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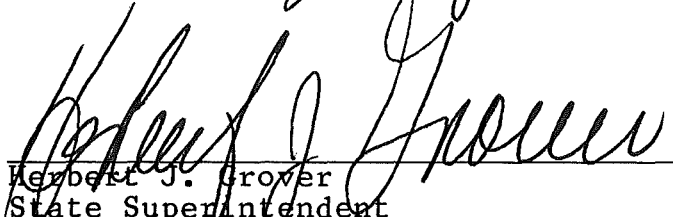
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Revisor of Statutes  
Bureau

STATE OF WISCONSIN )  
DEPARTMENT OF PUBLIC INSTRUCTION) SS

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 education program approval standards 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 7th day of January, 1988.

  
Herbert J. Grover  
State Superintendent  
State Department of Public Instruction

**ORDER OF THE  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
AMENDING RULES**

1           To renumber and amend PI 4.24; to amend PI 4.01(4) and (7), PI 4.02 (1) and  
2 (3) b. 1., PI 4.025 (1) (c), PI 4.03 (3), PI 4.06 (2) (i), (3) (c) and (e),  
3 (4) (c) and (6) (c) 1c and 3, PI 4.09 (1), PI 4.10 (intro.), (2) (c), (f) and (j),  
4 and (3) (e), (f) and (i), PI 4.11 (1), (6) and (8), PI 4.12 (title), (intro.), (6)  
5 and (7), PI 4.13 (title), (intro.), and (1), PI 4.16 (title) and (intro.), PI 4.20 (1)  
6 to (3), PI 4.32 (5) and (6), PI 4.34 (1), PI 4.40 (3) (a), PI 4.54 (1) and (3), PI 4.67, PI 4.69 (1)  
7 and (2), PI 4.70 (1), PI 4.71 (1), PI 4.72 (12), PI 4.73 (2) and (9), PI 4.74 (7) and (8), and  
8 PI 4.75 (10); to repeal and recreate PI 4.02 (3) (c), PI 4.22, PI 4.27, PI 4.30, PI 4.36,  
9 PI 4.53, PI 4.76, and PI 4.77; and to create PI 4.01 (5h), (5m), (5r), (9m), (9r), (13m),  
10 (14m), (14r), and (15m), PI 4.02 (3) (d) and (e), PI 4.09 (15), PI 4.095, PI 4.10 (5), PI 4.11  
11 (5m), PI 4.135, PI 4.14, and PI 4.15 relating to teacher education program approval  
12 standards.

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**ANALYSIS BY THE DEPARTMENT OF PUBLIC INSTRUCTION**

**Statutory authority:** ss. 115.28 (7)(a) and 118.19 (3), Stats.

**Statutes interpreted:** s. 115.28 (7), Stats.

Section 115.28 (7), Stats., requires the state superintendent to prescribe by rule standards and procedures for the approval of teacher preparatory programs leading to licensure in Wisconsin. Chapter PI 4 contains the program approval procedures and standards applicable to most undergraduate and advanced teacher and school professional programs.

These amendments to ch. PI 4 carry out the first review of program standards required under s. PI 4.05; add standards for middle level programs; and add program approval standards for the reading requirement for all teachers.

### 1. AMENDMENTS TO PROGRAM APPROVAL STANDARDS.

Section PI 4.05 requires the state superintendent to review each program rule at least once every 5 years. Following recommendations from Wisconsin teacher preparation programs on which programs should first be reviewed, the state superintendent appointed committees to review and propose modifications for the following program standards: the human relations training required of all professional school personnel (s. PI 4.06), computer science programs (s. PI 4.22), drama/theatre (s. PI 4.24), English (s. PI 4.27), foreign language (s. PI 4.30), mathematics (s. PI 4.36), speech communication (s. PI 4.53), reading specialist (s. PI 4.76), and reading teacher (s. PI 4.77). The amendments to these sections of ch. PI 4 are based on the recommendations of these committees.

### 2. ADDITION OF MIDDLE LEVEL PROGRAMS.

Currently, most licenses issued by the department permit a teacher to teach at either the elementary (grades 1-8) level or the secondary (grades 7-12) level. However, 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 school pupils.

For this reason, the department is making changes to the license structure in ch. PI 3, and corresponding changes to the educational sequences in ch. PI 4 which will permit teachers to teach at the elementary (grades 1 - 6), elementary/middle (grades 1-9), middle (grades 5-9), middle/secondary (grades 6 - 12), or secondary (grades 9-12) level. Programs which prepare teachers for licensure at any of the 3 middle level ranges will be required to include study of the development of the young adolescent; methods of teaching, including organization and management of instruction for young adolescent learners; and must have student teaching in the middle level grades (in addition to student teaching in either the elementary or secondary grades, for the paired levels). A program preparing teachers for only the middle (grades 5-9) level will require 2 minors, rather than the broad subject area preparation in the elementary program, or the single major in the secondary program.

### 3. READING AND LANGUAGE ARTS FOR ALL TEACHERS.

Currently, ch. PI 3 requires that all teachers complete a discrete course in reading. Changes to ch. PI 3 will change this requirement to 12 credits in reading and language arts for elementary and elementary/middle level teachers; 6 credits in reading and language arts for middle, middle/secondary and secondary level teachers, special subject area teachers (except art, music and physical education), and pupil services personnel (except school nurses). Special education teachers, art, music and physical education teachers, and school nurses will continue to be required to take a discrete course in the teaching of reading and language arts.

These changes to ch. PI 4 require that course work must consider the reading and language arts as interactive processes which require the integration of reader, text,

and context factors, and specify standards for meeting the reading and language requirement at each level of licensure.

4. GIFTED AND TALENTED CHILDREN.

The rules will require all professional education programs to include study and experience in identifying gifted and talented children and providing access to appropriate learning experiences for them.

5. COOPERATING TEACHERS.

Increase the experience requirement for cooperating teachers from 2 years to 3 years.

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1 SECTION 1. PI 4.01 (4) is amended to read:

2 PI 4.01 (4) "Cooperating teacher" means a departmentally licensed school  
3 professional in a private or public nursery, elementary, middle, junior high, or high school  
4 who supervises students during their clinical programs in cooperation with the college or  
5 university supervising staff and who meets criteria described in s. PI ~~3-26~~ 4.10 (5).

6 SECTION 2. PI 4.01 (5h), (5m) and (5r) are created to read:

7 PI 4.01 (5h) "Early childhood level," for purposes of licensing, means nursery school  
8 or kindergarten or both.

9 (5m) "Elementary level," for purposes of licensing, means grades 1 through 6.

10 (5r) "Elementary/middle level," for purposes of licensing, means grades 1 through 9.

11 SECTION 3. PI 4.01 (7) is amended to read:

12 PI 4.01 (7) "Graduate internship" means an advanced level of paid full-time  
13 supervised work experience in ~~an~~ a school at the elementary, middle, or secondary school  
14 level.

15 SECTION 4. PI 4.01 (9m), (9r), (13m), (14m), (14r) and (15m) are created to read:

16 PI 4.01 (9m) "Middle level," for purposes of licensing, means grades 5 through 9.

17 (9r) "Middle/secondary level," for purposes of licensing, means grades 6 through 12.

