

**EMMAUS BIBLE COLLEGE  
JOB DESCRIPTION**

**TEACHER EDUCATION PROGRAM  
FACULTY POSITION**

**POSITION IDENTIFICATION**

**Position Title:** Teacher Education Faculty Member & Clinical Practice Director and Licensure Officer

**Departments:** Teacher Education

**Status:** Full-time

**Reports To:** Chair, Teacher Education Department and Vice President for Academic Affairs

**Date Written:** August 25, 2015

**Revision Date(s):** April 22, 2019

**POSITION SUMMARY**

Seeking a full-time faculty member to (1) administer a cohesive and robust pre-service teacher clinical practice program that leads to effective classroom-ready teachers of diverse learners in 21<sup>st</sup> century schools and (2) to teach a few courses as assigned. Experience with digital communication and record keeping is essential to maintain an electronic and paper data management system for candidate files.

**ESSENTIAL JOB FUNCTIONS**

1. Serve as the principal liaison between K-12 schools and the Teacher Education Program.
2. Participate in clinical placement meetings scheduled by the Director of Human Resources for the Dubuque Community School District.
3. Secure, assign and communicate pre-student teaching and student teaching placements in K-12 schools.
4. Facilitate clinical practice seminars and handbook training sessions for cooperating teachers, student teachers, and college supervisors.
5. Possess and implement a detailed knowledge of the 281—79.14(256) Teacher Candidate Clinical Practice standard in Chapter 79 of the Iowa Administrative Code.
6. Manage paper and electronic program documents for teacher candidates' permanent files.
7. Serve as the Teacher Licensure Officer recommending candidates who successfully complete the teacher preparation program.
8. Prepare syllabi and teach assigned courses (3-7 credit hours per semester)
9. Determine instructional outcomes appropriate to each assigned course and assess student academic achievement related to these outcomes. Course outcomes should relate to the mission and outcomes of the academic program.
10. Select textbook and teaching or learning material appropriate for individual course content and outcomes under general guidance from respective Department Chairs.
11. Attend department and faculty meetings as scheduled.
12. Attend chapel regularly, eat lunch with students, and engage in informal exchange of ideas with students as opportunity permits.
13. Serve as academic advisor for assigned students
14. Serve or provide leadership on faculty and institutional committees as appointed.
15. Assist in the achievement of institutional and departmental goals.

16. Assist the VP for Academic Affairs and the department chair with the professional development and advancement of the department.
17. Implement college and departmental policies and procedures in the college and K-12 classrooms.
18. Read and comply with policies and procedures in the Employee and Faculty handbooks.

The list of essential functions as outlined above is intended to be representative of the tasks performed in this position. The department chairman or Academic VP may assign additional activities, responsibilities or duties as required to achieve additional learning outcomes or fulfill department needs.

## **ESSENTIAL JOB SPECIFICATIONS**

1. Act as a self-starter, requiring minimal supervision to accomplish assigned tasks.
2. Liaise between area K-12 schools and the Teacher Education Program.
3. Respond professionally both verbally and in writing to inquiries and concerns from K-12 schools with a service-oriented attitude.
4. Respond professionally both verbally and in writing to students' inquiries and needed professional development with a service-oriented attitude.
5. Adapt to different student learning styles to accomplish assigned learning outcomes.
6. Serve as a member of the Teacher Education Department leadership team.
7. Effectively and professionally present information to faculty and staff for committee assignments while working in a team-based atmosphere.

## **EDUCATION, TRAINING, AND EXPERIENCE**

The education, training and experience typically required are as follows:

1. A minimum of a master's degree in education from an accredited college or university is required.
2. A minimum of 3-5 years of teaching experience in K-12 school settings is required.
3. A candidate holding a teaching license with teaching experience in a secondary school is preferred but not required.
4. Graduate coursework in curriculum, instruction, and classroom assessment is preferred.
5. An interest in teaching general principles of and strategies for instructional design to secondary education majors is preferred.

## **KNOWLEDGE, SKILLS, ABILITIES, AND DISPOSITIONS**

The knowledge, skills and abilities necessary for this position require the following:

1. Born-again believer in the Lord Jesus Christ
2. Demonstrated, contagious Christian character
3. Demonstrated, service to others as a lifestyle
4. Alignment with the Doctrinal Statement of Emmaus Bible College
5. Commitment to the Mission, Core Values, and Institutional Goals of Emmaus Bible College
6. Ability to integrate Biblical truth with teaching philosophy and praxis
7. Ability to teach effectively with a commitment to the scholarship of teaching and learning
8. Commitment to collegial collaboration that supports the mission of the Teacher Education Program, equitable and purposeful student learning, and the collection and use of formative and summative assessment data that enhances teaching praxis and informs program effectiveness
9. Understanding of the needs and trends associated with traditional college age students as well as professional educators

10. Ability to develop connections with professional educators in the community
11. Excellent human relations skills for the glory of God
12. Excellent verbal and written communication skills
13. High professional, ethical, and moral standards
14. Recommendations of quality performance

#### **OTHER SPECIFIC POSITION RESPONSIBILITIES**

1. Secure annual signed contracts with cooperating school district or school(s). Written and verbal communication with K-12 school or school district cooperating teachers and other staff members.
2. Student Teaching Supervision – Provide coaching and evaluation of student teachers in teaching endorsement programs at appropriate grade level(s) for which you have teaching experience.
3. Student Teacher Handbook – Provide/revise policies and procedures as requested.
4. Provide program overview and performance assessment training to cooperating teachers and clinical practice supervisors.
5. Facilitate development of Professional Portfolio in ED 499 Student Teaching Seminar and assess candidate proficiency of licensure competencies.
6. Stay apprised of and communicate Iowa licensure changes/updates to TED and candidates.
7. Distribute memorandum about the state mandated Praxis testing requirements for program completion to student teachers at least one semester prior to full-time student teaching.
8. Clinical Experiences – Facilitate performance evaluations of teacher candidates in K-12 schools.
9. Program Continuation – Cultivate and help monitor the teaching competencies and professional dispositional growth of education majors and communicate their program progress/status to them.
10. Business Office – Provide detailed mileage logs for institutional and/or personal vehicle use and documented expense reports for field studies supervision and program approved trips.
11. Department Meetings – Email agenda items to Teacher Education Department Chairperson and provide updates on clinical practice program and candidate performance assessments to departmental colleagues as needed.
12. Professional Involvement & Recency – Engage in professional education and maintain ongoing involvement in PK-12 schools including at least 40 hours of teaching at the appropriate grade level(s) during a period not exceeding five years in duration as required by the Standards for Educator Preparation Programs found in Chapter 79 of the Iowa Administrative Code (281—79.12(5)).
13. Program Accreditation/Approval – Participate in department meetings for a self-study of the TEP and use the 281—79.14(256) Teacher Candidate Clinical Practice standard in Chapter 79 of the Iowa Administrative Code to help draft a chapter in the Institutional Report (IR) in preparation for the Iowa Department of Education site visit and program approval process by the state board of education.