

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 Webpage for updates.

Step 1: Preparation Overview

- Completed the intent to screen form on the PSED Screening Webpage
- Review everything you will have to do and gather all the items.
- Put items TK20 – dispositions self-assessment, clearances, transcript & proof of satisfying basic skills once your TK20 binder is released.
- 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 through the screening form.

Undergraduate Checklist	Graduate Checklist
<input type="checkbox"/> Purchase TK20 <ul style="list-style-type: none">○ Disposition Self-Assessment○ Add Clearances (valid for 1 year)	<input type="checkbox"/> Purchase TK20 <ul style="list-style-type: none">○ Disposition Self-Assessment○ Add Clearances (valid for 1 year)
<input type="checkbox"/> Proof satisfying basic skills: passing state-mandated Basic Skills test scores, satisfied SAT/ACT requirements, or ESU course Alternatives	<input type="checkbox"/> Basic Skills Test scores only if determined necessary by advisor
<input type="checkbox"/> Current transcript	<input type="checkbox"/> Current transcript
<input type="checkbox"/> PSEA/NEA Membership	<input type="checkbox"/> PSEA/NEA Membership
<input type="checkbox"/> 6 credits of mathematics	<input type="checkbox"/> Teacher Preparation Plan: Content courses & education courses are identified for certification
<input type="checkbox"/> 3-credit English composition course	<input type="checkbox"/> Minimum 3.0 GPA
<input type="checkbox"/> 3-credit English literature course	<input type="checkbox"/> 9-12 credits at the graduate level
<input type="checkbox"/> Minimum 2.8 GPA	<input type="checkbox"/> BEO Progress
<input type="checkbox"/> 48-60 credits	<input type="checkbox"/> Writing prompt
<input type="checkbox"/> BEO Progress	<input type="checkbox"/> 5-7 Products with reflection
<input type="checkbox"/> Writing prompt	
<input type="checkbox"/> 5-7 Products with reflection	

Step 3: TK20 – Once you have been approved, a binder in TK20 will be released to you. Complete the *Dispositions Self-Assessment*. Upload your clearances, transcript and proof of your basic skills requirement completion. The directions are on the PSED Screening Webpage.

Step 4: Review the Beginning Educator Outcomes (BEO) progress. See the BEO's link on the Screening Webpage. 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 BEOs. Save the document to present with your work.

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 4,5 & 6.
- Make sure all documents are digital and named to reflect the item so they are easy to find.

Step 8: Sign up for a screening appointment your assigned professor. The PSED department secretary will assign a professor to be your interviewer. Send them everything you have done for Steps 4,5, & 7 three days before your interview.

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

- 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.