Saint Joseph’s University
Education Preparation Program

University Supervisor Handbook
**Education Preparation Program (EPP) Mission and Vision**

Saint Joseph’s University Education Departments are comprised of Teacher Education, Special Education, and Educational Leadership, and are dedicated to preparing exemplary teachers, educational leaders, and educational researchers. The Departments seek to promote a vibrant intellectual community, recognized for preparing reflective teacher educators and leaders committed to social justice and democratic principles; acknowledged for quality undergraduate and graduate teaching, research, and scholarly contributions that enhance educational theory and practice in teacher education, educational leadership, special education, and related disciplines; known for leadership and other educational opportunities; and established as contributing outstanding professional service and outreach.

Saint Joseph’s University Education Preparation Provider’s conceptual organizing theme, Teaching and Leading with Mind (Reason), Heart (Compassion), and Purpose (Social Justice), is grounded by a set of principles and values that shape our mission (what we are charged to do) and our vision (what we aspire to do).

The Educator Preparation Provider (EPP)’s mission is to cultivate knowledgeable, caring, reflective, and socially conscientious educators who can think critically, inspire a passion for learning, communicate effectively, and advocate intentionally for all PK-12 candidates, including those from culturally nondominant communities and those who have distinct learning needs. The EPP is charged to develop the professional habits of reflective practitioners, change agents, teacher-researchers, and transformational educators. It is also responsible to develop strong and sustainable partnerships with schools and organizations in order to increase our impact on our share of the teacher and educational leadership preparation market.

**Ignatian Ideals**

Saint Joseph’s University is a Jesuit institution rooted in the teachings of Saint Ignatius of Loyola, founder of the Society of Jesus. The Ignatian ideals are committed to the belief system that we are called to be men and women for and with others. This commitment to social justice guides the educational formation of its students. Jesuit education is dedicated to forming and educating agents of change with an understanding that each individual is a complex embodiment of heart, mind, and soul.

**Conceptual Framework**

The conceptual framework for the Educator Preparation Program is based on the theme, **Teaching and Leading With Mind and Heart for the Common Good**. This theme is the foundation of program and candidate development and assessment. Encapsulated within each of the three primary ideas of Mind, Heart, and Common Good are learning objectives that address specific kinds of knowledge, skills, and dispositions that will be the focus of development for aspiring teachers and school leaders.
Theme 1: Teaching and Leading with the Mind (Reason)

Educators with and for others need to be intellectually curious, life-long learners who are knowledgeable about the world and about the theories and practices related to human development, pedagogy, supportive learning environments, assessment, and leaderships (Darling-Hammond, 2010). They must be reflective practitioners who are able to consider a variety of inputs, including their professional knowledge, understandings about particular students, and classroom observations. They must weigh these data and strive for discernment, or the ability to make wise, often immediate decisions. They must be critical thinkers who can read and interpret beyond the page, and who routinely question the status quo. Teaching and leading with mind are manifested in candidates’ ability to:

1.1. Construct and utilize knowledge of the world and make connections between knowledge domains;
1.2. Construct and utilize knowledge of student development, curriculum design, pedagogy, assessment, technology, and leadership to plan instruction and support student learning;
1.3. Apply a range of learning strategies and participation structures to motivate and engage learners and help them make positive choices;
1.4. Modify instruction according to students’ development, learning needs, and cultural orientations;
1.5 Engage and promote continuous learning and reflection;
1.6 Communicate effectively and critically (reading, writing, speaking, listening);
1.7 Organize time and materials effectively.

Theme 2: Teaching and Leading with the Heart (Compassion)

Teaching and leading are deeply personal acts, engaging educators’ “emotions and identity as well as their intellect.” (p. 699, Feiman-Nemser, 2008). Educating from the heart requires seeing the humanity in the eyes of students and making a positive difference in their lives. As such, teaching and leading are not only compassionate endeavors, but moral ones as well. Compassion for students, caregivers, and colleagues, reflects the Ignatian value of cura personalis (care of the entire person) and the ideal of working “with” others and not “for” others. Passion is required for doing more, being more, and expecting more from self and others (the Magis). Compassion translates to having high expectations for self, students, and stakeholders in the educational process. Teaching and leading with heart is manifested in candidates’ ability to:

