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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 99-030

AN ORDER to repeal and recreate chapters PI 3 and 4, relating to teacher education program appraisal and licenses.

Submitted by **DEPARTMENT OF PUBLIC INSTRUCTION**

02-12-99 RECEIVED BY LEGISLATIVE COUNCIL.
03-12-99 REPORT SENT TO AGENCY.

MAR 12 1999
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LEGISLATIVE COUNCIL RULES CLEARINGHOUSE REPORT

This rule has been reviewed by the Rules Clearinghouse. Based on that review, comments are reported as noted below:

1. STATUTORY AUTHORITY [s. 227.15 (2) (a)]

Comment Attached YES NO

2. FORM, STYLE AND PLACEMENT IN ADMINISTRATIVE CODE [s. 227.15 (2) (c)]

Comment Attached YES NO

3. CONFLICT WITH OR DUPLICATION OF EXISTING RULES [s. 227.15 (2) (d)]

Comment Attached YES NO

4. ADEQUACY OF REFERENCES TO RELATED STATUTES, RULES AND FORMS
[s. 227.15 (2) (e)]

Comment Attached YES NO

5. CLARITY, GRAMMAR, PUNCTUATION AND USE OF PLAIN LANGUAGE [s. 227.15 (2) (f)]

Comment Attached YES NO

6. POTENTIAL CONFLICTS WITH, AND COMPARABILITY TO, RELATED FEDERAL
REGULATIONS [s. 227.15 (2) (g)]

Comment Attached YES NO

7. COMPLIANCE WITH PERMIT ACTION DEADLINE REQUIREMENTS [s. 227.15 (2) (h)]

Comment Attached YES NO

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CLEARINGHOUSE RULE 99-030

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 September 1998.]

2. Form, Style and Placement in Administrative Code

- a. In the second sentence of s. PI 3.01 (5), "Alternative education program" should be in quotes.
- b. In s. PI 3.02, the format used for the rule could be simplified by including the subject ("the teacher," "the school administrator" or "the public service professional") in the introductory clause rather than in each individual subsection. Also, in this subchapter and throughout the rules, the agency should take care to draft in parallel terms. For example, in s. PI 3.02, reference is made to "*the* teacher" but in s. PI 3.03, reference is made to "*a* school administrator" and in s. PI 3.04, the term used is "public services professionals." [Emphasis added.] Thus, the agency is using three different forms for parallel references.
- c. Generally, the rule should be drafted in a manner that uses similar terms for similar activities. Use of synonyms is generally to be discouraged. For example, in s. PI 3.02 (7), the term "pupil" is used; but in s. PI 3.02 (8), the term "learner" is used. Also, in subch. II, the phrase "demonstrate proficient performance" is used in s. PI 3.02 (intro.) and "demonstrate through proficient performance" is used in s. PI 3.03 (intro.). It appears that these two terms should be the same.
- d. In s. PI 3.05 (5), "Educational Approval Board" should be lower case.

e. In s. PI 3.06 (7) (intro.), “all of” should be inserted after “under.” In par. (a), a period should replace “; and”.

f. In s. PI 3.15 (6) (a) 2. and elsewhere in the rule, “to” should replace the hyphen.

4. Adequacy of References to Related Statutes, Rules and Forms

a. The statutory citation in s. PI 3.15 (3) (a) 3. b. is not correct. It appears that the correct citation would be to s. 115.425, Stats.

b. In s. PI 3.34 (3) (a) 4. b. and (5) (c), reference is made to “ch. HSS 267”. The correct reference appears to be “ch. HFS 77”. Also, the department is now called the Department of Health and Family Services.

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

a. The rule appears to have a fundamental weakness with respect to the parameters of the teaching categories. [See s. PI 3.28 and 3.29.] For each of these categories, a general statement is made, but a formal definition of the level is left to be determined by each school district through “a collaborative in process to include community, district personnel and school board members” and must be based on the “organizational structure of the schools and the philosophy and needs of the district.” This appears to leave very uncertain what will be the exact boundaries of each of these licensing categories. In particular, it appears to leave this determination to each individual school district which may not provide adequate certainty for teachers preparing at a particular institution for a particular level of licensure.

b. It is not clear how a person would move from one teaching category to another. For example, a person who is at the early childhood through middle childhood level who wants to move to a middle childhood through early adolescence level would appear to need to meet totally new criteria even though they may be moving only one or two grade levels. This should be carefully reviewed before the final rule is promulgated.

c. For an educational licensing rule, the rule is remarkably free of jargon. However, there are isolated incidences of terms that are used that have meaning primarily within the educational community or that are such that their meaning is not likely to be clear to all readers. A sampling of these terms follows with the citation to the sections provided after each term. It is suggested that the terms either be revised or, if necessary, defined at the beginning of the chapter. Terms in need of revision are as follows: “departmentally licensed” in s. PI 3.01 (16), “authentic documentary evidence” and “used as a vehicle” in s. PI 3.01 (39), “tools of inquiry” in s. PI 3.02 (1), “learner” in s. PI 3.02 (8), “reflective practitioner” in s. PI 3.02 (9), “terminal degree” in s. PI 3.11 (2) (a), “weeding” in s. PI 3.12 (3), “authentic evidence” in s. PI 3.17 (4) (b), “strands” in s. PI 3.29 (2) (a) 2. and elsewhere, and “contrastive” in s. PI 3.33 (3) (c) 1. c.

d. In s. PI 3.01 (4), the phrase “to do so” appears to be unnecessary. Also, the sentence containing the phrase is substantive and should therefore not be part of a definition.

e. Section PI 3.01 (20) is unclear as drafted. For example, are the 180 days intended to be in a single year or single school year? Also, it is not clear what the one class period minimum is intended to refer to, especially for teachers in the early grades. Also, "full time" should be hyphenated.

f. In s. PI 3.01 (22), does the agency intend that the term "IHE" also include off-campus sites or is it only main campus sites?

g. In s. PI 3.01 (23), it is not clear what is intended by the phrase "licensed for the first time." Does the phrase refer to the first time a person is licensed in a particular area or the first time the person is licensed in any area as a teacher? This should be clarified.

h. In s. PI 3.01 (26), the term "specific license" is somewhat unclear. It is not clear how this will be done if the precise level of licensure is not known at the time that the institution grants the license. [See comment 5. a.]

i. In s. PI 3.01 (28), it appears that "school" should be inserted after "middle."

j. Under s. PI 3.01 (29), intern licenses are referred to as being held by "paid" students. Is this intended to preclude practices by an intern who is not paid?

k. In s. PI 3.01 (45), the term "required in" should be changed to "under."

l. In s. PI 3.01 (46), the term "PK" should be spelled out or defined.

m. In s. PI 3.01 (48), the relevance of the reference to the summer session is somewhat unclear. Also, this definition should be compared to the definition of full-time teaching in s. PI 3.01 (20).

n. In s. PI 3.01 (52), the reference to "superintendent" is unclear. Should the reference be to the local district administrator?

o. A very broad definition of the term "teacher" is provided in s. PI 3.01 (58). Although appropriate in a broad context, the definition may be overly broad for other purposes in the rule. For example, it is not clear how broad the term "supervising any educational activity" in the definition is intended to be. This definition should be carefully reviewed to assure that it reflects the intent of the agency. Likewise, the definition of "teaching" appears to be quite broad in s. PI 3.01 (59). This definition should also be carefully reviewed.

p. It appears in s. PI 3.03 (7) that the term "influences" could more appropriately be "interacts with."

q. In s. PI 3.04 (7), the agency may wish to rewrite the clause to require that pupil services professionals "are able to" interact successfully with pupils.

r. In s. PI 3.06 (2), the agency may wish to review the rule to determine whether the term in the rule should be "shall" or "may." Also, under s. PI 3.06, the agency may wish to differentiate further between the "annual review" and the "on-site review."

s. Under s. PI 3.06 (3) (b), the term "review and recommend" is somewhat unclear. Is the intent of this paragraph to require a positive recommendation or is it to allow for any recommendations, even if approval is not recommended? This should be clarified.

t. In s. PI 3.06 (4), the scope of the phrase "changes in previously approved programs" is not clear. For example, to what extent are minor changes considered to be important enough to require approval by the department?

u. In s. PI 3.06 (5) (a) 2., reference is made to an "official warning." It is not clear what constitutes an official warning; is it the notice given under s. PI 3.06 (5) (a) 1.? Also, should "at least" be inserted before "30 days"?

v. The role of the professional standards council in the approval or nonapproval process is somewhat unclear. For example, will recommendations need to be presented and approved by the entire council or are the representatives authorized to make such recommendations? Also, in this subsection and in the rest of the rule, there is some ambiguity and inconsistency relating to whether action is to be taken or reviewed by the state superintendent or by the department. This is potentially a very important distinction which should be carefully reviewed by the agency prior to final promulgation of the rule.

w. In s. PI 3.07 (2), the term "received" should be "receives." Generally, rules should be drafted in the present tense.

x. In s. PI 3.07 (4), the agency may wish to replace "may not be" with "is not" if there are no circumstances under which evidence may be considered at the hearing regarding subsequent institutional changes. If the agency intends for evidence to be allowed in certain circumstances, then that should be clearly stated in the rule.

y. Section PI 3.09 (1) should be rewritten in the active voice. The first and second sentences could be combined to read: "The professional standards council shall review . . . and ensure" The third sentence should read: "The professional standards council shall recommend" The fourth sentence is unnecessary and should be deleted.

z. The requirement under s. PI 3.10 (3) (a) is unclear. It is not clear how the institution can ensure "adequate . . . scholarships" for faculty and students. This section should be rewritten for clarity purposes.

aa. In s. PI 3.10 (3) (c), the term "represented constituent groups" is not clear in its meaning.

ab. The reference in s. PI 3.11 (2) to "exceptional expertise" is not particularly clear.

ac. It is not clear in s. PI 3.11 (2) (d) why faculty are required to be actively engaged in education-related endeavors at the local, state *and* national level. While desirable, this seems to be somewhat beyond expected basic qualifications. Is this intended?

ad. In s. PI 3.11 (3) (a), "workload" should replace "work load."

ae. It is not clear why the requirements under s. PI 3.11 (3) (d) relating to part-time and adjunct faculty are more specific and seem more demanding than those for regular faculty under s. PI 3.11 (2) (d).

af. The requirement under s. PI 3.12 that institutions provide, among other things, appropriate furniture seems particularly specific and appears to be covered in the requirement for providing adequate workspace. This provision should be reviewed in the final rule to assure that it reflects the intent of the agency.

ag. Under s. PI 3.12 (2), would it be permissible for an institution to have a combined instructional materials center and library?

ah. Under s. PI 3.13, relating to advising, it appears that the institution under sub. (2) is only required to ensure that students are provided an advisor upon entry into the program. There does not appear to be a continuing requirement contained in the subsection.

ai. Are the student records retained under s. PI 3.13 available to any requestor or are they considered confidential in some manner? This should be clarified in the final rule.

aj. Under s. PI 3.14 (1) (b) and (2) (a) 2., the terms "admission period" and "graduation period" are used for what appears to be the same purpose. These terms and their usage should be reviewed in the final rule to assure that they reflect the agency's intent.

ak. Under s. PI 3.14 (2) (c), the requirements on the school with regard to student support is not clear. It is not clear, for example, whether the paragraph is intended to require that all students be given adequate resources and assistance in the form of financial aid in order to permit them to successfully complete their program. This provision should be carefully reviewed to assure that it is an accurate depiction of the agency's intent.

al. The drafting of s. PI 3.15 needs to be carefully reviewed. The various subsections do not always track with the introductory phrase and as a result are difficult to follow. Further, the scope of the authority to rewrite standards under s. PI 3.15 (2) (a) is unclear.

am. In s. PI 3.15 (2) (b) and elsewhere, "SCDs" should replace "SCD's."

an. Is it the intent of the agency under s. PI 3.15 (3) (a) 3. a. that the standardized tests are the exclusive means to demonstrate content knowledge?

ao. The terms "cooperating school" in s. PI 3.15 (5) and "cooperating teacher" in s. PI 3.15 (6) (a) 3. a. need to be further described or defined in the rule.

ap. The term "sufficient length" used in s. PI 3.15 (6) (a) 1. could be more specific. The term as used is indeterminate.

aq. Under s. PI 3.15 (6) (a) 3., it is not clear whether the required evaluations must be done by both the cooperating teacher and the supervisor or whether one could do both evaluations and observations.

