



DAN FEYEN

STATE SENATOR

18th Senate District
(608) 266-5300
Sen.Feyen@legis.wi.gov

PO Box 7882, Madison, WI 53707-7882
<http://legis.wisconsin.gov/senate/18/feyen>

To: The Senate Committee on Education
From: Sen. Dan Feyen
Re: Senate Bill 917

Hello Chair and members of the committee, thank you for taking the time to hear testimony on SB 917.

Every single one of us represents an area with teacher shortages. Wisconsin is seeing workforce shortages across the board, but teachers are drastically needed in our cities, suburbs and rural areas.

SB 917 is one way we can address this shortage by incentivizing students to pursue teaching as a career and then getting those students into the classroom sooner. This bill joins 28 other states by creating the framework for a teacher apprenticeship program.

Currently, teaching students in Wisconsin spend 3.5 years in a university classroom and are only “learning on the job” through student teaching for one semester. This leads to new teachers with very little in-class experience and can cause high turnover rates. SB 917 allows a university to increase the amount of student teaching up to 4 semesters. This will give teaching students ample time to adapt to the classroom setting and have them better prepared for their career by the time they graduate.

This will also get our teaching students into the field quicker, helping alleviate teacher shortages. SB 917 can also help lower the burden of college tuition for teaching students. By requiring the Department of Instruction to establish a teacher apprenticeship program, apprentices can earn “while they learn” in the student teaching setting. Through this bill, Wisconsin could also become eligible for Teacher Apprenticeship grants available through the Department of Labor.

Lastly, I want to stress that this bill is permissive. It does not force any university to adopt, it simply gives them the ability to opt into the model. If a university decides to pursue a teacher apprenticeship program, they will maintain all autonomy over the program, including control of entrance requirements, general education requirements, partnerships with school districts, and student fees.

Thank you very much for holding a public hearing on this bill.



TO: Senate Committee on Education

FROM: Chris Reader, IRG Action Executive Vice President
Quinton Klabon, IRG Senior Research Director

DATE: January 23, 2024

RE: SB 917, "teacher apprenticeship" teacher preparation legislation

Senator Jagler and committee members, thank you for the opportunity to testify on Senate Bill (SB) 917, important teacher preparation legislation that could set up Wisconsin for an excellent new policy: teacher apprenticeships. Thank you also to Sen. Feyen for his leadership on this bill, and thank you to the many cosponsoring legislators. Today, you've heard many ways to address the teacher shortage. We hope that teacher apprenticeships become the core of your efforts.

IRG Action is the advocacy and lobbying partner of the Institute for Reforming Government, a Delafield-based think tank that works to give all Wisconsinites an opportunity to prosper. Central to our prosperity is having high-quality teachers in high-quality public and private schools. Districts across the state, including yours, lack enough high-quality teachers to fill classrooms, forcing them to be less selective. If we can increase the quantity, quality, and stability of the teachers that come from our universities, we can strengthen our schools and ensure much more academic growth for our K-12 students.

I'm Quinton Klabon, Senior Research Director at IRG. My hometown is my beloved Wisconsin Rapids, and I live in Milwaukee now. Let me tell you about a job that had the lowest possible stakes. For my first job, I sold video games at GameStop, the video game retailer. I adored that job because my fantastic bosses made it low-stress. These are the toughest questions I had to ask myself on any given day. "How can I explain to this dad that Wii and Playstation 3 are 2 different things? Can I alphabetize the shelves before I have to clock out? Does that child in the back who's played Guitar Hero for 6 hours straight have some kind of parent or guardian around, or do I need to alert the authorities?" Because the stakes were low and the stress was low, my bosses hired me without any real hands-on experience.

In contrast, I can't think of anything with higher stakes than teaching. We put 22-year-olds in charge of 25 young lives. We ask them to make 5-year-olds sit still or make 17-year-olds respect

them. We ask them to clear high-stakes testing requirements, solve mental health crises, report students' problems at home, and sacrifice their evening family time to grade papers.

So, why do we only give them 4 months of experience before they start their jobs? Yes, most college students only complete 1 semester of "student teaching" before entrusting them with our children's futures. They spend 3-and-a-half years reading about how to teach kids and only half a year actually doing it.