2.1 Set high expectations for all students;
2.2 Create safe and nurturing learning environments;
2.3 Demonstrate caring and respect for students, families, colleagues, and community members;
2.4 Collaborate thoughtfully with stakeholders;
2.5 Deliver fair, ethical, and sound judgements;
2.6 Demonstrate professional conduct in areas of interpersonal communication, punctuality/attendance, and appearance.
Theme 3: Teaching and Leading for the Common Good (Social Justice)

Teachers and school leaders are agents who can deliver on the democratic promise of educational justice. This means understanding the inequalities that exist in society and schools and that all students do not have equal access to high quality education or the learning opportunities valued by schools. Acting with a sense of purpose means recognizing and offsetting these injustices through teaching and leadership efforts. Educators’ work involves being cultural mediators who validate students’ knowledge traditions while also helping students acclimate to the culture of school. It also means working as student advocates and teacher activists by challenging injustices that undermine students’ and teachers’ learning (Cochran-Smith, 2010). Teaching and leading for the common good is manifested in candidate’s ability to:

3.1. See the inherent, limitless capacities of each student;
3.2. Interact positively and respectfully with those of different racial, ethnic, language, and socioeconomic backgrounds and sexual orientations;
3.3. Identify structural and institutionalized inequalities of schools and society that shape students’ access to achievement;
3.4. Challenges practices and policies that reinforce inequities and undermine student learning;
3.5. Balance core standards and curriculum goals with knowledge of the heritage, values, traditions, and experiences of students;
3.6. Teach students to recognize and challenge social inequalities.

Saint Joseph’s University School of Health Sciences and Education Staff
Mr. James Osbourne, Director of Clinical Experiences
Dr. Kevin Clapano, Director of Assessment
Mrs. Elizabeth Gallagher, Assistant Director of Clinical Experiences
Dr. Monica Belfatti, Assistant Professor of Practice Teacher Education
Dr. Suniti Sharma, Seminar Professor
Dr. Cheryl George, Seminar Professor

Saint Joseph’s University School of Health Studies and Education
Dr. Angela McDonald, Dean
Dr. Virginia Johnson, Associate Dean
Dr. Suniti Sharma, Chair-Teacher Education
Dr. Cheryl George, Chair- Special Education
Dr. Encarna Rodriguez, Chair-Educational Leadership
**Required Supervisor Observations and Assessments**

**Sixteen Week Student Teaching**
- University Supervisors will make four on-site observations.
- For each observation, the University Supervisor will complete an SJU Classroom Observation Form.
- At mid-semester and the end of the semester, the University Supervisor will complete and submit a PDE 430 Form.
- At mid-semester the University Supervisor will collaborate with the student teacher and the cooperating teacher to complete and submit a KSD. Supervisors will contact the university supervisor to arrange a meeting to discuss the students’ progress.

- **Special Education Four Week Modified Student Teaching**
- After two weeks and after four weeks the University Supervisor will complete and submit a PDE Form 430.

*Note: Link for Student Teaching - University Supervisor Resources*

Provides due dates and links to University Supervisor submissions

https://sites.sju.edu/education/student-teaching/student-teacher-mentor-resources/

**Saint Joseph’s University Supervisor Contract**
- Sixteen week student teaching - $750 per student- four on-site observations
- Four week student teaching - $350 per student- two on-site observations
- Pre-Student teaching - $125 per student for each observation – two maximum
- Mileage reimbursement if one-way trip exceeds 20 miles
- Attendance at initial orientation session
- Supervisors may not exceed six student teaching assignments per semester - six pre-student observations are the equivalent of one student teaching assignment

**Purposeful Collaboration University Supervisor, Student Teacher, and Cooperating Teacher**

The University Supervisor, student teacher, and cooperating teacher are gifted with a unique opportunity to grow with each other in their pursuit of becoming lifelong learners. Humility and open mindedness are essential to this relationship. The wisdom, energy, and dedication to the lives of children are the uniting force that makes this particular collaboration so special. Enjoy the ride and savor the “aha moments” that make teaching such a life giving vocation.
Roles and Responsibilities