18 (13m) "Pupil" means any child age birth through 21 enrolled in a school or a school  
19 program.

1 (14m) "Secondary level," for purposes of licensing, means grades 9 through 12.

2 (14r) "Special subjects" means agriculture, art, business education, home economics,  
3 technology education, music or physical education.

4 (15m) "Student" means a person enrolled in a professional education program leading  
5 to licensure.

6 **SECTION 5.** PI 4.02 (1) and (3) (b) 1. are amended to read:

7 PI 4.02 (1) SCOPE AND PURPOSE. The statutory authority for the adoption of the  
8 program approval plan for the ~~certification~~ licensing of professional school personnel is  
9 provided in ss. 115.28 (7) and 118.19 (3), Stats. Section PI 3.02 directs the state superin-  
10 tendent to complete a site review ~~of all programs for the certification of~~ at each institu-  
11 tion preparing professional school personnel ~~on each campus in for~~ Wisconsin licenses at  
12 least once every 5 years. ~~Section PI 3.02 requires that new programs and changes in pre-~~  
13 ~~viously approved programs must be submitted to the department for approval.~~ To administer  
14 the mandated program approval responsibilities, the state superintendent has adopted, in  
15 addition to the ~~certification~~ licensing rules contained in ch. PI 3, the program approval  
16 rules contained in ~~ch. PI 4~~ this chapter.

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

24 **SECTION 5c.** PI 4.02 (3) (d) and (e) are created to read:

25 PI 4.02 (3) (d) The reading and language arts requirements under s. PI 3.095, as  
26 effective on (revisor insert date), shall be implemented so that all students who graduate  
27 from a professional education program after July 1, 1992, shall have met the requirements.

1 (e) The elementary and secondary level requirements under ss. PI 4.13 and 4.16, as amended  
2 effective (revisor insert date), and the elementary/middle, middle, and middle/secondary  
3 requirements under ss. PI 4.135 to 4.15, as effective on (revisor insert date), shall be  
4 implemented so that all students who graduate from the professional education program  
5 after July 1, 1992, shall have met the requirements.

6 **SECTION 6.** PI 4.02 (3) (c) is repealed and recreated to read:

7 PI 4.02 (3) (c) Institutions shall submit new programs and changes in previously approved  
8 programs to the department for approval prior to implementing the new program or change.

9 **SECTION 7.** PI 4.025 (1)(c) is amended to read:

10 PI 4.025 (1) (c) Programs designed to prepare school personnel for new types of posi-  
11 tions that are emerging in at the elementary, middle, or secondary schools levels.

12 **SECTION 8.** PI 4.03 (3) is amended to read:

13 PI 4.03 (3) The state superintendent shall appoint an impartial hearing panel to hear  
14 appeals and make recommendations to the state superintendent. The hearing shall be held  
15 within 60 days after the appeal is received. No employe of the appealing institution,  
16 departmental employe or other person who was involved in making the departmental decision  
17 which is the subject of the appeal may serve on the hearing panel. The state superinten-  
18 dent shall periodically solicit, from both institutions of higher learning and elementary,  
19 middle, and secondary education, names of persons to serve on hearing panels.

20 **SECTION 9.** PI 4.06 (2)(i), (3)(c) and (e), (4)(c), and (6) (c) 1. c and 3. are amended to  
21 read:

22 PI 4.06 (2) (i) The SCD shall have written evidence that an advisory council composed  
23 of students; graduates; lay citizens, including parents of students pupils attending ele-  
24 mentary, middle, and secondary schools; members of professional education organizations;  
25 and local school district personnel, including teachers, principals, administrators and school  
26 board members, have been consulted in program development and evaluation.

1 (3) (c) The institution shall have written evidence that faculty members who teach  
2 courses in each professional sequence are knowledgeable about current elementary, middle,  
3 and secondary ~~school~~ level curricula, practices, and requirements.

4 (e) The institution shall establish faculty exchange programs, clinical or adjunct  
5 professorships, or other opportunities to actively involve elementary, middle, and second-  
6 ary ~~school~~ level teachers, principals and administrators in preservice teacher preparation  
7 programs and to actively involve teacher educators in elementary, middle, and secondary  
8 ~~school~~ level programs.

9 (4) (c) The institution shall maintain a materials laboratory or centers, either as a  
10 part of the library or as one or more separate units, which shall house a collection of  
11 printed and audiovisual materials, teaching aids, courses of study, and materials for the  
12 evaluation of learning. The laboratory or centers shall be directed by professionally  
13 qualified staff with expertise in the instructional materials and media used in elementary,  
14 middle, and secondary schools.

15 (6) (c) 1. c. Exceptions to subpar. a. or b. may be granted to no more than 10% of  
16 the total number of students completing ~~certification~~ professional education programs  
17 leading to licensure in each graduation period. The SCD shall adopt written policies and  
18 procedures pertaining to exercising exceptions which shall include a student appeal process.

19 3. A passing score on a standardized examination in each ~~certification~~ major, minor,  
20 concentration, and advanced program in which a license will be sought. The standardized  
21 examination will be administered by the department and the passing score shall be deter-  
22 mined by the state superintendent. The standardized examinations may not be taken more  
23 than 3 times. The state superintendent may exempt specific programs from the require-  
24 ments of this subdivision or may modify the administration and format of the examination  
25 if valid and reliable examinations are not commercially available or if the number of  
26 ~~licensures~~ licenses issued in a specific area does not justify the development of a valid,  
27 reliable examination.

1           **SECTION 10.** PI 4.09 (1) is amended to read:

2           PI 4.09 (1) The program shall require study of the historical, philosophical, and social  
3 foundations underlying the development and purpose of education and current trends,  
4 issues, and various approaches in ~~the specific professional education program~~ programs in  
5 the United States and in Wisconsin.

6           **SECTION 11.** PI 4.09 (15) and PI 4.095 are created to read:

7           PI 4.09 (15) The program shall require study of the knowledge and skills necessary  
8 to identify children and youth who give evidence of high performance capability in intellect-  
9 ual, creative, artistic, leadership or specific academic endeavors, and in ways to provide  
10 access to systematic and continuous learning opportunities appropriate to pupils identified  
11 as gifted or talented.

12           **PI 4.095 READING AND LANGUAGE ARTS.** Professional education programs leading  
13 to licensure shall require study in the teaching of reading and language arts. Course work  
14 shall consider the reading and language arts as interactive processes which require the  
15 integration of reader, text, and context factors. The reading and language arts course  
16 work shall be appropriate to the level or levels of licensure as follows:

17           (1) **EARLY CHILDHOOD EDUCATION.** A professional education program leading  
18 to licensure to teach nursery school and kindergarten shall meet the following standards:

19           (a) The program shall require study of children's literature as a basis for an emergent  
20 reading and language arts program.

21           (b) The program shall require study of developmental patterns of oral language  
22 and writing as a basis for an emergent reading and language arts program.

23           (c) The program shall require study of the roles of language experience and phonics  
24 in an emergent reading and language arts program.

25           (d) The program shall require study of how to develop an emergent reading and  
26 language arts program.



