

Chapter PI 4

TEACHER EDUCATION PROGRAM APPROVAL

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Note: Chapter PI 4 as it existed on April 30, 1986, was repealed and a new chapter PI 4 was created effective May 1, 1986.

Subchapter I — Definitions

PI 4.01 Definitions. In this chapter:

(1) "Advanced program" means a professional education program leading to licensure offered at the post baccalaureate level.

(1m) "Alternative education program" means an instructional program, approved by a school board, that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing traditional classrooms or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs. "Alternative education program" does not include a private school or a home-based private educational program.

(2) "Clinical program" means supervised experiences in a school setting which provide practical experience for the student enrolled in a professional education program including prestudent teaching, student teaching, practicum and graduate internships.

(3) "Concentration" means a field of study in which a student completes at least 12 semester credits as part of an approved program leading to licensure.

(4) "Cooperating teacher" means a departmentally licensed school professional who supervises students during their clinical programs in cooperation with the college or university supervising staff and who meets criteria described in s. PI 4.10 (5).

(5) "Department" means the Wisconsin department of public instruction.

(5h) "Early childhood level," for purposes of licensing, means prekindergarten through grade 3.

(5m) "Elementary level," for purposes of licensing, means grades 1 through 6.

(5r) "Elementary/middle level," for purposes of licensing, means grades 1 through 9.

(6) "General education program" means that component of the institution's baccalaureate degree program, in addition to course work taken Register, December, 1994, No. 468

in the major, minor, concentration, and the professional education sequence, which emphasizes the study of the behavioral and social sciences, fine arts, humanities, natural sciences, and mathematics.

(7) "Graduate internship" means an advanced level of paid full-time supervised work experience in a school at the elementary, middle, or secondary level.

(8) "Institution" means a private or public college or university engaged in the preparation of professional school personnel in Wisconsin.

(9) "Major" means a field of study in which a student completes at least 34 semester credits as part of an approved program leading to licensure.

(9m) "Middle level," for purposes of licensing, means grades 5 through 9.

(9r) "Middle/secondary level," for purposes of licensing, means grades 6 through 12.

(10) "Minor" means a field of study which a student completes at least 22 semester credits as part of an approved program leading to licensure.

(11) "Practicum" means supervised experience in a school, clinic or other setting which provides practical application of theory and experience for the student in an advanced program.

(12) "Professional education sequence" means the educational foundations, the instructional materials and methodology course work, and the clinical program designed for students enrolled in a professional education program.

(13) "Professional education program" means the sequence of courses included in the baccalaureate degree or advanced program for preparing professional school personnel for licensure in the state of Wisconsin.

(13m) "Pupil" means any child age birth through 21 enrolled in a school or a school program.

(14) "SCD" means a school, college, or division within a private or public college or university engaged in the preparation of professional school personnel in Wisconsin.

(14m) "Secondary level," for purposes of licensing, means grades 9 through 12.

(14r) "Special subjects" means agriculture, art, business education, home economics, technology education, music or physical education.

(15) "State superintendent" means the superintendent of public instruction for the state of Wisconsin.

(15m) "Student" means a person enrolled in a professional education program leading to licensure.

(16) "Student teaching" means classroom practice through observation, participation, and actual teaching under the direction of a college or university supervisor of student teachers and a cooperating teacher as a part of the professional education program offered by an institution.

(17) "Study of" means course work in a topic or discipline which may be accommodated by one or more units, modules, or courses.

(18) "Teacher education" means the preparation of professional school personnel through approved professional education programs offered at the baccalaureate or post baccalaureate level.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; r. (15), renum. (1) to (14) to be (2) to (6), (8) to (10), (12) to (17) and am. (2) to (4), (9), (10), (12) to (14) and (16), cr. (1), (7), (11) and (18), Register, February, 1987, No. 374, eff. 3-1-87; am. (1), (3), (4), (7), (9), (10) and (13), cr. (5h), (6m), (6r), (9m), (9r), (13m), (14m), (14r) and (15m), Register, April, 1988, No. 388, eff. 5-1-88; am. (6h), Register, February, 1989, No. 398, eff. 3-1-89; cr. (1m), Register, December, 1994, No. 468, eff. 1-1-95.

