

PROMOTING HEGGERTY & PHONEMIC AWARENESS IN PRE-K

(All while becoming more confident)

THEORY OF ACTION

- If we demonstrate Play Based Learning with exposure to curricula used in K-5 Setting
- And if we use Heggerty Phonemic Awareness Curriculum to support explicit phonemic awareness instruction in the classroom
- And if we use the Heggerty Assessment Tool to reflect on, improve on, and differentiate our instruction
- And if we collaborate with literacy coaches and interventionists, including time spent observing literacy lessons in other classrooms
- And if we ensure that opportunities for literacy are embedded into our play based learning
- Then Pre-K Teachers can work to support a vertical alignment at the elementary level

LEADERSHIP ACTIONS

- Build background knowledge and understanding through professional research
 - “Sold a Story”
 - Collaboration w/ **Literacy Coaches**
 - Piloting assessments and using data to differentiate and demonstrate success of Heggerty Program
- Grade level meetings with **Grade Level Partner and Principal**
 - Engaging the Backbones
- Observations and meetings with **Pre-K Teachers and Kindergarten Teachers across the district**
 - Determining the comfort level vs. where we could improve
- Creation of a District Pre-K Resource & Space to keep Literacy activities and Assessment Data
- Communication with all Pre-K Teachers and Elementary Admin around Literacy as well as a culminating activity involving inviting all (**Superstars, Backbones, and Mediocres**) to observe and reflect on literacy.

LITERACY AND PHONEMIC AWARENESS IN THE PRE-K PROGRAM



SUPPORTING TEACHERS IN USE OF HEGGERTY

- Sharing Data
- Offering observations
- Creating a shared work space
- Offering support
- Meeting everyone where they are, while pushing for growth

	Fall	Spring	Wii
	0	7	
	N/A	N/A	
	12	19	
	3	8	
	1	15	
	9	15	
	N/A	N/A	
	8	13	
	19	25	
	5	13	
	9	17	
	6	6	
	5	9	

OUTCOMES/IMPACT

- My hope is that teachers felt respected for their own thoughts on practice, while also considering a new strategy
- Outcomes were slightly different than anticipated, as I had goals of supporting all teachers in beginning to use Heggerty. However, I realized that I needed to support teachers who may feel unsure to find a compromise.

REFLECTION

-South on the Compass

-Confident

-Teacher Leader Model Standards:

- “Fostering a Collaborative Culture to Support Educator Development and Student Learning”
WHILE
- “Accessing and Using Research to Improve Practice and Student Learning” AND
- “Promoting the Use of Assessments and Data for School and District Improvement”

-Challenges and Successes

-Next Steps

-have a voice

-research what is best

-offer support

