



**Illinois
State Board of
Education**



School Year 2022/23 Capacity Builders Series

January 2023

Equity • Quality • Collaboration • Community

Welcome



Contact Information: ROE Leads

Dara Carr dcarr@bhsroe.org

Anji Garza agarza@roe47.org

Amy Smith asmith@peoriaroe.org

Casey Veitch cveitch@roe4.org

Contact Information: Reimbursements & ISBE

Krissy Darm kdarm@roe35.org

Kimberly Johnson kjohnson@isbe.net

Caitlyn Walker cwalker@isbe.net



Housekeeping



- Please take a few minutes to register for this event by using this link:
<https://forms.office.com/r/6VQjUmquLM>
- Please pull up the slides, we will be working in them during the session:
https://docs.google.com/presentation/d/1RrnWU-K8ARYjU6GYOpZ5O6FMviix7v_9u3WMTTrnXQKbo/edit?usp=sharing
- All resources are archived on [ROE 35 google site](#) and ISBE's [Standards and Courses webpage](#)
 - Under the blue bar titled "School Year 2022/23 Capacity Builders Series"
- Please take a moment to change your name in zoom
 - Click "participants" at the bottom of the window
 - However over your name and click "more" then "rename"
 - Before your name, please write the number that corresponds to your ROE/ISC area 1-6
 - Example: 3 Caitlyn W



Agenda



- Communities of Practice
- District Spotlight: Dunlap Middle School
- Connecting today's topic to previous work & needs assessment
- Social Science and the Inquiry Arc
- Break
- TEAACH Act and resources
- Connecting to the CET and PD plan
- Homework
- Exit Ticket



Community of Practice



District Spotlight: Dunlap Middle School



- Initial Plan
 - Analyze and Identify Achievement Gaps
 - Monthly Meetings with ROE 48
 - Identify Growth Opportunities in MTSS Framework
 - Differentiated instruction
 - Intervention Systems
 - Diamond Model
- Whole Child Focus
 - Academic
 - Behavior
 - Social-Emotional



Contact Info:
Antonio Johnson
Dunlap Middle School
5200 W. Cedar Hills Dr.
Dunlap, IL 61525
309.243.7778
ajohnson@dunlapcusd.net



Waterfall: On a scale of water...

...which image best reflects where you are in implementing this work and explain. Type in the chat and then **wait**...

1



2



3



4



Shared Norms



- Use the chat to provide feedback & interact (back channel)
- Unmute yourself to share during designated times
- Make your video available during small group break outs
- Be comfortable with feeling uncomfortable
- Use equity of voice
- Keep your mind & heart open
- Be future focused



Connecting today's topic to our previous work



Curriculum Evaluation Tool

- Curriculum, Assessment & Impact, Implementation & Support

Priority Standards

- Readiness, Endurance, Assessment, Leverage, Data

Continuous Improvement/IQF

- Standard 5: Educator & Employee Quality
- Standard 7: Student & Learning Development

Critical Components Tool (Special Ed)

- Component 6: Instructional Practices

Intended use of the Curriculum Evaluation Tool

ISBE supports best practices and continuous quality improvement, including an emphasis on equity and diversity, and the selection of high-quality instructional materials. ISBE encourages districts to use this tool to help evaluate their curriculum, foster meaningful discussions, and make decisions about the selection of new materials as appropriate.

A. Curriculum

Curriculum Components	Yes	No	Evidence
A.1. Curriculum is developmentally appropriate for learners (includes varying and appropriate modes of teaching and learning, such as play-based, hands-on, inquiry-based, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A.2. Curriculum clearly denotes the learning standards that are addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A.3. Curriculum sufficiently addresses Illinois Learning Standards as needed to meet district and state grade band or course content requirements without additional supplementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A.4. Curriculum integrates the diverse cultural and social backgrounds of your students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A.5. All curriculum materials include a balance of representation of people with multiple perspectives and identities e.g., racial/ethnic, physical or cognitive ability status, gender, spiritual orientations).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A.6. Curriculum provides multiple ways for students of different ability and knowledge or skill levels to engage.	<input type="checkbox"/>	<input type="checkbox"/>	[Use this space to identify examples of differentiation offered]
A.7. Curriculum provides ancillary resources to support scaffolding for remediation and enrichment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A.8. Curriculum includes student tasks that are appropriately sophisticated and complex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





Spring topics -

- are connected to November and December needs assessment.
- * if anyone has additional ideas or requests for Spring semester please email any of the CB leads.



