Building Skill and Community Among TPS Grantees

An evaluation of two elements of the Eastern Region
Grant-Making Program

**Prepared for the Teaching Primary Sources
Eastern Region by:**

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Introduction

The Library of Congress's Teaching with Primary Sources (TPS) program is one of the major initiatives of the Learning and Innovation Office and is designed to build awareness of the Library's resources and to support their effective use within the nation's classrooms. The Library has conducted this work through its TPS Consortium, a national network of roughly 30 grant-funded organizations including universities, historical societies, foundations, non-profit organizations, and school districts. These organizations have been funded on a consistent basis to support the Library in its strategic work by creating new curricular materials, delivering professional development, and developing and disseminating research on effective strategies for incorporating primary sources into classroom instruction.

The TPS program has also funded smaller projects through three Regional programs—East, Midwest, and West. These regional grants are designed to support awardees to incorporate TPS materials and methods into new and existing educational and professional development programs. The TPS program is now planning to transition towards a new Consortium model that features a stronger focus on the regional model.

It is within this context that the Eastern Region leadership approached EDC, a research partner within the TPS Consortium, to help them reflect on their practices for supporting grantee success and to help them prepare for future endeavors. Together, EDC and the Eastern Region developed a small evaluation focused on what the Eastern Region leadership identified as two key elements of their program: the steps they took to develop a community of practice amongst their grantees and the steps they took to empower grantees by informing them of the materials and strategies that had been developed through the TPS and the Eastern Region programs.

While the Eastern Region program has designed a range of mechanisms to support these goals (see Appendix A for grantees' reported usage of the full list of mechanisms, and Appendix B for the program's theory of action), this evaluation focuses on the two most prominent:

- **The Eastern Region Annual Conference.** Each year, past and present grantees gather in Pittsburgh for the annual conference where grantees learn about each others' work, have networking opportunities, and engage in professional learning activities
- **The Eastern Region's professional learning courses.** Eastern Region has developed two online courses—PDPI and BASICS—to support professional development providers and educators to utilize the materials and practices developed by the TPS and the Eastern Region programs

In this report, we discuss grantees' accounts of the extent to which, and ways in which, these two elements impacted their programs.

Overview of Findings

Our evaluation found that both of these mechanisms had meaningful impact on grantees' work. Specifically, we found:

Grantees connected and developed collaborations with others they met at the conference

Of the grantees who attended the annual conference:

- Two-thirds met someone they followed-up with after the conference by sending an email, having a call, or by planning new projects

- Half reported collaborating with someone they met at a conference by presenting together at another conference, presenting at each others' PD programs, or by applying for a new grant together

Grantees reported incorporating materials and strategies from the professional learning courses into their programs

Of the grantees who completed the professional learning courses:

- Nearly half (45%) reported their PD was impacted "a lot" as a result

- Most reported finding information about the Library's resources and strategies to use them, which they reported incorporating into their PD "a lot," including strategies for searching the Library's collections (70%), activities and tools from the Library's Teachers page (57%), and strategies for analyzing primary sources (51%)

After funding ended, grantees continued to use resources and strategies they acquired while participating in the annual conference and completing professional learning courses

- Two-thirds of grantees (77%) who attended the annual conference reported incorporating resources into PD programs that weren't funded by the Eastern Region

- Half of the grantees (49%) who completed the professional learning courses reported that what they learned affected their non-grant-funded work at least a "moderate amount"

Evaluation Description

Goals and Research Questions

1. How effective are Eastern Region annual grantee meetings at fostering meaningful and sustained collaborations among grantees?

2. How effective are Eastern Region online courses at transmitting foundational knowledge about TPS content and pedagogy, such that it appears in grantees' own work?

3. To what extent do grantees continue to draw on what they have gained through these two mechanisms (the conference and the courses), even beyond the period of their grant?

Study design

The study was designed to be a collaborative effort between EDC and the Eastern Region, built through iterative rounds of discussion, data collection and analysis, and revision. EDC began by interviewing Eastern Region leadership about their goals for the evaluation. We then gathered and conducted exploratory analyses of pre-existing programmatic data—including the final project narrative reports for grants completed in 2018 and 2019 (n=19); the data Eastern Region had been gathering from their professional learning courses, which included impact results and participant feedback; a quantitative report of grantee outcomes for FY19; and Eastern Region's report of outcomes for all funded grantees. EDC used these analyses to draft an evaluation proposal and theory of action, which we then refined in conversation with Eastern Region leadership.

EDC conducted the evaluation with an emergent qualitative design (Patton, 2002) informed by a utilization-focused approach to evaluation (Patton, 2014), revising the semi-structured interview protocol as new information arose through interviews with grantees (n=8) and Eastern Region leadership (n=3). Through each step of the study, we shared key findings with Eastern Region leadership, elicited feedback to identify what information was most useful, and adjusted our approach accordingly.

EDC used the qualitative interviews to develop a grantee survey, which we tested with Eastern Region leadership and through 2 cognitive interviews (Willis, 1999) with former grantees before sending out to the larger sample. Each interviewee completed a brief survey before the interview that consisted of pre-work and asked them to think about their professional knowledge, their experience at the annual conferences and completing professional learning courses. Their responses were then probed during the interviews.

Participants. Grantees included in the interviews were purposefully selected by Eastern Region and EDC to gather a range of experiences and organization types. Eastern Region leadership sent the survey to all former grantees (N=193). Of those 193 recipients, 102 individuals started the survey, and 76 fully completed the survey (39% response rate). Of the grantees who responded to the survey, most had only worked on one Eastern Region grant

(60%), but about a third had worked on two grants (31%), and 9% had worked on 3 or more. They also worked at a range of institution types, such as colleges or universities (49%), school districts (20%), cultural institutions (8%), and library systems (5%).

Findings

This report presents findings for the three research questions. Section 1 describes how the annual conference fostered grantee collaborations; Section 2 describes how grantees deployed what they gained from the online courses; and Section 3 describes the lasting influence of both the conference and courses.

Section 1. Fostering Grantee Collaborations: The Eastern Region Annual Conference

Each year, the Eastern Region brings current and former grantees together for an in-person conference to help them learn from each others' work, to provide opportunities for professional learning, and to encourage grantees to network. The conferences generally consist of a half-day pre-workshop, followed by a day and a half of sessions—which include grantees presenting their work, information about the TPS and Eastern Region programs, and professional development sessions from invited speakers on topics such as how to support diverse learners with primary sources or how to help students develop better questions.

The evaluation found that the annual conference was successful in forging meaningful new connections among grantees. In what follows we distinguish between three levels of professional relationships:

- **Connections**. An initial meeting in which grantees exchange something meaningful—a story, a resource, advice, or a shared social connection

- **Follow-ups**. A subsequent meeting, phone call, or email exchange after the conference in which grantees share resources, refer another colleague, or brainstorm new projects

- **Collaborations**. An instance of grantees working together to present at a conference, to present at one another's PD program, or to apply for new grant funding

As Figure 1 shows—most grantees who attended the annual conference reported making a connection with others, eight out of ten reported they took a follow-up action based on those meetings, and half of the grantees met someone with whom they ended up collaborating. Unless otherwise noted, all charts in Section 1 represent data for the 43 grantees who reported attending the annual conference in the past three years.

> I advocate for primary source usage and inquiry. I have a number of chalk and talk teachers that argue against these approaches. By having a community, I can call on experts and peers for support. My training is the heart and soul of my social studies methods course.

1.1. Most grantees who attended the annual conference made new connections

Almost all of the grantees who attended the annual conference reported that they made connections with others. These connections were made during casual conversations across the table, during structured activities, or at organized social events.

Figure 1: Relationships formed by grantees at the Annual Conference n=43

Through these connections, grantees shared resources and strategies they could use in the professional development they provided for teachers. They also shared advice on running their programs, such as how to use teacher stipends to encourage full participation, or gained broader perspective on their institutional capacity, such as how other similarly-sized cultural organizations were building and funding a suite of educational programming. Grantees followed up on some of these connections, but many conversations stayed in the moment.

> Several years ago now, I had a web project in early planning stages that benefitted from connections I made through the Eastern Region conference. I've also run into several connections I made at other conferences and trainings.

> Learning about the other Eastern Region projects has helped us to evaluate the landscape as we think about where our programs fit in—or could fit in the future. It's been very helpful for us to see what other nonprofits, who aren't focused 100% on education, are doing and to give us ideas for how we might scale up our programs.

> I was really impressed with the mix of people at the conference, including museum educators, librarians, teachers, administrators, and professors. I learned lots, including specific tips for administrating my program, such as how to use teacher stipends to encourage participants to create physical outcomes, such as lesson plans.

> I made connections to resources, more than to specific people. I was introduced to SHEG resources and C3 materials—which I shared with other educators.

1.2. More than two-thirds of grantees reported following up with people they met after the conference

More than two-thirds of the grantees reported they made connections during the conference that led to follow-up actions, such as sending emails (81%), having follow-up phone calls (47%), and discussing ideas for new projects (63%).

Some grantees sent each other resources, such as the grantee who emailed a presenter to ask them to share their lessons on *fake news*. Others had more robust interactions, such as the grantees who later met to brainstorm future projects at their professional development network's state conference.

> I shared information about my grant project at the conference and received email questions from other attendees. I also talked with people from my state and learned about related state-wide professional groups.

Figure 2: Follow-ups and collaborations grantees took with individuals they met at the annual conference (n=43)

1.3. Half of the attendees collaborated with someone they met

Grantees also developed collaborations with others they met at the annual conference, ranging from presenting together at conferences (21%), presenting at one another's PD programs (21%), and collaborating on new grant proposals (14%).

Some of these collaborations, such as the conference presentations, served as first encounters between grantees. For example, a grantee in the interviews described how they reached out to Eastern Region directors Barbara Kirby and Sue Wise to ask whether they knew if other grantees were planning on attending a state NCSS conference. The Eastern Region directors subsequently connected the grantee with two others with whom they developed a panel presentation. Other

collaborations turned into partnerships sustained over years, such as the grantee who met individuals at a historical society with whom they ended up collaborating for both of their Eastern Region grants.

> I had a wonderful opportunity to meet Dr. Salika Lawrence and Dr. Tabora Johnson from MEC CUNY. We discussed partnering on a grant a few years ago and we reconnected within the last week because one grant opportunity was funded.

> I met people with whom I have worked with on TPS grants, presented at national conferences, and written peer-reviewed articles for publication.

> Through one connection, I was able to secure a contract to do work with that contact's organization and a local school district. With another connection, we were able to talk about operations and the non-profit educational world.

> Had several phone conversations, made a new contact at the local school district, and invited the person to attend a local PD session sharing units of study and student work.

1.4. Four factors that supported deeper collaborations

What led grantees to move beyond connection and follow-up to form collaborations? We identified four factors in the interviews that seem particularly salient. While not all of the specific examples provided are of collaborations that were first made during the annual conference, they illustrate the types of collaborations grantees made on their projects:

1. **Sharing geographic proximity.** Grantees in the same city or region found it easier to hold planning meetings in person and shared similar contexts and priorities.

   > *Example:* One of the grantees in the interviews discussed how they met someone at the annual conference who had just finished a project in their city. The person they met connected them with a teacher, who ended up presenting at their summer institute, helping teacher participants to better understand what primary source analysis looked like in the classroom.

2. **Participating in the same professional networks.** Sharing professional networks provided more opportunities for grantees to meet up and interact with each other outside of the Eastern Region conference. Shared networks included participation in professional organizations—such as AERA, NCSS, or state councils for the social studies—or provider networks such as BOCES.

