

Wyoming Administrative Rules

Teaching Standards Board, Professional

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Chapter 4: Program Approval Standards for Endorsement Areas

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Chapter 4

PROGRAM APPROVAL STANDARDS FOR ENDORSEMENT AREAS

Section 1. Endorsements. The Professional Teaching Standards Board (PTSB) issues Licenses with endorsements and approves educator preparation programs in endorsement areas based on Specialized Professional Associations (SPA) standards. State standards are used when SPA standards are not available.

Section 2. Program Approval and Program Reviews.

(a) The Professional Teaching Standards Board (PTSB) program approval process aligns with the Council for the Accreditation of Educator Preparation (CAEP) accreditation review process. PTSB will continue to recognize National Council for Accreditation of Teacher Education (NCATE) accreditation until such time as the last NCATE unit accreditation has expired.

(b) PTSB has adopted Specialized Professional Association (SPA) standards in all disciplines in which SPAs are available. Disciplines that do not have SPA standards must meet PTSB state standards, which can be found in Section 5 of this chapter. Program reviews submitted in disciplines that meet PTSB state standards shall follow the same process as SPA program reviews. Timelines shall be set by PTSB and the institution of higher education whose program is being submitted for review.

(c) An institution of higher education submitting a program for approval to PTSB shall:

(i) submit individual program reviews to the appropriate SPA seeking national recognition. The SPA report is then submitted to PTSB for final program approval;

(ii) submit individual program reviews within program clusters to CAEP seeking feedback. PTSB determines the standards used for each cluster in the program reviews. The feedback report is then submitted to PTSB for final program approval; or

(iii) submit individual program reviews to PTSB. The institution shall use SPA program standards, when available, in their review process; programs that do not have a SPA will use PTSB state standards. The PTSB Program Review templates, which are available from PTSB upon request, shall be used for all programs submitted directly to PTSB for review and program approval.

(d) The PTSB has final approval of all programs submitted to PTSB including programs submitted to SPAs or CAEP for program reviews.

Section 3. Limitations. PTSB requires the following licensure requirements in addition to SPA or PTSB state standards:

(a) an institution of higher education seeking approval for any initial licensure program (first educator license in Wyoming) shall require a minimum of eight (8) consecutive weeks of student teaching in an accredited school setting.

(b) an institution of higher education seeking approval for any added endorsement program shall require a minimum of a three (3) semester hour practicum at the grade level(s) of the added endorsement for candidates who do not hold current licensure at that grade level(s).

(c) individuals seeking an administration endorsement shall verify at least three (3) years of successful classroom teaching or related service in a K-12 public school setting.

Section 4. Program Standards. Standards for endorsement areas are noted in Table 1. PTSB state standards are found in Section 5 and Specialized Professional Association (SPA) standards are incorporated by reference in Section 9.

Table 1. Endorsement Areas and Standards.

Educator License Endorsement Area (Grade Level Options)	Standards
Adapted PE K-6, 5-8, 6-12, K-12	SPA: Society of Health and Physical Educators (SHAPE America) or National Consortium for Physical Education and Recreation for Individuals with Disabilities (NCPERID) Adapted Physical Education National Standards (APENS)
Agriculture 6-12	PTSB Chapter 4, Section 5(a)
American Sign Language (ASL) as a Foreign Language K-6, 5-8, 6-12, K-12	PTSB Chapter 4, Section 5(b)
Anthropology 6-12	SPA: National Council for the Social Studies (NCSS)
Art K-6, 5-8, 6-12, K-12	PTSB Chapter 4, Section 5(c)
At-Risk/Alternative Teacher	PTSB Chapter 4, Section 6(a)
Biology 6-12	SPA: National Science Teachers Association (NSTA)
Business 6-12	PTSB Chapter 4, Section 5(d)