Introductions



Dorlande Charles

Social Science I Principal Consultant

Standards and Instruction Department at ISBE

dcharles@isbe.net



Jordan Weatherl

Standards & Instruction Fellow at ISBE

Former Special Ed Teacher

Coffee Fiend

weatherl.jordan@gmail.com



Learning Through the Lens of Inquiry

Jan Capacity Builders 2023 - Google Slides



Illinois
State Board of
Education

Essential Question for this session: How do I facilitate inclusive, inquiry-based learning experiences in Social Science?



Learning through the lens of inquiry



Illinois
State Board of
Education

Breathing and Stretch Break!



What is TEAACH?

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.



Why does TEAACH exist?

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.

TEAACH is built on a vision of inclusive, inquiry based learning for all students in Illinois to thrive.



What does TEAACH mean for ROEs?

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 and district compliance* with the TEAACH Act during annual compliance visits to ensure Educators are implementing TEAACH.
3. Districts and Schools need support in learning how to implement TEAACH with quality and fidelity.



Advancing Justice | Chicago

All resources are available at www.advancingjustice-chicago.org/TEACH

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



What supports exist for TEAACH?

- 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.



Advancing Justice | Chicago

Asian American Education Resource D... Use this data

Hide fields Filter Group Sort

<input type="checkbox"/>	Topic	Grade Level	Themes	Essential Questions	Asian American Integration Ideas	Resources	Ethnicity
<input type="checkbox"/>	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 Compstine The Runaway Rice Cake by Ying Chang Compstine The Runaway Pancake by Mairi MacKinnon The Gingerbread Man by Jim Aylesworth Duck for Turkey Day by Jacqueline Jules	Multiethnic
<input type="checkbox"/>	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
<input type="checkbox"/>	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
<input type="checkbox"/>	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/1DaEXbZ1xUedRfn1p53IOmTD2hoR0ejQHJZWSDI8mtI/edit?usp=sharing	South Asian



University of Illinois Urbana-Champaign

- Faculty and Staff from the College of Education and the School of Information Sciences created [online professional development](#) 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



University of Illinois Urbana-Champaign



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](#)



ISBE

- Series of monthly webinar trainings on TEAACH, resources, implementation, navigating pushback, and creating more inclusive classrooms
- Resource guide by ISBE with articles, videos, presentations, long-form texts, and sample lessons created with coalition partners available now on [ISBE website](#)



LEARNING OBJECTIVES

Inquiry

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

ELEMENTARY SCHOOL READING

Recommended by Asian/Asian American Educators

Grades K-5

The Best We Could Do by Thi Bul

History • Human • Geography • Identity

DESCRIPTION: Graphic novel portraying one family's journey from war-torn Vietnam to America.

ISBN: 978-1419718786

Laxmi's Mooch by Shelly Anand and Nabi Ali

Identity

DESCRIPTION: A body-positive picture book about a young Indian American girl and her journey to celebrate her heritage.

ISBN: 978-1984815651

Watercress by Andrea Wang and Jason Chin

Human • Geography • Identity

DESCRIPTION: Gathering watercress alongside the road in Ohio helps a young girl learn more about her Chinese heritage.

ISBN: 978-0823446247



ISBE

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.



Connection to The CET

Curriculum....

...sufficiently addresses Illinois Learning Standards as needed to meet district and state grade band or course content requirements without additional supplementation. (A.3.)

.... integrates the diverse cultural and social backgrounds of your students. (A.4.)



Examples of TEAACH Implementation

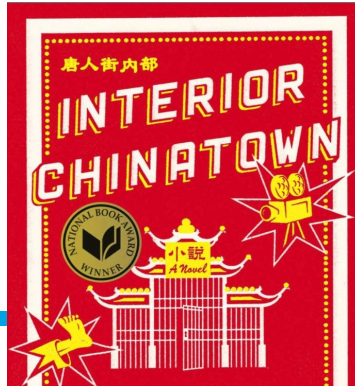
Structured Inquiry on Immigration

An Elementary Social Studies teacher leads a unit on immigration by using stories from Angel Island immigrants to explore the reasons one may immigrate to the United States.



Long-form narrative inquiry

A Middle School ELA teacher bases a unit on “Interior Chinatown” by Charles Yu to explore pop culture, assimilation, and cultural identity of Asian Americans.