In state after state, the way we train teachers contributes to the teacher shortage crisis. [According to DPI](#), roughly the same amount of kids are enrolling in college to become teachers as before Act 10. But we have fewer and fewer teachers because of 2 things. Fewer students are completing college, and an astounding 18% of teachers quit within their first 2 years. We don't have teachers in schools because the 18-year-olds who dreamed about becoming educators aren't teaching when they're 24.

Figure 2: Trends in EPP enrollment in Wisconsin and surrounding states relative to 2008-09

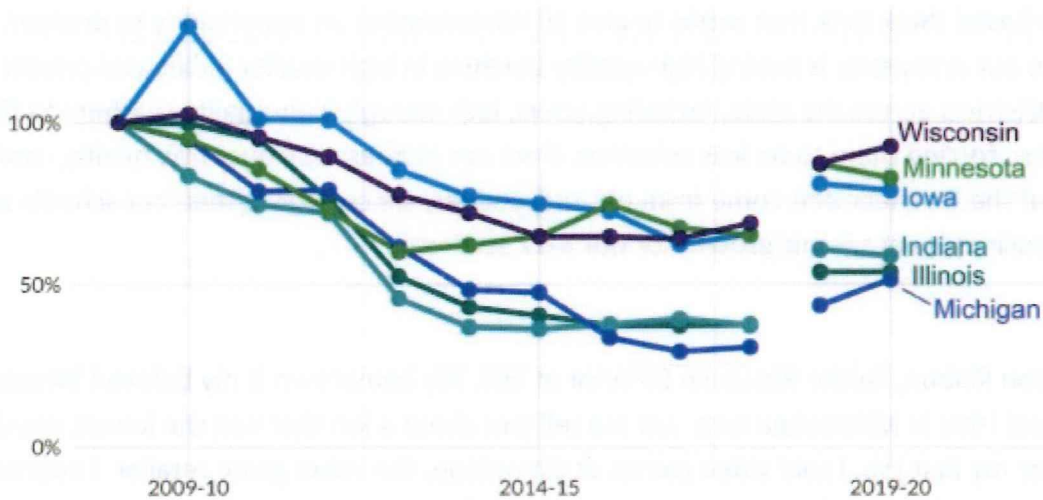


Table 10: EPP Enrollment and Completion | Table 18: Average First Year Teacher Retention over Time

State	Enrolled	Completed	Average Retention Metric			
			Teaching Experience	Same State	Same District	Same School
Illinois	53.6%	43.0%	Year 0	100.0%	100.0%	100.0%
Indiana	58.6%	77.9%	Year 1	89.1%	80.0%	75.2%
Iowa	78.8%	80.7%	Year 2	82.1%	68.1%	61.2%
Michigan	51.4%	38.8%	Year 3	75.2%	57.4%	49.7%
Minnesota	82.7%	83.7%	Year 4	70.5%	50.4%	42.8%
Wisconsin	92.4%	76.8%	Year 5	66.8%	46.0%	37.8%

Ask superintendents why 18% quit and you'll hear what we at IRG heard. "I didn't make enough money to pay off my student debt," said someone. "It wasn't what I expected," said another. "My classroom was out of control and it was driving me insane." A third added, "I would cry myself to sleep some nights and dread coming to school on Monday because it felt like I couldn't do anything right." When we don't give teachers enough hands-on experience to succeed, we should expect 18% turnover, if not higher.

That shortage is horrible for schools. 18% turnover in a suburban district means your human resources team is going to waste a lot of time processing applications. 18% turnover in a rural district means your kid's going to learn from long-term substitutes or the principal is going to cover their class. 18% turnover in an urban district means your kid's going to be taught by new immigrants from Nigeria, Mexico, or the Philippines, whom your district helped immigrate here. 18% turnover in a private school probably means you'll shut down.

18% turnover is horrible for students as well. Research tells us that teachers are [not very effective](#) in their first 2 years. The first year is about surviving. The second year is about perfecting the craft. It's not until [year 3](#) that teachers [help kids grow](#). That means 1 in 5 Wisconsin teachers leaves before they ever hit their prime. Even worse, that means your child has a [13% chance](#) of being taught by a novice teacher. If your child got a series of newbie educators, they could be set back permanently. That's happening in many schools across the state, and is likely partially to blame for our mediocre reading scores.

