

Clearinghouse Rule 97-081

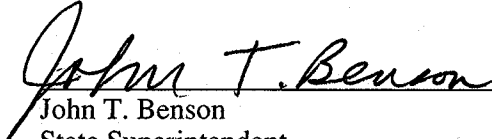
CERTIFICATE

STATE OF WISCONSIN)
) SS
DEPARTMENT OF PUBLIC INSTRUCTION)

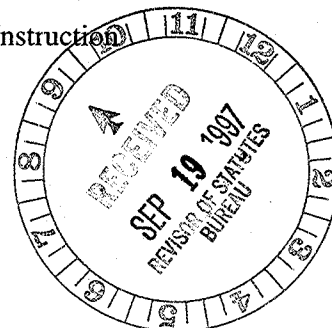
I, State Superintendent of the Department of Public Instruction and custodian of the official records of said Department, do hereby certify that the annexed rule relating to teacher certification requirements and certification program requirements was duly approved and adopted by this Department on the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

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

IN TESTIMONY WHEREOF, I hereunto set my hand and affixed the official seal of the Department at General Executive Facility (GEF) 3, 125 South Webster Street, P.O. Box 7841, in the city of Madison, this 19th day of September, 1997.



John T. Benson
State Superintendent
State Department of Public Instruction



12-1-97

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

The state superintendent of public instruction hereby repeals PI 3.27, and PI 4.095(7); renumbers and amends PI 4.095(8); amends PI 3.03(2)(e), PI 3.05(2m)(a), PI 3.05(7)(a) and (b) 2., PI 3.38(1)(a)(intro.) and PI 4.11(2); repeals and recreates PI 3.03(2)(e)3.b., PI 3.05(3m)(g), PI 3.13, PI 3.26, PI 3.35, Subch. VII of Ch. PI 4, and PI 4.78; and creates PI 3.03(2)(e)5.a. and b., PI 3.38(3), and PI 8.01(2)(L)7, relating to teacher certification requirements and certification program requirements.

ANALYSIS BY THE DEPARTMENT OF PUBLIC INSTRUCTION

Statutory authority: ss. 115.28(7), 121.02(1)(a) and (5) and 227.11(2)(a), Stats.

Statute interpreted: ss. 115.28(7) and 121.02(1)(L), Stats.

Section 115.28(7), Stats., requires the state superintendent of public instruction to license all teachers for the public schools and to make rules establishing standards of attainment for licensure. Chapter PI 3 contains the requirements which an individual must meet to be licensed in Wisconsin. Chapter PI 4 contains the procedures and standards for approval of professional education programs leading to licensure.

The rules include modifications made to chs. PI 3 and 4 as follows:

Educational interpreter: Amend s. PI 3.03(2)(e), relating to educational interpreter license renewal criteria. This amendment would incorporate an educational interpreter performance assessment as a requirement for license renewal. Educational interpreters who work as oral or cued speech interpreters would be exempt from this renewal requirement.

General requirements for a license: Amend s. PI 3.05(3m)(g), relating to special subject areas, special education and pupil services requirements pertaining to the general requirements to receive a license. This amendment would replace the requirement that applicants complete 6 semester credits in reading and language arts with a requirement that one discrete course be completed in reading and language arts.

Driver education: Amend s. PI 3.13, relating to driver education licenses. This amendment would allow the department to take action on individuals holding a driver education license who do not maintain an acceptable driving record. This amendment would also create a 2-year nonrenewable license, allow other professionally DPI licensed individuals to receive a driver education license, and add another option to the driver education license renewal criteria.

Cognitive disabilities: Amend s. PI 3.26, relating to mild or moderate cognitive disabilities licenses and eliminate s. PI 3.27, relating to severely handicapped licenses. Current rules allow individuals holding a mild or moderate cognitive disabilities - 806 license to teach severely handicapped children but does not allow individuals holding a severely handicapped - 807 license to teach children with mild or moderate cognitive disabilities. This amendment would combine the two licenses into one comprehensive license covering the full range of severity of cognitive disabilities. Corresponding changes will be made to cognitive disability program requirements under ss. PI 4.65 and 4.66.

Speech and language: Amend s. PI 3.35, relating to speech and language pathology licenses. This amendment would eliminate redundancy, clarify, and consolidate rules so that they can be more easily read and understood. Corresponding changes will be made to the speech and language pathology program requirements under s. PI 4.78.

Assistive technology. Create s. PI 3.38(3), relating to a license in assistive technology. This amendment would require specialized training in the applications of assistive technology to facilitate communication for students with exceptional educational needs. This amendment would also allow physical and occupational therapists, in addition to special education teachers, to receive such a license.

