

DEPARTMENT OF PUBLIC INSTRUCTION

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1) Foundations of bilingual/bicultural education including rationale, history, and survey of existing models.

2) Theory and methodology of teaching the bilingual child in all basic content areas (elementary school level) or in the teacher's field(s) of specialization (secondary school level) in both English and in the target language.

3) A student teaching experience in bilingual/bicultural education.

c. A minimum of 3 semester credits in language study which develop knowledge relating to phonology, morphology, and syntax in the target language as these elements contrast with English. This course work is required for elementary bilingual/bicultural certification and secondary English bilingual/bicultural certification.

(15) ADMINISTRATIVE ASSISTANTS. This classification shall apply to central office professional positions not described elsewhere in the certification standards and which positions do not normally involve direct contact with pupils.

(a) To secure a license as an administrative assistant a person must hold a bachelor's or master's degree with a major appropriate to the professional responsibilities for which employed. The period of licensure shall be 3 years with renewal contingent upon continued agreement between employment and degree preparation

(16) VALIDITY OF LIFE CERTIFICATES. All life certificates obtained under PI 3.20 (1), (2), (3), (4) and (5) will be valid only so long as the holder remains actively employed in a public school professional position for which his license entitles him to employment. The credential shall become invalid if for 5 or more consecutive years the holder is not actively employed in a position in public education requiring the holding of a valid Wisconsin license. Such nullified credential may be renewed under regulations in force at the time of the application for renewal.

History: 1-2-56; am. (2) and (3); cr. (5) and (6), Register, November, 1958, No. 35, eff. 12-1-58; cr. (7), Register, April, 1959, No. 40, eff. 5-1-59; am. (1) (a), (2) (f), (3) (i), (6) (a), (6) (b), (6) (c), (6) (d) 2; cr. (6) (d) 6; (8) and (9), Register, September, 1960, No. 57, eff. 10-1-60; cr. (2) (g); (3) (j); am. (6) (a); (7); Register, June, 1962, No. 78, eff. 7-1-62; am. (6) (a); am. (6) (d) 2; am. (8) (a) 1; am. (8) (b) 1; renum. (9) to be (11); cr. (9) and (10), Register, August, 1964, No. 104, eff. 9-1-64; r. cr. (2) and (3); rn. (4) (5), (6), (7), (8), (9), (10) and (11) to be (5), (6), (7), (8), (11), (12), (13) and (14); cr. (4), (9) and (10), Register, September, 1966, No. 129, eff. 10-1-66; r. and recr. (11), Register, January, 1968, No. 145, eff. 2-1-68; renum. (14) to be (15); cr. (14), Register, April, 1969, No. 160, eff. 5-1-69; r. and recr. (1), Register, May, 1969, No. 161, eff. 6-1-69; r. (5); rn. (6), (7), (8), (9), (10), (11), (12), (13), (14), (15) to be (5), (6), (7), (8), (9), (10), (12), (13), (14), Register, November, 1970, No. 179, eff. 12-1-70; r. and recr. (6) (d) 4, (7) intro. par., (a) intro. Par., 1 to 4, 5, a., b., 6; cr (7) (a) 5. c., Register, October, 1971, No. 190, eff. 11-1-71; renum. (2) through (14) to be (3) through (15), cr. (2), Register, September, 1974, No. 225, eff. 10-1-74; r. and recr. (1), Register, December, 1975, No. 140, eff. 1-1-76; r. (8) (a) 4, Register, May, 1976, No. 245, eff. 6-1-76; cr. (7) (d) 7, r. (8) (b) 4, Register, February, 1977, No. 254, 3-1-77; r. (3) to (5), cr. (3) and (4), Register, February, 1978, No. 266, eff. 7-1-80; renum. (14) and (15) to be (15) and (16) and cr. (14), Register, February, 1978, No. 266, eff. 7-1-78; r. and recr. (13), Register, February, 1978, No. 266, eff. 3-1-78..

PI 3.21 Cooperating teachers. Effective July 1, 1977, cooperating teachers* utilized by colleges and universities in Wisconsin must meet the following criteria:

(1) A regular Wisconsin license (or its equivalent) for the teaching assignment.

(2) Two years of teaching experience with at least one year of experience in the school system of current employment.

(3) Completion of a course or seminar in supervision of student teachers/interns or successful service as a cooperating teacher. (Successful service as a cooperating teacher shall be determined by the recommendations of an immediate supervisor, a college supervisor, and a former student teacher/intern who have worked with the teacher in a student teaching/intern situation.)

Note: Cooperating teachers are teachers in private and public nursery, elementary, and secondary schools who supervise student teachers/interns.

History: Cr. Register, December, 1975, No. 240, eff. 1-1-76.

request by the administrator of schools of the participating district must be filed as a condition for the issuance of such license.

History: 1-2-56; am. intro. par., and (1), Register, November, 1958, No. 35, eff. 12-1-58; am. intro. par; (2), (2) (d); cr. (2) (g), Register, September, 1960, No. 57, eff. 10-1-60; am. (1), Register, June, 1962, No. 78, eff. 7-1-62; am. intro. par. by renum. references from PI 3.03 (1), (2), (3), (4), (5) to be PI 3.03 (2), (3), (4), (5), (6), Register, February, 1972, No. 194, eff. 3-1-72.

PI 3.02 Special licenses. (1) A special license is an instrument, limited in time to one year or fraction thereof and to one specific job, to permit the employment of a legally qualified teacher who does not meet the legal qualifications for the teaching position he is asked to handle. Such license shall expire as of June 30 of the school year of issue or earlier.

(2) No special license will be renewed unless at least 6 semester hours of college work are taken between the date of issuance and the date of renewal. Such work must be directed toward the deficiency or deficiencies.

(3) The district administrator of the school must request such license in writing and must explain and justify the need.

(4) The state superintendent may, at his discretion, issue a teaching credential to an eminent scholar or scientist upon the recommendation and at the request of a school administrator who will attest that he wishes said person to be employed in his school system. A renewal credential may be granted upon request with affirmation of successful teaching. Eminence to be determined through the applicant's peers.

History: 1-2-56; cr. (4), Register, September, 1960, No. 57, eff. 10-1-60; am. (3), Register, August, 1977, No. 260, eff. 9-1-77.

PI 3.03 Licenses. A license is a 1, 2 or 3 year instrument which indicates that the holder is fully qualified to teach the subjects or at the grade levels endorsed on the license. Licenses are given to persons who are recommended by the proper college authorities and who have completed a program approved by the state superintendent of public instruction. The state superintendent shall conduct an on-site review at all institutions that prepare professional school personnel at least once each fifth year for the purpose of approving programs leading to the licensure of such school personnel. Approved programs must meet the minimum requirements set by the state superintendent but they may go beyond these minimums as determined by each teacher preparation institution and as approved by the state superintendent. A teacher under the rules and regulations of the state department is a person whose work includes the exercise of any educational function for compensation, in any of the public schools, in instructing pupils, or in administering, directing or supervising any educational activity.

(1) **HUMAN RELATIONS.** (a) Preparation in human relations, including intergroup relations, shall be included in programs leading to initial certification in education. Institutions of higher education shall provide evidence that preparation in human relations, including intergroup relations, is an integral part of programs leading to initial certification in education and that members of various racial, cultural, and economic groups have participated in the development of such programs.

(b) Such preparations shall include the following experiences:

1. Development of attitudes, skills, and techniques so that knowledge of human relations, including inter-group relations, can be translated into learning experiences for students.