1           (2)   **ELEMENTARY LEVEL EDUCATION.** A professional education program leading  
2 to licensure to teach grades 1 through 6 shall meet the following standards:

3           (a)   The program shall require study in designing, developing, implementing, and  
4 evaluating classroom reading and language arts lessons which meet a wide range of pupil  
5 needs.

6           (b)   The program shall require study in selecting reading and language arts programs  
7 and activities for individual pupils and for small and large groups, considering such  
8 variables as time, materials, strategies, developmental level, and current knowledge about  
9 effective instruction and interests appropriate to pupils' needs.

10          (c)   The program shall require study of strengths and weaknesses of various models  
11 of the reading process and the writing process.

12          (d)   The program shall require study of the interrelationships between the reading  
13 process and the writing process for use in the reading and language arts program and across  
14 the curriculum, including both narrative and expository texts.

15          (e)   The program shall require study of children's growth in reading and language  
16 arts as a developmental process from infancy through childhood.

17          (f)   The program shall require study of speaking, listening, writing, and reading,  
18 and their interrelationships.

19          (g)   The program shall require study of the influence of environmental contexts on  
20 different uses of language.

21          (h)   The program shall require study of informal diagnosis, observation, and evalua-  
22 tion of pupils' reading and language arts abilities for determining appropriate instruction.

23          (i)   The program shall require study of how to translate and communicate diagnostic  
24 information to parents, administrators, other teachers, and pupils.

25          (j)   The program shall require study of the roles of children's literature in the  
26 reading and language arts program and across the curriculum.

1           (k)    The program shall require clinical experiences in teaching pupils with varying  
2 reading abilities within classroom contexts prior to and independent of student teaching.  
3 The clinical experience may be included as part of prestudent teaching under s. PI 4.10 (1).

4           (3)    ELEMENTARY/MIDDLE LEVEL EDUCATION. A professional education program  
5 leading to licensure to teach grades 1 through 9 shall meet the standards in sub. (2) and  
6 the following standards:

7           (a)    The program shall require study of the interrelationships among the reading  
8 and language, cognitive, social and psychological development of elementary/middle level  
9 pupils.

10          (b)    The program shall require study of how reading, writing, speaking and listening  
11 relate to the total elementary/middle level curriculum.

12          (c)    The program shall require study of how to teach reading and the language arts  
13 within the interdisciplinary team approach used at the elementary/middle level.

14          (d)    The program shall require study in selecting reading and language arts programs  
15 and activities for individual pupils at the elementary/middle level and for small and large  
16 groups, considering such variables as time, materials, strategies, developmental levels,  
17 and current knowledge about effective instruction, and interests appropriate to pupils'  
18 needs.

19          (e)    The program shall require study of techniques and materials which can motivate  
20 elementary/middle level pupils to read for pleasure and information.

21          (f)    The program shall require study of how to use children's and early adolescent  
22 literature in planning and implementing the total elementary/middle level curriculum.

23          (g)    The program shall require clinical experiences prior to and independent of  
24 student teaching. The clinical experiences may be included as part of prestudent teaching  
25 under s. PI 4.10 (1). The clinical experiences shall provide the following:

26           1.    Experience in modeling and providing explicit reading instruction as elemen-  
27 tary/middle level pupils progress from reading primarily narrative materials to reading

1 increasing amounts and types of expository materials, and

2 2. Experience in teaching elementary/middle level pupils who have a variety of  
3 abilities in reading and language arts.

4 (4) MIDDLE LEVEL EDUCATION. A professional education program leading to  
5 licensure to teach grades 5 through 9 shall meet the following standards:

6 (a) The program shall require study of the interrelationships among the reading  
7 and language, cognitive, social and psychological development of middle level pupils.

8 (b) The program shall require study of how reading, writing, speaking and listening  
9 relate to the total middle level curriculum.

10 (c) The program shall require study of how to teach reading and the language arts  
11 within the interdisciplinary team approach used at the middle level.

12 (d) The program shall require study in selecting reading and language arts programs  
13 and activities for individual pupils at the middle level and for small and large groups,  
14 considering such variables as time, materials, strategies, developmental levels, and current  
15 knowledge about effective instruction, and interests appropriate to pupils' needs.

16 (e) The program shall require study of techniques and materials which can motivate  
17 middle level pupils to read for pleasure and information.

18 (f) The program shall require study of how to use early adolescent literature in  
19 planning and implementing the total middle level curriculum.

20 (g) The program shall require clinical experiences prior to and independent of  
21 student teaching. The clinical experiences may be included as part of prestudent teaching  
22 under s. PI 4.10 (1). The clinical experiences shall provide the following:

23 1. Experience in modeling and providing explicit reading instruction as middle  
24 level pupils progress from reading primarily narrative materials to reading increasing  
25 amounts and types of expository materials, and

26 2. Experience in teaching middle level pupils who have a variety of abilities in  
27 reading and language arts.

1           (5)   **MIDDLE/SECONDARY LEVEL EDUCATION.** A professional education program  
2 leading to licensure to teach grades 6 through 12 shall meet the standards in sub. (6) and  
3 the following standards:

4           (a)   The program shall require study of the interrelationships among the reading  
5 and language, cognitive, social and psychological development of middle/secondary level  
6 pupils.

7           (b)   The program shall require study of how reading, writing, speaking and listening  
8 relate to the total middle/secondary level curriculum.

9           (c)   The program shall require study of how to teach reading and the language arts  
10 within the interdisciplinary team approach used at the middle/secondary level.

11          (d)   The program shall require study in selecting reading and language arts programs  
12 and activities for individual pupils at the middle/secondary level and for small and large  
13 groups, considering such variables as time, materials, strategies, developmental levels,  
14 and current knowledge about effective instruction, and interests appropriate to pupils'  
15 needs.

16          (e)   The program shall require study of techniques and materials which can motivate  
17 middle/secondary level pupils to read for pleasure and information.

18          (f)   The program shall require study of how to use adolescent literature in planning  
19 and implementing the total middle/secondary level curriculum.

20          (g)   The program shall require clinical experiences prior to and independent of  
21 student teaching. The clinical experiences may be included as part of prestudent teaching  
22 under s. PI 4.10 (1). The clinical experiences shall provide the following:

23           1.   Experience in modeling and providing explicit reading instruction as middle/-  
24 secondary level pupils progress from reading primarily narrative materials to reading  
25 increasing amounts and types of expository materials, and

1           2.    Experience in teaching middle/secondary level pupils who have a variety of  
2 abilities in reading and language arts.

3           (6)   SECONDARY LEVEL EDUCATION. A professional education program leading  
4 to licensure to teach grades 9 through 12 shall meet the following standards:

5           (a)   The program shall require study of the psychological, sociological, and linguis-  
6 tic factors which influence the development of adolescent readers.

7           (b)   The program shall require study of the interrelationships of reading, writing,  
8 speaking and listening and across all content areas.

9           (c)   The program shall require study of strengths and weaknesses of various models  
10 of the reading process and the writing process.

11          (d)   The program shall require study of reading and writing assessment procedures  
12 appropriate to content areas.

13          (e)   The program shall require study of comprehension strategies which guide the  
14 interactions between the reader, the text, and the context in the content areas.

