

Waynesburg University

Teaching with Primary Sources

Eastern Regional Educational Outreach Pilot

Call for Proposals



Background:

The mission of the Teaching with Primary Sources program is to build a consortium that fosters collaborations between the Library of Congress and the educational community to increase instructional use of the Library's digital primary sources within K-12 classrooms. The program contributes to the quality of education by deepening content understanding and improving student literacy in our nation's schools.

The Teaching with Primary Sources program has four main goals:

1. Provide online and classroom-based primary source-based professional development programs nationwide.
2. Increase the ability of educators to design student-centered primary source-based learning experiences that use best instructional practices.
3. Implement standards-based learning experiences that improve student ability to critically examine primary sources.
4. Build patronage of the Library's digital resources that expands the community of educators dedicated to the improvement of education through the use of primary sources.

Level One – Foundation Program

- Orientation to using the Library of Congress Web site (purpose for going to the site, understanding the structure of the site, navigating the site, understanding and interacting with digital collections of primary sources)
- Introduction to primary sources (definition, purpose, value, instructional uses in curricula and the course of learning)
- Development of primary source-based inquiry learning activities

Level Two – Advanced Program

- Interdisciplinary and/or subject-specific applications of digitized primary sources
- Development of evaluation strategies and instruments
- Seminars (reflecting on experiences)

Level Three – Library of Congress Ambassador Program

- Field-testing and publishing Library of Congress primary source-based inquiry learning experiences for a national audience
- Disseminating exemplary primary source-based learning experiences at local, state and/or national venues
- Serving at the school, school district, or state level with the TPS program or mentoring other teachers
- Researching effective uses of primary sources in education
- Presenting exemplary TPS products at educational conferences
- Reviewing additional content for the Library of Congress Web site for teachers
- Publishing in online and print journals

Opportunity to Participate:

The Eastern Regional Pilot of the Teaching with Primary Sources Program is currently accepting proposals from states in the Eastern Region (see page 4) to integrate promising practices in teaching with primary sources into existing pre-service and graduate-level education curricula and K-12 teacher professional development programs.

Projects should have a measurable impact and discuss stakeholder (in-service and pre-service educators, students, educational systems, community partners) benefits and sustainability of project. Proposals from \$5,000 to \$15,000 will be considered. Responders should indicate how they would approach the task of delivering and disseminating content. The following chart outlines a variety of possibilities.

Delivery and Dissemination:

TPS Eastern Regional

This matrix displays the various audiences, avenues and outcomes that will be addressed during the pilot phase of the Eastern Regional TPS Partnership at Waynesburg University, as well as methods to be used.

Components of Proposal			Collaboration and Support between Grantee and TPS Partnership
Target Audiences	Methods for Dissemination	Outcomes/Techniques for Sustainability	
<ul style="list-style-type: none"> Higher ed faculty Public educational entities (libraries, museums, etc.) Public school leaders In-service teachers Pre-service teachers K-12 students 	<ul style="list-style-type: none"> In-person training Online training Curricular integration Classroom support Program information and materials Referrals to the Virtual Institute Other pre-approved method 	<ul style="list-style-type: none"> Higher-ed TPS integrated curriculum Ed outreach programs (libraries/museums) integrating TPS methods/LOC materials K-12 curricular integration Collection of high-quality TPS lesson plans and activities Cadre of LOC ambassadors K-12 critical thinkers Development of best practices for using primary sources Increased LOC patronage 	<p>Training for affiliate partner projects available through ER TPS at Waynesburg University: <i>TPS BASIC</i></p> <ul style="list-style-type: none"> – Online – In-person <p>Tools available for support of successful project proposals:</p> <ul style="list-style-type: none"> – Blog – Email – Telephone conferences <hr/> <p>Possibilities for research aspect of proposal:</p> <ul style="list-style-type: none"> – Contribute to national dialog about best practices – Network with other awardees to share promising practices <p>Evaluation to be used in proposed project:</p> <ul style="list-style-type: none"> – Develop tools for evaluation of program impact – Review and evaluate program models <p>Quarterly Reporting:</p> <ul style="list-style-type: none"> – First of April, June, September, and December

Proposal Format:

- *Project Name*
- *Affiliated Institutions* (attach or mail letters of support)
- *Target Audience* – (See page 3)
 - Number of Educators to be Reached
 - Methods for Dissemination
 - Outcomes and Sustainability
 - Expectations for Collaboration
- Project Scope/Content (attach vitas/bibliographies of primary investigator(s) and content expert(s))
- Project Feasibility
 - Budget with time and effort estimates (potential uses include: train-the-trainer costs, marketing materials, faculty grants to integrate TPS into existing curriculum (pre-service, graduate and/or professional development)
 - Detailed timeline of project milestones (attach)
 - Plan for Sustainability
 - 20% Local Match

Grant Proposal Review Guidelines:

A successful grant proposal will include careful analysis of the intended audience, an explanation of the content that will be included in the proposed project, an overview of the projected budget and time frame for implementation, and a goal statement about how the project will be sustained after the completion of the grant cycle.