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

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

4. Structured experiences in which educators have opportunities to examine their own attitudes and feelings about issues of racism, prejudice, and discrimination.

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

6. Experiences in evaluating the ways in which racism, prejudice, and discrimination can be reflected in instructional materials.

(c) Programs of implementation and evaluation shall be submitted to the department of public instruction for approval.

(2) **READING.** (a) Beginning July 1, 1975, to be certified to teach in Wisconsin, all prospective elementary and middle school teachers must satisfactorily complete at least one discrete course in the teaching of reading. The course shall include information about the nature of the reading process and how to teach reading at the classroom level and shall focus upon the objectives, approaches, instructional materials, and practices and evaluation procedures involved in the teaching of reading in the elementary grades.

(b) Beginning July 1, 1977, to be certified to teach in Wisconsin, all prospective secondary teachers must satisfactorily complete at least one discrete course in the teaching of reading. The course for secondary teachers shall be concerned with providing continued reading instruction for all students enrolled in secondary schools.

(3) **EARLY CHILDHOOD EDUCATION (N-K).** Baccalaureate degree-holding applicants shall have completed an early childhood or elementary education program approved by the state superintendent. A minimum of 26 semester credits of professional courses which shall include required course work in child growth and development, psychology of learning, methods and curriculum in early childhood education, and student teaching (minimum of 5 semester credits). Student teaching is required at each level of specification for which certification is given (nursery; kindergarten).

(4) **EARLY CHILDHOOD—EXCEPTIONAL EDUCATIONAL NEEDS.** Effective July 1, 1978, all persons employed as teachers of early childhood—exceptional educational needs must hold department of public instruction licensure.

(a) Baccalaureate degree holding applicants shall have completed an approved early childhood—exceptional educational needs program which includes a minimum of 34 semester credits of course work from each of the following areas:

1. Methods of teaching reading

teaching the mentally handicapped and survey of speech correction techniques.

4. Speech and hearing clinician. For the 3 year license, the applicant must have completed and/or possess the following:

a. A master's degree in communicative disorders (speech pathology, audiology, and language disorders) with undergraduate training includes 60 semester credit hours (at least 24 in courses taken for graduate credit) selected from the suggested content areas which follow:

b. 18 semester credits in professional education consisting of:

1) 9 semester credit hours in basic and related areas selected from such content areas as:

- *Child/adolescent development
- *Learning theory
- Statistics
- Child/adolescent psychology
- Interprofessional relationships
- Personality adjustment
- Educational psychology
- Developmental/remedial reading
- Clinical psychology
- Physiological psychology

2) 6 semester credit hours in practicum to be interpreted to include a requirement of at least 300 clock hours of supervised student practicum; of this, at least 200 clock hours must be earned in working with pre-school and school age children; of this, at least 100 clock hours must be earned in a school setting under the supervision of a Wisconsin certificated speech and hearing clinician. A minimum of 150 of the total clock hours earned must be at the graduate level.

Such practicum should include experience with a wide range of speech and language pathologies as well as auditory testing and hearing rehabilitation.

3) 3 semester credit hours in methods and procedures in school speech and hearing programs*

c. 6 semester credits in supportive content areas selected from:

- *Psychology, nature, and/or guidance of exceptional children
- Abnormal or clinical psychology
- Psychological appraisal of the physically handicapped
- Psychological testing
- Counseling/guidance
- Learning disabilities

d. 36 credits as follows:

1) 12 semester credit hours in fundamental information applicable to the normal development and use of oral communication and hearing selected from such content areas as:

- *Anatomy and physiology of speech and hearing
- *Phonetics
- *Development of speech, language, and hearing
- Speech and hearing science
- Linguistics
- Theory of hearing

Acoustics
 Psychology of speech and hearing
 Communication theory
 Social/cultural aspects of oral communication
 Language theory

2) 15 semester credit hours in diagnostic and evaluative techniques and in clinical procedures and management beyond survey courses, including content from the following areas:

Impairments of fluency
 Impairments of voice
 Impairments of articulation
 Language disorders
 Neuromuscular impairments of speech
 Orofacial disorders

3) 9 semester credit hours in diagnostic and evaluative techniques and in auditory rehabilitation, including content from the following areas:

Auditory disorders
 Speech and language for the hearing impaired
 Hearing conservation

e. Effective date. The standards in section PI 3.20 (6) (d) 4 are effective July 1, 1975. Persons holding a valid Wisconsin speech correction certificate prior to July 1, 1975 may continue such certification under standards in force prior to July 1, 1975. Initial certification under the standards in this section is for 3 years.

5. Vision specialization. Twelve semester credits are required. Practice teaching visually handicapped children, techniques of teaching school subjects to visually handicapped and Braille reading and writing are required, and the remaining credits may be chosen from arts and crafts, introductory speech correction, speech for the visually handicapped and anatomy of the eye.

6. Emotionally disturbed. Fifteen semester hours of special work are required, of which methods of teaching the emotionally disturbed and/or the socially maladjusted, practice teaching of disturbed children, remediation of learning difficulties are required. The remaining credits may be chosen from courses in remedial reading clinic, internship with disturbed children (state superintendent to determine), nature and needs of children who are emotionally disturbed, practicum in behavior problems, child psychiatry, abnormal psychology, introduction to mental retardation, agencies serving emotionally disturbed and/or socially maladjusted children, arts and crafts, survey in occupational therapy techniques, juvenile delinquency, diagnosis and treatment of pupil adjustment difficulties, clinical studies in guidance and emotional and personality development in the elementary school.

7. Learning disabilities. a. An applicant must have satisfied all requirements in the approved teacher preparation training program at the preparing institution, as well as those listed below in order to qualify for certification to teach in Wisconsin.

1) A bachelor's degree from an accredited college or university

2) General Professional Training - an 18 semester hour professional education sequence, including:

- *child or adolescent development
- *group tests and measurements
- *practice teaching with normal children
- *curriculum planning
- methods of instruction
- history of education
- personality adjustment
- educational sociology
- fundamentals of speech
- audio-visual education
- recreation
- guidance
- kindergarten - primary methods
- educational psychology

3) General Area of Exceptional Children - 6 semester credits required:

- *psychology or nature of exceptional children
- individual mental testing
- guidance of exceptional children
- administration and supervision of special education
- health problems of the exceptional child
- home and community planning for exceptional children
- teaching of physical education for the handicapped child

4) Area of Specialization - 811 Special Learning Disabilities - *15 semester credits, including:

- introduction to special learning disabilities
- education of the child with learning disabilities
- practice teaching of the learning disabled
- language development for the exceptional child
- special educational diagnosis and evaluation - learning disabilities

*Required

(8) DRIVER EDUCATION AID. Pursuant to section 121.15 and section 20.255 (1) (v), Wis. Stats., the state superintendent of public instruction establishes a plan for the apportionment of financial aids to approved public high school programs.

(a) Aids shall be paid to public school districts for eligible students as defined in subdivision 5 below, who are residents of Wisconsin and who, during the preceding year, successfully concluded a complete driver education course. As used herein, "successfully concluded" means that the student has participated in the minimum required number of hours of instruction in accordance with subdivision 1 below.

