



Emergency Certification in Wisconsin's Rural Schools

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Emergency Certified Educators in Wisconsin





Impact of Emergency Certifications

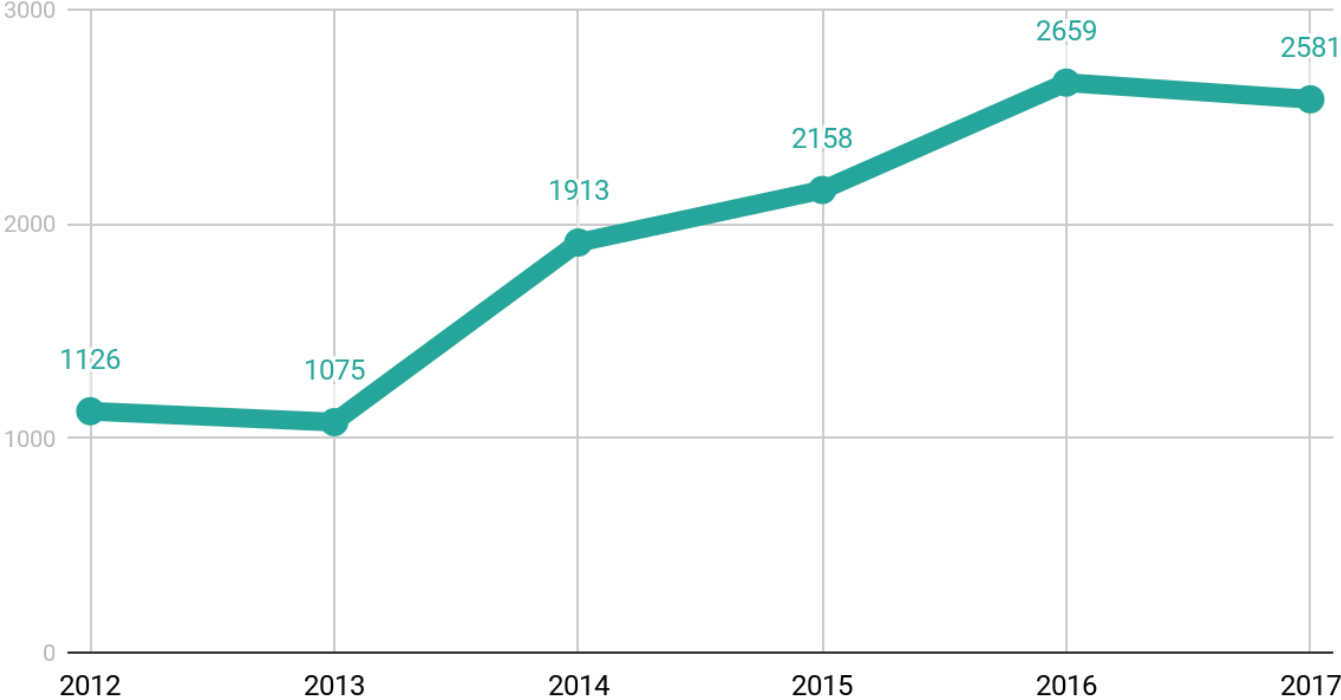
- ★ Uncertified teachers produce significantly less strong student achievement gains than certified teachers (Darling-Hammond et al., 2006)
- ★ Students taught by uncertified teachers achieved about 20% less academic growth per year (Laczko-Kerr & Berliner, 2003)



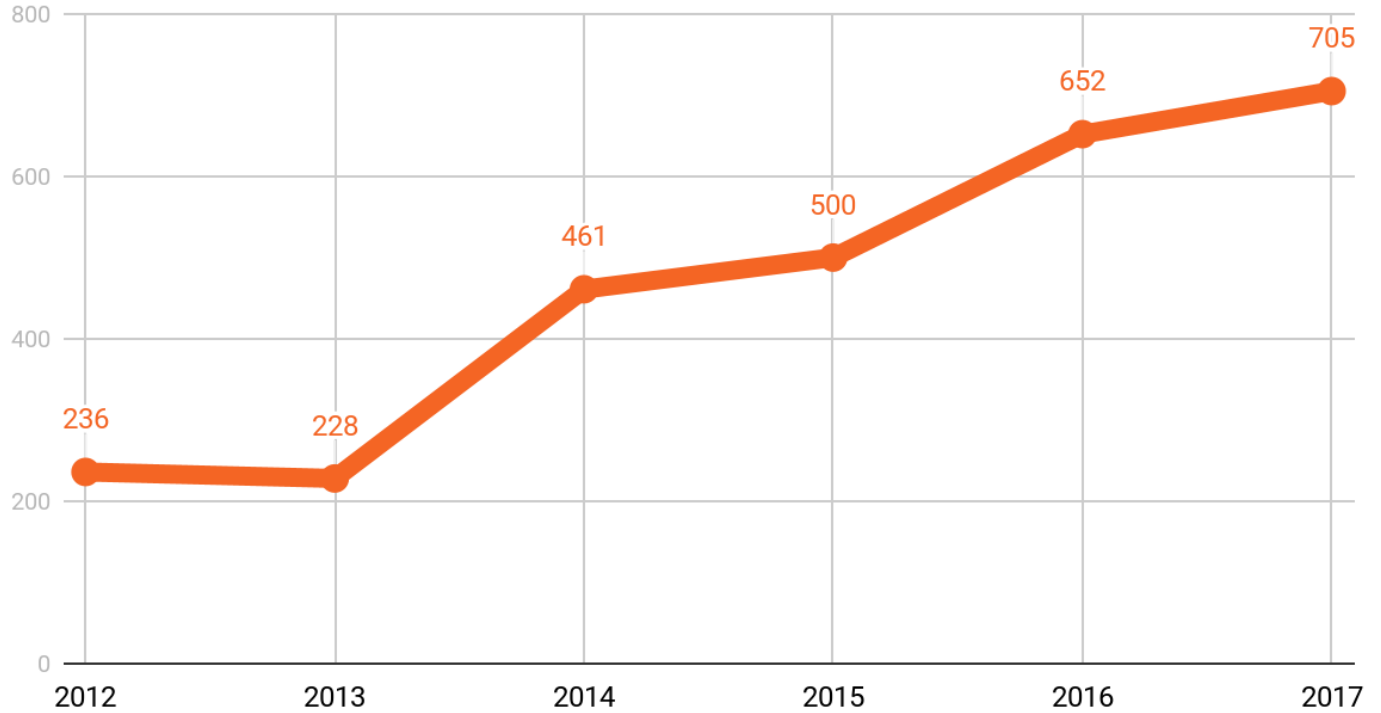
Information about Emergency Certification

