Coaches Academy for Teachers: A TPS Level III Course

Course Prerequisites
● Completion of TPS Level I Requirements

Course Format
This is a six-week synchronous/asynchronous online course. Each week includes synchronous, webinar-style sessions in the Collaborate virtual classroom. Each week, course participants will complete readings and activities and will participate in group discussions via the Blackboard discussion forum. Each participant will also reflect upon their work in a journal post each week.

Professional Development Activity / Course Evaluation (i.e. Final Project)
Participants will create a professional development activity introducing Library of Congress resources to educators with whom they work. The activity should include the following:

○ Audience (grade levels, administrators, curriculum directors, teachers, etc.)
○ Goal
○ List of Library of Congress resources you will focus on (i.e., Prints and Photographs, Teachers Page, Lesson Plans, Primary Source Sets, etc.)
○ Essential (Investigative) Question
○ Objectives
○ Standards alignment (CCSS, NCSS, ISTE, or other relevant standards)
○ Brief description of procedure (This should describe how you will introduce resources and any supporting documentation or resources you will provide.)
○ Projected timeline for implementation

See the PD Activity Template available in the course Blackboard site for an outline of the expectations of this assignment.

Participants will have two weeks after the final class to revise their Professional Development Activity and submit it for instructor feedback. Once approved, participant-developed Professional Development Plans may be selected for publication on the TPS Eastern Region website and/or forwarded to the Library of Congress for further consideration.

As an optional extension of this course, we invite you to lead a professional development event, preparing your colleagues to utilize the Library of Congress digitized resources in their teaching. TPS Eastern Region Staff is available to assist you in this endeavor. Educational leaders who implement the TPS professional development activity with fellow educators and then assess the impact and provide written reflections on these experiences to TPS staff will be certified as TPS Coaches at their respective schools or institutions.

Professional reflections provide valuable feedback about the impact of Library of Congress Teaching with Primary Sources methods and materials and help to inform future development of this national program. We sincerely hope you will consider sharing these experiences with us. We will follow up with you soon to discuss the process.

Course Completion
Participants completing the course will earn 20 hours of Continuing Ed for coursework.

Optional TPS Coach PD Activity Implementation & Follow Up (10 additional hours)
- Lead PD session/ Coach colleague(s)
- Reflect/revise/submit

Standards Addressed
This course addresses both standards for student learning and standards for teacher professional development and leadership. Listed below are the Common Core State Standards (CCSS) for student learning addressed throughout this course.

CCSS.ELA-Literacy.K-2.W.8
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-Literacy.3-5.W.7
Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CCSS.ELA-Literacy.6.RI.7
Integrate information presented in different media or formats (e.g. visually, quantitatively) as well

as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-Literacy.9-10.RI.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.11-12.RI.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.6-8.W.7
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCSS.ELA-Literacy.6-12.W.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source.

CCSS.ELA-Literacy.9-12.W.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.6-12.W.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.6-12.WHST.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.6-12.WHST.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source.

CCSS.ELA-Literacy.6-12.WHST.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.6-12.RH.1
Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.6-12.RH.2
Determine the central ideas or information of a primary or secondary source.

CCSS.ELA-Literacy.6-8.RH.5
Describe how a text presents information (e.g., sequentially, comparatively, casually).

CCSS.ELA-Literacy.11-12.RH.5
Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-Literacy.6-8.RH.7
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.11-12.RH.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

[One of the teachers in the school helping her brother, a pupil, with his studies.](#)

Week 1
Introducing the Library of Congress

Goal
Understand how the Library of Congress digital collections and other resources can be applied to teacher professional development.

Objectives
- Explore the professional development resources from the Library of Congress Teachers Page.
- Identify opportunities for introducing Library of Congress resources to educators.
- Apply knowledge of TPS materials and methods gained from Levels I and II to your work as a teacher/coach/leader.

Standards for Teachers & Coaches
ISTE Standards•T.3.d
Model and facilitate effective use of current emerging tools to locate, analyze, evaluate, and use information resources to support research and learning.

Guiding Question
What does the Library of Congress offer your teachers/colleagues?