15          (f)   The programs shall require study of the roles of adolescent literature across  
16 all curricular areas.

17          (g)   The program shall require study of techniques and materials which can motivate  
18 adolescents to read for pleasure and information.

19          (h)   The program shall require study of school-wide, content area reading programs.

20          (i)   The program shall require clinical experiences in using reading and writing to  
21 teach subject matter and in teaching pupils to read and write in the content areas. The  
22 clinical experiences shall be completed prior to and independent of student teaching. The  
23 clinical experiences may be included as part of prestudent teaching under s. PI 4.10 (1).

24          (7)   SPECIAL SUBJECTS, EXCEPT ART, MUSIC AND PHYSICAL EDUCATION;  
25 AND PUPIL SERVICES, EXCEPT SCHOOL NURSING. A professional education program  
26 leading to licensure in a special subject, except art, music and physical education; or in a  
27 pupil services area, except school nursing, shall meet the following standards:

1           (a) The program shall require study of the psychological, sociological, and lin-  
2 guistic factors which influence the development of readers.

3           (b) The program shall require study of the interrelationships of reading with writing  
4 and the other language arts and across the curriculum.

5           (c) The program shall require study of strengths and weaknesses of various models  
6 of the reading process and the writing process.

7           (d) The program shall require study of reading and writing assessment procedures.

8           (e) The program shall require clinical experiences in the acquisition of reading and  
9 language arts skills. The clinical experiences shall be completed prior to and independent  
10 of student teaching. The clinical experiences may be included as part of prestudent teach-  
11 ing under s. PI 4.10 (1), or within the graduate practicum or internship under s. PI 4.10 (3) or  
12 (4).

13           (8) **SPECIAL EDUCATION; ART, MUSIC AND PHYSICAL EDUCATION; AND**  
14 **SCHOOL NURSING.** A professional education program leading to licensure in special  
15 education; in art, music or physical education; or in school nursing shall meet the follow-  
16 ing standards:

17           (a) The program shall require study of reading and language arts as interactive  
18 processes which require the integration of reader, text, and context factors.

19           (b) The program shall require study of the interrelationships of reading with writ-  
20 ing and the other language arts and across all content areas.

21           (c) The program shall require study of the role of literature across all curriculum  
22 areas.

23           (d) The program shall require study of a school-wide content area reading program  
24 and its relationship to a comprehensive kindergarten through grade 12 reading and lang-  
25 uage arts program.

1 (e) The program shall require study to develop the ability to use reading to teach  
2 subject matter.

3 SECTION 12. PI 4.10 (intro.), (2)(c), (f) and (j), and (3)(e), (f) and (i) are amended to  
4 read:

5 **PI 4.10 CLINICAL PROGRAMS.** The SCD shall arrange for practicums and graduate  
6 internships for advanced programs and for prestudent teaching, student teaching and other  
7 supervised clinical experiences in at the elementary, middle, and secondary levels in school  
8 settings for all other professional education programs as required under ch. PI 3 or this  
9 chapter. The agreements and working relationships between the schools and the institution  
10 shall depend upon school policy and negotiated agreements. The agreements established  
11 regarding the clinical programs shall be mutually developed by personnel from the partici-  
12 pating schools and from the SCD.

13 (2) (c) The SCD shall require that faculty teaching the methods courses have direct  
14 involvement each year in elementary, middle, and secondary school level classrooms in  
15 the area of their professional responsibilities which may include participation in the  
16 supervision of student teachers.

17 (f) The SCD shall assign a primary supervisor to each student teacher and shall  
18 ensure that each primary supervisor has had at least 3 years of successful teaching  
19 experience in elementary, middle, or secondary schools level classrooms.

20 (j) The SCD shall require during the student teaching experience at least 4 written  
21 evaluations of each student based upon classroom observations by the cooperating teacher  
22 and by the SCD supervisor. Evaluation procedures shall include at least 2 conferences  
23 involving the student teacher, the cooperating teacher, and the SCD supervisors. The  
24 cooperating teacher's evaluation of the student teacher shall become part of the student's  
25 permanent record. Other evaluations by elementary, middle, and secondary level profes-  
26 sional school personnel which attest to the competency of the student as a prospective

1 teacher may also be included in the permanent record. The student teacher shall determine  
2 the evaluations which may be available to prospective employers.

3 (3) (e) The advanced program shall have written evidence that faculty teaching the  
4 methods or procedures courses in the advanced program have direct involvement each  
5 year in elementary, middle, or secondary school level programs which may include partici-  
6 pation in the supervision of students in the practicum.

7 (f) A primary supervisor from the advanced program shall be assigned to each  
8 student enrolled in the practicum which occurs in the school setting. The primary supervisor  
9 shall have paid elementary, middle, or secondary school level experience in a school setting  
10 in the advanced program area or other paid experience working in the advanced program  
11 area as approved by the state superintendent.

12 (i) At least 4 written evaluations based upon observation by the cooperating teacher  
13 and by the college or university supervisor shall be required during each student's practicum.  
14 At least one of the 4 evaluations shall be written by the primary supervisor. The other  
15 evaluations may be written by the cooperating teacher, primary supervisor or collaboratively.  
16 Evaluation procedures shall include at least 2 conferences involving the practicum student,  
17 the cooperating teacher and the primary supervisor. The cooperating teacher's evaluation  
18 of the practicum shall become part of the student's permanent record. Other evaluations  
19 by elementary, middle, and secondary level professional school personnel which attest to  
20 competency of the student as a prospective school professional may also be included in  
21 the permanent record.

22 **SECTION 13.** PI 4.10 (5) is created to read:

23 **PI 4.10 (5) COOPERATING TEACHERS.** The SCD shall ensure that cooperating  
24 teachers utilized in the clinical programs meet the following requirements:

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

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



1 (c) Have completed a course or seminar in supervision of student teachers or interns  
2 or have qualified as a cooperating teacher prior to July 1, 1988, based on successful service  
3 as a cooperating teacher. Successful service as a cooperating teacher shall be determined  
4 by the recommendations of an immediate supervisor, a college or university supervisor,  
5 and a former student teacher or intern who has worked with the teacher in a student teach-  
6 ing or intern situation.

7 **SECTION 14.** PI 4.11 (1) is amended to read:

8 PI 4.11 (1) The institution shall have written evidence that members of various  
9 racial, cultural, and economic groups, including at least 3 of the following designated  
10 minority groups: African-Americans, Alaskan-Americans, American Indians, Asian-Americans,  
11 Hispanic-Americans, and Pacific Islander-Americans, foreign born persons, of color; disabled  
12 persons; and majority and minority low income persons and representatives of both sexes  
13 have participated in the development of the human relations program for professional  
14 school personnel.

15 **SECTION 15.** PI 4.11 (5m) is created to read:

16 PI 4.11 (5m) The program shall require study of the constitutional and legal bases  
17 related to the status of women and various racial and cultural groups in the United States.

18 **SECTION 16.** PI 4.11 (6) and (8) are amended to read:

19 PI 4.11 (6) The program shall require experiences for students to systematically  
20 evaluate the impact of the forces of discrimination, especially racism and sexism, on  
21 language, instructional materials, learning activities, learning styles, interaction between  
22 staff and ~~students~~ pupils, tests and measurement, and school environments.

