principals agreed that the paraprofessional provides valuable foundational literacy skills support and are an integral part of that team.



Although the majority of teachers believed they had a clear understanding of the role paraprofessionals play in supporting student literacy, over 20% were not confident or unsure that they knew how to best use the additional support. Twenty-five teachers struggled with how to maximize their students' learning through the paraprofessionals' role. Overall though, the majority of teachers and principals had a clear understanding of the role paraprofessionals play, knew how to use the paraprofessional, and believed they were integral in supporting SCS students' foundational literacy skills.

Professional Development

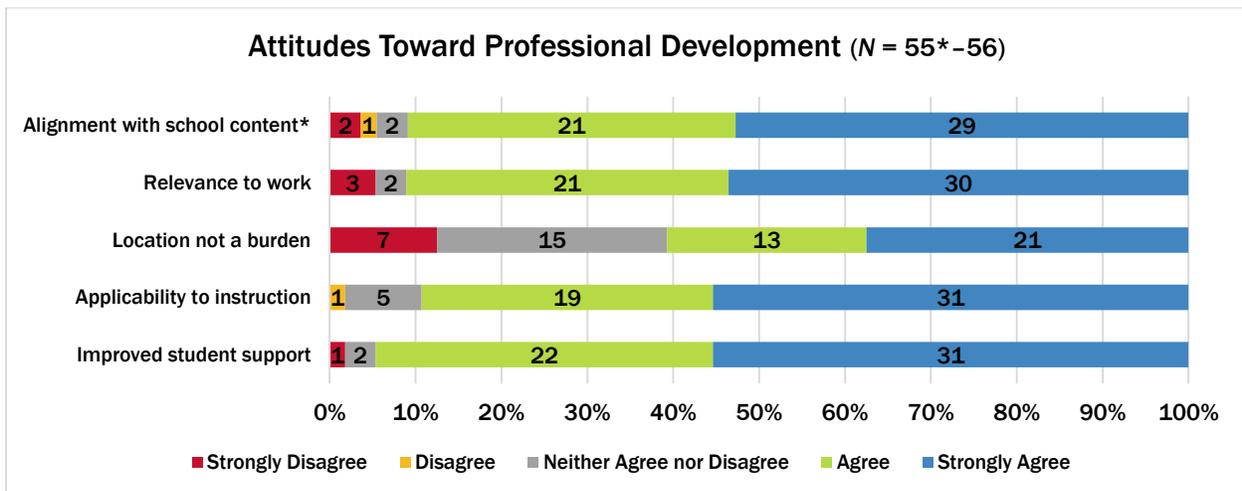
The second-grade paraprofessionals answered questions concerning the District provided professional development. Fifty-six (56) paraprofessionals answered seven questions that focused on the PD's alignment and relevance to the daily lessons being taught in schools, the tools and materials provided, and the logistics of the PD offerings. On the survey, respondents were asked to rate their agreement with a number of statements on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The graph below shows the number of paraprofessionals responding in each category for the items focusing on professional development.

The majority of the paraprofessionals found the PD offered by the Early Literacy Department applicable, relevant, and helpful for their work supporting students. In fact, 87.7% or more paraprofessionals gave positive ratings (agree or strongly agree) to all PD questions except for the location item. When asked if the location of the trainings was a burden for the paraprofessionals, only 59.6% indicated that it was not an issue for them. Since the trainings are only offered at SCS's Teaching and Learning Academy (TLA) on Union Avenue, the commute to the trainings may place an undue burden on the paraprofessionals. However, based on the school locations in relation to the TLA building, those who gave a neutral or negative rating had a shorter commute from their school ($M = 7.96$, $SD = 4.01$) than those who indicated the location was not a burden ($M = 8.77$, $SD = 4.29$).



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Almost all paraprofessionals indicated that the PD sessions helped improve the support they provided to students. Ninety-one percent (91.1%) believed that the PD trainings were relevant to their work supporting students. Furthermore, most found that the PD aligned with the school content being taught. There were a few (9.1%) though who said it did not match the school content. Some schools are piloting or using a different ELA curriculum other than *Journeys*, and thus the PDs showcasing the *Journeys* Tool Kit materials and content would not be as relevant or in alignment with their school’s curriculum. Overall, the vast majority gave positive ratings to all PD items.

In addition to the survey administered by Research and Performance Management, the Department of Early Literacy requested optional feedback at the end of PD sessions throughout the academic year. Each time between 12 and 25 paraprofessionals completed an open-ended item about the most beneficial part of that PD session. A full list of responses can be found in the Appendix B. A summary of the percentages of mentions is shown in the table below. It is worth noting that the two general categories, General Support and General Positive Feedback, were used to capture responses like, “everything that is taught every month is useful” and “I love the monthly training.” Each response was coded to fall into one or more categories, so the percentages may exceed 100% if responses listed more than one highlight of that PD training.

Topics Mentioned as Highlight of PD Session				
Topics	Oct.	Nov.	Jan.	Feb.
Planning	24%	23%	23%	8%
Classroom Management	4%	8%	0%	0%
Materials Provided	16%	8%	15%	17%
Learning Specific Skills Content	4%	8%	0%	0%
Networking/Sharing Experiences	12%	0%	8%	25%
Ideas and Activities	28%	38%	38%	50%
Student Support Strategies	12%	23%	23%	8%
General Support	8%	0%	8%	8%
General Positive Feedback	8%	38%	8%	17%