Subchapter II — Teacher Education Program Approval, Appeals, and Review of Rule

PI 4.02 Teacher education program approval. (1) SCOPE AND PURPOSE. The statutory authority for the adoption of the program approval plan for the licensing of professional school personnel is provided in ss. 115.28 (7) and 118.19 (3), Stats. Section PI 3.02 directs the state superintendent to complete a site review at each institution preparing professional school personnel for Wisconsin licenses at least once every 5 years. To administer the mandated program approval responsibilities, the state superintendent has adopted, in addition to the licensing rules contained in ch. PI 3, the program approval rules contained in this chapter.

(2) **STATE SUPERINTENDENT RESPONSIBILITY.** The state superintendent shall approve professional education programs which lead to licensure at both private and public institutions of higher education in Wisconsin.

(3) **IMPLEMENTATION.** (a) Upon the effective date of this chapter, the state superintendent shall utilize the requirements of this chapter in all reviews of professional education programs leading to licensure.

(b) 1. Except as indicated in subd. 2 and pars. (c) to (f), by January 1, 1987, all institutions and SCDs which offer professional education programs leading to licensure in Wisconsin shall submit to the department, for departmental approval, written evidence that their program complies with the requirements of this chapter, or a plan and timetable, subject to departmental approval, which ensures that students who enroll at an institution after July 1, 1987, and who also graduate after August 30, 1990, shall be able to complete each requirement of this chapter.

2. The plan and timetable required under subd. 1 shall be submitted by July 1, 1987, for the following programs: environmental studies under s. PI 4.29, journalism under s. PI 4.35, vocational education under ss. PI 4.54 to 4.59, special education under subch. VII and advanced programs under subch. VIII.

(c) Institutions shall submit new programs and changes in previously approved programs to the department for approval prior to implementing the new program or change.

(d) The reading and language arts requirements under s. PI 3.095, as effective on May 1, 1988, shall be implemented so that all students who enroll at an institution after July 1, 1989, and who also graduate from a professional education program after August 30, 1992, shall have met the requirements.

(e) The elementary and secondary level requirements under ss. PI 4.13 and 4.16, as amended effective May 1, 1988, and the elementary/middle, middle, and middle/secondary requirements under s. PI 4.135 to 4.15, as effective on May 1, 1988, shall be implemented so that all students who enroll at an institution after July 1, 1989, and who also graduate from the professional education program after August 30, 1992, shall have met the requirements.

(f) The requirements for administrative licensure under subch. IX, which take effect on December 1, 1990, shall be implemented so that all persons admitted to a program for administrative licensure on or after

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4. The state superintendent shall establish an effective date for the requirements in s. PI 3.05 (7) (b) and notify institutions offering programs under ch. 4 at least one year before passing tests in the major, minor, concentration, or advanced program will be required for licensure under s. PI 3.05 (7) (b) 1.

(d) The institution shall have a written plan and program for the recruitment of students from a diversity of ethnic and racial backgrounds into teacher education programs and for the retention and completion of minority students in these programs.

(e) The SCD shall have a written plan for evaluating the performance of its graduates. The evaluation plan shall be designed to provide information which may be used to improve teacher preparation programs and to improve practices pertaining to admission, retention, and completion. The evaluation plan shall be designed to gain information from graduates and from school personnel in the schools in which the graduates have been employed.