Assignments (Complete prior to Collaborate Session)

- Watch [Blackboard introduction](#)
- Read "[Primary Sources: At the Heart of the Common Core](#)" by Rich Cairn, Teaching with Primary Sources Journal
- Collaborate set up

- ○ Check the computer requirements for using this program that were sent to you in the login email.
- ○ Log in to Blackboard and open the Collaborate Live section. Click on the Librarians as Leaders Collaborate Room.
  - ■ Click the "Launch Room" button on the next screen.
  - ■ Follow instructions on the screen to download any applications you might need to run Collaborate. If you are using a school computer, you might need to ask an IT person to allow you permission to download Java.
  - ■ You will be asked if you want to keep or discard the Collaborate session file. Click on "keep" in the bottom left of your screen. Next, click "Join." Then, click "Run." You will be asked to select your Internet speed (wireless, cable, or LAN).
  - ■ Once the Collaborate session window has opened, you will want to run the audio setup wizard. The audio setup wizard icon is located at the top left of the screen and is a blue microphone with a red starburst on it. Follow the prompts to test your speakers and microphone.

Collaborate Session
- ● Introductions
- ● Small group discussions (breakout rooms) -- Do you participate in leading professional development in your school environment? How? If not, how could you? (These professional development activities might include leading a professional development workshop, coaching a colleague, leading a departmental sessions, etc.)
- ● PD Resources from the Library of Congress
  - ○ Professional development resources
    - ■ Build and Deliver
    - ■ Self-paced modules
    - ■ Teachers Blog
- ● Reflection question: What does the Library of Congress offer your teachers/colleagues?

[Playing Teacher](#)

Week 2
Finding Primary Sources

Goal
Discover the value of teaching educators to use multiple search strategies at the Library of Congress.

Objectives
- Experiment with global search strategies for finding primary sources from within and from outside the Library of Congress.
- Implement search strategies for digging deeper inside the Library Collections.
- Describe/discuss core concepts of adult learning theory.

Standards for Teachers & Coaches
ISTE Standards•T.3.d
Model and facilitate effective use of current emerging tools to locate, analyze, evaluate, and use information resources to support research and learning.

ISTE Standards•C.3.b
Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments.

Guiding Question
How will you teach educators to successfully search for and find Library of Congress resources?

**Assignments** (Complete prior to Collaborate session)
- Watch [Andragogy: Adult Learning](#)
- Read "[Library of Congress Search: Making it Easier and Find and Use Primary Sources](#)," Anne Savage, Library of Congress Teachers Blog

- Read "[Shortcuts for Finding Primary Sources](#)," Cheryl Lederle, Library of Congress Teachers Blog
- Read "[Finding Primary Sources: Moving Beyond the Teachers Page](#)," Danna Bell, Library of Congress Teachers Blog

- Optional: [Finding Primary Sources](#) interactive module from the Library of Congress

- Discussion Board
  - Select a topic or keyword related to your final project and conduct searches with your keyword in the following search engines.

    - [Global Search](#)
      Use the format selection menu to select a primary source such as a map or photograph (as described in the blog post "Library of Congress Search")
    - [Prints and Photographs Collection](#)
    - [Advanced Google Search](#)
      Scroll down the page and type loc.gov in text box for "Then narrow your results by...site or domain."

  - In the discussion forum, discuss your search strategies and results. How would you teach adult learners about search strategies for locating resources from the Library of Congress? Why are the advanced search strategies relevant for adult learners?

- Reflection Journal
  - As a teacher, how can you share information from the Library of Congress to make resources more accessible for your colleagues? Do you use Pinterest or other Web 2.0 tools to share information with your colleagues?

- Final Project Task
  - Identify 3 possible topics for your final project PD activity. For the final project, you will create a professional development activity designed to introduce Library of Congress resources to teachers in your school environment (departmental colleagues, new teachers, teachers in a local/regional organization). You will be asked to share your 3 possible topics with your peers in next week's Collaborate Session.

