Dear Loyola Candidates and Partners,

Welcome to Loyola University Chicago’s Teaching, Learning and Leading with Schools and Communities (TLLSC) One-Year Internship Program. This unique opportunity is the summative effort of partnerships between Loyola University and its TLLSC partner institutions. It serves as the culminating piece to the intensive field-based preparation you have acquired in the time leading up to this experience. This extensive practice in the art of teaching, learning and leading under the mentorship of master classroom teachers and the support of university instructors and coaches will be the final step in your transition into the teaching role.

During the coming months, you will learn a multitude of new skills and apply a range of teaching and management strategies as you transition from a teacher-candidate to a professional educator. Use this time to venture into unknown areas, take daily risks, and hone your teaching, classroom management, organizational and interpersonal skills as you complete the final phases of your university training.

Loyola’s School of Education and our partner schools will be an integral part of this process by offering guidance and support along the way. You are wished every success as you commence your internship!

Sincerely yours,

Dr. Vesna Cejovic, EdD
Director for School and Community Partnerships
Loyola University Chicago
The Mission of the Loyola University Chicago - School of Education

The School of Education at Loyola University Chicago, a Jesuit and 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; by conducting research on issues of professional practice and social justice.

School of Education Conceptual Framework: Professionalism in Service of Social Justice

Our Conceptual Framework – through its components of service, skills, knowledge, and ethics – guides the curricula of School of Education programs in the preparation of "professionals in service of social justice." These dimensions of the conceptual framework also serve as the foundation for the School of Education's Conceptual Framework standards – standards that are explicitly embedded in major benchmarks across all SOE programs. (TLLSC Handbook, pg. 2-3)

The Four Cornerstones of TLLSC

Cornerstone One: Partnerships with Schools and Communities
Teacher preparation requires an all hands on deck approach, where university, school, and community partners share the responsibility to prepare teachers to support student learning, achievement, and success. Rather than isolate teacher preparation off in the university, TLLSC sets teaching and learning in partner schools and communities. This site-based program provides teacher candidates with extensive opportunities to work alongside expert teachers in urban classrooms in high-need, high-performing schools and community organizations.

Cornerstone Two: Teacher Preparation for Diverse Classrooms
Loyola faculty have partnered with schools and community organizations to ensure that teacher candidates gain extensive deep experiences engaging with diverse populations, including students with special needs and those labeled as English language learners (ELLs). TLLSC ensures that all teachers are prepared to serve all learners, including students from diverse social, emotional, behavioral, cultural, linguistic, developmental and academic backgrounds.

Cornerstone Three: Authentic Teaching Practices Increase over Four Years
(Engage in teaching – don’t just talk about it!)
We started with the perspective that expertise is not an endpoint, but a process of continual growth, and we accepted that even expert teachers with years of practice undergo a growth cycle of beginning, developing, and mastering as they respond to the dynamic nature of the profession. Teachers must adapt practices, not only in response to classroom situations and student needs, but also to shifts in school wide curriculum and programs, as well as to changes in state and federal policies and procedures. TLLSC aims to prepare teachers to be responsive and adaptive, viewing teacher candidates as beginning professionals from the time they enter the program and fostering their development of reflective learning and leadership skills.

Cornerstone Four: Participation in Professional Learning Communities
Teacher candidates transfer knowledge and skills when they experience authentic practice with guidance and mentoring. In addition to collaboration with teacher educators from the school, community, and university settings, TLLSC utilizes professional learning communities (PLCs) to foster meaningful collaboration among teacher candidates. Through PLCs within the teacher candidates’ specific areas of specialization (e.g., secondary social studies, early childhood), guidance and collaboration among freshmen, sophomores, juniors, seniors, and faculty in similar areas of interest and expertise come together each semester to dialog and learn from one another.

Specifics regarding program phases, enduring understandings and dispositions can be found in the TLLSC Program Handbook. http://www.luc.edu/media/lucedu/education/pdfs/u_tllsc_prgm_handbk.pdf
The One-Year Internship: Sequence 7 and 8

Overview
The TLLSC One-Year Internship is a continuous experience between Sequences 7 and 8 of the Teaching, Learning and Leading with Schools and Communities program. Beginning in Sequence 7, the Fall semester of the internship, candidates will immerse themselves in their assigned classroom to become acquainted with their cooperating teacher(s), their students, the school and community. During this sequence, candidates will be required to spend the equivalent of two full school days at their site during which they will begin the process of co-teaching and planning. The goal of this collaboration will be not only to introduce the candidate to the setting for a stronger transition into the student-teaching portion of the experience to take place in Sequence 8, but also to provide the candidate with the access and support necessary in developing and implementing a mini-unit of instruction aligned with the requirements of the IMPACT project for licensure.