ar. It is not clear under s. PI 3.15 (6) (b) 3. a. whether the reference to "primary supervisor" and "supervisor" are intended to refer to the same person. The last sentence of that subdivision paragraph could be rewritten for clarity purposes. It is also unclear under s. PI 3.15 (6) (b) 3. b. who is to complete the written evaluations. Also under this subdivision paragraph, it is not clear what is intended by the term "permanent record."

as. It is not clear under s. PI 3.17 (2) (b) what is intended by the phrase "shall be provided support seminars."

at. It is not clear who selects the initial educator team described in s. PI 3.17 (3). There may be several concerns raised about how to determine "peer" groups, as well as how administrators and higher educational representatives will be appointed to specific teams. Also under this subsection, it is not clear what the consequences will be if appropriate personnel are not available or what happens if the team changes during the term of the evaluation. This aspect of the rule should be carefully reviewed before final promulgation.

au. In s. PI 3.17 (4) (a) (intro.) and several other places in the rule, if a sentence begins with a preposition phrase, the phrase should be followed by a comma. Therefore, a comma should be inserted after "level." Also see s. PI 3.29 (2) (a) 1. and 2. (intro.), (b) 1. and 2. (intro.), (c) 1. and 2. (intro.) and (d) 1. and 2. (intro.).

av. The rule appears to provide that the district administrator of a school district must serve on every initial educator team. This, if taken literally, could cause a substantial increase in the commitment to personnel supervision by these persons. The agency may wish to provide for a designee of the district administrator to hold these positions.

aw. It is not clear under s. PI 3.17 (4) (c) how appeals will be handled. This important aspect of the rule should be clarified before the rule is promulgated. Is the professional standards council constituted in a manner that would allow for these types of appeals? It is not clear under this paragraph what is meant by the term "validate."

ax. The distinctions relating to out-of-state applicants, licenses based on equivalency and licenses based on experience are not clear. These aspects should be clarified to assure that their provisions can be administered consistently. For example, it is not clear from the rule how student teaching will be assessed or evaluated for these applicants.

ay. The agency may wish to review the requirements relating to the professional development team as set forth in s. PI 3.18 (2) to assure that the logistics of establishing and operating the development team are adequately provided for. One potential problem is the question of who will be responsible for establishing and monitoring meetings and actions of the

development team. Also, concerns may be raised regarding conflicts of interest or disagreements concerning replacement of vacancies caused by changes in status or location. Further, the agency may wish to consider how in larger school districts peer groups will be determined and how actions by that group will be managed.

az. Under s. PI 3.18 (3), the one-year license requirement is not clear. For example, is the applicant entitled to a one-year license upon application and entitled to that license if he or she meets either conditions set out in the subsection? Also, how would the rule affect an applicant who has not been regularly employed in education for four consecutive years immediately preceding application?

ba. It is not clear what is meant by "confirmed by the state superintendent" in s. PI 3.19 (4) (c). Also, these paragraph letters should be shown in parentheses for correct drafting form.

bb. In s. PI 3.20 (2), it is not clear what is meant by "actively employed in education."

bc. The agency should carefully review the provisions of subch. VI relating to licensing continuation and conversion to assure that the subchapter addresses accurately the complicated procedures for continuing a license or converting a license. As drafted, these sections seem to be drafted in a general form without specific information relating to the requirements that must be met or the licenses that will be converted. Does the subchapter apply to all licenses or only to those specific licenses cited. Furthermore, it is not clear how evaluations will be handled and what will occur in the case of a denial of a continuation or a conversation. This aspect of the rule should be carefully reviewed before final promulgation.

bd. In subch. VII, relating to teaching categories and levels, there is a continuing problem with the uncertainty associated with the boundaries of each of the teaching categories. This is caused in large part by the use of the terms "approximate" with respect to ages and by the inclusion of a local option to further specify what constitutes the teaching category. This aspect of the rule should be carefully reviewed before final promulgation. [See comment 5. a.]

be. In s. PI 3.24 (2) and (3), "subsection" should replace "paragraph." In sub. (2), "an" should be deleted.

bf. The term "departmentalized" used in s. PI 3.28 (2) should either be defined or further described for clarity purposes.

bg. Is the list of disabilities contained in s. PI 3.28 (3) intended to be exclusive or descriptive? Also, this subsection should be clarified to indicate what constitutes the "teaching" of pupils so identified. This may involve a review of this subsection in connection with the definition of "teaching" contained in s. PI 3.01 (59).

bh. In s. PI 3.29 (2) (b), the rule uses "mathematics *and* computer science" and "mathematics *or* computer science." (Emphasis added.) This inconsistency is confusing and should be reviewed to assure that the intent of the department is set forth as to whether the programs are alternatives or whether they are both required.

bi. In s. PI 3.30 (2) (e), the terms “deaf *and* hard of hearing” and “deaf *or* hard of hearing” are used interchangeably. (Emphasis added.) The agency should carefully review the use of the term and assure that it is being used consistently.

bj. Under s. PI 3.30 (2) (b), (k) and (L), the terms “connections” or “making connections” are used. It is not clear what is meant by these terms.

bk. In s. PI 3.30 (2) (n) 3. a., it is not clear why human growth and development is included for speech and language pathology licenses, but not for other licenses.

bl. The requirements contained under s. PI 3.30 (2) (q) relating to the national Braille competency test and training in Braille should be carefully reviewed to assure consistency with the statutory provision contained in s. 118.19 (4m), Stats. Also, it is not clear from the rule whether a practicum or student teaching is a requirement under this paragraph.

bm. Under s. PI 3.31 (1), the reference to a master’s degree with a major in school counseling is not clear. It would be helpful here if the department were to indicate in the analysis the extent to which the proposed rule differs from existing rules with regard to the required degrees for each category. Because the rule repeals and recreates all of this section, this is not clearly discernible. Also, a further description or definition of the “institutional endorsement” would be helpful.

bn. In s. PI 3.31 (1) (a) 2. c., “subdivision paragraph” should replace “subparagraph.”

bo. The reference to a master’s degree in social work contained in s. PI 3.31 (4) may be read to preclude a master’s degree in another special area of social work such as clinical social work. This aspect of the rule should be reviewed before final promulgation. The use of specific terms where general terms could be more useful can be problematic.

bp. Under s. PI 3.32 (1), the rule proposes to allow the state superintendent to identify specific competencies for the separate license categories. This appears to be a very broad delegation of authority without a clear indication of how or what those competencies will be. The agency may wish to indicate how these competencies would be established and whether they would be subject to the rule-making process.

bq. Under s. PI 3.32 (1) (a), the term “approved specialist degree program” is not clear.

br. In s. PI 3.32 (1) (c) 1. b., the word “included” should be changed to “includes.” Also, in s. PI 3.32 (1) (c) 2., the term “wants to” should be changed to “applies to.”

bs. The subsection of the rule relating to the principal license appears particularly incomplete. Each of these categories in the administration section should be reviewed carefully to assure that, to the extent possible, the qualifications and requirements are clear.

bt. Under s. PI 3.32 (11) (e), it appears that the applicant should be able to complete the approved program in one “additional” year.

bu. Under subch. X, relating to supplementary categories, it appears that the agency has retained the current requirements for these categories. If this is the case, it would be helpful if the agency would note that in the analysis accompanying the rule.

bv. In s. PI 3.33 (3), "bilingual-bicultural" should replace "bilingual/bicultural."

bw. The requirements under s. PI 3.33 (5) seem somewhat more specific and restrictive than other licenses. For example, it appears that approved course work might be completed at a technical college rather than only at an institution for higher education. It is not clear whether this is possible under the rule.

bx. In s. PI 3.33 (7) (c) 1. and 3., how does a Wisconsin program become "approved" and how does an independent agency become "recognized"? Can a cross-reference to rules that provide for this be included?

by. Under s. PI 3.34 (1), relating to charter schools, it is not clear how these provisions will be implemented for charter schools that are not instrumentalities of school districts. In particular, the application to the special charter schools in Milwaukee chartered by the city, university and technical college do not appear to be accounted for under these provisions.

bz. Under s. PI 3.34 (3), the requirements appear to apply not just to any teacher but to *any person* employed to interpret for pupils who are deaf or hard of hearing. These requirements appear to be fairly extensive, particularly for interpreters who may be employed on a contractual basis for a specific assignment. Although this may be a continuation of an existing license requirement, it merits some review.

ca. In s. PI 3.34 (3) (a) 4. a., "subd. 4. b." should replace "subpar. b." In s. PI 3.34 (3) (a) 4. b., "subd. 4. a." should replace "subpar. a." In s. PI 3.34 (11) (d), "paragraph" should replace "subparagraph." In s. PI 3.34 (12) (a) (intro.), "par. (b)" should replace "sub. (b)." [See s. 1.07 (2), Manual.]

cb. Under s. PI 3.34 (10) (b), is it intended that the program be approved by both listed groups or is approval by a single group sufficient? If the latter, "or" should replace "and."

cc. In s. PI 3.34 (12) (c), should "under sub. (13)" be inserted after "permit"?

cd. In s. PI 3.34 (14) and (15), "department of regulation and licensing," should be deleted. In sub. (16), "physical therapists affiliated credentialing board" should replace "department of regulation and licensing, medical examining board."

ce. In s. PI 3.34 (19) (b), "par. (a) 1. or 2." should replace "(a) 1. or (a) 2."

cf. A complete review should be done of subch. XII to clarify whether the actions listed will all be taken by the state superintendent or whether in some cases they may be taken by a designee of the state superintendent. The agency may wish to clarify that the state superintendent's powers may be delegated to a specific individual or group.

cg. In s. PI 3.35 (1) (e), are certificates included? See par. (g).

ch. In s. PI 3.35 (1) (L), "To" should be deleted.

ci. In s. PI 3.35 (2) (a) 1., all of the material after the second "conduct" should be deleted since it is included in the definition of "immoral conduct."

cj. In s. PI 3.35 (4) (a) 1., "department" should replace "Department."

ck. In s. PI 3.35 (5) (i), "sub." should replace "s. PI 3.35."

cl. The agency should carefully review the initial applicability section to assure that it covers all instances and circumstances. For example, how will rules be applied between now and the time the new rules take effect? Where will a licensed teacher obtain copies of repealed, but still applicable, rules? How will institutions be handled under the existing rules? As drafted, it is not clear how these and other questions will be handled concerning licensing requirements in the interim periods.

**PROPOSED ORDER OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
REPEALING AND RECREATING RULES**

The state superintendent of public instruction proposes to repeal and recreate chapter PI 3 and to repeal chapter PI 4, relating to teacher education program approval and licenses.

ANALYSIS BY THE DEPARTMENT OF PUBLIC INSTRUCTION

Statutory authority: ss. 115.28 (7), (7m), (15), and (17), 118.19 (11), 121.02 (1) (a), and 227.11 (2) (a), Stats.

Statute interpreted: ss. 115.28 (7), 118.19 and 118.192, Stats.

The national movement to develop standards for both PK-12 schools and higher education and the demand for greater accountability of teachers and students to demonstrate what they know and are able to do are primary forces behind the creation of the new Chapter PI 3, Wisconsin Administrative Code.

In 1993, a study of how Wisconsin teachers are licensed was conducted. Many concerns were identified about the great number of rules and regulations that individuals and colleges had to comply with in the licensing process. In order to study the issue further, a task force was appointed in 1994 to study and debate what the licensing system for Wisconsin should be for the next century.

This task force issued a report in 1995 that called for sweeping changes in how teachers were licensed. The central focus of the recommended changes was a shift to a performance-based approach to licensing. Rather than counting on the fact that students in college completed the requisite coursework, it was suggested that there be a measure of performance to substantiate that the candidates for a license had the knowledge and skills needed to succeed.

The task force report made three major recommendations:

1. Develop performance-based professional education programs and continuous professional development based upon a set of standards.
2. Change the structure of licensing to have three stages or tiers - beginning, professional, and master.
3. Change the categories of licensing to better match what was happening in the curriculum and instructional patterns in schools.

These recommendations were taken to the field in 1995-96 through a series of discussion meetings across the state. There was a very positive response to the broad recommendations, and while few people attended the meetings, those who did were excited about the plan to upgrade the licensing structure.