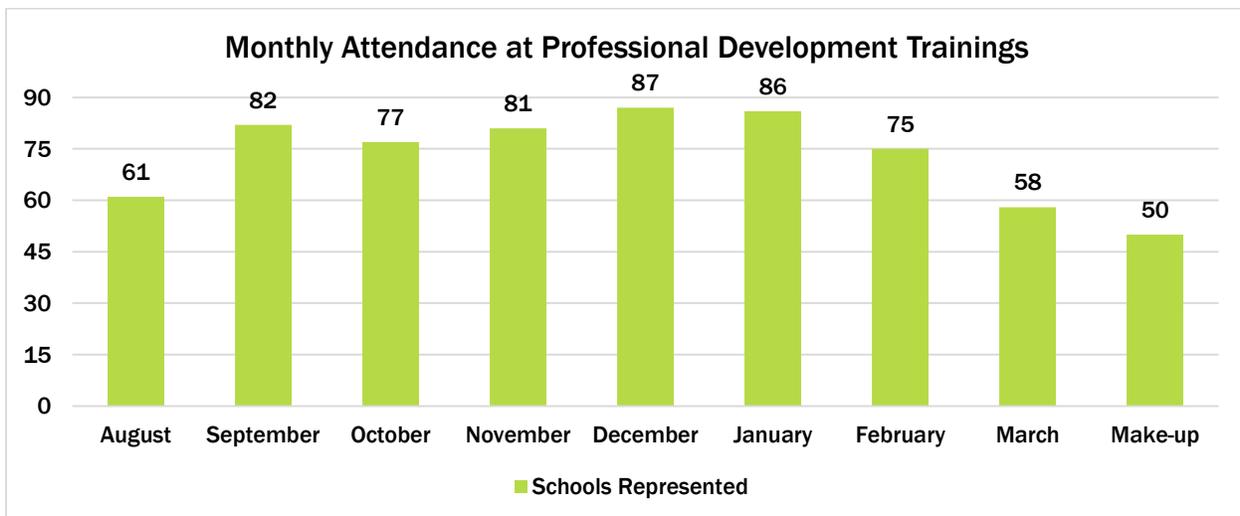
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Each month the paraprofessionals consistently highlighted that the activities and ideas provided by the Department of Early Literacy were the most helpful to them. They said they would take these ideas, games, and activities back to “use with [the] students when [they] pull out or push in.” Additionally, the trainings helped the paraprofessionals plan for upcoming sessions. One educator said, “it is a perfect guide on showing what to go over throughout the month with students.” Based on the open-ended responses, the PD sessions helped the paraprofessionals feel prepared and well equipped for supporting students in their foundational literacy skills.

Professional Development Attendance

Overall the PD sessions were well-attended with an average attendance rate of 85%. The following graph shows the breakdown of attendance by month. In total, paraprofessionals completed over 1,040 hours of professional development training in order to improve their skill as educators and support SCS students’ foundational literacy skills. Almost seventy percent (69.6%) of the paraprofessionals indicated they attended all PD trainings offered, while 30.4% indicated they missed one or more. Of those who gave reasons for missed trainings, most indicated it was due to an illness or starting in the position mid-year.



Overall, the PD trainings were well-received and well-attended by the paraprofessionals. Student activities, planning, and networking with peers were valuable outcomes of the PD sessions. The sole area of dissatisfaction was with the location of the trainings. Future trainings should build off of the current model and curriculum to continue providing quality professional development for the second-grade paraprofessionals.

Evaluation and Support

Paraprofessionals were observed informally during District Equity Walks. Additionally, paraprofessionals were directed to keep logbooks that could be used for evaluation. Many of the paraprofessionals did not find the logbooks useful (34.6%), and 3.6% said that the questions did not apply to them. Additionally, 12.5% of paraprofessionals did not agree that the way they were evaluated was fair. Another 12.5% said that the evaluation items did not even apply to them.

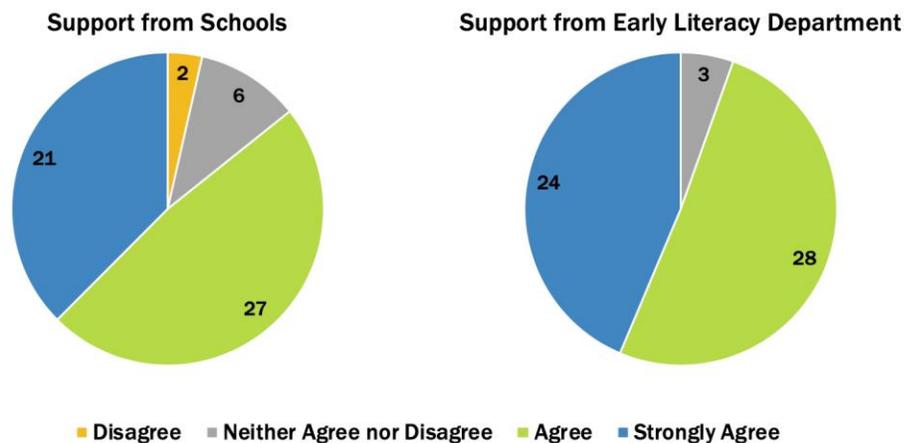


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The Department of Early Literacy requested two specific questions to gauge if the paraprofessionals were being adequately supported in their new roles. Respondents rated their level of agreement to the statements that they received sufficient support from different areas to “meet the expectations of their role as a second-grade paraprofessional.” The following pie charts show the paraprofessionals responses. Overall, paraprofessionals felt supported by both their school administration and the Early Literacy Department, though Early Literacy received slightly more favorable ratings.

Paraprofessionals are Receiving Sufficient Support to Perform Role



Turnover

Continuity and consistency in staffing is an essential part of the effectiveness of a new program. When turnover occurs, time is spent hiring and training the new employee. Twenty-nine percent (29%) of the principals surveyed indicated that their school had experienced turnover in the paraprofessional position ($n = 15$). The majority of turnover (53.3%) was because the paraprofessional got a better job including promotions into teaching positions in the District. Other paraprofessionals left to go back to school or had an illness that prevented them from continuing; one was fired from their role. Although turnover is not ideal in any setting, promoting paraprofessionals, especially into teaching positions, demonstrates that the paraprofessionals were quality employees who provided vital support to SCS students.