During the Fall semester candidates will work with their Co-teacher(s) as well as a University Instructor and Internship Coach to navigate the curricular and professional responsibilities and requirements of this experience. While the Co-teacher will provide support within the classroom, University Instructors will work collaboratively with the Internship Coach to provide the instruction and reinforcement candidates will require in university coursework. Along with being a liaison between the university and the internship site, the Internship Coach will make regular visits with candidates and Co-teachers for formative purposes as well as summative evaluations in support of a successful experience.

The Fall semester experience will run for at least the first 12 consecutive weeks of the Loyola University calendar, usually commencing the last week of August each year. Except for start and end dates, candidates will follow their internship site calendar to schedule their experience. Candidates will work out a weekly schedule of attendance to be the same each week with their Co-teacher. This attendance schedule will have to include no less than two consecutive days around the same content. Meaning the candidate will have to be able to schedule time allowing them to teach 2 or more consecutive days in the same subject matter for completion of the unit planning requirement. This can be done so in 2 full consecutive days or a series of half days, or a full day with 2 half days to accommodate candidates’ course schedules.

Moving into the Spring semester of the experience, candidates will attend their placement site 5 days per week (Monday-Friday) for the entire duration of each school day. The candidate will begin and end their experience according to the Loyola University calendar, but will follow their internship site calendar during the experience. (EX. Candidates will observe holidays and breaks listed on their school site calendar. Candidates will NOT take off from their internship for Loyola’s spring break or other scheduled Loyola holidays, they will continue teaching if their school site is in session.)

During these 15 weeks, the candidate and their Co-teacher will work together to begin the gradual transition of teaching responsibilities from the Co-teacher to the candidate with the guidance of the pacing schedule provided in this handbook. By weeks 8-9, the teacher-candidate will have taken over responsibility for the full day of instruction as outlined. During this time, candidates will use their knowledge and previously collected data with regard to one class to develop and implement a full unit of instruction which will be analyzed and interpreted for their full IMPACT on Student Learning Project (ISLP) to be submitted to their IMPACT Advisor for assessment. As with the first semester, the candidate will once again be evaluated through observation by both the Co-teacher and Internship Coach, formatively and summatively, as a means of encouraging and documenting professional growth.

It is the intention of the Loyola University's School of Education that the partnership model upon which TLLSC is founded will serve to make this a valuable experience for everyone involved. This document will help to answer many of the questions and requirements of this experience, though it is through open communication between Co-teachers, Candidates, Instructors and Coaches that we will be able to fill in the specifics that will make each individual internship a success. In this regard we encourage each of you to be an active member in the process and thank our partners for their willingness to support this experience.
THE ONE-YEAR INTERNSHIP

TIMELINE

Sequence 7- 12 WEEKS
Begins: August 25, 2014
Ends: December 6, 2014
Candidates will follow internship site calendar for duration of sequence.

Requirements:
- Candidate and Co-teacher(s) will establish a weekly attendance schedule to be the same each week and equivalent to two full days of instruction. This should include at least two consecutive sessions around the same content for continuity of candidate instruction. Note: 1 day = 7 hours
  - (ie. If Tuesday is a full day and candidate will be developing a unit around Math which is in the a.m. there is the option to do the full day Wednesday if possible, or a half day Wednesday a.m. for continuity and another half day later in the week)
- Candidates will share all expectations and requirements of coursework with Co-teacher(s) and take time to plan for inclusion of these elements.
- Candidates will work with Co-teacher to create a subject-specific instructional mini-unit (Practice IMPACT) demonstrating understanding of pedagogical skills and assessment
  - Choose a class to work with
  - Obtain information/data about the class as a whole
  - Choose and explain assessments for unit
  - Based on information collected, select and adapt strategies, groupings, etc.
  - Develop unit
  - Implement unit
  - Collect and analyze pre-assessment and post-assessment data for unit
- Bi-weekly observation by the Internship Coach including 3 formative and 1 summative evaluation; 2 formative and 1 summative evaluation by Co-teacher.
- Monday Sequence 7 Seminar 5:00pm-6:45pm for first 12 weeks.
- Monday Professional Learning Community 4:15pm-6:15pm final 3 weeks.