With this positive response as a foundation, three work groups were appointed in 1996-97 and charged with the task of moving the recommendations forward. The work groups issued the *Final Report of the Work Groups on Teacher Assessment, License Stages and License Categories*. As a result of the report, the rules propose the following for all professional education licenses issued by the department:

Standards and Assessments:

The proposed rules require student competency in the basic skills of reading, writing, speaking, listening, mathematics, and media and technology as a standard for admission into an education program. The rules also specify standards in which teachers, pupil services, and administrators must demonstrate knowledge and skills before a license may be received or renewed. Standardized tests approved by the state superintendent will be used to assess content knowledge.

License and Career Stages:

The rules specify 3 license stages in which an individual may be certified:

- **Initial educator license.** At this level a candidate must have completed a performance-based system of preparation following the standards. During the first 3-5 years of holding this license, a beginning educator will design and complete a personal professional development plan relating to the educator standards. The plan will be evaluated by a 3-person team. This team will include a professional colleague, an administrator, and a representative from higher education.

The key component of the initial educator license stage will be the assignment of a mentor who will volunteer for the assignment and receive training for the role. The mentor will be given release time for mentoring activities. The mentor will be a professional colleague who is not in the evaluative role. Mentors will be a resource for the beginning educator to observe, confer, provide advice and assistance in the design and implementation of the professional development plan, and act as a liaison between the beginning educator and the community.

- **Professional educator license.** After successfully moving through the initial educator stage and meeting goals in their professional development plan, educators would be able to renew their license as a professional educator. This license will be a five-year, renewable license. To renew a license, the professional educator must design a professional development plan relating to the educator standards. The plan will be evaluated by a 3-person team of colleagues consisting of 3 teachers, 3 pupil service professionals, or 3 administrators, as appropriate. Upon meeting the goals in the plan, the license shall be renewed.

- **Master educator license.** The master educator license is a voluntary license that will be accessible to individuals who hold a professional educator license and who submit a portfolio of authentic work for review by a 3-person team consisting of educators who have the same or similar job responsibilities, have been trained by the department, and have been nominated by professional organizations. The master license would be effective for 10 years and may be renewed by submitting an updated portfolio.

Why not
available
if
submitted
renewed?

License Levels:

The rules change the "levels" in which licenses are issued. Currently, licenses are awarded by grade levels such as 1 - 6 or 9 - 12. The rules move from a grade level to a student developmental-level license, such as early childhood, middle childhood through early adolescence, early adolescence through adolescence, and early childhood through adolescence. The estimated ages for these levels would be birth - 8 for early childhood, 6 - 13 for middle childhood through early adolescence, 10 - 21 for early adolescence through adolescence, and a wide range of ages for early childhood through adolescence.

Categories:

The rules also create broad-based categories of licenses at the secondary level and in special education. Comprehensive licenses would be available in categories such as language arts, science, and social studies. A comprehensive special education license will be issued to beginning teachers rather than a disability-specific (LD, ED, CD) license. This means that a specialty such as LD or ED could be attained during the initial license stage. The specialty area would depend on the placement of the teacher.



Other License Areas:

The rules also specify requirements for licenses issued in pupil services categories, which remain mostly the same as current rule requirements; administration categories, which remain mostly the same as current rule requirements; supplementary categories, which are licenses that may be issued to an applicant who already holds another DPI license (these categories will also be available at the 3 new stages of licensing); and additional licenses, which may be issued to applicants who are employed in school districts in positions in which completion of an approved program with an institutional endorsement from a college or university is not required.

License Revocation:

The rules specify procedures relating to license revocation.

Applicability:

Currently licensed teachers may continue to renew their licenses by completing 6 semester credits of professional development or by completing a professional development plan under this rule's proposal.

The initial educator and professional educator license stages in subchapter V and new license levels and categories in subchapter VII will be available July 1, 2004.

The master educator license in subchapter V will be available July 1, 2004, except for those individuals who have successfully completed the national board of teaching standards examination. These individuals may receive a master educator license effective July 1, 2000.

Institutions are required to have performance-based programs in place for students completing programs after August 31, 2004.

1 SECTION 1. Chapter PI 3 is repealed and recreated to read:

2 CHAPTER PI 3

3 TEACHER EDUCATION PROGRAM APPROVAL AND LICENSES

4 SUBCHAPTER I - DEFINITIONS

5 3.01 Definitions. In this chapter:

6 (1) "Accredited" means that an educational institution meets required educational standards or accepted
7 criteria of quality in its educational program as established by a recognized state, regional, or national accrediting
8 agency.

9 (2) "Administrator" means a person who manages, supervises or evaluates professional staff and who has
10 school- or district-wide or multiple program management or supervisory responsibilities in any area affecting
11 educational programs, curriculum, instruction, pupil services or business administration.

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

1 (4) "Aide" means a school employe who works under the direct supervision of a licensed teacher in a
2 school or district whose responsibilities include, [but are not limited to,] supporting the lesson plan of the licensed
3 teacher, providing technical assistance to the teacher, helping with classroom control or management, and other
4 duties as assigned. Aides may not servè as substitute teachers unless properly licensed to do so. *subla.*

5 (5) "Alternative education program" means an instructional program, approved by a school board, that
6 utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into
7 existing traditional classrooms or regularly scheduled curricular programs or that is offered in place of regularly
8 scheduled curriculum programs. Alternative education program does not include a private school, a special
9 education program as described under chapter PI 11 or a home-based private educational program.

10 (6) "Approved program" means a professional education program that is developed and offered by or
11 collaboratively between regionally accredited institutions in Wisconsin that are approved by the state superintendent
12 under s. 115.28 (7), Stats., or in another state and approved in accordance with the statutes and administrative rules
13 of that state.

14 (7) "Classroom" means an area or space in a school designated for instructing pupils.

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

18 (9) "Communication skills" means proficiency in reading, writing, mathematics, speaking, listening, media
19 and technology including computers and emerging technology along with the ability to use those skills for
20 instruction.

21 (10) "Concentration" means a field of study in which a student completes an approved program leading to
22 licensure or for which a student exhibits, through approved performance criteria, skill in the area equivalent to that
23 program.

24 (11) "Conceptual framework" means the standards, assessments and benchmarks used by an institution of
25 higher education to determine the communications skills, human relations and teaching dispositions, content
26 knowledge, pedagogical knowledge and teaching practice competence of students who are candidates for a license.

27 (12) "Consultant" means a specialist or resource person whose advice is sought in improving an
28 educational program, facilities, or methods of cooperation, limited to a specified period of time less than a full-time
29 appointment, for a specified purpose or program.

30 (13) "Contact hour" means a 50-minute class period.

31 (14) "Content knowledge" means understanding the central concepts, tools of inquiry, and structures of a
32 subject area.

1 (15) "Continuous process review" means a system of review and approval of teacher education programs
2 whereby program results are reviewed by the department annually and approval is granted by the state
3 superintendent on a five-year basis.

4 (16) "Cooperating teacher" means a departmentally licensed school professional who supervises students
5 during their clinical programs in cooperation with the college or university supervising staff.

6 (17) "Course" means organized subject matter in which instruction is offered within a specified period of
7 time and for which credit is usually granted by an accredited college or university.

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

9 (19) "Equivalency" means the state or condition of being equal or comparable in value, meaning or effect,
10 to given criteria established for courses, course work, programs or experiences.

X 11 (20) "Full time teaching" means employment under contract as a classroom teacher for a minimum of one
12 class period for at least 180 days.

13 (21) "General education program" means that component of the college or university baccalaureate degree
14 program which emphasizes the study of the behavioral and social sciences, fine arts, humanities, natural sciences,
15 and mathematics.

16 (22) "IHE" means an institution of higher education that is an accredited, four-year, baccalaureate degree
17 granting institution.

18 (23) "Initial educator" means an individual who has successfully completed the institution's approved
19 program and who is licensed by the department for the first time. (*in an area?*)

20 (24) "Initial program" means the program that when completed qualifies an individual for his or her first
21 license.

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

24 (26) "Institutional endorsement" means written verification from the certifying officer at an institution
25 which prepares professional school personnel that the applicant has satisfactorily completed the approved program
26 and is recommended for a specific license.

27 (27) "Integration" means a curriculum framework using thematic units as an organizing principle where
28 important concepts or topics related to the theme are identified and content and skills are integrated and used
29 without regard to subject area lines.

30 (28) "Interdisciplinary minor" means the completion of an array of courses in language arts, mathematics,
31 science and social studies as part of an approved program that authorizes the individual to teach integrated and
32 interdisciplinary courses at the middle ^{sch.} level.
^

1 (29) "Intern" means an enrolled student in an approved program who is licensed by the department and
2 assigned to a paid position in a school as part of a clinical program.

3 (30) "Knowledge" means having the understanding of and ability to communicate the basic concepts of a
4 field of study.

5 (31) "License" means a document, including permits issued under this chapter granting authority or
6 permission to serve as a professional school employe in Wisconsin public schools.

7 (32) "Major" means a field of study in which a student completes an academic specialization as part of an
8 approved program leading to a license.

9 (33) "Master educator" means an individual qualified under requirements in this chapter for a license as a
10 master educator.

11 (34) "Mentor" means an educator and colleague who is trained to provide support and assistance to initial
12 educators, who will have input into the confidential formative assessment of the initial educator and who is not to be
13 considered as part of the formal employment evaluation process.

14 (35) "Minor" means a field of study in which a student completes an academic specialization as part of an
15 approved program leading to licensure in addition to the major.

16 (36) "Pedagogical knowledge" means an understanding of learning, human development, professional
17 ethics, motivational techniques, cultural and individual differences, instructional strategies, classroom management,
18 and assessment strategies that have an impact on the learner.

19 (37) "Performance-based licensing" means licensing that is based on an assessment system that measures a
20 candidate's knowledge, skill and disposition for teaching against established standards of performance.

21 (38) "Performances" means the evidence that an individual has mastered a technique or concept derived
22 from the standards of teaching.

23 (39) "Portfolio" means a collection of authentic documentary evidence to be used as a vehicle to
24 demonstrate proficiency. ✓

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

27 (41) "Principal" means the individual who serves as the administrator of a school.

28 (42) "Professional development plan" means a list of activities, timelines for achievement, and a plan for
29 assessment that indicates professional growth that has as a goal the improvement of student learning.

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

32 (44) "Professional educator" means an individual who is qualified to hold the professional educator
33 license, including those persons who have successfully completed the initial educator stage of licensing.

Under
definition

- 1 (45) "Professional standards council" means the council required in s. 15.377 Stats.
- 2 (46) "Pupil" means any person age birth through 21 who is enrolled in a PK-12 school or a school
- 3 program.
- 4 (47) "Qualified" means the person holds an appropriate license.
- 5 (48) "Regularly employed" means employment as a professional school employe, at fixed or uniform
- 6 intervals, for the equivalent of at least one hour per day for at least one semester. For the purpose of licensing
- 7 "regularly employed" in a summer session is equal to one-half of a semester.
- 8 (49) "Research base" means the theoretical bases upon which a program of study in professional education
- 9 is organized including the formal structure of inquiry used for the purpose of making program improvements.
- 10 (50) "SCD" means a school, college, department or division within a private or public college or university
- 11 engaged in the preparation of professional school personnel in Wisconsin.
- 12 (51) "SCD department liaison" means a member of the department's professional staff from the teacher
- 13 education or licensing team who is assigned as first contact to the institution and who carries out the annual visits to
- 14 the institution.
- 15 (52) "School business administrator" means the person who generally reports to the superintendent and
- 16 who has primary budget and fiscal responsibility in the school district.
- 17 (53) "Short term substitute" means a substitute teacher employed for no more than 20 consecutive days in
- 18 the same teaching assignment.
- 19 (54) "State superintendent" means the superintendent of public instruction for the state of Wisconsin.
- 20 (55) "Student" means a person enrolled in a professional education program leading to licensure.
- 21 (56) "Student teaching" means classroom practice through observation, participation, and actual teaching
- 22 practice under the direction of a college or university supervisor of student teachers and a cooperating teacher as a
- 23 part of the professional education program offered by an institution.
- 24 (57) "Substitute teacher" means a licensed teacher who occupies temporarily the position of an absent
- 25 classroom teacher.
- 26 (58) "Teacher" means a licensed professional school employe whose work includes the exercise of any
- 27 educational function for compensation including instructing pupils or administering, directing, or supervising any
- 28 educational activity.
- 29 (59) "Teaching" means being professionally responsible for an individual or group of pupils including
- 30 planning learning experiences, diagnosing learning needs, prescribing content delivery through classroom activities,
- 31 assessing student learning, communicating with administrators and parents regarding student progress and
- 32 evaluating the effects of instruction.

