

WISCONSIN STATE
LEGISLATURE
COMMITTEE HEARING
RECORDS

1997-98

(session year)

Senate

(Assembly, Senate or Joint)

Committee on
Education
(SC-Ed)

File Naming Example:

Record of Comm. Proceedings ... RCP

- 05hr_AC-Ed_RCP_pt01a
- 05hr_AC-Ed_RCP_pt01b
- 05hr_AC-Ed_RCP_pt02

NOTICES ...

➤ Committee Hearings ... CH (Public Hearing Announcements)

➤ **

➤ Executive Sessions ... ES

➤ **

➤ Committee Reports ... CR

➤ **

➤ Record of Comm. Proceedings ... RCP

➤ **

INFORMATION COLLECTED BY COMMITTEE
CLERK FOR AND AGAINST PROPOSAL

➤ Appointments ... Appt

➤ **

Name:

➤ Clearinghouse Rules ... CRule

97hr_CRule_97-081_SC-Ed_pt01

➤ Hearing Records ... HR (bills and resolutions)

➤ **

➤ Miscellaneous ... Misc

➤ **

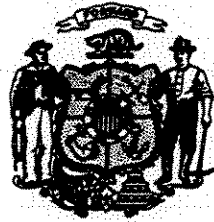
WISCONSIN LEGISLATIVE COUNCIL STAFF

LCRC
FORM 1

RULES CLEARINGHOUSE

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CLEARINGHOUSE REPORT TO AGENCY

[THIS REPORT HAS BEEN PREPARED PURSUANT TO S. 227.15, STATS. THIS IS A REPORT ON A RULE AS ORIGINALLY PROPOSED BY THE AGENCY; THE REPORT MAY NOT REFLECT THE FINAL CONTENT OF THE RULE IN FINAL DRAFT FORM AS IT WILL BE SUBMITTED TO THE LEGISLATURE. THIS REPORT CONSTITUTES A REVIEW OF, BUT NOT APPROVAL OR DISAPPROVAL OF, THE SUBSTANTIVE CONTENT AND TECHNICAL ACCURACY OF THE RULE.]

CLEARINGHOUSE RULE 97-081

AN ORDER to repeal PI 3.27 and 4.095 (7); to renumber and amend PI 4.095 (8); to amend PI 3.03 (2) (e), 3.05 (2m) (a) and (7) (a) and (b) 2., 3.38 (1) (a) (intro.) and 4.11 (2); to repeal and recreate PI 3.03 (2) (e) 3. b., 3.05 (3m) (g), 3.13, 3.26, 3.35, subchapter VII of chapter PI 4 and 4.78; and to create PI 3.03 (2) (e) 5. a. and b., 3.38 (3) and 8.01 (2) (L) 7., relating to teacher certification requirements, certification program requirements, and Standard (L).

Submitted by **DEPARTMENT OF PUBLIC INSTRUCTION**

05-27-97 RECEIVED BY LEGISLATIVE COUNCIL.
06-24-97 REPORT SENT TO AGENCY.

RS:RW:jt;ksm

WISCONSIN LEGISLATIVE COUNCIL STAFF

RULES CLEARINGHOUSE

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CLEARINGHOUSE RULE 97-081

Comments

[NOTE: All citations to "Manual" in the comments below are to the Administrative Rules Procedures Manual, prepared by the Revisor of Statutes Bureau and the Legislative Council Staff, dated October 1994.]

2. Form, Style and Placement in Administrative Code

a. In s. PI 3.13 (2) (a), the word "through" should be replaced by the word "to." [See ss. 227.27 and 990.001 (14), Stats. See also s. PI 8.01 (2) (L) 7.]

b. In s. PI 3.35 (intro.), the phrase "all of" should be inserted before the phrase "the following." Although most of the introductory material used in the rule implies that the requirements of all of the following subunits must be met, it is the best practice in the introductory material to indicate whether "all of" or at least "one of" the following subunits is required.

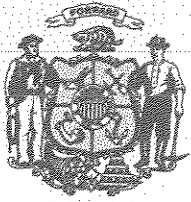
c. In the SECTION regarding initial applicability, the phrase "this rule" should be replaced by appropriate cross-references.

5. Clarity, Grammar, Punctuation and Use of Plain Language

a. In s. PI 3.13 (4) (b), the phrase "the state of Wisconsin" should be replaced by the phrase "this state."

b. In s. PI 3.38 (3) (b), to what part of the text does the term "modification" apply?

c. It is difficult to determine how the "general" requirements interact or relate to the "specific" requirements for certain areas. For example, are the requirements under "specific"



LUTHER S. OLSEN

STATE REPRESENTATIVE - 41ST ASSEMBLY DISTRICT

**TO: ALL ASSEMBLY EDUCATION
COMMITTEE MEMBERS**

FROM: LUTHER S. OLSEN *LS*

DATE: SEPTEMBER 4, 1997

RE: CLEARINGHOUSE RULE 97-081

This memorandum is to inform all of you that State Superintendent John Benson has agreed to accept the Committee's modifications on Clearinghouse Rule 97-081 which we passed during our Executive Session on August 26th, 1997.

Our modification was to delete SECTIONS 4, 15, and 18, of the rule, thereby deleting requirements for the study of, or instruction in, human rights issues related to the inhumanity of genocide, slavery and the holocaust, and that the department seek to include these topics in the standards being developed by the Council on Model Academic Standards.

I have enclosed a copy of Superintendent Benson's letter for your review. Please don't hesitate to call if you have any questions.



State of Wisconsin
Department of Public Instruction

Mailing Address: P.O. Box 7841, Madison, WI 53707-7841
125 South Webster Street, Madison, WI 53702
(608) 266-3390 TDD (608) 267-2427 FAX (608) 267-1052
Internet Address: www.state.wi.us/agencies/dpi

John T. Benson
State Superintendent

Steven B. Dold
Deputy State Superintendent

September 2, 1997

The Honorable Luther Olsen
Chairperson, Assembly Committee on Education
9 West, State Capitol
Madison, WI 537

Dear Luther:

On August 26, 1997, the department received a request from the Assembly Committee on Education to modify CHR 97-081, relating to teacher certification requirements, certification program requirements and Standard (L). This request follows a public hearing and executive action by the Committee on August 26, 1997.

Pursuant to s. 227.19(4)(b)2, Stats., the department hereby submits CHR 97-081, deleting SECTIONS 4, 15 and 18, requiring the study of, or instruction in, human rights issues related to the inhumanity of genocide, slavery and the Holocaust.

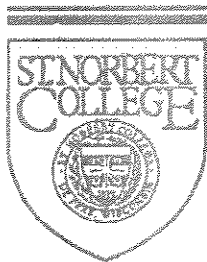
As you suggested, the department will seek to include these topics in the social studies standards being developed by the Council on Model Academic Standards.

Under s. 227.19(4)(b)2., Stats., the review period of both Committees is extended for 10 days following receipt of this modified proposed rule. Thank you for your consideration of this proposed rule.

Sincerely,

A handwritten signature in black ink, appearing to read "John", is written over the typed name.

John T. Benson
State Superintendent



CENTER FOR ADAPTIVE EDUCATION AND ASSISTIVE TECHNOLOGY

Programs to improve staff qualifications and educational opportunities for all students in our schools:

- Graduate Programs in Adaptive Education and Assistive Technology
- Assistive Technology Lab and Research Project
- Young Artist Workshops Program

FAX COVER LETTER

Date: 8/25/97

Please deliver the following 2 pages (including cover sheet) to:

Name: Senator Calvin Potter

Organization: Wisconsin State Senate

City & State: Madison, WI

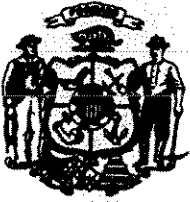
Fax Number: (608) 267-6796

From: Charles Peterson, Director

**IF YOU DO NOT RECEIVE PAGES OR HAVE ANY PROBLEMS
RECEIVING THIS TRANSMISSION, PLEASE CALL
(414) 403-3076 AS SOON AS POSSIBLE.**

MESSAGE:

Senator Potter: The following letter is submitted as written testimony regarding Senate Clearinghouse Rule #97081 relating to certification program requirements. This hearing is scheduled for Wednesday, August 27, 1997 at 9:30 a.m. Copies of letters will be faxed at 8:30 a.m. Wednesday, August 27th which will also be submitted as written testimony.



LUTHER S. OLSEN

STATE REPRESENTATIVE · 41ST ASSEMBLY DISTRICT

August 26, 1997

VRW
FYI
JRH

Mr. John T. Benson
State Superintendent of Public Instruction
State Education Building
125 South Webster Street
Madison, WI 53702

Dear State Superintendent Benson,

Please thank your staff for testifying at the Assembly Education Committee's public hearing on Clearinghouse Rule (CHR) 97-081, relating to teacher certification requirements, certification program requirements and Standard (L), held earlier today.

At its executive session today, following the public hearing, the Committee, pursuant to s. 227.19 (4) (b) 2., Stats., voted to request that you modify CHR 97-081 by deleting SECTIONS 4, 15 and 18, of the rule, thereby deleting requirements for the study of, or instruction in, human rights issues related to the inhumanity of genocide, slavery and the holocaust, and that you seek to include these topics in the standards being developed by the Council on Model Academic Standards.

Please let me know, in writing, by the end of the day on *Wednesday, September 3, 1997*, whether you agree to make these modifications. If you agree to the modifications, the Committee's review period will be extended to the 10th working day following receipt by the Committee of the modifications, if that date is later than September 17, 1997. If you do not agree, the Committee may take further action on the rule at its September 9, 1997 meeting.

Thank you.

Sincerely,

Representative Luther S. Olsen
Chairperson, Assembly Committee
on Education

LSO:lr

cc: Peter Burke



State of Wisconsin
Department of Public Instruction

Mailing Address: P.O. Box 7841, Madison, WI 53707-7841
125 South Webster Street, Madison, WI 53702 (608) 266-3390/(608) 267-2427 TDD

John T. Benson
State Superintendent

Steven B. Dold
Deputy State Superintendent

July 31, 1997

The Honorable Fred Risser
President, Wisconsin Senate
Room 102
Martin Luther King Jr. Boulevard
Madison, WI 53708

The Honorable Ben Brancel
Speaker, Wisconsin Assembly
Room 211 West State Capitol
Madison, WI 53702

Dear Gentlemen:

The following rule is in final draft form and is submitted to you for referral to the appropriate standing committees:

CHR 97-081

Sincerely,

John T. Benson
State Superintendent

NOTICE OF RULES IN FINAL DRAFT FORM

NOTICE IS HEREBY GIVEN To the presiding officers of each house of the legislature that the proposed rules are in final draft form according to the procedure set forth in s. 227.19, Stats.

