



Education Department

Position Description
Director of Secondary Education
Mount Saint Mary's University, Los Angeles

The Secondary Teacher Preparation Program assists candidates in obtaining their California Single Subject Teaching Credential. The program graduates about 10-20 students each year. Our candidates include undergraduate MSMU students, Graduate students who are teaching at Catholic schools, and Graduate students who are not currently teaching but pursuing the credential. We also support public school teachers working on an Intern Credential, as our program aligns with the California Intern program requirements. Personal advisement and responsive collaboration are hallmarks of the program.

Our Education and Teacher Credentialing programs at Mount Saint Mary's University are founded on a commitment to social justice, inclusiveness, and leadership. We develop and empower teachers at every stage of their careers by providing them with academic and professional guidance throughout the credentialing process. Our program also helps prepare students to be competent, confident, and successful teachers from the very first moment they step into their classroom.

Our students benefit from small, intimate classes, dynamic classroom conversations, and readily-accessible faculty. Our diverse faculty members challenge our students to grow as future leaders and educators. Assignments are timely, relevant, and geared toward the professional development of our students. Prospective students can earn a Master of Science in Education degree along with any of our credential programs.

The Director of Secondary Education is a tenure track position in the Education Department. The Director serves as the administrator for the Secondary Teacher Preparation Program and is primarily responsible for the program's quality. The Director handles or delegates and supervises the following program responsibilities and competencies.

The Director demonstrates teacher competencies that include:

- Collaboration and engagement
- Societal issues relevant to education
- Research-based practices
- Equity, diversity, and justice
- Antiracist education
- Life-long learning and self-reflection

- Wellness
- Grounding in content and teaching methods, holding an appropriate degree and/or credentials for the role, including experiences with TK – 12 students.

Program development and review

Provides leadership for the program, its faculty, and students. Develops the program design with the Chair and the Director of Elementary Education. Responds to CCTC program requirements and writes program documents during accreditation years. Prepares and oversees program evaluation. Responds to feedback with appropriate revisions in program design or implementation. Actively pursues new course materials and resources, including grant funding opportunities for program enhancement. Collaborates with the undergraduate academic department chairs in advising students pursuing their single subject credential.

Student recruitment

Includes presenting at formal Information Sessions, phone and virtual conferencing; reviewing and/or preparing print materials; interviewing and providing accurate information to applicants in an individual appointment. This may include career counseling or guidance. Some of this responsibility may be shared with another faculty member.

Current student advisement

Holding weekly office hours; providing program advisement and approval of enrollment each semester; career advisement, informing students of changes in the program requirements, resources, or offerings, CCTC regulations, required testing, and the teaching job market. Some of this responsibility may be shared with another faculty member.

Teaching

Teaches 17 units per academic year. Is responsible for hiring the content area coaches for the Secondary Methods courses, EDU 166/266 Principles of Secondary Education & Content Area Modules, EDU 1/267, and EDU 1/268.

Orients, supports, and supervises adjunct faculty teaching courses in the program. Reviews course materials and syllabi for appropriate match with program standards.

Masters Projects Advisor

Works individually with candidates to develop and implement a case study masters project over two semesters.

Fieldwork and supervised teaching

Fieldwork. Early fieldwork is integrated into all professional preparation courses using a Content Area Coach model. Excellent, experienced practicing teachers are recruited as Coaches to provide content-specific pedagogy to students in their particular subject area. The Program Director recruits, contacts, and orients the Content Area Coaches and reviews their evaluation at the end of each term. Follow-up with Coaches includes providing them with student feedback.

Supervised Teaching. The Program Director oversees the supervised teaching experience by recruiting, orienting, and supervising college supervisors. Observes student teachers as a

University Supervisor. Collaborates with the Fieldwork Coordinator to secure optimal student teaching assignments. Communicate with school teachers and administrators to strengthen the program's fieldwork component.

Research

Research is both supported and required moving through the tenure track. Scope and focus are up to the faculty.

Other departmental responsibilities

Collaboration with the Chair and other department faculty as a full colleague in departmental programs, events, and concerns (e.g., scholarship and grant opportunities, graduation events, summer departmental responsibilities).

All college responsibilities

Attends Faculty Meetings, Faculty Convocation, and graduation events. Participates in college-wide recruitment events and serves on faculty committees.