- ★ One-Year License with Stipulations
- ★ Three-Year License with Stipulations

Emergency Certifications in Wisconsin

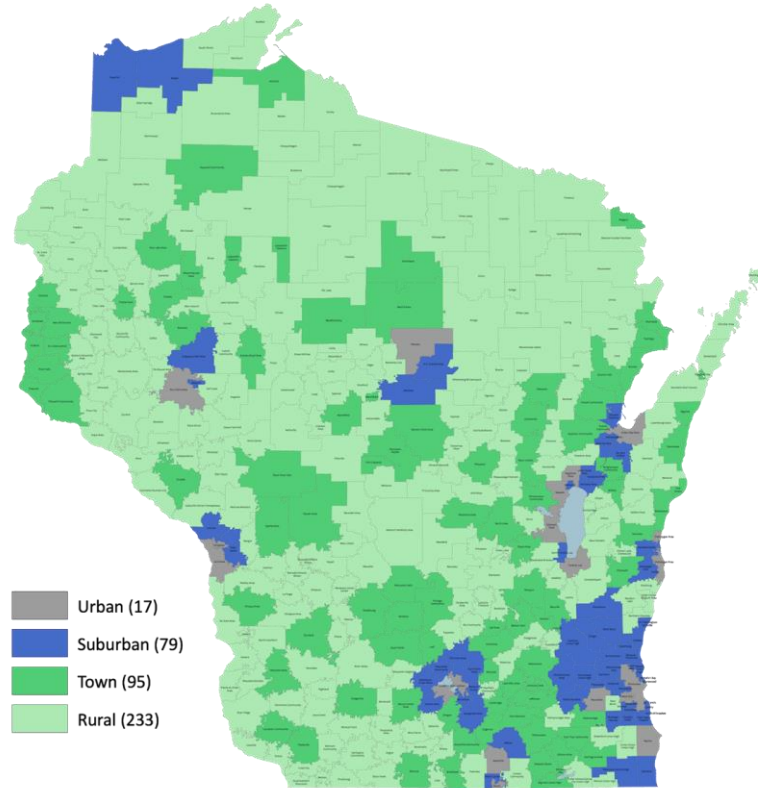


Cross Categorical Emergency Certified Teachers



Emergency Certified Educators in Rural Wisconsin

School Districts by Locale

