



San Luis Obispo, CA 93407
College of Education

Single Subject Credential Program

PROFESSIONAL APTITUDE INTERVIEW (PAI) PACKET

Part I: Candidate Appointment Record

(This form is submitted as part of your application to the Single Subject Program)

The PAI is meant for candidates who have met all requirements for admissions to the University. Those requirements include:

1. Apply to Cal Poly via CSU mentor with a \$55.00 online fee.
2. Register for CBEST
3. Apply for your LIVESCAN (Certificate of Clearance – Fingerprinting)

The PAI has several components. At least one week prior to the interview, the candidate will:

1. Provide two letters of recommendation to the program advisor prior to interview (letters should focus on a candidate’s content knowledge, ability to work well with others, and perceived success in teaching).
2. Provide a typewritten essay to the program advisor prior to interview (see Part II for specific questions).

During the interview, the candidate will:

3. Answer questions posed by the interviewer(s) (see Part III for specific questions).

INSTRUCTIONS: Immediately after applying to the University, contact the program advisor for your specific credential area (e.g., English, Social Science, Biology, Kinesiology, etc.) to make an appointment for your PAI (check the College of Education website for specific names and contact information). The actual PAI assessment forms will be submitted by the interviewer directly to the College of Education following your interview. Make sure you send to your program coordinator/advisor your letters of recommendation and typewritten essay **1 week prior** to the PAI appointment.

Candidate’s Name		EMPL ID#	
Candidate’s E-Mail		Date PAI	
Candidate’s Phone		Interviewer’s Name & Phone	

If your schedule permits, please try to arrive 15 minutes before your appointment time. If you need to cancel an interview, contact the program advisor immediately to set up a new time.

All applicants must complete a first interview. If the applicant does not pass the interview, he/she may appeal his/her evaluation by contacting the Single Subject Program Coordinator for options. **Program Advisors:** Send PAI documents to the COE Student Information Center (02-120) after the student has applied to the University and obtained an EMPLID.



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Part II: What to provide the program advisor 1 week prior to your PAI

CANDIDATE'S NAME _____

EMPL ID _____

INTERVIEWER _____

APPOINTMENT DATE _____

Single Subject Program
you are applying to:

English Math

PE Social Sciences

Science (Biology,
Chemistry, Physics)

You must complete the following items prior to your PAI appointment:

Submit Brief Essay – Typewritten (2-3 pages) essay, with your name on each page.

Respond to three of the questions listed below:

- a. Why do you want to be a teacher at this stage of your life?
- b. What are the key characteristics of a good teacher in California? Explain why you chose these characteristics. (professionalism, collaboration, content knowledge)
- c. What are the key characteristics of a good school in California? What are the key characteristics of a culturally diverse and democratic society? Why are these characteristics important in the foundation of a “good” school?
- d. What degree of influence should teachers in the United States of America (USA), a culturally diverse and democratic society, have over the content of their curricula and the teaching strategies used in the classroom? (positive climate, diversity, fairness/social justice)
- e. In what specific ways can teachers promote educational equity (fairness) in their classrooms? Why is this important within California schools?

Submit Two Letters of Recommendation – Letters should focus on candidate's:

- a. Content knowledge
- b. Ability to work well with others
- c. Perceived success in teaching.

Review PAI Questions (see Part III)

The essay and recommendation letters have been submitted 1 week prior to the PAI. Yes No

Evaluator _____

Date _____



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Part III: Professional Aptitude Interview Questions

You will be asked at least one question from each category during your interview.

Professionalism

1. What events led you to choosing a career in teaching?
2. What relevant experience have you had in regards to working with school-age persons?
3. How do you feel about teaching English Language Learners?
4. Given your own experience with a wide range of teachers and candidates, what three behaviors distinguish a professional teacher from one whom you would consider unprofessional?

Diversity

5. What does a diverse class look like?
6. During your full-time student teaching, you are assigned to a 10th-grade class with seven English Language Learners, a group of five gifted and talented students, two students with Individual Educational Plans (IEP) related to slow processing skills, one child who is autistic, and a variety of students who identify themselves as white, African-American, Latino-American, and Asian-American. After your first day, you go home to describe this class to your friends. What would you say?

Collaboration

7. Do you believe one's success as a middle or high school teacher is influenced by one's attitude towards working with colleagues?
8. In what ways have you demonstrated teamwork within your own life?

Fairness/Social Justice

9. To what extent does the class environment affect student success? How is a positive environment created?
10. If there were two or three things a K-12 education should guarantee each learner, what would they be?

Content Knowledge

11. What does it mean to have an exemplary level of content knowledge in the subject you plan to teach?
12. How do you plan to grow as an educator?
13. What elements of your content do you find most challenging to teach?
14. What is the impact on student learning with a teacher who has a deep understanding of their content, compared to a teacher with less understanding of the content?

Mixed Dispositions

15. Describe a typical day in your classroom? (Creating positive climate, Inquiry, Innovation)

16. What is the difference between a poor lesson and a good lesson presented to high school students? (Content Knowledge, Inquiry, Innovation, Collaboration)
17. Why are you confident you can fulfill the roles and responsibilities of a teacher? (Accountability, Leadership, Professionalism)
18. What does student success look like in your class? (Inquiry, Innovation, Fairness/Social Justice, Collaboration)
19. During the 9th week of the quarter in your part-time student teaching, your cooperating teacher leaves the room and a fight between two individuals breaks out in class. The fight is over a racial slur that was made during lunch. What would you do? (Diversity, Professionalism, Fairness/Social Justice)



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Part IV: Professional Aptitude Interview Assessment

(This form is to be submitted to the COE Student Information Center, 02-120.)

