

# Three-year License with Stipulations Application Handbook

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**Wisconsin Department of Public Instruction**  
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## **Notice**

This handbook contains key information necessary for successful completion of the three-year district-sponsored pathway to licensure if planning to submit to the Department of Public Instruction (DPI) for review. Please read this handbook in its entirety prior to beginning this process. Applicants who follow the step-by-step directions carefully will increase the likelihood that their application(s) will be complete and accurate.

## **Accommodations**

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

The department is committed to equitably serving candidates with disabilities by providing reasonable accommodations within the portfolio submission process. To request reasonable accommodations, the candidate must contact the Licensing, Educator Advancement and Development Team with their request through the [licensing online helpdesk](#) and provide the necessary eligibility verifications to the department in advance of submitting the portfolio.

The department will review all requests for accommodations and will notify candidates of approval.

## Introduction

This handbook describes the requirements for teachers who plan to submit a portfolio of evidence to the Department of Public Instruction (DPI) for review in order to acquire their license through the three-year district sponsored pathway (also referred to as a three-year license with stipulations or LWS3). Teachers may also be endorsed to DPI for a license through an approved Wisconsin educator preparation program, which may have criteria that differ from this handbook.

The three-year district-sponsored pathway (LWS3) is available to teachers who already hold a valid Tier II provisional, Tier III lifetime, or Tier IV master educator license and who meet the criteria under [PI 34.029](#), to add a new teaching license or expand the grade levels of an existing Tier II, III or IV license.

This license allows the teacher to teach for up to three years in the license area while receiving supervision, mentoring, and professional development from the requesting school district, Cooperative Educational Service Agency (CESA), or residential school. These activities are meant to assist the teacher in becoming proficient in the national standards or in license program content guidelines when no national standards exist for the new subject or grade level. Please note that the standards used are teacher preparation standards, not K-12 academic content standards.

Under the law, the LWS3 license is only valid in the requesting district, CESA, or residential school that originally requested the license. The department may not renew the three-year license with stipulations in the same subject area or grade level through the same employing school district, CESA, or residential school.

## Eligibility Criteria for Applicants

The LWS3 is available to a teacher who meets all of the following:

1. Holds a valid Wisconsin teaching license at the Tier II, Tier III or Tier IV level;
2. Has been assigned to teach in a grade and/or a subject in a WI public school district, CESA, or residential school that is not covered by their existing teaching license(s);
3. Has had at least one year of full-time teaching experience in the employing school district, CESA, or residential school.

The following licenses are not available through the three-year district sponsored pathway: driver's education; school speech and language pathology; deaf and hard of hearing; visual impairment; American Indian language; American Indian history, culture and tribal sovereignty; and bilingual-bicultural education.

This pathway is not available to the person who:

- Has less than a year of full-time teaching experience in the requesting school district, CESA or residential school;
- Is not employed as a teacher by a Wisconsin public school district, CESA, or residential school.

- Is seeking a special education license, but has previously taught in an assignment in the special Education subject and/or grade range for three or more years without being fully licensed for the assignment;
- Has previously held the same three-year district sponsored license with stipulations in the requesting district, CESA, or residential school, and which has expired as these licenses are not renewable;
- Has left the district, CESA, or residential school that originally requested the license as these licenses are not portable and are only valid for employment in the requesting district, CESA, or residential school.
- Is seeking a pupil services or administrator license.

## Acquiring the License

*LWS 3 Application:* Apply for the LWS3 license using the License Type (T001) and the Transaction Code (1315) in the online licensing (ELO) system. A license application fee of \$125 is assessed to process the application and complete the review. Once approved a teacher will be able to teach under the license and begin working on the portfolio for review.

*Full License Application:* When ready to transition from the LWS 3 license and apply for full licensure, apply for the license using the License Type (T001) and the Transaction Code (8300). Please be aware, however, that this application must be submitted prior to the expiration of the LWS3 license. A license application fee of \$275 will be assessed to process the application and complete the portfolio review described in this handbook.

Please note the following in applying for the full license:

1. All materials submitted as part of the district-sponsored portfolio application are retained by the DPI and cannot be returned to applicants. Applicants should keep their own copy of materials submitted for their reference.
2. The district-sponsored portfolio pathway is subject to changes in statutory requirements and administrative rule. Therefore, requirements, processes, and fees may change from the time in which an applicant began their work on the LWS3.
3. The teacher must submit the following prior to expiration of the three-year license with stipulations:
  1. An application for a license in the new subject area or grade level.
  2. An initial portfolio submission.
  3. Evidence that the applicable statutory requirements in Wisconsin Statutes §118.19 have been met.
  4. Evidence of at least one year of experience teaching under the terms of the LWS3 license.

