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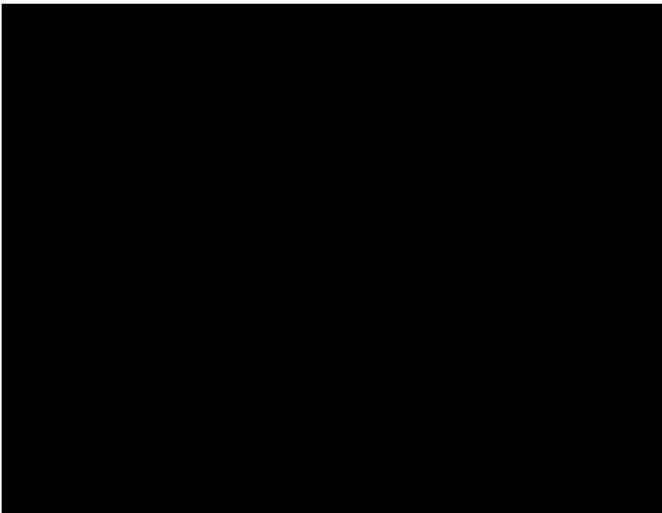
Psychological and Rehabilitation Assessment Specialists

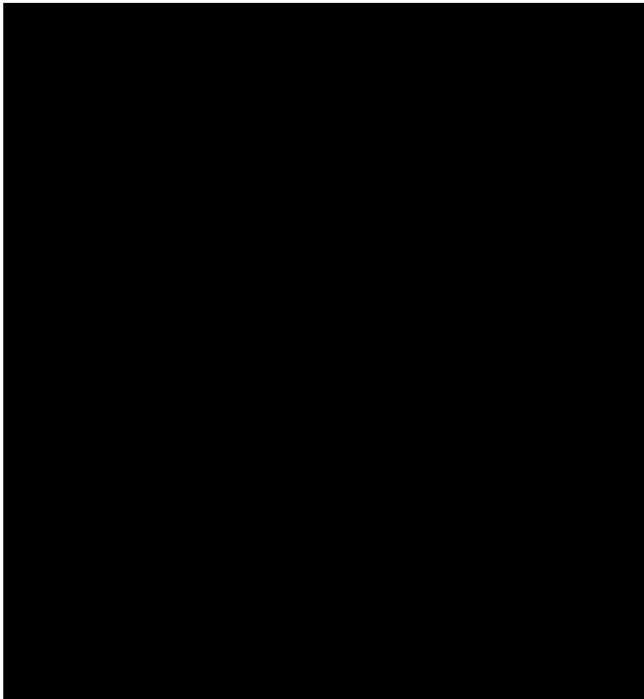
21 September 2021



Dear 

RE: Reply to Dr.  report dated 8 September 2021





Data on the typical level of intelligence or general mental ability seen within a population of teachers is in fact available in the scientific literature. The table below, which is extracted from a book chapter by Dr. Linda Gottfredson², shows that on average teachers' general cognitive ability is above average, estimated at the 81st percentile and equivalent to an IQ score of 113. The cognitive abilities required of teachers is similar to that of accountants, managers, and computer programmers.

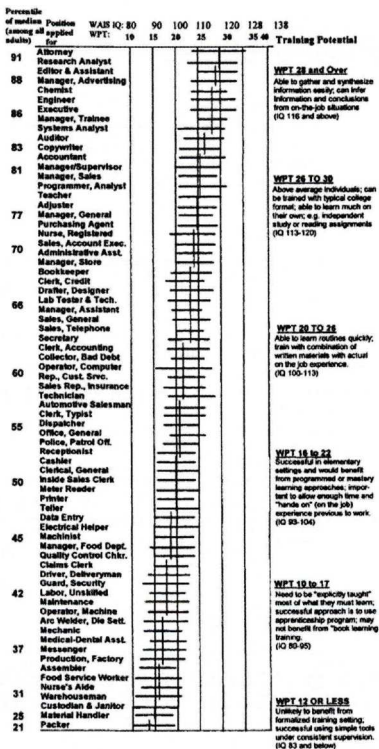


Figure 15.1: Wonderlic Personnel Test (WPT) scores by position applied for (1992). The bold horizontal line shows the range between the 25th and 75th percentiles. The bold crossmark shows the 50th percentile (median) of applicants to that job. Source:

Wonderlic (1992: 20, 26, 27). Reprinted by permission of the publisher.

