

A Fifth Year Evaluation of an MAT program

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Purpose

- The study seeks to evaluate the success of the McNeese State University MAT program in terms of
 - teacher placement,
 - teacher retention,
 - teacher attitudes,
 - administrative satisfaction.

Background

- McNeese : Lake Charles, LA; SWLA; 20 miles from TX
- 4 year institution with Master's and Ed. S programs
- MAT began in conjunction with New Teacher Project
- Courses began in 2003 1st graduates in 2004

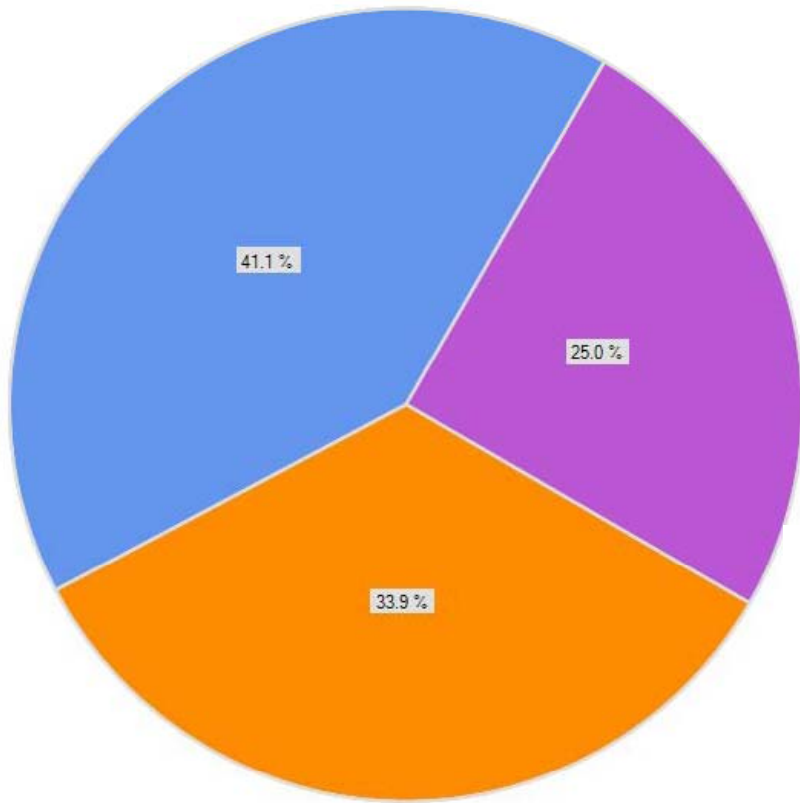
Pre-survey data on all MAT candidates

- GRE (only available 2005-2009)
 - 421 verbal
 - 467 quantitative
 - 888 comprehensive
- GPA (again only available 2005-2009)
 - 3.803
- Praxis I
 - I: 81 to 100% (depending on year and area) passed first attempt
 - II: 50-100% (depending on year area) pass on first attempt

Sample

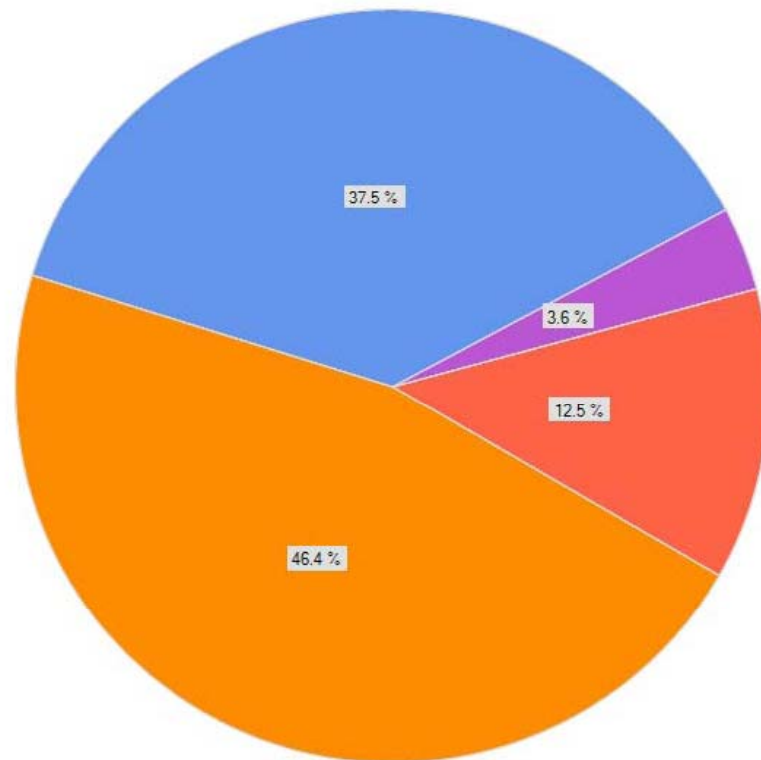
- All 115 MAT completers were invited to participate in this study. (on-line only for now)
- 49 % returned the survey (n=56)
- 85% of responses from 07-09
- 84% Caucasian
- 84% from Louisiana
- Nearly 80% never taught before
- 88% did an internship
- 89% had only their bachelor's

