Teacher Preparation Cost Study: A Comparative Analysis of Select Alabama and National Programs

Submitted to SERVE on Behalf of
the Alabama State Department of Education
by The Southeast Center for Teaching Quality

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About the Organization

The Southeast Center for Teaching Quality improves student learning by shaping policies through developing teacher leadership, building coalitions, conducting practical research, and engaging the public. The Center focuses programmatic efforts across the Southeast, but maintains a national agenda to ensure that all students will have access to high quality teachers who have the necessary knowledge of content, teaching, and learners that will enable students to reach high academic standards. The Center was established in 1999 and is located in Chapel Hill, North Carolina. To learn more about the Center's mission, previous and current work and staff, please visit www.teachingquality.org.

Executive Summary

The Southeast Center for Teaching Quality (The Center) has conducted a study of the costs of high quality Teacher Preparation on behalf of the Regional Education Laboratory at SERVE and at the request of the Alabama State Department of Education. In light of the recommendations issued by Alabama's Task Force to Improve Educator Preparation and the recent revisions to the rules for preparing teachers and administrators, a more comprehensive understanding of the costs of implementing and maintaining high quality teacher preparation is essential for the state. The intent of the study is to provide some guidance to policymakers in Alabama about the types of investments necessary to ensure that the state's preparation programs will be able to faithfully meet these new expectations and provide quality training for the state's new educators.

The Center presents three primary findings in the full report:

1. Education programs overall and teacher education programs in Alabama have expenditures below high quality matched pair comparison institutions, in multiple areas.

2. Education programs spend less than other clinically based programs within the same institution. The funding discrepancy is more pronounced in Alabama than within the comparison institutions.

3. Considerably more data needs to be collected nationally, as well as in Alabama, to better understand the relationship between expenditures and components of quality teacher preparation.

Based on an analysis of these primary findings, the Center makes the following recommendations:

1. Reassess current teacher preparation funding structures. Ensure, at a minimum, that they are adequate to prepare high quality teachers.

2. Create systematic, aligned data systems that allow for better measures of quality and effectiveness.

3. More analysis needs to be done to better understand the cost of providing a high quality preparation experience for teachers in Alabama and across the nation.

Introduction

As Alabama, like other states, seeks to ensure that its teachers are "highly qualified" to meet the requirements of No Child Left Behind (NCLB), the importance of preparing a quality teaching corps to staff the state's classroom has never been greater. Unfortunately, there have been few studies examining the effectiveness of teacher preparation, let alone comparing different models and providing cost information. Two recent studies by the Center for Teaching and Policy[1] and the Education Commission of the States[2] both conclude that little scientific evidence about effective teacher preparation has been amassed. Even less is known about components of preparation most often displayed in successful programs; for example, significant clinical time for students, high standards, curriculum well-grounded in learning theory and content specific methods.

It was with this in mind that SERVE, at the request of former Alabama State Superintendent Ed Richardson, supported the Southeast Center for Teaching Quality (the Center) to conduct a cost analysis of teacher preparation programs. Given the state's recommendations issued by the Task Force to Improve Educator Preparation and the recent revisions to the rules for preparing teachers and administrators, a better understanding of the costs of maintaining a high quality teacher preparation is essential. Alabama preparation programs face new requirements, particularly related to the time and relationship of candidates and faculty in P-12 settings. The intent of the study is to provide some guidance to policymakers in Alabama about the types of investments necessary to ensure that the state's preparation programs will be able to faithfully meet these new expectations and provide quality training for the state's new educators. By selecting three Alabama institutions of higher education and national institutions with award winning preparation programs, the Center sought to:

- Understand how Alabama and exemplary comparison education programs spend funds to prepare teachers;
- Analyze the costs of critical components of teacher preparation: clinical hours, personnel, student/faculty ratios, program length, etc.; and
- Inform decisions of Alabama policymakers about the types of investments necessary to ensure high quality teacher preparation programs throughout the state.

Study Methodology

Given the paucity of systematic cost and quality data available, and the size and scope of the commissioned report, the Center decided to adopt a matched comparison methodology to better understand how both Alabama programs and selected national programs recognized as high quality spend money. Exemplary national programs served as a pool for selecting a "matched pair" for three Alabama teacher preparation programs selected for the study (out of 28 Alabama institutions that prepare teachers). The three Alabama institutions were selected in order to reflect the diversity of size, scope and approach found across the state. Selection was also based on the willingness of faculty and the university/college to participate and provide the standardized cost data necessary for our study.

The Center, in order to ensure that financial data relied on similar definitions (student credit hour, full time equivalent student, etc.) and was gathered in similar ways (using well designed, highly specific protocols), requested that the Alabama and matched comparison institutions provide their University of Delaware National Study of Instructional Costs and Productivity data. The Delaware Study database is the only one that allows for the cost comparisons described above. Using the National Center for Education Statistics' "Classification of Instructional Programs" (CIP) taxonomy, institutions of higher education voluntarily participate in and use the Delaware Study to compare themselves to similar institutions (see the Data Collection section for more information).

Since participation in the Delaware Study is voluntary, only four Alabama institutions submitted data to the University of Delaware in 2002-2003, and all were included in our study (three as Alabama institutions and one—Samford University—as an award winning matched comparison program). While the matched comparison institutions are continually discussed as quality programs, the Center would like to emphasize that no judgments are being made about the quality of the selected Alabama preparation programs. The three Alabama institutions selected—The University of Alabama (UA), the University of Auburn at Montgomery (AUM), and the University of Montevallo—represent different types of institutions (comprehensive research and small undergraduate focused) in various areas of the state and of diverse size (see Table 2). Assumptions have not been, nor should they, be made that these programs represent a lesser degree of quality than the selected matched comparison institution. An examination of quality within these three institutions was beyond the scope of this study.

Selection of the Matched Comparison Institutions

Given the scope and timeline of the study, the Center opted not to create original criteria and conduct a thorough investigation of quality preparation programs nationally. Few of the nation's 1,600 preparation programs track retention and student achievement data in a systematic way that would allow for such an analysis without a significant investment of time and resources. Also, there is little agreement about the relationship between preparation and beginning teachers' capacity to improve student achievement.[3] A tertiary finding that could be drawn from analyzing program quality criteria is that a better system must be derived—with teacher preparation faculty and other policymakers, practitioners and stakeholders involved in the creation of definitions and measures—to assess program quality.

Rather, the Center relied on other analyses and awards granted that have investigated several quality program criteria, most importantly, the ability of its graduates to increase student achievement. Other factors such as strong partnerships with P-12 schools, requiring intensive field experiences and meeting the standards of the National Council for the Accreditation of Teacher Education (NCATE) were also incorporated into many of these national reviews. Several reports and awards were selected for review.

- The U.S. Department of Education highlighted 36 models of exemplary practice in January 2000, based on the winners of the National Award for Effective Teacher

Preparation. Awards were based on multiple criteria, including formative and summative evaluation as well as student achievement. (two invited)

- The National Science Foundation's Collaboratives for Excellence in Teacher Preparation presented institutional and system-wide grants in 2000, to promote comprehensive change in the undergraduate education of future teachers by supporting cooperative, multiyear efforts to increase substantially the quality and number of teachers well-prepared in science and mathematics, especially members of traditionally underrepresented groups. Collaboratives feature the creative design of courses and curricula in mathematics and science for both the content and method of teaching, incorporating innovative approaches such as integration of mathematics, the sciences, and engineering; use of advanced technologies; applications to engineering and technology; and new methods of student assessment appropriate to the teaching methodologies. (one invited)

- The American Association of State Colleges and Universities (AASCU) annually presents Christa McAuliffe Awards to a select number of innovative teacher preparation programs with excellent leadership and a proven record of student achievement. (two invited)

- States such as North Carolina have awards systems where teacher preparation programs are ranked on various achievement and design criteria. Unlike the quartiles established under Title II of the Higher Education Act, where schools are ranked in quartiles on the sole basis of passage rates on state licensure exams, the North Carolina system looks at multiple student, faculty and program characteristics to assess quality. (one invited)

- The National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction identified eight preparation programs where graduates produced students who made larger gains and were more engaged in reading. (none invited)

- The Carnegie Corporation of New York, in partnership with the Annenberg, Ford and Rockefeller Foundations, selected 11 institutions to participate in its *Teachers for a New Era* schools initiative. These 11 programs agreed to pursue design principles that look at graduate effectiveness using student achievement, engage the school of education with the College of Arts and Sciences, and create new conceptions of teaching as a clinical practice. (none invited)

From these designated exemplary programs, the Center sought out potential matched pairs that met each of the following selection criteria:

- A participant in The University of Delaware National Study of Instructional Costs and Productivity, willing to release resulting data;
- A participant in either the College and University Personnel Association (CUPA) National Faculty Salary Survey or the Oklahoma State University Faculty Salary Study, willing to release resulting data;

- An institution with the same Carnegie classification as the matched Alabama institution to ensure that its institutional focus on research and teaching were compatible;[4]
- Students accepted to and prepared for similar settings as the Alabama program with which it would be matched;
- Approximately the same size as the Alabama institution for both students and faculty as to control for cost savings based on size and economies of scale; and
- A recipient of one of the aforementioned awards for outstanding achievement in teacher preparation (overall or in a particular subfield).

Ultimately, after accounting for each of the six essential criteria listed above (especially the lack of similarity to Alabama institutions and non-participation in the University of Delaware National Study of Instructional Costs and Productivity) there were very few matched pair possibilities. For many of these potential matched pairs, there were questions raised, as the institutions of higher education selected are not typically considered "peer" institutions for faculty salary and other academic comparisons. However, the matched pairs were selected based on their school of education and teacher preparation program in particular, not the institution of higher education as a whole, so many of these initial concerns were assuaged. The proposed matched pairs proved consistent with the selection criteria and resulted in a single match for both AUM and Montevallo. The Center had identified two institutions of higher education for each that could potentially serve as matches for each Alabama institution, and in the case of UA, both schools were interested in participating, resulting in two comparisons (see Table 1).

Table 1
Matched Comparison Institution Indicator of Quality

Alabama Institution	Comparison Institutions	Award for Inclusion
University of Alabama	East Carolina University	Christa McAuliffe Award for Excellence in Teacher Preparation and U.S. Department of Education Outstanding Program in Teacher Preparation
University of Alabama	University of North Carolina - Greensboro	Consistently top ranked program on North Carolina State Board Performance Report for Institutions of Higher Education
Auburn University Montgomery	Montana State University	National Science Foundation Award in Teacher Preparation
University of Montevallo	Samford University	US Department of Education Outstanding Program in Teacher Preparation

UA and its two matched comparisons are considered Doctoral I or Doctoral II institutions under the Carnegie classification system. As can be seen in Table 2, UA educates fewer students than both of its matched comparison programs, but has a similar size faculty given its smaller student/faculty ratio.

The second grouping of AUM and Montana State University (MSU) are both designated as Master's I programs under the Carnegie system. The MSU program appears to be smaller, but teacher preparation consumes virtually all of the activities of the school of education, making the two institutions almost an identical match on the number of students and faculty.

The third grouping, consisting of the University of Montevallo and Samford University is perhaps the most unique. While both are designated as Master's I programs, Samford is smaller—although the two programs graduate almost an identical number of new teachers annually according to their Alabama preparation report card data—and more importantly, it is a private institution. The Center had originally targeted Samford to include in the study as an Alabama institution in order to be inclusive of the number of small, private teacher preparation programs in the state. However, given Samford's reputation and designation as a program of excellence nationally, and the small number of available quality private comparison programs, Samford was selected as matched pair and the University of Montevallo was included in the study as an Alabama institution.

Table 2
Size of Faculty and Student Populations
in Alabama and Matched Comparison Institutions

Institution	FTE Students Taught	Total FTE Instructional Faculty	Student Faculty Ratio
Research Based			
University of Alabama	871 all education 390 all teacher ed	77 all education 39 all teacher ed	11.2 all education 10.1 all teacher ed
University of North Carolina - Greensboro	1,024 all education 540 all teacher ed	59 all education 36 all teacher ed	17.5 all education 15.1 all teacher ed
East Carolina University	1,531 all education	93 all education	16.5 all education
Masters – Medium Size			
Auburn University at Montgomery	601 all education 481 all teacher ed	44 all education 34 all teacher ed	13.8 all education 14.0 all teacher ed
Montana State University	466 all education	34 all education	13.7 all education
Masters – Small Size			
University of Montevallo	871 all education 390 all teacher ed	77 all education 39 all teacher ed	11.2 all education 10.1 all teacher ed
Samford University	194 all education	16 all education	12.1 all education

Data Collection

As stated, the paucity of research on the costs of teacher preparation is due in large part to the lack of systematic, reliable expenditure data that could ensure fair and reliable comparisons. The

few studies done to date (discussed in detail in the literature review) rely on aggregate expenditure data for a large number of teacher preparation programs, regardless of location or quality. The primary challenge for the Center was to conceive of a methodology in which expenditure and program design information could be collected from the Alabama and matched comparison institutions. Three primary data sources were employed: The University of Delaware National Study of Instructional Costs and Productivity (Delaware Study), Salary data from the College and University Professional Association for Human Resources (CUPA) and the corresponding Faculty Salary Survey by Discipline project at Oklahoma State University, and survey designed by the Center distributed to the Dean of the School of Education at the seven participating institutions.