Chemistry 6-12	SPA: National Science Teachers Association (NSTA)
Computer Science 6-12	SPA: International Society for Technology in Education (ISTE)
Counselor K-6, 5-8, 6-12, K-12	SPA: Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Director K-6, 6-12, K-12	SPA: Educational Leadership Constituent Council (ELCC)
Drama/Theatre 6-12	PTSB Chapter 4, Section 5(e)
Driver Education 6-12	PTSB Chapter 4, Section 5(f)
Early Childhood Birth – Age 8 (or Grade 3)	SPA: National Association for the Education of Young Children (NAEYC)
Early Childhood Special Education Birth – Age 5	SPA: Council for Exceptional Children (CEC)
Early Childhood (Preschool) Birth – Age 5	SPA: National Association for the Education of Young Children (NAEYC)
Earth and Space Science 6-12	SPA: National Science Teachers Association (NSTA)
Economics 6-12	SPA: National Council for the Social Studies (NCSS)
Educational Diagnostician K-12	SPA: Council for Exceptional Children (CEC)
Elementary Teacher K-6	SPA: Association for Childhood Education International (ACEI)
English/Language Arts 5-8, 6-12	SPA: National Council of Teachers of English (NCTE)
English as a Second Language K-6, 5-8, 6-12, K-12	SPA: Teachers of English to Speakers of Other Languages (TESOL)
Exceptional Generalist K-6, 5-8, 6-12, K-12	SPA: Council for Exceptional Children (CEC)
Exceptional Specialist – Behavior and Emotional Disabilities K-6, 5-8, 6-12, K-12	SPA: Council for Exceptional Children (CEC)
Exceptional Specialist – Cognitive Disability K-6, 5-8, 6-12, K-12	SPA: Council for Exceptional Children (CEC)

Exceptional Specialist – Deaf and Hard of Hearing K-6, 5-8, 6-12, K-12	SPA: Council for Exceptional Children (CEC)
Exceptional Specialist – Learning Disability K-6, 5-8, 6-12, K-12	SPA: Council for Exceptional Children (CEC)
Exceptional Specialist – Physical and Health Disability K-6, 5-8, 6-12, K-12	SPA: Council for Exceptional Children (CEC)
Exceptional Specialist – Visual Disability K-6, 5-8, 6-12, K-12	SPA: Council for Exceptional Children (CEC)
Family and Consumer Sciences 6-12	PTSB Chapter 4, Section 5(g)
Geography 6-12	SPA: National Council for the Social Studies (NCSS)
Gifted and Talented	SPA: Council for Exceptional Children (CEC)
Health 5-8, 6-12, K-12	SPA: Society of Health And Physical Educators (SHAPE America)
History 6-12	SPA: National Council for the Social Studies (NCSS)
Institutional Teacher K-12	PTSB Chapter 4, Section 6(b)
Instructional Technology K-6, 5-8, 6-12, K-12	SPA: Association for Educational Communications and Technology (AECT) or International Society for Technology in Education (ISTE)
Journalism 6-12	PTSB Chapter 4, Section 5(h)
Library Media K-12	SPA: American Library Association (ALA)/American Association of School Librarians (AASL) or Association for Educational Communications and Technology (School Media Specialist) (AECT)
Math 5-8, 6-12	SPA: National Council for Teachers of Mathematics (NCTM)
Music K-6, 5-8, 6-12, K-12	SPA: National Association of Schools of Music (NASM)
Music Instrumental K-6, 5-8, 6-12, K-12	SPA: National Association of Schools of Music (NASM)
Music Vocal K-6, 5-8, 6-12, K-12	SPA: National Association of Schools of Music (NASM)

