

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

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

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

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

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

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

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

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

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

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

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

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

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.13 and am., cr. (3) and (4), Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), (2) (c), (f) and (j), (3) (e), (f) and (i), cr. (6), Register, April, 1988, No. 388, eff. 5-1-88; am. (5) (c), Register, March, 1992, No. 435, eff. 4-1-92.

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

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

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

(2) The program shall require study in the theory and application of human relations practices including skill building activities in identifying and constructively responding to expressions or acts which devalue other persons.

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

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

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

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

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

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

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

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

(10) The institution shall have a written evaluation plan of the effectiveness of its implementation of the human relations program in the

areas of administration, program development, community input, and ongoing monitoring responsibilities.

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

Subchapter V — Professional Education Sequences

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

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

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

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

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

(5) The program shall require study and experiences in curriculum development, implementation, and evaluation based upon child development and learning theory and educational research and practice in the areas of children's literature, creative arts, environmental education, mathematics, motor development, physical and mental health, science, and social science.

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

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

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

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

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

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

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

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

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

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

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

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

(6) The program shall require study of educational research and practice related to curriculum development, implementation, and evaluation in art; children's literature; environmental education; health education; guidance; language arts including reading, writing, speaking, and listening; mathematics; music; physical education; science; and social studies.

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

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

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

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

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

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

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

(4) The program shall require study of the content of subjects taught at the elementary and middle levels, including art; child and young adolescent literature; environmental education; health education; language

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

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

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

(12) The program shall require a college or university supervised practicum of a minimum of 300 clock hours as described in PI 3.14 (3) (j). These clock hours shall be spent in direct contact with persons with communication disorders. Hours spent planning for instruction, writing reports, consulting with teachers or parents, or conducting other activities that support direct contact may not be counted in the 300 clock hours. The clock hours to be earned in a school setting shall be met through full week, full day placements or full week, half day placements or a combination of the 2.

History: Cr. Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88.

Subchapter Subchapter IX — Advanced Programs: Administrative Licensure

PI 4.80 Applicability. This subchapter contains the specific program approval standards for professional education programs leading to administrative licensure.

History: Cr. Register, November, 1990, No. 419, eff. 12-1-90.

PI 4.81 Administrative license programs: common rules. Except as specified in s. PI 4.87 (intro.), all professional education programs leading to administrative licensure under this subchapter shall meet all of the following standards:

(1) (a) Except as specified under par. (b), the program shall require undergraduate or graduate study of child psychology, early adolescent psychology, and adolescent psychology, or in human growth and development from birth to adult.

(b) A professional education program leading to licensure as a school business administrator does not have to meet the requirement under par. (a).

(2) The program shall meet the standards in s. PI 4.11 relating to human relations.

(3) (a) Except as specified under par. (b), the program shall require graduate study of all of the following:

1. Organization and operation of public schools.
2. Governance of education at the national, state and local levels.
3. Supervision of instruction.
4. Evaluation of personnel.
5. School finance and taxation.
6. School business and administration.
7. School law: general.

8. School law: employes contract administration.
9. School law: pupils and special education.
10. School and community relations.
11. Politics of education.
12. Educational leadership including participatory management, long-range strategic planning, and change agent processes.
13. Human relations.
14. Oral and written communications.

(b) A professional education program leading to licensure as a school business administrator does not have to meet the requirement under par. (a) 3.

(4) Each program shall also meet the requirements of s. PI 4.10 (3) and (4) and the specific requirements for each license in subch. XII of ch. PI 3.

History: Cr. Register, November, 1990, No. 419, eff. 12-1-90; renum. (1) and (3) to be (1) (a) and (3) (a) and am. (1) (a) and (3) (a) (intro.), cr. (1) (b) and (3) (b), Register, November, 1992, No. 443, eff. 12-1-92.

PI 4.82 Superintendent: specific standards. A professional education program leading to licensure as a superintendent shall meet all of the following standards:

(1) The program shall require completion of the requirements under s. PI 4.83 leading to licensure as a principal, if the student has not previously completed them.

(2) The program shall require graduate study of the superintendency.

(3) The program shall require graduate study of the economics of education, public finance, and taxation.

(4) The program shall require graduate study of advanced program planning and evaluation, including theory, research and practice regarding the organization and operation of public schools.