PROPOSED ORDER OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION AMENDING RULES

The state superintendent of public instruction hereby proposes to repeal PI 3.27, and PI 4.095(7); to renumber and amend PI 4.095(8); to amend PI 3.03(2)(e), PI 3.05(2m)(a), PI 3.05(7)(a) and (b) 2., PI 3.38(1)(a)(intro.) and PI 4.11(2); to repeal and recreate PI 3.03(2)(e)3.b., PI 3.05(3m)(g), PI 3.13, PI 3.26, PI 3.35, Subch. VII of Ch. PI 4, and PI 4.78; and to create PI 3.03(2)(e)5.a. and b., PI 3.38(3), and PI 8.01(2)(L)7, relating to teacher certification requirements, certification program requirements, and Standard (L).

ANALYSIS BY THE DEPARTMENT OF PUBLIC INSTRUCTION

Statutory authority: ss. 115.28(7), 121.02(1)(a) and (5) and 227.11(2)(a), Stats.

Statute interpreted: ss. 115.28(7) and 121.02(1)(L), Stats.

Section 115.28(7), Stats., requires the state superintendent of public instruction to license all teachers for the public schools and to make rules establishing standards of attainment for licensure. Chapter PI 3 contains the requirements which an individual must meet to be licensed in Wisconsin. Chapter PI 4 contains the procedures and standards for approval of professional education programs leading to licensure.

Section 121.02(5), Stats., requires the state superintendent of public instruction to promulgate rules relating to school district standards. Chapter PI 8 contains the 20 standards that each school board is required to meet. One of these standards, Standard (L), requires that instruction be provided at specified grade levels in reading, language arts, mathematics, science, social studies, etc.

The rules include modifications made to chs. PI 3, 4 and 8 as follows:

Educational interpreter: Amend s. PI 3.03(2)(e), relating to educational interpreter license renewal criteria. This amendment would incorporate an educational interpreter performance assessment as a requirement for license renewal. Educational interpreters who work as oral or cued speech interpreters would be exempt from this renewal requirement.

General requirements for a license: Amend s. PI 3.05(3m)(g), relating to special subject areas, special education and pupil services requirements pertaining to the general requirements to receive a license. This amendment would replace the requirement that applicants complete 6 semester credits in reading and language arts with a requirement that one discrete course be completed in reading and language arts.

Driver education: Amend s. PI 3.13, relating to driver education licenses. This amendment would allow the department to take action on individuals holding a driver education license who do not maintain an acceptable driving record. This amendment would also create a 2-year nonrenewable license, allow other professionally DPI licensed individuals to receive a driver education license, and add another option to the driver education license renewal criteria.

Cognitive disabilities: Amend s. PI 3.26, relating to mild or moderate cognitive disabilities licenses and eliminate s. PI 3.27, relating to severely handicapped licenses. Current rules allow individuals holding a mild or moderate cognitive disabilities - 806 license to teach severely handicapped children but does not allow individuals holding a severely handicapped - 807 license to teach children with mild or moderate cognitive disabilities. This amendment would combine the two licenses into one comprehensive license covering the full range of severity of cognitive disabilities. Corresponding changes will be made to cognitive disability program requirements under ss. PI 4.65 and 4.66.

Speech and language: Amend s. PI 3.35, relating to speech and language pathology licenses. This amendment would eliminate redundancy, clarify, and consolidate rules so that they can be more easily read and understood. Corresponding changes will be made to the speech and language pathology program requirements under s. PI 4.78.

Assistive technology. Create s. PI 3.38(3), relating to a license in assistive technology. This amendment would require specialized training in the applications of assistive technology to facilitate communication for students with exceptional educational needs. This amendment would also allow physical and occupational therapists, in addition to special education teachers, to receive such a license.

Human relations, relating to genocide, slavery and the Holocaust: Amend ss. PI 3.05(2m)(a), 4.11(2) and 8.01(2)(l), relating to human relations and instruction requirements. This amendment would:

- Require the study of human rights issues related to genocide, slavery and the Holocaust in order to receive a license to teach.
- Require a licensure program to require the study of human rights issues related to genocide, slavery and the Holocaust.
- Require instruction in human rights issues related to genocide, slavery and the Holocaust in grades 5-12.

Special education program requirements: Repeal and recreate subch. VII of ch. PI 4, relating to special education programs. Several minor amendments have been made to program areas relating to special education common rules, early childhood, emotional disturbance, hearing impaired, learning disabilities, cognitive disabilities, and speech and language to ensure that future special education teachers will be both available and adequately prepared to meet the needs identified by the field. These changes are also based on the department's evaluation of licensure programs made every five years. Most licensure programs have already amended their programs based on the department's evaluation.

Finally, one of the provisions under Clearinghouse Rule 96-60 was to authorize the state superintendent to grant exemptions on required test scores for out-of-state graduates. The modification was made under s. PI 3.05(7)(b)2 and should have been placed under s. PI 3.05(7)(a). This rule modification will correct this misplacement.

Except for the provision requiring instruction in human rights issues related to genocide, slavery and the Holocaust in grades 5-12, the department will promulgate these rules as emergency rules effective July 1, 1997. Persons applying for licenses and universities providing programs that lead to licensure should have little difficulty in meeting these rule requirements. Initial applicability sections have been listed at the end of the rule to help license applicants and universities determine when the rule will affect licensure and program requirements.

1 **SECTION 1.** PI 3.03(2)(e) is amended to read:

2 PI 3.03(2)(e) Educational interpreter - deaf or hard of hearing license renewal. An educational interpreter -
3 deaf or hard of hearing license may be renewed if the applicant satisfactorily completes 6 semester credits or the
4 equivalent of continuing professional education during the 5 years immediately preceding his or her application for

1 renewal. The 6 semester credits or the equivalent shall be directly and substantively related to one or more of the
2 licenses held by the applicant or to the applicant's professional competency. The applicant requesting a renewal
3 under this paragraph shall complete the requirement under subd. 5. and may earn the remaining 6 semester credits or
4 the equivalent may be earned by completing one or a combination of the following items listed in subd. 1. to 4.:

5 **SECTION 2.** PI 3.03(2)(e)3.b. is repealed and recreated to read:

6 PI 3.03(2)(e)3.b. Two credits or the equivalent clock hours may be earned in a professional growth
7 experience that meets the requirements under s. PI 3.025(2)(c)1 and 2 while serving as a mentor in an interpreter
8 training program. No more than 2 semester credits or the equivalent may be counted in meeting the professional
9 education requirement under this paragraph in a 5-year period.

10 **SECTION 3.** PI 3.03(2)(e)5.a. and b. are created to read:

11 PI 3.03(2)(e)5.a. Except as specified under subpar. b, successful completion of the educational interpreter
12 performance assessment with a score of 3 or better. Thirty equivalency clock hours shall be granted for each
13 assessment under this subdivision with no more than 60 equivalency clock hours counted for each 5-year renewal
14 period. The 60 equivalency clock hours may be awarded by completing two educational interpreter performance
15 assessments under this subdivision, or one educational interpreter performance assessment under this subdivision
16 and one Wisconsin interpreting and transliterating assessment at a level 4 for both interpretation and transliteration,
17 or one educational interpreter performance assessment under this subdivision and proof of maintaining certification
18 or taking an interpretation or transliteration performance test, regardless of the score, through the registry of
19 interpreters for the deaf.

20 b. Educational interpreters who work as oral interpreters are exempt from meeting the requirement under
21 subpar. a. if a letter of verification is submitted to the department from the employing school district stating that the
22 interpreter works as an oral interpreter only.

23 NOTE: The Educational Interpreter Performance Assessment is available through the Department of Public
24 Instruction, Division of Learning Support: Equity and Advocacy, 125 South Webster St., Madison, WI 53707-
25 7841.

26 The Wisconsin Interpreting and Transliterating Assessment is available through the Office for the Deaf and
27 Hard of Hearing, Department of Health and Family Services, 2917 International Lane, Madison, WI 53707-7842.

28 The National Certification for Interpretation, Transliteration, and Oral Assessments are available through the
29 National Registry of Interpreters for the Deaf Inc., 8630 Fenton St., Suite 324, Silver Spring, MD 20910.

30 **SECTION 4.** PI 3.05(2m)(a) is amended to read:

31 PI 3.05(2m)(a) Theory and application of human relations practices, including skill building activities in
32 identifying and constructively responding to expressions or acts which devalue other persons with particular
33 attention to human rights issues related to the inhumanity of genocide, slavery, and the holocaust.

34 **SECTION 5.** PI 3.05(3m)(g) is repealed and recreated to read:

1 PI 3.05(3m)(g) For a license in a special subject area and vocational education, in special education, or in a
2 pupil services area, the applicant shall have completed a discrete course in the teaching of reading and language arts.

3 SECTION 6 PI 3.05(7)(a) and (b)2. are amended to read:

4 PI 3.05(7)(a) The applicant shall have received a passing score on standardized examinations in
5 mathematics, reading, and writing. The standardized examinations and the passing scores shall be determined by the
6 state superintendent. Exceptions to this paragraph may be granted by the state superintendent to applicants for an
7 initial license in each licensing year beginning July 1 and ending June 30 the following year based on rationale
8 provided by the school district.

9 (b)2. The state superintendent shall establish an effective date for the requirements in subd. 1. and notify
10 institutions offering programs under ch. PI 4 at least 1 year before passing tests in the major, minor, concentration or
11 advanced program will be required for licensure under subd. 1. ~~Exceptions to subd. 1. may be granted by the state~~
12 ~~superintendent to applicants for an initial license in each licensing year beginning July 1 and ending June 30 the~~
13 ~~following year based on rationale provided by the school district.~~ }

14 SECTION 7. PI 3.13 is repealed and recreated to read:

15 PI 3.13 DRIVER EDUCATION - 450. (1) A regular license or a renewal of a regular license to teach driver
16 education and traffic safety education may be issued to an applicant who has completed or possess all of the
17 following:

18 (a) A Wisconsin teacher or pupil service license.

19 (b) A valid driver's license.

20 (c) At least 3 years driving experience while holding a valid driver's license.

21 (d) An acceptable driving record. In this paragraph, "acceptable" means an individual may not have more
22 than 6 demerit points or a major violation charged by the Wisconsin department of transportation or the equivalent
23 authority from another state in one twelve month period.

24 (e) At least 15 semester credits of approved coursework in driver and safety education which shall include
25 all of the following:

26 1. A basic driver education course.

27 2. An advanced driver education course.

28 3. A general safety course.

29 4. Behavioral aspects of accident prevention.

