

LC Abstract

Teacher Licenses and Teacher Education Program Approval (Ch. PI 34, Wis. Adm. Code)



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August 2, 2002

CONTENTS

Brief Overview	1
Standards for Teachers, Administrators, and Pupil Services Professionals	4
License Stages	5
<i>Initial Educator License</i>	5
<i>Professional Educator License</i>	8
<i>Master Educator License</i>	10
Teacher Levels and Categories	11
<i>Levels and Categories--In General</i>	11
<i>Determination of Levels</i>	13
<i>Supplementary Categories</i>	13
Other Licenses and Permits to Teach	14
<i>Emergency License</i>	14
<i>Emergency Permit</i>	14
<i>Substitute Teacher License</i>	15
<i>Substitute Teacher Permit</i>	15
<i>Professional Teaching Permit</i>	15
<i>Intern License</i>	16
<i>Other Licenses and Permits</i>	16
Pupil Services Categories	16
Administration Categories	17
Additional Licenses and Permits	18
Special Provisions for Those Licensed Prior to July 1, 2004	18
<i>Continuation and Conversion Provisions for Teachers Licensed Prior to July 1, 2004</i>	18
<i>Renewal</i>	19
License Revocation and Denial	19
Institution Standards and Alternative Program Standards	20
<i>Provisions Applicable to Colleges and Universities (Institutions)</i>	20
<i>Provisions Applicable to Students at Colleges and Universities (Institutions)</i>	21
<i>Provisions Applicable to Alternative Program Providers</i>	22

Program Approval 22

Wisconsin Colleges and Universities (Institutions).....22

Alternative Program Providers.....23

Professional Standards Council for Teachers..... 23

This **LC Abstract** describes a particular aspect of Wisconsin law as of the date printed on the document cover. The abstract is a general discussion and should not be used as legal advice for fact-specific situations. This LC Abstract was written by Joyce L. Kiel, Senior Staff Attorney. The document is available on-line at www.legis.state.wi.us/lc/reports_by_topic.htm. Additional paper copies are available by contacting the Legislative Council office and requesting document LCA 02-2.

Teacher Licenses and Teacher Education Program Approval

This document describes ch. PI 34, Wis. Adm. Code, relating to teacher education program approval and licenses. Chapter PI 34 significantly changes the rules relating to licenses for teachers, school administrators, and pupil services professionals. It does so by creating various stages, levels, and categories of licenses and by requiring most new educators to develop and successfully complete a professional development plan to renew a license.

The general effective date of ch. PI 34 was May 1, 2000.¹ However, many of its provisions first apply after that date. With limited exceptions, the licensure changes govern individuals first applying for a license on or after July 1, 2004. Special provisions apply to teachers, administrators, and pupil services professionals who hold a license issued prior to July 1, 2004. In addition to changing the rules related to licenses, ch. PI 34 also changes the process for approving teacher education programs effective July 1, 2000 and provides for alternative programs.

Chapter PI 34 was promulgated by the Department of Public Instruction (DPI) after extensive study by DPI in the 1990s, including DPI's convening of work groups which made recommendations about how professional school employees are licensed. According to testimony at the February 1, 2002 hearing of the Assembly Committee on Education on ch. PI 34, DPI staff and others continue to prepare for the full implementation of ch. PI 34. Testimony indicated that it is possible that DPI will propose amendments to ch. PI 34 before it is fully implemented.

This document describes ch. PI 34 by first providing a brief overview and then providing a more detailed summary.

BRIEF OVERVIEW

Standards

Chapter PI 34 establishes 10 standards for teachers, seven standards for administrators, and seven standards for pupil services professionals. One of the requirements to receive a license as a teacher, administrator, or pupil services professional is that an applicant demonstrate proficient performance in the knowledge, skills, and dispositions under the appropriate set of standards. The standards are referred to throughout ch. PI 34.

Stages of Licenses

Chapter PI 34 specifies three stages of licenses for teachers, administrators, and pupil services professionals: (1) an initial educator license, which is valid for five years or for one year under certain circumstances; (2) a professional educator license, which is valid for five years or for one year under certain circumstances; and (3) a master educator license, which is valid for 10 years.

¹ In addition to creating ch. PI 34, Clearinghouse Rule 99-030 (CR 99-030) also: (1) repealed ch. PI 4, Wis. Adm. Code, relating to teacher education program approval, effective July 1, 2000; and (2) will repeal ch. PI 3, Wis. Adm. Code, relating to teaching licenses, effective July 1, 2004.

**Initial
Educator
License**

The **initial educator license** is available to an applicant who has completed an approved professional education program at an accredited college or university (that is, received an education degree) and received an institutional endorsement. It is also available, under certain circumstances, to those who have not received an education degree but have fulfilled other criteria, such as completing an alternative training and assessment program approved by DPI. Special eligibility provisions apply to applicants who complete a program outside Wisconsin.

A school district must provide all of the following to an initial educator: ongoing orientation; support seminars; and a qualified mentor.

The initial educator license is, with one limited exception, not renewable. Thus, if an initial educator is interested in remaining a licensed teacher, administrator, or pupil services professional, he or she must design and document completion of a professional development plan in order to obtain a professional educator license, as discussed below. The initial educator's professional development goals must be approved by a three-member team which consists of a professional colleague, an administrator, and a representative from a college or university that prepares professional school personnel. After three years as an initial educator, the educator may apply for a professional educator license by proving successful completion of the professional development plan to the three-member team. Decisions of the team are appealable.

**Professional
Educator
License**

The **professional educator license** is available to: (1) an initial educator who has successfully completed his or her professional development plan; (2) an applicant who is eligible to receive or renew a license before July 1, 2004; and (3) an applicant who holds a life license issued before July 1, 1983.

Criteria for renewing a five-year professional educator license depend on the circumstances under which the license was issued. For those applicants who were initially licensed as an initial educator, the professional educator license may be renewed by preparing another professional development plan and proving successful completion of it to a professional development team which consists of at least three professional colleagues. Decisions of the team are appealable. For those who were eligible to be professional educators because they were licensed or eligible for licensure before July 1, 2004 (and for certain others who are not teaching or not teaching in Wisconsin), the professional educator license may be renewed by either: (1) successful completion of the professional development plan; or (2) successful completion of six semester credits from an accredited college or university that are directly related to the license or the standards. License renewal requirements do not apply to life licenses.

**Master
Educator
License**

The **master educator license** is voluntary. It is available beginning July 1, 2000 to applicants who are certified by the National Board of Professional Teaching Standards. As of July 1, 2004, it is also available to those who meet all of the following requirements: (1) hold a related master's degree; (2) verify at least five years of successful experience at the professional educator level or while holding a five-year license or a life license issued prior to July 1, 2004; (3) provide evidence of contributions to the profession; (4) provide evidence of improved pupil learning; and (5) receive approval of the application by an assessment team which must complete a formal assessment, including observation of a demonstration of classroom performance. The assessment team consists of three educators who have the same or similar job responsibilities and, in addition, may include a school board member. Members of the team must be: selected by the State Superintendent of Public Instruction (State Superintendent); trained by DPI; nominated by professional organizations; and approved for appointment by the State Superintendent. Decisions of the team are appealable. A master educator license may be renewed by complying with the same process as that required for initial issuance of the master educator license.

