

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 9/30/2021
3. Administrative Rule Chapter, Title and Number (and Clearinghouse Number if applicable) PI 34, Educator licenses		
4. Subject Educator preparation program and licensing flexibilities		
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 checked="" type="checkbox"/> Local Government Units <input type="checkbox"/> Public Utility Rate Payers <input type="checkbox"/> Small Businesses (if checked, complete Attachment A)		
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 amends ch. PI 34 to provide educator preparation programs the latitude to address student teaching requirements in the clinical programs they offer. The proposed rule provides that a teaching candidate's pre-student teaching requirements may be completed in a variety of settings related to effective instruction, safe and supported students, family and community engagement, or building meaningful relationships with students in prekindergarten through grade 12. The proposed rule also provides that a teaching candidate's student teaching may also occur in alignment with the cooperating school's current plan for teaching and learning, which may include face-to-face, virtual, hybrid, synchronous, or asynchronous settings, and shall be for full school days for a full semester of the cooperating school or its equivalent as approved by the state superintendent. Finally, the proposed rule creates flexibility by allowing cooperating teachers, who would otherwise not meet current rule experience requirements, to be assigned if they have been recommended by their principal and deemed acceptable by the approved program.		
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. The comments received were considered in the development of this economic impact analysis. Additionally, during the development of this rule, education stakeholder groups were contacted for feedback on the rule, such as the Wisconsin Association of School Business Officials, the Wisconsin Council of Administrators of Special Services, the Wisconsin Association of School Boards, the Association of Wisconsin School Administrators, the Wisconsin Association of School District Administrators, the Wisconsin Association of School Personnel Administrators, the Wisconsin Education Association Council, CESA 11, and the Wisconsin Association of Colleges for Teacher Education.		
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		

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Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)

State: None.

Local: The proposed rule will provide flexibilities for educator preparation programs to help school districts in the state address school staffing needs. Flexibilities offered under this rule include in-person clinical experiences and observations.

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

The proposed rule will provide flexibilities for educator preparation programs to help school districts in the state address school staffing needs. Flexibilities offered under this rule include in-person clinical experiences and observations. Without a rule change, the department will continue to administer the rules governing educator licensure as they exist in PI 34, meaning teacher preparation programs will be required to meet requirements under the existing rule

16. Long-Range Implications of Implementing the Rule

The proposed rule will provide flexibility for the rules governing teacher preparation and licensure in order to help educator preparation programs address school district staffing needs.

17. Compare With Approaches Being Used by Federal Government

Because education in the United States is governed by each state and local government, federal regulations are generally silent with respect to teacher licensure. As a result, the requirements for teacher licensure vary by state.

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

Illinois: The Illinois State Board of Education administers licensure for applicants seeking to obtain educator licensure in Illinois. Pursuant to 105 ILCS 5/21B-20 (1), to obtain professional educator licensure in Illinois, applicants must complete a state-approved teacher preparation program at an accredited college or university that fulfills the Illinois standards for teacher education. Student teaching and pre-student teaching field experiences are required as part of the teacher preparation program.

Iowa: The Iowa Board of Educational Examiners administers licensure for applicants seeking to obtain educator licensure in Iowa. Pursuant to IAC Ch. 282—13.5 (272), in order to obtain an initial teaching license via the traditional pathway, the applicant must have a bachelor's degree earned from a regionally-accredited institution and an approved teacher preparation program with a human relations component must be completed. Among other requirements, the teacher preparation program must include a full student teaching placement in the subject area and grade level endorsement desired.

Michigan: The Michigan Department of Education administers licensure for applicants seeking to obtain educator licensure in Michigan. Pursuant to MCL Section 380.1531b, candidates must complete an approved educator preparation program which includes a student teaching experience. Before an individual may engage in student teaching in a school in Michigan, the individual or the college or university in which the individual is or was enrolled for teacher preparation shall demonstrate to the satisfaction of the school or school district that the teacher preparation program requires of individuals who student teach at least all of the following: 1) high academic achievement; 2) demonstration of successful group work with children as a condition for admission to the teacher preparation curriculum; 3) knowledge of research-based teaching; and 4) working knowledge of modern technology and use of computers.

Minnesota: The Minnesota Professional Educator Licensing and Standards Board administers licensure for applicants seeking to obtain educator licensure in Minnesota. Pursuant to Minnesota Administrative Rules Part 8710.0310, student teaching in Minnesota is completed while the applicant is enrolled in a state-approved teacher preparation program. This experience includes a minimum of 12 weeks full time, or the equivalent, when an

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individual enrolled in a teacher preparation program assumes teacher responsibilities while working with a cooperating teacher who holds a Tier 3 or 4 license or a professional license from another state in the subject area and a provider supervisor to practice and demonstrate the necessary development of the individual's knowledge, skills, and dispositions to become a teacher. A student teaching experience includes observation, feedback, and evaluation from the cooperating teacher and provider supervisor.

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