1 (60) "Teaching experience" means experience in which the licensed teacher as a regular professional
2 school employe is actually conducting learning experiences of pupils in a classroom setting on a continuous basis.

3 (61) "Upper level high school course" means a course in the junior or senior year that is part of the college
4 preparatory sequence, an advanced placement course or an elective course with more depth of content than the
5 basic courses in the basic sequence for graduation.

6 (62) "Wisconsin model academic standards" means pupil academic standards required under s. 118.30 (1)
7 (a), Stats.

8 (63) "Wisconsin standards for teacher development and licensure" means the standards for licenses
9 contained in subchapter II.

10
11 SUBCHAPTER II - WISCONSIN STANDARDS
12

13 **PI 3.02 Teacher Standards.** To receive a license to teach in Wisconsin, an applicant shall complete an
14 approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the
15 following standards: *the teacher*

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

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

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

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

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

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

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

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

the learner

1 (9) The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and
2 actions on pupils, parents, professionals in the learning community and others and who actively seeks out
3 opportunities to grow professionally.

4 (10) The teacher fosters relationships with school colleagues, parents, and agencies in the larger
5 community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

6 **PI 3.03 Administrator standards.** To receive a license in a school administrator category under s. PI
7 3.32, an applicant shall complete an approved program in school administration and demonstrate through proficient
8 performance knowledge, skills and dispositions under all of the following standards: A school admin

9 (1) A school administrator has an understanding of and demonstrates competence in the teacher standards
10 under s. PI 3.02.

11 (2) A school administrator leads by facilitating the development, articulation, implementation, and
12 stewardship of a vision of learning that is shared by the school community.

13 (3) A school administrator manages by advocating, nurturing and sustaining a school culture and
14 instructional program conducive to pupil learning and staff professional growth.

15 (4) A school administrator ensures management of the organization, operations, and resources for a safe,
16 efficient, and effective learning environment.

17 (5) A school administrator models collaborating with families and community members, responding to
18 diverse community interests and needs, and mobilizing community resources.

19 (6) A school administrator acts with integrity, fairness, and in an ethical manner.

20 (7) A school administrator understands, responds to, and influences the larger political, social, economic,
21 legal, and cultural context that affects schooling.

22 **PI 3.04 Pupil services standards.** To receive a license in a pupil services category under s. PI 3.31, an
23 applicant shall complete an approved program and demonstrate through proficient performance knowledge, skills
24 and dispositions under all of the following standards: P.S.P. ;

25 (1) Pupil services professionals have an understanding of the teacher standards under s. PI 3.02.

26 (2) Pupil services professionals have an understanding of the complexities of learning and a knowledge of
27 comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.

28 (3) Pupil services professionals have the ability to use research, research methods and knowledge about
29 issues and trends to improve practice in schools and classrooms.

30 (4) Pupil services professionals understand and represent professional ethics and social behaviors
31 appropriate for school and community.

32 (5) Pupil services professionals understand the organization, development, management and content of
33 collaborative and mutually supportive pupil services programs within educational settings.

1 (6) Pupil services professionals are able to address comprehensively the wide range of social, emotional,
2 behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning
3 outcomes through development, implementation and evaluation of system-wide interventions and strategies.

4 (7) Pupil services professionals ^{are able to} interact successfully with pupils, parents, professional educators,
5 employers, and community support systems such as juvenile justice, public health, human services and adult
6 education.

7
8 **SUBCHAPTER III - PROGRAM APPROVAL AND APPEALS**

9 **PI 3.05 Implementation.** (1) Effective July 1, 2000, the state superintendent shall follow the requirements
10 of this chapter in all reviews of professional education programs leading to licensure.

11 (2) The statutory authority for the adoption of the program approval plan for the licensing of professional
12 school personnel is provided in ss. 115.28 (7) and 118.19 (3), Stats. ^{PI 3.05} The state superintendent shall complete a site
13 review at each institution preparing professional school personnel for Wisconsin licenses at least once every 5
14 years.

15 (3) Wisconsin institutions applying for program approval shall first be accredited by a regional college
16 accreditation agency.

17 (4) The state superintendent does not approve programs outside the state of Wisconsin. The state
18 superintendent may accept the institutional endorsement from any out-of-state institution that is accredited by
19 another state or jurisdiction.

20 (5) All out-of-state institutions offering programs operating in Wisconsin shall be approved by the
21 ~~Educational Approval Board~~ under s. 39.51, Stats. Once approved by the board, the programs under this
22 subsection shall be reviewed by the department to determine if the program may be approved under this chapter.

23 **PI 3.06 Program approval.** (1) (a) All institutions which offer professional education programs leading to
24 licensure in Wisconsin shall submit to the department, for department approval, written evidence that their
25 programs comply with the requirements of this chapter which ensures that students who will graduate from an
26 institution after August 31, 2004 shall be able to complete the requirements of this chapter. This written evidence
27 shall include all of the following:

28 1. The institution's relevant policies and practices affecting the preparation of professional school
29 personnel.

30 2. The institution's conceptual framework under s. PI 3.15 for the preparation of professional educators
31 including the research base for program design and improvement.

32 3. The institution's evaluation of its performance and outcomes within the context of its mission and goals
33 as they relate to the standards in s. PI 3.15 (2).

1 4. The institution's assessment system used to evaluate candidate quality as measured against the
2 standards in subchapter II and how the assessments are used to evaluate and improve programs.

3 (b) All written evidence to meet the requirements under par. (a) shall be directed from the dean, director or
4 chair of education to the director of teacher education and licensing at the department.

5 (2) Initial approval under this section ^(MAY) shall be made after all of the following occur:

6 (a) An on-site review to determine adequate documentation and compliance with the requirements under
7 sub. (1) by a department team is completed.

8 (b) A recommendation for approval by the professional standards council is provided.

9 (c) Approval by the state superintendent is received.

10 (3) (a) Continuing program approval decisions shall be based on a continuous process review. Every
11 institution shall be visited each year by the SCD department liaison or other department professional staff. The
12 program evaluation and approval shall be based on the performance of candidates for license measured against the
13 standards in subchapter II as described in s. PI 3.15 (2). Initial program approval shall be for a period not less than
14 5 years, and shall be reviewed annually as part of a continuous process review.

15 (b) If, during the years of continual approval, an institution initiates a complete redesign of the professional
16 preparation program, the department shall review and recommend the redesigned program for approval following
17 the procedure set forth in sub. (2).

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

20 (5) (a) After reviewing the teacher education programs the state superintendent shall grant approval in
21 writing or deny approval to each program as follows:

22 1. Denial of any program shall commence with a notice by the SCD department liaison that nonapproval is
23 being considered for one or more professional programs leading to licensure. This notice shall be in writing
24 indicating all areas of non-compliance and shall be sent by certified mail to the institution's chief administrator.

25 2. The notice under subd. 1. shall be followed by a formal campus visit by representatives of the
26 professional standards council if the situation that created the need for a notice is not remedied within 60 days of
27 the official warning. The chief administrator of the institution shall be given 30 days notice prior to the official visit
28 by representatives of the professional standards council. *at least*

29 (b) The professional standards council shall make the recommendation to the state superintendent
30 regarding approval or non-approval under this subsection.

31 (6) If the state superintendent denies approval of the program leading to licensure, the institution shall
32 either commence an appeal in accordance with s. PI 3.07 or shall provide notice to prospective and currently
33 enrolled students of non-approval of the program leading to licensure.

1 (7) The department may not approve any teacher preparation program that is not in compliance with the
2 requirements of this chapter. The state superintendent may grant conditional approval to a program under the ^{all of}
3 following conditions: ^

4 (a) The institution which sponsors the program submits to the department a plan of remedial measures
5 which will bring the program into compliance with all of the requirements of this chapter; and

6 (b) The department is satisfied that such remedial measures will be implemented in a timely manner so that
7 graduates of such a program will have completed all applicable work required in this chapter.

8 **PI 3.07 Appeal procedure.** (1) Appeals of non-approval decisions by the department may be made on any
9 of the following grounds:

10 (a) The department's decision was based on material errors of facts.

11 (b) The department's decision was arbitrary and capricious.

12 (c) The proficiency measures used did not fully represent the knowledge, skills and dispositions of the
13 institution's graduates.

14 (2) An institution shall commence an appeal by sending a written notice of appeal to the state
15 superintendent by certified mail within 30 days after the institution received formal notice of the department's
16 decision of non-approval. The notice of appeal shall set forth the reasons for the appeal and the grounds upon
17 which the appeal is based and shall be signed by the institution's chief administrator.

18 (3) The state superintendent shall appoint an impartial hearing panel to review appeals and make
19 recommendations to the state superintendent. The hearing shall be held within 60 days after the appeal is received
20 by the department. No employe of the appealing institution, departmental employe, member of the professional
21 standards council, or other person who was involved in making the departmental decision that is the subject of the
22 appeal may serve on the hearing panel.

23 (4) Evidence of program or institutional changes implemented after the professional standards council's
24 recommendation for denial made under s. PI 3.06 (5) (b) ^{shall?} may not be admissible at the hearing.

25 (5) Based on the evidence presented at the hearing and the recommendation of the hearing panel, the state
26 superintendent or designee shall affirm, modify or reverse the decision that is the subject of the appeal. If the
27 decision is affirmed, the state superintendent may require the appellant either to agree in writing to meet conditions
28 established by the state superintendent to comply with this chapter or withdraw approval of the program leading to
29 licensure. If program approval is withdrawn, the institution shall provide notice to prospective and currently
30 enrolled students of non-approval of the program leading to licensure.

31 **PI 3.08 Experimental and innovative programs.** (1) An institution may petition the state superintendent
32 to offer an experimental or innovative program that is not in full compliance with rules contained in this chapter.

1 The institution shall present a plan for the program to the state superintendent for approval prior to implementation.
2 Experimental and innovative programs may include any of the following:

3 (a) Programs designed to develop new approaches, new arrangements or new contexts for the preparation
4 of school personnel.

5 (b) Programs designed to meet the special needs of particular segments of society such as minority,
6 disadvantaged, or nontraditional students.

7 (c) Programs designed to prepare school personnel for new types of positions that are emerging at the
8 elementary, middle or high school level.

9 ✓ (d) Programs that are cooperative between institutions or between institutions and school districts for the
10 purpose of improving the candidate pool of applicants for the district.

11 (2) The state superintendent may specify the number of years for the program to operate and shall require a
12 plan of evaluation.

13 **PI 3.09 Review and modification of rules.** (1) Each section of this chapter shall be reviewed at least once
14 every 5 years. The review of the administrative rules shall be completed by the professional standards council, and
15 shall ensure that statutory requirements are being met through implementation of the rules. Recommendations for
16 change to the administrative rules shall be made to the state superintendent following each review. *Passive* The review
17 process shall begin upon publication of this chapter.

18 (2) The continuous process review under sub. (1) shall be reviewed at least once every 5 years. The
19 professional standards council shall appoint representatives of national organizations that focus on teacher
20 education and licensing to review and make recommendations for improvement of the program review and approval
21 process.

22

23

SUBCHAPTER IV - INSTITUTIONAL AND PROGRAM STANDARDS

24

25 **PI 3.10 Organization and administration of teacher education programs.** (1) ORGANIZATION
26 SUPPORT FOR TEACHER EDUCATION. The institution shall insure the SCD is clearly identified and has the
27 responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education
28 programs.

29

30 (2) RECOGNITION OF SCD'S AUTHORITY. The institution shall have policies which clearly identify
31 selection, promotion, and tenure of faculty, teaching loads, faculty development opportunities, and institutional and
32 community service expectations.

33

(3) RESOURCES AND FACILITIES FOR PROGRAM OPERATION.

34

35 (a) The institution shall insure the SCD has adequate resources to support teaching and scholarships by
36 faculty and students.

1 (b) The institution shall insure the SCD has sufficient facilities, equipment and budgetary resources to
2 fulfill its mission and offer quality programs.

3 (c) The SCD shall insure that represented constituent groups from the education community are involved in
4 the development, evaluation and revision of all professional education programs.

