



California State Polytechnic University, Pomona
FACULTY POSITION IN SPECIAL EDUCATION
ASSISTANT PROFESSOR (TENURE-TRACK)

Description

The Education Department at California State Polytechnic University, Pomona invites applications for a tenure-track position in the area of Special Education at the rank of Assistant Professor to begin August 2020. The Education Department prepares scholar-practitioners who champion social justice, equity, and excellence for all; conduct critical inquiry to improve policies and practices; and serve as ethical, transformative leaders. The programs within the department include a Multiple-Subject Program, a Single-Subject Program, an Education Specialist Program, and a Master's of Arts in Education.

The Position

We are seeking a dynamic scholar-practitioner with experience in the teaching, learning, and behavior support needs of K-22 students with disabilities. The position requires an applicant who can teach courses, supervise candidates in the field, advise credential, MA, and Ed.D. candidates, along with maintaining a scholarly agenda and providing service to the department, college, university, and community. Our Department of Education's Education Specialist (Special Education) teacher preparation program prepares post-baccalaureate teacher candidates and has a Master's program in Education, Special Education option. Credential options include the mild/moderate disabilities and moderate/severe disabilities authorizations. Recently, we launched an integrated, undergraduate pathway (i.e., ITEP) through our Liberal Studies and Early Childhood Studies programs and currently oversee a \$1.2 million federal personnel development grant in teacher preparation for student with intensive support needs. The focus of our teacher preparation program is on high-quality, evidence-based instruction in inclusive settings for students from mild to intensive support needs. Applicants are expected to have experience in the academic preparation of ethnically, linguistically, and socioeconomically diverse students as well as understand culturally responsive, strengths-based instruction of K-22 students with disabilities.

Experience with K-12 students with intensive support (moderate/severe) needs or a research agenda that focuses on K-12 students with intensive support needs is preferred. Knowledge of state standards and/or alternative standards, multi-tiered systems of support, and how they relate to students with disabilities, is preferred. Preference will be given to applicants with knowledge and application experience of contemporary emerging electronic technologies and assistive technologies/Augmentative and Alternative Communication (AAC) in diverse classrooms is preferred. Preference will be given to applicants who demonstrate experience in positive behavior supports (PBIS).

The successful candidate will demonstrate a commitment to preparing upper division undergraduate, teacher credential, and graduate level students at one of the most diverse universities in the West. Applicants must demonstrate commitment to serving a highly diverse student body, reflecting our service area and the educational equity goals of the University, department, and programs. The Cal Poly Pomona campus, designated a Hispanic-Serving Institution, is recognized nationally for quality, affordability, and helping diverse students achieve economic success.

Cal Poly Pomona cultivates success through a diverse culture of experiential learning, discovery, and innovation. We demonstrate academic quality, relevance, and excellence through teaching, learning, scholarship, and creative activities with student-centered faculty in an evidence-based culture. Cal Poly Pomona is committed to being the model for an inclusive polytechnic university that inspires creativity and innovation, embraces local and global challenges, and transforms lives.

As a growing department, faculty value demonstrated flexibility and adaptability among colleagues, who may be asked to teach courses outside of their immediate areas of expertise. Salary and appointment at the Assistant Professor level will be commensurate with qualifications and experience.

MINIMUM QUALIFICATIONS

1. Earned Ph.D. or Ed.D. from an accredited institution in Education, with an emphasis in Special Education, or a related field, prior to the appointment beginning in the 2020-2021 academic year.
2. A minimum of 3 years of successful special education teaching experience with a credential authorization in special education, or equivalent in teacher preparation for diverse K-22 schools.
3. Experience working with K-22 culturally and/or linguistically diverse learners, and/or their families.
4. Evidence of strong theoretical foundation in Special Education/Inclusive Education, especially as related to evidence-based practices in assessment, curriculum, instruction and positive behavior supports.
5. Evidence of emerging professional and scholarly agenda that aligns with the College's commitment to equity, inclusion, and/or social justice.
6. Participation in professional associations or networks related to area of expertise.

PREFERRED/DESIRED QUALIFICATIONS

1. Experience supporting the learning and behavior of K-22 students with intensive support needs (i.e. moderate/severe disabilities).
2. Evidence of knowledge and application of tiered systems of intervention and support (e.g. RTI, MTSS, PBIS) and Universal Design for Learning (UDL)
3. Evidence of knowledge and application of state standards and/or alternative standards in teaching, learning, and assessment of students with disabilities.
4. In addition to teaching courses in Special Education preference will be given to candidates who also bring expertise in another area of educator preparation at the credential or masters level.
5. Experience in technology both as a teaching/learning tool and assistive technology, and/or AAC applications.
6. Experience in university teaching, supervising pre-service candidates and/or advising graduate students.
7. Experience building effective collaborative partnerships with local schools, districts, or community-based organizations.
8. Engaged scholarship and professional practice in Special Education/Inclusive Education or related fields (e.g., student assessment and equity; teacher leadership; technology, learning and disabilities; disability studies, social constructivist theory; diversity in schools and communities; critical literacy; critical race theory; culturally relevant schools).
9. Experience in successfully obtaining outside grant funding.
10. Working knowledge of teacher preparation accreditation.

APPLICATION PROCEDURE

Application process and details can be found and submitted online via Interfolio:

<https://apply.interfolio.com/67599>