1. Such course shall include a minimum of 30 clock hours of instruction in the classroom course program and a minimum of 6 clock hours of observation instruction and 6 clock hours of actual behind-the-wheel instruction in the on-street driving program. Multiple-vehicle driving range instruction shall be approved according to a time ratio of 2:1 (2 clock hours is equivalent to one clock hour of on-street vehicle instruction). A maximum of 4 of the minimum 6 clock hours of on-street instruction can be substituted by this instructional method. Simulation instruction shall be approved with a time ratio of 4:1 (4 clock hours is equivalent to one clock hour of on-street vehicle instruction). A maximum of 3 of the minimum 6 clock hours of onstreet vehicle instruction

can be substituted by this laboratory instructional method. A minimum of 2 clock hours must be on-the-street driving when both simulation and range laboratory instruction is given in a program.

a. During the regular school year, the classroom course shall extend over a minimum of 6 weeks for each student. During a summer school program, the classroom course shall extend over a minimum of 3 weeks for each student.

b. The on-street vehicle laboratory driving shall extend over a minimum of 3 weeks for each student with no more than 60 minutes of actual behind-the-wheel driving instruction, exclusive of observation instruction per day.

c. The interval between completion of the classroom instruction and commencement of the on-street vehicle laboratory driving instruction should not exceed one school year. If the time interval is greater, a minimum 30 clock hour course of classroom instruction is required (must repeat).

2. High schools shall have their plans for teaching driver education approved by the state department of public instruction prior to beginning the course in the regular school year or in a summer school course. The plans shall be reported in a manner and using such Driver Education Program Approval forms as may be required to ascertain that the course meets at least the minimum standards. Changes to be made in a course by the local school district which has already been approved shall be re-submitted (amended) to the department of public instruction for approval.

3. The teacher of the classroom course, simulation laboratory, multiple-vehicle range and/or on-street vehicle laboratory driving shall possess a valid Wisconsin driver education certificate issued by the department of public instruction.

5. Aid shall be paid for the following categories of students:

a. During the school year, students of high school age enrolled in a high school.

b. During a summer program, any person not over 19 years of age.

c. During a cooperative program between a public and a non-public high school in which the non-public high school offers either the classroom or laboratory phase of the total program and the public high school offers the other instructional phase of the total instructional program. The aids shall be paid to the public school district.

6. School districts applying for this aid shall report annually the number of students successfully completing the complete driver education course and such other detailed information relative to the names and qualifications of teachers and expenditures for salaries, equipment, and supplies for the course as may be required on the Annual Report of School District.

(b) Aids shall be paid for eligible students of vocational and adult schools as defined in subdivision 5 below, who are residents of Wisconsin and who during the preceding year successfully concluded a complete driver education course. As used herein, "successfully concluded" means

that the student has participated in the minimum required number of hours of instruction in accordance with paragraph 1 below.

1. Such course shall include a minimum of 30 clock hours of instruction in the classroom phase and a minimum of 6 clock hours of observation time and 6 clock hours of actual behind-the-wheel instruction in the practice driving phase. Upon application to the state director of vocational and adult education, consideration will be given to the approval of programs providing for use of a multiple-car driving range and/or instruction in a driving simulator for a portion of the practice driving instruction time. Such consideration will be based on the specific program proposed by the local district and on national recommendations such as those set forth in the national commission on safety education publication: "Policies and Practices for Driver Education, 1960 Edition."

a. During the regular school year the classroom phase shall extend over a minimum of 6 weeks for each student at no more than one regular class period per day or at no more than one two-hour meeting per week for classes taught in the evening or on Saturdays, and the practice driving phase shall extend over a minimum of 3 weeks for each student with no more than 45 minutes of actual behind-the-wheel instruction, exclusive of observation time, per day.

b. During a summer program the classroom phase shall extend over a minimum of 3 weeks for each student at no more than 2 hours per day and the practice driving phase shall extend over a minimum of 3 weeks for each student with no more than 45 minutes of actual behind-the-wheel instruction, exclusive of observation time, per day. The above requirement relative to the classroom phase of summer programs shall be effective as of the summer of 1963. Summer programs in 1962 will be approved if the classroom phase extends over a minimum of 2 weeks for each student at no more than 3 hours per day.

c. Effective July 1, 1963, if a period of more than one year and one month elapses between completion of the classroom phase and the commencement of the practice driving phase, a refresher course of classroom instruction is required. Such a course shall be in substantial accordance with a course of study to be prepared by the department of public instruction.

2. Vocational and adult education schools shall have their plans for teaching driver education approved by the state board of vocational and adult education. Such approval shall be obtained before course is begun. The plans shall be reported in a manner and using such forms as may be required to ascertain that the course meets the regulations set forth specifically in this rule, as well as adheres to other good educational procedures such as those involving length of class period, number of hours per day and per week, and number of students per teacher. Changes to be made in a course which has been approved shall be submitted to the state board of vocational and adult education for approval. Summer and evening classes may be accepted based upon similar criteria.

3. The following requirements shall apply to teachers of the practice driving phase and/or the classroom phase:

a. The teacher shall either be certified by the state board of vocational and adult education as a full-time teacher, including the required courses in education, or licensed by the state department of public instruction.

b. The teacher shall hold a current Wisconsin driver's license and have an acceptable driving record.

c. The teacher shall have earned at least 6 semester hours of approved credit in the field of driver and safety education in an accredited teacher education college. At least 3 semester hours of such credit shall be in driver education and shall include experience in teaching practice driving. Teachers have a minimum preparation of 2 semester hours' credit in basic driver education who have been teaching driver education regularly for at least one of the past 2 years and who meet the requirements in a and b above, will be approved until July 1, 1963. After this date, all teachers shall meet the 6 credit requirement.

5. Aid shall be paid for the following categories of students:

a. Any person under 18 years of age.

b. Students 18 or 19 years of age who during the school year are regularly enrolled in a high school or in a high school program in a school of vocational and adult education. Students who are 18 or 19 years of age remain eligible in the summer following their graduation from high school, if they graduated during the preceding school year.

6. Vocational and adult school districts applying for this aid shall report annually to the state board of vocational and adult education upon the number of students and such other detailed information relative to the names and qualifications of teachers and expenditures for salaries, equipment, and supplies for the course as may be required.

(c) Aids shall be paid for programs taught in part by a public high school and in part by a vocational and adult education school.

1. Such programs shall be established by action of both the board of education of the district operating the high school and the local board of vocational and adult education who are involved. Each board shall be responsible for that portion of the program taught as a part of its curriculum. However, the entire program shall be reported for approval by one of the schools. Aid will be claimed by and paid to the reporting school. Any distribution of the aid may be made locally as agreed upon between the respective boards of education. The responsibility for reporting, receiving the aid, and distributing the aid to the respective districts shall be specified in the action establishing the cooperative program.

2. Appropriate requirements in paragraphs (a) and/or (b) of this rule shall apply.

(9) AUDIOVISUAL DIRECTOR. Media specialist. This classification shall apply to those who direct, administer, and/or provide those advisory, production and distribution services which implement teaching-learning situations with media in an organized fashion within an entire school system. The term "Media" includes all technological aids to the instructional program such as films, recorded materials, radio, television, and other modern communications devices and materials such as pictures and graphics, three-dimensional materials, etc. Persons will qualify as audiovisual directors (media specialists) who offer credits in the courses listed under paragraph (b) below. Qualifications for a director's certificate:

(a) *General requirements.* 1. Must possess a valid teaching certificate based on a 4-year degree.

2. Should have at least 3 years of successful teaching experience.

(b) *Educational requirements.* Minimum of 15 semester hours.

1. A course or courses in curriculum. Minimum of 2 semester hours. (A person qualifying with elementary school teaching experience will meet this requirement by acquiring credit in a high school curriculum course. A person with high school teaching experience will qualify with an elementary school curriculum course.)