Special education program requirements: Repeal and recreate subch. VII of ch. PI 4, relating to special education programs. Several minor amendments have been made to program areas relating to special education common rules, early childhood, emotional disturbance, hearing impaired, learning disabilities, cognitive disabilities, and speech and language to ensure that future special education teachers will be both available and adequately prepared to meet the needs identified by the field. These changes are also based on the department's evaluation of licensure programs made every five years. Most licensure programs have already amended their programs based on the department's evaluation.

Finally, one of the provisions under Clearinghouse Rule 96-60 was to authorize the state superintendent to grant exemptions on required test scores for out-of-state graduates. The modification was made under s. PI 3.05(7)(b)2 and should have been placed under s. PI 3.05(7)(a). This rule modification will correct this misplacement.

The department promulgated these rules as emergency rules effective July 1, 1997. Persons applying for licenses and universities providing programs that lead to licensure should have little difficulty in meeting these rule requirements. Initial applicability sections have been listed at the end of the rule to help license applicants and universities determine when the rule will affect licensure and program requirements.

1 **SECTION 1.** PI 3.03(2)(e) is amended to read:

2 PI 3.03(2)(e) Educational interpreter - deaf or hard of hearing license renewal. An educational interpreter -
3 deaf or hard of hearing license may be renewed if the applicant satisfactorily completes 6 semester credits or the
4 equivalent of continuing professional education during the 5 years immediately preceding his or her application for
5 renewal. The 6 semester credits or the equivalent shall be directly and substantively related to one or more of the
6 licenses held by the applicant or to the applicant's professional competency. The applicant requesting a renewal
7 under this paragraph shall complete the requirement under subd. 5. and may earn the remaining 6 semester credits or
8 the equivalent may be earned by completing one or a combination of the following items listed in subd. 1. to 4.:

9 **SECTION 2.** PI 3.03(2)(e)3.b. is repealed and recreated to read:

10 PI 3.03(2)(e)3.b. Two credits or the equivalent clock hours may be earned in a professional growth
11 experience that meets the requirements under s. PI 3.025(2)(c)1 and 2 while serving as a mentor in an interpreter
12 training program. No more than 2 semester credits or the equivalent may be counted in meeting the professional
13 education requirement under this paragraph in a 5-year period.

14 **SECTION 3.** PI 3.03(2)(e)5.a. and b. are created to read:

15 PI 3.03(2)(e)5.a. Except as specified under subpar. b, successful completion of the educational interpreter
16 performance assessment with a score of 3 or better. Thirty equivalency clock hours shall be granted for each
17 assessment under this subdivision with no more than 60 equivalency clock hours counted for each 5-year renewal
18 period. The 60 equivalency clock hours may be awarded by completing two educational interpreter performance

1 assessments under this subdivision, or one educational interpreter performance assessment under this subdivision
2 and one Wisconsin interpreting and transliterating assessment at a level 4 for both interpretation and transliteration,
3 or one educational interpreter performance assessment under this subdivision and proof of maintaining certification
4 or taking an interpretation or transliteration performance test, regardless of the score, through the registry of
5 interpreters for the deaf.

6 b. Educational interpreters who work as oral interpreters are exempt from meeting the requirement under
7 subpar. a. if a letter of verification is submitted to the department from the employing school district stating that the
8 interpreter works as an oral interpreter only.

9 NOTE: The Educational Interpreter Performance Assessment is available through the Department of Public
10 Instruction, Division of Learning Support: Equity and Advocacy, 125 South Webster St., Madison, WI 53707-
11 7841.

12 The Wisconsin Interpreting and Transliterating Assessment is available through the Office for the Deaf and
13 Hard of Hearing, Department of Health and Family Services, 2917 International Lane, Madison, WI 53707-7842.

14 The National Certification for Interpretation, Transliteration, and Oral Assessments are available through the
15 National Registry of Interpreters for the Deaf Inc., 8630 Fenton St., Suite 324, Silver Spring, MD 20910.

16 **SECTION 4.** PI 3.05(3m)(g) is repealed and recreated to read:

17 PI 3.05(3m)(g) For a license in a special subject area and vocational education, in special education, or in a
18 pupil services area, the applicant shall have completed a discrete course in the teaching of reading and language arts.

19 **SECTION 5** PI 3.05(7)(a) and (b)2. are amended to read:

20 PI 3.05(7)(a) The applicant shall have received a passing score on standardized examinations in
21 mathematics, reading, and writing. The standardized examinations and the passing scores shall be determined by the
22 state superintendent. Exceptions to this paragraph may be granted by the state superintendent to applicants for an
23 initial license in each licensing year beginning July 1 and ending June 30 the following year based on rationale
24 provided by the school district.

