Chapter PI 4

TEACHER EDUCATION PROGRAM APPROVAL

Note: Chapter PI 4 as it existed on April 30, 1986, was repealed and a new chapter PI 4 was created effective May 1, 1986.

Subchapter I — Definitions

PI 4.01 Definitions. In this chapter:

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

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

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

(4) "Cooperating teacher" means a departmentally licensed school professional who supervises students during their clinical programs in cooperation with the college or university supervising staff and who meets criteria described in s. PI 4.10 (5).

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

(5h) "Early childhood level," for purposes of licensing, means prekindergarten through grade 3.

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

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

(6) "General education program" means that component of the institution's baccalaureate degree program, in addition to course work taken in the major, minor, concentration, and the professional education sequence, which emphasizes the study of the behavioral and social sciences, fine arts, humanities, natural sciences, and mathematics.

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

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

(9) "Major" means a field of study in which a student completes at least 34 semester credits as part of an approved program leading to licensure.

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

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

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

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

(12) "Professional education sequence" means the educational foundations, the instructional materials and methodology course work, and the clinical program designed for students enrolled in a professional education program.

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

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

(14) "SCD" means a school, college, or division within a private or public college or university engaged in the preparation of professional school personnel in Wisconsin.

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

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

(15) "State superintendent" means the superintendent of public instruction for the state of Wisconsin.

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

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

(17) "Study of" means course work in a topic or discipline which may be accommodated by one or more units, modules, or courses.

(18) "Teacher education" means the preparation of professional school personnel through approved professional education programs offered at the baccalaureate or post baccalaureate level.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; r. (15), renum. (1) to (14) to be (2) to (6), (8) to (10), (12) to (17) and am. (2) to (4), (9), (10), (12) to (14) and (16), cr. (1), (7), (11) and (18), Register, February, 1987, No. 374, eff. 3-1-87; am. (1), (3), (4), (7), (9), (10) and (13), cr. (5h), (5m), (5r), (9m), (9r), (13m), (14m), (14r) and (15m), Register, April, 1988, No. 388, eff. 5-1-88; am. (5h), Register, February, 1989, No. 398, eff. 3-1-89.

Subchapter II — Teacher Education Program Approval, Appeals, and Review of Rule

PI 4.02 Teacher education program approval. (1) SCOPE AND PURPOSE. The statutory authority for the adoption of the program approval plan for the licensing of professional school personnel is provided in ss. 115.28 (7) and 118.19 (3), Stats. Section PI 3.02 directs the state superintendent to complete a site review at each institution preparing professional school personnel for Wisconsin licenses at least once every 5 years. To administer the mandated program approval responsibilities, the state superintendent has adopted, in addition to the licensing rules contained in ch. PI 3, the program approval rules contained in this chapter.

(2) STATE SUPERINTENDENT RESPONSIBILITY. The state superintendent shall approve professional education programs which lead to licensure at both private and public institutions of higher education in Wisconsin.

(3) IMPLEMENTATION. (a) Upon the effective date of this chapter, the state superintendent shall utilize the requirements of this chapter in all reviews of professional education programs leading to licensure.

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

2. The plan and timetable required under subd. 1 shall be submitted by July 1, 1987, for the following programs: environmental studies under s. PI 4.29, journalism under s. PI 4.35, vocational education under ss. PI 4.54 to 4.59, special education under subch. VII and advanced programs under subch. VIII.

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

(d) The reading and language arts requirements under s. PI 4.095, as effective on May 1, 1988, shall be implemented so that all students who enroll at the institution after August 30, 1989, and who also graduate from a professional education program after July 1, 1992, shall have met the requirements.

(e) The elementary and secondary level requirements under ss. PI 4.13 and 4.16, as amended effective May 1, 1988; the elementary/middle, middle, and middle/secondary requirements under ss. PI 4.135 to 4.15, as effective on May 1, 1988; and the early childhood requirements under s. PI 4.12, as effective on March 1, 1989, shall be implemented so that all students who enroll at the institution after August 30, 1989, and who also graduate from the professional education program after July 1, 1992, shall have met the requirements.

(4) NONCOMPLIANCE WITH RULES. (a) After reviewing teacher education programs, the state superintendent shall either grant approval

or conditional approval in accordance with s. PI 4.04, or deny approval to each program in writing. In granting conditional approval to a program, the state superintendent shall cite the action needed and time period to accomplish compliance with ch. PI 3 or 4. Failure to comply with the provisions of ch. PI 3 or 4 shall lead the state superintendent to deny or withdraw approval of the program leading to licensure. In denying approval to a program, the state superintendent shall cite the rules in ch. PI 3 or 4 with which the institution or the SCD is in noncompliance.