(f) The SCD shall have written evaluation procedures and evidence to assess the knowledge, skills and competency of its students when they complete professional education programs and apply for recommendation for licensure. Students shall be informed of these evaluation procedures.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; am. (2), (3) (a) and (b), (4) (a), (5) (b) and (c), (6) (a) (intro.), 1. and 3., (6) (b), (6) (c), 1. a., b., 2. and 3., cr. (3) (g) and (h), Register, February, 1987, No. 374, eff. 3-1-87; am. (2) (i), (3) (c) and (e), (5) (c), (6) (intro.), (c) (intro.) and 1. c. and 3. and (f), Register, April, 1988, No. 388, eff. 5-1-88; cr. (2) (j), (3) (i) to (l) and (6) (c) 4., renum. (6) (a) 1. to 3. to be 3., 4., 1. and 2. and am. 2. and 3., am. (6) (c) 3., Register, November, 1990, No. 419, eff. 12-1-90.

Subchapter IV — General and Professional Education: Common Rules

PI 4.07 Licensure rules. Each professional education program leading to licensure shall require completion of all requirements for licensure at the specific grade level and in the specific subject area as specified in ch. PI 3. The SCD may review the previous experience and training of each student through a portfolio review process and may waive specific requirements in ch. PI 3 or this chapter based upon this review. Authorization for the portfolio review process shall be part of the SCD program that is approved by the state superintendent.

History: Cr. Register, February, 1987, No. 374, eff. 3-1-87; am. Register, April, 1988, No. 388, eff. 5-1-88; am. Register, July, 1993, No. 451, eff. 8-1-93.

PI 4.08 General education. All professional education programs leading to licensure shall meet the following general education requirements:

(1) The general education component shall constitute at least one-third of the semester hours in collegiate level course work required for the institution's baccalaureate degree. Course work included in the professional sequence and major, minor, or concentration may not be included in the general education component, except for integrated course work as described in sub. (4).

(2) The institution shall provide evidence of a process for coordinating the planning, development, implementation, and evaluation of the general education program among those departments offering courses in the general education program and the SCD to assure that the goals of general education for teacher education programs are achieved.

(3) The program shall require study of the following unless the student's major, minor, or concentration includes the same course work:

- (a) Written and oral communication.
- (b) Mathematics.
- (c) Fine arts.
- (d) Social studies including national, state, and local government.
- (e) Biological and physical sciences.
- (f) Humanities including literature.
- (g) Western and non-Western history or contemporary culture.

(4) Early childhood, elementary, and elementary/middle level education programs shall include the balanced study of all of the following:

(a) Mathematics, which shall develop the competence necessary to teach arithmetic, geometry, measurement, probability, statistics, problem solving, reasoning, ways of communicating mathematical understanding, and connections within mathematics and with other fields. The study shall be integrated with methods of teaching mathematics and with the study of mathematics curriculum appropriate for early childhood, elementary, and elementary/middle levels.

(b) Social studies, which shall develop the competence necessary to teach United States and Wisconsin history, economics, national, state and local government, and world geography, and connections within social studies and with other fields. The study shall be integrated with methods of teaching social studies and with the study of social studies curriculum taught at the early childhood, elementary, and elementary/middle levels.

(c) Science, which shall develop the competence necessary to teach biology, chemistry, earth and space science, and physics and connections within science and with other fields. The study shall be integrated with methods of teaching science and with the study of science curriculum taught at the early childhood, elementary, and elementary/middle levels.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.07 and am. (2), Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88; am. (1), cr. (4), Register, December, 1994, No. 468, eff. 1-1-95.

PI 4.09 Professional education rules: common rules. All professional education programs leading to licensure shall meet the following standards:

(1) The program shall require study of the historical, philosophical, and social foundations underlying the development and purpose of education and current trends, issues, and various approaches in professional education programs in the United States and in Wisconsin.

(2) The program shall require study of the legal, political, and economic aspects and the governance of education and the organization, operation, policy making, and administration of schools and educational programs in the United States and Wisconsin.

(3) The program shall require study to develop an understanding of the diverse family, cultural, and socioeconomic backgrounds of pupils.

