



TEAACHing With Pushback

Supporting Illinois Educators in
Teaching Equitable History

Equity • Quality • Collaboration • Community



Introductions



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Introductions



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1,000 lb total in Powerlifting
(squat/bench/deadlift)



Agenda

- What is the TEAACH Act?
- What does TEAACH mean for educators & administrators?
- What does pushback to inclusive education look like?
- How is ISBE supporting inclusive education?
- How can Districts and Administrators support?
- How can Educators support inclusive education?
- What are next steps to take?
- Q & A

Agreements to entering this space:

Curiosity

Kindness

Willingness to engage



What is the TEAACH Act?

The Illinois General Assembly passed the [TEAACH Act](#) in 2021. It mandates that every public K-12 school include at least one instructional unit of curriculum studying the events of Asian American history, beginning in this school year.

This history should include the contributions of Asian Americans in government, sciences, arts, and the social and political development of the United States.



Picture credit: *The Asian American Foundation*

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Why was the TEAACH Act passed?

The TEAACH Act was ultimately passed as an opportunity for affirmation from students, teachers, legislators, and our American education system to respect, honor, and tell the cohesive story of American history.

It creates an active, tangible opportunity for students to experience cross-cultural education by understanding Asian American communities, experiences, and history while furthering racial equity across Illinois.

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What does this mean for educators?

1. Every public school in Illinois is required to teach at least one unit of Asian American history during the 2022-23 school year and years beyond.
2. Regional Offices of Education are required to monitor school district compliance with the TEAACH Act during annual compliance visits to ensure Educators are implementing TEAACH.

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Supports that are available

- A coalition of partners joined in this work to support schools and educators across Illinois.
- Online/in-person workshops to prepare and support educators to teach Asian American history.
- There are resource guides for curriculum development and lesson plans aligned with new Social Studies State Standards.
- Micro-credential and programs to support professional development learning hours.

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Asian Americans Advancing Justice | Chicago

All resources are available at

www.advancingjustice-chicago.org/TEAACH

1. 2-hour **Professional Development** for Educators (*Virtual or In-Person*)
 - We offer PDs to the general public **and** partner with stakeholders, incl. ROEs, universities, teachers unions, ISBE, museums, and others
 - Clock-hours provided!
2. Asian American Education **Resource Database**
3. **Scope & Sequence** Documents for K-5 and 6-12
4. Sample **Course Outline** for an Asian American History Elective

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Asian Americans Advancing Justice | Chicago