Inquiry of stylized Asian American Art

A visual arts teacher develops a unit to explore stylized scenes of the American West through Asian American artists like Chiura Obata



Breakout Room 1

Reflection Questions

1. What supports are you offering your teachers in your district to implement the new Social Studies Standards?
2. What resource(s) do you want to give to your districts to implement the TEAACH Act?
3. What barriers do you expect to encounter when providing these supports?
4. How might these supports help classrooms and districts shift to become even more inclusive and inquiry based?

Reflection Answers

1. Workshops and on-site school presentations have been offered this year.
2. Teachers need appropriate resources and Inquiry Skills to implement TEAACH Act along with the SS Standards. Sharing the resources will be key!
3. Time- Reminding people this is not a sprint is important.
- 4.



Breakout Room 2

Reflection Questions

1. What supports are you offering your teachers in your district to implement the new Social Studies Standards?
2. What resource(s) do you want to give to your districts to implement the TEACH Act?
3. What barriers do you expect to encounter when providing these supports?
4. How might these supports help classrooms and districts shift to become even more inclusive and inquiry based?

Reflection Answers

1. Quarterly meetings: focus on skills (inquiry based learning, etc). Starting the conversation + collaborating w/social studies teachers! Put it back on districts radar.
2. Share the modules!
3. "Draft" language
- 4.



Breakout Room 3

Reflection Questions

1. What supports are you offering your teachers in your district to implement the new Social Studies Standards?
2. What resource(s) do you want to give to your districts to implement the TEACH Act?
3. What barriers do you expect to encounter when providing these supports?
4. How might these supports help classrooms and districts shift to become even more inclusive and inquiry based?

Reflection Answers

1. ROE 53- offered a workshop but was low attended
2. PD and ways to implement it into instruction seamlessly and with purpose, not just as a compliance check mark
3. School districts are overwhelmed and not necessarily in a position to implement currently- finding time to get them all covered
4. Provide guidance and coaching with how this looks like in during instruction



Breakout Room 4

Reflection Questions

1. What supports are you offering your teachers in your district to implement the new Social Studies Standards?
2. What resource(s) do you want to give to your districts to implement the TEAACH Act?
3. What barriers do you expect to encounter when providing these supports?
4. How might these supports help classrooms and districts shift to become even more inclusive and inquiry based?

Reflection Answers

- 1.
2. Is the TEAACH Act mandate for 1 unit per K-5, 6-8, and 9-12? Or just 1 unit in K-12?
3. Is there a published copy of the Soc Science Standards somewhere? We can only find the Draft form.
4. Discussed some challenges in implementing new Soc Studies standards because of resistance from School Boards, parents, community



Breakout Room 5

Reflection Questions

1. What supports are you offering your teachers in your district to implement the new Social Studies Standards?
2. What resource(s) do you want to give to your districts to implement the TEACH Act?
3. What barriers do you expect to encounter when providing these supports?
4. How might these supports help classrooms and districts shift to become even more inclusive and inquiry based?



Reflection Answers

1. Give information and be proactive!
2. ISBE resources/Illinois Civics Hub/Library of Congress resources/SHEG resources/Learning for Justices resources
3. Time, resources, don't know what we don't know, need time to collaborate, actionable plans
4. Find ways to make things interconnect! By using inquiry as your foundation, you can include multiple perspectives and mandates.

Reflecting on Implementing TEAACH

Come off of mute or share in the chat some learnings and reflections from the breakout rooms!



Homework

- Inform districts about upcoming public TEAACH trainings
 - January 30th, February 27th, March 27th, April 24th
- Ensure awareness and implementation of new Social Studies Standards and Inquiry based learning
- Continue to complete and submit your PL plans for approvals
 - Potentially use TEAACH and/or the new Social Studies standards as starting points for PL Plans
- Continue to submit reimbursement forms to Krissy Darm at kdarm@roe35.org



Applying Our Learning to a PD Plan

Submitting Agency / District / School:	ROE X	
Agency's District Partner:	Marigold School	
RCDT Code:	00000000000	
Is this school/district partner a targeted or comprehensive school?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Targeted <input type="checkbox"/> Comprehensive	<input type="checkbox"/> No
Topic and/or Focus:	Social Studies Standards Review	
Describe the anticipated outcomes of this COP / programming on student learning:	Participants will be able to: 1.) Review and understand the newly revised Illinois Social Studies standards, Social Studies Domains of Complexity and C3 Inquiry framework. 2.) Unpack the standards into student knows and dos. 3.) Prioritize and align social standards across grade levels. 4.) Connect with other educators and curate resources aligned to the newly revised Social Studies Standards.	
Describe the connection between this proposed work & the topic(s) discussed at the Capacity Builders Series:	This COP's mission is to establish a culture of collaborative inquiry around the newly revised social studies standards, and create a shared curriculum playbook to improve student's academic performance in ELA and social awareness.	
Anticipated Expenses:	Planning and facilitation - \$3,000	
Scope of Work (ex. planning, consultation, facilitation, coaching, progress monitoring)	The COP will convene the last Thursday of the following months: January, February, April, May, June. The COP will also meet in September and October of 2023 to progress monitor implementation.	