Funding

The administrators who took the survey overwhelmingly cited current or future funding issues as a limitation of the initiative. Currently, 60.8% of the schools surveyed fund their own paraprofessional compared to the 35.3% of schools getting District funds to support the position. Some administrators cited coming budget cuts or Student-Based Budgeting (SBB) as a hinderance to the initiative. One principal said, “It is very challenging to pay for this position from my SBB Budget. This is a District initiative and it should be funded by the District.” Others echoed the need for District funding in order to provide a dedicated paraprofessional to their second-grade population, “since we only are allotted 1 paraprofessional for our K–5 school, it can be impossible to place a paraprofessional specifically for one grade level. A District funded paraprofessional would be much



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appreciated.” Thirty-nine percent (39%) of the open-ended responses by administrators cited funding as a primary weakness of the initiative.

Overall Feedback

At the end of each online survey participants were asked to share comments about aspects of the Second-grade Paraprofessional Initiative that went especially well or that were particularly challenging. A full set of responses for each group can be found in Appendix C. Below are the themes that emerged from the data parsed by subgroup.

Paraprofessionals

Twenty-seven (27) paraprofessionals provided feedback on the strengths of the initiative. The paraprofessionals cited student growth and learning as the primary strength of the initiative thus far. One paraprofessional said that the small group instruction gives students, “an opportunity to improve/master skills that they may be struggling with. In doing so, students have made significant growth with testing, advancing from Tier 3 to 2 or 1.” They were not alone in this sentiment. Another paraprofessional said, “I feel that I am reaching the students who need a little extra help.” In fact, 52% of paraprofessionals highlighted student growth and learning, followed by 33% who found the PD trainings to be the best part of the initiative.

Twenty (20) paraprofessionals gave feedback on the challenges they faced. The two most frequently cited issues were not having enough time with students to provide the appropriate level of support and being pulled away from their job in order to perform other school duties such as substituting and making copies. Other areas that were challenging were student engagement, scheduling, and behavioral issues.

Teachers

The second-grade teachers provided 71 responses about the strengths of the Second-Grade Paraprofessionals Initiative. The main area they highlighted was the support their students received from the paraprofessionals during small group instruction. One teacher said, “It is beneficial to meet students in small groups to target them in areas specific to them that teachers alone cannot hit.” Another reiterated this, “The extra pull-outs and intervention help and have been a wonderful support for our students.” A third (33.8%) of ELA teachers highlighted small group instruction as the primary benefit of the initiative.

Fifty-eight (58) teachers left responses about the weaknesses of the initiative. Of those, 37.9% cited that more paraprofessionals were needed in order to provide the level of support students need. One paraprofessional put it this way, “We only have one paraprofessional and three second grade classes. If we had more paraprofessionals, we would see more student growth.” After needing more paraprofessionals, the next most cited challenge teachers faced was having the paraprofessional pulled for other non-instructional school tasks. One teacher said, “The paraprofessional gets pulled frequently to perform other school duties that are not student centered,” while another stated, “The paraprofessional assigned for 2nd grade is always pulled to cover other grades.” These along with the other responses showcase that teachers truly want and rely on the support of the paraprofessionals.

Administrators



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When asked about the strengths of the initiative, 30 administrators provided feedback. Providing extra support for teachers and students was the main strength according to the principals. One principal stated, “The fact that we have a paraprofessional is a tremendous help. She is imperative if we are to meet the expectations of our Third Grade Commitment. Without her help we will not be able to have all students on grade level by 3rd grade.” Another agreed, “[The paraprofessional] assists us with small group and one-on-one instruction [and] the ability to focus on foundation skills with students that are struggling to read.” After providing additional support, principals highlighted student growth and learning as a key value of the initiative. As one principal succinctly put it, “The second-grade paraprofessional has been very effective in helping our students learn how to read.” This thought was expressed by a number of other administrators as well.

Thirty-one (31) principals answered the question focusing on challenges they faced with the Second-Grade Paraprofessionals Initiative. The most commonly cited topic (39%) highlighted funding as the primary issue with the initiative. After that topic, which was discussed earlier, trainings for the paraprofessional was the next most commonly cited issue. One principal suggested training prior to working with students, “it would be good if they could receive more intense training possibly in the summer to improve their knowledge.” Another echoed that sentiment and a third suggested having their partner teachers also attend trainings with the paraprofessional. Finally, scheduling seemed to be a consistent issue that administration faced when working with the second-grade paraprofessionals.

Conclusion & Recommendations

Overall, the paraprofessionals, teachers, and administrators have a positive opinion of how the initiative has been implemented thus far. The recommendations below focus on areas that were highlighted as opportunities to improve the initiative or garnered lower overall ratings.

Recommendation 1 – District staff should work with school administrators to ensure that the second-grade paraprofessionals are solely focused on supporting students’ foundational literacy skills.

Over 90% of the paraprofessionals indicated they had duties other than instructional support during the year. Many paraprofessionals listed clerical duties, substituting, and monitoring duties as part of their job, all of which take valuable time away from helping students grow their reading skills. Teachers often expressed a need for more support and more time with the paraprofessional during the week. Working with the school administrators to find other resources for those non-instructional duties will free up time that the paraprofessionals can dedicate to supporting students.

Recommendation 2 – District staff should outline goals and outcomes of the initiative and provide a clear job description for the second-grade paraprofessionals. This should be shared directly with second-grade ELA teachers, principals, and the paraprofessionals themselves.

The Department of Early Literacy has created a document that goes through the frequently asked questions about the initiative. The document does answer many of the questions surrounding the responsibilities of the second-grade paraprofessional, including who they



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should serve, what they should be doing in different instructional settings, how they are evaluated, and how professional development is implemented. However, a more concise, accessible document that summarizes the purpose and goals of the initiative would strengthen people's understanding of the initiative. Teachers expressed a need for better communication and more information about the role of the paraprofessional in different instructional settings. More than 20% of teachers needed more direction on how to utilize the paraprofessional to maximize student learning. Additionally, administrators asked for a job description. Providing clear guidance to stakeholders about the initiative is prudent and would mitigate confusion and provide clarity to all parties.