Asian American Education Resource D... Use this data

Hide fields Filter Group Sort

Topic	Grade Level	Themes	Essential Questions	Asian American Integration Ideas	Resources	Ethnicity	Attachments
1 Stereotyping	K	Racism Activism/S...	What is a stereotype? How can a stereotype be hurtful? How can we avoid making stereotypes?	Compare and contrast the significance of foods in Asian culture vs. mainstream American culture. Rice cake/Wok vs. Pancake/Gingerbread Compare and contrast Chinese New Year and American Holidays (New Years).	BOOKS: The Runaway Wok by Ying Chang Compestine The Runaway Rice Cake by Ying Chang Compestine The Runaway Pancake by Mairi MacKinnon The Gingerbread Man by Jim Aylesworth Duck for Turkey Day by Jacqueline Jules	Multiethnic	
2 Naming & Personal Identity	K	Identity Racism Activism/S...	What does your name mean to you? How can we improve learning others' names?	The cultural identity importance of names and name-granting in Asian American cultures; Chinese names and how the placement of a name traces family history	See Attached PDF: Naming & Personal Identity (K)	Multiethnic	
Sumo Wrestling	K	Identity Racism Activism/S...	What are expectations? What did we expect the characters to do? How were we surprised? What are words we do/do not recognize? [Create word web] What were actions in the book we do/do not recognize?	Sumo wrestling: Japanese history, and its cultural impact on American culture	BOOK: Sumo Joe by Mia Wenjen ADDITIONAL RESOURCES: Videos: Avatar the Last Airbender martial arts references: ...	East Asian	
4 Sikh Head Covering	K	Identity	What is culture? What is identity? How does a person's culture make a difference in how they feel and think about themselves (or how others view them)? What are ways we can see part of a person's cultural identity?	Patka: the Sikh youth head covering (precursor to a pagri/turban)	LESSON PLAN: What Color Is My Patka? By Deepika Kaur Pujji: https://docs.google.com/document/d/1DaEXbZ1xUedRFn1pS3IomTD2hoR0ejQHJZWSDI6mt/edit?usp=sharing	South Asian	
5 Past vs Present	K	Identity	How is life for you different from when your parents or grandparents were your age? (Think about what people ate, moved from one place to another, communicated, and what they thought about the world around them.) What do you notice is the same between the past and present (today)? What do you think is different?	Change-makers in Asian American history: who they were and what they did	See Attached PDF: Past vs Present (K)	Multiethnic	
6 Celebrating Asian American holidays	K	Citizenship Civil Rights Immigration Racism	Why are holidays important to us? What holidays does your family celebrate? What holidays are celebrated in our classroom community?	Holidays celebrated by Asian Americans	See Attached PDF: Celebrating Asian American holidays (K)	Multiethnic	
7 Leadership & People in Positions of Authority	K	Civil Rights	What is equality? Talk about various types of leaders in the world (i.e. presidents.	Asian American Female Leaders: Patsy Mink, Kamala Harris, Tammy Duckworth	See Attached PDF: Leadership & People in Positions of Authority (K)	Multiethnic	

241 records

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University of Illinois Urbana-Champaign

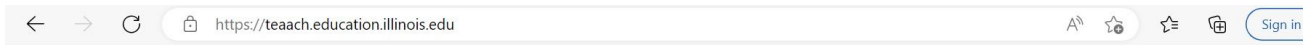
- Faculty and Staff from the College of Education and the School of Information Sciences created online PD for Illinois educators to prepare for the TEAACH Act
- PD consists of 3 modules, is online, asynchronous and earns PD credits, approved by ISBE
- Modules provide content knowledge for K-12 teachers on Asian American history, consisting of brief lecture videos, readings, and short assignments
- Generously funded by The Asian American Foundation

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University of Illinois Urbana-Champaign

- Visit: teach.education.illinois.edu!
- Email teach@education.illinois.edu



Module 1

Introduction to Asian American Issues

Module 1 provides an introduction to the Asian American population and the social construction of race in the United States. It also provides an overview of Asian American issues and history/herstory.

Module 1.1

Module 1.2

Module 1.3

Module 1.4

Module 2

Asian American History: Race & the American Imagination

Module 2 discusses the history of Asian immigration to the United States and the ways US legislation, court cases, and policies restricted immigration, citizenship, and equal access to schooling.

Module 2.1

Module 2.2

Module 2.3

Module 2.4

Module 3

Contemporary Issues Facing Asian Americans

Module 3 explores complexities of Asian American experiences after WWII, the Civil Rights Movement(s), Asian American identity, anti-Asian violence, and representation in K-12 curricula.

Module 3.1

Module 3.2

Module 3.3

Module 3.4



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Illinois State Board of Education

Description of Resource Guide:



- 1 | Quick Links by Theme and Learning Objective: Free articles, sample lesson plans, presentations, and videos aligned to updated standards and grouped based on *themes and competencies*.
- 2 | Longer-form Text: Select memoirs, poems, essays, and historical fiction for purchase/rent at public libraries to provide more detailed perspectives on Asian American history and identity.
- 3 | Published version: You can find the published guide on our [website here](#).

6-8 Example

SAMPLE SCENARIO

A 6-8 classroom is covering immigration as a part of a human geography unit and wants to have a comprehensive discussion about the nuanced immigrant

C3 DIMENSION 1

The educator asks the older cohort of students to trace the arc of Asian American immigration and to pinpoint major moments throughout history, as well as different reasons for or impediments to the immigration of different Asian American communities at different points in time.