Beyond the data provided by Gottfredson, there is also empirical data about the intellectual abilities of teachers provided in a paper by Schmidt & Hunter³, which is reproduced here.

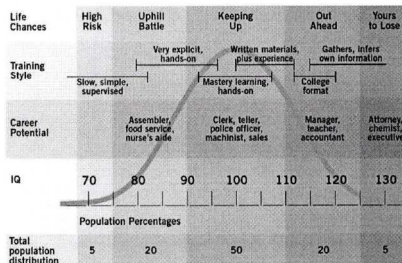
SCHMIDT AND HUNTER

Table 1
Mean GCT Standard Scores, Standard Deviations, and Range of Scores of 18,782 AAF White Enlisted Men by Civilian Occupation (From Harrell & Harrell, 1945, pp. 231–232)

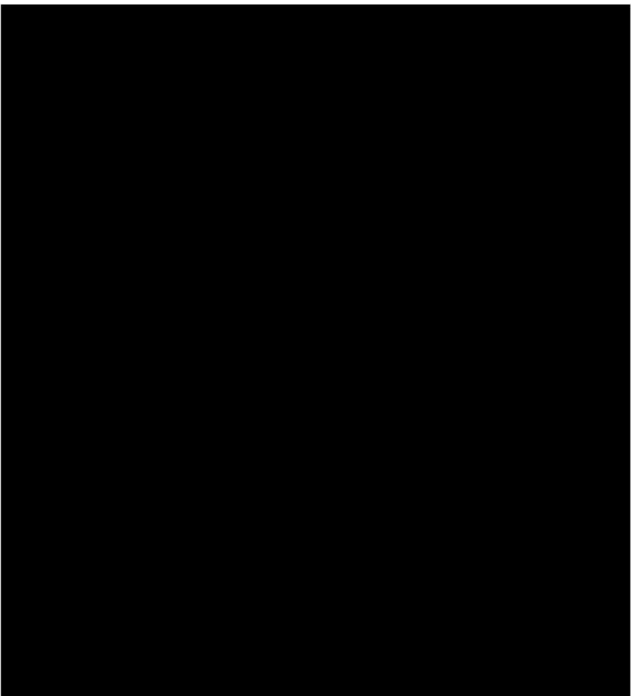
Occupation	N	M	Mdn	SD	Range
Accountant	172	128.1	128.1	11.7	94–157
Lawyer	94	127.6	126.8	10.9	96–157
Engineer	39	126.6	125.8	11.7	100–151
Public-relations man	42	126.0	125.5	11.4	100–149
Auditor	62	125.9	125.5	11.2	98–151
Chemist	21	124.8	124.5	13.8	102–153
Reporter	45	124.5	125.7	11.7	100–157
Chief clerk	165	124.2	124.5	11.7	88–153
Teacher	256	122.8	123.7	12.8	76–155
Draftsman	153	122.0	121.7	12.8	74–155
Stenographer	147	121.0	121.4	12.5	66–151
Pharmacist	58	120.5	124.0	15.2	76–149
Tabulating-machine operator	140	120.1	119.8	13.3	80–151
Bookkeeper	272	120.0	119.7	13.1	70–157
Manager, sales	42	119.0	120.7	11.5	90–137
Purchasing agent	98	118.7	119.2	12.9	82–153
Manager, production	34	118.1	117.0	16.0	82–153
Photographer	95	117.6	119.8	13.9	65–147


The data (N=256) shows that mean intelligence for teachers (measured with the military's General Classification Test) was 122.8 with a standard deviation of 12.8, just below the scores for other professional occupations such as chemist, auditor, and engineer, and clearly above average.

In another publication by Gottfredson⁴, the following chart is presented. Note that teachers' intellectual abilities are lumped with those of accountants and managers and clearly fall within the above average range (IQ 110 – 125; top 25% of the population).