University of Delaware National Study of Instructional Costs and Productivity

The University of Delaware National Study of Instructional Costs and Productivity is the only database that would allow for consistent financial expenditures comparisons. Using the National Center for Education Statistics' "Classification of Instructional Programs" (CIP) taxonomy, institutions of higher education—most often the Office of Institutional Research under the direction of the Chief Academic Officer—voluntarily participate in and use the study to compare themselves to similar institutions. The Delaware Study disaggregates cost data by academic discipline and provides national benchmarks arrayed by Carnegie institution type. The Delaware Study has developed common definitions and protocols toward gathering data on teaching loads by faculty category, direct cost of instruction, and externally funded research and service productivity. Since 1992, nearly 400 institutions have elected to participate in the study.[5]

While Delaware Study data is the only "standardized" data on higher education expenditures available, it has only been reported on and analyzed publicly in aggregate form or used by participating organizations for comparisons to pre-selected peer groupings. The University of Delaware would not directly release any of its data from the study for individual institutions to researchers. For the purposes of this study, The Center had to gather the submitted Delaware Study data directly from the Office of Institutional Research at each participating university (the data can be released by each respective institution, as it is compiled by and reflective of the Institution and, therefore, they have the discretion to offer it to researchers or others).

CUPA and Faculty Salary Survey by Discipline Data

The Center also collected data from the College and University Personnel Association for Human Resources (CUPA) National Faculty Salary Survey (or the corresponding Oklahoma State University Faculty Salary Study). As personnel represents such a substantial proportion of costs to all programs at institutions of higher education—as much as 90 percent according to some estimates—the Center sought additional comparative information. Six of the Alabama and matched comparison institutions submitted CUPA data, and the seventh (MSU) participated in the Oklahoma State Study.

The salary data is for full-time faculty only with specific protocols about how to report information (for example, for faculty on sabbatical, coaches with faculty status, etc.) and broken

down by discipline using the CIP taxonomy. Information is provided for each professor rank—Full, Associate and Assistant—and includes the average, lowest and highest salary.
Unlike the Delaware Study, CUPA data was made available to the Center from CUPA-HR with express written permission and a signed authorization form from the Office of Institutional Research. The Center either received the salary information as submitted to CUPA-HR or Oklahoma State directly from the institution or acquired it with permission.

Survey Developed to Compare Preparation Program Components

In order to better understand differences in program design and implementation within the examined Schools of Education, the Center designed a survey sent to and completed by the Dean or a designated faculty member (Appendix A). Sections of the survey examined students (enrollment, advising, recruitment, information tracked, etc.), coursework (requirements, electives, clinical components to courses), personnel (time in clinical setting, teaching and advising loads, adjunct, etc.), and partnerships and clinical experiences (K-12 partnerships, involvement in professional development and mentoring, etc.).

Timeline for Information Gathered

The primary the communication mechanisms for requesting data from schools participating in our research included:

- An initial letter of inquiry describing the goals and objectives of our research, the role that the institution would be expected to play upon agreeing to participate in the study, and potential benefits of participation for the institution was disseminated in December 2003;
- A protocol describing the exact instructions as to the delivery and format of the Delaware Study data to the Center – including signatures from the Dean of the School of Education and the Institution's Chief Academic Officer (in most cases the Provost). As the Delaware Study data is compiled and submitted by the Office of Institutional Research, not individual programs, the Center required a signed data release from both the program and the institution. The release was sent in January 2004, but given the uniqueness of the request and study approach, data collection extended through April 2004; and
- A survey to be completed by Schools of Education (sent initially to Deans of the School of Education), providing program information to better explain program design elements that may explain cost differences, was sent in January 2004 (Attached as Appendix One).

While the Delaware Study data for instructional costs and CUPA/Oklahoma State Faculty Salary data systems were the drivers for the initial comparisons regarding expenditures and cost measures within institutions, the survey helped corroborate both data sets and also provided insight, to the extent possible, on other components of teacher preparation programs. This additional analysis included information on clinical time; however, it proved impossible for budgets to be specific enough to fully analyze every important aspect of teacher preparation, such as the additional cost of specific coursework on content or methodology (beyond an estimate of faculty time), altering admissions criteria, or gathering information on graduates.

We make full recommendations for collecting more complete and systematic data in the conclusion of this report.

Collecting even the data described above proved a challenge. As a similar study had not been previously attempted and published, the Center developed its own protocols and data use authorization forms and quickly discovered that the participating institutions would provide the Delaware Study data in different formats and for different levels on the CIP taxonomy (meaning some only had aggregated data for the entire school of education while others provided detailed breakdowns of every preparation program subfield like art, music, special education, administrative leadership, etc.). Furthermore, since gathering the data required the cooperation of both the school of education and the Provost, collecting the information at times proved difficult. Ideally, more time would have been spent in the field documenting program components that could better explain some of the cost disparities found. However, given the scope and duration of the study, the Center relied solely on the three data sources described above and only worked with the institutions on gathering and clarifying data submitted.

Teacher Preparation Quality and Costs: What We Know

An examination of research on the costs of teacher preparation yielded very limited results. The Center, based on its own expertise and communication with several experts in the field was able to produce only a handful of studies, many of which are dated, that attempt to examine the costs associated with preparing teachers across institutions. These studies sited the uniqueness of each institution's financial record-keeping systems as the main reason for the lack or research emphasis. One of the few studies done looked at six institutions and found that "schools of education do not hold a favorable position in the research university."[6]

That finding is supported by the most comprehensive research piece in the field, "Adequacy and Allocation within Higher Education: Funding the Work of Education Schools," by Richard Howard, Randy Hitz and Larry Baker published in *Educational Policy* (2000). That report, which also relied on Delaware Study data (but in aggregate for all participating institutions), concluded the following:

- There is great variation in expenditures per student credit hour in education across all types of institutions and within different institutional types, so cross-university comparisons are difficult;
- Teacher education expenditures for undergraduates are significantly less than the average expenditures of other professional programs at baccalaureate institutions;
- Education programs are funded below the institutional average for all disciplines in all classifications of institutions (compared with architecture, nursing, pharmacy, engineering, accounting and social work);
- Education faculty, on average, is paid less than other faculty at U.S. colleges and universities. The average teacher education faculty member made about 13 percent below the average for the 1996-97 school year; and
- It is virtually impossible to link increases in expenditures per student credit hour to increases in quality, due to the lack of consensus in the field of teacher education about what constitutes quality.

What is Effective Teacher Preparation?

While the literature says that education programs are funded below the institutional average for all disciplines in all classifications of institutions, and our findings in this study corroborate that both education and teacher education programs are generally funded below other clinically intensive programs, we also know that the demands of today's public schools require all teachers to know a great deal about how students learn and how to manage the complexity of the learning process. This means knowing the intricacies of teaching diverse students to read and comprehend text, the complexity of managing classrooms filled with students with varied learning needs, how to develop and teach standards-based lessons, how to assess student work (and grade papers and tests fairly and appropriately), how to use technology to bring curriculum

to life for the many under-motivated students they teach, and work with special needs and second-language learners.

In meeting these demands, however, teacher preparation programs face several barriers that often result in programs that do not adequately prepare new teachers to work with diverse learners, particularly in urban and rural classrooms:

- **Inadequate Time**: The confines of a four-year undergraduate degree (as is frequently the design of preparation programs) make it hard to learn subject matter, child development, learning theory, and effective teaching strategies. Elementary preparation is considered weak in subject matter; secondary preparation, in knowledge of learning and learners. While fifth year programs and Professional Development School models of preparation begin to address the time barrier, it is still difficult to meet the requirements of accreditation, ensure comprehensive clinical experiences, and provide subject matter expertise that will prepare teacher candidates to work in diverse settings.

- **Fragmentation**: Elements of teacher learning are often disconnected from each other. Coursework in many programs is separate from practice teaching; professional skills are often segmented into separate courses; faculties in the arts and sciences are insulated from education professors. Would-be teachers may be left to their own devices to put it all together.

- **Disconnected Curriculum**: "Once-over-lightly" can often describe the quality of curriculum in less effective preparation programs. In many instances, traditional programs focus on subject matter methods and a smattering of educational psychology. Candidates may not deeply understand how to handle real problems of practice.

- **Traditional Views of Schooling**: Because of pressures to prepare candidates for schools as they currently exist, most prospective teachers learn to work in isolation, rather than in teams, and to master chalkboards and textbooks instead of computers and CD-ROMS.[7]

Evidence about the characteristics of more successful teacher education programs emerged in a study by the National Commission on Teaching and America's Future, which researched extraordinary teacher education programs that prepare teachers who are successful at teaching diverse learners effectively. The programs, at public and private universities across the country, operate at Alverno College in Milwaukee, Wisconsin; Bank Street College of Education in New York City; Trinity University in San Antonio, Texas; University of California at Berkeley; University of Southern Maine; University of Virginia in Charlottesville; and Wheelock College in Boston, Massachusetts. The outcome evidence collected included reputational evidence about quality from scholars and from practitioners who hire program graduates; surveys and interviews of graduates about their perceptions of their preparation in comparison with a comparison group drawn randomly from beginning teachers across the country; surveys and interviews of principals about their perceptions of the graduates' preparation and performance; and observations of graduates' practice in their classrooms.

Based on evaluations and observations of their practice, the graduates of these programs have developed pedagogical skills that enable them to teach the challenging material envisioned by new subject matter standards aimed at higher levels of performance and greater understanding. These teacher education programs share several features that directly distinguish them from many others:

- A common, clear vision of good teaching that is apparent in all coursework and clinical experiences;
- A curriculum grounded in substantial knowledge of child and adolescent development, learning theory, cognition, motivation, and subject matter pedagogy, taught in the context of practice;
- Extended clinical experiences (at least 30 weeks) which are carefully chosen to support the ideas and practices presented in simultaneous, closely interwoven coursework;
- Well-defined standards of practice and performance that are used to guide and evaluate coursework and clinical work;
- Strong relationships, common knowledge, and shared beliefs among school- and university-based faculty;
- Extensive use of case study methods, teacher research, performance assessments, and portfolio evaluation to ensure that learning is applied to real problems of practice.[8]

Above all, effective preparation programs provide future teachers with the knowledge and skills necessary to successfully help all students learn. However, given the difficulty of tracking graduates, linking teacher and student records, and controlling for the multitude of factors that influence achievement, performance based accountability has remained elusive in most programs and states. New and innovative programs —many that meet these criteria—are emerging throughout the country. States such as Ohio, which recently authorized a "charter college" freed from state regulation in return for preparing teachers in hard-to-staff fields, may catalyze more experimentation. Documenting and learning from these models, while at the same time holding them to the high standard of having to produce teachers that impact student learning, must occur.

What States Have Done to Address These Issues[9]

Historically, state legislatures and other policymakers have been reluctant to impose regulations on teacher preparation programs, relying instead on altering certification and licensure requirements. Nonetheless, there are numerous examples of legislative action requiring teacher preparation programs to address a particular need, such as child abuse or drug abuse prevention. By mandating specific course requirements, states have leveraged teacher preparation programs at least to offer courses in areas policymakers deem important; many such topics bear directly on classroom teaching, including instructional uses of technology, approaches to reading instruction, and the education of at-risk children.

Paralleling their efforts to hold K-12 schools accountable for results while leaving decisions about how to achieve results up to local educators, legislatures have attempted to leverage change in teacher preparation programs through the creation of performance-based standards.

Policies now in place in at least half the states encourage teacher education institutions to focus less on inputs—such as the number of courses teacher candidates are required to complete—and more on outcomes that demonstrate teaching competence. Accordingly, a sizable number of colleges and universities have undertaken major reforms of their education programs, adding fifth years of study, extensive internships, and participation in professional development schools. There is increasing emphasis on subject matter preparation as well. For example, the Georgia State Board of Regents approved a ten-principle plan to improve teacher preparation, which among other things, requires that all education majors take additional coursework in areas they expect to teach. Furthermore, the system offers a guarantee on behalf of its graduates, by providing additional training for those unable to demonstrate effective teaching skills within their first two years in the classroom.

Some states have attempted to improve the quality of teacher preparation programs by insisting that all or most graduates of these programs demonstrate their competence, for example, by passing the state's certification examination. Under legislation passed in 1998, teacher preparation programs in New York must have 80 percent of their graduates do so, or face the prospect of being shut down. Several other states—Texas, Georgia, etc.—have instituted similar provisions.

Currently, all states have some sort of approval mechanism in place for teacher education institutions, often based on either regional or national standards such as those of the National Council for the Accreditation of Teacher Education (NCATE). Forty-eight states, including the District of Columbia, now have partnerships with NCATE. NCATE's new standards are performance-based, furthering the developing trend of states in using performance-based criteria to assess teacher preparation.

Legislation in Colorado is typical of the new performance-based approach to teacher preparation. In 1999, the state passed SB 154, creating new program approval standards based on performance-based standards adopted by the State Board of Education. Programs must meet system-wide goals of high quality, access, diversity, efficiency, and accountability to gain approval. The legislature, however, did not leave program design entirely to schools of education: the state requires that students must have an academic major and be able to graduate within four academic years, during which time they must have at least 800 hours of clinical time. The state further revised the program in 2000, by defining professional competencies and applying the 800-hour rule to nonpublic schools educating teacher candidates.

A study by the American Council on Education's (ACE) Presidents' Task Force on Teacher Education identified several characteristics of successful teacher preparation programs. These include: collaboration between arts-and-sciences faculty and education faculty; the central administration of university and school leaders working together; an effective process of admission to teacher candidacy; establishment of an induction support process; articulation of program elements; and an evaluation process for program quality and outcomes. While these recommendations and some research have encouraged institutions of higher education to engage in professional development school partnerships and other reforms, states have largely left these reforms to preparation programs themselves. States have worked to establish standards—sometimes performance-based, sometimes related to coursework and licensure exam scores—and have left preparation design largely to higher education.

Findings from the Study

Our analysis of the expenditure and faculty survey data, as well as the survey responses from the schools of education, yielded significant findings about the funding of schools of education in Alabama. As these four, and other Alabama institutions of higher education, work to ensure that the newly revised rules for preparing teachers and administrators are met (particularly those related to the field experiences and clinical practice) the Center concludes that they are attempting to meet the requirements from a point of disadvantage. The Alabama institutions spend less per student than their national matched comparison program(s), calling into question the adequacy of funding to produce high quality teacher candidates. Furthermore, the Alabama programs, like the matched pairs but to a greater extent, spend less per student and compensate faculty less than other clinically intensive programs on campus. However, despite these two important findings, little specific information from our survey of schools of education reveal where these spending disparities are most pronounced. Consequently, the findings can not conclusively guide Alabama policymakers regarding how preparation programs could/should spend money differently.