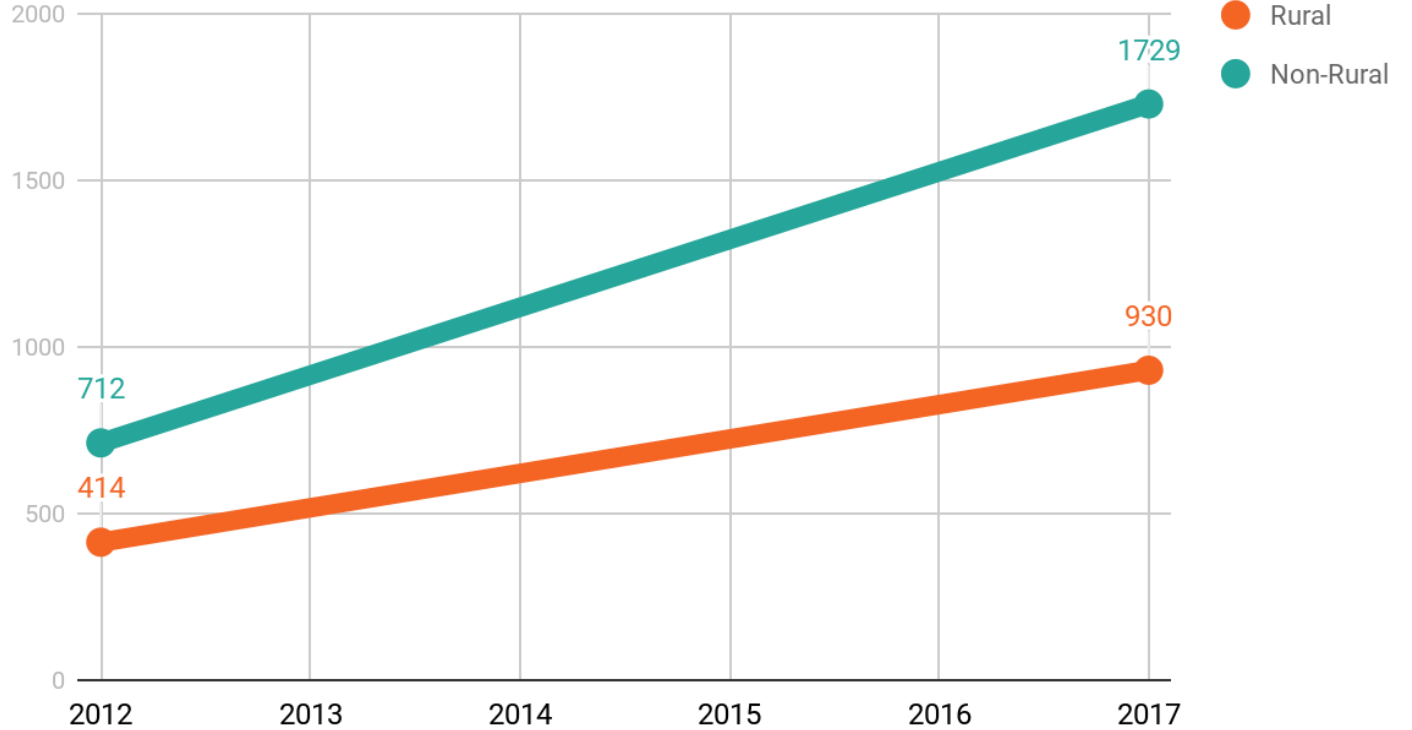




Rural Teacher Shortage

- ★ 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



2012

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.

2017

84%

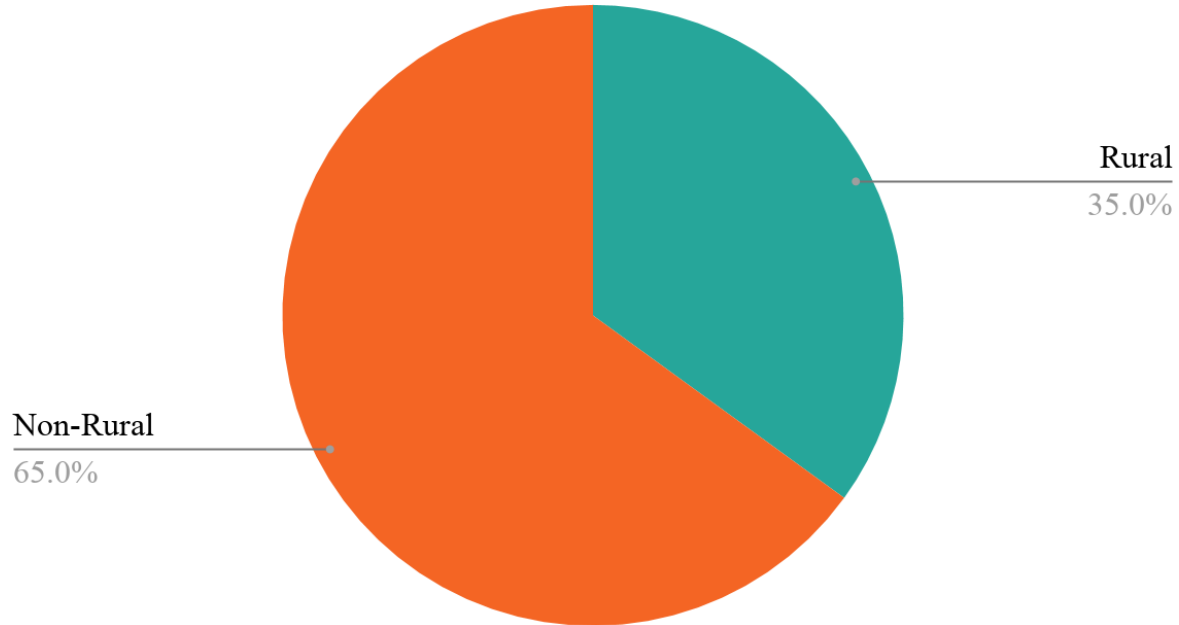
of rural or town districts had to hire emergency certified educators.

