



ADMINISTRATOR WALKTHROUGH CHECKLIST

This walkthrough supports observation of paraprofessional practice. Use it to document what you see, recognize strengths, and identify areas for growth across seven key areas of effective support.

Paraprofessional: _____

Date/Time: _____ Setting/Location: _____

Observer: _____

A. Language Modeling and Communication

Look For (What You Should SEE):

- ☐ Models appropriate ASL and/or English
- ☐ Engages students in meaningful communication
- ☐ Encourages peer-to-peer interaction
- ☐ Uses communication opportunities throughout the day to support language development
- ☐ Supports connections between ASL and English when appropriate

Where to Look:

- Classroom instruction
- Lunch and recess
- Informal interactions
- Transitions
- Extracurricular activities

Evidence/Notes: _____

B. Instructional Support and Learning Facilitation

Look For (What You Should SEE):

- ☐ Reinforces instructional content
- ☐ Supports understanding rather than task completion alone
- ☐ Uses multiple strategies to explain concepts
- ☐ Adjusts support based on student needs
- ☐ Promotes student engagement and problem-solving

Where to Look:

- Small groups
- Teacher-led instruction
- Independent work
- Student responses

Evidence/Notes: _____

C. Student Access and Participation

Look For (What You Should SEE):

- ☐ Monitors student participation
- ☐ Recognizes barriers to communication or engagement
- ☐ Supports inclusion during instruction and activities
- ☐ Encourages interaction with peers
- ☐ Supports self-advocacy when appropriate

Where to Look:

- Classroom participation
- Group work
- Lunch and recess
- Peer interactions
- Transitions

Evidence/Notes: _____

D. Initiative and Responsiveness

Look For (What You Should SEE):

- ☐ Recognizes student needs without being prompted
- ☐ Anticipates potential barriers
- ☐ Responds appropriately to classroom situations
- ☐ Remains actively engaged
- ☐ Supports students proactively

Where to Look:

- Throughout the school day
- During challenging situations
- During transitions
- During independent work

Evidence/Notes: _____

E. Professionalism and Role Clarity

Look For (What You Should SEE):

- ☐ Maintains professional boundaries
- ☐ Demonstrates professional conduct
- ☐ Presents appropriately for the setting and activity
- ☐ Supports instruction within established roles
- ☐ Exercises sound judgment

Where to Look:

- Student interactions
- Classroom support activities
- Staff interactions
- School events

Evidence/Notes: _____

F. Collaboration and Teaming

Look For (What You Should SEE):

- ☐ Appears knowledgeable about lesson objectives
- ☐ Understands student needs
- ☐ Communicates with teachers and service providers
- ☐ Provides support aligned with teacher expectations
- ☐ Functions as part of the educational team

Where to Look:

- Before instruction
- During instruction
- Team interactions
- Communication with staff

Evidence/Notes: _____

G. Community Engagement and Culture

Look For (What You Should SEE):

- ☐ Contributes positively to school culture
- ☐ Builds positive relationships
- ☐ Participates in school activities
- ☐ Supports student belonging
- ☐ Represents the school positively

Where to Look:

- School events
- Extracurricular activities
- Hallways
- Community activities
- Daily interactions

Evidence/Notes: _____

Program-Level Reflection

After completing this review, consider:

- How consistently are paraprofessionals functioning as language models and instructional supports across all settings, not just during direct instruction?
- To what extent are paraprofessionals proactively identifying student needs, maintaining appropriate role boundaries, and working as integrated members of the educational team?
- In what ways are paraprofessionals contributing to school culture and student belonging beyond their assigned responsibilities?