2. Courses in audiovisual instruction (educational media). Minimum of 12 semester hours including starred courses:

*Methods: Basic audiovisual course

*Production of audiovisual materials

*Administration (audiovisual)

Electives

(Such courses as ETV, programmed learning, motion picture production, radio, photography, etc.)

(c) A 3-year provisional certificate may be granted to an individual without meeting the course requirements providing:

1. The applicant has served as an audiovisual director for a period of 3 years prior to July 1, 1967, with one-fourth or more released time devoted to such duties. Percentage of time is determined by actual released time from classroom or study hall duties for organized audiovisual activities. For example: If the audiovisual assignment is for 2 periods in a 7-period day, percentage of time is $2/7$ or 28%.

2. He is presently designated as an audiovisual director with one-fourth or more released time for such duties.

(d) Such provisional certificate may be renewed in 3-year periods by completing satisfactorily 2 or more courses from paragraph (b) 2. (above) within each 3-year period.

(10) **AUDIOVISUAL BUILDING COORDINATOR.** Media specialist. This classification shall apply to those who provide those advisory, production, and distribution services which implement teaching-learning situations with media in an organized fashion within a single building housing a typically organized grade unit of a school system, such as an elementary school, a junior high school, or a senior high school. The term "Media" includes all technological aids to the instructional program such as films, recorded materials, radio, television and other modern communications devices and materials such as pictures and graphics, 3 dimensional materials, etc. Qualifications for a coordinator's certificate:

(a) *General requirements.* Must possess a valid teaching certificate based on a 4-year degree.

(b) *Educational requirements.* Minimum of 4 semester hours. Two courses in audiovisual instruction, one of which shall be a basic audiovisual methods course.

(c) Beginning with the school year 1967-68, all persons designated by their school officials as audiovisual directors or audiovisual coordinators must meet the requirements as listed above.

(11) **SCHOOL COUNSELOR.** Standards contained in this section take effect September 1, 1968, and shall apply to those who perform counseling and guidance functions in an organized fashion. The recognized advisory duties of the regular classroom teacher shall not be considered as counseling and guidance. Proper certification of all school counselors spending one-fourth of the school day or more as counselors is required. Holders of school counselor—grade B certificates expiring after September 1, 1968, will, upon application, be certified as provisional school counselors upon evidence of successful experience in school counseling. Holders of school counselor—grade A certificates expiring after September 1, 1968, will, upon application, be issued the professional school counselor certificate upon evidence of successful experience in school counseling. Persons born before July 1, 1913, may indefinitely renew certification as provided under standards in force in 1967.

(a) *Provisional school counselor.* 1. General requirements are a bachelor's degree, a current Wisconsin teaching certificate or eligibility to hold such certificate, and a minimum of 2 years of successful teaching experience. Proof of successful teaching shall be furnished as requested by the state superintendent.

a. The state superintendent may approve experimental programs based on completion of a master's degree in guidance and counseling and including completion of a full-time one year public elementary or secondary school counseling internship. The state superintendent, at his [her] discretion, may waive the teacher certification and 2 year teaching experience requirements in the approval of such experimental programs.

2. Educational requirements are a minimum of 18 semester hours of graduate work in education and guidance covering all competency areas as follows:

a. Understanding of the psycho-social foundations of individual and group behavior, including the structure of personality, human development, and the teaching-learning process.

b. Understanding of the philosophy, purposes, and structure of the total school enterprise, with special reference to the goals and services involved in guidance, pupil personnel, and curricular programs.

c. Ability to develop staff relationships which will implement guidance services effectively.

d. Understanding of an ability to engage in individual counseling processes and relationships. Must include practicum experience.

e. Understanding of and ability to engage in small group processes and relationships.

f. Knowledge of individual career development and of the social, educational, and vocational milieu, and the ability to use this knowledge effectively in the school guidance program.

3. Undergraduate credit may be used to satisfy not more than 2 of the competency requirements, but shall not decrease the minimum graduate requirements.

4. This certificate may be issued for 5 years and may not be renewed.

(b) *Professional school counselor certificate.* 1. General requirements are 30 semester hours of graduate level credit appropriate to public school counseling and guidance or a master's degree in counseling and guidance, possession of, or eligibility for, a current Wisconsin provisional school counselor certificate, a minimum of 2 years of successful experience as a school counselor in an assigned position of at least half time, and a minimum of one year of accumulated work experience after high school graduation in fields other than education.

2. All competency requirements listed for provisional school counselor certification and all of the following shall be included in the master's degree program or the 30 semester hour substitute:

- a. Ability to organize and administer guidance services effectively.
- b. Knowledge of other pupil personnel and community resources.
- c. Ability to analyze and synthesize data pertinent to both individual and group behavior.
- d. Ability to interpret relevant pupil personnel research and to perform action research to improve school practices.

3. This certificate may be issued for 5 years and may be renewed upon evidence of successful experience as a school counselor.

(c) *Professional school counselor life certificate.* Requirements:

1. Possession of the professional school counselor certificate.
2. Completion of an additional 18 semester hours of graduate credit arranged in a logical program of specialization in counseling and guidance. This program must have prior approval of the state superintendent or be completed in a university having a department of public instruction approved program leading to professional school counselor life certification.

This certificate is granted on an unlimited basis.

(12) **SCHOOL PHYSICAL THERAPIST.** (a) A registered physical therapist may serve in a school situation if certified by the proper certifying agency.

(b) Certification as a school physical therapist is available, but will not be required.

(c) The school physical therapist must hold proper certification as a physical therapist and must have 18 semester credits in professional education or its equivalent as approved by the state superintendent.

(13) **SCHOOL OCCUPATIONAL THERAPIST.** Effective July 1, 1977, all persons employed as school occupational therapists must hold department of public instruction licensure.

(a) A school occupational therapist who was employed by a local educational agency for 2 semesters between July 1, 1974 and June 30, 1977, may be issued a regular three-year license upon verification that the experience was successful and that the applicant was certified by the appropriate professional licensing authority. Those persons lacking the 2 semesters of experience may be issued a one-year license for the 1977-78 school year and then a three-year license beginning July 1, 1978 upon verification of successful experience during the 1977-78 school year.

(b) Effective July 1, 1978, school occupational therapists not certifiable under (a) must meet the following criteria:

1. Licensure as an occupational therapist by the appropriate professional licensing authority.
2. Completion of a minimum of 9 semester credits in professional special education such as:

Psychology or nature of exceptional children
 Educational assessment/diagnosis of the handicapped
 Language development for the exceptional child
 Language disorders
 Behavior modification for the exceptional child
 Introductory course to a specific area of exceptionality
 Adaptive physical education
 Guidance of exceptional children
 Early childhood handicapped education
 Elective (s) in special education

(14) **BILINGUAL TEACHER.** Effective July 1, 1978, any person who has a specific assignment to teach in a bilingual/bicultural educational program must hold certification as a bilingual teacher.

(a) A person employed as a bilingual teacher in a bilingual/bicultural educational program for 2 semesters prior to June 30, 1978, may be issued a regular three-year license upon verification that the applicant has completed and/or possess the following:

1. Successful experience as a bilingual teacher.
2. A regular teaching license in subjects and/or grades taught at the time of the bilingual/bicultural teaching experience.
3. Proficiency in English and in the target language.