Recommendation 3 – The District should seek funding in order to support at least one second-grade paraprofessional for each school if not more.

The school administrators were clear that it would be hard in coming years to continue funding the position without District support. Most schools currently funded the position themselves and only fund one second-grade paraprofessional. Many teachers requested that the paraprofessional be available more often to support their students. Without additional funding schools cannot maintain, much less increase, the vital support the paraprofessionals provide.

Overall, the initiative has been well received by ELA teachers and the administrators. The paraprofessionals believe they provide vital support for students on their foundational literacy skills. Although there are areas where the initiative can be improved as outlined above, overall the implementation of the initiative in the first year has been effective.



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Appendix A

Type of Student Support Provided by Paraprofessionals by Month and Frequency					
Month	Type of Support	Frequency			
		Daily	3-4 Days per week	1-2 days per week	Never
Sept.	Whole Group Instruction	29	5	3	2
	Small Group (Literacy Workshop/Centers)	21	7	6	5
	Pull Out	18	8	3	10
Oct.	Whole Group Instruction	16	4	5	0
	Small Group (Literacy Workshop/Centers)	16	5	4	0
	Pull Out	9	6	7	3
Nov.	Whole Group Instruction	13	0	2	0
	Small Group (Literacy Workshop/Centers)	10	3	2	0
	Pull Out	8	3	3	1
Jan.	Whole Group Instruction	10	2	0	0
	Small Group (Literacy Workshop/Centers)	9	1	2	0
	Pull Out	6	4	1	1
Feb.	Whole Group Instruction	10	1	1	0
	Small Group (Literacy Workshop/Centers)	9	1	2	0
	Pull Out	8	1	1	2



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Appendix B

What is most helpful about the monthly professional learning experiences?

Paraprofessional's Responses

I love the monthly training
The breakdown of each lesson
To learn the materials and receive great information
Great ideas! Shared experiences.
If using the Journeys program, I find that the different activities to implement are most helpful and the overall guidance/support that is given for this position as a 2nd grade paraprofessional.
I am taught many new ways to teach my students.
The most helpful experience is that we get to role play what we're doing to get a better understanding.
The monthly professional learning experience allow me to gather information about the upcoming lessons so that I may be able to better educate the students that I pull or during group instruction.
Showing us how to keep the children's attention while teaching them.
It gives me insight on the lesson that we will teach and the activities that the instructors present are useful.
The professional learning experiences is helpful not just the month of October but every month we meet.
Helps me be more focused
The interaction and knowing we are on schedule.
The lesson support activities, I don't have as many activities, so I use what's taught in trainings.
Being interactive with children by doing activities that involves them to express their opinions.
Information
understanding or being introduced to grammar rules
It's full of ideas and activities that could be implemented into the classroom
Learning better ways to help our children
The activities to bring back to the students during pull out
The going over of how and what we are supposed to be helping the students with
Most helpful is the information and resources given to become successful paraprofessionals.
everything
We are all on the same page. We are prepared ahead of time for our next challenge.
How break words down. I am learning to better understand how to help each student on their own level of learning.
Everything
Going over the next few lessons and giving
Learning the Journeys stuff so I have a better understanding of with the students are learning.
How to work one on one with students.
Everything that is taught every month is useful.
The most helpful is everything. I love that we go over each upcoming lesson and also the extra group activities because those give me extra learning tools to use with my children and they also help get them excited about learning
They are very informative and helpful in helping the students
It gives me ideas to teach my students.
The detail content and suggested ideas for presentation
Most helpful about monthly professional learning is that we are doing hands on experiences with the lesson, so once the teacher introduce and teach the lesson we already know.
Each month is helpful; therefore, time well spent. A travel voucher will help as well-being we are not getting a stipend of any kind. In addition, to not getting paid for the holidays.
Learning different ways to help children
It gives me more knowledge in help teaching the students.
Sharing our information and experiences with each other. Be me that has been very helpful.
Learning how to deliver the information accurately to the 2nd graders.
Everything is helpful to me in a way because it refreshes my learning ability and gives me the support I need when it comes to teaching my students.
The wonderful ideas and activities that the Early Literacy instructors present.
The games and activities that we do monthly.



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Getting to use the toolbox so I will have access in helping all students daily.
Learning varies strategies in implementing the different skills.
I'm learning different strategies.
Knowing what the lessons is going to be about.
The PowerPoints are most helpful. It is a perfect guide on showing what to go over throughout the month with students.
Learning different techniques and strategies to help us enhance each student's leaning capabilities.
We learn what is needed to do each week with the students.
I take back what I learned and use it when teaching my students.
The most helpful is all of the group activities that you share with us. It gives us different things to do other than just the norm and the children love being interactive as I do. I am a visual learner and I like hands on, so these sessions really help me and keep me interested and so excited each month.
It was interesting and most helpful for us to interact and share with the different educational games that we can use with our students when we pull out or push in.
Different fun ways to teach the skill.
Everything is helpful to me. It's a joy and a pleasure to meet with you all every month.
The collaboration is very helpful, with sharing many instructional strategies and activities that will help time of instruction to be effective.
The different activities I can use with my students.
everything that you provide is helpful.
The monthly professional learning experience enhances my experience in teaching.
The advisors explain every lesson, and how you suppose to implement them in your classroom.
The great activity lessons that the Paraprofessionals share.
Knowing the lesson before we enter the classroom.



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Appendix C

Paraprofessionals' Responses

Strengths

Please share any comments you have about aspects of the Second-grade Paraprofessional Initiative that are going especially well.

