M.A.T. Completer Data

Analysis Presentation

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Overview

Three cycles of M.A.T. completer data was compiled and analyzed during the Fall of 2023. The data compiled was obtained from three different completers at three different ULM partner districts in north Louisiana.   The table below describes the demographics of the data sources.

M.A.T. Program Completer	Completer's Graduation Cycle	School/District	Grade	Principal
Shannon Ballow	Spring 2021	Kiroli Elementary School/Ouachita Parish	K	Carolyn Norris
Shonda Lynn	Summer 2021	Central Park Elementary School/Bossier Parish	4th Grade	Dr. Vicki Younger
Claire McDonnell	Fall 2021	Claiborne Fundamental Magnet School/Caddo Parish	1st Grade	Dr. Sheila Lester

M.A.T. Completer Data Survey Links

K-2 Student Survey: https://forms.gle/JfcHtZGzMDD93Tkj8

3-5 Student Survey: https://forms.gle/MLYdEFCPzwxfM7Ms9

M.A.T. Completer Survey: https://forms.gle/jMgj6aP4MGYR9P3o9

Principal Survey: https://forms.gle/bxfdoNZHkNgQLdPp7

M.A.T. Completer/Employer Virtual Roundtable Discussion from November 7, 2023

M.A.T. Completer Data- Strengths

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

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

The **Grades 3-5 Student Survey** results indicate that most of the 17 assessed questions were answered with an average of 80% strongly agree and agree options.

There were two indicators that received the highest rating of strongly agree and agree.

- 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 1,6; CAEP 4.2)

- 72% agreed or strongly agreed with this statement.

The lowest indicator of strongly agree and agree options is below.

- We move around a lot during class. (InTasc Standard 3; CAEP 4.2)

- 39% answered strongly agree and agree.

M.A.T. Completer Data- Trends

The **Grades K-2 Student Survey** 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).

There were two indicators that received the highest rating of strongly agree and agree.

• 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.

The lowest question answered strongly agree and agree is below.

• 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

The **Completer Survey** 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 educator preparation program I completed prepared me to: Use formative and summative assessment data to create rigorous learning experiences within a curriculum of cross-disciplinary skills. (InTASC 7)

• The educator preparation program I completed prepared me to: Use evidence to reflect and adapt regularly on professional practices to better meet learners' needs. (InTASC 9)

The **Principal Survey** results indicates 100% of the completers exceeded their expectations after completing the M.A.T. alternative certification pathway.

The **Roundtable Discussion**- 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

Classroom Movement Strategies & Student Relationship Building Strategies

- 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.

Probing Questioning Techniques & Differentiation in Real-time Lesson Sequence

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

Teacher Reflective Practice and Determining Implications for Future Lessons

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