(b) Effective July 1, 1978, bilingual teachers not certified under PI 3.20 (14) (a) must have completed and/or possess the following:

1. A regular Wisconsin teaching license in subjects and/or grades to be taught in the bilingual/bicultural teaching experience.

2. Proficiency in English and in the target language.

3. An approved bilingual/bicultural educational program at the level (elementary and/or secondary) of teaching licensure which includes a minimum of 24 semester credits of course work in the following areas:

a. A minimum of 9 semester credits of course work in cultural and cross-cultural studies including:

- 1) Contemporary social problems with emphasis on the bilingual/bicultural child.
- 2) Culture of the target group (s).
- 3) Contrastive analysis of the target culture (s) with other cultures.
- 4) Bilingual/bicultural field experiences in the community of the target group (s).

b. A minimum of 12 semester credits of course work in the following areas:

1) Foundations of bilingual/bicultural education including rationale, history, and survey of existing models.

2) Theory and methodology of teaching the bilingual child in all basic content areas (elementary school level) or in the teacher's field(s) of specialization (secondary school level) in both English and in the target language.

3) A student teaching experience in bilingual/bicultural education.

c. A minimum of 3 semester credits in language study which develop knowledge relating to phonology, morphology, and syntax in the target language as these elements contrast with English. This course work is required for elementary bilingual/bicultural certification and secondary English bilingual/bicultural certification.

(15) **EXCEPTIONAL EDUCATION - SPECIAL FIELDS.** Persons certified in physical education, music, art, home economics, industrial arts, and business education who have a specific assignment to teach exceptional children must hold certification in exceptional education if program reimbursement is to be approved.

(a) A regular three-year license may be issued upon verification that the applicant has completed the following:

1. Eligibility for a license in one of the special fields named above.

2. Nine semester credits of course work in:

a. Introduction or nature of exceptional children

b. Practicum in the particular area of specialization with exceptional children

c. Elective in special education

3. A statement from the institution at which the above course work was completed attesting to the competence of the applicant in the area of specialization with exceptional children.

(16) **ADMINISTRATIVE ASSISTANTS.** This classification shall apply to central office professional positions not described elsewhere in the certification standards and which positions do not normally involve direct contact with pupils.

(a) To secure a license as an administrative assistant a person must hold a bachelor's or master's degree with a major appropriate to the professional responsibilities for which employed. The period of licensure shall be 3 years with renewal contingent upon continued agreement between employment and degree preparation

(17) **VALIDITY OF LIFE CERTIFICATES.** All life certificates obtained under PI 3.20 (1), (2), (3), (4) and (5) will be valid only so long as the holder remains actively employed in a public school professional position for which his license entitles him to employment. The credential shall become invalid if for 5 or more consecutive years the holder is not actively employed in a position in public education requiring the holding of a valid Wisconsin license. Such nullified credential may be renewed under regulations in force at the time of the application for renewal.

History: 1-2-56; am. (2) and (3); cr. (5) and (6), Register, November, 1958, No. 35, eff. 12-1-58; cr. (7), Register, April, 1959, No. 40, eff. 5-1-59; am. (1) (a), (2) (f), (3) (i), (6) (a),

Register, March, 1978, No. 267

(6) (b), (6) (c), (6) (d) 2; cr. (6) (d) 6; (8) and (9), Register, September, 1960, No. 57, eff. 10-1-60; cr. (2) (g); (3) (j); am. (6) (a); (7); Register, June, 1962, No. 78, eff. 7-1-62; am. (6) (a); am. (6) (d) 2; am. (8) (a) 1; am. (8) (b) 1; renum. (9) to be (11); cr. (9) and (10), Register, August, 1964, No. 104, eff. 9-1-64; r. cr. (2) and (3); rn. (4) (5), (6), (7), (8), (9), (10) and (11) to be (5), (6), (7), (8), (11), (12), (13) and (14); cr. (4), (9) and (10), Register, September, 1966, No. 129, eff. 10-1-66; r. and recr. (11), Register, January, 1968, No. 145, eff. 2-1-68; renum. (14) to be (15); cr. (14), Register, April, 1969, No. 160, eff. 5-1-69; r. and recr. (1), Register, May, 1969, No. 161, eff. 6-1-69; r. (5); rn. (6), (7), (8), (9), (10), (11), (12), (13), (14), (15) to be (5), (6), (7), (8), (9), (10), (12), (13), (14), Register, November, 1970, No. 179, eff. 12-1-70; r. and recr. (6) (d) 4, (7) intro. par., (a) intro. Par., I to 4, 5, a., b., 6; cr. (7) (a) 5. c., Register, October, 1971, No. 190, eff. 11-1-71; renum. (2) through (14) to be (3) through (15), cr. (2), Register, September, 1974, No. 225, eff. 10-1-74; r. and recr. (1), Register, December, 1975, No. 140, eff. 1-1-76; r. (8) (a) 4, Register, May, 1976, No. 245, eff. 6-1-76; cr. (7) (d) 7, r. (8) (b) 4, Register, February, 1977, No. 254, 3-1-77; r. (3) to (5), cr. (3) and (4), Register, February, 1978, No. 266, eff. 7-1-80; renum. (14) and (15) to be (15) and (16) and cr. (14), Register, February, 1978, No. 266, eff. 7-1-78; r. and recr. (13), Register, February, 1978, No. 266, eff. 3-1-78; renum. (15) and (16) to be (16) and (17) and cr. (15), Register, March, 1978, No. 267, eff. 4-1-78.

PI 3.21 Cooperating teachers. Effective July 1, 1977, cooperating teachers* utilized by colleges and universities in Wisconsin must meet the following criteria:

- (1) A regular Wisconsin license (or its equivalent) for the teaching assignment.
- (2) Two years of teaching experience with at least one year of experience in the school system of current employment.
- (3) Completion of a course or seminar in supervision of student teachers/interns or successful service as a cooperating teacher. (Successful service as a cooperating teacher shall be determined by the recommendations of an immediate supervisor, a college supervisor, and a former student teacher/intern who have worked with the teacher in a student teaching/intern situation.)

Note: Cooperating teachers are teachers in private and public nursery, elementary, and secondary schools who supervise student teachers/interns.

History: Cr. Register, December, 1975, No. 240, eff. 1-1-76.

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2. Child growth and development
3. Psychology of learning
4. Methods and curriculum in early childhood education
5. Student teaching with normal young children
6. Psychology of the exceptional child
7. Language development and disorders of the young exceptional child
8. Introduction to the education of the young exceptional child
9. Methods, curriculum, and materials for the young exceptional child
10. Assessment of the young exceptional child
11. Organization and administration of programs for the young exceptional child
12. Parent training and family involvement of the young exceptional child
13. Student teaching with the young exceptional child

(b) A properly licensed special education teacher who has been successfully employed (as verified by the superintendent or his/her designee) as an early childhood—handicapped teacher by a local educational agency for 2 semesters between July 1, 1973, and July 1, 1978, shall be certified in early childhood—exceptional educational needs.