74

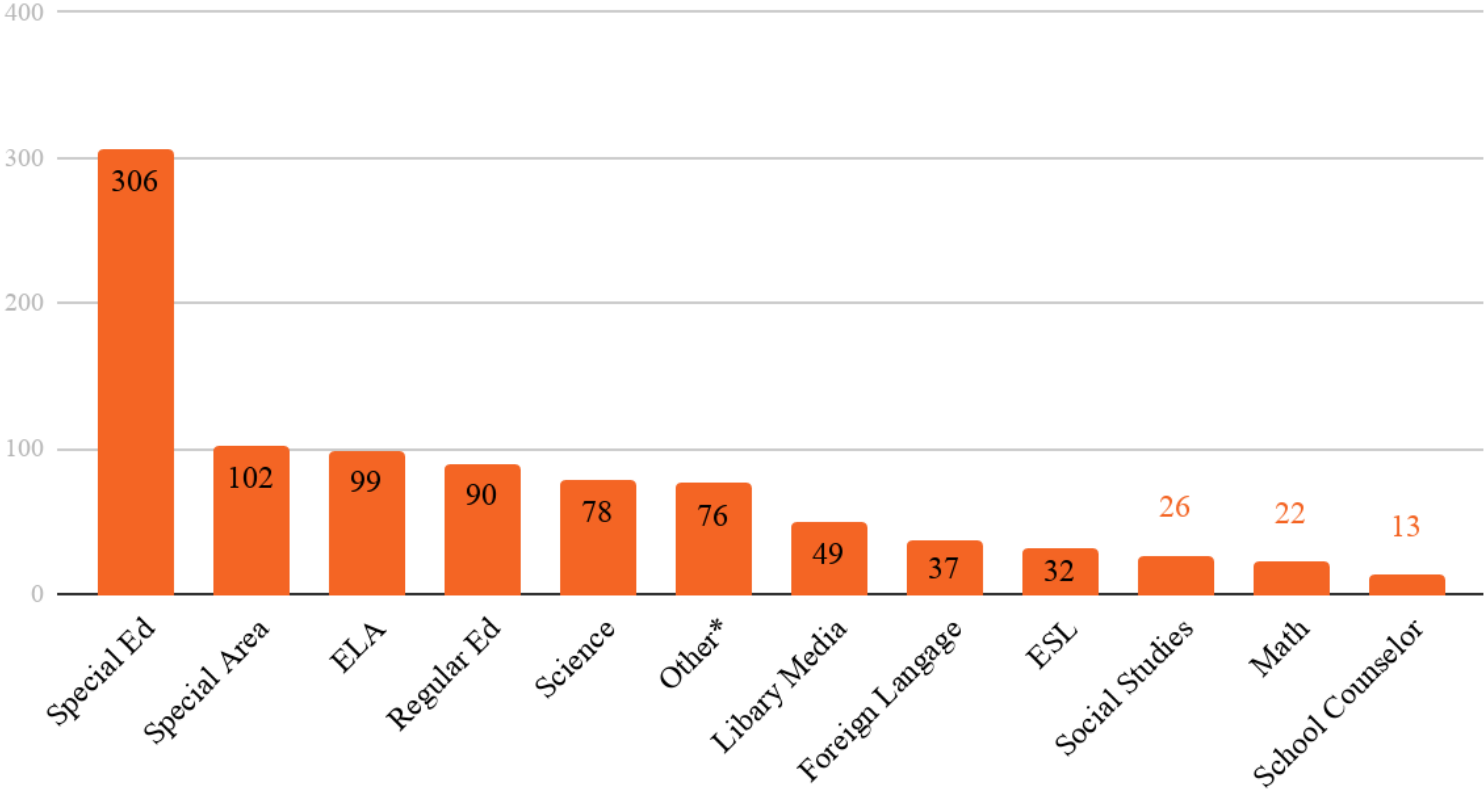
of these districts had 5 or more employees working under an emergency license.