Physical Education K-6, 5-8, 6-12, K-12	SPA: Society of Health And Physical Educators (SHAPE America)
Physical Science 6-12	SPA: National Science Teachers Association (NSTA)
Physics 6-12	SPA: National Science Teachers Association (NSTA)
Political Science 6-12	SPA: National Council for the Social Studies (NCSS)
Principal K-6, 5-8, 6-12, K-12	SPA: Educational Leadership Constituent Council (ELCC)
Psychology 6-12	SPA: National Council for the Social Studies (NCSS)
Reading K-6, 5-8, 6-12, K-12	SPA: International Reading Association (IRA)
School Nurse K-12	PTSB Chapter 4, Section 5(i)
School Psychologist K-12	SPA: National Association of School Psychologists (NASP)
School Social Worker K-12	PTSB Chapter 4, Section 5(j)
Science 5-8	SPA: National Science Teachers Association (NSTA)
Social Studies Comprehensive 5-8, 6-12	SPA: National Council for the Social Studies (NCSS)
Sociology 6-12	SPA: National Council for the Social Studies (NCSS)
Speech 6-12	PTSB Chapter 4, Section 5(k)
Speech Language Pathologist Birth – Grade 12	SPA: American Speech-Language-Hearing Association (ASHA)
Superintendent K-12	SPA: Educational Leadership Constituent Council (ELCC)
Teacher of American Indian Children	PTSB Chapter 4, Section 5(l)
Trade and Technical Education 6-12	PTSB Chapter 4, Section 5(m)
World Languages K-6, 5-8, 6-12, K-12 <ul style="list-style-type: none"> • Chinese • French • German • Italian • Japanese • Latin • Russian • Spanish 	SPA: American Council on the Teaching of Foreign Languages (ACTFL)

Section 5. Endorsements with Professional Teaching Standards Board State Standards. Program approval standards for endorsement areas which do not have a Specialized Professional Association (SPA) are listed under the specific endorsement area.

(a) Agriculture.

(i) The program shall require demonstrated competence in the biological, physical, and applied sciences as they relate to practical solutions of agricultural issues, including competencies in:

- (A) agroecology and sustainable systems in animal and plant sciences;
- (B) current agricultural and biotechnologies;
- (C) agricultural business management, applied economics, and agriculture literacy; and
- (D) agriculture mechanics science and technology.

(ii) The program shall require demonstrated competence in one or more of the following occupational areas:

- (A) agricultural production and marketing;
- (B) agricultural products, processing, and food safety;
- (C) horticultural, landscaping, and turf management; and
- (D) natural resource management.

(iii) The program shall require the knowledge and skills necessary for establishing and supervising youth organizations that prepare students for leadership, personal growth, and career success.

(iv) The program shall require the knowledge and skills necessary for planning, promoting, organizing, and administering supervised agricultural experience programs outside the classroom.

(v) The program shall require knowledge of organizing and working with a local advisory committee.

(vi) The program shall require knowledge of the history, philosophy, objectives, and trends in vocational education.

(vii) The program shall require knowledge and demonstrated competence in the principles of counseling as they pertain to career selection, vocational assessment, job placement, and cooperative vocational education in agriculture.

(b) American Sign Language (ASL) as a Foreign Language.

(i) The program shall require broad and comprehensive knowledge of and demonstrated competence in Language, Linguistics, and Comparisons including:

(A) the linguistic features of American Sign Language including an understanding of the application of basic concepts including phonology, syntax, and morphology;

(B) culturally authentic signed messages in American Sign Language in a variety of contexts at least at a level equivalent to the Intermediate-High level as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines;

(C) the ability to sign with a command of vocabulary, nominal behaviors, and syntax adequate for expressing thoughts to a native user of American Sign Language; and

(D) an understanding of and proficiency in English grammar, usage, and mechanics for the purpose of making comparisons to American Sign Language.

(ii) The program shall require broad and comprehensive knowledge of and demonstrated competence in Cultures, Literatures, and Cross-Disciplinary Concepts including the cultures associated with American Sign Language and the interrelationships among the practices, products, and perspectives of these cultures, including:

(A) knowledge of history, social structure and artistic and literary contributions of the Deaf culture;

(B) ability to interpret contemporary lifestyles, customs, and cultural patterns of the Deaf culture; and

(C) participation in opportunities for significant study of the linguistics of American Sign Language and immersion experiences in the Deaf culture and communities.

(iii) The program shall require broad and comprehensive knowledge of and demonstrated competence in Language Acquisition Theories and Instructional Practices including the nature of language and of the theories and processes of language acquisition.