5 **PI 3.11 Faculty. (1) RECRUITMENT OF DIVERSE FACULTY.** The institution shall recruit, hire and
6 retain a diverse teacher education faculty.

7 (2) **FACULTY QUALIFICATIONS.** (a) Faculty who teach in initial and advanced programs leading to
8 licensure shall have preparation specifically related to their assignment, hold the terminal degree or its equivalent or
9 demonstrate exceptional expertise in their field.

10 (b) Faculty who teach in initial and advanced programs shall be knowledgeable about current elementary,
11 middle, and secondary curriculum, practices, requirements, technology, and administrative practices appropriate to
12 their assignment.

13 (c) Faculty who supervise practicum students, student teachers, or interns shall have at least 3 years of
14 experience in PK-12 settings or administrative settings appropriate to their assignment.

15 (d) Faculty who teach in an initial or advanced program shall be actively engaged in professional practice
16 with PK-12 schools, professional organizations, and other education related endeavors at the local, state and
17 national level.

18 (3) **PROMOTION, LOAD, AND PROFESSIONAL DEVELOPMENT.** (a) The institution shall have
19 work load policies which insure all faculty who teach in initial and advanced programs have the time and resources
20 to accommodate teaching, advising, research and scholarship, administration, committee work, supervision, and
21 other institutional and community service activities.

22 (b) The institution shall provide the resources, time and opportunities for all faculty to engage in
23 professional development to enhance intellectual and professional vitality.

24 (c) The SCD shall have sufficient numbers of full time faculty to teach in initial and advanced programs to
25 insure consistent quality and delivery of programs.

26 (d) The SCD shall insure all part-time and adjunct faculty who teach in initial and advanced programs are
27 knowledgeable about current elementary, middle, secondary curriculum requirements, instructional materials and
28 practices; that they are competent in the use of instructional technology; that they model the effective use of
29 instructional media and technology in their teaching; and that they are knowledgeable of administrative practices
30 appropriate to their assignment.

31 **PI 3.12 Facilities, technology, instructional resources and support. (1) FACILITIES.** (a) The
32 institution shall provide adequate classroom, laboratory, office and workspace and appropriate furniture, current
33 technology, equipment and supplies needed to fulfill the mission of the institution.

1 (b) The institution shall provide a library that serves as the primary resource center and adequately
2 supports instruction, research, and services pertinent to the needs of professional education programs. Resources
3 related to professional education shall be organized and indexed so faculty and students can easily identify, find and
4 use them. The library shall provide up-to-date catalogs, indexes, directories and electronic information access
5 tools.

6 (2) INSTRUCTIONAL RESOURCES. (a) The institution shall maintain an instructional materials center
7 that is accessible on a schedule approximating that of the main library which shall house instructional materials
8 used in elementary, middle and high schools including sample textbooks, curriculum guides, tests, library books,
9 periodicals, computer software and other teaching materials. These materials shall include print and non-print
10 materials and teaching aids, and materials for the evaluation and assessment of learning, and the institution shall
11 provide instruction in the construction and use of the materials.

12 (b) The institution shall provide sufficient qualified library and technical staff who have substantial
13 knowledge of materials used in schools and school library media centers to support the library, the instructional
14 materials collection, media and computer support services, and other instructional technology necessary to support
15 the goals of the professional education programs.

16 (c) The institution shall ensure that students have access to and can use current educational technology in
17 instructional settings. This shall include equipment such as computers, projectors, recorders and other specialized
18 equipment used for teaching.

19 (3) REVIEW AND WEEDING. All resources shall be identifiable, relevant, accessible, and
20 systematically reviewed by professional staff to make acquisition and weeding decisions.

21 **PI 3.13 Student services. (1) ADVISING RESOURCES AND MATERIALS.** The institution shall
22 insure all students have access to and are provided information and resources on student services including
23 personal, professional and career counseling, career information, tutoring, academic, and job placement assistance.

24 (2) STUDENT SUPPORT SERVICES. The SCD shall insure all students, upon entry into the
25 professional education program, will be provided with an advisor and written information describing the
26 professional education program leading to licensure.

27 (3) STUDENT RECORDS. (a) The institution shall maintain a cumulative record on each of its students
28 enrolled in an approved program for license, and that record shall contain a transcript and written evaluations of
29 field experiences completed during the clinical program.

30 (b) Each student shall have a portfolio of evidence that the standards in subchapter II have been met.
31 Institutions do not need to maintain a file copy of the portfolio.

1 **PI 3.14 Student recruitment, admission and retention.** (1) **DIVERSITY OF STUDENTS.** The SCD
2 shall create and implement an explicit plan with adequate resources to recruit, admit and retain a diverse student
3 body as follows:

4 (a) The SCD shall establish standards for admission to initial programs that include all of the following:

5 1. Student competency in the basic skills of reading, writing, speaking, listening, mathematics, and media
6 and technology including computer technology as determined through passing scores on standardized tests approved
7 by the state superintendent, or through assessments designed and adopted by the SCD prior to admission to the
8 programs.

9 2. Other student program entry requirements such as letters of recommendation, specific courses
10 completed within the program, prior experience with children, personal interviews, or background checks.

11 3. A student cumulative grade point average of not less than 2.5 on a 4.0 scale on at least 40 semester
12 credits of collegiate level course work for admission to initial programs, or a 2.75 on a scale of 4.0 in a bachelor's
13 degree program for admission to advanced programs. Evidence other than grade point average may be approved by
14 the state superintendent for use by colleges where alternative measures of performance are in place.

15 (b) Exceptions under par. (a) relating to the established passing scores on standardized tests or SCD
16 designed or approved assessments, or the minimum cumulative grade point average may be granted to no more than
17 10% of the total number of students admitted to the initial or advanced programs for each admission period.
semester/year

18 (2) **STUDENT COMPLETION.** The SCD shall establish standards for program completion at both the
19 initial and advanced levels that include:

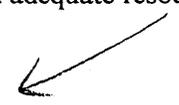
20 (a) 1. A minimum cumulative grade point average of 2.75 on a 4.0 scale for initial programs or a minimum
21 cumulative grade point average of 3.0 on a 4.0 scale for advanced programs. Evidence other than grade point
22 average may be approved by the state superintendent for use by colleges where alternative measures of performance
23 are in place.

24 2. Exceptions to the minimum grade point average may be granted to no more than 10% of the total
25 number of students completing professional education programs leading to licensure in each graduation period.
semester/year

26 (b) The SCD shall ensure all students completing programs at both the initial and advanced level
27 demonstrate the knowledge, dispositions, and performances that substantiate competence in the standards in
28 subchapter II at required exit level proficiency through multiple measures over time designed or adopted by the
29 SCD culminating in assessment during student teaching, internships or practicums.

30 (c) The SCD shall ensure students in both initial and advanced programs are provided adequate resources,
31 advising, assistance, and information to successfully complete their program.

5? Not desirable.



1 **PI 3.15 Conceptual framework.** Each SCD shall have a written conceptual framework included as part
2 of the requirements under s. PI 3.06 (1). The conceptual framework shall be well defined, articulated, and
3 defensible and shall include all of the following:

- 4 (1) A performance-based professional education program representing the standards under subchapter II.
5 (2) The standards under sub. (1) shall be adopted using one of the following:

6 Under (a) SCD's may adopt the standards as written; may modify the language to reflect the mission, vision, and
7 philosophy of its own program; or ^{may} develop additional standards that enhance or support the mission of the SCD and
8 institution.

9 (b) SCD's shall identify where the standards in subchapter II are integrated within the program if the SCD
10 chooses to develop its own program approval standards.

11 (c) SCD's shall identify the performance tasks within the professional education program, which support
12 each of the standards. The performance tasks shall meet all of the following requirements:

- 13 1. The performance tasks shall be specific and grounded in research based on best practices in education.
14 2. The performance tasks shall include the content of the standard.
15 3. The performance tasks shall demonstrate mastery of the standard.
16 4. The performance tasks shall be measurable over time.

17 (3) Assessments of knowledge, skills and dispositions within a professional education program.

18 Assessments shall meet all of the following requirements:

19 (a) Assessments shall be measured using the following 5 categories:

- 20 1. Communication skills under s. PI 3.14 (1) (a) 1.
21 2. Human relations and professional dispositions.
22 3. Content knowledge for subject area programs that meet all of the following requirements:

23 a. Content knowledge shall be determined by passing scores on standardized tests approved by the state
24 superintendent which shall take into account the pupil standards included in Wisconsin's model academic standards.

25 b. Content knowledge assessment shall be developed according to standards adopted by the state
26 superintendent from recommendations by the professional standards council as required under s. 15.377, Stats., or
27 standards adopted by the SCD using national standards, guidelines from learned societies or national organizations,
28 or other recognized groups or organizations.

29 4. Pedagogical knowledge.

30 5. Teaching practice.

31 (b) Assessments shall be developmental, multiple and measurable over time.

32 (c) Assessments shall be grounded in research based on best practices in education.

33 (d) Assessments shall identify levels of proficiency or other benchmarks that demonstrate student success.

1 (4) A research base for the development of performance tasks and assessments.

2 (5) Provisions for meeting statutory requirements identified under s. 118.19, Stats., which enable all
3 students completing teacher preparation programs to demonstrate knowledge and understanding of the following:

4 ✓ (a) Cooperative marketing and consumer cooperatives for licenses in economics, social studies or
5 agriculture.

6 ✓ (b) Environmental education including the conservation of natural resources for licenses in agriculture,
7 early childhood, middle childhood to early adolescent, science and social studies.

8 ✓ (c) Minority group relations for all licenses including all of the following:

9 1. The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.

10 2. The history, culture and contributions of women and various racial, cultural and economic groups in the
11 United States.

12 3. The philosophical and psychological bases of attitude development and change.

13 4. The psychological and social implications of discrimination, especially racism and sexism in the
14 American society.

15 5. Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students,
16 curriculum, instruction, and assessment in the school program.

17 6. Minority group relations through direct involvement with various racial, cultural and economic groups in
18 the United States.

19 ✓ (d) Conflict resolution for all licenses including all of the following:

20 1. Resolving conflicts between pupils and between pupils and school staff.

21 2. Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school
22 staff, including training in the use of peer mediation to resolve conflicts between pupils.

23 3. Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations
24 that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between
25 pupils and other persons.

26 (e) The role and responsibility of a teacher for all classroom teacher licenses through student teaching with
27 an assigned cooperating teacher or in a team structure for full days for a full semester following the daily schedule
28 and semester calendar of the cooperating school, or the equivalent as determined by the state superintendent.

29 (f) Teaching reading and language arts using appropriate instructional methods including phonics for
30 licenses to teach reading and language arts to pupils in grades PK to 6. In this paragraph "phonics" means a
31 method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups
32 and syllables.

1 (6) A clinical program including practicums for pupil services and administrative programs and for
2 prestudent teaching, student teaching, and other supervised clinical experiences in PK-12 school settings as follows:

3 (a) *Prestudent teaching*. 1. The program shall require onsite supervised prestudent teaching clinical
4 experiences of sufficient length which are developmental in scope and sequence and occur in a variety of school
5 settings.

6 2. The prestudent teaching experiences shall result in students demonstrating knowledge and understanding
7 of the standards in s. PI 3.02 through assessments identified in sub. (3) (a) 1. - 4.

8 3. Successful performance shall be measured using both of the following:

9 a. At least 2 written evaluations of each student based upon observations by the cooperating teacher or by
10 the SCD supervisor.

11 b. The student portfolio required under s. PI 3.13 (3) (b).

12 (b) *Student teaching*. 1. The program shall require student teaching experiences that are developmental in
13 scope and sequence, occur in school settings and meet the statutory requirements identified in s. 118.19 (3) (a),
14 Stats. Beyond the primary student teaching assignment, duration and length of student teaching to gain the
15 necessary clinical experience for additional licenses shall be determined by the SCD as part of the approved
16 program.

17 2. As a result of the student teaching experience, students shall demonstrate increased knowledge and
18 understanding of the standards in s. PI 3.02 through the assessments identified in sub. (3) (a) 1. - 5.

19 3. Successful performance shall be measured using all of the following:

20 a. A minimum of 4 classroom supervisory visits of at least one hour in length made to each student teacher
21 by the SCD primary supervisor. Supervisors with experience and expertise in the specialty subject matter area and
22 at the grade level of pupils being taught by the student teacher shall participate in the classroom supervision.

