

CR 87-113

CERTIFICATE

STATE OF WISCONSIN)
) SS
DEPARTMENT OF PUBLIC INSTRUCTION)

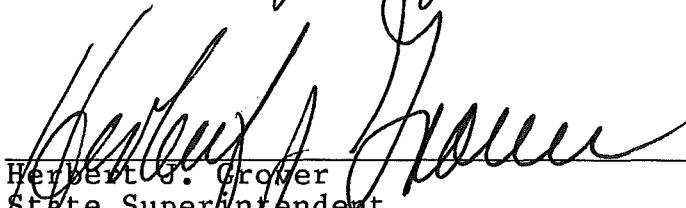
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I, State Superintendent of the Department of Public Instruction and custodian of the official records of said department, do hereby certify that the annexed rule relating to teacher licensing was duly approved and adopted by this Department on the first day of the month following publication in the Wisconsin Administrative Register.

I further certify that said copy has been compared by me with the original on file in this Department and the same is a true copy thereof, and of the whole of such original.

IN TESTIMONY WHEREOF, I hereunto set my hand and affixed the official seal of the Department at General Executive Facility (GEF) 3, 125 South Webster Street, P.O. Box 7841, in the city of Madison, this 3rd day of January, 1988.


Herbert J. Grover
State Superintendent
State Department of Public Instruction

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

1 To repeal and recreate ch. PI 3, related to teacher licensing.

ANALYSIS BY THE DEPARTMENT OF PUBLIC INSTRUCTION

Statutory authority: ss. 115.28 (7) (a) and (c), (15) (a) and (17) (a), Stats.

Statutes interpreted: s. 115.28 (7), (a) and (c), (15) (a), (17) (a) and 118.19 (3), Stats.

Section 115.28 (7), Stats., requires the state superintendent of public instruction to license or certify all teachers for the public schools and to make rules establishing standards of attainment for licensure. Chapter PI 3 contains the rules which a person must meet in order to be licensed as a teacher or school professional in Wisconsin.

These amendments to chapter PI 3 will: change the license structure to add licenses and requirements for licensure to teach middle level education; amend the human relations requirement for all teachers completing professional education programs after July 1, 1992; create a new reading and language arts requirement for all teachers completing professional education programs after July 1, 1992; amend the requirements for reading teachers; repeal the special education-special fields licenses and replace them with adaptive education and adaptive physical education licenses; require vocational licenses to teach advanced level occupational courses; and renumber ch. PI 3 and make minor substantive and nonsubstantive changes throughout for more clarity and ease in locating specific license requirements.

1. ADDITION OF MIDDLE LEVEL LICENSES

Currently, most licenses are issued to teach either elementary (grades 1 through 8) or secondary (grades 7 through 12) education. However, most educators recognize that pupils during the early adolescent developmental period (ages 10-14) are passing through more physical, social, emotional and intellectual changes than at any other time in their lives, except the first year. Given the developmental changes of the young adolescent, the management, organization, and delivery of instruction at the middle school level should be different than at the primary and secondary levels. This requires that teachers teaching at the middle school level should have an understanding of the unique educational needs of the middle level pupils.

The new structure will create licenses to teach at the elementary (grades 1 through 6), elementary/middle (grades 1 through 9), middle (grades 5 through 9), middle/secondary (grades 6 through 12), or secondary (grades 9 through 12) levels. Teachers who are licensed to teach at the middle levels will be required to complete a professional education sequence which includes study of the development of the young adolescent, methods of teaching the young adolescent, and must have student teaching in a middle level grade. For the elementary/middle and middle/secondary

licenses, this will be in addition to the requirements for the elementary or secondary level. A teacher licensed at the middle/secondary level may teach only those subjects in which he/she holds a major or minor. A teacher holding the middle level license (grades 5 through 9) is required to complete 2 minors (rather than one major as is required for secondary and middle/secondary licenses) and may only teach those subjects in which he/she holds these minors.

Some license areas, such as special subject fields, pupil services, special education, and school administrators, will not be issued at all 5 levels; however, the available ranges have been expanded to be aligned with the new defined levels. For instance, a license in learning disabilities was formerly available to teach grades K-8, grades 7-12, or grades K-12. Under the new structure, they will be issued for grades K-9 (elementary/middle), 6-12 (middle/secondary) or K-12. Licenses which are issued at the K-12 level will require student teaching (or a practicum) at 2 levels, which are specified in the particular license area requirements.

2. HUMAN RELATIONS REQUIREMENT FOR ALL TEACHERS

The new human relations requirement for all teachers will bring this requirement into agreement with the program approval requirement in ch. PI 4, and apply to all teachers, not only those educated at Wisconsin institutions.

3. READING REQUIREMENT FOR ALL TEACHERS

Current rules require a "discrete course in the teaching of reading." The new rules will specify credit requirements for course work in the teaching of reading and will recognize the reading and language arts as interactive processes which require the integration of reader, text, and context factors. The reading and language arts course work shall be appropriate to the grade level or license area as indicated below:

Early Childhood Level Education

- A developmental reading course at the nursery/kindergarten level.

Elementary Level Education (Grades 1-6)

Twelve semester credits in the teaching of reading and language arts including:

- Developmental reading at the elementary level
- Children's literature
- Language arts with an emphasis on writing, speaking and listening
- A clinical experience in teaching reading or at least one year of successful teaching experience, (The clinical experience may be included in the prestudent teaching under s. PI 4.10(1)).

Elementary/Middle Level Education (Grades 1-9)

Twelve semester credits in the teaching of reading and language arts including:

- Developmental reading at the elementary level
- Content area reading

- Children's literature and early adolescent literature
- Language arts with an emphasis on writing, speaking and listening
- A clinical experience in teaching reading or at least one year of successful teaching experience, (The clinical experience may be included in the prestudent teaching under s. PI 4.10(1)).

Middle Level Education (Grades 5-9)

Six semester credits in the teaching of reading and language arts including:

- Developmental reading
- Content area reading
- Language arts with an emphasis on writing, speaking and listening
- A clinical experience in teaching reading or at least one year of successful teaching experience, (The clinical experience may be included in the prestudent teaching under s. PI 4.10(1)).

Middle/Secondary Level Education (Grades 6-12)

Six semester credits in the teaching of reading and language arts including:

- Content area reading
- Language arts with an emphasis on writing, speaking and listening
- A clinical experience in teaching reading or at least one year of successful teaching experience, (The clinical experience may be included in the prestudent teaching under s. PI 4.10(1)).

Secondary Level Education (Grades 9-12)

Six semester credits in the teaching of reading and language arts including:

- Content area reading
- Language arts with an emphasis on writing, speaking and listening
- A clinical experience in teaching reading or at least one year of successful teaching experience, (The clinical experience may be included in the prestudent teaching under s. PI 4.10(1)).

Special Subject Areas (except art, music and physical education) and Pupil Services (except school nursing)

Six semester credits in the teaching of reading and language arts including:

- Developmental reading
- Language arts with an emphasis on writing, speaking and listening
- The 6 semester credits may be incorporated within relevant course work, such as learning and instruction, curriculum design, or learning disabilities and must include a clinical experience in the acquisition of reading and language arts skills. If the applicant has at least one year of successful teaching experience, the clinical experience requirement may be waived. (The clinical experience may be included in the prestudent teaching under s. PI 4.10(1)) or in the graduate practicum or internship under s. PI 4.10(3) or (4).)

Special Education; Art, Music and Physical Education; School Nurse

A discrete course in the teaching of reading and language arts.

4. READING TEACHER LICENSE.

The reading teacher license has been amended to remove the requirements for course work in gifted and talented education and/or evaluation and measurement. Requirements for course work in content area reading and children's or adolescent literature were added.

5. COURSE WORK RELATING TO GIFTED AND TALENTED CHILDREN.

Applicants completing professional education programs after August 31, 1992, will be required to complete course work in identifying gifted and talented pupils and in ways to provide access to appropriate learning experiences for gifted and talented pupils.

6. ADAPTIVE EDUCATION AND ADAPTIVE PHYSICAL EDUCATION

The seven exceptional education - special fields licenses are consolidated into "adaptive education"; and "adaptive physical education" licenses, and a concentration of 12 credits is required for this license.

7. VOCATIONAL EDUCATION AREAS

Effective July 1, 1988, a vocational education license (which requires the holding of a special subject area license plus occupational experience) is required to teach advanced level occupational skills courses in high school. A person who had a regular assignment to teach an advanced level occupational course in Wisconsin prior to July 1, 1988, may be issued a vocational education license.

8. MINOR SUBSTANTIVE CHANGES

- a. The term "certification" has been changed to "licensure" throughout, "pupil" and "student" are defined, and "regularly employed" is clarified.
- b. The clock hour equivalency program is amended to allow "professional field experiences" to be used in meeting the continuing professional education requirement; and to require that workshops and seminars be "subject specific."
- c. Remove the license based on a minor for special fields.
- d. Remove a grandfathering provision for bilingual counselors.
- e. The section on cooperating teachers is being moved to chapter PI 4 as a requirement for teacher preparation institutions to meet in arranging for student teaching.

- f. Four social science areas - Afro-American studies, civics, international studies and social problems -are consolidated into "other social science." Italian and Polish are consolidated into "other foreign language."
- g. Some outdated special subject and vocational license areas in subch. V have been removed; and outdated license titles have been changed to more accurately reflect current practices and terminology. A requirement for a course in organization and administration of cooperative vocational programs has been added to s. PI 3.22, to reflect ch. PI 4 program approval requirements.

9. **RENUMBERING AND OTHER NONSUBSTANTIVE CHANGES**

The renumbering will divide ch. PI 3 into subchapters and remove some of the extensive subdividing of sections. For instance, the special education licenses which are currently contained in one long section and is divided below the subparagraph level in some instances, will now be contained in one subchapter which will have a section on general requirements and a section for each special education license. Further, some parts of the rule have been redrafted to make them more clearly understood, without changing the substance of the rules.

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

**CHAPTER PI 3
LICENSES**

**SUBCHAPTER I
GENERAL PROVISIONS**

- PI 3.01 Definitions
- PI 3.02 Approval of Programs
- PI 3.025 Approval of Programs for Equivalent Clock Hours
- PI 3.03 Types of Licenses and Renewal Requirements
- PI 3.04 License Revocation and Reinstatement

**SUBCHAPTER II
GENERAL REQUIREMENTS FOR A LICENSE**

- PI 3.05 General Requirements for a License

**SUBCHAPTER III
EARLY CHILDHOOD, ELEMENTARY, MIDDLE, AND SECONDARY LEVEL EDUCATION**

- PI 3.06 Early Childhood Level Education: N-K
- PI 3.07 Elementary Education: Grades 1-8, Prior to July 1, 1992
- PI 3.075 Elementary Level Education: Grades 1-6, Effective July 1, 1992
- PI 3.08 Elementary/Middle Level Education: Grades 1-9, Effective July 1, 1992
- PI 3.09 Middle Level Education: Grades 5-9, Effective July 1, 1992

- PI 3.10 Middle/Secondary Level Education: Grades 6-12, Effective July 1, 1992
PI 3.11 Secondary Education: Grades 7-12, Prior to July 1, 1992
PI 3.115 Secondary Level Education: Grades 9-12, Effective July 1, 1992

**SUBCHAPTER IV
SUBJECT AREA LICENSES**

- PI 3.12 Communication Arts Subject Areas
PI 3.13 Driver Education
PI 3.14 Foreign Language Subject Areas
PI 3.15 Health, Safety Education, Recreation, Dance
PI 3.16 Mathematics and Computer Science
PI 3.17 Philosophy and Religious Studies
PI 3.18 Science Subject Areas
PI 3.19 Social Science Subject Areas
PI 3.20 Coaching Athletics

**SUBCHAPTER V
SPECIAL SUBJECT AND VOCATIONAL EDUCATION AREAS**

- PI 3.21 Special Subject Areas
PI 3.22 Vocational Education Areas

**SUBCHAPTER VI
READING**

- PI 3.23 Reading Teacher
PI 3.24 Reading Specialist

**SUBCHAPTER VII
SPECIAL EDUCATION**

- PI 3.25 Special Education: Applicability and General Requirements
PI 3.26 Mild or Moderate Mental Retardation
PI 3.27 Severely Handicapped
PI 3.28 Learning Disabilities
PI 3.29 Emotional Disturbance
PI 3.30 Hearing Impaired
PI 3.31 Visually Impaired
PI 3.32 Orientation and Mobility
PI 3.33 Orthopedic Disability
PI 3.34 Early Childhood - Exceptional Educational Needs
PI 3.35 Speech and Language Pathology
PI 3.36 Occupational Therapist
PI 3.37 Physical Therapist
PI 3.38 Adaptive Education and Adaptive Physical Education
PI 3.39 Special Education Program Aide

**SUBCHAPTER VIII
INSTRUCTIONAL LIBRARY MEDIA AND TECHNOLOGY**

- PI 3.40 Instructional Library Media and Technology: Applicability
PI 3.41 Initial Instructional Library Media Specialist
PI 3.42 Instructional Library Media Specialist
PI 3.43 Instructional Technology Specialist

**SUBCHAPTER IX
INDIAN LANGUAGE, CULTURE AND HISTORY**

- PI 3.44 Indian Home/School Coordinator, Language
and Culture Aide
PI 3.45 Indian Language, History and Culture
PI 3.46 School Counselor-Indian Language and Culture

**SUBCHAPTER X
BILINGUAL/BICULTURAL EDUCATION**

- PI 3.47 Bilingual/Bicultural Education

**SUBCHAPTER XI
PUPIL SERVICES**

- PI 3.48 Pupil Services: General Requirements
PI 3.49 School Counselor
PI 3.50 School Counselor-Bilingual
PI 3.51 School Nurse
PI 3.52 Provisional School Psychologist
PI 3.53 School Psychologist
PI 3.54 School Social Worker

**SUBCHAPTER XII
SCHOOL ADMINISTRATION**

- PI 3.55 School Administration: Applicability and General Requirements
PI 3.56 District Administrator
PI 3.57 Elementary/Middle Level Administrator
PI 3.58 Middle/Secondary Level Administrator

**SUBCHAPTER XIII
OTHER AREAS OF ADMINISTRATION AND SUPERVISION**

- PI 3.59 School Business Manager
PI 3.60 Administrative Assistant
PI 3.61 Supervisor, Coordinator, or Director

PI 3.62 Special Education Supervisor-Level B
PI 3.63 Special Education Supervisor-Level A
PI 3.64 Local Vocational Education Coordinator
PI 3.65 Instructional Library Media Supervisor
PI 3.66 Supervisor of Counseling and Guidance
PI 3.67 Supervisor of Counseling and Guidance-Bilingual

**SUBCHAPTER XIV
OBSOLETE LICENSES**

PI 3.68 Obsolete Licenses

**SUBCHAPTER XV
ADVISORY COUNCIL**

PI 3.69 Advisory Council

SUBCHAPTER I

GENERAL PROVISIONS

PI 3.01 DEFINITIONS. In this chapter:

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

(2) "Administrative assistant" means a degree holding person serving in the central administration office in a position which is not included elsewhere in this chapter and which does not include direct involvement with pupils, supervising teachers or curriculum development.

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

(4) "Alternative school" has the meaning defined in s. 115.71 (1), Stats.

(5) "American Indian parent advisory committee" means the committee appointed by a school board under s. 115.735, Stats.

1 (6) "Approved program" means a professional education program developed and
2 offered by a higher education institution in Wisconsin and approved by the state superin-
3 tendent under s. 115.28 (7), Stats., and chs. PI 3 and 4; or in another state and approved in
4 accordance with the statutes and administrative rules of that state.

5 (7) "Classroom" means an area or space designated for instructing pupils.

6 (8) "Concentration" means a field of study in which a student completes at least
7 12 semester credits as part of an approved program leading to licensure.

8 (9) "Consultant" means a specialist or resource person whose advice is sought in
9 improving an educational program, facilities, or methods of cooperation, limited to a
10 specified period of time, for a specific purpose or program.

11 (10) "Cooperating teacher" means a licensed school professional who supervises
12 students during their clinical program in cooperation with the college or university super-
13 vising staff and who meets criteria described in s. PI 4.10 (5).

14 (11) "Course" means organized subject matter in which instruction is offered within
15 a period of time, and for which credit is usually granted by an accredited college or univer-
16 sity.

17 (12) "Curriculum coordinator or director of instruction" means a member of the
18 professional staff of a school system responsible for coordination of various curricular
19 offerings within either one or more schools in a school system.

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

21 (14) "District administrator" means the person who acts as the administrative head
22 of a district.

23 (15) "Early childhood level," for purposes of licensing, means nursery school or
24 kindergarten or both.

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

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

1 (18) "Equivalency" means the state or condition of being equal or comparable in
2 value, meaning or effect, to given criteria established for courses, course work, programs
3 or experience.

4 (19) "Initial license" means the first regular license which verifies that the holder
5 has satisfied the minimum requirements prescribed in this chapter.