30 5. Alcohol and drugs and their relationship to traffic safety.

31 (f) At least 10 hours of experience in teaching practice driving.

32 (2) A two-year nonrenewable license may be issued to an applicant as follows:

33 (a) The applicant meets the requirements under sub. (1)(a) to (d).

1 (b) The applicant has completed at least 6 of the credits required under sub. (1)(e)1. and 2. and experience
2 required under sub (1)(f).

3 (c) The applicant has a Wisconsin license and has been employed by the school district for at least 3 years as
4 described under s. 118.21, Stats.

5 (d) The employing school district requests, in writing, that the department grant the applicant a license under
6 this section.

7 (3) Individuals who hold a Wisconsin life license under s. PI 3.03(3) and who held an initial driver education
8 license with an effective date no later than July 1, 1980, may renew a regular driver education license by meeting the
9 requirement under s. PI 3.03(2)(b) or by attending 3 annual department approved traffic safety related conferences
10 and 3 traffic safety related workshops within the 5 years immediately preceding renewal of his or her driver
11 education license.

12 (4) A driver education license under this section may be revoked in accordance with s. PI 3.04 if any of the
13 following occurs:

14 (a) The license holder does not maintain an acceptable driving record as specified under sub. (1)(d).

15 (b) The license holder is convicted of operating a motor vehicle while intoxicated under the laws of this state
16 or under the equivalent authority from another state.

17 (c) The license holder has a driver's license that has been suspended or revoked by the department of
18 transportation or the equivalent agency in another state.

19 **SECTION 8.** PI 3.26 is repealed and recreated to read:

20 PI 3.26 COGNITIVE DISABILITIES - 810, PK-9, 6-12, PK - 12. (1) A cognitive disabilities - 810 license
21 may be issued to an applicant who has completed the requirements in s. PI 3.25(3) and all of the following
22 requirements covering the full range of severity of cognitive disabilities:

23 (a) At least 12 semester credits including all of the following:

24 1. Introduction to cognitive disabilities.

25 2. Educational diagnosis and assessment of cognitive disabilities.

26 3. Curriculum, methods, and technology for teaching pupils with cognitive disabilities at the appropriate
27 level.

28 4. Cooperative programming with community, health, and social services.

29 (b) Student teaching and practicum experiences for a license under this section shall be at the appropriate
30 level.

31 (2) Persons holding a regular mild or moderate cognitive disabilities - 806 license or a regular severely
32 handicapped - 807 license may be issued a regular license under this section.

33 **SECTION 9.** PI 3.27 is repealed.

34 **SECTION 10.** PI 3.35 is repealed and recreated to read:

1 PI 3.35 SPEECH AND LANGUAGE PATHOLOGY - 820. A regular license as a speech and language
2 pathologist may be issued to an applicant who has completed an approved program and all of the following:

3 (1) A master's degree in communicative disorders with training including a minimum of 36 semester credits,
4 of which at least 30 semester credits are graduate credits.

5 (2) Training within the undergraduate and graduate program shall include a minimum of the following:

6 (a) Six semester credits in speech disorders.

7 (b) Six semester credits in language disorders.

8 (c) Three semester credits in hearing disorders and hearing evaluation.

9 (d) Three semester credits in hearing habilitative and rehabilitative procedures.

10 (3) Eighteen semester credits of professional education and training to include course work in the following:

11 (a) The general requirements under s. PI 3.05(1), (2m), and (3m)(g).

12 (b) Human growth and development including the psychology of learning.

13 (c) Methods or procedures in school speech and language programs.

14 (d) Understanding and use of augmentative and nonverbal communication modes and systems.

15 (e) Three hundred fifty hours of supervised practicum with 100 hours in a school setting to include
16 experiences with a wide range of communicative disorders. The practicum or internship under this paragraph is
17 completed in lieu of the student teaching requirement under s. PI 3.05(6). Up to 6 semester credits earned in the
18 practicum may be counted toward the 18 semester credits of professional education.

19 **SECTION 11.** PI 3.38(1)(a)(intro.) is amended to read:

20 PI 3.38(1)(a)(intro.) A regular license in adaptive education - 859 may be issued to an applicant who holds a
21 regular license ~~and who has completed~~ to teach based upon completion of an approved program, including a
22 concentration in adaptive education, which includes course work in all of the following:

23 **SECTION 12.** PI 3.38(3) is created to read:

24 PI 3.38(3) Assistive technology - 858. A regular license in assistive technology - 858 may be issued to a
25 person who holds a regular license which requires a bachelor's degree under subchapter VII and who has completed
26 a concentration in assistive technology including the following:

27 (a) Psychology and nature of the exceptional child.

28 (b) Curriculum modification and instructional strategies through use of assistive technology.

29 (c) Practicum in assistive technology.

30 **SECTION 13.** PI 4.095(7) is repealed.

31 **SECTION 14.** PI 4.095(8) is renumbered PI 4.095(7) and as renumbered PI 4.095(7)(title) is amended to
32 read:

33 PI 4.095(7)(title) SPECIAL SUBJECTS, VOCATIONAL EDUCATION, SPECIAL EDUCATION, OR
34 PUPIL SERVICES AREA.

1 SECTION 15. PI 4.11(2) is amended to read:

2 PI 4.11(2) The program shall require study in the theory and application of human relations practices
3 including skill building activities in identifying and constructively responding to expressions or acts which devalue
4 other persons with particular attention to human rights issues related to the inhumanity of genocide, slavery, and the
5 holocaust. Effective July 1, 1996, such preparation shall include demonstrated competency in all of the following:

6 SECTION 16. Subchapter VII of chapter PI 4 is repealed and recreated to read:

7 SUBCHAPTER VII

8 SPECIAL EDUCATION BACCALAUREATE PROGRAMS

9 4.60 SPECIAL EDUCATION: COMMON RULES. All professional education programs leading to
10 licensure in special education shall meet the requirements in subch. IV and the following common standards:

11 (1) The program shall require study of principles and theories of child growth and development or
12 adolescent growth and development, or both if the program leads to a license to teach grades prekindergarten
13 through 12. The study shall include communicative, cognitive, emotional, physical, and social development related
14 to learning.

15 (2) The program shall require study of the major characteristics of all disabilities as defined by state and
16 federal law in order to recognize their existence in children and youth.

17 (3) The program shall require study of the processes of and legal requirements for special education and
18 related services, including pre-referral intervention, screening, referral, multidisciplinary team and individualized
19 education plans, and program and placement alternatives for providing the least restrictive environment for pupils
20 with exceptional educational needs.

21 (4) The program shall require study of language disorders with implications for language acquisition,
22 cognitive development, learning, instruction, social interaction, and the full range of alternative modes of
23 communication.

24 (5) The program shall require study, selection, and application of traditional and alternative assessments,
25 including the following:

26 (a) Group and individual assessment instruments and strategies in academic, cognitive, communicative,
27 physical, social, and transitional areas for identification and determination of eligibility for special educational
28 services.

29 (b) Analysis, interpretation and sharing of assessment results with the pupil, the pupil's family, and other
30 educators for the purpose of instructional planning and programming in a variety of general and exceptional
31 educational environments.

32 (c) Measurements for monitoring pupils' progress toward meeting individualized education program goals.

1 (6) The program shall require study of general education teaching principles, curriculum, methods, and
2 instructional materials in the basic skills of critical thinking, mathematics, language arts, and communication as
3 related to content areas.

4 (7) The program shall require study of methods for organizing and modifying environments in collaboration
5 with other professionals and families to maximize the pupils' development through appropriate use of instructional
6 techniques, materials, equipment and technology.

7 (8) The program shall require study of transitional activities, curriculum and instructional approaches that
8 contribute to the preparation of pupils for careers, vocations, independent living, recreation, and leisure.

9 (9) The program shall require study of a variety of individual and group management strategies that
10 encourage personal and social responsibility of pupils with exceptional educational needs.

11 (10) The program shall require study of methods for supporting and maintaining pupils with exceptional
12 educational needs in the general education environment.

13 (11) The program shall require study and development of communication, advocacy, and collaboration skills
14 enabling all teachers to jointly plan, implement, and evaluate educational and community programs with pupils,
15 parents, and other educational and community personnel.

16 (12) The program shall require study of the legal principles related to the professional rights and
17 responsibilities of educators.

18 (13) The program shall require a minimum of 200 clock hours of supervised experience working with all
19 pupils in general education environments. This experience shall include group instruction, classroom management,
20 instructional planning, management of behavior, media utilization, implementation of curricular scope and sequence
21 and classroom organization.

22 PI 4.61 EARLY CHILDHOOD EXCEPTIONAL EDUCATIONAL NEEDS: SPECIFIC RULES. A
23 professional education program leading to licensure to teach children birth through age eight with developmental
24 delays and disabilities and support their families shall meet the following standards:

25 (1) The program shall require study of the principles and theories of child growth and development and
26 learning theory as appropriate to children under this section.

27 (2) The program shall require study of the characteristics of play and its contribution to the cognitive, social,
28 emotional, communication, motor development, and learning of children under this section.

29 (3) The program shall require study of the wide variability in normal child development, as well as risk
30 factors; developmental patterns and delays representative of specific disabilities; and medical aspects of diagnosed
31 conditions, and the effect of such differences upon children and their families.

32 (4) The program shall require study of child find strategies, informed referral networks, evaluation team
33 responsibilities, individualized family service plans, individualized education program processes, and pertinent state
34 and federal laws, regulations, and policies.

1 (5) The program shall require study of professional ethics and issues of advocacy, family rights,
2 confidentiality, and teacher liability.

3 (6) The program shall require study designed to develop the ability to participate as a team member in the
4 following areas:

5 (a) In determining eligibility for early intervention or special education services.

6 (b) In the formal and informal assessment of infant and young children's cognitive, social, emotional,
7 communication, motor, adaptive and physical - including vision and hearing development - for initial and ongoing
8 planning and provision of appropriate services.

9 (c) In the identification of family concerns, priorities and resources for the purpose of incorporating the
10 families' desires and goals for children into intervention strategies.

11 (7) The program shall require study and experiences in curriculum development, implementation, and
12 evaluation based upon child development, learning theory, and research for all children birth through age eight
13 including those with developmental delays and disabilities.

14 (8) The program shall require study and experiences in creating and managing a learning environment that
15 provides for all of the following:

16 (a) Emphasizes play, active manipulation of concrete materials, independence in daily living, exploration of
17 the environment, problem solving, and decision making.

18 (b) Meets the unique needs of a diverse group of young children and builds upon their strengths.

19 (c) Fosters friendships and interactions with others.

20 (d) Integrates content areas such as art, music, and literature through adult and child initiated themes.

