Instructor Information
Name: Dr. Siobhan Cafferty and Dr. Adam Kennedy
Email: scaffer@luc.edu
Office: Lewis Towers (WTC) 1151
Office hours: By appointment on JFRC campus

Sequence Information
Dates: June 2 – June 15, 2019
Days: Monday - Friday; Friday classes will end early for travel opportunities
Times: 8:00AM - 4:00PM
Campus Location: JFRC Rome Center

CIEP 360: Interdisciplinary Workshop in Culture and Identity
Sequence Overview:
The modules in Sequence 2 explore how the school is itself a community and how the organization and environment of a school influence student learning. This sequence builds off of Sequence 1’s exploration of the local communities that schools are situated in. The sequence addresses TLLSC Enduring Understandings 1, 3, 7, and 9. In order to complete all assessments and requirements in a satisfactory manner, candidates must complete the Pre-Departure Learning Modules and be present for all sessions in Rome, Italy. Assignments and corresponding rubrics can be found on SAKAI.

TLSC 140: Teaching, Learning and Leading for Social Justice (1 credit)
This module builds on candidates' initial explorations of diverse learning environments and continues to develop candidates' understanding of the School of Education's mission of professionalism in service of social justice and the core tenets of culturally responsive pedagogy. Candidates will complete a self-documentation project in which they explore their own identities and recognize how their thinking, behavior, and being are influenced by their own personal experiences, race/ethnicity, social class, language, religion, age, and other social identities. This self-analysis and self-assessment will be completed before departure for Rome, Italy. Key components of this module will be available on-line to facilitate the self-assessment.

TLSC 150: Constructive Learning Environments for Diverse Students (1 credit)
This module deepens teacher candidates' introduction to learning and development through consideration of the importance of healthy learning environments. Candidates will complete a classroom management self-assessment and develop a related action plan for enhancing a constructive classroom environment. The class discussions will be facilitated at historical site visits throughout the city of Rome. A school will be visited prior to departure to provide opportunity to complete classroom management assessment.

TLSC 160: Analyzing Culturally Responsive Classroom Instruction (1 credit)
This module builds on candidates' initial explorations of learning and the core tenets of culturally responsive pedagogy as candidates are introduced to backward design and Universal Design for Learning. Candidates will conduct a lesson analysis to assess the effectiveness of a lesson based on established criteria for culturally responsive teaching. In the Pre-Departure Learning Modules, video observations will take place prior to departure and UDL and UbD Observation Protocols will be used. Historical sites will be visited in Rome to create opportunity for greater discussion regarding curricular accessibility and cultural responsive practices and spaces.
Sequence 2 Participation and Attendance Policy:
It is expected that teacher candidates in Sequence 2 at JFRC in Rome, Italy will demonstrate high levels of professionalism and responsibility in all aspects of their work in this sequence. In order to complete all assessments and requirements in a satisfactory manner, candidates must complete the Pre-Departure Learning Modules and be present for all sessions. In the event of approved or excused absences, candidates should contact their professors. The following guidelines for participation will be considered in the module grades.

Professional Attitude and Demeanor Part I
- 2-Always prompt and regularly attend sessions.
- 1-Rarely late and regularly attend sessions (No more than 1 absence).
- 0- Often late and/or poor attendance at sessions (More than 2 absences).

Professional Attitude and Demeanor Part II
- 2-Always prepared for sessions with assignments and required materials.
- 1-Rarely unprepared for sessions with assignments and required materials.
- 0- Often unprepared for sessions with assignments and required materials.

Level of Engagement in Class
- 2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
- 1- Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
- 0- Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

Integration of Readings into Classroom Participation
- 2- Often cite from readings; use readings to support points.
- 1- Occasionally cite from readings; sometimes use readings to support points.
- 0- Rarely cite from readings; rarely use readings to support points.

Listening Skills
- 2- Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
- 1- Listen when others talk, both in groups and in sessions
- 0- Rarely listen when others talk, both in groups and in sessions.

Attendance:
- In order to complete all assessments and requirements in a satisfactory manner, candidates must complete ALL three (3) Pre-Departure Learning Modules; successfully complete all assignments; and be present for all sessions.
- Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every session for the Rome schedule. Ask your professor how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
- Inform your professor – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward.
- Assignments are due on the dates listed on course syllabus unless permission to hand them in late is given.