LEARNING OBJECTIVES



Understanding how diverse Asian American experiences influence identities, perspectives, and ideologies.

Resource Title	Grade Levels	Course Description	Sourced By	Link
Redefine America	K-5	The Asian American Education Project : Discuss Chinese immigrants to examine the American Dream / American identity.	The Asian American Education Project	asianamericanedu.org
Filipino History and Experience	K-12	AAAJ Chicago : Explore the history, arts, and culture of Filipino Americans in the United States.	AAAJ Chicago	artsandculture.google.com
South Asian American Experiences	K-12	AAAJ Chicago : Digital database of primary sources that highlights important moments in South Asian American history.	AAAJ Chicago	saada.org

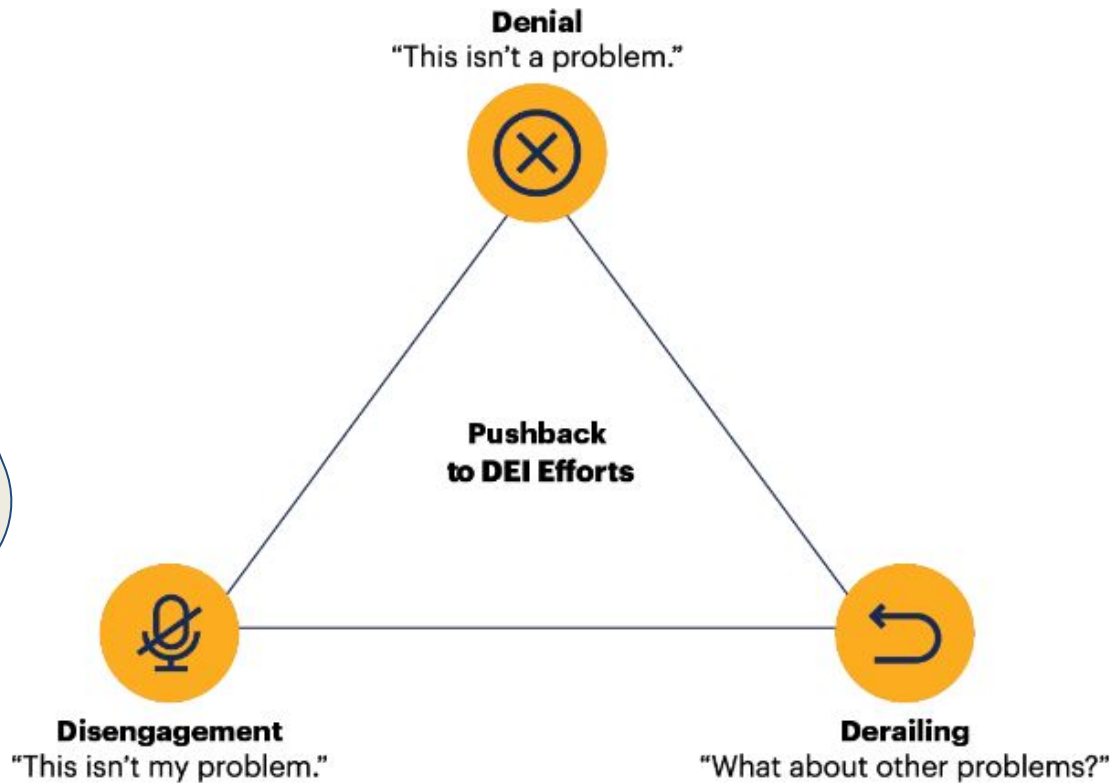
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What can Pushback look like?