Emergency Certifications in 2016-2017

Emergency Certifications by Locale



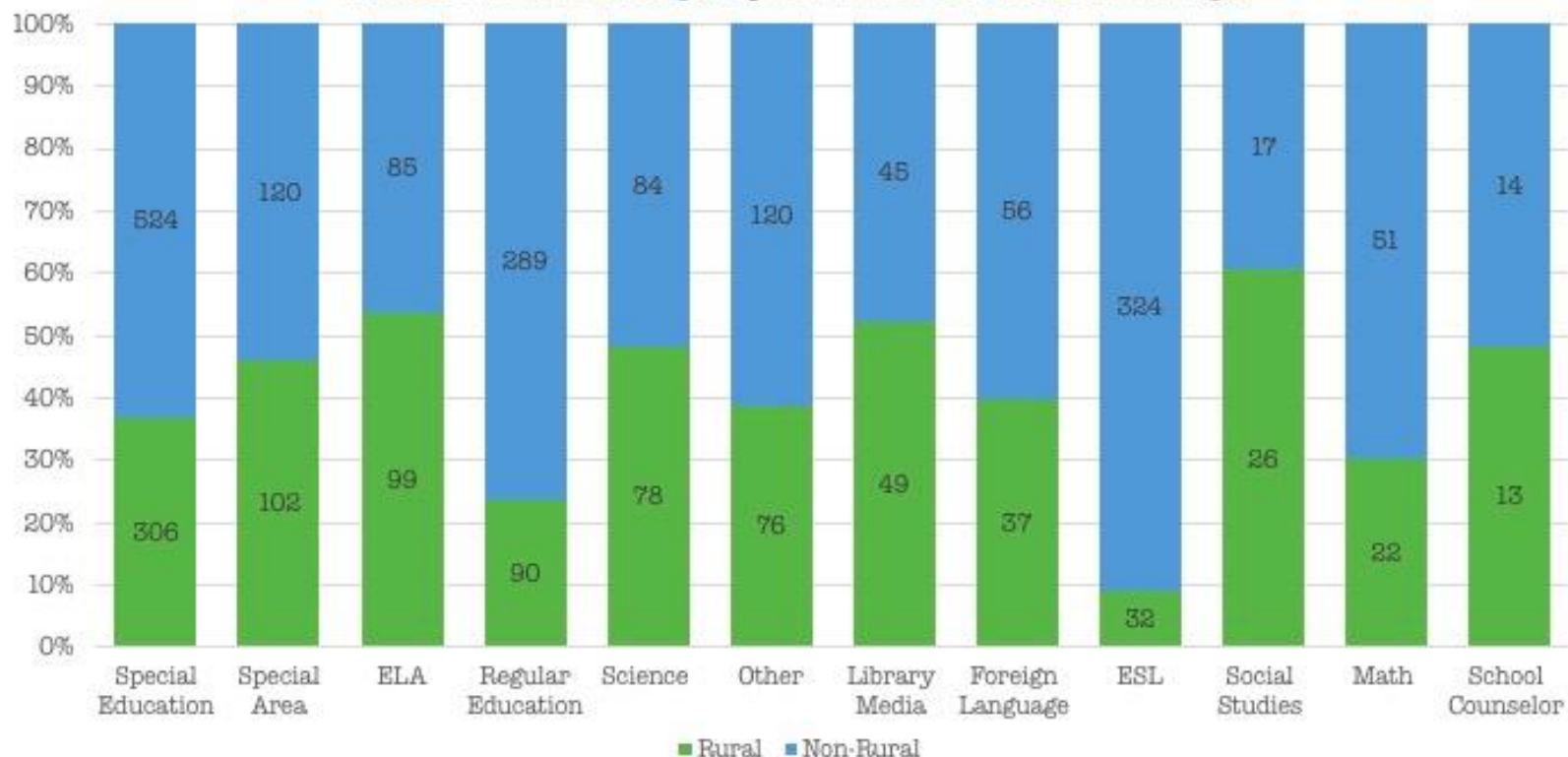
Certification Categories in Rural Areas



Wisconsin Department of Public Instruction, 2018

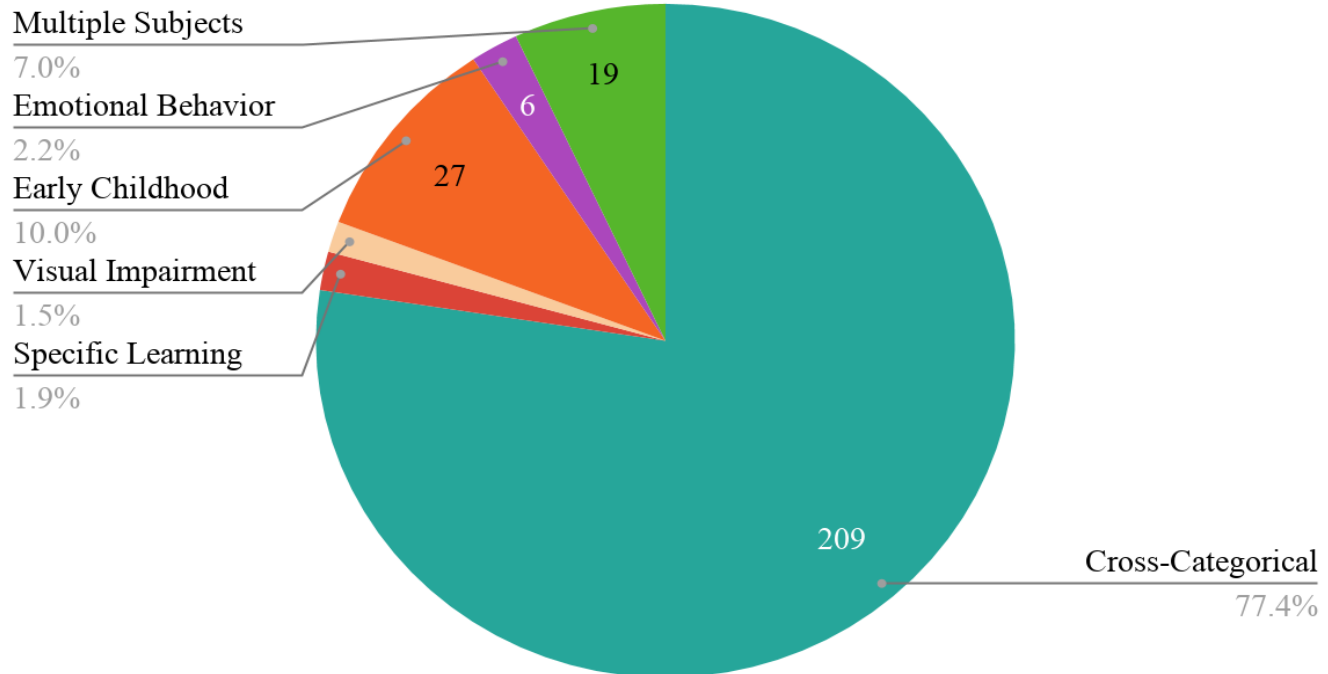
*Other includes administrators and pupil services.

Where are the Emergency Certified Teachers Working?



Special Education Emergency Certification Areas

2016 -2017 Special Education Emergency Certification 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?



School District (Locale)	Number of Emergency Certified CC Teachers	Total CC Teachers in District	Percent of CC teachers who are emergency certified.
Madison Metropolitan School District (City)	31	302	10.3%
Milwaukee School District (City)	167	528	31.6%
Verona Area School District (Suburb)	3	47	6.4%
West Bend School District (Suburb)	6	53	5.7%

What does this look like in smaller districts?



School District (Locale)	Number of Emergency Certified CC Teachers	Total CC Teachers in District	Percent of CC teachers who are emergency certified.
Ripon Area School District (Town)	2	6	33.3%
Elkhorn Area School District (Town)	1	9	11.1%
River Valley School District (Rural)	1	8	12.5%
Monticello School District (Rural)	1	2	50.0%

