The mission of the Library of Congress Teaching with Primary Sources (TPS) program is to: build awareness of the Library's educational initiatives; provide content that promotes the effective educational use of the Library's resources; and offer access to and promote sustained use of the Library's educational resources. The Library achieves this mission through collaborations between the Library and the K-12 educational community across the United States. The program contributes to the quality of education by helping teachers use the Library's digitized primary sources to engage students, develop their critical thinking skills and construct knowledge.

The TPS program began in 2006. Since that time, the national consortium has grown to 28 members from seventeen different states. TPS partners include colleges and universities, libraries, non-profit organizations, and foundations. Educators who participate in TPS programs develop inquiry-based lessons using primary sources, aligned with the Common Core State Standards. Learn more about the Library's TPS program and other resources available to teachers at www.loc.gov/teachers.

The Library of Congress, the nation's oldest federal cultural institution, is the world's preeminent reservoir of knowledge, providing unparalleled integrated resources to Congress and the American people. Founded in 1800, the Library seeks to further human understanding and wisdom by providing access to knowledge through its magnificent collections, which bring to bear the world's knowledge in almost all of the world's languages and America's private sector intellectual and cultural creativity in almost all formats.

The Library seeks to spark the public's imagination and celebrate human achievement through its programs and exhibits. In doing so, the Library helps foster the informed and involved citizenry upon which American democracy depends. Today, the Library serves the public, scholars, Members of Congress and their staff—all of whom seek information, understanding and inspiration.
Impact on Educators

In order to assess its impact on classroom instruction and to provide important data to inform program development and service to local schools, TPS leadership engaged the services of SRI International to conduct an external evaluation study. Among their 2012 findings:

- 97% of teachers who participated in TPS programs planned to use primary sources in their instruction.
- 4-10 months after the end of their TPS participation, 79% of educators reported increased use of primary sources in their instruction.
- In pre- and post-assessments, educators substantially increased their understanding of primary sources, their ability to find appropriate sources for their classroom, and to use these sources in their assessments of student learning.

Impact on Students

Educators reported that their participation in the TPS Program made an impact on their students. 67% of teachers, for example, reported that their students were more engaged with their subject matter. Teachers also reported that after working with primary sources their students demonstrated:

- Improved conceptual understanding
- Enhanced ability to think about multiple perspectives
- Improved ability to incorporate information from primary sources into their assignments
- Improved ability to apply knowledge to real-world situations
- Enhanced ability to make hypotheses
- Improved ability to test hypotheses

Contact

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