6 (20) "Institution" means an independent or public college or university engaged in
7 the preparation of professional school personnel.

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

12 (22) "License" means a document issued under this chapter granting authority or
13 permission to serve as a professional school employee in Wisconsin public schools.

14 (23) "Long-term substitute" means a substitute teacher employed for 21 or more
15 consecutive days in the same teaching assignment.

16 (24) "Major" means a field of study in which a student completes at least 34
17 semester credits, unless more credits are specified, as part of an approved program leading
18 to licensure.

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

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

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

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

25 (29) "Professional education sequence" means the educational foundations, the
26 instructional materials, the methodology coursework, and the clinical program designed
27 for students enrolled in a professional education program.

1 (30) "Pupil" means any child age birth through 21 enrolled in a school or a school
2 program.

3 (31) "Qualified" means the holding of the appropriate license.

4 (32) "Regular license" means a license issued under s. PI 3.03 (2) to a person who
5 fully meets the licensing requirements for serving in a given position in education.

6 (33) "Regularly employed" means employment as a professional school employe, at
7 fixed or uniform intervals, for the equivalent of at least one hour per day for at least one
8 semester.

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

10 (35) "Short-term substitute" means a substitute teacher employed for no more than
11 20 consecutive days in the same teaching assignment.

12 (36) "Special education" means the education of pupils with exceptional educational
13 needs because of emotional disturbance, hearing disability, learning disability, mental
14 retardation or other developmental disability, physical or orthopedic disability, speech or
15 language disability, or visual disability.

16 (37) "Special subjects" means agriculture, art, business education, home economics,
17 technology education, music, or physical education.

18 (38) "State superintendent" means the superintendent of public instruction for the
19 state of Wisconsin.

20 (39) "Student" means a person enrolled in a professional education program leading
21 to licensure.

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

1 (41) "Substitute teacher" means a licensed teacher who occupies temporarily the
2 position of an absent teacher.

3 (42) "Supervisor" means a person responsible for the promotion, development, main-
4 tenance, or improvement of instruction in one or more fields.

5 (43) "Supervisor of student teacher" means the person employed by the teacher
6 preparation institution who works with the cooperating teacher in the direction and super-
7 vision of student teaching and intern experiences.

8 (44) "Teacher" means a licensed professional school employe whose work includes
9 the exercise of any educational function for compensation including instructing pupils or
10 administering, directing, or supervising any educational activity.

11 (45) "Teacher aide" means a person who performs a variety of duties under the
12 direct supervision of a licensed teacher, except professional teaching responsibilities such
13 as diagnosing educational needs, prescribing teaching and learning procedures, and evalu-
14 ating the effects of teaching.

15 (46) "Teaching experience" means experience in which the licensed teacher as a
16 regular professional school employe is actually conducting learning experiences of pupils
17 in a classroom setting on a continuing basis.

18 (47) "Tribal council" includes the governing body of an Indian tribe regardless of
19 how denominated.

20 PI 3.02 APPROVAL OF PROGRAMS. (1) Each professional education program
21 offered by an institution in Wisconsin shall meet all of the requirements of chs. PI 3 and 4,
22 but may exceed these minimums as determined by the institution.

23 (2) The state superintendent shall conduct a site review at each institution in Wis-
24 consin at least once every 5 years for the purpose of approving programs under s. 115.28
25 (7), Stats., and chs. PI 3 and 4.

1 (3) The state superintendent does not approve programs outside the state of
2 Wisconsin. The state superintendent shall accept the institutional endorsement from an
3 out-of-state institution which has been approved under the statutes and administrative
4 rules of that state. An applicant from an out-of-state institution under this subsection
5 shall meet all of the requirements of this chapter in addition to having the institutional
6 endorsement.

7 (4) An institution may accept proficiency examinations in lieu of course work.
8 These examinations shall be administered by an institution offering an approved program
9 and the credits earned by examinations shall be included on the official transcript issued
10 by the examining institution.

11 PI 3.025 APPROVAL OF PROGRAMS FOR EQUIVALENT CLOCK HOURS. To
12 meet the continuing professional education requirement under s. PI 3.03 (2) (b), an appli-
13 cant may participate in programs which have been approved by the department as follows:

14 (1) The agency, institution, or organization which offers the continuing profes-
15 sional education program shall submit the proposed program to the department for approval
16 at least 30 days prior to the program. An individual may not submit a program for approval
17 under this section; however, an agency, institution or organization may submit a program
18 on behalf of one individual. The following agencies, institutions and organizations may
19 submit proposals to the department:

- 20 (a) Accredited colleges and universities.
- 21 (b) Cooperative educational service agencies under ch. 116, Stats.
- 22 (c) Divisions and bureaus within the department.
- 23 (d) Local public and private education agencies and schools in Wisconsin.
- 24 (e) Local, state, regional and national professional education organizations; and
25 unions.

1 (f) Vocational, technical and adult education districts established under s. 38.02,
2 Stats.

3 (g) Other agencies, institutions and organizations approved by the state superinten-
4 dent.

5 (2) Workshops, seminars or conferences may be approved as follows:

6 (a) A workshop or seminar shall be in clock hour increments and shall include a
7 minimum of 5 clock hours related to a subject specific theme. The entire approved program
8 shall be accomplished within a 12-month period.

9 (b) A regional, state, or national convention or conference with a broad common
10 theme may be approved and shall be limited to a minimum of 5 clock hours and a maximum
11 of 10 clock hours for each convention or conference.

12 (3) A professional field experience may be approved. The application submitted
13 under sub. (1) shall include a formal job description, individual professional growth objec-
14 tives, a designated supervisor from the agency which submits the application, a designated
15 supervisor at the field site, a plan for student documentation of field experiences, and a
16 plan for the ongoing monitoring and supervision of the field experience.

17 **PI 3.03 TYPES OF LICENSES AND RENEWAL REQUIREMENTS.**

18 (1) LICENSE CODES AND LICENSING YEAR. (a) License Codes. In this chapter,
19 the code number following the name of each specific license designates the subject, grade
20 level or position for which the license is issued.

21 (b) Licensing Year. Except as provided under sub. (5), a license is effective on
22 July 1 of the year of issuance and expires on June 30 of the year of expiration.

23 (2) REGULAR LICENSE. A regular license is issued or renewed for 5 years, as
24 follows:

25 (a) Issuance. 1. Completion of an Approved Program. A regular license may be
26 issued to an applicant who meets all of the requirements of this chapter, including an

1 approved program, and who has received an institutional endorsement. A regular license
2 is issued for 5 years.

3 2. License Based on Equivalency. A regular license may be issued to an applicant
4 who has not completed an approved program, if the applicant has obtained a statement
5 from a college or university offering an approved program that the applicant has
6 completed the equivalent of an approved program, and if the applicant meets all of the
7 requirements of this chapter for the license, except completion of an approved program.

8 3. License Based on Experience. A regular license may be issued to an applicant
9 who presents evidence of having completed an approved program from another state,
10 except student teaching, if the applicant verifies eligibility for acceptance into student
11 teaching from the institution, meets all applicable requirements of this chapter, except
12 student teaching, and verifies 3 or more years of successful teaching experience in the
13 subject and grade level of preparation.

14 (b) Renewal. 1. Except as provided under par. (c), a regular license may be
15 renewed if the applicant satisfactorily completes 6 semester credits or the equivalent of
16 continuing professional education during the 5 years immediately preceding his or her
17 application for renewal. The 6 semester credits or the equivalent shall be directly and
18 substantively related to one or more of the licenses held by the applicant or to the appli-
19 cant's professional competency.

20 2. The 6 semester credits or the equivalent may be earned by one or a combina-
21 tion of the following:

22 a. Semester or equivalent quarter credits earned at an accredited college or
23 university.

24 b. Equivalent clock hours earned in a workshop, seminar or conference approved
25 under s. PI 3.025 (1) and (2). Thirty clock hours earned at a workshop, seminar, or con-
26 ference shall be equivalent to one semester credit earned at an accredited college or
27 university.

1 c. Equivalent clock hours earned in a professional field experience approved under
2 s. PI 3.025 (1) and (3). Eighty clock hours earned in a professional field experience shall
3 be equivalent to one semester credit earned at an accredited college or university. No
4 more than one professional field experience equivalent to no more than 3 semester credits
5 may be counted in meeting the professional education requirement in a 5-year period.

6 (c) Exemption from the Continuing Professional Education Requirement. The
7 continuing professional education requirement under par. (b) is not required for renewal of
8 the school physical therapist license under s. PI 3.37, the substitute teacher license under
9 sub. (7), or the special education program aide license under s. PI 3.39.

10 (d) Refresher Work. An applicant who meets the license requirements under this
11 chapter, but who has not been regularly employed in the teaching profession within the 5
12 consecutive years immediately prior to application for the license or renewal, may be
13 issued a regular license or renewal upon completion of 6 semester credits or the equivalent
14 of continuing professional education as described under par. (b) during these 5 years.

15 (3) LIFE LICENSE. (a) Issuance. Effective July 1, 1983, life licenses are no
16 longer issued.

17 (b) Validity. 1. A life license issued prior to July 1, 1962, is valid for the lifetime
18 of the holder unless revoked by the state superintendent.

19 2. A life license issued on or after July 1, 1962, is valid as long as the holder is
20 active in the teaching profession, unless revoked by the state superintendent. Employment
21 in the teaching profession for at least 90 days in a given school year shall be sufficient to
22 maintain the validity of this license. This license shall become invalid if, for 5 or more
23 consecutive years, the holder is not actively employed in the teaching profession. The
24 invalidated license may be revalidated if the applicant satisfactorily completes 6 semester
25 credits or the equivalent as described in sub. (2) (b) during the 5-years immediately pre-
26 ceding his or her application for revalidation.

1 (4) ONE-YEAR LICENSE. A one year license may be issued as follows:

2 1. To an applicant who has completed an approved program in another state but
3 who has minor course work deficiencies under this chapter.

4 2. To an applicant who has not met the continuing education requirement for
5 renewal of a regular license under sub. (3) (c). This one-year license may not be renewed.
6 For renewal of the regular license, the applicant shall meet the requirements under
7 sub. (3) (c).

8 3. To an applicant who meets the license requirements under this chapter, but
9 who has not been regularly employed in the teaching profession within the 5 consecutive
10 years immediately preceding application for the license or renewal, upon the written
11 request of an employing school district administrator. For issuance or renewal of the
12 regular license, the applicant shall meet the refresher work requirement under sub. (3) (d).

13 (5) EMERGENCY LICENSES. (a) Special License. 1. A special license which
14 authorizes a licensed teacher to teach in an assignment other than that for which he or
15 she holds a license may be issued for one specific assignment. A special license issued
16 under this section is valid for a period not to exceed one year and expires on June 30,
17 unless an earlier expiration date is specified in the special license.

18 2. The district administrator or designated official of the employing school dis-
19 trict shall request a special license in writing with full explanation and justification of the
20 need. The request shall state that a search was conducted for a fully-licensed teacher and
21 an explanation of why any fully-licensed candidates were not acceptable for employment.

22 3. The district administrator or designated official of the employing school dis-
23 trict may request that a special license be renewed. The special license may be renewed
24 if, between the date of issuance and the proposed renewal date, the applicant satisfactorily
25 completes at least 6 semester credits toward completion of an approved program. The
26 request for renewal shall be in writing and shall include a full explanation of the need for
27 renewal.

1 4. The state superintendent may issue or deny a special license. The state super-
2 intendent shall deny a special license to an applicant who has not met the requirements in
3 s. PI 3.05 (7), if the applicant completed the initial professional education program on or
4 after August 31, 1992.

5 (b) Permit. 1. A permit which authorizes the holder to be employed for one
6 specific assignment may be issued to a person who has a bachelor's degree but does not
7 meet the license requirements under this chapter. A permit issued under this subdivision
8 is valid for a period not to exceed one year and expires on June 30, unless an earlier
9 expiration is stated in the permit.

10 2. The district administrator or designated official of the employing school dis-
11 trict shall request a permit in writing with full explanation and justification of the need.
12 The request shall state that a search was conducted for a fully-licensed teacher and that a
13 licensed teacher is not available.

14 3. The district administrator or designated official of the employing school dis-
15 trict may request that a permit be renewed. The permit may be renewed if, between the
16 date of issuance and the proposed renewal date, the applicant satisfactorily completes at
17 least 6 semester credits toward completion of an approved program. The request for
18 renewal shall be in writing, shall include a full explanation of the need for renewal and
19 shall state that a search was conducted for a fully-licensed teacher and that a licensed
20 teacher is not available.

21 4. The state superintendent may issue or deny a special license.

22 (6) INTERN LICENSE. An intern license may be issued to a person assigned to a
23 school system through an internship program approved by the state superintendent. An
24 intern shall hold an intern license to receive a stipend from a board of education. The
25 license may be issued only to a student recommended by the proper preparation institution
26 authorities and who holds senior or graduate rank. A request signed by the district admin-

1 istrator of the participating school district shall be filed as a condition for the issuance of
2 an intern license. An intern is assigned to limited administrative, pupil service or instruc-
3 tional duties under the direction of a fully licensed practitioner in the specific field of
4 internship.

5 (7) SUBSTITUTE TEACHER LICENSE. (a) A substitute teacher license may be
6 issued for a period of 5 years to an applicant who has held or is eligible to hold a regular
7 Wisconsin license or the equivalent license in another state. Any teacher who holds a
8 regular license may substitute teach as specified in par. (b).

9 (b) A short-term substitute shall be a licensed teacher or a licensed substitute
10 teacher; however, a short-term substitute may be employed to teach any subject at any
11 grade level. A long-term substitute shall be a licensed teacher or a licensed substitute
12 teacher; however, a long-term substitute may be employed only in the subject and grade
13 level in which the teacher is licensed. An emergency license may be granted to a long-
14 term substitute under sub. (5).

15 PI 3.04 LICENSE REVOCATION AND REINSTATEMENT. (1) DEFINITIONS. In
16 this section:

17 (a) "Immoral conduct" means conduct or behavior which is contrary to commonly
18 accepted moral or ethical standards.

19 (b) "Incompetency" means a substantial, prolonged pattern of inadequate perfor-
20 mance of duties or the lack of ability, legal qualifications or fitness to discharge required
21 duties, affecting the health, welfare, safety or education of pupils.

22 (c) "Reinstatement" means restoring the rights, privileges and authority previously
23 revoked.

24 (d) To "revoke" a license means to terminate a license and all rights, privileges
25 and authority previously conferred and associated with the license, including the right to
26 renew the license.

1 (2) STANDARDS FOR REVOCATION. Under s. 118.19 (5), Stats., the state super-
2 intendent may revoke any license issued by the department for incompetency or immoral
3 conduct on the part of the holder. In making a decision to revoke a license, the state
4 superintendent shall adhere to the following standards:

5 (a) A license may be revoked for immoral conduct if there is clear and convincing
6 evidence that the person engaged in the immoral conduct and there is a nexus between the
7 immoral conduct and the health, welfare, safety or education of any pupil.

8 (b) A license may be revoked for incompetency if there is clear and convincing
9 evidence of incompetency.

10 (3) COMPLAINT AND INVESTIGATION. (a) Complaint. 1. The state super-
11 intendent shall, at his or her own initiative or upon receipt of a written complaint, make
12 inquiries necessary to determine whether an investigation shall be conducted which may
13 lead to revocation of a license.

14 2. The state superintendent shall acknowledge, in writing, any written complaint
15 and notify the complainant that an investigation and subsequent revocation of a person's
16 license may result.

17 (b) Investigation. 1. If the state superintendent determines that an investigation
18 shall be conducted, the state superintendent shall appoint a person to serve as the investi-
19 gator and shall notify the licensee that an investigation is proceeding and of the nature of
20 the complaint or allegation. The licensee shall have an opportunity to respond to the
21 investigator regarding the complaint or allegation.

22 2. If, based upon the investigation, the state superintendent finds no probable
23 cause for license revocation, the state superintendent shall promptly notify the licensee
24 and the complainant that the investigation is concluded and that no charges will be issued.

25 3. If, based upon the investigation, the state superintendent finds probable cause
26 for license revocation, the state superintendent shall promptly notify the licensee of the

1 specific charges, of the licensee's right to request a hearing, and of the state superinten-
2 dent's intent to revoke the license. The state superintendent shall notify the complainant
3 and the school board or other public or private agency employing the licensee in a licensed
4 capacity of the finding of probable cause and of the specific charges.

5 4. The state superintendent shall notify the licensee that within 30 days following
6 receipt of the notice the licensee may request a hearing on the revocation. The notice
7 shall inform the licensee that if a hearing is not requested within the 30 day period, his or
8 her license shall be revoked.

9 5. As authorized under ss. 19.35 (1) and 19.85 (1) (b), Stats., during the course of
10 the investigation the state superintendent, the investigator and any department employe
11 involved in the investigation shall maintain as confidential all files, communications and
12 other information pertaining to the investigation.