23 b. At least 4 written evaluations of each student based upon classroom observations by the cooperating
24 teacher and by the SCD supervisor. Evaluation procedures shall include conferences involving the student teacher,
25 the cooperating teachers and the SCD supervisors. The cooperating teacher's evaluation of the student teacher shall
26 become part of the student's permanent record. Other evaluations by PK-12 professional school personnel which
27 attest to the competency of the student as a prospective teacher may also be included in the permanent record. The
28 student teacher shall determine the evaluations that may be available to prospective employers.

29 c. A review of the student portfolio required under s. PI 3.13 (3) (b).

30 (c) *Practicum program*. 1. Programs for pupil services and administrative licenses shall include
31 supervised practicums in the area of licensure that are developmental in scope and sequence.

32 2. As a result of the practicum experience a license candidate shall demonstrate knowledge and
33 understanding of the Wisconsin standards in PI 3.02, PI 3.03 or PI 3.04.

1 3. Successful performance shall be measured using all of the following:

2 a. At least 2 written evaluations based upon observations by the school-based supervisor and by the SCD
3 supervisor shall be required during each student's practicum.

4 b. The evaluation procedures under subpar. a. shall include at least 2 conferences involving the school-
5 based supervisor, the SCD supervisor and the practicum student. The school-based supervisor evaluation of the
6 practicum shall become part of the student's permanent record.

7 (7) Provisions relating to cooperating teachers and other school based supervisors insuring that the
8 cooperating personnel used in the clinical programs meet all of the following requirements:

9 1. Hold a regular Wisconsin license and have volunteered for assignment as a cooperating teacher or
10 practicum supervisor.

11 2. Have at least 3 years of teaching experience with at least one year of teaching experience in the school
12 or school system of current employment or have 3 years of pupil service or administrator experience with one year
13 in the school or school system of current employment.

14 3. Have completed training in both the supervision of clinical students and in the applicable standards in
15 subchapter II.

16 (8) A general education program that demonstrates student knowledge and understanding of all of the
17 following for initial classroom teaching licenses:

18 — (a) Written and oral communication.

19 — (b) Mathematics.

20 — (c) Fine arts.

21 — (d) Social studies.

22 — (e) Biological and physical sciences.

23 — (f) The humanities, including literature.

24 — (g) Western and non-western history or contemporary culture.

25 (9) Graduate follow-up studies that include all of the following: (a) The SCD shall develop a plan to
26 follow-up on the performance of graduates for use in assessment of both initial and advanced programs. The
27 follow-up plan shall include ways to gain information from graduates, employers, teachers in the field and others to
28 provide feedback on programs.

29 (b) The SCD shall provide documentation on the follow-up plan, which demonstrates what information has
30 been collected, how the information is being used, and what program changes have occurred.

31 (c) The SCD shall develop a plan for assisting graduates and to demonstrate how this plan has contributed
32 to initial educator success.

33

- 1 2. A timeline for achieving the professional development goals.
- 2 3. Evidence of collaboration with professional peers and others.
- 3 4. An assessment plan that specifies indicators of growth.

4 (b) Successful completion of the professional development plan shall be documented. Documentation may
5 include a portfolio of authentic evidence that identifies professional development activities related to the
6 professional development goals. The evidence may be in the form of samples of student work; letters of
7 recommendation; evidence of attending professional meetings, workshops, conferences or seminars; administrative
8 or supervisory evaluations; peer evaluations; journals, diaries or published articles; action research projects and
9 results; mentor feedback; college, university or technical college course work; or evidence of in-district work
10 assignments outside of the classroom.

11 (c) Successful completion of the initial educator stage shall be measured no sooner than 3 years but no
12 later than 5 years after the license is granted. The three-member panel described in sub. (3) shall validate
13 completion of the professional development plan. Appeals of decisions made by the three-member panel may be
14 made to the professional standards council as prescribed by the council.

15 (5) OUT OF STATE APPLICANTS. An initial educator license may be issued to an applicant who
16 completes an approved program from out of state, who has fewer than 5 years of successful teaching experience,
17 and who has met the competency test requirements under s. PI 3.15 (3) (a) 3. a. ^{DS} The applicant shall provide
18 evidence that the requirements under s. PI 3.15 (5) have been met before qualifying for a professional educator
19 license.

20 (6) LICENSE BASED ON EQUIVALENCY. (a) An initial educator license may be issued to an applicant
21 who has not completed an approved program, if the applicant has obtained a statement from an institution that the
22 applicant has completed the equivalent of that institution's approved program, and if the applicant meets all of the
23 requirements of this chapter.

24 (b) An initial educator license may be issued to an applicant who completes department approved
25 preparation training and assessments for the license. The assessment requirement may include receiving a passing
26 score on a standardized examination approved by the state superintendent in the comprehensive area of licensure
27 and in teaching knowledge.

28 (7) LICENSE BASED ON EXPERIENCE. An initial educator license may be issued to an applicant who
29 presents evidence of having completed an approved program except student teaching if the applicant verifies 3 or
30 more years of successful teaching experience in the subject or grade level of preparation and if the applicant meets
31 all of the applicable requirements of this chapter. *Incl. student teaching?*

32 **PI 3.18 Professional educator license. (1) ELIGIBLE APPLICANTS.** The professional educator license
33 is a renewable license and shall be issued for a period of 5 years as follows:

1 (a) To applicants following successful completion of at least 3 years at the initial educator license stage
2 and completion of a professional development plan under s. PI 3.17 (4).

3 (b) To applicants eligible to receive or renew a regular license on or after July 1, 2004.

4 (c) To applicants holding licenses without an expiration date also referred to as life licenses. License
5 renewal requirements under sub. (2) do not apply to life licenses.

6 (d) To out-of-state applicants with 5 or more years of teaching experience who have completed an
7 approved program. Any deficiencies in meeting the standards in s. PI 3.02 or s. PI 3.15 (5) shall be completed
8 prior to renewal of the professional educator license.

9 (2) RENEWAL. (a) A professional educator shall complete a professional development plan that
10 demonstrates increased proficiency in one or more standards in subchapter II, as appropriate, including:

11 1. Goals and objectives, which address the selected standards in subchapter II with a rationale for each
12 goal.

13 2. Identified activities related to the professional development goals with evidence of application to the
14 classroom or learning community.

15 3. A timeline for achieving the professional development goals with evidence of annual review of goals and
16 activities.

17 4. Evidence of collaboration with professional peers and others including the review panel required under
18 par. (c).

19 5. An assessment plan that specifies indicators of growth and how meeting the goals improved the
20 educator's professional knowledge and affected student learning.

21 (b) Successful completion of the professional development plan shall include documentation of
22 professional development activities related to the professional development goals. The documentation may be in the
23 form of college, university or technical college credits, workshops, seminars, conferences, or other activities such as
24 action research, curriculum development, appropriate work experiences, district committee work, professional
25 organization or association work, presentations at conferences, publications, teaching courses, or special projects.

26 (c) Successful completion of the professional development plan shall be verified and communicated to the
27 department by a professional development team in the employing school district or jurisdiction. There shall a
28 professional development team in each district or jurisdiction composed as follows:

29 1. At least 3 licensed classroom teachers selected by their peers who would verify teacher plans in
30 accordance with the standards in s. PI 3.02.

31 2. At least 3 licensed pupil service professionals selected by their peers who would verify plans of pupil
32 service professionals in accordance with the standards in s. PI 3.04.

1 3. At least 3 licensed administrators selected by their peers who would verify administrator professional
2 development plans in accordance with the standards in s. PI 3.03.

3 (d) Appeals of decisions made by the professional development team may be made to the professional
4 standards council as prescribed by the council.

5 (e) Individuals eligible to hold the professional educator license based on sub. (1) (b), including educators
6 not regularly employed, shall renew their license by meeting one of the following requirements:

7 1. Successful completion of 6 semester credits from an accredited institution. The credits shall be directly
8 related to a license held or to the standards in PI 3.02; or

9 2. Successful completion of a professional development plan as identified in par. (a).

10 (3) ONE YEAR LICENSE. A one-year professional educator license may be issued as follows:

11 (a) To an applicant who has not met the continuing education requirement for renewal of a regular license.

12 (b) To an applicant who meets the license requirements under this chapter but who has not been regularly
13 employed in education for 5 consecutive years immediately preceding application for the license or renewal, upon
14 written request of an employing school district administrator.

15 **PI 3.19 Master educator license. (1) GENERAL.** The master educator license is not required. The
16 master educator license is a renewable license and shall be issued for a period of 10 years. Effective July 1, 2000,
17 certification by the national board for professional teaching standards shall be accepted in lieu of meeting the
18 requirements under this section.

19 (2) APPLICATION. Effective July 1, 2004, a candidate for the master educator license shall submit an
20 application that includes all of the following:

21 ✓(a) Documentation of a related master's degree.

22 ✓(b) Verification of at least 5 years of successful professional experience in education with at least one
23 cycle at the professional educator level or while holding a 5-year license issued prior to July 1, 2004.

24 ✓(c) Evidence of contributions to the profession.

25 (3) ASSESSMENT. Upon approval of the application under sub. (2) by an assessment team, the master
26 educator license shall be granted upon completion of both of the following requirements:

27 (a) A formal assessment by the team under sub. (4) of the standards under s. PI 3.02 for teachers, s. PI
28 3.03 for administrators and s. PI 3.04 for pupil service professionals. A formal assessment may include interviews,
29 objective examinations, review of portfolios and essays or other methods of analysis and appraisal.

30 (b) A demonstration of exemplary classroom performance through video or on-site observation by the team
31 under sub. (4).

32 (4) ASSESSORS. ^aThe candidate for a master educator's license shall be assessed by a team of 3 educators
33 who have the same or similar job responsibilities and who have met all of the following:

- 1 a. Been provided training by the department.
- 2 b. Been nominated by professional organizations.
- 3 c. Been confirmed by the state superintendent.

4 (5) RENEWAL. (a) The master educator shall meet the requirements under subs. (2) and (3) in order to
5 renew the master educator license. The assessment team under sub. (3) shall make judgments regarding the
6 approval and renewal of licenses for this state.

7 (b) The master educator shall meet the requirements under s. PI 3.18 (2) in order to renew a license at the
8 professional educator stage.

9 (6) APPEALS. Appeals of decisions made by the assessment team shall be made to the professional
10 standards council as prescribed by the council.

11 **PI 3.20 Life licenses.** (1) Effective July 1, 1983 life licenses are no longer issued.

12 (2) A life license issued prior to July 1, 1983 is valid as long as the holder remains active in the profession,
13 unless revoked by the state superintendent. This license becomes invalid if, for 5 or more consecutive years, the
14 holder is not actively employed in education. Completing the requirements given in s. PI 3.18 (2) may revalidate
15 the invalidated license.

16 **PI 3.21 Emergency licenses and permits.** (1) An emergency license which authorizes a licensed teacher
17 to teach in an assignment other than that for which the teacher holds a regular license may be issued for one specific

18 assignment. The following conditions apply to an emergency license under this subsection:

19 (a) The license is valid for one year and expires June 30, unless an earlier expiration date is specified in the
20 license.

21 (b) The district administrator or designated official of the employing school district requests that the
22 emergency license be issued. The request shall state that a search was conducted for a fully licensed teacher and
23 that no fully licensed teacher was acceptable for the assignment.

24 (c) A license under this paragraph may be renewed if the district administrator or designated official of the
25 employing school district request that the license be renewed and if the applicant gives evidence of progress in an
26 approved program leading to licensure.

27 (2) A permit, which authorizes the holder to be employed as a professional school employee for one specific
28 assignment, may be issued. The following conditions apply to a permit issued under this subsection:

29 (a) A teacher permit which authorizes the holder to be employed as a professional school employee may be
30 issued to an individual who has a bachelor's degree from an accredited college or university but does not meet the
31 requirements of this chapter.

32 (b) The permit issued under this subdivision is valid for a period not to exceed one year and expires on
33 June 30 unless an earlier expiration date is specified in the license.

1 (c) The district administrator or designated official of the employing school district requests the permit to
2 be issued. This request shall be in writing and shall provide a full explanation and justification of need. The
3 request shall state that a search for a fully licensed candidate was conducted and that no fully licensed individuals
4 were available.