(4) The program shall require study and experience specifically designed to develop the competencies needed to teach critical thinking.

(5) The program shall require study of issues relating to children at risk including the pertinent law concerning child abuse and neglect; suicide; alcohol and other drug abuse; school age parents; delinquency and truancy; developmental disabilities; and the child welfare system includ-

ing the children's code, juvenile justice, public health, and social services.

(6) The program shall require study of pupil services programs and their relationship to other aspects of the total school program.

(7) The program shall require study of educational psychology including principles and theories of learning.

(8) The program shall require study of methods of identifying and evaluating the social, emotional, psychological, and physical behaviors of pupils as these behaviors may affect learning.

(9) The program shall require study to develop knowledge and skills in methods of creating a positive physical, psychological, and social teaching and learning environment.

(10) The program shall require study of educational research and practice related to classroom management and classroom organization.

(11) The program shall require study of methods and materials needed to evaluate and to report pupil progress including the development, administration, scoring, interpretation and validation of teacher developed and standardized tests.

(12) The program shall require study of the use of the library and other instructional resources.

(13) The program shall require study of school instructional media programs, experience in evaluating and using instructional materials and equipment including computers, and experience in creating graphic and audiovisual materials designed to meet specific learning objectives.

(14) The program shall require study of the profession including the roles and responsibilities of the school board, the school superintendent, principals and teachers, and professional associations, organizations and learned societies.

(15) The program shall require study of the knowledge and skills necessary to identify children and youth who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic endeavors, and in ways to provide access to systematic and

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which attest to competency of the student as a prospective school professional may also be included in the permanent record.

(4) **GRADUATE INTERNSHIP PROGRAM.** The advanced program shall include a graduate internship where required under ch. PI 3 or this chapter. The graduate internship shall meet the following requirements:

(a) The graduate internship shall be developmental in scope and sequence and occur in school settings for a minimum of one semester following the local school district calendar, unless the rules for a particular advanced program provide more specific requirements. The agreements and working relationships between the schools and the institution shall depend upon school policy and negotiated agreements. The agreements established regarding the graduate internship shall be mutually developed by personnel from participating schools and from the program.

(b) Written policies and procedures describing the graduate internship shall be developed and communicated to students in the advanced program, faculty involved, and participating school personnel. The policies and procedures shall include but not be limited to:

1. Criteria for admission to include successful completion of any practicum requirements within the advanced program.

2. Objectives to be fulfilled by each participating student in the graduate internship, including various activities usually performed in a school setting. These shall include, but not be limited to, instruction, supervision, pupil evaluation, conferences with parents, and faculty meetings.

3. Criteria for evaluation of students enrolled in the graduate internship.

(c) Supervision and principal responsibility for the student shall rest directly with the licensed local school district supervisor and indirectly with the college or university supervisor.

(5) **COOPERATING TEACHERS.** The SCD shall ensure that cooperating teachers utilized in the clinical programs meet the following requirements:

(a) Hold a regular Wisconsin license or its equivalent for the teaching assignment.

(b) Have at least 3 years of teaching experience with at least one year of teaching experience in the school system of current employment.

(c) Have completed a course or seminar in supervision of student teachers or interns or have qualified as a cooperating teacher prior to July 1, 1977, based on successful service as a cooperating teacher. Successful service as a cooperating teacher shall be determined by the recommendations of an immediate supervisor, a college or university supervisor, and a former student teacher or intern who has worked with the teacher in a student teaching or intern situation.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renun. from PI 4.13 and am., cr. (3) and (4), Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), (2) (c), (f) and (j), (3) (e), (f) and (i), cr. (5), Register, April, 1988, No. 388, eff. 5-1-88; am. (5) (c), Register, March, 1992, No. 435, eff. 4-1-92.