MAT area of study



- Elementary
- Secondary
- SPED

Age:



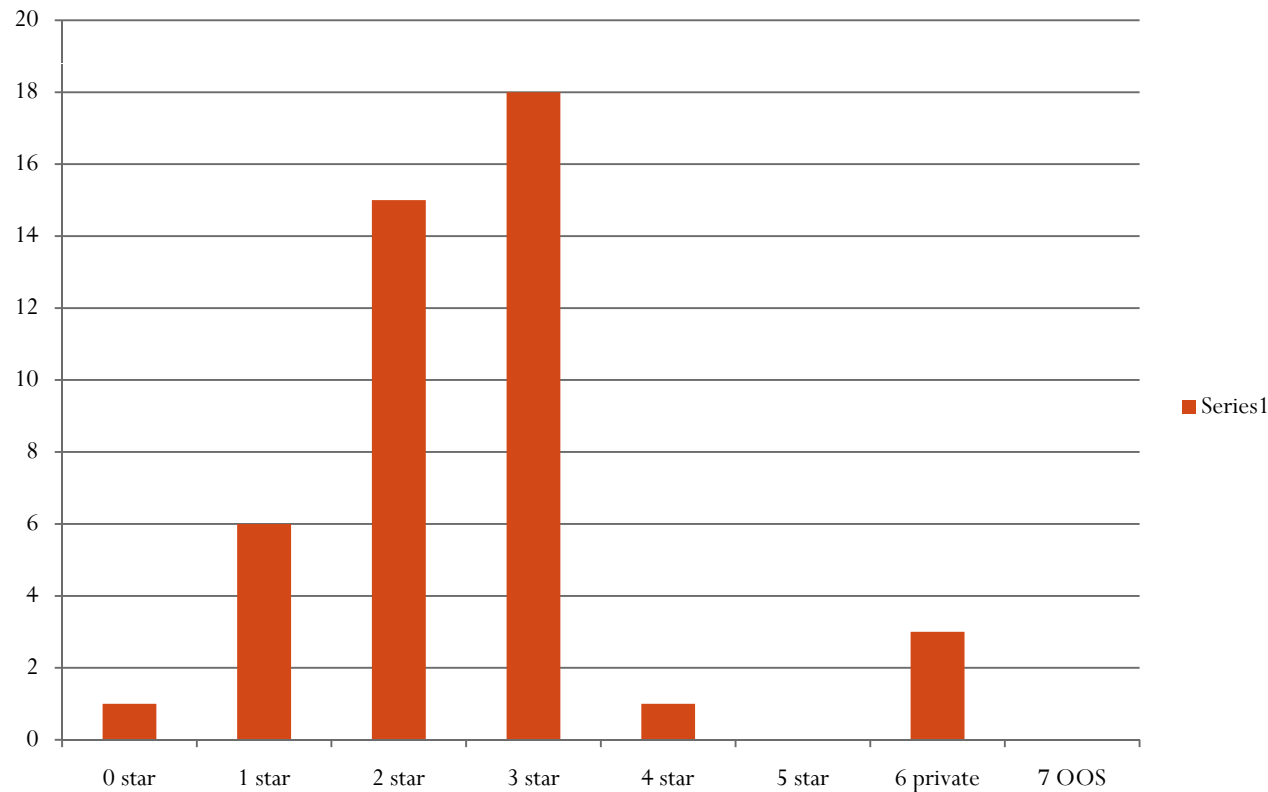
- 20-29
- 30-39
- 40-49
- 50-59
- 60 or over