(5) **ELEMENTARY.** A 2 year license will be granted to any recommended graduate of an accredited Wisconsin public supported state or county college who has completed the approved 2 year non-degree teacher education course. A 2 year license will be granted to any recommended graduate of an accredited state college who has completed the approved 3 year non-degree teacher education course. A 3 year license will be granted to any recommended graduate of a state college, a state university, a private college or university who has earned a degree from an approved teacher education course. A degree-holding upper elementary teacher may be licensed at the ninth grade level in her areas of concentration when it is so recommended by the proper college authorities. Graduates of 4 year degree courses of out-of-state accredited colleges and universities are eligible for licenses providing they meet our state requirements. Graduates of 2 and 3 year courses in out-of-state colleges and universities are not eligible for regular licensing in Wisconsin based upon such preparation. The use of proficiency examinations in professional education and in subject areas may be substituted in part in lieu of regularly earned college credits. The method and extent of the use of such examinations shall be based upon the prior holding of a baccalaureate degree and upon the recommendation or recommendations of examining committees cooperatively established by the proper authorities of degree-granting colleges and universities accredited for the preparation of public school teachers in Wisconsin. Such recommendations as well as the plans and procedures involving the establishment of the examining committees and the overall methods of procedure must have the approval of the state superintendent before their acceptance for certification purposes.

(a) Degree-holding elementary teachers are expected to have a good general education background. It is strongly recommended that they acquire one or more subject matter areas of concentration.

(b) Degree-holding elementary teachers shall have graduated from an elementary education course approved by the state superintendent. A minimum of 26 semester credits of professional education including methods, child development including psychology of learning and student teaching is required. At least 5 semester credits will be required in student teaching, and a minimum of 8 semester credits in student teaching is suggested.

(6) HIGH SCHOOL. A 3 year license will be granted to a recommended degree-holding graduate of an accredited degree-granting college or university for those subjects for which he has had adequate preparation under the prescribed regulations. The use of proficiency examinations in professional education and in subject areas may be substituted in part in lieu of regularly earned college credits. The method and extent of the use of such examinations shall be based upon the prior holding of a baccalaureate degree and upon the recommendation or recommendations of examining committees cooperatively established by the proper authorities of degree-granting colleges and universities accredited for the preparation of public school teachers in Wisconsin. Such recommendations, as well as the plans and procedures involving the establishment of the examining committees and the overall methods of procedure, must have the approval of the state superintendent before their acceptance for certification purposes.

(a) High school teachers of all subjects shall have secured a good general education background for graduation from college. Colleges in Wisconsin preparing teachers for public high schools shall file their pattern of general education with the state superintendent in 1961 and at 5 year intervals thereafter. Applicants graduating from college shall have completed plan 1, plan 2, plan 3, or plan 4 below:

1. One college or university approved major of at least 34 semester hour credits with one college or university approved minor of at least 22 semester hour credits.

2. Two college or university approved majors of at least 34 semester hour credits each.

3. One college or university approved broad field major of at least 54 semester hours.

4. One college or university major in a given subject field.

5. Adequate preparation in conservation of natural resources (Wis. Stats. 40.43 (6)) [section 118.19(6) Wis. Stats.] must include a program of study including:

History and philosophy of the conservation movement,

Appreciative understanding of the wide variety of natural resources,

Importance of conservation of natural resources in a national and international setting,

Relationship of supply of natural resources and economic structure,

Natural resource management: techniques, need for and type of controls,

Role and importance of resource use planning for the future. Public and private schools of higher education, where section 40.43 applies, shall submit a syllabus of the course of instruction in the conservation of natural resources or a listing of units if the preparation in conservation is integrated in other courses. Time allotments must be indicated unless conservation of natural resources is offered for credit. In which case credit earned must be indicated.

6. Only those majors and minors that meet the standards of the college as to credits and pattern will meet the state requirements. These standards are those established by the college of graduation or the college in which the work in professional education is taken.

7. In all cases in which the college authorities recognize high school courses or other proof of proficiency by permitting advanced standing, such credit will be recognized in meeting the minor or the major when a statement of such recognition and placement is indicated upon the official transcript of the student or through an official note attached to the transcript.

8. College and university authorities are urged not to include as teaching majors those subjects which are not recognized as good secondary teaching fields in Wisconsin high schools.

(b) A license covering the broad field of science will be granted from 1960 to 1963 inclusive based on a major in science of at least 45 semester credits in science subjects with a minor of at least 20 semester credits in one science subject and at least one full year course of at least 8 semester credits in the other 3 courses. The subjects included are chemistry, physics, biology and earth science. Earth science courses may be in geology, meteorology, astronomy and physiography. As of January 1, 1964, the broad field science major must consist of at least 54 semester credits with a minor of at least 22 semester credits in one science subject and at least one full year course of at least 8 semester credits in the other 3 science courses. A minimum of 6 semester hours of college credit in mathematics shall be considered as a prerequisite to this major.

1. Effective July 1, 1980, for the three-year license in broad field science, the applicant must have completed:

a. The secondary General Requirements (see above).

b. A 54 semester credit major in science, including:

1) 14 semester credits in each of two of the following sciences:

biology
chemistry
earth science
physics

2) 8 semester credits in each of the remaining two sciences

3) 10 semester credits selected from any of the aforesaid sciences and/or the history and/or philosophy of science

c. 6 semester credits of mathematics

d. Conservation of natural resources

Note: The broad field science certification permits the teaching of all sciences (grades 7-12) with the exception of biology, chemistry, earth science, and physics, in grades 10-12.

2. Effective July 1, 1980, for the three-year license in biology, chemistry, earth science and/or physics in grades 7-12, the applicant must have completed:

a. The secondary General Requirements

b. A 34 semester credit major in one of the above science subjects

or

c. A 22 semester credit minor in one of the above science subjects. Certification on the basis of completion of a minor in a science subject may be obtained only if the applicant has completed a major in another science subject except that with a major in mathematics and a minor in physics, certification in physics may be obtained.

d. Conservation of natural resources

Note: All persons seeking certification in biology, chemistry, earth science, or physics must have completed at least 8 semester credits of course work in at least one additional science subject.

3. Upon the request of a school district administrator, a person holding certification to teach science based on the broad field science teaching major (but not meeting the credit requirement for extending certification to the specific subject in grades 10-12) may be granted a two-year non-renewable certificate to teach biology, chemistry, earth science and/or physics. In such cases it is required that the teacher shall complete required course work during this two-year period to be eligible for a regular teaching certificate.

4. Effective July 1, 1980, for three-year licensure to teach chemistry, physics, and physical science in grades 7-12, the applicant must have completed:

a. The secondary General Requirements

b. A 44 semester credit major in physical science, including:

1) 22 semester credits in chemistry

2) 22 semester credits in physics

c. Conservation of natural resources

(c) As of July 1, 1972, a license covering the broad field of social studies will be granted upon the basis of completion of a minimum of 54 semester credits, to include a 22 semester credit concentration in one of the following subject areas: anthropology, economics, geography, history, political science, psychology, or sociology; and a minimum of 32 semester credits distributed over at least 3 of the other above listed social studies subjects; or a 34 semester credit concentration in one of the above listed social studies subjects, and a minimum of 20 semester credits distributed over at least 2 of the other above listed social studies subjects. Certification in broad field social studies will permit teaching in only the concentration and the fusion courses, not in all social studies subjects. (The fusion courses are those drawn from several of the social

studies disciplines and, therefore, require a composite preparation in social studies. Fusion courses include civics, social problems, American problems, area studies, vital issues, etc.)

(d) A license covering the broad field of music education will be granted in 1963 and thereafter upon a minimum of 54 semester hours in the field of music exclusive of methods. The pattern shall be approved by the state superintendent.

(e) A license covering the broad field of art education will be granted in 1963 and thereafter upon a minimum of 54 semester hours in the field of art exclusive of methods. The pattern of this major must be approved by the state superintendent.

(g) Speech shall be considered an academic subject.