13 (4) HEARING. (a) The state superintendent shall schedule a hearing not later
14 than 60 days after receipt of the licensee's request for a hearing and shall provide the
15 licensee with at least 20 days written notice of the hearing. The hearing shall be conducted
16 as a class 2 proceeding under ch. 227, subch. III, Stats.

17 (b) Both parties may be requested to provide the names and addresses of persons
18 whom they intend to call as witnesses at the hearing.

19 (c) The proposed decision under s. 227.46 (2), Stats., shall be filed with the state
20 superintendent and served on the licensee not later than 30 days following the close of the
21 hearing. The licensee may file a written objection to the proposed decision with the state
22 superintendent within 10 days following receipt of the licensee of the proposed decision.

23 (d) The state superintendent shall issue a final decision under s. 227.47, Stats.,
24 within 60 days of the close of the hearing.

25 (5) REQUEST AND HEARING FOR REINSTATEMENT. (a) Upon written request
26 from a person whose license has been revoked, the state superintendent shall conduct a

1 hearing to consider reinstatement of the license. The hearing shall be conducted as a
2 class 1 proceeding under ch. 227, subch. III, Stats.

3 (b) The requestor shall submit evidence that the cause of the revocation no longer
4 exists and that reinstating the license will not be detrimental to the health, welfare,
5 safety or education of pupils.

6 (c) The state superintendent shall hold the hearing and make a final decision regard-
7 ing reinstatement of the license within 120 days after receipt of the request.

8 (6) LICENSES REVOKED BY OTHER STATES. (a) The state superintendent may
9 revoke the license of a person whose license has been revoked by the department of public
10 instruction of another state, following the procedures under subs. (3) and (4).

11 (b) The state superintendent may deny licensure to a person whose license has
12 been revoked in another state. A person who is denied licensure under this paragraph may
13 request a hearing and the state superintendent shall follow the procedures for a reinstatement
14 hearing under sub. (5).

15 SUBCHAPTER II

16 GENERAL REQUIREMENTS FOR A LICENSE

17 PI 3.05 GENERAL REQUIREMENTS FOR A LICENSE. A license may be issued in
18 Wisconsin to an applicant who has satisfactorily completed an approved program, who has
19 received the institutional endorsement and who has completed the following requirements:

20 (1) SPECIAL EDUCATION EFFECTIVE JULY 1, 1981. An applicant who completed
21 an initial professional education program on or after July 1, 1981, shall have completed at
22 least 3 semester credits or the equivalent in special education. The equivalent may be
23 accomplished in part or in full by including study of the handicapped child in other course
24 work. Course work shall provide the student with all of the following:

25 (a) Knowledge of exceptional educational need areas as defined by state law under
26 ch. 115, subch. V, Stats., and federal law, under Public Law 94-142.

1 (b) Knowledge of the major characteristics of the disability areas in order to
2 recognize their existence in children.

3 (c) Knowledge of various alternatives for providing the least restrictive environ-
4 ment for children with exceptional educational needs.

5 (d) Knowledge of methods of teaching pupils with exceptional educational needs
6 effectively in the regular classroom.

7 (e) Knowledge of referral systems, multi-disciplinary team responsibilities, and
8 individualized education plan processes.

9 (2) HUMAN RELATIONS PRIOR TO JULY 1, 1992. Preparation in human relations,
10 including intergroup relations, shall be included in professional education programs for all
11 professional school personnel completing initial professional education programs prior to
12 July 1, 1992. Institutions shall provide evidence that preparation in human relations,
13 including intergroup relations, is an integral part of programs leading to the initial license
14 and that members of various racial, cultural, and economic groups have participated in
15 the development of the programs.

16 (a) Preparation shall include all of the following:

17 1. Development of attitudes, skills, and techniques, so that knowledge of human
18 relations, including intergroup relations, can be translated into learning experiences for
19 students.

20 2. A study of the values, life styles, and contributions of racial, cultural, and
21 economic groups in American society.

22 3. An analysis of the forces of racism, prejudice, and discrimination in American
23 life and the impact of these forces on the experiences of the majority and minority groups.

24 4. Structured experiences in which prospective teachers have opportunities to
25 examine their own attitudes and feelings about issues of racism, prejudice, and discrimina-
26 tion.

1 5. Direct involvement with members of racial, cultural, and economic groups or
2 with organizations working to improve human relations, including intergroups relations.

3 6. Experiences in evaluating the ways in which racism, prejudice, and discrimina-
4 tion can be reflected in instructional materials.

5 (b) Programs of implementation and evaluation shall be submitted to the depart-
6 ment for approval.

7 (2m) HUMAN RELATIONS, EFFECTIVE JULY 1, 1992. An applicant who completes
8 an initial professional education program on or after July 1, 1992, shall have completed
9 human relations preparation, which includes all of the following:

10 (a) Theory and application of human relations practices, including skill building
11 activities in identifying and constructively responding to expressions or acts which devalue
12 other persons.

13 (b) History, culture, customs, social institutions, values, lifestyles, and contri-
14 butions of women and various racial, cultural, and economic groups in the United States.

15 (c) Constitutional and legal bases related to the status of women and various racial
16 and cultural groups in the United States.

17 (d) Psychological and social implications of the forces of discrimination, especially
18 racism and sexism, and their broader impact on relationships among members of various
19 groups in the United States.

20 (e) Philosophical and psychological bases of the development and change of atti-
21 tudes.

22 (f) Evaluation of the impact of the forces of discrimination, especially racism and
23 sexism, on language, instructional materials, learning activities, learning styles, inter-
24 action between staff and pupils, tests and measurement, and school environments; and
25 assessment and if necessary, modifications of curriculum to assure multicultural and non-
26 sexist content.

1 (g) Professionally-related direct involvement with adult and pupil members of a
2 group whose background the student does not share, including at least one of the following
3 designated ethnic minority groups: African-Americans, Alaskan-Americans, American
4 Indians, Asian-Americans, Hispanic-Americans, Pacific Islander Americans and foreign
5 born persons of color; and with disabled persons; and with various economic groups,
6 including low income.

7 (3) READING PRIOR TO JULY 1, 1992. (a) An applicant who completes an initial
8 professional education program for licensure to teach in an elementary or middle school
9 on or after July 1, 1975, and prior to July 1, 1992, shall have satisfactorily completed at
10 least one discrete course in the teaching of reading. The course shall include information
11 about the nature of the reading process and how to teach reading at the classroom level
12 and shall focus upon the objectives, approaches, instructional materials, and practices and
13 evaluation procedures involved in the teaching of reading in the elementary schools.

14 (b) An applicant who completes an initial professional education program for licen-
15 sure to teach in a secondary school on or after July 1, 1977, and prior to July 1, 1992,
16 shall have satisfactorily completed at least one discrete course in the teaching of reading.
17 The course for secondary teachers shall be concerned with providing continued reading
18 instruction for all pupils enrolled in secondary schools.

19 (c) To be licensed to teach in both elementary and secondary schools in Wisconsin,
20 an applicant shall have completed either par. (a) or (b).

21 (3m) READING AND LANGUAGE ARTS, EFFECTIVE JULY 1, 1992. An applicant
22 who completes an initial professional education program on or after July 1, 1992, shall
23 have completed course work in the teaching of reading and language arts appropriate to
24 his or her level of certification, as follows:

25 (a) Early Childhood Level Education. For an early childhood and kindergarten
26 level license, the applicant shall have satisfactorily completed a developmental reading
27 course at the early childhood and kindergarten level.

1 (b) Elementary Level Education. For an elementary level license, the applicant
2 shall have satisfactorily completed at least 12 semester credits in the teaching of reading
3 and language arts, including developmental reading at the elementary level, children's
4 literature, language arts with an emphasis on writing, speaking and listening, and a
5 clinical experience in teaching reading. If an applicant has completed at least one year of
6 successful teaching experience, the clinical experience requirement may be waived.

7 (c) Elementary/Middle Level Education. For an elementary/middle level license
8 the applicant shall have satisfactorily completed at least 12 semester credits in the
9 teaching of reading and language arts, including developmental reading at the elementary
10 level, content area reading, children's and early adolescent literature, language arts with
11 an emphasis on writing, speaking and listening, and a clinical experience in teaching
12 reading. If an applicant has completed at least one year of successful teaching
13 experience, the clinical experience requirement may be waived.

14 (d) Middle Level Education. For a middle level license, the applicant shall have
15 satisfactorily completed at least 6 semester credits in the teaching of reading and
16 language arts, including developmental reading, content area reading, language arts with
17 an emphasis on writing, speaking and listening, and a clinical experience in teaching
18 reading. If an applicant has at least one year of successful teaching experience, the
19 clinical experience requirement may be waived.

20 (e) Middle/Secondary Level Education. For a middle/secondary level license, the
21 applicant shall have satisfactorily completed at least 6 semester credits in the teaching of
22 reading and language arts, including content area reading, language arts with an emphasis
23 on writing, speaking and listening and a clinical experience in teaching reading. If an
24 applicant has completed at least one year of successful teaching experience, the clinical
25 experience requirement may be waived.

1 (f) Secondary Level Education. For a secondary level license, the applicant shall
2 have satisfactorily completed at least 6 semester credits in the teaching of reading and
3 language arts, including content area reading, language arts with an emphasis on writing,
4 speaking and listening, and a clinical experience in teaching reading in the content area.
5 If an applicant has completed at least one year of successful teaching experience, the
6 clinical experience requirement may be waived.

7 (g) Special Subject Areas, Special Education and Pupil Services. 1. For a license
8 in a special subject area, except art, music and physical education; or in a pupil services
9 area, except school nursing, the applicant shall have satisfactorily completed at least 6
10 semester credits in the teaching of reading and language arts, including developmental
11 reading, language arts with an emphasis on writing, speaking and listening, and a clinical
12 experience in the acquisition of reading and language arts skills. The 6 semester credits
13 may be completed within relevant course work such as learning and instruction,
14 curriculum design, or learning disabilities. The clinical experience may be completed
15 within the graduate practicum or internship. If an applicant has completed at least one
16 year of successful teaching experience, the clinical experience requirement may be
17 waived.

18 2. For a license in special education; in art, music or physical education; or as a
19 school nurse, the applicant shall have completed a discrete course in the teaching of
20 reading and language arts.

21 (4) ENVIRONMENTAL EDUCATION EFFECTIVE JULY 1, 1985. Adequate prepara-
22 tion in conservation of natural resources is required for a license to teach agriculture;
23 early childhood, elementary, and elementary/middle level education; and for middle,
24 middle/secondary, and secondary level education licenses in science and social science,
25 except psychology. An applicant who completed an initial professional education program

1 for these licenses on or after July 1, 1985, shall have completed an approved program
2 which provides students with all of the following:

3 (a) Knowledge of the wide variety of natural resources and methods of conserving
4 these natural resources.

5 (b) Knowledge of interactions between the living and non-living elements of the
6 natural environment.

7 (c) Knowledge of the concept of energy and its various transformations in physical
8 and biological systems.

9 (d) Knowledge of local, national, and global interactions among people and the
10 natural and built environments including all of the following:

11 1. Historic and philosophical review of the interactions between people and the
12 environment.

13 2. The social, economic, and political implications of continued growth of the
14 human population.

15 3. The concept of renewable and non-renewable resources and the principles of
16 resource management.

17 4. The impact of technology on the environment.

18 5. The manner in which physical and mental well-being are affected by interaction
19 among people and their environments.

20 (e) Ability to use affective education methods to examine attitudes and values
21 inherent in environment problems.

22 (f) Ability to incorporate the study of environmental problems in whatever subjects
23 or grade level programs the teacher is licensed to teach through the use of all the follow-
24 ing methodologies:

25 1. Outdoor teaching strategies.

26 2. Simulation.

1 3. Case studies.

2 4. Community resource use.

3 5. Environmental issue investigation, evaluation, and action planning.

4 (g) Knowledge of ways in which citizens can actively participate in the resolution
5 of environmental problems.

6 (5) COOPERATIVE MARKETING AND CONSUMER COOPERATIVES. Adequate
7 preparation in cooperative marketing and consumers' cooperatives is required under s.
8 118.19 (6), Stats., for a license to teach agriculture and all social science subjects except
9 psychology.

10 (6) STUDENT TEACHING, EFFECTIVE AUGUST 31, 1990. (a) An applicant who
11 completes an initial professional education program on or after August 31, 1990, shall
12 have completed a student teaching experience consisting of full days for a full semester
13 following the daily schedule and semester calendar of the cooperating school or the equi-
14 valent, if the applicant completed an initial professional education program outside the
15 state, as required under s. 118.19 (3) (a), Stats. Completion of a college or university
16 approved student teaching experience of less than full days for a full semester, plus 2
17 consecutive semesters of successful regular classroom teaching experience under the
18 supervision of the employing school district administration shall be considered equivalent.

19 (b) A one-year license may be issued to an applicant who has completed an out-of-
20 state college or university approved student teaching experience of less than full days for
21 a full semester, but who lacks the 2 semesters of regular classroom teaching. Issuance of
22 a regular license shall require successful completion of 2 consecutive semesters of full-
23 time classroom teaching experience under the supervision of the employing school district
24 administration and a college or university supervisor in a Wisconsin institution who meets
25 the requirements of s. PI 4.10(2)(f).

1 (7) **PROFICIENCY IN MATHEMATICS, READING, WRITING, AND IN EACH MAJOR,**
2 **MINOR AND CONCENTRATION, EFFECTIVE AUGUST 31, 1992.** An applicant who com-
3 pletes an initial professional education program on or after August 31, 1992, shall meet all
4 of the following requirements:

5 (a) The applicant shall have received a passing score on a standardized examina-
6 tion in mathematics, reading, and writing. The standardized examination and the passing
7 score shall be determined by the state superintendent. The standardized examination may
8 not be taken more than 3 times.

9 (b) The applicant shall have received a passing score on a standardized examina-
10 tion in each major, minor and concentration in which licensure will be sought. The
11 standardized examination shall be administered by the department and the passing score
12 shall be determined by the state superintendent. The standardized examination may not
13 be taken more than 3 times. The state superintendent may exempt a specific license area
14 from the requirements of this paragraph or may modify the administration and format of
15 the examination if a valid and reliable examination is not commercially available or if the
16 number of licensures in a specific area does not justify the development of a valid, reli-
17 able examination.

18 (8) **CHILDREN AT RISK, EFFECTIVE AUGUST 31, 1992.** An applicant who com-
19 pletes an initial professional education program on or after August 31, 1992, shall have
20 completed course work in issues relating to children at risk, including the pertinent laws
21 concerning child abuse and neglect; suicide; alcohol and other drug abuse; school age
22 parents; delinquency and truancy; developmental disabilities; and the child welfare system,
23 including the children's code, juvenile justice, public health, and social services.

24 (9) **HISTORY, PHILOSOPHY AND SOCIAL FOUNDATIONS OF EDUCATION,**
25 **EFFECTIVE AUGUST 31, 1992.** An applicant who completes an initial professional educa-
26 tion program on or after August 31, 1992, shall have completed course work in the histor-

1 ical, philosophical, and social foundations underlying the development and purpose of
2 education and current trends, issues, and various approaches in professional education
3 programs in the United States.

4 (10) LEGAL, POLITICAL, ECONOMIC AND GOVERNMENTAL FOUNDATIONS OF
5 EDUCATION, EFFECTIVE AUGUST 31, 1992. An applicant who completes an initial pro-
6 fessional education program on or after August 31, 1992, shall have completed course
7 work in the legal, political, and economic aspects and governance of education and the
8 organization, operation, policy making, and administration of schools and educational
9 programs in the United States.

10 (11) MINIMUM GRADE POINT AVERAGE, EFFECTIVE AUGUST 31, 1992. An
11 applicant who completes an initial professional education program on or after August 31,
12 1992, shall have earned a grade point average of at least 2.75 on a 4.0 scale based on course
13 work in the major, minor and concentration and in professional education course work,
14 except student teaching; or standing in the upper 50% of the class as determined by the
15 policy of the institution. Exceptions to this subsection may be granted by the state super-
16 intendent to no more than 20% of the applicants for an initial license in each licensing
17 year beginning July 1 and ending June 30 the following year.

18 (12) GENERAL EDUCATION, EFFECTIVE AUGUST 31, 1992. An applicant who
19 completes an initial professional education program on or after August 31, 1992, shall
20 have completed a general education component which constitutes at least one-third of the
21 semester hours in collegiate level course work required for the institution's baccalaureate
22 degree. Course work included in the professional education sequence and major, minor or
23 concentration may not be included in the general education component.

24 (13) EDUCATION FOR EMPLOYMENT, EFFECTIVE AUGUST 31, 1992. An appli-
25 cant who completes an initial professional education program on or after August 31, 1992,
26 shall meet the requirements in either par. (a) or (b).

1 (a) For an elementary, elementary/middle, or middle level license, the applicant
2 shall have completed course work in program, curriculum, and instructional approaches
3 which contribute to the preparation of pupils for work, including career explorations,
4 practical application of the basic skills, economics and American economic institutions,
5 and employability skills and attitudes.