- **Audience**
 - existing connection to target audience
 - needs assessment of local target audience
 - ability of target audience to impact K-12 students
- **Project Scope**
 - inclusion of content experts
 - uses of primary sources
 - Library of Congress sources
 - local sources
 - implementation methods
 - train-the-trainer
 - direct instruction
 - online/virtual instruction
 - in-person instruction
 - analysis/evaluation methods/tools
- **Feasibility**
 - projected budget
 - grant amount
 - funds matching

- reach and know-how to provide workshops/courses to a reasonable number of teachers
- time frame for implementation
- alignment with TPS expansion goals
 - un-served area within Eastern TPS Region
 - un-served constituency within Eastern TPS Region
- **Sustainability**
 - integration into existing educational organizations
 - alignment with local goals/objectives
 - institutional support
 - alignment with existing programs/curriculum

Eastern TPS Region Territory:

1. Connecticut
2. Delaware
3. District of Columbia
4. Maine
5. Maryland
6. Massachusetts
7. New Hampshire
8. New Jersey
9. New York
10. Pennsylvania
11. Rhode Island
12. Vermont
13. Virginia
14. West Virginia

Funding and Timeline:

Submit proposal to Barbara Kirby on a rolling basis. Projects must begin after October 2007 and conclude before January 1, 2010. Call or email Barbara Kirby with questions: 724-852-3388 or bkirby@waynesburg.edu.

**Library of Congress Teaching with Primary Sources
Eastern Regional Partnership**

Grant Proposal Rubric

Audience			
0-3 points	4-7 points	8-10 points	Points Awarded/ Comments
<p>Little or no discussion of the connection between these group(s) is included.</p> <p>Targeted audience is described but proposal does not address their needs or describe how the project plans to meet these needs.</p> <p>No clear impact on K-12 students described.</p>	<p>Some discussion of the connection between the grant institution/ consortium, targeted local educator group(s), and Teaching with Primary Sources is included.</p> <p>Educational needs assessment is specified but there is no description or documentation on how the need was identified OR There is little or no connection between these needs and the project.</p> <p>Specifies only one way in which the targeted audience will impact K-12 students.</p>	<p>Describes thoroughly the connection between grant institution/consortium, targeted local educator group(s), and the Library of Congress' educational outreach initiative, Teaching with Primary Sources.</p> <p>Educational needs assessment data on target audience(s) are detailed. Proposal describes how these needs will be met.</p> <p>Demonstrates a variety of ways in which the targeted audience will impact K-12 students.</p>	
Scope/Content			
0-3 points	4-7 points	8-10 points	
<p>Little or no mention of role content experts such as history, literature and art faculty play in project.</p> <p>Primary sources play minor role in the project.</p> <p>Only one of the following methods was included:</p> <ul style="list-style-type: none"> - train-the trainer - direct instruction - online/virtual instruction - analysis/evaluation methods/tools 	<p>Content experts included but role definition is lacking.</p> <p>Either LOC or local primary sources are mentioned but not described in detail OR these sources are not used to promote critical thinking through inquiry based learning.</p> <p>Only two of the following methods were included:</p> <ul style="list-style-type: none"> - train-the trainer - direct instruction - online/virtual instruction - analysis/evaluation methods/tools 	<p>Description of the role of content experts is thorough and demonstrates sound strategies for the integration of content knowledge with digital primary source materials.</p> <p>Both LOC and local primary sources are described in detail AND these sources are used to promote critical thinking through inquiry based learning.</p> <p>At least 3 of the following implementation methods were included:</p> <ul style="list-style-type: none"> - train-the trainer - direct instruction - online/virtual instruction - analysis/evaluation methods/tools 	

Feasibility			
0-3 points	4-7 points	8-10 points	
<p>Budget does not include matching funds.</p> <p>Timeline is vague and does not include all facets of the project.</p> <p>Proposal is not aligned with TPS expansion goals.</p>	<p>Budget includes 20% matching funds.</p> <p>Timeline addresses all facets of the plan, but seems artificial or overly ambitious.</p> <p>Proposal addresses delivering TPS methods and/or materials to an unserved area within the Eastern TPS region.</p>	<p>Budget includes detailed line items and 20% matching funds.</p> <p>Comprehensive timeline to achieve project goals is provided and seems realistic.</p> <p>Proposal addresses delivering TPS methods and/or materials to an unserved area and an unserved constituency within the Eastern TPS region.</p>	
Sustainability			
0-3 points	4-7 points	8-10 points	
<p>Support by affiliate institutions is limited or missing.</p> <p>No documentation of institutional support is included.</p> <p>Alignment with local or state curriculum standards is not described.</p>	<p>Project is supported by more than one affiliate.</p> <p>Some institutional support documented.</p> <p>Project is aligned with either local or state curriculum standards.</p>	<p>Project is supported by a wide range of affiliates.</p> <p>Support of the project by multiple institutions is well-documented.</p> <p>Project is clearly aligned with both local and state curriculum standards.</p>	
Total Points Awarded to Project Proposal			
Other Comments:			



Regional Center Pilot Sub-Grantee

(NAME OF GRANTEE)

Quarterly Report

(DATE)

Please submit quarterly reports by:

April 1st, June 1st, September 1st, and December 1st

- **Brief Overview of Strategy**
- **Strategy Implementation**
- **Experiences and Activities**
 - Numbers and description of teachers and students reached (grade level, subjects taught, etc.)
 - Implementation experiences
 - successes
 - challenges
 - Reflections on experiences
 - impact on teaching procedure
 - impact on student learning
- **Lessons Learned**
 - What factors are associated with:
 - successful adoption or use of TPS in the classroom?
 - unsuccessful adoption?
 - particular student populations?
 - particular content areas/classroom formats/teaching techniques?
 - technology integration?
 - Intended revisions
 - Support received/needed from regional partner
 - Recommendations for TPS program in general
- **Future Plans**