25 (b)2. The state superintendent shall establish an effective date for the requirements in subd. 1. and notify
26 institutions offering programs under ch. PI 4 at least 1 year before passing tests in the major, minor, concentration or
27 advanced program will be required for licensure under subd. 1. ~~Exceptions to subd. 1. may be granted by the state~~
28 ~~superintendent to applicants for an initial license in each licensing year beginning July 1 and ending June 30 the~~
29 ~~following year based on rationale provided by the school district.~~

30 **SECTION 6.** PI 3.13 is repealed and recreated to read:

31 PI 3.13 DRIVER EDUCATION - 450. (1) A regular license or a renewal of a regular license to teach driver
32 education and traffic safety education may be issued to an applicant who has completed or possess all of the
33 following:

- 34 (a) A Wisconsin teacher or pupil service license.
- 35 (b) A valid driver's license.

1 (c) At least 3 years driving experience while holding a valid driver's license.

2 (d) An acceptable driving record. In this paragraph, "acceptable" means an individual may not have more
3 than 6 demerit points or a major violation charged by the Wisconsin department of transportation or the equivalent
4 authority from another state in one twelve month period.

5 (e) At least 15 semester credits of approved coursework in driver and safety education which shall include
6 all of the following:

7 1. A basic driver education course.

8 2. An advanced driver education course.

9 3. A general safety course.

10 4. Behavioral aspects of accident prevention.

11 5. Alcohol and drugs and their relationship to traffic safety.

12 (f) At least 10 hours of experience in teaching practice driving.

13 (2) A two-year nonrenewable license may be issued to an applicant as follows:

14 (a) The applicant meets the requirements under sub. (1)(a) to (d).

15 (b) The applicant has completed at least 6 of the credits required under sub. (1)(e)1. and 2. and experience
16 required under sub (1)(f).

17 (c) The applicant has a Wisconsin license and has been employed by the school district for at least 3 years as
18 described under s. 118.21, Stats.

19 (d) The employing school district requests, in writing, that the department grant the applicant a license under
20 this section.

21 (3) Individuals who hold a Wisconsin life license under s. PI 3.03(3) and who held an initial driver education
22 license with an effective date no later than July 1, 1980, may renew a regular driver education license by meeting the
23 requirement under s. PI 3.03(2)(b) or by attending 3 annual department approved traffic safety related conferences
24 and 3 traffic safety related workshops within the 5 years immediately preceding renewal of his or her driver
25 education license.

26 (4) A driver education license under this section may be revoked in accordance with s. PI 3.04 if any of the
27 following occurs:

28 (a) The license holder does not maintain an acceptable driving record as specified under sub. (1)(d).

29 (b) The license holder is convicted of operating a motor vehicle while intoxicated under the laws of this state
30 or under the equivalent authority from another state.

31 (c) The license holder has a driver's license that has been suspended or revoked by the department of
32 transportation or the equivalent agency in another state.

33 **SECTION 7.** PI 3.26 is repealed and recreated to read:

1 PI 3.26 COGNITIVE DISABILITIES - 810, PK-9, 6-12, PK - 12. (1) A cognitive disabilities - 810 license
2 may be issued to an applicant who has completed the requirements in s. PI 3.25(3) and all of the following
3 requirements covering the full range of severity of cognitive disabilities:

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

- 5 1. Introduction to cognitive disabilities.
- 6 2. Educational diagnosis and assessment of cognitive disabilities.
- 7 3. Curriculum, methods, and technology for teaching pupils with cognitive disabilities at the appropriate
8 level.
- 9 4. Cooperative programming with community, health, and social services.

10 (b) Student teaching and practicum experiences for a license under this section shall be at the appropriate
11 level.

12 (2) Persons holding a regular mild or moderate cognitive disabilities - 806 license or a regular severely
13 handicapped - 807 license may be issued a regular license under this section.

14 **SECTION 8.** PI 3.27 is repealed.

15 **SECTION 9.** PI 3.35 is repealed and recreated to read:

16 PI 3.35 SPEECH AND LANGUAGE PATHOLOGY - 820. A regular license as a speech and language
17 pathologist may be issued to an applicant who has completed an approved program and all of the following:

18 (1) A master's degree in communicative disorders with training including a minimum of 36 semester credits,
19 of which at least 30 semester credits are graduate credits.

20 (2) Training within the undergraduate and graduate program shall include a minimum of the following:

- 21 (a) Six semester credits in speech disorders.
- 22 (b) Six semester credits in language disorders.
- 23 (c) Three semester credits in hearing disorders and hearing evaluation.
- 24 (d) Three semester credits in hearing habilitative and rehabilitative procedures.