Method

- Survey sent to all 115 completers
- Once completers returned their survey (if they volunteered their name and current school)
 - Administrator Survey was sent to their principal
- Because of compressed timeline only descriptive statistics of quantitative data
- Content analysis done on qualitative open responses on surveys

Teacher Placement

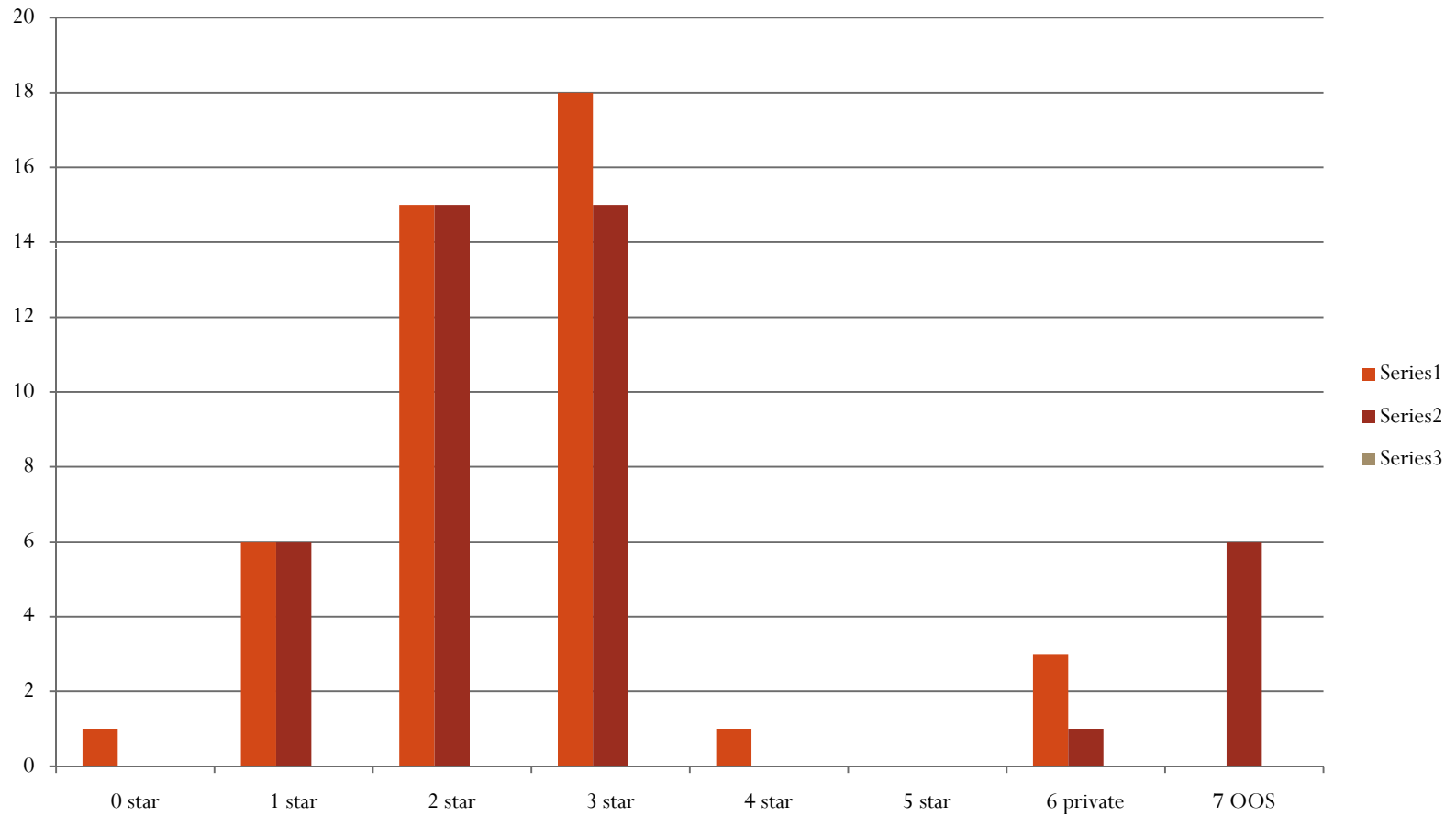
- LA schools ranked 0 stars to 5 stars , 6 private and 7 out of state.