License Levels

In addition to being licensed at a particular stage, a teacher also will be licensed at one of the following pupil development levels: early childhood; early childhood through middle childhood; middle childhood through early adolescence; early adolescence through adolescence; or, for some categories, early childhood through adolescence. This is in contrast to current law which awards licenses for specific grade levels. Among the requirements to be licensed at a particular level is a general requirement for completion of an approved program, including evidence of: meeting the standards referred to above; meeting all statutory requirements; and receiving passing scores on content knowledge standardized tests approved by the State Superintendent. Formal application of the definitions of the levels must be determined by each school district through a collaborative process, as discussed below.

Administrators and pupil services professionals will be licensed at the early childhood through adolescence level.

License Categories

Beginning with the middle childhood through early adolescence level and at higher levels, teacher licenses are available in categories, such as language arts, mathematics, science, and social studies, and within specified subcategories of many categories. Chapter PI 34 specifies the criteria for a license in each category and subcategory.

In special education (other than at the early childhood level), the applicant must have completed an approved program in cross categorical special education with a concentration in one of the following subcategories: cognitive disabilities, emotional disturbance, or learning disabilities. Licenses also are available in these subcategories.

Chapter PI 34 specifies supplementary categories and criteria for licensure in each supplementary category for individuals who hold or are eligible to hold a teaching license. These include licenses in: adaptive education, adaptive physical education, assistive technology, alternative education, bilingual-bicultural education, coaching athletics, driver education, gifted and talented, instructional library media specialist, reading teacher, urban educator, and vocational education.

In addition, ch. PI 34 specifies categories for administrators and pupil services professionals, as well as the criteria for receiving a license in a particular category.

Other Licenses and Permits

Chapter PI 34 specifies the criteria for licenses and permits that may be issued to applicants who are employed in positions that do not require completion of an approved program or institutional endorsement from a college or university, for example, charter school instructional staff permit and school education program aide license.

Special Provisions for Those Licensed Prior to July 1, 2004

Teachers who hold a license issued prior to July 1, 2004 will not be required to obtain a new license level or category under ch. PI 34. However, teachers may convert an existing license to a license in a related level or category under ch. PI 34 by submitting a portfolio to DPI, if DPI approves the portfolio.

Renewal requirements also differ for teachers, administrators, and pupil services professionals who are licensed prior to July 1, 2004. In contrast to those first licensed on or after that date, if a license must be renewed, those licensed prior to July 1, 2004 may renew a license by either: (1) successfully

completing six semester credits from an accredited college or university that are directly related to the license or applicable standards; or (2) successfully completing a professional development plan. However, whereas the current rule, which is being repealed July 1, 2004, allows for renewal based on six semester credits **or** its equivalency (for example, 30 hours at a workshop, seminar, or conference equals one semester credit), the new rule does **not** permit credit equivalency.

License Revocation and Denial

Chapter PI 34 specifies standards and procedures which apply to revocation, denial, refusal to renew, or refusal to revalidate a license or permit. These provisions became effective on May 1, 2000.

Institution Standards; Program Approval

Chapter PI 34 specifies various standards for approval by the State Superintendent of colleges and universities that prepare professional school personnel in Wisconsin. The provisions apply to such programs and the State Superintendent's approval of such programs effective July 1, 2000. Chapter PI 34 also specifies certain criteria that apply to students at those institutions who complete professional education programs after August 31, 2004.

Alternative Programs

Chapter PI 34 also includes brief provisions relating to programs that train individuals who obtain an initial educator license by means other than obtaining an education degree from a college or university, sometimes referred to as alternative program providers.

STANDARDS FOR TEACHERS, ADMINISTRATORS, AND PUPIL SERVICES PROFESSIONALS

Cite: Subch. II, ch. PI 34

Subchapter II, ch. PI 34 sets forth standards for teachers, administrators, and pupil services professionals.

In order to receive a **license to teach**, one of the requirements is that an applicant for a license demonstrate proficient performance in the knowledge, skills, and dispositions under the **10 enumerated standards in s. PI 34.02 (1) to (10)**. [s. PI 34.02 (intro).]

Similarly, in order to receive a **license in a school administration category** (that is, principal, assistant principal, school district administrator or superintendent, director of instruction, director of special education and pupil services, school business administrator, program coordinator, reading specialist, instructional library media supervisor, or instructional technology coordinator; hereinafter referred to collectively as administrators), one of the requirements is that an applicant for a license demonstrate proficient performance in the knowledge, skills, and dispositions under the **seven enumerated standards in s. PI 34.03 (1) to (7)**. [s. PI 34.03 (intro).]

In order to receive a **license in a pupil services category** (that is, school counselor, school nurse, school psychologist, or school social worker; hereinafter referred to collectively as pupil services professionals), one of the requirements is that an applicant for a license demonstrate proficient

performance in the knowledge, skills, and dispositions under the **seven enumerated standards in s. PI 34.04 (1) to (7)**. [s. PI 34.04 (intro).]

Various provisions in ch. PI 34 refer to these standards, as noted below.

LICENSE STAGES

Cite: Subch. V, ch. PI 34

Chapter PI 34 provides for three basic stages of licenses for teachers, administrators, and pupil services professionals, namely: (1) initial educator license; (2) professional educator license; and (3) master educator license. With one exception which applies to the master educator license (as discussed below) and one exception which applies to a three-year nonrenewable school counselor license (as discussed below), provisions relating to these stages **apply only to persons who are applying for a license or the renewal of a license to be issued on or after July 1, 2004**.

An applicant may be issued a license under any of these stages upon completing an approved program and meeting all of the requirements under ch. PI 34, including the statutory requirements in s. 118.19, Stats.² [s. PI 34.16 (1).] An “approved program” is: (1) a professional education program developed and offered by an accredited four-year baccalaureate degree granting private or public college or university engaged in the preparation of professional school personnel in Wisconsin that is approved by the State Superintendent or in another state,³ or such a program that is developed and offered collaboratively between such colleges and universities; or (2) an alternative standards-based training and assessment program in Wisconsin that is approved by the State Superintendent. [s. PI 34.01 (6), (22), and (25).] Although s. PI 34.16 (1) indicates that licenses under these stages may be issued upon completing an “approved program,” it appears that there are other avenues as well, as noted below. For example, s. PI 34.17 (6) (b) (last sentence) provides that an initial educator license may be issued to an individual who meets the requirements of ch. PI 34, as demonstrated by an assessment process approved by the State Superintendent.

Initial Educator License

Provisions relating to an initial educator license include the following:

Prerequisites **One** of the following must occur before an initial educator license may be issued to an individual:

- Completion of an approved program and an institutional endorsement (that is, written verification from an institution⁴ that the applicant has satisfactorily completed the approved program and is recommended for a specific level or category license⁵ [s. PI 34.01 (26)]). [s. PI 34.17 (1) (a).] (This means the individual has received an education degree from a college or university in Wisconsin with a

² One of the statutory requirements is that a person licensed to teach must possess a bachelor’s degree, unless the person is being certified to teach an American Indian language or culture.

³ The State Superintendent does not approve programs outside Wisconsin. [s. PI 34.05 (4).]

⁴ “Institution” is defined as a private or public college or university engaged in the preparation of professional school personnel in Wisconsin. [s. PI 34.01 (25).]