(iv) The program shall require broad and comprehensive knowledge of and demonstrated competence in Integration of Standards into Curriculum and Instruction and Assessment of Languages and Cultures including academic standards as well as instruction and assessment strategies that foster students' competencies in the areas of communication, cultures, connections, comparisons, and communities and address the diverse needs of language learners at various developmental levels including knowledge of the national standards for foreign language learning, current proficiency-based objectives of the teaching of foreign language methods and techniques for attaining these objectives, the assessment models of foreign language skills, the use of media in teaching languages, current curricular developments, the relationship of language study to other areas of the curriculum, and the professional literature of foreign language teaching.

(c) Art.

(i) The program shall require knowledge and demonstrated competence in:

(A) developing an art curriculum;

(B) interrelating art with other disciplines or fields of study;
and

(C) assessing and evaluating an art program and critiquing of
art.

(ii) The program shall require knowledge of:

(A) philosophies of art; and

(B) elements and principles of design and basic concepts and
skills processes.

(iii) The program shall require demonstrated competence in:

(A) the creation of various art forms; and

(B) technological developments in environmental and
functional design fields.

(iv) The program shall require demonstrated competence in methods of organizing, planning, budgeting for, procuring, and administering a program of art education.

(v) The program shall require knowledge and appreciation of related

art areas.

(vi) The program shall require knowledge of professional art organizations and career opportunities in art at the local, state, and national levels.

(vii) The program shall require demonstrated competence in the use of teaching methods which recognize and stimulate creativity.

(d) Business.

(i) The program shall require knowledge and demonstrated competence in the following:

(A) economic systems, including finance or money and banking;

(B) business organizations and management;

(C) business communications, math and law;

(D) computer information systems and occupational technology used in business and other occupational areas;

(E) entrepreneurship;

(F) clerical/secretarial occupations; and

(G) accounting or bookkeeping occupations.

(ii) The program shall require knowledge and skills necessary for establishing youth organizations that prepare students for occupational, civic, and social responsibilities and leadership.

(iii) The program shall require knowledge of the history, philosophy, objectives, and trends in vocational education.

(iv) The program shall require demonstrated competence in planning, organizing, and administering the cooperative vocational education program in business.

(v) The program shall require knowledge and demonstrated competence in the principles of counseling as they pertain to career selection, vocational assessment, job placement, and cooperative vocational education in business education.

(vi) The program shall require skills in organizing and working with a local advisory committee.

(e) Drama/Theatre.

(i) The program shall require knowledge of theatre as a social and aesthetic experience and as a reflection of culture, including a broad view of the history of theatre and acquaintance with representative plays of past and present.

(ii) The program shall require knowledge and competencies needed to direct a theatrical production with artistic integrity, including the following:

(A) selection, analysis, casting, and conducting rehearsals;

(B) performance supervision and all other elements of direction;

(C) basic acting skills and techniques necessary to promote, stimulate, and guide the efforts of the individual as well as the interpreting group, whether in a creative dramatic context or as a cast in a theatrical production;

(D) technical skills needed in theatrical production including effective planning and execution of scenery, lights, make-up, sound, properties, costume and special effects;

(E) evaluation of activities or productions;

(F) organization of an academic or non-academic production or program, including audience services within the context of the school time, facilities and monies, and augmentation of existing facilities and materials in an order of significant priority; and

(G) promotion and publicity of an activity or production in order to gain the attention and support of the school and community in relationship to the development of appreciation of theatre in school and community audiences.

(iii) The program shall require demonstrated competencies for serving as a resource person within a school system in the development of facilities, the preparation of classroom projects, assembly programs, or activities in which elements of theatre are found and assist in the organization of a comprehensive theatre or other fine arts curriculum including experiences in music, film literature, art, and dance.

(iv) The program shall require knowledge of a representative body of English, American, and world literature.

(v) The program shall require demonstrated competence in using practical communication skills related to academic offerings and co-curricular activities.

(f) Driver Education.

(i) The applicant must submit an Institutional Recommendation verifying completion of a Driver Education program.

(g) Family and Consumer Sciences.

(i) The program shall require knowledge and application of the factors that influence personal and family relationships, including lifespan development, interpersonal interactions, and parenting practices in a context of contemporary, global, societal, and technological change.

