

Screening/Admittance Information

Graduate & Undergraduate Candidates

When a teacher candidate successfully passes screening, they are officially admitted into ESU's teacher education program for secondary education (grades 7-12). You'll want to gather items digitally and schedule an appointment to interview with PSED faculty. The preparation directions are below. The process ensures that ESU meets the Pennsylvania Department of Education teacher education requirements.

Please review PSED Screening website for updates.

Step 1: Preparation Overview

- Review everything you will have to do and gather all the items. See the Checklist, and the Steps.
- Clearances and test scores will be given or sent by email to the PSED department secretary.
- Gather the rest of the items digitally and name the files to reflect the item.
- Organize of your digital files. You want to present files in an organized manner. This may be in Google Drive® Folder, Dropbox® Folder, Microsoft 365® Documents, Digital Web Portfolio, Slide Show with links etc.

Step 2: Sign up for a screening appointment with the PSED department secretary. You will be scheduled with a PSED professor. At **least three days** before screening, send the professor your BEO's update, Dispositions Self-Evaluation, Writing Prompt, and projects with reflection.

Undergraduate Checklist

- Clearances and criminal record as listed from the Field Experience Office
- Proof of passing state-mandated Basic Skills test scores or satisfied SAT/ACT requirements
- Current transcript
- Purchase TK20 & complete Disposition Self-Assessment
- PSEA/NEA Membership
- 6 credits of mathematics
- 3-credit English composition course
- 3-credit English literature course
- Minimum 2.8 GPA
- 48-60 credits
- BEO Progress
- Writing prompt
- 5-7 Products with reflection

Graduate Checklist

- Clearances and criminal record as listed from the Field Experience Office
 - Basic Skills Test scores only if determined necessary by advisor
 - Current transcript
 - Purchase TK20 & complete Disposition Self-Assessment
 - PSEA/NEA Membership
 - Teacher Preparation Plan:
Content courses & education courses are identified for certification
 - Minimum 3.0 GPA
 - 9-12 credits at the graduate level
 - BEO Progress
 - Writing prompt
 - 5-7 Products with reflection
-

Step 3: Review the Beginning Educator Outcomes (BEO) progress. See the BEO's link on the Screening Page. Download the document. Save it. Update your progress on the list. While reading the document identify what you know or what you can apply about the BEO. Save the document to present with your work.

Step 4: Complete *the Dispositions Self-Assessment* on TK20. The directions begin on page 6 of this document and the screening web page. Print, PDF or take a screenshot to show that it is complete.

Step 5: Complete the **writing prompt**, which has three parts. It should be 2-3 pages.

- **Part 1** – Discuss how your personal history influences your approach to teaching.
- **Part 2** – Choose 1 Beginning Educator Outcome (BEO) from each of the following sections that you met through your initial coursework and describe how that knowledge/skill is important to your teaching and learning:
 - Planning and Preparation
 - The Classroom Environment
 - Instruction
 - Professional Dispositions & PA Code of Professional Conduct
- **Part 3** – Discuss how you can broaden your experiences to prepare to teach in a diverse society.

Step 6: Gather 5-7 Projects and Reflect

- Choose the 5-7 products or papers from your academic major and teacher education courses that demonstrate meaningful growth. Projects should show a range of activities. Examples:
 - Tutoring journal for PSED 250 Psychology of Learners in Diversity Communities
 - An academic area research paper or critical analysis paper
 - Lesson plans from any class
 - Teaching ideas/assignments from any class
 - Philosophy of education paper or Pedagogical Creed
 - Technology projects
 - Other artifacts you think appropriate
- Write a paragraph reflection about each product. In the paragraph, compare the product to the goals of the BEOs and reflect on what you have learned that has prepared you to be an effective educator.

Step 7: Organize your digital files for the screening interview.

- Include copies of the items listed in Steps 3,4,5 & 6.
- Make sure all documents are digital and named to reflect the item. The professor should be able to easily find them.

Step 8: Sign up for a screening appointment with the PSED department secretary. Clearances and test scores should be given in person or sent by email to the PSED department secretary.

This is a time to show off what you know, acknowledge how you hope to grow, and prepare for your future as a teacher! Read below so you have a better idea about the interview.

Screening/Admittance Interview

- Send your clearances and test scores by email to the PSED department secretary.
- The secretary will tell you the PSED professor you will screen with so you can send the professor your BEO's update, Dispositions Self-Evaluation, Writing Prompt, and projects with reflection **at least three days** before screening.
- The screening will be conducted by 1-2 PSED professors interviewing 1-3 PSED students. The interview will be held virtually using video conferencing or on the 2nd floor of Stroud Hall. Check with the PSED secretary or professor for the method.
- Dress professionally, be prompt, and be prepared for your interview.
- You will be asked to reflect upon your learning path, your products, explain how they are linked to specific Beginning Educator Outcomes, and describe how you plan to grow professionally after teacher preparation at ESU.