The situation is also unfair to teachers. Any 22-year-old who signed up for low pay and signed away evenings and weekends deserves better than feeling unprepared and unsuccessful. Educators are the best of us, and they deserve our best, too.

So, we have a teacher shortage caused by teaching majors not graduating from college and, if they do, not staying in the profession. Therefore, if we want to fix the teacher shortage with high-quality teachers, we need to make sure that college is affordable and accessible enough to get through, and we need to make sure that teachers get 2 years of experience to be able to tough it out in the classroom.

Teacher Apprenticeships

Luckily, other states have invented a way to do this: teacher apprenticeships. They're something my group, IRG, has [discussed with stakeholders](#) for almost 1 year. What are teacher apprenticeships? In short, we plug the current registered apprenticeship system into the college experience to get the best of both worlds. Colleges extend the amount of student

teaching time students receive at university from a half a year to between 1 to 2 years. They provide student teachers with experienced mentors at local schools for a certain number of hours (2,000 in Wisconsin). That qualifies them as registered apprentices, the same as plumbers, electricians, or nurses. Students can earn as they learn to pay down student debt and get real-life experience that prepares them for real-life classrooms.

It's such a good idea that they're loved by everybody. [Tennessee's Republican governor](#) started them with [President Biden's administration](#) in 2022. Both small colleges and the University of Tennessee system now use them. In just 2 years, they're in [28 states](#), blue and red. The [National Education Association](#) union likes them just as much as [ExcellnEd](#), the conservative group that advised you on Act 20 literacy reforms. The [National Rural Education Association](#), [state labor departments](#), and [right-leaning American Enterprise Institute](#) all see their benefits. There is even momentum in Wisconsin! The [Appleton Area School Board](#) noticed earlier this month that the Wisconsin Association of School Boards would vote on a similar [resolution](#) at this month's conference, so the board spent 7 minutes of their meeting talking about how much they want teacher apprenticeships. Superintendent Underly herself has called them "[really exciting](#)" on Wisconsin Public Radio and is working out the technical side with the [Department of Workforce Development](#). And, of course, there's SB 917.

We're here today because teacher apprenticeships could solve the teacher shortage if we design them in a way that gets the best results. This bill helps accomplish that.

What do you need to know about teacher apprenticeships and how SB 917 helps shape the best version of them?

They're the next evolution in teacher preparation.

Teacher apprenticeships are in 28 states, but they look different in each state. Some states only require teachers to get an associate's degree to start their apprenticeship. This bill is not looking to change the bachelor's degree requirement. Some states require teachers to get a typical bachelor's degree, then do an apprenticeship for their master's degree. Honestly, that wastes a lot of teachers' time and doesn't save them money; yes, they're earning while they learn, but it's to get a degree they typically would not pursue. Some states require teachers to get a bachelor's degree at night while doing the apprenticeship during the school day. But if we're trying to decrease the amount of teachers dropping out of college, making them work a full-time job during college seems risky.

This bill allows universities to opt into a new model. Future teachers could apprentice up to 4 semesters of college. Instead of those hours being on top of classroom learning, students would receive general education credits so that they graduate in 4 years under a normal school schedule. Universities could decide how to apply those general education credits to the student's bachelor's degree. In [IRG's paper](#), we suggest colleges use a "2+2" model. It would consist of 2 years learning to teach their subject and manage classrooms, just like they do now, then 2 years of student teaching under a master teacher, copying [teacher residencies](#). The general education credits could be used to fulfill general education requirements (calculus, foreign language) that prevent a lot of students from graduating. Right now, DPI code requires a "[general education program](#)" for teachers to graduate. This bill would change that, raising the bar for teacher quality instead of focusing on courses that don't help teachers teach.

We don't know what DPI and DWD's version of teacher apprenticeships looks like, but they may propose a version that makes becoming a teacher more time-consuming or more expensive. This bill would give them power to make teaching degrees less expensive and more effective in the same amount of time.

What else do you need to know?

They lower teachers' college debt.

Who wants to start a [\\$38,000-a-year](#) job with [\\$22,000](#) in debt? Few do, and working-class students can't. When only middle-class people can become teachers, the result is a brutal [teacher shortage](#). Teacher apprenticeships allow students to earn as they learn by being hired as paraprofessionals by their local schools. Wisconsin can also pay for it through [federal apprenticeship funding](#), as teacher apprenticeships are a major initiative of the Biden administration.

