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Course Dates: July 1-14, 2018
Location: John Felice Rome Center (JFRC)

Course Description
Catholic school leaders work daily to open their doors to families, students, and parents, all who are from diverse cultures and backgrounds. The word “catholic” is defined as all-embracing, and as Catholics at a Jesuit university we work to be a person for others, seeing God in all things. This course will use the city of Rome to reflect on “otherness” – what it is like to be an outsider in an unfamiliar culture and how that relates to being catholic and Catholic. Leaders must be prepared to openly welcome all who want a Catholic education. In this course, Catholic school leaders will travel through sites in Rome using lenses of an outsider, a school leader, an educator, and a Catholic. Candidates will reflect in journals and during discussions, share new learning, read and debate, and actively be present in an unfamiliar city.

Course Outcomes
- Examine personally and professionally what it means to be a leader, a school leader, and a Catholic school leader
- Explore both physically and reflectively what “otherness” feels like as a way to be empathetic to students, parents, and families in schools
- Use Rome’s sites as a way to reflect on history and the Church and how they pertain to our actions today
IDEA Course Objectives (objectives in bold print are essential)

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

2. **Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures**

3. **Learning to apply course material (to improve thinking, problem solving, and decisions)**

4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

5. Acquiring skills in working with others as a member of a team

6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)

7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

8. Developing skill in expressing oneself orally or in writing

9. Learning how to find, evaluate and use resources to explore a topic in depth

10. Developing ethical reasoning and/or ethical decision making

11. **Learning to analyze and critically evaluate ideas, arguments, and points of view**

12. Learning to apply knowledge and skills to benefit others or serve the public good

13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

**Dispositions**

All students will be assessed in the areas of Professionalism, Inquiry, and Social Justice. These dispositions will be assessed in LiveText.

In addition to the typical dispositions in a graduate-level course, expectations include...

- Reading the assignments thoughtfully and on time
- Participating and fully being present during class time
- Showing respect for classmates and instructors at all times

This course additionally adds the unique nature of being away from a traditional classroom. For that reason, additional dispositions include the following:

- Using your phone in appropriate ways at the appropriate times
- Not complaining about the heat
- Having an adventurous spirit and can-do attitude
• Being prepared to meet your own needs (e.g., bringing water, snack, hat, sunscreen, sunglasses, etc.)

REQUIRED READING/Listening
Required Articles


Required Podcast
Podcast: “Fear and Loathing in Homer and Rockville”

Required Texts
Choose two texts. Choose one refugee story and one immigration story. You may choose from the following list or propose a different title. Please get prior approval via email from one of the instructors for a text you are proposing. The texts can be fiction, nonfiction, or poetry. Read both books by July 3.

Refugee
Refugee by Alan Gratz
Amina’s Voice by Hena Khan
Escape from Aleppo by N.H. Senzai
Shooting Kabul by N.H. Senzai
A Land of Permanent Goodbyes by Atia Abawi
The Lines We Cross by Randa Abdel-Fattah
Vietnamerica: A Family’s Journey by GB Tran
Salt to the Sea by Ruta Sepetys
The Red Pencil by Andrea Davis Pinkney
Home of the Brave by Katherine Applegate
Inside Out and Back Again by Thanhha Lai
The Good Braider by Terry Farish

Immigration
All the Broken Pieces by Ann E. Burg
The Arrival by Shaun Tan
**American Born Chinese** by Gene Luen Yang  
**Enchanted Air: Two Cuba, Two Wings: A Memoir** by Margarita Engle  
**I Lived on Butterfly Hill** by Marjorie Agosin  
**Return to Sender** by Julia Alvarez  
**It Ain’t So Awful, Falafel** by Firoozeh Dumas  
**Something in Between** by Melissa de la Cruz  
**I Am Not Your Perfect Mexican Daughter** by Erika Sanchez  
**The Namesake** by Jhumpa Lahiri  
Francisco Jimenez books

Additional readings will be provided. They will include but are not limited to Church documents and primary sources.