⁵ The requirements for the various levels and categories are discussed below.

professional education program approved by the State Superintendent and received an endorsement from the college or university.)

- If an applicant has not completed an approved program, meeting the other requirements of ch. PI 34 and obtaining a statement from an institution that the applicant has completed the equivalent of that institution's approved program. [s. PI 34.17 (6) (a).]
- Completion of DPI approved standards-based training and assessments, including receiving a passing score on a standardized examination approved by the State Superintendent in the area of licensure and in teaching knowledge. [s. PI 34.17 (1) (a) and (6) (b) (first two sentences).] (This is sometimes referred to as an alternative license. See ***Institution Standards and Alternative Program Standards*** on page 20 for requirements that apply to alternative program providers.)
- Demonstrated competence through an assessment process, approved by the State Superintendent, that meets the standards referred to above, including any standardized examinations prescribed by the State Superintendent for licensure. [s. PI 34.17 (1) (a) and (6) (b) (last sentence).] (This is sometimes referred to as an alternative license.)
- Completion of an alternative training program approved by the State Superintendent that is provided by, but not limited to, a college, university, school, school district, cooperative educational service agency (CESA), technical college, private enterprise, or agency. The training program must be based on the standards referred to above and must include assessment of the candidate's performance measured against these standards, including any standardized examinations prescribed by the State Superintendent for licensure. [s. PI 34.17 (1) (a) and (6) (c).] (This is sometimes referred to as an alternative license. See ***Institution Standards and Alternative Program Standards*** on page 20 for requirements that apply to alternative program providers.)
- All of the following: (1) completion of an approved program in another state⁶; (2) fewer than five years of teaching experience; and (3) a passing score on the standardized content knowledge examinations approved by the State Superintendent which include Wisconsin's model academic standards. [s. PI 34.17 (5).] The State Superintendent may accept the institutional endorsement from any out-of-state institution that is accredited by another state or jurisdiction. [s. PI 34.05 (4).] (According to DPI staff, institutional endorsement is used as evidence of completion of an approved program in another state.)
- All of the following: (1) completion of an approved program in another state⁶, except for student teaching; (2) verification of three or more years of successful teaching experience in the subject or grade level of preparation; and (3) meeting all of the applicable requirements of ch. PI 34. [s. PI 34.17 (7).] The State Superintendent may accept the institutional endorsement from any out-of-state institution that is accredited by another state or jurisdiction. [s. PI 34.05 (4).] (According to DPI staff, institutional endorsement is used as evidence of completion of an approved program in another state.)

Length of License

In general, five years. [s. PI 34.17 (1) (b).] However, a one-year nonrenewable initial educator license may be issued to an applicant who meets the license requirements in

⁶ Because of the definition of "approved program," this means that the individual has received an education degree from a college or university with a professional education program. [s. PI 34.01 (b).]

ch. PI 34 but has not yet completed the requirements for advancement as discussed below. [s. PI 34.17 (1) (c).]

Renewability The license is **not** renewable unless the individual has not been employed as an educator for at least two years within the five-year period. [s. PI 34.17 (1) (b).] Because the initial educator license generally is not renewable, an individual must comply with the requirements for advancement to the professional educator stage if he or she wishes to continue teaching in the public schools.

School District Requirements The employing school district must provide all of the following to an initial educator: (1) ongoing orientation; (2) support seminars; and (3) a qualified mentor. The mentoring period may be for less than five years. [s. PI 34.17 (2).]

The employing school district may meet these requirements and the provisions relating to membership on the initial educator teams (as discussed below) through agreements between school districts or agreements with other entities. [s. PI 34.185.]

Other Public Educational Agencies and Private Schools In order to support the licensing requirements of educators, public educational agencies as defined in s. 115.31 (1) (b), Stats., that are required to employ licensed staff but are not school districts must meet the requirements imposed on school districts. Such agencies include certain correctional facilities, the Wisconsin Center for the Blind and Visually Impaired, the Wisconsin Educational Services Program for the Deaf and Hard of Hearing, state mental health institutes, and state center for the developmentally disabled. Private educational agencies, including private schools or associations of private schools, are not required to meet these requirements but may choose to do so. [s. PI 34.246.]

Requirements for Advancement Additional requirements apply to an initial educator in order to move to the professional educator level as follows:

- The initial educator must design a **professional development plan** that demonstrates increased proficiency and that reflects the standards referred to above that have been identified by the team discussed below for improvement. The plan must include: identified activities and objectives; a time line for achieving professional development goals; evidence of collaboration with professional peers and others; and an assessment plan. [s. PI 34.17 (4) (a).]
- A **three-person initial educator team** must review and approve the initial educator's professional development goals. The team is convened at the discretion of the initial educator. [s. PI 34.17 (3) (intro.).]

For classroom teachers, the team must include: (1) a teacher of the same subject or at the same level who is not the teacher's mentor and who is selected by teacher peers; (2) an administrator designated by the district administrator subject to approval by the school board; and (3) a representative of a college or university that prepares professional school personnel. [s. PI 34.17 (3) (a).]

For administrators, the team must include: (1) an administrator in the same license category who is not the administrator's mentor and who is selected by peers; (2) an administrator designated by the district administrator subject to approval by the school board; and (3) a representative of a college or university that prepares professional school personnel. [s. PI 34.17 (3) (c).]

For pupil services professionals, the team must include: (1) a pupil services professional in the same license category who is not the professional's mentor and who is selected by peers; (2) an administrator designated by the district administrator subject to approval by the school board; and (3) a representative of a

college or university that prepares professional school personnel. [s. PI 34.17 (3) (b).]

- The initial educator must document successful completion of the professional development plan in a documentation portfolio. The types of evidence that may be included are set forth in s. PI 34.17 (4) (b).
- No sooner than three years, but not later than five years, after the initial educator license is issued, a majority of the three-person team must verify successful completion of the plan. The initial educator initiates when this review occurs. [s. PI 34.17 (4) (d).]

A decision of the three-person team may be appealed to the State Superintendent. For teachers and pupil services professionals, the Professional Standards Council for Teachers (Professional Standards Council) may establish procedures to hear appeals referred to it. If the Professional Standards Council agrees to hear an appeal, the Professional Standards Council must make a recommendation to the State Superintendent, and the State Superintendent must issue a decision. [s. PI 34.17 (4) (d) 1.] For administrators, an appeal must be made to the State Superintendent as prescribed in s. PI 34.35 (8). [s. PI 34.17 (4) (d) 2.]

A school board and a labor organization, where one exists, which represents licensed staff, and other licensed staff, are not prohibited by ch. PI 34 from designing a district-wide agreement in lieu of meeting these specific requirements relating to the formation of a team, the elements in a professional development plan, and how successful completion of a professional development plan must be documented. Any such agreement must be submitted to the State Superintendent for approval. [s. PI 34.17 (3) (e) and (4) (c).]

Professional Educator License

Provisions relating to a professional educator license include the following:

Prerequisites A professional educator license may be issued only if the applicant is **one** of the following:

- An applicant who has successfully completed at least three years at the initial educator stage and completed a professional development plan as discussed above. [s. PI 34.18 (1) (a).]
- An applicant who is eligible to receive or renew a license before July 1, 2004. [s. PI 34.18 (1) (b).]
- An applicant who holds a life license. [s. PI 34.18 (1) (c).]
- An applicant with five or more years of teaching experience who has completed an approved program in another state. [s. PI 34.18 (1) (d).]