This bill also allows a possibility happening in other states: lowering the cost of tuition during the apprenticeship years. Universities can slash costs during later apprenticeship years when students aren't in college classrooms because they can make up the difference through increased enrollment from a more accessible teaching degree.

They get teachers the experience they need.

You can read all the parenting books in the world, but nothing prepares you for the real thing. Similarly, educators spend 3 years reading about stopping meltdowns in chemistry class and [1 semester](#) actually practicing it. Young teachers often take the state's hardest teaching

assignments, and many of them get walked on before walking out the door. Apprenticeships ramp up real-world experience under the guidance of expert teachers, building confidence. The more battle-tested a teacher trainee is, the more likely they'll survive their first years solo, minimizing teacher turnover.

This bill's model allows for the best possibility: 2 full years of teaching experience with a mentor before they ever lead a classroom alone. 2 years of preparation would ensure no child would ever have a rookie teacher ever again. The academic gains from such a policy could be substantial.

They help make school choice possible.

People aren't becoming teachers generally, but they're definitely not becoming teachers in religious schools anymore. [Catholic](#), [Lutheran](#), and other schools can't pay as well and often lose staff to school districts or other professions. Without high-quality teachers, school choice can't survive. Some of the highest-quality schools in Milwaukee right now are going without principals or specialized teachers. Rural schools are closing.

This bill would help universities like Concordia or Marquette supply teachers to local parochial schools and those statewide.

They increase diversity among teachers.

[70% of Wisconsin teachers](#) are White women. We don't need to believe in quotas for that to be important. We know that boys are doing much worse in schools than girls are. Could a cause be that they don't have male role models in school until high school because only 17% of K-8 teachers are men? What about language? 10% of Appleton's kids speak Spanish or Hmong at home, but we know only 4% of Appleton's teachers are Hispanic or Asian. When teachers need to communicate problems to their parents, how can they connect? That's as common in Abbotsford and Wausau as it is in Whitewater or Milwaukee. It also addresses geographic diversity. 25% of Milwaukee Public Schools students are Black boys, but only 5% of their teachers are Black men. We need to increase diversity not because only Black males can educate Black males, but because a community should be able to educate its own children. Black River Falls has 321 Indigenous students but only 2 Indigenous teachers. Kids from Nekoosa and Cameron can't wait to move to Madison or Minneapolis, those communities age, and when the senior teachers retire, there's nobody left to replace them.

This bill would allow colleges to raise teachers from their own communities. General education courses and prospective debt lock out potentially incredible teachers. This bill would allow teacher apprenticeships to remove both while respecting colleges' autonomy.

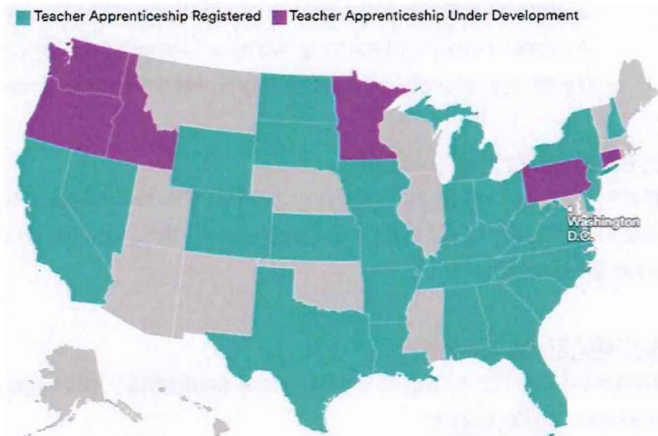
Right now, we expect every future teacher to have access to a trust fund to pay for college, handle calculus functions with ease in college, and perform perfectly after college with barely any preparation. When it comes down to it, though, we just need folks who can motivate kids for phonics and arithmetic. Let's catch up to the rest of the Midwest and do teacher apprenticeships. SB 917 would help do them the right way, increase teacher quantity, quality, stability, and diversity for public and private schools.



Teacher Apprenticeships: Tackling the Teacher Shortage

WHAT IS IT?

