

## ADMINISTRATIVE RULES

### Fiscal Estimate & Economic Impact Analysis

1. Type of Estimate and Analysis <input checked="" type="checkbox"/> Original <input type="checkbox"/> Updated <input type="checkbox"/> Corrected		2. Date
3. Administrative Rule Chapter, Title and Number (and Clearinghouse Number if applicable) Chapter PI 34, Educator Licenses		
4. Subject The out-of-state pathway for educator licensure		
5. Fund Sources Affected <input type="checkbox"/> GPR <input type="checkbox"/> FED <input type="checkbox"/> PRO <input type="checkbox"/> PRS <input type="checkbox"/> SEG <input type="checkbox"/> SEG-S		6. Chapter 20, Stats. Appropriations Affected
7. Fiscal Effect of Implementing the Rule <input checked="" type="checkbox"/> No Fiscal Effect <input type="checkbox"/> Increase Existing Revenues <input type="checkbox"/> Increase Costs <input type="checkbox"/> Decrease Costs <input type="checkbox"/> Indeterminate <input type="checkbox"/> Decrease Existing Revenues <input type="checkbox"/> Could Absorb Within Agency's Budget		
8. The Rule Will Impact the Following (Check All That Apply) <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> State's Economy <input type="checkbox"/> Local Government Units</div><div><input type="checkbox"/> Specific Businesses/Sectors <input type="checkbox"/> Public Utility Rate Payers <input type="checkbox"/> Small Businesses <b>(if checked, complete Attachment A)</b></div></div>		
9. Estimate of Implementation and Compliance to Businesses, Local Governmental Units and Individuals, per s.227.137 (3) (b) 1., Stats \$0		
10. Would Implementation and Compliance Costs Businesses, Local Governmental Units and Individuals Be \$10 Million or more Over Any 2-year Period, per s. 227.137 (3) (b) 2., Stats.? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
11. Policy Problem Addressed by the Rule <p>The objective of the proposed rule is to amend ch. PI 34 of the Wisconsin Administrative Code, specifically as it relates to the requirements for the out-of-state pathway for educator licensure. Under current rule, to receive a license under this subsection, the applicant must complete an out-of-state educator preparation program which is approved by the state education agency of the state in which it is located, and is comparable to an approved program, including student teaching experience. Approved educator preparation programs in other states include pedagogical content knowledge requirements. Additionally, applicants must receive institutional endorsement from the preparation program, demonstrate content knowledge by meeting the content knowledge assessment requirements under s. PI 34.021 (1) (c), and meet the pedagogical knowledge as required under s. PI 34.021 (1) (d).</p> <p>The proposed rule provides options for verifying content knowledge, eliminates additional pedagogical knowledge requirements for out-of-state applicants to receive a license and clarifies the requirements for out-of-state applicants to progress their license. The proposed rule specifies certain requirements for student teaching and practicum experiences in order for the out-of-state program to be comparable to a Wisconsin-approved program, including a requirement that out-of-state applicants for a teaching license complete a student teaching experience that meets the requirements under s. PI 34.023 (2) (a) through (f), and that out-of-state applicants for a pupil services or administrator license complete a practicum experience that meets the requirements under s. PI 34.023 (3) (a).</p> <p>Additionally, under the proposed rule, the applicant can demonstrate subject expertise by obtaining a passing score on a required content knowledge exam if one exists in their state, otherwise, a Wisconsin-approved exam may be utilized or a minimum 3.0 GPA in relevant coursework.</p> <p>The proposed rule also delineates the degree requirements to obtain this license and specifies that applicants must fulfill the statutory requirements referenced in s. PI 34.022.</p>		

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Finally, the proposed rule does not apply to those who are eligible for a license through reciprocity under PI 34.040 (2) (n).

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12. Summary of the Businesses, Business Sectors, Associations Representing Business, Local Governmental Units, and Individuals that may be Affected by the Proposed Rule that were Contacted for Comments

The department held a preliminary public hearing and comment period on the scope statement for the proposed rule. As provided in the hearing notice, any comment received during the preliminary public hearing and comment period are also considered for the development of this economic impact analysis. However, no comments were received to be considered in the development of this economic impact analysis.

