

Seaver's Director of Clinical Practice Job Opening

The Teacher Preparation Program at Seaver College invites applications for a full-time non-tenure track faculty position as the Director of Clinical Practice. Responsibilities include arranging clinical placements for all students in education courses requiring clinical experiences; orienting, equipping, and professionally communicating with Mentor Teachers (MT) and University Field Supervisors (UFS); overseeing and maintaining UFS, MT, and student teacher paperwork and online records; ensuring alignment with CA Commission on Teacher Credentialing clinical practice mandates; teaching two teacher education courses per year; and cultivating strong partnerships with Pepperdine's neighborhood schools. A master's degree is required, and preference will be given to those with K-12 teaching experience. Candidates are expected to demonstrate a commitment to the Christian mission of the university.

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership. Seaver College, the undergraduate liberal arts college of Pepperdine University, enrolls approximately 3,400 students at its residential campus in Malibu, California. The Teacher Preparation Program at Seaver college is an undergraduate, integrated program in which students pursue their bachelor's degree and teaching credential simultaneously, often finishing both in four years.

A successful candidate will have a preference and demonstrated ability for undergraduate teaching, a willingness to collaborate with colleagues in other disciplines, outstanding oral and written communication skills, excellent interpersonal skills, and an active commitment to the [Christian values of the University](#) and the [mission of Seaver College](#). The College is committed to hiring candidates who advance the university's commitment to enhancing diversity, equity, and inclusion. Located near Los Angeles in Southern California, Pepperdine University is especially interested in candidates who can contribute through their teaching and service to the diversity and excellence of the University and our surrounding community.

Review of applications will begin March 1, 2022 and continue until the position is filled.

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INFORMATION FOR THE FINALIST BUT NOT FOR PUBLIC POST

The Director of Clinical Practice (DCP) Job Description

1. **Builds partnerships with neighborhood schools, fostering strong professional relationships with administrators and teachers.**
2. **Arranges clinical placements for teacher candidates enrolled in the following courses by the first week of the semester. Special situations may require remote placements.**

EDUC 461 Placement (20 hours in an elementary classroom)

Teacher candidates (TCs) complete 20 hours of observation/participation in an elementary school.

EDUC 462 Placement (20 hours in a secondary classroom)

TCs complete 20 hours of observation/participation in a secondary school.

Clinical Experience 1 (CE 1) Placements

EDUC 463/464/501 (50 hours in an elementary/secondary classroom)

TCs complete 50 hours of fieldwork and conduct a case-study research project on the literacy development of one student.

Clinical Experience 2 (CE 2) Placements

EDUC 510/521 (160 hours in an elementary classroom)

TCs complete 160 hours of fieldwork and are formally observed six times by their University Field Supervisor (UFS) in a variety of content areas. The course professor observes for an additional lesson. TCs complete Task 4 of the multiple subject education Teacher Performance Assessment (edTPA) during this clinical experience.

EDUC 520/521 (160 hours in a secondary classroom)

TCs complete 160 hours of fieldwork and are formally observed six times by their UFS and once by their course professor.

Clinical Experience 3 (CE 3) Placements

EDUC 530/531 (full semester of student teaching with 4 weeks of solo teaching)

TCs complete a semester of full-time student teaching, gradually taking on more responsibility as they progress through the semester. During this placement, the TC completes four weeks of solo teaching in which the TC plans, teaches, assesses, grades, and assumes most, if not all, of the teaching responsibilities including faculty inservices, IEPs, parent nights, and professional development opportunities. TCs are formally observed six times by their UFS and once by their course professor. They also submit the edTPA during this clinical experience.

3. **Clearly and professionally communicates with and supports all Mentor Teachers (MTs).** This includes:
 - Familiarizing MTs with the Pepperdine Teacher Preparation Program and with the expectations of the TC's specific placement

- Providing MTs with information on how best to co-teach with and support their TC in their growth as an educator
 - Providing materials to MTs such as the Mentor Teacher Handbook, Teacher Candidate Evaluation forms, LiveText Directions, and W-9 forms.
 - Ensuring the completion of mid-term and final TC evaluations on LiveText
 - Providing support and serving as a first contact for MT concerns
 - Expressing gratitude to all MTs for their willingness to host TCs
 - Working with Genny to ensure that the MTs are paid in a timely manner after all evaluation forms have been submitted
4. **Assigns UFSs to all TCs in a manner that considers both the needs of the TCs and the experience of the UFSs.**
 5. **Clearly and professionally communicates with and supports all University Fieldwork Supervisors (UFSs).** This includes:
 - Receiving and submitting hiring paperwork to Human Resources Department
 - Introducing UFSs to the Pepperdine Teacher Preparation Program and equipping them with strategies to best support the growth of teacher candidates.
 - Providing materials to UFSs such as the UFS Handbook, LiveText evaluation forms, Livetext directions, and W-9 forms.
 - Ensuring the completion of six evaluations on LiveText
 - Providing support and serving as a first contact for UFS concerns
 - Overseeing the submission of mileage reimbursements, timecards, etc. and making sure the number of evaluations posted matches the number of hours posted in Kronos to avoid overpaying UFSs
 - Working with Humanities/Teacher Education Office Manager to ensure that the UFSs are paid in a timely manner after all their evaluation forms have been submitted
 6. **Clearly and professionally communicates with TCs.** This includes:
 - Soliciting TCs' preferences regarding grade level and location of placements
 - Communicating placement, MT, and UFS to TCs
 - Troubleshooting as needed
 7. **Clearly and professionally communicates with course professors.** This includes:
 - Notifying course professors of their TCs' clinical placements which includes information on the school location, MT, and UFS
 - Visiting professors' classes to communicate TCs' clinical placements and to review expectations of professional behavior and dress
 - Keeping in constant communication with course professor if a student is struggling in his/her placement
 8. **Clearly and professionally communicates with Pepperdine's Information Technology Director (Canon Hamlin) and school districts' Chief Technology Directors to ensure that all TCs have access to districts' education management systems, troubleshooting technological issues when necessary.**
 9. **Keeps detailed records of TCs' placements (school, MT, grade level/subject) throughout their time at Seaver to ensure that each TC has experience in a**

variety of grade levels and subject areas in addition to ensuring that they have experience working with English Learners (ELs) and students with special learning needs in schools that reflect the diversity of California.

10. Serves as the UFS for a minimum of one TC each semester.

11. Ensures alignment with California Commission on Teacher Credentialing clinical practice mandates.

12. Teaches one course each semester.