The Impact on Wisconsin's Rural Schools



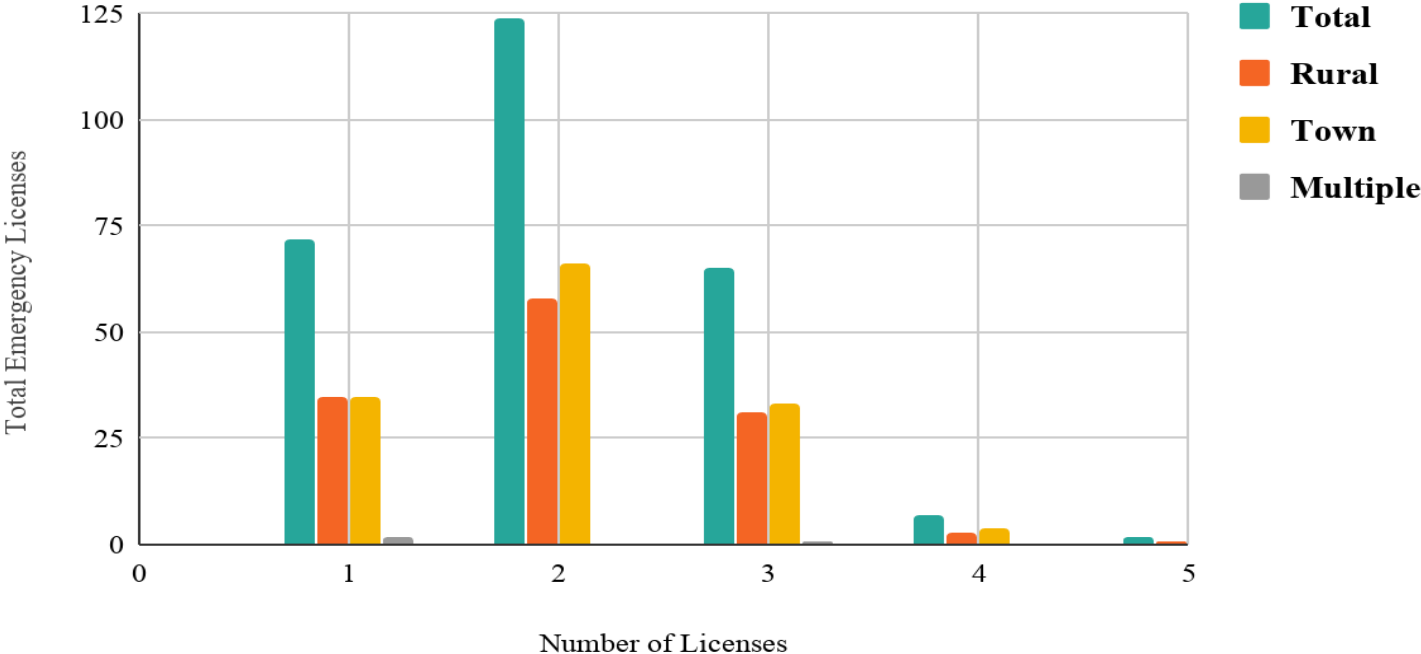


Effects on Teacher Attrition

- ★ 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



Are the teachers staying?



	1	2	3	4	5
Rural	48.6%	46.8%	47.7%	42.9%	50%
Town	48.6%	53.2%	50.8%	57.1%	50%
Multiple districts	2.8%	0%	1.5%	0%	0%
Total	26.7%	45.9%	24.1%	2.6%	.7%

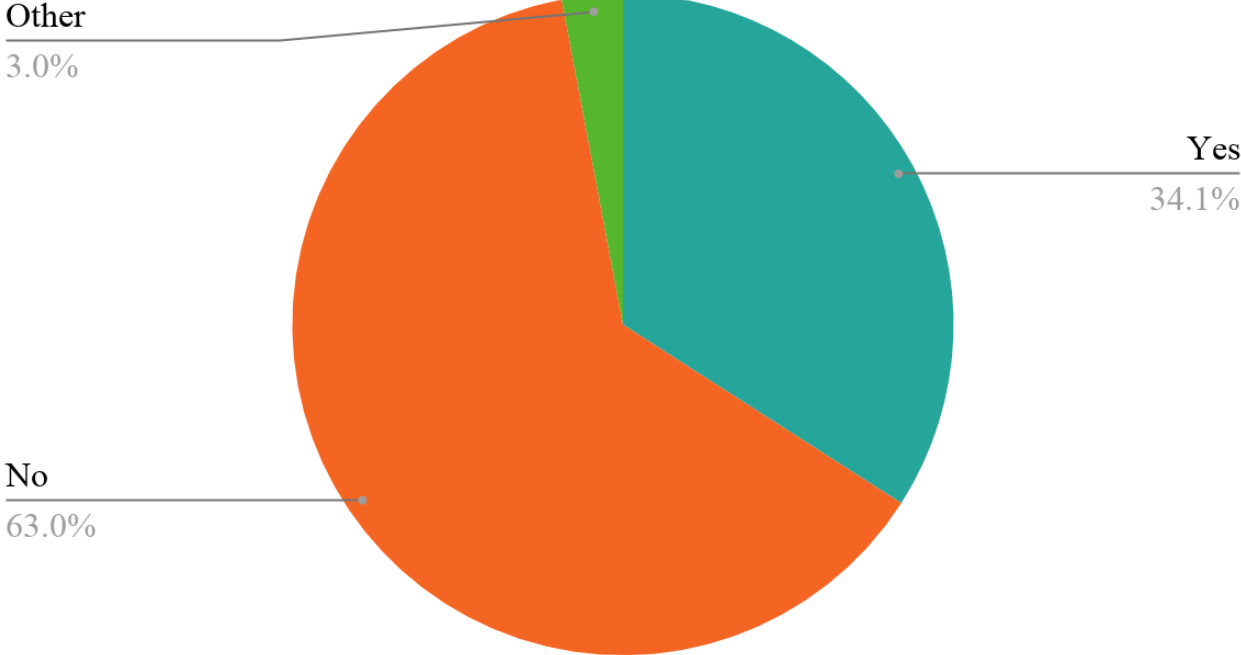


Emergency Certified to Fully Certified

- ★ 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?