Dispositions Assessment:
Each course in the School of Education focuses on one or more dispositions in the areas of Professionalism, Inquiry, and Social Justice. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

Grading Scale for Sequence Two:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
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<tr>
<td>A-</td>
<td>90 - 92</td>
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<td>B+</td>
<td>87 - 89</td>
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<td>B</td>
<td>83 - 86</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>D</td>
<td>61 - 69</td>
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<td>F</td>
<td>60 or below</td>
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Sequence 2 Summative Assessment: Due on June 14, 2019 in Rome, Italy

TLLSC One-Two Minute Monologue: Teacher candidates will build off of their experiences in Sequence 1 as they explore and get to know the unique features of their new Sequence 2 partner school. Teacher candidates will create a culminating one-two-minute monologue that captures how their intersecting social identities will impact their pedagogical approach. Teacher candidates will utilize their knowledge of culturally responsive practice, social justice and constructing positive, inclusive learning environments to develop a monologue that illustrates what they learned about teaching, learning and leading with schools and communities, as well as themselves during this process. The monologues will be uploaded to LiveText as Word documents and performed in class on the last day of CIEP 360 - TLLSC 160 in Rome.

1. Candidates will perform a 1-2 minute monologue in class.
2. Candidates will submit their monologue on LiveText.
3. Additionally, candidates will submit a 500-750 word reflection focusing on what the monologue reveals about themselves as future teachers with intersecting identities.

School of Education Conceptual Framework Standards:

Vision: The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

Mission: The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.
Standards: These dimensions of the conceptual framework also serve as the foundation to the School of Education Conceptual Framework [www.luc.edu/education/mission/](www.luc.edu/education/mission/).

Conceptual Framework Standards addressed in this course:

- CFS3: Candidates demonstrate knowledge of ethics and social justice.

**TLSC 140: Teaching, Learning and Leading for Social Justice**

**Module Essential Questions**

1. What does it mean to teach for social justice?
2. What are characteristics of culturally responsive pedagogy?
3. What factors have influenced my own cultural identity development? What cultural values do I bring to my teaching? What cultural factors do I bring to my learning?
4. How does a school organize or structure itself to draw upon its communities’ unique assets and funds of knowledge?
5. What are the qualities of a healthy learning environment? Which of these are under the control of the teacher?
6. What is the importance of a healthy learning environment?

**Teacher candidate knowledge and skills assessed in this module:**

- EU1K1: Articulate core principles of social justice embedded in the LUC School of Education’s Conceptual Framework and Enduring Understanding 1.
- EU1K5: Recognize the history, structure, politics, economics, values, needs, etc. of schools and their surrounding communities. (1C, 1E, 3C, 5D)
- EU1K6: Recognize the pervasiveness and longevity of the inequities in schools, and the structures and practices that perpetuate them. (8A)
- EU1K8: Recognize his/her own funds of knowledge, culture, identity, privileges and positionality. (9F, 9Q)
- EU1K9: Analyze the social construction of statuses such as race, class, disability, and gender and how these social constructs have been traditionally used to stereotype families and communities. (7A, 7C, 7H)
- EU7K1: Generalize the value of student, family and community funds of knowledge (FoK) to student learning. (1A) (IB)
- EU7K2: Explain strategies that incorporate FoK in classroom instruction and assessment. (3C; 7K) (IB)
- EU7K8: Explain how the social, cultural and historical context affects the expectations of students, utilizing ideas and principles related to social, cultural, linguistic, and economic capital. (3C)
- EU7K9: Describe how to utilize the assets of and engage parents and families in the educational outcomes of students, teachers, and schools. (1A, 3C) (IB)
- EU9K1: Identify significant components of healthy learning environments (e.g., where students, teachers, and families feel safe, mutual respect, connected, and demonstrate high levels of self-efficacy). (4A, 4E) (IB)
- EU9K2: Identify significant outcomes (e.g., graduation rates, post-secondary attainment) for students in healthy learning environments. (4H)
- EU1S10: Notice and critique implicit messages about families, communities and individuals. (9F, 9Q)
• EU1S11: Empower students by providing opportunities to challenge the status quo and inequalities
• EU1S15: Generate critical reflection (verbal and written) that interrogates the authenticity of candidate’s own educational philosophies, practices, and pedagogy related to issues of social justice. (9K, 9F)
• EU1S16: Incorporate verbal and written discourse that is stereotype-free, person first, and acknowledges and honors the inherent equality among diverse learners and communities. (9I)