PI 4.11 Human relations. All professional education programs leading to licensure shall provide study and experiences in human relations. The program shall meet the following requirements:

(1) The institution shall have written evidence that members of various racial, cultural, and economic groups, including at least 3 of the following designated minority groups: African-Americans, Alaskan-Americans, American Indians, Asian-Americans, Hispanic-Americans, Pacific

Islander-Americans, foreign born persons of color; disabled persons; and majority and minority low income persons and representatives of both sexes have participated in the development of the human relations program for professional school personnel.

(2) The program shall require study in the theory and application of human relations practices including skill building activities in identifying and constructively responding to expressions or acts which devalue other persons. Effective July 1, 1996, such preparation shall include demonstrated competency in all of the following:

(a) Resolving conflicts between pupils and between pupils and school staff;

(b) Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils;

(c) Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations, that may arise in school or at activities supervised by a school as a result of conflicts between pupils or between pupils and other persons.

(3) The program shall require study of the history, culture, customs, social institutions, values, lifestyles, and contributions of women and various racial, cultural, and economic groups, including African-Americans, American Indians, Asian-Americans, Hispanic-Americans, and Pacific Islander-Americans in the United States. The study of American Indians under this subsection shall include specific instruction related to Wisconsin's federally recognized American Indian tribes and bands and shall include instruction specific to their tribal sovereignty.

(4) The program shall require study of the psychological and social implications of the forces of discrimination, especially racism and sexism, and their broader impact on relationships among members of various groups in American society.

(5) The program shall require study in the philosophical and psychological bases of the development and change of attitudes.

(5m) The program shall require study of the constitutional and legal bases related to the status of women and various racial and cultural groups in the United States.

(6) The program shall require experiences for students to systematically evaluate the impact of the forces of discrimination, especially racism and sexism, on language, instructional materials, learning activities, learning styles, interaction between staff and pupils, tests and measurement, and school environments.

(7) The program shall require experiences in assessing a curriculum and in making modifications, if necessary, to assure multicultural and nonsexist content.

(8) The program shall require a minimum of 50 documented clock hours of direct involvement with adult and pupil members of a group whose background the student does not share, including at least one of the following designated ethnic minority groups: African-Americans, Alaskan-Americans, American Indians, Asian-Americans, Hispanic-Americans, Pacific-Islander-Americans, foreign born persons of color; and with disabled persons; and with various socioeconomic groups, including low income. At least 25 of the 50 clock hours of direct involvement shall be with representatives of one or more of the designated ethnic minority groups. That part of the required 50 clock hours of direct involvement which is with pupils may be accommodated as a part of

prestudent teaching, student teaching and other clinical experience requirements.

(9) The institution shall provide that the evaluation of student teachers addresses their competence in human relations skills, knowledge, and attitudes.

(10) The institution shall have a written evaluation plan of the effectiveness of its implementation of the human relations program in the areas of administration, program development, community input, and ongoing monitoring responsibilities.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.14, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), (1), (6) and (8), cr. (5m), Register, April, 1988, No. 388, eff. 5-1-88; am. (3), Register, November, 1992, No. 443, eff. 12-1-92; am. (2), Register, December, 1994, No. 468, eff. 1-1-95.

Subchapter V — Professional Education Sequences

PI 4.12 Early childhood level education; specific rules. A professional education program leading to licensure to teach prekindergarten through grade 3 shall meet the following standards:

(1) The program shall require study of the principles and theories of child growth and development and learning theory as appropriate to children birth through age 8.

(2) The program shall require study of the characteristics of play and its contribution to the cognitive, social, and emotional development and learning of children birth through age 8.

(3) The program shall require study of theories and principles of classroom organization and management based upon child development and learning theory for children birth through age 8.

(4) The program shall require the study and evaluation of early childhood curriculum models.

(5) The program shall require study and experiences in curriculum development, implementation, and evaluation based upon child development and learning theory and educational research and practice in the areas of children's literature, creative arts, environmental education, mathematics, motor development, physical and mental health, science, and social science. The program shall require study of the interrelationships among fields of knowledge and the implementation of a balanced and integrated curriculum for the early childhood level.

