

## QUARTERLY REPORT FORM QUESTIONS *(Condensed)*

Please provide information about all the Teaching with Primary Sources (TPS) professional development events that you led during this fiscal quarter and/or all TPS related-products that you developed.

Your information will be shared with the Library of Congress and the Teaching with Primary Sources Region that funded the project.

Note: You will have an opportunity to check and/or change your responses at the end of this instrument, before you submit your information. Your responses are automatically saved if you wish to take a break and come back later to complete your data entry. This will only work if you return to the same computer and use the same browser.

- **Enter the name and email address of the person completing this report.**
- **Provide the name of your institution or organization.**
  - If your TPS project has a specific website please provide the URL.
- **What is the status of your project?** (check box)
  - My TPS-funded project is currently open and has not reached its ending date.
  - My TPS-funded project has ended and its activities are being sustained.
  - My project was not funded by TPS, but our organization is conducting TPS related professional development activities.
- **Which region are you affiliated with?** (drop down)
- **What Fiscal Year are you reporting on?** (drop down)
- **What quarter are you reporting on?** (drop down)
  - If you're reporting an event that spans more than one quarter, please indicate the quarter in which the event was completed.

### Event Types:

- **Presentation:** A stand-alone session lasting 15 minutes up to 2 hours.
- **Workshop:** This event type includes interactive, facilitated engagement by participants lasting more than two hours.
- **Academic Course:** This event type includes a course with a TPS focus offered for academic credit as part of a regular academic schedule.
- **Coaching:** This is a planned one-on-one or small group interaction, which is NOT included as a session of another PD event.
- **Product:** This is best described as something created by you or your participants with the intent to share with a wider audience. Examples of this include a primary source set, published article, or online interactive.

To report the **presentation(s)** you conducted this quarter, please enter the number of presentations below. If there are none to report, leave the 0 in the box and continue.

To report the **workshop(s)** you conducted this quarter, please enter the number of workshops below.

- Please keep in mind that we consider a multiday workshop one that has two or more sessions offered as a series with sequential information to the same participants. Furthermore, we consider a single-day workshop one that's offered one time to your audience. A single-day workshop may be repeated with a different audience more than one time, but each single-day workshop is counted as one workshop. If there are none to report, leave the 0 in the box and continue.
- Remember: If you are reporting a workshop that lasts more than one day, please report that workshop in the quarter in which it ended.

To report the **academic course(s)** you conducted this quarter, please enter the number of academic courses below. If there are none to report, leave the 0 in the box and continue.

- Remember: If your course spans more than one quarter, please report that course in the quarter in which it ended.

To report the **coaching session(s)** you conducted this quarter, please enter the number of coaching sessions below. If there are none to report, leave the 0 in the box and continue.

- Remember: if your coaching sessions span more than one quarter, please report the coaching sessions in the quarter in which they ended.

To report **product(s)** you or your participants developed this quarter, please enter the number of products below. If there are none to report, enter 0.

- Remember: If your product was developed over more than one quarter, please report the product in the quarter in which it was completed.

**Based on the information about the activity that you indicated that was conducted (i.e. presentation, workshop, etc.) you will provide the following:**

- Number of each activity conducted (presentation/workshop...)
- Title
- How it was conducted (online, in-person, blended (both in-person and online))
- List organizational partners (if any for activity)
- Number of participants
- Upload participant roster and any related materials
- Note: Academic Course will have additional information requested:
  - Identify the groups that took course (check from list)
  - Indicate teacher activities or products required (check from list)
- Note: Coaching Session(s) will have additional information requested:
  - Dates of coaching session(s)
  - Indicate the focus of the TPS coaching session(s)

- List any products created (additional information requested):
  - Indicate the category of each product
    - Academic/Professional Publication
    - K-12 Student Activities
    - K-12 Educator Materials
    - Marketing/PR Materials
    - PD Materials
    - Online Interactives
    - Preservice Teacher Materials
- Provide short narrative of ‘any additional information’ that you think is necessary/helpful
- Activity Details: Indicate/select the TPS Content covered by the activity (check from list):
  - Goal 1: **Determine** whether a source is primary or secondary depending upon the time or topic under study
  - Goal 2: **Understand** examples of the benefits of learning with primary sources
  - Goal 3: **Access** primary sources and related materials from loc.gov that support specific learning goals
  - Goal 4: **Use** Library of Congress Primary Source Analysis Tool and Teacher's Guides to observe, reflect, and question primary sources
  - Goal 5: **Identify** key considerations for selecting primary sources based on learner needs, interests, goals, and desire to create
  - Goal 6: **Understand** how to review and apply copyright information
  - Goal 7: **Apply** citation guidelines when using primary sources and other materials from loc.gov
  - Goal 8: **Analyze** primary sources in multiple formats
  - Goal 9: **Compare and Contrast** related primary sources to identify multiple perspectives
  - Goal 10: **Develop** inquiry, historical thinking, and literacy skills with primary sources
  - None
  - Other
- Indicate/select the groups reached by the activity (check from list)
  - Elementary/Secondary Teachers
  - Librarians/Media Specialists
  - Administrators
  - University Faculty
  - K-12 Students
  - University Students
  - Pre-Service Teachers
  - Community Members
  - Other
- Indicate Y/N if the **TPS Teachers Network** was used during activities
  - If yes, briefly describe the way it was used
- Indicate the states and congressional districts of participants (check from list)
  - Only indicate locations of which you are certain based on collected participant rosters
- Highlight successes and reflections
- Share any challenges or ‘lessons learned’
- Share anything that “tells a story about the event(s)”, i.e. quotes, evaluation results, etc.
- Indicate any projected grant activities for next quarter
- Share reflections on evaluation and assessment plans this quarter