25 (3) Eighteen semester credits of professional education and training to include course work in the following:

- 26 (a) The general requirements under s. PI 3.05(1), (2m), and (3m)(g).
- 27 (b) Human growth and development including the psychology of learning.
- 28 (c) Methods or procedures in school speech and language programs.
- 29 (d) Understanding and use of augmentative and nonverbal communication modes and systems.

30 (e) Three hundred fifty hours of supervised practicum with 100 hours in a school setting to include
31 experiences with a wide range of communicative disorders. The practicum or internship under this paragraph is
32 completed in lieu of the student teaching requirement under s. PI 3.05(6). Up to 6 semester credits earned in the
33 practicum may be counted toward the 18 semester credits of professional education.

34 **SECTION 10.** PI 3.38(1)(a)(intro.) is amended to read:

1 PI 3.38(1)(a)(intro.) A regular license in adaptive education - 859 may be issued to an applicant who holds a
2 regular license ~~and who has completed~~ to teach based upon completion of an approved program, including a
3 concentration in adaptive education, which includes course work in all of the following:

4 **SECTION 11.** PI 3.38(3) is created to read:

5 PI 3.38(3) Assistive technology - 858. A regular license in assistive technology - 858 may be issued to a
6 person who holds a regular license which requires a bachelor's degree under subchapter VII and who has completed
7 a concentration in assistive technology including the following:

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

9 (b) Curriculum modification and instructional strategies through use of assistive technology.

10 (c) Practicum in assistive technology.

11 **SECTION 12.** PI 4.095(7) is repealed.

12 **SECTION 13.** PI 4.095(8) is renumbered PI 4.095(7) and as renumbered PI 4.095(7)(title) is amended to
13 read:

14 PI 4.095(7)(title) SPECIAL SUBJECTS, VOCATIONAL EDUCATION, SPECIAL EDUCATION, OR
15 PUPIL SERVICES AREA.

16 **SECTION 14.** Subchapter VII of chapter PI 4 is repealed and recreated to read:

17 SUBCHAPTER VII

18 SPECIAL EDUCATION BACCALAUREATE PROGRAMS

19 4.60 SPECIAL EDUCATION: COMMON RULES. All professional education programs leading to
20 licensure in special education shall meet the requirements in subch. IV and the following common standards:

21 (1) The program shall require study of principles and theories of child growth and development or
22 adolescent growth and development, or both if the program leads to a license to teach grades prekindergarten
23 through 12. The study shall include communicative, cognitive, emotional, physical, and social development related
24 to learning.

25 (2) The program shall require study of the major characteristics of all disabilities as defined by state and
26 federal law in order to recognize their existence in children and youth.

27 (3) The program shall require study of the processes of and legal requirements for special education and
28 related services, including pre-referral intervention, screening, referral, multidisciplinary team and individualized
29 education plans, and program and placement alternatives for providing the least restrictive environment for pupils
30 with exceptional educational needs.

31 (4) The program shall require study of language disorders with implications for language acquisition,
32 cognitive development, learning, instruction, social interaction, and the full range of alternative modes of
33 communication.

1 (5) The program shall require study, selection, and application of traditional and alternative assessments,
2 including the following:

3 (a) Group and individual assessment instruments and strategies in academic, cognitive, communicative,
4 physical, social, and transitional areas for identification and determination of eligibility for special educational
5 services.

6 (b) Analysis, interpretation and sharing of assessment results with the pupil, the pupil's family, and other
7 educators for the purpose of instructional planning and programming in a variety of general and exceptional
8 educational environments.

9 (c) Measurements for monitoring pupils' progress toward meeting individualized education program goals.

10 (6) The program shall require study of general education teaching principles, curriculum, methods, and
11 instructional materials in the basic skills of critical thinking, mathematics, language arts, and communication as
12 related to content areas.

13 (7) The program shall require study of methods for organizing and modifying environments in collaboration
14 with other professionals and families to maximize the pupils' development through appropriate use of instructional
15 techniques, materials, equipment and technology.

16 (8) The program shall require study of transitional activities, curriculum and instructional approaches that
17 contribute to the preparation of pupils for careers, vocations, independent living, recreation, and leisure.

18 (9) The program shall require study of a variety of individual and group management strategies that
19 encourage personal and social responsibility of pupils with exceptional educational needs.

20 (10) The program shall require study of methods for supporting and maintaining pupils with exceptional
21 educational needs in the general education environment.

22 (11) The program shall require study and development of communication, advocacy, and collaboration skills
23 enabling all teachers to jointly plan, implement, and evaluate educational and community programs with pupils,
24 parents, and other educational and community personnel.

25 (12) The program shall require study of the legal principles related to the professional rights and
26 responsibilities of educators.

27 (13) The program shall require a minimum of 200 clock hours of supervised experience working with all
28 pupils in general education environments. This experience shall include group instruction, classroom management,
29 instructional planning, management of behavior, media utilization, implementation of curricular scope and sequence
30 and classroom organization.