The Center will present each of these three primary findings:

1. Education programs overall and teacher programs in Alabama have expenditures below the matched comparison institution in multiple areas.

2. Education programs spend less than other clinically based programs within the same institution. The funding discrepancy is more pronounced in Alabama than within the comparison institutions.

3. Considerably more data needs to be collected to better understand the relationship between expenditures and components of quality teacher preparation.

Supporting documentation from the three data sources, primarily the Delaware Study expenditure information, will be presented to explain the primary reasons behind, contributing factors for, and prominence of spending disparities.

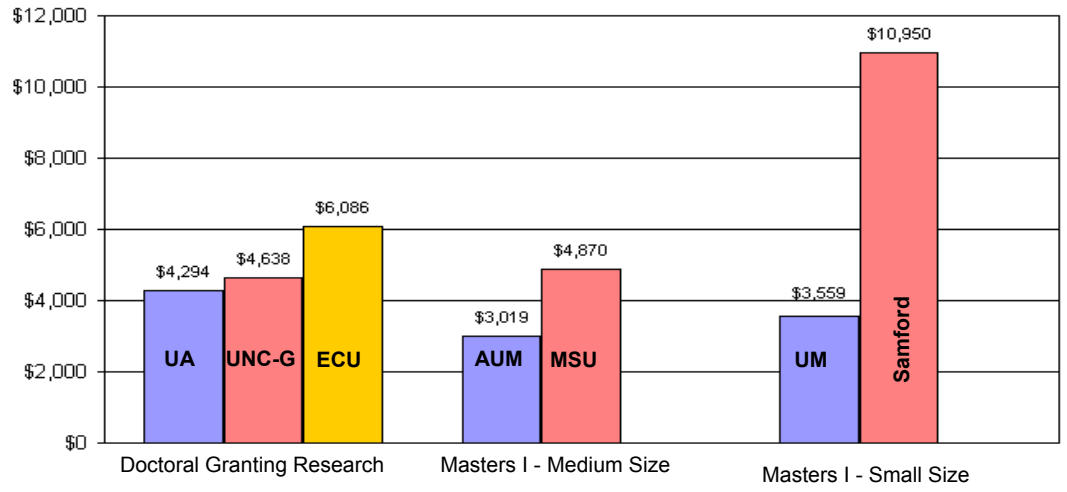
Finding One: Education Programs Overall and Teacher Education Programs in Alabama have Expenditures below the Matched Comparison Institutions in Multiple Areas

As can be seen in Figure 1, the overall expenditure[10] per Full Time Equivalent (FTE) Student[11] in the Alabama institutions is lower, often significantly, than the matched comparison institution. This difference is most pronounced for the smaller, master's granting institutions where Montevallo spends approximately one-third as much per FTE student as its matched pair, Samford. One hypothesis for the size of the disparity could be that Samford spends more due to an endowment that produces additional revenue.[12] Furthermore, some of that spending disparity could be attributed to the fact that Samford is a private institution. However, the medium size Master's matched pairs offer similar findings. AUM spends 62 percent of what MSU does to educate an FTE student. The disparities across the research institutions are less pronounced, but still large between UA and ECU (70 percent).

While Figure 1 documents direct expenditures, there is an obvious connection between expenditures and general funding levels at institutions of higher education. Departments generally spend at levels that directly correspond with their funding. So, while we only looked at direct expenditures, we believe that conclusions can safely be drawn that these expenditures levels are largely indicative of the funding provided to schools of education within these institutions.

Figure 1

Direct Expenditures Per FTE Student* in All Education Programs by Institution



* University of Delaware National Cost and Productivity Study Data, 2001-02. Data for University of Alabama and Auburn University at Montgomery is for 2002-03.
** Full Time Student definition: 30 undergraduate/ 18 graduate credit hours/ year

The Center attempted to look at direct expenditures beyond the "all education programs" measure by specifically considering expenditure of teacher preparation programs. However, this analysis proved difficult for two primary reasons:

- First, while Delaware Study data is gathered with common definitions and protocols with specific information about coding academic departments and disciplines, there is great variation as to the specificity in which data was provided. So, while some institutions of Higher Education provided information specifically on teacher preparation and even in specific content subfields, others only provided aggregate information for schools of education in general.[13]

- Second, some institutions define teacher preparation within the department and discipline structure differently than others. For example, Teacher Education at Samford University houses not only teacher preparation, but also several centers, institutions and programs in disciplines such as Education Leadership. At other institutions, teacher education relates

only to programs that prepare candidates for teacher licensure. These disparities made it difficult to ensure that we were comparing equivalent programs across institutions.[14]

Given these two issues, we were only able to accurately gather specific data on teacher preparation programs for four of the seven institutions included in the study. Unfortunately, the three programs for which no specific preparation expenditure data was available (Samford, MSU, and ECU) all fall across different comparison types, so only UA and UNC-G, allow for analysis between an Alabama Institution and a matched comparison program. Across the four institutions, there do not appear to be significant trends related to the funding of teacher preparation, compared with education programs in general. While teacher preparation spending at UNC-G and AUM dropped (by about $300 and $500 per FTE student respectively), it increased at the UA and Montevallo ($700 and $100 respectively).

Expenditure disparities across institutions and within disciplines, as will be discussed, can often be attributed to the percentage of credit hours offered at the graduate level (as they often are more expensive), and student/faculty ratio (as personnel costs are such a significant proportion of total expenditures). Interestingly, while UA's expenditures increased by $700 and UNC-G expenditures decreased by about $300—resulting in UA outspending UNC-G in the area of teacher preparation ($4,997 vs. $4,301 per FTE student)—they both had similar, yet countervailing, trends in these areas. UA's student/faculty ratio dropped from 11.2 to 10.1 for teacher preparation, explaining an increase in cost, but UNC-G's ratio fell from 17.5 to 15.1. Both UA and UNC-G generate less graduate student credit hours in teacher preparation than in the school of education as a whole (UA drops from 45.1 percent to 24.5 percent of student credit hours at the graduate level; UNC-G drops from 51.3 percent to 36.8 percent), which would explain a decrease in cost for teacher preparation. Given the similarity in the direction and magnitude of these trends, the Center can only offer a few hypotheses as to why these expenditure disparities are occurring differently at UA and UNC-G.

One likely explanation is that 42 percent of the FTE students taught in teacher education at UA are in Special Education. The average expenditure per FTE student in Special Education is $5,423, significantly higher than the per FTE student spending in "General Teacher Education" which is only $3,979 (below the amount spent at UNC-G and lower than the overall education expenditures). The high proportion of students in Special Education distorts the overall average. The high expenditures for Special Education students should be studied further. The faculty at UA who teach in this area, while the most likely to be tenure-eligible, are disproportionately ranked as Assistant Professors and represent one of the lowest paid disciplines within the School of Education. No other comparison or Alabama programs disaggregated Delaware Study expenditure data to allow for an examination of Special Education.

Differences in direct expenditures across and within programs are accounted for by a variety of factors. The Center has identified three primary explanatory factors to be analyzed in this report: graduate hours, personnel costs, and student/faculty ratios.

Graduate Level Coursework and Instruction

Graduate level coursework is more expensive to deliver than undergraduate courses; faculty tend to earn more—tenure eligible, have a high rank, more seniority, etc.—classes are smaller, advising is more rigorous, and teaching loads for those with graduate courses are often reduced. Therefore, it would be expected that schools of education that confer more graduate degrees and generate a higher proportion of graduate level student credit hours would have higher expenditures.

Figure 2 shows the percentage of annual student credit hours that offered at the graduate level. As can be seen, a higher proportion of graduate student credit hours are taken at Alabama institutions than matched pairs within two of the three comparison groups. Faculty cited the popularity of fifth-year, post-baccalaureate Master's programs in the state as the main reason behind the higher graduate credit hours produced in Alabama institutions than the matched comparisons.

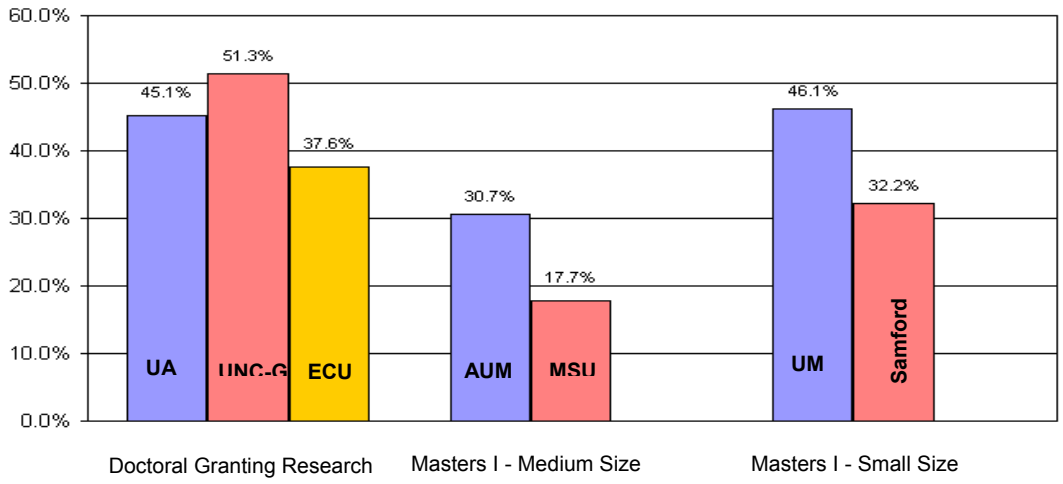
For the doctoral granting, research based group, UA produces a higher proportion of graduate hours than ECU, but not UNC-G. At UNC-G, the fact that more than half of all student credit hours are at the graduate level can be explained not only by the highest proportion of graduate hours for teacher education, but large Education Leadership and Counseling and Educational Development programs which generate a high percentage of graduate hours. And while UNC-G produces a slightly higher percentage of graduate student credit hours, UA has the highest proportion of graduate level degrees conferred of any of the seven institutions in all of education (71.8 percent) and for teacher education (62.1 percent).

Given these findings, the fact that Alabama institutions spend less than the matched comparison is even more surprising. ***With a generally higher percentage of graduate student credit hours, it would be expected that the Alabama institutions should spend more than their matched pair institution***, calling into even greater question the level of spending in the Alabama programs.

At Montevallo, however, expenditures are not significantly higher for graduate student credit hours. As their Master's courses are cross-listed (available for both undergraduates and graduate students, but requiring additional research-oriented assignments for graduate students) faculty who teach them still have a full teaching load (12 hours). According to the program, this is possible because faculty are not expected to produce the same volume of research as doctoral-granting research universities and because of the realities of the funds available to provide a reduced teaching load.[15]

Figure 2

Graduate Percentage of Student Credit Hours* in All Education Programs by Institution



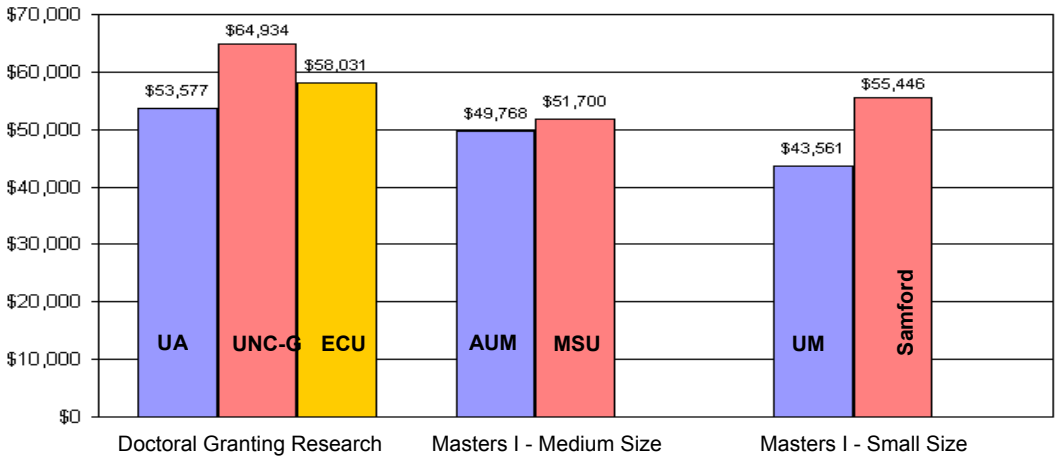
* University of Delaware National Cost and Productivity Study Data. 2001-02 Data for University of Alabama at Tuscaloosa and Auburn University at Montgomery. 2002-03 Data for University of North Carolina at Greensboro, East Carolina

Personnel Costs: Faculty Salaries

Faculty salaries account for a substantial proportion of higher education expenditures, more so than in K-12 education. An analysis of education faculty salaries relative to other faculty in the University as a whole, and select clinically based programs, will be explored in the next finding.[16] Figure 3 presents faculty salaries for full-time instructional faculty within the seven institutions.

Figure 3

*Average Salary of Full-Time Instructional Faculty in All Education Departments by Institution



* Average includes, full, associate and assistant professor levels.
Source: 2002-2003 CUPA National Faculty Salary Survey for all institutions except ECU (01-02)

Across all three groups, the Alabama institutions spend less than the matched comparison programs. While AUM and MSU are relatively close in salaries, there is a significant gap between Montevallo and Samford (almost $12,000) and UA and UNC-G (about $11,500). These disparities can be explained, at least in part, by some factors related to the composition of the faculty at the examined institutions.