Teacher candidate dispositions assessed in this module:
• D1: demonstrating that teaching is a complex practice with inherently political and ethical implications (9F)
• D3: valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (1A, 9F, 9N) (IB)
• D6: collecting and analyzing community, school, family, and student data to guide educational decision-making. (1L) (IB)
• D7: valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 9N) (IB)
• D8: demonstrating how one’s beliefs about diverse learners impact teaching and learning and reflecting upon how one’s actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students’ right to privacy. (1F, 9I, 9J) (IB)
• D14: demonstrating resiliency when confronted with challenges and seeking the support of colleagues and others when needed.
• D17: demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

TLSC 140 Module Assignments (assignment descriptions and rubrics are posted on Sakai):
• Completion of Pre-Departure Learning Modules and Self-Documentation Project (30%)
• Monte Mario Journal Reflections (40%)
• Teach Us Sessions Participation (20%)
• Sequence Summative Assessment (10%)

IDEA Course Evaluation Objectives
• Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
• Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
• Developing specific skills, competencies, and points of views needed by professionals in the field most closely related to this course

Assignments and corresponding rubrics can be found on SAKAI.

At the conclusion of the module you will complete the course evaluation at http://luc.edu/idea/ using the Student IDEA Log In.

Required Texts
TLSC 150: Developing Constructive Learning Environments

Module Essential Questions

1. What are the characteristics of an effective classroom, including teacher/student and student/student interactions; the physical design of the classroom; classroom routines and rules?
2. How do teachers facilitate student learning?

Teacher candidate knowledge and skills assessed in this module:

- EU7K7 - Summarize the connection between teacher expectations and attitudes and student academic achievement, inclusion, and excellence. (3H)
- EU8K1: Recognize the role of choice, motivation, and scaffolded support in creating a low-risk and positive social environment. (5F)
- EU9K1 - Identify significant components of healthy learning environments (e.g., where students, teachers, and families feel safe, mutual respect, connected, and demonstrate high levels of self-efficacy). (4A, 4E) (IB)
- EU9K2 - Identify significant outcomes (e.g., graduation rates, post-secondary attainment) for students in healthy learning environments. (4H)
- EU9K3: Synthesize critical theories related to healthy classroom environments that address issues such as social and emotional competence, behavioral success, cultural identity, linguistic diversity, self-advocacy, and disability awareness. (2A, 2B, 2C, 2E, 4A)
- EU9K4: Describe effective strategies for creating healthy learning environments based on tiers or a continuum of support. (4A, 4E, 4G)
- EU7S7 - Recognize the nature of shared expectations and responsibilities and the connection to teaching practices, student engagement, the professional language among educators, and student academic, cognitive, language, social outcomes and inclusion. (3H)
- EU9S1* - Design classroom procedures, routines, dialog, and processes that increase student’s social and emotional, behavioral, and mental health by creating safe, caring, well managed, participatory and healthy learning environments; and acknowledging students’ positive behaviors. (3H, 4I, 4J, 4K, 4M, 4N, 4O, 4P) (IB)
- EU9S3* - Design classroom structures that promote safe and healthy social, emotional, academic, and behavioral learning environments that facilitate student participation, reduce obstructions to learning, and reflect the diversity of their students. (1K, 3M, 4M, 4P, 5I, 5M, 5R)
- EU9S4: Demonstrate a continuum of responses to problem behavior and unhealthy social and emotional skill deficits through privacy of interactions, redirecting students to the appropriate responses, demonstrating dignity for self and others (e.g., using calm voice, non-aggressive body language), providing a rationale regarding why the behavior was inappropriate, re-teaching appropriate responses, encouraging students to problem solve rather than blame others, and delivering consequences for inappropriate behavior in a non-personal and professional manner. (4O)
• EU9S5: Demonstrate a continuum of responses to problem behavior and other issues that reflect best practices and legal guidelines (e.g., special needs, bullying, crisis intervention, initial responses to crisis, reporting abuse). (4F, 4O, 9B, 9C, 9R)