   > *Example*: A grantee attended a TPS poster session at the NCSS national conference. At that session, they ran into colleagues who they

learned had run Eastern Region grants. These colleagues encouraged them to apply for their own grant and provided guidance and feedback on their proposal.

3. **Working on similar topics.** Grantees said they were drawn to people who were focused on specific topics, domains, or niche areas. These included arts-based education, math and STEM, or a focus on approaches such as culturally relevant pedagogy. Sometimes these connections were made because a grantee's project was focused on these topics, while other times individuals connected because of shared backgrounds and interests, even if their grant wasn't focused on that topic.

   > *Example:* A grantee met the Library of Congress's Teacher-in-Residence after presenting at a TPS Consortium meeting. The Teacher-in-Residence approached the grantee after their presentation, excited by their shared focus on arts-education, and the two planned for the Teacher-in-Residence to present at the grantee's upcoming PD program.

4. **Having complementary expertise.** Other grantees were drawn towards individuals whose work was different than theirs. These connections provided grantees with *new expertise*, perspectives, experience, or networks that did not already exist within the project staff.

   > *Example:* A grantee partnered with professors at a local community college's teacher preparation program. Those professors brought evaluation expertise and helped the grantee develop rubrics that they could use to vet teacher-created materials.

A Portrait of Collaborations

Several of the factors that supported collaborations are illustrated by the experience of one of the grantees we interviewed, who worked in an urban school district and had run two PD programs funded by the Eastern Region. Both of their grants were developed for social studies teachers, the second of which also integrated arts education. Figure 3 shows a network map for this grantee, which illustrates the different connections they made. Through their participation in the Eastern Region network, and particularly the annual conference, this grantee forged three primary collaborations:

1. **They partnered with a local historical society.** The grantee met representatives of the historical society during their first annual conference. They ended up collaborating on both of the grantee's Eastern Region-funded projects. The historical society brought new content expertise to the project team and helped teachers find relevant and local sources as they developed their lessons. [Geographic proximity] [Complementary expertise]

2. **They presented at a conference with other arts-based grantees.** At their second annual conference, the grantee saw presentations by other projects that were integrating the arts. After the conference, the grantee emailed the Eastern Region leadership saying that they were interested in developing an arts integration panel with other grantees at an upcoming conference. Leadership put them in touch with other grantees and three of them ended up presenting together. [Similar topics]

3. **They featured the Library's Teacher-in-Residence as a presenter at their workshop.** The grantee presented about their project that featured an arts-integration component during a Library of Congress Consortium meeting. After their presentation, the Teacher-in-Residence (TIR)—who was an arts educator—approached the grantee to discuss their work. Within a month the TIR was presenting at one of the grantee's workshops. [Similar topics]
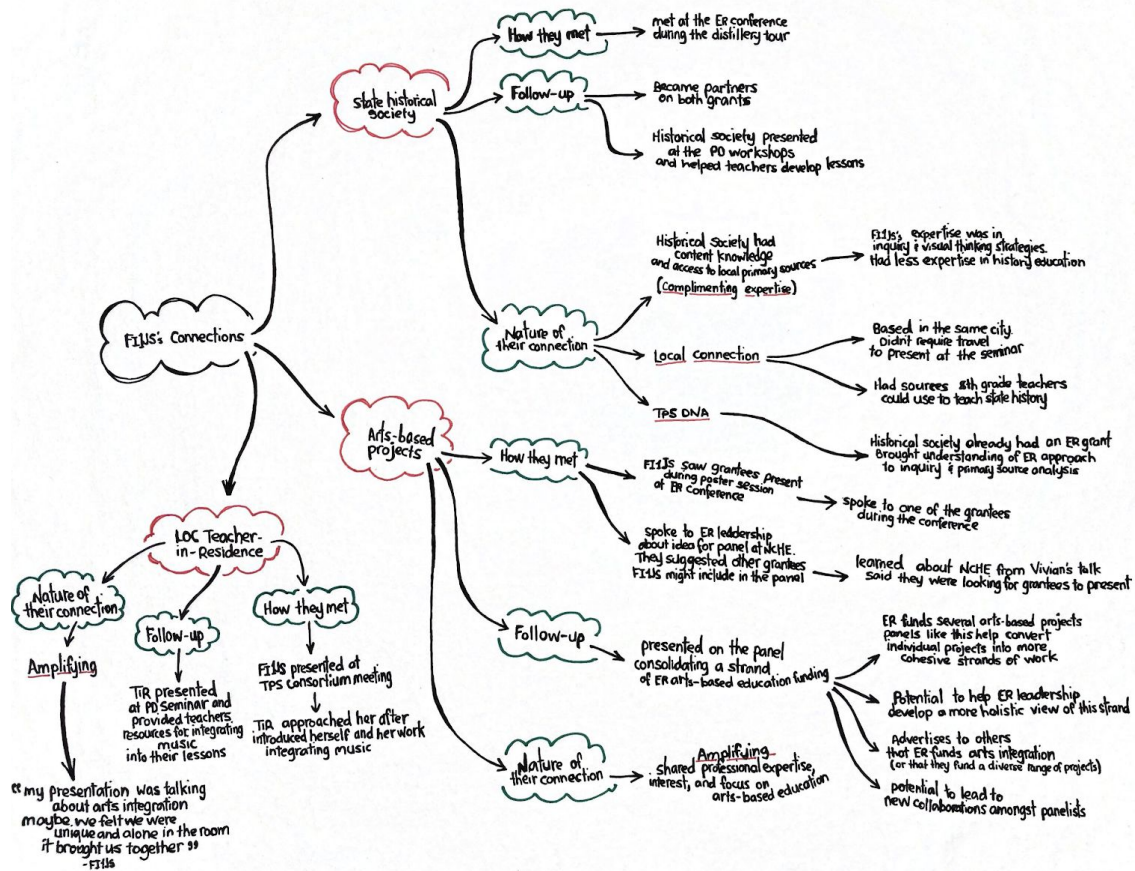
Figure 3: Grantee network map. The network map can be viewed and zoomed in on in this larger PDF format

Section 2. Onboarding New Grantees: Eastern Region Professional Learning courses

Eastern Region grantees come from a range of professional backgrounds and experience working with primary sources. The Eastern Region leadership sought to empower grantees to take advantage of the resources and approaches developed through the TPS program and to foster a shared vocabulary related to the TPS approaches to primary sources and inquiry. They did this using two online professional learning courses they developed: the Professional Development Providers Institute (PDPI) and the Beginning Asynchronous Individualized Course of Study (BASICS). These were designed to:

- Highlight the best of existing TPS resources for educators

- Highlight effective pedagogical strategies for teaching with primary sources

- Introduce adult learning theory and strategies

Grantees reported incorporating a range of elements from the Eastern Region professional learning courses into the PD they conducted with educators. In this section we discuss:

- The extent to which grantees completed the professional learning courses

- The elements of the courses that grantees incorporated

- The ways grantees used information from the courses in the PD they delivered

Unless otherwise noted, graphs in Section 2 represent data from the 53 grantees who said they had completed one of the professional learning courses.

2.1. A majority of grantees took at least one of the professional learning courses

Roughly two-thirds (73%) of grantees said they completed either BASICS or PDPI—with 66% saying they completed BASICS and 53% saying they completed PDPI. Additionally, almost half (46%) of grantees reported that others in their organization had also taken these courses, thus strengthening their overall capacity to deliver programming around primary source based inquiry. Finally, over a quarter (28%) of grantees also reported having encouraged teachers in their networks to complete these courses.
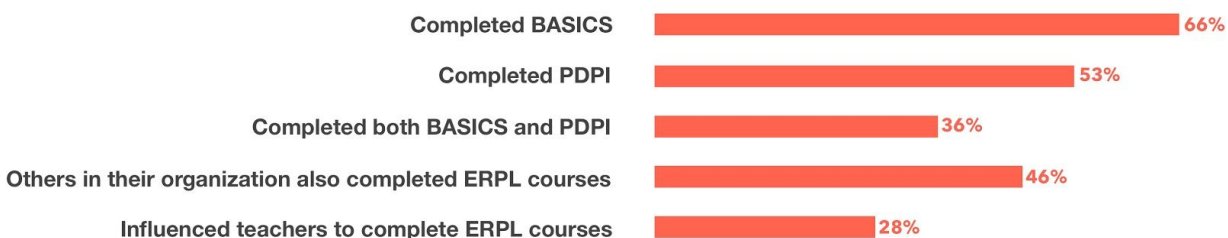
Category	Percentage
Completed BASICS	66%
Completed PDPI	53%
Completed both BASICS and PDPI	36%
Others in their organization also completed ERPL courses	46%
Influenced teachers to complete ERPL courses	28%

Figure 4: Grantee participation in the professional learning courses (n=76)

2.2. Grantees reported the courses played a significant role in the PD they designed and offered

Nearly half of the grantees (45%) who completed the professional learning courses reported that what they learned impacted their grant-funded program "a lot." Grantees reported finding specific approaches and materials they incorporated. They also found general perspective that "contributed to the success of [their] project," such as the grantee who shared in their end of project narrative that completing PDPI helped their "primary source team gain much more fluency with the loc.gov's resources and presented creative ways to share that knowledge with classroom teachers."

| A moderate amount | 51% |
| A lot | 45% |

Figure 5: Percentage of grantees who respond that the professional learning courses impacted their PD "a moderate amount" or "a lot" (n=53)

> I was already familiar with many of the Library of Congress resources when I took the course. BASICs did provide a few new strategies for using the materials.

> I used all of the primary source analysis tools to show students and teaching partners how to get the most out of each source. I believe that their primary source learning became deeper and more thoughtful as a result.

2.3. Grantees reported integrating various elements of the courses into their PD, including search strategies, key TPS resources, and pedagogical strategies

Grantees who completed the professional learning courses reported on how they incorporated three elements of these courses into their PD programs. In this section we discuss the extent to which grantees reported integrating these elements "a lot" (see Figure 6):

1. **Search strategies.** The element that grantees reported integrating most were the strategies they learned to search for primary sources in the Library of Congress's website, such as using the 'look for' strategy to search the collection.

   > It was helpful to see how to use the Library's website. Aside from that, I relied on most of what I already knew regarding using primary sources in history instruction.

   > I was able to share some better searching strategies. I had more confidence in presenting the information.

   > I found better ways to utilize the "look for" tool provided by the Library of Congress.

2. **Key resources.** Grantees also reported incorporating resources they learned about for teaching with primary sources—such as the resources from the Teachers Page (57%) or specific primary sources (36%). These resources included primary source sets, the TPS Teachers Network, and primary sources across the content areas.

   > The course introduced me to the TPS Teachers Network Community, we used the albums there, the primary source analysis tool (See, Think, Wonder), and the primary source sets.

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> Also sharing the learning network with teachers and making sure they consider the primary sources across a variety of content areas.

> It is very helpful to use the Library's Teachers Page when training teachers, because it is both very user friendly and it validates our work to people who consider the Library of Congress an authority.

3. **Pedagogical Strategies.** Finally, grantees reported incorporating pedagogical strategies for teaching with primary sources—such as strategies for analyzing primary sources (51%) and for discussing the distinction between primary and secondary sources (42%)—as well as improving their professional development offerings—such as adult learning principles (38%) or the professional development plans they developed as part of PDPI (40%). These included specific strategies for analyzing primary sources, such as displaying only a portion of a photograph, as well as approaches to supporting various populations, such as ELLs, to analyze primary sources.