In the event a submitted portfolio requires revisions, a teacher will have up to one year following the expiration of the three-year license with stipulations to submit any needed revisions to their portfolio to the department for reconsideration for a Tier II or Tier III license in the new teaching license or expanded grades. Given that the LWS 3 license is expired after three years, a different license will be required after that point.

## Responsibilities of the Educator

- Verify [eligibility](#) for this pathway.
- Submit a T001-1315 application in the online application (ELO) for the non-renewable three-year license with stipulations. See the screenshot below.

### ■ Apply for a NEW LICENSE

Are you a recent graduate, have completed a new approved program, or passed a Wisconsin content test to add a teaching subject to your license? Thinking about moving to Wisconsin and becoming an educator? Apply for a new license below.

The screenshot shows a web form with three dropdown menus and a 'Go!' button. The first dropdown is labeled '1-Teacher Category' and has 'A-Teacher (including 5-Year Sub) [T001]' selected. The second dropdown is labeled 'Teacher: Request 3 Year, Non-Renewable, License with Stipulations [1315]' and has the same text selected. The 'Go!' button is blue with white text.

- Teach in the license area of the three-year license with stipulations in the district that requested the license for at least one year while on the license.
- Complete the professional development and supervision provided by the district or the approved educator preparation program with which the district has partnered.
- Complete the applicable statutory requirements for the new license area.
- Create a portfolio of evidence demonstrating proficiency in the national standards, or in license program content guidelines when no national standards exist, for the new license. DPI has provided rubrics for these standards on its [website](#). (Note: This handbook is designed to be used by educators who will be submitting the portfolio to the Wisconsin DPI only).
- Submit evidence that demonstrates proficiency in the grade range and content of license.
- Submit the portfolio for evaluation to the Department of Public Instruction or an approved educator preparation program that is approved to offer the license being sought.

## Responsibilities of the Employing District, CESA, or Residential School

- Request the non-renewable, three-year license with stipulations for a teacher who meets the eligibility criteria for the license by completing the [PI-1624-LWS3](#) form and [PI-1613 employment verification form](#).
- Support the educator by providing appropriate professional development and supervision to assist the teacher in becoming proficient in the national teaching standards, or in license program content guidelines when no national standards exist, for the new teaching licensing for the DPI portfolio process outlined in this handbook;

OR

Partner with an approved teacher training program to provide the appropriate professional development and/or supervision to assist the teacher in becoming proficient in the national teaching standards, or in license program content guidelines when no national standards exist, associated with the new license area. Educators who complete professional development and supervision in partnership with an approved educator preparation program may submit their portfolio of evidence to the DPI using the process outlined in this handbook. (Approved educator preparation programs may also develop

their own protocols for subjects for which they are approved to offer a licensure program).

- Notify the department within 30 days if the license holder leaves employment with the requesting district, CESA or residential school.

## **Suggested Timeline for Educators**

- *Year one:* Summer/beginning of school year - submit application for three-year license with stipulations. Begin professional development.
- *Year two:* Complete professional development. Gather artifacts and write narrative that clearly and concisely articulate how the artifact demonstrates component(s) of the applicable national standards, or in the license program content guidelines when no national standards exist.
- *Year three:* Submit portfolio to the department between January-June 30. If approved, the license effective date will be July 1 of that year. If not, applicants will have an additional year to revise and resubmit their portfolio one time. If the additional year is required to revise and resubmit the portfolio the LWS 3 license is not available for renewal and the applicant will need to apply for a different license. Candidates may contact the department for further information.

## **Portfolio Development**

This handbook serves as the teacher's guide to submitting a portfolio to the department. If the intent is to work with an approved program, the teacher should begin work with that approved program early in the term of the three-year license with stipulations to determine requirements to demonstrate proficiency.

A portfolio is a collection of narrative and evidentiary artifacts that demonstrates proficiency in national standards of the new teaching license or in license program content guidelines when no national standards exist. This may mean the teacher needs to seek experience and professional development beyond the current teaching assignment to provide evidence of proficiency for the license.

During the term of the three-year license with stipulations, the district will provide appropriate supervision and professional development, and the teacher will gather documentation that verifies proficiency in the national standards of the new teaching license or in license program content guidelines when no national standards exist. Districts should consult with the teacher on a regular basis as to progress and support needed.