I love being able to provide and assist in the teaching of students. The students love coming and receiving instructions in small groups. Having a room where we can work is very helpful.
Great program- keep it. Wonderful tool for paraprofessionals. Not just 2 nd grade but all grade levels.
I am able to work with my students daily.
I am just so thankful for the monthly meetings because they are really informative and helpful with different ideas as to supporting the children.
I can see that my tier 3 children are learning.
I enjoy working with the students and I have observed the students using what they have learned from me in the classroom. The students are very eager to learning.
I feel that I am reaching the students who need a little extra help. The teachers are overwhelmed with too many responsibilities, it is hard to help every student.
I find that the templates made available to help the students to interact has made teaching much easier.
I had two of my students made grade progress in January. My teachers asked me to pull them out.
I have really enjoyed going to the PD meeting. It has been a give and take situation. they give us valuable information to take back to use for the students.
I have seen improvements in some of the students. It's very encouraging.
I like the PD classes, but we need more examples and links for items discussed on the power point. February's PD was the best so far because we could download the exercises on the power point.
I love when my students have conquered their fear and develop self-confidence from being pulled out every day. The foundation teachers are a joy to work with. We add to each other.
I really love the trainings and listening to other 2nd grade paraprofessionals ideas on how they implement different ideas to their lessons.
I see growth with the students, and I see them gaining confidence.
I think that the <i>Journeys</i> Tool kit is outline to a tee. I love the fact that we are offered PD in case we don't understand something.
It's wonderful!
Just seeing the growth of the students from my support
Knowing the lesson before we enter the classroom.
Student and Second -grade Paraprofessional interactions in small group settings with added tools (games, readings, diphthong, etc. cards) to help enhance their learning.
Students are excited about learning.
Students are improving on literacy test scores and the understanding of content taught to them.
The PD's that I attend really help me to teach fun lesson that the innovators enjoy.
The students' eagerness to learn.
The students were hesitant about coming to the small group sessions at first, but they love coming now. I have some of the other students asking the teacher and me "how can they get in my group". I have three students that showed growth and no longer need small group instruction.
The trainings that I receive have made my pull-out session with my group of students very helpful.
Working with students in small groups gives them an opportunity to improve/master skills that they may be struggling with. In doing so, students have made significant growth with testing advancing from Tier 3 to 2 or 1.

Weaknesses

Please share any comments you have about aspects of the Second-grade Paraprofessional Initiative that are particularly challenging.

Behavior
Behavior issues with students



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Doing more work than other assistants and getting the same pay. The stipend was a motivating, we should get additional pay.
I definitely love and enjoy working with the second-grade students! Often, there are times when I have to rotate coverage for other classes due to teacher absence.
I don't particularly like being pulled away from the second graders so much. At the same time, I'm aware I work at a school with a small staff, so we have to pull together if someone is out. I just wish we would get some teachers hired to cover these classes that are teacher-less.
I think some children need just a little more time.
I think the challenge is translating and memorization for the children. Which means creating new ways daily in order to see successful results.
If I can't get to the homeroom teachers' classroom before support classes I have to find what support class, they are in. Many support class teachers don't want me to pull the students during their support class time. I do get the students though.
It is challenging being pulled from my group while in the middle of my [session] to cover a class for a meeting or to have to cancel group so that I can substitute. I have to make copies during my planning time or during foundations time after copies are approved. This leaves me with no planning period of my own to prepare for my groups. I also have to make daily outgoing calls of students who are not present. A better detailed checklist for student logs can be used for both behavior and academics. There could be an assessment to give to students to also track their progress. For instance, a vowel drill and words assessment.
Keeping the students engaged and keeping their interested without them wanting to give up.
Listening
Material is not up to date.
Not enough time with the children due to other obligations.
Providing challenging students with support when he/she has not a mastered skill after push in and push out services have been provided.
Reaching all of the students. There are so many that need assistance and are below level. It would be more effective if there were more paraprofessionals.
Some of the students don't take reading and the program serious enough
The absentees and transfers of students and keeping up with the paperwork, along with other school assigned duties.
The biggest challenge that I have is not spending enough time with the students during small group pull-outs. Sometimes I may have 30 minutes, 1 hour would be great.
The challenges that I have are as follows: 1. Planning for my groups (I don't have proper timing to plan for my groups because I have to make phone calls for absent students, record keeping and planning for RTI, copying, and I tutor students during this time) 2. Scheduling (I have to pull my groups right after lunch and they are missing recess). 3. Being called away from Foundations and my groups to cover meetings and subbing when there is no sub for the whole second team. 4. I believe that we need a better form to keep records of student's behavior and progress in both the classroom and pull-out. 5. I believe that it would be helpful to admin if they were allowed to hire a floater to replace the Second Grade Paraprofessional to cover meetings, sub, and make copies.
Time

Second-grade ELA teachers' Responses

Strengths

Please share any comments you have about aspects of the Second-grade Paraprofessional Initiative that are going especially well.

I love having the 2nd grade assistant pullout my tier 3 students. However, I wish it was every day.
Our paraprofessional is helpful and comes to me every day to help with copying and grading even when she is pulled during our scheduled time for other duties.
She is very helpful when she is allowed to come in and assist.
The second-grade paraprofessional does the activities suggested for small group sessions -She attends all training through early literacy -Plan and use the materials -Communicate with teachers on a daily basis
I have loved having the extra help in the room. My paraprofessional works closely with students daily and is a huge help as I have a class where more students struggle than not
working with small groups