31 PI 4.61 EARLY CHILDHOOD EXCEPTIONAL EDUCATIONAL NEEDS: SPECIFIC RULES. A
32 professional education program leading to licensure to teach children birth through age eight with developmental
33 delays and disabilities and support their families shall meet the following standards:

1 (1) The program shall require study of the principles and theories of child growth and development and
2 learning theory as appropriate to children under this section.

3 (2) The program shall require study of the characteristics of play and its contribution to the cognitive, social,
4 emotional, communication, motor development, and learning of children under this section.

5 (3) The program shall require study of the wide variability in normal child development, as well as risk
6 factors; developmental patterns and delays representative of specific disabilities; and medical aspects of diagnosed
7 conditions, and the effect of such differences upon children and their families.

8 (4) The program shall require study of child find strategies, informed referral networks, evaluation team
9 responsibilities, individualized family service plans, individualized education program processes, and pertinent state
10 and federal laws, regulations, and policies.

11 (5) The program shall require study of professional ethics and issues of advocacy, family rights,
12 confidentiality, and teacher liability.

13 (6) The program shall require study designed to develop the ability to participate as a team member in the
14 following areas:

15 (a) In determining eligibility for early intervention or special education services.

16 (b) In the formal and informal assessment of infant and young children's cognitive, social, emotional,
17 communication, motor, adaptive and physical - including vision and hearing development - for initial and ongoing
18 planning and provision of appropriate services.

19 (c) In the identification of family concerns, priorities and resources for the purpose of incorporating the
20 families' desires and goals for children into intervention strategies.

21 (7) The program shall require study and experiences in curriculum development, implementation, and
22 evaluation based upon child development, learning theory, and research for all children birth through age eight
23 including those with developmental delays and disabilities.

24 (8) The program shall require study and experiences in creating and managing a learning environment that
25 provides for all of the following:

26 (a) Emphasizes play, active manipulation of concrete materials, independence in daily living, exploration of
27 the environment, problem solving, and decision making.

28 (b) Meets the unique needs of a diverse group of young children and builds upon their strengths.

29 (c) Fosters friendships and interactions with others.

30 (d) Integrates content areas such as art, music, and literature through adult and child initiated themes.

31 (9) The program shall require the study of methods for organizing and modifying environments in
32 collaboration with parents and other professionals to maximize the children's development through appropriate use
33 of strategies, materials, equipment, and technology.

1 (10) The program shall require the study of methods of service delivery within natural settings in the home
2 and community such as preschools, head start, and family- and center-based child care.

3 (11) The program shall require study and experiences designed to develop skills in supporting families and
4 caregivers from diverse backgrounds including, but not limited to, racial, cultural, ethnic, and economic diversity.

5 (12) The program shall require study and experiences to develop communication skills for working with
6 other persons involved in early childhood settings including parents, volunteers, support staff, advisory groups,
7 community agencies, and professionals from other disciplines.

8 (13) The program shall require the study of intra- and interagency collaboration which includes service
9 coordination and consultation related to the care, education, and transition of young children and their families.

10 (14) The early childhood exceptional educational needs program is not required to meet the special
11 education common standards in s. PI 4.60.

12 PI 4.62 EMOTIONAL DISTURBANCE: SPECIFIC RULES. The professional education program leading
13 to licensure in emotional disturbance shall meet the following standards:

14 (1) The program shall require study of emotional disturbance, including history, definitions, characteristics,
15 classification systems, incidence, assessment techniques, intervention strategies and research on effective practices.

16 (2) The program shall require study of the continuum of delivery systems serving pupils identified as
17 emotionally disturbed, with special emphasis on the concepts and principles of implementation of least restrictive
18 environment.

19 (3) The program shall require study of the federal and state definitions, eligibility criteria and assessment
20 procedures for emotional disturbance, including the analysis, integration, and communication of data in verbal and
21 written form.

22 (4) The program shall require study of and experience in the development, implementation, and ongoing
23 evaluation of instructional programs which address academic, behavioral, social, cognitive and transitional areas.

24 (5) The program shall require study of the professional responsibilities of the teacher of pupils identified as
25 emotionally disturbed, to represent the best interests of the pupil, and collaborate with parents, colleagues, and
26 agency personnel.

27 (6) The program shall require experience in development and implementation of relevant and effective
28 individualized education plans for pupils identified as emotionally disturbed.

29 (7) The program shall require the development of skills in designing and implementing appropriate
30 preventive, supportive and corrective management strategies which reflect the principles of least restrictive
31 environment. Such practices shall address legal, ethical, and safety considerations.