**Optional Resources**

*Podcast:* “Who Gets to Be American?” Radio Atlantic  

*Video and articles:* “The Great Immigration Debate”  

“All Saints” (movie)

**Websites**


Migration Policy Institute, [www.migrationpolicy.org](http://www.migrationpolicy.org)

National Immigrant Justice Center: A Heartland Alliance Program,  
[www.immigrantjustice.org](http://www.immigrantjustice.org)
Assignments

1. **Dispositions and Class Participation** (42 points)
2. **Stop, Think, and Reflect (STR) Sessions** (54 points)
3. **Book Study** (included in STR points)
4. **Teach Us Sessions** (48 points)
5. **Reflective Journal** (72 points)

1. **Dispositions and Class Participation** (42 pts)
Candidates will be expected to actively and presently participate in all learning experiences. This will require an open mind, positive attitude, and adventurous spirit. Candidates will arrive promptly for all sessions, excursions, and experiences. Being present and honestly discussing and reflecting is expected. Candidates will thoughtfully complete the readings in a timely way. Candidates will thoughtfully and honestly write in their journals and submit them on time.

2. **Teach Us Sessions** (48 pts)
At Orientation, students will be randomly assigned to groups and the sites or landmarks in Rome that they will introduce to the larger group. See pages 8-9 of this syllabus for more information about Teach Us sessions.

Each group will...
- research how to get to the sites (e.g., bus route)
- “teach us” important facts about the site and how the site relates to the course outcomes, as well as facts about the piazzes and points of refuge on the path (as appropriate)
- provide questions for classmates to ponder.

3. **Stop, Think, and Reflect (STR) Sessions** (54 pts)
In addition to participation in daily learning experiences, participation will be required each Friday when we will gather to “Stop, Think, and Reflect” (STR). The first Friday will focus on discussions of the books read (see # 4 below). The second Friday, we will provide guiding questions focused on the Teach Us sessions, your reflective journal, and then we will open it up to the group for questions, reflections, and wonderings.

These sessions will require you to reflect deeply, thoughtfully, and openly about yourself as an educator and school leader, as a Catholic, and as citizen of the world.
4. **Book Study (points included in STR session)**
Candidates will choose one refugee story and one immigration story from the list on p. 3, read them, and be prepared to discuss and reflect on the books. For example:
- How will I welcome a family to my school like the family in this book?
- How do I relate or connect to or empathize with the family in this text?

Officially the books will be discussed on July 6 at our first STR session. Additionally, the texts will be discussed informally throughout both weeks in connection with Teach Us sessions.

5. **Reflective Journal (72 pts)**
Candidates will write daily in a hard-copy journal. You will record your personal and professional observations, reflections, connections to Catholic school leadership, and reflections on “otherness.” (See page 10 of this syllabus for the rubric that will be used to assess your reflective journal.)
You will submit your journal twice:
1. on July 5th at 5:00pm with at least four entries
2. on July 13th at 9:00 am with at least ten entries

**THINGS** that are **OPTIONAL** to **BRING** to each class:
- Journal
- Pen/pencil

**Things you DO NOT need to bring to class:**
- tablet
- laptop
### Course Schedule

#### July 1
- by 1:00 pm, move in to dorm
- 1:30 pm Lunch
- 3:30 pm SOE Orientation
- 5:30 pm travel to Piazza Navona

#### July 2
- 10:30-12:00 pm JFRC Orientation
- Planning time for your Teach Us Session

#### July 3
- Meet at JFRC at 8:00 am*
- Instructors model “Teach Us” sessions
- Planning time for your Teach Us Session

#### July 4
- Meet at JFRC at 8:00 am*
- Teach Us session, GROUP 1
- 7:30 pm Fourth of July Picnic @ JFRC Courtyard

#### July 5
- Meet at JFRC at 8:00 am*
- Teach Us session, GROUP 2
- 5:00 pm Journals due with at least four entries

#### July 6
- 9:00 am-12:00 pm @ JFRC
- STR Friday: discuss articles and books

#### Jul 8
- Return to JFRC by 10:00 pm

#### July 9
- 10:30 am-12:00 pm Intro to Vatican Museum, led by Dr. Janis Fine
- 1:15 pm depart to Vatican Museum, led by Dr. Janis Fine
- Leave Vatican Museum at 4:00

#### July 10
- Meet at JFRC at 8:00 am*
- Teach Us session, GROUP 3

#### July 11
- Meet at JFRC at 8:00 am*
- Teach Us session led by instructors

#### July 12
- Go to St. Peter’s – leave at 7:15 am
- 1:00 pm Meet at Tiber Island for Jewish Ghetto Museum Tour, led by Dr. Janis Fine
- Finish at 4:00 pm

#### July 13
- STR Friday @ JFRC
- 9:00 am Journals due with at least ten entries
- Go to the library to take the IDEA
- 6:45 pm meet in JFRC Courtyard for pictures and bus to Final Dinner @ Appian Way

#### July 14
- 8:00 am vacate rooms
- 10:00 am depart JFRC

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*For “Meet at JFRC at 8:00 am,” arrive to Rinaldo’s when it opens at 8:00 and arrive to classroom by 8:30. For early departures, have something in your room fridge and we will get a coffee on the way. Bring a reusable water bottle and fill up before we leave campus.*
Teach Us Session Planning Guide
Each day’s Teach Us session should be framed within the concept of a pilgrimage. Both the journey and the destination are important in understanding pilgrimage.