23 (8) The program shall require a minimum of 50 documented clock hours of direct  
24 involvement with adult and pupil members of a group whose background the student does  
25 not share, including at least one of the following designated ethnic minority groups:  
26 African-Americans, Alaskan-Americans, American Indians, Asian-Americans, Hispanic

1 Americans, ~~and Pacific-Islander-Americans, and with~~, foreign born persons, of color; and with  
2 disabled persons; and with various socioeconomic groups, including low income. At least  
3 25 of the 50 clock hours of direct involvement shall be with representatives of one or  
4 more of the designated ethnic minority groups. That part of the required 50 clock hours  
5 of direct involvement which is with pupils may be accommodated as a part of prestudent  
6 teaching ~~and~~, student teaching and other clinical experience requirements.

7 **SECTION 17.** PI 4.12 (title), (intro.), (6) and (7) are amended to read:

8 **PI 4.12 EARLY CHILDHOOD LEVEL EDUCATION: SPECIFIC RULES.** All professional  
9 education programs leading to ~~certification in early childhood~~ licensure to teach nursery  
10 school and kindergarten ~~education~~ shall meet the following standards:

11 (6) The program shall require study and experiences designed to develop skills in  
12 working with other personnel in the early childhood ~~and kindergarten education level~~ program  
13 and skills in promoting family and community involvement in the early childhood ~~and~~  
14 ~~kindergarten education level~~ program.

15 (7) The program shall require study of the administration and organization of early  
16 childhood ~~education level~~ programs; program and staff development, supervision, and  
17 evaluation; financial management; accreditation and licensing; relationships with parents,  
18 advisory groups and community agencies; and the use of community resources. Compliance  
19 with this subsection is not required for ~~certification~~ licensure as a kindergarten teacher.

20 **SECTION 18.** PI 4.13 (title), (intro.) and (1) are amended to read:

21 **PI 4.13 ELEMENTARY LEVEL EDUCATION: SPECIFIC RULES.** All professional  
22 education programs leading to ~~certification in elementary education~~ licensure to teach grades 1  
23 through 6 shall meet the following standards:

24 (1) The program shall require completion of a ~~certification minor or other minor of at~~  
25 ~~least 22 semester credits~~ approved by the state superintendent.

26 **SECTION 19.** PI 4.135, 4.14 and 4.15 are created to read:

1           **PI 4.135 ELEMENTARY/MIDDLE LEVEL EDUCATION: SPECIFIC RULES.** All

2 professional education programs leading to licensure to teach grades 1 through 9 shall  
3 meet the following standards:

4           (1) The program shall require completion of a minor approved by the state superinten-  
5 dent.

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

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

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

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

22           (6) The program shall require study of educational research and practice related  
23 to elementary and middle level curriculum development, implementation, and evaluation  
24 in art; child and young adolescent literature; environmental education; health education;  
25 guidance; language arts, including reading, writing, speaking, and listening; mathematics;  
26 music; physical education; science; and social studies.

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

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

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

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

13           PI 4.14 MIDDLE LEVEL EDUCATION: SPECIFIC RULES. All professional education  
14 programs leading to licensure to teach grades 5 through 9 shall meet the following  
15 standards:

16           (1) The program shall require completion of 2 minors approved by the state super-  
17 intendent.

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

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

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

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

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

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

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

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

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

19           **PI 4.15 MIDDLE/SECONDARY LEVEL EDUCATION: SPECIFIC RULES.** All professional  
20 education programs leading to licensure to teach grades 6 through 12 shall meet the  
21 following standards:

22           (1) The program shall require completion of a major approved by the state superin-  
23 tendent.

24           (2) The program shall require study of the principles and theories of young adoles-  
25 cent and adolescent psychology, including cognitive, emotional, physiological, psycho-  
26 logical, and social development and their relationship to learning.

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

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

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

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

10          (7) The program shall require study of program, curriculum, and instructional  
11 approaches which contribute to the preparation of pupils for work, including career explor-  
12 ation and planning; practical application of the basic skills; employability skills and  
13 attitudes; knowledge of economics and American economic institutions, including business  
14 operations, agriculture, and labor; entrepreneurship; and the development of specific occupa-  
15 tional skills.

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

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

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

24           **SECTION 20.** PI 4.16 (title) and (intro.) are amended to read:

25           **PI 4.16 SECONDARY LEVEL EDUCATION: SPECIFIC RULES.** All professional  
26 education programs leading to ~~certification in secondary education~~ licensure to teach  
27 grades 9 through 12 shall meet the following standards:

1           **SECTION 20c.** PI 4.16 (1) to (7) are renumbered PI 4.16 (2) to (8).

2           **SECTION 20e.** PI 4.16 (1) is created to read:

3           PI 4.16 (1) The program shall require completion of a major approved by the state  
4 superintendent.

5           **SECTION 21.** PI 4.20 (1) to (3) are amended to read:

6           PI 4.20 (1) The program shall require study and experiences to develop the ability to  
7 instruct ~~students~~ pupils both in English and in the language of the target ~~student~~ pupil  
8 population with fluency and accuracy and with good pronunciation and intonation.

9           (2) The program shall require study for elementary ~~education~~ and elementary/middle  
10 level bilingual and bicultural students to develop the ability to instruct ~~students~~ pupils  
11 both in English and in the language of the target ~~student~~ pupil population in all basic  
12 subject matter content.

13           (3) The program shall require study for middle, middle/secondary, and secondary  
14 ~~education~~ level bilingual and bicultural students to develop the ability to instruct ~~students~~  
15 pupils both in English and in the language of the target ~~student~~ pupil population in the  
16 teacher's field or fields of specialization.

17           **SECTION 22.** PI 4.22 is repealed and recreated to read:

18           PI 4.22 COMPUTER SCIENCE. A professional education program leading to licensure  
19 in computer science shall meet the following standards:

20           (1) The program shall require the study of problem solving techniques including  
21 the following:

22           (a) Structured system analysis, design, implementation, and evaluation.

23           (b) Structured algorithm design, coding, documentation, and testing.

24           (c) At least 2 high level languages, one of which shall be block structured.

25           (d) Data structures and their application, including arrays, linked lists, searching,  
26 sorting, stacks, queues, and binary trees.

1 (e) Emerging alternate tools such as non-procedural or application languages,  
2 expert systems, natural language processing, and artificial intelligence.

3 (2) The program shall require the study of computer organization and system soft-  
4 ware, including the following:

5 (a) Digital logic, internal representation of information, fundamental computer  
6 architecture, machine instructions, and assembly language.

7 (b) Experience with a variety of operating environments, such as single-user, multi-  
8 user, and multi-task.

9 (c) Experience with techniques of data-flow and exchange.

10 (3) The program shall require study of the effects and applications of computers  
11 and computing in all areas of society and especially in industry, commerce, and business;  
12 ethics; school instruction; and leisure.

