[redacted]
DR. J. B. SUFFIELD & ASSOCIATES
CLINICAL NEUROPSYCHOLOGY

PHONE: 403.701.8878 EMAIL: DRSUFFIELD@SHAW.CA

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[redacted]

Dear [redacted]

RE: [redacted]

[redacted]

8.2.5. Dr. Westcott, I, and others who conduct vocational and fitness-for-duty assessments use the GATB to determine aptitudes, and compare them to existing occupational data. The aptitude figures for elementary school teachers (NOC 4142) originated with 497 seniors in university education programs who participated in the initial and cross validation for this group. The data are in Table 9-3 of Section III (page 170) of the manual for the General Aptitude Test Battery (GATB), and reproduced below.

8.2.6. Table 9-3 shows that the mean ("M") scores on G were 118 (with a standard deviation (SD) of 13) in the initial validation sample, 111 (SD 13) in the cross-validation sample, and 114 (SD 13) for the combined sample of 497.

***Table 9–3. GATB Data on Aptitudes for Specific Occupations*—Continued.**

Occupation, Number of Cases and Criterion	Aptitudes	M	SD	r
403.—*Continued*				
	P	94	20	.30**
	Q	106	14	.38**
	K	108	16	.30**
	F	94	20	.14
	M	108	18	.25*
404. Teacher Elementary School, 092.228	G	118	13	.....
	V	122	15	.....
Teacher, Secondary School, 091.228	N	110	13	.....
	S	111	17	.....
Validation sample	P	115	16	.....
N = 234	Q	115	15	.....
Grade-point averages	K[a]	114	20	.....
	F[a]	105	19	.....
	M[a]	88	19	.....
Cross Validation sample	G	111	13	.....
N = 263	V	110	13	.....
Grade-point averages	N	110	13	.....
	S	107	16	.....
	P	111	16	.....
	Q	117	14	.....
	K	...	...	.....
	F	...	...	.....
	M	...	...	.....
Combined sample	G	114	13	.....
N = 497	V	116	15	.....
	N	110	13	.....
	S	109	17	.....
	P	113	16	.....
	Q	116	15	.....
	K	...	...	.....
	F	...	...	.....
	M	...	...	.....
405. Teacher, Nursery School, 359.878	G	104	11	.46**
	V	111	12	.41**
N = 83	N	98	13	.34**
Grade-point averages	S	104	13	.26*
	P	112	14	.28**
	Q	111	14	.20
	K	111	16	.33**

Occupation, Number of Cases and Criterion	Aptitudes	M	SD	r
405.—*Continued*				
	F[a]	111	17	.24*
	M[a]	87	19	.27*
406. Telephone Ad-Taker, 249.368	G	105	12	.02
	V	111	14	.02
N = 60	N	104	14	.00
Supervisory ratings	S	100	16	−.06
	P	99	18	−.06
	Q	120	19	−.05
	K	113	14	.24
	F	98	18	−.03
	M	98	20	.01
407. Telephone-Answering-Service Operator, 235.862	G	98	14	.23
	V	108	16	.09
	N	95	13	.20
N = 50	S	92	15	.16
Supervisory ratings	P	100	16	.02
	Q	110	17	.15
	K	107	15	.16
	F	100	17	.12
	M	98	19	.08
408. Teller, 212.368	G	111	13	−.13
Validation sample	V	110	12	.26
N = 50	N	110	14	−.08
Supervisory ratings	S	107	19	−.10
	P	114	16	.14
	Q	120	13	.11
	K	114	13	.09
	F	107	19	.44**
	M	101	17	.16
Cross Validation sample	G	106	13	.13
	V	109	12	.05
N = 50	N	104	16	−.03
Supervisory ratings	S	103	19	.31*
	P	113	16	.35*
	Q	116	15	.21
	K	113	17	.18
	F	107	18	.24
	M	109	20	.00

*Significant at the .05 level.
**Significant at the .01 level.
[a] N = 83.
[b] N = 88.
[c] N = 82.

8.2.6.1. Ms. [redacted] score of 83 in Dr. Westcott's 2010 assessment was more than 2 standard deviations below this average, at approximately the 0.9 percentile of this sample of nearly 500 prospective teachers.