“The word ‘pilgrim,’ derived from the Latin *peregrinum*, conveys the idea of wandering over a distance, but it is not just aimless wandering. It is a journey with a purpose, and that purpose is to honor God.” - Eleonore Villarrubia

Part I
For each site on the day’s pilgrimage provide the following information:
- Share some history about the site.
- What is its historical significance?
- Why do we care? (Draw the connection to what we are considering in terms of cultural context and considerations of “other”.)
- Generate 2-3 reflection journal writing prompts.

Part II
In addition to teaching us about the 3 designated sites, as part of our day’s pilgrimage, you should identify significant resource spots along the paths between sites. You can note their role in the immigrant, refugee and/or our journey.

Part III
Identify at least 1 piazze to incorporate into the journey for the day and be prepared to share some of the historical context or significance of that piazze.

“Rome’s squares are one of the main attractions of the Italian Capital, some of which are world famous. Not only are the squares beautiful and full of character, they hold a wealth of historical significance.” - [https://www.rome.info/squares/](https://www.rome.info/squares/)

Important Note: Handouts are not required as part of your Teach Us session. As we are on a pilgrimage, we want to travel lightly, so we ask that any documents that you might want to share with the group be shared electronically. Thank you!
# Teach Us Sessions: Pilgrimages

<table>
<thead>
<tr>
<th>Group</th>
<th>Site 1</th>
<th>Site 2</th>
<th>Site 3</th>
<th>Piazza</th>
<th>Refuge on the path</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors</td>
<td>Santa Maria degli Angeli e</td>
<td>Trevi Fountain</td>
<td>Castel Angelo</td>
<td>Cavour</td>
<td>*</td>
</tr>
<tr>
<td>#1 July 3</td>
<td>dei Martiri</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>Pantheon</td>
<td>Forum</td>
<td>Chiesa del Gesu</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>#1 July 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>Palatine Hill</td>
<td>Colosseum</td>
<td>Basilica San Clemente: Maithras</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>#2 July 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>Spanish Steps</td>
<td>Basilica Parrochiale</td>
<td>Galleria Borghese</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>#3 July 10</td>
<td>Baths of Caracalla</td>
<td>Fontana dell’aqua Paolo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructors</td>
<td>Baths of Caracalla</td>
<td>Fontana dell’aqua Paolo</td>
<td>Circo Massimo</td>
<td>San Cosimato</td>
<td>*</td>
</tr>
<tr>
<td>#2 July 11</td>
<td></td>
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</tr>
</tbody>
</table>

*indicates student or instructor choice

The following sites are designated as part of the larger group visits: (see course schedule for details)

- Piazza Navona
- Vatican Museum: Saint Peter’s Basilica
- Jewish Ghetto
Pilgrimage Photos

Pantheon

Forum

Chiesa del Gesù

Palatine Hill

Colosseum

Basilica San Clemente

Spanish Steps

Basilica Parrochiale Santa Maria

Galleria Borghese

Santa Maria degli Angeli e dei Martiri

Trevi Fountain

Castel Angelo

Baths of Caracalla

Fontana dell’ Aqua Paolo

Circo Massimo
on Piazza

The idea of the piazza was introduced in Italy in the Middle Ages, usually as a square of the Cathedral or a space in front of the headquarters of a civil authority or institution. As soon as Gian Lorenzo Bernini started working on the most stunning architectural masterpiece in history, Saint Peter Square, the idea of piazza changed. The Italian piazza, the very core of the community, is a magic balance of nuance and human scale that has grown beautiful through usage over hundreds, even thousands, of years.

