

Wisconsin Content Guidelines for Middle Childhood-Early Adolescence (MC-EA) (72) Regular Education (777) Licensure Programs

Ages 6 - 12 or 13

At the present time, Wisconsin is using the ACEI national program standards to review licensure programs leading to a Wisconsin MC-EA (72-777) license.

Association for Childhood Education International-Elementary Education Standards (ACEI) Standards

1. Development, Learning, and Motivation
 - 1.1 *Development, Learning, and Motivation* - Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
2. Curriculum
 - 2.1 *Reading, Writing, and Oral Language* - Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas
 - 2.2 *Science* - Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science
 - 2.3 *Mathematics* - Candidates know, understand, and use the major concepts and procedures that define number and operation, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation
 - 2.4 *Social Studies* - Candidates know, understand, and use the major concepts and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences, and other related areas – to promote elementary student' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world
 - 2.5 *The arts* - Candidates know, understand, and use – as appropriate to their own understanding and skills – the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students
 - 2.6 *Health Education* - Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health
 - 2.7 *Physical Education* - Candidates know, understand, and use – as appropriate to their own understanding and skills – human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students
3. Instruction
 - 3.1 *Integrating and applying knowledge for instruction* – Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum,

curricular goals, and community.

3.2 *Adaptation to diverse students* – Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3 *Development of critical thinking and problem solving* – Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.

3.4 *Active engagement in learning* – Candidates use their knowledge and understanding of individual and group motivation and behavior among student at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

3.5 *Communication to foster collaboration* – Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

4. Assessment

4.0 *Assessment for instruction* – Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5. Professionalism

5.1 *Professional growth, reflection, and evaluation* – Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally

5.2 *Collaboration with families, colleagues, and community agencies* – Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

PI 34.28 Teaching categories middle childhood through early adolescence level.

(1) GENERAL

- (a) The state superintendent shall issue licenses based on pupil developmental levels upon successful completion of an approved program at that developmental level.
- (b) In this section “middle childhood through early adolescence level” means the approximate ages of 6 through 12 or 13. Formal application of definitions of a middle childhood through early adolescence level shall be determined by each school district through a collaborative process to include community, district personnel and school board members and shall be based on the organizational structure of the schools and philosophy and needs of the district.
- (c) Licenses may be issued under this section to individuals who complete an approved program including evidence of meeting the standards in s. PI 34.02, the requirements under s. PI 34.15 (4), and the content knowledge test described under s. PI 34.15 (2) (a) 3.a.

(2) MIDDLE CHILDHOOD THROUGH EARLY ADOLESCENCE – REGULAR EDUCATION. An applicant for a license under this subsection shall demonstrate proficiency in the standards in s. PI 34.02 and complete a minor approved by the state superintendent in one of the categories or subcategories in s. PI 34.29 or 34.30. In order to be licensed, an individual must complete an approved program in the license area. A license under this section allows the holder to teach any category, except a foreign language, in a self contained class room; and the following categories in a departmentalized or other school organization pattern:

- (a) Language arts.
- (b) Mathematics.
- (c) Science.
- (d) Social studies.
- (e) Health.