(6) The program shall require study and experiences designed to develop skills in promoting parent education and family involvement in the early childhood level program.

(7) The program shall require study of professionalism, program and staff development, supervision and evaluation of support staff, advisory groups, community agencies and resources, and pupil services personnel as related to early childhood programs.

(8) The program shall require study to develop knowledge of and the abilities to apply developmentally appropriate assessment tools with children birth through age 8.

(9) The program shall require study designed to develop knowledge and skills to identify and teach children birth through age 8 with exceptional educational needs and talents.

(10) The program shall require study of program, curriculum, and instructional approaches which contribute to the preparation of pupils for

work including career exploration, practical application of the basic skills, and employability skills and attitudes.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.09, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), (6) and (7), Register, April, 1988, No. 388, eff. 5-1-88; r. and recr. Register, February, 1989, No. 398, eff. 3-1-89; am. (5), Register, December, 1994, No. 468, eff. 1-1-95.

PI 4.13 Elementary level education: specific rules. All professional education programs leading to licensure to teach grades 1 through 6 shall meet the following standards:

(1) The program shall require completion of a minor approved by the state superintendent.

(2) The program shall require study of the principles and theories of child growth and development including cognitive, emotional, physiological, and social development and their relationship to learning.

(3) The program shall require study to develop knowledge and skills for identifying and teaching children with exceptional educational needs and talents.

(4) The program shall require study of the content of subjects taught in elementary schools including art; children's literature; environmental education; health education; language arts including reading, writing, speaking, and listening; mathematics; music; physical education; science; and social studies.

(5) The program shall require study of the teaching methods, instructional materials, and evaluation techniques in each of the subjects taught in elementary schools including art; children's literature; environmental education; health education; language arts including reading, writing, speaking, and listening; mathematics; music; physical education; science; and social studies.

(6) The program shall require study of educational research and practice related to curriculum development, implementation, and evaluation in art; children's literature; environmental education; health education; guidance; language arts including reading, writing, speaking, and listening; mathematics; music; physical education; science; and social studies. The program shall require study of the interrelationships among fields of knowledge and the implementation of a balanced and integrated curriculum for the elementary school level.

(7) The program shall require study of program, curriculum, and instructional approaches which contribute to the preparation of pupils for work including career exploration, practical application of the basic skills, economics and American economic institutions, and employability skills and attitudes.

(8) The program shall provide study and experiences designed to develop skills in working with other school personnel and skills in promoting family and community involvement in the elementary school program.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.11, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.) and (1), Register, April, 1988, No. 388, eff. 5-1-88; am. (6), Register, December, 1994, No. 468, eff. 1-1-95.

PI 4.135 Elementary/middle level education: specific rules. All professional education programs leading to licensure to teach grades 1 through 9 shall meet the following standards:

(1) The program shall require completion of a minor approved by the state superintendent.

(2) The program shall require study of the principles and theories of child and young adolescent growth and development, including cognitive, emotional, physiological, and social development and their relationship to learning.

(3) The program shall require study to develop knowledge and skills for identifying and teaching children with exceptional educational needs.

(4) The program shall require study of the content of subjects taught at the elementary and middle levels, including art; child and young adolescent literature; environmental education; health education; language arts, including reading, writing, speaking, and listening; mathematics; music; physical education; science; and social studies.

(5) The program shall require study of the teaching methods, instructional materials, and evaluation techniques for the developmental needs of elementary and middle level pupils in each of the subjects taught at the elementary and middle levels, including art; child and young adolescent literature; environmental education; health education; language arts, including reading, writing, speaking, and listening; mathematics; music; physical education; science; and social studies.