> I gleaned a number of strategies that I could use with adult learners from the PDPI. Some of the traditional professional learning sessions I facilitated in the past incorporated many of the strategies I'd use with children or young adults, but I was able to gain better strategies from PDPI.

> I learned so many incredible inquiry strategies through the PDPI course such as darkening the corners of a photograph and having students analyze the corners before seeing the entire pictures, as well as questioning strategies to use to examine and corroborate primary sources.
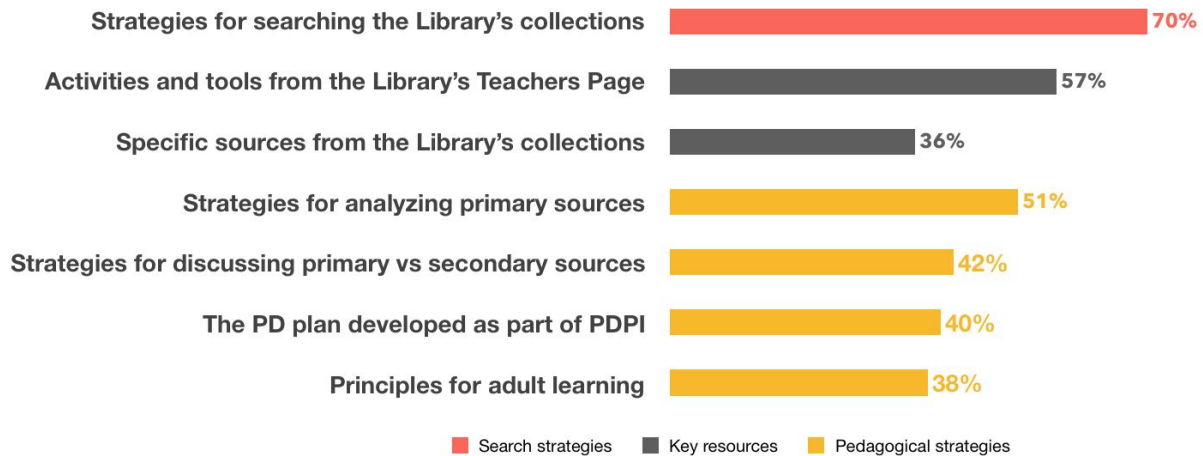

Strategies for searching the Library's collections	70%
Activities and tools from the Library's Teachers Page	57%
Specific sources from the Library's collections	36%
Strategies for analyzing primary sources	51%
Strategies for discussing primary vs secondary sources	42%
The PD plan developed as part of PDPI	40%
Principles for adult learning	38%

■ Search strategies   ■ Key resources   ■ Pedagogical strategies

Figure 6: Elements of the professional learning courses that grantees responded they incorporated "a lot" into their PD programs (n=53**)**

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In addition to integrating these three elements from the professional learning courses, grantees discussed additional value the courses brought.

The professional learning courses as models for PD. Several grantees in the survey and the interviews reported that the professional learning courses served as models for conducting quality professional development with educators—particularly online or blended PD.

> PDPI gave me an idea of how I could organize online courses. It was one of the best practices I've experienced in terms of online learning. It was simple and easy to follow. If I hadn't taken it, I can't imagine I would have offered my professional development program as a blended online course.

> PDPI was the first synchronous online class I took, and it has direct impact on the synchronous classes I now find myself teaching.

Repurposing sections of professional learning courses. Grantees also reported repurposing activities or larger sections of the courses—particularly BASICS—into teacher professional development they provided, into conference presentations, and into methods courses that pre- and in-service teachers would take.

> Eastern Region had some professional development modules that we used when building the program. Those gave me some structure, where I might not have had as good structure previously.

> We built directly into our online teacher PD course many strategies and resources learned about in the course.

> I learned that they could customize BASICS for your institution. That was really helpful, and I used BASICS with this last cohort of teachers we've been working with.

> The online skills that I learned in basics were a vital part of the programs and presentations I developed and presented to grant participants as well as to teachers and librarians at various conferences.

Section 3. The Lasting Influence of Conferences and Courses

The impact of attending the annual conference and completing the professional learning courses extended beyond the life of funded projects for many grantees. Two-thirds of grantees (77%) who attended the annual conference reported incorporating resources into PD programs that weren't funded by the Eastern Region, and—as seen in Figure 7—half of the grantees (50%) who completed the professional learning courses reported that what they learned affected their non-grant-funded work at least a "moderate amount."
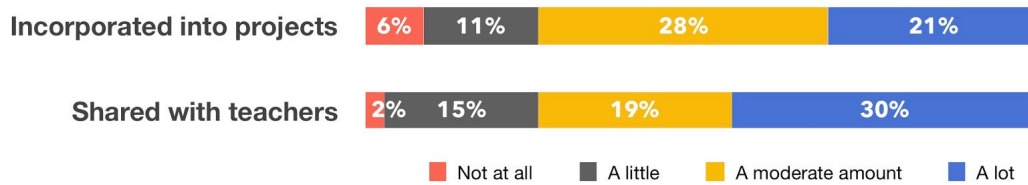
Incorporated into projects	6%	11%	28%	21%
Shared with teachers	2%	15%	19%	30%

Not at all · A little · A moderate amount · A lot

Figure 7: Percentage of grantees who reported professional learning courses impacted the PD they provided after grant funding ended (n=53). 34% (n=18) of the 53 grantees who reported completing the professional learning courses did not respond to this item, so percentages do not total 100%.[1]

Grantees mentioned numerous ways they incorporated these new strategies and resources into their programming outside of their Eastern Region projects—such as incorporating TPS elements into their pre-service methods courses or into the PD they conducted with district teachers.

Grantees also discussed the lasting impact of relationships with individuals and organizations, as well as how what they learned became a part of their general approach to professional development. For example, one grantee discussed connections they made with their state's historical archives through their first Eastern Region grant. The grantee met the educational coordinator for the state's archives and ended up planning workshops with several groups of teachers, some which were funded by the Eastern Region and others which weren't. This grantee reported that connections like these "shifted the way [they] used primary sources." They also reported gaining a new understanding of the value of local archives, "which really speak to our communities," and of the ways librarians can support classroom teachers, something that for them was "a game changer."

> Even 5 plus years later, I use strategies to teach online that I learned from the structure and the techniques of the TPS Eastern Region courses (like using Padlet to analyze primary sources collaboratively online). I have used Library of Congress resources in so many teacher workshops over the years, both because I became more familiar with the resources, and because I felt more comfortable demonstrating how to use the resources to others.

> PDPI served as the basis for activities that I implemented during my workshops but are also with me daily as I teach new teachers to teach social studies.

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[1] It is interesting to note that 34% did not respond to this item. This was the only item where there was a significant non-response rate. It is possible that some grantees did not continue conducting PD on this topic and did not have an appropriate option to select.

> I have been developing an extensive PD framework over the past 5 years through a number of funded activities and personal reflection. My experiences with PDPI was very integral in helping me to move from the idea phase to the practical implementation stage in a very engaging manner by helping me to develop more concrete planning, implementation, and evaluation skills and resources.

> In addition to using the strategies for grant professional development activities, I use the strategies and the Library's Teachers Page in all of my undergraduate and graduate courses and require that my students develop lesson plans using the strategies themselves.

> Every student in my methods course completes BASICS.

Takeaways and Recommendations

EDC's evaluation has been concerned with the ways in which the Eastern Region program can support grantee success—that is, doing sustained TPS professional development work in their communities. Specifically, we explored two key mechanisms that the program has used to foster relationships among grantees and to give them the knowledge, resources, and strategies they need to conduct TPS PD. We explored:

- The extent to which the annual conference led grantees to develop collaborations

- The extent to which, and ways in which, Eastern Region professional learning courses impacted grantees' PD work, by providing them with ideas, strategies, and resources that they used in that work

Our evaluation found that both of these mechanisms had meaningful impact on grantees' work.

Limitations of this evaluation

There are certain limitations of this evaluation that should be taken into consideration when interpreting the results. First, the survey results represent 39% of the Eastern Region grantees. While the response represents a significant number of grantees (n=76), it also likely oversamples those grantees who were more eager and who considered themselves more successful in their work.

Second, the scope of the evaluation was kept focused in order to adequately answer the research questions. That means that while our findings show the annual conference was successful as a place for many grantees to develop connections and collaborations, and that grantees who completed the professional learning courses found resources they incorporated into their programs, we know less about whether there were other ways that grantees felt they could have been better supported, and we did not explore the extent to which this impact improved the PD participants' experiences.

Suggested Next Steps

In order to help Eastern Region build upon its successes, we make the following suggestions.

Suggestion: Plan explicit encounters between grantees throughout the day

In order to support new connections between grantees, Eastern Region should increase the opportunities for grantees to speak with each other and collaborate throughout the conference.

Focus on small group and one-on-one discussions. Compared to presentations where one person is speaking to the whole group, when working in small groups grantees are more likely to be actively engaged and a broader range of individuals will have opportunities to participate in the conversation, to learn from each other, and to learn about each others' work.

Plan different types of interactions. Eastern Region might ensure that grantees have different levels of opportunities to discuss and collaborate—from short encounters to in-depth opportunities; that grantees are pushed to speak with a diverse group of their peers throughout the conference—not just those at the table where they sit at the beginning of the conference; and that grantees get opportunities to interact in more- and less-structured environments.

Use scaffolds and structures to support interactions. Structures—such as meeting protocols, guiding questions, or sentence starters—can help interactions be more goal oriented and can support a wider range of individuals to find success in these discussions. Not every grantee will feel the same level of confidence in reaching out to their peers at a conference, so these activities should be mindful of how they're supporting different personality types to find success in these interactions.

Examples of encounters might include:

- **Having each grantee introduce themselves during a breakout session.** During the Keynote presentation for the 2020 annual conference, the study's main author participated in a small breakout discussion with other attendees. The discussion focused on strategies to assess the validity of a primary source, but participants never learned the names or affiliations of their partners. Had the discussion taken an extra 5 minutes for introductions, that small group discussion would have been more more likely to contribute to connections made at the conference.

- **Speed dating.** Presenters sit at various tables while the participants rotate for several rounds listening to quick pitches and asking questions. Like all of the small group encounters, this activity is made stronger if at the end individuals then shared what they learned during a final whole group discussion.

- **Scavenger hunts.** Participants are tasked with finding others who match certain criteria and given questions they can pose to those individuals. The criteria and

questions could include characteristics that might support collaboration, such as geographic location and professional expertise, as well as personal or silly details that help grantees get to know each other.

- **Working groups.** Through working groups, participants engage in sustained study of a topic or design something that will be used in the future—such as an evaluation framework for judging elements of quality in curriculum designed by TPS grantees. Ideally working groups would have specific products they plan to create as well as follow-up tasks that engage participants in collaboration that continues beyond the conference.

Suggestion: Explore new ways to use learning activities to help grantees make connections and collaborations

Eastern Region's two primary goals of community development and professional learning are mutually beneficial, and Eastern Region should look for new opportunities to use them in service of each other. This might be done in two ways:

Spend more time on learning activities during the conference. We noted three primary types of sessions or activities during the annual conference:

- **Programmatic sessions.** Sessions where Eastern Region or the Library of Congress are sharing information about the TPS or Eastern Region program, its goals, and its future

- **Presentation sessions.** Sessions where one or two presenters are primarily informing attendees about a topic—often descriptions of their programs or the lessons they learned

- **Learning activities.** Sessions—or moments in sessions—where participants are collaborating on an activity designed to increase their knowledge of a topic, resource, or strategy

Eastern Region might try to devote more of the conference's time to learning activities that are designed to both help grantees develop their professional knowledge and put them in collaborative spaces that can facilitate new connections. They might consider ways to re-envision the conference more as a summer institute for grantees.

