

## 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 11/13/2023
3. Administrative Rule Chapter, Title and Number (and Clearinghouse Number if applicable) PI 34 Student teaching equivalency PI 34.023 (2) (f)		
4. Subject The objective of the proposed rule is to amend ch. PI 34 of the Wisconsin Administrative Code with respect to equivalent experience for student teachers enrolled in an educator preparation program.		
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 (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 School districts throughout the state are experiencing challenges filling teaching positions and have been requesting flexibility in recruiting student teachers to support substitute teaching. School districts have expressed a desire to recruit student teachers immediately following graduation, but student teachers not able to complete their programs until many weeks later regardless of the higher education institution's graduation date. Educator preparation programs have also requested support in meeting school district needs and some have sought flexibility from the department in determining student teaching equivalency.		
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.		
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) This rule does not have a direct economic and fiscal impact on the private sector. This rule is anticipated to improve schools' ability to hire licensed staff more quickly, compared to status quo. This change is anticipated to make it easier for students to obtain their licenses to enter the workforce. The actual fiscal impacts are indeterminate.		
15. Benefits of Implementing the Rule and Alternative(s) to Implementing the Rule The department proposes to update ch. PI 34 of the Wisconsin Administrative Code to conform the rule to changes in statute with respect to the equivalent experience of a student teacher enrolled in an educator preparation program. The revisions may include, but are not limited to, the following options to count for student teaching experience: the length of time required for an internship or student teaching assignment, substitute teaching experience, demonstrated proficiency, and requirements for out-of-state program completers. Without a rule change, the		

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department will be required to implement rules for educator licensure as they currently exist in PI 34 and educator preparation programs would be required to implement the current rule without the flexibility for student teaching equivalency provided in statute. There are no alternatives to implementing the rule.

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16. Long-Range Implications of Implementing the Rule

The proposed rule will make it easier for students to fulfill student teaching requirements, thereby making it easier for students to obtain their licensure in order to enter the teacher workforce.

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17. Compare With Approaches Being Used by Federal Government

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

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

- Illinois: Illinois requires 14-16 weeks student teaching, however teaching experiences including substitute teaching, paraprofessional teaching, private or community-based teaching, and out of state teaching experiences may meet the student teaching requirements for licensure. (Ill. Admin. Code tit. 23 §25.25(A)(b) (2023))
  - Iowa: Iowa does not provide alternatives to completing at least 14 weeks of traditional student teaching.
  - Michigan: Michigan permits a student teaching waiver when an individual with a valid teaching certificate has either three years' successful teaching and a master's degree or higher, or five years' successful teaching. (R 390.1123 Rule 23(1)(b)(iv))
  - Minnesota: Minnesota does not provide an alternative to completing at least 12 weeks of traditional student teaching.
  - Ohio: Does not provide an alternative to completing at least 12 weeks of traditional student teaching.
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