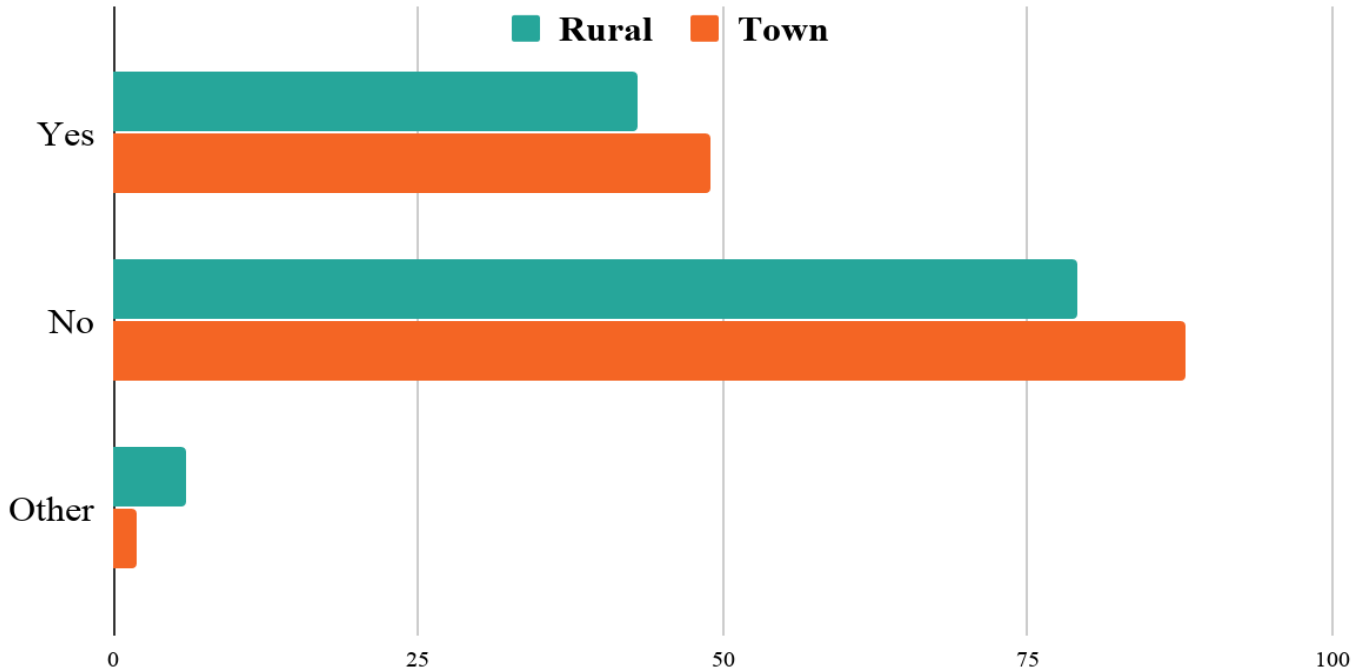
2016-2017 Full Certification Attainment



Comparing Full Certification in Rural and Town Districts

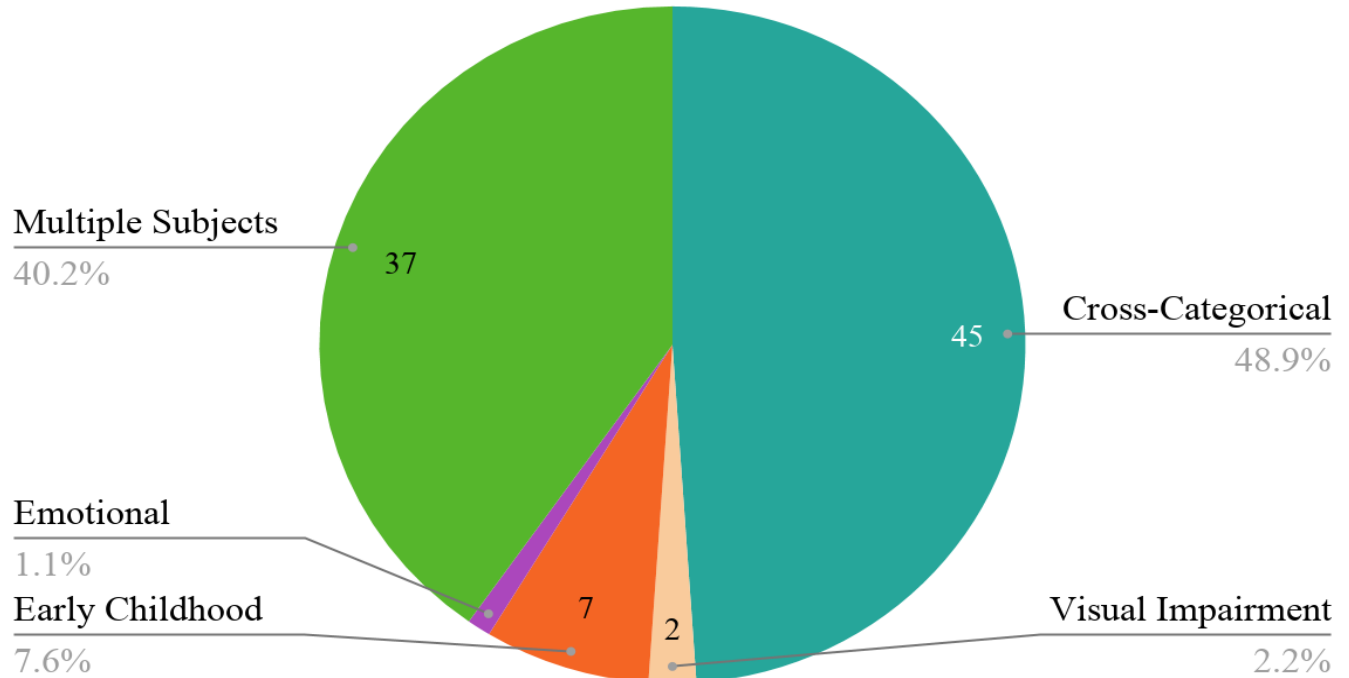


Full Certification



What areas are teachers getting their full certification?

