Purpose of the PAI
- The PAI is a formal interview with your prospective credential program advisor and other faculty and staff from the School of Education (and related departments/colleges).
- The PAI provides you with an opportunity to explain your interest in pursuing a career in teaching and relevant experiences you have had working with school-age students.
- The PAI will also be an opportunity for you to learn about the credential program at Cal Poly and have your questions answered.

What to Complete Prior to the PAI
Prior to your scheduled PAI, you should have completed and/or submitted the following (the items should have been completed as part of the application process):
- Applied to the single subject credential program on CSU Mentor (with a $55 online fee) prior to the application deadline (April 1).
- Submitted official transcripts from any university other than Cal Poly to Admissions.
- Submitted proof of passing the Basic Skills Requirement (CBEST) to the SOE (Building 02, Room 120; 805-756-2126; soe@calpoly.edu) by April 1.
- Submitted proof of passing all subtests of the CSET for your discipline (or the completion of a subject matter waiver program) to the SOE (soe@calpoly.edu) by April 1.
- Submitted your Certificate of Clearance to the SOE (soe@calpoly.edu) by April 1.
- Contacted your prospective program advisor.
- Requested that two professional letters of recommendation be sent on your behalf to your prospective program advisor. (Letters must be submitted by April 1)
- Submitted a cover letter to your prospective program advisor (see “Description of Required PAI Materials” to learn more about this cover letter). (Cover letter must be submitted by April 1)

What to Bring to the PAI
Please dress professionally and bring the following materials with you to the PAI (held in early April):
- Copy of any passing score reports and issued clearances (CBEST, CSET, Certificate of Clearance)
- Unofficial transcript from all universities attended
- Health Clearance Verification (TB & Rubella) (if available)
- Copy of cover letter
- Pen and paper
## Description of Required PAI Materials

### Cover letter
Your cover letter is a professional one-page business letter in which you introduce yourself to a potential secondary school site (teachers and administrators). Your cover letter should include the following information:

- Name and contact information (email and phone number)
- Brief background on your education
- Description of experiences teaching and/or working with adolescents
- Description of areas of expertise/specialty within your content area
- Description of hobbies and interests

### Letters of recommendation
Each letter of recommendation should focus on the applicant’s (a) content knowledge, (b) ability to work well with others, and (c) perceived success in teaching. Please see the letters of recommendation rubric for more information about this component of the PAI.

<table>
<thead>
<tr>
<th>Letters of Recommendations</th>
<th>Unacceptable (0)</th>
<th>Adequate (1)</th>
<th>Acceptable (2)</th>
<th>Exemplary (3)</th>
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<tbody>
<tr>
<td>Applicant’s Score:</td>
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- ____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 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.
Interview
During the PAI, the interview panel may pose at least one question from each category of questions during your interview. Please see the interview questions and two interview rubrics for more information about this component of the PAI.

