LIBRARY OF CONGRESS
TEACHING WITH PRIMARY SOURCES
Consortium Member

TPS Program Foundational Goals

Participants learn about the resources and key strategies of the Teaching with Primary Sources program for future educational use.

1. Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study.
2. Describe examples of the benefits of teaching with primary sources.
3. Analyze a primary source using Library of Congress tools.
4. Access teaching and educational tools and primary sources from loc.gov.
5. Identify key considerations for selecting primary sources for instructional use (i.e., learner needs and interests and teaching goals.
6. Understand copyright and citation guidelines for using primary sources and other materials from loc.gov.
7. Analyze primary sources in multiple formats (film, audio, prints, photographs, etc.)
8. Analyze a set of related primary sources to identify multiple perspectives.
9. Facilitate a primary source analysis using Library of Congress tools to prompt learner observation, reflection, and questioning.
10. Demonstrate how primary sources can support at least one teaching strategy (e.g. literacy, inquiry-based learning, historical thinking, etc.)

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TPS Facilitation Goals

Experienced TPS participants advocate the use of primary sources and help disseminate TPS methods and materials

1. TPS Program Module

Participants learn to apply knowledge of Foundational TPS materials and methods gained to their as TPS facilitators.

As a result of completing the TPS Program Module, the learner will be able to:

- Demonstrate understanding of and promote teaching methods and materials that are consistent with the national TPS program.
- Describe how the national TPS program is organized.

- Describe the roles of local TPS programs, coaches, and online mentors within the TPS program.
- Match TPS materials and approaches to specific instructional goals.

2. TPS Audience Module

Participants learn to adapt and deliver TPS methods and materials that meet the needs of a diverse range of learners.

As a result of completing the TPS Audience Module, the learner will be able to:

- Describe/discuss core concepts of adult learning theory and how they apply to TPS professional development and coaching.
- Adapt and deliver an effective TPS presentation or activity to meet the needs of a specific audience.
- Evaluate the use of learning theory in TPS presentations and/or activities.

3. TPS Facilitation Module

Participants learn to adapt and deliver existing TPS methods and materials to give a specific audience the knowledge, skills, and aspirations to use TPS content in their setting.

As a result of completing the Presentation Skills Modules, the learner will be able to:

- Assess the TPS-related learning needs of an audience.
- Identify attitudes and behaviors of different audience members and select strategies to address them.
- Utilize a variety of presentation skills and techniques to ensure a high level of participant engagement.
- Identify personal strengths and weaknesses in delivering TPS presentations and activities and create an action plan for improvement through practice and feedback.

4. **TPS Peer Coaching Module**

Participants learn a variety of peer coaching techniques to support colleagues in the use of Library of Congress primary sources and TPS strategies.

As a result of completing the Peer Coaching Module, the learner will be able to:

- Understand and apply through practice a variety of peer coaching techniques.
- Assess personal coaching capabilities and develop an improvement plan.
- Develop a coaching plan to address the learning needs of peers.
- Support colleagues as an embedded resource.
- Understand the reporting and administrative requirements of being a TPS coach.