32 (8) The program shall require study of medical, psychiatric, human service, and juvenile justice community
33 agencies, and their relationship to the needs of pupils identified as emotionally disturbed.

34 (9) The program shall require study of relevant and effective parent education and parent support services.

1 (10) The program shall require a minimum of 50 clock hours of prestudent teaching experience in
2 educational settings with pupils identified as emotionally disturbed.

3 PI 4.63 DEAF AND HARD OF HEARING: SPECIFIC RULES. A professional education program leading
4 to licensure to teach children who are deaf or hard of hearing shall meet the following standards:

5 (1) The program shall require study to develop an understanding of historical, social, linguistic, cultural,
6 educational and psychological aspects of individuals who are deaf or hard of hearing.

7 (2) The program shall require study of hearing loss to develop an understanding of anatomy, physiology,
8 etiology, and the effect of additional handicapping conditions on individuals who are deaf or hard of hearing.

9 (3) The program shall require study of individuals who are deaf or hard of hearing to develop an
10 understanding of family dynamics, bilingual and bicultural considerations, professional organizations and consumer
11 organizations as resource providers.

12 (4) The program shall require study of language acquisition by individuals who are deaf and hard of hearing
13 to develop an understanding of cognitive development, the evaluation and assessment process, and strategies for
14 instruction to include both historical and current methodologies in English and American sign language.

15 (5) The program shall require study of speech theories and speechreading skill acquisition by individuals
16 who are deaf or hard of hearing to develop an understanding of speech development, and the evaluation process and
17 strategies for instruction to include both historical and current methodologies.

18 (6) The program shall include study of how to identify, select and interact with agencies and other
19 community resources for improving and strengthening education program and transition services for pupils who are
20 deaf or hard of hearing.

21 (7) The program shall require study of audiological assessment and interpretation, auditory training theory
22 and practice, methods of developing and improving use of residual hearing management of the acoustic environment,
23 and amplification devices including cochlear implants, assistive listening devices, and vibro-tactile aids.

24 (8) The program shall require study of theory, practice and selection criteria related to visual and sign
25 communication, including but not limited to, American sign language, English based signs, cued speech,
26 augmentative communication techniques, and speechreading. This study shall include the sociocultural aspects of
27 the various forms of visual and sign communication and the role and function of interpreters and transliterators.

28 (9) The program shall require demonstration of expressive and receptive skills in American sign language
29 and English-based signs.

30 (10) The program shall require study of selection, modification, adaptation and development of curriculum
31 for use with pupils who are deaf or hard of hearing.

32 (11) The program shall require knowledge and skill in use of instructional media and materials, including
33 current instructional technology and devices for use by pupils who are deaf or hard of hearing.

1 (12) The program shall require study of methods of instruction in reading and language for pupils who are
2 deaf or hard of hearing.

3 (13) The program shall require that students demonstrate effective use of communication techniques, subject
4 knowledge, and teaching skills in a variety of student teaching assignments with pupils who are deaf or hard of
5 hearing.

6 PI 4.64 LEARNING DISABILITIES: SPECIFIC RULES. A professional education program leading to
7 licensure in learning disabilities shall meet the following standards:

8 (1) The program shall require study of the history and current trends of the field of learning disabilities, as
9 they relate to theories and definitions, etiology, and assessment of learning disabilities, and methodology, and
10 programming options for learning disabilities.

11 (2) The program shall require study of the continuum of services for providing the least restrictive
12 environment including the following:

13 (a) Legal entitlement to and provision of special education and related services within the least restrictive
14 environment.

15 (b) Methodology of teaching pupils in a variety of educational environments.

16 (c) Communication techniques for fostering inquiry, collaboration, and supportive interaction in the learning
17 environment.

18 (3) The program shall require study and application of effective teaching strategies to maximize academic
19 engaged time in all learning environments and content areas. This shall include social skills and study skills.

20 (4) The program shall require study and application of the methods and skills needed for the organization
21 and operation of effective learning environments to include, but not be limited to, scheduling, rule posting, and
22 arranging the physical environment.

23 (5) The program shall require study and application of assessment instruments and strategies for identifying
24 specific learning disabilities, including formal and informal tests, observation, diagnostic teaching and curriculum-
25 based assessment.

26 (6) The program shall require experience in summarizing, interpreting, and reporting evaluation findings as
27 they relate to educational programs and placements.

28 (7) The program shall require study of the development and implementation of individualized education
29 programs and lesson plans including ongoing evaluation of pupil progress in both academic and social behaviors.

30 (8) The program shall require study of the inter and intra individual differences of persons with learning
31 disabilities throughout the lifespan.

32 (9) The program shall require knowledge of and skills in the application of the following alternative or
33 remedial techniques to teach pupils with learning disabilities:

34 (a) Reading, including word recognition, fluency, comprehension, and content areas.

