Conceptualizations of teacher competence have recently been expanded with situation-specific skills which focus on perception, interpretation and decision making (Kaiser et al. 2015). To examine these situation specific skills, it seems reasonable to apply video-based assessments that usually consists of short video sequences of concrete lesson situations (item prompts) followed by a questionnaire with open and closed items (for a recent overview see, e.g., König 2016). Video-based tests have a major advantage over paper-pencil tests, as they offer the opportunity of a situation specific contextualization, presenting ‘real’ classroom situations and providing a holistic view of classroom teacher-student interaction (König 2015). In recent years, video-based tests (c.f. Gold et al. 2013; Kersting 2008; König et al. 2014; Seidel & Stürmer 2014) and situation-specific skills of teachers’ classroom management (c.f. Gold et al. 2013; König 2015) have been developed. Most of them focus specifically on the dimensions of perception and interpretation. However, they exclude the dimension of decision making.

We are developing a novel video-based assessment that captures decision making in classroom management situations. It completes the hitherto developed classroom management expertise (CME) video-based assessment, which had focused on perception and interpretation so far (König 2015). First, 17 video clips of typical classroom management situations in which teachers are challenged to make a decision for effective teaching had been chosen. In a first pilot study, 16 expert and 12 novice teachers were asked to formulate how, if they were the teacher, they would continue to act in the specific situations presented at the end of each clip. The study was conducted without time constraints and probands were allowed to watch the clips again. Three project members evaluated the answers and selected 12 video clips according to a number of criteria such as alignment of theoretical expectations, homogeneity and agreement of experts’ responses, expert-novice discrimination. In addition, the image and sound quality of each clip also influenced the selection process.

As a second step, we currently examine whether these 12 clips reliably reflect the dimension of decision making. Student teachers (with and without teaching experience gained in long-term practicum) as well as experienced in-service teachers are tested using the 12 clips and a standardized questionnaire with open-response items, but this time with time constraint and clips are shown only once. We expect the probability of a response that matches the theoretical expectations to be higher in the group of in-service teachers when contrasted with student teachers (novices). Among student teachers, those with and those without practical experience should also differ in their responses. We anticipate the answers to illustrate a scale of decision making. At the conference, we will present first results as well as the test development’s current stage.
REFERENCES


