TPS Regional Program Quantitative Reporting User Guide

SECTION 1- INSTITUTION

Organization/ Institution

Example: *Waynesburg University*

Reporting Type

If you have an event AND a product to report, begin with the event. You will have the option to add a product after reporting the event.

What do you have to report?
- ○ An Event
- ○ A Product
- ○ No activity to report this quarter

SECTION 2 – EVENTS

Start and End Dates

- For a *single-session* PD event, the start and end dates must be the <u>same.</u>
- For a *multi-session* PD event, report <u>only</u> in the quarter in which the final session falls.

Example: *A college course meeting weekly January 5 -- May 11, 2017 is one event (Academic Course) in quarter three, according to the end date (Q3= April 1 -- June 30, 2017).*

Total Number of Sessions

Name/ Title of Event

Example: *Teaching Geography Through Primary Sources*

Type of Event

Presentation	• 15 - 90 minutes; stand-alone session • Presenter-driven rather than activity-based
Single-session workshop	• 2-8 hours in length; stand-alone session • Interactive, facilitated engagement
Multi-session workshop	• 2 or more sessions offered as a series • Each session builds on content; not stand-alone sessions • Same participants intended for all sessions
Institute	• Multi-session workshop in which participants complete _all_ TPS Curricular Goals for a specific TPS Level (See below)
Academic course	• TPS-focused course offered for academic credit as part of a regular academic schedule
Coaching	• Planned one-on-one or small group interaction • Not included as a session of another PD event

Delivery Method

○ Face-to-face (f2f)

○ Online

○ Blended (f2f and online)

TPS Curricular Goals

Select _one or more Level I_ goal(s) to specify the content covered during the PD event:

Goal I-1 Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study

Goal I-2 Describe examples of the benefits of teaching with primary sources

Goal I-3 Analyze a primary source using Library of Congress tools

Goal I-4 Access teaching tools and primary sources from loc.gov/teachers

Goal I-5 Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching goals, etc.)

Goal I-6 Access primary sources and teaching resources from loc.gov for instructional use

Goal I-7 Analyze primary sources in different formats

Goal I-8 Analyze a set of related primary sources in order to identify multiple perspectives

Goal I-9 Facilitate a primary source analysis using Library of Congress tools

Goal I-10 Demonstrate how primary sources can support at least one teaching strategy (for example, literacy, inquiry-based learning, historical thinking, etc.)

Goal I-11 Create a primary source-based activity that helps students engage in learning, develop critical thinking skills and construct knowledge

Select *one or more Level II* goal(s) to specify the content covered during the PD event (if any):

Goal II-1 Acquire pedagogical content knowledge that supports the effective use of primary sources as defined by the TPS program: historically accurate, inquiry-based, and student-centered
- Focuses on pedagogy that supports the effective use of primary sources as defined by the TPS program: historically accurate, inquiry-based and student-centered
- Includes treatment of the complete inquiry cycle such as making connections, wondering, investigating, constructing new understanding, expressing new knowledge, reflection and asking new questions
- Prompts teachers to embark on their own inquiry-based learning i.e. session(s) model topic-specific and content-informed inquiry via development of investigative questions to guide discussion and research
- Includes content such as that provided by a subject-matter expert, pre-reading and research undertaken by teachers. Content may include documentaries, publications, Web casts and videos

Goal II-2 Develop an inquiry-based, content-infused lesson plan that uses primary sources to support students in making significant connections to existing content knowledge
- Include development of a lesson that uses primary sources to take students through the inquiry process
- Exhibits knowledge of the period or topic under study with primary sources that guide students toward significant connections and understanding; lesson plan will engage students and promote critical thinking

Goal II-3 Implement a TPS lesson plan in the classroom
- The lesson created during the Level II program is implemented by the teacher, with the option of inviting TPS partner to observe teaching and provide feedback

Goal II-4 Reflect formally on the impact of primary source instruction on student learning based on classroom implementation experience
- Participants are given time and guidelines for reflecting on the impact of primary source instruction on student learning, participant may provide reflection to TPS partner or Teachers Network

Goal II-5 Revise a TPS lesson plan based on classroom implementation experience and peer feedback.
- Participants evaluate the lesson that they created in their Level II program, have other teachers evaluate their lesson during a session, or submit lesson for feedback via the TPS Teachers Network
- Teachers revise the lesson that they have developed
- The revised lesson is submitted to be considered for publication

Select *one or more Level III* goal(s) to specify the content covered during the PD event (if any):

Goal III-1 Apply knowledge of TPS materials and methods gained from Levels I and II in working as TPS peer coach
- Demonstrate understanding of Levels I and II content
- Promote teaching methods and materials that are consistent with the national TPS program
- Describe how the national TPS program is organized
- Describe the roles of local TPS programs, coaches, and online mentors within the TPS program
- Match TPS materials and approaches to specific instructional goals

Goal III-2 Adapt TPS professional development and/or create effective coaching relationships that meet the needs of adult learners
- o Describe/discuss core concepts of adult learning theory and how they apply to TPS professional development and coaching
- o Adapt and deliver an effective TPS presentation or activity applying adult learning concepts
- o Evaluate the use of adult learning theory in TPS presentations and professional development

