

June 30, 2002

TO: Institute of Museum and Library Services

FROM: Nancy Allen, Dean and Director of Libraries

Principal Investigator, Teaching with Colorado's Heritage Grant

Liz Bishoff, Project Manager, Teaching with Colorado's Heritage Grant

RE: June, 2002 Project Report

The purpose of the "Teaching with Colorado's Heritage" grant is to:

- Adopt/adapt the Library of Congress American Memory Fellows program for application at the state level, allowing K-12 teachers and school media specialists to incorporate digital primary source materials into their teaching and have their students learn to use primary source resources in their studies.
- Expand teachers knowledge and expertise in primary source materials
- Expand the number of teachers skilled in use of digital primary source materials
- Develop classroom lessons that incorporate digitized material and meet the Colorado Model Content Standards to share with educators across the state

The major components of the grant include:

- A week long institute modeled after the Library of Congress program scheduled for June, 2002
- A series of regional institutes combined with online program
- A national video teleconference
- Presentations to educational leaders

As we began working on the project one of the important components of the project would be the integration of the national events with a comparable local or state events, for example when discussing growth of the labor movement in the late 19<sup>th</sup> century students generally study national events such as the Haymarket Riot, in Colorado we have a local event, the Ludlow Massacre. The CDP has digital objects on the Ludlow Massacre.

- I. Getting Started: Since the awarding of the contract we have identified the 8 Colorado fellows who attended the LC American Memory program and 4 of them joined us as part of the Advisory Committee. The Advisory Committee also includes representatives from the Colorado State Library, which is a unit of the Colorado Department of Education and has major programs involving school libraries. Through the fall, 2001 the Advisory Committee assisted the Project manager in the development of the position description for the Project Coordinator, the Project Consultant and addressing issues such as the grade level of teachers that would attend the workshop and the subject matter. The Advisory Committee, particularly the four fellows, were crucial in designing and execution of the "Teaching with Heritage Institute". They provided the guidance in how LC ran their program, what we

should do different, what we should modify for Colorado's educational standards, for what Colorado teachers would need, etc. Two of the Colorado LC fellows had taught the LC program in other states which was particularly unique.

- II. Planning the Institute: January, 2002 we hired Nena Bloom as the Project Coordinator. Nena was a Science Educator, with a Museum Educator background who worked with the NSF Jason Project. We couldn't have asked for a better set of skills for this project. By the First week of February Nena had redesigned the CDP Educators website, adding links to the lesson plans that the 1999 IMLS grants has created as part of that project. Announcements for the June 23-28, 2002 Institute were sent to all 1600 Colorado school buildings that month. Applications were developed and reviewed by the Advisory Committee, modeled on the Library of Congress application process. Applications were due in late March. This was the first problem we encountered. Applications were very slow in coming after many listserv messages and one on one presentations to groups of teachers and librarians. By late March we determined that two problems existed—the LC requirement of teams of teachers or librarians wouldn't work AND the lengthy applications was a barrier. March and April was the time of Colorado state testing. We shortened the application and dropped the requirement to have teams and continued the personal promotion and the applications started coming in. By mid-April the Advisory Committee selected the Institute attendees. Notification was completed by the end of April.
- III. Institute: The Institute Agenda is modeled after the Library of Congress, however we have increased the involvement of local museums, libraries and archives, with presentations from curators, archivists and libraries as well as tours. The instructors included several of the LC fellows, the CDP staff and Colorado archives, curators and librarians. Twenty-five teachers and school media specialists attended this Institute, which introduced many of them to the Library of Congress American Memory site and it's collection of digital resources, the Colorado Digitization Project and it's *Heritage Colorado* database (<http://coloradodigital.coalition.org>). Students were introduced to how to use primary source materials—photos, text, maps, and 3 dimensional artifacts. They met others from across the state as well as the owners of these resources. Like the Library of Congress model, participants were required to practice using the Library of Congress database and the Heritage Colorado Database before they attended the institute. This way, students had some familiarity with digital material and practice searching databases for digital material before they attended the intensive sessions that were a part of the institute.

Of the 24 attendees, 81% strongly agreed and 19% agreed that the institute was a valuable experience and would recommend the program to others. 0% disagreed with these statements.

Though we did away with the teams requirement, we still had 5 sets of teams of library media specialists and teachers attend the program and develop collaborative lessons. We also had a team develop on their own during the institute. An elementary school, middle school and high school library media specialist who did not know each other previously joined together to create a lesson and then adapt the lesson for their specific age group. By developing state-wide collaborations, there was an added benefit that some attendees came as individuals and not as teams, as this allowed them to seek out others with similar needs/interests.

Another benefit of adapting a national program to the Colorado level with 'Heritage Colorado' Database as the center piece of the program, was the number of lessons that developed using the rich local resources of the communities represented.

Unlike the LC program, the CDP arranged for the students to get graduate credit for attending the Institute, this is an important component of the program. For 3 hrs. graduate credit, the Institute requires 45 contact hrs, requiring us to have an additional 5 contact hrs. after the institute. Students will have to complete their lesson plan after the institute and test it with their students during the 2002-2003 school year and revise the lesson after using with the students. Additionally the students have to make the lesson available through the CDP website and through the Colorado Department of Educations Standards in Action Website, so that it is available for other teachers to use.

Evaluation—we had the students take a pre-test and a post-test to evaluate their knowledge of primary source materials and well as complete a satisfaction survey following the Institute.

- IV. Regional Institute: The Regional Institutes will begin this fall and continue through the Spring. We plan to offer 4-5 of these institutes reaching teachers and librarians across the state. We are making a change in the process of recruiting attendees to the regional institute. We initially had planned on making it an application, however based on our experience with the Institute, we have decided to work with individual school districts, offering them the institute as a continuing education activity, reducing the administrative overhead. We have contracted the Denver Public School, Durango, Pueblo, and several others. The school will be responsible for the local arrangements (computer lab, registration, selection of the attendees, food, etc.). The CDP will handle all other arrangements. Currently we are determining what content will be done in the in-person sessions and what will be moved to the online component. We have videotaped much of the week long institute and we will see if we can incorporate some of those sessions into the distance instruction.
- V. Issues: One issue that came up at the Institute was the varied level of computer expertise of the participants. We had planned a very intensive program of instruction. However, a group of participants had trouble transferring their computer knowledge to the computers available at the institute, therefore slowing down the group. In the future we will more completely survey the participants ahead of time to determine their computer skills and make sure that the appropriate technical help is available to them.