Length of License

In general, five years. [s. PI 34.18 (1) (intro).] However, a one-year nonrenewable professional educator license may be issued to an individual who meets the license requirements but has not been regularly employed in education for five consecutive years immediately preceding application for the license or renewal, upon the written request of an employing school district administrator. [s. PI 34.18 (3) (b).] Also, for an individual who may renew a license based on meeting continuing education credits as discussed in ***Special Provisions for Those Licensed Prior to July 1, 2004*** on page 18, a one-year nonrenewable renewal license may be issued if the individual meets the license requirements but has not completed the continuing education credits for renewal. [s. PI 34.18 (3) (a).]

Renewability The professional educator license is renewable, but the requirements for doing so vary depending on the circumstances under which the license was issued. A professional educator license is renewable as follows:

- The license may be renewed by documenting successful completion of a professional development plan. Required elements of the plan are set forth in s. PI 34.18 (2) (a), and methods for documenting completion are set forth in s. PI 34.18 (2) (b). Successful completion must be verified by a majority of the professional development team and communicated to the State Superintendent. The professional educator initiates when this review occurs.

For classroom teachers, the team must include at least three licensed classroom teachers selected by their peers. **For administrators**, the team must include at least three licensed administrators selected by their peers. **For pupil services professionals**, the team must include at least three licensed pupil services professionals selected by their peers.

A decision of the professional development team may be appealed to the State Superintendent. For **teachers and pupil services professionals**, the Professional Standards Council may establish procedures to hear appeals referred to it. If the Professional Standards Council agrees to hear an appeal, the Professional Standards Council must make a recommendation to the State Superintendent, and the State Superintendent must issue a decision. For **administrators**, an appeal must be made to the State Superintendent as prescribed in s. PI 34.35 (8). [s. PI 34.18 (2) (a) to (e).]

- An individual who was eligible for a professional educator license because the individual was eligible to receive or renew a license before July 1, 2004; an educator not regularly employed in the field of education; and an individual who holds or has held a professional educator license in Wisconsin and has been teaching outside of Wisconsin may renew his or her professional educator license by either: (1) successfully completing six semester credits from an accredited institution, which must be directly related to a license held or the standards discussed above; or (2) successfully completing a professional development plan as outlined above. [s. PI 34.18 (2) (f).]
- An applicant who was eligible for a professional educator license because the applicant held a life license may renew his or her professional educator license without meeting any additional requirements. [s. PI 34.18 (1) (c).]
- For an individual with five or more years of teaching experience who has completed an approved program in another state, any deficiencies in meeting either the standards referred to above, or s. PI 34.15 (4) (which reflects the statutory requirements in s. 118.19, Stats.) must be completed prior to renewal. [s. PI 34.18 (1) (d).] This requirement is in addition to successfully completing a professional development plan as outlined above.

A school board and a labor organization, where one exists, which represents licensed staff, and other licensed staff, are not prohibited by ch. PI 34 from designing a district-wide agreement in lieu of meeting these renewal requirements relating to a professional development plan, including formation of the professional development team that verifies completion of the plan. Any such agreement must be submitted to the State Superintendent for approval. [s. PI 34.18 (2) (d).]

In addition, the employing school district may meet the provisions relating to membership on the professional educator teams through agreements between school districts or agreements with other entities. [s. PI 34.185.]

Master Educator License

A master educator license is **not** required. Provisions relating to a master educator license include the following:

Prerequisites **One** of the following must be met before a master educator license may be issued to an individual:

- Certification by the National Board for Professional Teaching Standards. In contrast to other teaching licenses in ch. PI 34, a master educator license is **available July 1, 2000** on this basis. [s. PI 34.19 (1).]
- Effective July 1, 2004, complying with **all** of the following requirements:
 1. Submission of an application to the State Superintendent that includes all of the following: (a) documentation of a related master's degree; (b) verification of at least five years of successful professional experience in education with at least one cycle at the professional educator level or while holding a five-year license or a life license issued prior to July 1, 2004; (c) evidence of contributions to the profession; and (d) evidence of improved pupil learning. [s. PI 34.19 (2).]
 2. Approval of the application by an assessment team and complying with both of the following: (a) completion of a formal assessment by the assessment team, which may include interviews, objective examinations, review of portfolios and essays, or other methods of analysis and appraisal; and (b) a demonstration of exemplary classroom performance through video or on-site observation by the assessment team. [s. PI 34.19 (3).]

The assessment team consists of three educators who have the same or similar job responsibilities and, in addition, may include a school board member. The assessors must be selected by the State Superintendent and must have been provided training by DPI, been nominated by professional organizations, including school board organizations, and been approved for appointment by the State Superintendent. [s. PI 34.19 (4).]

The assessment team must recommend to the State Superintendent whether a master educator license may be issued. The State Superintendent then issues a decision. For **teachers and pupil services professionals**, the Professional Standards Council may establish procedures to hear appeals referred to it. If the Professional Standards Council agrees to hear an appeal, the Professional Standards Council must make a recommendation to the State Superintendent, and the State Superintendent must issue a decision on the appeal. For **administrators**, an appeal must be made to the State Superintendent as prescribed under s. PI 34.35 (8). [s. PI 34.19 (6).]

The State Superintendent must design an application and assessment process for awarding a master educator license in categories not covered by the National Board of Professional Teaching Standards. In addition, the State Superintendent may design such a process and award master educator licenses in categories covered by the National Board of Professional Teaching Standards as appropriate to address issues of accessibility, equity, or quality.

Length of License Ten years. [s. PI 34.19 (1).]

Renewability The master educator license is renewable by complying with the same process as that required for initial issuance of the master educator license as discussed above. The assessment team must recommend to the State Superintendent whether a master educator license may be renewed. The State Superintendent then issues a decision. [s.

PI 34.19 (5) (a).] The assessment team process and appeal process discussed above apply to the renewal process, as well as the initial issuance process.

If a master educator wishes to renew a license at the professional educator stage, rather than the master educator stage, he or she must meet the requirements for renewal of a professional educator license as set forth above. [s. PI 34.19 (5) (b).]

TEACHER LEVELS AND CATEGORIES

Cite: Subchs. VII and X, ch. PI 34

Levels and Categories--In General

Currently, licenses are awarded for specific grade levels⁷ and in certain subject areas. For example, s. PI 3.18 (8) (a), Wis. Adm. Code, sets forth explicit requirements to teach science in grades 6 to 8 or general science in grade 9. In contrast, ch. PI 34 establishes levels of teaching licenses based on pupil development levels (such as early childhood) and establishes categories (such as language arts) and subcategories within some categories (such as journalism within the category of language arts) within those levels. The specific requirements to have a license issued at a particular level and in a particular category or subcategory are set forth in subch. VII, ch. PI 34. These provisions ***first apply to persons applying for a license or renewing a license to be issued on or after July 1, 2004***, except that a teacher who holds a license issued prior to July 1, 2004 will ***not*** be required to obtain a new license level or category. [s. PI 34.25 and SEC. 5 (5) of CR99-030.]