- UNC-G has one of the highest percentages of Full Professors (35.6 percent), who generally receive higher pay, significantly higher than UA (25.8 percent) and ECU (18.9 percent).

- UA has the highest proportion of any of the seven institutions of Assistant Professors (54.5 percent).

- Samford has a much higher proportion of Full Professors than Montevallo (44.4 percent versus 19.0 percent). A majority (52.4 percent) of Montevallo faculty are Assistant Professors, whereas only one faculty member at Samford is ranked at the Assistant level.

Table 3 better controls for the rank and experience of the current faculty in the programs by presenting the average salary of a new Assistant Professor. This "starting salary" often varied, particularly within the research institutions. For example, the new Assistant salary was more than $20,000 less for a Professor in Physical Education Teaching and Coaching than in Higher Education Administration.

As can be seen, the average starting salary across the groups for which data is available further demonstrates that the Alabama institutions pay faculty in the school of education less than the matched comparison programs. The gap between UA and its matched comparisons decreased, but still remained substantial—almost $7,000—between UA and UNC-G. A similar disparity can be seen between AUM and MSU.

Table 3
Salary of New Assistant Professor

Institution	Average Salary of New Assistant Professor
Research Based	
University of Alabama	$44,987
University of North Carolina-Greensboro	$51,800
East Carolina University	$47,215
Masters – Medium Size	
Auburn University Montgomery	$36,667
Montana State University	$42,833
Masters – Small Size	
University of Montevallo	$36,000
Samford University*	NA

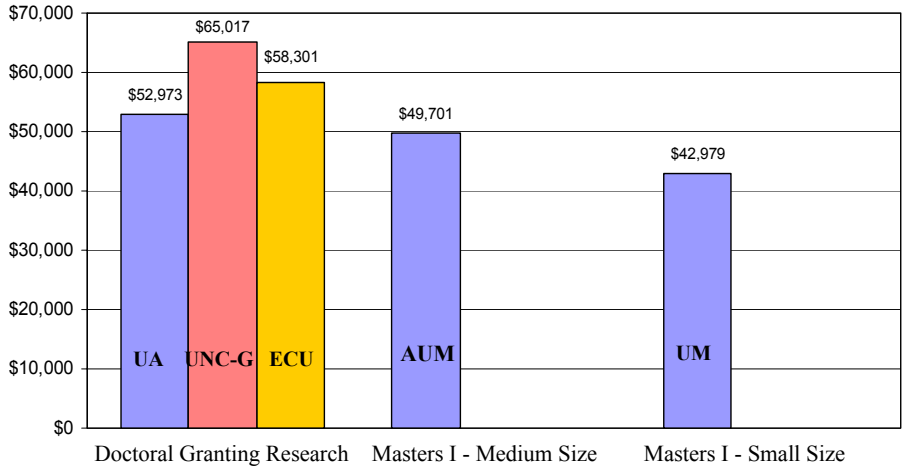
* As no new Assistant Professors were employed by Samford during 2002-2003, no average salary data was included in the submitted data.

Other expected trends were found in the salary data. Salaries at the research institutions were higher than at the Master's granting universities. In general, Education Leadership and Administration was the highest paid discipline, which could be expected given the more competitive market for principals and superintendents. Leadership and Administration was the lowest paid discipline at UA, due most likely to the prominence of newer, lower paid Assistant Professors teaching in that field (two-thirds of the discipline faculty).

The average salary for full-time instructional faculty preparing teachers, in general, is similar to other professors within the school of education (Figure 4).[17] While analysis within two of the three matched pairs is not possible given the faculty salary data available, the difference between the average salary of teacher preparation and overall education faculty in all but one institution was no more than $600. The approximately $3,500 salary disparity between teacher preparation and education faculty at ECU, is likely explained by the high salaries of faculty in the Education Administration and Supervision program at ECU that raise the overall average.

Figure 4

Average Salary of Full-Time Instructional Faculty in All Teacher Education Departments by Institution



* Average includes full, associate and assistant professor ranks

Personnel Costs: Student/Faculty Ratios

Given the high proportion of expenditures dedicated to faculty salaries, the student/faculty ratio could have a significant effect on the overall costs of providing instructional services. These costs may be necessary for advising and teaching students, particularly in clinically based programs, which may require lower ratios to ensure high quality. However, there appeared to be no consistent trend within and across the comparison groups. In the case of AUM and MSU, the ratios were virtually identical (13.8 and 13.7 respectively). Samford had a lower ratio (12.1) than Montevallo (14.2). The most significant differences were between the UA and its two comparison programs. UA has the smallest faculty/student ratio (11.2) of any of the institutions

examined, far lower than ECU (16.5) or UNC-G (17.5). As discussed earlier, the ratio is smaller at UA for teacher preparation to 10.1 and is particularly low for General Teacher Education (8.7), which accounts for about one-quarter of the FTE students taught.

While the inconsistency across the groups and institutions does not point to the student/faculty ratios as explaining the difference between Alabama and matched pair spending, the low ratios at UA merit further investigation. No discipline within the schools of education in any of the other institutions falls below 12.1, yet UA overall, and teacher preparation in particular, both fall below this ratio. In fact, UNC-G prepares approximately 150 more FTE students to teach with about three fewer total FTE instructional faculty members.[18]

There are three potential explanations for these low ratios. First, there may be elements in the design of the UA program that necessitate or take advantage of these low ratios. However, responses to the school of education survey do not indicate significant differences in program design that would normally be attributed to low faculty/student ratios. Prospective students at the UA spend significantly less time in clinical settings than UNC-G students and approximately the same amount of time as candidates at ECU. The survey also asked about the typical ratio of student teachers assigned to faculty who supervise teaching candidates in K-12 settings. While the UA ratio provided was lower than its matched pair institutions (5 to 1 vs. 6 to 1 at ECU and 9 to 1 at UNC-G), it was about the same as the other four institutions in the study and significantly higher than at MSU (2 to 1). UA will not assign more than five student teachers to a supervising faculty member, no other program maintained a lower maximum cap on this ratio.

A second potential explanation could be that UA has different expectations for how faculty members spend their time relative to those matched comparisons and other programs. That hypothesis is explored in greater detail in the discussion of program elements (see page 34), but it would appear from the data analyzed in the study that this is unlikely, at least relative to its matched comparison institutions.

Finally, the low ratios may be a product of "under enrollment" within the program. Rather than the ratios being premeditated, they may be the result of fewer than expected students taking classes that generate student credit hours in the UA School of Education in general, and teacher preparation in particular. More students pursuing a degree in education would increase the faculty/student ratio within the department. However, far more analysis would be necessary to fully draw this conclusion. Longitudinal enrollment data in the UA School of Education, proportion of required classes for an education degree offered by other departments, more accurate data on faculty research, teaching and advising loads, should all be gathered and examined to better understand the occurrence of these low ratios.

Finding Two: Education Programs Spend Less than Other Clinically Based Programs within the Same Institution. The Funding Discrepancy is More Pronounced in Alabama than within the Comparison Institutions.

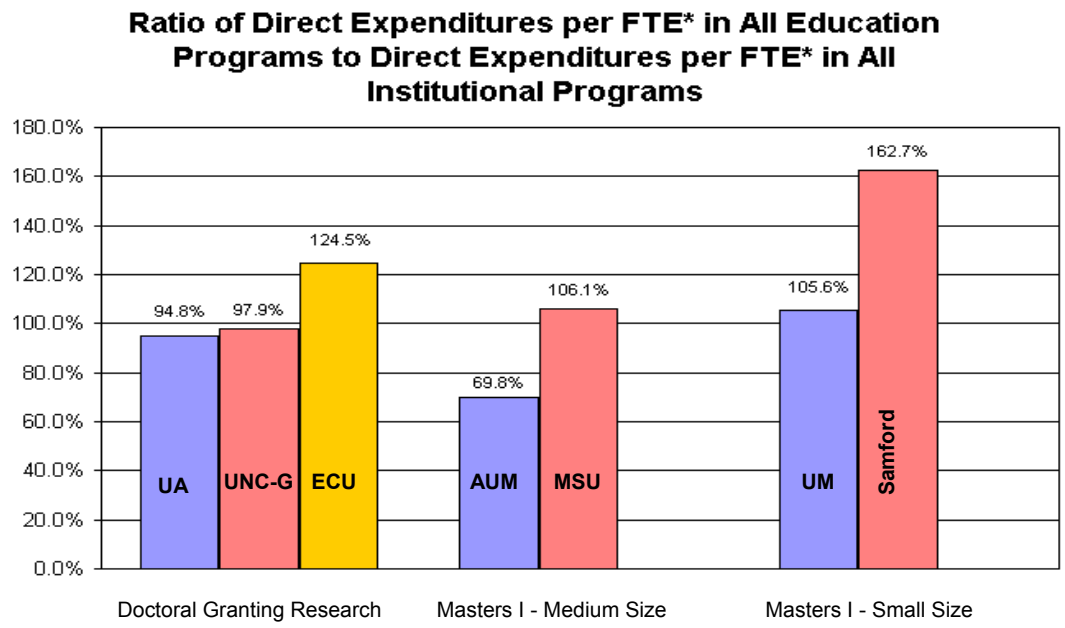
The second finding examines the expenditures of education programs within each of the universities, comparing them to all programs and departments within the institution and to

selected professional programs that also include a clinical component (communications, journalism, criminal justice, social work, nursing, accounting, and pharmacy).[19]

The Center found that the universities in Alabama spent less on education programs than the matched comparison institutions (Figure 5). In both Master's groupings, the Alabama institutions spent far less proportionally on education programs than on other programs within the university. For the research institutions, there was a large gap in the proportion spent between UA and ECU, but the proportion for UA was similar to that of UNC-G. It should be noted, however, that unlike previous research,[20] our analysis did not demonstrate that schools of education are uniformly under funded relative to other programs. At four of the seven institutions, education spends more per student than the average program.

AUM has a significantly lower ratio of expenditures than all of the other institutions, spending about two-thirds per FTE student in education as all other programs within the university. This is somewhat expected given the overall low spending at AUM ($3,019). However, Montevallo, while spending only $540 more per student in education than AUM, spends more on those students than other programs at the institution (105.6 percent). While the simple conclusion may be that Montevallo spends little not only in education, but on all programs, whereas AUM expenditures spends less specifically in education, the funding and expenditure level at AUM in particular merit further study.

Figure 5



* University of Delaware National Cost and Productivity Study Data. 2001-02 Data for University of Alabama at Tuscaloosa and Auburn University at Montgomery. 2002-03 Data for University of North Carolina at Greensboro, East Carolina University, Montana State University-Bozeman, University of Montevallo, and Samford University.

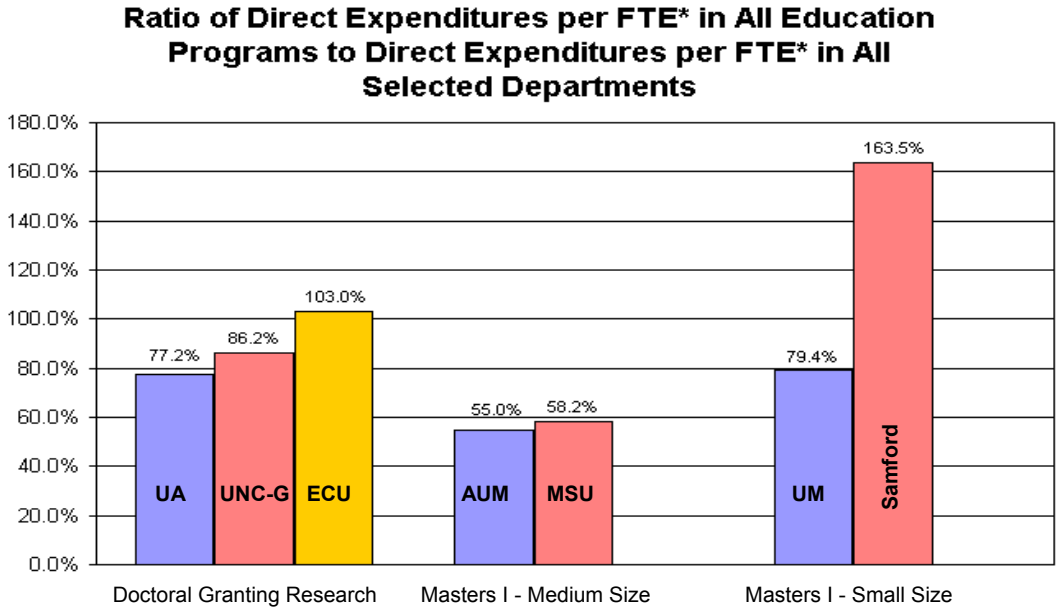
The ratios of direct expenditures for teacher preparation follow similar trends to the education program as a whole, with the same caveats previously discussed in the overall expenditures

section. When just examining teacher preparation, UA spends more than the average program due to the greater expenditures for those students. The spending ratio drops for UNC-G and AUM, and rises slightly for Montevallo.

The expenditure disparity within the university is more pronounced when education is compared to select, clinically based professional programs.[21] As seen in figure 6, at AUM, education programs spend about half that of other select programs, and education programs spend about three-quarters of other selected programs at UA and Montevallo. The ratios in all institutions drop, except for at Samford, where education is funded significantly higher than all programs and the selected departments. The largest change occurred at MSU. As only two of the select professional programs were offered and therefore available for comparison—architecture and nursing—high expenditures in either program could skew the overall results. In the case of MSU, only the College of Nursing (spending $8,042 per FTE student) and Architecture (spending $4,831, almost the same amount as Education at $4,870) were available as comparison programs.

It should be noted that ECU and Samford spend more per FTE student in education than in the comparison programs. It is contrary to what was expected given previous research. Schools of education are often referred to as "cash cows" for universities, bringing in more tuition revenue than is expended. At both of these award winning education programs, it would appear that characterization is not accurate. Schools of education are funded significantly higher than the university average at both institutions, and more so than the select programs. In the case of Samford, this discrepancy is even more significant.