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It makes sense that if students are going to be expected to meet these set criteria to move to third grade, we would have extra support to help make that happen.
[Parapro]* is great with the students. He keeps me informed about their progress. My students have shown growth from the first day working with [parapro] during small group instruction.
It has been a pleasure to have [parapro] as my classroom paraprofessional. She works so diligently with my struggling students. The students gravitate to her calm demeanor. [parapro] is very special to our second-grade Team. With compassionate paraprofessionals like [parapro], the Second Grade Paraprofessional Initiative will continue to thrive.
The Second-grade Paraprofessional Initiative has been helpful in assisting with students that are having difficulty with grade level skills.
I feel like the initiative is a very good plan, I love the idea of the extra support.
Small-group instruction has been paramount! Students gain individualized knowledge of Standards/Objectives through hands-on learning activities that meet their needs.
Our paraprofessional provides additional support that our students need with literacy. The hands-on interaction with the student has truly been beneficial to our students.
My paraprofessional is great.
The aspect that is going well is the small groups the Paraprofessional works with. I find it to be effective.
Students that the paraprofessional consistently works with are showing growth and progress! Their fluency is improving as well as their phonemic awareness and decoding of words.
The paraprofessional has a separate curriculum to teach and I advise her on skills I want her to piggyback on or reteach with the one small group she pulls a day.
Our Paraprofessional is needed and does a great job instructing our students.
Great way to have an additional small group intervention
Having a paraprofessional in the room to help with foundational skills is a good thing.
It is very helpful to have another person supporting small group instruction.
Our paraprofessional is very supportive and works well with her students.
The one-on-one instruction and the small groups.
The Paraprofessional diligently work with the teacher to ensure that the student reap the benefits of the program.
My second-grade paraprofessional is a great asset to me and my students. He is really helpful, and my students really enjoy him being in the classroom
I LOVE having our Paraprofessional and couldn't imagine doing this job without her.
Most of the students that have been getting that extra small group instruction have been improving in foundations.
During whole group instruction, she helps by making sure everyone is on task. She pulls a small group to work with on a specific skill.
My paraprofessional does a great job working with my students. The students show improvements on weekly tests and classwork.
They are a great help and support to the teacher and students.
The paraprofessional that works with me has a history at the school and a good relationship with the students. From what I have been able to see she adheres to her schedule and the students seem to enjoy when she pulls them out,
She is a big help with behavior issue kids
I think that it is great having a paraprofessional to help with whole and small group instruction. It helps us to work as a team and see each student each day in a teacher led station.
It is a joy to have a Paraprofessional that is designated to assist our students with their academic deficits.
The additional help to make sure the students are on track is great.
The small group pull-out is wonderful!
The support being provided via small group pull-outs with students has helped to improve reading readiness for my students.
I believe this is a great thing. It helps to serve all students and meet them where they are academically.
It's very helpful to have someone working with the students while I am working on small group instruction.
Trust and effective communication are important tools to assisting students. Our paraprofessional has a good rapport with students.
When support is provided, I am fully satisfied.
The Second-grade paraprofessional at our school is great when she gets to work with second grade. She is focused and prepared.
The extra pull-outs and intervention help and have been a wonderful support for our students.
It's helpful to have assistance sometimes.



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It is extremely helpful to have someone who can work with struggling readers
She provides wonderful support for the students' growth in reading.
She is working very hard with my Hispanic students and their problems with foundational skills. She has helped the Illuminate/Fastbridge improve slowly.
Having a paraprofessional in the classroom with me is awesome. She is very friendly, and we work together perfectly. I think every grade should have a Paraprofessional. Since this is my 4th year and she's a veteran; she helps me out a lot.
The paraprofessional assigned to 2nd grade is very effective with my small group of struggling students.
I like that they pull small groups of students in the afternoon to supplement reading instruction. The lowest leveled students are now getting 2 small group instructional times (20 minutes ea.) four times a week and one time with me the other day.
She has communicated with me about what the students' needs are.
I like that the District has attempted to provide this initiative. It is helpful. I guess that the small group aspect is ok.
I am seeing growth in a few of the students pulled.
Our paraprofessional is eager to learn and help.
The extra support students are receiving is helping to grow their reading skills.
[Parapro] is a very engaged and knowledgeable paraprofessional. She works with students daily during whole group and small group instruction.
Our paraprofessional is dedicated to serving our students and will adjust lessons without being instructed. She frequently works with them beyond the expected time frame.
This initiative is very helpful for our students. The paraprofessionals work well with our students. The small group instruction has helped our students. The phonics lessons presented assist our students in gaining a better phonological foundation.
[Parapro] is awesome! She assists in all ways possible. To me, she goes above and beyond what a paraprofessional is supposed to do!!
It is beneficial to meet students in small group to target them in areas specific to them that teachers alone cannot hit.
A great help. Wish that I could have one every day.
EVERY K-2 foundational skills should have a para or assistant. My kids are showing crazy growth right now. She is instrumental in this happening!!!!
Having the paraprofessional really helps the students that need that extra support and sometimes the teacher can't always get to them every day.
Our paraprofessional has added greatly to student growth! She lessens the load on the teachers as we know that she is there to bring extra help to the students who need it.
She is well organize and provide excellent help
This week was the first week I've had the paraprofessional during whole group instruction, and she was very helpful.
When my Paraprofessional is able to pull my students, the students are able to make gains with their reading skills.
I have NOT experienced any challenges and have experienced student Lexile growth with use of the Second-grade Paraprofessional.
I think this program is most effective and should definitely be continued!
She does a wonderful job of working with all of our classes. At this time, no suggestions
ZERO! I love my extra hands during foundational skills! I feel so incredibly blessed to have extra help! I am so thankful to the administration!

* [Parapro] is used to in place of a person's name to maintain anonymity of the respondents.

Weaknesses

Please share any comments you have about aspects of the Second-grade Paraprofessional Initiative that are particularly challenging.

Sharing paraprofessional with another class. -Paraprofessional being pulled to do other duties in the school.
Finding the right time for them to pull the kids outside of the instruction time/ workstation time. She does whole group lesson with 7 of my kids but cannot do that when the other kids are in there. So, she has to pull at different times.
Having other duties that may interfere with being with students.
Having to adjust to staffing needs with scheduling.



