Assistant Professor of Clinical Education
Special Education and Elementary Education
Non-Tenure Track, On Campus

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, on campus appointment and filled on a one-year contract with opportunity for renewal. On campus.online faculty members teach 8 courses in a 12-month academic year, totaling 24 units. On campus and online classes will be taught by the appointed candidate. 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 crime. 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 special education in mild to moderate learning disabilities, particularly related to inclusion and the intersection of general and special education in the public schools. Experience with early childhood and/or elementary learners in urban contexts is preferred as each of these factors will come into play as we adapt our program to the new California State Teacher Preparation Standards. This faculty member will teach in our graduate MAT teacher preparation program, on campus and online, and should have a credential in Mild to Moderate special education.

Applicants with deep knowledge of any of the following areas are particularly encouraged to apply: Curriculum and instruction for inclusion teacher preparation; Using technology to special needs learners; Using a socio-cultural approach across general and special education; Working with over-representation of students of color in special education; Having parents on the team for a holistic approach to addressing special needs; Working with children on the autism spectrum; Linking curriculum, assessment, and instructional practices in the preparation of inclusion teachers; and Developing teacher dispositions related to teaching students with special needs.

Required Qualifications

- Doctorate in Special 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 early childhood and elementary inclusion classrooms.
- Demonstrated commitment to social justice, equity, and assets based approaches to working with
students for historically marginalized and underrepresented groups, especially in the overrepresentation of students of cultural, linguistic, and economic diversity in special education.

- 3+ years experience teaching (with a state teaching credential) students with mild to moderate learning disabilities, preferably in early childhood and/or elementary inclusion classrooms.
- Experience supervising, mentoring, coaching, and/or evaluating novice or “pre-service” teachers.

Preferred Qualifications

- Interest in the linkage among assessment, curriculum, and instruction for the inclusion teacher.
- Holds a Special Education Credential in Mild to Moderate Learning Disabilities.
- Experiences and preparation working with children on the Autism spectrum and/or holds an ASD Certificate.
- Experience working with families who have a child/children with disabilities.
- Experience designing, developing, and teaching online courses.
- Experience teaching with technology in elementary 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:
Michael Chung, Administrative Director for Faculty Affairs
Phone: 213.740.0433
Email: michaebc@rossier.usc.edu