13 **SECTION 23.** PI 4.24 is renumbered PI 4.535; and PI 4.535 (title), (intro.), (1), (2),  
14 (4), (5) to (7), and (9) to (11), as renumbered, are amended to read:

15 **PI 4.535 THEATER.** A professional education program leading to certification  
16 licensure in drama theater shall meet the following standards:

17 (1) The program shall require study of ~~theatre~~ theater as a social and aesthetic  
18 experience and as a reflection of culture including a broad view of the history of ~~theatre~~  
19 theater and acquaintance with representative plays of the past and present.

20 (2) The program shall require study and experiences needed to direct a theatrical  
21 production ~~with artistic integrity~~, including play selection and analysis, artistic integrity,  
22 auditions and casting, conducting rehearsals and performances, and all other elements of  
23 direction.

24 (4) The program shall require study and experiences to develop technical ~~and design~~  
25 skills needed in theatrical productions, including effective planning and safety practices  
26 and execution of scenery, lights, makeup, sound, properties, costumes, and special effects.



1 (5) The program shall require study and experiences to develop the ability to evaluate  
2 productions or activities, ~~to modify goals and objectives, and to develop appreciation of~~  
3 ~~theatre in school and community audiences.~~

4 (6) The program shall require study of the personal, aesthetic, and utilitarian  
5 functions of theatre theater and drama in the school at all grade levels and community  
6 settings for persons of all ages.

7 (7) The program shall require study and experiences designed to ~~promote~~ develop  
8 the skills needed to provide environments conducive to the development of creativity in  
9 the individual, as well as a knowledge of the pupil's potential for creative achievement at  
10 different age and grade levels.

11 (9) The program shall require study and experiences designed to develop the skills  
12 needed to serve as a resource person ~~in the development of facilities, the preparation of~~  
13 ~~classroom~~ regarding projects, ~~assembly~~ programs, or activities in which elements of theatre  
14 theater and drama are found.

15 (10) The program shall require study of the nature and ~~experiences to develop the~~  
16 ~~skills needed to assist in the~~ organization of a comprehensive arts program, including  
17 ~~experiences in theatre~~ theater, music, film, literature, visual arts, and dance.

18 (11) The program shall require study and experiences to develop the skills knowledge  
19 needed to disseminate accurate information ~~for career expectations, and the skills for as~~  
20 a resource person for pupils seeking educational and vocational counseling in theatre theater  
21 arts and allied fields.

22 **SECTION 24.** PI 4.27 is repealed and recreated to read:

23 **PI 4.27 ENGLISH.** A professional education program leading to licensure in English  
24 shall meet the following standards:

25 (1) The program shall require study of language, including the following:

26 (a) The interrelatedness of the language arts, recognizing the complementary  
27 features of listening, reading, responding to and creating media, speaking, and writing.

1           (b) Various personal, social, and communicative purposes of language, including  
2 attention to social and regional language variations.

3           (c) The processes whereby individuals acquire, understand, and use language.

4           (d) The structure and history of the English language, including traditional and  
5 modern grammars.

6           (e) A variety of effective instructional strategies to integrate the forms and func-  
7 tions of language study, converting concepts to pupil experiences and activities.

8           (2) The program shall require study of literature, including the following:

9           (a) A representative body of American, English, and world literature, both classic  
10 and contemporary, including non-Western literature, young adult literature, and the litera-  
11 ture of minority groups of the United States.

12           (b) Representative works of one or more major writers, including Shakespeare.

13           (c) Literary genres, including forms of fiction, nonfiction, drama, and poetry.

14           (d) Approaches to analyzing, interpreting, evaluating, and appreciating literary  
15 works, reflecting considerations of the reader and the text.

16           (e) Techniques for responding orally, in writing, and through media to various  
17 forms of literature.

18           (3) The program shall require modeling and study of and practice in written and  
19 oral communication, including the following:

20           (a) Writing as a process, including prewriting, drafting, revision, editing, and  
21 publishing.

22           (b) Writing and speaking for a variety of purposes, including expressive, imagina-  
23 tive, informational, formulaic, and persuasive; and writing and speaking for a variety of  
24 audiences.

25           (c) Various approaches to evaluating writing, such as analytical, holistic, and primary  
26 trait scoring, peer evaluation, and conferencing.

1 (d) Historic and recent rhetorical theories regarding aims and modes of written  
2 and oral discourse, cultural and situational, and considerations of audience.

3 (e) Concepts and skills associated with effective listening.

4 **SECTION 25. PI 4.30 is repealed and recreated to read:**

5 **PI 4.30 FOREIGN LANGUAGES.** A professional education program leading to licensure  
6 in a foreign language shall meet the following standards:

7 (1) The program shall require study designed to develop skill in the use of the  
8 target language, including:

9 (a) Understanding the target language as spoken by an educated native speaker at  
10 a normal conversational tempo.

11 (b) Speaking the target language with fluency and with sufficient command of  
12 vocabulary, phonology, and syntax to carry on conversations with native speakers.

13 (c) Reading the target language with ease and comprehension.

14 (d) Writing the target language at a level that is comprehensible to native speakers.

15 (2) The program shall require study designed to develop skill in language analysis  
16 including:

17 (a) Analyzing the phonology, morphology, and syntax of the target language and  
18 clarifying the differences and similarities between the target language and English.

19 (b) Using knowledge derived from applied linguistics in studying the target language.

20 (3) The program shall require study designed to provide knowledge of the target  
21 culture including:

22 (a) Classifying the principal ways in which the target culture resembles and differs  
23 from that of the United States.

24 (b) Understanding geography, history, and social customs and their roles in the  
25 contemporary civilization of the target culture.

26 (c) Developing an appreciation of the literature, art, and music of the target culture.

1           (4) The program shall require study designed to provide for the development of  
2 instructional strategies necessary to teach the target language and culture, including:

3           (a) Conducting classroom activities exclusively in the target language.

4           (b) Devising drills and exercises that develop pupil control of the phonology and  
5 structure of the target language.

6           (c) Planning activities that help pupils to understand, converse, read, and write in  
7 the target language.

8           (d) Planning experiences that develop an awareness and appreciation of the litera-  
9 ture, art, and music of the target culture.

10          (e) Developing activities to teach the geography, history, and contemporary ways  
11 of life of the target culture.

12          (5) The program shall require a measurement of oral proficiency in the target  
13 language.

14          (6) The program shall require one of the following:

15          (a) Participation in a foreign language immersion program approved by the department.

16          (b) Participation in an experimental program approved by the department.

17          (c) A period of residence in a country in which the foreign language is spoken.

18          (7) The program for classical languages shall follow the standards in subs. (1) to  
19 (4), except that less emphasis shall be placed on spoken language; more emphasis shall be  
20 placed on mastering the sounds, structures, and vocabulary of the language to foster its  
21 study and use in reading about and understanding the classical heritage. Programs relating  
22 to classical language are not required to meet the standards in subs. (5) and (6).

23          **SECTION 26.** PI 4.32 (5) and (6) are amended to read:

24          PI 4.32 (5) The program shall require study to develop teaching competence in plan-  
25 ning, promoting, and implementing a school health instruction program at the elementary,  
26 middle, and secondary level levels, including learning experiences in needs assessment;

1 program evaluation; curriculum development and coordination; resource identification and  
2 assessment; public relations; and the development of cooperative relationships with private  
3 business and with voluntary and community health agencies.