5 **PI 3.22 Intern licenses.** An intern license may be issued to a person assigned to a school system through
6 an internship program approved by the state superintendent. An intern shall hold an intern license to receive a
7 stipend from a board of education. The license may be issued only to a student recommended by the proper
8 preparation institution authorities and who holds senior or graduate rank. A request signed by the district
9 administrator of the participating school district shall be filed as a condition for the issuance of an intern license. An
10 intern is assigned to limited administrative, pupil service or instructional duties under the direction of a fully
11 licensed practitioner in the specific field of internship. This license does not authorize the holder to substitute teach.

12 **PI 3.23 Substitute teacher license.** (1) A substitute teacher license may be issued for a period of 5 years
13 to an applicant who has held or is eligible to hold a regular Wisconsin license issued under this chapter or the
14 equivalent license in another state. Any teacher who holds a regular license may substitute teach as specified in sub.
15 (2).

16 (2) A short-term substitute shall be a licensed teacher or a licensed substitute teacher; however, a short-
17 term substitute may be employed to teach any subject at any grade level. A long-term substitute shall be a licensed
18 teacher or a licensed substitute teacher; however, a long-term substitute may be employed only in the subject and
19 grade level in which the teacher is licensed. An emergency license or permit may be granted to a long-term
20 substitute.

21 **PI 3.24 Substitute teacher permit.** (1) A substitute teacher permit may be issued to a person who holds a
22 bachelor's degree from an accredited college but does not meet the substitute teacher license requirements under s.
23 PI 3.23 (1).

24 (2) A permit issued under this paragraph is valid for a period of 3 years and may be renewed for an
25 additional 3-year periods if the requirements under this paragraph are met. A permit issued under this paragraph is
26 valid only in districts with a declared emergency as specified under sub. (3) (a).

27 (3) A permit under this paragraph may be issued if all of the following conditions are met:

28 (a) The district administrator or designated official of an employing school district declares that an
29 emergency exists in the district due to the lack of qualified substitute teachers and requests that a permit be issued
30 by the department. Districts shall make every effort to hire licensed substitute teachers before hiring permit
31 holders.

32 (b) The district designs selection criteria and training for potential substitute teachers and the potential
33 substitute teachers complete the training. The training shall include all of the following:

- 1 1. Basic district and school policies and procedures.
- 2 2. Age appropriate teaching strategies.
- 3 3. Discipline, conflict resolution and classroom management techniques.
- 4 4. Health and safety issues including handling medical emergencies.
- 5 5. Techniques for starting a class.
- 6 6. The culture of schools and the profession.
- 7 7. Working with lesson plans.
- 8 8. Working with children with special needs, including confidentiality issues.

9
10 **SUBCHAPTER VI - LICENSING CONTINUATION AND CONVERSION**

11 **PI 3.25 License continuation.** Teachers holding licenses issued on or before August 31, 2004, and
12 applicants from out of state will not be required to obtain a new license level or category under subchapter VII. An
13 existing license may continue to be renewed as specified under s. PI 3.18 (2).

14 **PI 3.26 License conversion.** Teachers holding licenses described under s. PI 3.25 may convert an existing
15 license to a license in a related level or category under subchapter VII by submitting a portfolio to the department
16 for evaluation. The portfolio shall include all of the following:

- 17 ✓(1) Evidence of successful, relevant teaching experience that includes some direct observation of skills.
- 18 ✓(2) Letters of recommendation from professional colleagues.
- 19 ✓(3) Evidence of completion of relevant course work, conferences or workshops based on established
20 standards.

21
22 **SUBCHAPTER VII - TEACHING CATEGORIES AND LEVELS**

23 **PI 3.27 Teaching categories at the early childhood and early childhood through middle childhood**
24 **levels.** (1) GENERAL. (a) Pupil development levels are used to determine the levels in which licenses will be
25 issued.

26 (b) In this section:

- 27 1. "Early childhood level" means the approximate ages of birth through 8.
- 28 2. "Early childhood through middle childhood level" means the approximate ages of birth through 11.

29 (c) Formal definitions of an early childhood level and early childhood through middle childhood level shall
30 be determined by each school district through a collaborative process to include community, district personnel and
31 school board members and shall be based on the organizational structure of the schools and the philosophy and
32 needs of the district.

Handwritten notes:
any amendments
set 5/15
added to AS

1 (d) Licenses may be issued under this subchapter to individuals who complete an approved initial educator
2 program including evidence of meeting the standards in PI 3.02, the requirements in s. PI 3.15 (5), and the content
3 knowledge test described under s. PI 3.15 (3) (a) 3. a.

4 (2) EARLY CHILDHOOD - REGULAR EDUCATION. An applicant who completes an initial
5 professional education program may be issued an initial educator license under this section to teach early childhood
6 classes as specified by a school district under sub. (1) (c).

7 (3) EARLY CHILDHOOD - SPECIAL EDUCATION. An applicant who completes an initial
8 professional education program may be issued an initial educator license under this section to teach special
9 education early childhood classes.

10 (4) EARLY CHILDHOOD THROUGH MIDDLE CHILDHOOD - REGULAR EDUCATION. An
11 applicant who completes an initial professional education program may be issued an initial educator license under
12 this section to teach early childhood through middle childhood classes as specified by the school district under sub.
13 (1) (c).

14 **PI 3.28 Teaching categories middle childhood through early adolescence level. (1) GENERAL. (a)**
15 Pupil development levels are used to determine the levels in which licenses will be issued.

16 (b) In this section "middle childhood through early adolescence level" means the approximate ages of 6
17 through 12 or 13. Formal definitions of a middle childhood through early adolescence level shall be determined by
18 each school district through a collaborative process to include community, district personnel and school board
19 members and shall be based on the organizational structure of the schools and the philosophy and needs of the
20 district.

21 (c) Licenses may be issued under this section to individuals who complete an approved initial educator
22 program including evidence of meeting the standards in s. PI 3.02, the requirements under s. PI 3.15 (5), and the
23 content knowledge test described under s. PI 3.15 (3) (a) 3. a.

24 (2) MIDDLE CHILDHOOD THROUGH EARLY ADOLESCENCE - REGULAR EDUCATION. An
25 applicant for a license under this subsection shall demonstrate proficiency in the standards in s. PI 3.02 and
26 complete a minor approved by the state superintendent in one of the categories or subcategories in ss. PI 3.29 or PI
27 3.30. In order to be licensed, an individual must complete an approved program in the license area. A license
28 under this section allows the holder to teach any category, except a foreign language, in a self-contained classroom;
29 and the following categories in a departmentalized or other school organization pattern:

- 30 (a) Language arts.
31 (b) Mathematics.
32 (c) Science.
33 (d) Social studies

before?

Too vague

1 (e) Health.

2 (3) MIDDLE CHILDHOOD THROUGH EARLY ADOLESCENCE - SPECIAL EDUCATION. (a) A
3 license under this subsection allows the holder to teach pupils identified as learning disabled, cognitively disabled or
4 emotionally disturbed. *Other??*

5 (b) Candidates for a license under this subsection shall demonstrate proficiency in the standards in s. PI
6 3.02 including knowledge, abilities and dispositions specific to special education and complete an approved
7 program in comprehensive special education with a concentration in one of the subcategories in par. (c).

8 (c) The following special education subcategories shall be included in the comprehensive special education
9 program and are available for a concentration:

- 10 1. Cognitive disabilities.
11 2. Emotional disturbance.
12 3. Learning disabilities.

13 **PI 3.29 Teaching categories at the early adolescence through adolescence level. (1) GENERAL. (a)**
14 Pupil development levels are used to determine the levels in which licenses will be issued.

15 (b) In this section "early adolescence through adolescence level" means the approximate ages of 10
16 through 21. Formal definitions of an early adolescence through adolescence level shall be determined by each
17 school district through a collaborative process to include community, district personnel and school board members
18 and shall be based on the organizational structure of the schools and the philosophy and needs of the district.

19 (c) Licenses may be issued under this section to individuals who complete an approved initial educator
20 program including evidence of meeting the standards in s. PI 3.02, the requirements under s. PI 3.15 (5), and the
21 content knowledge test described under s. PI 3.15 (3) (a) 3. a. for comprehensive license areas.

22 (2) EARLY ADOLESCENCE THROUGH ADOLESCENCE - REGULAR EDUCATION. A license
23 may be issued under this subsection to an individual who has completed a comprehensive program in a license
24 category with at least a major and has the institutional endorsement that an approved program in professional
25 education has been successfully completed. In addition to a comprehensive program with a major, a license in any

26 of the subcategories under pars. (a) 3. a. to c., (b) 3. a. and b., (c) 3. a. to c. and (d) 3. a. to e. or the categories in s.
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27 PI 3.30 (2) (d), (g), (h), (i), and (p) may be issued at the early adolescence through adolescence level to an
28 applicant who completes an approved program that equates to a college minor. Licenses are available in the
29 following categories:

30 (a) *Language arts.* 1. In order to qualify for a language arts license, an individual must have completed a
31 comprehensive language arts program that is equivalent to a college major. The comprehensive language arts
32 program shall include competencies in each of the subcategories listed in subd. 3. with a concentration in at least

1 one of the subcategories. A concentration is required to teach upper level high school courses in the specific subject
2 subcategory under subd. 3.

3 2. In order to be licensed in language arts, an individual shall complete a program that incorporates the
4 Wisconsin model academic standards for language arts, including all of the following strands leading to a
5 comprehensive program under this subsection:

- 6 a. Reading, including the use of phonics in teaching reading.
- 7 b. Literature.
- 8 c. Writing.
- 9 d. Language.
- 10 e. Oral language.
- 11 f. Media and technology including computer technology and its use in teaching.
- 12 g. Research and inquiry.

13 3. The following language arts subcategories shall be included in the comprehensive language arts
14 program and are available for the concentration needed to teach upper level high school courses in language arts:

- 15 a. English literature and composition.
- 16 b. Journalism
- 17 c. Speech communication.

18 (b) *Mathematics and computer science.* 1. In order to qualify for a mathematics or computer science
19 license, an individual shall have completed a comprehensive program in mathematics and computer science that is
20 equivalent to a college major. The comprehensive mathematics and computer science program shall include
21 competencies in both subjects. A concentration is required to teach upper level high school courses in mathematics
22 or computer science.

23 2. In order to be licensed in mathematics or computer science, an individual shall complete a program that
24 incorporates the Wisconsin model academic standards, including all of the following strands leading to a
25 comprehensive program under this subsection:

- 26 a. Mathematical processes.
- 27 b. Number operations and relationships.
- 28 c. Geometry.
- 29 d. Measurement.
- 30 e. Statistics and probability.
- 31 f. Algebraic relationships.
- 32 g. Use of computer technology in teaching and learning.

33 3. The following categories are available for licenses:

or
or

1 a. Mathematics. RST Math & CS?

2 b. Computer science.

3 (c) *Science*. 1. In order to qualify for a science license, an individual shall have completed a comprehensive
4 science program that is equivalent to a college major. The comprehensive science program shall include
5 competencies in each of the subcategories listed in subd. 3. with a concentration in at least one of the subcategories.
6 A concentration is required to teach upper level high school courses in the specific subject subcategories.

7 2. In order to be licensed in science, an individual shall complete a program that incorporates the Wisconsin
8 model academic standards for science, including all of the following strands leading to a comprehensive program
9 under this subsection:

10 a. Science connections.

11 b. Nature of science.

12 c. Science inquiry.

13 d. Physical science.

14 e. Earth and space science.

15 f. Life and environmental science.

16 g. Science applications.

17 h. Science in personal and social perspectives.

18 3. The following science subcategories shall be included in the comprehensive science license and are
19 available for the concentration needed to teach upper level high school courses in science:

20 a. Physical science, which includes chemistry and physics.

21 b. Earth and space science.

22 c. Life and environmental science, which includes biology and environmental studies.

23 (d) *Social studies*. 1. In order to qualify for a social studies license, an individual shall have completed a
24 comprehensive social studies program that equates to a college major. The comprehensive social studies program
25 shall include competencies in each of the subcategories listed in subd. 3. with a concentration in at least one of the
26 subcategories. A concentration is required to teach upper level high school courses in the specific subject
27 subcategory under subd. 3.

28 2. In order to be licensed in social studies, an individual shall complete a program that incorporates the
29 Wisconsin model academic standards for social studies, including all of the following strands leading to a
30 comprehensive program under this paragraph:

31 a. People, places and environments.

32 b. Time, continuity and change.

33 c. Power, authority, governance and responsibility.

1 d. Production, distribution, exchange and consumption.