1 (b) Mathematics, including problem-solving skills, computation skills, and application of mathematics skills
2 for everyday living.

3 (c) Language arts skills, including listening, speaking, writing, and spelling.

4 (10) The program shall require knowledge of and skills in the application of learning disabilities program
5 options. This includes tutorial, basic skills, compensatory skills, enrichment activities, learning strategies, life skills,
6 and team teaching in the content area models.

7 (11) The program shall require knowledge of and skills in the application of the following:

8 (a) Transition strategies, including collaboration with other agencies.

9 (b) The use of assistive technology devices and services.

10 (12) The program shall require study and development of advocacy and change strategies through
11 collaboration and consultation enabling teachers to jointly plan, implement, and evaluate educational programs with
12 pupils, parents, educators, and other professionals.

13 (13) The program shall require an awareness of the historical and philosophical perspectives of education
14 and the study of reflective practices to continually evaluate the effects of choices and actions on others and actively
15 seek out opportunities to grow professionally in life-long career development.

16 PI 4.65 COGNITIVE DISABILITIES: SPECIFIC RULES. A professional education program leading to
17 licensure in cognitive disabilities shall meet the following standards:

18 (1) The program shall require study of the definition, classification, etiology, prevalence, characteristics,
19 cultural and social factors, and medical implications of pupils with cognitive disabilities who may or may not have
20 concomitant physical, behavioral, or sensory disabilities.

21 (2) The program shall require study of significant historical trends, current issues, and the effect of state and
22 federal laws, regulations and litigation on pupils with cognitive disabilities.

23 (3) The program shall require study of the impact of cognitive disabilities on families.

24 (4) The program shall require study of methods to determine instructional priorities and assist pupils with
25 cognitive disabilities to develop and attain life goals utilizing the school and community services.

26 (5) The program shall require study of pupil evaluation for collecting data including observations,
27 background information, learning styles, interviews, case studies, and anecdotal records.

28 (6) The program shall require study of informal and formal measurements of adaptive behavior including
29 selection, administration, interpretation, reporting, and application of assessment data for pupils with cognitive
30 disabilities.

31 (7) The program shall require study of practices in developing, monitoring, and revising appropriate
32 individual educational programs for pupils with cognitive disabilities.

33 (8) The program shall require study of the principles of learning and effective instructional strategies to meet
34 the needs of pupils with cognitive disabilities.

1 (9) The program shall require study of the methods for arranging learning environments to maximize the
2 acquisition of instructional objectives, use of materials, and specially designed and adapted equipment.

3 (10) The program shall require an understanding of a variety of curriculum models used with pupils with
4 cognitive disabilities.

5 (11) The program shall require study of curricula and methods including the following:

6 (a) Motor development including appropriate lifting and positioning techniques.

7 (b) Communication including alternative methods of communication and assistive technology.

8 (c) Social development including human sexuality, self-advocacy, family and personal relationships.

9 (d) Academic development including the functional skills to literacy.

10 (e) Daily living skills including self-care, health, safety, home maintenance, transportation, recreation, and
11 leisure activities.

12 (f) Career and vocational development including career awareness, work related skills and attitudes, job
13 exploration, job training skills, and work experience.

14 (12) The program shall require study of strategies for facilitating the application and generalization of skills.

15 (13) The program shall require an understanding of a variety of curriculum models used with pupils with
16 cognitive disabilities.

17 (14) The program shall require study of strategies for monitoring instructional effectiveness.

18 (15) The program shall require study of strategies which facilitate collaborative relationships among general
19 and special education teachers, aides, support staff, administrators, parents, and others to jointly plan, implement,
20 and evaluate educational services.

21 (16) The program shall require study of effective training and appropriate utilization of special education
22 program aides who assist pupils with cognitive disabilities who may or may not have concomitant behavioral,
23 sensory, or physical disabilities.

24 (17) The program shall require the study of working with health care professionals and other support staff to
25 plan, develop, implement, and evaluate a health care plan for pupils with such needs.

26 (18) The program shall require the study of methods and models for adapting the regular curricula, grading,
27 and classroom climate to facilitate the participation of students with cognitive disabilities in the general education
28 classroom.

29 **SECTION 15.** PI 4.78 is repealed and recreated to read:

30 **PI 4.78 SPEECH AND LANGUAGE PATHOLOGY.** A professional education program leading to a
31 master's degree required for licensure in speech and language pathology shall meet the following special education
32 common standards in s. PI 4.60 (1), (2), (3), (4), (8) and (11) and the following:

33 (1) The program shall require study of anatomy and physiology of speech and hearing, phonetics, speech and
34 hearing science, and the development of speech, language, and auditory processing.