• EU9S6 - Evaluate personal instructional style (including the use of technology) and collaboration with others to determine if it creates instructional opportunities that promote learning and socially and emotionally health interactions. (4K, 4N, 5K, 8J, 8R, 9G, 9K) (IB)

Teacher candidate dispositions assessed in this module:

• D8: demonstrating how one’s beliefs about diverse learners impact teaching and learning and reflecting upon how one’s actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students’ right to privacy. (1F, 9I, 9J) (IB)

• D11: implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (4D)

• D12: demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)

• D15: valuing and promoting curiosity, creativity, and life-long learning in students. (IB)

• D17: demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

TLSC 150 Module Assignments (assignment descriptions and rubrics are posted on Sakai):

• Pre-Departure School Study: Action Plan for an Effective Learning Environment (30%)

• Monte Mario Journal Reflections (40%)

• Teach Us Sessions Participation (20%)

• Sequence Summative Assessment (10%)

Required Texts


• Other readings will be required and available on Sakai.

• LiveText

IDEA Course Evaluation Objectives

• Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures

• Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures

• Learning to apply course material (to improve thinking, problem solving, and decisions)

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

All assignments and corresponding rubrics can be found on SAKAI.

At the conclusion of the module you will complete the course evaluation at http://luc.edu/idea/ using the Student IDEA Log In.

TLSC 160: Analyzing Culturally Responsive Classroom Instruction
Module Essential Questions

1. What are fundamental components of culturally responsive teaching and culturally responsive classrooms?
2. What does it mean to learn? How is student thinking elicited and analyzed, supported and challenged?
3. How do teachers facilitate student learning?

Teacher candidate knowledge and skills assessed in this module:

- EU3K1- Identify what constitutes research and evidence-based practices related to designing and implementing instruction. (3G) (IB)
- EU3K2- Explain the scope and sequence in relevant standards (national, IL, CCSS). (3A)
- EU3K3- Explain how to adjust scope and sequence in standards-based curriculum maps to meet the needs of diverse learners. (3A) (IB)
- EU3K5- Describe how backward design thinking (goals, content, objectives, assessments, strategies) provides the framework for unit and lesson development. (IB)
- EU3K6- Explain the design principles and components of effective units and lessons that promote high expectations and accessibility for all learners. (3A, 5B) (IB)
- EU3K9- Describe core principles and practices of differentiating instruction and UDL. (5B) (IB)
- EU3K14- Explain and describe the uses of current and emerging technology, tools and resources (including but not limited to visuals and manipulatives) to maximize student learning. (3E, 5C) (IB)
- EU7K6- Explain core principles and features of culturally responsive practice to meet the needs of diverse learners across general and specific classroom settings (e.g., bilingual, ESL, self-contained). (4B) (IB)
- EU7K7- Summarize the connection between teacher expectations and attitudes and student academic achievement, inclusion, and excellence. (3H)
- EU7K8- Explain how the social, cultural and historical context affects the expectations of students, utilizing principles related to social, cultural, linguistic and economic capital. (3C)
- EU3S1- Consult academic texts or journals to read current research on designing instruction (9A) (IB)
- EU7S6- Implement culturally responsive practices that support the unique learning needs of all students. (4L) (IB)

Teacher candidate dispositions assessed in this module:

- D3: valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (1A, 9F, 9Q) (IB)
- D4: demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (9N) (IB)
- D6: collecting and analyzing community, school, family, and student data to guide educational decision-making. (1L) (IB)
- D7: valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 9N) (IB)
• D12: demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)
• D17: demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

TLSC 160 Module Assignments (assignment descriptions and rubrics are posted on Sakai):
• Pre-Departure UDL and UbD Video Observational Study: Lesson Plan Analysis and Group Curriculum Plan (30%)
• Monte Mario Reflections (40%)
• Teach Us Session Participation (20%)
• Sequence Summative Assessment (10%)

Required Texts
• Other readings will be required and available on Sakai.
• LiveText

IDEA Course Evaluation Objectives
• Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
• Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
• Learning to apply course material (to improve thinking, problem solving, and decisions)
• Developing specific skills, competencies and points of views needed by professionals in the field most closely related to this course

All assignments and corresponding rubrics can be found on SAKAI.

At the conclusion of the module you will complete the course evaluation at http://luc.edu/idea/ using the Student IDEA Log In.