4 (6) The program shall require the study of health promotion programs in the work-  
5 place and their potential impact on the health promotion and health education programs in  
6 elementary, middle, and secondary schools.

7 **SECTION 27.** PI 4.34 (1) is amended to read:

8 PI 4.34 (1) The program shall require study of the standards, concepts, principles,  
9 and ethics of the library media profession, their application to elementary, middle, and  
10 secondary education, and the role of professional library media organizations.

11 **SECTION 28.** PI 4.36 is repealed and recreated to read:

12 **PI 4.36 MATHEMATICS.** A professional education program leading to licensure in  
13 mathematics shall meet the following standards:

14 (1) The program shall require study designed to develop the mathematical knowledge  
15 and competence necessary to teach arithmetic, algebra, geometry, statistics, and advanced  
16 mathematics.

17 (2) The program shall require study designed to develop the knowledge and compe-  
18 tence to teach the application and use of mathematics to solve a variety of problems,  
19 including the construction and analysis of algorithms, the use of calculators and com-  
20 puters, mathematical modeling, application of mathematical principles to other disciplines,  
21 and the use of a variety of problem solving strategies.

22 (3) The program shall require study designed to develop understanding of the  
23 philosophical, logical, historical, and intellectual nature of mathematics.

24 (4) The program shall require study designed to develop understanding of mathe-  
25 matical concepts at different levels of abstraction, including:

26 (a) The relationship of advanced mathematics to elementary mathematics.

1           (b) The ability to select and use concrete examples or manipulative materials, or  
2 both, to illustrate mathematical concepts.

3           (5) The program shall require study of the mathematics curriculum, including a  
4 background for curriculum planning and revision, the content and history of contemporary  
5 school mathematics curricula, and current issues in curriculum revision.

6           **SECTION 29.** PI 4.40 (3) (a) is amended to read:

7           PI 4.40 (3)(a) A technical knowledge of and ability to perform on a variety of wood-  
8 wind, brass, string, and percussion instruments sufficiently well to teach elementary,  
9 middle, and secondary school students level pupils effectively.

10          **SECTION 30.** PI 4.53 is repealed and recreated to read:

11          **PI 4.53 SPEECH COMMUNICATION.** A professional education program leading to  
12 licensure in speech communication shall meet the following standards:

13           (1) The program shall require study of classical and modern theories of rhetoric.

14           (2) The program shall require study of contemporary theories of communication  
15 which illumine the importance of purpose, source, setting, audience, subject, and media in  
16 the communication process.

17           (3) The program shall require study of the major purposes of communication; for  
18 example, expressing feeling, ritualizing, imagining, informing, and controlling.

19           (4) The program shall require the study of linguistic, paralinguistic, and nonverbal  
20 communication codes.

21           (5) The program shall require study of interpersonal communication, including  
22 such topics as self-disclosure, self-concept, relationship development, and role-taking.

23           (6) The program shall require study of group communication, including such topics  
24 as task roles, social roles, group structure, and group dynamics.

25           (7) The program shall require study of public communication, including invention,  
26 organization, style, and delivery.

1           (8) The program shall require study of mass communication, including such topics  
2 as the nature, effects, and potentialities of the various media.

3           (9) The program shall require study of communication criticism, including its  
4 purposes, theories, and styles.

5           (10) The program shall require study of listening, such as recognizing purposes,  
6 discriminating, assigning meaning, evaluating, and responding.

7           (11) The program shall require study of the ethical use of communication, including  
8 rights and responsibilities of expression in a democratic society.

9           (12) The program shall require study and experience with the development, manage-  
10 ment, and evaluation of cocurricular activities, including the directing of pupil experiences  
11 in debate or forensics.

12           **SECTION 31.** PI 4.54 (1) and (3) are amended to read:

13           PI 4.54 (1) The program shall require study of the philosophies, principles, trends,  
14 issues, and methods of vocational education ~~in~~ at the elementary, middle, and secondary  
15 schools levels.

16           (3) The program shall require study of the relationship of vocational education to  
17 the entire program of elementary, middle, and secondary level education; postsecondary  
18 education; and various professional fields.

19           **SECTION 32.** PI 4.67 is amended to read:

20           PI 4.67 APPLICABILITY. Sections PI 4.68 through 4.78 contain the specific program  
21 approval standards for professional education programs which require study at the post-  
22 baccalaureate degree level. Each program shall also meet the requirements of ss. PI 4.07,  
23 4.10 and 4.11. ~~Chapter PI 3 contains; and the specific certification~~ requirements for each  
24 type of ~~certification~~ license in ch. PI 3.

1           **SECTION 33.** PI 4.69 (1) and (2) are amended to read:

2           PI 4.69 (1) The program shall require study of the general principles of organizing,  
3 operating, financing, and administering schools at the elementary, middle, and secondary  
4 level schools levels.

5           (2) The program shall require study of the principles of supervision of instruction  
6 in at the elementary, middle, and secondary schools levels.

7           **SECTION 34.** PI 4.70 (1) is amended to read:

8           PI 4.70 (1) The program shall require study of elementary, middle, and secondary  
9 school level curriculum and instructional development, and shall provide opportunities to  
10 apply the concepts learned to develop the ability to:

11           **SECTION 35.** PI 4.71 (1) is amended to read:

12           PI 4.71 (1) The program shall require study of the organization, administration, and  
13 operation of public ~~elementary and secondary~~ schools in Wisconsin, including curriculum  
14 development, instructional methods and related laws.

15           **SECTION 36.** PI 4.72 (12) is amended to read:

16           PI 4.72 (12) The program shall require a university or college supervised practicum  
17 of a minimum of 288 clock hours working directly in schools at the elementary, middle, or  
18 secondary schools level.

19           **SECTION 37.** PI 4.73 (2) and (9) are amended to read:

20           PI 4.73 (2) The program shall require study of the school nurse's role and the contri-  
21 butions that nursing services make to the mission of elementary, middle, and secondary  
22 level education.

23           (9) The program shall require a university or college supervised practicum of a  
24 minimum of 288 clock hours working directly in schools at the elementary, middle, or  
25 secondary schools level.

26           **SECTION 38.** PI 4.74 (7) and (8) are amended to read:



1           PI 4.74 (7) The program shall require a practicum, under the supervision of a college  
2 or university supervisor, of a minimum of 600 clock hours in school related campus agencies,  
3 community, and school based programs which serve both normal and exceptional pupils  
4 who are referred for psychological services. The majority of the practicum shall be working  
5 directly in schools at the elementary and, middle, or secondary level schools under the  
6 supervision of a college or university supervisor and a cooperating school psychologist.

7           (8) The program shall provide the opportunity for a university or college supervised  
8 graduate internship of a minimum of 1200 clock hours during which the intern shall perform  
9 a wide range of duties, including assessment, consultation, intervention, research, and  
10 program evaluation under the supervision of a college or university supervisor and coopera-  
11 ting school psychologist. At least half of the internship shall be working directly in  
12 schools at the elementary and, middle, or secondary schools level with regular and special  
13 education pupils under the supervision of a licensed cooperating school psychologist. The  
14 internship experience in school psychology shall occur on a full-time basis over a period of  
15 one academic year or on a half-time basis over a period of 2 consecutive academic years.