On the history: the intersection of politics, religion, commerce, family, neighbor, and other

On the concept of intersectionality: its origin, its use today
on Refuge for Pilgrims
Strangers and Pilgrims, Travelers and Sojourners
UN Sustainable Goals: Human Rights for Children

UN News Centre
<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Mastery (4) Candidate consistently performs at a level commensurate with training.</th>
<th>Proficient (3) Candidate regularly performs at a level commensurate with training.</th>
<th>Developing (2) Candidate inconsistently performs at a level commensurate with training.</th>
<th>Does Not Meet Standard (1) Candidate does not perform at a level commensurate with training.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deadlines</td>
<td>Candidate meets all deadlines.</td>
<td>Candidate meets most, but not all, deadlines.</td>
<td>Candidate meets some deadlines.</td>
<td>Candidate rarely meets deadlines.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Candidate initiates collaboration with peers on assignments as appropriate.</td>
<td>Candidate works effectively with peers on assignments.</td>
<td>Candidate works with peers on assignments, but effectiveness is inconsistent.</td>
<td>Candidate does not work effectively with peers on assignments.</td>
</tr>
<tr>
<td>Attendance &amp; Punctuality</td>
<td>Candidate always attends class, maintains professional appointments, and is punctual for all professional obligations.</td>
<td>Candidate regularly attends class, maintains professional appointments, and is punctual for most professional obligations.</td>
<td>Candidate attends class and professional appointments, and is punctual for most professional obligations, but is occasionally late.</td>
<td>Candidate is consistently late or absent from class and/or professional appointments/obligations.</td>
</tr>
<tr>
<td>Integrity</td>
<td>Candidate shows honesty/integrity/values and ethical behavior in all professional and graduate student work.</td>
<td>Candidate shows honesty/integrity/values and ethical behavior in most professional and graduate student work.</td>
<td>Candidate shows lapses in honesty/integrity/values or ethical behavior in professional and student work</td>
<td>Candidate does not show honesty/integrity/values or ethical behavior in professional and/or student work.</td>
</tr>
<tr>
<td>Communication</td>
<td>Candidate communicates promptly with faculty, supervisors, employers, and fellow students (no longer than 2 business days) &amp; initiates communication when appropriate.</td>
<td>Candidate communicates promptly with faculty, supervisors, employers, and fellow students (no longer than 2 business days).</td>
<td>Candidate communicates with faculty, supervisors, employers and fellow students, but occasionally response is not timely (e.g. delayed longer than 2 business days)</td>
<td>Candidate is nonresponsive or slow to respond to faculty, supervisors, employers or fellow students.</td>
</tr>
<tr>
<td>Technology</td>
<td>Candidate’s use of technology in the classroom is limited to the current assigned task (e.g., note-taking during class lectures).</td>
<td>Candidate’s use of technology in the classroom is primarily limited to the current assigned task (e.g., note-taking during class lectures).</td>
<td>Candidate occasionally uses technology in the classroom for tasks not related to current class work.</td>
<td>Candidate regularly uses technology for tasks not related to current class work.</td>
</tr>
<tr>
<td>Appearance</td>
<td>Candidate always dresses in a professionally appropriate manner.</td>
<td>Candidate consistently dresses in a professionally appropriate manner.</td>
<td>Candidate’s attire is occasionally inappropriate for a professional setting.</td>
<td>Candidate’s appearance does not adhere to professional dress codes.</td>
</tr>
<tr>
<td>Quality of Work (Grammar &amp; Mechanics)</td>
<td>Candidate’s papers are free of grammatical and typographical errors.</td>
<td>Candidate’s papers have few grammatical or typographical errors.</td>
<td>Candidate’s papers have occasional grammar or typographical errors.</td>
<td>Candidate’s papers do not adhere to the rules of grammar.</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Candidate’s papers are free of data-reporting errors and/or fabricated data.</td>
<td>Candidate’s papers have few data-reporting errors and no fabricated data.</td>
<td>Candidate’s work has some data errors and/or fabricated data.</td>
<td>Candidate’s work does not contain data or contains inaccurate data.</td>
</tr>
<tr>
<td>Self-expression</td>
<td>Candidate consistently shares his/her ideas and insights verbally with faculty, peers, and school colleagues.</td>
<td>Candidate occasionally shares his/her ideas verbally with faculty, peers and school colleagues.</td>
<td>Candidate rarely shares his/her ideas verbally with faculty, peers and school colleagues.</td>
<td>Candidate does not share his/her ideas verbally with faculty, peers and school colleagues.</td>
</tr>
<tr>
<td>Openness to coaching</td>
<td>Candidate always accepts suggestions/feedback and seeks it out for growth.</td>
<td>Candidate is receptive to suggestions/feedback.</td>
<td>Candidate listens to, but is not always receptive to suggestions/feedback.</td>
<td>Candidate is resistant to suggestions/feedback.</td>
</tr>
</tbody>
</table>