(ii) The program shall require knowledge and demonstrated competence in consumer education to include managing individual and family resources in a socially responsible manner.

(iii) The program shall require knowledge and demonstrated competence in healthy living by selecting, planning, preparing, and serving foods based on nutritional, cultural, and socioeconomic needs of individuals, families, and groups.

(iv) The program shall require knowledge and demonstrated competence in the selection, care, and use of clothing and textiles that satisfy the needs of individuals and families.

(v) The program shall require knowledge and demonstrated competence in satisfying the needs of individuals and families relative to environmentally responsible housing, equipment, and furnishings.

(vi) The program shall require knowledge and demonstrated competence in creating practical experiences for career paths related to family and consumer sciences.

(vii) The program shall require knowledge of the history, philosophy, and objectives and trends in family and consumer sciences including career and technical pathways.

(viii) The program shall require knowledge and skills necessary for establishing youth organizations that prepare students for (1) family; (2) occupational, civic, and social responsibilities; and (3) leadership.

(ix) The program shall require knowledge of professional organizations and available community, state, and national resources, agencies, and programs and how to develop collaborative relationships for curriculum enrichment and program support.

(x) The program shall require demonstrated competence in planning, organizing, and administering an integrated curriculum in family and consumer science education.

(h) Journalism.

(i) The program shall require media literacy and knowledge of the history and development of print and non-print media as well as the role of mass media in society, including:

(A) significant historical trends, including technological advances, in print and non-print media and their impact on political, social, and cultural life;

(B) role of media and journalists in democratic and nondemocratic societies; and

(C) techniques for fostering critical thinking through analysis, evaluation, and critique of media and ways in which meaning is shaped by those media.

(ii) The program shall require knowledge of legal and ethical principles relevant to print and non-print journalistic media, including:

(A) laws, limitations, judicial decisions, and legal guidelines that affect journalism and scholastic journalism including freedom of the press, censorship, copyright, defamation, and student expression;

(B) ethical principles and professional codes of ethics that support responsible journalism; and

(C) legal and ethical use of photographic and digital images, information, and technology.

(iii) The program shall require knowledge of design techniques in multimedia production, including:

(A) proficiency in the use of industry software and design conventions, as well as the use of existing and emerging digital tools and resources; and

(B) techniques for fostering the use of principles, elements, tools, and techniques of layout and design for creating effective and aesthetically pleasing student publications and productions in various formats including but not limited to print, broadcast, photography, and digital publications.

(iv) The program shall require knowledge of information gathering skills, including:

(A) techniques for identifying, locating, and evaluating the credibility and reliability of primary and secondary sources of news and information;

(B) techniques involved in selecting and interviewing sources, including skills for listening and observing; accurate note-taking and transcription; use of technology; and methods of organizing, selecting, and synthesizing information from multiple sources; and

(C) techniques for attribution, citing sources and avoiding plagiarism.

(v) The program shall require a broad and comprehensive understanding of the processes and conventions of writing and editing for a variety of print and non-print media, including:

(A) use of appropriate editorial style manual guidelines and understanding methods of copy editing and proofreading journalistic writing for accuracy, content, and style; and

(B) critical journalistic skills including understanding audience and methods for creating effective leads, headlines, and captions, identifying and differentiating story purpose and social value.

(vi) The program shall require comprehensive knowledge of journalism instruction and assessment and the responsibilities of advisorship, including:

(A) the Journalism Education Association (JEA) Standards for Journalism Educators and the discipline-appropriate International Society for Technology in Education (ISTE) standards;

(B) content-specific instruction and appropriate use of assessments;

(C) techniques for creating and sustaining an inclusive and supportive learning environment for diverse groups of students; and

(D) business management skills and procedures to produce and distribute journalistic products.

(i) School Nurse.

(i) The program shall require knowledge and demonstrated

competence in organizing, managing, and evaluating school health services.

(ii) The program shall require knowledge of and demonstrated competence in using a holistic approach in health assessment of students which includes a review of health care needs, problems, communicable diseases, normal growth and development, and concerns of children and youth.