21 (9) The program shall require the study of methods for organizing and modifying environments in
22 collaboration with parents and other professionals to maximize the children's development through appropriate use
23 of strategies, materials, equipment, and technology.

24 (10) The program shall require the study of methods of service delivery within natural settings in the home
25 and community such as preschools, head start, and family- and center-based child care.

26 (11) The program shall require study and experiences designed to develop skills in supporting families and
27 caregivers from diverse backgrounds including, but not limited to, racial, cultural, ethnic, and economic diversity.

28 (12) The program shall require study and experiences to develop communication skills for working with
29 other persons involved in early childhood settings including parents, volunteers, support staff, advisory groups,
30 community agencies, and professionals from other disciplines.

31 (13) The program shall require the study of intra- and interagency collaboration which includes service
32 coordination and consultation related to the care, education, and transition of young children and their families.

33 (14) The early childhood exceptional educational needs program is not required to meet the special
34 education common standards in s. PI 4.60.

1 PI 4.62 EMOTIONAL DISTURBANCE: SPECIFIC RULES. The professional education program leading
2 to licensure in emotional disturbance shall meet the following standards:

3 (1) The program shall require study of emotional disturbance, including history, definitions, characteristics,
4 classification systems, incidence, assessment techniques, intervention strategies and research on effective practices.

5 (2) The program shall require study of the continuum of delivery systems serving pupils identified as
6 emotionally disturbed, with special emphasis on the concepts and principles of implementation of least restrictive
7 environment.

8 (3) The program shall require study of the federal and state definitions, eligibility criteria and assessment
9 procedures for emotional disturbance, including the analysis, integration, and communication of data in verbal and
10 written form.

11 (4) The program shall require study of and experience in the development, implementation, and ongoing
12 evaluation of instructional programs which address academic, behavioral, social, cognitive and transitional areas.

13 (5) The program shall require study of the professional responsibilities of the teacher of pupils identified as
14 emotionally disturbed, to represent the best interests of the pupil, and collaborate with parents, colleagues, and
15 agency personnel.

16 (6) The program shall require experience in development and implementation of relevant and effective
17 individualized education plans for pupils identified as emotionally disturbed.

18 (7) The program shall require the development of skills in designing and implementing appropriate
19 preventive, supportive and corrective management strategies which reflect the principles of least restrictive
20 environment. Such practices shall address legal, ethical, and safety considerations.

21 (8) The program shall require study of medical, psychiatric, human service, and juvenile justice community
22 agencies, and their relationship to the needs of pupils identified as emotionally disturbed.

23 (9) The program shall require study of relevant and effective parent education and parent support services.

24 (10) The program shall require a minimum of 50 clock hours of prestudent teaching experience in
25 educational settings with pupils identified as emotionally disturbed.

26 PI 4.63 DEAF AND HARD OF HEARING: SPECIFIC RULES. A professional education program leading
27 to licensure to teach children who are deaf or hard of hearing shall meet the following standards:

28 (1) The program shall require study to develop an understanding of historical, social, linguistic, cultural,
29 educational and psychological aspects of individuals who are deaf or hard of hearing.

30 (2) The program shall require study of hearing loss to develop an understanding of anatomy, physiology,
31 etiology, and the effect of additional handicapping conditions on individuals who are deaf or hard of hearing.

32 (3) The program shall require study of individuals who are deaf or hard of hearing to develop an
33 understanding of family dynamics, bilingual and bicultural considerations, professional organizations and consumer
34 organizations as resource providers.

1 (4) The program shall require study of language acquisition by individuals who are deaf and hard of hearing
2 to develop an understanding of cognitive development, the evaluation and assessment process, and strategies for
3 instruction to include both historical and current methodologies in English and American sign language.

4 (5) The program shall require study of speech theories and speechreading skill acquisition by individuals
5 who are deaf or hard of hearing to develop an understanding of speech development, and the evaluation process and
6 strategies for instruction to include both historical and current methodologies.

7 (6) The program shall include study of how to identify, select and interact with agencies and other
8 community resources for improving and strengthening education program and transition services for pupils who are
9 deaf or hard of hearing.

10 (7) The program shall require study of audiological assessment and interpretation, auditory training theory
11 and practice, methods of developing and improving use of residual hearing management of the acoustic environment,
12 and amplification devices including cochlear implants, assistive listening devices, and vibro-tactile aids.

13 (8) The program shall require study of theory, practice and selection criteria related to visual and sign
14 communication, including but not limited to, American sign language, English based signs, cued speech,
15 augmentative communication techniques, and speechreading. This study shall include the sociocultural aspects of
16 the various forms of visual and sign communication and the role and function of interpreters and transliterators.

17 (9) The program shall require demonstration of expressive and receptive skills in American sign language
18 and English-based signs.

19 (10) The program shall require study of selection, modification, adaptation and development of curriculum
20 for use with pupils who are deaf or hard of hearing.

21 (11) The program shall require knowledge and skill in use of instructional media and materials, including
22 current instructional technology and devices for use by pupils who are deaf or hard of hearing.

23 (12) The program shall require study of methods of instruction in reading and language for pupils who are
24 deaf or hard of hearing.

25 (13) The program shall require that students demonstrate effective use of communication techniques, subject
26 knowledge, and teaching skills in a variety of student teaching assignments with pupils who are deaf or hard of
27 hearing.

28 PI 4.64 LEARNING DISABILITIES: SPECIFIC RULES. A professional education program leading to
29 licensure in learning disabilities shall meet the following standards:

30 (1) The program shall require study of the history and current trends of the field of learning disabilities, as
31 they relate to theories and definitions, etiology, and assessment of learning disabilities, and methodology, and
32 programming options for learning disabilities.

33 (2) The program shall require study of the continuum of services for providing the least restrictive
34 environment including the following:

1 (a) Legal entitlement to and provision of special education and related services within the least restrictive
2 environment.

3 (b) Methodology of teaching pupils in a variety of educational environments.

4 (c) Communication techniques for fostering inquiry, collaboration, and supportive interaction in the learning
5 environment.

6 (3) The program shall require study and application of effective teaching strategies to maximize academic
7 engaged time in all learning environments and content areas. This shall include social skills and study skills.

8 (4) The program shall require study and application of the methods and skills needed for the organization
9 and operation of effective learning environments to include, but not be limited to, scheduling, rule posting, and
10 arranging the physical environment.

11 (5) The program shall require study and application of assessment instruments and strategies for identifying
12 specific learning disabilities, including formal and informal tests, observation, diagnostic teaching and curriculum-
13 based assessment.

14 (6) The program shall require experience in summarizing, interpreting, and reporting evaluation findings as
15 they relate to educational programs and placements.

16 (7) The program shall require study of the development and implementation of individualized education
17 programs and lesson plans including ongoing evaluation of pupil progress in both academic and social behaviors.

18 (8) The program shall require study of the inter and intra individual differences of persons with learning
19 disabilities throughout the lifespan.

20 (9) The program shall require knowledge of and skills in the application of the following alternative or
21 remedial techniques to teach pupils with learning disabilities:

22 (a) Reading, including word recognition, fluency, comprehension, and content areas.

23 (b) Mathematics, including problem-solving skills, computation skills, and application of mathematics skills
24 for everyday living.

25 (c) Language arts skills, including listening, speaking, writing, and spelling.

26 (10) The program shall require knowledge of and skills in the application of learning disabilities program
27 options. This includes tutorial, basic skills, compensatory skills, enrichment activities, learning strategies, life skills,
28 and team teaching in the content area models.

29 (11) The program shall require knowledge of and skills in the application of the following:

30 (a) Transition strategies, including collaboration with other agencies.

31 (b) The use of assistive technology devices and services.

32 (12) The program shall require study and development of advocacy and change strategies through
33 collaboration and consultation enabling teachers to jointly plan, implement, and evaluate educational programs with
34 pupils, parents, educators, and other professionals.

1 (13) The program shall require an awareness of the historical and philosophical perspectives of education
2 and the study of reflective practices to continually evaluate the effects of choices and actions on others and actively
3 seek out opportunities to grow professionally in life-long career development.

4 PI 4.65 COGNITIVE DISABILITIES: SPECIFIC RULES. A professional education program leading to
5 licensure in cognitive disabilities shall meet the following standards:

6 (1) The program shall require study of the definition, classification, etiology, prevalence, characteristics,
7 cultural and social factors, and medical implications of pupils with cognitive disabilities who may or may not have
8 concomitant physical, behavioral, or sensory disabilities.

9 (2) The program shall require study of significant historical trends, current issues, and the effect of state and
10 federal laws, regulations and litigation on pupils with cognitive disabilities.

11 (3) The program shall require study of the impact of cognitive disabilities on families.

12 (4) The program shall require study of methods to determine instructional priorities and assist pupils with
13 cognitive disabilities to develop and attain life goals utilizing the school and community services.

14 (5) The program shall require study of pupil evaluation for collecting data including observations,
15 background information, learning styles, interviews, case studies, and anecdotal records.

16 (6) The program shall require study of informal and formal measurements of adaptive behavior including
17 selection, administration, interpretation, reporting, and application of assessment data for pupils with cognitive
18 disabilities.

19 (7) The program shall require study of practices in developing, monitoring, and revising appropriate
20 individual educational programs for pupils with cognitive disabilities.

21 (8) The program shall require study of the principles of learning and effective instructional strategies to meet
22 the needs of pupils with cognitive disabilities.

23 (9) The program shall require study of the methods for arranging learning environments to maximize the
24 acquisition of instructional objectives, use of materials, and specially designed and adapted equipment.

25 (10) The program shall require an understanding of a variety of curriculum models used with pupils with
26 cognitive disabilities.

27 (11) The program shall require study of curricula and methods including the following:

28 (a) Motor development including appropriate lifting and positioning techniques.

29 (b) Communication including alternative methods of communication and assistive technology.

30 (c) Social development including human sexuality, self-advocacy, family and personal relationships.

31 (d) Academic development including the functional skills to literacy.

32 (e) Daily living skills including self-care, health, safety, home maintenance, transportation, recreation, and
33 leisure activities.

1 (f) Career and vocational development including career awareness, work related skills and attitudes, job
2 exploration, job training skills, and work experience.

3 (12) The program shall require study of strategies for facilitating the application and generalization of skills.

4 (13) The program shall require an understanding of a variety of curriculum models used with pupils with
5 cognitive disabilities.

6 (14) The program shall require study of strategies for monitoring instructional effectiveness.

7 (15) The program shall require study of strategies which facilitate collaborative relationships among general
8 and special education teachers, aides, support staff, administrators, parents, and others to jointly plan, implement,
9 and evaluate educational services.