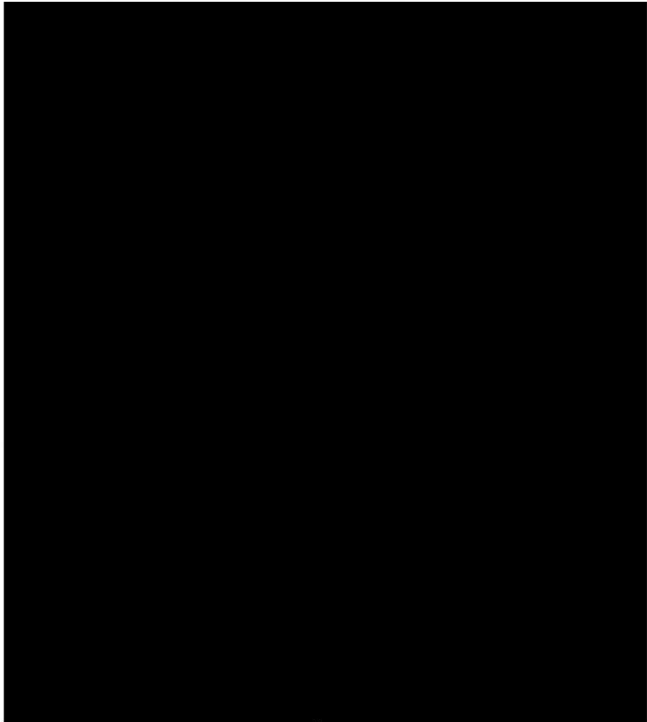



This data indicates that teachers do in fact typically require above average intelligence, a fact that I was clearly aware of at the time I assessed Ms. [REDACTED]. That is not to say that there is no variability amongst practising teachers' intelligence. Indeed, the first table by Gottfredson shows that 25% of teachers have an IQ below 103, just as another have an IQ above 120. But there is no data to suggest that a person with a measured IQ of 86 is more likely than not to be able to adequately perform the complex cognitive demands of teaching. Based on my calculations, Ms. [REDACTED] measured IQ of 86 is 2 standard deviations below the average requirement for teachers.



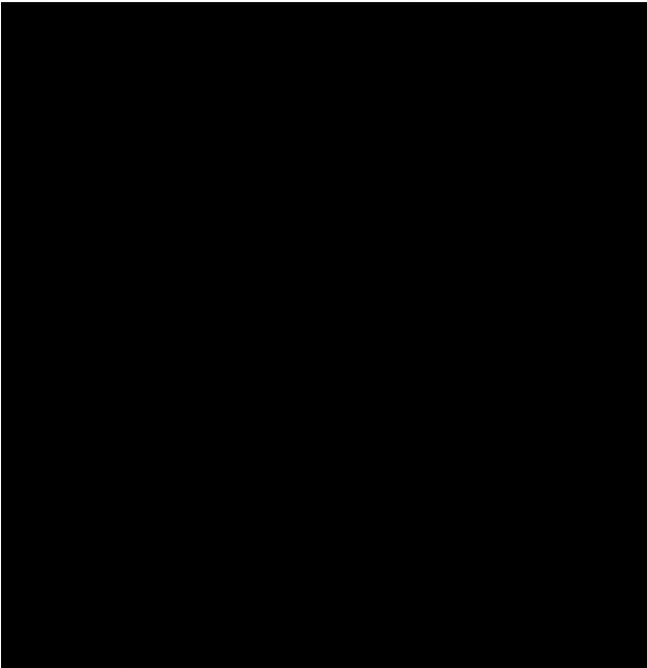


Mandel & Associates' mission statement is "to provide independent, objective, state-of-the-art assessments that assist in decision making and planning." It is a core value of the company, and one which I fully embrace, to be independent in offering my opinions.

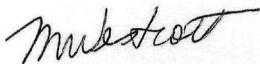




teachers' level of intelligence. The data I documented above provides a clear picture of the typical level of intelligence exhibited by teachers and fits with a common sense of understanding of a teacher's capacity. While the studies did not specifically use the WAIS to measure overall intelligence (also referred to as "g"), the measures utilized are quite comparable to the WAIS.



[REDACTED] I have provided validation for my methodology and findings. I stand by my opinion that Ms [REDACTED] does not possess the overall intellectual ability to function adequately in her former role as a teacher.



Mary Westcott, Ph.D., R. Psych. (AB#3405)
Consulting Psychologist

[REDACTED]

² Gottfredson, L.S. (2003). Chapter 15 – *g*, Jobs and Life. Book chapter in: The Scientific Study of General Intelligence: Tribute to Arthur R. Jensen, 293-342.

³ Schmidt, F.L. & Hunter, J.E. (2004). General mental ability in the world of work: Occupational attainment and performance. Journal of Personality and Social Psychology, 86(1), 162-173.

⁴ Gottfredson, L.S. (1998). The general intelligence factor. Scientific American, 9, 24-29.

[REDACTED]

⁸ Schmidt, F. L., & Hunter, J. E. (1998). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings. Psychological Bulletin, 124(2), 262–274.