The portfolio submitted to the department shall include a content-specific rubric. Statutory stipulations, testing, and the portfolio shall be submitted no later than the expiration date of the three-year license with stipulations ([additional information on portfolio review is available in this document](#)). If approved, the teacher will receive the new teaching license at the same level of their existing teaching license(s). If the portfolio is not approved, the teacher has until June 30 of the following year to submit an additional attempt for portfolio approval. Teachers who do not have an approved portfolio at the end of the three-year license may contact the department to determine if there are any other options for licensure that may be available. Please note that the Individuals with Disabilities Education Act (IDEA) requires that special education teachers be fully licensed within three school years.

### *Confidentiality*

The DPI will not accept any documentation, artifacts or other materials that violate student confidentiality or safety. Applicants must redact all identifying information or otherwise protected student information prior to submission of the portfolio.

After the department has made its licensing decision, and the time for appeal has lapsed, the department will store and then destroy the portfolio according to the department's record retention schedule. The current record retention schedule for licensure is 75 years.

### *Selection of artifacts*

- Artifacts may include:
  - documentation of professional experiences
  - evidence of professional learning and reflection
  - data analysis
  - lesson plans
  - student work samples
  - any other documents that explicitly demonstrate competence in the teaching standard
- Select only the most relevant artifacts that demonstrate competence in all components of the national standards for the new license or in license program content guidelines when no national standards exist for the new license.
- One artifact may address more than one criterion of the national standards or in license program content guidelines when no national standards exist.
- Limit the selection of artifacts to 7-12 artifacts.
- **Important:** Redact all identifying information of students and parents or guardians (e.g., names) from evidence documents to ensure it is not viewable.

### *Drafting the Portfolio*

- **Important:** Take any steps necessary to ensure the confidentiality of students and parents or guardians.
- Describe, analyze and reflect about each artifact and its connection to the standards. The narrative should not just indicate what happened (description), but the rationale for those events and processes (analysis) and what was learned from them (reflection).
- Provide the most specific information possible in the narrative of the portfolio. For instance, if something was learned in a course, provide specific evidence of what was learned rather than merely listing a course name and number.
- Be sure to address dispositions as well as performances and essential knowledge.
- Provide a reflection on the documentation, including an analysis of practice rather than a summary of events or tasks. Indicate what was done and why evidence was chosen.

DPI has provided rubrics on our website to accompany the LWS3 handbook to provide a structure for submitting each portfolio artifact and its corresponding explanation. The "[Tips for Connecting Artifacts and Standards](#)" section will guide the work in writing explanations that address the [content specific rubrics](#) associated with the relevant national standards, or Wisconsin content guidelines where no national standards exist.



## Submitting the Application for Portfolio Review in ELO

- Save all documents as .pdf.
- Start the process by submitting in ELO the transaction T001-8300 by no later than June 30th of the year of expiration.
- After completing and submitting the application in ELO the applicant will receive an email shortly after for submitting the [T001-8300](#) application from DPI containing an individualized link to upload documents via the secure file transfer system KiteWorks.
- Upload all artifacts and the portfolio work through KiteWorks.
- Make sure before submitting the portfolio that it is a complete and thorough representation of work. All artifacts referred to in the narrative should be included.

## Portfolio Review

- Once the [T001-8300](#) application is submitted and the file transfer received, the appropriate DPI content consultant(s) will review the portfolio.
- If approved, the department will issue the new teaching license at the same license tier as the existing teaching license held by the applicant (e.g. provisional or lifetime license).
- If the portfolio is deemed insufficient, an individual may address identified deficiencies and resubmit the portfolio once for reconsideration. An applicant will have until June 30 of the following year to adequately address all identified deficiencies.
- If the non-renewable, three-year license with stipulations has expired and the applicant wishes to continue working in an assignment requiring the grades and subjects under the expired three-year license with stipulations, the applicant will need to apply for a different license. If the portfolio requires additional work into the following school year, the district will need to request a one-year license with stipulations for the teacher to be properly licensed while they continue working on the portfolio. Please note: Federal law requires those serving as special education teachers to have full state licensure in no more than three school years.

## Tips for Connecting Artifacts and Rubric Criteria

### Addressing the Rubric

In the portfolio, addressing the criteria of the rubric is both a certification requirement and a means to articulate your developing teaching practices. As opposed to 'meeting' rubric criteria, addressing includes interpreting, questioning, and exploring your work in relation to the rubric.

Below are two approaches you can employ when working with the rubric. These approaches move beyond "meeting" the standards and work toward using the standards to reflect on your practice.

