Constructing the New TPS Consortium

What does being a Consortium Member mean?

Andrea Kolb, Robert Measel, and Alison Noyes

The Power of Perspectives: Teaching with Primary Sources to Engage English Learners in Democratic Discussions





Program Objectives:

- High-quality teacher professional development
- Inquiry-based instruction
- Engaging instructional materials that afford ELs access to grade-level content
- Teaching for social justice
- Oral language development as foundation for literacy - dialogic instruction
- Research on PD for teachers of ELs















"If you want to go fast, go alone. If you want to go far, go together." -

The Power of Perspectives: Teaching with Primary Sources to Engage English Learners in Democratic Discussions





Why Teaching with Primary Sources?

- Phenomenon-based instruction
- Multimodal instruction
- Multiple perspectives
- Historical thinking

Building a Collaborative Learning Community:

- Pennsylvania Department of Education Prof. Dev.
- CES/Emerging America & Maryland Humanities TPS
- Teaching Tolerance Social Justice
- Center for Schools & Communities ELs
- Penn State College of Education Research











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Program Components:

- 18 months
- 5 in-person workshops & 6 virtual workshops
- 4 unit plans in iterative design process
- Monthly coaching and 3 classroom visits
- Capacity-building & sustainability
- Research teacher learning & student outcomes

Outcomes:

- T: "TPS leads to inquiry about what it means to be human".
- T: "Shift from taking out to putting in"
- T: "Planning for possibilities"
- EL: "Just look at all the sources. It's obvious. History is about the fight for freedom, the fight to live."











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CENTER FOR SCHOOLS AND COMMUNITIES Building. Strengthening. Transforming.

Center for Schools and Communities 275 Grandview Avenue, Suite 200 Camp Hill, PA 17011 https://www.center-school.org



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High-Quality Professional Development for Teachers of ELs: A State Department Perspective

The Rationale

Why support the TPS project at CSC?

- Aligns with the WIDA guiding principles of educating ELs
 - Inquiry-based (authentic context for language use)
 - Content focused
 - Access to grade-level content
 - Meaning-making as the basis for language use and development
 - Supports collaboration between educators
- Provides insight into high-quality PD through research
- Helps promote inter-agency collaboration enhancing capacity for PDE to support educators
- Satisfies the need for more high-quality sustained PD with opportunities for feedback and reflection





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LIBRARY OF CONGRESS

TEACHING **** PRIMARY SOURCES

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About our partnership with the Center for Schools and Communities:

Our role:

Highlighting the use of inquiry and primary sources to overcome barriers

Building community at kick-off workshop

Orienting to Library of Congress, use of primary sources, and inquiry.

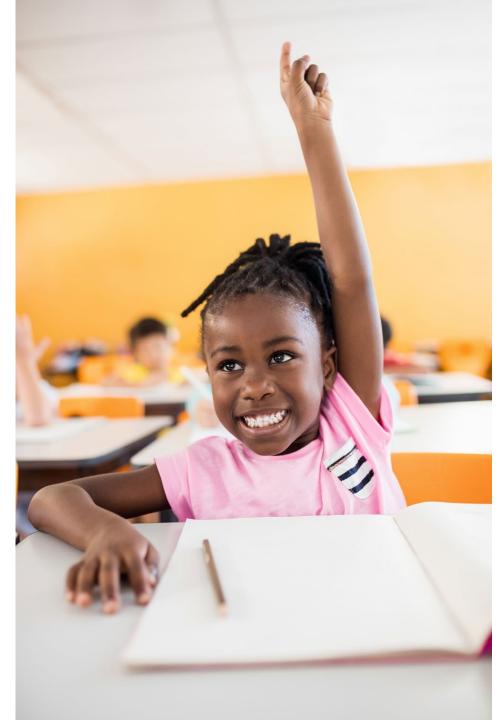
Our Premise

English Learners and Students with Disabilities are a large part of the student body nationally

Teaching that benefits EL and SwD students benefits ALL students

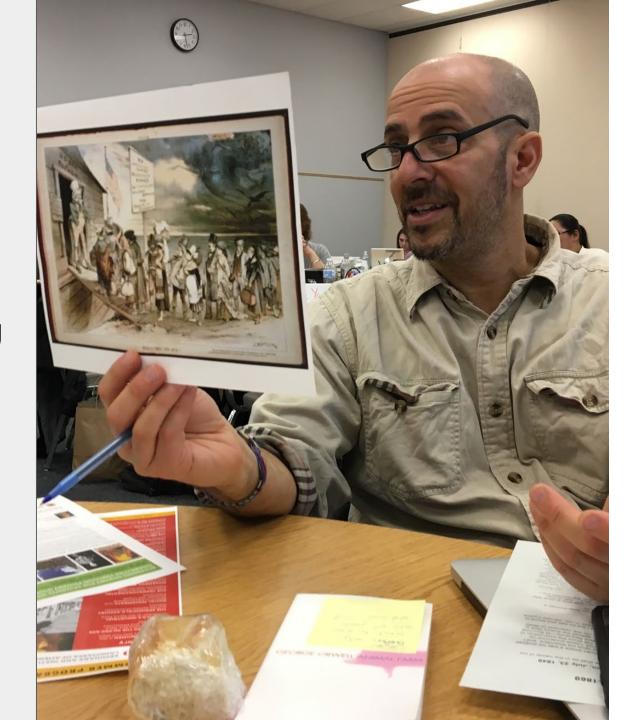
TPS pairs well with Universal Design for Learning (UDL) for

Accessing Inquiry



Our Process

- 1. We model strategies & tools that teachers can use.
- 2. In our work with CSC, we modeled inquiry in <u>our</u> teaching of the teachers, and used the tools teachers might use with their students.
- 3. While we focused on English Learners, we know from research that these techniques benefit most other learners, too.



Highlights of collaboration:

- Exciting Breaking fresh ground most EL

 H/SS resources are for level 3+4
- Gratifying collegial engagement of teachers to adapt approach to level 1+2 English learners
 - our approaches worked to teach inquiry with very limited English
 - -new methods developed contribution to the field

Consortium Outreach

- Offer grad courses together
- Present at Conferences



- Online courses
- Web resources











National Partners:

- AESA Association of Educational Service Agencies
- NCSS National Council for the Social Studies

State Partners:

- California
- Kansas
- Louisiana
- New York
- North Carolina
- Pennsylvania

...and more

#TPSatER

How can social media connect TPS with educational practice?