- Hands-on path to teaching degree
- Exists in 28 states, red and blue
- Earns bachelor's degree
 - 2 years in college classrooms studying teaching subject and methods, no change
 - 2 years in schools student teaching under mentor teacher and professor
- Unlocks federal apprenticeship funding



HOW DOES IT HELP?

- Decreases teachers' college debt by allowing teaching students to take fewer college courses and earn money while they apprentice
- Increases teacher quality by giving teachers more real-world classroom experience before they teach on their own, ensuring no child ever has a rookie teacher
- Increases teacher quantity by removing financial and administrative barriers to the profession
- Increases school staff stability by reducing turnover from burnout and "growing your own" staff from within their communities

WHY IT IS NEEDED?

- High college debt and low starting salaries make a teaching career a tough financial decision
- 13% of students are learning from 1st- or 2nd-year teachers
- Time spent on general education courses is better spent on hands-on training
- Teaching shortage hurts school districts, charter schools, and private schools.
- 18% of teachers quit before they get to their 3rd-year, hurting achievement and exacerbating the shortage

WHO SUPPORTS IT?

- Red and blue states, including Tennessee, Michigan, Ohio, and California
- Biden administration, National Education Association, Council of Chief State School Officers
- State Workforce Departments, ExcellnEd, AEI, National Rural Education Association
- Wisconsin DPI and DWD working on pilot concept with National Center for Grow Your Own
- Bipartisan opportunity



Teacher Apprenticeships: Why Use A 2+2 Model?

IRG proposes a new option for a teacher to get their bachelor's degree:

2 years of college coursework, learning classroom management and their subject matter.

2 years of student teaching, using a formal apprenticeship model.

0 general education courses, which cost time and money without adding value for kids.

Wisconsin Apprenticeship Rule

Current [state law requires 2,000 hours](#) of on-the-job learning to qualify as an apprentice. Given that one school year only amounts to about 1,400 hours, teacher apprentices would need to complete two years of in-the-classroom training to meet this requirement.

Successful State Models

National Council for Grow Your Own (non-profit that drove apprenticeships nationally): [minimum of 2,000 hours](#).

Tennessee: [4,000 hours](#).

Michigan: [2,000 hours](#).

Ohio: [2,000 hours](#).

California: [2,000 hours](#).

Florida: [2 years](#).

Washington: [2,000 hours](#).

Research

Research supports emphasis on student teaching.

Research shows that teachers [improve the most](#) in the first couple years of their teaching career.

Parents prefer “experienced teachers,” and most of that bump in quality comes from [teachers' first 2 years of growth](#).

If teachers burn out early, generations of students lose out on the [academic gains](#) that come from teachers in their primes.

Good for Teachers

More years spent earning while learning means:

Lower tuition or tuition subsidies.

More classroom expertise.

Lower likelihood of early-career turnover.

Fewer barriers to entry caused by general education courses.

More paraprofessional/teaching assistant vacancies filled by high-quality people.

Good for Universities

Universities can weigh the academic or financial changes of 4 full semesters of paid, on-the-job student teaching. The bill allows them to set their own standard between 1 and 4 semesters or opt out entirely.



WILLIAM PENTERMAN

STATE REPRESENTATIVE • 37TH ASSEMBLY DISTRICT

(608) 237-9137
Toll-Free: (888) 534-0037
Rep.Penterman@legis.wisconsin.gov

P.O. Box 8953
Madison, WI 53708-8953

January 23, 2024

Senate Committee on Education

Testimony from Rep. William Penterman in favor of Senate Bill 917

Chairman Jagler and members of the Senate Committee on Education – thank you for taking my testimony in support of Senate Bill 917 (SB 917), relating to student teaching requirement for teacher preparatory programs and granting rule-making authority.

We are currently grappling with a substantial teacher shortage, exacerbated by the soaring costs of higher education and the stagnation of industry standards. These factors have created a scenario in which the teaching profession struggles to fill essential vacancies. The consequences of classrooms lacking qualified educators are keenly felt by students, communities, and our entire state. In response to these challenges, the proposed legislation aligns with successful initiatives from states like Texas and California, implementing the "2+2" model. This model involves two years of lectures coupled with two years of hands-on classroom experience.

SB 917 takes a strategic and forward-thinking approach to address the existing hurdles faced by aspiring teachers, with the primary goal of enhancing the quality of education and enriching the overall educational experience for students. Recognizing the significance of practical, on-the-job learning for teachers, the proposed apprenticeship model mirrors academic research and endeavors to ensure that educators are well-prepared for the dynamic challenges presented in the classroom.