#### Approach #1

1. **Select an artifact from your work** (e.g., lesson plan, unit, instructional materials, student work, assessment, etc.) What are you working on right now in your teaching? What can you choose or create to help you represent and think about this aspect of your work?
2. **Identify why you chose this artifact.** What are you wondering? What are you trying to do? What do you want to think more about?
3. **Select one or more criteria from the rubric that are related to the questions/thoughts you have about the artifact.** What do you want to say about your work in relation to the standard? What can the standard help you think about in terms of your practice?
4. **Write a reflection to "say something" with your artifact about your teaching, learning, and your students' learning in relation to the rubric.** Some guiding questions to assist you in writing are:
  - **What were you doing/trying to do?** Describe the context from which the artifact was selected. How does the artifact relate to what you care about and are trying to do as a teacher? How do your values and goals for teaching relate to the standard?
  - **What happened?** What did the students learn? How do you know? What did you learn?
  - **What next?** Explore possible next steps and/or implications for teaching and student learning. How do you see the standard playing a role in your future practice?

#### Approach #2

1. **Select a criterion from the rubric.** Which criterion do you want to use to think about what you're doing well or want to work on? What particular components of the standard do you want to focus on?
2. **Identify why you selected this criterion.** What do you want to think about in connection to the criterion help you think about in your practice?
3. **Choose an artifact that is related to the thoughts/questions you have about the criterion.** (e.g., lesson plan, unit, instructional materials, student work, assessment, etc.) What have you been doing/trying to do in your practice that feels relevant to the standard you've chosen? What can you choose or create to help you represent and think about this aspect of your work?
4. **Write a reflection to "say something" with your artifact about your teaching, learning, and your students' learning in relation to the criterion.** Some guiding questions to assist you in writing are:
  - **What were you doing/trying to do?** Describe the context from which the artifact was selected. How does the artifact relate to what you care about and are trying to do as a teacher? How do your values and goals for teaching relate to the standard?
  - **What happened?** What did the students learn? How do you know? What did you learn?
  - **What next?** Explore possible next steps and/or implications for teaching and student learning. How do you see the standard playing a role in your future practice?

## Content-Specific Rubrics (Required for All)

Select the appropriate rubric for the license subject and clearly demonstrate, through narrative and selection of evidence, proficiency in the standards for the new license. Artifacts must demonstrate proficiency in the grade range and content of the new license. Rubrics are located on the [DPI website](#).

## Statutory Stipulations (Required for Some)

Applicants for all Wisconsin teaching licenses must meet the requirements of Wisconsin statutes and administrative rules. Use the chart below to identify which requirements must be met for the licensure area sought. Evidence will be required to demonstrate that statutory stipulations have been satisfied either through previous coursework or training or through one of the vetted activities found on the [DPI website](#). Educators with existing statutory stipulations will need to include verification that existing statutory stipulations have been satisfied either through previous coursework, training, or through one of the vetted activities found on the [DPI website](#). To determine if you have an existing stipulation, see [How to Check for Stipulations in ELO](#).

Wisconsin Statutory and Administrative Rule Requirements	Statute and/or Rule Subject	Description of the Requirement	Required for these Wisconsin Licenses
118.19(8) PI 34.15(4)	Minority Group Relations	Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> <li>The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.</li> <li>The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.</li> <li>The philosophical and psychological bases of attitude development and change.</li> <li>The psychological and social implications of discrimination, especially racism and sexism in the American society.</li> <li>Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.</li> <li>Minority group relations through direct involvement with various racial, cultural language and economic groups in the United States.</li> </ul>	ALL teaching licenses
PI 34.15(4)	Special Education	Demonstrate knowledge and understanding of procedures used for assessing and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers.	ALL teaching licenses

Wisconsin Statutory and Administrative Rule Requirements	Statute and/or Rule Subject	Description of the Requirement	Required for these Wisconsin Licenses
118.19(9) PI 34.15(4)	Conflict Resolution	Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> <li>Resolving conflicts between pupils and between pupils and school staff.</li> <li>Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.</li> <li>Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.</li> </ul>	ALL teaching licenses
118.19(6) PI 34.15(4)	Cooperative Marketing and Consumer Cooperatives	Demonstrate knowledge and understanding of cooperative marketing and consumer cooperatives.	Agriculture Economics Social Studies
118.19(6) PI 34.15(4)	Environmental Education	Demonstrate knowledge and understanding of environmental education including the conservation of natural resources.	Regular education at EC, EC-MC or MC-EA Agriculture Science Social Studies
118.19(12) PI 34.15(4)	Reading and Language Arts Instruction	Demonstrate knowledge and understanding of teaching reading and language arts using appropriate instructional methods including phonics to teach reading and language arts to pupils in grades PK to 6. "Phonics" means a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups, and syllables.	Regular education at EC, EC-MC or MC-EA

To learn about approved courses, workshops, or opportunities available by Wisconsin providers to complete these requirements, visit <https://dpi.wi.gov/licensing/apply-educator-license/statutory-stipulations>.