6 (b) For a middle/secondary, secondary level, or kindergarten through grade 12
7 license, the applicant shall have completed course work in program, curriculum, and
8 instructional approaches which contribute to the preparation of pupils for work, including
9 career exploration and planning; practical application of the basic skills; employability
10 skills and attitudes; knowledge of economics and American economic institutions, including
11 business operations, agriculture and labor; entrepreneurship; and the development of
12 specific occupational skills.

13 (14) GIFTED AND TALENTED CHILDREN, EFFECTIVE AUGUST 31, 1992. An
14 applicant who completes an initial professional education program on or after August 31,
15 1992, shall have completed course work in identifying pupils who give evidence of high
16 performance capability in intellectual, creative, artistic, leadership or specific academic
17 endeavors, and in ways to provide access to systematic and continuous learning opportuni-
18 ties appropriate to pupils identified as gifted or talented.

19 **SUBCHAPTER III**

20 **EARLY CHILDHOOD, ELEMENTARY, MIDDLE AND SECONDARY LEVEL EDUCATION**

21 **PI 3.06 EARLY CHILDHOOD LEVEL EDUCATION: N-K.** A regular license to
22 teach nursery school or kindergarten or both may be issued to an applicant who has satis-
23 factorily completed the general requirements in s. PI 3.05 and an approved program includ-
24 ing at least 26 semester credits of professional education which include all of the follow-
25 ing:

26 (1) Child growth and development.

1 (2) Educational psychology or psychology of learning.

2 (3) Methods and curriculum in early childhood education.

3 (4) Student teaching, some of which shall be in nursery school and some in kinder-
4 garten, as follows:

5 (a) An applicant who completes an initial professional education program prior to
6 August 31, 1990, shall complete at least 5 semester credits of student teaching.

7 (b) An applicant who completes an initial professional education program on or
8 after August 31, 1990, shall complete student teaching as specified in s. PI 3.05 (6).

9 **PI 3.07 ELEMENTARY EDUCATION: GRADES 1-8, PRIOR TO JULY 1, 1992.** An
10 applicant who completes an initial professional education program prior to July 1, 1992,
11 may be issued a regular license under this section to teach grades 1 through 8. The appli-
12 cant shall have completed the general requirements in s. PI 3.05 and an approved program
13 including at least 26 semester credits of professional education which include all of the
14 following:

15 (a) Child development, including educational psychology or psychology of learning.

16 (b) Methods of teaching.

17 (c) Student teaching in at least one of grades 1 through 8 as follows:

18 1. An applicant who completes an initial professional education program prior to
19 August 31, 1990, shall complete at least 5 semester credits of student teaching.

20 2. An applicant who completes an initial professional education program on or
21 after August 31, 1990, shall complete student teaching as specified in s. PI 3.05 (6).

22 (2) An elementary or middle school teacher who is eligible for a license to teach
23 grade 8 may be issued a license to teach grade 9 in a subject under subch. IV in which the
24 applicant completed a minor.

25 **PI 3.075 ELEMENTARY LEVEL EDUCATION: GRADES 1-6, EFFECTIVE JULY 1, 1992.**

26 (1) An applicant who completes an initial professional education program on or after

1 July 1, 1992 may be issued a regular license under this section to teach grades 1 through
2 6. The applicant shall have completed the general requirements in s. PI 3.05 and an
3 approved program which includes all of the following:

4 (a) At least 26 semester credits of professional education which include all of the
5 following:

6 1. Development of elementary school aged children, including educational psy-
7 chology or the psychology of learning.

8 2. Methods of teaching.

9 3. Student teaching in at least one of grades 1 through 6.

10 (b) A minor approved by the state superintendent.

11 (2) A license under this section permits the holder to teach any subject in a self-
12 contained class in any of grades 1 through 6; and the following subjects in grades 1
13 through 6 in a departmentalized or other school organization pattern: language arts,
14 mathematics, science, social science and health. A license to teach a specific subject
15 under subch. IV in grades 1 through 6 may be issued in a subject in which the applicant
16 completed a minor.

17 **PI 3.08 ELEMENTARY/MIDDLE LEVEL EDUCATION GRADES 1-9, EFFECTIVE**

18 **JULY 1, 1992.** (1) An applicant who completes an initial professional education program
19 on or after July 1, 1992, may be issued a regular license under this section to teach grades
20 1 through 9. The applicant shall have completed an approved program which includes all
21 of the requirements under s. PI 3.075 and all of the following:

22 (a) Development of the young adolescent, including educational psychology or
23 psychology of learning.

24 (b) Methods of teaching, including organization and management of instruction for
25 young adolescent learners.

1 (c) Student teaching, as required under s. PI 3.075 (1) (a) 3, and in another of
2 grades 6 through 9.

3 (2) A license under this section permits the holder to teach any subject in a self-
4 contained class in any of grades 1 through 8; and the following subjects in grades 1 through
5 8 in a departmentalized or other school organization pattern: language arts, mathematics,
6 science, social science and health. A license to teach a specific subject under subch. IV in
7 grades 1 through 9 may be issued in a subject in which the applicant completed a minor.

8 **PI 3.09 MIDDLE LEVEL EDUCATION: GRADES 5-9, EFFECTIVE JULY 1, 1992.**

9 (1) An applicant who completes an initial professional education program on or after
10 July 1, 1992, may be issued a regular license under this section to teach a specific subject
11 in grades 5 through 9. The applicant shall complete all of the requirements in s. PI 3.05,
12 at least 2 minors, and an approved program which includes all of the following:

13 (a) Development of the young adolescent, including educational psychology or
14 psychology of learning.

15 (b) Methods of teaching in both of the minor subjects, including organization and
16 management of instruction for young adolescent learners.

17 (c) Student teaching in at least one of grades 5 through 9 which includes student
18 teaching in at least one of the subject areas in which licensure will be sought.

19 (2) A license may be issued only in a subject in which a minor has been completed.

20 **PI 3.10 MIDDLE/SECONDARY LEVEL EDUCATION: GRADES 6-12, EFFECTIVE**

21 **JULY 1, 1992.** An applicant who completes an initial professional education program on
22 or after July 1, 1992, may be issued a regular license under this section to teach a specific
23 subject in grades 6 through 12. The applicant shall have completed an approved program
24 which includes all of the requirements in s. PI 3.115 and all of the following:

25 (a) Development of the young adolescent, including educational psychology or
26 psychology of learning.

1 (b) Methods of teaching, including organization and management of instruction for
2 young adolescent learners.

3 (c) Student teaching, as specified in s. PI 3.115 (2) (c), and in another of grades 5
4 through 9.

5 (2) A regular license may be issued in the subject area in which the applicant
6 completed a major. A license in a subject in which the applicant completed a minor may
7 only be issued if the applicant also completed a major.

8 **PI 3.11 SECONDARY EDUCATION: GRADES 7-12, PRIOR TO JULY 1, 1992.** An
9 applicant who completes an initial professional education program prior to July 1, 1992,
10 may be issued a regular license under this section to teach a specific subject in grades 7
11 through 12. The applicant shall have completed the general requirements under s. PI 3.05
12 and an approved program which includes all of the following:

13 (1) A major in a subject under subch. IV, or a minor if the applicant is already
14 licensed in a different subject area based on completion of a major.

15 (2) At least 18 semester credits of professional education, including all of the
16 following:

17 (a) Educational psychology or psychology of learning.

18 (b) Methods of teaching, at least in the major subject.

19 (c) Student teaching in at least one of grades 7 through 12, as follows:

20 1. An applicant who completes an initial professional education program prior to
21 August 31, 1990, shall complete at least 5 semester credits of student teaching.

22 2. An applicant who completes an initial professional education program on or
23 after August 31, 1990, shall complete student teaching as specified in s. PI 3.05 (6).

24 **PI 3.115 SECONDARY LEVEL EDUCATION: GRADES 9-12, EFFECTIVE JULY 1,**
25 **1992.** An applicant who completes an initial professional education program on or after
26 July 1, 1992, may be issued a regular license under this section to teach a specific subject

1 in grades 9 through 12. The applicant shall have completed the general requirements in
2 s. PI 3.05, a major in a subject area under subch. IV, and an approved program including at
3 least 18 semester credits of professional education, which include all of the following:

4 (a) Development of the adolescent, including educational psychology or psychology
5 of learning.

6 (b) Methods of teaching, at least in the major subject.

7 (c) Student teaching in at least one of grades 9 through 12 and in the major subject.

8 (2) A regular license may be issued in the subject area in which the applicant
9 completed a major. A license in a subject in which the applicant completed a minor may
10 only be issued if the applicant also completed a major.

11 **SUBCHAPTER IV**

12 **SUBJECT AREA LICENSES**

13 **PI 3.12 COMMUNICATION ARTS SUBJECT AREAS.** A regular license to teach one
14 of the following subjects may be issued to an applicant who has completed the general
15 requirements in s. PI 3.05 and who has completed a professional education sequence in
16 subch. III, including an approved program and the institutional endorsement:

17 (1) English - 300.

18 (2) Journalism - 310.

19 (3) Speech Communication - 320.

20 (4) Theater - 325.

21 **PI 3.13 DRIVER EDUCATION - 450.** A regular license or a renewal of a regular
22 license to teach driver education and traffic safety education may be issued to an applicant
23 who has completed or possesses all of the following:

24 (1) A Wisconsin teaching license;

25 (2) At least 3 years driving experience while holding a valid driver's license;

26 (3) A state driver's license;

1 (4) An acceptable driving record;

2 (5) At least 15 semester credits of approved course work in driver and safety
3 education. At least 9 semester credits of the 15 semester credits shall include all of
4 the following:

5 (a) A basic driver education course.

6 (b) An advanced driver education course.

7 (c) A general safety course.

8 (d) At least 3 semester credits of the 9 semester credits shall be in driver educa-
9 tion which includes at least 10 class periods of experience in teaching practice driving.

10 (e) At least 6 semester credits of the 15 semester credits shall include specific
11 courses in driver and traffic safety education that place emphasis upon critical factors
12 that influence driver behavior in the driving task, including course work which develops
13 teacher competencies in alcohol education and sociological and psychological behavioral
14 factors related to traffic safety.

15 **PI 3.14 FOREIGN LANGUAGE SUBJECT AREAS.** A regular license to teach one of
16 the following subjects may be issued to an applicant who has completed the general require-
17 ments in s. PI 3.05 and who has completed a professional education sequence in subch. III,
18 including an approved program and the institutional endorsement:

19 (1) French - 355.

20 (2) German - 370.

21 (3) Latin - 350.

22 (4) Russian - 385.

23 (5) Spanish - 365.

24 (6) English As A Second Language - 395.

25 (7) Other Foreign Languages - 390.

1 **PI 3.15 HEALTH, SAFETY EDUCATION, RECREATION, AND DANCE.** A regular
2 license to teach one of the following subjects may be issued to an applicant who has com-
3 pleted the general requirements in s. PI 3.05, and who has completed a professional educa-
4 tion sequence in subch. III, including an approved program and the institutional endorse-
5 ment:

- 6 (1) Health - 910.
- 7 (2) Safety Education - 455.
- 8 (3) Recreation - 535.
- 9 (4) Dance - 536.

10 **PI 3.16 MATHEMATICS AND COMPUTER SCIENCE.** A regular license to teach
11 one of the following subjects may be issued to an applicant who has completed the general
12 requirements in s. PI 3.05 and who has completed a professional education sequence in
13 subch. III, including an approved program and the institutional endorsement:

- 14 (1) Computer Science - 405.
- 15 (2) Mathematics - 400.

16 **PI 3.17 PHILOSOPHY AND RELIGIOUS STUDIES.** A regular license to teach one of
17 the following subjects may be issued to an applicant who has completed the general require-
18 ments in s. PI 3.05 and who has completed a professional education sequence in subch. III,
19 including an approved program and the institutional endorsement:

- 20 (1) Philosophy - 730.
- 21 (2) Religious Studies - 755.

22 **PI 3.18 SCIENCE SUBJECT AREAS.** A regular license to teach one of the following
23 subjects may be issued to an applicant who has completed the general requirements in
24 s. PI 3.05, a professional education sequence in subch. III including an approved program
25 and the institutional endorsement, and at least 8 semester credits in other science
26 subjects. A middle/secondary or secondary level license on the basis of completion of a

1 minor, as specified in ss. PI 3.10 (2) and 3.115 (2), in a science subject may be obtained
2 only if the applicant has completed the broad field science major or a major in another
3 science subject under subs. (1) to (6), except that with a major in mathematics and a minor
4 in physics, a license in physics may be issued. Any additional requirements are noted as
5 follows:

- 6 (1) BIOLOGY, LIFE SCIENCE - 605.
- 7 (2) CHEMISTRY - 610.
- 8 (3) RESOURCE MANAGEMENT - 615.
- 9 (4) EARTH AND SPACE SCIENCE - 635.

10 (5) PHYSICAL SCIENCE - 637. Effective July 1, 1980, the regular license to
11 teach chemistry - 610, physics - 625 and physical science - 637 may be issued to an appli-
12 cant who has completed a 44 semester credit major in physical science, including all of
13 the following:

- 14 (a) Twenty-two semester credits in chemistry; and
- 15 (b) Twenty-two semester credits in physics.
- 16 (6) PHYSICS - 625.

17 (7) BROAD FIELD SCIENCE - 601. Effective July 1, 1980, the regular license in
18 broad field science which permits the teaching of all sciences, except biology - 650,
19 chemistry - 610, earth and space science - 635, and physics - 625 in grades 10 through 12,
20 may be issued to the applicant who has completed all of the following:

- 21 (a) A 54 semester credit major in science, including all of the following:
 - 22 1. Fourteen semester credits in each of 2 of the following:
 - 23 a. Biology.
 - 24 b. Chemistry.
 - 25 c. Earth and space science.
 - 26 d. Physics.

- 1 2. Eight semester credits in each of the remaining 2 sciences.
- 2 3. Ten additional semester credits selected from:
- 3 a. Biology.
- 4 b. Chemistry.
- 5 c. Earth and space science.
- 6 d. Physics.
- 7 e. History of science.
- 8 f. Philosophy of science.
- 9 4. Six semester credits in mathematics.
- 10 (b) Upon the request of a school district administrator, a person holding the broad
11 field science license but not meeting the credit requirement for extending licensure to
12 teach the specific subject in grades 10 through 12, may be issued a 2-year nonrenewable
13 license to teach biology - 605, chemistry - 610, physics -625, or earth and space science -
14 635. In such cases the teacher shall complete required course work to be eligible for a
15 regular license.
- 16 (8) SCIENCE: GRADES 6-9 - 621. (a) An applicant who is licensed to teach any
17 science at the middle/secondary level or who is licensed to teach at the elementary/middle
18 level may be issued a license to teach science in grades 6 to 8 and general science in grade
19 9 if the applicant has completed all of the following:
- 20 1. Ten semester credits in one of the following subjects:
- 21 a. Biology.
- 22 b. Chemistry.
- 23 c. Earth and space science.
- 24 d. Physics.
- 25 2. At least 6 semester credits in each of the remaining 3 subjects in subd. 1.

1 (b) An applicant who holds middle or middle/secondary science licenses based
2 upon at least a major in one science and a minor in another science may be issued a license
3 to teach science in grades 6 through 8 and general science in grade 9.

4 **PI 3.19 SOCIAL SCIENCE SUBJECT AREAS.** (1) A regular license to teach one of
5 the following subjects may be issued to an applicant who has completed the general require-
6 ments in s. PI 3.05, a professional education sequence in subch. III including an approved
7 program and the institutional endorsement, and any additional requirement noted as follows:

- 8 (a) Anthropology - 702.
9 (b) Economics - 710.
10 (c) Geography - 715.
11 (d) History - 725.
12 (e) Political Science - 735.
13 (f) Psychology - 740.
14 (g) Sociology - 745.
15 (j) Other Social Science - 760.

16 (2) **BROAD FIELD SOCIAL SCIENCE - 701.** (a) Effective July 1, 1972, a regular
17 broad field social science - 701 license may be issued at the middle/secondary level to
18 teach all social science in grades 6 through 9 and fusion courses in grades 10 through 12.
19 The fusion courses are those courses drawn from several of the social science disciplines,
20 for example, American problems, area studies, civics, social problems, vital issues, and
21 others, which require a composite preparation. The applicant shall have completed the
22 general requirements in an approved program which includes 54 semester credits distributed
23 over anthropology, economics, geography, history, political science, psychology, and
24 sociology as described in par. 1 or 2:

25 1. A major in one of the subjects and at least 20 semester credits distributed
26 over at least 2 of the remaining subjects.

1 2. A minor in one of the subjects and at least 32 semester credits distributed
2 over at least 3 of the remaining subjects.