Pushback to inclusive history can present in many different ways, however these efforts generally have a similar goal: *Controlling the perspective(s) or narrative(s) presented, prioritized, or valued.*

What has or could pushback to specific curriculum look like in your district?
Type your response in the chat or unmute your mic





Grounding our Conversation

Bill Status of HB3875 102nd General Assembly

[Full Text](#) [Votes](#) [Witness Slips](#) [View All Actions](#) [Printer-Friendly Version](#)

Short Description: INCLUSIVE AMERICAN HISTORY

House Sponsors
Rep. [La Shawn K. Ford](#)

Last Action

Date	Chamber	Action
1/10/2023	House	Session Sine Die

Statutes Amended In Order of Appearance

New Act
[105 ILCS 5/27-3.5](#)



WGLT.org 89.3FM npr Network

WGLT 1A

Local News

District 87 Pushes More 'Inclusive' Curriculum, Not Critical Race Theory

WGLT | By Eric Stock
Published June 15, 2021 at 5:41 PM CDT



News Opinion **The74** Video Analysis

Explore → FUTURE OF HIGH SCHOOL STEM TUTORING LEARNING LOSS RESEARCH SCHOOL (IN)SECURITY
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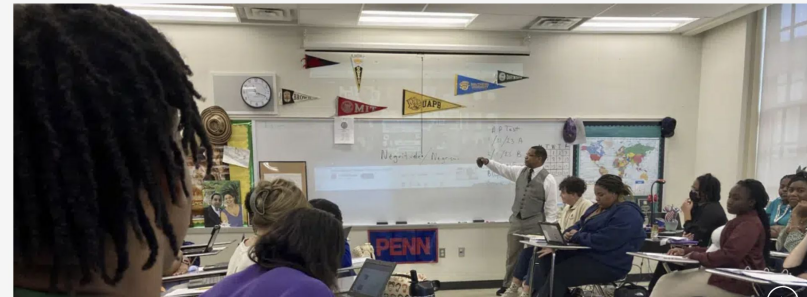
NEWS

Federal Parents' Bill of Rights: Dueling Proposals in Congress Set to Escalate Partisan Showdown Over Schools, Pandemic Response

Led by Rep. Suzanne Bonamici, the resolution is expected to emphasize "inclusive" schools and access to high-quality education.

Black history class revised by College Board amid criticism

By CHEYANNE MUMPHREY and SHARON LURVE February 1, 2023





Statewide

EDUCATOR LICENSURE

CULTURALLY RESPONSIVE TEACHING AND LEADING STANDARDS

Illinois adopted the Culturally Responsive Teaching and Leading Standards in March 2021. The standards come from research-based best practices for closing achievement gaps. Cultural responsiveness improves student outcomes across a range of indicators from math and reading scores to attendance, to postsecondary enrollment. The standards encourage future teachers to engage in self-reflection, to get to know their students' families, to connect the curriculum to students' lives, and to support student leadership. The standards will be implemented in educator preparation programs and will help aspiring educators build the skills they need to engage students who may come from a different backgrounds and cultures than them, in order to create an environment most conducive to learning.

- [Culturally Responsive Teaching and Leading Standards](#) 

ISBE is preparing for statewide PD on these standards for educators in the 23-24 school year. Stay tuned for more info soon!

SECTION 24.50 | The Illinois Culturally Responsive Teaching and Leading Standards

A Self-Awareness and Relationships to Others – Culturally responsive teachers and leaders are reflective and gain a deeper understanding of themselves and how they impact others, leading to more cohesive and productive student development as it relates to academic and social-emotional development for all students. The culturally responsive teacher and leader will:



- 1.** Understand and value the notion that multiple lived experiences exist, that there is often not one "correct" way of doing or understanding something, and that what is seen as "correct" is most often based on our lived experiences.
- 2.** Approach their work and students with an asset-based mindset, affirming the validity of the students' backgrounds and identities.
- 3.** Know about their students and their lives outside of school, using this knowledge to build instruction that leverages prior knowledge and skills.