(5) The program shall require graduate study of the advanced politics of education, including local, state and national politics of educational decision-making; and the role of pressure groups in the shaping of educational policy at the local, state and national levels.

(6) The program shall require graduate study of personnel administration.

(7) The program shall require graduate study of collective bargaining.

(8) The program shall require graduate study of employee contract administration.

(9) The program shall require a practicum or graduate internship in the superintendency.

History: Cr. Register, November, 1990, No. 419, eff. 12-1-90.

PI 4.83 Principal: specific standards. All professional education programs leading to licensure as a principal shall meet all of the following standards:

(1) The program shall require graduate study of the operational tasks of the principalship.

(2) The program shall require graduate study of the instructional leadership of the principalship.

(3) The program shall require graduate study of the coordination of special school programs, including organization structure, program planning, policy formation and curriculum development.

(4) The program shall require graduate study of curriculum development, at the elementary/middle level for the elementary/middle level principal license or at the middle/secondary level for the middle/secondary principal license.

(5) The program shall require a practicum or graduate internship in the principalship.

History: Cr. Register, November, 1990, No. 419, eff. 12-1-90; am. (3), Register, November, 1992, No. 443, eff. 12-1-92.

PI 4.84 Director of instruction: specific standards. A professional education program leading to licensure as a director of instruction shall meet all of the following standards:

(1) The program shall require graduate study of the coordination of special school programs, including organization structure, program planning, policy formation and curriculum development.

(2) The program shall require graduate study of advanced program planning.

(3) The program shall require graduate study of advanced program evaluation.

(4) The program shall require graduate study of tests and measurements, including norm-referenced and teacher-constructed testing.

(5) The program shall require graduate study of elementary level curriculum development.

(6) The program shall require graduate study of middle level curriculum development.

(7) The program shall require graduate study of secondary level curriculum development.

(8) The program shall require a practicum or graduate internship in the director of instruction.

History: Cr. Register, November, 1990, No. 419, eff. 12-1-90; am. (1), Register, November, 1992, No. 443, eff. 12-1-92.

PI 4.85 Director of special education and pupil services: specific standards. A professional education program leading to licensure as a director of special education and pupil services shall meet all of the following standards:

(1) The program shall require graduate study of the administration and supervision of special education programs, including the theoretical and practical aspects of special education administration, supervision, financing and staffing.

(2) The program shall require graduate study of the administration and supervision of pupil service programs, including the theoretical and practical aspects of pupil services administration, supervision, financing and staffing.

(3) The program shall require graduate study of school law, as it relates to health, family, social services, juvenile justice and the children's code under ch. 48, Stats.

(4) The program shall require graduate study of tests and measurements, including norm-referenced and teacher constructed testing.

(5) The program shall require a practicum or graduate internship in the director of special education and pupil services.

History: Cr. Register, November, 1990, No. 419, eff. 12-1-90.

PI 4.86 School business administrator: specific standards. A professional education program leading to licensure as a school business administrator shall meet all of the following standards:

(1) The program shall require graduate study of accounting.

(2) The program shall require graduate study of data management and processing.

(3) The program shall require graduate study of risk management.

(4) The program shall require graduate study of school facilities.

(5) The program shall require graduate study of collective bargaining, contract administration or support services.

(6) The program shall require a practicum or graduate internship in school business administration.

History: Cr. Register, November, 1990, No. 419, eff. 12-1-90.

PI 4.87 Instructional library media supervisor. A professional education program under this section is not required to meet the common rules under s. PI 4.81. A professional education program leading to licensure as an instructional library media supervisor shall meet the standards in s. PI 4.68 and the following standards:

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

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

(3) The program shall require study of the general principles of school personnel management.

(4) The program shall require study of the principles of administering and supervising the library media program at the district level to develop the ability to:

(a) Evaluate and plan program and services.

(b) Manage personnel and financial resources.

(c) Analyze current trends in providing library media services.

(d) Apply research methodologies.

(e) Apply networking, automation, and advanced communication technologies.

(f) Apply appropriate laws and regulations.

History: Cr. Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), (1) and (2), Register, April, 1988, No. 388, eff. 6-1-88; reprinted to correct error in (1) and (2), Register, February, 1989, No. 398; renum. from PI 4.69 and am. (intro.), Register, November, 1990, No. 419, eff. 12-1-90.