3 (b) Effective July 1, 1984, persons holding the broad field social science - 701
4 license based upon the requirements in par. (a), shall be issued a license in any social
5 science subject in which they have completed at least 15 semester credits.

6 (3) **SOCIAL SCIENCE - GRADES 6-9 - 703.** A regular license to teach all social
7 science in grades 6 through 9 may be issued to an applicant who meets all of the following
8 criteria:

9 (a) Is licensed to teach any social science subject at the middle or middle/second-
10 dary level, or is licensed to teach at the elementary/middle level.

11 (b) Has completed 30 semester credits including all of the following:

- 12 1. Nine semester credits in history.
- 13 2. Six semester credits in geography.
- 14 3. At least 3 semester credits in each of the following: anthropology, economics,
15 political science, sociology, and psychology.

16 **PI 3.20 COACHING ATHLETICS - 540.** This license is not required. A regular
17 license to coach athletics may be issued to an applicant who holds a valid Wisconsin license
18 to teach and has obtained the institutional endorsement for the license to coach athletics
19 or an applicant who is eligible for or holds a regular license in physical education based on
20 a physical education major.

21 **SUBCHAPTER V**

22 **SPECIAL SUBJECT AND VOCATIONAL EDUCATION AREAS**

23 **PI 3.21 SPECIAL SUBJECT AREAS.** Licenses in the special subject areas listed in
24 this section are issued to teach grades kindergarten through 9, grades 6 through 12, or
25 grades kindergarten through 12, unless otherwise noted. Student teaching and methods
26 shall be completed at the elementary/middle level for grades kindergarten through 9

1 licensure, at the middle/secondary level for grades 6 through 12 licensure, or at both the
2 elementary and middle/secondary levels for grades kindergarten through 12 licensure. A
3 regular license may be issued in one of the following special subject areas to an applicant
4 who has completed the general requirements in s. PI 3.05, including an approved program
5 which includes a major, and a professional education sequence consisting of a minimum of
6 18 semester credits including: child or adolescent growth and development, educational
7 psychology or psychology of learning, curriculum, methods, and at least 5 semester credits
8 of student teaching for initial programs completed before August 31, 1990, or student as
9 specified in s. PI 3.05 (6) for initial programs completed on or after August 31, 1990:

10 (1) AGRICULTURE - 200.

11 (2) ART - 550. A 54 semester credit major is required for the art - 550 license to
12 teach kindergarten through grade 12. A 34 semester credit major is required for the art
13 550 license to teach grades kindergarten through 6 or grades 6 through 12.

14 (3) BUSINESS EDUCATION - WITH SHORTHAND - 250.

15 (4) BUSINESS EDUCATION - 251.

16 (5) HOME ECONOMICS - 210.

17 (6) TECHNOLOGY EDUCATION - 220.

18 (7) INSTRUMENTAL MUSIC - 506. A 46 semester credit major is required for the
19 instrumental music - 506 license.

20 (8) CHORAL MUSIC - 511. The choral music - 511 license is only issued to teach
21 grades 6 through 12. A 46 semester credit major is required.

22 (9) GENERAL MUSIC - 515. A 46 semester credit major is required for the general
23 music - 515 license.

24 (10) PHYSICAL EDUCATION - 530. A 54 semester credit major is required for the
25 physical education -530 license to teach kindergarten through grade 12. A 34 semester
26 credit major is required for the physical education - 530 license to teach grades kinder-
27 garten through 6 or grades 6 through 12.

1 PI 3.22 VOCATIONAL EDUCATION AREAS. Effective July 1, 1988, any person
2 who has a specific assignment to teach an advanced level occupational skills course in
3 grades 9 through 12 shall hold a vocational license under this section. A regular license to
4 teach a vocational subject listed under sub. (3) may be issued to an applicant who had a
5 regular assignment to teach an advanced level occupational skills course before July 1,
6 1988, or who meets all of the following requirements:

7 (1) Has completed a course in principles, issues or philosophy of vocational educa-
8 tion and a course in organization and administration of cooperative education programs.

9 (2) Has related occupational experience during the 10-year period immediately
10 preceding application for the license. The number of required hours of occupational
11 experience for each vocational license is specified in sub. (3), and the requirement shall be
12 met in one of the following 3 ways:

13 (a) Paid occupational experience in related occupations.

14 (b) Paid occupational experience in related occupations for at least 60% of the
15 required clock hours, and up to 40% in either or a combination of the following:

16 1. Graduate credits in technical subjects specifically related to the vocational
17 subject for which the license is being sought. One semester credit equals 95 clock hours
18 of occupational experience.

19 2. Attendance at workshops specifically related to the vocational subject for
20 which the license is being sought. One clock hour of workshop experience may equal up to
21 3 hours of occupational experience. Approval of the state superintendent shall be
22 obtained prior to attendance at the workshop.

23 (c) Department approved occupational internships completed for college or
24 university credit. One hour of paid occupational internship equals 3 hours of paid
25 occupational experience.

26 (3) Meets requirements for the specific vocational license, as follows:

1 (a) Business - 281. For a business - 281 license, the applicant shall hold a business
2 education with shorthand - 250 or business education - 251 license under s. PI 3.21 (3)
3 or (4) and shall have completed 2,000 clock hours of related occupational experience.

4 (b) Marketing Education - 285. A marketing education - 285 license is required to
5 teach marketing education and marketing related courses such as sales, merchandising,
6 retailing, promotion, management, entrepreneurship, enterprise, advertising, distributive
7 and marketing cooperative education. The applicant shall have completed an approved
8 program as specified in s. PI 3.21 (intro.) and 4,000 clock hours of related occupational
9 experience.

10 (c) Health Occupations - Vocational - 911. For a health occupations - vocational -
11 911 license, the applicant shall have completed:

12 1. The general requirements in s. PI 3.05; 34 semester credits in a nationally
13 recognized health occupations field in which the applicant holds current state or national
14 certification; and an approved program which includes the following:

- 15 a. Educational psychology or psychology of learning.
16 b. Curriculum planning.
17 c. Methods of teaching health occupations.
18 d. Student teaching as described in s. PI 3.21 (intro.).
19 e. Competency in the broad area of health care professions verified by the prep-
20 aration institution.

21 (d) Home Economics Related Occupations - 216, Home Economics/Child Services - 211,
22 Home Economics/Food Services - 213, Home Economics/Family and Community Services - 215.
23 For the home economics related occupations - 216 license, the applicant shall hold a home
24 economics - 210 license under s. PI 3.21 (5), and shall have completed 2,000 hours of
25 related occupational experience. For the home economics/child services - 211, home
26 economics/food services - 213 or the home economics/family and community services -

1 215 license, which shall be required to teach in a specific occupational program, the appli-
2 cant shall hold a home economics - 210 license under s. PI 3.21 (5), and shall have com-
3 pleted 2,000 hours of related occupational experience, of which 1,000 hours shall be in the
4 specific area in which the license will be sought.

5 (e) Technology Related Occupations - 291, Technology Occupations/Construction - 299,
6 Technology Occupations/Communication - 293, Technology Occupations/Manufactur-
7 ing - 292, Technology Occupations/Transportation - 295. For the technology related occupa-
8 tions - 291 license, the applicant shall hold a technology education - 220 license under
9 s. PI 3.21 (6), and shall have completed 2,000 hours of related occupational experience.
10 For the technology occupations/construction - 299, technology occupations/communica-
11 tions - 293, technology occupations/manufacturing - 292, or technology occupations/trans-
12 portation - 295 license, which shall be required to teach in a specific occupational program,
13 the applicant shall hold a technology education - 220 license under s. PI 3.21 (6) and shall
14 have completed 2,000 hours of related occupational experience, of which 1,000 hours shall
15 be in the specific area in which the license will be sought.

16 SUBCHAPTER VI

17 READING

18 PI 3.23 READING TEACHER - 316. Any person who has a specific assignment to
19 teach reading shall hold a reading teacher license. Effective July 1, 1988, a regular
20 reading teacher license to teach kindergarten through grade 12 shall be issued to an appli-
21 cant who has completed an approved program and who has received the institutional endorse-
22 ment for the reading teacher license and who meets all of the following requirements:

23 (1) Eligibility to hold a Wisconsin license to teach or completion of an approved
24 teacher education program.

25 (2) Two years of successful regular classroom teaching experience.

1 (3) At least 18 semester credits with at least 12 of those credits taken beyond the
2 bachelor's degree. The 18 semester credits shall include a practicum in teaching reading
3 at the elementary level and at the-middle/secondary level and shall include course work in
4 all of the following:

- 5 (a) Developmental reading for grades kindergarten through 12.
- 6 (b) Assessment and instructional techniques for readers with special needs.
- 7 (c) Language development.
- 8 (d) Learning disabilities.
- 9 (e) Content area reading.
- 10 (f) Literature for children or adolescents.

11 PI 3.24 READING SPECIALIST - 317. Any person who directs kindergarten through
12 grade 12 reading programs or works with reading teachers, classroom teachers, administrators,
13 and others as a resource teacher in reading shall hold a reading specialist license. Effec-
14 tive July 1, 1985, a regular reading specialist license may be issued to an applicant who
15 has completed an approved program and who has received the institutional endorsement
16 for the reading specialist license, and who meets all of the following requirements:

- 17 (1) Eligibility to hold a Wisconsin reading teacher license.
- 18 (2) A master's degree with a major emphasis in reading or at least a 30 graduate
19 semester credit program equivalent to the master's degree with a minimum of 15 graduate
20 semester credits which include all of the following:
 - 21 (a) Guiding and directing the kindergarten through grade 12 reading program.
 - 22 (b) Field experience in kindergarten through grade 12 reading programs.
 - 23 (c) Research related to reading.
 - 24 (d) Supervision of instruction.
 - 25 (e) Content area reading for the reading specialist.

SUBCHAPTER VII

SPECIAL EDUCATION

PI. 3.25 SPECIAL EDUCATION: APPLICABILITY AND GENERAL

REQUIREMENTS. (1) Special education licenses are issued to teach early childhood, grades kindergarten through 9, grades 6 through 12, or grades kindergarten through 12. In this subchapter, a requirement which is to be completed "at the appropriate level" means that the requirement shall be met at the elementary/middle level for a license to teach in grades kindergarten through 9, at the middle/secondary level for a license to teach in grades 6 through 12, and at both the elementary level and the middle/secondary level for a license to teach in kindergarten through grade 12.

(2) Effective July 1, 1986, a regular license to teach a specific area of special education may be issued to an applicant who has satisfactorily completed an approved program, the general requirements in s. PI 3.05, the requirements for the area of specialization in ss. PI 3.26 to 3.39.

(3) The following are required if specifically cited in the requirements for the area of specialization in ss. PI 3.26 to 3.39:

(a) **GENERAL PROFESSIONAL PREPARATION.** At least 18 semester credits in professional education including all of the following:

1. Child or adolescent psychology.
2. Psychology of learning or educational psychology.
3. Measurement and evaluation.
4. Methods of instruction.
5. Supervised experience with non-exceptional children in a regular classroom at the appropriate level. This supervised experience may be waived for persons who are hearing impaired.
6. Normal language development.
7. Principles of career and vocational education.

1 (b) GENERAL PREPARATION IN SPECIAL EDUCATION. At least 12 semester
2 credits in general special education including all of the following:

- 3 1. Psychology or nature of the exceptional child.
- 4 2. Individual diagnostic assessment.
- 5 3. Behavior and personal management for exceptional children.
- 6 4. Language disorders of the exceptional child.
- 7 5. Methods for working with parents of exceptional children and community agencies.

8 **PI 3.26 MILD OR MODERATE MENTAL RETARDATION - 806, 6-12, K-12.** A mild
9 or moderate mental retardation - 806 license may be issued to an applicant who has completed
10 the requirements in s. PI 3.25 (3) and all of the following requirements:

11 (1) At least 12 semester credits including all of the following:

- 12 (a) Introduction to mental retardation.
- 13 (b) Educational diagnosis and assessment of mental retardation.
- 14 (c) Curriculum and methods for teaching mentally retarded pupils at the appropriate
15 level.

16 (2) Student teaching mentally retarded pupils at the appropriate level. A teacher
17 who holds a regular license in at least one category of special education, who has completed
18 at least 3 years of successful teaching experience, including at least one year of successful
19 experience teaching mentally retarded pupils in a special education class, and who has
20 completed an approved college or university supervised on-the-job practicum with mentally
21 retarded pupils may have the student teaching requirement waived.

22 **PI 3.27 SEVERELY HANDICAPPED - 807, K-12.** The severely handicapped - 807
23 license is issued to teach grades kindergarten through 12. A license may be issued to an
24 applicant who has completed the requirements in s. PI 3.25 (3) and all of the following
25 requirements:

26 (1) At least 18 semester credits including all of the following:

1 (a) At least 6 credits in the characteristics of children with severe mental retarda-
2 tion and developmental disabilities, severe communication deficits, severe physical dis-
3 abilities, and behavioral disorders.

4 (b) Educational diagnosis and assessment of the severely handicapped.

5 (c) Curriculum and methods for teaching severely handicapped pupils.

6 (d) Cooperative programming with community, health, and social services.

7 (2) Student teaching severely handicapped pupils at the appropriate level. A teacher
8 who holds a regular license in at least one category of special education, who has completed
9 at least 3 years of successful teaching experience, including at least one year of successful
10 experience teaching severely handicapped pupils in a special education class, and who has
11 completed an approved college or university supervised on-the-job practicum with severely
12 handicapped pupils may have the student teaching requirement waived.

13 PI 3.28 LEARNING DISABILITIES - 811, K-9, 6-12, K-12. A learning disabilities -
14 811 license may be issued to an applicant who has completed the requirements listed in
15 s. PI 3.25 (3) and all of the following requirements:

16 (1) At least 12 semester credits including all of the following:

17 (a) Introduction to learning disabilities.

18 (b) Educational diagnosis and assessment of learning disabilities.

19 (c) Curriculum and methods in learning disabilities at the appropriate level.

20 (d) Remedial reading.

21 (2) Student teaching pupils with learning disabilities at the appropriate level. A
22 teacher who holds a regular license in at least one category of special education, who has
23 completed at least 3 years of successful teaching experience, including at least one year
24 of successful experience teaching pupils with learning disabilities in a special education
25 class, and who has completed an approved college or university supervised on-the-job
26 practicum with pupils with learning disabilities may have the student teaching requirement
27 waived.

1 **PI 3.29 EMOTIONAL DISTURBANCE - 830, K-9, 6-12, K-12.** An emotional disturbance - 830

2 license may be issued to a person who meets the requirements in s. PI 3.25 (3) and all of
3 the following requirements:

4 (1) At least 12 semester credits including all of the following:

5 (a) Introduction to emotional disturbance.

6 (b) Educational diagnosis and assessment of emotional disturbance.

7 (c) Curriculum and methods in emotional disturbance at the appropriate level.

8 (d) Management of the emotionally disturbed.

9 (2) Student teaching emotionally disturbed pupils at the appropriate level. A

10 teacher who holds a regular license in at least one category of special education, who has
11 completed at least 3 years of successful teaching experience, including at least one year
12 of successful experience teaching emotionally disturbed pupils in a special education class,
13 and who has completed an approved college or university supervised on-the-job practicum
14 with emotionally disturbed pupils may have the student teaching requirement waived.

15 **PI 3.30 HEARING IMPAIRED - 805, K-9, 6-12, K-12.** A hearing impaired - 805

16 license may be issued to an applicant who has completed the requirements in s. PI 3.25 (3)
17 and all of the following requirements:

18 (1) At least 18 semester credits including all of the following:

19 (a) Introduction to hearing impairment.

20 (b) Curriculum and methods for teaching hearing impaired pupils at the appropriate
21 level.

22 (c) Language problems and development for the hearing impaired.

23 (d) Speech for the hearing impaired.

24 (e) Speech reading and auditory training for the hearing impaired.

25 (f) Manual communication.

26 (3) Student teaching hearing impaired pupils appropriate level.

1 (4) For a regular license for grades 6 through 12, the applicant shall complete a
2 minor in a subject under subch. IV in addition to the major in hearing impaired.

3 **PI 3.31 VISUALLY IMPAIRED - 825, K-9, 6-12, K-12.** A visually impaired - 825
4 license may be issued to an applicant who has completed the requirements in s. PI 3.25 (3)
5 and all of the following requirements:

6 (1) At least 18 semester credits including all of the following:

7 (a) Introduction to visual impairment.

8 (b) Teaching methods in reading and writing of braille, optacon, and in other com-
9 munication skills.

10 (c) Teaching methods in orientation and mobility.

11 (d) Structure, function, and pathological implications of the eye.

12 (e) Instructional aids and materials for the visually impaired.

13 (f) Teaching activities of daily living skills.

14 (2) Student teaching visually impaired pupils at the appropriate level. A teacher
15 who holds a regular license in at least one category of special education, who has completed
16 at least 3 years of successful teaching experience, including at least one year of successful
17 experience teaching visually impaired pupils in a special education class, and who has
18 completed an approved college or university supervised on-the-job practicum with visually
19 impaired pupils may have the student teaching requirement waived.

