CIEP 473: Instructional Leadership for Multicultural Schools
Loyola University Chicago

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http://luc.edu/education/rome-graduate.shtml

OVERVIEW
This course will focus on meeting the needs of children from diverse linguistic, cultural, and racial backgrounds within the context of a society faced with issues of poverty, discrimination, racism, and sexism. Against the backdrop of Rome, we will explore issues of second language and second culture acquisition and consider the relationship between identity construction and school success. Through the lens of teacher-leaders, principals, and curriculum coordinators, we will investigate how the community can unite to effectively utilize available resources to meet the needs of diverse student populations.

Formal class time will take place at both Loyola’s John Felice Rome Center campus as well as within community organizations and historical sites throughout the city. Together, class members will engage in critical discussions of the following themes:

- Global perspectives and the diversity of people in our society and our dedication to the goal of achieving equity for all;
- Issues of equity and justice as they manifest themselves in migrant, refugee, and immigrant populations in our schools;
- Moral leadership with an emphasis on the ethics of care and critique – the people not seen and the voices not heard;
- Mobilizing research and theory into tools that can be used by leaders and practitioners to foster and improve student performance while decreasing the achievement gap between majority and minority cultures, languages and races; and,
- Creating a culture of continuous improvement based on positive collegial relationships to ensure that every child has access to a rigorous, respectful, meaningful educational environment.
Rome is known as the “Eternal City” given its near two millennia of uninterrupted existence and continuously evolving cultural contributions to the world. Currently, Italy as a whole has experienced an influx of more than 80,000 refugees who have made difficult journeys in pursuit of better lives. This course will utilize both the historical sites of Rome as well as more recently formed organizations that seek to help migrant populations in need. Listed below are just some of the ways in which Rome will serve as a powerful context for learning:

- **Centro Astalli** – Candidates will visit Centro Astalli, an organization founded by the Jesuits that provides service to refugees to learn about the issues that refugees face on a daily basis. Candidates will talk with staff about the services that they provide and the challenges that refugees and migrants encounter in Rome.

- **Historical sites of Rome, including The Roman Forum, The Coliseum, The Spanish Steps, and St. Peter’s Cathedral and The Vatican Museum** - Candidates will visit historical sites across Rome and have a private tour of the Vatican Museum to investigate the linguistic and cultural landscape of the city, past and present.

- **Meeting with Staff from Jesuit Refugee Services** - Candidates will discuss issues related to the education of refugees and migrants with a staff member of Jesuit Refugee Services to make comparisons to their own contexts.

**Course Requirements**

**Readings:** Readings selected for this class reflect course goals including: 1) fostering a culturally proficient school environment, 2) meeting the social, cultural, and linguistic needs of English learners, and 3) understanding research-based strategies to improve academic outcomes for all students.

**Linguistic Landscape Project:** In pairs, candidates will investigate the linguistic landscape of Rome, defined as, “the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings [that] combines to form the linguistic landscape of a given territory, region, or urban agglomeration” (Landry & Bourhis, 1997, p. 25). Candidates will use photographs and narratives to share their findings and will reflect on the linguistic landscape of their own schools and communities to understand their sociolinguistic implications.

**Field Experience and Reflective Journal:** Candidates will likely encounter many situations in Rome in which they struggle to communicate with those who speak another language and hold different cultural expectations. Candidates will reflect on these experiences throughout the program to make connections to challenges faced by students in their own schools in the United States.

**Book Study Session:** In small groups, candidates will select a novel and lead a book study around one piece of literature representing a child within a marginalized population. Candidates will create recommendations for an intake program to provide services for this “child from the literature” for a smooth transition into an Illinois school. Candidates will lead the book-study with partners at a site in Rome selected by the group.