Teacher Retention

- 93% still in education
 - 85% still teaching
 - 7% out of teaching but in educational field
- 56% stayed at the first schools that employed them.
- 34% only moved once
- 10% moved more than once

Movement of Teachers



Teacher Retention: Greener Pastures

- 58% of the teachers who moved to a higher level school (or out of LA public schools)
- 38% moved from LA public schools
- 35% moved out of state
- 12% moved from high needs schools to 2 or 3 star schools

Teacher Retention: High Needs Focus

- 1 student moved from a private school to a 1 star school
- Less than 20% of teachers were in high needs schools.
- 75% of the teachers in high needs schools remained at their schools.

Did we prepare you (5pt Likert)

- Planning
- Instruction
- Management
- Assessment

- Then
 - Rate Field experiences
 - Rate Student Teaching/ Internship

Teacher Attitudes: Strengths

- Organize and maintain an effective classroom environment
- Employ a variety of teaching strategies
- Use materials, resources and activities that are developmentally appropriate
- Use Technology to enhance instruction
- Felt their student teaching/internships contributed substantially to Teacher Ed Training.

Teacher Attitudes: Weaknesses

- Plan for individual differences (12%)
- Plan for short term & long term evaluation (11%)
- Manage student behaviors (18%)
- Understanding developmental characteristic (11%)
- Provide effective on-going assessment including performance based assessment (13%)
- 37% felt that their field hours did not substantially contribute to their teacher ed training

Teacher Attitudes: Mediocre

- Plan objectives & select supporting activities (7%)
- Understand and convey subject matter (9%)
- Stimulate Higher Order Thinking (9%)

Additional comments

26 students left additional comments/critiques

- Disliked field hours/felt they learned most from being in the field and being with teachers (10)
- Wanted more in terms of practical training (4)
(classroom management, SPED, subject training)
- Theory/Practice disconnect (4)
- Exceptional Instruction (6)
- Disliked program changes (4)

Administrator's Survey

- Take with a grain of salt (only 13 surveys returned thus far)
- 90% as good or better as traditionally certified teachers (50% better)
- 91% would hire them again

- Conduct self in a professional manner
 - 90% (70% exceptional 20% satisfactory)
 - 10% emerging
- Instruction promotes student achievement
 - 82% (55% exceptional 27% satisfactory)
 - 9% emerging
 - 9% unsatisfactory

- Knowledge of subject matter
 - 91% (55% exceptional 36% satisfactory)
 - 9% emerging
- Knowledge of effective teaching methods
 - 82% (37% exceptional 46% satisfactory)
 - 9% emerging
 - 9% unsatisfactory

- Effective classroom management
 - 73% (46% exceptional 27% satisfactory)
 - 18% emerging
 - 9% unsatisfactory
- Overall
 - 91 % (45.5% exceptional 45.5% satisfactory)
 - 9% unsatisfactory

#1 problem with MAT candidate

- Need more classroom management
- Need more classroom experience
- (Unsatisfactory: those called to teach do well
those that think it is an easy job don't do well)

Best thing about MAT candidates

- Experience (subject matter and real world)
- Open-minded, excited, eager, motivated
- Older
- Professionalism
- Excellent teachers through this program (Unsatisfactory)

Conclusions

- There is a need to create more practical experiences before they start their internship
 - Lesson planning
 - SPED/inclusion
 - Diagnostic teaching of subject matter
- Classroom management (consider moving to first portal...need practical field experience related to this area)

Conclusion

- Once I get some more student responses I will break it up by year and also by area to see if there are difference within/across the program
- Ditto for the administrator's survey
- Once I have more responses I plan to want to see what characteristics (GRE, teacher attitudes, etc) link to the administrators view of “better than traditional” rankings and “worse than traditional” rankings.
- More to come....