Sequence 8- 15 WEEKS
Begins: January 12, 2015
Ends: April 24, 2015
Candidate will follow internship site calendar for duration of sequence.

Requirements:
- Begin attendance 5 days per week at teaching site; all day, everyday that school or professional development is in session.
- Candidate and Co-teacher(s) will establish a plan for the gradual takeover of the entire day of instruction (for elementary) or 4-5 periods of instruction, including 2-3 preps (for secondary) as per pacing guide provided (see below) until teacher candidate is responsible for full day instruction.
- 2 formative (informal) and 2 summative (formal) evaluations of teaching by Co-teacher and Internship Coach
- Development and Implementation of full and official IMPACT Project Unit as outline above in Sequence 7 timeline.
- Final Reflection of Self-Assessment (Personal Practice Profile)
- Classroom Management Plan
- School Service Hours
- Monday Sequence 8 Seminar 5:00pm-6:45pm for first 12 weeks.
- Monday Professional Learning Community 4:15pm-6:15pm final 3 weeks.

**Requirements may be more specifically outlined or modified by sequence syllabi which candidates must note and communicate to co-teachers as necessary for completion of those requirements."
SEQUENCE 8 PACING GUIDE

ELEMENTARY:  
**Week 1:** Observe Co-teacher and get reacquainted with class dynamics, teaching methodologies and classroom management plan being used; establish rapport with students, become familiar with curriculum, discuss the needs of diverse learners.

**Week 2:** Take responsibility for planning and teaching 1 subject

**Week 3-4:** Take responsibility for planning and teaching 2 subjects

**Week 5-6:** Take responsibility for planning and teaching 3 subjects

**Week 7-8:** Take responsibility for planning and teaching 4 subjects

**Week 9-15:** Gradually assume responsibility for teaching the entire day

At the elementary level, the candidate is expected to work in all content areas and with all ability levels during the course of the 15-week experience.

SECONDARY:  
**Week 1:** Observe Co-teacher to get reacquainted with class interaction, methodology, management etc.

**Week 2-3:** Take responsibility for 1 class prep and teaching 1 class period

**Week 4-5:** Take responsibility for 2 class preps and teaching 2 class periods

**Week 7-8:** Take responsibility for 3 class preps and teaching 3 class periods

**Week 9-15:** Maintain 2-3 class preps and teaching 4-5 periods per day.

At the secondary level, the candidate is expected to work with a minimum of 2 class preps and a maximum of 3 class preps during the course of the 15-week period. Secondary candidates should teach a maximum of five class periods each day by week 9.

The above schedule is to be determined in collaboration with the Co-teacher. This schedule is only a guideline and may be changed if necessary. The Internship Coach is also available for consultation. The Co-teacher is expected to remain in the classroom during weeks 1-12 and use professional judgment for weeks 13-15.
Roles and Responsibilities of Teacher Candidates in TLLSC

**Pre-requisites:**

- **Criminal Background Check for Certification** Loyola University Chicago (LUC) requires that prior to their initial field or practicum/internship experience in the schools, all candidates for Illinois certification submit to a state criminal background fingerprint check by the Illinois State Police. This is consistent with the state law that requires Illinois school districts to conduct criminal background investigations of applicants for certified and non-certified positions. Recently the Chicago Public Schools began requiring the federal/FBI criminal background check in addition to the state check. A candidate whose background check results in a status of “no record” may be placed in the schools. Loyola University Chicago will not accept criminal background check reports from sources other than arts Investigation.

- **Current TB test** Students must obtain a TB test that is current enough that it does not expire during the term of the internship placement. **TB tests are only valid for one year.**

- **Additional paperwork** Districts and individual school periodically revise their requirements for paperwork required of teacher candidates. It is the responsibility of the individual teacher candidate to confirm with their placement school or district all required paperwork.

- **Passed Test of Academic Proficiency or acceptable ACT Score**

- **Passed Content Exam(s) (Prior to Sequence 8)**

- **Pass Test of Oral Proficiency or Test of Language Proficiency**

- **Completed required coursework /clinical hours**

**Professionalism & Communication**

Professionalism and communication in the course of the internship experience must be considered of the utmost importance. It is imperative that candidates understand the central role they play in this experience and the potential of varying levels of professionalism and communication to affect the success of their teaching and learning experience. Candidates must review and maintain all guidelines set forth with regard to these components in the TLLSC program handbook through the entirety of their internship in order to establish in sustain a positive experience.