Sample Interview Questions

1. Select an artifact from one of your education courses. Describe how the completion of the artifact helped you grow professionally.
2. Where would you link this artifact to the Beginning Educator Outcomes?
3. What level of the Learning Cycle did you experience in developing the artifact?
4. Share a personal/professional life experiences and discuss how you see them contributing to your growth as a teacher.
5. If questions exist about your writing prompt responses, clarification or explanation of the content may be asked.
6. What is your plan to continually grow professionally?
7. Select 2 of the 5 strands in our Teacher Education Unit Dispositions Rubric which describes the value of the following: Life-long learning and knowledge, diversity, collaboration, professionalism, and personal integrity. Explain the importance of these two strands, the rating you would give yourself at the present time in these two categories, and why.

Rubric for Screening Interview

(Minimum score of 3 is required in each category)

A. Demonstrates good communication skills throughout interview

- 5 Demonstrates engaging speech, which is clear and concise. Makes frequent eye contact. Uses correct grammar. Congruent verbal and nonverbal behaviors. Animated voice.
- 3 Speech is clear and concise. Makes eye contact. Uses correct grammar. Congruent verbal and nonverbal behaviors.
- 1 Speech is clear. Infrequent eye contact. Occasionally uses incorrect grammar. Distracting mannerisms.

B. Demonstrates professional presence and dispositions

- 5 Appears very poised and self-assured without being domineering in relating to interviewers; seems very enthusiastic, projecting high interest in content and the learner: exhibits a dynamic, animated presence. Takes initiative in leading parts of the discussion.
- 3 Engages with the interviewer; seems fairly calm but occasionally shows tension; displays some enthusiasm.
- 1 Tends to be rather shy or domineering; shows some signs of anxiety, insecurity or nervous mannerisms; appears apathetic, showing very little enthusiasm.

C. Initiate a plan for professional development

- 5 Describes and presents evidence of an active involvement in educational, professional, or service activities, on and off campus. Discusses the importance of continued activities for professional growth in the life of an educator and articulates a plan.
- 3 Describes educational, professional, and service activities on and off campus and has limited personal involvement. May have a plan for further involvement.
- 1 No evidence of educational, professional or service activities. Inadequately connects educational or service activities to the importance of continued professional growth.

D. Writing Prompt Response

- 5 Specific and honest reflection about personal and professional growth; able to give detailed evidence to support statements; theoretically sound, includes fair, ethical, and prosocial approach to diverse populations.
- 3 Limited description of personal and professional growth, minimal number of examples provided, abstract or limited examples of ways to effectively reach diverse populations.
- 1 Sketchy or confusing, limited or no examples to support statements, no or unsound match to theory; bias regarding specific populations may be evident.

E. Artifacts Demonstrating Growth

- 5 Has 6+ artifacts that are connected to multiple BEOs. Discuss how the artifact demonstrates growth in terms of specific BEO and reasons are sound. Multiple examples are given and reasons are thoughtful & meaningful.
- 3 Has 5-6 artifacts that are connected to the BEOs. Discuss how the artifact demonstrates growth in terms of specific BEO. Reasoning is accurate though limited.
- 1 Has 0-4 artifacts and/or they are not connected to BEOs. Does not articulate reasons artifacts show growth.

How to Purchase Tk20

Dear College of Education Student,

You are enrolled in a course that requires Tk20 as part of the course requirements. Tk20 is a data management system and is used by university faculty and cooperating teachers for assessment purposes throughout your program. The cost for the subscription is a **one-time fee of \$128**. Your Tk20 subscription will need to be activated within the first 3 weeks of the semester.

The College of Education uses Tk20 as part of the assessments procedures during Methods 1, Methods 2, and Student Teaching semesters and allows the university to communicate and share information with the mentor and cooperating teachers you are placed with in local schools. As a student, you will upload artifacts, such as lesson plans, observation notes, etc. as part of your course and field experience requirements. These artifacts can be used in order to create an online portfolio at the end of your program.

In order to purchase your account, go to <https://tk20-1.admin.esu.edu> and click on *Please click here to purchase your account*.

In addition, as part of the screening requirement, the very first item you will complete in Tk20 is the ***Dispositions Self-Assessment***. Your purchase of Tk20 AND the completion of this self-assessment is one part of the requirements needed for TEC screening into your respective departments. The document attached gives further information about this requirement. Dispositions self-assessments dated May 30, 2017 or earlier used an outdated assessment and must be updated.