(b) If approval of the program leading to licensure is denied by the state superintendent, the SCD shall either commence an appeal in accordance with s. PI 4.03 or shall provide notice to prospective and currently enrolled students of nonapproval of the program leading to licensure.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. (3) (b) to be (3) (b) 1. and am., am. (3) (c) and (4), cr. (3) (b) 2., Register, February, 1987, No. 374, eff. 3-1-87; am. (1) to (3) (b)1. (4) (a) and (b), r. and recr. (3) (c), cr. (3) (d) and (e), Register, April, 1988, No. 388, eff. 5-1-88; am. (3) (d) and (e), Register, February, 1989, No. 398, eff. 3-1-89.

PI 4.025 Approval of experimental and innovative programs. (1) An institution may petition the state superintendent to offer an experimental or innovative program which is not in compliance with rules contained in this chapter. The institution shall present a plan for the program to the state superintendent who shall hold a public hearing and approve it prior to implementation. Experimental and innovative programs may include the following:

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

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

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

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

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; am. (1) (c), Register, April, 1988, No. 388, eff. 5-1-88.

PI 4.03 Appeal procedure. (1) An institution aggrieved by a departmental decision that it is not in compliance with a program approval rule under ch. PI 4 or a certification rule under ch. PI 3, or by a departmental decision as to the time period within which compliance must be shown, may appeal such decision only upon the following grounds:

(a) The department's decision was based on material errors of facts; or

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

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

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

(4) Evidence of program or institutional changes implemented after the evaluation team's decision shall not be admissible at the hearing.

(5) Based on the evidence presented at the hearing and the recommendation of the hearing panel, the state superintendent or designee shall either affirm, modify, or reverse the decision which is the subject of the appeal. If the decision is affirmed, the state superintendent may require the appellant either to agree in writing to meet the conditions established by the state superintendent to comply with chs. PI 3 and 4, or the state superintendent shall deny or withdraw approval of the program leading to licensure and the SCD shall provide notice to prospective and currently enrolled students of nonapproval of the program leading to licensure.

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

PI 4.04 Conditional approval of noncomplying programs. The department may not approve any teacher preparation program which is not in compliance with the requirements of this chapter. The state superintendent may grant conditional approval to a program under the following conditions:

(1) The institution which sponsors the program submits to the department a program of remedial measures including a timetable for completion of such measures which will bring the teacher preparation program into compliance with all the requirements of this chapter; and

(2) The department is satisfied that such remedial measures will be implemented in a timely manner so that graduates of such a program shall have completed all work required by this chapter for approved teacher preparation programs.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86.

PI 4.05 Review and modification of rules. Each section of this chapter shall be reviewed at least once every 5 years. The state superintendent shall appoint committees composed of representatives from institutions of higher education including administrators, academic faculty and education faculty, and representatives from local school districts including teachers, administrators, principals and school board members to review the standards contained in this chapter and to recommend modifications of the standards to the state superintendent. The review process shall begin upon publication of this chapter.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86.

Subchapter III — Organization and Administration of Teacher Education

PI 4.06 Organization and administration of teacher education. (1) PURPOSES AND GOALS. The institution shall include a statement of the pur-

continuous learning opportunities appropriate to pupils identified as gifted or talented.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.08, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), (1) and cr. (15), Register, April, 1988, No, 388, eff. 5-1-88.

PI 4.095 Reading and language arts. Professional education programs leading to licensure shall require study in the teaching of reading and language arts. Course work shall consider the reading and language arts as interactive processes which require the integration of reader, text, and context factors. The reading and language arts course work shall be appropriate to the level or levels of licensure as follows:

(1). EARLY CHILDHOOD LEVEL EDUCATION. A professional education program leading to licensure to teach prekindergarten through grade 3 shall meet the standards in sub. (2) and the following standards:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(a) The program shall require study of the psychological, sociological, and linguistic factors which influence the development of adolescent readers.

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

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

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

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

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

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

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

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

(7) SPECIAL SUBJECTS, EXCEPT ART, MUSIC AND PHYSICAL EDUCATION; AND PUPIL SERVICES, EXCEPT SCHOOL NURSING. A professional education program leading to licensure in a special subject, except art, music and

physical education; or in a pupil services area, except school nursing, shall meet the following standards:

(a) The program shall require study of the psychological, sociological, and linguistic factors which influence the development of readers.

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

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

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

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

(8) SPECIAL EDUCATION; ART, MUSIC AND PHYSICAL EDUCATION; AND SCHOOL NURSING. A professional education program leading to licensure in special education; in art, music or physical education; or in school nursing shall meet the following standards:

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

(b) The program shall require study of the interrelationships of reading with writing and the other language arts and across all content areas.

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

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

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

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88; am. (1) (intro.), Register, February, 1989, No. 398, eff. 3-1-89.

PI 4.10 Clinical programs. The SCD shall arrange for practicums and graduate internships for advanced programs and for prestudent teaching, student teaching and other supervised clinical experiences at the elementary, middle, and secondary levels in school settings for all other professional education programs as required under ch. PI 3 or this chapter. The agreements and working relationships between the schools and the institution shall depend upon school policy and negotiated agreements. The agreements established regarding the clinical programs shall be mutually developed by personnel from the participating schools and from the SCD.