(iii) The program shall require knowledge and demonstrated competence in assessing, evaluating, educating, and counseling related to health care factors which impede the educational progress of children.

(iv) The program shall require knowledge and demonstrated competence in assisting students, staff, and families to use available local, state, and national resources in meeting health care needs.

(v) The program shall require knowledge and demonstrated competence in understanding people's interaction with their environment.

(vi) The program shall require knowledge and demonstrated competence in maintaining and promoting the health status of students and staff.

(vii) The program shall require knowledge and demonstrated competence in writing and implementing individual health care plans for exceptional children.

(viii) The program shall require knowledge of the school environment and the role of the nurse in that environment.

(ix) The program shall require demonstrated competence in purchasing, evaluating, and maintaining health supplies, equipment, and educational aids.

(x) The program shall require demonstrated competence in designing, organizing, and presenting in-service programs to promote health and meet the special needs of students, staff, and parents.

(xi) The program shall require knowledge of the role of the school nurse in curriculum development and in serving as a resource person for classroom teachers.

(xii) The program shall require demonstrated competence in safety procedures, standard first aid, and CPR.

(j) School Social Worker.

(i) The program shall require knowledge of the role and function of

the school social worker and the school social work program, including relationships with other professional school personnel and community agencies and organizations.

- (ii) The program shall require demonstrated competence in:
 - (A) assessment in social, emotional, behavioral, and adaptive areas;
 - (B) individual counseling;
 - (C) group counseling;
 - (D) family dynamics and interaction;
 - (E) crisis intervention;
 - (F) consultation;
 - (G) communication skills;
 - (H) referral process and utilization of resources;
 - (I) legal issues pertaining to the welfare of children; and
 - (J) conflict management/resolution.
- (iii) The program shall require knowledge of the school as an organization with emphasis on school curriculum and school law.
- (iv) The program shall require knowledge of human growth and development particularly as it relates to the dynamics of the learner and the learning process.
- (v) The program shall require demonstrated competence in the use of social work methods to facilitate the affective domain of education.
- (vi) The program shall require knowledge of the cause and effect of life stresses such as educational disabilities, family disruption, health issues, abuse and neglect, race, ethnicity, socioeconomic and environmental factors on learning, behavior, and development.
- (vii) The program shall require demonstrated competence in conducting and interpreting research with regard to community, family, and student problems relevant to services provided by the school social worker.

(viii) The program shall require a supervised practicum in a recognized K-12 school setting.

(k) Speech.

(i) The program shall require knowledge of communication concepts, including:

(A) various theories of communication and their application to a variety of communicative acts;

(B) function of the individual as an initiator and receiver of communication; and

(C) language acquisition and development along with fundamental sociolinguistic and psycholinguistic factors.

(ii) The program shall require knowledge of the various media of communication, including:

(A) the changing nature of speech as a result of technological and social development;

(B) the way different forms of media enable and constrain communication; and

(C) consideration of various communication genres.

(iii) The program shall require demonstrated competence in the application of the various critical stances to a variety of communicative acts.

(iv) The program shall require knowledge of philosophies of communication which assign central importance to ethical consciousness with recognition of legal ramifications.

(v) The program shall require demonstrated competence in the use of practical communication skills related to academic offerings and to co-curricular activities.

(l) Teacher of American Indian Children. An applicant must have completed a program which meets the following standards to add the Teacher of American Indian Children endorsement.

(i) The program shall require demonstrated understanding that the American Indian perspective must be presented at every opportunity, including:

- (A) the role of oral tradition;
- (B) relationship between spiritual and cultural matters;
- (C) holistic worldview; and
- (D) integrity and validity of traditional knowledge systems.

(ii) The program shall require demonstrated knowledge that tribal language and culture are inseparable.

(iii) The program shall require demonstrated knowledge of how to utilize Elders' expertise in multiple ways.

(iv) The program shall require demonstrated knowledge of the historical and contemporary existence of American Indian people.

(v) The program shall require the understanding of cultural differences as positive attributes around which to build educational experiences.