For more information or to reset your password:

Dr. Kathleen Post
TEU Assessment & Accreditation Specialist
Tk20 Unit Administrator
kpost@esu.edu
570-422-3109

Purchasing Tk20

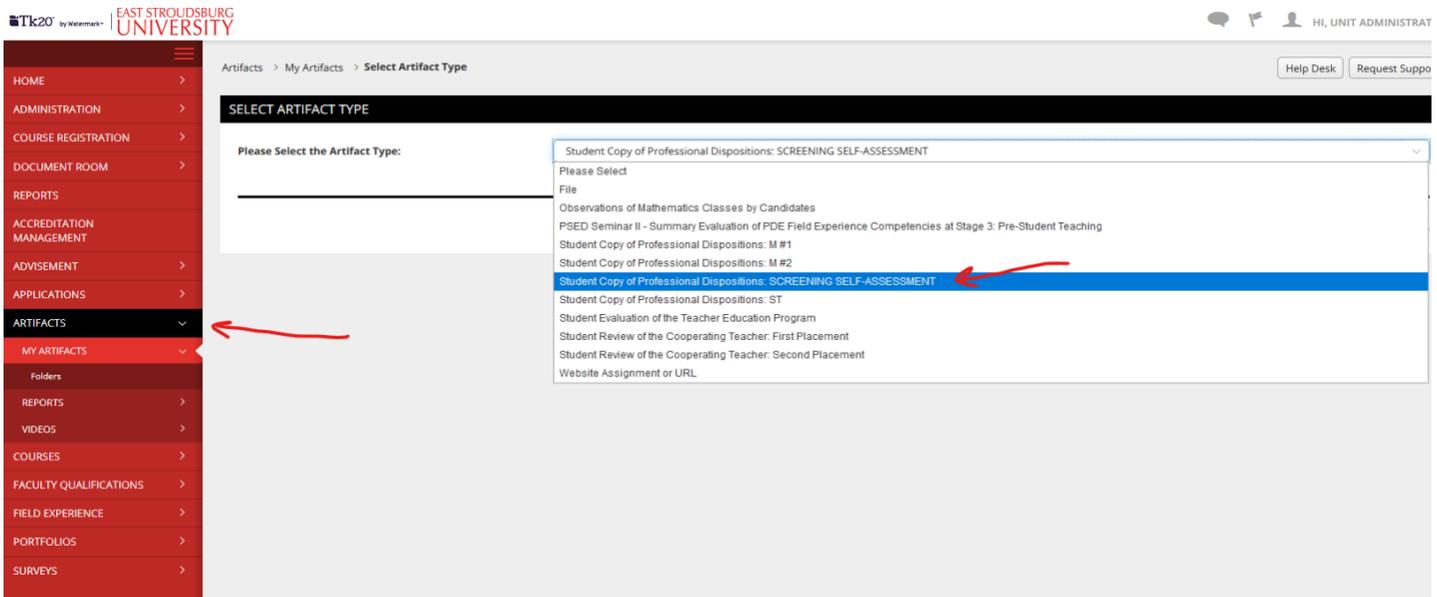
Completing the Dispositions Self-Assessment for Screening

1) Purchase Tk20:

Go to <https://tk20-1.admin.esu.edu/> and click on *Click here to purchase your student account*. Be sure to use your 6-digit student ID number (drop the three zeros!)

2) Complete the Dispositions Self-Assessment:

Log-in to Tk20 and click on **Artifact** → **Create New Artifact** → **Professional Dispositions: SCREENING SELF-ASSESSMENT**



You do not enter anything into the *Description* field. Be sure to fill out the rest of the form completely, reading the criteria and ranking yourself accordingly, adding a thoughtful comment/rationale for each section. When you are finished, click the green **Create** button at the bottom of the page.

3) Print out or Take a Screen Shot to show evidence for your portfolio.

Print-Out

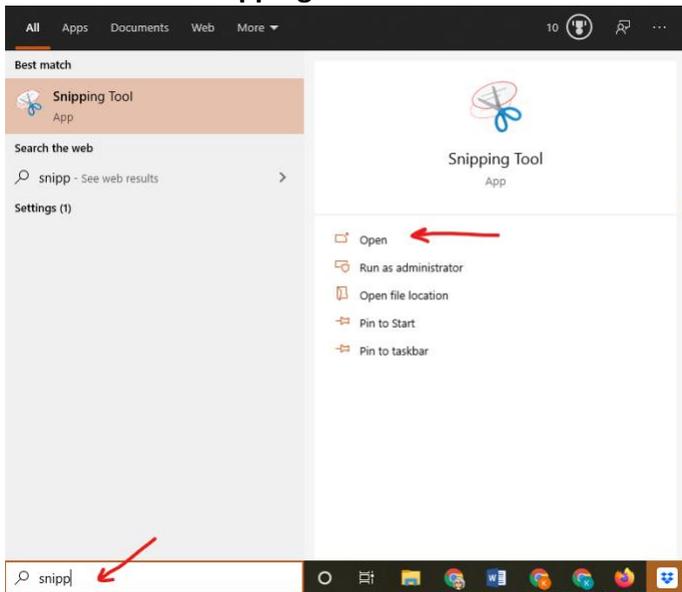
In order to access your completed assessment, log-in to Tk20 and click on **Artifact** and then click on the hyperlink **Professional Dispositions: SCREENING SELF-ASSESSMENT**. This will open your submission. You will need to use the browser window print option, which can be accessed through the toolbar or by right-clicking the page. ****In order to ensure that the entire assessment is printed, make sure you are accessing Tk20 through the Chrome or Internet Explorer web browser (FireFox will not work!)*