10 (16) The program shall require study of effective training and appropriate utilization of special education
11 program aides who assist pupils with cognitive disabilities who may or may not have concomitant behavioral,
12 sensory, or physical disabilities.

13 (17) The program shall require the study of working with health care professionals and other support staff to
14 plan, develop, implement, and evaluate a health care plan for pupils with such needs.

15 (18) The program shall require the study of methods and models for adapting the regular curricula, grading,
16 and classroom climate to facilitate the participation of students with cognitive disabilities in the general education
17 classroom.

18 **SECTION 17.** PI 4.78 is repealed and recreated to read:

19 **PI 4.78 SPEECH AND LANGUAGE PATHOLOGY.** A professional education program leading to a
20 master's degree required for licensure in speech and language pathology shall meet the following special education
21 common standards in s. PI 4.60 (1), (2), (3), (4), (8) and (11) and the following:

22 (1) The program shall require study of anatomy and physiology of speech and hearing, phonetics, speech and
23 hearing science, and the development of speech, language, and auditory processing.

24 (2) The program shall require study of different speech and language pathologies.

25 (3) The program shall require study designed to develop an understanding of and skills in auditory
26 habilitation, rehabilitation, and assessment techniques used for detecting hearing impairments.

27 (4) The program shall require study designed to develop an understanding of and skills in using the kinds of
28 material, equipment, and instrumentation used with pupils having communication disorders including a full range of
29 augmentative and nonverbal communication modes and systems.

30 (5) The program shall require the study of diverse family, cultural and dialectal variants as related to
31 communicative disorders.

32 (6) The program shall require study designed to develop an understanding of statistics and research design.

33 (7) The program shall require study designed to develop an understanding of and skills in the following:

1 (a) Administering formal and informal assessment measures including the scoring, analysis and
2 interpretation of data to diagnose communication disorders.

3 (b) Planning, developing, implementing and evaluating instructional strategies and techniques designed to
4 achieve habilitation, rehabilitation, instructional objectives and transition for all pupils having communication
5 disorders.

6 (c) Developing, implementing and evaluating screening and identification procedures for the purpose of
7 determining pupils with need of further assessment.

8 (d) Applying individual assessment instruments and strategies in academic, cognitive, communicative,
9 physical, and social areas used for identification and program placement decisions.

10 (e) Developing professional writing skills, including multidisciplinary team reports and individualized
11 education programs.

12 (f) Applying current technology to improve and maintain the quality of service delivery.

13 (g) Developing individual and group management strategies.

14 (8) The program shall require study of methods and procedures in school speech, language and hearing
15 programs designed to develop an understanding of the following:

16 (a) Appropriate criteria, processes, and procedures used for pupil identification.

17 (b) The various delivery models utilized by speech and language pathologists at preschool, elementary and
18 secondary levels, including strategies for supporting pupils with communicative disorders in the general education
19 environment.

20 (c) The importance of disseminating, sharing and exchanging information with other professionals, parents,
21 family, pupils, clients, their peers, and their community.

22 (d) The scope and sequence of regular education curriculum and its relationship to communication disorders.

23 (e) Education agency policies regarding the appropriate use and maintenance of pupil files and records.

24 (f) The organization and structure of education agencies including the budgetary and reporting processes.

25 (9) The program shall require study of or practicum with pupils between the ages of birth through 21 who
26 possess a wide range of communication disorders as well as with pupils who may have additional disabilities.

27 (10) The program shall require a college or university supervised practicum or internship of a minimum of
28 350 clock hours as described in s. PI 3.35(3)(e). These clock hours shall be spent in direct contact with persons with
29 communication disorders. Of the 350 clock hours, 100 clock hours shall be earned in a school setting and shall be
30 met through full-week, full-day placements or full-week, half-day placements or a combination of the two.

31 **SECTION 18.** PI 8.01(2)(L)7. is created to read:

32 PI 8.01(2)(L)7. In grades 5 through 12, include instruction on human rights issues with particular attention
33 to the inhumanity of genocide, slavery, and the holocaust in the social studies curriculum in at least one grade level
34 in grades 5 through 8 and in at least one grade level in grades 9 through 12 beginning September 1, 1998.

1 **SECTION 19. INITIAL APPLICABILITY.**

2 (1) Educational interpreter - 884 licenses with an effective date of July 1, 1996 or before, may be renewed
3 based on renewal requirements in effect at that time. For educational interpreter - 884 licenses with an effective date
4 of July 1, 1997 or after, the renewal requirements under s. PI 3.03(2)(e) shall be met.

5 (2) For persons applying for a license with an effective date of July 1, 1997, the general requirements for a
6 license - reading and language arts under s. PI 3.05(3m)(g) shall be met.

7 (3) Persons applying for an initial license or renewal of a driver education - 450 license with an effective
8 date of July 1, 1997, shall meet the requirements under s. PI 3.13. However, provisions relating to driver education
9 license revocation under s. PI 3.13(3) apply to all persons holding a driver education - 450 license effective July 1,
10 1997.

11 (4) Persons applying for an initial cognitive disabilities - 810 license with an effective date of July 1, 1997,
12 shall meet the requirements under s. PI 3.26.


13 (5) Persons applying for an initial speech and language pathology - 820 license with an effective date of July
14 1, 1997, shall meet the requirements under s. PI 3.35.

15 (6) Persons applying for an initial assistive technology - 858 license with an effective date of July 1, 1997,
16 shall meet the requirements under s. PI 3.38(3).

17 (7) Modifications made under ch. PI 4 shall pertain to licensure programs effective July 1, 1997.

The proposed rules contained in this order shall take effect on the first day of the month commencing after
the date of publication in the Wisconsin Administrative Register, as provided in s. 227.22(2)(intro.), Stats.

Dated this 31st day of July, 1997


John T. Benson
State Superintendent

FISCAL ESTIMATE

ORIGINAL UPDATED)

LRB or Bill No./Adm. Rule No.
Chs. PI 3, 4 and 8

DOA-2048 (R10/92)

CORRECTED SUPPLEMENTAL

Amendment No. If Applicable

Subject: Teacher Certification Requirements, Certification Program Requirements and Standard L

Fiscal Effect-See attached

State: No State Fiscal Effect

Check columns below only if bill makes a direct appropriation or affects a sum sufficient appropriation

- Increase Existing Appropriation Increase Existing Revenues
- Decrease Existing Appropriation Decrease Existing Revenues
- Create New Appropriation

- Increase Costs-May be possible to Absorb Within Agency's Budget Yes No
- Decrease Costs

Local: No local government costs- See attached

- 1. Increase Costs
 Permissive Mandatory
- 2. Decrease Costs
 Permissive Mandatory

- 3. Increase Revenues
 Permissive Mandatory
- 4. Decrease Revenues
 Permissive Mandatory

5. Types of Local Governmental Units Affected:
- Towns Villages Cities
 - Counties Others _____
 - School Districts VTAE Districts

Fund Sources Affected

- GPR FED PRO PRS SEG SEG-S

Affected Ch. 20 Appropriations

Assumptions Used in Arriving at Fiscal Estimate

Ch. PI 3 contains the requirements that an individual must meet to be licensed in Wisconsin. Chapter PI 4 contains the procedures and standards for approval of professional education programs leading to licensure. Chapter PI 8 contains the 20 standards that each school board is required to meet under Wisconsin statutes.

The modifications included in the emergency and proposed permanent rules most likely to result in a cost, if any, are as follows:

Educational Interpreters: In order to renew a license under these rules, educational interpreters are required to take an educational interpreter performance assessment. The assessment would cost between \$100 - \$125 which the test taker would have to pay. A school district may elect to pay for these assessments, but such payment is not required. It should be noted that the assessment would be counted as 30 equivalency clock hours, or 1 credit, toward meeting the 6 credits required for license renewal every 5 years.

Human relations, relating to genocide, slavery and the Holocaust: Under these rules, licensure and program requirements relating to human relations must address issues related to genocide, slavery and the Holocaust. The rules also require that instruction in these issues be provided at school in at least one grade level in grades 5 through 8 and in at least one grade level in grades 9 through 12. Most teacher training programs and schools already provide instruction relating to the inhumanity of genocide, slavery and the Holocaust. Therefore, it is assumed that there will be no increased costs to teacher training programs or school districts.

Long-Range Fiscal Implications

Agency/Prepared by: (Name & Phone No.)

Department of Public Instruction

Lori Slauson (608) 267-9127

Authorized Signature/Telephone No.

Faye J. Stark

Faye J. Stark

(608) 266-1966

Date

5-26-97

FISCAL ESTIMATE
DOA-2048 N(R10/94)

- ORIGINAL UPDATED
 CORRECTED SUPPLEMENTAL

Subject

Certification Requirements and Certification Program Requirements

Fiscal Effect

State: No State Fiscal Effect

Check columns below only if bill makes a direct appropriation or affects a sum sufficient appropriation.

Increase Costs - May be possible to Absorb Within Agency's Budget Yes No

- Increase Existing Appropriation Increase Existing Revenues
 Decrease Existing Appropriation Decrease Existing Revenues
 Create New Appropriation

Decrease Costs

Local: No local government costs

1. Increase Costs
 Permissive Mandatory
2. Decrease Costs
 Permissive Mandatory

3. Increase Revenues
 Permissive Mandatory
4. Decrease Revenues
 Permissive Mandatory

5. Types of Local Governmental Units Affected:
 Towns Villages Cities
 Counties Others _____
 School Districts WTCS Districts

Fund Sources Affected

- GPR FED PRO PRS SEG SEG-S

Affected Ch. 20 Appropriations

Assumptions Used in Arriving at Fiscal Estimate

The Department of Public Instruction has proposed a number of amendments to Chapters PI 3 and 4, administrative rules relating to licensure of teachers and standards for professional education programs. While most of the UW institutions can absorb the costs associated with these changes, our doctoral institutions would have some added costs related to: (1) addition of issues relating to genocide, slavery and the Holocaust to existing human relations requirements; (2) combining the two existing cognitive disabilities licenses into one comprehensive license; and (3) requirement of specialized training in the applications of assistive technology to facilitate communication for students with exceptional educational needs.

One institution estimates that it would need to add a course and at a minimum, 4-6 FTE graduate assistants at a cost of between \$132,200 and \$198,200 GPR/Fees, to meet the proposed human relations requirement. The second institution estimates that it would need to add a course and 1 FTE faculty position at an estimated cost of \$31,600 GPR/Fees to meet the cognitive disabilities requirement. In addition, that institution estimates a need for a .5 additional instructional position (\$15,800 GPR/Fees) or training for an existing faculty member (a minimum of \$2,600 GPR/Fees) and equipment and software (a one-time cost of \$50,000 GPR/Fees) to meet the assistive technology requirement.

