

The Professional Standards Council PSCT membership is specified under PI 34 at <http://www.dpi.state.wi.us/tepd/PI34.html#professionalstandardscouncil3436>.

Find information about the reading specialist license as a subpart of PI 34.32 administration categories. The administration categories include the following: 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, and instructional technology coordinator. Link to the statute at: <http://www.dpi.state.wi.us/tepd/PI34.html#administrationcategories3432>. Please use the scroll bar to find the section that addresses the reading specialist. Below is a copy of the reading specialist section for your convenience.

(8) **READING SPECIALIST.** A reading specialist license is required for any person who directs early childhood through adolescence reading programs or works with reading teachers, classroom teachers, administrators, and others as a resource teacher in reading. A reading specialist license may be issued to an applicant who has completed an approved program and who has received the institutional endorsement for the reading specialist license, and who has both of the following:

(a) A reading teacher license under s. PI 34.33 (6).

(b) A master's degree with a major emphasis in reading and the ability to demonstrate expertise in each of the following:

Guiding and directing the kindergarten through grade 12 program.

Field experience in kindergarten through grade 12 reading programs.

Research related to reading.

Supervision of instruction.

Content area reading for the reading specialist.

Find information about the reading teacher license as a subpart of PI 34.32 supplementary categories. The supplementary categories include the following: adaptive education, adaptive physical education and assistive technology; alternative education program; bilingual-bicultural education; coaching athletics; driver education; gifted and talented; instructional library media specialist; urban educator; and vocational education. Link to the statute at: <http://www.dpi.state.wi.us/tepd/PI34.html#supplementarycategories3433>. Please use the scroll bar to find the section that addresses the reading teacher. Below is a copy of the reading teacher section for your convenience.

(6) **READING TEACHER.** Any person who has a specific assignment to teach reading shall hold a reading teacher license. A reading teacher license to teach at the early childhood through adolescence level shall be issued to an applicant who has completed an approved program and who has received the institutional endorsement for the reading teacher license and who meets all of the following requirements:

(a) Eligibility to hold a Wisconsin license to teach or completion of an approved teacher education program.

(b) Two years of successful regular classroom teaching experience.

(c) Proficiency in the teaching of reading that includes a practicum in teaching reading in all of the following:

1. Developmental reading for pupils in the early childhood through adolescent level.

2. Assessment and instructional techniques for readers with special needs.

3. Language development.

4. Learning disabilities.
5. Content area reading.
6. Literature for children or adolescents.

Find the most common inquiries we receive regarding which teaching assignments are allowed with various teaching subject codes at <http://dpi.wi.gov/tepd/fqlcode.html>.

READING

Elementary Teachers Teaching in Elementary, Middle, or Junior High Schools

A reading teacher (316) license **is required** for the following assignments:

A reading assignment for more than one class per day;

A reading assignment in a Title 1 program identified as a reading program;

A reading assignment in a reading recovery program, if not part of a self-contained classroom

A reading teacher license **is not required** for the following assignments:

A reading assignment which is a part of a regular self-contained classroom;

A reading assignment which is integrated as part of content courses (i.e. reading in the content area).

The statutory information shown below is related to the employment of reading specialists in WI and is taken from the Wisconsin Legislation Web site at http://folio.legis.state.wi.us/cgi-bin/om_isapi.dll?clientID=85071&infobase=stats.nfo&jump=ch.%20118. This Web site includes the electronic format of Chapter 118 of the Wisconsin statutes which addresses general school operations. When this page opens, scroll to 118.015 Reading Instruction. For your convenience, I have copied this information from the Web link.

118.015

118.015 Reading instruction.

118.015(1)

(1) Purpose and intent. It is the purpose and intent of this section to provide for a developmental reading program for pupils at all grade levels.

118.015(2)

(2) Employment of reading specialists. Each school district shall employ a reading specialist certified by the department to develop and coordinate a comprehensive reading curriculum in grades kindergarten to 12. At the discretion of the state superintendent, a school district may contract with other school districts or cooperative educational service agencies to employ a certified reading specialist on a cooperative basis.

118.015(3)

(3) Duties of reading specialist. The reading specialist shall:

118.015(3)(a)

(a) Develop and implement a reading curriculum in grades kindergarten to 12.

118.015(3)(b)

(b) Act as a resource person to classroom teachers to implement the reading curriculum.

118.015(3)(c)

(c) Work with administrators to support and implement the reading curriculum.

118.015(3)(d)

(d) Conduct an annual evaluation of the reading curriculum.

118.015(3)(e)

(e) Coordinate the reading curriculum with other reading programs and other support services within the school district.

Find information about the role of the reading specialist as required under Standard (c) Remedial Reading at <http://www.dpi.state.wi.us/cal/readremrule.html>. The information is copied below.

PI 8.01(2)(c) reads: Remedial reading.

1. In this paragraph "state minimum performance standard" means the state minimum performance standard on the test administered under S. 121.02(1)(r), Stats.
2. Each school district shall identify, diagnose, serve and monitor each pupil in reading in grades kindergarten through fourth if either of the following apply:
 - a. The pupil fails to meet district grade level objectives in reading as identified in curriculum plans developed under S. 121.02(1)(k), Stats.
 - b. The pupil fails to score above the state minimum performance standard and a teacher in the school district and the pupil's parent or guardian agree that the pupil's test performance accurately reflects the pupil's reading ability; or a teacher in the school district determines, based on other objective evidence of the pupil's reading comprehension, that the pupil's test performance accurately reflects the pupil's reading ability.
3. Identification and diagnosis of reading deficiencies shall be directed or performed by the district reading specialist required under s. 118.015, Stats. Or by licensed personnel who have earned at least 6 semester credits in courses dealing with the measurement of reading skills and achievement or the diagnosis of reading difficulties. Children with identified and diagnosed reading deficiencies shall receive instruction and services directed toward the removal of the deficiencies. The instruction and services shall be coordinated with all other reading instruction. Monitoring of pupil progress shall occur on a regular basis and include parental involvement.
4. If fewer than 80% of the pupils score above the state minimum performance standards, either in the district or in any individual school in the district, the district shall develop a written plan which includes the following:
 - a. A description of how the district will provide remedial reading services.
 - b. A description of how the district intends to evaluate the effectiveness of efforts to remove reading deficiencies.
 - c. An assessment of the school district or individual school's reading program.
5. The department shall provide upon request technical assistance to districts required to develop a plan to provide remedial reading services.