- **University Supervisor** feedback reflects the Danielson Framework for Teaching (See Appendix A)
- **University Supervisor** provides feedback to student teacher’s lesson plan prior to observed lesson
- **Student Teacher** must use SJU Lesson Plan format for formal observations and submit to University Supervisor three days prior to observed lesson
- **Cooperating Teacher** familiarizes the student teacher with appropriate curricula and materials
- **Cooperating Teacher** provides feedback on lesson planning and performance
- **Cooperating Teacher** discusses the student teacher’s performance with the University Supervisor during visits, by phone, or through email
- **Cooperating Teacher** contributes to the KSD mid-term evaluation report
- **Cooperating Teacher** is legally responsible for the class; therefore, student teachers should not be permitted to be unsupervised while in the classroom
<table>
<thead>
<tr>
<th>Assess the Big Picture</th>
<th>Assess Student Engagement</th>
<th>Assess the Orchestration of the Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notice the dynamics between the student teacher and his/her students.</td>
<td>Does the student teacher know his/her students’ interests and talents?</td>
<td>Are transitions predictable and consistent?</td>
</tr>
<tr>
<td>Notice the level of comfortability the student teacher demonstrates in the classroom.</td>
<td>Do the students have real choices about how they can demonstrate their learning?</td>
<td>Are materials organized and ready for distribution to students?</td>
</tr>
<tr>
<td>Notice the celebrations over learning or lack thereof.</td>
<td>Are the students appropriately challenged?</td>
<td>Does the student teacher demonstrate good judgement about when to allow for off topic discussions?</td>
</tr>
<tr>
<td>Notice the strugglers and what is being done for them.</td>
<td>Are there opportunities to apply what the students are learning in real world settings?</td>
<td>Does the student teacher have a presence in the classroom?</td>
</tr>
<tr>
<td>Notice the care given to the classroom environment.</td>
<td>Are there opportunities to make mistakes and learn from experimenting and speculation?</td>
<td>Are the various procedures carefully planned with the needs of the students in mind?</td>
</tr>
<tr>
<td>Notice the student teacher’s ability to listen to his/her students.</td>
<td>Is there adequate time given for deep and sustained practice of the skills necessary for student learning?</td>
<td>Is the student teacher able to redirect the students after an interruption in instruction or in the schedule?</td>
</tr>
<tr>
<td>Notice the empathy shown by the student teacher towards her students.</td>
<td>Are students given time to explore a topic they are curious about?</td>
<td>Does the student teacher convey professionalism and gratitude for his/her students?</td>
</tr>
<tr>
<td>Notice the relationship between the student teacher and the cooperating teacher.</td>
<td>Does the student teacher understand how students’ learning contributes to their community and/or world?</td>
<td>Is the student teacher physically present to his/her students through the use of nonverbals and proximity to students in the classroom?</td>
</tr>
<tr>
<td>Notice the relationships the student teacher has with his/her students.</td>
<td>Does the student teacher allow for flexibility around the sequence of standards?</td>
<td>Is the student teacher more of a facilitator than a sage on the stage?</td>
</tr>
</tbody>
</table>
## Appendix A: Charlotte Danielson’s Framework for Teaching

### Charlotte Danielson’s FRAMEWORK FOR TEACHING

#### DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
   - Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
   - Child development • Learning process • Special needs
   - Student skills, knowledge, and proficiency
   - Interests and cultural heritage

1c Setting Instructional Outcomes
   - Value, sequence, and alignment • Clarity • Balance
   - Suitability for diverse learners

1d Demonstrating Knowledge of Resources
   - For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
   - Learning activities • Instructional materials and resources
   - Instructional groups • Lesson and unit structure

1f Designing Student Assessments
   - Congruence with outcomes • Criteria and standards
   - Formative assessments • Use for planning

#### DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
   - Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning
   - Importance of content • Expectations for learning and achievement
   - Student pride in work

2c Managing Classroom Procedures
   - Instructional groups • Transitions
   - Materials and supplies • Non-instructional duties
   - Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
   - Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space
   - Safety and accessibility • Arrangement of furniture and resources

#### DOMAIN 3: Instruction

3a Communicating With Students
   - Expectations for learning • Directions and procedures
   - Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques
   - Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning
   - Activities and assignments • Student groups
   - Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
   - Assessment criteria • Monitoring of student learning
   - Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
   - Lesson adjustment • Response to students • Persistence

#### DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
   - Accuracy • Use in future teaching

4b Maintaining Accurate Records
   - Student completion of assignments
   - Student progress in learning • Non-instructional records

4c Communicating with Families
   - About instructional program • About individual students
   - Engagement of families in instructional program

4d Participating in a Professional Community
   - Relationships with colleagues • Participation in school projects
   - Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally
   - Enhancement of content knowledge and pedagogical skill
   - Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism
   - Integrity/ethical conduct • Service to students • Advocacy
   - Decision-making • Compliance with school/district regulations

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### Appendix B: Student Teaching Lesson Plan Format

