

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 School settings for practicum experiences										
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 <table style="width: 100%;"><tr><td><input type="checkbox"/> No Fiscal Effect</td><td><input type="checkbox"/> Increase Existing Revenues</td><td><input type="checkbox"/> Increase Costs</td><td><input type="checkbox"/> Decrease Costs</td></tr><tr><td><input type="checkbox"/> Indeterminate</td><td><input type="checkbox"/> Decrease Existing Revenues</td><td colspan="2"><input type="checkbox"/> Could Absorb Within Agency's Budget</td></tr></table>			<input 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	
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8. The Rule Will Impact the Following (Check All That Apply) <table style="width: 100%;"><tr><td><input type="checkbox"/> State's Economy</td><td><input type="checkbox"/> Specific Businesses/Sectors</td></tr><tr><td><input type="checkbox"/> Local Government Units</td><td><input type="checkbox"/> Public Utility Rate Payers</td></tr><tr><td colspan="2"><input type="checkbox"/> Small Businesses (if checked, complete Attachment A)</td></tr></table>			<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 (if checked, complete Attachment A)			
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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 clarification of existing requirements in ch. PI 34 of the Wisconsin Administrative Code to provide that for educator preparation programs leading to a pupil services or administrative license, practicum experiences must, in part, occur in school settings. To support this clarification, the rule also establishes a definition for "school settings" that includes charter schools, private schools, public school districts, and tribal schools, ensuring clarity in the types of environments that fulfill this requirement.										
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 clarifies that practicum experiences for educator preparation programs leading to pupil services or administrative licenses must occur in defined school settings, is primarily a clarification of existing requirements. As such, it is not anticipated to have a significant fiscal impact on the state. The rule aims to increase clarity in clinical program requirements by establishing consistent guidelines for practicum programming, thereby eliminating potential confusion for educator preparation programs and students. Since the rule change does not introduce new mandates but rather specifies existing expectations, any associated costs are expected to be minimal and absorbed within current department resources.										

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Local:

The proposed rule clarifies that practicum experiences for pupil services or administrative licensure must occur in defined school settings, is not expected to have a significant fiscal impact on local school districts or educator preparation programs. As a clarification of existing requirements, the rule aims to eliminate confusion and ensure consistency without requiring substantial changes or additional resources. Most programs already place candidates in qualifying school environments, so any administrative adjustments are anticipated to be minimal.

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

The proposed rule aims to increase clarity in all clinical program requirements for educator preparation programs by establishing consistent guidelines for practicum programming. Without a rule change, the department will be required to implement ch. PI 34 as the rule currently exists, which may create confusion for educator preparation programs leading to a pupil services or administrative license as well as for students enrolled in these programs.

16. Long-Range Implications of Implementing the Rule

The proposed rule change to Chapter PI 34 clarifies that practicum experiences for educator preparation programs leading to pupil services or administrative licenses must take place in defined school settings—specifically charter schools, private schools, public school districts, and tribal schools. This correction aligns with existing requirements in s. PI 34.023 (3), Wis. Admin. Code, regarding the structure and evaluation of supervised practicums and aims to ensure consistency and clarity across all clinical program expectations. By formally defining “school settings,” the rule helps eliminate confusion for educator preparation programs and students, supports uniform implementation statewide, and supports the quality of educator licensure pathways in Wisconsin.

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, a practicum is defined as a type of clinical experience characterized by intensive work with students, in a group or one on one, which is carefully designed as part of an approved program; is supervised by a designated representative of the institution offering the program; and provides evidence that the candidate for the endorsement is able to apply the knowledge and skills relevant to that endorsement area.

Iowa: Pre-student teaching field experience supports learning in context and includes high-quality instructional programs for PK-12 students in state-approved school or educational facilities with the opportunity to observe and be observed by others and to engage in discussion and reflection on clinical practice. The teacher candidate will be active in planning, instruction and assessment. Student teaching experience for initial licensure takes place in the classroom of an appropriately licensed supervising teacher. Iowa Admin. Code r. 281-79.14(6)-(7)

Michigan: Michigan educator preparation institutions are expected to collaborate with PK-12 schools, districts, and public-school academies to co-construct clinical experiences to provide extended opportunities for teacher candidates to engage directly with students. Supervised directed teaching must engage a candidate in at least 300 hours of student contact in the grade range of the endorsement sought. Activities that candidates may complete for Student Contact Hours in the Apprenticeship include intentional observation of masterful teaching with accompanying reflection and debriefing of how the activities connect to the teacher preparation curriculum, co-planning and co-teaching with a masterful mentor teacher, co-assessing and analyzing resultant student work, participating in guided and supervised teaching of individual students as well as small groups and whole classrooms, and collaboration with education professionals. Mich. Admin. Rules R 390.1123

Minnesota: Under Minn. R. 8705.1010, each teaching candidate’s practicum experience must align to the scope and content of the license or endorsement sought; is a minimum of 80 hours with a continuous group of students; provides observations with actionable feedback to ensure growth and attainment of standards with a minimum of

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two observations by the cooperating teacher; provides observations with actionable feedback to ensure growth and attainment of standards with a minimum of two observations by the supervisor; includes a minimum of one triad meeting with the cooperating teacher, the supervisor, and the candidate for clear and consistent communication; and includes a written evaluation by the supervisor that addresses the candidate's ability to meet the standards in parts 8710.2000 to 8710.8080 and the candidate's professional dispositions.

19. Contact Name Carl Bryan, Legislative Policy Coordinator Department of Public Instruction	20. Contact Phone Number (608) 266-3275
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