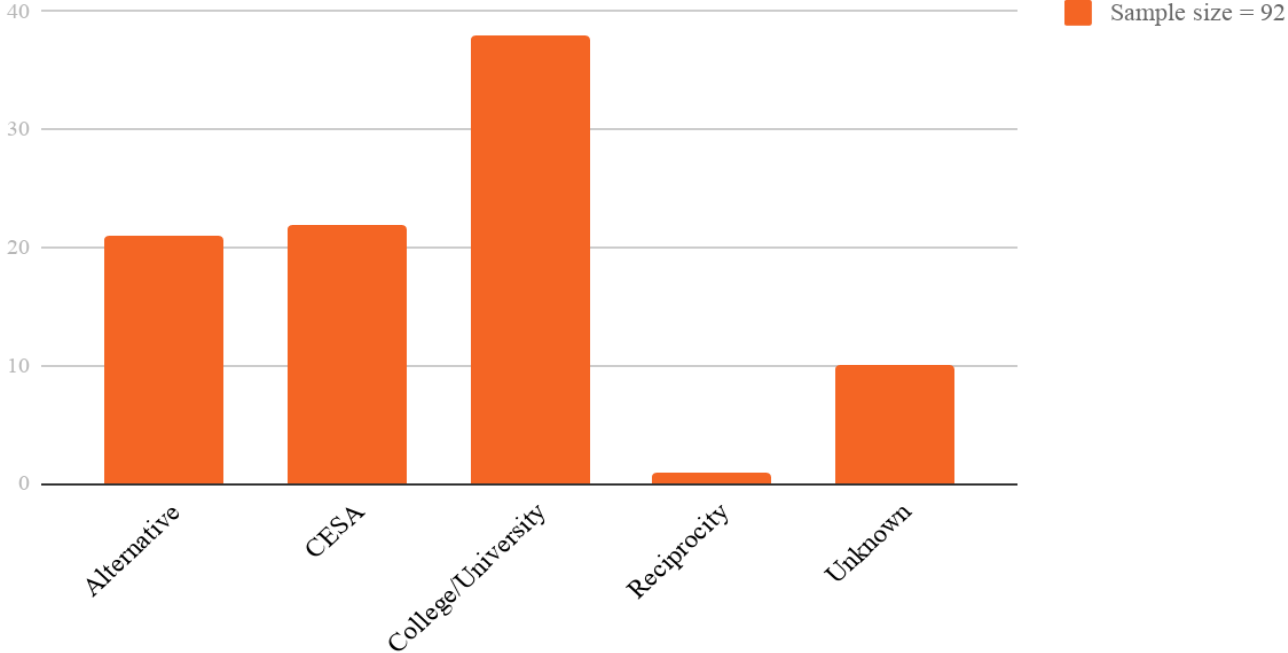
2016 - 2017 Full Certification Subjects



How are teachers obtaining their certification?



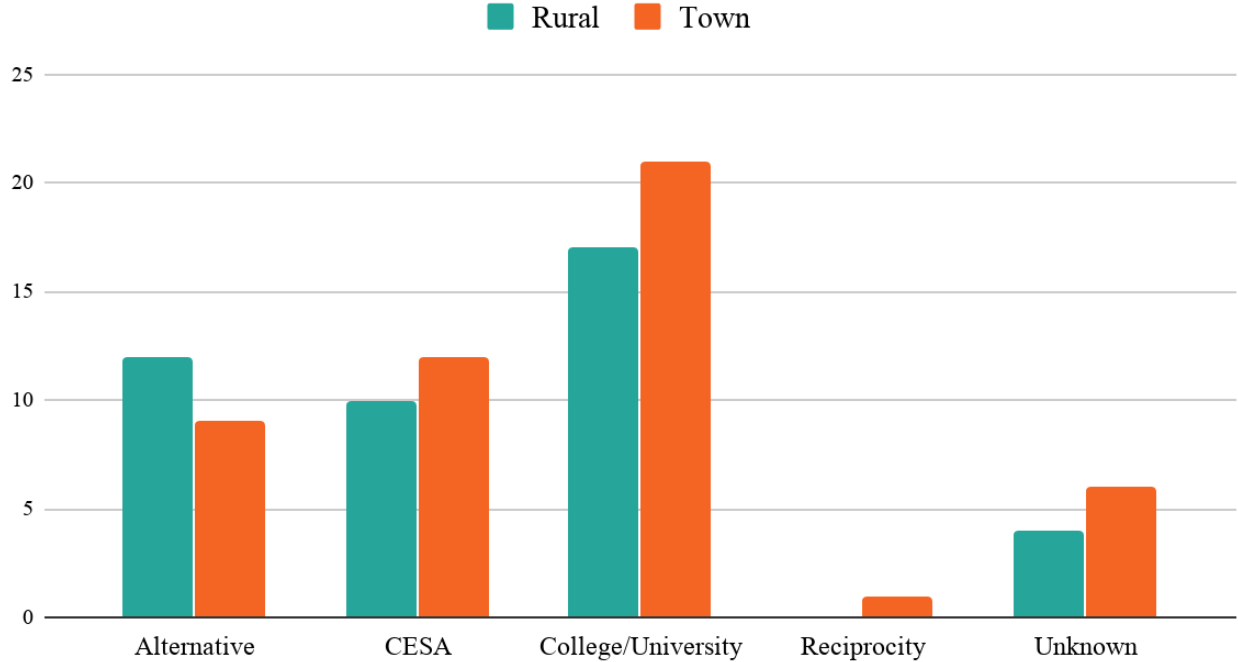
Licensure Path



How are teachers obtaining their certification?



Comparing Licensure Paths





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?