Collaborate Session
- Q&A based on discussion forum activities
- Advanced search strategies for locating primary sources
  - Introduce TPS Teachers Network and searching for sources
- Discussion: How do Knowles' assumptions relate to you as a teacher/coach/leader?

- Reflection Question: How will you teach educators to successfully search for and find Library of Congress resources?
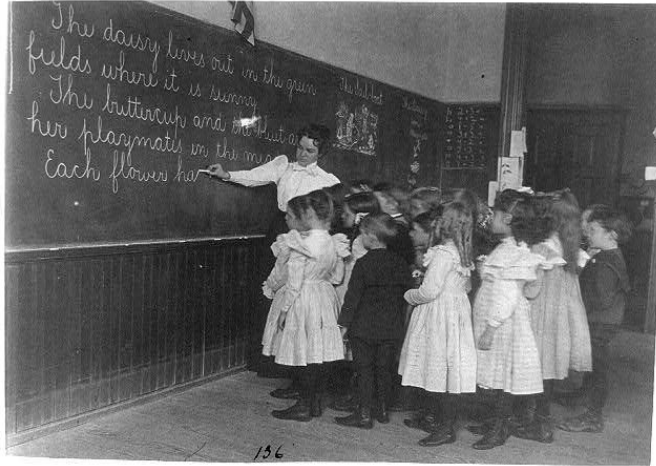
[Elementary school children standing and watching teacher write at blackboard](#)

Week 3
Analyzing & Using Primary Sources

Goal
Investigate primary source inquiry as a learning process that involves asking questions and making discoveries that lead to new understanding.

Objectives
- Assess the TPS-related learning needs of an audience.
- Explore strategies for modeling effective use of primary sources for inquiry learning.

Standards for Teachers & Coaches
ISTE Standards•C.4.a
Conduct needs assessment to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning.

Guiding Question
- What types of resources from the Library of Congress might teachers in your school need? How will you model effective use of primary sources with your colleagues?

Assignments (Complete prior to Collaborate Session)
- Read *The Art of Coaching*
  - Chapter 2 "What is Coaching?"
  - pages 55-57, "The Lens of Adult Learning"
- The Library of Congress has created [15 downloadable, ready-to-present modules for professional development](#). Pick 2 of the Build & Deliver Modules listed below to explore

for this week's discussion forum post.
- ○ [Leaving Evidence of Our Lives](#)
- ○ [Analyzing Photographs](#)
- ○ [Understanding the Inquiry Process](#)
- ○ [Primary Sources and Inquiry](#)
- ○ [Analyzing Maps](#)
- ○ [Book Backdrops](#)

- ● Discussion Board
  - ○ In the discussion forum, discuss the 2 modules that you explored.
  - ○ What activities are included in these modules? How could you use these in a professional development activity? Would you use these modules as they are or modify them for adult learners?

- ● Reflection Journal
  - ○ As you develop your PD activity, reflect on who are the most important people in your school environment to introduce Library of Congress resources to. Who has immediate need for these resources? What types of resources do they need? Consider the readings from *The Art of Coaching*. What approaches will you use to most effectively communicate with and support these educators?

- ● Final Project Task
  - ○ Narrow your possible topics to 1 topic. Consider which Library of Congress collection(s) ([Prints & Photographs Collection](#), [World Digital Library](#), [Primary Source Sets](#), etc.) you could use to locate primary sources related to your topic. Record this information in your PD Activity Template.

Collaborate Session
- ● Share PD activity topics.
- ● Using primary sources -- model activities based on Build and Deliver modules
- ● Reflection questions: What types of resources from the Library of Congress might teachers in your school need? How will you model effective use of primary sources with your colleagues?

African American school children and teacher, studying leaves out of doors

Week 4
Creating a Professional Development Activity for Adult Learners

Goal
Draft a professional development activity for introducing Library of Congress resources to educators.

Objectives
- Explore classroom materials available for educators from the Library of Congress.
- Adapt and deliver TPS professional development and/or create effective coaching relationships that meet the needs of adult learners.

Standards for Teachers & Coaches
ISTE Standards•C.4.a
Conduct needs assessment to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning.

