

MAJOR FINDINGS

- On average, SMSU graduates rate the quality of their pre-service teacher preparation program higher than do their building principals.
- While both administrator and graduate respondents rate SMSU teacher graduates' preparation at the "Competent" (or higher) level, graduates' ratings are consistently higher than administrator ratings.
- The greatest difference (0.63) between graduate and administrator respondents' aggregate mean scores occurs in the CF category "Dispositions." Graduates rate their preparation in this area at the "Quite Competent" level ($\underline{M} = 4.09$), while administrators' rating is at the "Competent" level ($M = 3.46$).
- "Diversity" is the CF category with the second greatest difference in mean scores between graduate and administrator respondents (0.51). This is the only category, in which administrators rate graduates' ability to prepare and teach students with a wide range of disabilities below the "Competent" level (question #35: $\underline{M} = 2.92$).
- "Assessment Skills" yielded a 0.48 mean difference between graduate ($\underline{M} = 3.58$) and administrator ($\underline{M} = 3.10$) aggregate mean scores. Overall this category was rated lowest by administrators and by graduates (along with "Foundations of Education"). Statistically significant differences were also noted between 1999 teacher graduates' perceptions and 2000 teacher graduates regarding the level of competency they acquired in assessment as a result of the SMSU teacher preparation program.
- A difference in respondents' (i.e. graduates' and administrators') aggregate mean scores (0.47) was also found in the CF category "Reflective Skills." Again, graduates ($\underline{M} = 3.86$) rate this area higher than do their administrators ($\underline{M} = 3.39$).
- The CF category yielding the smallest difference between graduate and administrators respondents' aggregate mean scores is "Technology" [graduates: $\underline{M} = 3.73$; administrators: $\underline{M} = 3.67$ (difference = 0.06)]. Data also indicate an increase by year of graduation with regard to graduates' perceptions of their level of competence in utilizing technology in the classroom. Statistically significant differences are noted between students graduating in 1997 or before and those graduating in 2001 or after, with regard to the level of competency they believed they received in pre-service teacher education technology training.
- "Foundations of Education" yielded the second smallest difference (0.17) in aggregate mean scores between graduates ($M = 3.58$) and administrator ($\underline{M} = 3.41$) respondents. This category (along with "Assessment Skills) received the lowest rating among graduate respondents.