T-Insight Report 2021

**KEY MESSAGES**

- Significant increases were found in trainees’ teacher self-efficacy and classroom readiness following the four-session T-Insight module.
- The T-Insight format and content was positively received by participants.
- Participants reported increased teaching confidence and found T-Insight helpful in preparing them for teaching.

**Purpose**

T-Insight, (scenario-based learning modules) provide preservice and beginning teachers with the opportunity to engage and reflect on authentic classroom situations in a low-risk and supportive environment while receiving tailored feedback from experienced teachers. Activities similar to T-Insight, such as case-based learning, are used to help prepare professionals for the workplace in a variety of fields including medicine, law, and business.

In collaboration with TSP, Partner A implemented four-session T-Insight modules with primary and secondary trainees in June 2021. This report outlines some of the central findings from the secondary T-Insight module.

**Development of the T-Insight Module**

The developmental needs of trainees and the key areas of focus for the module were established through consultations and workshops. The scenarios included in each module were selected from a bank of previously validated items that had been implemented for teacher selection purposes over the past five years. as well as new scenarios which focused on, for example, the importance of diversity and inclusion and planning for online teaching.

Using a 40-minute one-off SBL activity, initial pilots in 2020 investigated different formats of T-Insight and their effect on preservice teachers’ self-efficacy and classroom readiness. The findings suggested T-Insight was positively received by participants and had a significant effect on participants’ cognitive classroom readiness. The combination of reflection opportunities and expert feedback also contributed to an increase in preservice teachers’ self-efficacy.

Based on the central attributes and focus areas highlighted by Partner A a secondary four-session SBL module was developed. Figure 1 outlines the target attributes and themes for the four sessions.

**Figure 1. Target attributes and focus areas for Secondary T-Insight module**
Participants
Participants included 1264 Secondary trainees (64.8% female, 34.1% male) with a mean age of 24.63 years ($SD = 4.99$). A total of 78.9% of participants identified as being white British and 21.1% identified as Black, Asian, or Minority Ethnic (BAME). The data provided in this report is based on the 1162 participants who completed the four SBL sessions in the module in the correct order.

Self-efficacy and classroom readiness
Repeated measures ANOVAs were used to explore changes in the self-reported outcome measures over the course of the T-Insight module. The findings indicated there was a statistically significant increase in total self-efficacy scores between the pre-test and each of the post-tests (large effect size). Trainees who identified as BAME had significantly higher self-efficacy scores at the pre-test and Session 1 post-test in comparison to trainees identifying as white British. There was also a significant increase (large effect size) in trainees’ classroom readiness over the course of the module. Figure 2 shows the trajectory of change in self-efficacy and classroom readiness over the course of the 4-session intervention.

![Figure 2. Change in mean self-efficacy & classroom readiness scores over time](image)

Statistically significant differences were also found between the pre-test and each post-test for the separate self-efficacy domains including (a) adapting instruction, (b) maintaining discipline, (c) motivating students, (d) cooperating with colleagues and parents (all $p < .001$). There was also a significant increase in trainees’ confidence to succeed in the Training programme between the pre-test and each of the measurement points ($p < .001$). Table 2 shows the mean self-efficacy scores by domain for each session.
Trainee reactions

Following the completion of the SBL module, trainees were asked to indicate if they thought the module would help them in their job, and if the components of the module (e.g., scenarios, feedback) helped increase their teaching confidence, and if they felt less anxious about teaching after completing the module. Trainees rated items from (1) *strongly disagree* to (6) *strongly agree*. As Figure 3 suggests the SBL was positively received by trainees who indicated that the SBL helped to increase their teaching confidence.

![Figure 3. Participant reactions to the SBL](image)

Procedure

Trainees completed the four SBL sessions online on a device of their choice over the course of the Summer Institute. Each session took approximately 45 minutes to complete and consisted of six text or video-based classroom scenarios. Trainees were required to:

1. Read or view the scenario,
2. Rate the appropriateness of three possible response options from (1) *inappropriate* to (4) *appropriate*,
3. Briefly explain the rationale behind their responses,
4. View how experienced teachers rated the scenario response options and receive tailored feedback.

Table 2. Mean self-efficacy scores by domain and session

<table>
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<th>Adapt instruction</th>
<th>Maintain discipline</th>
<th>Motivate students</th>
<th>Cooperate with parents &amp; colleagues</th>
<th>Succeed in TF programme</th>
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</table>
At the end of each session, trainees received a feedback report which provided an indication of their alignment with the experienced teachers’ ratings and suggested strategies for further development. Trainees were also invited to participate in post-SBL group seminars with their Developmental Leads.

Trainees also completed a pre-test questionnaire prior to the first SBL session and post-test questionnaires following each of the sessions. There were 10 items focused on teacher self-efficacy which focused on four domains including perceived confidence to (a) adapt instruction to individual needs (e.g., organise classroom work so that both low and high ability students work with tasks adapted to their abilities); (b) maintain discipline (e.g., help students with behavioural problems to follow class rules); (c) cooperate with colleagues and parents (e.g., cooperate well with most parents), (d) motivate students (e.g., motivate students who show low interest in schoolwork). One item focused on trainees perceived capabilities to succeed in the Teach First Training Programme. Three items focused on classroom readiness (e.g., I think I am well prepared to teach) were also administered at the pre-test and final post-test.

Trainees’ scores for each SBL session were based on their level of alignment with the scoring key which was previously developed through concordance panels with experienced teachers. The total score available for each session was 90 (6 scenarios x 3 response options x 5 max. points).

**Results**

Analyses were conducted to investigate the trajectory of change over the course of the SBL module. The mean scores for the four SBL sessions can be found in Table 1. Statically significant gender differences in SBL scores were found for Sessions 1, 3, and 4, with female participants scoring higher than male participants. There were no statistically significant differences in SBL scores in terms of ethnicity (majority group vs. BAME group) for Session 1 or Session 4. However, participants identifying as BAME had slightly lower SBL scores for Sessions 2 and 3 in comparison to participants identifying as white British.

Following the completion of the SBL module, trainees were also asked to indicate if they felt more prepared and confident about teaching.
Sample comments

Responses to open-ended questions revealed that most trainees found the SBL module useful for their continued professional learning and development. Trainees highlighted that the authentic nature of the scenarios helped them to prepare for classroom situations they were likely to experience in their teaching careers. The feedback from experienced teachers was reported to help build trainees’ teaching confidence, whilst also enabling trainees to track their progress, and consider alternative teaching approaches and strategies. Many trainees also commented that the reflection exercises encouraged critical thinking in relation to their responses to challenging situations. Some sample comments from trainees can be found below.

The module provided situations that wouldn’t have crossed my mind otherwise. By prompting me to think about these situations, I think that I am better prepared for the kinds of situations I will find myself in and how to respond to them.

The scenarios I have looked at in this module have been very varied and have made me consider scenarios that hadn’t crossed my mind before. It has made me feel much more confident to teach, knowing that my judgement has very rarely not aligned or closely aligned with other teaching professionals. I found the feedback very informative and useful and have made notes on some scenarios I found more challenging to tackle.

The broad range of scenarios presented has been really insightful. I feel as though it gave me time to encounter unfamiliar situations which I will definitely encounter from September. When I make my decision in the moment I will have a guide in my mind.

Further information

Further information regarding our latest research and T-Insight modules can be found at teacherselect.org or by contacting info@teacherselect.org.