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13. Identify the Local Governmental Units that Participated in the Development of this EIA

None.

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14. Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)

The proposed rule is expected to have a minimal fiscal impact on the state but could result in administrative cost savings for both the department and out-of-state applicants. By clarifying and streamlining content knowledge verification and pedagogical requirements, the department may reduce the time and resources spent evaluating applications, potentially leading to a more efficient licensure process. Additionally, eliminating duplicative pedagogical knowledge requirements for out-of-state applicants may increase the pool of qualified educators seeking licensure in Wisconsin, which could help address teacher shortages. However, if the changes lead to an increase in applications, there may be minor costs associated with processing that would be offset with a corresponding increase in licensing revenue generated by application fees. Overall, the fiscal impact is expected to be minimal, with potential efficiencies gained in licensing administration.

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15. Benefits of Implementing the Rule and Alternative(s) to Implementing the Rule

The proposed rule change benefits out-of-state applicants and the Wisconsin Department of Public Instruction by clarifying content and pedagogical knowledge requirements, reducing confusion, and streamlining the licensure process. By specifying alternative pathways for demonstrating content expertise and eliminating unnecessary barriers, the rule increases access to qualified educators and improves administrative efficiency. Without this change, the department would continue implementing the existing rule, and applicants for this license pathway may face confusion as a result.

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16. Long-Range Implications of Implementing the Rule

The proposed rule change provides greater clarity and consistency in the licensing process for applicants of out-of-state licensure. By streamlining requirements for demonstrating subject expertise, the rule may help attract a larger pool of qualified educators, potentially alleviating teacher shortages and strengthening the state's education workforce. Additionally, improved efficiency in the licensure process can reduce administrative burdens on both applicants and the department, leading to a more responsive system.

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17. Compare With Approaches Being Used by Federal Government

Because educator preparation in the United States is typically governed by each state and local government, federal regulations are generally silent with respect to the preparation of student teachers. As a result, the requirements for out-of-state licensure vary by state.

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18. Compare With Approaches Being Used by Neighboring States (Illinois, Iowa, Michigan and Minnesota)

To obtain an educator license in Illinois, Iowa, Michigan, and Minnesota as an out-of-state applicant, each state has the following requirements:

Illinois: Illinois requires that out-of-state applicants hold a valid teaching license from another state, have completed a state-approved educator preparation program, including student teaching, and have either passed Illinois content tests or provides evidence of equivalent qualifications. If the applicant has not yet met all the requirements, they may be issued a provisional license to work while fulfilling Illinois-specific assessments or coursework.

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Iowa: Iowa offers a Regional Exchange License for out-of-state applicants. To receive a license, applicants must complete a state-approved teacher preparation program and submit transcripts for a review by the Iowa Bureau of Educational Examiners. Any identified coursework deficiencies must be addressed within the two-year license period. Iowa requires that applicants demonstrate sufficient preparation in their subject area, along with passing scores on any required assessments.

Michigan: Michigan issues a standard teaching certificate to out-of-state applicants who completed an accredited educator preparation program with student teaching or an alternative route program that includes a valid certificate from another state. Michigan also requires either passage of its own teacher certification tests or evidence of three years of successful teaching in the endorsement area.

Minnesota: Minnesota uses a tiered licensing system for educators. Out-of-state applicants may qualify for a Tier 3 license if they have completed a teacher preparation program and passed a similar licensure exam. If further requirements are necessary, applicants may receive a Tier 2 license while they complete Minnesota-specific requirements, such as additional pedagogy coursework.

Each state has provisions for provisional or temporary licensure options, ensuring that out-of-state applicants meet state-specific standards for teaching competency and subject knowledge.

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19. Contact Name

Carl Bryan, Administrative Rules Coordinator  
Department of Public Instruction

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20. Contact Phone Number

(608) 266-3275

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