1 (2) The program shall require study of different speech and language pathologies.

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

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

7 (5) The program shall require the study of diverse family, cultural and dialectal variants as related to
8 communicative disorders.

9 (6) The program shall require study designed to develop an understanding of statistics and research design.

10 (7) The program shall require study designed to develop an understanding of and skills in the following:

11 (a) Administering formal and informal assessment measures including the scoring, analysis and
12 interpretation of data to diagnose communication disorders.

13 (b) Planning, developing, implementing and evaluating instructional strategies and techniques designed to
14 achieve habilitation, rehabilitation, instructional objectives and transition for all pupils having communication
15 disorders.

16 (c) Developing, implementing and evaluating screening and identification procedures for the purpose of
17 determining pupils with need of further assessment.

18 (d) Applying individual assessment instruments and strategies in academic, cognitive, communicative,
19 physical, and social areas used for identification and program placement decisions.

20 (e) Developing professional writing skills, including multidisciplinary team reports and individualized
21 education programs.

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

23 (g) Developing individual and group management strategies.

24 (8) The program shall require study of methods and procedures in school speech, language and hearing
25 programs designed to develop an understanding of the following:

26 (a) Appropriate criteria, processes, and procedures used for pupil identification.

27 (b) The various delivery models utilized by speech and language pathologists at preschool, elementary and
28 secondary levels, including strategies for supporting pupils with communicative disorders in the general education
29 environment.

30 (c) The importance of disseminating, sharing and exchanging information with other professionals, parents,
31 family, pupils, clients, their peers, and their community.

32 (d) The scope and sequence of regular education curriculum and its relationship to communication disorders.

33 (e) Education agency policies regarding the appropriate use and maintenance of pupil files and records.

34 (f) The organization and structure of education agencies including the budgetary and reporting processes.

1 (9) The program shall require study of or practicum with pupils between the ages of birth through 21 who
2 possess a wide range of communication disorders as well as with pupils who may have additional disabilities.

3 (10) The program shall require a college or university supervised practicum or internship of a minimum of
4 350 clock hours as described in s. PI 3.35(3)(e). These clock hours shall be spent in direct contact with persons with
5 communication disorders. Of the 350 clock hours, 100 clock hours shall be earned in a school setting and shall be
6 met through full-week, full-day placements or full-week, half-day placements or a combination of the two.

7 **SECTION 16. INITIAL APPLICABILITY.**

8 (1) Educational interpreter - 884 licenses with an effective date of July 1, 1996 or before, may be renewed
9 based on renewal requirements in effect at that time. For educational interpreter - 884 licenses with an effective date
10 of July 1, 1997 or after, the renewal requirements under s. PI 3.03(2)(e) shall be met.

11 (2) For persons applying for a license with an effective date of July 1, 1997, the general requirements for a
12 license - reading and language arts under s. PI 3.05(3m)(g) shall be met.

13 (3) Persons applying for an initial license or renewal of a driver education - 450 license with an effective
14 date of July 1, 1997, shall meet the requirements under s. PI 3.13. However, provisions relating to driver education
15 license revocation under s. PI 3.13(3) apply to all persons holding a driver education - 450 license effective July 1,
16 1997.

17 (4) Persons applying for an initial cognitive disabilities - 810 license with an effective date of July 1, 1997,
18 shall meet the requirements under s. PI 3.26.

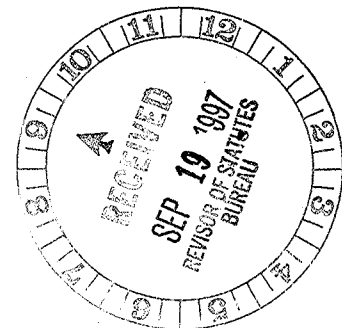
19 (5) Persons applying for an initial speech and language pathology - 820 license with an effective date of July
20 1, 1997, shall meet the requirements under s. PI 3.35.

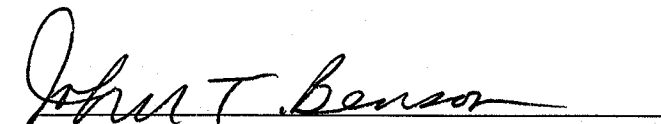
21 (6) Persons applying for an initial assistive technology - 858 license with an effective date of July 1, 1997,
22 shall meet the requirements under s. PI 3.38(3).

23 (7) Modifications made under ch. PI 4 shall pertain to licensure programs effective July 1, 1997.

The rules contained in this order shall take effect on the first day of the month commencing after the date of
publication in the Wisconsin Administrative Register, as provided in s. 227.22(2)(intro.), Stats.

Dated this 19th day of September, 1997




John T. Benson
State Superintendent