A general provision with respect to levels is that a license may be issued at a particular level to an individual who completes an approved program at that developmental level,⁸ including evidence of meeting: (1) the standards in s. PI 34.02 (as noted above); (2) the requirements in s. PI 34.15 (4) (which reflect the statutory requirements in s. 118.19, Stats.); and (3) the content knowledge test described under s. PI 34.15 (2) (a) 3. a. (that is, passing scores on standardized tests approved by the State Superintendent which must include Wisconsin's model academic standards). [ss. PI 34.27 (1) (d), 34.28 (1) (c), 34.29 (1) (c), and 34.30 (1) (c).]

The levels (shown in bold print) and categories in those levels are as follows:

- **Early childhood** (approximate ages birth through 8)--**regular education**. [s. PI 34.27 (2).]
- **Early childhood** (approximate ages birth through 8)--**special education**. [s. PI 34.27 (3).]
- **Early childhood through middle childhood** (approximate ages birth through 11)--**regular education**. [s. PI 34.27 (4).]

⁷ For example, pre-kindergarten to grade 3, grades 1 to 6, grades 1 to 9, grades 5 to 9, grades 6 to 12, or grades 9 to 12.

⁸ It is not clear how the requirement to complete an "approved program" at that developmental level will be reconciled with the provisions regarding initial educator licenses which, in some cases, do not require completion of an "approved program," as discussed in ***License Stages***, on page 5.

- **Middle childhood through early adolescence** (approximate ages 6 through 12 or 13)--**regular education.** [s. PI 34.28 (2).] An applicant for a license at this level must have completed an approved program in the “license area.”⁹ An applicant at this level must have completed a minor approved by the State Superintendent in one of the categories or subcategories applicable to the early adolescence through adolescence level or the early childhood through adolescence level. A license at the middle childhood through early adolescence level allows the holder to teach at this level in any category, except a foreign language, in a self-contained classroom and in the following categories in a departmentalized or other school organization pattern: language arts, mathematics, science, social studies, or health.
- **Middle childhood through early adolescence** (approximate ages 6 through 12 or 13)--**special education.** [s. PI 34.28 (3).] An applicant at this level must have completed an approved program in cross categorical special education with a concentration in one of the following subcategories: cognitive disabilities, emotional disturbance, or learning disabilities. Those special education subcategories are available as individual licenses and must be included in the cross categorical special education program.
- **Early adolescence through adolescence** (approximate ages 10 through 21)--**regular education.** [s. PI 34.29 (2).] An applicant may qualify for a license at this developmental level in any of the following categories or their subcategories¹⁰ by meeting the qualifications specified for that category or subcategory: (1) language arts; (2) mathematics or computer science; (3) science; or (4) social studies. An applicant must have completed a *major* in the category or subcategory.

If this has been done, an early adolescence through adolescence license ***also*** may be issued in certain specified categories and subcategories if the applicant has completed a program in that category or subcategory that equates to a *minor*. [s. PI 34.29 (1) (d).]

A concentration¹¹ in one of the subcategories is required to teach upper level high school courses¹² in the specific subject subcategory. [ss. PI 34.01 (10) and 34.29 (2) (a) 1. (intro.), (b) 1. (intro.), (c) 1. (intro.) and (d) 1. (intro.).]

In addition, an applicant who has been issued a license at the early childhood through adolescence level (see below) in certain categories and has completed an approved program with course work in certain additional disciplines that equates to a college *minor* may be issued an additional license at the early adolescence through adolescence level in the additional area. [s. PI 34.30 (2).]

- **Early adolescence through adolescence** (approximate ages 10 through 21)--**special education.** [s. PI 34.29 (3).] An applicant at this level must have completed an approved program in cross categorical special education with a concentration in one of the following subcategories: cognitive disabilities, emotional disturbance, or learning disabilities. These

⁹ “License area” is not defined in ch. PI 34 or the statutes.

¹⁰ Subcategories are specified under each category at this level. For example, the language arts category has the following subcategories: English literature and composition, journalism, and speech communication.

¹¹ A “concentration” is defined as a field of study in which a student completes an approved program leading to licensure by completing the required college or university course of study in the area, or for which a student exhibits, through approved performance criteria, including passing the standardized test required by the State Superintendent in the field or through a portfolio review process for license conversion, as discussed below, skill in the area equivalent to the college or university program. [s. PI 34.01 (10).]

¹² An upper level high school course is a course in the junior or senior year that is part of the college preparatory sequence, an advanced placement course, or an elective course with more depth of context than the basic courses in the basic sequence for graduation. [s. PI 34.01 (61).]

special education subcategories are available as individual licenses and must be included in the cross categorical special education program.

- **Early childhood through adolescence** (all ages). [s. PI 34.30.] This level of license is available upon successful completion of an approved program at this developmental level in the following categories by meeting the qualifications specified for that category: (1) agriculture education; (2) art; (3) business education; (4) dance; (5) deaf or hard of hearing; (6) family and consumer education; (7) foreign language¹³ and English as a second language; (8) health; (9) marketing education; (10) music (choral, general, or instrumental); (11) physical education; (12) speech and language pathology; (13) technology education; (14) theatre; and (15) vision impairment.

With limited exceptions, in order to qualify for a license at this level in one of these categories, an individual must complete a program that incorporates Wisconsin's model academic standards for that category. In general, a license is issued at this level to an applicant who has completed an approved program in a license category with at least a major and has the institutional endorsement that an approved program in professional education has been successfully completed. An additional license in dance, foreign language and English as a second language, health, or theatre is available at the early childhood through adolescence level if the applicant completes course work in the additional discipline that equates to a college minor. [s. PI 34.30 (2).]

Determination of Levels

While ch. PI 34 indicates approximate ages for each of the levels, it specifies that formal application of the definitions of the levels must be determined by each school district through a collaborative process that includes the community, school district personnel, and school board members. The level must be based on the organizational structure of the schools and the philosophy and needs of the school district. [ss. PI 34.27 (1) (c), 34.28 (1) (b), and 34.29 (1) (b).] For example, if a school is composed of kindergarten to grade five, it may decide to employ an applicant who is licensed at the early childhood through middle childhood level to teach science in grade five. On the other hand, if a school is composed of grades five to eight, it may decide to employ an applicant who is licensed at the middle childhood through early adolescence level or early adolescence through adolescence level to teach science in grade five.

Supplementary Categories

A license also may be issued on or after July 1, 2004 under one of the supplementary categories specified in subch. X, ch. PI 34. In order to receive a license issued under one of the following supplementary categories, **an individual must hold or be eligible to hold a teaching license issued by DPI** under subch. VII, ch. PI 34, that is, at some level and in some category, and meet the qualifications for that specific supplementary category. Supplementary category licenses are available in the following areas: (1) adaptive education; (2) adaptive physical education; (3) assistive technology; (4) alternative education program; (5) bilingual-bicultural education; (6) coaching athletics; (7) driver education; (8) gifted and talented; (9) instructional library media specialist; (10) reading teacher; (11) urban educator; and (12) vocational education. [s. PI 34.33.]

¹³ Licenses are available in specific foreign languages. [s. PI 34.30 (2) (g) 2.]

OTHER LICENSES AND PERMITS TO TEACH

Cite: Subch. V, ch. PI 34, and s. PI 34.34 (11)

In addition to the above types of teacher licenses, effective July 1, 2004, ch. PI 34 provides for the following types of licenses or permits to teach:

Emergency License

Cite: s. PI 34.21 (1)

An emergency license may be issued for one specific assignment to authorize a licensed teacher to teach in an assignment other than that for which the teacher holds a license. The following conditions apply:

Prerequisites May be issued only to a licensed teacher. A request must be made by the appropriate school district official, including a statement that a search was conducted for a fully licensed teacher but none was acceptable for the assignment.