[http://www.luc.edu/media/lucedu/education/pdfs/u_tllsc_prgm_handbk.pdf](http://www.luc.edu/media/lucedu/education/pdfs/u_tllsc_prgm_handbk.pdf)

**Attendance**

Because Sequences 7 and 8 of TLLSC are a field-based internship experience, regular attendance is both essential to ensuring your success as a teacher candidate and to respecting the work that goes on in schools. As a teacher candidate embedded in authentic education experiences, missed class sessions in any module are difficult to “make up”, as these experiences cannot be recreated by getting notes from a classmate or by meeting with the professor.

Sequences 7 and 8 in particular, due to the nature of assessments in those sequences, require consistent attendance in a single classroom. In connection to this, having candidates absent or tardy affects the completion of their university requirements as well as the daily flow of activities in that setting, and therefore also directly affects both the educators and students at work in that setting. As a result, a high degree of professionalism is expected of candidates. Candidates should note that any absences and/or tardiness may result in having to re-take a sequence. To ensure your success in the TLLSC program, abide by the following guidelines:
The One-Year Internship

- Arrange promptly and maintain an excellent attendance record. Candidates MUST attend every module session for the scheduled duration as to maintain consistency for students and school/community professionals. Ask your instructor and co-teacher educator(s) how they wish to be contacted regarding any special circumstances.

- Sequence 7 - Scheduled module duration will be defined by Co-teacher(s), Candidate and Internship Coach. It will need to include some combination of two full school days to be the same each week for a total of 12 consecutive weeks accompanied by attendance at a weekly seminar meeting with University Instructor each Monday as scheduled. Candidates are required to attend all scheduled days and are only allowed absences due to documented emergencies or illnesses. Such absences will need to be made up and only two absences of this nature may be made up. Students who exceed this number of absences will need to submit an appeal in order to continue their experience.

- Sequence 8 - Scheduled module duration is a full-time teaching experience. The teacher-candidate is expected to maintain, at a minimum, the working hours specified by the local school district or agency for the Co-teacher to which he or she has been assigned. This includes following the local school district or agency calendar during the entire assignment. Only absences due to documented emergencies/illness will be considered for approval. Candidates incurring more than 2 absences will be required to take on additional days to complete the sequence at the discretion of the Co-teacher(s), University Instructors/Coaches and the Director of School and Community Partnerships while those candidates who incur 6 or more absences will be considered for removal and may have to undergo an appeal process.

- If due to an illness or emergency situation a candidate cannot be present, the candidate must contact the Co-teacher and University Instructor/Coach before the beginning of the school work day, preferably no later than the evening before and provide documentation immediately upon their return. If a candidate must be absent on a day of instruction, the candidate must upon notifying their Co-teacher also provide lesson plans for instruction to continue.

- If there is an emergency on the day of your Sequence 7 seminar, contact your University Instructor member as soon as reasonably possible afterward. During Sequence 8 contact your Internship Coach.

- Assignments are due on the dates listed on syllabi unless permission to hand them in late is given. Be sure to follow the policies of your specific University Instructor for each module as it relates to policies on assignments.

Sequence 7/8 Internship Placements: Sequence 7/8 Internship placements are made by the Director of School and Community Partnerships. Under no circumstances are teacher-candidates to contact schools to make their own placements. Once an internship placement has been confirmed by a school, candidates may not retract their placement unless they are willing to defer their Sequence 7/8 experience until the next available term. Successful completion of Sequence 7 is required for admission to Sequence 8. All candidates seeking licensure MUST attend the entire Sequence 8 semester, all day, every day. The internship placement may be discontinued at any time by the School of Education for the following reason(s):

- Irresponsibility and lack of dependability by the teacher-candidate
- Failure to successfully implement reasonable recommendations from the Co-teacher(s) and University Instructors or Internship Coaches.
- Emotional instability/physical illness which interferes with planning and teaching duties.
- Criminal behavior
- Immoral/unethical conduct
The internship assignment may be changed by the Director if situations develop which impede the candidate’s progress in learning to teach. A candidate who is removed from internship may be given another placement in a subsequent semester, if the education faculty believe that s/he will perform her/his duties in a serious and professional manner. A candidate who is removed from a second placement for ANY reason will not be given another placement by the School of Education.