Assignments and Activities:

A. Class/Group Participation
In order to bring today’s issues of identity and pluralism as rooted in our Western Civilization past “to life” students will participate individually and collectively in a variety of reflective discussions and presentations. Class attendance is expected as well as active participation in dialogues and group presentations. As indicated on the course schedule, several trips will be conducted within the class time and at times in the afternoon. We will view the sites for their representations of the complex nature of pluralism and the many...
critical aspects of cultural identity. In order to complete all assessments and requirements in a satisfactory manner, candidates must complete the Pre-Departure Learning Modules and be present for all sessions.

A variety of supplemental activities will be used to enhance class sessions, site visits, and Reflective Journal entries. Specific activities will provide students with structured experiences designed to increase awareness, knowledge and skill in intercultural understanding and interaction with the ultimate impact being upon teachers and students in schools. Exercises will include activities from three levels of cultural learning:

1. Getting to Know the Culture of Self
2. Getting to Know the Culture of Others: Intercultural Interaction
3. Modifying Curriculum and Instruction to Address the Goals of Diversity and Inclusion

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 Pre-Departure Learning Modules and all readings in a timely way. Candidates will thoughtfully and honestly write in their journals and submit them on time. All assignments and corresponding rubrics can be found on SAKAI.

**B. 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 an undergraduate-level course of…

- 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
- Having an adventurous spirit and can-do attitude
- Being prepared to meet your own needs (e.g., bringing water, snack, hat, sunscreen, sunglasses, etc.)

**C. Teach Us Sessions**

At Orientation, students will choose groups and the sites or landmarks in Rome that they will introduce to the group. More information about Teach Us Sessions will be provided.

**Teach Us Session Groups for June of 2019**

**Group 1:** Claire Hosman, Rachel Ciapetta, Skylar Sanders

**Group 2:** Sarah Wohler, Laila Galecki, Zoey Hamdan

**Group 3:** Isabella Suarez, Jessica Janis, Maree Smyth

**Group 4:** Molly Sullivan, Juliet Webster, Cynthia Vega
Each group will…

1. Research how to get to the site (e.g., bus route). Find shade, water, bathrooms.
2. “Teach Us” important facts about the site and discuss how the site as it relates to the course outcomes as well as facts about the piazza and points of refuge on the path (as appropriate)
3. What is its historical significance?
4. Why do we care? (Draw the connection to what we are considering in terms of cultural context and considerations of “other”. ) Make the connection: as a teacher, as a teacher leader; as a learner.
5. What do the historical and cultural contexts mean to you? Can you connect it back to an idea; concept; practice or enduring understanding that we are discussing and exploring?
6. Generate 2 - 3 reflection journal writing prompts for the class.

**D. Monte Mario Moments: Daily Journal**

Monte Mario is one the highest vantage points in Rome. Monte Mario is the highest hill in Rome. From this literal and symbolic vantage point students will write daily in a hard-copy journal. You will record your personal observations, reflections, connections to the concepts of equity and access; pilgrimage; journey of schooling through both historical and cultural lens’; refuge, and reflections on “otherness.” You will submit your journal twice:

1. Friday, June 7th at 12:00 pm with at least four entries
2. Friday, June 14th at 9:00 am with at least ten entries

**Possible Questions and prompts to Use in your Monte Mario Moments Daily Journal**

1. I used to think…now I think…now I wonder…
2. This inspires me as a future teacher because…
3. Discuss excellence, equity, and achievement in the context of multicultural education.
4. How does my positionality influence my experiences?
5. Discuss how identity has influenced our biases.
6. What does it mean to teach for social justice?
7. What are characteristics of culturally responsive pedagogy?
8. What factors have influenced my own cultural identity development? What cultural values do I bring to my teaching? What cultural factors do I bring to my learning?
9. How does a school organize or structure itself to draw upon its communities’ unique assets and funds of knowledge?
10. What are the qualities of a healthy learning environment? Which of these are under the control of the teacher?
11. What is the importance of a healthy learning environment?