8.2.7. The data in this table are applicable to both elementary and secondary school teachers, and I note that Ms. [redacted] indicated she is qualified to teach both elementary and secondary school.

8.2.8. Dr. Westcott, I, and others who conduct vocational and fitness-for-duty assessments also use the WAIS-IV to determine intellectual levels, and compare findings to existing occupational data and expectations. In 2010 and 2011, Ms. [redacted] overall intellect as measured by the WAIS-IV was also far below the level of general mental ability (GMA or "g") associated with university graduates in general, and teachers, in particular. Her overall intellect was Low Average (Full Scale IQ of 86; 18th percentile of Canadians) in Dr. Westcott's assessment, and but Average (Full Scale IQ of 91; 27th percentile) in Dr. K[redacted] assessment. Per Gottfredson,[31] for persons of average intellect, completion of a university degree is quite difficult, and somewhat rare. As shown in the Figure below, from the same article, teachers are associated with the "Out Ahead" cohort, educated in a college format, and have above average intellect.

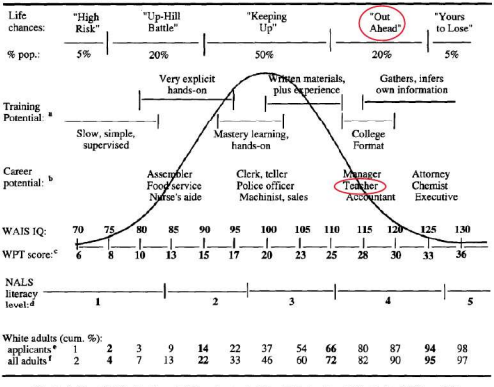

Figure 3. Overall life chances at different ranges of the IQ bell curve. [a]Wonderlic (1992, p. 26). [b]Figure 1. [c]Wonderlic (1992, p. 20). [d]Table 8. [e]Wonderlic (1992, p. 34). Job applicants in 1992, aged 16–72. [f]Based on mean WAIS IQ for Whites of 101.4 and SD for Whites of 14.7 (Reynolds, Chastain, Kaufman, & McLean, 1987, p. 330). Percentiles for IQ scores estimated using cumulative normal probability tables.

[31] Gottfredson, L.S. (1997) Why g matters: The complexity of everyday life. *Intelligence*, *24*, 79–132.

8.2.9. In turn, this graph is based in part on data from the Wonderlic Personnel Test (below), which found that, on average, teachers have above average general mental ability, on par with accountants and managers.[32]

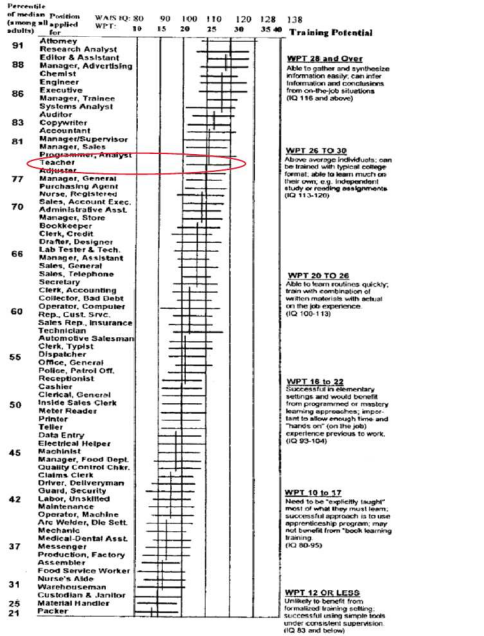

Figure 15.1: Wonderlic Personnel Test (WPT) scores by position applied for (1992). The bold horizontal line shows the range between the 25th and 75th percentiles. The bold crossmark shows the 50th percentile (median) of applicants to that job. Source: Wonderlic (1992: 20, 26, 27). Reprinted by permission of the publisher.

[32] Gottfredson, L. (2003). g, Jobs, and Life. In Nyborg, H. (Ed.) *The Scientific Study of General Intelligence*. Oxford, United Kingdom: Elsevier Science.

[redacted]

Sincerely,

J. Braxton Suffield, Ph.D.

J. Braxton Suffield, Ph.D., R.Psych.

Encl.

cc: file

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