16           **SECTION 39.** PI 4.75 (10) is amended to read:

17           PI 4.75 (10) The program shall require a university or college supervised practicum  
18 of a minimum of 1000 clock hours working directly with children and youth; at least 250  
19 clock hours shall be working directly in schools at the elementary and, middle, or secondary  
20 level schools.

21           **SECTION 40.** PI 4.76 and 4.77 are repealed and recreated to read:

22           **PI 4.76 READING SPECIALIST.** A professional education program leading to licensure  
23 as a reading specialist shall meet the following standards:

24           (1) The program shall require study and experiences in designing, developing, imple-  
25 menting, and evaluating kindergarten through grade 12 developmental, remedial, content  
26 area, and enrichment reading programs as they interrelate with other language arts instruc-  
27 tion and other curricular areas at the school and district levels.

1           (2) The program shall require study and experiences in providing leadership and  
2 direction at the school and district levels and experiences in working cooperatively with  
3 teachers, administrators, pupils, and parents in order to design, implement, coordinate,  
4 and evaluate a comprehensive kindergarten through grade 12 reading program.

5           (3) The program shall require study and experiences with the knowledge of research  
6 and practices in the reading and language arts, as follows:

7           (a) Interpreting, translating, and disseminating research.

8           (b) Modeling teaching and assessing procedures suggested by the research.

9           (c) Conducting classroom research.

10          (4) The program shall require study and experiences in working collaboratively  
11 with content area teachers to strengthen reading to learn in the content areas.

12          (5) The program shall require study and experiences in planning and implementing  
13 activities designed to build community support for school reading programs and to increase  
14 awareness of the relationship between home and school in developing successful, lifelong  
15 reading habits in children and adolescents.

16          (6) The program shall require study and experiences in planning, conducting, and  
17 evaluating staff development programs in the reading and language arts.

18          (7) The program shall require a field experience in a variety of tasks included in  
19 subs. (1) to (6).

20          PI 4.77 READING TEACHER. A professional education program leading to licensure  
21 as a reading teacher shall meet the following standards:

22          (1) The program shall require study of the English language and how children develop  
23 language from childhood through adolescence, and how such development relates to the  
24 acquisition of reading ability, including the following:

25          (a) Understanding of children's growth in language as a developmental process  
26 from infancy through adolescence.

1           (b) Understanding of how speaking, listening, writing, and reading are interrelated.

2           (c) Understanding of the influence of environmental contexts on different uses of  
3 language.

4           (2) The program shall require study in the design, development, implementation,  
5 and evaluation of kindergarten through grade 12 developmental, remedial, content area,  
6 and enrichment reading programs and their interrelationships with other language arts  
7 instruction and other curricular areas.

8           (3) The program shall require study of reading comprehension and instructional  
9 strategies designed to guide pupils' development as self-monitoring readers, including the  
10 following:

11           (a) Understanding of comprehension processes.

12           (b) Understanding of methods of teaching comprehension strategies.

13           (c) Understanding of the interrelatedness of word analysis skills and comprehension.

14           (d) Understanding of the interrelatedness of vocabulary development and compre-  
15 hension.

16           (4) The program shall require study and experiences in assessing, selecting, admini-  
17 stering, and interpreting reading assessments in order to develop, implement, and commun-  
18 icate appropriate instructional plans to classroom teachers and parents, including the  
19 following:

20           (a) Understanding of formal and informal assessments.

21           (b) Understanding of current perspectives, terminology, diagnostic procedures,  
22 and instructional approaches in reading and language arts, psychology, special education,  
23 and exceptional education.

24           (c) Communicating appropriate strategies and techniques for individual pupils to  
25 parents and classroom teachers.

1           (5) The program shall require study and experiences in prescribing instructional  
2 programs and activities for individual pupils and small and large groups, using time,  
3 materials, strategies, learning styles, developmental levels, and interests appropriate to  
4 pupils' needs. These activities shall be based upon the analysis and interpretation of  
5 diagnostic data.

6           (6) The program shall require study and experiences in teacher-directed and learner-  
7 directed strategies which guide the interaction between pupils and their textual materials  
8 in content area studies and in other functional reading contexts.

9           (7) The program shall require study and experiences in using children's literature,  
10 literature for young adults, and standard and classic works to teach reading, including the  
11 following:

12           (a) Instructional practices that encourage wide reading.

13           (b) Use of materials that are appropriate to the varied interests and reading levels  
14 of pupils.

15           (c) Instructional strategies that guide pupils toward enjoyment, aesthetic apprecia-  
16 tion, and critical understanding of an author's message.

17           (d) Use of literature to teach reading.

18           (8) The program shall require a supervised practicum in assessing and teaching  
19 reading, including experiences as follows:

20           (a) One-to-one, small group, and large group contexts.

21           (b) Elementary, middle, and secondary level pupils with a variety of abilities.

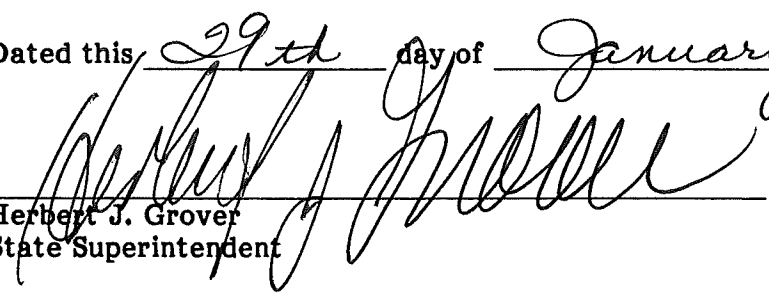
22           **SECTION 41. TERMINOLOGY CHANGES.**

23           (1) Wherever the term "certification" appears in the following sections of ch. PI 4,  
24 it shall be replaced by the term "licensure": PI 4.01 (1), (3), (9), (10) and (13), PI 4.02 (2),  
25 (3) (a), (b) 1 and (c), and (4) (a) and (b); PI 4.03 (5); PI 4.06 (5) (c) and (6) (intro.), (c) (intro.)  
26 and (f); PI 4.07; and the introductions to PI 4.08, 4.09, 4.11, 4.18 to 4.21, 4.23, 4.25, 4.26  
27 to 4.29, 4.31 to 4.35, 4.37 to 4.52, 4.54 to 4.66, 4.68 to 4.75, and 4.78.

1           (2) Wherever the terms "student" or "students" appear in the following sections of  
2 ch. PI 4, they shall be replaced by the terms "pupil" or "pupils": PI 4.20 (9); PI 4.25 (3);  
3 PI 4.28 (3) (a), (b) and (d); PI 4.34 (3); PI 4.35 (3) (a) and (4) (intro.); PI 4.37 (5) (c), (f), (g)  
4 and (j); PI 4.38 (2) (a); PI 4.39 (2) (a); PI 4.40 (2) (a); PI 4.42 (2) and (6); PI 4.60 (8) (c); and  
5 PI 4.68 (7).

This rule 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 29<sup>th</sup> day of January, 1988.

  
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Herbert J. Grover  
State Superintendent

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