**Reminder:
The early bird gets
the funding worm**

Funds may be reallocated to submitted plans starting by March!



Exit Ticket

- Please take three-five minutes right now to fill out the exit ticket feedback form on today's training!
 - <https://forms.gle/RJ2JBRxZv1JQbWT3A>



Meeting Dates & Times



Upcoming Zoom Meetings

February 6

March 6

May 1

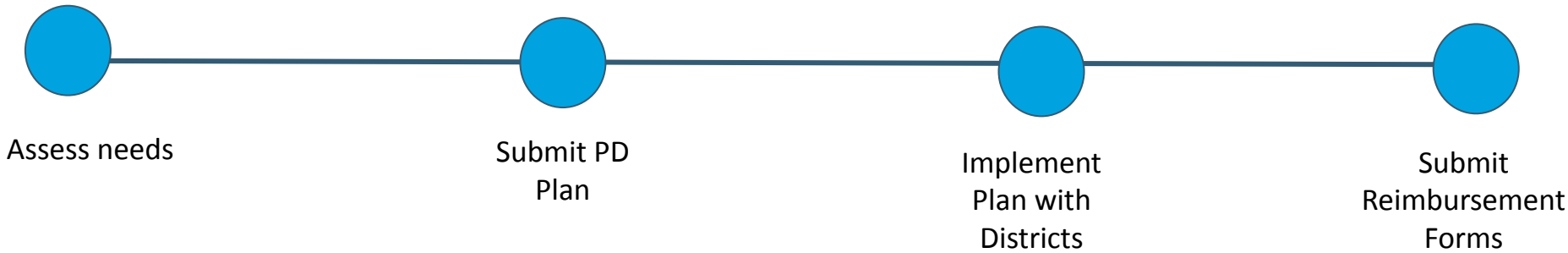
June 5 (office hours reimbursement questions)

10:00 - 11:30 a.m.

Mark your calendars!



Capacity Builders Project Timeline



Reimbursement



- ROE/ISC/Districts are eligible for reimbursements for implementation expenses related to facilitating new or existing PLC's
 - Wages for ROE/ISC staff participating in/ facilitating communities of practice
 - **Set up a meeting with Krissy to discuss this process
 - Reimbursement for ordinary expenses or tangible materials required when ROE/ISC/Districts facilitate communities of practice
 - Virtual Platforms
 - Technology needed for offering virtual communities of practice (webcams, mics, etc)
 - Substitute pay for teachers participating
 - Books for book studies
 - Stipends for participating educators
 - Costs associated with travel
- Each ROE/ISC Region is eligible to put in for reimbursements up to \$11,200



Reimbursement Process



1. Send and collect needs assessment data from local education agencies in your region
2. Complete the [PD Plan](#) and submit to Krissy (kdarm@roe35.org) for team review and approval
 - a. If you are struggling with the PD plan completion, consider using these [guiding questions](#) when answering
3. Begin executing the PD plan by facilitating a new community of practice or support an existing community of practice based around information from the needs assessment data and information shared during Capacity Building Sessions
4. Save and compile any supporting expense documentation (receipts, invoices, copy of check to pay invoice, direct deposit vouchers, copy of timesheet, etc.).
5. Complete the [Expense Reporting](#) file and send both the expense reporting file and any supporting documentation to Krissy Darm at kdarm@roe35.org with the subject line: Capacity Builders (ROE number/ ISC Name/ District Name)

Please submit reimbursements as soon as possible so ROE 35 and ISBE can work on the reallocation of funds come spring.



Thank You!



Contact Information: ROE Leads

Dara Carr dcarr@bhsroe.org

Anji Garza agarza@roe47.org

Amy Smith asmith@peoriaroe.org

Casey Veitch cveitch@roe4.org

Contact Information: Reimbursements & ISBE

Krissy Darm kdarm@roe35.org

Kimberly Johnson kjohnson@isbe.net

Caitlyn Walker cwalker@isbe.net