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How it should look in the classroom.
I am unclear about expectations.
I feel as if the Paraprofessional is unclear of all expectations and is not properly trained to assist children. More training is needed for these professionals. They lack the knowledge and motivation to only be expected to listen to a teacher's direct instruction to students.
I feel like her intervention with my tier 2 and 3 students should be more frequently and for longer times.
I feel that I need her daily.
I need extra supplies.
I want to know if it is possible that she pulls more groups daily even during whole group.
I would have appreciated communication and support on this initiative
I would like more information on the Second Grade Paraprofessional Initiative.
I would like our students to be pulled daily.
I would love for my Paraprofessional to work with my students during my Reading block, but she was assigned to come to me during my whole group math block instead. I brought this to my administration and was told the initiative was from K-2 and not everyone's schedule could be met. I cannot let any of my students out of the room during my whole group math lesson. If she came during the middle to end of my Math block, she could work with math fluency. As it is now, my paraprofessional is not utilized for any small group assistance. I would love the help, but it did not happen this year.
It is challenging at times to find the time to create additional lesson plans or tasks and time to explain each task. I feel it would be beneficial to have a set time to communicate plans and progress being made with students.
It is challenging to get the allotted time in for foundational skills and the allotted time in for the meaning-based lesson.
It is very challenging when the paraprofessional is pulled to do other duties around school.
Lack of any communication about this.
Lack of communication is very frustrating. It appears second grade is supposed to be participating in an initiative that the second-grade teachers were not notified. Well, I was not notified of the initiative. Is this initiative a part of the Third-grade initiative? Lack of communication is a very challenging.
Making sure I have all of the materials the assistant might need for the small group instruction.
More Paraprofessionals are needed. The demand is great, but there is not enough help to service the needs of all the students.
My only challenge that my second-grade paraprofessional is not available to help in my classroom sometimes because he is away doing stuff in the building that does not have anything to do with second grade classes at all. This makes me sad and my students are looking for him to help and assist them.
No real planning time with her
not enough support 1 para for 5 teachers
Our paraprofessional is great but is not utilized to the greatest potential of second grade.
Our paraprofessional is pulled from doing her duties to perform other school jobs - ex: bulletin boards, etc. There has been no regular service at all this year. It has been quite random. For this to be such an important initiative, this role should be looked at with more importance by the administrators at the school.
Our paraprofessional's scheduled time to assist my class is during my lunch period and restroom break. She is often pulled for cafeteria duty or to assist in some other capacity.
Provide them with a curriculum supplement they can pull from for specific areas of need so that the teacher does not have that additional challenge of providing material as well. Especially for foundational skills.
scheduling
Sharing her among 4 teachers in a school who has a lot of struggling readers can be difficult
She is responsible for 2nd - 5th grade teachers so it is a challenge for her to provide consistent support.
The challenges are when she is pulled to go help other students or stand in for a teacher so they can go to an IEP meeting or whatever is needed in the school. It doesn't happen often.
The challenging part is having my Paraprofessional pulled away from me to do something else or teach another class.
There aren't any areas that are going well because directives aren't very clear.-----The challenging part of the initiative is that the information that the paraprofessional is not always clear. She may be told one way to do things but go to training and see something else. She asks me questions about what she's seen done in training because she was told specifically what to do, but I have no answers for her because she is the only person whom I've gotten information from since after speaking with the principal.
The paraprofessional assigned for 2nd grade is always pulled to cover other grades.
The paraprofessional gets pulled frequently to perform other school duties that are not student centered. (setting up for dances and/or assisting with school-wide assembly prep, or watching a class that has no substitute)



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The problem I have is these afternoon pullouts are during my math block, so the lowest leveled readers, who are usually low in math are missing huge chunks of math instruction. I also am supposed to have a paraprofessional in the morning during my reading block. However, the paraprofessional in the building are being asked to do other things (test students, sub for absent teachers, etc.). As a result, I have only had a paraprofessional in my room twice all year during my 150-minute reading block. My afternoon paraprofessional is able to make it four times a week, but is not able to come on Wednesdays, which is a different schedule due to usually being asked to cover classrooms during our building 90-minute block schedules.
The times she's pulling kids.
The whole group part of it and the managing of a schedule that works for all teachers being that there seems to be only 2 paraprofessionals working with second grade in the mornings. and we have more than two second grade teachers.
There are students that should be pulled that were not on the list.
This position could be useful if there were clear instructions and guides for the role.
We no longer have a paraprofessional. She was reassigned to assist kindergarten.
We only have one paraprofessional and three second grade classes. If we had more paraprofessionals, we would see more student growth.
We should have at least one paraprofessional to two classes on a daily basis from week one.
We would like to have more people hired to help move the initiative along.
When benchmark assessments or RTI sessions are necessary; she may be "pulled" to help service other areas.
When the students are not strong in phonological awareness or are spoken to correctly, the paraprofessionals are tasked with a lot more work. It is hard to catch up students that are far behind.
When they are pulled to sub, they are missed!!!
With only having 1 paraprofessional, and 6 classes, the students are getting as much as they need because it balances out to once a week.
Would love more of them.
I do not receive enough support from the second-grade paraprofessional.
I wish I had my paraprofessional daily.
Wished this staff member could not be pulled
My paraprofessional is used in other areas of the school instead of being in the classroom. She is supposed to pull for EL and foundational skills. The needs to do better overall for support.
Every second-grade teacher needs their own paraprofessional daily to better support the third-grade commitment.
We had a lot of changes in staffing this year and our paraprofessional's schedule was changed so much. I went for seeing her daily to maybe twice a month.
My paraprofessional is present everyday but is pulled to do other things per the principal. She is used to sub and/or hold classes, cover the office, etc.

Administrators' Responses

Strengths

Please share any comments you have about aspects of the Second-grade Paraprofessional Initiative that are going especially well.