Create connections between the conference and the professional learning courses. Another approach for aligning these two goals might be to look for ways to integrate the professional learning courses and the annual conference. For example, cohorts of new grantees might kick off a PDPI course with initial in-person meetings during the conference.

Suggestion: Explore new ways to help grantees convert connections into collaborations

Not every grantee's program will be well served by a collaboration, but Eastern Region might explore ways to help a greater number of grantees develop collaborations with their peers. It might use several approaches to achieve this goal.

Help grantees envision different ways they might develop collaborations. Eastern Region already features presentations during the conference designed to help grantees hear about their peers' collaborations and lessons they've learned. They might explore new ways, such as providing grantees with a typology of connections that illustrates different ways their peers have created successful collaborations and how that's those collaborations have added value to the program.

Help grantees find others with whom they might collaborate. Eastern Region might also create tools to help grantees find others that would be likely collaborators, such as the map of grantees currently being developed, or a database that shows projects' topics of focus. They might then engage grantees in using these tools to do work before the conference, such as reaching out to someone whose work is relevant to theirs.

Develop a database of collaboration services. Eastern Region might identify 4 or 5 problems of practice that could be served by collaborations and then develop a database of individuals and organizations who can provide these services. For example, it might point grantees to who they could collaborate with if they're looking for ways to incorporate elements of Universal Design or for support on helping teachers develop better lesson plans.

Explore new ways to fund collaborations. Eastern Region might also explore new ways to support and encourage collaborations with mini-grants that help organizations create time for extra planning or travel associated with a collaboration.

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Appendix A: Eastern Region's Other Mechanisms

In addition to the two primary mechanisms we studied for supporting a community of practice and professional learning, Eastern Region has several other mechanisms they use for both of these goals, including resources posted on their website, quarterly newsletters, webinars, and discussions on the TPS Teachers Network. Note that grantees likely had different opportunities to use these mechanisms—for instance the newsletter is sent quarterly, but grantees can access the TPS Teachers Network or the Eastern Region website whenever—so usage rates of one mechanism may not be comparable with the others.

	Never	Once or Twice	Three or Four Times	Five or More Times
Read the Eastern Region Update quarterly newsletter	7%	36%	31%	27%
Used something you found in the newsletter	16%	53%	21%	9%
Used/shared a resource from the Eastern Region website	17%	34%	32%	17%
Looked for a resource on the Eastern Region website	18%	34%	26%	21%
Shared resources from an Eastern Region webinar	28%	34%	26%	12%
Attended a webinar promoted by the Eastern Region	36%	43%	16%	5%
Posted to the TPS Teachers Network	43%	30%	12%	15%
Asked PD participants to post to TPS Teachers Network	53%	25%	13%	8%

Figure 8: Grantees' use of additional mechanisms designed to support connections and learning (n=76)

Appendix B: Eastern Region Goals and Mechanisms

Just to have them in this document: the mechanisms and goals we've set out to investigate.

	Building and maintaining a community of practice
Mechanisms	● In-person TPS Eastern Region conference ● Newsletters ● Webinars ● TPS Teachers Network ● Ongoing support: materials, money, guidance/advice
Goals	● **Inform** grantees about each other's work and important new ideas ● **Connect** grantees so they can call upon each others' expertise and build upon each others' work ● **Inspire** grantees through the example of others' projects and conversations with other grantees ● **Sustain** a network of projects—individuals and organizations—that lead to new projects and partnerships

	Empowering TPS Grantees using the Eastern Region Approach
Mechanisms	● PDPI and BASICS ● In-person conferences ● Newsletters ● Webinars
Goals	● Develop a shared understanding of and vocabulary for TPS approaches to primary sources, inquiry, and PD (the TPS DNA) ● Develop a shared mission around which grantees can unite ● Present adult learning theory that grantees might incorporate into their PD ● Share TPS resources that grantees might leverage

Appendix C: the Eastern Region Grantee Survey

About you

1. **What setting do you work in?**

   a. College/University
   b. Cultural Institution
   c. Library System
   d. Professional Association
   e. School District
   f. Statewide Education Office
   g. Other

2. **How many Eastern Region grants have you worked on (including any you're currently working on)?**

   a. 0
   b. 1
   c. 2
   d. 3 or more

Eastern Region Conference

Questions 3-7 pertain to your participation in the Eastern Region (ER) Annual Conferences held in Pittsburg. You may answer these questions for any Eastern Region conference that you've attended.

3. **Please tell us about your participation in the Eastern Region Conference**

	Yes	No
Did you attend the ER conference in the last two years?	O	O
Did you make any new connections or meet potential new partners at an ER Conference?	O	O
Have you stayed in touch with any of the people you met?	O	O
Have any of the people you met at the ER conference referred you to new connections?	O	O

4. **Please describe any connections you made at an Eastern Region conference**

5. **If you met someone new, did you follow-up by taking any of these actions after the conference? (check any that you did)**

   ❏ Send a follow-up email to someone you met
   ❏ Have a follow-up phone call with someone you met
   ❏ Plan any new projects with someone you met (regardless of whether you implemented them)
   ❏ Apply for a new grant with someone you met
   ❏ Have someone you met present at a professional development program of yours
   ❏ Present at a professional development program of someone you met
   ❏ Present at a conference with someone you met

6. **Please briefly describe any follow-up actions you might have had**

7. **If you learned about any new resources or strategies during the conference, how many of these did you…**

NOTE: By *incorporating* a resource or strategy into your project, we mean that you developed a learning activity around it or presented it and discussed how to use it. Sharing would be passing along a resource without much instruction.

	None	One or two	Three or four	Five or more
Incorporate into your Eastern Region-funded project	◯	◯	◯	◯
Incorporate into a PD workshop or project **not funded** by the Eastern Region	◯	◯	◯	◯

	Yes	No	Not Sure	
Share with participants in your Eastern Region-funded project	○	○	○	○
Share them with teachers who **did not participate** in your Eastern Region-funded project	○	○	○	○

TPS Eastern Region Professional Learning Courses

Questions 8-13 ask about the impact of the Eastern Region professional learning courses on your program. Eastern Region offers two courses:

- The Professional Development Providers Institute (PDPI) is a 6 week-long course with discussion forums and weekly live online conferences.
- The BASICS course is an online class with 12 modules with reflective writing prompts rather than live discussions.

8. Please tell us about your participation in the PDPI and/or the Basics courses

	Yes	No	Not Sure
Did you complete the BASICS course?	○	○	○
Did you complete the PDPI course?	○	○	○
Did anybody else at your organization complete either course?	○	○	○
Have any teachers you know taken PDPI or BASICS as a result of their participation in your program, or due to their connection with you?	○	○	○

9. When was the last time you took an Eastern Regional professional learning course?
   A. 2017
   B. 2018
   C. 2019
   D. 2020
   E. Not sure

10. In the professional development provided as part of your Eastern Region grant(s), to what extent did you do any of the following?

	Not at all	A little	A moderate amount	A lot
Incorporate specific primary sources that you discovered through PDPI or BASICS	⭘	⭘	⭘	⭘
Facilitate a discussion on the distinction between primary and secondary sources using approaches you learned in PDPI or BASICS to	⭘	⭘	⭘	⭘
Incorporate strategies for analyzing primary sources that you learned about through PDPI or BASICS	⭘	⭘	⭘	⭘
Implement the PD plan, or some portion of it, that you developed for PDPI	⭘	⭘	⭘	⭘
Use any adult learning principles you learned in PDPI to create or revise a PD learning activity	⭘	⭘	⭘	⭘
Teach participants about the Library's website and how to search it using approaches from PDPI or BASICS to	⭘	⭘	⭘	⭘
Incorporate tools and activities from Library of Congress's Teachers Page	⭘	⭘	⭘	⭘

11. To what extent did what you learn in PDPI or BASICS influence the PD you provided as part of your grant?

A. Not at all
B. A little
C. A moderate amount
D. A lot

12. Please explain your answer above

13. Outside of the professional development you provided for your Eastern Region grant, to what extent have you...

	Not at all	A little	A moderate amount	A lot
incorporated any analysis strategies or specific primary sources that you learned about in PDPI or Basics into a **PD not funded by Eastern Region**?	○	○	○	○
shared any curriculum resources or apps that you learned about in PDPI or Basics with **teachers who did not participate in your Eastern Region-funded project**?	○	○	○	○

Additional Eastern Region Supports

This final set of questions asks you about your use of other supports provided by Eastern Region.

14. **How often have you...**

	Never	Once or Twice	Three or Four Times	Five or More Times
Read the Eastern Region Update quarterly newsletter?	◯	◯	◯	◯
Used something you found in the newsletter (ie by using it in a PD or sharing it with teachers or colleagues)	◯	◯	◯	◯
Attended a webinar promoted by TPS Eastern Region	◯	◯	◯	◯
Shared resources you learned about in an Eastern Region webinar	◯	◯	◯	◯
Posted to the TPS Teachers Network	◯	◯	◯	◯
Asked PD participants to post to TPS Teachers Network	◯	◯	◯	◯
Visited the Eastern Region website to look for a resource you might use in your PD (https://tps.waynesburg.edu)	◯	◯	◯	◯
Used or shared a resource you found on the Eastern Region website	◯	◯	◯	◯

Appendix D: Interview Protocol

Section 1: Connecting with other grantees

1. In the survey, you were asked to select what your main kind of expertise was. Can you tell me what you selected?

    a. Can you explain why you selected that choice?

    b. Can you talk me through what you understand each of those items to mean? Are any items confusing to you?

    c. Do these different areas of expertise feel meaningful or relevant to the grantees you've met?

2. Was this grant your first Eastern Region grant?

3. How much do you feel like you know about the work of other grantees?
    a. Would you say you know a lot, a moderate amount, not much, nothing?

    b. What makes you say that?

    c. How have you found out about other grantees' work?

    d. Has that knowledge been useful for you in any way?

4. In the survey, you were asked to brainstorm about a meaningful interaction you had with another attendee at the Eastern Region conference. Were you able to think of an interaction like this? Can you tell me about it?

    a. *Possible probe:* Who was the interaction with?

    b. *Possible probe:* What was the interaction about?

    c. *Possible probe:* What made the interaction meaningful?

    d. *Possible probe:* Do you remember how that interaction began? How did you start speaking with each other? What was going on in the conference when you started speaking with each other?

5. In the survey you were asked what area of the other attendee's expertise you most connected with, or found most useful. Were you able to answer that?

a. *If so,* how did you answer that question? What made you choose that option?

b. *If not,* what stopped you from answering that question?

c. Are there any areas of expertise that you don't have in house, or that your project might benefit from consulting someone else on?

    i. *Possible probe:* Did you have that in mind at all when you were at the ER conference?

6. Do any other interactions come to mind?

7. Did you have any follow-up interactions after the conference? If so, could you describe that follow-up? (Who was the interaction with? What was the follow-up about? Why was it meaningful?)

8. Have you had any interactions with other Eastern Region grantees that weren't related to the in-person conference? Have you ever reached out to or interacted with grantees based on something you saw in a newsletter, a webinar, or based on a conversation with Barb and Sue?

9. Barbara and Sue think that one of the important services they can provide is bringing grantees together in a network. Can you think of another role you would find important?

Section 2: In-person conference

The next series of questions focus on the in-person conference.