Length of License Not to exceed one year and expires June 30, unless an earlier expiration date is specified in the license.

Renewability Renewable if: (1) requested by the appropriate school district official; and (2) the applicant completes six semester credits toward completion of an approved program in the category of the emergency license.

Emergency Permit

Cite: s. PI 34.21 (2)

An emergency teacher permit may be issued for one specific assignment to authorize the holder to be employed as a professional school employee. The following conditions apply:

Prerequisites May be issued to an individual who holds a bachelor's degree from an accredited college or university but does not meet the requirements of ch. PI 34. A request must be made by the appropriate school district official, including an explanation and justification of the need and a statement that a search was conducted for a fully licensed candidate but none was available.

Length of Permit Not to exceed one year and expires on June 30, unless an earlier expiration date is specified in the permit.

Renewability Renewable if: (1) requested by the appropriate school district official, including an explanation of the need for renewal and a statement that a search was conducted for a fully licensed teacher but none was available; and (2) the applicant completes at least six semester credits toward completion of an approved program between the date of issuance and the proposed renewal date.

Substitute Teacher License

Cite: s. PI 34.23

Prerequisites May be issued to an applicant who has held or is eligible to hold a license issued under ch. PI 34 or an equivalent license in another state. Any licensed teacher may substitute teach. A short-term substitute teacher (that is, no more than 20 consecutive days in the same assignment) may teach any subject at any grade level. A long-term substitute teacher may be employed only in the subject and grade level in which the teacher is licensed. (However, an emergency license or emergency permit, as discussed above, may be granted to a long-term substitute.)

Length of License Five years.

Renewability Renewable for additional five-year periods if the prerequisites are again met.

Substitute Teacher Permit

Cite: s. PI 34.24

Prerequisites May be issued to an applicant who holds a bachelor's degree from an accredited college or university but does not meet the substitute teacher license prerequisites set forth above. A permit is valid only in school districts where there is a declared emergency due to the lack of qualified substitute teachers. A request must be made by the appropriate school district official for issuance of the permit, and a school district must make every effort to hire licensed substitute teachers before hiring substitute teacher permit holders. A school district must design selection criteria and training for potential substitute teachers who must complete the training.

Length of Permit Three years.

Renewability Renewable for additional three-year periods if the prerequisites are again met.

Professional Teaching Permit

Cite: s. PI 34.34 (11)

A professional teaching permit may be issued to an applicant who holds a bachelor's degree in engineering, music, art, foreign language, computer science, or mathematics to teach in the subject area corresponding to the applicant's degree. (Individuals with engineering degrees may teach in mathematics, science, or technology education.)

Prerequisites May be issued to an applicant who: (1) holds a degree as specified above; (2) meets the other requirements of s. 118.192, Stats. (that is, has at least five years of experience as a professional in the area and demonstrates competence in that subject that is current and compatible with modern curricula); (3) completes the 100-hour alternative teacher training program established or contracted for by the State Superintendent; and (4) receives a passing score on a standardized examination in the major prescribed by the State Superintendent for licensure that certifies competency to teach in the subject area of the permit. (Special provisions apply with respect to individuals holding a certificate issued by the American Sign Language Teachers Association.)

Length of Permit Initial permit: two years. During the initial two years, the permit holder must be supervised by a teacher who holds a Wisconsin license.

Renewability Renewable for a five-year period if the initial period was successful as measured by positive testimony from the supervising teacher and the administrator in the building where the permit holder taught. For subsequent renewals, there must be successful completion of a professional development plan as discussed above with respect to those applying to renew a professional educator license.

Intern License

Cite: s. PI 34.22

An intern license may be issued to a person assigned to a school system through an internship program approved by the State Superintendent. An intern may not receive a stipend from a board of education unless he or she holds an intern license.

Prerequisites May be issued only to a college or university student who is a senior or graduate student and who is recommended by appropriate institution authorities. A request must be made by the appropriate official in the participating school district.

Length of License Not specified.

Renewability Not specified.

Other Licenses and Permits

In addition, various other licenses or permits may be issued by DPI to individuals meeting certain qualifications, and, in some cases, these licenses or permits authorize an individual to teach or have interaction with pupils in a limited manner. These additional permits and licenses are listed in ***Additional Licenses and Permits*** on page 18.

PUPIL SERVICES CATEGORIES

Cite: Subch. VIII, ch. PI 34

Pupil services licenses are issued at the stages discussed above, that is, initial educator, professional educator, and master educator. The initial educator license stage is required one time for pupil services licenses. [s. PI 34.17 (1) (d).] Pupil services licenses are issued at the early childhood through adolescence level [s. PI 34.31 (intro.)], rather than at the more specific levels applicable to teachers.

With the exception noted in the first item below, licenses may be issued on or after July 1, 2004 in the following pupil services categories if the individual has completed an approved program, demonstrated proficiency in the standards for pupil services professionals as noted above, and met the requirements for that specific category, as well as any applicable requirements relating to stages of licenses, as discussed above:

- School counselor. [s. PI 34.31 (1).] (While most licenses under ch. PI 34 are not available until July 1, 2004, a three-year nonrenewable school counselor license under s. PI 34.31 (1) (b) applies to individuals applying for such a license on or after May 1, 2000. [SEC. 5 (5) of CR99-030.]

- School nurse. [s. PI 34.31 (2).]¹⁴
- School psychologist. [s. PI 34.31 (3).]
- School social worker. [s. PI 34.31 (4).]

ADMINISTRATION CATEGORIES

Cite: Subch. IX, ch. PI 34

Administration licenses are issued at the stages discussed above, that is, initial educator, professional educator, and master educator. The initial educator license stage is required one time for administration licenses. [s. PI 34.17 (1) (d).] Administration licenses are issued at the early childhood through adolescence level [s. PI 34.32 (intro.)], rather than at the more specific levels applicable to teachers.

Licenses may be issued on or after July 1, 2004 in the following administration categories if the requirements for that category are met, as well as the applicable requirements in s. PI 34.32 (1) (a) to (c) (degree, professional education, and experience) and any applicable requirements relating to stages of licenses, as discussed above:

- Principal. [s. PI 34.32 (2).]
- School district administrator or superintendent. [s. PI 34.32 (3).] Also, DPI may issue a one-year license to serve as an administrator to a person who does not fully meet the requirements for a license under subch. IX, ch. PI 34, if the employing school board makes a written request to DPI and if certain other criteria are met as set forth in s. PI 34.32 (11).
- Director of instruction. [s. PI 34.32 (4).]
- Director of special education and pupil services. [s. PI 34.32 (5).] A person who holds a current special education supervisor-Level A license¹⁵ may be issued a license as director of special education and pupil services without meeting the requirements in s. PI 34.35 (5) (a). [s. PI 34.35 (5) (b).]
- School business administrator. [s. PI 34.32 (6).]
- Program coordinator. [s. PI 34.32 (7).]
- Reading specialist. [s. PI 34.32 (8).]
- Instructional library media supervisor. [s. PI 34.32 (9).]
- Instructional technology coordinator. [s. PI 34.32 (10).]