(6) The program shall require study of educational research and practice related to elementary and middle level curriculum development, implementation, and evaluation in art; child and young adolescent literature; environmental education; health education; guidance; language arts, including reading, writing, speaking, and listening; mathematics; music; physical education; science; and social studies. The program shall require the study of the interrelationships among fields of knowledge and the implementation of a balanced and integrated curriculum for the elementary and middle school level.

(7) The program shall require study of program, curriculum, and instructional approaches which contribute to the preparation of pupils for work, including career exploration, practical application of the basic skills, economics and American economic institutions, and employability skills and attitudes.

(8) The program shall require study and experiences designed to develop skills in working with other school personnel and skills in promoting family and community involvement in the elementary and middle level programs.

(9) The program shall require study of affective pupil development through group guidance activities, including decision making and problem solving; group process; interpersonal relations; self-concept; and verbal and nonverbal communication.

(10) The program shall require study of the history, purpose, organization, and programs of middle schools.

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88; am. (6), Register, December, 1994, No. 468, eff. 1-1-95.

PI 4.14 Middle level education: specific rules. All professional education programs leading to licensure to teach grades 5 through 9 shall meet the following standards:

(1) The program shall require completion of 2 minors approved by the state superintendent.

(2) The program shall require study of the principles and theories of young adolescent growth and development, including cognitive, emotional, physiological, psychological, and social development and their relationship to learning.

(3) The program shall require study to develop knowledge and skills for identifying and teaching pupils with exceptional needs.

(4) The program shall require study of teaching methods, instructional materials, and evaluation techniques for the developmental needs of middle level pupils in each of the specializations in which the student will seek a license.

(5) The program shall require study of the teaching of reading, study skills, and writing in the content areas.

(6) The program shall require study of educational research and practice related to middle level curriculum development, implementation, and evaluation.

(7) The program shall require study of program, curriculum, and instructional approaches which contribute to the preparation of pupils for work, including career exploration and planning; practical application of the basic skills; employability skills and attitudes; knowledge of economics and American economic institutions, including business operations, agriculture, and labor; entrepreneurship; and the development of specific occupational skills.

(8) The program shall require study of and experiences to develop skills in working with other school personnel and in promoting family and community involvement in middle level programs.

(9) The program shall require study of affective pupil development, through group guidance activities, including decision making and problem solving; group process; interpersonal relations; self-concept; and verbal and nonverbal communication.

(10) The program shall require study of the history, purpose, organization, and programs of middle schools.

History: Cr. Register, April, 1988, No. 368, eff. 5-1-88.

PI 4.15 Middle/secondary level education: specific rules. All professional education programs leading to licensure to teach grades 6 through 12 shall meet the following standards:

(1) The program shall require completion of a major approved by the state superintendent.

(2) The program shall require study of the principles and theories of young adolescent and adolescent psychology, including cognitive, emotional, physiological, psychological, and social development and their relationship to learning.

(3) The program shall require study to develop knowledge and skills for identifying and teaching pupils with exceptional educational needs.

(4) The program shall require study of teaching methods, instructional materials, and evaluation techniques for the developmental needs of middle and secondary level pupils in each of the specializations in which the student will seek licensure.

(5) The program shall require study of the teaching of reading, study skills, and writing in the content areas.

(6) The program shall require study of educational research and practice related to middle and secondary level curriculum development, implementation, and evaluation.

(7) The program shall require study of program, curriculum, and instructional approaches which contribute to the preparation of pupils for work, including career exploration and planning; practical application of

the basic skills; employability skills and attitudes; knowledge of economics and American economic institutions, including business operations, agriculture, and labor; entrepreneurship; and the development of specific occupational skills.

(8) The program shall require study and experiences to develop skills in working with other school personnel and in promoting family and community involvement in middle and secondary level programs.

(9) The program shall require study of affective pupil development through group guidance activities, including decision making and problem solving; group process; interpersonal relations; self-concept; and verbal and nonverbal communication.

(10) The program shall require study of the history, purpose, organization, and programs of middle schools.

