

Part-time Faculty, Education Department, Elementary Instructor for EDU 1/250 Introduction to Elementary Education: Theory and Practice.

About Mount Saint Mary's University:

Mount Saint Mary's University is an independent, Catholic, liberal arts University which provides a values-based undergraduate education for women, as well as innovative graduate programs for professional men and women on two historic campuses in Los Angeles. It is nationally recognized for its academic programs, its culturally diverse student body, and its focus on preparing the next generation of citizen leaders. The Mount also offers a supportive, nurturing environment for faculty and staff and prides itself on its quality working environment.

Mount Saint Mary's University is an equal opportunity employer. The University is thoroughly committed both to providing equal employment opportunities for all job applicants and employees, and to providing a work environment that is free from harassment, discrimination and retaliation.

Applicants must be able to provide proof of eligibility to work in the United States. The University will not assist applicants with any visa matter. A background check will be required. All courses are held on the historic downtown Doheny Campus, centrally located near the 10 and 110 freeways.

Job Description:

The Education Department at Mount Saint Mary's University (Los Angeles) invite applicants with a master or doctoral degree in education, or a related field, with expertise in K-12 education to teach EDU 150/250: Elementary Education: Theory and Practice.

Course Description:

This course is the introductory professional preparation course for the Elementary Teacher Preparation Program. It is designed to provide growth in effective instructional and class management methods within the context of a diverse society. Using an interactive and collaborative format, teacher candidates will examine current theory and discuss and practice ways to create positive learning environments for all children, including those learning English. Candidates will learn to use a variety of teaching strategies that support multiple learning styles, different lesson plan formats, and to self-assess their teaching practice. Candidates will also examine their own life experiences and how they influence their teaching philosophy. Candidates will have an opportunity to expand their teaching and management skills through focused observations and participation in an MSMU affiliated public school classroom where the educators are familiar with current instructional theory and practice. If the candidate is already teaching, he/she will also learn ways to look more deeply at his/her own practices. Course meetings will model and utilize effective learning techniques as well as subject-specific pedagogy for teaching Physical Education and Health in relation to the California Content Standards and Frameworks. The course goal is to extend candidates' abilities to make decisions that are appropriate for a diverse student population where many are just learning English.

EDU 1-250 Course Objectives and Student Learning Outcomes:

Candidates will gain familiarity with, practice, and demonstrate initial competencies in the following expectations of a novice teacher:

1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. (TPE 1.1)
2. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. (TPE 1.3)
3. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including Specially Designed Academic Instruction in English (SDAIE). (TPE 1.6)
4. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers. (TPE 2.1)
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom. (TPE 2.5)
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families. (TPE 2.6)
7. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks for Health and Physical Education. (TPE 3.1)
8. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. (TPE 3.2)
9. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction. (TPE 3.3)
10. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards. (TPE 3.8)
11. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students. (TPE 4.2)

12. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: appropriate use of instructional technology and opportunities for students to support each other in learning. (TPE 4.4)

13. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments to design and administer classroom assessments, including the use of scoring rubrics. (TPE 5.1)

14. Subject-Specific Pedagogy for Physical Education and Health Education.

Qualifications: Applicants must hold a masters or doctoral degree in education, or a related field. Expertise with K-12 education is expected.

Additional Information:

The University is committed to recruiting and retaining a diverse student population and workforce as a reflection of our commitment to maintain the excellence of the University, and to offer our students richly varied disciplines, perspectives and ways of learning. In compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, the University does not discriminate on the basis of race, color, creed, religion, national origin, sex (including pregnancy and parenting status), disability, age, veteran status, sexual orientation, gender identity or expression, marital status or genetic information in its programs or activities, including employment, admissions, and educational programs. We encourage people of all backgrounds to apply to be a student or to work for the University.

Application Instructions:

Please provide the following information so that we can evaluate your application.

1. Completed application form through Interview Exchange
2. Cover letter
3. Current resume / CV
4. Current student evaluations and/or peer evaluations (if available)
5. List of 2-3 references who can testify to your teaching and/or qualification
6. Teaching statement (optional)