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 to 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. How is one’s success as a middle or high school teacher influenced by one’s attitude toward 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.
16. What is the difference between a poor lesson and a good lesson presented to high school students?
17. Why are you confident you can fulfill the roles and responsibilities of a teacher?
18. What does student success look like in your class?
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?
<table>
<thead>
<tr>
<th>Applicant’s Score:</th>
<th>Interview Response</th>
<th>Unacceptable (0)</th>
<th>Adequate (1)</th>
<th>Acceptable (2)</th>
<th>Exemplary (3)</th>
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<tr>
<td></td>
<td>Responses did not clearly address the questions and provided vague understanding of the roles and responsibilities of a teacher in the public school.</td>
<td>Responses inconsistently addressed the questions and provided limited understanding of the roles and responsibilities of a teacher in the public school.</td>
<td>Responses consistently addressed the questions and provided clear understanding of the roles and responsibilities of a teacher in the public school.</td>
<td>Responses consistently addressed the questions.</td>
<td>Responses consistently addressed the questions.</td>
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<td>Presented dispositions did not align with SOE expectations.</td>
<td>Some dispositions aligned with SOE expectations.</td>
<td>Dispositions aligned with SOE expectations.</td>
<td>Provided clear understanding of the roles and responsibilities of a teacher through personal experiences with students in the public schools.</td>
<td>Provided clear understanding of the roles and responsibilities of a teacher in the public school.</td>
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<td></td>
<td>Student’s content knowledge was limited and difficult to understand.</td>
<td>Student’s content knowledge was limited in scope.</td>
<td>Breadth of student’s content knowledge was well communicated.</td>
<td>Related personal experiences that demonstrated how their dispositions aligned with SOE expectations.</td>
<td>Related personal experiences that demonstrated how their dispositions aligned with SOE expectations.</td>
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<td>Breadth and depth of student’s content knowledge was well communicated.</td>
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<tr>
<td><strong>Interview Response</strong></td>
<td><strong>Unacceptable (0)</strong></td>
<td><strong>Not Clearly Demonstrated (1)</strong></td>
<td><strong>Acceptable (2)</strong></td>
<td><strong>Exemplary (3)</strong></td>
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<td><strong>Professional dress:</strong></td>
<td>Clothes are not neat, clean and in good repair, shoes, clothing, and/or accessories are inappropriate for classroom teaching.</td>
<td>This score is most appropriate for a candidate who has less than 3 items checked from the 'acceptable' or 'exemplary' range and no more than one item in the unacceptable range.</td>
<td>____ Professional dress: Neat, clean and in good repair, shoes, clothing, and accessories are mostly appropriate for professional situations.</td>
<td>____ Professional dress: All of “acceptable” + presentation exemplifies that of a professional educator establishing a strong first impression.</td>
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<td><strong>Eye-contact &amp; body language:</strong></td>
<td>Communicates insecurity and anxiety, makes minimal or excessive eye contact, fidgets extensively or shows other signs of anxiety or discomfort.</td>
<td>____ Eye-contact &amp; body language: Appears confident and open, makes appropriate eye contact, may minimally fidget or show other signs of anxiety or discomfort.</td>
<td>____ Eye-contact &amp; body language: Clearly communicates confidence and openness, makes eye contact while answering questions, does not fidget or show any signs of anxiety or discomfort.</td>
<td>____ Eye-contact &amp; body language: Clearly communicates confidence and openness, makes eye contact while answering questions, does not fidget or show any signs of anxiety or discomfort.</td>
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<td><strong>Formal speech:</strong></td>
<td>Word choice, speech patterns, and syntax are informal and unprofessional and inappropriate for a formal interview; excessively uses fillers to the point that it is distracting (e.g., ums, ahs, like, etc.).</td>
<td>____ Formal speech</td>
<td>____ Formal speech: Word choice, speech patterns, and syntax are professional and appropriate for a formal interview, may minimally use some fillers (ums, ahs, like, etc.).</td>
<td>____ Formal speech: All of “acceptable” + uses rich vocabulary &amp; engaging syntax to clearly communicate complex ideas.</td>
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<td><strong>Punctuality &amp; preparedness:</strong></td>
<td>____ Punctuality &amp; preparedness</td>
<td>____ Punctuality &amp; preparedness: On time, prepared and ready to go when the interview begins, has most materials on-hand.</td>
<td>____ Punctuality &amp; preparedness: Arrives early, prepared and ready to go when the interview begins, has all materials, organized and on-hand.</td>
<td>____ Punctuality &amp; preparedness: Arrives early, prepared and ready to go when the interview begins, has all materials, organized and on-hand.</td>
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<td><strong>Interpersonal skills:</strong></td>
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<td>Punctuality &amp; preparedness: Late or no-show with no explanation, unprepared and does not seem ready to go when the interview begins, missing some materials, may be disorganized or flustered.</td>
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<td>Interpersonal skills: Demonstrates awkward or limited interpersonal skills, no evidence of active listening, shows discomfort interacting with others, minimally engages with interviewers, and shows negative or reluctant interest in the program and PAI learning experience.</td>
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<td>Interpersonal skills: Demonstrates interpersonal skills, listening, and interacting with others, engages with interviewers (e.g., greets, asks questions, thanks them, etc.), and shows interest in the program and PAI.</td>
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<td>Interpersonal skills: Demonstrates strong interpersonal skills, active listening, comfort interacting with others, engages respectfully with interviewers (greets appropriately, asks clarifying questions, thanks them, etc.), and shows positive interest in the program and PAI learning experience.</td>
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