

M.A.T.  
Completer  
Data

Analysis  
Presentation

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# Overview

Three cycles of M.A.T.

# M.A.T. Completer Data Survey Links

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# M.A.T. Completer Data- Strengths

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After analyzing three cycles of M.A.T. completer data from completer surveys, employer surveys, student surveys, and roundtable discussions, multiple strengths were identified.

Most student responses were positive for both K-2 and 3-5 student surveys.

Student responses indicate they enjoy school and their teachers.

Employer survey results indicate strong preservice foundational skills for teacher candidates, appropriate assessment techniques, differentiation during instruction, lesson planning, grouping techniques, and positive student reinforcement implemented by ULM M.A.T. completers in their respective schools.

Completer survey results indicate completers feel the program successfully prepared them for teaching in public schools.

# M.A.T. Completer Data- Needs

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After analyzing three cycles of M.A.T. completer data from completer surveys, employer surveys, student surveys, and roundtable discussions, needs were identified.

Classroom movement strategies

Student relationship building strategies

Probing questioning techniques

Differentiation in real-time lesson sequence

Teacher reflective practice and determining implications for future lessons

# M.A.T. Completer Data- Trends

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The results indicate that most of the 17 assessed questions were answered with an average of 80% (14/17) agree and agree options.

My teacher always knows what's going on in our classroom. (InTasc Standard 9; CAEP 4.2)

62% agreed with this statement.

My teacher notices when I do well in class. (InTasc Standards(InTa)523n6523n6523n6523n6523n6523n6523n qT

# M.A.T. Completer Data- Trends

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The results indicate that most of the 19 assessed questions were answered with an average of 95% yes (smiley face). The other remaining option on the survey was no (sad face).

My teacher asks me to solve problems in teams (InTasc Standards 2,3; CAEP 4.2)

100% agreed with this statement.

My teacher notices when I do well in class. (InTasc Standards 1,6; CAEP 4.2)

100% agreed or strongly agreed with this statement.

It is okay if I disagree with other students as long as I don't hurt their feelings. (InTasc Standard 2; CAEP 4.2)

80% agreed with this statement.

My teacher asks me to make predictions and then find out if they are right. (InTasc Standard 6; CAEP 4.2)

80% agreed with this statement.

# M.A.T. Completer Data- Trends

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The [redacted] results indicate that 100% of the completers agree or strongly agree that the M.A.T. program prepared them for teaching in elementary schools. Out of the sample, 33.3% strongly agreed with the statements, and 66.7% agreed with the statements. The two questions below indicated agree choices from the participants.

The [redacted] results indicates 100% of the completers exceeded their expectations after completing the M.A.T. alternative certification pathway.

The [redacted] - During the discussion, a principal expressed all glows for the program. She said the completer is positive, on target with her program, participates in PD, prepared, open to learn, open to reflect on lessons, and has gained respect from all stakeholders. She also stated strong, school-level support (other teachers, admin, and curriculum coaches) have provided much help for new teachers.



# M.A.T. Completer Data- Implications

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Provide steps for teaching candidates to maximize instructional time and behavioral expectations during student movement around the classroom, the school, and during collaborative activities. These steps will be forwarded to all M.A.T. course instructors to reinforce. Kagan structures will be incorporated in M.A.T. internship seminars and M.A.T. PD opportunities for all candidates.

Provide PD for teacher candidates to learn and model probing questioning techniques through Bloom's Taxonomy application.

Provide PD for teacher candidates to learn and model teacher reflective practice by analyzing student exit tickets to differentiate instruction in future lesson planning.