2018 TPS Eastern Region Conference
Omni William Penn, Pittsburgh, PA
Tuesday, June 19th

#QuestionEverything

Time	Session
9:00	Welcome – Conference Presentation *Barbara Kirby, Director, TPS Eastern Region*
9:15	How can student questions & curiosity drive primary source learning? *Andrew Minigan, The Right Question Institute*
10:45	Break
11:00	If these monuments could talk what would they tell us…? *Ann Canning, TPS Eastern Region* *Greg Giardina, Sacred Heart Elementary*
12:00	Lunch
1:00	Who's new to the Eastern Region Community of Practice? *Elise Langan, Salika Lawrence, and Julie Maurer, Bronx Community College, CUNY* *Adnan Dzumhur, CSEEES at UNC Chapel Hill** *Sheri Almond, Cumberland County Public Schools* *Jena Sibille, Fulton County Schools* *Samuel Baker, Harvard Graduate School of Education* *Yonghee Suh, Old Dominion University* *Diane Waff, Philadelphia Writing Project at The University of Pennsylvania* *Tasha Anderson, Questar III* *Jennifer Moone, Reading is Fundamental** *Julia Corrice, South Central Regional Library Council* *Mishy Lesser, Upstander Project* *Laurie Boulden, Warner University** **Unable to attend*
2:00	You're teaching what with primary sources? … Everything! *Rich Cairn, Collaborative for Educational Services* *Mishy Lesser, Upstander Project* *Grace Leatherman, Maryland Humanities*
3:30	Break
3:45	Fake news? How can you tell? *Meghan Manfra, North Carolina State University*
4:30	How do we get there from here?
6-8 pm	*How's it made? Wigle Whiskey Distillery Tour and Labeling Party*

Wednesday, June 20th

#QuestionEverything

Time	Session
9:00	What's new at The Library? *Vivian Awumey, TPS Program Manager*
9:15	How do you STEAM TPS? *Jill Beccaris-Pescatore, Montgomery County Community College* *Jennifer Hanson, Worcester Academy* *Georgeanne Hribar, Virginia Geographic Alliance* *Gay Thistle, TPS Eastern Region*
10:15	Break
10:30	Can we get hands-on? Breakout Table Talks DBQuest Engaging Congress Inquiry with Library of Congress Resources C3 Hub KidCitizen TPS Teachers Network
11:30	How does TPS prepare tomorrow's citizens? *Rich Cairn, Collaborative for Educational Services* *Elise Langan, Bronx Community College, CUNY* *Michelle Zupan, Hickory Hill*
12:30	Where do we go from here? ER Updates *Partner Sustainability Reports* *Mary Ann Knight, Warwick TPS Partners: Warwick Historical Society & WVCSD* *Heidi Ziemer, Western New York Library Resources Council*
1:00	*Informal Lunch Discussion*

10. This is the schedule for the 2019 Eastern Region conference. Can you think of a moment or a session where you learned something important or useful that might help you conduct your work in a deeper or more useful way?

    a. *Possible probe:* What information was that?
    b. *Possible probe:* Why was it important or useful?
    c. *Possible probe:* Did you end up doing anything with that information?
    d. *Possible probe:* Did that give you any ideas for something you might do—or do differently—in your program?

11. If you were to choose the moment or session in the conference that you found least useful, what would it be? This might be because the information didn't feel relevant, the format wasn't useful, or because you felt you could be spending your time in a better way.

    a. *Possible probe:* Why that moment not useful for you?

12. Do you have any suggestions for how the conference might be made more useful for you?

Section 3: Eastern Region Approach and the TPS DNA

Another key approach that Eastern Region takes to supporting grantees is providing information and resources to help them learn about and take advantage of the Library of Congress's Teaching Primary Sources approach to primary sources and inquiry.

13. Before you ran your TPS grant, had you worked with primary sources or inquiry?

14. How much of your PD, or your program, would you say came from you or your organization? How much were materials or ideas that you incorporated from the Eastern Region or the Library of Congress?

    a. Can you think of particular elements of your PD that you might consider part of an Eastern Region or Library of Congress approach to professional development, primary sources, or inquiry?

    b. How did these elements come into your program? Where did you learn about them?

    c. Were you told by Eastern Region leadership that you needed to add anything to your program?

15. Did you complete the PDPI or Basics course?

    a. If so, is there anything particular that you learned that was important for program?

    b. Was there anything that didn't feel useful or that you wouldn't consider best practices?

16. I believe as part of PDPI you create an activity. Do you remember yours? Do you know whether you used that activity in your program or since?

17. Can you tell me about how this grant came to be? How did you first connect with Eastern Region or learn about the grant?

18. **Onboarding stories.** Can you describe what happened once you were awarded the grant? How did you move from an idea to a final workshop?

    a. What role, if any, did the PDPI course have to do with that?

    b. What role, if any, did Barb and Sue play in that?

Indicators of impact

Finally, the Library of Congress is interested in surfacing a broad range of what they call indicators of impact.

19. If you were to focus on what you find most meaningful about the work you did under this grant, what might you consider to be an indicator of impact?

Supplements to the Final Report, including:
Evaluation Proposal
Preliminary Analysis Memos

Education Development Center, Inc.
Center for Children and Technology
July 2020

Introduction

This document is a supplement to the Eastern Region evaluation final report. It includes the evaluation proposal as well as two rounds of preliminary analysis memos, which were presented to Eastern Region to elicit feedback and improve the alignment between the final analysis and Eastern Region's goals for the evaluation.

Table of Contents:

Proposal for a research collaboration between EDC and the Eastern Region

Introduction

This document presents some initial ideas for an EDC study to identify effective practices and avenues for improvement pertaining to the Eastern Region TPS Program. Program leaders have several hypotheses about the elements that make the Eastern Region effective, and this study will allow outside researchers to gather data to test these hypotheses and build on them with additional recommendations. The study aims to help the Eastern Region Program and the other regional programs prepare for the upcoming transition to a new TPS Consortium that is focused more heavily on regional grantees.

This proposal and the theory of action are products of a collaborative effort including several iterative rounds of development and discussion between EDC and the Eastern Region leadership, including the following:

- EDC and Eastern Region held an initial call to discuss goals for a potential investigation and to discuss the elements of the program Eastern Region felt were key to supporting successful grantees
- EDC conducted document analyses of 2018 and 2019 grantees' final reports, key indicators of grantee outcomes, grantee case studies, and the support documents provided on the Eastern Region website
- EDC developed and presented a draft research proposal based on the initial conversation and these analyses
- EDC and Eastern Region met to discuss feedback on the draft and to discuss questions EDC had based on their review of the final reports
- EDC developed a second version of the research proposal as well as a theory of action describing how Eastern Region seeks to support grantees

Theory of Action

This theory of action outlines two key elements of Eastern Region's approach to supporting grantees to achieve success through their projects. EDC will explore aspects of this theory of action in our proposed investigation.

Key approaches to supporting successful grantees

The Eastern Region uses a range of tools and practices to support grantees to deliver quality projects and to advance the goals of the TPS program. Eastern Region has numerous practices and mechanisms to support grantee success, amongst which they have identified two key approaches: bringing grantees together in a community of practice and getting grantees to incorporate the TPS approach into their programs.

	Building and maintaining a community of practice
Mechanisms	● In-person TPS Eastern Region conference ● Newsletters ● Webinars ● TPS Teachers Network ● Ongoing support: materials, money, guidance/advice
Goals	● **Inform** grantees about each others' work and important new ideas. ● **Connect** grantees so they can call upon each others' expertise and build upon each others' work. ● **Inspire** grantees' through the example of others' projects and conversations with other grantees. ● **Sustain** a network of projects—individuals and organizations—that lead to new projects and partnerships.

	Empowering TPS Grantees using the Eastern Region Approach
Mechanisms	● PDPI and Basics ● In-person conferences [ie informing grantees about others' work where the TPS approach is also embedded] ● Newsletters ● Webinars
Goals	● Develop a shared understanding of the TPS approach along with a shared vocabulary about the type of work TPS entails. ● Shared understanding and shared missions help grantees come together (ie, community of practice refers to "a group of people who all use TPS and believe in TPS") ● Disseminate the TPS DNA ● Present adult learning theory that grantees might incorporate into how they run their PD ● Share TPS resources that grantees might leverage

Research literature supports each of these concepts—the importance of collaborative learning, providing explicit models and advance organizers (ie, in the online course), and communities of practice. We propose to explore the effectiveness of these practices, ways of strengthening them, and to identify important supports for grantees and learners.

Definition of an outstanding grantee

The Eastern Region leadership believes that these two approaches contribute to grantees' success. Eastern Region conceives of outstanding grantees using four primary criteria:

- **Integrating TPS.** Over the years, the TPS program has adopted and developed a range of practices and resources that make up a TPS approach to question-driven inquiry using primary sources. Successful projects integrate the TPS practices and approach into their regular sustained outlook on education. For example, years after their grants, they still teach a course that includes TPS materials or presenting materials related to TPS at a conference.
- **Changing teacher practice.** Successful grantees incorporate theories of adult learning and change teacher practice. (ER gave the following example: A state teacher said she taught a lesson for 20 years, and found completing PDPI "really moved her practice.")
- **Exceeding expectations.** Grantees might exceed expectations when, after pledging to train 50 teachers, they train 200 more deeply because they got excited about TPS and the mission.
- **Sustaining engagement.** Programs sustain engagement by integrating TPS into their work, but also through new connections they make through the network with other grantees. Ideally, these new connections lead to new projects and partnerships.

Proposal for the investigation

This study will be guided by the following research questions:

1. **Community of Practice:** In what ways, if at all, have grantees benefitted from each others' work, knowledge, and experiences?
   a. What connections have grantees made with each other? Do the steps that Eastern Region takes to bring grantees together lead to grantees that are more informed about their own work and each others' work?
   b. Does this approach lead to grantees calling upon each other and each others' expertise to help them implement their program or collaborate in a future program or in a presentation?
   c. What mechanisms have brought grantees together into these collaborations? What elements of the in-person conference have grantees found most engaging? What suggestions do grantees have about how best to capitalize on the in-person conference in order to create and develop new partnerships among grantees.
2. **Eastern Region Approach/TPS DNA:** How can the Eastern Region best support grantees to incorporate and benefit from the Eastern Region approach?

a. In what ways have grantees incorporated the ER approach into their projects during and beyond the life of their grant (what elements of the ER approach have they incorporated)?

b. What mechanisms have lead grantees to incorporate these elements of the ER approach?

c. What aspects of the PDPI course did grantees find most useful? In what ways did the PDPI course influence the way they delivered their project?

d. How might Eastern Region strengthen the way it supports grantees to incorporate/utilize/benefit from the ER approach as the TPS program evolves into its new incarnation?

3. **How do grantees understand the value of their program?**

a. How do grantees understand the ways they're impacting teacher and students? In what ways, if at all, do they see their projects contributing more generally to access to a body of knowledge around inquiry with primary sources? What indicators of impact do they find important?