Responsibility for the Classroom: The Co-teacher is a licensed teacher and has full responsibility for his or her students. The candidate assumes responsibility for the classroom only under the supervision of the Co-teacher. THE TEACHER CANDIDATE IS NOT TO BE UTILIZED AS A SUBSTITUTE TEACHER DURING THE INTERNSHIP ASSIGNMENT.

SITE SELECTION

The TLLSC program is partnered with many excellent and diverse school settings, both public and private where candidates may complete their internship experience. The University enters into an agreement with a school district which is able to provide a quality experience for the candidate, including a rich multicultural environment. (A candidate, in general, is not placed in a school in which a relative or close associate is an employee or in a school from which the student has graduated). The degree to which candidates are able to control the location of internship may vary as the demand for internship placements and availability of excellent sites change. Candidates will have the opportunity when applying for the internship experience, to prioritize their site choices from the list of available partner sites. The Director for School and Community Partnerships will consider candidate lists, along with partner school needs, content area, grade level, specialization, program requirements, academics, dispositions and other necessary factors in the process of seeking and assigning available and appropriate placements.

Criteria for Site Selection

- The internship site meets all time requirements and other standards set by the Illinois State Board of Education and Loyola University for fulfilling the students teaching experience.

- The internship site recognizes diversity across age, ethnicity, culture, and gender and is committed to providing staff and student development in these areas.

- A master teacher, with appropriate Illinois teaching certification and a minimum of three years teaching experience, is available to provide full-time on-site supervision.

- During the internship experience, the candidate is afforded the opportunity to participate in educating disabled and non-disabled students together.

- Provision is made at the site for regularly scheduled meetings with the teacher candidate, on-site Co-teacher, Internship Coach, and other on-site staff as appropriate.

- The internship site will provide opportunities for the teacher candidate, during the course of the semester, to assume the full teaching responsibilities of the Co-teacher.
Roles and Responsibilities of Co-Teacher Educators in TLLSC

• Open the classroom, school, or community setting to teacher candidates’ observations of instructional techniques, routines and policies, as well as interactions taking place within that setting which includes but is not limited to:
  - Tour of building, introduction to principal, parking procedures, meal options, library resources, print resources, technology resources, instructional materials availability, parent handbook, handbook of district-wide policies, student tardy and attendance policy, school grading procedures, and school calendar.

• Orient teacher candidates to the curriculum and/or educational program in the classroom, school, or community organization in which they work by participating in conversations, interviews, and group panels. Share curricular, instructional, and assessment tools and resources used within the setting.

• Provide for the smooth transition of the candidate to full-time teaching in Sequence 8 of the experience by encouraging the student to engage in:
  - One-to-one tutoring, small group instruction, short classroom discussions, team teaching with the Co-teacher, supervising the work of pupils during independent study time, assisting in the organization and preparation of instructional materials, developing bulletin boards and instructional displays, making use of technology, correcting and grading student work, recording grades, becoming involved in administrative tasks, and interacting with other faculty members, support staff, and the families of their students.

• Model essential professional behaviors as teacher candidates shadow and observe planning, instruction, communication with students and other educational stakeholders, as well as performing other professional responsibilities.

• Communicate regularly with the teacher candidate, providing feedback on lesson plans, teaching, and classroom management. Schedule weekly, more formal, conferences with the Teacher candidate, assuring on-going communication regarding the student’s strengths and weaknesses.

• In conjunction with teacher candidates, develop, examine, and adapt classroom/school/institutional policies and practices; design and execute instructional lessons, units and/or programs; and assess the impact of these efforts on students’ learning.

• Examine, reflect upon, and discuss findings from teacher candidates’ assessments (i.e. structured observations, case studies, action plans) while considering the recommendations given for practice; provide feedback on teacher candidates’ work weekly; and use relevant and appropriate findings to inform future planning, instruction, and/or classroom/school/institutional policies.

• Observe the student frequently and provide feedback on teacher candidates’ performance.

• Enhance the developing professionalism of the teacher candidate by including them in non-teaching functions such as staff meetings, parent conferences, in-service activities, etc.

• Schedule feedback conferences as soon as possible after an observation is completed. The conference should include the free flow of ideas and fosters an objective analysis of the development and improvement of the Internship competencies.