Figure 6



* University of Delaware National Cost and Productivity Study Data. 2001-02 Data for University of Alabama at Tuscaloosa and Auburn University at Montgomery. 2002-03 Data for University of North Carolina at Greensboro, East Carolina University, Montana State University-Bozeman, University of Montevallo, and Samford University.

The same three factors examined earlier that tend to explain costs at institutions—percentage of graduate student credit hours generated, faculty salaries, and faculty/student ratios—provide some explanation as to why, in most of the universities studied, education program costs are less than those within the selected clinically based professional programs.

Graduate Level Coursework and Instruction

As can be see in Table 4, graduate level work generally does not explain disproportionately low spending, in general, in the schools of education within the universities. At all universities but Samford, the percentage of annual student credit hours generated at the graduate level was far higher in education than the university average and within the selected clinically based professional programs. ***Therefore, given the greater expenditures necessary to deliver graduate hours, it would be expected that the education programs would spend more than the select programs, calling into even greater questions the large funding disparities found between education and other select professional programs***.

In many cases, the percentage of graduate hours in education programs was at least double that in the selected programs. Two of the seven selected programs appear to consistently generate as high a proportion of graduate student credit hours as education: social work and pharmacy. Samford's high proportion of graduate hours in the selected programs is explained by the size of its selected programs. Samford, the only institution that offered pharmacy in the study, has a large pharmacy program (854 FTE students taught, more than four times the size of the Teacher Education program and one-fifth of total FTE students at Samford), which only offers graduate level courses.

Table 4
Percentage of Annual Student Credit Hours (SCH) at the Graduate Level

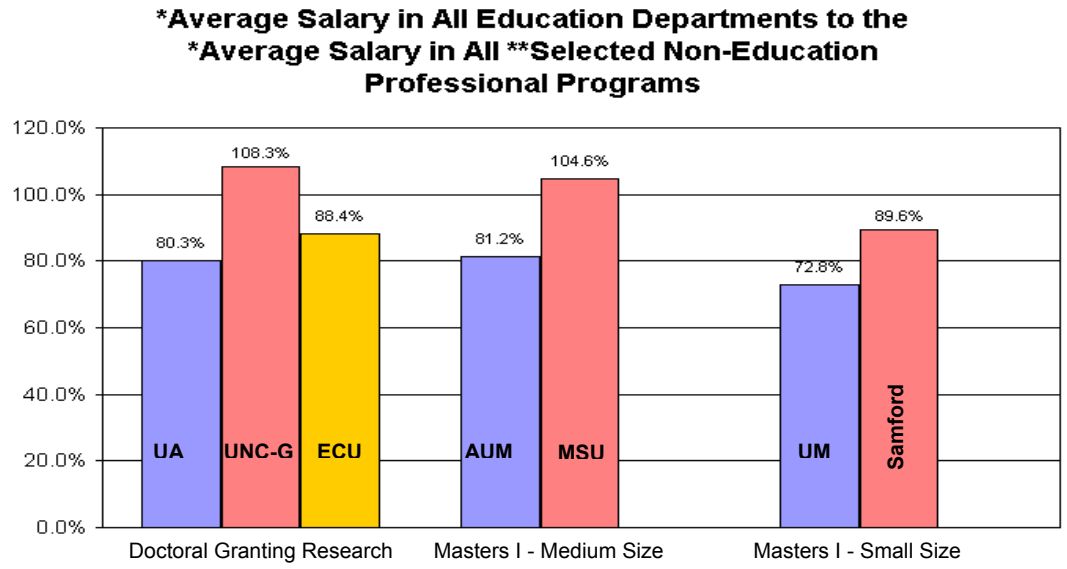
Institution	Grad SCH Overall	Grad SCH in ED	Grad SCH in *Select Depts
Research Based			
University of Alabama	12.8	45.1	21.8
University of North Carolina-Greensboro	15.6	51.3	22.4
East Carolina University	11.2	37.6	14.6
Masters – Medium Sized			
Auburn University at Montgomery	9.8	30.7	8.7
Montana State University	6.6	17.7	11.9
Masters – Small Sized			
University of Montevallo	6.7	46.1	0
Samford University	25.3	32.2	69.3

*Not all selected programs are offered in all institutions – see endnote 12 for a full breakdown of select programs at each institution.

Personnel Costs: Faculty Salaries

There is far greater disparity in the ratio of average faculty salaries of the education program to the selected clinically based professional programs at the Alabama institutions than within the matched comparison universities (Figure 7). Each matched comparison institution pays education faculty a salary more commensurate with similar programs within the university, and at UNC-G and MSU more than the selected programs. While it is difficult to draw conclusions about the impact of these disparities on the ability of the Alabama institutions to recruit and retain faculty, relative both to other universities and competing markets (K-12, consulting, private sector, etc.)[22] without more information for education and the other select programs, further analysis is merited. These lower salaries could affect the quality of personnel in place, and therefore the quality of instruction delivered to teacher candidates and other students pursuing education degrees.

Figure 7



* Average includes full, associate and assistant professor levels.

Source: 2002-2003 CUPA National Faculty Salary Survey for all institutions except ECU - provided 2001-2002 CUPA Data set.

**Selected Programs Include: Communication, Journalism, Criminal Justice, Social Work, Nursing, Accounting, Architecture (Institutions have different combinations of selected programs, depending on program offerings of each school)

As teacher preparation faculty salaries at all institutions but ECU (high percentage of full professorship discussed previously) are virtually identical to salaries within Education Programs overall, the results were similar to those presented in Figure 7.

Personnel Costs: Student/Faculty Ratios

The faculty/student ratios in Education offer some clarity to the expenditure disparities cited between Education Programs and select clinically based professional programs. As would be

expected given previous research, due to the more clinically intensive nature of education programs in general, the faculty/student ratio is lower than the overall ratio at all of the examined institutions, except UNC-G (which had the highest overall faculty/student ratio of any education program). While not significantly lower, the teacher preparation program at UNC-G does have a smaller ratio (15.1) than the overall university average.

In general, the faculty/student ratio in the education programs is higher than the select clinically based professional programs, at least partially explaining the lower relative expenditures in schools of education. In several of the examined institutions, this may be driven by nursing programs which tend to have the lowest student/faculty ratios, ranging from a low of 6.7 at UA to 7.8 at Samford. Accounting, architecture and pharmacy all tended to have higher student/faculty ratios than the education program. This explains the large difference between the Teacher Education program and select departments at Samford. At Samford, the large pharmacy program has a student/faculty ratio of 27.6, significantly increasing the average within select departments. The low student/faculty ratio at UA has been discussed in great depth in prior sections of the study.

Table 5
Student/Faculty Ratios (S/F) in All Departments, Education, and Select Departments

Institution	S/F Ratio Overall	S/F Ratio in Ed	S/F Ratio in *Select Depts.
Research Based			
University of Alabama	14.5	11.2	12.2
University of North Carolina - Greensboro	16.4	17.5	14.4
East Carolina University	17.3	16.5	15.4
Masters – Medium Sized			
Auburn University at Montgomery	13.7	13.8	11.1
Montana State University	16.1	13.7	11.0
Masters – Small Sized			
University of Montevallo	16.2	14.2	13.3
Samford University	14.5	12.1	18.5

*Not all selected programs are offered in all institutions – see endnote 12 for a full breakdown of select programs at each institution.

Finding Three: Considerably More Data Needs to be Collected to Better Understand the Relationship Between Expenditures and Components of Quality Teacher Preparation.

This finding is one that the Center had hoped to offer as a typical caveat in the conclusion that discussed the limitations of the study and the need for further research, instead of as a major finding in the study. Certainly, the scope and size of a study that could only include seven

institutions of higher education can provide only generalized conclusions, particularly in an area as complex and unstudied as teacher preparation expenditures.

With that in mind, the Center remains confident in its main findings that the Alabama institutions spend less on educating and preparing its students than the selected matched comparison institutions. Also, Alabama institutions are less likely to fund education programs at levels comparable with other clinically based professional programs within the respective universities. The difficulty, however, is that no definitive conclusions can be drawn as to where those funding deficiencies are—outside of the conversations of generally lower faculty salaries—that provide Alabama policymakers with clear information about where to invest additional resources, if funding levels between the institutions were equalized. Some areas of program designs that would be expected to contribute to education program costs are explored in greater detail, in this section, despite few consistent trends across those areas.

Does Clinical Time Drive Instructional Spending?

As the rule changes related to preparing teachers and administrators substantially altered the type and intensity of P-12 and higher education relationships for both teacher candidates and education program faculty, the Center designed its study to carefully examine the time and activities pursued in school settings. Research indicates that it could be expected that the delivery of quality instruction in clinical settings is particularly expensive, requiring more faculty, lower student/faculty ratios, more time for observation and advising, and more time toward collaboratively working with P-12 students and teachers. On the other hand, it has been noted that a large amount of preparation, particularly in clinical settings, is often delivered by non-tenure track individuals, perhaps driving down the cost due to lower salaries for those faculty.

The Center asked several questions in the school of education survey to assess program design elements related to candidates clinical experience and to understand the role of faculty within P-12 schools. While more in depth study within these clinical settings would need to occur to fully understand the relationships between K-12 schools and universities, the survey data provided information on several critical factors. Unfortunately, there is little consistency across those findings that would explain the greater spending in the matched comparison universities.

<u>Student Time in Clinical Settings</u>

As can be seen in Table 6, schools of education report great variation in the number of hours teaching candidates spend in P-12 schools, at all times within their preparation: as part of all required and elective education classes, during a pre-practicum period, and as part of their student teaching. While there is great variation, that variation does not appear to consistently match the expenditure patterns found in Figure 1. Matched comparison institutions do not uniformly provide more student hours in clinical settings than Alabama institutions. While Samford provides more time than Montevallo, Montevallo still requires 15 weeks in school settings and significant in class experiences in schools. AUM candidates spend more time in clinical settings than MSU students; and UA has more hours than ECU, but substantially less

than UNC-G. However, there do appear to be some interesting findings related to student time in clinical settings.

- Samford, which has the highest FTE student expenditure, requires the most clinical time of any of the programs studied. Like UNC-G, Samford integrates clinical experiences across their preparation, including substantial time while taking education classes, during a pre-practicum phase, and while student teaching. While enrolled, assuming 28 actual hours constitute one week, Samford students spend approximately 38 weeks in K-12 school settings.

- UA, while providing candidates with the least amount of school exposure to students through class work, has the longest pre-practicum (usually consisting of an extended observation and documentation experience prior to student teaching). The student teaching experience at UA is similar to ECU and AUM, but as discussed, the student/faculty ratio is far lower for general teacher preparation.

- MSU students, according to the information provided for this study, only spend ten weeks—assuming a week is 28 hours of actual time—in clinical settings as part of their student teaching experience (140 hours less than any other program). However, an additional seven weeks of clinical time are integrated into education classes prior to extended time in P-12 schools.

Table 6
Hours of Time Teaching Candidates Spent in Clinical Settings

University	As Part of School of Education Classes	As Part of Pre-Practicum	As Part of Student Teaching
Research Based			
University of Alabama	31	280	420
East Carolina University	121	121	420
University of North Carolina - Greensboro	330	160	500
Masters – Medium Sized			
Auburn University at Montgomery	112	100	420
Montana State University	200	18	280
Masters – Small Sized			
University of Montevallo	Elem–130; Secondary – 228	30	600
Samford University	314.5	144	600

* For more information on the survey see Appendix C. Hours are actual time spent. The survey instructed respondents to consider one week of clinical time as 28 actual hours.

Faculty Time in Clinical Settings

There appeared to be few differences across institutions in the estimated amount of time faculty spent in P-12 settings (Table 7). All programs, except MSU, estimated that full-time education faculty spent approximately 10 percent of their time in clinical settings. The lower percentage for MSU faculty corresponds to the lower clinical expectations of students (Table 6).

Within that ten percent, however, there appear to be differences in what education program faculty does in P-12 schools. Across all institutions, typical faculty members mentor teaching candidates, provide professional development to in-service teachers, serve on advisory councils, and collaborate on research. According to the school of education survey, AUM faculty are particularly active, teaching and developing courses for P-12 students (as was true at MSU as well), and assessing student work.

While supervising students in P-12 settings, MSU, Montevallo and AUM all had student/faculty ratios of less than five to one. However, UA and Samford—both at five to one—have the lowest maximum caps of student teachers assigned to an individual faculty member.

Additional Funds for Clinical Activities

Faculty members in schools of education are not compensated for most of the activities pursued in P-12 settings. Funds in all but one institution (MSU) are provided for delivering in-service training, workshops or guest speakers. These amounts tend to vary, with a maximum of $1,000 reported.

Do Faculty Activities Influence Expenditures?

There are numerous expectations on faculty within schools of education that go beyond instruction. Matched institutions were selected, in part, on Carnegie Classification in order to ensure that programs with similar responsibilities were being compared. It is generally assumed that faculty at research extensive and intensive institutions have greater research responsibilities, and that professors in Master's granting programs spend more time teaching and providing community service.