1. High school teachers of speech shall hold a minimum of an approved college minor in speech preparation. Speech certification shall become mandatory for all classroom teachers of speech with the school year 1962-63. Persons with at least 12 years of experience as teachers of speech prior to July 1, 1962 may be licensed without meeting the above requirement. Persons with from 8 to 11 years of experience as teachers of speech prior to July 1, 1962 may be licensed by completing 6 semester hours of college speech training. A course in speech fundamentals is required.

2. Extra-curricular speech activities. Certification for coaching or directing extra-curricular speech activities will be recommended but not required. Colleges are urged to establish suitable patterns of preparation for coaching or directing extra-curricular speech activities. Such patterns should be established as minors and should be guides to employing officers.

(h) High school teachers must have at least 18 semester credits in professional education. These credits shall be in the fields of educational psychology or psychology of learning, methods to include some in the major subject, and at least 5 in student teaching. The remaining credits are elective in the field of professional education.

(7) SPECIAL SUBJECT FIELDS OF TEACHING. Three-year licenses will be granted to recommended degree-holding graduates of accredited degree-granting colleges or universities for those special subjects for which they are fully prepared in accordance with the prescribed regulations. The special subject fields are industrial arts, home economics, business education, agriculture, music, art and physical education.

(a) A major in a special subject shall consist of a minimum of 34 semester credits. If the pattern in a special subject field is not sufficiently broad to cover the entire field, a license restricted to specific subjects within the field may be issued.

(b) A minor in a special subject field shall consist of a minimum of 22 semester credits exclusive of methods. Licenses for minors in special subject fields may be restricted to certain grade levels or to certain subjects within the field.

(c) The professional sequence shall include the areas of educational psychology, child growth and development, curriculum, methods and student teaching. Preparation for 12 grade teaching must include student teaching at a minimum of 2 grade levels.

(8) **TEACHERS IN VOCATIONAL PROGRAMS.** Three-year initial licenses designated business and office—vocational, trades and industry—vocational (including drafting or power mechanics or industrial woodworking or building construction or metal working or electronics—electricity or graphic arts), distributive education—vocational, and home economics—vocational (including care and guidance of children or clothing management, production, and services or food management, production, and services or home furnishings, equipment, and services or institutional and home management and supporting services) may be issued.

(a) Applicants must complete a 34-semester hour major in business education, industrial education, distributive education, or home economics. A course in principles, issues, or philosophy of vocational education must be completed.

(b) Certification designated business and office—vocational and trades and industry—vocational requires related occupational experience totaling 2,000 hours completed during the 10-year period preceding the application for vocational licensure.

(c) Certification designated distributive education—vocational requires related occupational experience totaling 4,000 hours completed during the 10-year period preceding the application for vocational licensure.

(d) Certification designated home economics—vocational requires related occupational experience totaling 2,000 hours with at least 1,000 of these hours in one of the 5 areas of concentration completed during the 10-year period preceding application for home economics—vocational licensure.

(e) The required occupational experience can be met in any of the following ways:

1. Paid occupational experience in related occupations.
2. State-approved collegiate occupational internship (directed field experience) resulting in college credit.* One hour of paid occupational internship counts as 3 hours of occupational experience.

Note: Up to two-fifths of the occupational experience may be secured by *earning university graduate credits in technical subjects or in workshops*, specifically related to the area of concentration, one semester hour counting as 95 clock hours of occupational experience and one clock hour of approved workshop experience counting as up to 3 clock hours of occupational experience. Workshops must have prior approval of the state superintendent.

(f) The initial license is for 3 years. At its expiration, applicants may apply for another three-year license* or for a five-year renewable certificate. To be eligible for the five-year credential, the applicant must have completed:

1. Three years of successful teaching in a position requiring Wisconsin vocational certification for the subjects endorsed on the three-year license, and

2. Received 3 semester credits in technical course work, specifically related to the vocational program. (95 clock hours of occupational experience, specifically related to the area of concentration, can count as the

equivalent of one semester credit or one clock hour of approved workshop experience can count as 3 clock hours of occupational experience.)

Note: To renew a three-year initial license, the 3 semester credits in technical course work or its equivalent must be completed.

(g) The five-year certificate can be renewed by verifying completion of 5 semester credits in technical course work, specifically related to the vocational program. (occupational experience or workshop attendance can be substituted for college credit totally or in part under the guidelines for equivalency listed in (b) above.)

(h) There is no unlimited certification in certification categories designated vocational.

(9) LOCAL VOCATIONAL EDUCATION COORDINATORS. (a) For a 3-year license the applicant must possess evidence of vocational education and administrative competencies, credentials to include the following:

1. A baccalaureate or higher degree with a major in a vocational subject area or related area as identified by the state superintendent.

2. College-level course work in the following areas:

a. Issues, principles or philosophy of vocational education.

b. Organization and administration of cooperative vocational programs

c. Curriculum planning and development

d. Supervision of instruction

e. Guidance with an emphasis on career development

f. Administration of public school districts.

3. Work experience outside of teaching to include at least 2,000 hours in one or more occupational fields. Collegiate field experience resulting in college credit may be used to satisfy occupational requirements, each contact hour counting up to 3 clock hours of occupational experience. Workshops may be substituted for occupational experience as follows: one clock hour of approved workshop experience counts up to 3 clock hours of occupational experience. Approval by the state superintendent is required.

4. Three years of successful teaching in a vocational subject area identified as such by the state superintendent, or 2 years of secondary teaching in vocational subject areas and an additional 2 years in administration and/or guidance.

(b) A 5-year license will be granted upon presentation of evidence of 3 years of successful employment as a local vocational education coordinator during the period of the 3-year license.

(c) Five-year certificates may be renewed by presenting evidence of the completion of 5 semester hours of collegiate credit or 475 clock hours of appropriate occupational experience which contributes to broadening the vocational competency of the applicant may be substituted for college credit. Collegiate field experience resulting in college credit may be used to satisfy occupational requirements, each contact hour counting

up to 3 clock hours of occupational experience. Workshops may be substituted for occupational experience as follows: one clock hour of approved workshop experience counts up to 3 clock hours of occupational experience. Workshops must have prior approval of the state superintendent. These requirements are to be fulfilled within the immediate preceding 5-year period.

(10) **READING TEACHER.** (a) Any person who has a specific assignment to teach reading must hold certification as a reading teacher.

(b) Certification of the reading teacher shall be mandatory as of July 1, 1972.

(c) 3 year license. The applicant must have completed and/or possess the following:

1. A Wisconsin teacher's license based upon a bachelor's degree.

2. Two years of teaching experience.

3. A minimum of 15 semester credits, 9 of which must be taken beyond the bachelor's degree and 6 of which may be taken within the bachelor's degree:

*a. Teaching of reading—elementary for certification K-8 and/or Teaching of reading—secondary for certification 7-12.

*b. Reading disability.

*c. Reading clinic practicum.

d. Electives are to be chosen from language arts; language and learning disabilities; measurement and/or evaluation; literature for children and/or adolescents; child and/or adolescent psychology; or advanced courses and seminars in reading.

(d) 2 year, nonrenewable licensure. The applicant must have completed and/or possess the following:

1. A Wisconsin teacher's license based upon a bachelor's degree.

2. A minimum of 7 semester credits applicable towards unlimited certification.

3. The recommendation of a school district personnel officer or a higher-education faculty member engaged in the training of reading personnel.

(11) **READING SPECIALIST.** (a) The reading specialist certification shall be held by those working with reading teachers, classroom teachers, and others as a resource teacher to improve competency and interest in the teaching of reading and to prevent reading disabilities.