Dispositions Rubric
<table>
<thead>
<tr>
<th>Inquiry</th>
<th>Mastery (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Does Not Meet Standard (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of evidence</td>
<td>Candidate always searches for and identifies evidence-based information to answer questions relevant to the area of inquiry.</td>
<td>Candidate regularly searches for and identifies evidence-based information to answer questions relevant to the area of inquiry.</td>
<td>Candidate’s work inconsistently uses evidence to support responses to questions.</td>
<td>Candidate’s work does not identify quality evidence to support responses to questions.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Candidate consistently demonstrates critical thinking skills in written assignments.</td>
<td>Candidate sometimes demonstrates critical thinking in written assignments.</td>
<td>Candidate inconsistently demonstrates critical thinking in written assignments.</td>
<td>Candidate does not demonstrate critical thinking skills.</td>
</tr>
<tr>
<td>Quality of sources</td>
<td>Candidate critically evaluates information from reliable sources relevant to the profession.</td>
<td>Candidate uses information from reliable sources without critically evaluating it.</td>
<td>Candidate occasionally uses information from non-reliable or irrelevant sources.</td>
<td>Candidate regularly uses information from non-reliable or irrelevant sources.</td>
</tr>
<tr>
<td>Synthesis and Application</td>
<td>Candidate effectively integrates feedback to improve performance.</td>
<td>Candidate attempts to integrate feedback to improve performance.</td>
<td>Candidate selectively integrates feedback to improve performance.</td>
<td>Candidate does not apply feedback.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Justice</th>
<th>Mastery (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Does Not Meet Standard (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective</td>
<td>Candidate consistently reflects on and respects other points of view.</td>
<td>Candidate regularly reflects on and respects other points of view.</td>
<td>Candidate occasionally demonstrates reflection on and respect for other points of view.</td>
<td>Candidate does not demonstrate personal reflection on or respect for other points of view.</td>
</tr>
<tr>
<td>Supportive</td>
<td>Candidate is consistently supportive of others.</td>
<td>Candidate is usually supportive of others.</td>
<td>Candidate occasionally offers support to others.</td>
<td>Candidate does not demonstrate support for others.</td>
</tr>
<tr>
<td>Empathy</td>
<td>Candidate is consistently empathetic with others.</td>
<td>Candidate is usually empathetic with others.</td>
<td>Candidate is occasionally empathetic to others.</td>
<td>Candidate does not demonstrate empathy for others.</td>
</tr>
<tr>
<td>Cultural Sensitivity</td>
<td>Candidate is consistently sensitive to cultural differences.</td>
<td>Candidate is usually sensitive to cultural differences.</td>
<td>Candidate demonstrates inconsistent sensitivity to cultural differences.</td>
<td>Candidate does not demonstrate sensitivity to cultural differences.</td>
</tr>
<tr>
<td>Respect</td>
<td>Candidate consistently respects the diversity of learning styles.</td>
<td>Candidate usually respects the diversity of learning styles.</td>
<td>Candidate is inconsistent in demonstrating respect for the diversity of learning styles.</td>
<td>Candidate does not demonstrate respect for the diversity of learning styles.</td>
</tr>
<tr>
<td>Decision-making</td>
<td>Candidate consistently uses the framework of social justice in decision-making.</td>
<td>Candidate usually uses the framework of social justice in decision-making.</td>
<td>Candidate occasionally demonstrates the use of the framework of social justice in decision-making.</td>
<td>Candidate does not demonstrate use of the framework of social justice in decision-making.</td>
</tr>
<tr>
<td>Score</td>
<td>(9)</td>
<td>(9)</td>
<td>(9)</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>Emerging Towards</td>
<td>(Incomplete)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Connection to Self**

- Learning (purpose of this course)
- Learning (knowledge of the course)
- Learning (learning strategies)
- Learning (content)
- Learning (attitude)
- Learning (achievement)
- Learning (feedback)
- Learning (reflection)
- Learning (motivation)

**Connection to Teacher**

- Understanding of the course
- Understanding of the course
- Understanding of the course
- Understanding of the course
- Understanding of the course
- Understanding of the course
- Understanding of the course
- Understanding of the course
- Understanding of the course

**Connection to Student**

- Understanding of the course
- Understanding of the course
- Understanding of the course
- Understanding of the course
- Understanding of the course
- Understanding of the course
- Understanding of the course
- Understanding of the course
- Understanding of the course

**Connection to Parent**

- Understanding of the course
- Understanding of the course
- Understanding of the course
- Understanding of the course
- Understanding of the course
- Understanding of the course
- Understanding of the course
- Understanding of the course
- Understanding of the course