Table 7
Estimates of Percentage of Time for Activities Conducted by Education Faculty

	Alabama	ECU	UNCG	Auburn Montgomery	Montana State	Montevallo	Samford
Research/ Prof. Writing	50%	30%	25%	20%	20%	10%	30%
Teaching	25%	50%	50%	40%	35%	50%	20%
Advising Students	10%	5%	10%	20%	5%	15%	10%
Community Service	5%	5%	5%	10%	20%	10%	20%
Work in K-12	10%	10%	10%	10%	5%	10%	10%
Other	-	-	-	-	15%	5%	10%

As can be seen, those general expectations hold across institutional type (Table 7)[23]. The Master's granting programs spend more time on community service, and often more time advising students. However, both ECU and UNC-G report teaching as representing half of the time of a typical faculty member spends, as is the case at Montevallo. Samford claims significant faculty time devoted to research and writing for a non-research intensive program. UA reports significantly more time devoted to research than any other institution, more than double than one of its match pairs, UNC-G. UA has a low teaching load relative to its matched pairs. These estimates may help explain the low student/faculty ratios at UA discussed earlier. If the survey data is accurate, faculty at UA has approximately half of the teaching load of faculty at both ECU and UNC-G, explaining a need for more personnel to generate similar amounts of student credit hours. Furthermore, UA, according to the survey, is more likely to rely on part-time faculty and part-time graduate instructors (both of which are factored into the total instructional FTE count).

This heavy research load, however, does not appear to be driving higher expenditures through using funds from outside of the university at UA. As can be seen in Table 8, despite the greater emphasis on research, UA receives significantly less external funding to support research and public service than at its matched comparison programs. The average amount per tenure track FTE instructional faculty spent at UA on research and public service is about one-sixth the amount at ECU and UNC-G. And while the education programs at ECU and UNC-G generate and spend significantly more on research than the average department within those universities, the UA School of Education spends significantly less than the university average.

The expenditures for research at MSU are surprisingly high given its research status, not only for the education program but for all departments. According to Delaware Study data, the program average at MSU is more than four times the amount at UA. The significant expenditures for research at MSU may be explained, at least in part, by their selection criteria to enter the study.

MSU was included in the selection pool for receiving a significant National Science Foundation grant (Table 1). That revenue, coupled with the small size of the program—25 FTE instructional faculty—may explain the high research expenditures in education. The other Master's type programs, as would be expected, had low expenditures devoted to research.[24]

Table 8
Research and Public Service Expenditures per FTE Tenured/Tenure Track Faculty[25]

Institution	Per FTE Faculty in All Departments	Per FTE Faculty Expenditure in Education
Research Based		
University of Alabama	$41,943	$9,683
University of North Carolina – Greensboro	$23,133	$59,245
East Carolina University	$14,942	$53,904
Masters – Medium Sized		
Auburn University at Montgomery	$0	$0
Montana State University	$186,944	$48,640
Masters – Small Sized		
University of Montevallo	$73	$0
Samford University	$4,775	$222

Respondents to the school of education survey reported that they believe a typical faculty member in their program spends their time in similar ways to faculty colleagues in Arts and Sciences and other clinically based professional programs. UA cited more time on research than typical programs within the institution, and UNC-G and ECU claim more time than their counterparts in clinical settings.

Do Student Characteristics and Program Success Influence Expenditures?

This study has discussed the most important student characteristic that drives expenditures, graduate or undergraduate status. Using data from the school of education survey, several other student factors are examined. There appears to be no consistent trend across them that could be tied to the expenditure disparities between Alabama and comparison institutions.

<u>In-State Residency</u>

As six of the seven programs examined are public institutions, the survey asked questions about the percentage of students served who were in-state residents. Since tuition levels are different based on residency (though subsidized by state funding to some degree), revenue and funding based on residency could differ, and thereby influence expenditures. Also, while not directly related to expenditures, the Center was interested in exploring, to some degree, the pipeline of students admitted, licensed, and working in P-12 schools within Alabama.

Samford, the private institution in the study, had an extremely low percentage of students from Alabama (5 percent) according to the survey data (Table 9). Both Montevallo and ECU had a high proportion of in-state residents. Neither UA nor AUM submitted data as part of the survey, making an analysis between Alabama and matched pair institutions impossible.

Table 9
Percentage of In-State Resident Students

Institution	Percent of Students from In-State
Research Based	
University of Alabama	-
University of North Carolina – Greensboro	84
East Carolina University	94
Masters – Medium Size	
Auburn University Montgomery	-
Montana State University	75
Masters – Small Size	
University of Montevallo	98
Samford University	5

Graduation Rates and Placement in State

Unfortunately, the institutions in the study, like virtually all others that prepare teachers, have difficulty tracking the placement, and ultimately the success of its graduates. As will be discussed in the conclusion, limited and unconnected state and university data systems often do not allow programs to link student and teacher records to continually improve.

Incomplete data does not allow for a thorough analysis of Alabama and matched pair institutions (Table 10). All programs report high completion rates, particularly UNC-G, ECU and Samford. A high percentage of graduates obtain a license and enter the profession, and all programs report that between 60 and 70 percent of those teaching are working in classrooms in the state in which they were prepared. Perhaps the most striking finding is the high yield of Samford University for the state of Alabama. While claiming that only five percent of those in the program are Alabama residents, 60 percent of those completing the program and teaching stay and work in Alabama classrooms. Samford appears to not only produce high quality teachers—as evidenced by their awards and high satisfaction rates on the P-12 administrator survey included in the state's report cards—but bring new educators into the state that stay and work in Samford's partner school districts.

Table 10
Percentage of Students Entering Program who Ultimately:

Institution	Complete Program	Obtain Teaching License	Teach within a Year	Teach in State
Research Based				
University of Alabama	NA	95	NA	NA
University of North Carolina – Greensboro	99	96	NA	69
East Carolina University	95	NA	NA	70
Masters – Medium Size				
Auburn University at Montgomery	NA	96	89	62
Montana State University	80	95	90	65
Masters – Small Size				
University of Montevallo	76*	99	87	NA
Samford University	95	100	100	60

* Montevallo reported a graduation rate of 76 percent for undergraduates and 32 percent for graduate students. The undergraduate figure was used given the greater number of undergraduate FTE students (228 vs. 87 graduate)

Conclusion

This study represents a bold step by the state of Alabama to better understand current expenditures in education programs and ensure that dollars are sufficient to produce high quality graduates. Allowing oneself to be scrutinized can prove difficult, especially when the benchmarks for review are nationally recognized teacher preparation programs and the analysis concerns sensitive information like spending levels. This study is groundbreaking, both for its attempt to compare expenditure data for a select group of institutions in education, and for what it may eventually produce – an actual approximation of the amount of funding necessary to adequately prepare quality teachers.

This level of foresight is not surprising to individuals familiar with the governance and accountability systems for teacher preparation in the state, region and nation. Alabama has traditionally been an innovator in this area. Alabama's teacher preparation report cards serve as a model for the nation. The state is among a small group of states that hold programs accountable through guaranteeing graduates and looking at a variety of indicators, particularly scores on the Professional Education Personnel Evaluation (PEPE) and surveys of Superintendents, Principals and new graduates. Surveys generally demonstrate extremely high satisfaction levels with teacher graduates across the state, and few programs have been put on alert or caution status. So it is from a position of strength that the state can evaluate and proceed with improvements.

These improvements have come in the form of revised rules for preparing teachers and administrators. The State Board adopted revisions for teacher preparation last September, effective since October 16, 2003. Substantial changes were made in a variety of areas, particularly in the design and expectations of student and faculty in clinical settings. Field experiences must be diverse and multiple assessment strategies must be employed to evaluate candidate performance and effects on student learning. Education faculty must have recent and "on-going, structured real-world experiences in P-12 school setting(s) to complement and add to their past educational experiences." Research on preparation indicates that the clinical component is an essential quality indicator and that these reforms are likely to increase quality. The critical question addressed by this study is: What will it take financially to ensure that education programs can rise to the challenge and meet state expectations to produce not only "highly qualified," but high quality new teachers to staff every one of the state's classrooms.

The findings of this study, despite its size and limitations, strongly indicate that what is currently spent on education programs in Alabama may not be adequate. Education programs in the Alabama institutions examined uniformly spend less than matched institutions that have been recognized for their quality; this, despite delivering a greater proportion of often more expensive graduate student credit hours. Alabama institutions also spend less on faculty salaries, spend less in education programs relative to other departments within the institution, and spend less relative to other clinically based professional programs.

Given these findings, the Center has three recommendations for the State Board of Education and other Alabama policymakers.

1. **Reassess current teacher preparation funding structures. Ensure, at a minimum, that they are adequate to prepare high quality teachers.**

Schools of education, like other programs, spend what they have. Expenditure disparities are a result of funding disparities. While this study was unable to clearly identify—outside of faculty salaries—the components of program design and delivery that create these differences in spending, it is clear that less money is being spent, and therefore invested, in these Alabama programs.

The difficult element of this recommendation lies with two words central to its relevancy, but also frustratingly ambiguous: "adequate" and "quality." While the research cited in the literature review of the study indicates that strong teacher preparation programs share similar characteristics, there is a lack of consensus about the need for preparation amongst policymakers, stakeholders and even practitioners, let alone agreement about the definition of what constitutes quality preparation. The clinically based professional programs with which education programs were compared are accredited through a recognized, national organization, creating a de facto set of agreed upon quality standards which must be incorporated into program design and reviewed as part of a standard accreditation process. While all of the institutions in the study are accredited by the National Council for Accreditation of Teacher Education (NCATE), in most states, this remains a voluntary process.

2. **Create systematic, aligned data systems that allow for better measures of quality and effectiveness.**

The most promising means of reaching consensus on what quality preparation entails is to have valid and accurate measures of effectiveness. Alabama, and some other states, have some measures: "customer satisfaction" in the form of surveys of graduates and administrators; scores on PEPE or other in-field evaluations; and demonstration elements during preparation documenting that standards have been met (for example, most Colorado institutions keep an electronic portfolio detailing a candidate proficiency against the state's 45 performance based teaching standards). However, the ultimate measure of effectiveness—student performance—remains elusive for two reasons.

First, it is difficult, if not impossible to gather sufficient information about the role of preparation related to student performance given the multitude of factors that influence teacher effectiveness and student achievement. That said, an analysis of the scores of students of teacher graduates on the Stanford-10 and other assessments in Alabama, could prove instructive to education programs looking to improve. Second, Alabama, like most other states, does not have data systems that allow for sophisticated analyses of graduate performance. Student performance and teacher records—for licensing as well as employment/placement—must match. Within those teacher records, accurate information linked back to the institution and type of preparation received must be available. Louisiana and Virginia both serve as potential models to replicate.

3. More analysis needs to be done to better understand the costs of providing a high quality preparation experience for teachers in Alabama and across the nation.

The ambiguity related to the word "adequate" is, perhaps, more expected. Courts and legislatures have been grappling for years—as evidenced by the number and duration of equity and adequacy school finance law suits—with trying to determine how much an education should cost in K-12. Higher education has not grappled with the question in the same way. The stakes certainly are not as high as there is no constitutional obligation to meet as is the case in K-12, and accountability related to performance for higher education is a relatively new concept. Yet, it is an attention to adequacy that may be the next step to determine what it will cost to implement the revised educator preparation rules and ensure that Alabama colleges and universities can produce the highest quality teachers. As has occurred as a result of a decade of K-12 school finance lawsuits, Alabama should conduct an adequacy study to determine the necessary level of funding for teacher preparation.

Four approaches to conducting adequacy studies in K-12 have emerged that may provide some guidance as to next steps for the state of Alabama.

- *Determine what is needed based on the costs of popular school reform models*. This method is the least likely to be transferred from K-12 to teacher preparation. Given the multitude of interests, factors, missions, etc. that affect the design of preparation programs, there are no equivalents to comprehensive school reform models in K-12 like Success for All, Modern Red School House, etc. Looking at a handful of exemplar programs to determine what is needed, however, may be somewhat illuminating. The 11 institutions participating in the Carnegie Corporation of New York's Teachers for a New Era initiative may prove to be good exemplars for this type of analysis. Those institutions are all investing substantially in tracking the achievement of their graduates, developing comprehensive clinical models, and working more closely with other Arts and Sciences faculty.

- *Conduct sophisticated statistical analysis using extensive data that correlates effectiveness targets with the funding necessary to meet those targets*. While this method may be the most accurate, the data, as discussed earlier, simply is not available to conduct this type of complex analysis.

- *Draw funding levels from typically high performing districts*. By looking at what is spent in high quality teacher preparation programs, a better understanding of the funding necessary to produce similar results could result. When this methodology has been used in K-12 districts, however, it is done with multiple districts, eliminating "outliers" and providing more reliable information. This is a problem in using this methodology with teacher preparation. The Center, in this study, adopted a matched comparison methodology not only because of its potential in identifying spending patterns, but the paucity of preparation institutions that have been recognized based on the quality of their graduates.

- *Use the "professional judgment" of a panel of experts to determine what is included in a successful school and then cost out those recommendations to come up with the funding level necessary to provide those elements of success*. This methodology could be used in higher education and would be a logical step from this study. By convening both teacher preparation faculty and P-12 practitioners to determine the qualities of effective teachers, the elements of a preparation program that would produce those qualities, and the costs of providing that program, the state of Alabama could create a funding target. Critics of the professional judgment model point to the potential disconnect between what experts recommend and what may actually work. However, given the lack of available data and research, this approach may be the most likely to yield results.

There is no precedence for conducting such a study for teacher preparation. As was the case with this report, there are few protocols or examples on which to rely. However, if Alabama is to continue as a leader in this arena, it is likely necessary. Determining the cost and fully funding preparation programs will be necessary to ensure that all children in the state have the highest quality teachers.

Appendix A
Survey of the Participating Schools of Education

Thank you again for agreeing to participate in our ***Study of the Costs of High Quality Teacher Preparation.*** The Southeast Center for Teaching Quality (SECTQ) is conducting this study, on the behalf of the Southeast Regional Vision for Education (SERVE) and the Alabama State Superintendent, to provide cost information for different models of teacher preparation. SECTQ has received your authorization to use your 2001-2002 Delaware Cost Study data in its analysis, and you have received another enclosed form with complete instructions for sending your data.

