PreK-K PRESS Professional Development – Synthesis of Survey Data

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| **Learnings:** | |
| Correcting sounds  Paragraph Shrinking  Tier 1/Core Instruction is key  Automaticity is key for reading success  Predictable/Pattern books help fluency  Have interest books and leveled readers in book boxes  Create more class books  Need to hear rhymes in order to produce them | Look, Lean, Whisper  Word lists  Turn and Talk  Rhyming activities  S.T.O.R.Y. map  Importance of Phonemic awareness  Cross grade collaboration is important  Sound boxes  Review of 5 pillars of literacy |
| **Connections:** | |
| Letter work in the preschools  Connection between oral language and comprehension  Play centers  Turn and talk  Reinforced value of oral language and language-rich classrooms | PK is the building blocks for a successful K  Gradual Release of Resp. is key  Play and free exploration is valuable  Importance to parent partnerships  Literacy isn’t just about reading  Focusing on individual student growth |
| **Implantation of New Strategy:** | |
| Manipulating sounds in words  Using Thinking Maps to organize student learning  Turn and Talk more – kids need to talk more  Using Thinking Maps to align vocabulary  Do more letter/word sounds  Put more focus on phonemic awareness  PALS intervention  Work on more blending using sound boxes | Get leveled books in the hands of kids earlier; all kids can do repeated/pattern books  Paragraph shrinking  Class books  Incorporate high interest books in book boxes  Use more small group instruction  Using more sound identification routines  Talking with parents about what they can do |
| **Benefits of the PD:** | |
| Great to see where the children are coming from  Greater appreciation of our teachers  Being able to talk with other staff  Forming connections with other peers  I have a better idea of what my IEPs should look like based on services  Great to observe my peers | Collaboration with the preschool teachers  Important to see strategies, procedures, and routines across the levels  Great opportunity to see the expectation at the K center  Ideas, support for what I already do and justification for any changes |
| **How to Improve this type of PD:** | |
| Longer sub out to observe more instructional time  More time to collaborate with the preschool teachers  More opportunities to observe | More time to talk about curriculum and structure of the day  Continue to broaden our reach to private preschools |
| **Future topics for PreK-K PD:** | |
| Math  Routines  Play expertise  Sensory  ELL Family supports | Social skills development  PBIS/Pyramid  Transitions cross grades  ASD  Anything to keep the PreK-K collaboration |