Goal III-3 Deliver TPS professional development that gives teachers the knowledge, skills, and aspirations to use TPS content in the classroom
- o Assess the TPS-related learning needs of an audience
- o Identify attitudes and behaviors of different types of participants and select strategies to address them
- o Utilize a variety of presentation skills and techniques to ensure a high level of participant engagement
- o Select and describe strategies for drawing upon participants' current skills and TPS knowledge
- o Assess learning and adapt to the changing needs of an audience
- o Adapt and deliver an effective presentation using a Build and Deliver module
- o Identify personal strengths and weaknesses in delivering TPS presentations and professional development and create an action plan for improvement through practice and feedback

Goal III-4 Support teachers in the use of Library of Congress primary sources and TPS strategies by using a variety of coaching techniques
- o Understand a variety of coaching techniques
- o Apply coaching techniques through practice
- o Assess coaching capabilities and develop an improvement plan
- o Develop a coaching plan to address the learning needs of peers
- o Support colleagues as an imbedded resource in a school or district
- o Understand the reporting and administrative requirements of being a TPS coach

TPS Program Resources
Did you use these resources or do you need information about them?
- o Used TPS Teachers Network
- o Administer the TPS Regional Participants Survey

Primary Audience
Which best describes *the largest* segment of the event's participants?

- Administrators
- Classroom teachers
- Librarians, technology coordinators, and/or media specialists
- School of education faculty
- Teacher candidates/student teachers
- Other (specify in notes)

Secondary Audience
Which best describes *the second largest* segment of the event's participants?

Audience Notes

If "other" is selected for either primary or secondary audience, please provide a description.

Total Number of Participants

Count each participant *only once,* regardless of the number of sessions attended.

Of These, Number who are New to TPS

How many participants have never attended a TPS session before?
Note: If unknown (e.g., presentation delivered at a conference), report all as new to TPS.

Number of Contact Hours per Participant

How many hours of PD were participants engaged in direct contact during this event?

Congressional Districts Served

List *all* Congressional Districts. Example: *PA 2, PA 4, PA 7*
- o Whenever possible, report participants' work/school Districts, not residences
- o If individual participants' Districts are unknown (e.g., conference attendees), report the District where the event took place
- o Congressional Districts by zip codes, including 4-digit extensions, at www.house.gov

Host Organization

The Host Organization is one that invites and/or arranges the logistics. In most cases, this is the organization awarded a TPS Regional Grant.

> Example: *International Society for Technology Integration (ISTE)'s National Educational Computing Conference (NECC)*
> Example: *Bethlehem Center, PA School District*

Collaborators (If applicable)

List any collaborating organizations that *contributed expertise and/or resources to develop and/or deliver the PD event*. List one per line.

> Example: *Abraham Lincoln Presidential Library and Museum*

Product to Report

Do you have a PRODUCT to report?

SECTION 3 - PRODUCTS

Name/ Title of Product

> Example: *Female Spies of the Union Primary Source Set*

Product Category

Which category best describes the product's *primary* purpose?

Academic/ professional publications	TPS-related research or writing published in academic/professional publications Example: *published article*
K-12 student activities/ materials	Activities/materials for K-12 student use in the classroom or independently Example: *online interactive*

K-12 educator materials/ resources	Materials/resources for K-12 educator use in planning and/or delivering instruction Example: *primary source set*
Marketing/ PR materials	Materials for promoting the TPS program and/or its offerings Example: *brochure*
PD materials/ resources	Materials/resources for delivering PD content Example: *workshop agenda*
Other (specify in notes)	Any product that does not fit any of the categories above

Product Notes

If product is intended for an "Other" audience, provide a brief description.

Primary Delivery Method

Select *only one*:

Print	Accessed primarily as a print publication (brochure, poster, etc.)
Online	Accessed primarily via web site (podcast, digital newsletter, etc.)
Other	Accessed primarily via flash drive, email, DVD, etc.

Scope

How widely is this product distributed?

- School and/or district level
- State level
- National level

Reach

Estimate the total number of users who have accessed the product to date

Primary Audience

Which best describes *the largest* segment of the targeted audience?

- Administrators
- Classroom teachers
- Librarians, technology coordinators, and/or media specialists
- School of education faculty
- Teacher candidates/student teachers
- Other (specify in notes)

Secondary Audience

If another audience is reached, which best describes *the second largest* segment?

Audience Notes

If "other" is selected for either primary or secondary audience, please provide a description.

Collaborator/s (If applicable)

Type the name/s of collaborating organization/s that *contributed to the product's development and/or dissemination. One organization per line.*
Example: *Carnegie Library*

SECTION 4 - FEEDBACK

Feedback
Highlight successes, reflections, challenges and/or lessons learned.

Upload Report-related Files
Acceptable file extensions: txt, doc, pdf, xls, ppt, gif, jpg, jpeg, png
Alternatively, files may be emailed to Sue Wise (swise@waynesburg.edu).

Your Email
Enter your email to receive your report receipt.

Project Status
Select *only one* *of the options regarding the status of your project:*

- ○ Open Project: Your project is ongoing (grant funds are still available for reimbursement and FINAL report is not yet due).
- ○ Sustaining Partner: Your project is complete (no grant funds are left to be reimbursed and you FINAL report was submitted) OR your project is self-funded.

SECTION 5 – OPEN PROJECTS ONLY

Reporting Quarter and Year

Audit Submission
Applies only to projects that receive grant funds. You are required to provide Waynesburg University with a link or copy of your institution's Single Audit for <u>each year</u> TPS funds are included. To determine whether or not your institution is required to complete a Single Audit, visit: Office of Federal Financial Management.