Methods and approaches

EDC will do this by studying 5 grantees. We will:

- Conduct a 1-hour interview with these grantees, with the possibility of another 1-hour follow-up interview
- Analyze pre-existing survey data
- Analyze materials used in grantees PDs and/or coursework
- If feasible, conduct one or two observations

How we might explore Community of Practice
- **Identify what connections grantees have made**
- **Trace the origins of these connections** (how and where did they make these connections)
- **Develop a network map,** or overview of the connections that grantees have made with one another and what role grantees play in each others' networks
- **Explore the in-person conference in relation to connecting grantees:** Ask grantees to look at the in-person conference agenda and identify which elements of the conference most supported the idea of a community of practice or brought them in contact/collaboration with other grantees

How we might explore the TPS Approach
- **Identify elements of the TPS approach in grantees materials:** We will gather project documents from grantees—such as syllabi, PD handouts, or powerpoint presentations—and analyze them to identify the elements of the project that might be considered part of the TPS approach
- **Trace how these elements of the TPS approach became a part of the project:** During our interviews with the grantees, we will then ask them how these elements

became a part of the project (did grantees learn about these elements in the PDPI course, through a conversation with Eastern Region leadership, at a conference etc). This will allow us to identify the Eastern Region mechanisms and practices that are most successful in helping to pass along the TPS DNA

Schedule for the investigation

- February-March: Finalize instruments, conduct interviews
- March-April: Conduct analysis and write report
- May 1: Draft report due
- June 1: Final report due (Conference is June 15-17)
    - Noah present at the conference

Appendix A: 7 Elements of Effective professional Development

We're no longer using these 7 elements in any specific way, but I'm leaving them here as a point of reference and to keep them part of the conversation.

1. Is **content focused**
2. Incorporates **active learning** utilizing adult learning theory
3. Supports **collaboration**, typically in **job-embedded** contexts
4. Uses **models and modeling** of effective practice
5. Provides **coaching and expert support**
6. Offers opportunities for **feedback and reflection**
7. Is of **sustained duration**

[See the research brief from that study here]

Grantee Connections
An initial analysis for the Eastern Region Investigation

This memo presents initial findings from data collected as part of EDC's investigation of the Teaching with Primary Sources Eastern Region grant program. The investigation is being carried out to explore several mechanisms that Eastern Region leaders believe support grantee success. The findings presented here focus on an initial set of issues—building and maintaining a community of practice—and in particular on the connections that grantees make by participating in the annual Eastern Region conference.

We hope your feedback on these initial findings will help focus further analyses and inform follow-up questions with grantees. The next round of analysis will focus on how the Eastern Region transmits the program's "DNA" to new grantees.

This memo includes:
- **A network map for grantee FI1JS[1]**
- **An overview of five themes** we find in the data. These themes highlight ways grantees connected with others through their projects and the annual conference

The memo also includes a set of guiding questions (Appendix A) that might be helpful in reading and reflecting on this memo. If you have the time, you can respond to these questions in writing. Otherwise, you can keep them in mind as you read. Either way, once you've had a chance to reflect on the memo, I'd like to schedule a debriefing that I will use to inform my next round of analysis.

Methods

Each grantee was interviewed for 1 hour using a semi-structured interview protocol. EDC conducted 8 interviews in total—4 exploratory interviews while developing and refining the interview protocol, and 4 final interviews with the fully-developed protocol. Extensive notes were taken for each interview and interviews were audio recorded in order to produce transcripts. Using these notes and transcripts, we created summaries for each grantee's response to the major questions and logged these into a data matrix. That matrix was used to note similarities and differences across the grantees and to develop the themes below.

Five themes related to grantee connections

Below are five themes that describe how grantees made connections and developed collaborations with others through the Eastern Region network. The first two themes describe the nature of the connection—how connections expanded or deepened projects' professional expertise—and the final three describe the mechanism of the connection.

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[1] FI1JS is a study ID number used in place of the grantee's name

While some grantees made more connections than others during the conference—and were likely more focused on making connections—7 of the 8 grantees were able to discuss at least one meaningful conversation or interaction they had with other grantees during the conference, and 5 of them had at least one connection that led to some follow-up action or collaboration after the conference.

The nature of the connection (what value the connection brought)

Complementary expertise	
Description	These connections provided grantees with *new expertise*, perspectives, or experience that did not already exist within the project staff.
Example	FI3DW met another Eastern Region grantee at the annual conference who had run a project in their city. That grantee connected her with a teacher who presented at their summer institute and helped participants get a better feel for what primary source analysis looked like in actual classroom settings.
Grantees	FI1JS, FI3DW, FI4YS

Amplified expertise	
Description	These connections helped grantees develop their projects further by bringing *similar types of expertise* to bear.
Example	FI1JS heard other grantees present at the Eastern Region conference on their arts-based education projects. Although her two grants had been focused on history-education, her professional background was in the arts and museum education and she was integrating the arts into her second grant. She was therefore excited to hear about how other grantees were also mixing primary source analysis and the arts.
Grantees	EX3, FI1JS, FI4YS

The mechanism of the connection (how grantees made the connection)

Local Connections	
Description	One factor that facilitated connections between grantees was geographic proximity. Grantees in the same city or region found it easier to hold planning meetings in person and shared similar contexts and priorities. Most importantly, since regional grantees lacked significant travel budgets, geographic proximity made it easier for collaborators to attend and present at each others' PD workshops and institutes.
Example	FI1JS met a representative of a state historical society at the first Eastern Region conference they attended. They ended up partnering with the historical society for both of their grants. The historical society was able to provide local primary sources—particularly useful for the 8th grade teachers who taught state history—and brought historical content knowledge that complimented FI1JS's professional expertise, which was grounded in museum education and particularly the fine arts.
Grantees	EX1, EX2, FI1JS, FI3DW, FI4YS

Professional Network Connections	
Description	Another factor that facilitated connections between grantees was participation in professional networks. Shared networks included participation in professional organizations—such as AERA, NCSS, or state councils for the social studies—or provider networks like BOCES. Sharing professional networks provided more opportunities for grantees to interact with each other outside of the Eastern Region conference, such as running into each other at other conferences.
Example	When FI4YS attended a TPS poster session at the NCSS conference, she ran into colleagues of hers who had administered Eastern Region grants. These colleagues encouraged her to apply for her own grant and provided guidance and feedback on her proposal.
Grantees	EX1, EX2, EX4, FI3DW

Birds of a Feather (Odd One Out)	
Definition	Grantees said they were drawn to people who were focused on specific topics or domains, like niche areas. These included arts-based education, math and STEM, or a focus on topics such as culturally relevant pedagogy. Sometimes

	these connections were made because a grantee's project was focused on these topics, while other times individuals connected because of shared backgrounds and interests, even if their grant wasn't focused on that topic.
Example	FI2SA connected with another participant taking PDPI with her because they both had backgrounds in math and STEM. This person provided the grantee with feedback on their lesson that they felt was particularly relevant because of their shared background, and they spent time talking at both ER conferences the grantee attended.
Grantees	EX3, EX4, FI1JS, FI2SA

Map of new connections made by FI1JS

The map below shows primary connections made by one grantee through their participation in the Eastern Region network. I chose this grantee because their connections illustrate most of the themes I present below (*complementary expertise, amplified expertise, local connections, and TPS DNA*).

This grantee made three primary connections that led to follow-up activities:
1. They partnered with a local historical society
2. They presented at a conference with other arts-based grantees
3. They featured the Library's Teacher In Residence as a presenter at their workshop
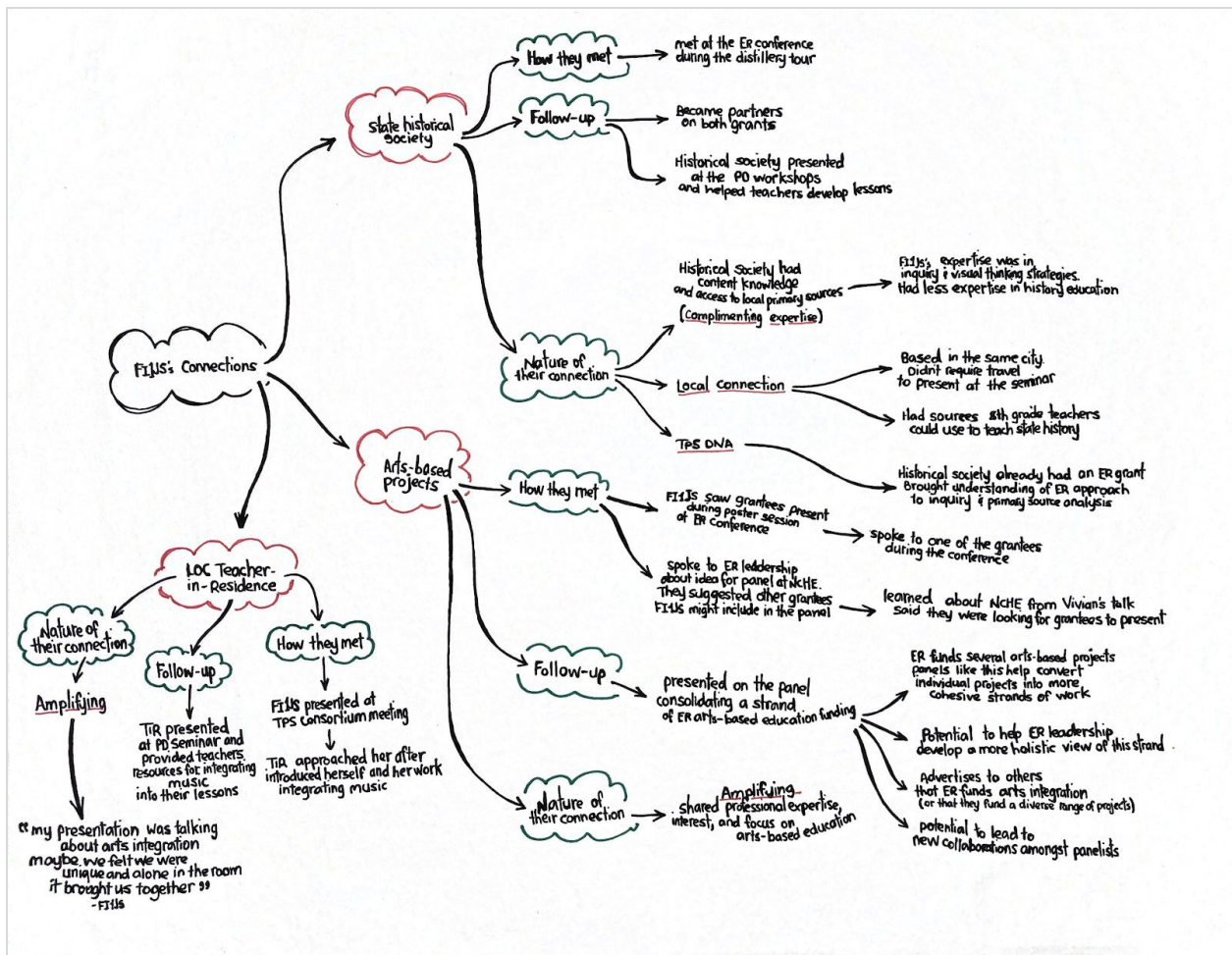
Figure 1: The network map can be viewed in a larger PDF format that can be zoomed in on or in a table format in the Appendix B.

Appendices

Appendix A: Guiding Questions for Reading this Document

Below are a set of guiding questions you might use to reflect on these findings in preparation for a debriefing discussion. Feel free to add any other questions or topics you'd like to discuss. Also, feel free to edit or comment in this document.

1. What if anything strikes you as interesting or potentially valuable?

   It is all interesting and hopefully valuable. Found it interesting that the social part of the conference (maybe change distillery to networking event :)) made the connection.

2. What is unclear? What do you have questions about? **Thinking forward, how do these insights translate into impact measures.**

3. What if anything does the map tell us about how FI1JS participated in and benefited from a community of practice?

   Like having the data in a graph and a chart - both amplified different aspects. The map teased out the strategies we used to build a community of practice; illustrated the connections that words cannot always convey. Demonstrated the value individual partners leverage their resources and skills to enrich the community of practice.