OR

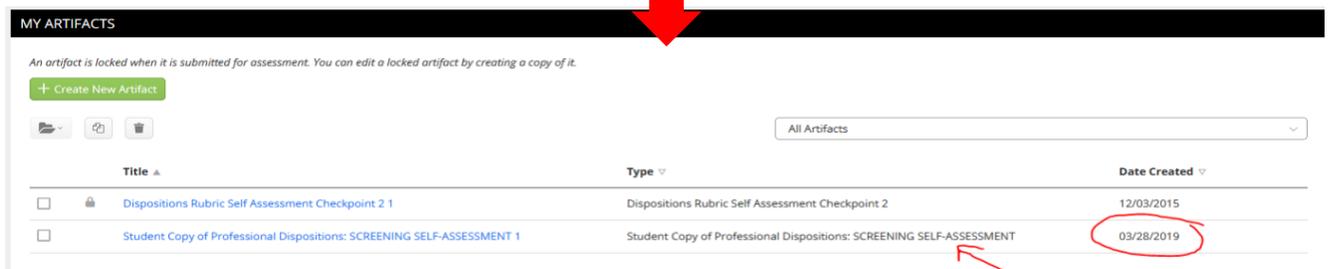
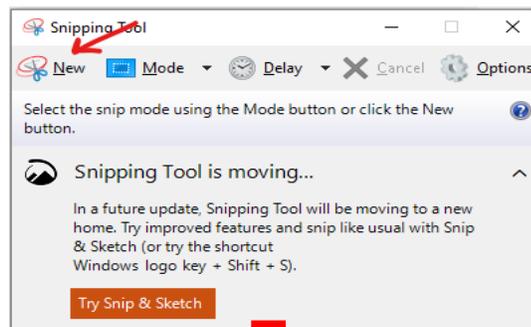
Take a Screen-Shot (Windows 10)

Click on **Artifact** and then use computer snipping tools to grab a screenshot. *Remember - dispositions self-assessments dated after May 1, 2017 are required.*

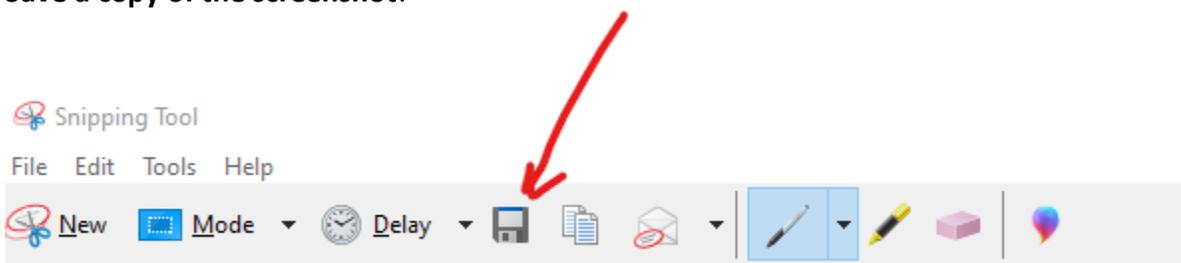
Search for the Snipping Tool in the Windows search bar:



Use the snipping tool to capture a portion of your screen



Save a copy of the screenshot:



Your computer's operating system will determine the way to take a screenshot. Here are other methods.

Other operating system instructions for a screenshot:

Windows 7 Youtube https://www.youtube.com/watch?v=OuG9o_4zLhs

Chromebook Directions: <https://www.digitaltrends.com/computing/how-to-take-a-screenshot-on-a-chromebook/>

Mac Youtube :

<https://www.youtube.com/watch?v=NbB3Cm2eikg>

For Help, please contact the Tk20 Office:

Stroud 217

M-F 8:30am-4:00pm

**Dr. Kathleen Post, TEU Assessment & Accreditation Coordinator &
Tk20 Unit Administrator**

570-422-3109

kpost@esu.edu