Statewide Inclusive efforts

Multitude of efforts to increase inclusive standards and instruction throughout Illinois

- [Inclusive American History Commission Report](#)
- [Updated Social Science Standards](#)
- [2020-2023 ISBE Strategic Plan](#)
- [I3 Social Science Program](#)
- [ISBE Instructional Mandates](#)

Important to note that Illinois is a [local control state](#), meaning that curricular decisions are made at the district level.

Inclusive American History Commission Report

Pursuant to PA 102-0209

2.1.5 **Embed** the history and accomplishments of historically underrepresented groups (e.g., Latino/a, African-American, LGBTQ) in the Illinois Social Science Learning Standards.

By end of the 2020-21 school year	By end of the 2021-22 school year	By end of the 2022-23 school year
The Illinois Learning Standards for Social Science will be revised.	ISBE will have collaborated with ROE/ISCs to develop a professional learning series focused on implementation of the revised learning standards for social science and will pilot the series with	The professional learning series will be available to all social science educators and 75% of participants will demonstrate the ability to design holistic and inclusive instruction through performance tasks.

I3 Inclusive, Inquiry-Based Social Studies for Illinois

Illinois State Board of Education

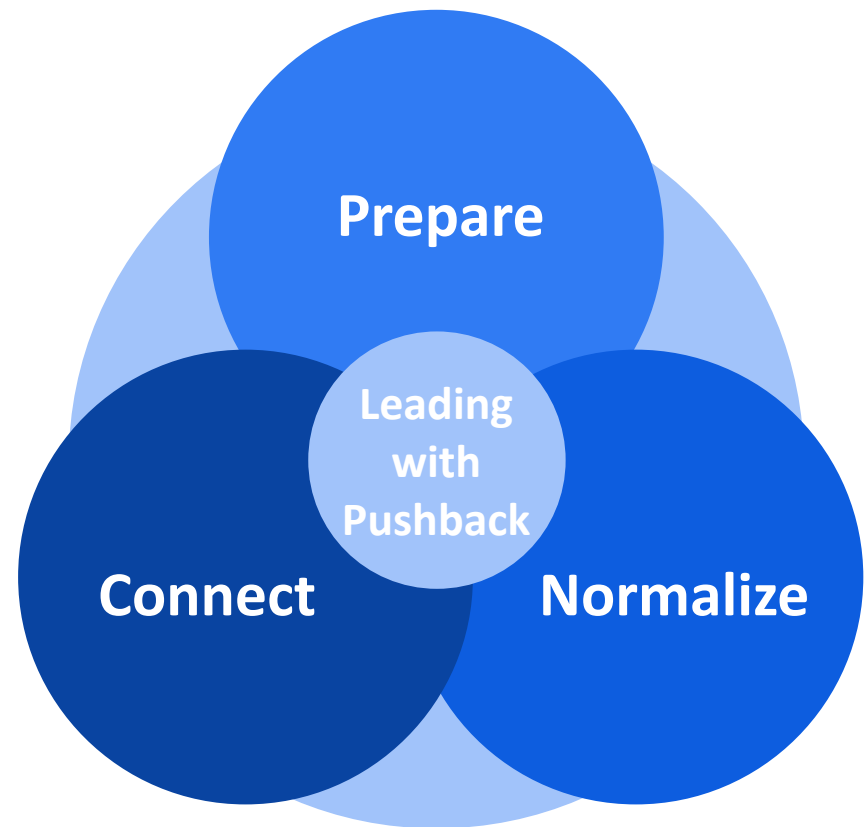
College of Education



District and Administrative

Working with Staff

- **Prepare the Conversation:** Provide the tools for staff to discuss race in the classroom, and also understand their own biases they bring to the table.
- **Normalize the Conversation:** Integrate curriculum that centers power and privilege throughout the year.
- **Connect the Conversation:** Understand your community's history with issues of power and privilege, whether joyful or harmful, and invite those events into the curriculum.





