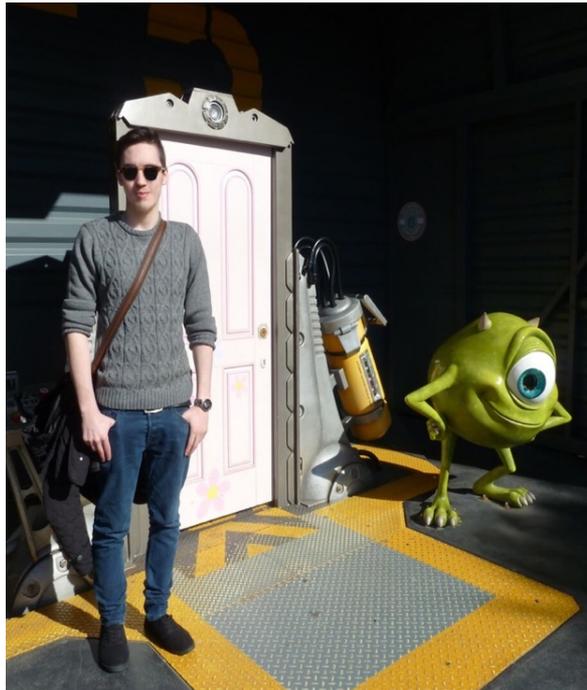

*State of the art
Situational Judgment
Tests using videos*

Video-based SJTs

In personnel selection research conducted outside of education, video-based SJTs tend to have a stronger relationship with job performance than paper-and-pencil versions. We are currently designing computer-administered, video-based teacher trainee selection tools based on the SJTs created and tested in the first two years of our five-year project. Video-based SJTs offer advantages over conventional SJTs because they are more life-like, place lower demands on cognitive reasoning, show lower inter-group differences, offer higher fidelity to actual teaching contexts, and have higher predictive validity.

Once the video-based SJTs have been developed, we will work with our collaborators to pilot the tool and examine its relationship with interview data and outcome measures, and also collect pupil feedback.

Mark Davies joined the Teacher Selection Project research team in October, 2017 to develop the interactive video-based SJTs. Previously Mark worked as a CG animator at Crytek UK and Wales Interactive. He also lectured part-time on a computer animation course at the University of South Wales. His most recent position was with Futurium as a 3D artist and then as a CG generalist and graphic designer.



Teach First pilots SJTs for 2nd year

*Pilots continue at
Teach First*

[Teach First](#) has been piloting the SJTs since August, 2016 with large numbers of participants. From August this year, candidates hoping to be offered a place on the Leadership Development Program for 2018 will complete a Situational Judgment Test, which has been collaboratively designed with our colleagues at Teach First. The SJT is complemented by other selection methods to ensure fairness and inclusivity and to align with Teach First's values of humility, respect, empathy, interaction, understanding and motivation.

A visit from the Danish Evaluation Institute (EVA)

*Welcome to EVA: a
think tank for higher
education in
Denmark*

We were delighted to host a collaborative discussion with a group of nine Danish visitors at the University of York earlier this month. The [Danish Evaluation Institute](#) (EVA) is an independent national institution formed under the auspices of the Danish Ministry of Education. They conduct different types of cross-sectoral analyses and evaluations that can contribute new knowledge and lead to development within the area of higher education.

The meeting provided a valuable opportunity to share and discuss current trends in teacher selection methods across the globe, with a particular focus on selection methods for teacher education in Denmark.



We dream of the day when every teacher in every school is effective and inspirational for all learners

New domain development

Mindset

Conscientiousness

Emotion regulation

Our original pilot SJTs were developed across the domains of empathy & communication, organisation & planning, and resilience & adaptability.

Work has now begun to develop items across three new domains; mindset, conscientiousness, and, emotion regulation. While the original domains were constructed from a 'bottom-up' or inductive approach, and created through multiple interactions with practicing teachers and teacher educators, the new domains are derived more directly from theory (i.e., 'top-down'). Research in education and psychology provides multiple domains to explore for selection, but considerable research (including our own) suggests that a teacher's level of conscientiousness, mindset (or beliefs about student learning potential), and ability to regulate emotions play a key role in teaching effectiveness. We are currently working on testing selection tools based on these three 'top-down' domains. Results soon to follow!

Student Teacher Development Study

*Multiple measures
for assessing teacher
effectiveness*

An important part of an ITE selection process is to review whether the selection procedures are effective in identifying student teachers who have the most success in the programme. The purpose of the Student Teacher Development Study is to gather evidence to validate the selection methods used in teacher education programs.

In line with best research practice, we are using multiple measures for assessing student teacher development, such as self-reports on levels of motivation, engagement and personal characteristics in addition to classroom observation.

This longitudinal study is planned from October, 2017 through to August, 2020.

Latest Publications

Klassen, R. M., Durksen, T. L., Kim, L. E., Patterson, F., Rowett, E., Warwick, J., Warwick, P., & Wolpert, M. A. (2017). Developing a proof-of-concept selection test for entry into primary teacher education programs. *International Journal of Assessment Tools in Education*, 4, 96-114.

Klassen, R. M., & Kim, L. E. (2017). Assessing critical attributes of prospective teachers: Implications for selection into initial teacher education programs. In D. W. Putwain, & K. Smart (Eds.), *British Journal of Educational Psychology Monograph Series II: Psychological Aspects of Education* (pp. 5-22). Oxford: Wiley.

Klassen, R. M., Durksen, T. L., Patterson, F., & Rowett, E. (2017). Filtering functions of assessment for selection into initial teacher education programs. In D. J. Clandinin & J. Husu (Eds.), *The SAGE handbook of research on teacher education* (pp. 893-909). Thousand Oaks, CA: Sage.

Conference Presentations

Jonusaite, I., Kim, L. E. & Klassen, R. M. (2017, September). Cognitive processes underlying self-efficacy in expert, novice, and beginning teachers. In M. Zee (Chair),

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Teacher self-efficacy and its development in diverse contexts. Symposium conducted at EARLI, Tampere, Finland.

Klassen, R. M. & Kim, L. E. (2017, September). Selection methods for teachers and prospective teachers: A meta-analysis. In A. Poikkeus (Chair), *Improving teacher selection methods: key challenges and steps forward.* Symposium conducted at EARLI, Tampere, Finland.

Kim, L. E. & Klassen, R. M. (2017, August). What's going on in a teacher's mind? How expert, beginner, and novice teachers cognitively processes difficult classroom scenarios. In I. M. Dalehefte (Chair), *Up-to-date approaches for practice related opportunities to learn in teacher education.* Invited Symposium conducted at EARLI, Tampere, Finland.

Kim, L. E., & Klassen, R. M. (2017, July). *Situational judgment tests for prospective teacher selection: Preliminary evidence.* Presented at the annual meeting of the International Society for the Study of Individual Differences, Warsaw, Poland.

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Stranmillis University College	Northern Ireland
Strathclyde University	Scotland
Teach First	England
The Ministry of Education and Science	Lithuania
The University of New South Wales	Australia
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