¹⁴ Section PI 34.31 (2) provides that a school nurse license is not required. School districts may employ a registered nurse, even though the nurse has not received DPI certification as a school nurse.

¹⁵ Such licenses were issued prior to July 1, 1992. [s. PI 3.605.]

ADDITIONAL LICENSES AND PERMITS

Cite: Subch. XI, ch. PI 34

Various other licenses or permits, in addition to those listed above, may be issued by DPI to individuals who have not completed an approved program or do not have an institutional endorsement from a college or university. The qualifications for and conditions under which those licenses and permits may be issued on or after July 1, 2004 are set forth in subch. XI, ch. PI 34. Those licenses and permits include: (1) charter school instructional staff license; (2) charter school instructional staff permit; (3) educational interpreter--deaf or hard of hearing license; (4) educational interpreter--deaf or hard of hearing two-year license; (5) educational interpreter--deaf or hard of hearing substitute license; (6) educational interpreter--deaf or hard of hearing one-year permit; (7) Indian home school coordinator, language and culture aide license; (8) Indian language, history, and culture license; (9) Indian language and culture school counselor license; (10) orientation and mobility license; (11) school audiologist license; (12) school audiologist permit; (13) school occupational therapist license; (14) school occupational therapy assistant license; (15) school physical therapy license; (16) school physical therapist assistant license; and (17) school education program aide license.

Professional teaching permits, which are in this classification, are discussed in *Other Licenses and Permits to Teach* on page 14.

SPECIAL PROVISIONS FOR THOSE LICENSED PRIOR TO JULY 1, 2004

Cite: Subch. VI, ch. PI 34, and ss. PI 34.18 (2) (f), and 34.20

Special provisions apply to teachers, administrators, and pupil services professionals eligible to receive or renew a license prior to July 1, 2004.

Continuation and Conversion Provisions for Teachers

Subchapter VI of ch. PI 34 provides for the continuation or conversion of teacher licenses.

A teacher who holds a license issued prior to July 1, 2004 will not be required to obtain a new license level or category. [s. PI 34.25.] However, teachers holding a license issued prior to July 1, 2004 may convert an existing license to a license in a related level or category as described above, by submitting a portfolio to DPI for evaluation.¹⁶ The portfolio must include:

- Evidence of successful, relevant teaching experience that includes some direct observation of skills.

¹⁶ With one exception for certain special education supervisors as noted in *Administration Categories* on page 17, ch. PI 34 does not include specific provisions relating to the continuation or conversion of licenses for pupil services professionals or administrators. Because they are currently licensed to deal with all age groups (this is, at the equivalent of the new early childhood through adolescence level), conversion to a license with a new level would not be necessary.

- Letters of recommendation from professional colleagues.
- Evidence of completing relevant course work, conferences, or workshops.

If the license conversion is not approved, the decision may be appealed to the State Superintendent. The Professional Standards Council may establish procedures to hear appeals referred to it. If the Professional Standards Council agrees to hear an appeal, it must make a recommendation to the State Superintendent, and the State Superintendent must issue a decision. [s. PI 34.26.]

Renewal

If a **license issued to an applicant eligible to receive or renew a license prior to July 1, 2004 must be renewed**, it may be renewed by either: (1) successful completion of six semester credits from an accredited institution that are directly related to the license held or to the standards noted above; or (2) meeting the requirements for renewing a professional educator license by successful completion of a professional development plan as discussed above with respect to the professional educator stage. [s. PI 34.18 (2) (f).] However, the six semester credit provision differs from the six semester credit provision under current rules which will be repealed July 1, 2004. The latter provision in s. PI 3.03 (2) also permits the equivalency of six semester credits, for example, by providing that 30 clock hours at a workshop, seminar, or conference equals one semester credit and that 80 clock hours in a professional field experience equals one semester credit. In contrast, ch. PI 34 will require six semester credits at an accredited college or university if the person chooses that option rather than the option of developing and completing a professional development plan. Moreover, the credits must be directly related to the license or to the applicable standards.

A **life license** issued prior to July 1, 1983 remains valid as long as the licensee remains active in the education profession, unless it is revoked by the State Superintendent. (Life licenses have not been issued since July 1, 1983.) The license becomes invalid if, for five or more consecutive years, the licensee is not regularly employed in education. It may be revalidated by completing the requirements in s. PI 34.18 (2) (f), as discussed in the preceding paragraph. [s. PI 34.20.]

LICENSE REVOCATION AND DENIAL

Cite: Subch. XII, ch. PI 34

The State Superintendent may **revoke** a DPI license or permit for incompetency or immoral conduct on the part of the licensee. The standards and procedures which apply to revocation and request for reinstatement after revocation are set forth in s. PI 34.35 (2) to (6).

The State Superintendent must **deny, refuse to renew, or refuse to revalidate** a license for various reasons as set forth in s. PI 34.35 (7). Examples of the reasons include: immoral conduct; incompetence; failure to meet licensure requirements; certain felony convictions; revocation in another state; and providing a false, inaccurate, or incomplete application. The procedures for doing so are set forth in s. PI 34.35 (8).

These provisions apply to: reinstatement requests; license revocations; and appeals of denials, refusals to renew, and refusals to revalidate licenses or permits that are filed on or after May 1, 2000. [SEC. 5 (6) of CR 99-030.]

As an example of the process, it appears that in order to deny a teacher an initial or renewal professional educator license on or after July 1, 2004 on the basis of a determination by the three-

person team described in **Professional Educator License** on page 8 above, of failure to successfully complete a professional development plan, the following could occur: (1) appeal of the three-person team's decision to the State Superintendent; (2) hearing by the Professional Standards Council (if the case is referred to the Professional Standards Council and the Council agrees to hear an appeal), which makes a recommendation to the State Superintendent; (3) decision of the State Superintendent on that appeal; (4) if an unfavorable decision, appeal of the State Superintendent's decision to deny the license by making a written request for a license denial hearing which is held before a hearing examiner; and (5) if an unfavorable decision, judicial review.

INSTITUTION STANDARDS AND ALTERNATIVE PROGRAM STANDARDS

Cite: Subch. IV, ch. PI 34, and ss. PI 34.08 and 34.17 (6) (d)

Provisions Applicable to Colleges and Universities (Institutions)

An "SCD" is defined as a school, college, department, or division within a private or public college or university engaged in the preparation of professional school personnel in Wisconsin, that is, within what is defined as an "institution" in ch. PI 34. Subchapter IV of ch. PI 34 sets forth various requirements with respect to institutions and SCDs which **first apply July 1, 2000**. Those requirements relate to:

- Ensuring adequate resources for the SCD, including sufficient facilities, equipment, budgetary resources, technology, instructional resources, and support.
- Involvement of constituent groups from the local community.
- Recruitment of diverse faculty.
- Faculty qualifications.
- Workload policies for faculty.
- Professional development opportunities for faculty.
- Adequate facilities, including specific requirements relating to libraries and instructional resources.
- Student services.
- Student recruitment, admission, and retention policies.
- Developing a conceptual framework as set forth in s. PI 34.15. The conceptual framework must include a performance-based professional education program that represents the standards referred to above. [ss. PI 34.10 to 34.15.]