4. Do any of the five themes seem more interesting or relevant to you than the others?

   All five of the themes confirm our notion about building and maintaining a community of practice. Amplified Expertise and Professional Network Connections seem to highlight our deliberate approach to cultivating a Community of Practice.

5. In what ways do you see these examples of the following four goals of the CoP? (see the Theory of Action in Appendix C.)

   a. Inform
   b. Connect
   c. Inspire
   d. Sustain

   Each theme addressed at least two of the five goals.

Debriefing and next steps: are you available on Friday at 10 am to debrief and discuss?

Appendix B: FI1JS Network Map in Table Form

I like the map format, but I've also provided these connections in table format as an alternative.

State Historical Society	
How they Met	● Met at the ER conference during the distillery tour
Follow-up	● Became partners on both of FI1JS's grants ● Historical society presented at the PD seminars and helped teachers develop lessons

Nature of Connection	● **Complimentary expertise**
	  ○ Historical Society had content knowledge and access to local primary sources
	  ○ FI1JS's expertise was in inquiry and visual thinking strategies. Had less expertise in history education
	● **Local Connection**
	  ○ Based in the same city. Didn't require travel for historical society to present at the PD seminar
	  ○ Had sources 8th grade teachers could use to teach state history
	● **TPS DNA**
	  ○ Historical society already had an ER grant. Brought understanding of ER approach to inquiry and primary source analysis

Arts-based projects	
How they Met	● FI1JS saw grantees present during the poster session at the ER conference. Spoke with one of the grantees during the conference ● Spoke with ER leadership after the conference about the idea of proposing a panel for NCHE of Eastern Region projects that were integrating the arts ○ Learned that the Library was looking for grantees to submit proposals for NCHE from Vivian's presentation at the conference

Follow-up	● Presented on the panel
	● Consolidating an ER strand of funding of arts-based education projects
	  ○ ER funds several arts-based projects. Panels like this help convert individual projects into more cohesive strands of work
	  ○ Potential to help ER leadership develop a more

	holistic view of this strand ○ Advertises to others that ER funds arts integration (or that they fund a diverse range of projects) ○ Potential to lead to new collaborations amongst panelists
Nature of Connection	● **Amplifying Expertise** ○ Shared professional expertise, interest, and focus on arts integration

LOC Teacher-in-Residence (TIR)	
How they Met	● FI1JS presented at a TPS Consortium meeting. The TIR approached her afterwards and introduced her work integrating music and primary sources
Follow-up	● TIR presented at PD seminar and provided teachers resources for integrating music into their lessons
Nature of Connection	● **Amplifying Expertise** ○ "My presentation was talking about arts integration. Maybe we felt like we were unique and alone in the room. That brought us together" -FI1JS

Appendix C: Eastern Region Goals and Mechanisms

Just to have them in this document: the mechanisms and goals we've set out to investigate.

	Building and maintaining a community of practice
Mechanisms	● In-person TPS Eastern Region conference ● Newsletters ● Webinars ● TPS Teachers Network ● Ongoing support: materials, money, guidance/advice
Goals	● **Inform** grantees about each other's work and important new ideas ● **Connect** grantees so they can call upon each others' expertise and build upon each others' work ● **Inspire** grantees through the example of others' projects and conversations with other grantees ● **Sustain** a network of projects—individuals and organizations—that lead to new projects and partnerships

	Empowering TPS Grantees using the Eastern Region Approach
Mechanisms	● PDPI and BASICS ● In-person conferences ● Newsletters ● Webinars
Goals	● Develop a shared understanding of and vocabulary for TPS approaches to primary sources, inquiry, and PD (the TPS DNA) ● Develop a shared mission around which grantees can unite ● Present adult learning theory that grantees might incorporate into their PD ● Share TPS resources that grantees might leverage

Eastern Region Evaluation Memo 2
Another network map and an impact survey

Date: May 8th, 2020

Introduction

This memo is one in a series of analytic memos we're using to collaboratively design and implement the evaluation of the Eastern Region practices around developing a community of practice and passing along the TPS approach to primary sources and professional development. The previous Grantee Connections memo highlighted five themes describing the connections that grantees made through their participation in the Eastern Region Annual Conference. In response to that memo, EDC and the Eastern Region leadership conducted a debrief discussion during which Eastern Region identified three questions, or areas of information beyond what was presented in the memo, that they would want to explore:

1. **Impact measures.** Eastern Region wanted to know what insights the study was gathering about impact, including ways of measuring it that we might use to evaluate this program and perspectives that might further larger conversations about impact within the TPS Consortium.

2. **A network map for a grantee that was more representative.** Eastern Region recognized that the first network map was for a grantee who particularly excelled at building collaborations, and which wasn't representative of most grantees. They wondered what a network map might look for a more typical grantee.

3. **Thoughts about what they can do better.** While Eastern Region was happy that the grantee connection themes and findings from the interviews seemed to affirm their approach, they also wanted thoughts about how they might improve their program going forward—including recommendations informed by the literature and EDC's impressions.

Here, we're responding to the first two requests by presenting
- **A second network map**
- **A draft survey** exploring the impact of the ER conference and the PDPI course

A Network Map for a Grantee More Focused on Gathering Ideas and Resources

Date: May 8th, 2020

Introduction

In the first grantee network map, we explored the connections made by a grantee who made an exceptional number of connections and who illustrated a range of the types of connections. In this second network map, we present a grantee whose focus during the annual conference was more on finding ideas or resources than on making connections with others.
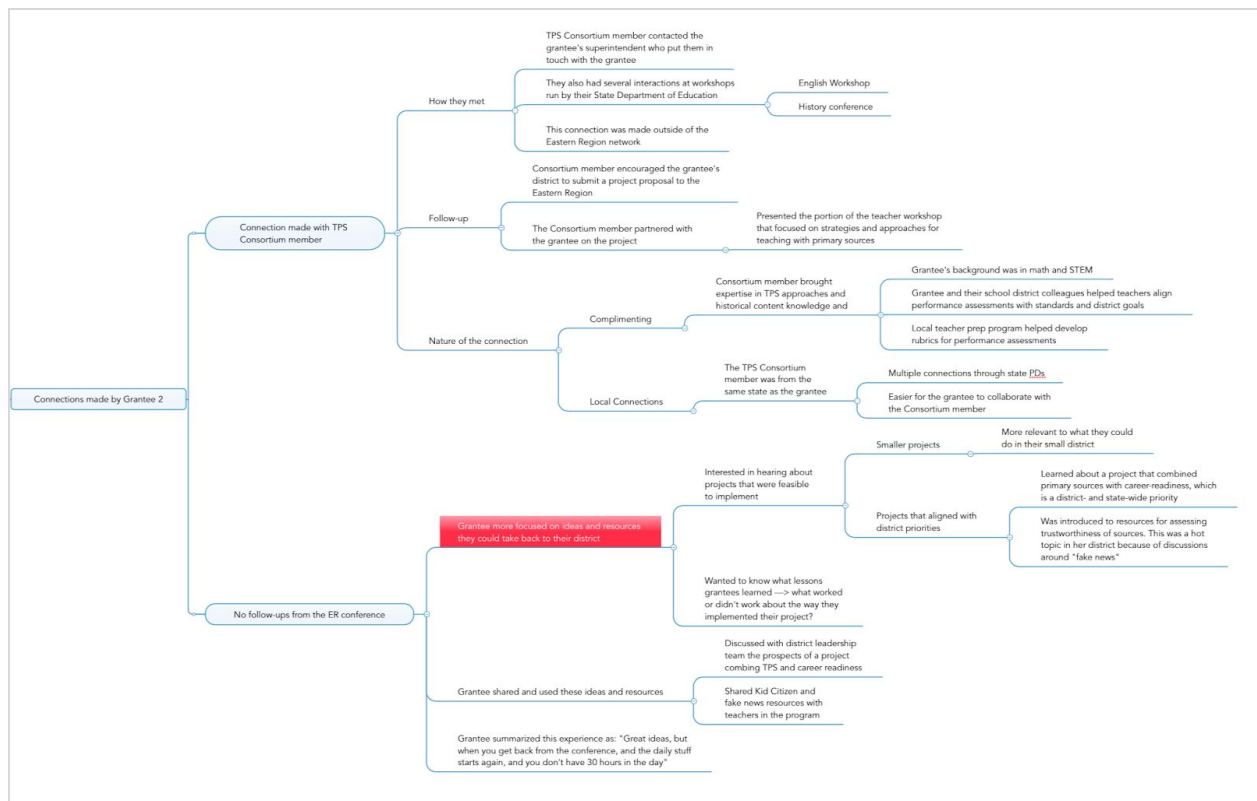

Figure 1: Grantee Network Map. Click here for a PDF version of the network map.

Background on the grantee's project

This grantee worked at the central office of a small school district serving three schools. When we spoke, they had just finished their second project funded by the Eastern Region. In this project, they engaged a cohort of teachers to develop new performance assessments that utilized primary sources and that addressed new state standards for high school World and US History courses. Teachers met for six sessions, in which time they learned about strategies and resources

for teaching with primary source documents in the morning and worked on developing the assessments in the afternoon.

The school district organized the PD sessions and worked with teachers to ensure that the content and learning goals of the assessments they created were aligned with the new standards and district priorities. In addition, they collaborated with two other groups to deliver this program:

- A TPS Consortium member: Delivered professional development on strategies for working with primary sources and shared key resources

- **Professors from local community colleges:** Developed rubrics that could be used to evaluate the performance assessments

Insights from this grantee's network map

Collaboration with a TPS Consortium member

The grantee's prior relationship with TPS Consortium member in their state is what encouraged the school district to apply for an Eastern Region grant. This connection, while not a direct result of the Eastern Region's annual conference, still illustrates the value of collaboration and the impact of the larger TPS network. This collaboration was important for this grantee's projects for two primary reasons:

- **The TPS Consortium member encouraged the district to apply for a grant.** The consortium member was key in informing the district about the Eastern Region grant and in giving them ideas about how they might run a project.

- **The TPS Consortium member complimented the professional expertise within the district.** The Consortium member had knowledge of history content as well as strategies and resources for teaching through inquiry with primary sources. This complimented the expertise on of the district, since none of the individuals in the district's central office had backgrounds in social studies or primary sources.

- **The Consortium member brought TPS DNA to the project.** The Consortium member brought their knowledge of Library of Congress resources and their understanding of the approaches to primary sources and inquiry that have been developed through the TPS Consortium. These approaches had sustaining effects, as the grantee used many of these approaches and resources in other PD workshops they delivered that weren't funded by their Eastern Region grants.

The ER Conference was more a source of ideas and resources for this grantee rather than new professional collaborations

During their attendance at the Eastern Region Annual Conference, the grantee reported they were primarily looking for ideas and resources that they could take back to their district

leadership and teachers. The grantee had three primary lenses that guided their attention during the conference—and particularly as they interacted with other grantees during the poster sessions where grantees informally discussed their projects. The grantee was looking for:

- **Ideas for professional development and curriculum development projects they might conduct with teachers in their school district.** The grantee looked particularly for projects that seemed feasible to implement given the small size of their school district.

  > Being a school division of only three schools, when you look at some of the smaller grants, I think for me they're more feasible for me to implement or the ideas that will be feasible for me to implement.

- **Ideas aligned with district priorities.** The grantee also looked for ideas that helped them meet district- and state-wide curricular goals. They were particularly interested in hearing lessons learned from other grantees.

  > When I was looking at others' projects, I was thinking about the the goals and the things that we're working on or trying to implement in our district. It helps when you walk around and you see different things that you might be able to implement within your division.

- **Information about the effectiveness of activities.** The grantee also looked for information about how activities worked for audiences like teachers in their school district.