CANDIDATE'S NAME _____

EMPL ID _____

INTERVIEWER _____

Quarter and Year you are applying for Step 1 QTR _____ Year _____

Single Subject Program you are applying to:

<input type="checkbox"/> English	<input type="checkbox"/> Math
<input type="checkbox"/> PE	<input type="checkbox"/> Social Sciences
<input type="checkbox"/> Science (Biology, Chemistry, Physics)	

Results of the Initial Interview:

- The above named applicant has successfully completed the Professional Aptitude Interview.
- The above named applicant has NOT passed the Professional Aptitude Interview for the following reasons:

Evaluator _____

Date _____

IMPORTANT: When applicants **pass the PAI**, the evaluator should staple together the assessment form (Parts I-III) and the essay, letters of recommendation, and scoring rubrics. Program Coordinators/Advisors should make a copy for their records, record scores in Tk20, and forward the original documents to the COE Student Information Center (02-120). When applicants **do not pass**, the evaluator should staple together the appropriate forms, place all in a manila envelope, and give a copy to the Single Subject Coordinator.

If the applicant does not pass the interview, he/she may appeal his/her evaluation by contacting the Single Subject Program Coordinator for options.

Candidate Status of:		Date Completed	Plan for completing each area:
Yes	No		
<input type="checkbox"/>	<input type="checkbox"/>	_____	CBEST: _____
<input type="checkbox"/>	<input type="checkbox"/>	_____	CSET: _____
<input type="checkbox"/>	<input type="checkbox"/>	_____	LIVESCAN / Certificate of Clearance: _____
<input type="checkbox"/>	<input type="checkbox"/>	_____	COE Mission, Learning Outcomes, Disposition Document Signed: _____



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PROFESSIONAL APTITUDE INTERVIEW (PAI)

Part V: Assessment Rubric for Interview

CANDIDATE'S
NAME

**Single Subject Program
you are applying to:**

EMPL ID

QUARTER & YEAR YOU ARE APPLYING TO STEP I:

QTR _____ YR _____

<i>Interview Response</i>	Unacceptable (0)	Adequate (1)	Acceptable (2)	Exemplary (3)
Candidate's Score: _____	Responses did not clearly address the questions and provided vague understanding of the roles and responsibilities of a teacher in the public school; presented dispositions did not align with COE expectations; student's content knowledge was limited and difficult to understand.	Responses inconsistently addressed the questions and provided limited understanding of the roles and responsibilities of a teacher in the public school; some dispositions aligned with COE expectations; student's content knowledge was limited in scope.	Responses consistently addressed the questions and provided clear understanding of the roles and responsibilities of a teacher in the public school; dispositions aligned with COE expectations; breadth of student's content knowledge was well communicated.	Responses consistently addressed the questions; provided clear understanding of the roles and responsibilities of a teacher through personal experiences with students in the public schools; related personal experiences that demonstrated how their dispositions aligned with COE expectations; breadth and depth of student's content knowledge was well communicated.



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Part VI: Assessment Rubric for Essay

CANDIDATE'S
NAME

**Single Subject Program
you are applying to:**

EMPL ID

QUARTER & YEAR YOU ARE APPLYING TO STEP I:

QTR_____ YR_____

<i>Essay</i>	Unacceptable (0)	Adequate (1)	Acceptable (2)	Exemplary (3)
Candidate's Score: _____	Essay did not address questions; poorly organized and developed; unable to ascertain perceptions of teaching as a profession; many grammatical errors; minimal ability in the use of the written word.	Essay addressed some questions but not all; demonstrated understanding of student needs, public schools, or characteristics of an effective educator; related personal connection and desire to enter the teaching profession; well organized and developed with minor grammatical errors.	Essay addressed all questions; demonstrated understanding of student needs, public schools, and characteristics of an effective educator; related personal connection and desire to enter the teaching profession; well organized and developed with minor grammatical errors.	Essay addressed all questions with relevant examples that showed a deep understanding of student needs, working in a public school, and the characteristics of an effective educator; related personal connection and desire to enter the teaching profession; well written, developed, and organized.



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**PROFESSIONAL APTITUDE INTERVIEW (PAI)
Part VII: Assessment of Letters of Recommendation**

CANDIDATE'S NAME _____

**Single Subject Program
you are applying to:**

EMPL ID _____

QUARTER & YEAR YOU ARE APPLYING TO STEP I:

QTR _____ YR _____

<i>Letters of Recommendations</i>	Unacceptable (0)	Adequate (1)	Acceptable (2)	Exemplary (3)
Candidate's Score: _____	Letters were written by individuals who had no knowledge of the applicant's particular skills/attributes; no letters described the candidate's (1) content knowledge, (2) ability to work well with others, and (3) perceived success as a teacher.	One or both letters were written by individuals with limited knowledge of the applicant's particular skills/attributes; no letters clearly described candidate's (1) content knowledge, (2) ability to work well with others, and (3) perceived success as a teacher.	Both letters were written by individuals with knowledge and understanding of education; recommenders described applicant's skills/attributes and satisfactorily described the candidate's (1) content knowledge, (2) ability to work well with others, and (3) perceived success as a teacher.	Both recommenders stated that applicant is very qualified to pursue a teacher credential and specify relevant skills/attributes observed by the authors to warrant that conclusion; letters described positive views of the candidate's (1) content knowledge, (2) ability to work well with others, and (3) perceived success as a teacher.