• Complete 7 evaluations over the course of the year. Two formative and 1 summative evaluation in the first semester and 2 formative and 2 summative in the second semester. Provide the results to the Internship Coach, attempt to reach a consensus regarding the feedback that will be presented to the teacher candidate, and help to present the feedback to the teacher candidate.
Roles and Responsibilities of LUC University Instructor in TLLSC

- Provide teacher candidates with appropriate curricular, instructional, and assessment tools and resources relevant to the sequence/module content and the classroom, school, or community setting in which they are working.

- Aid teacher candidates and co-teacher educators in collaborating to develop, examine, and adapt classroom/school/institutional policies and practices; design and execute instructional lessons, units and/or programs; and assess the impact of these efforts on students’ learning.

- Aid teacher candidates in continuously connecting their experiences in classrooms, schools, and community organizations with their prior experiences, relevant sequence/module content, and sequence/module assessments.

- Examine, reflect upon, and discuss findings from teacher candidates’ assessments (i.e. structured observations, case studies, action plans) with them while providing feedback on this work. Aid teacher candidates in communicating their recommendations for practice to co-teacher educators in a professional manner.

- Conduct seminars during Sequence 7 that will cover required content of sequence modules, reflect on candidates’ experiences in the internship placement, help to broaden candidates’ knowledge base, and enhance their growth as future teachers by placing an emphasis on the conceptual framework “Professionalism in Service of Social Justice”

Roles and Responsibilities of LUC Internship Coaches

- Openly collaborate with and communicate with teacher candidates, University Instructors and Co-teacher educators through continuous dialogue regarding the TLLSC program tenets (such as the EUs and dispositions), the requirements and expectations for specific sequence/module experiences, as well as essential issues regarding practice and the teaching profession.

To the teacher candidate:

- Become acquainted with the teacher-candidate(s) he is coaching.

- Observe and visit the teacher-candidate on 6 occasions during sequence 7 and a minimum of 4 times during sequence 8 for a combination of formative and summative evaluation.

  - The first visit is introductory in nature.
  - The remaining visits during sequence 7 involve observation of a planned lesson or classroom participation, providing feedback and suggestions for improvement to the teacher-candidate including 3 formative and 1 summative evaluation.
  - Sequence 8 observations involve observation of a planned lesson, providing feedback and suggestions for improvement to the teacher-candidate including 2 formative and 2 summative evaluations.
  - Observe the teacher-candidate for at least one entire instructional lesson per observation – date and time to be prearranged with the teacher candidate.

  - Debrief with teacher candidates following experiences (such as observations using structured protocols, teaching lessons, interacting and/or working with students) and provide feedback on teacher candidates’ performance.

- Continuously assess and provide feedback to teacher candidates on how they exhibit professional behaviors and dispositions as they observe, plan, instruct, interact with students, co-
teacher educators, and other educational stakeholders, as well as perform other professional responsibilities.

- If necessary, provide a remediation plan and feedback on the student’s progress as they implement the plan.

- Determine a final grade for Sequence 7 TLSC 370 and Sequence 8 TLSC 380 after factoring in feedback from the Co-teacher.

- Conduct seminars during Sequence 8 that will reflect on candidates’ experiences in the internship placement, help to broaden students’ knowledge base, and enhance their growth as future teachers by placing an emphasis on the conceptual framework “Professionalism in Service of Social Justice”

**To the Co-teacher:**

- During the initial visit to the school, inform the Co-teacher about the University requirements for the Sequence 7/8 Internship experience, provide relevant paperwork, and contact information.

- Collaborate to develop a remediation plan if the student is experiencing difficulty.

- Collaborate with the Co-teacher to formatively and summatively evaluate the teacher-candidate using evaluation protocols.

**To the Internship Program:**

- Meet the principal and the Co-teacher in order to become knowledgeable about the school program prior to the first teacher candidate observation.

- Maintain Sequence 7 and 8 teaching records and transmit them and the final grade to the Director of School and Community Partnerships.

- Immediately communicate with the Director of School and Community Partnerships any complications or problems involving a teacher candidate.

- Electronically submit final grades for internship using the LOCUS management system.

- Electronically submit to live text the results of the final internship evaluation.

- Communicate regularly with the Director of School and Community Partnerships and assist in the evaluation and revision of the internship program.
# Faculty Directory

## Internship Administrators

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