Having the extra support with small groups. Paraprofessional takes feedback and applies to her job- resulting in student growth
Her dedication to RTI and providing academic support.
The paraprofessionals are receiving hands on training on how to teach the foundational skills, small group instruction, and RTI support.
Very impactful. Scores show significant improvements in student group.
focus area (literacy)/ support to 3rd grade commitment/ PD
The trainings have really helped the paraprofessional effectively push small group instruction during foundational skills.
Students are receiving support needed.
The continuous training with the Second-grade Paraprofessionals works to ensure they are grounded in the expectations of the work.
Works with small groups of students.
Please continue to fund the position.



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This support has been an asset to my 2nd grade team. The paraprofessional is planning to teach next school year.
The idea of the initiative is great. I think it is exactly what is needed to push foundational literacy.
I like the concept of a 2nd grade paraprofessional and I think we need one for kindergarten and first grade as well.
I do like the fact they work directly with the second-grade students helping with foundations, literacy and small groups.
We do see progress being made with the students that have been struggling in certain areas.
Paraprofessional has a good rapport with students. She attends all district meetings and tutors students during the day to help with ELA and math
Having the extra support in the classroom is beneficial to meeting students' needs. It provides the opportunity to students to engage in small group (face-to-face) instruction and have their misconceptions clarified immediately.
[Parapro] works with the ELA team to provide support to all teachers with an emphasis on foundations.
The fact that we have a Paraprofessional is a tremendous help. She is imperative if we are to meet the expectations of our 3rd grade commitment. Without her help we will not be able to have all students on grade level by 3rd grade. I would like this initiative to spread out to 1st grade as well.
Students are receiving individualized support as needed as a result of the initiative.
This is a great initiative. The teacher assistant works with the second-grade team on various reading initiatives.
I believe when implemented effectively, it can support the classroom teacher
The Second-grade Paraprofessional has been very effective in helping our students learn how to read.
[Parapro] has been very beneficial in the following areas: Providing small group support with foundational skills Assessing student progress with foundational skills Planning foundational activities that align with grade-level standards
It assists us with small group and one-on-one instruction. The ability to focus on foundation skills with students that are struggling to read.
It is going well. I wish I had another one.
My Second Grade Paraprofessional supports our non-English speaking students with phonics
[Parapro] is a valuable asset and students have shown growth with the intentional tutoring she provides.
The other paraprofessional does extremely well.
The trainings have been very beneficial and should be open to all TAs

Weaknesses

Please share any comments you have about aspects of the Second-grade Paraprofessional Initiative that are particularly challenging.

Scheduling
Attendance of our paraprofessionals impede their effectiveness.
Being able to provide this type of ongoing support for all students, not just struggling students.
Budgeting
Can the District fund the position? This is a significant and impactful position in our school, but budget cuts make it hard to fund.
funding the position for 2020-21/ more intensive training
Funding. We need additional funds to support this position.
Having funds allocated in the school budget for the 2nd grade paraprofessional would be really beneficial.
I am currently using Title I \$ to pay for this position. If it is district mandated, it should be paid for with district funds allowing me to use my Title I \$ to hire additional educational assistants to support other grades.
I believe that training for the Second Grade Paraprofessionals should begin in the summer. They should also receive support throughout the school year in the form of observations from the department of Early Literacy
I do not have a scope of work written for this position.
I feel it benefits the classrooms and students in which it serves.
I think it would be helpful for the 2nd grade teachers to attend a training alongside the paraprofessional.
I think they would benefit from more on the job training. Our paraprofessional continues with implementation when working with small groups of students.
It is very challenging to pay for this position from my SBB Budget. This is a District Initiative and it should be funded by the District.
It would be good if they could receive more intense training possibly in the summer to improve their knowledge.
It's not funded by the district. Our budgets were severely cut, and I no longer will be able to afford the paraprofessional to be dedicated to just second grade. They will have to serve more than one grade level.



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Making sure that students are being engaged at all times.
Paraprofessionals are often pulled due to the absence of a teacher (no substitute). Paraprofessionals also need more training on EL, Eureka, and RTI.
Paraprofessionals need to know exactly what to do while in the classroom. Should they be working on flip book skills that are not aligned to the daily lessons or should they be working with small groups with the skills that are part of the daily lesson? Should they be working on prerequisite skills or grade level skills?
Scheduling is challenging. There needs to be a paraprofessional in all K-2 classes to effectively meet the needs of students who are performing below grade level.
She works hard through the scheduling challenges.
Since we only are allotted 1 Paraprofessional for our K-5 school, it can be impossible to place a Paraprofessional specifically for 1 grade level. A District Funded Paraprofessional would be much appreciated.
The most challenging part of the program is the fact that the program does not align with EL. We are a pilot school and my Paraprofessional's work and professional development does not align with our curriculum. In many cases we have to modify and adjust. Although the Paraprofessional is learning for her own edification, what she is learning does not align with what our students need in order to stay on pace with the curriculum. If the district is committed to EL then we should be wholeheartedly committed. If we are not allow the training given to align with the expectations given. As the instructional leader of my school, I have allowed my 2nd grade teacher and Paraprofessional the autonomy necessary in order to teach our children. We (Principal, PLC, Teacher and Paraprofessional) should not have to recreate a curriculum that aligns with what she is learning and EL. Help us help our children.
The paraprofessional was initially promised a stipend, but the funding was not secured.
The process would be more effective if there were systematic instructional material to target student deficits based on the data. I am unaware of how the training classes are preparing them to perform this type of task. I would love access to a video type library of the sessions so we can use with staff for training and support of the second-grade initiative.
This should be an additionally funded position as teachers need various supports.
We need to keep our Second-grade Paraprofessional.
We will be down to 3 paraprofessionals for the entire school next schools year. We only have 4 this school year. Dedicating all the time of one paraprofessional to 2nd grade places a hardship on our school when we need people to cover classes, Pre-K, and SPED CDC classes as required by law and common sense.
Their skills are not strong, so they don't have very much value add.