20 **PI 3.32 ORIENTATION AND MOBILITY - 826, K-12.** Effective July 1, 1986, a regular
21 license in orientation and mobility - 826 shall be issued to an applicant who has completed
22 all of the following:

23 (1) At least 12 semester credits in general professional education course work,
24 including all of the following:

25 (a) Child or adolescent psychology.

26 (b) Measurement and evaluation.

1 (c) Psychology of education or educational psychology.

2 (d) Curriculum and methods of instruction.

3 (2) An orientation and mobility program approved by the American Association of
4 Workers for the Blind/Association for Education of the Visually Handicapped.

5 **PI 3.33 ORTHOPEDIC DISABILITY - 815 - K-12.** An orthopedic disability - 815,
6 license may be issued to an applicant who has completed the requirements listed in
7 s. PI 3.25(3) and at least 12 semester credits which include methods of teaching the
8 orthopedically disabled and student teaching orthopedically disabled pupils. Additional
9 course work may be selected from the following:

10 (1) Kinesiology or physical reconstruction.

11 (2) Remedial reading.

12 (3) Survey of pathology of orthopedic condition.

13 (4) Survey of speech correction techniques.

14 (5) Techniques of teaching mentally retarded pupils.

15 **PI 3.34 EARLY CHILDHOOD - EXCEPTIONAL EDUCATIONAL NEEDS - 808.** A

16 license under this section is required for all persons who are employed as teachers of early
17 childhood -exceptional educational needs. An early childhood - exceptional educational
18 needs - 808 license may be issued to an applicant who has completed the general require-
19 ments in s. PI 3.05 and an approved program including at least 34 semester credits, which
20 includes all of the following:

21 (1) Child growth and development.

22 (2) Educational psychology or psychology of learning.

23 (3) Psychology of the exceptional child.

24 (4) Methods and curriculum in early childhood education.

25 (5) Methods of teaching reading.

26 (6) Student teaching with normal young children.

- 1 (7) Introduction in the education of the young exceptional child.
- 2 (8) Assessment of the young exceptional child.
- 3 (9) Language development and disorders of the young exceptional child.
- 4 (10) Organization and administration of programs for the young exceptional child.
- 5 (11) Methods, curriculum and materials for the young exceptional child.
- 6 (12) Student teaching with the young exceptional child.
- 7 (13) Parent training and family involvement of the young exceptional child.

8 **PI 3.35 SPEECH AND LANGUAGE PATHOLOGY.** A regular license as a speech
9 and language pathologist may be issued to an applicant who meets the following require-
10 ments:

- 11 (1) Has completed the general requirements in s. PI 3.05 and an approved program.
- 12 (2) Has earned a master's degree in communicative disorders, including speech
13 pathology, audiology and language disorders, with training including a minimum of 60
14 semester credits of which at least 24 semester credits are graduate credits, and which are
15 selected in accordance with the following:

16 (a) **Professional Education.** Eighteen semester credits in professional education,
17 as follows:

18 1. At least 9 semester credits in basic and related areas, which include learning
19 theory, and child and adolescent development. Additional course work may be selected
20 from the following content areas:

- 21 a. Child and adolescent psychology.
- 22 b. Clinical psychology.
- 23 c. Developmental and remedial reading.
- 24 d. Educational psychology or psychology of learning.
- 25 e. Interprofessional relationships.
- 26 f. Personality adjustment.

1 g. Physiological psychology.

2 h. Statistics.

3 2. At least 6 semester credits in supervised student practicum which includes at
4 least 300 clock hours. At least 200 clock hours shall be earned in working with preschool
5 and school aged children and, of this, at least 100 clock hours shall be earned in a school
6 setting under the supervision of a licensed speech and language pathologist. The practicum
7 shall include experience with a wide range of speech and language pathologies, as well as
8 auditory testing and hearing rehabilitation. A minimum of 150 of the total clock hours
9 earned shall be at the graduate level. The practicum under this subdivision is completed
10 in lieu of the student teaching under s. PI 3.05(6).

11 3. At least 3 semester credits in methods or procedures in school speech and
12 language programs.

13 (b) Supportive Content Areas. At least 6 semester credits selected from the follow-
14 ing content areas, including at least one of the areas under subds. 1 to 3:

- 15 1. Nature of the exceptional child.
- 16 2. Psychology of the exceptional child.
- 17 3. Guidance of the exceptional child.
- 18 4. Abnormal or clinical psychology.
- 19 5. Guidance and counseling.
- 20 6. Learning disabilities.
- 21 7. Psychological appraisal of the orthopedically disabled.
- 22 8. Psychological testing.

23 (c) Normal Development and Use of Oral Communication. At least 12 semester
24 credits in normal development and use of oral communication and hearing, as follows:

- 25 1. Course work shall include all of the following:
 - 26 a. Anatomy and physiology of speech and hearing.

- 1 b. Development of speech, language and hearing.
- 2 c. Phonetics.
- 3 2. Additional course work may be selected from the following:
- 4 a. Acoustics.
- 5 b. Communication theory.
- 6 c. Language theory.
- 7 d. Linguistics.
- 8 e. Psychology of speech and hearing.
- 9 f. Social and cultural aspects of oral communication.
- 10 g. Speech and hearing science.
- 11 h. Theory of hearing.
- 12 (d) Diagnostic and Evaluative Techniques. At least 15 semester credits in diagnostic
- 13 and evaluative techniques and in clinical procedures and management beyond survey courses,
- 14 including all of the following:
- 15 1. Impairments of articulation.
- 16 2. Impairments of fluency.
- 17 3. Impairments of voice.
- 18 4. Language disorders.
- 19 5. Neuromuscular impairments of speech.
- 20 6. Orofacial disorders.
- 21 (e) Auditory Rehabilitation. At least 9 semester credits in diagnostic and evalua-
- 22 tive techniques and in auditory rehabilitation, such as:
- 23 1. Auditory disorders.
- 24 2. Hearing conservation.
- 25 3. Speech and language for the hearing impaired.

1 **PI 3.36 OCCUPATIONAL THERAPIST - 812, K-12.** Any person employed by a school

2 system as a school occupational therapist shall hold a license under this section.

3 Effective July 1, 1978, an occupational therapist -812 license may be issued to a person
4 who meets all of the following requirements:

5 (1) Holds a license to serve as an occupational therapist issued by the appropriate
6 professional licensing authority.

7 (2) Has completed at least 9 semester credits in professional special education
8 such as:

9 (a) Adaptive physical education.

10 (b) Behavior modification for the exceptional child.

11 (c) Early childhood special education.

12 (d) Educational assessment and diagnosis of the exceptional child.

13 (e) Elective or electives in special education.

14 (f) Guidance of exceptional children.

15 (g) Introductory course to a specific area of exceptionality.

16 (h) Language development for the exceptional child.

17 (i) Language disorders.

18 **PI 3.37 PHYSICAL THERAPIST - 817, K-12.** Any person employed by a school district

19 as a physical therapist shall hold a license issued by the department. A regular license as
20 a school physical therapist may be issued to an applicant who is licensed as a physical
21 therapist by the department of regulation and licensing, medical examining board.

22 **PI 3.38 ADAPTIVE EDUCATION - 859 AND ADAPTIVE PHYSICAL EDUCATION - 860.**

23 (1) ADAPTIVE EDUCATION - 859. (a) A regular license in adaptive education - 859
24 may be issued to an applicant who holds a regular license, and who has completed an approved
25 program, including a concentration in adaptive education, which includes course work in
26 all of the following:

1 1. Psychology and nature of the exceptional child.

2 2. Modification of content, instructional strategies and learning environment for
3 children with exceptional educational needs and other children with special needs in the
4 regular education setting.

5 3. Practicum in adaptive education in the area of licensure.

6 (b) Effective July 1, 1988, this license replaces the music - special education -
7 861, art - special education - 862, home economics - special education - 863, technology
8 education - special education - 864, business education - special education - 865, and
9 agriculture - special education - 866 licenses.

10 (2) **ADAPTIVE PHYSICAL EDUCATION - 860.** A regular license in adaptive physical
11 education - 860 may be issued to a person who holds a regular physical education license,
12 and who has completed an approved program including a concentration in adaptive physical
13 education, which includes course work in all of the following:

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

15 (b) Modification of content, instructional strategies and learning environment in
16 physical education.

17 (c) Practicum in adaptive physical education.

18 **PI 3.39 SPECIAL EDUCATION PROGRAM AIDE - 883.** A regular special education
19 program aide - 883 license may be issued to an applicant who is at least 18 years of age
20 and meets one of the following requirements:

21 (1) Has at least 3 years of experience in supervision of structured youth activities.

22 (2) Has completed at least 3 years of college education.

23 (3) Has a combination of education and experience under subs. (1) and (2) totaling
24 3 years.

25 (4) Has completed a 2-year program in child care and development approved by
26 the department.

1 SUBCHAPTER VIII

2 INSTRUCTIONAL LIBRARY MEDIA AND TECHNOLOGY

3 PI 3.40 INSTRUCTIONAL LIBRARY MEDIA AND TECHNOLOGY: APPLICABILITY.

4 Persons holding the regular or Life School Librarian -900, Audiovisual Director - 904, or
5 Audiovisual Coordinator - 905 licenses prior to July 1, 1986, may continue to serve with
6 these licenses.

7 PI 3.41 INITIAL INSTRUCTIONAL LIBRARY MEDIA SPECIALIST - 901. Effective
8 July 1, 1986, for the 5-year initial license, the applicant shall either possess a regular or a
9 life license as a School Librarian - 900, or Audiovisual Director - 904 or have completed
10 all of the following:

11 (1) The general requirements in s. PI 3.05, including the approved program and
12 institutional endorsement.

13 (2) Eligibility to hold a Wisconsin license to teach or completion of an approved
14 teacher education program.

15 (3) Student teaching in library media services.

16 (4) A minimum of 24 semester credits in an approved library media services program
17 covering all of the following competency areas:

18 (a) History, development, and content of children's and young adult's media.

19 (b) Evaluation, selection, and utilization of media and instructional equipment for
20 children and young adults.

21 (c) Teaching of media, reference, research, and production skills to enable pupil
22 use of media resources;

23 (d) Provision of reference, referral, and retrieval services; and reading, listening,
24 and viewing guidance.

25 (e) Selection of appropriate resources to meet learning activity needs.

26 (f) Basic techniques for producing graphic, projected, and electronic media.

1 (g) Management of the school building library media program, including the physical,
2 technological, and financial resources; acquisition, organization, and retrieval functions;
3 and operational and reporting procedures.

4 (h) Direction of personnel assisting in the operation of a building-level library
5 media program.

6 (i) Identification of building-level library media program needs and the use of
7 pertinent research in seeking solutions.

8 (j) Informing the community about available library media services and gaining
9 the cooperation of community agencies and professional organizations.

10 (k) Application of school laws and regulations pertinent to library media programs.

11 (L) Personal interaction skills needed to work effectively within the educational
12 community and with the general public.

13 (m) Operation of common audio, projection, television and computer equipment.

14 (5) Renewal to an instructional library media specialist - 902 license requires the
15 completion of the requirements listed under s. PI 3.42.

16 PI 3.42 INSTRUCTIONAL LIBRARY MEDIA SPECIALIST - 902. Effective July 1,
17 1986, for the regular license, the applicant shall either possess both a regular or life
18 license as a school librarian - 900 and audiovisual director - 904, or have completed all of
19 the following:

20 (1) Eligibility to hold the initial instructional library media specialist license.

21 (2) A master's degree in an approved library media services program or a total of
22 39 semester credits in an approved library media services program, 15 of which shall be
23 completed after the bachelor's degree and shall cover all of the following competency
24 areas:

25 (a) Identification of instructional objectives and selection of a variety of media
26 and other resources to meet those objectives.

1 (b) Principles and theories of general elementary, middle, and secondary level
2 curriculum development and educational psychology.

3 (c) Promotion of effective use of media, the new technologies, and other resources
4 by providing inservice instruction for teaching staff.

5 (d) Selection and use of microcomputers and appropriate software for educational
6 and bibliographic purposes.

7 (e) Advanced techniques for producing instructional media in graphic, projected
8 and electronic formats; ability to determine when to use local school district or commer-
9 cial production facilities; ability to secure information through networks and computer-
10 ized databases.

11 (f) Development of position description, performance objectives, and evaluation
12 guidelines for building-level library media personnel.

13 (g) Development of school building-level proposals for new or adapted instructional
14 programs; development of educational specifications for library media centers; and planning
15 of comprehensive annual and long-range goals.

16 (h) Establishment and maintenance of effective interpersonal relationships with
17 the entire educational community, including pupils, administrators, parents, and school
18 personnel.

19 (i) Needs assessment for building-level library media programs and use of results
20 to plan a more effective library media program.

21 (j) Advanced knowledge of the content and evaluation of children's and young
22 adults literature.

23 **PI 3.43 INSTRUCTIONAL TECHNOLOGY SPECIALIST - 903.** Effective July 1,
24 1986, for the regular license, the applicant shall either possess a regular or life license as
25 an audiovisual director - 904 or have completed all of the following:

1 (1) The general requirements in s. PI 3.05 including the approved program and
2 institutional endorsement.

3 (2) Eligibility to hold a Wisconsin license to teach or completion of an approved
4 teacher education program.

5 (3) A master's degree in an approved instructional technology program or 30 grad-
6 uate semester credits in an approved instructional technology program covering all of the
7 following competencies:

8 (a) Application of the principles of learning theory to the design of instructional
9 media.

10 (b) Determination of instructional objectives and development of specifications
11 for media appropriate to meet those objectives.

12 (c) Translation of media design specifications into workable production plans and
13 production of graphic, projected, and electronic media.

14 (d) Planning and management of complex operations involving instructional tech-
15 nology, including facility design, work scheduling, and budgeting.

16 (e) Training, direction, and evaluation of personnel involved in instructional tech-
17 nology activities.

18 (f) Promotion of effective use of media and other resources and technologies by
19 providing inservice instruction and teaching staff.

20 (g) Application of microcomputer technology in teaching and learning activities.

21 (h) Development and application of standards for evaluation of media produced by
22 local school district staff.

23 (i) Analysis of present and future curriculum requirements to identify instructional
24 technology needs.

25 (j) Planning and management of effective procedures for selection, purchase,
26 maintenance, and repair of instructional equipment.

1 (k) Sources of information on current and future trends and developments in instruc-
2 tional technology.

3 (L) Principles and theories of general elementary, middle, and secondary level
4 curriculum development and educational psychology.

5 (m) Establishment and maintenance of effective interpersonal relationships with
6 the entire educational community, including pupils, administrators, parents, and school
7 personnel.

8 SUBCHAPTER IX

9 INDIAN LANGUAGE, CULTURE AND HISTORY

10 PI 3.44 INDIAN HOME-SCHOOL COORDINATOR - 924, LANGUAGE AND CULTURE

11 AIDE -925. (1) A regular license to serve as an aide or home-school coordinator in an
12 American Indian language and culture education program shall be issued under s. 115.28
13 (17) (b), Stats., to an applicant who is recommended as competent to serve in the position
14 by the employing school district administrator or the employing administrator of an altern-
15 ative school and by the designee of the tribal council or by the designee of the local
16 American Indian parent advisory committee pursuant to s. 115.735, Stats.

17 (2) The designee of the tribal council or the local American Indian parent advisory
18 committee shall be competent in the target Indian language and knowledgeable about the
19 history and culture of the target Indian population.

20 (3) A license to serve as an aide in an American Indian language and culture program
21 is not mandatory.

22 PI 3.45 INDIAN LANGUAGE - 926, HISTORY AND CULTURE - 927.

23 (1) A regular license to teach Indian language or to teach Indian history and culture
24 in an American Indian language and culture education program may be issued under s. 115.28
25 (17) (a), Stats., to an applicant who holds or is eligible for a regular teaching license and
26 who is recommended by the employing school district administrator or the employing

1 administrator of an alternative school and by the designee of the tribal council or by the
2 designee of the local American Indian parent advisory committee as possessing the following
3 competencies and who provides the department with evidence of possessing the following
4 competencies:

5 (a) Teacher of Indian language.

6 1. Ability to read, speak, write English and the target Indian language with fluency
7 and accuracy.

8 2. Ability to teach the target Indian language.

9 (b) Teacher of Indian history and culture.

10 1. Knowledge and understanding of the history and culture of the target pupil
11 population.

12 2. Ability to teach the history and culture of the target pupil population.

13 (c) The designee of the tribal council or of the local American Indian parent advisory
14 committee shall be competent in the target Indian language and knowledgeable about the
15 history and culture of the target Indian population.

16 (2) (a) A 2-year license to teach Indian language or to teach Indian history and
17 culture in an American Indian language and culture education program shall be issued
18 under s. 115.28 (17) (a), Stats. to an applicant who does not meet the requirements of
19 sub. (1) who is recommended by the employing school district administrator or the employing
20 administrator of an alternative school and by the designee of the tribal council or by the
21 designee of the local American Indian parent advisory committee as possessing the following
22 competencies and who provides the department with evidence of possessing the following
23 competencies:

24 1. Teacher of Indian language.

