Problem-Based Learning (PBL) Instructional Coach: iTeach ELLs # 11463

The Mary Lou Fulton Teachers College invites applications for a 12-month benefit eligible Academic Professional Problem-Based Learning (PBL) Instructional Coach position. Salary will depend on experience.

The Problem-Based Learning Instructional Coach is an academic professional that has knowledge and experience with the empirical foundations of problem-based approaches to teaching and learning. This person works closely and collaboratively with stakeholders to plan and implement curriculum reforms within the teacher preparation program and ensures timely delivery of project outcomes in accordance with sponsoring source’s expectations.

This is a grant funded position and is contingent on future grant funding.

**Duties and Responsibilities include:**

- Plans, develops, implements, and manages curriculum reform through professional development and coaching with university faculty and other stakeholders.

- Works closely and collaboratively with university instructors to identify ways to infuse PBL strategies into content methods course syllabi and activities.

- Works closely and collaboratively with ELL coaches to design problem-based learning experiences that benefits students who are classified as English Language Learners.

- Works closely and collaboratively with the project coaches to implement problem based enhanced language learning strategies into course syllabi and activities for Teacher Candidates.

- Supports research, data collection, documentation, and dissemination on work related to the iTeach ELLs project.

- Co-teach university courses, design professional development workshops, and support Teacher Candidates and mentors to design, implement and evaluate teaching projects.

- Prepares and maintains relevant status reports and schedules; tracks milestones/deliverables; supports collection of project data.

- Builds, develops, and maintains relationships vital to project success with students, faculty and community partners.
• Makes presentations to various groups explaining the project focus, progress and outcomes.

• Other duties as assigned by the project leadership and/or Project Director.

Knowledge, Skills and Abilities:
• Knowledge of curriculum design in early intervention and elementary schools; knowledge of state and/or national standards in early childhood and elementary school environments.
• Expertise and experience in problem-based learning. Knowledge of K-12 school law, curriculum, and professional expectations.
• Ability to work collaboratively with faculty and staff in the Mary Lou Fulton Teachers College, as well as representatives from other academic units, across academic domains including, but not limited to, literacy, math, science, technology and social sciences.
• Excellent verbal skills required to present project focus, progress and outcomes to local audiences. Experience in coaching and/or providing professional development for adult learners.

Working Environment:
Activities are primarily performed in a classroom setting, subject to extended periods of sitting, standing, walking. Visual acuity and manual dexterity associated with daily use of desktop computer; bending, stooping, reaching and lifting up to 20 pounds. Ability to clearly communicate verbally in English, read, write, see and hear to perform essential duties. Travel to partner districts throughout the Phoenix metropolitan area is required.

Required Qualifications:
• Master’s degree in curriculum and instruction, early childhood education or related field,
• minimum 3 years K-grade 8 teaching, facilitating or leading professional development; or any equivalent combination of experience and /or education from which comparable knowledge, skills and abilities have been achieved.
• Documented expertise in the area of problem-based learning

Desired Qualifications:
• Earned doctorate in curriculum and instruction, early childhood education or related field.
• Five or more years teaching adults.
• Experience designing problem-based learning experiences specifically for ELLs.
• Ability to work collaboratively with team members and Teacher Candidates to integrate strategies for ELLs into content-area curriculum such as math and science.
• Experience working in schools with a high population of students who are ELLs
**Application Deadline and Procedures:**

Applicants are asked to email the following as one attachment: (1) a letter of application addressing the required and desired qualifications listed, (2) a complete curriculum vitae, and (3) the names and contact information of three references to Tamara.Griffith@asu.edu. Please put the job title in the subject line of the email.

The first application deadline is January 11, 2016. Applications will be reviewed weekly thereafter until the position is filled. Only electronic applications are accepted for this position.

Questions regarding this position may be directed to Wendy Farr at Wendy.Farr@asu.edu

*Arizona State University is a VEVRAA Federal Contractor and an Equal Opportunity / Affirmative Action Employer. All qualified applicants will be considered without regard to race, color, sex, religion, national origin, disability, protected veteran status, or any other basis protected by law. Women and minorities are encouraged to apply. For a complete statement of ASU's non-discrimination statement, refer to [http://www.asu.edu/aad/manuals/acd/acd401.html](http://www.asu.edu/aad/manuals/acd/acd401.html) and [https://www.asu.edu/titleIX/](https://www.asu.edu/titleIX/).*

**Background Check Statement:** ASU conducts pre-employment screening for all positions which includes a criminal background check, verification of work history, academic credentials, licenses, and certifications.

**Standard Statement:** Arizona State University is a new model for American higher education, an unprecedented combination of academic excellence, entrepreneurial energy, and broad access. This New American University is a single, unified institution comprising four differentiated campuses positively impacting the economic, social, cultural, and environmental health of the communities it serves. Its research is inspired by real world application blurring the boundaries that traditionally separate academic disciplines. ASU serves more than 70,000 students in metropolitan Phoenix, Arizona, the nation's fifth largest city. ASU champions intellectual and cultural diversity, and welcomes students from all fifty states and more than one hundred nations across the globe.