The total cost of implementing the proposed amendments is estimated to be \$50,000 GPR/Fees one-time and between \$166,400 and \$245,600 GPR/Fees annually.

Long-Range Fiscal Implications

Agency/Prepared by: (Name & Phone No.)

Authorized Signature/Telephone No.

Date

University of Wisconsin System

Kathleen Rsell

2-6423

7/11/97

FINAL REPORT
CLEARINGHOUSE RULE 97-081
CHAPTER PI 3, 4 and 8
TEACHER CERTIFICATION REQUIREMENTS, CERTIFICATION PROGRAM REQUIREMENTS
AND STANDARD (L)

Analysis by the Department of Public Instruction

Statutory authority: ss. 115.28(7), 121.02(1)(a) and (5) and 227.11(2)(a), Stats.

Statute interpreted: ss. 115.28(7) and 121.02(1)(L), Stats.

Section 115.28(7), Stats., requires the state superintendent of public instruction to license all teachers for the public schools and to make rules establishing standards of attainment for licensure. Chapter PI 3 contains the requirements which an individual must meet to be licensed in Wisconsin. Chapter PI 4 contains the procedures and standards for approval of professional education programs leading to licensure.

Section 121.02(5), Stats., requires the state superintendent of public instruction to promulgate rules relating to school district standards. Chapter PI 8 contains the 20 standards that each school board is required to meet. One of these standards, Standard (L), requires that instruction be provided at specified grade levels in reading, language arts, mathematics, science, social studies, etc.

The rules include modifications made to chs. PI 3, 4 and 8 as follows:

Educational interpreter: Amend s. PI 3.03(2)(e), relating to educational interpreter license renewal criteria. This amendment would incorporate an educational interpreter performance assessment as a requirement for license renewal. Educational interpreters who work as oral or cued speech interpreters would be exempt from this renewal requirement.

General requirements for a license: Amend s. PI 3.05(3m)(g), relating to special subject areas, special education and pupil services requirements pertaining to the general requirements to receive a license. This amendment would replace the requirement that applicants complete 6 semester credits in reading and language arts with a requirement that one discrete course be completed in reading and language arts.

Driver education: Amend s. PI 3.13, relating to driver education licenses. This amendment would allow the department to take action on individuals holding a driver education license who do not maintain an acceptable driving record. This amendment would also create a 2-year nonrenewable license, allow other professionally DPI licensed individuals to receive a driver education license, and add another option to the driver education license renewal criteria.

Cognitive disabilities: Amend s. PI 3.26, relating to mild or moderate cognitive disabilities licenses and eliminate s. PI 3.27, relating to severely handicapped licenses. Current rules allow individuals holding a mild or moderate cognitive disabilities - 806 license to teach severely handicapped children but does not allow individuals holding a severely handicapped - 807 license to teach children with mild or moderate cognitive disabilities. This amendment would combine the two licenses into one comprehensive license covering the full range of severity of cognitive disabilities. Corresponding changes will be made to cognitive disability program requirements under ss. PI 4.65 and 4.66.

Speech and language: Amend s. PI 3.35, relating to speech and language pathology licenses. This amendment would eliminate redundancy, clarify, and consolidate rules so that they can be more easily read and understood. Corresponding changes will be made to the speech and language pathology program requirements under s. PI 4.78.

NAME	ORGANIZATION	IN FAVOR OR GENERALLY IN FAVOR	OPPOSED OR GENERALLY OPPOSED	OTHER
Michelle Intrater	WI Speech-Language Hearing Assoc.-			X
Timothy A. Jaech	Self	X		
John W. Kean	UW-Madison School of Education	X		
Jo Long	Self	X		
Virginia Haas Pauly	Self	X		
Christine Skoczynski	Self	X		
Elizabeth L. Sodos	Self	X		
Mary Sowinski	WI Assoc. of School Boards	X		
Joanne Vandebusch	UW-Milwaukee Interpreter Training Program	X		

Wausau Hearing, July 9, 1997

NAME	ORGANIZATION	IN FAVOR OR GENERALLY IN FAVOR	OPPOSED OR GENERALLY OPPOSED	OTHER
Cheryl Bauer	WDHH	X		
Janell Davis	Self	X		
Katy Ells	Office for Deaf & Hard of Hearing	X		
Nancy Granberg	Educational Interpreters of Superior School District		X	
Kathleen Jensen	WDHH	X		
Cheryl Kanitz	Self	X		
Karen Kaske	Self		X	
Kathleen J. Korhanen	Educational Interpreters Local #1397		X	
Judy R. Meller	Educational Interpreters of Superior School District		X	
Brenda L. Randall	Self	X		
Jolene Sagsletter	Self	X		
Denise Schwerin	Self		X	

The following persons submitted written testimony:

NAME	ORGANIZATION	IN FAVOR OR GENERALLY IN FAVOR	OPPOSED OR GENERALLY OPPOSED	OTHER
Sue Albert David Franks	Wis. Division for Early Childhood			X
Louise Bremer Lisa Campbell	Self		X	

5. Clarity, Grammar, Punctuation and Plainness:

- a. Recommendation accepted, changes made.
- b. The requirement under s. PI 3.38(3)(b) has been modified to read: "Curriculum modification and instructional strategies through use of assistive technology."
- c. The requirements apply to all categories of licenses in that subchapter. The specific requirements, while in some cases repetitive, apply only to the identified individual licenses. For example, the general requirement for a practicum in special education (page 8, line 10) is in a general education environment, where the requirement for the specific area, such as emotional disturbance, is with that specific population.
- d. The issuance of the provisional licenses for driver's education instructors does not preclude the issuance of two-year nonrenewable licenses for such instructors. The requirements under s. PI 3.13 are not limited to persons providing "behind-the-wheel" instruction.
- e. The department is in the process of moving toward performance-based teacher education and licensing and will be reviewing/modifying chapters PI 3 and 4 in their entirety. At that time, the Clearinghouse comments will be reviewed and considered for inclusion in the modifications made to the chapters.
- f. See e.
- g. See e.
- h. Recommendation accepted, changes made.
- i. Recommendation accepted, changes made.
- j. Recommendation accepted. The citation to s. PI 8.01(2)(1)7 has been changed so s. PI 8.01(2)(L)7. Statutory authority is provided as part of the analysis of the rule and includes ss. 115.28(7) and 121.02(1)(a) and (5), Stats.
- k. In most cases, the rule requirements have been streamlined and will make it easier for individuals seeking a license and universities providing programs that lead to licensure to comply. Many of the requirements have already been incorporated into programs and should not pose a significant problem to persons or programs in meeting the new rules.

FINAL REGULATORY FLEXIBILITY ANALYSES

Summary of Final Regulatory Flexibility Analysis:

The proposed rules will have no significant economic impact on small businesses, as defined in s. 227.114(1)(a), Stats.

Summary of Comments:

No comments were reported.

Wisconsin Assistive Technology Initiative
357 North Main Street, Amherst WI 54406
Phone: (715) 824-5415 Fax: (715) 824-5822

May 12, 1997

Charles R. Peterson, Director
Center for Adaptive Education
and Assistive Technology
St. Norbert College
De Pere, WI 54115-2099

Dear Chuck,

I am writing to support the creation of a specific 858-Assistive Technology license by the Wisconsin Department of Public Instruction. I think this new license will further encourage school personnel to pursue much needed training in assistive technology. The area of assistive technology is an important one because it is specifically defined in the Individuals with Disabilities Education Act (IDEA). Because of this, parents of children with disabilities are increasingly requesting that school districts provide the assistive technology devices and services that are mandated.

Parents are repeatedly told in the literature, by advocacy groups and by the Parent Education Project that they should request someone "knowledgeable in assistive technology" to serve on m-teams and IEP committees. It is becoming increasingly important that school districts have staff that are trained in the use and application of assistive technology and that they have a way to document that training.

The assistive technology training program already developed at St. Norbert has made an important contribution to the assistive technology skill and knowledge of Wisconsin educators, but it has been within the Adaptive Education license. I believe that making it a separate license will more clearly define what it is and provide a recognized avenue for educators to document their expertise.

Making this a separate license would not in any way, allow an individual to practice in another field for which they are not already licensed, but rather, would demonstrate additional knowledge within their licensed area. For example, a special education teacher who obtained the 858-Assistive Technology license would not be qualified to determine appropriate seating and positioning, that would still be the domain of the occupational therapist. However, that teacher would have demonstrated and documented expertise about assistive technology and its application within the areas of reading, writing, mathematics, and studying, etc.

Finally, I believe that having such a license will provide better information to

administrators as they are recruiting and hiring special education and related services personnel to work in the schools. They will know that an individual holding this license has specific training in appropriate application and operation of assistive technology to improve a variety of functional abilities for children with all disabilities.

Currently there are two other assistive technology certification programs both of which are open to all disciplines. One is a national certification exam which was recently introduced by the Rehabilitation Engineering and Assistive Technology Society of North America (RESNA). Passing that exam allows the person to write ATP (Assistive Technology Provider) after the other initials documenting their licensure (e.g. CCC-SLP, ATP). The other is a nine credit certification from the University of New Mexico through the Research Institute on Assistive and Training Technologies (RIATT) which offers training through distance learning and recently affiliated with NASDSE, the National Association of State Directors of Special Education. This, too, is a national program that education staff are turning to in order to have access to assistive technology licensure. I believe it is prudent to have a Wisconsin licensure available as a viable and visible alternative to these national programs

Sincerely,

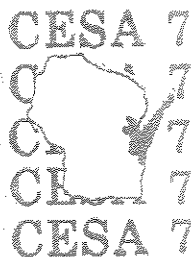


Penny R. Reed, Ph.D., Director

Wisconsin Assistive Technology Initiative

Cooperative Educational Service Agency No. 7

Exceptional Education Department



Nissan B. Bar-Lev, Director

421 Court Street
Chilton, WI 53014
(414) 849-9384
Fax (414) 849-9385

May 13, 1997

Mr. Charles Peterson
St. Norbert College
Teacher Education
100 Grant Street
DePere, WI. 54115

Dear Mr. Peterson,

Please consider this document as a letter of support for the creation of a new 856 Assistive Technology license by DPI.

This license will provide the necessary information to Directors of Special Education or other hiring officials concerning EEN staff's level of preparation in assistive technology. With today's growing and evolving technology in the classroom, as well as IDEA requirements to evaluate and provide Assistive Technology to EEN students when necessary, this license will significantly contribute to the making of an effective special education program.

Please feel free to contact me for any additional information on the subject.

