

## 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) PI 34, Educator Licenses		
4. Subject Cooperating teachers and school-based supervisors		
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 type="checkbox"/> No Fiscal Effect <input type="checkbox"/> Increase Existing Revenues <input type="checkbox"/> Increase Costs <input type="checkbox"/> Decrease Costs <input checked="" 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) <input type="checkbox"/> State's Economy <input type="checkbox"/> Specific Businesses/Sectors <input type="checkbox"/> Local Government Units <input type="checkbox"/> Public Utility Rate Payers <input type="checkbox"/> Small Businesses <b>(if checked, complete Attachment A)</b>		
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 The proposed rule change is a technical correction of ch. PI 34 of the Wisconsin Administrative Code to clarify the requirements for cooperating teachers and school-based supervisors employed by a clinical program as part of an educator preparation program's conceptual framework. The proposed rule change amends s. PI 34.023 (4) (a) to clarify that a cooperating teacher or school-based supervisor shall hold a valid license at the tier II, III, or IV level in the subject or position that corresponds to the area of supervision.		
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.		
13. Identify the Local Governmental Units that Participated in the Development of this EIA None.		
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) State: The proposed rule will create greater clarity around requirements for cooperating teachers and school-based supervisors employed by a clinical program as part of an educator preparation program's conceptual framework. The fiscal impact that may result of this change is based on individual behavior and can't be determined at this time. The fiscal impact is therefore indeterminate.  Local: No fiscal impact.		
15. Benefits of Implementing the Rule and Alternative(s) to Implementing the Rule The proposed rule change amends s. PI 34.023 (4) (a) to clarify that a cooperating teacher or school-based supervisor shall hold a valid license at the tier II, III, or IV level in the subject or position that corresponds to the area of supervision. Without a rule, the department will continue to administer PI 34 as it currently exists, and educator preparation programs will be required to meet requirements for a clinical program under the existing rule.		

## ADMINISTRATIVE RULES

### Fiscal Estimate & Economic Impact Analysis

---

16. Long-Range Implications of Implementing the Rule

The proposed rule will create greater clarity around the requirements for cooperating teachers and school-based supervisors employed by a clinical program as part of an educator preparation program's conceptual framework.

---

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 teacher preparation programs vary by state.

---

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

Illinois: Under Ill. Admin. Code tit. 23 § 25.610, "cooperating teacher" means a person employed by a school district directly engaged in teaching students in a school and who is immediately responsible for a student engaged in clinical experiences. Further, under Ill. Admin. Code tit. 23 § 25.620, student teaching must be done under the active supervision of a cooperating teacher who is licensed and qualified to teach in the area, has three years of teaching experience, has received a proficient or above performance rating in the most recent evaluation, and is directly engaged in teaching subject matter or conducting learning activities in the area of student teaching.

Iowa: Under Iowa Admin. Code r. 281-79.2, "cooperating teachers" means appropriately licensed classroom teachers of record who provide guidance and supervision to teacher candidates in the cooperating teachers' classrooms during the candidates' field experiences in the schools. Further, under Iowa Admin. Code r. 281-79.14, a teacher candidate's clinical experience must take place in the classroom of a cooperating teacher who is appropriately licensed in the subject area and grade level endorsement for which the teacher candidate is being prepared.

Michigan: Under Mich. Admin. Code R. 390.1123, an applicant for a standard teaching certificate shall satisfactorily complete an approved program in teacher preparation that includes, in part, supervised directed teaching must be in the grade range and discipline area for which the superintendent of public instruction is to grant an endorsement.

Minnesota: Under Minn. R. 8705.1010, each educator preparation program shall have a clear and consistent conceptual framework and ensure that each cooperating teacher paired with a teacher candidate during their student teaching and practicum has a minimum of three years of teaching experience in the licensure area, holds a professional license aligned with the assignment, has completed professional development in coaching strategies for adult learners, and has fulfilled all other requirements outlined in state statute. For field experiences, cooperating teachers shall have a minimum of two years of teaching experience, hold either a Tier 2 license or a professional license aligned with the assignment, and meet all other requirements specified in state statute. Finally, each cooperating teacher must receive training that addresses the cooperating teacher's role, program expectations, candidate assessments, procedures, and timelines.

---

19. Contact Name

Carl Bryan, Administrative Rules Coordinator  
Department of Public Instruction

---

20. Contact Phone Number

(608) 266-3275

---

This document can be made available in alternate formats to individuals with disabilities upon request.