2 e. Individuals, institutions and society.

3 3. The following social studies subcategories shall be included in the comprehensive social studies license
4 and are available for the concentration needed to teach upper level high school courses in social studies:

5 a. Geography.

6 b. History.

7 c. Political science and citizenship.

8 d. Economics.

9 e. Behavioral science.

10 (3) EARLY ADOLESCENCE THROUGH ADOLESCENCE - SPECIAL EDUCATION. (a) A license
11 may be issued under this subsection to an individual who demonstrates proficiency in the standards in PI 3.02
12 including the knowledge, abilities and dispositions specific to special education and provide evidence that an
13 approved program in special education has been completed. In addition, an individual shall complete a
14 comprehensive special education program that shall include competencies in each of the subcategories listed under
15 par. (b) with a concentration in at least one of the subcategories listed under par. (b).

16 (b) The following special education subcategories shall be included in the comprehensive special education
17 program and are available for a concentration:

18 { 1. Cognitive disabilities.

19 { 2. Emotional disturbance.

20 { 3. Learning disabilities.

21 PI 3.30 Teaching categories at the early childhood through adolescence level. (1) GENERAL. (a)
22 Pupil development levels are used to determine the levels in which licenses will be issued.

23 (b) In this section "early childhood through adolescence level" means a wide range of all ages in public
24 schools. Formal definitions of an early childhood through adolescence level shall be determined by each school
25 district through a collaborative process to include community, district personnel and school board members and
26 shall be based on the organizational structure of the schools and the philosophy and needs of the district.

27 (c) Licenses may be issued under this section to individuals who complete an approved initial educator
28 program including evidence of meeting the standards in s. PI 3.02, the requirements under s. PI 3.15 (5), and the
29 content knowledge test described under s. PI 3.15 (3) (a) 3. a. for the comprehensive license area.

30 (2) TEACHING CATEGORIES EARLY CHILDHOOD THROUGH ADOLESCENCE - REGULAR
31 AND SPECIAL EDUCATION LICENSES. An applicant who has completed a comprehensive program under any
32 of the pars. (a) to (d), (f) to (m) or (o) to (p) may be issued a license under s. PI 3.29 (2) (a) 3. a. - c., (b) 3. a. and
33 b., (c) 3. a. - c., or (d) 3. a. - e., at the early adolescence through adolescence level; or the categories in par. (d), (g),

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1 (h), (i) and (p) if the applicant completes an approved program that equates to a college minor. A license may be
2 issued under this subsection to an individual who has completed a comprehensive program in a license category
3 with at least a major and has the institutional endorsement that an approved program in professional education has
4 been successfully completed. Licenses are available in the following categories:

5 (a) Agriculture education. In order to qualify for a license to teach agriculture, an applicant shall
6 complete a program that incorporates Wisconsin's model academic standards for agriculture education, including
7 all of the following strands:

- 8 1. Global agricultural systems.
- 9 2. Agricultural technology and information.
- 10 3. Leadership in agriculture.
- 11 4. Agriscience and production.
- 12 5. Ecology and environment.
- 13 6. Agribusiness management and marketing.

14 (b) Art. In order to qualify for a license to teach art, an applicant shall complete a program that
15 incorporates Wisconsin's model academic standards for visual art, including all of the following strands:

- 16 1. Visual memory and knowledge.
- 17 2. Art history, citizenship, and environment.
- 18 3. Visual design and production.
- 19 4. Practical applications.
- 20 5. Visual communication and expression.
- 21 6. Visual media and technology.
- 22 7. Art criticism.
- 23 8. Visual thinking.
- 24 9. Visual art and personal and social development.
- 25 10. Cultural and aesthetic understanding.
- 26 11. Making connections.
- 27 12. Visual imagination and creativity.

28 (c) Business education. In order to qualify for a license to teach business education, an applicant shall
29 complete a program that incorporates Wisconsin's model academic standards for business education, including all
30 of the following strands:

- 31 1. Business communication in the workplace.
- 32 2. Information systems and technology.
- 33 3. Financial procedures for allocation of resources.

- 1 4. Economics.
- 2 5. Entrepreneurship.
- 3 6. Marketing.
- 4 7. International business.
- 5 8. Principles of management.
- 6 9. Principles of law.
- 7 10. Interpersonal and leadership skills.
- 8 11. Career development.

9 (d) Dance. In order to qualify for a license to teach dance, an applicant shall complete a program that
10 incorporates Wisconsin's model academic standards for dance, including all of the following strands:

- 11 1. Motor learning.
- 12 2. Kinesthetic awareness.
- 13 3. Improvisation.
- 14 4. Choreography.
- 15 5. Critical and creative thinking skills.
- 16 6. Communication and expression through dance.
- 17 7. Appreciation of dance.
- 18 8. Connections to other disciplines and cultures.
- 19 9. Healthful living through dance.
- 20 10. Technology and dance.

21 (e) Deaf and hard of hearing. In order to qualify for a license to teach pupils who are deaf ^{or} and hard of
22 hearing, an applicant shall meet all of the following:

- 23 1. Demonstrated knowledge and understanding of all of the following:
 - 24 a. Introduction to hearing impairment.
 - 25 b. Curriculum and methods for teaching deaf or hard of hearing pupils at the appropriate level.
 - 26 c. Language problems and development for the deaf or hard of hearing.
 - 27 d. Speech for the deaf or hard of hearing.
 - 28 e. Speech reading and auditory training for the deaf or hard of hearing.
 - 29 f. Manual communication.
- 30 2. Completed student teaching deaf or hard of hearing pupils at the appropriate level.

1 (f) Family and consumer education. In order to qualify for a license to teach family and consumer
2 education, an applicant shall complete a program that incorporates Wisconsin's model academic standards in
3 family and consumer education, including all of the following strands:

- 4 1. The continuing concerns of the family.
- 5 2. Reasoned action to accomplish family goals.
- 6 3. Personal and social responsibility within families and communities.
- 7 4. The work of family.
- 8 5. The influence of family on an individual's total development

9 (g) Foreign language and English as a second language. 1. In order to qualify for a license to teach
10 foreign language, an applicant shall complete a program that incorporates Wisconsin's model academic standards
11 for foreign language, including all of the following strands:

- 12 a. Communication, including interpersonal communication in another language, interpretive listening and
13 reading, and presentational speaking and writing.
- 14 b. Culture, including practices and perspectives of culture and products and perspectives of culture.
- 15 c. Connections, across disciplines and between different perspectives.
- 16 d. Comparisons, including language and cultural comparisons.
- 17 e. Communities, including practical applications and personal enrichment.
- 18 2. The following licenses in foreign language may be issued:
 - 19 a. French.
 - 20 b. German.
 - 21 c. Latin.
 - 22 d. Russian.
 - 23 e. Spanish.
 - 24 f. English as a second language.
 - 25 g. Other foreign languages.

26 (h) Health. In order to qualify for a license to teach health, an applicant shall complete a program that
27 incorporates Wisconsin's model academic standards for health, including all of the following strands:

- 28 1. Health promotion and disease prevention.
- 29 2. Healthy behaviors.
- 30 3. Goal setting and decision making to enhance health.
- 31 4. Access to health information and services.
- 32 5. Culture, media and technology influences on health.
- 33 6. Communicating health information.

1 7. Health advocacy.

2 (i) Instructional library media specialist. In order to qualify for an instructional library media specialist
3 license, an applicant shall complete a program that incorporates Wisconsin's model academic standards for library
4 media, including all of the following strands:

- 5 1. Media and technology.
- 6 2. Information and inquiry.
- 7 3. Independent learning.
- 8 4. The learning community.

9 (j) Marketing education. In order to qualify for a license to teach marketing, an applicant shall complete a
10 program that incorporates Wisconsin's model academic standards for marketing education, including all of the
11 following strands:

- 12 1. Entrepreneurship.
- 13 2. The free enterprise system.
- 14 3. Global marketing.
- 15 4. Marketing functions.
- 16 5. Critical thinking skills in marketing.
- 17 6. Marketing applications.
- 18 7. Life-work development.
- 19 8. Marketing technology.
- 20 9. Organizational leadership.

21 (k) Music - choral with general music. In order to qualify for a license to teach comprehensive music -
22 general and choral, an applicant shall complete an area of specialization in choral music and complete a program
23 that incorporates Wisconsin's model academic standards in music, including all of the following strands:

- 24 1. Performance.
- 25 2. Creativity.
- 26 3. Literacy.
- 27 4. Response.
- 28 5. Connections.

29 (L) Music - instrumental with general music. In order to qualify for a license to teach comprehensive
30 music - general and instrumental, an applicant shall complete an area of specialization in instrumental music and
31 complete a program that incorporates Wisconsin's model academic standards for music, including all of the
32 following strands:

- 33 1. Performance.

- 1 2. Creativity.
- 2 3. Literacy.
- 3 4. Response.
- 4 5. Connections.

5 (m) Physical education. In order to qualify for a license to teach physical education, an applicant shall
6 complete a program that incorporates Wisconsin's model academic standards in physical education, including all of
7 the following strands:

- 8 1. Leading an active life style.
- 9 2. Physical skill development.
- 10 3. Learning physical skills.
- 11 4. Physical activity and well being.
- 12 5. Health enhancing fitness.
- 13 6. Responsible social and personal behavior.
- 14 7. Diversity in physical activity settings.

15 (n) Speech and language pathology In order to qualify for a speech and language pathology license, an
16 applicant shall meet all of the following:

- 17 1. Has a master's degree in communicative disorders *or equivalent*
- 18 2. Training within the undergraduate and graduate program shall include a minimum of the following:
 - 19 a. Speech disorders.
 - 20 b. Language disorders.
 - 21 c. Hearing disorders and hearing evaluation.
 - 22 d. Hearing habilitative and rehabilitative procedures.
- 23 3. Professional education and training to include course work in all of the following:
 - 24 a. Human growth and development including the psychology of learning.) ?
 - 25 b. Methods or procedures in school speech and language programs.
 - 26 c. Understanding and use of augmentative and nonverbal communication modes and systems.
- 27 4. Three hundred fifty hours of supervised practicum with 100 hours in a school setting to include
28 experiences with a wide range of communicative disorders.

29 (o) Technology education. In order to qualify for a license to teach technology education, an applicant
30 shall complete a program that incorporates Wisconsin's model academic standards in technology education,
31 including all of the following strands:

- 32 a. The nature of technology.
- 33 b. Technological systems.

- c. Human ingenuity in technological activity.
- d. The effects of technology on society and the environment.

(p) Theatre. In order to qualify for a license to teach theatre, an applicant shall complete a program that incorporates Wisconsin's model academic standards for theatre, including all of the following strands:

- 1. Play analysis and meaning for individuals and society.
- 2. Acting skills.
- 3. Research and analysis of presentation, audience, and interconnections.
- 4. Assessment and reflection of one's own work and the work of others.
- 5. Creating and interpreting scenes and productions as playwright, designer, director and manager.

(q) Visual impairment. In order to qualify for a license to teach visually impaired pupils, an applicant shall complete a program that incorporates all of the following:

- 1. Introduction to visual impairment.
- 2. Teaching methods in reading and writing of Braille, optacon, and in other communication skills.
- 3. Teaching methods in orientation and mobility.
- 4. Structure, function, and pathological implications of the eye.
- 5. Instructional aids and materials for the visually impaired.
- 6. Teaching activities of daily living skills.
- 7. Student teaching visually impaired pupils at the appropriate level.
- 8. The national literary Braille competency test.
- 9. Coursework in methods of teaching Braille and experience in teaching Braille to school age children. To

be accepted under this subdivision, teaching experience shall be based on documentary evidence to be approved by the department and may include a practicum or student teaching. No.

SUBCHAPTER VIII - PUPIL SERVICES CATEGORIES

PI 3.31 Pupil services categories. Licenses may be issued in the following pupil services categories at the early childhood through adolescence level to individuals who demonstrate proficiency in the standards in PI 3.04 and who meet the additional requirements under this subchapter. Specific competencies for the separate license categories shall be determined by the state superintendent based on the recommendations made by the professional standards council under s. 115.425, Stats.

(1) SCHOOL COUNSELOR. (a) A regular license as a school counselor may be issued to an applicant who has completed or possesses both of the following:

- 1. A master's degree with a major in school counseling and guidance or a master's degree from an approved school counseling and guidance program and the institutional endorsement.