**E. Sequence Two Summative Assessment**

Sequence 2 Summative Assessment:  

**Due on June 14, 2019 in Rome, Italy**

One-Two Minute Monologue: Teacher candidates will build off of their experiences in Sequence 1 as
they explore and get to know the unique features of their partner school for Sequence Two Observations. Teacher candidates will create a culminating one-two-minute monologue that captures how their intersecting social identities will impact their pedagogical approach. Teacher candidates will utilize their knowledge of culturally responsive practice, social justice and constructing positive, inclusive learning environments to develop a monologue that illustrates what they learned about teaching, learning and leading with schools and communities, as well as themselves during this process. The monologues will be uploaded to LiveText as Word documents and performed in class on the last day of CIEP 360 - TLLSC 160 in Rome.

1. Candidates will perform a 1-2 minute monologue in class.
2. Candidates will submit their monologue on LiveText.
3. Additionally, candidates will submit a 500-750 word reflection focusing on what the monologue reveals about themselves as future teachers with intersecting identities.

**THINGS that are NOT OPTIONAL to BRING to each class:**
Journal
Pen/pencil

**Things you DO NOT need to bring to class:**
Tablet or laptop
Syllabus Addendum

[www.luc.edu/education/syllabus-addendum/](http://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.
Rome, Italy
June 2 -15, 2019

Two Week Course Schedule

06/02  Move in JFRC

**SUNDAY**  Boxed Lunch and grocery shopping trip plan

5:00PM  Orientation

Discussion: Ignatius the Pilgrim; Pilgrimage; Piazza; Identity; Self; Intersectionality; Culture; Catholic Standards; Refuge

DEPART for Piazza Navona  Welcome Dinner @ 6:00

06/03  9:30 – 11:30AM  Courtyard: Class Meeting, Cross the line; JFRC Orientation

**MONDAY**  11:30 – 12:00PM  Class Meeting: Planning Teach Us Sessions in Rinaldo’s

Review: Pre-Departure Learning Modules, Assignments and Classroom Visits, Course Schedule, and Course Themes Reviewed

12:00PM  Meet in Courtyard to leave for Instructor Teach Us Session

12:15 – 4:00PM  **Instructor Teach Us Session**

*Class Dinner paid for by LUC*

06/04  8:00 – 8:30AM  Meet at Rinaldos for Breakfast

**TUESDAY**  9:00 – 11:00AM  Class Meeting: Planning - Teach Us Session and Review Course

*All DAY*  Planning Time with your Group

06/05  8:00AM  Leave for Piazza Cavour

**WEDNESDAY**  10:00AM  Papal Audience (Knee length and shoulders covered; bring scarf)

St. Peter’s Basilica on your own

6:00PM  *Apertivo in the Courtyard at JFRC Sponsored by SOE*
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<th>Date</th>
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<tr>
<td>06/06</td>
<td>8:00AM</td>
<td>Group 1</td>
<td>Teach Us Session</td>
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<td><strong>THURSDAY</strong> Meet at Vatican Museum for TIX @ 2:30PM on your own</td>
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<tr>
<td>06/07</td>
<td>9:00AM – 12:00PM</td>
<td>Group 2</td>
<td>Meet at JFRC (UDL and UbD Roundtables)</td>
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<td><strong>FRIDAY</strong> Class and Library Time to finish Group Curriculum Plan</td>
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<td><strong>Weekend:</strong> Please return to JFRC by 10:00PM on Sunday evening</td>
</tr>
<tr>
<td>06/10</td>
<td>8:00AM - 12:00PM</td>
<td>Group 3</td>
<td>Teach Us Session</td>
</tr>
<tr>
<td>06/11</td>
<td>8:00AM – 12:00PM</td>
<td>Group 4</td>
<td>Teach Us Session</td>
</tr>
<tr>
<td>06/12</td>
<td>8:00AM – 12:00PM</td>
<td></td>
<td></td>
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<tr>
<td>06/13</td>
<td>8:00AM – 11:30PM</td>
<td></td>
<td>FREE Time: Assignments and Project</td>
</tr>
<tr>
<td></td>
<td>1:00PM</td>
<td></td>
<td>Meet @Tibor and Visit to Jewish Ghetto</td>
</tr>
<tr>
<td></td>
<td>4:00PM</td>
<td></td>
<td>Finish @ Jewish Museum w Scavenger Hunt Guide</td>
</tr>
<tr>
<td>06/14</td>
<td>9:00AM</td>
<td></td>
<td>Summative Assessment Presentations @JFRC</td>
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<tr>
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<td></td>
<td><strong>FRIDAY</strong> Journals Due at Class time</td>
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<tr>
<td></td>
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<td></td>
<td>Go to Library for IDEA</td>
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<tr>
<td></td>
<td>7:00PM</td>
<td></td>
<td>Class Dinner: LUC: PAID TAXIS</td>
</tr>
<tr>
<td>06/15</td>
<td>8:00AM</td>
<td></td>
<td>Vacate Rooms</td>
</tr>
<tr>
<td></td>
<td>10:00AM</td>
<td></td>
<td>Depart JFRC</td>
</tr>
</tbody>
</table>

