

A research-supported contextualised selection tool for prospective teachers

Assessing non-academic attributes through Situational Judgement Tests

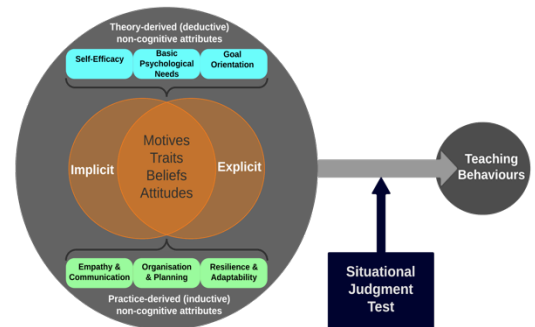
Intellectual ability alone does not make a teacher effective. Their non-academic attributes (abilities that are not associated with their intellectual ability) also contribute to their effectiveness as teachers. As such, pre-service teacher selection processes must include the assessment of candidates' levels of non-academic attributes in order to ensure that schools are provided with top-quality teachers.

Situational Judgement Tests (SJTs) are a powerful way to assess teacher candidates' non-academic attributes. In the Teacher Selection Project, candidates are asked to choose from a pre-determined set of responses what they would do in a set of complex classroom situations. The candidates' situation-specific judgments and responses reflecting their implicit non-academic attributes are assessed here. The Teacher Selection Project targets a variety of non-academic attributes, including empathy and communication, organisation and planning, and resilience and adaptability.

Our model of non-academic attributes assessment

Our Situational Judgement Test (SJT) is designed with theoretical rigour and practical value in order to capture the non-academic attributes of prospective teachers. Our teacher selection model (see illustration) is developed through a deductive (top-down) approach guided by theory and research, and an inductive (bottom-up) approach guided by expert panels and job analysis.

Our research draws on interdisciplinary educational and occupational psychology frameworks to develop a theory-supported and evidence-supported teacher selection approach. As indicate in our model, our SJT aims to assess non-academic attributes that predict teaching behaviours.



Why the Teacher Selection Project?

The Teacher Selection Project (TSP) is the first international research project to construct and examine non-academic attributes of prospective teachers.

TSP is theory-driven. Unlike many testing companies that assess qualities that are believed to be important qualities for teachers, our research team is committed to assessing qualities that research theories highlight are important for teachers.

TSP is research-driven. We involve stakeholders (e.g., principals, practising teachers, teacher candidates) in our research to direct us to assessing qualities that research theories may not have exposed before. Furthermore, we continually seek ways to improve the reliability and the validity of our assessment.

International collaborations. Countries all around the world are seeking more effective ways to select their prospective teachers. Responding to this need, TSP is currently working with multiple countries in constructing SJTs that are appropriate to their respective cultures

What Teacher Selection Project Offers

We offer a variety of services that can be tailored to your institution's needs.

Test validation

We conduct expert interviews and statistical analyses to ensure that our assessments are rigorous. We also test the strength of our assessment in predicting the outcome measures of your institution's interest. Not only can we assess whether our assessment predicts *short-term* outcomes, we can also assess whether it predicts *longer-term* outcomes. This type of validation can strengthen the confidence in our assessment and the institution's selection decisions.

Test construction

Your organisation may have specific non-academic attributes that you would like us to assess in your candidates. We can help by creating assessment items that target these skills. This can increase the validity of our assessment in predicting your institution's outcome measures.

We are more than happy to discuss any other requests your organisation may have.

For more information:
www.teacherselect.org

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