Emergency Certification in Wisconsin’s Rural Schools

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Emergency Certified Educators in Wisconsin
Impact of Emergency Certifications

★ Uncertified teachers produce significantly less strong student achievement gains than certified teachers (Darling-Hammond et al., 2006)

★ Students taught by uncertified teachers achieved about 20% less academic growth per year (Laczko-Kerr & Berliner, 2003)
Information about Emergency Certification

★ One-Year License with Stipulations

★ Three-Year License with Stipulations
Cross Categorical Emergency Certified Teachers

- 2012: 236
- 2013: 228
- 2014: 461
- 2015: 500
- 2016: 652
- 2017: 705
Emergency Certified Educators in Rural Wisconsin
Rural Teacher Shortage

★ Rural schools face difficulty in recruiting and retaining highly-qualified teachers, especially in high needs areas (Schafft & Biddle, 2014)

★ Researchers have noted the smaller pool of applicants, fewer benefits, and lower salaries contributing to the shortage of specialized teachers in rural areas (Burton, Brown, Johnson, 2013; Zost, 2010)
Emergency Certifications in Rural and Non-Rural Areas

- **Rural**
- **Non-Rural**

<table>
<thead>
<tr>
<th>Year</th>
<th>Rural</th>
<th>Non-Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>414</td>
<td>712</td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>930</td>
<td>1729</td>
</tr>
</tbody>
</table>
59% of rural or town districts had to hire emergency certified educators.

12 of these districts had 5 or more employees working under an emergency license.
of rural or town districts had to hire emergency certified educators.

of these districts had 5 or more employees working under an emergency license.
Emergency Certifications in 2016-2017

- Non-Rural: 65.0%
- Rural: 35.0%
Certification Categories in Rural Areas

Wisconsin Department of Public Instruction, 2018
*Other includes administrators and pupil services.
Where are the Emergency Certified Teachers Working?

- Special Education: 524, 306
- Special Area: 120, 102
- ELA: 85, 99
- Regular Education: 289, 90
- Science: 84, 78
- Other: 120, 76
- Library Media: 45, 49
- Foreign Language: 56, 37
- ESL: 324, 32
- Social Studies: 17, 26
- Math: 51, 22
- School Counselor: 14, 13

(Rural) □ □ □ □ □ □ □ □ □ □ □ □ (Non-Rural)

Wisconsin Department of Public Instruction, 2018
Special Education Emergency Certification Areas

2016-2017 Special Education Emergency Certification Subjects

- Multiple Subjects: 7.0% (19 subjects)
- Emotional Behavior: 2.2% (6 subjects)
- Early Childhood: 10.0% (27 subjects)
- Visual Impairment: 1.5% (1 subject)
- Specific Learning: 1.9% (2 subjects)
- Cross-Categorical: 77.4% (209 subjects)
In 2016-2017, half of rural or town districts (n=164) had to hire an emergency certified teacher to fill a vacant special education position.

Students with disabilities, who are enrolled in these districts make up 18% of students with IEPs across the state.

★ In 2015-2016, 32 districts reported a third or more of their special education staff was working under emergency licensure.

★ 11 of these districts had ALL of their special education staff was not fully certified.
What does this look like in larger districts?

<table>
<thead>
<tr>
<th>School District (Locale)</th>
<th>Number of Emergency Certified CC Teachers</th>
<th>Total CC Teachers in District</th>
<th>Percent of CC teachers who are emergency certified.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madison Metropolitan School District (City)</td>
<td>31</td>
<td>302</td>
<td>10.3%</td>
</tr>
<tr>
<td>Milwaukee School District (City)</td>
<td>167</td>
<td>528</td>
<td>31.6%</td>
</tr>
<tr>
<td>Verona Area School District (Suburb)</td>
<td>3</td>
<td>47</td>
<td>6.4%</td>
</tr>
<tr>
<td>West Bend School District (Suburb)</td>
<td>6</td>
<td>53</td>
<td>5.7%</td>
</tr>
</tbody>
</table>
What does this look like in smaller districts?

<table>
<thead>
<tr>
<th>School District (Locale)</th>
<th>Number of Emergency Certified CC Teachers</th>
<th>Total CC Teachers in District</th>
<th>Percent of CC teachers who are emergency certified.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ripon Area School District</td>
<td>2</td>
<td>6</td>
<td>33.3%</td>
</tr>
<tr>
<td>(Town)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elkhorn Area School District</td>
<td>1</td>
<td>9</td>
<td>11.1%</td>
</tr>
<tr>
<td>(Town)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>River Valley School District</td>
<td>1</td>
<td>8</td>
<td>12.5%</td>
</tr>
<tr>
<td>(Rural)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monticello School District</td>
<td>1</td>
<td>2</td>
<td>50.0%</td>
</tr>
<tr>
<td>(Rural)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Impact on Wisconsin’s Rural Schools
Effects on Teacher Attrition

★ Almost half of emergency certified teachers transferred or left teaching (Patterson et al., 2003)

★ Reasons teachers leave the profession:
  ○ Stress (Miller, Browell, & Smith, 1999)
  ○ Holding a probationary license
  ○ Having limited experience
  ○ Teaching in a specialized subject (Strunk & Robinson, 2006)
Are the teachers staying?

Per Person Emergency Certifications

- Total
- Rural
- Town
- Multiple
Are the teachers staying?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>48.6%</td>
<td>46.8%</td>
<td>47.7%</td>
<td>42.9%</td>
<td>50%</td>
</tr>
<tr>
<td>Town</td>
<td>48.6%</td>
<td>53.2%</td>
<td>50.8%</td>
<td>57.1%</td>
<td>50%</td>
</tr>
<tr>
<td>Multiple districts</td>
<td>2.8%</td>
<td>0%</td>
<td>1.5%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>26.7%</td>
<td>45.9%</td>
<td>24.1%</td>
<td>2.6%</td>
<td>.7%</td>
</tr>
</tbody>
</table>
Emergency Certified to Fully Certified

★ Difficulty providing professional development opportunities to their teachers because of their physical distance from universities (Downing & Peckham-Hardin, 2007).

★ Traditional teacher preparation programs are also not typically well-situated to prepare teachers for the unique context and challenges of rural settings (Burton, Brown, Johnson, 2013).
Are they able to receive their full certification?

2016-2017 Full Certification Attainment

- Yes: 34.1%
- No: 63.0%
- Other: 3.0%
Comparing Full Certification in Rural and Town Districts

Full Certification

- Yes
- No
- Other

Rural | Town
--- | ---
40 | 50
75 | 80
10 | 5

Comparison of full certification rates between rural and town districts.
What areas are teachers getting their full certification?

2016 - 2017 Full Certification Subjects

- Cross-Categorical: 48.9% (45)
- Multiple Subjects: 40.2% (37)
- Emotional: 1.1% (7)
- Early Childhood: 7.6% (2)

Visual Impairment: 2.2%
How are teachers obtaining their certification?

Licensure Path

Alternative
CESA
College/University
Reciprocity
Unknown

Sample size = 92
How are teachers obtaining their certification?

Comparing Licensure Paths

- Alternative
- CESA
- College/University
- Reciprocity
- Unknown

Legend:
- Rural
- Town
So, what is a possible solution?

How have emergency certifications impacted your districts?

Have you seen programs that offer innovative solutions?

What is the greatest need in this area you wish could be addressed?