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 Sessions

<table>
<thead>
<tr>
<th>Group</th>
<th>Site 1</th>
<th>Site 2</th>
<th>Piazza</th>
<th>Refuge on the path</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 06/06 THURSDAY 8AM -12PM</td>
<td>Pantheon</td>
<td>Forum</td>
<td>*</td>
<td>*</td>
<td>Claire Hosman, Rachel Ciapetta, Skylar Sanders</td>
</tr>
<tr>
<td>#2 06/10 MONDAY 8AM -12PM</td>
<td>Palatine Hill and Colosseum</td>
<td>Basilica San Clemente: Maithras</td>
<td>*</td>
<td>*</td>
<td>Sarah Wohler, Laila Galecki, Zoey Hamdan</td>
</tr>
<tr>
<td>#3 06/11 TUESDAY 8AM -12PM</td>
<td>Spanish Steps and Galleria Borghese</td>
<td>Basilica Parrochiale Santa Maria</td>
<td>*</td>
<td>*</td>
<td>Isabella Suarez, Jessica Janis, Maree Smyth</td>
</tr>
<tr>
<td>Instructors 06/03 MONDAY 12PM-4PM</td>
<td>Castel Angelo</td>
<td>Trevi Fountain and Church of St. Louis of the French</td>
<td>Navonna</td>
<td>Palace of Justice in Cavour</td>
<td>Siobhan Cafferty and Adam Kennedy</td>
</tr>
<tr>
<td>#4 06/12 WEDNES 8AM -12PM</td>
<td>Baths of Caracalla</td>
<td>Roseto Communale and Circo Massimo</td>
<td>*</td>
<td>*</td>
<td>Molly Sullivan, Juliet Webster, Cynthia Vega</td>
</tr>
</tbody>
</table>

*indicates student or instructor choice Group Visits

- Papal Visit on Schedule
- Piazza Navona on Schedule
- Vatican Museum Use Scavenger Hunt Guide with self-guided exploration
- Saint Peter’s Basilica Use Scavenger Hunt Guide with self-guided exploration
- Jewish Ghetto Use Scavenger Hunt Guide with professionally guided tour

**Important Note:** Handouts are not required as part of your Teach Us session. As we are on a daily 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 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. Each group will shepherd the class to the historical sites using public transportation. You will be our guide. Be sure to identify sources of shade, water and personal care along your journey.

“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:
  a. Share some history about the site.
  b. What is its historical significance?
  c. Why do we care? (Draw the connection to what we are considering in terms of cultural context and considerations of “other”). Make the connection: as a teacher, as a teacher leader; as a learner.
  d. What do the historical and cultural contexts mean to you? Can you connect it back to an idea; concept; practice or enduring understanding that we are discussing and exploring?
  e. Generate 2 - 3 reflection journal writing prompts for the class.

Part II
In addition to TEACHing Us about the designated historical sites, as part of your day’s pilgrimage, please use this opportunity to identify and summarize important components of UDL; UbD; culturally responsive practices; SEL; responses to bias, prejudice and marginalization. Use the opportunity to discuss the benefits of the UbD and UDL design approaches. How do we honor and recognize individual variability and diversity in our classrooms and schools?

Part III
Identify at least 1 piazza to incorporate into the journey for the day and be prepared to share some of the historical context or significance of that piazza. Use this opportunity to discuss your Action Plans for Effective and Inclusive Learning Environments and your understanding of positive learning environments for ALL students. How can you tie in cultural responsive teaching practices to this notion of piazza as an intersection in community and a hub for all community members? Find Refuge on the Path: Identify supportive resources for students, schools, families, communities.

“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/)