Sincerely,

Nissan B. Bar-Lev
Director of Special Education
CESA #7

Brown County Handicapped Schools

SYBLE HOPP SCHOOL
753 SCHEURING ROAD
DE PERE, WI 54115
TELEPHONE: 414/336-5754
FAX: 414/336-7262

BARBARA B. NATELLE
ADMINISTRATOR

JAMES R. KOHLMETZ
ASST. ADMINISTRATOR

May 6, 1997

Mr. Charles Peterson
St. Norbert College
Center for Adaptive Education
and Assistive Technology
100 Grant Street
DePere, Wi. 54115

Dear Mr. Peterson,

Currently, graduate programs for teachers and therapists of children with Special needs, take on a traditional role in course work with very little emphasis on technology. Research is telling us that assistive technology is not only essential in the lives of people with disabilities, and school curriculums needs to be adapted to include technology, it also states learning increases through its use

St. Norbert College is the only institution in the state with an assistive technology program. This program allows teachers and therapists of special children to learn the necessary skills to use assistive devices within their classrooms. St. Norbert College's Assistive Technology program fills the need identified by research.

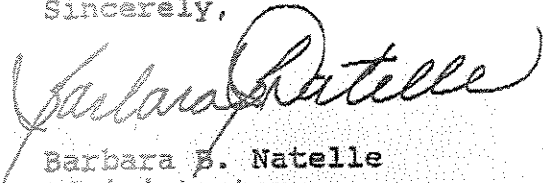
The Brown County HCEB serves 7 school districts in this County and several outside of the county. Technology is an integral part of programming for children with Special needs. On going education is needed to keep staff current of the latest developments and changes in assistive technology. We are impressed on how this is accomplished through drawing upon State Leadership to teach these classes.

Assistive technology is a vital component of the education of children with disabilities. By St. Norbert College extending its assistive technology program through offering classes in Eau Claire, Milwaukee, Amherst, and Oshkosh in addition to the programming offered on campus in DePere, special education staff and therapists in Wisconsin have the opportunity to learn new skills.

This program will affect over 100 educators in the Brown County system alone through the course work it offers. A new continuing educational option has been opened through the Assistive Technology program through functional, research based and timely course work.

Mr. Peterson, the St. Norbert College Assistive Technology Program is a unique program and certainly one of its kind in the State. I commend you for your fine work in this area and thank-you for your commitment, dedication and assistance in meeting the needs of Wisconsin's teachers.

Sincerely,



Barbara B. Natelle
Administrator

bn\prs\altr.sn3



P.O. BOX 23387 • GREEN BAY, WISCONSIN 54305

ADMINISTRATIVE OFFICES: 200 S. BROADWAY
GREEN BAY, WISCONSIN 54303THOMAS M. JOYNT, Ph.D., SUPERINTENDENT
PHONE: (414) 448-2101

May 13, 1997

To Whom It May Concern:

The purpose of this letter is to recommend support for the creation of a specific assistive technology license by the Wisconsin Department of Public Instruction.

St. Norbert College offers an assistive technology program through its Center for Adaptive Education in Assistive Technology. Courses are offered in cooperation with local education agencies as well as Milwaukee Public Schools, Wisconsin Assistive Technology Initiative, Eau Claire Public Schools, and CESA #6. The program offers a unique opportunity for individuals to complete specialized training in assistive technology, to facilitate communication for students with exceptional educational needs. It is a unique program in that it provides general and special educators with skills and expertise to help create inclusive environments for students with disabilities to help them effectively participate in the general education mainstream to the fullest extent possible.

Approval of this certification is clearly the direction that the Department of Public Instruction needs to go to help create equal educational opportunities for all students regardless of ability or label.

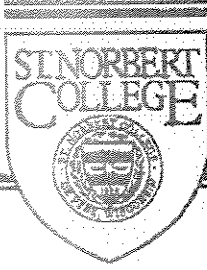
If you need further information on the topic, please feel free to contact me at 414-448-2080.

Sincerely,

A handwritten signature in cursive script that reads "David J. Zadnik".

David J. Zadnik, Ed.D.
Executive Director - EEN Programs/Student Relations

DJZ:dlw



Teacher Education • St. Norbert College, 100 Grant St., De Pere, WI 54115-2099 • (414) 403-3004

May 14, 1997

Mr. Charles R. Peterson, Director
Center for Adaptive Education and
Assistive Technology
St. Norbert College
De Pere, WI 54115

Dear Mr. Peterson:

Having observed first hand the extraordinary work of the Center for Adaptive Education and Assistive Technology, I wholeheartedly endorse the proposal to create a separate and distinct Assistive Technology license (#858).

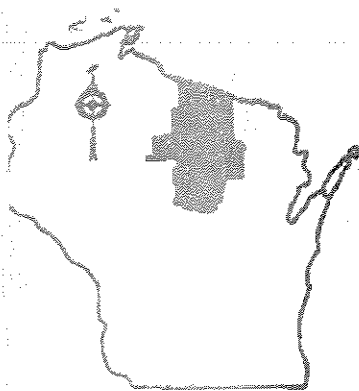
As you know, our Assistive Technology Program has grown significantly in recent years and now attracts substantial numbers of speech and language clinicians, occupational therapists, and physical therapists. The establishment of a separate license will not only help acknowledge more accurately the specialized nature of assistive technology training, but eliminates an unfortunate potential barrier to even greater participation by professional staff who are not licensed teachers. Previously, many well-trained professionals (e.g. physical and occupational therapists) complained that, although they were required to meet the same requirements, they were unable to acquire a credential sanctioned by the State of Wisconsin because they were not licensed teachers. At times this has caused participants to question the value of their participation in the full Assistive Technology Program or to seek less coordinated means to acquire expertise in this area.

I am confident that the establishment of a separate Assistive Technology license (#858) will pave the way to even greater participation by professional staff and teachers who work with students with exceptional educational needs. In short, establishment of this license will likely increase awareness and use of assistive technology and, as a result, enhance learning opportunities for students with exceptional educational needs.

Thank you for your efforts to establish this license.

Sincerely,


Dr. Robert A. Rutter
Director of Teacher Education



COOPERATIVE EDUCATIONAL SERVICE AGENCY No. 9

LEROY MERLAK, ADMINISTRATOR

TELEPHONE (715) 453-2141
FAX (715) 453-7519

P.O. Box 449
328 North 4th Street
Tomahawk, WI 54487

May 23, 1997

Chuck Peterson
St. Norbert College
Center for Adaptive Education and Assistive Technology
DePere, WI 54115-2099
FAX #414-403-4033

Dear Mr. Peterson:

I have reviewed the information regarding proposed language for the creation of a specific 858-Assistive Technology license by the Wisconsin DPI.

Based on the information presented and the increasing requests for assistance in the area of Assistive Technology, I will support the establishment of the new license. It would be my understanding that the new license would encourage staff to obtain more training and eventually we would have access to more people skilled in the area of Assistive Technology. It is also my understanding that this license would be similar to the Adaptive Physical Education license, in that there is no requirement for the person providing specially designed instruction in Assistive Technology to hold the new license.

Hopefully this will be of some assistance to you.

Sincerely,

James Larson
Director of Special Education Services

IL/nk

An Equal Opportunity Employer

Antigo
Arbor Vitae-Woodruff
Athens
D.C. Everest
Edgar

Elcho
Lac du Flambeau
Lakeland Union High
Marathon City
Merrill
LUIS T. (unreadable)

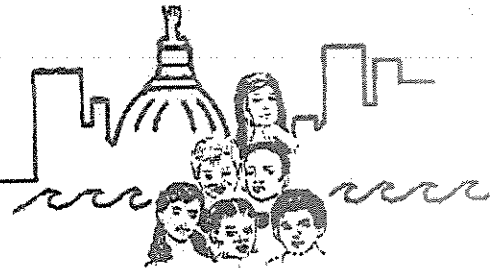
Monroe
North Lakeland
Northland Pines
Phelps
Prentice

Rib Lake
Stratford
Three Lakes
Tomahawk
Wausau

Madison Metropolitan School District

Doyle Administration Building
645 West Dayton Street
Madison, Wisconsin 53703-1995

Cheryl H. Wilhoite, Ph.D., Superintendent



May 16, 1997

Jacqueline W. Rodman, Team Leader
Teacher Education Team
Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, WI. 53707-7841

Dear Jacqueline,

I am writing this letter in support of the creation of a specific 858-Assistive Technology license by the Wisconsin Department of Public Instruction. The provision of appropriate Assistive Technology services has become a critical component in providing a free appropriate public education (F.A.P.E.) in the least restrictive environment (L.R.E.) for students with disabilities.

While the benefits of the provision of appropriate Assistive Technology services are well recognized, the pre-service preparation of educators has been inadequate. There is very little, if any, training provided in teacher training programs through out the state and nationally. To date, teacher training in this area has primarily been self initiated by professionals faced with an urgent and immediate "need to know" to serve specific students.

The benefits of licensure in this area are many. Without it, those of us in positions to hire currently have no way to assess the competencies of potential service providers in this area. Licensure would be a way to ensure that minimal competencies have been met by potential candidates. We have many Speech/Language therapists and Occupational and Physical therapists who have sought additional training in Assistive Technology who were prohibited from gaining Adaptive Education certification because it is an add on certification currently only available to teachers with teaching licensure. In many cases, these individuals have gained significant skills in Assistive Technology and have taken leadership roles within our district. As professionals seeking advanced training, they should be able to earn equivalent credentials.

Additionally, the availability of licensure, and our hiring preference for those candidates who possess that licensure, would send a strong message to the post-

Success for All

secondary teacher/therapist training programs that this level of competency in Assistive Technology is important, and in fact, expected.

I hope that you will give support to the creation of a specific 858-Assistive Technology license. I believe it not only assists districts in hiring service providers with the specific competencies necessary to provide appropriate Exceptional Education Services, but ultimately provides our students with the tools and skills they need and deserve to reach their full potential.

Sincerely,



Jack Jorgensen
Special Education Coordinator
Madison Metropolitan School District
Doyle Administration Building
545 W. Dayton St.
Madison, WI. 53703

C E S A #12

COOPERATIVE EDUCATIONAL
SERVICE AGENCY - #12

Fred J. Schlichting,
Administrator

618 Beaser Avenue
Ashland, Wisconsin 54806
715-682-2363
Fax 715-682-7244

May 16, 1997

Mr. Charles Peterson, Director
Center for Adaptive Education and
Assistive Technology
St Norbert College
DePere, WI 54115-2099

Dear Mr. Peterson:

I am writing to you in support of the proposed new Department of Public Instruction license in the area of assistive technology (#858 Assistive Technology). In my role as Director of Special Education for CESA #12 and six local school districts, I am seeing an increase in the need for information, training, and support in the area of assistive technology. Many questions pertaining to how to assess the child, how to make modifications to existing materials/equipment, identification of equipment, determining which pieces of equipment will work with which child, etc. are being raised. Schools continue to struggle with these issues. The Wisconsin Assistive Technology Initiative (WATI) has begun to address these issues but does not have the staff or maybe even the long term financial support to continue to meet the increasing need. This will force local school districts to look at either hiring their own specialist or joining a collaborative effort. When utilizing the services of the WATI specialist we could be assured of a level of training and expertise of the individual hired. Once this support service is gone, how will districts/CESA's make determination on candidates that apply for assistive technology positions? Having a DPI license will begin to provide assurance to schools that this individual has at least a basic level of understanding and experience in the field.