Amidst a teacher shortage affecting our state, the adoption of a teacher apprenticeship model emerges as a practical solution to attract and retain high-quality educators. The bill's emphasis on hands-on learning and the reduction of financial barriers aims to make teaching a more appealing and accessible profession.

Notably, the apprenticeship model has garnered widespread support from a diverse range of stakeholders, transcending partisan lines. This includes backing from the Biden administration, National Education Association, Council of Chief State School Officers, ExcellnEd, and the Institute for Reforming Government, among others. The Wisconsin Department of Public Instruction (DPI) has also expressed support by affiliating with the National Center for Grown Your Own network, a 501(c)(3) non-profit organization offering technical assistance to entities interested in launching teacher apprenticeships.

In essence, this bill represents a proactive and innovative approach to confront the challenges faced by our education system. By moving this legislation forward, we are not only investing in the future of our educators but also laying the groundwork for a more resilient and effective educational environment for our students.

Thank you for your time and consideration.



WISCONSIN INSTITUTE
FOR LAW & LIBERTY

TESTIMONY IN SUPPORT OF SENATE BILL 917

January 23, 2024

Chairman Jagler, Vice-Chair Quinn and members of the committee,

My name is Miranda Spindt and I am a policy Associate at the Wisconsin Institute for Law and Liberty, a law and policy center based in Milwaukee. Thank you for allowing me to speak in support of Senate Bill 917 to create a teacher apprenticeship pathway to licensure in Wisconsin.

In Southeast Wisconsin alone, completed education degrees and certificates decreased by 12.9% from 2011 to 2019.ⁱ Not only is enrollment down, but between 2011 and 2017, the number of people who ultimately receive a teaching license after completing their program decreased by 8.2%.ⁱⁱ Upon finally entering the classroom, new teachers find themselves unprepared and unsupported, and 44% of teachers leave the profession within the first five years.ⁱⁱⁱ

This decline in teachers harming our children's educational achievement. Wisconsin faces subject shortages in special education, English as a second language, math, and science,^{iv} and 14% of middle and high school classes are taught by a teacher who is not trained to teach the subject—a problem more often seen in Milwaukee and rural counties. In a state where about 60% of students are not proficient in reading, this is a serious problem.

Teacher apprenticeship programs are a recent innovation designed to make a real dent in addressing teacher shortages across the country. Apprenticeships can reduce or eliminate the cost of obtaining a bachelor's degree in education so that teachers are not going into exorbitant student debt for a career that is generally on the lower end of earnings for those with a bachelor's degree. Apprentices are also paid for their work, making them better able to relocate to high demand areas for their apprenticeship. This pathway would not just make the teaching profession more financially accessible, but it will better prepare teachers in the early years of their career. Having extra experience and support has been proven to reduce turnover rates and improve student outcomes in math and reading.^v

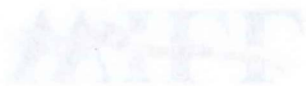
Tennessee was the first state in 2020 to create a statewide teacher apprenticeship program that has become a very successful model. The Clarksville-Montgomery County School System, the first district in Tennessee to participate, had twice as many teaching candidates than positions available after just three years.^{vi} In 2022, the US Department of Labor recognized the K-12 teaching occupation as apprenticeable.^{vii} As of November 2023, there are 28 states with registered teacher apprenticeships and five where one is under development.^{viii} All of our neighboring states, except for Illinois, have or will soon register an apprenticeship program.

While no one policy change is a silver bullet to solving the teacher shortage, teacher apprenticeships are an important part of the future of teacher education and training. SB 917 gives our educator preparatory programs some flexibility to design a program that best fits the needs of their students and communities while ensuring that candidates meet our current

standards of licensure. This would be an important step to making the teaching profession more accessible, revamping the teacher pipeline, and improving student outcomes. Thank you for your time and I am happy to answer any questions.