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88.

PI 4.155 Middle/secondary level education: alternative education programs. All professional education programs leading to licensure to teach alternative education programs in grades 6 through 12 shall require the demonstration of all of the following:

(1) The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

(2) The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

(3) The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

(4) The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

(5) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

(6) The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

(7) The teacher plans and delivers instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

(8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

(9) The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others, such as students, parents, and other professionals in the learning community and who actively seeks out opportunities to grow professionally.

(10) The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

History: Cr. Register, December, 1994, No. 468, eff. 1-1-95.

PI 4.16 Secondary level education: specific rules. All professional education programs leading to licensure to teach grades 9 through 12 shall meet the following standards:

- (1) The program shall require completion of a major approved by the state superintendent.
- (2) The program shall require study of the principles and theories of preadolescent and adolescent psychology including cognitive, emotional, psychological, and social development and their relationship to learning.
- (3) The program shall require study to develop knowledge and skills for identifying and teaching children and youth with exceptional educational needs and talents.
- (4) The program shall require study of teaching methods, instructional materials, and evaluation techniques in each of the specializations in which the student will seek certification.
- (5) The program shall require study of the teaching of reading.
- (6) The program shall require study of educational research and practice related to curriculum development, implementation, and evaluation.
- (7) The program shall require study of program, curriculum, and instructional approaches which contribute to the preparation of pupils for work including career exploration and planning; practical application of the basic skills; employability skills and attitudes; knowledge of economics and American economic institutions including business operations, agriculture, and labor; entrepreneurship; and the development of specific occupational skills.

(8) The program shall require study and experiences to develop skills in working with other school personnel and in promoting family and community involvement in the secondary school program.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.12, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), renum. (1) to (7) to be (2) to (8), cr. (1), Register, April, 1988, No. 388, eff. 5-1-88.

Subchapter Subchapter VI — Subject Area Majors, Minors and Concentrations

PI 4.17 Applicability. Sections PI 4.18 through 4.59 contain the specific standards for programs in areas in which professional education students may complete a major, minor, or a concentration and receive certification. Each program shall meet the requirements of subch. IV and the applicable professional education sequence or sequences in subch. V. Chapter PI 3 contains the specific certification requirements for each type of certification.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.15 and am. Register, February, 1987, No. 374, eff. 3-1-87.

PI 4.18 Anthropology. A professional education program leading to licensure in anthropology shall meet the following standards:

- (1) The program shall require study in each of the major subdivisions recognized in American anthropology as follows:
 - (a) Cultural or social anthropology including examples of social structural, political, economic, and ideological analyses; a survey of the principal culture areas of the world with a sampling of representative societies from each, and principles of cultural ecology with knowledge of societal roles in the conservation of natural and cultural resources.

(b) Archaeology and prehistory including a survey of world prehistory; general cultural evolution including relevance of early hominid cultural patterns to the shaping of modern societies.

(c) Physical or biological anthropology including primate and human evolution and hominid fossils, human genetics and populations, the human skeleton, and ecological factors including nutrition and disease vectors that affect human individual and societal development and health.

(d) Linguistics including communication among infrahuman primates and other social animals, language and cognition, and sociolinguistics.

(e) Applied anthropology including examples of the application of anthropological principles and theories to problems of modern societies, urban anthropology, anthropology of education, and exercises in anthropological analyses of one's own experiences.

(2) The program shall require study of the history and context of the discipline of anthropology including:

(a) Theories of sociocultural change as proposed by major anthropological theorists of the nineteenth and twentieth centuries, the historical relationship between the development of anthropology and Western colonialist nations including the United States; and the United States' conquest and management of American Indians, with the effect of these phenomena upon American anthropological studies and theories.

(b) Philosophical bases of anthropological theories and philosophy and history of science and their relevance to anthropology.

(3) The program shall require study of the history and cultures of Wisconsin Indians.

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