- Ashland
- Bayfield
- Butterworth
- Drummond
- Clidden
- Wausau
- Harley
- Maple
- Mellen
- Mercer
- Northwood
- Park Falls
- Phillips
- Solen Springs
- South Shore
- Superior
- Washburn
- Winter

Another reason I support this new license is that it will encourage local district/CESA staff to go back and take additional training in this area. Most of the teachers in the State of Wisconsin are on a five year license, which means that they must complete six semester credits over a five year period. I believe that there are individuals in this group who have the interest in working in the area of assistive technology. Having the ability to work toward a license in assistive technology would motivate some of them to go back and complete this new license. There are several reasons why a person may feel motivated to do this:

- 1) They are presently working with students who require the use of

"School Districts Working Together"

Asististive Tech Support

May 16, 1997

Page 2

assistive technology equipment and the individual needs more information,

- 2) They will be working with students who require these services/equipment;
- 3) They may be facing a elimination or reduction in time and this may provide them and/or the district(s) they serve more options;
- 4) Some of these individuals may be looking for a job change and this would increase their marketability; and
- 5) Individuals who worked for multiple school districts would be able to provide more services and the license would document a level of expertise. School districts and students requiring the use of assistive technology would also benefit by an increasing number of individuals within the state and local school districts who have a higher level of skills in the use of this type of equipment.

I strongly support the initiation of this new license and would encourage my staff and the staff member of local school districts with which I serve to support and take advantage of this opportunity if/when it becomes available. I believe it will truly improve the availability and the level of services to students who require the use of assistive technology. If I can be of any assistance or you require additional information, please feel free to contact me at 715-682-2363 Ext. 113.

Please keep me posted on how the procedure for acceptance of the proposal is proceeding.

Sincerely,

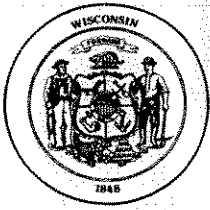


Thomas L. Patterson

Director of Special Education

CESA #12

TP:skm



Joanne B. Huelsman
WISCONSIN STATE SENATOR

Good morning Chairperson Potter and other members of the Senate Education Committee. My name is Janean Cleveland. I appreciate having this opportunity to testify on behalf of Senator Joanne Huelsman who requested the public hearing on Clearing house Rule 97-081. Senator Huelsman opposes the Rule as submitted. The Rule primarily relates to teacher certification requirements and certification program requirements. However, the rule also creates a new mandate.

Section 18. PI 8.01(2)(L)7 creates a requirement to include instruction in grades 5 through 12 on human rights issues with particular attention to the inhumanity of genocide, slavery and the holocaust in the social studies curriculum in at least one grade level in grades 5 through 8 and in at least one grade level in grades 9 through 12 beginning September 1, 1998.

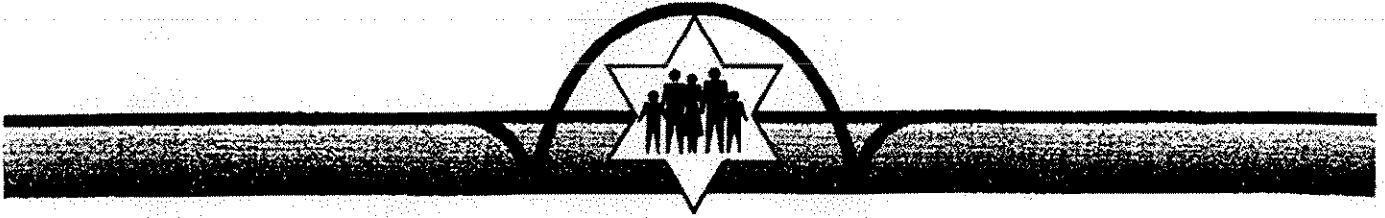
A new mandate for school district standards should not be tucked away in a rule dealing primarily with teacher preparation and certification requirements.

If there is a strong feeling that genocide, slavery and the Holocaust should be part of every school district's curriculum then the appropriate avenue would be to introduce the measure as a piece of legislation much as the recent bill that came before the committee dealing with requiring the teaching of labor union history.

Currently, there is no statutory authority for the adoption of this portion of the Rule. While I agree that the study of genocide, slavery and the Holocaust is important, this Clearinghouse Rule is not an appropriate place to institute the requirement.

Again, thank you the opportunity to testify.





Milwaukee Jewish Council for Community Relations

**Testimony to Senate Education Committee
Clearinghouse Rule 97-081, Relating to Human Relations: The Teaching of Genocide,
Slavery and the Holocaust**

**Prepared by:
Paula Simon, Executive Director
August 27, 1997**

The Milwaukee Jewish Council for Community Relations supports, in concept, the proposed rules related to the teaching of genocide, slavery and the Holocaust promulgated by the Department of Public Instruction. The Council is the community relations agency of the Jewish community of Milwaukee. The mission of the Council is to safeguard equal rights and opportunities, counter anti-Semitism and discrimination and promote inter-group understanding. Working cooperatively with our 26 constituent organizations and synagogues, the Council implements a coordinated program of action, advocacy and education throughout the community. Constituent organization members of the Council include the New American Club, representing Holocaust survivors living in Milwaukee; and Generation After, representing the children and grandchildren of Holocaust survivors. A complete list of our member organizations is included as an appendix to this testimony.

Holocaust education is central to the mission of the Council. We are pleased that the Department of Public Instruction has proposed an amendment to Section 15. PI 4.11(2) and the creation of Section 18 PI 8.01(2)(L). Both relate to the human relations requirements and would require the study of human rights issues related to genocide, slavery and the Holocaust for teacher licensure, as well as for the teaching of these subjects in grades 5-12. We want to acknowledge the importance and significance of the inclusion of the teaching of genocide, slavery and the Holocaust in this rule. Each of these historical events has universal implications for understanding human behavior, as well as the ramifications of prejudice, racism and stereotyping, the meaning of responsible and respectful behavior and the encouragement of tolerance and diversity.

Five other states (New Jersey, Florida, California, New York and Illinois) have mandated Holocaust Education for public school students. An important component of the legislation passed in each of these States is specific wording which we believe provides a clear directive regarding the rationale for, and content of, the mandated curriculum. It is our opinion that the proposed Wisconsin rules would be significantly strengthened by language which elaborates both on the content and rationale for the proposed rules. More specificity would provide a context for the proposed rule. It would, as well, limit the misuse of these events as teaching tools for revisionist historians. The Council would be pleased to share other States' legislation with the committee and DPI if requested.

Slavery, genocide and the Holocaust are historical events which can be used as tools and opportunities for teaching about, and fostering the democratic principles of this country and its institutions. We believe that these rules are an important mechanism for teaching about tolerance and inter-group understanding. The long-term societal cost of racism, intolerance and bigotry is far

1360 North Prospect Avenue, 2nd Floor • Milwaukee WI 53202-3091
Voice: (414) 390-5777 • Fax: (414) 390-5787 • Email: MJCCR@aol.com

The Interfaith Relations and Public Affairs Agency of Milwaukee's Jewish Community since 1938.

more substantial than the minimal costs associated with adding these subjects to the existing curriculum of 5th-12th grade. The future of this State depends on an educated public.

Fortunately, here in Wisconsin we have a variety of resources, both within the Jewish community, as well as in the institutions of higher learning, which can contribute expertise and resources for teaching preparation and model curriculum on the Holocaust. The Milwaukee Jewish Council for Community Relations would be delighted to serve as both a resource and a partner to identify those resources which DPI and local school districts could use to develop the necessary curriculum and other resources.

Opportunities to provide teacher in-service training and instruction on the Holocaust are currently available. This fall, for example, the U.S. Holocaust Memorial Museum and Marquette University will jointly sponsor a series of programs on Women and the Holocaust, survivors and rescuers. In the past the Milwaukee Jewish Council for Community Relations sponsored an intensive educational seminar "Universal Aspects of the Holocaust: 50 years later. This was designed to provide participants with an in-depth understanding of the Holocaust. Special emphasis was placed on connecting and interpreting the relevance of the Holocaust to contemporary issues. Those enrolled had an opportunity to listen to testimony by Holocaust survivors, discuss issues with academic experts and review audio-visual materials. The course was approved for Milwaukee Public School In-service and DPI credit. Other resources include the network of Holocaust survivors willing to share their experiences with teachers and students and the Holocaust Resource Center under the auspices of the Coalition for Jewish Learning.

It is our opinion that young people must be given the tools to challenge the forms of prejudice and discrimination that confront all of us. Prejudice needs to be understood in all its dimensions and implications. We look forward to working with those groups whose history has also been shaped by the tragedies of bigotry and racism to develop the resources educators need to formulate curriculum aimed at raising the level of awareness, developing critical-thinking skills and problem solving techniques and the teaching of subject matter which leads to an understanding of prejudice, racism and stereotyping, and furthers the democratic values and institutions which support pluralism.

Therefore, the Milwaukee Jewish Council for Community Relations urges the committee, as a minimum to support the proposed rules. We strongly encourage the committee to work with the Department of Public Instruction and other interested parties to develop more specific language regarding the content and appropriate curriculum to implement these proposals.

**Organizational Members of the Milwaukee Jewish Council
for Community Relations**

**American Jewish Committee
Americans for Peace Now
Beth El Ner Tamid Synagogue
B'nai B'rith International
Congregation Anshal Lebowitz
Congregation Anshe Sfard/Kehillat Torah
Congregation Beth Israel
Congregation Beth Jehudah
Congregation Emanu-El B'ne Jeshurun
Congregation Emanu-El of Waukesha
Congregation Shalom
Congregation Shir-Hadash
Congregation Sinai
Generation After
Hadassah
Jewish Community Center of Milwaukee
Jewish Family Services
Jewish War Veterans
Lake Park Synagogue
NA'AMAT USA
National Council of Jewish Women
New American Club
Temple Menorah
Wisconsin Council of Rabbis
Women's American ORT
Zionist Organization of America**