Guiding Question
- What are the most effective ways to deliver professional development about Library of Congress resources?
- What are the most effective ways to engage your colleagues in professional learning about Library of Congress resources?

Assignments (Complete prior to Collaborate Session)
- Read *The Art of Coaching*
  - Chapter 9 "Facilitative Coaching Conversations"
  - Chapter 10 "Facilitative Coaching Activities"

- Discussion Board
  - Explore the TPS Teachers Network and Coaches Academy for Teachers group.
  - Discuss 1-2 features of the network that you discovered. How can you share the network with your school colleagues? What features do you think are most useful for teachers?

- Reflection Journal
  - How is your professional development plan progressing? What challenges are you facing? What questions do you have?

- Final Project Task
  - Add the essential question for your PD activity. Work on your procedure this week and add it to your PD activity template. You will workshop your activity during this week's Collaborate session.

Collaborate Session
- Workshop/Peer Review of PD activities
- Reflection question: What are the most effective ways to engage your colleagues in professional learning about Library of Congress resources? What are some strategies for approaching colleagues about Library of Congress resources?

Week 5
Teachers Leading Teachers

Goal
Understand the key role teachers play as instructional coaches and specialists.

Objective
- Identify opportunities for being a leader in school/curricular initiatives.

Standards for Teachers & Coaches
ISTE Standards•C.1.a
Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students.

ISTE Standards•C.2.a
Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards.

Guiding Question
How are teachers instructional leaders in their schools?

Assignments (Complete prior to Collaborate Session)
- Read *The Art of Coaching*
    - Chapter 11 "Directive Coaching Conversations"
    - Chapter 12 "Directive Coaching Activities"
- Read "[Ten Roles for Teacher Leaders](#)," Cindy Harrison and Joellen Killion

- Discussion Board
    - Where are there opportunities for you to be a leader in your school? How can Library of Congress resources help you achieve state and local curriculum initiatives, especially around the Common Core?

- Reflection Journal
    - Do you have a facilitative or directive style of communication? When might a facilitative style be more effective than directive? What are effective ways to communicate with your colleagues or other educators about Library of Congress resources?

- Final Project Task
    - Fill in any holes you might have in your PD plan. Upload your PD plan draft to the Coaches Academy for Teachers TPS Teachers Network private group. Provide feedback to at least one other colleague on their PD plan.

Collaborate Session
- Facilitative and directive coaching strategies
- Reflection Question: How are you/can you be an instructional leader in your school?

Week 6
Best Practices for Professional Development

Goal
Adapt and deliver TPS professional development that gives teachers the knowledge, skills, and aspirations to use TPS content in the classroom.

Objectives
- Examine best practices in delivering professional development.
- Identify personal strengths and weaknesses in delivering TPS presentations and professional development.
- Adapt and deliver an effective TPS presentation or activity applying adult learning concepts.

Standards for Teachers & Coaches
ISTE Standards•C.4.b
Design, develop, and implement technology-rich professional learning programs that model principles of adult learning and promote digital-age best practices in teaching, learning, and assessment.

ISTE Standards•C.4.c
Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.

Guiding Question

What are best practices in delivering effective professional development?

Assignments (Complete prior to Collaborate Session)
- Read "How Teachers Lead Teachers," Jason Margolis
- Read "Ten Tips for Delivering Awesome Professional Development," Elena Aguilar
- Read "Facilitating Effective Group Discussion: Tips" from the Sheridan Center for Teaching and Learning, Brown University

- Discussion Board
    - What are your best presentation/facilitation strategies when presenting to a group of adult learners? What tools/visual supports do you use?
    - As an adult, what do you want to gain from professional development opportunities?

- Reflection Journal
    - What are your personal strengths and weaknesses in delivering professional development? What are your personal strengths and weaknesses when working with adult learners?

- Final Project Task
    - Complete your PD activity. Continue to provide feedback to your colleagues in the TPS Teachers Network Coaches Academy for Teachers group.

Collaborate Session
- Participants will present their professional development activities.
- Reflection Question: What are best practices in delivering effective professional development?