25 a. Ability to read, speak and write English and the target Indian language with
26 fluency and accuracy.

1 b. Ability to teach the target Indian language.

2 2. Teacher of Indian history and culture.

3 a. Knowledge and understanding of the history and culture of the target pupil
4 population.

5 b. Ability to teach the history and culture of the target pupil population.

6 (b) The designee of the tribal council or of the local American Indian parent advisory
7 committee shall be competent in the target Indian language and knowledgeable about the
8 history and culture of the target Indian population.

9 (3) (a) Upon verification of 2 years of successful teaching experience by the school
10 or district administrator, a regular license shall be issued to the applicant who has attended
11 the biannual workshops sponsored by the American Indian language and culture education
12 board or the equivalent or who has been exempted from attendance by the board and who
13 is recommended by the employing school district administrator or the employing admini-
14 strator of an alternative school and by the designee of the tribal council or by the designee
15 of the local American Indian parent advisory committee as possessing the following com-
16 petencies:

17 1. Teacher of Indian language. a. Ability to plan and organize instructional
18 materials, units, and lessons designed to instruct pupils in the use of the target Indian
19 language.

20 b. Ability to analyze the sound systems, grammatical forms, and syntax of the
21 target Indian language and English and to apply that knowledge to the process of teaching
22 the target Indian language.

23 c. Ability to develop drills and exercises that develop pupil awareness of the
24 structure of both the target Indian language and English.

25 d. Ability to guide pupils toward informal conversation in the target Indian language.

1 e. Knowledge of the principles and theories of child, young adolescent, or adoles-
2 cent growth and development, as appropriate to the level or levels of licensure, and the
3 relationship of that knowledge to teaching the target Indian language at the elementary,
4 middle, or secondary level.

5 2. Teacher of Indian history and culture. a. Ability to plan and organize instruc-
6 tional materials, units, and lessons designed to instruct pupils in the history and cultural
7 traditions of the target Indian population.

8 b. Ability to classify the principal ways in which the target Indian culture resembles
9 and differs from that of the non-Indian culture of the United States.

10 c. Ability to draw from personal experience in order to create a variety of learning
11 situations which bring the reality of the target Indian culture closer to the pupil.

12 d. Ability to devise teaching methods appropriate to the culture of the target
13 Indian population.

14 e. Ability to develop, encourage, and promote pupil participation in activities and
15 events which reflect the contemporary ways of life of the target Indian culture.

16 f. Knowledge of the principles and theories of child, young adolescent, or adoles-
17 cent growth and development, as appropriate to the level or levels of licensure, and the
18 relationship of that knowledge to teaching the target Indian history and culture at the
19 elementary, middle, or secondary level.

20 (b) The designee of the tribal council or of the local American Indian parent advisory
21 committee shall be competent in the target Indian language and knowledgeable about the
22 history and culture of the target Indian population.

23 **PI 3.46 SCHOOL COUNSELOR-INDIAN LANGUAGE AND CULTURE - 963.** A
24 regular license to serve as a school counselor in an American Indian language and culture
25 program shall be issued under s. 115.28 (17) (a), Stats., to an applicant who holds or is
26 eligible for a regular license as a counselor and who is recommended by the employing

1 school district administrator or the employing administrator of an alternative school and
2 by the designee of the tribal council or by the designee of the local American Indian parent
3 advisory committee and who provides the department with evidence of possessing knowledge
4 and understanding of the culture and traditions of the target pupil population.

5 **SUBCHAPTER X**

6 **BILINGUAL/BICULTURAL EDUCATION**

7 **PI 3.47 BILINGUAL/BICULTURAL EDUCATION: SECONDARY - 38, MIDDLE -33,**
8 **ELEMENTARY - 44.** Effective July 1, 1978, any person who has a specific assignment to
9 teach in a bilingual/bicultural educational program shall be licensed as a bilingual/bicultural
10 teacher. A regular license may be issued to an applicant who meets all of the following
11 requirements:

12 (1) Holds a regular license in subjects or grades to be taught in the
13 bilingual/bicultural teaching assignment.

14 (2) Is proficient in English and in the target language.

15 (3) Has completed an approved program in bilingual/bicultural education at the
16 level of the license being sought which includes at least 24 semester credits of course
17 work including all of the following:

18 (a) At least 9 semester credits of course work in cultural and cross-cultural studies
19 including all of the following:

20 1. Contemporary social problems with emphasis on the bilingual/bicultural child.

21 2. Culture of the target group or groups.

22 3. Contrastive analysis of the target culture or cultures with other cultures.

23 4. Bilingual/bicultural field experiences in the community of the target group or
24 groups.

25 (b) At least 12 semester credits of course work including all of the following:

- 1 1. Foundations of bilingual/bicultural education, including rationale, history, and
2 survey of existing models.
- 3 2. Theory and methodology of teaching the bilingual/bicultural pupil in both English
4 and in the target language, as follows:
 - 5 a. In all basic content areas to teach at the elementary or elementary/middle
6 level.
 - 7 b. In the teacher's field of specialization to teach at the middle, middle/secondary
8 or secondary level.
- 9 3. A student teaching experience in bilingual/bicultural education.
- 10 c. At least 3 semester credits in language study which develop knowledge relating
11 to phonology, morphology, and syntax in the target language as these elements contrast
12 with English. This course work is required for elementary or elementary/middle
13 bilingual/bicultural licensure and for middle, middle/secondary or secondary English
14 bilingual/bicultural licensure.

15 SUBCHAPTER XI

16 PUPIL SERVICES

17 PI 3.48 PUPIL SERVICES: GENERAL REQUIREMENTS. A license in a pupil services
18 area under ss. PI 3.49 to 3.54 may be issued to an applicant who has completed the general
19 requirements in s. PI 3.05, except student teaching, including the approved program and
20 institutional endorsement and the specific requirements listed for the pupil services area
21 under ss. PI 3.49 to 3.54.

22 PI 3.49 SCHOOL COUNSELOR - 966. (1) Effective July 1, 1984, a person holding
23 the regular or life professional school counselor - 964 license may continue to serve with
24 this license. A person holding the provisional school counselor - 965 license shall meet the
25 school counselor - 966 license requirements for continued licensure when his or her current
26 license expires.

1 (2) A regular license as a school counselor - 966 may be issued to an applicant who
2 has completed or possesses the following:

3 (a) A master's degree with a major in school counseling and guidance or a master's
4 degree with at least 30 semester credits in an approved school counseling and guidance
5 program and the institutional endorsement.

6 (b) 1. Eligibility for a license to teach or completion of an approved program and
7 2 years of successful teaching experience at the elementary, middle, or secondary level,
8 or

9 2. An approved one-year, full-time internship in school counseling at the elementary,
10 middle, or secondary level, or

11 3. A minimum of 2 years of successful experience as a licensed school counselor
12 in an assigned position of one-half time or more.

13 (c) Demonstrated proficiency in each of the following areas:

14 1. Understanding the philosophy, purpose, and structure of the total school enter-
15 prise including the organization and administration of public schools and pupil services
16 programs.

17 2. Understanding the psychological foundations of individual and group behavior,
18 including vocational psychology, the structure of personality, child and adolescent develop-
19 ment, and the teaching and learning processes.

20 3. Understanding cultural and societal conditions which affect pupils' develop-
21 ment and learning including ethnicity, special education populations, work values, economic
22 systems, urban and rural lifestyles, cultural mores, health and nutrition problems, changing
23 sex roles, stereotyping, demographics, and parenting.

24 4. Ability to develop staff relationships for the effective implementation of
25 guidance programs within the total curriculum including the understanding of and ability
26 to engage in consulting, coordinating, and communicating functions.

1 5. Understanding career development theories and practices over the lifespan and
2 the ability to use this knowledge effectively in the school guidance program.

3 6. Understanding professional issues including pupil rights, the school counselor's
4 relationship to the law, codes of ethics, goals and objectives of professional organizations,
5 standards of preparation and licensing, and role identity of counselors.

6 7. Understanding child welfare systems such as but not limited to juvenile justice,
7 public health, mental health, developmental disabilities, and county social services; systems
8 which provide services to children identified as juvenile delinquent,
9 mentally ill, developmentally disabled or in need of protection and services.

10 8. Ability to effectively organize and administer comprehensive school guidance
11 programs including the utilization of community resources and appropriate technology in
12 the program.

13 9. Ability to generate, analyze, and synthesize data about the behaviors, progress,
14 and needs of pupils individually and within groups.

15 10. Ability to interpret relevant pupil services research and to implement evaluation
16 procedures necessary for the improvement of school practices related to counseling and
17 guidance.

18 11. Understanding how to provide individual counseling and group guidance processes
19 which facilitate pupils' self-awareness, self-understanding and self-acceptance in relation
20 to educational and career development as evidenced by satisfactory completion of a super-
21 vised practicum experience in a school setting.

22 **PI 3.50 SCHOOL COUNSELOR - BILINGUAL - 967.** A regular license as a school
23 counselor - bilingual may be issued to an applicant who holds or is eligible to hold a school
24 counselor - 966 license and also meets the requirements in sub. (1) or (2), as follows:

25 (1) Holds a regular license as a bilingual teacher.

1 (2) Is proficient in English and in the target language and has completed additional
2 counseling and guidance practice and field experiences in the community of the target
3 language group.

4 PI 3.51 SCHOOL NURSE - 75. This license is not required. An applicant for a school
5 nurse license shall be a registered nurse in Wisconsin and shall meet the following require-
6 ments:

7 (1) **DEGREE REQUIREMENTS:** The applicant shall have completed one of the
8 following:

9 (a) An approved baccalaureate degree program in school nursing which includes
10 the professional education requirements in sub. (2) and a school nursing practicum for at
11 least 6 semester credits.

12 (b) A baccalaureate degree in nursing or a 3-year nursing diploma earned prior to
13 June 30, 1975; be presently employed by or for a school board; have completed 3 years of
14 experience in school nursing within the 5 years immediately preceding application for the
15 license; and have completed either the 12 semester credits required under sub. (2), or be
16 certified as a public health nurse and have completed at least 6 semester credits from the
17 list of subjects in sub. (2).

18 (2) **PROFESSIONAL EDUCATION REQUIREMENTS:** The applicant shall have
19 completed the following professional education requirements as specified in sub. (1):

20 (a) At least 3 semester credits in human growth and development throughout the
21 life span.

22 (b) At least 9 semester credits distributed among at least 3 of the following areas:

23 1. Sociology, which may include social psychology, child welfare, and sociology of
24 education.

25 2. Philosophy, which may include philosophy of education, philosophical issues in
26 education, philosophical conceptions of teaching and learning, and philosophy of health
27 education.

1 3. Psychology, which may include human abilities and learning, educational psy-
2 chology or psychology of learning, psychology of the exceptional child, and learning processes
3 in children.

4 4. Special education, which may include health problems of the exceptional child,
5 psychological appraisal of the physically handicapped, speech correction, and guidance of
6 exceptional children.

7 5. Other electives, which may include individualizing instruction, general cur-
8 riculum, problems and materials in health education, principles of health education, and
9 guidance and counseling.

10 (3) ACADEMIC SPECIALIZATION. An emphasis on pediatrics in ambulatory and
11 community settings within the academic program is recommended.

12 PI 3.52 PROVISIONAL SCHOOL PSYCHOLOGIST - 61. Effective July 1, 1980, a
13 3-year nonrenewable license may be issued to an applicant who has obtained the institutional
14 endorsement and has completed or possesses all of the following:

15 (1) A master's degree from an accredited college or university.

16 (2) Course work in all of the following which shall include a minimum of 48 graduate
17 level semester credits, as specified:

18 (a) Psychological foundations including course work in all of the following of which
19 a minimum of 6 semester credits shall be at the graduate level:

20 1. Developmental psychology or child and adolescent psychology.

21 2. Measurement theory.

22 3. Personality theory.

23 4. Psychology of learning.

24 5. Psychopathology, abnormal behavior disorder.

25 6. Research theory and methods. The thesis or dissertation may be used to meet
26 this requirement.

1 7. Statistics.

2 (b) Education foundations including at least 9 semester credits as follows, of which
3 at least 6 semester credits shall be at the graduate level:

4 1. At least 3 semester credits in regular education methods or curriculum.

5 2. At least 3 semester credits in special education methods.

6 3. At least 3 semester credits in supervision, administration, school law, or other
7 educational foundations courses.

8 (c) Core professional program including at least 33 graduate semester credits as
9 follows:

10 1. At least 6 semester credits in individualized academic and behavioral programm-
11 ing.

12 2. At least 6 semester credits in psychoeducational interventions including direct
13 and indirect interventions and consultation and therapeutic interventions.

14 3. At least 9 semester credits in psychological and psychoeducational assessment
15 including intelligence, personality, achievement, adaptive and sensory motor assessment.

16 4. At least 3 semester credits in school psychological services including role,
17 issues, ethics, laws, and regulations.

18 5. At least 600 hours of supervised practicum in school psychological services for
19 at least 9 semester credits.

20 **PI 3.53 SCHOOL PSYCHOLOGIST - 62.** Effective July 1, 1980, a regular license
21 may be issued to an applicant who has obtained the institutional endorsement and has
22 completed or possesses all of the following:

23 (1) All requirements for the provisional school psychologist license under s. PI 3.52.

24 (2) An approved program for the preparation of school psychologists, resulting in a
25 Doctor of Philosophy, Doctor of Psychology, Doctor of Education, Education Specialist
26 degree, or consisting of at least 60 graduate semester credits.

1 (3) Completion of one of the following:

2 (a) One year of successful experience as a school psychologist under the supervision
3 of a cooperating school psychologist and a written recommendation from the school system
4 administration.

5 (b) An internship in school psychology under the supervision of a cooperating school
6 psychologist and a written recommendation from the school system administration. The
7 internship shall be part of the approved program and shall be taken for a maximum of 12
8 graduate semester credits.

9 PI 3.54 SCHOOL SOCIAL WORKER - 50. A regular license may be issued to an
10 applicant who has obtained the institutional endorsement and has completed or possesses
11 all of the following:

12 (1) A master's degree in social work;

13 (2) Competencies in all of the following areas:

14 (a) Family management.

15 (b) Group dynamics.

16 (c) Human growth and development.

17 (d) Organizational theory;

18 (e) Program planning and coordination.

19 (f) Research.

20 (g) Special populations, such as handicapped, aged, delinquent youth and poverty
21 groups.

22 (h) Systems analysis.

23 (i) Various treatment modalities, such as behavior modification, transactional
24 analysis and reality therapy.

25 (3) At least 18 semester credits of professional education or its equivalent is
26 required. At least 6 of these semester credits shall be in professional education.

1 Graduate and undergraduate credits obtained in social work, psychology, or sociology
2 which the university school of education will accept as equivalent to professional educa-
3 tion credits, will be accepted toward completion of the 18 semester credit education re-
4 quirement.

5 (4) At least 2 years of social work experience dealing with children and youth is
6 required. One year of this experience shall be completed at the elementary, middle or
7 secondary level in a school, or in an agency whose major responsibility is to serve children
8 and youth and whose program is recognized by the institution. Social work experience
9 under this subsection, at a rate of not less than one year of social work experience for
10 each 4 semester credits, may be substituted for not more than 8 semester credits of the
11 18 semester credits in professional education required under sub. (3).

12 SUBCHAPTER XII

13 SCHOOL ADMINISTRATION

14 PI 3.55 SCHOOL ADMINISTRATION: APPLICABILITY AND GENERAL REQUIREMENTS.

15 (1) **APPLICABILITY.** An administrator in this section means a person employed by a
16 public school board of education or a private school as a principal, assistant principal,
17 district administrator, or assistant district administrator. All public school administrators
18 included under this section shall hold the appropriate administrative license. The regular
19 administrator license shall be issued for a 5-year period. If there is a minor deficiency, a
20 one-year license may be issued. This one-year license may be renewed for one additional
21 year if evidence is provided to the state superintendent that satisfactory effort has been
22 made to remove the deficiency.

23 (2) **GENERAL REQUIREMENTS.** The regular district administrator license issued
24 under this section requires completion of an approved specialist degree program or the
25 equivalent. The regular license issued under this section for all other administrators
26 requires completion of an approved master's degree program in school administration or

1 an equivalent approved program. An approved program shall include a practicum and shall
2 be competency-based; candidates shall possess the following competencies before program
3 completion and before institutional endorsement which shall include but not be limited to
4 the following:

5 (a) Knowledge of the social context in which the school operates, including the
6 organizational, political, and legal relationship between and among the school, the local
7 community, and state and national agencies.

8 (b) Ability for planning, budgeting, organizing, coordinating, stimulating, and
9 evaluating school programs.