**Stop, Think, Record** (7)
<table>
<thead>
<tr>
<th><strong>Score</strong></th>
<th><strong>Each Experience</strong></th>
<th><strong>Each Experience</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

(R1) Your Jeremy

(R2) Experiencing (incorporating)

(R3) Does Not Meet Expectations

(R4) Experiencing (incorporating)

(R5) Experiencing (incorporating)

(R6) Experiencing (incorporating)

(R7) Experiencing (incorporating)

(R8) Experiencing (incorporating)

(R9) Experiencing (incorporating)

(R10) Experiencing (incorporating)
<table>
<thead>
<tr>
<th>Explanation</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poorly organized, confusing and difficult to follow.</td>
<td>Poorly organized, confusing and difficult to follow.</td>
<td>Organized, clear, and easy to follow.</td>
<td>Organized, clear, and easy to follow.</td>
</tr>
<tr>
<td>Written in unclear language.</td>
<td>Written in unclear language.</td>
<td>Written in clear, concise language.</td>
<td>Written in clear, concise language.</td>
</tr>
<tr>
<td>Written in a hurry.</td>
<td>Written in a hurry.</td>
<td>Written in a thoughtful and detailed manner.</td>
<td>Written in a thoughtful and detailed manner.</td>
</tr>
</tbody>
</table>

**Explanation:**

To begin, you'll start by focusing on the learning and development of your portfolio. Ask yourself questions like, "What did I learn?" and "What can I improve on?"

**Connection to School Leadership and Reflections on "Offense"**

Candidates will write about their personal and professional observations and reflections, with the goal of improving their skills and understanding. This reflection is an opportunity for candidates to think critically about their experiences and apply them to their future work.

**Reflective Journal (20 points)**

The daily journal writing allows you to draw from the experiences of the day, the overall course experiences, and your own personal and professional development.
Questions to Use in your Reflective Journals

For each Teach Us site:
- History
- Historical significance
- Make the connection: as a Catholic leader
- What does the historical context mean? Why should we care?

1. I used to think…now I think…now I wonder…
2. This reminds me of…
3. This inspires me as a leader because…
4. My faith …
5. Discuss the benefits and challenges of multiculturalism in the United States.
6. Discuss excellence, equity, and achievement in the context of multicultural education.
7. Discuss how race has influenced our biases.
8. Discuss the role race has had in society and schools.
9. Analyze how growing up in the U.S. shapes one’s racial identity and stereotypes.
10. Analyze the effectiveness of integration and literacy as strategies to close achievement gaps in multicultural schools.

Family Journal Questions  (to be completed prior to the Orientation session at JFRC)
- In what city and state or country were you born?
- Why did your family come to the city and state or country where you were born?
- How did your family get there?
- Does anyone in the family remember the journey? What do they remember about it?
- What is your city and state or country of origin like now? What connections do you still have there?
- Where in the world do other members of your family live?
- What languages did you speak at home? Was your native language commonly spoken in your city and state or country?
- What land(s) or nation(s) do you feel connected with? Why do you think you have these connections?
SUMI Reflection

What surprised you?

What new understandings occurred?

What musings do you have? What do you wonder about?

What is the impact on you? What do you think the impact will be on you moving forward?
STANDARDS
SOE Conceptual Framework Standards (CFS)
- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Southern Regional Education Board (SREB) 13 Critical Success Factors/Functions for Principals (2007):
CSF 2: Developing a culture of high expectations for all students.
CSF 4: Creating a caring environment where faculty and staff understand that every student counts.
CSF 12: building external support from the community and parents for the school improvement agenda

Professional Standards for Education Leaders (PSEL 2015 – formerly known as ISSLC Standards)
PSEL 1: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
PSEL 2: Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.
PSEL 3: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.
PSEL5: Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.
PSEL 8: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

**Council for the Accreditation of Educator Preparation (CAEP)**
1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards.

**National Standards and Benchmarks for Effective Elementary and Secondary Schools (NSBECS) (2012)**
2.5 Faculty use the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.
2.7 The theory and practice of the Church’s social teachings are essential elements of the curriculum.
6.2 The leader/leadership team articulates a clear mission and vision for the school, and engages the school community to ensure a school culture that embodies the mission and vision.
7.3 Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.

**IDEA Course Evaluation Link for Students**
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: [http://luc.edu/idea/](http://luc.edu/idea/) and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

**Dispositions**
All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice*. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data are reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.
LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here:
https://www.livetext.com/

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.