(b) Certification of the reading specialist shall be mandatory as of July 1, 1972.

(c) 3 year license. The applicant must have completed and/or possess the following

1. All requirements for the unlimited certification as reading teacher in addition to having the master's degree with a major emphasis in reading or at least a 30 semester hour program equivalent to the master's degree.

2. In addition to the courses listed in Wis. Adm. Code section PI 3.03 (9) [(10)] (c) 3, course requirements should be selected from:

- *a. Measurement and/or evaluation
- *b. Supervision and administration of reading programs
- *c. Advanced reading courses and seminars
- d. Learning and human development
- e. Language and learning disabilities and techniques
- f. Curriculum, history, and philosophy of education
- g. Exceptional children
- h. Guidance and counseling
- i. Internship with a qualified reading specialist or consultant
- j. Educational and psychological research

3. Two years of teaching or supervisory experience involved with the teaching of reading.

(d) 2 year, nonrenewable licensure. The applicant must have completed and/or possess the following:

1. All requirements for the reading teacher.
2. At least half (15 hours) of the course work listed above.
3. The recommendation of a school district personnel officer or a higher-education faculty member engaged in the training of reading personnel.

(12) **NON-PROFESSIONAL FIELDS OF SERVICE.** Under section 115.29 (3), Wis. Stats. certification will not be required of people assisting teachers in the broad instructional program except where certification classifications of non-professional school employes have been established.

(a) *Special education program aide.* A special education program aide's license may be issued to a person serving as a teacher's aide or a paraprofessional assigned to a special education program or service for exceptional children supported by the division for handicapped children. Role and function will be determined by the professional educator whom the special education program aide assists and may encompass clerical, housekeeping, supervisory or instructional assistance depending upon the competency, background and training of the specific training aide or paraprofessional. Such license may be issued to a person who is at least 18 years of age and has had 3 years of experience in the supervision of structured youth activities, or has completed 3 years of college education, or a combination of the above preparation and/or experience totaling 3 years, or has completed a planned two-year program in child care and development approved by the department of public instruction.

(13) **LICENSE BASED UPON EXPERIENCE.** A 2-year license may be granted to a person who presents evidence of full accreditation under section PI 3.03 excepting practice teaching providing evidence is presented proving eligibility for acceptance into practice teaching in the college of preparation and proof of 5 or more years of successful teaching experience at the

level of preparation. A 3 year renewal license may then be issued upon proof of 2 years of successful teaching experience. Eligibility for a life certificate for such people is established at the end of 5 years of successful teaching experience in Wisconsin holding the 2 and 3 years licenses.

(14) **REFRESHER WORK.** (a) Teachers who have not been regularly employed within the teaching profession within the past 5 years, but who are endorsed by a college or university as having completed an Approved Teaching Program, may be issued a one-year license upon the written request of an employing district administrator. Renewal of this licensure to a regular term license is dependent upon the completion of 6 semester hours of refresher work in methods and/or academic subjects.

(b) A regular term license may be granted to applicants who are endorsed by a college or university as having completed an Approved Teaching Program and who present evidence of 6 semester hours of refresher work in methods and/or academic subjects at the time of application.

(15) **SUBSTITUTE TEACHERS.** Term certificates allowing persons to serve as substitute teachers in the public schools may be issued to applicants who have held or are eligible to hold a regular Wisconsin credential which has expired or the equivalent credential issued in another state.

History: 1-2-56; am. (1), (2), (3); cr. (4) and (5), Register, November, 1958, No. 35, eff. 12-1-58; am. intro. par., (1), (2), (2) (a), (3), (3) (a), (3) (a) 1, (3) (a) 2, (3) (a) 3; cr. (3) (a) 4 and (3) (a) 5; am. (3) (b) and (3) (c); renum. (3) (d) to be (3) (f); cr. (3) (d) and (3) (e); am. (4), (4) (a), (b); r. (4) (c); renum. (4) (d) to be (4) (c); am. (5), Register, September, 1960, No. 57, eff. 10-1-60; am. intro. par.; cr. (3) (a) 6; renum. (3) (e) to be (3) (g); renum. (3) (f) to be (3) (h); cr. (3) (e); (6), (7), (8), Register, June, 1962, No. 78, eff. 7-1-62; renum. (4) (b) and (c) to be (4) (c) and (4) (d) and cr. (4) (b), Register, August, 1964, No. 104, eff. 9-1-64; rn. (3) (a) 4, 5, and 6, to be (3) (a) 6, 7, and 8; cr. (3) (a) 4, and 5; am. (6) (intro. par.); cr. (9), Register, September, 1966, No. 129, eff. 10-1-66; r. and recr. (4) (b), Register, April, 1968, No. 148, eff. 5-1-68; r. and recr. (6), Register, March, 1969, No. 159, eff. 4-1-69; r. and recr. (4) (a), r. (4) (b), renum. (4) (c) to be (b), (4) (d) to be (c), (5) to be (6), (6) to be (7), (7) to be (8), (8) to be (9), (9) to be (10) and cr. (5), Register, July, 1969, No. 163, eff. 8-1-69; am. intro. par.; r. and recr. (1); renum. (6) to be (7); cr. (6); renum. (7) to be (8); (8) to be (9); (9) to be (10); (10) to be (11), Register, May, 1970, No. 173, eff. 6-1-70; am. (3) (a) intro. par., Register, October, 1970, No. 178, eff. 11-1-70; r. and recr. (7), renum. (8) to be (9), cr. (8), renum. (9) to be (10), (10) to be (11) and (11) to be (12), Register, October, 1971, No. 190, eff. 11-1-71; renum. (1) through (12) to be (2) through (13) and cr. (1); renum. reference in (6) (c) (e) and (f) as renum. to be (6) (b) instead of (5) (b); renum. reference in (9) (c) 2, as renum. to be (8) (c) 3 instead of (7) (c) 3, Register, February, 1972, No. 194, eff. 3-1-72; r. and recr. (4) (c), Register, May, 1972, No. 197, eff. 6-1-72; renum. (2) through (13) to be (3) through (14) and cr. (2); renum. reference in (7) (c) (e) (f) as renum. to be (7) (b) instead of (6) (b); renum. reference (10) (c) 2 as renum. to be (9) (c) 3 instead of (8) (c) 3, Register, June, 1973, No. 210, eff. 7-1-73; r. and recr. (7), Register, December, 1975, No. 240, eff. 1-1-76; am. (intro.) and (5) (a) (intro.), Register, September, 1976, No. 249, eff. 10-1-76; am. (11) (a), Register, March, 1977, No. 255, eff. 4-1-77; r. and recr. (13) and am. (14), Register, August, 1977, No. 260, eff. 9-1-77; renum. (4) to (14) to be (5) to (15) and cr. (4), Register, October, 1977, No. 262, eff. 7-1-78; cr. (6) (b) 1 to 4, Register, October, 1977, No. 262, eff. 7-1-80.

PI 3.04 Certificates are term and life. The term non-renewable certificate indicates the length of time the holder has to reach the next level of legal certification. Certificates are given to persons who are recommended by the proper college authorities and who have completed a program approved by the state superintendent of public instruction. Approved programs must meet the minimum requirements set by the state superintendent but they may go beyond these minimums as determined by each teacher preparation institution and as approved by the state superintendent.

(1) Five-year non-renewable certificates may be issued to graduates of recognized 2 year elementary teacher courses at the expiration of the 2 Register, February, 1978, No. 266