Assistant Professor of Clinical Education
Education Foundations and Humanities
Non-Tenure Track, Off-Site/Online

Applications are invited for an Assistant Professor of Clinical Education position in the Master of Arts in Teacher Program at the University of Southern California Rossier School of Education. The position is a 12-month, non-tenure track, off-site/online appointment and filled on a one-year contract with opportunity for renewal. Off-site/online faculty members teach 10 courses in a 12-month academic year, totaling 32-36 units. Online classes are taught using Rossier’s powerful online learning platform, which combines live video-streamed face-to-face weekly classes, dynamic self-paced coursework, and personal interactions with a global community of students and educators. Class sessions are held in a seminar format on a live video platform.

The mission of the Rossier School is to improve urban education locally, nationally, and globally. Urban areas typically have unique strengths including racial, ethnic, linguistic, and cultural diversity. Urban regions face challenges associated with equity and access, poverty, density, immigration, and strained social conditions around housing, healthcare, and security. We seek educators who can prepare students to start and advance careers as teachers, educational leaders, counselors and scholars. Rossier faculty benefit from vigorous debate and seek colleagues who are willing to engage in discussions about the future of education.

We seek an applicant with a deep understanding of educational foundations in the areas of learning theories, urban schooling and social context, and human learning differences to teach in our online graduate MAT teacher preparation program. An understanding of equity pedagogies including culturally relevant and responsive pedagogy, learning needs of English Language Learners, critical pedagogy, and culturally sustaining pedagogy and their applications in practice to address the social, cultural, and economic conditions influencing urban contexts is desirable.

Applicants with deep knowledge of any of the following areas are particularly encouraged to apply: Social Science teaching methods or English Language Arts teaching methods and Literacy education; individual and group characteristics that influence learning and motivation; the use of digital media in learning and educational engagement; educational interventions; authentic or embedded assessment of learning data; student teaching/field education; and curriculum development.

Required Qualifications
- Doctorate in Teacher Education or related field, with a demonstrated understanding of urban schooling and social context, equity and culturally responsive pedagogies, and best practices of teacher preparation in urban high needs settings.
- Demonstrated ability to understand and model skills of effective pedagogical practices in secondary classrooms.
- 3+ years experience teaching (with a state teaching credential) in humanities classrooms (i.e., English Language Arts or Social Sciences).
- Experience supervising, mentoring, coaching, and/or evaluating novice or “pre-service” teachers.
Preferred Qualifications

- Experience designing, developing, and teaching online courses.
- Experience teaching with technology in secondary school contexts.
- Established record of scholarly research and publication.

Interested applicants should visit the Rossier Faculty Opportunities webpage for more information and to apply: http://rossier.usc.edu/faculty-and-research/open-faculty-positions/. Applicants must provide a cover letter, curriculum vitae, and three names for references. Review of applications will begin May 16, 2016 and continue until the positions are filled.

For additional information about a specific position please go to: https://policy.usc.edu/equal-opportunities/.

For more information, please contact:
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