SECTQ has developed a brief protocol designed to address some of the cost and design information regarding education programs that are not directly reported with the Delaware Cost Study data. We request that respond to the questions below as completely as possible. Your responses will help create a better understanding of how institutions of higher education currently fund teacher preparation across the country. If you have any questions regarding this protocol or follow up steps for our study, please contact SECTQ at the contact information provided at the end of this protocol.

I. Program Elements

1. How many college credit hours in the following fields are required to:
   a) complete your initial teacher preparation program; and
   b) achieve a final degree?

Please enter the credit hours necessary in each field of study (definitions for each below this table).

Initial Teacher Preparation Program

	Undergraduate (BA)				Post-Baccalaureate (MA)			
Field of Study	Elmntry	Middle	Secondary	Special Educ.	Elmntry	Middle	Secondary	Special Educ.
General Studies								
Teaching Major								
Professional Studies								
Clinical								
Other								
Total								

Achieve a Final Degree

	Undergraduate (BA)				Post-Baccalaureate (MA)			
Field of Study	Elmntry	Middle	Secondary	Special Educ.	Elmntry Educ.	Middle	Secondary	Special Educ.

General Studies								
Teaching Major								
Professional Studies								
Clinical								
Other								
Total								

Definitions:
General Studies – include liberal arts courses; exclude School of Education courses
Teacher Major – include courses in certification teaching subject area
Professional Studies – include School of Education courses; exclude field-based experiences
Clinical Experience – include teaching/practicum, classroom observation, and other field-based

2. How many credit hours of coursework related to **methods and pedagogy** are baccalaureate students required to take in:
   a. Elementary _____hours
   b. Middle _____hours
   c. Secondary _____hours
   d. Special Educ. _____hours

3. How many credit hours are assigned per course? _____hours

4. How many *hours do students spend in **clinical settings**:
   a. As part of School of Education classes _____hours
   b. As part of a pre-practicum _____hours
   c. As part of student teaching _____hours

*For reporting purposes, please translate weeks in a clinical setting into hours. We are tracking hours based on actual time spent in a clinical setting (where one week of time = 28 hours).

5. Is your program accredited by the National Council for the Accreditation of Teacher Education (NCATE)?
   a. [ ] Yes [ ] No
   b. If yes, what year was your program last reviewed _____

Please send a copy of your last NCATE accreditation review

6. Does your School of Education offer a teacher education program specifically designed for mid-career professionals who wish to become teachers? [ ] Yes [ ] No

II. Personnel

1. Please provide the number of faculty in each category **within the School of Education**.
   a. Full-time faculty _____

b. Part-time faculty _____
c. Adjunct faculty _____
d. Part-time graduate instructors _____
e. K-12 practitioners (non-adjunct) _____

2. Please provide the number of faculty in each category that work with **students pursuing a teaching license.**
   a. Full-time faculty _____
   b. Part-time faculty_____
   c. Adjunct faculty _____
   d. Part-time graduate instructors _____
   e. K-12 practitioners (non-adjunct) _____
   f. School of Education support staff _____
   g. Arts and Science faculty (non-School of Education) _____

3. Please estimate the percentage of time a full-time faculty member in the School of Education typically spends on the following activities:
   a. Research _____%
   b. Teaching _____%
   c. Advising students _____%
   d. Community service _____%
   e. Working in K-12 settings _____%
   f. Professional writing _____%
   g. Other _____%
   f. Total 100 %

4. Please choose the description that best reflects your perception of the percent of time that a typical full-time faculty member in the School of Education spends on the following activities compared to the following cohort groups. Place a check mark in the most appropriate column for each activity.

Other Arts & Science Faculty at Your School			
School of Education Faculty Activity	**About the Same**	**Higher % of Time**	**Lower % of Time**
Research			
Teaching			
Advising Students			
Community Service			
Working in K-12			
Professional Writing			
Faculty at Other Schools of Education			
School of Education Faculty Activity	**About the Same**	**Higher % of Time**	**Lower % of Time**
Research			
Teaching			
Advising Students			
Community Service			

Working in K-12			
Professional Writing			
Faculty in Other Clinically Based Programs (Nursing, Pharmacy, Etc.)			
School of Education Faculty Activity	**About the Same**	**Higher % of Time**	**Lower % of Time**
Research			
Teaching			
Advising Students			
Community Service			
Working in K-12			
Professional Writing			

5. When working in **K-12 settings**, a typical full-time faculty member participates in which of the following activities? For how many hours per semester? How are they compensated?

Activity	**Faculty Participate**	**Hrs/ Semstr.**	**Compensation Provided:**
Mentoring or Supervising Clinical Experiences	[ ] Yes [ ] No		Any: [ ] Yes [ ] No By District: [ ] Yes [ ] No Amount _____ By School of Ed: [ ] Yes [ ] No Amount _____
Providing Training, Workshops, or Guest Speaking	[ ] Yes [ ] No		Any: [ ] Yes [ ] No By District: [ ] Yes [ ] No Amount _____ By School of Ed: [ ] Yes [ ] No Amount _____
Teaching and Developing Courses	[ ] Yes [ ] No		Any: [ ] Yes [ ] No By District: [ ] Yes [ ] No Amount _____ By School of Ed: [ ] Yes [ ] No Amount _____
Serving on Advisory Councils, Committees or Special Tasks	[ ] Yes [ ] No		Any: [ ] Yes [ ] No By District: [ ] Yes [ ] No Amount _____ By School of Ed: [ ] Yes [ ] No Amount _____

Activity	**Faculty Participate**	**Hrs/ Semstr.**	**Compensation Provided:**
Collaborating in Research	[ ] Yes [ ] No		Any: [ ] Yes [ ] No By District: [ ] Yes [ ] No Amount _____ By School of Ed: [ ] Yes [ ] No Amount _____
Assessing Student Work	[ ] Yes [ ] No		Any: [ ] Yes [ ] No By District: [ ] Yes [ ] No Amount _____ By School of Ed: [ ] Yes [ ] No Amount _____
Serving as a Cooperating K-12 Teacher	[ ] Yes [ ] No		Any: [ ] Yes [ ] No By District: [ ] Yes [ ] No Amount _____ By School of Ed: [ ] Yes [ ] No Amount _____

6. What is the typical ratio of student teachers assigned to faculty who supervise student teachers in K-12 settings? _____students to _____faculty

   a. Is there a maximum number of student teachers assigned to faculty supervising student teachers in K-12 settings? [ ] Yes [ ] No

   b. If yes, how many? _____

7. Which of the following activities are available to faculty responsible for preparing students to teach? Please check all that apply and provide and estimate for how the total funding the School of Education provides annually for these activities.		
Activity	**Available to Faculty**	**Total Current Annual Spending**
Sabbatical	[ ] Yes [ ] No	$
Attend and present at conferences	[ ] Yes [ ] No	$
Work with A&S faculty	[ ] Yes [ ] No	$
Work with K-12 educators	[ ] Yes [ ] No	$
Other – List:	[ ] Yes [ ] No	$

Other – List:	[ ] Yes [ ] No	$
Total amount of funding allocated for PD of faculty responsible for preparing students to teach.	NA	$

III. Students

1. What is the total number of students enrolled in the School of Education during the 2002-2003 School Year? _____.

   Of this total, how many students are:
   a. Undergraduates pursuing a teaching license? _____

   b. Post graduates pursuing a teaching license? _____

   c. Students pursuing a license as part of an alternative licensing program? _____

2. What percentage of teaching candidates entering the program are in-state residents? _____%

3. What percentage of students entering the program to pursue a teaching license complete the program? _____%

4. Estimate the percent of those who complete your initial teacher preparation program who obtain state licenses within one year of completion? _____%

5. Estimate the percent of those who complete your initial teacher preparation program who are teaching full-time the year after completion? _____%

   Of those teaching full-time one year after completion, what percentage are teaching:
   a. In the state in which your institution is located? _____%

   b. In partner school districts _____%

6. What *information about your students do you track over time?

   a. Scores on the state teacher licensing exam [ ] Yes [ ] No

   b. Job placement (initial) [ ] Yes [ ] No

   c. Job placement (3 years later) [ ] Yes [ ] No

   d. Satisfaction with the preparation program [ ] Yes [ ] No

   Please send a copy of any of these student tracking indicators you have available.

7. Do teaching candidates prepare a portfolio or other similar compilation of teaching success in order to graduate? [ ] Yes [ ] No

   a. If yes, please describe who reviews these portfolios, and how they are used to evaluate student performance.

   _____

8. Which of these formal recruitment strategies does the School of Education use to attract students to the program?

   a. Formal relationship with K-12 districts through professional development. [ ] Yes [ ] No

   b. Formal relationship with K-12 districts through clinical based model. [ ] Yes [ ] No

   c. Work with other school programs within the Arts & Sciences. [ ] Yes [ ] No

   d. Advertising outreach. [ ] Yes [ ] No

   e. Other – please describe:

   f. Other – please describe:

9. In what year of their studies are students preparing to be teachers first able to be formally admitted into your initial teacher preparation program?
   a. [ ] Freshman
   b. [ ] Sophomore
   c. [ ] Junior
   d. [ ] Senior
   e. [ ] Post-Baccalaureate

10. Which of the following are required, if any, for admission into your initial teacher preparation program? *Check all that apply*
    a. [ ] Basic Sills Test
    b. [ ] Content Area specific test
    c. [ ] Overall College GPA
    d. [ ] College GPA in major subject
    e. [ ] Major or equivalent in certification subject area
    f. [ ] Recommendations
    g. [ ] Interviews
    h. [ ] Portfolio
    e. [ ] Other

Please submit your responses, at your earliest convenience, via email attachment, or by hard copy, to Scott Emerick at the contact information below. We hope to send you the initial draft of a report detailing our finings by the end of February, 2004. In order to meet our ambitious deadline, we are requesting responses from participants by Monday, February 16th.

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Appendix B
Compilation of all Delaware Study Data

Direct Instructional Expenditures Per FTE Student* in Education Programs**

Carnegie/ Institution	Department	CIP	T.Ed.	Proportion Grad. Level		Amount	Total Instructional Faculty FTE	FTE Students Taught	Student/ Faculty Ratio	Percentage Tenured/Tenure Eligible Faculty	Res.& Pub. Serv. Exp. Per FTE Tenured/ Tenure Track Faculty
				Degrees	Annual SCHs						
Research Extensive											
University of Alabama	Education Administration and Supervision	13.0401		100.0%	72.2%	$3,109	16.88	246.1	14.6	71.9%	$1,095
at Tuscaloosa	Educational Psychology	13.0802		100.0%	64.0%	$4,408	21.77	234.5	10.8	71.3%	$2,573
	Special Education	13.1001	✓	53.6%	24.2%	$5,423	12.80	165.4	12.9	78.5%	$2,503
	General Teacher Education	13.1299	✓	65.1%	38.2%	$3,979	23.48	205.4	8.7	67.9%	$27,666
	Music Teacher Education	13.1312	✓	31.3%	10.4%	$1,649	1.53	11.1	7.3	0.0%	N/A
	Teaching English as a Second Language	13.1401	✓	N/A	1.5%	$7,886	1.00	8.4	8.4	0.0%	N/A
	All Teacher Education	-	✓	62.1%	24.5%	$4,997	38.81	390.3	10.1	67.0%	$17,936
	All Education	-		71.8%	45.1%	$4,294	77.46	870.9	11.2	69.2%	$9,683
Research Extensive											
University of North Carolina	Curriculum and Instruction	13.0300	✓	52.5%	41.8%	$4,325	21.08	354.2	16.8	71.2%	$24,029
at Greensboro	Edu. Leadership and Cultural Foundations	13.0400		100.0%	72.8%	$4,624	11.75	203.7	17.3	68.1%	$40,258
	Educational Research Methodologies	13.0600		100.0%	100.0%	$9,424	4.00	59.3	14.8	100.0%	$29,326
	Specialized Education Services	13.1000	✓	12.5%	27.0%	$4,249	14.75	186.4	12.6	40.7%	$186,127
	Counseling and Educational Development	13.1100		74.3%	65.1%	$4,460	7.00	221.1	31.6	14.3%	$97,770
	All Teacher Education	-	✓	48.2%	36.8%	$4,301	35.83	540.6	15.1	58.6%	$70,343
	All Education	-		62.2%	51.3%	$4,638	58.58	1,024.7	17.5	58.0%	$59,245
Research Intensive											
East Carolina University	All Education	13.0100	·	44.2%	37.6%	$6,086	92.98	1,531.1	16.5	58.6%	$53,904

Carnegie/ Institution	Department	CIP	T.Ed.	Degrees	Proportion Grad. Level Annual SCHs	Amount	Instructional Faculty FTE	Total Students Taught	FTE Faculty Ratio	Student/ Tenured /Tenure Eligible Faculty	Percentage Per FTE Tenured/ Tenure Track Faculty	Res.& Pub. Serv. Exp. Per FTE Tenure Track Faculty
Master's I												
	Auburn University	Counselor, Leadership, and Special Education	13.1000		100.0%	74.8%	$4,876	9.25	120.4	13.0	97.3%	$0
	at Montgomery	Early Childhood, Elem. & Reading Education	13.1200	✓	42.3%	29.2%	$2,557	18.50	241.8	13.1	32.4%	$0
		Foundations, Secondary, and Physical Edu.	13.0100	✓	56.1%	17.3%	$2,600	15.93	239.1	15.0	56.5%	$0
		All Teacher Education	-	✓	48.1%	22.7%	$2,580	34.43	480.9	14.0	43.6%	$0
		All Education	-		52.2%	30.7%	$3,019	43.68	601.3	13.8	54.9%	$0
Research Intensive												
	Montana State University - Bozeman	All Education	13.0100		24.6%	17.7%	$4,870	34.10	466.2	13.7	52.8%	$48,640
Master's I												
	University of Montevallo	Educational Administration	13.0400		100.0%	100.0%	$3,220	2.25	40.0	17.8	88.9%	$0
		Counseling	13.1101		100.0%	65.8%	$3,387	4.00	70.4	17.6	100.0%	$0
		Foundations of Education	13.0900	✓	N/A	62.7%	$2,124	2.51	48.2	19.2	79.7%	$0
		Teacher Education	13.1206	✓	48.6%	27.8%	$4,070	15.84	191.2	12.1	75.8%	$0
		All Teacher Education	-	✓	48.6%	34.0%	$3,671	18.35	239.4	13.0	76.3%	$0
		All Education	-		58.3%	46.1%	$3,559	24.60	349.8	14.2	81.3%	$0
Master's I												
	Samford University	Teacher Education	13.0100	✓	53.3%	32.2%	$10,950	16.02	194.0	12.1	51.9%	$222

* FTE Student definition: 30 undergraduate/ 18 graduate credit hours/year

** 2001-02 Data for University of Alabama at Tuscaloosa and Auburn University at Montgomery. 2002-03 Data for University of North Carolina at Greensboro, East Carolina University,

Montana State University- Bozeman, University of Montevallo, and Samford University.