(1) PRESTUDENT TEACHING PROGRAMS. The prestudent teaching program shall meet the following requirements:

(a) The program shall require prestudent teaching clinical experiences which are developmental in scope and sequence and which occur in a variety of school settings. These experiences shall begin no later than entry into the professional education program and shall be completed prior to beginning student teaching.

(b) The SCD shall develop written policies and procedures describing the prestudent teaching clinical program and communicate these policies and procedures to students in professional education programs, faculty involved in teacher education, and participating school personnel including cooperating teachers. The policies and procedures shall include but not be limited to the following:

1. Criteria for admission to the prestudent teaching clinical program.

2. Objectives to be fulfilled by each participating student in the prestudent teaching clinical program.

3. Criteria for evaluation and retention of students enrolled in the prestudent teaching clinical program.

(c) The SCD shall require that each student, under the supervision of professional school personnel, complete a prestudent teaching clinical program consisting of a minimum of 100 clock hours of experience working directly with children and youth within a school or other instructional setting.

(d) The SCD shall require during the prestudent teaching clinical program experience at least 2 written evaluations of each student based upon observations by the cooperating teacher or by the SCD supervisor.

(e) The institution shall ensure that at least one member of the SCD has assigned time to function as the designated administrator and coordinator of all prestudent teaching and clinical experiences.

(2) STUDENT TEACHING PROGRAM. The student teaching program shall meet the following requirements:

(a) The SCD shall require student teaching experiences which are developmental in scope and sequence and which occur in school settings.

(b) The SCD shall develop written policies and procedures describing the student teaching program and communicate these policies and procedures to students in professional education programs, to faculty involved in these programs, and to participating school personnel including cooperating teachers. These policies and procedures shall include but not be limited to the following:

1. Criteria for admission to student teaching including competence in the area of academic specialization, competence in the professional sequence, and competence in the prestudent teaching clinical experience as determined by professional personnel who directly supervised the student during that experience.

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

(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.

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

(5) The program shall require study of and experience with instructional and information technologies to develop the ability to use advanced techniques for producing audiovisual media in graphic, projected, and electronic formats; determine when to use local or commercial production facilities; and to secure information through networks and computerized data bases.

(6) The program shall require study of personnel management to develop the ability to create position descriptions, performance objectives, and evaluation guidelines for building level library media personnel.

(7) The program shall require study to develop the ability to establish and maintain effective interpersonal relationships with the entire educational community, including pupils, administrators, parents, and school personnel.

(8) The program shall require study of the planning and evaluation of library media programs and their facilities, including the concepts of needs assessment, short and long-range goal setting, developing educational specifications for facilities, and writing proposals for new or adapted instructional programs.

(9) The program shall require advanced study of children's and young adult literature in printed and audiovisual forms, including analysis and comparision of the trends, topics, problems, and themes of such literature or aspects of that literature, to develop advanced knowledge of the content and evaluation of children's and young adult literature.

History: Cr. Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.) and (7), Register, April, 1988, No. 388, eff. 5-1-88.

PI 4.69 Instructional library media supervisor. A professional education program leading to licensure as an instructional library media supervisor shall meet 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. 5-1-88; reprinted to correct error in (1) and (2), Register, February, 1989, No. 398.

PI 4.70 Instructional technology specialist. A professional education program leading to licensure as an instructional technology specialist shall meet the following standards:

(1) The program shall require study of elementary, middle and secondary level curriculum and instructional development, and shall provide opportunites to apply the concepts learned to develop the ability to:

(a) Develop instructional objectives and educational specifications.

(b) Design and produce instructional systems and materials.

(c) Use computers effectely in teaching and learning.

(d) Evaluate commercially or locally produced media.

(e) Determine future instructional technology needs.

(2) The program shall require study of the planning and management of a comprehensive program of instructional technology services for schools and schools districts, including design of facilities, budget development, training and supervision of personnel, selection of instructional equipment, and maintenance and repair of equipment.

(3) The program shall require study of the principles and methods of teacher inservice education to develop the ability to promote effective use of instructional media and technology.

(4) The program shall require study of current and future trends and developments in instructional technology.

(5) The program shall require study to develop the ability to establish and maintain effective interpersonal relationships with the entire educational community, including students, administrators, parents, and school personnel.

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

PI 4.71 Pupil services programs: common rules. All professional education programs leading to licensure in pupil services shall meet the following standards:

(1) The program shall require study of the organization, administration, and operation of public schools in Wisconsin, including curriculum development, instructional methods and related laws.

(2) The program shall require study of pupil services and programs including the organization, development, management and content of such programs within educational settings.

(3) The program shall require study of community support systems providing assistance to and interacting with pupils, parents, and schools