  > [I'd] especially like to know what are some of the things that worked or didn't work in the projects and how they would change if they were going to implement it again.

The grantee found useful ideas and resources

The grantee discussed several conversations and resources that they found useful. They particularly connected with the math and STEM-related topics in the 2019 conference, which aligned with their background. Specifically, the grantee mentioned three things they brought back from the conference with them that they either shared with their district leadership team or with teachers in their programs:

- **A project that combined primary sources and career-readiness.** The grantee had zeroed in on an Eastern Region project that focused on career readiness, because this was a priority in their district. They shared the idea of building a professional development project like the one they learned about at the Eastern Region conference at a district leadership team meeting.

- **Resources for evaluating trustworthiness of media.** The grantee also found Meghan Manfra's presentation *Media Literacy and Fake News in the Social Studies* useful. Since *fake news* was a hot topic in their district, the grantee shared Ms. Manfra's Google Doc folder with teachers in their Eastern Region PD project as well as their larger network of teachers.

- **Kid Citizen.** The grantee also used Kid Citizen with some of their fifth graders in the district.

Making connections and developing collaborations were less of a focus

While this grantee had several helpful conversations with others who they said were open to being contacted, there were no follow-up conversations. The grantee clarified that the ideas and resources were what they found most important, and while they discussed "lots of great ideas, when you come back from the conference all the daily stuff starts again and you don't have 30 hours in your day."

Conclusion

This network map illustrates the many ways that grantees can find value in attending the Eastern Region Annual Conference—some of which are less tangible or might only be acted upon in the future. While the grantee shared the idea about a career readiness program with their district team, they hadn't implemented anything, but the grantee felt like it was an idea they might act upon later. This network map also illustrates how grantees who consider themselves engaged in the Eastern Region conference, and who feel that "coming together with other grantees to share ideas and what we've done is one of the best things that the Eastern Region does"—might not share Eastern Region's focus on collaborations.

Some final reflections on the grantee's interest in collaborations:

- **The grantee may have already had all the collaborations they needed.** They were already collaborating with two other entities to deliver their program—both which brought particular and complimenting professional knowledge.

- **Collaborations require time and resources.** The grantee said that following up on the conversations they started during the conference required time they didn't have.

- **The grantee might not have had clear ideas for how they might follow-up with other grantees.** Another way to interpret the grantee's statement about not having time to follow up is that potentially the connections they made didn't have clear next steps or didn't provide solutions to the challenges this grantee was dealing with. It is possible that this grantee could have benefited from ideas for how to turn connections into collaborations, and how collaborations might help them achieve their goals.

Eastern Region CoP and DNA Survey

Date: May 8th, 2020

Introduction to the survey

This survey is a draft of our impact survey. Please read through and use guiding questions at the bottom provide feedback if you would like.

Goal of the survey: Explore the extent to which ER's goals were met

Conversations with grantees about the ER Conference yielded descriptions of the *ways* grantees benefited from the connections they made through their participation in the Eastern Region network. The draft survey below explores the *extent* to which participation in the Eastern Region Annual Conference and the PDPI professional learning course impacted grantees' programs. Particularly, this survey looks at the extent to which grantees:

1. Collaborated with others based on their participation in the Eastern Region Conference
2. Incorporated resources and approaches from PDPI into their programs
3. Incorporated resources and approaches from other Eastern Region outreach mechanisms, such as the newsletter, ER's website, webinars hosted by ER or LOC

We're deliberately keeping the scope of the survey narrow and targeted, and thereby short, to increase participation. While there are a number of ways that grantees and their programs might have benefited from the conference, the course and the other outreach mechanisms, we think it's best to focus on whether people made new professional connections at the ER conference and followed up on them; and whether they incorporated specific strategies and resources from the PDPI course into their own practice. These are relatively higher bars, but they allow us to ask more objective questions and therefore use the survey to gather more reliable data than if we were focusing on questions of attitude, perception, or potential actions in the future.

Statements we might make with the survey

This survey should allow us to make several statements about impact. Two primary statements we want to make with the survey include:

- **Collaborations.** X% of grantees said they collaborated with someone they met through the ER Conference. Of those grantees, X% had a phone call with someone after the conference, X% presented with another grantee at another conference, X% invited someone to present at their PD workshop, and X% was invited to present at someone else PD workshop.
- **Incorporating resources or approaches into a grantees' program.** X% of grantees said they incorporated something they learned from PDPI into their program. They did this by:

- ○ X% taught participants about approaches to primary source analysis they learned from PDPI
- ○ X% shared resources they learned about from PDPI with participants of their grant-funded programs (%)
- ○ X% shared resources they learned about from PDPI with teachers they interacted with outside of their grant-funded program (%)

How this survey might further the broader conversation about impact

This survey is designed to contribute to the ongoing conversation within the TPS Consortium about ways to gather impact data. This survey highlights two important components of how a survey might better gather impact data:

1. **Delayed administration.** The survey is being sent to grantees after they've had time to act upon what they've gained or learned from the Eastern Region conference and PDPI. This provides a sense of the truer impact than exit surveys.
2. **A focus on objective and tangible results.** Where possible, the items in this survey are focused on things that either happened or didn't. While questions about sentiments and attitudes can be meaningful—especially when they're corroborated by other evidence such as observation or interviews—they can require more methodological knowledge to write well and can be harder for respondents to answer with certainty.
3. **Multiple sources of data.** Here, the survey allows us to contextualize the themes from the interviews by exploring to the extent to which these types of impact were experienced across the larger pool of grantees. While not all projects will have the ability to conduct interviews, the findings from any data collection method can be strengthened through triangulation across multiple sources of data.

Survey Items

Below are draft items to include in the survey for three topics: Eastern Region Conference, PDPI, and the other mechanisms.

Eastern Region Conference

1. **What setting do you work in?**

   a. College/University
   b. Cultural Institution
   c. Library System
   d. Professional Association
   e. School District
   f. Statewide Education Office
   g. Other

2. How many Eastern Region grants have you worked on?

    a. 0

    b. 1

    c. 2

    d. 3 or more

3. Please tell us about your participation in the Eastern Region Conference

	Yes	No
Did you attend the ER conference in the last two years?	○	○
Did you make any new connections or meet potential new partners at an ER Conference?	○	○
Have you stayed in touch with any of the people you met?	○	○
Have new connections led to any other new connections?	○	○

4. Please describe any connections you made at an Eastern Region conference

5. If you met someone new, did you follow-up by taking any of these actions after the conference? (check any that you did)

    ❏ Have a follow-up phone call

    ❏ Plan any new projects (regardless of whether you implemented them)

    ❏ Apply for a new grant

    ❏ Have them present at a professional development program of yours

    ❏ Present at a professional development program of theirs

    ❏ Present at a conference with them

6. **Please briefly describe any follow-up actions you might have had**

7. **If you learned about any new resources or strategies during the conference, how many did you...**

NOTE: By incorporating a resource or strategy into your project, we mean that you developed a learning activity around it or presented it and discussed how to use it. Sharing would be passing along a resource without much instruction.

	None	One	Two or Three	Four or more
Incorporate into your Eastern Region-funded project	○	○	○	○
Share participants in your Eastern Region-funded project	○	○	○	○
Incorporate into a PD workshop or project **not funded** by the Eastern Region	○	○	○	○
Share them with teachers who **did not participate** in your Eastern Region-funded project	○	○	○	○

TPS Eastern Region Professional Learning Courses

Eastern Region offers two courses that grantees, teachers, and coaches can take to learn more about working with resources from the Library of Congress, analyzing primary sources, conducting inquiry, and delivering professional development. The Professional Development Providers Institute (PDPI) is a 6 week-long course with discussion forums and weekly live online conferences. The BASICS course is an online class with 12 modules with reflective writing prompts rather than live discussions.

8. **Please tell us about your participation in the PDPI and/or the Basics courses**

	Yes	No	Not Sure

Did you complete the BASICS course?	○	○	○
Did you complete the PDPI course?	○	○	○
Did anybody else at your organization complete either course?	○	○	○
Have any teachers you know taken PDPI or BASICS as a result of their participation in your program, or due to their connection with you?	○	○	○

9. **When was the last time you took an Eastern Regional professional learning course? (make it the year)**
   - 2017
   - 2018
   - 2019
   - 2020
   - Not sure
   - I didn't take any

10. **In the professional development you provided as part of your Eastern Region grant, did you do any of the following? (check all that apply)**

   ❏ Incorporate specific primary sources that you discovered through PDPI or BASICS
   ❏ Use approaches you learned in PDPI or BASICS to facilitate a discussion on the distinction between primary and secondary sources
   ❏ Implement strategies for analyzing primary sources that you learned about through PDPI or BASICS
   ❏ Implement the PD plan, or some portion of it, that you developed for PDPI
   ❏ Use any adult learning principles you learned in PDPI to create or revise a PD learning activity
   ❏ Use approaches from PDPI or BASICS to teach participants about the Library's website and how to search it
   ❏ Incorporate tools and activities from Library of Congress's Teachers Page

11. How would you characterize the extent to which, or ways in which, PDPI affected the PD you provided as part of your grant? (select the statement that fits best)

We did not incorporate anything from PDPI into our existing PD program	○
We adapted specific elements of a PD program to incorporate PDPI content and strategies	○
We modified all or most of a PD program to incorporate PDPI content and strategies	○
We created an entirely new PD program to accommodate PDPI content and strategies	○
Other [Please describe]	

12. Please explain your answer above:

13. Outside of the professional development you provided for your Eastern Region grant have you...

	Yes	No
incorporated any analysis strategies or specific primary sources that you learned about in PDPI or Basics?	○	○
shared any curriculum resources or apps that you learned about in PDPI or Basics?	○	○

Additional Eastern Region Supports

14. **How often have you...**

	Never	Once	Two or Three Times	Four or More Times
Read the Eastern Region Update quarterly newsletter?	◯	◯	◯	◯
Used something you found in the newsletter (ie by using it in a PD or sharing it with teachers or colleagues)	◯	◯	◯	◯
Attended a webinar promoted by TPS Eastern Region	◯	◯	◯	◯
Shared resources you learned about in an Eastern Region webinar	◯	◯	◯	◯
Posted to the TPS Teachers Network	◯	◯	◯	◯
Asked PD participants to post to TPS Teachers Network	◯	◯	◯	◯
Visited the Eastern Region website to look for a resource (https://tps.waynesburg.edu)	◯	◯	◯	◯
Shared a resource you found on the Eastern Region website	◯	◯	◯	◯

Guiding Questions for Eastern Region Leadership

These questions are designed to elicit feedback from the Eastern Region on the draft impact survey.

1. **Are there survey items you find confusing or that don't describe the program well?** We've done our best to reach our desired goals with these survey items. Are there any items you find confusing or that you don't feel capture the goals well?

2. **Are there survey items that don't seem necessary?** The survey is longer than we would like. Are there any items that feel less essential that we might cut?

3. **Are there essential topics they feel we've missed?** Any new topics would likely require us to get rid of some current items in order to not make the survey longer.

4. **Does this survey feel like it's getting at the type of impact they were interested in?** Does this compliment the other mechanisms they have for capturing impact data from grantees (PDPI Survey, Yearly Survey, End of Grant Reports, Quarterly Reports, etc.)

5. **Does the survey—in conjunction with the qualitative themes—feel like it might contribute to a TPS Consortium conversation about impact?**
   - Question #2 seems irrelevant and could be eliminated.
   - ER Conference is fully addressed in previous work, could be removed from this survey?
     - Questions #3-6 and part of 7