District and Administrative

Working with Community Stakeholders

Leading Difficult Conversations

1. **Listen.** Start with listening, even to the things you don't agree with. *Can you tell me about ___?*
2. **Repeat.** Respond by repeating what you heard. *What I heard you say is _____.*
3. **Connect.** Find common ground. *I agree; we both value _____.*
4. **Move forward.** Express the actions you will make and the actions you will not make. *In the future, I will _____, but I cannot _____.*

Leading Difficult Curriculum Changes

1. **Understand** your board approval process, including stakeholders that are and aren't allies to your cause. Have conversations with both groups to reach a common understanding.
2. **Partner** with the community. Identify community members and organizations invested in similar work.



District and Administrative

Reframing “Pushback”

Remember, the existence of pushback is not negative; it is a product of equity-minded teaching and leadership.

You are holding a boundary for your community, and community members are reacting.



Educators

- ★ “My students aren’t Asian American”
 - Co-workers may not see the value in culturally relevant teaching, especially to students who don’t personally identify as Asian Americans
- ★ “This isn’t a priority”
 - Some teachers may recognize its importance, but not see it as a priority.
 - Administration may discourage or not fully support efforts to integrate AsAm topics. This may include not facilitating time to get trained, purchasing materials etc.
- ★ “Too much to do already”
 - Co-workers want to include it, but already feeling overwhelmed with the outstanding list of other standards/ objectives needed to be covered with already limited time.



Educators

“My students aren’t Asian American”

- Students of all backgrounds benefit from learning about the histories and cultures of other people. It promotes empathy and understanding.
- Students of other minority backgrounds will still be able to relate and draw connections to similar themes in AsAm History & will learn to recognize cross cultural solidarity.
- “I have students who really connected with xyz..”

“This isn’t a priority”

- Teaching students to think critically, to develop empathy, to be change makers & representing student voices should always be a priority.
- “I have found that my students really have benefited from xyz..”

“Too much to do already”

- The TEAACH resources are designed specifically to be able to easily integrate into pre-existing units/lessons. Many of the resources are already planned lessons with little prep, that can easily pair well with or be swapped.
- “I tried using this and it was helpful. I can show you/share with you..”



Your Rights

To ensure you are acting in accordance to local policy and best understand your rights as an educator in Illinois, look at your localized resources to be best informed and questions to ask:

- **District and school policies on instructional practices**
 - *what are topics/subjects you can or cannot teach?*
- **District and school policies on teacher evaluations**
 - *What data do you need to show you are an effective teacher?*
- **District and school policies on redress and appeals**
 - *What is the process to ensure I am not treated unfairly?*
- **Employment contracts**
 - *What safety do I have to ensure I am not unfairly fired?*
- **Union resources and representatives**
 - *Who would support me if something occurs?*
- **Illinois law on teacher removal/suspension**



Next Steps

- Consider the ways that your curriculum and instruction can be made more inclusive, especially in light of the TEAACH Act
- Research and develop an understanding of the district and school policies on instruction
- Work with staff and your local community to cultivate meaningful conversations on creating more inclusive schools and classrooms
- Build coalitions of support and positive change

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Next Steps



- [Sign up](#) for the next TEAACH Series Webinar with Illinois State Board of Education Chairperson Dr. Steve Isoye
- Review the previous TEAACH Webinar and Resources to drive further inclusive instructional
 - [TEAACH Act Fact Sheet](#)
 - [ISBE TEAACH Resource Guide](#)
 - [TEAACH Act Implementation Guide](#)
 - [TEAACHing for Inclusion Discussion](#)

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Q & A

Send any questions you may have in the chat or come off of mute to ask!

Please fill out this feedback form as you exit this training:

<https://bit.ly/TEACHingWithPushback>

- Questions about this presentation can be sent to Jordan Weatherl
 - jweather@isbe.net
- Questions for presenters can be sent to:
 - Erica Thieman: ILTeachTalkLearn@isbe.net
 - Shayla Ewing: sewing@pekinhigh.net
 - Eugenia Huang: eshuang4@gmail.com

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