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- i https://wispolicyforum.org/wp-content/uploads/2021/08/Focus_21_13_-HERA_Education.pdf
 - ii <https://will-law.org/wp-content/uploads/2021/09/TeacherLicensure2021.pdf>
 - iii <https://www.nsba.org/ASBJ/Issues/October/Teacher-Retention>
 - iv <https://www.newsnationnow.com/us-news/education/education-reform/hold-how-each-state-is-solving-its-teacher-shortage-and-could-you-become-a-teacher/>
 - v https://www.nber.org/system/files/working_papers/w13868/w13868.pdf
 - vi <https://www.k12dive.com/news/this-tennessee-districts-grow-your-own-program-is-set-to-eliminate-teacher/622554/>
 - vii <https://www.tn.gov/content/dam/tn/education/grow-your-own/GYO%20Apprenticeship%20Sponsor%20Letter.pdf>
 - viii <https://www.newamerica.org/education-policy/edcentral/how-teacher-apprenticeship-is-changing-teacher-preparation/#:~:text=In%202021%2C%20New%20York%20was,the%20US%20Department%20of%20Labor.>

THE UNIVERSITY OF TENNESSEE SYSTEM



THE UNIVERSITY OF TENNESSEE
100 EAST AVENUE, SUITE 1000
KNOXVILLE, TN 37902-0000



January 22, 2024

Senate Committee on Education

**Department of Public Instruction Testimony
2023 Senate Bill 917**

Thank you, Chairperson Jagler and members of the committee, for the opportunity to testify before you today. My name is Jennifer Kammerud. I am the director of the Licensing, Educator Advancement and Development Team at the Department of Public Instruction (DPI). With me today is Tom McCarthy, Associate Deputy State Superintendent. On behalf of the DPI, we are here today to testify in opposition to Senate Bill 917 (SB 917).

The DPI supports a registered apprenticeship model to prepare teachers. Registered apprenticeships can be powerful grow your own models that result in high retention rates. Apprenticeships are a strategy to both attract and retain educators. This is especially important when we know that our state retention rate is only 67% in the first five years. To that end, the department has been working closely with the Department of Workforce Development (DWD) to develop a registered teacher apprenticeship program and hope to have the first apprentices starting in the fall.

While the DPI appreciates the intention behind SB 917 it would impact all educator preparation programs in the state and disrupt the work done to get a teacher apprenticeship off the ground by changing who sets the rules around apprenticeships.

Section three of the bill creates a differentiated system of educator preparation programs. Under state law all educator preparation programs meet the same requirements and consist of both institutions of higher education and for-profit and non-profit entities, with the latter including Cooperative Educational Service Agencies (CESAs) and one school district. This bill makes requirements on one type of educator preparation program, institutions of higher education. It is unclear whether the state superintendent would thus be authorized to recognize longer periods of teaching in other educator preparation programs.

To move to a longer period of student teaching a preparation program at an institution of higher education would be required to award general education credit for student teaching experience. Essentially the bill requires credits to be awarded by a public or private university in a certain manner, which is contrary to how Wisconsin approves educator preparation programs. Program approval is not based on credits or courses, but acquisition of knowledge and skills. This language is also problematic as it will burden the student attempting to graduate from a higher education program. General education credit is a specific term that refers to acquisition of credits required to meet general requirements, not for credit accrual in the major. Additionally, student teaching under the bill is still full days for full semesters and all other program requirements would still need to be met, extending the time requirements to complete a program significantly.

Page 2

Section four of the bill will impede progress on developing an internship by creating a conflict in statute as to which agency oversees the requirements and conditions of registered apprenticeship for teachers. Wis. Stats. Chapter 106, Subchapter I specifies that DWD is the agency responsible for the development of apprenticeship programs. SB 917 authorizes DPI to develop teacher apprenticeships in clear conflict with DWD's statutory authority.

The bill also contains an unimplementable provision under Section 1 in requiring the department to report on how long students do student teaching. The department does not collect student level information on students enrolled in preparation programs and has no system to collect this data. DPI currently meets reporting requirements under 115.28 (7g) using data collected by the federal government under Title II of the Higher Education Act, which the department analyzes and publishes as part of the annual educator preparation program and workforce analysis report.

To reiterate, the DPI is already working with DWD on a teacher registered apprenticeship. This legislation is not necessary. Thank you for the opportunity to testify before you today.

If you have questions or would like additional information, please contact Kevyn Radcliffe, Legislative Liaison, at kevyn.radcliffe@dpi.wi.gov or (608) 264-6716.