An SCD must provide a clinical program, including practicums relating to pupil services and administrative programs, pre-student teaching, student teaching, and other clinical experiences. An SCD must identify performance tasks, assess students in various categories, and measure performance in clinical programs by taking specified steps. [s. PI 34.15.]

An institution may petition the State Superintendent to offer an experimental or innovative program that does not fully comply with ch. PI 34. [s. PI 34.08.] Examples of experimental or innovative programs include:

- Programs designed to develop new approaches, new arrangements, or new contexts for preparing school personnel.
- Programs designed to meet the special needs of particular segments of society, such as minority, disadvantaged, or nontraditional students.
- Programs designed to prepare school personnel for new types of positions that are emerging at the elementary, middle, or high school level.
- Cooperative programs between institutions or between institutions and school districts to improve the candidate pool of applicants for the school district.

The State Superintendent may specify the number of years for the experimental or innovative program to operate and must require a plan to evaluate the program.

Provisions Applicable to Students at Colleges and Universities (Institutions)

Chapter PI 34 includes provisions applicable to **students at institutions who will complete a professional education program after August 31, 2004. As of July 1, 2000**, institutions that are preparing students to be professional school personnel must begin preparing them to meet the new requirements in ch. PI 34.

Provisions in ch. PI 34 applicable to such students include the following:

- Student admission standards to education programs are set forth in s. PI 34.14 (1) (a) and include: passing scores on standardized tests approved by the State Superintendent or through other assessments designed and adopted by the SCD; a specified minimum grade point average (or other evidence approved by the State Superintendent if alternative measures are in place); and other program entry requirements that the institution may establish. (An SCD may grant an exception with respect to the grade point average requirement and passing scores on the standardized tests for up to 10% of the students in the programs for each admission period.)
- Students must complete the program with a minimum specified grade point average (or other evidence approved by the State Superintendent if alternative measures are in place). (An SCD may grant an exception with respect to the grade point average requirement for up to 10% of the students completing the programs in each graduation period.)
- Each student must have a portfolio of evidence that the standards referred to above have been met. [s. PI 34.13 (3) (b).] The SCD must have performance tasks in the education program that support these standards, and the performance tasks must meet various requirements. The SCD must assess the students with respect to meeting the performance tasks. [s. PI 34.15.]
- The institution's conceptual framework must include provisions which enable students completing teacher preparation programs to demonstrate knowledge and understanding of various matters, such as minority group relations and conflict resolution. For classroom teacher licenses, an understanding of the role and responsibility of a teacher must be provided through student teaching for a semester. Various requirements are specified for specific licenses, for example, licenses to teach reading and language arts in pre-kindergarten to grade six. [s. PI 34.15 (4).]

Provisions Applicable to Alternative Program Providers

As discussed in *Initial Educator License* on page 5, effective July 1, 2004, individuals may obtain an initial educator license by means other than obtaining an education degree from a college or university. These are sometimes referred to as alternative licenses, and the entities that provide their training are sometimes referred to as alternative program providers. In contrast to the extensive provisions relating to institutions discussed above, ch. PI 34 includes only the following provisions applicable to alternative program providers that are not “institutions”:

- The State Superintendent must ensure that these alternative program providers have: (1) adequate resources to support teaching by faculty and learning by students; and (2) sufficient budgetary resources to fulfill their mission and offer quality programs. [s. PI 34.17 (6) (d) 1.]
- An alternative program provider, in collaboration with DPI, must systematically evaluate and report to the public on: (1) graduate performance in obtaining employment in Wisconsin schools or school districts; and (2) graduate performance in advancing from the initial educator license to professional educator license and master educator license after the first five years of employment. [s. PI 34.17 (6) (d) 2.]

Also, as noted above, an institution may petition the State Superintendent to offer an experimental or innovative program that does not fully comply with ch. PI 34. [s. PI 34.08.]

PROGRAM APPROVAL

Cite: Subch. III, ch. PI 34

Wisconsin Colleges and Universities (Institutions)

Effective July 1, 2000, provisions applicable to program approval of institutions (colleges and universities in Wisconsin preparing professional school personnel) include the following:

- Before applying for program approval, an institution must first be accredited by a regional college accreditation agency. [s. PI 34.05 (3).]¹⁷
- An institution must submit to the State Superintendent, for approval, written evidence that the institution’s programs comply with the requirements of ch. PI 34 which ensures that students who will graduate after August 31, 2004 will be able to complete the pertinent requirements of ch. PI 34. [s. PI 34.06 (1) (a) (intro.).] Requirements for the written evidence are set forth in s. PI 34.06 (1) (a) 1. to 6.
- After submission of the written evidence to the DPI Director of Teacher Education and Licensing, initial approval of the program may be made after: (1) a DPI team conducts an on-site review; and (2) review and comment of the Professional Standards Council, if provided. [s. PI 34.06 (2).] The State Superintendent must grant or deny approval within

¹⁷ The State Superintendent does not approve programs outside Wisconsin. [s. PI 34.05 (4).] All out-of-state institutions offering programs in Wisconsin must be approved by the Education Approval Board under s. 39.51, Stats. These programs then must be reviewed by DPI to determine if the program may be approved under ch. PI 34. [s. PI 34.05 (5).]

60 days of the on-site visit. Conditional approvals are permitted under certain circumstances. [s. PI 34.06 (7).]

- Initial program approval is valid for a period of not less than five years and must be reviewed annually by a DPI liaison as part of a continual review process. The continuing program approval process requires that every institution be visited each year by DPI staff, and the program evaluation and approval must be based on the performance of candidates for license measured against the standards referred to above. [s. PI 34.06 (3) (a).] In addition, the State Superintendent must complete a site review at least once every five years. [s. PI 34.05 (2).]
- The procedure for denial or nonapproval of a program is set forth in s. PI 34.06 (5) and (6), and the procedure for an institution to appeal that decision is set forth in s. PI 34.07.

Again, an institution may petition the State Superintendent to offer an experimental or innovative program as noted above. If approved, the State Superintendent may specify the number of years for the program to operate.

Alternative Program Providers

In contrast to the extensive provisions in ch. PI 34 relating to institutions (colleges and universities in Wisconsin preparing professional school personnel), ch. PI 34 provides no specific process for approval of a program offered by an alternative program provider or for appeal of any decision.

Moreover, the provisions about alternative program providers (noted in **Provisions Applicable to Alternative Program Providers** on page 22, above), are included in s. PI 34.17, which applies to the licensure of initial educators on or after July 1, 2004. CR 99-30 was silent with respect to when the State Superintendent may begin approving alternative programs referred to in s. PI 34.17 (6). This is in contrast to the specific initial applicability provisions in CR 99-30 relating to program approval of institutions, as discussed above.

PROFESSIONAL STANDARDS COUNCIL FOR TEACHERS

Cite: Subch. XIII, ch. PI 34

Subchapter XIII of ch. PI 34 recites language from ss. 15.377 (8) and 115.425, Stats., relating to the creation, membership, and duties of the Professional Standards Council.

In addition, ch. PI 34 contains various other provisions relating to the Professional Standards Council which are not specified as duties in the statutes. As noted above, these include the Professional Standards Council's role in hearing individual appeals about teacher licenses if the Professional Standards Council agrees to do so and its role in reviewing and commenting on an institution's application for program approval if the Professional Standards Council provides such review and comment.