POSTLI
Philadelphia Out of School Time Literacy Initiative

POSTLI Professional Development Workshops Fall 17 – Winter 18

Building a Community of Readers in After School Programs

November 30th, 2017   **9:30am – 12:30pm**   **Room 405/6**

Free Library Central

Topic: Building a Community of Readers in After School Programs

Course Overview:

Research indicates that reading practice is a keystone of success in school and in life. Participants explore their own relationship to reading while learning best practices for choosing books that they can read and understand, reading in depth about a topic, and making critical responses. Reading is higher order thinking. Participants learn the how to become an advocate for establishing the reading habit by providing a dedicated period for personal reading in their Out-of-School Time programs, communicating with parents, and providing individual coaching using books youth self-select. Learn how to develop youth reading stamina needed for high school and college. Session includes current research on independent reading, strategies for building a community of readers, record keeping, finding high interest materials, and using electronic sources.

Course Objectives. Participants will:

- Explore our relationship to reading
- Explore relevant research about independent reading
- Identify opportunities for independent reading
- Learn reading strategies to teach youth
- Identify independent reading resources
- Build ideas for creating an engaged community of learners

Target Audience: Group Leaders, Teachers, Site Directors, Curriculum Developers, Parent Leaders serving students in grades K-8

NAA competencies: 2,5
DHS Outcomes: Aspires to Educational Excellence, Engagement in Learning, Improved Engagement in School, Prepare for Higher Education and Employment
DHS Indicators: Increase opportunities for problem solving and critical thinking

Target Audience: Group Leaders, Teachers, Site Directors, Curriculum Developers, Parent Leaders serving students in grades K-8

Additional Information:
K2.07 C1 Define the programmatic elements of curriculum including scheduling elements, materials, environment, learning materials, assessment, and adaptations to meet individualized needs.
K2.09 C1 Define the elements of curriculum planning including establishing children's learning outcomes, staff expectations and roles and strategies for employing developmentally, culturally and individually appropriate, standards-based experiences.

PQAS Credit Available

Register on Eventbrite:
https://www.eventbrite.com/e/building-a-community-of-readers-in-after-school-programs-tickets-39056865135

Writing for Real Purposes

December 5th, 2017   **9:30am – 12:30pm**   **Room 108**

Free Library Central

Topic: Writing for Real Purposes in OST

Course Overview:

Learn to connect youth to effective self-expression for authentic purposes and audiences. Based on best practices and research, learn to increase student engagement as they organize their thinking and create messages using description and observation and personal expression. Writing techniques for our youngest and struggling learners will be presented using Kidwritng for the 21st Century. Writing in several formats includes effective journaling techniques, letters writing, science notebooks, and more. Modeled and shared writing will be used in making connections to Read Aloud and writing for projects. Understand appropriate activities for each grade level from K-6. Participants will learn how to emphasize higher order thinking in OST activities, as well as providing the basis for creative expression.

Participants will learn how to:
- Infuse projects and activities with formats for writing for real purposes
- Learn how to support young readers (K-3) through Kid Writing.
- Share interactive experiences with response journals, writing poetry/raps/spoken word, and creating dramatizations of text that become opportunities for Reader's Theater
- Develop activities for youth in your program

Target audience: Group Leaders, Teachers, Site Directors, serving students in grades K-6

NAA Competencies: 2, 5

DHS Outcomes: Aspires to Educational Excellence, Engagement in Learning, Improved Engagement in School

DHS Indicators: Improved homework quality; Increase opportunities for problem solving and critical thinking

PQAS Credit Available

Register on Eventbrite:
https://www.eventbrite.com/e/writing-for-real-purposes-tickets-39056885195'

Game Formats and Activities to Build Fluency, Vocabulary, and Comprehension

January 16th, 2018   **9:30am – 12:30pm**   **Room 108**

Free Library Central

Topic: Game Formats and Activities to Build Fluency, Vocabulary, and Comprehension

Course Overview:

Learn how to use games and other highly engaging formats to build and practice phonemic awareness, sight words, vocabulary, and comprehension skills. Participants will leave with a number of effective word learning games appropriate for youth in their program such as Concentration, Sight Word Bingo, Scrabble, Word Sorts, Bananagrams©, etc. Participants learn how to use games to extend learning in project and experiential activities. Staff from the After School Activities Partnership (ASAP) will present Scrabble techniques to help build word learning and gamesmanship. This workshop develops strategies for strengthening the 5 components of reading: Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension. Planning time will be included for making materials that match goals for the K-4 age group.

