

ADMINISTRATIVE RULES FISCAL ESTIMATE AND ECONOMIC IMPACT ANALYSIS

Type of Estimate and Analysis

Original Updated Corrected

Administrative Rule Chapter, Title and Number

PI 34, Teacher Education Program Approval and Licenses

Subject

Professional Standards Council Revisions to Licensure

Fund Sources Affected

Chapter 20 , Stats. Appropriations Affected

GPR FED PRO PRS SEG SEG-S

Fiscal Effect of Implementing the Rule

No Fiscal Effect

Indeterminate

Increase Existing Revenues

Decrease Existing Revenues

Increase Costs

Could Absorb Within Agency's Budget

Decrease Costs

The Rule Will Impact the Following (Check All That Apply)

State's Economy

Local Government Units

Specific Businesses/Sectors

Public Utility Rate Payers

Would Implementation and Compliance Costs Be Greater Than \$20 million?

Yes No

Policy Problem Addressed by the Rule

Through its work with the Professional Standards Council for Teachers (PSC) and other stakeholder groups, the Department has identified administrative rule changes that help school districts address teacher shortages with the goal of attracting people into the teaching profession and prepare them for work, beginning with CHR 16-086 which became effective on June 1, 2017. Additional changes to PI 34 are being advanced by the PSC and stakeholder groups and build upon the changes made by CHR 16-086 in this emergency rule. In order to continue implementing solutions that help school districts address staffing difficulties, the emergency rule provides further flexibility, transparency, and clarity around the teacher licensing process by doing the following:

- Creating a one-year License with Stipulations (replacing emergency licenses and permits) for:
 - Teachers and pupil services professionals from another state who have not met Wisconsin testing requirements
 - Speech Language Pathologists who hold a valid license from DSPTS
 - If a district cannot find a fully licensed teacher or pupil services professional, an individual with a bachelor's degree
- Creating a three-year License with Stipulations as part of a district-sponsored pathway for experienced teachers to receive another teacher license in a new subject or developmental level
- Issuing licenses to teachers from another state who have successfully completed the edTPA or the National Board process (*Foundations of Reading Test still required*)
- Starting January 1, 2018, allowing Initial and Professional Educators to use professional growth goals and work in Educator Effectiveness as another option to renew or advance their license
- Allowing educator preparation programs flexibility in their admissions policies by removing specific testing (Praxis CORE) and GPA requirements from rule
- Allowing teacher and pupil services candidates to demonstrate content knowledge with a 3.0 or high GPA in license area or by successfully completing a content-based portfolio in addition to the current Praxis II and ACTFL content tests.
- Removing the master's degree requirement for the Library Media Specialist License and make it a stand-alone license based on completion of a major

- Creating a Junior Reserve Officer Training Corps teaching license allowing someone who has been certified as a JROTC instructor by a branch of the military to teach JROTC courses in a high school

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)

Local:

It is possible that this emergency rule could create additional flexibility in the teacher licensing process for individuals seeking a teaching license by developing alternative pathways to licensure and reducing the regulatory burden on applicants and the employing school district. It is likely to lower costs for school districts because the flexibility may result in less time and resources directed to staff recruitment compared to the status quo.

State:

The implementation costs as a result of this emergency rule are minimal and it is assumed such costs may be absorbed by the Department.

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

In order to address staffing difficulties in school districts, this emergency rule makes changes to existing administrative code to make the teacher licensing process more amenable to school district staffing needs through strategies such as: fewer licenses with greater flexibility, easing the licensing process for out-of-state license holders, reducing the testing burden, and expanding pathways into the profession. The Department's work with the Professional Standards Council and other stakeholder groups supported the advancement of this emergency rule, which provides flexibility around current licensure practices with the goal of developing, supporting, and retaining teachers. Without this emergency rule, the current rule would still be in effect and the Department would continue to administer school personnel licensure as it exists in PI 34.

Long Range Implications of Implementing the Rule

The emergency rule will have the effect of making the teacher licensing process more flexible, thereby helping address staffing difficulties in school districts. However, because this is only an emergency rule, the changes listed above will only be in effect for the duration of time for emergency rules as governed by statute until the Department can promulgate an accompanying permanent rule.

Compare With Approaches Being Used by Federal Government

N/A

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

N/A

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