Appendix C
Compilation of CUPA Faculty Salary Data

Carnegie/ Institution	Department	T.Ed.	Academic Rank									
			Full		Assoc.		Asst.		Three Ranks		New Assistant	
			N	Avg.	N	Avg.	N	Avg.	N	Avg.	N	Avg.
Research Extensive												
University of Alabama	Education Leadership and Administration		1	$72,903	2	$53,273	6	$43,438	9	$48,897	0	$0
at Tuscaloosa	Higher Education Administration		3	$71,898	0	$0	4	$47,504	7	$57,959	1	$55,000
	Educational Assessment, Evaluation, and Research		3	$70,238	0	$0	3	$44,542	6	$57,390	0	$0
	Educational Psychology		1	$64,385	0	$0	2	$47,313	3	$53,004	2	$47,313
	Social and Philosophical Foundations of Education	✓	1	$81,849	1	$51,836	0	$0	2	$66,843	0	$0
	Special Education and Teaching	✓	1	$73,420	1	$52,073	7	$46,010	9	$49,729	0	$0
	School Counseling and Guidance Services		2	$68,667	1	$52,927	2	$44,821	5	$55,981	0	$0
	Elementary Education and Teaching	✓	3	$73,533	3	$53,160	4	$45,249	10	$56,108	1	$46,060
	Secondary Education and Teaching	✓	1	$74,373	4	$55,848	6	$44,361	11	$51,266	4	$43,750
	Physical Education Teaching and Coaching	✓	1	$67,678	1	$54,865	2	$39,115	4	$50,193	1	$34,200
	Teaching English or French as a Second or Foreign Language	✓	0	$0	0	$0	0	$0	0	$0	0	$0
	All Teacher Education	✓	7	$73,988	10	$54,165	19	$44,603	36	$52,973	6	$42,543
	All Education		17	$71,703	13	$53,932	36	$44,889	66	$53,577	9	$44,987
Research Extensive												
University of	Education	✓	4	$92,094	0	$0	1	$50,500	5	$83,775	0	$0

North Carolina at Greensboro	Curriculum and Instruction	✓	5	$80,017	5	$60,343	8	$50,872	18	$61,599	1	$49,000
	Educational Administration and Supervision		3	$76,688	1	$57,895	4	$54,649	8	$63,319	2	$55,500
	Special Education and Teaching	✓	2	$81,092	2	$60,342	3	$46,667	7	$60,410	1	$49,500
	School Counseling and Guidance Services		2	$88,153	4	$59,789	1	$49,500	7	$66,423	1	$49,500
	All Teacher Education	✓	11	$84,604	7	$60,343	12	$49,790	30	$65,017	2	$49,250
	All Education		16	$83,563	12	$59,954	17	$50,916	45	$64,934	5	$51,800
Research Intensive												
East Carolina University	Educational Administration and Supervision		2	$137,251	5	$69,189	2	$65,318	9	$83,454	0	$0
	Counselor Education/Student Counseling and Guidance Services		3	$31,994	2	$54,265	1	$46,016	6	$41,755	0	$0
	General Teacher Education	✓	4	$75,895	16	$55,548	10	$47,247	30	$55,494	2	$47,215
	Teacher Education, Specific Academic and Vocational Programs	✓	1	$57,500	6	$50,333	1	$49,740	8	$51,155	0	$0
	All Teacher Education	✓	5	$72,216	22	$54,126	11	$47,474	38	$54,580	2	$47,215
	All Education		10	$73,156	29	$56,732	14	$49,919	53	$58,031	2	$47,215
Master's I												
Auburn University at Montgomery	Education (theory/practice)	✓	1	$62,184	0	$0	0	$0	1	$62,184	0	$0
	Education (guidance/counseling)		4	$60,451	2	$47,230	3	$37,923	9	$50,004	0	$0
	Education (specific levels)	✓	2	$59,051	2	$46,995	0	$0	4	$53,023	0	$0
	Education (specific programs)	✓	3	$57,881	4	$47,115	2	$41,080	9	$49,363	0	$0
	Education (English lang, Lit)	✓	5	$59,854	7	$47,546	3	$37,433	15	$49,626	2	$36,000
	Education (foreign lang, linguistics)	✓	0	$0	2	$44,755	1	$38,000	3	$42,503	1	$38,000
	All Teacher Education	✓	11	$59,382	15	$46,985	6	$38,743	32	$49,701	3	$36,667
	All Education		15	$59,667	17	$47,014	9	$38,470	41	$49,768	3	$36,667

	Montana State University - Bozeman	Education - General	✓	6	$58,986	9	$52,133	9	$45,233	24	$51,259	3	$42,833
		Education - Specific Subject Areas - Art Teacher Education	✓	1	$62,299	0	$0	0	$0	1	$62,299	0	$0
		All Teacher Education	✓	7	$59,459	9	$52,133	9	$45,233	25	$51,700	3	$42,833
		All Education		7	$59,459	9	$52,133	9	$45,233	25	$51,700	3	$42,833
Master's I													
	University of Montevallo	Education - Curriculum	✓	3	$60,321	3	$43,976	5	$39,927	11	$46,593	1	$36,000
		Education - Counselor Ed/School Counseling and Guidance Services		1	$60,111	2	$43,195	3	$41,196	6	$45,015	0	$0
		Education - Specific Subject Areas	✓	0	$0	1	$47,161	0	$0	1	$47,161	0	$0
		Education - Foreign Lang/Linguistics	✓	0	$0	0	$0	3	$28,333	3	$28,333	0	$0
		All Teacher Education	✓	3	$60,321	4	$44,772	8	$35,579	15	$42,979	1	$36,000
		All Education		4	$60,269	6	$44,247	11	$37,111	21	$43,561	1	$36,000
Master's I													
	Samford University	Teacher Education	✓	4	$59,241	4	$54,780	1	$42,927	9	$55,446	0	$0

Endnotes

[1] Wilson, S. M., R. E. Floden, et al. (2001). Teacher Preparation Research: Current Knowledge, Gaps, and Recommendations. Seattle, WA, Center for the Study of Teaching and Policy.

[2] Allen M. (2003). Eight Questions on Teacher Preparation: What Does the Research Say? Denver, CO: Educational Commission of the States.

[3] Wasley and McDiarmid. (2003). "Tying the Assessment of New Teachers to Student Learning to Teacher Preparation." Written for and presented at the 2003 Annual NCTAF Partner States' Symposium, Denver, CO.

[4] The Carnegie Classification system is currently under revision and a new system will be introduced in 2005. According to the Delaware Study website, the National Study of Instructional Costs and Productivity is currently committed to using the old classification system for continuity of data across time. The Delaware Study will consider the use of the new classification upon its release. As we are looking at data from either 2002-2003 or 2001-2002, we used the Carnegie classification of the Institution of Higher Education at the time the Delaware Study expenditure information was submitted.

[5] For more information on the University of Delaware National Study of Instructional Costs and Productivity, a descriptive summary is available at http://www.udel.edu/IR/cost/brochure.html.

[6] Twombly, S., H. Ebmeier, et al. (1991). "The Comparability and Adequacy of Financial Support for Schools of Education." *Journal of Teacher Education* 42(3): 226-235.

[7] National Commission on Teaching & America's Future (1996). What Matters Most: Teaching for America's Future. New York, Author.

[8] Darling-Hammond, L., Ed. (2000). *Studies of Excellence in Teacher Education*. Washington, DC: American Association of Colleges for Teacher Education and New York: National Commission on Teaching and America's Future.

[9] The following is based on published work from Hirsch, Koppich and Knapp. *Revisiting What States are Doing to Improve the Quality of Teaching: An Update on Patterns and Trends*. Seattle, WA: Center for the Study of Teaching and Policy. February 2001. pp.31-33.

[10] Expenditures are considered for direct costs in three main functional areas: instruction, research and public service. According to the definitions of the Delaware Study, direct expenditures reflect personnel compensation, supplies and services used to provide instruction, research and public service. They include acquisition costs of capital assess (equipment, library books, etc.) if they are budgeted by departments and used within the three functional areas. Direct expenditures, according to the protocol, do not include centrally allocated computing costs, centrally supported computer labs, graduate student tuition remission and fee waivers. As institutions budget differently and we are only examining data for one fiscal year, there may be variations across institutions in what is included in direct expenditures and the extent to which one time costs for capital, etc. are included. Further, if course content necessary to complete teacher preparation is delivered in other departments (for example, a math methods course taught by and listed in the math department), it will not appear in the direct expenditures presented.

[11] The Center decided to use FTE student as its primary means of analyzing cost rather than Student Credit Hours. FTE student in the Delaware Study is defined as 30 undergraduate hours or 18 graduate credit hours per year. This allowed a comparison that better controls for the number of graduate hours taken, which typically are more expensive to deliver. Student credit hours in the Delaware Study are aggregated and reported on the basis of course level of instruction and the classification of the faculty member, allowing for an understanding of the percentage of hours devoted to graduate coursework. The Center analyzed this information for student credit hours and found no discernable difference in its findings.

[12] Personal correspondence, Dr. Jack Riley, University of Montevallo, June 4, 2004.

[13] This issue is largely related to the level of Classification of Instructional Program (CIP) code used. Some schools submitted six-digit CIP level information (sub fields within disciplines) as encouraged in the Delaware Study protocol, while others used 4 digit codes (broader disciplines), and in the case of two of our institutions, only two digit codes (broad departments) were gathered. While the Delaware Study "encourages" participating institutions to use six-digit CIP codes, those decisions are left up to the institutions. As the participating matched comparison institutions and the Alabama institutions were selected prior to examining the Delaware Study data, the Center could only analyze at the specific levels for some institutions.

[14] As Samford only submitted expenditure data for Teacher Education, and knowing that the structure within the Orleans Bullard Beeson School of Education and Professional Studies treats all education programs under the title of teacher education, we are using the Samford data under all Education Programs (similar to a department), not teacher preparation (similar to a discipline).

[15] Personal correspondence, Dr. Jack Riley, University of Montevallo, June 4, 2004.

[16] Faculty salaries are for nine months. In cases when faculty were on a full year schedule, they were adjusted for a nine month average.

[17] Faculty salaries for specific disciplines within the School of Education are available for East Carolina as more disaggregated data was reported to CUPA. As was the case with data from the Delaware Study, no discipline breakdowns are available for Montana State or Samford.

[18] The Delaware Study uses Full Time Equivalent faculty as a measure. It includes not only regular faculty, but supplemental faculty and teaching assistants with instructions in converting their time into an FTE value.

[19] These programs are similar to those chosen by Howard, Hitz and Baker in their comparison published in *Educational Policy*, Vol 14, No. 1 January and March 2000, p.151. They included architecture, nursing, pharmacy, engineering, accounting and social work in their analysis that yielded similar conclusions for all Schools of Education that participate in the Delaware Study in 1996.

[20] Howard, Hitz and Baker concluded that "…in general, education programs are funded below the institutional average for all disciplines in all classifications of institutions." p. 153.

[21] Not all of the selected clinically based professional programs are offered at each of the universities. Comparisons were made between the Education Program and as many as the select programs as possible. At UA, communication, journalism, criminal justice, social work, nursing and accounting were used as comparisons. At UNC-G, communications studies, recreations, parks and tourism, social work, architecture, nursing and accounting were included. ECU included communications, criminal justice, social work, nursing, and accounting. At AUM communications, justice and public safety, nursing and accounting were used as comparisons. MSU included only architecture and nursing. Montevallo included communication and social work. Samford offered journalism, communications, nursing, and pharmacy.

[22] For example, Doctorally-qualified teachers with no experience make $39,286 for a nine month contract in Shelby County Public Schools, more than $3,000 more than first-year faculty at the University of Montevallo. Given that Montevallo requires teacher preparation faculty to have three years K-12 teaching experience, the disparity is over $7,000. Personal correspondence, Dr. Jack Riley, University of Montevallo, June 4, 2004.

[23] These time estimates are for typical faculty members and were provided by the Dean of the School of Education or his/her designee. While this information is valuable, particularly in looking at broad trends, they should be used with caution as they are best estimates of one faculty member.

[24] The high institutional average at Samford is likely attributed to the large Pharmacy Program. While research expenditures are low in education and $0 in Nursing and Communications, they are $10,934 in the Pharmacy Program.

[25] According to the Delaware Study definitions, this includes all funds expended for activities specifically organized to produce research outcomes and commissioned by an agency either external to the institution or separately budgeted by an organizational unit within the institution. Public service funds separately budgeted for this purpose and extended primarily for activities that provide non-instructional services beneficial to groups external to the institution are included (i.e. cooperative extension and community outreach projects). Funds in other departments that may benefit teacher preparation

(for example, research dollars generated in the math department that fund research of math faculty related to the teaching of math content) would not be included for the school of education. They would, however, be reflected in the overall institutional average presented.