Course Objectives:

- Review the research and rationale for differentiating literacy work through games
- Learn how to create a pro-vocabulary environment in your afterschool setting
- Understand how to differentiate activities based on literacy needs
- Learn how to build games from templates and directions for their use
- Use Scrabble as a regular part of the after school (ASAP)
- Plan for implementing these strategies to meet individual site needs
- Connect to site-supports available for further learning

Target audience: Group Leaders, Teachers, Site Directors, Curriculum Developers serving students in grades K-8

NAA Competencies: 2
DHS Outcomes: Aspires to Educational Excellence, Engagement in Learning, Improved Engagement in School

Additional Information:

K2.07 C1 Define the programmatic elements of curriculum including scheduling elements, materials, environment, learning materials, assessment, and adaptations to meet individualized needs.
K2.09 C1 Define the elements of curriculum planning including establishing children's learning outcomes, staff expectations and roles and strategies for employing developmentally, culturally and individually appropriate, standards-based experiences.

Register on Eventbrite:
https://www.eventbrite.com/e/game-formats-and-activities-to-build-fluency-vocabulary-and-comprehension-tickets-39090286098

Word Learning and Comprehension Strategies:
Coming in Close with Independent Reading

February 13th, 2018   **9:30am – 12:30pm**   **Room 108**

Free Library Central

Course Overview:

Research indicates that reading practice is a keystone of success in school and in life. Participants explore their own relationship to reading and understanding how it effects how and what they present to youth. Participants will learn best practices for matching books to readers, reading in depth about a topic, and making critical responses. Participants learn the how to become an advocate for establishing the reading habit by providing a dedicated period for personal reading in their Out-of-School Time programs, communicating with parents, and providing individual coaching using books youth self-select. Sources for building book collections will be reviewed. Session includes training on reading strategies that readers at different levels need.

Course Objectives. Participants will:

- Explore our relationship to reading
- Explore relevant research about independent reading
- Identify opportunities for independent reading
- Learn reading strategies to teach youth

- Identify independent reading resources
- Build ideas for creating an engaged community of learners

Target Audience: Group Leaders, Teachers, Site Directors, Curriculum Developers, Parent Leaders serving students in grades K-8

NAA competencies: 2,5
DHS Outcomes: Aspires to Educational Excellence, Engagement in Learning, Improved Engagement in School, Prepare for Higher Education and Employment
DHS Indicators: Increase opportunities for problem solving and critical thinking

Target Audience: Group Leaders, Teachers, Site Directors, Curriculum Developers, Parent Leaders serving students in grades K-8

Additional Information:

K2.07 C1 Define the programmatic elements of curriculum including scheduling elements, materials, environment, learning materials, assessment, and adaptations to meet individualized needs.
K2.09 C1 Define the elements of curriculum planning including establishing children's learning outcomes, staff expectations and roles and strategies for employing developmentally, culturally and individually appropriate, standards-based experiences.

PQAS Credit Available

Register on Eventbrite:
https://www.eventbrite.com/e/word-learning-and-comprehension-strategies-coming-in-close-with-independent-reading-tickets-39090641160

Creating a Positive Environment In After School Programs

March 6ᵗʰ, 2018   **9:30am – 12:30pm**   **Room 108**

Free Library Central

Creating a Positive Environment In After School Programs

Any youth program that expects to provide enriching experiences and impact educational achievement must have a tool kit of positive approaches to managing behavior. Positive youth development principals have been an important influence for high quality programming. At this workshop, adults benefit from working with peers in sharing practices and learning what techniques are used by experts to build a tool kit for creating a welcoming, safe, and engaging environment where children feel successful and valued.

Course Objectives. Participants will develop techniques for:

- Social and emotional good health

- Effective management needed for children who have been in school all day
- Create a tool kit with techniques and strategies that they can take back and use immediately

Target Audience: Group Leaders, Teachers, Site Directors, Parent Leaders serving students in grades K-8

NAA competencies: 2,5
DHS Outcomes: Aspires to Educational Excellence, Engagement in Learning, Improved Engagement in School, Prepare for Higher Education and Employment
DHS Indicators: Increase opportunities for problem solving and critical thinking

Target Audience: Group Leaders, Teachers, Site Directors, Curriculum Developers, Parent Leaders serving students in grades K-8

Additional Information:
K2.07 C1 Define the programmatic elements of curriculum including scheduling elements, materials, environment, learning materials, assessment, and adaptations to meet individualized needs.
K2.09 C1 Define the elements of curriculum planning including establishing children's learning outcomes, staff expectations and roles and strategies for employing developmentally, culturally and individually appropriate, standards-based experiences.

PQAS Credit Available

Register on Eventbrite:
https://www.eventbrite.com/e/creating-a-positive-environment-in-after-school-programs-tickets-39091137645