10 (c) Vision and commitment to improving education including expertise in curriculum
11 development and implementation which reveals a thorough understanding of children and
12 youth.

13 (d) Ability to motivate people to work together.

14 (e) Knowledge and skill in utilizing both human and material resources, and in
15 evaluating and improving one's own performance and that of staff.

16 (f) Skill in utilizing effectively techniques of decision-making, communication,
17 authority and influence, conflict resolution, leadership, problem-solving, and the introduc-
18 tion of change.

19 **PI 3.56 DISTRICT ADMINISTRATOR - 04.** This license permits the holder to serve
20 as a district administrator or as an assistant district administrator and to serve in all
21 positions included in this subchapter. For the regular license, the applicant shall complete
22 or possess the following:

23 (1) Eligibility to hold a license as a school administrator under s. PI 3.57 or 3.58.

24 (2) Successful completion of an approved specialist's degree program for the prep-
25 aration of district administrators or its equivalent and receipt of the institutional
26 endorsement.

1 **PI 3.57 ELEMENTARY/MIDDLE LEVEL ADMINISTRATOR - 34.** A license issued

2 under this section permits the holder to serve as a principal or an assistant principal at
3 the elementary, elementary/middle, or middle level. For the regular license, the applicant
4 shall meet all of the following requirements:

5 (1) Either of the following:

6 (a) Eligibility to hold a license to teach at the elementary, elementary/middle, or
7 middle level, or to serve as a school counselor, a school psychologist, or a school social
8 worker at the elementary, elementary/middle, or middle level; and 18 semester credits in
9 professional education course work not included as a part of an approved school admin-
10 istrator program under sub. (4).

11 (b) Completion of an approved elementary, elementary/middle, or middle level, or
12 kindergarten through grade 12 teacher education program, school counselor program,
13 school psychologist program, or school social work program; and 18 semester credits in
14 professional education course work not included as a part of an approved school administrator
15 program under sub. (4).

16 (2) Three years of successful experience as a classroom teacher at the elementary,
17 elementary/middle, or middle level; or 3 years of successful experience as a school counselor,
18 school psychologist, or school social worker at the elementary, elementary/middle, or
19 middle level which included evidence of not less than 540 hours of successful classroom
20 teaching experience.

21 (3) A master's degree.

22 (4) Successful completion of an approved master's degree program for the prepara-
23 tion of elementary/middle level administrators or its equivalent and receipt of the institu-
24 tional endorsement.

25 **PI 3.58 MIDDLE/SECONDARY LEVEL ADMINISTRATOR - 24.** A license issued

26 under this section permits the holder to serve as a principal or an assistant principal at

1 the middle, middle/secondary, or secondary level. For the regular license, the applicant
2 shall meet the following requirements:

3 (1) Either of the following:

4 (a) Eligibility to hold a license to teach at the middle, middle/secondary, or
5 secondary level, or to serve as a school counselor, a school psychologist, or a school social
6 worker at the middle, middle/secondary or secondary level; and 18 semester credits in
7 professional education course work not included as a part of an approved school administra-
8 tor program under sub. (4).

9 (b) Completion of an approved middle, middle/secondary, or secondary level or
10 kindergarten through grade 12 teacher education program, school counselor program, a
11 school psychologist program, or a school social work program; and 18 semester credits in
12 professional education course work not included as a part of an approved school administra-
13 tor program under sub. (4).

14 (2) Three years of successful experience as a classroom teacher at the middle,
15 middle/secondary or secondary level or 3 years of successful experience as a school counselor,
16 school psychologist, or school social worker at the middle, middle/secondary or secondary
17 level which included evidence of not less than 540 hours of successful classroom teaching
18 experience.

19 (3) A master's degree.

20 (4) Successful completion of an approved master's degree program for the prepara-
21 tion of middle/secondary level administrators or its equivalent and receipt of the institu-
22 tional endorsement.

23 SUBCHAPTER XIII

24 OTHER AREAS OF ADMINISTRATION AND SUPERVISION

25 PI 3.59 SCHOOL BUSINESS MANAGER - 08. This classification applies to a person
26 who has general responsibility for the administration of the business affairs of the district.

1 Effective July 1, 1972, the school business manager in any district having an average daily
2 membership exceeding 1,500 shall hold a valid license for this position issued by this depart-
3 ment. A regular license to serve as school business manager may be issued to an applicant
4 who meets the requirements in sub. (1) or (2).

5 (1) Holds a district administrator license and has 3 years of experience as a chief
6 school district administrator in a district employing at least 16 teachers, not including
7 administrators.

8 (2) Has a master's degree from an accredited college or university and has completed
9 all of the following:

10 (a) At least 9 graduate semester credits in the area of school business admini-
11 stration, including courses such as:

- 12 1. Personnel management.
- 13 2. Purchasing and supply management.
- 14 3. School business management.
- 15 4. School financial accounting.
- 16 5. School plant planning.

17 (b) At least 9 graduate or undergraduate semester credits in business admini-
18 stration, including courses such as:

- 19 1. Accounting.
- 20 2. Data processing.
- 21 3. Insurance.
- 22 4. Investments.
- 23 5. Public finance.
- 24 6. Public relations.

25 (c) At least 9 graduate or undergraduate semester credits in educational foundation
26 areas.

1 (d) Credit for equivalent courses may be approved by the state superintendent.

2 **PI 3.60 ADMINISTRATIVE ASSISTANT - 90.** An administrative assistant - 90 license
3 applies to central office professional positions not described elsewhere in this chapter and
4 which do not involve curriculum development, staff development, supervision of the teaching
5 staff, or direct contact with pupils. A regular license may be issued to an applicant who
6 meets the following requirements:

7 (1) A minimum of a bachelor's degree with a major appropriate for the professional
8 responsibilities for which employed.

9 (2) A written request for the license including a job description from the employing
10 school administrator.

11 **PI 3.61 SUPERVISOR, COORDINATOR, OR DIRECTOR - 10, 15, 20.** A regular
12 license to serve as a supervisor, curriculum coordinator or director of instruction may be
13 issued to an applicant who meets all of the following requirements:

14 (1) Eligibility to hold a license to teach or completion of an approved teacher
15 education program.

16 (2) A minimum of 3 years of teaching experience.

17 (3) A master's degree in any field.

18 (4) Graduate courses in:

19 (a) Child or adolescent psychology, or both.

20 (b) General curriculum.

21 (c) Educational tests and measurements.

22 (d) Guidance.

23 (e) Supervision of instruction.

24 (5) An applicant seeking a license for kindergarten through grade 12 shall complete
25 elementary curriculum and supervision if licensed to teach at the middle, middle/secondary,
26 or secondary level; and secondary curriculum and supervision if licensed to teach at the
27 elementary or elementary/middle level.

1 **PI 3.62 SPECIAL EDUCATION SUPERVISOR - LEVEL B - 82.** A regular license to
2 serve as a level B special education supervisor under s. PI 11.14 may be issued to an appli-
3 cant who has obtained the institutional endorsement and has completed or possesses all of
4 the following:

5 (1) Eligibility for a license or completion of an approved program.
6 (2) A license or degree in at least one field of exceptionality.
7 (3) A master's degree in any field.
8 (4) A minimum of 3 years of elementary, middle, or secondary level teaching
9 experience.

10 (5) Graduate courses in all of the following:

11 (a) Child or adolescent psychology, or both.

12 (b) General curriculum.

13 (c) Educational tests and measurements.

14 (d) Introduction to guidance.

15 (e) Supervision of instruction.

16 (6) A core of at least 6 graduate semester credits in one of the following:

17 (a) Administration and supervision of special education programs.

18 (b) Field work or internship in the administration and supervision of special edu-
19 cation programs.

20 (c) Seminar in the administration and supervision of special education programs.

21 (7) The state superintendent may substitute equivalent credit after reviewing
22 verification of the applicant's competence in this area.

23 **PI 3.63 SPECIAL EDUCATION SUPERVISOR - LEVEL A - 81.** A regular license to
24 serve as a level A special education supervisor under s. PI 11.13 may be issued to an appli-
25 cant who has obtained the institutional endorsement from a preparation institution and
26 has completed or possesses the following:

1 (1) Eligibility to hold the level B license for supervisor of special education under
2 s. PI 3.62.

3 (2) A 6th year specialist's degree or its equivalent. One year of graduate work in
4 special education beyond the master's degree or a minimum of 18 semester credits of
5 post-master's level course work in special education meets this requirement. At least 12
6 semester credits of this graduate work shall be in areas other than the original area of
7 specialization in special education.

8 PI 3.64 LOCAL VOCATIONAL EDUCATION COORDINATOR - 65. A regular license
9 to serve as local vocational education coordinator may be issued to an applicant who has
10 completed or possesses all of the following:

11 (1) A teaching major in agriculture or in a vocational subject area as listed in
12 s. PI 3.22 and course work in the following areas:

- 13 (a) Curriculum planning and development-general;
- 14 (b) Guidance with an emphasis on career development;
- 15 (c) Issues, principles or philosophy of vocational education;
- 16 (d) Organization and administration of cooperative vocational programs;
- 17 (e) School administration;
- 18 (f) Supervision of instruction.

19 (2) Work experience outside of teaching to include at least 2,000 hours in one or
20 more occupational fields. College field experience resulting in college credit may be used
21 to satisfy occupational requirements, each contact hour counting up to 3 clock hours of
22 occupational experience as follows: one clock hour of approved workshop experience
23 counts up to 3 clock hours of occupational experience. Approval by the state superintendent
24 is required.

25 (3) Three years of successful teaching experience in a vocational subject area or 2
26 years of successful teaching experience in vocational subject areas and an additional 2
27 years of successful experience in administration and guidance.

1 PI 3.65 INSTRUCTIONAL LIBRARY MEDIA SUPERVISOR - 91. This license is not
2 required. A person holding the regular or life school library supervisor - 09-900 license
3 may continue to serve with this license. Effective July 1, 1986, for the regular instruc-
4 tional library media supervisor - 91 license, the applicant shall meet all of the following
5 requirements:

6 (1) Holds or is eligible for the instructional library media specialist - 902 license
7 under s. PI 3.42.

8 (2) Has 3 years of successful experience as an instructional library media specialist
9 while holding either the instructional library media - 901 license under s. PI 3.41 or initial
10 or regular instructional library media specialist - 902 license under s. PI 3.42.

11 (3) Has completed a master's degree from an approved library media services
12 program plus 12 graduate semester credits in educational administration, school personnel
13 management, supervision of instruction, and district level library media program supervision
14 from an approved program covering all of the following competency areas:

15 (a) General principles of organizing, operating, financing, and administering ele-
16 mentary, middle, and secondary level schools.

17 (b) Supervision of instruction at the elementary, middle, and secondary levels.

18 (c) General principles of school personnel management.

19 (d) Administration and supervision of library media programs at the district level,
20 including;

21 1. Evaluation and planning of program and services.

22 2. Management of personnel and financial resources.

23 3. Analysis of current trends in providing library media services.

24 4. Application of research methodologies.

25 5. Application of networking, automation, and advanced communication technolo-
26 gies.

- 1 (4) Is proficient in English and in the target language.

2 **SUBCHAPTER XIV**

3 **OBSOLETE LICENSES**

4 **PI 3.68 OBSOLETE LICENSES.** The department no longer issues initial licenses in
5 the following areas:

- 6 (1) Music (all) - 500, until July 1, 1982.
7 (2) Reading Specialist - 2-year nonrenewable, until January 1, 1984.
8 (3) Reading Teacher - 2-year nonrenewable, until January 1, 1984.
9 (4) Science (all) - 600. Effective January 1, 1964, until July 1, 1980.
10 (5) The following science subject licenses were issued until July 1, 1980.
11 (a) Astronomy - 627
12 (b) General Science - 620
13 (c) Geology - 637
14 (d) Physiology - 630
15 (6) Provisional School Psychologist - 56, until July 1, 1980.
16 (7) School Psychologist I - 57, until July 1, 1980.
17 (8) School Psychologist II - 58, until July 1, 1980.
18 (9) School administrator until July 1, 1980. Individuals holding unlimited, 3-year,

19 or 5-year administrative licenses based upon pre-1980 administrator license requirements
20 are eligible to serve in the following administrative positions:

- 21 (a) District administrator - 05 - may serve as a district administrator or assistant
22 district administrator.
23 (b) Assistant district administrator - 06 - may serve as a assistant district admini-
24 strator.
25 (c) High school principal - 25 - may serve as a high school principal or assistant
26 high school principal.

1 (d) Assistant high school principal - 26 - may serve as an assistant high school
2 principal.

3 (e) Junior high school principal - 30 - may serve as junior high school principal,
4 middle school principal, assistant junior high school principal, or assistant middle school
5 principal.

6 (f) Assistant junior high school principal - 31 - may serve as assistant junior high
7 school principal or assistant middle school principal.

8 (g) Elementary school principal - 35 - may serve as elementary school principal,
9 middle school principal, assistant elementary school principal, or assistant middle school
10 principal.

11 (h) Assistant elementary school principal - 36 - may serve as assistant elementary
12 school principal or assistant middle school principal.

13 (i) Elementary school principal - 40 - may serve as elementary school principal or
14 assistant elementary school principal in elementary schools with 6-10 teachers.

15 **SUBCHAPTER XV**

16 **ADVISORY COUNCIL**

17 **PI 3.69 ADVISORY COUNCIL.** The state superintendent shall appoint a broadly
18 based, representative advisory council for teacher education and licensure, as described in
19 this section.

20 (1) **MEMBERSHIP.** (a) The advisory council shall consist of the following members:

- 21 1. Five practicing teachers.
- 22 2. Four school administrators,
- 23 3. Four higher education representatives,
- 24 4. Four lay citizens,
- 25 5. One post-secondary school student.

26 (b) Members in the several categories shall be selected by the state superintendent
27 in a manner that maximizes diversity of educational perspectives.

1 (2) TERMS OF OFFICE. (a) The term of office shall be for 3 consecutive years.

2 (b) Terms of office shall be staggered to provide for the expiration of the terms
3 of only one-third of the members annually for continuity in the membership and council
4 functioning.

5 (c) A member shall serve no more than 2 consecutive full 3-year terms.

6 (d) The term of office shall begin on July 1 and expire on June 30.

7 (e) A member whose classification has changed should have his or her term expire
8 immediately and vacate the position so that an interim appointment can be made of someone
9 who fulfills the requirements for representing that classification.

10 (3) DUTIES. (a) Propose to the state superintendent requirements for licensure
11 of school personnel.

12 (b) Propose to the state superintendent guidelines to be used in the issuance of all
13 types of licenses to school personnel.

14 (c) Propose to the state superintendent policies and procedures to insure that
15 school personnel in the public schools are employed within their respective areas of licensing.

16 (d) Propose to the state superintendent standards for the approval of preparation
17 programs for school personnel.

18 (e) Propose to the state superintendent policies and procedures for evaluating the
19 effectiveness of programs for the preparation of school personnel.

20 (f) Review annually the activities of the department relating to the approval of
21 school personnel education programs and to the issuance of licenses in order to advise the
22 state superintendent.

23 (g) Receive complaints, suggestions, or inquiries on matters regarding licensure
24 and programs for preparation of school personnel, inquire into such complaints, suggestions,
25 or inquiries, and, if appropriate, advise the state superintendent of action to be taken.

1 (h) Review the budget requests for the licensure and program approval functions
2 within the department and make recommendations to the state superintendent related to
3 these requests.

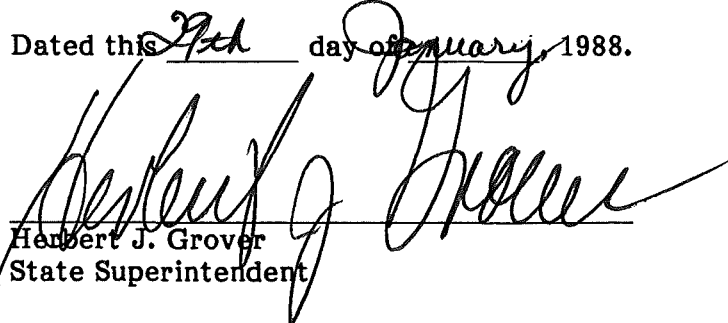
4 (i) Prepare and report an annual summary of its actions and recommendations to
5 the state superintendent.

6 **SECTION 2. CROSS-REFERENCE CHANGES.** In the sections of the rules listed in
7 Column A, the cross-references shown in Column B are changed to the cross-references
8 shown in Column C.

A	B	C
Rule Sections	Old Cross-Reference	New Cross-Reference
PI 17.02 (8)	PI 3.07 (5)	subch. V of ch. PI 3
PI 17.02 (8)	PI 3.07 (6)	delete reference
PI 21.04 (3)	PI 3.21 (2)	PI 3.13

These rules shall take effect on the first day of the month following publication in the Wisconsin administrative register as provided in s. 227.22 (2) (intro.), Stats.

Dated this 7th day of January, 1988.



Herbert J. Grover
State Superintendent