**Saint Joseph's University**  
**Pennsylvania Standards Aligned System**  
**Lesson Plan Format**

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td>Grade Level:</td>
</tr>
</tbody>
</table>

#### Lesson Context:
- Big Ideas and Essential Questions  
- Central Topic and Concepts of the Content Areas  
- Interdisciplinary Areas (if applicable)  
- Lesson situation  
- Prerequisite Skills

#### Learner Outcomes (Instructional Objectives):

#### Related Academic Standards: (Common Core and/or PA Standards – as relevant to the standards used by the school district)

#### Vocabulary:

#### Materials:

#### Resources:

#### Instructional Procedures(s):

In general, the lesson plan Instructional Procedures section should have a minimum of three sections (e.g.: Introduction, Developmental Activities, Closure). However, the exact sections may differ by content area and/or type of lesson. For example, the sections for an Investigative lesson in Mathematics should include Initiate, Investigate, and Summarize sections, and an Inquiry-Based lesson in Science should follow the 6-E model – Engage, Explore, Explain, Extend, Evaluate, e-Learning. See the SJU Lesson Plan Handbook for which sections must be included depending on the type of lesson plan.

Consider how you are addressing these questions throughout your lesson (You do not need to answer specifically, rather incorporate these ideas into your lessons. Delete this text in your final lesson plan):

- **W:** How will you help your students to know where they are headed, why they are going there, and what ways they will be evaluated along the way?
- **H:** How will you hook and hold students’ interest and enthusiasm through thought-provoking experiences at the beginning of each instructional episode?
- **E:** What experiences will you provide to help students make their understanding real and equip all learners for success throughout your course/unit?
- **R:** How will you cause students to reflect, revisit, revise, and rethink?
- **E:** How will students express their understandings and engage in meaningful self-evaluation?
- **T:** How will you tailor (differentiate) your instruction to address the unique strengths and needs of every learner?
- **O:** How will you organize learning experiences so that students move from teacher-guided and concrete activities to independent applications that emphasize growing conceptual understandings as opposed to superficial coverage?
### Addressing Learners’ Diverse Needs:

- Accommodations and Adaptations (IEPs, 504 Plans)
- Language adjustments made for specific ELP levels (include ELP level and PA ELP Standards)
- Challenges for advanced learners

### Formative/Summative Assessment:

### Reflection:

The reflection section is to be completed for lessons that are taught with students and **MUST** include (at least a paragraph for each):

- A discussion of how successful the lesson in relation to its goals and objectives (i.e.: Did students learn what you set as the objective? Provide specific assessment data and information to support this. For example, if you say that “students met the objectives” you should include information about how many/what % of the students met *each* objective and what assessment you used to determine this. Also, if any students did not meet the objectives, describe how the strategies you would use to re-teach the content.
- A discussion of how you feel the lesson went. Comment on each of these areas related to effectiveness for meeting the objectives - instructional procedures, accommodations and modifications, materials, and assessment strategies.
- A description of what you would keep the same and what you would change if you taught the lesson again. Comments should be related to these areas - instructional procedures, accommodations and modifications, materials, and assessment strategies.
Appendix C: Partner Schools

School of Health Studies and Education
Spring-Fall 2021 Regional School Partners for Placements
(includes confirmed, recent but not current, and pending as of 8/31/21)

PUBLIC
School District of Philadelphia
- Gompers, Shawmont, Cook-Wissahickon, Clara Barton, Richard Wright, Overbrook Education Center, Willard, Cassidy, Science and Leadership Academy at Beeber, Fels High, Overbrook High, Camelot, Central, John Moffet
William Penn School District
- Ardmore Avenue, Walnut St, Lansdowne, Evans, Penn Wood Middle and High
Upper Darby School District
- Primos, Hillcrest, Upper Darby High
Lower Merion School District
- Bala Cynwyd, Merion
Haverford School District
- Chesnutwold
Dowingtown Area School District
- Dowington Cyber Academy

CHARTER
Belmont Innovation
Mastery (Mann, Shoemaker)
Global Leadership Academy
Pantoja
Ad Prima

PRIVATE
Y.A.L.E. (located in St John the Baptist Catholic church)
Gesu (independent Catholic school)
Visitation (Roman Catholic school)
Green Tree (non-profit, state licensed agency)
St. Rose of Lima (Independence Mission school)
St Martin of Tours (Independence Mission school)
St Andrew School (Catholic parish school)
Merion Mercy-Waldron Mercy (Catholic school)
St Katherine School (Archdiocese school)
West Catholic School (Archdiocese school)