(vi) The program shall require demonstrated knowledge of Native ways of learning.

(vii) The program shall require a demonstration of culturally sensitive pedagogy for American Indian people.

(m) Trade and Technical Education. The program shall require competence in the:

(i) knowledge of core concepts, characteristics, and scope of trade and technical education including the relationships and connections between trade and technical education careers and careers in other disciplines;

(ii) identification of historical and current attributes and roles of the cultural, social, economic, political and environmental effects and influences of trade and technical education;

(iii) analysis of the characteristics of design including troubleshooting, research and development, invention and innovation, and experimentation in problem solving/ideation;

(iv) use, maintenance, and assessment of products and systems utilized in trade and technical education, including safety; and

limited to:

- (v) knowledge of various trade and technical systems including but not

- (A) medical, biotechnologies;
- (B) agriculture;
- (C) energy and power;
- (D) information and communication;
- (E) transportation;
- (F) manufacturing;
- (G) construction;
- (H) technical and graphic design, animation; and
- (I) technological systems.

Section 6. Endorsement Areas Specific to Teachers of Students at Risk. The Professional Teaching Standards Board has approved standards for specialized endorsement areas for teachers of students identified as at-risk and/or enrolled in alternative local school district settings and teachers employed by Wyoming residential and/or institutional settings.

- (a) At Risk/Alternative Teacher.

- (i) Applicants shall meet the following requirements:

- (A) hold a valid and current standard Educator License at the grade level in which the teacher is assigned within the alternative school setting;

- (B) verify the applicant is assigned to teach in at least one content area in which the applicant is currently endorsed;

- (C) verify employment by a school district and assigned to an alternative education, non-traditional, or at-risk youth program; and

- (D) submit verification of a professional development plan that addresses the following:

- (I) knowledge and skills in affective behaviors which should include goals setting, conflict resolution, communications, responsibility and self-

esteem;

(II) ability to develop and remediate curriculum and concepts to meet individual student needs; and

(III) knowledge and skills in working with behavior management specific to the student population.

(b) Institutional Teacher.

(i) Applicants shall meet the following requirements:

(A) verify employment with a Wyoming institutional/private facility school; and

(B) submit verification of a professional development plan that addresses the following:

(I) working with students with disabilities and/or the development and implementation of Individual Educational Plans (IEP);

(II) the ability to develop and remediate curriculum to meet individual student needs;

(III) communication and interpersonal skills specific to the student population and agency setting; and

(IV) utilizing behavior management specific to the student population and agency setting.

Section 7. Innovative and Experimental Programs. Innovative and experimental programs in Wyoming institutions of higher learning for the preparation of educators may be submitted for approval. The following documentation is required:

(a) a clear statement explaining the reason for the request for approval of an experimental or innovative program including the following:

(i) purpose;

(ii) rationale;

(iii) program objectives including all required competencies;

(iv) description of how the graduates will meet the relevant endorsement area standards (e.g., curricula, internship, projects); and

(v) description of the assessment plan for candidates and the program, including timelines for data collection.

(b) institutions shall designate an appropriate division, school, college, or department to administer and act on all matters related to innovative and experimental programs.

(c) the innovative-experimental program shall include a timetable with:

(i) beginning and ending dates;

(ii) sequence of implementation activities; and

(iii) approximate dates for periodic reports to the appropriate institution officials and the Professional Teaching Standards Board.

Section 8. Limitations. Any endorsement issued by PTSB prior to the effective date of these rules shall remain valid as long as the License or Permit remains valid. A License or Permit which has been allowed to lapse must be reinstated as explained in Chapter 2, Section 4 of these rules and regulations.

Section 9. Incorporation by Reference.

(a) For any code, standard, rule, or regulation incorporated by reference in these rules:

(i) PTSB has determined that incorporation of the full text in these rules would be cumbersome or inefficient given the length or nature of the rules;

(ii) the incorporation by reference does not include any later amendments or editions of the incorporated matter beyond the applicable date identified in subsection (b) of this section;

(iii) the incorporated code, standard, rule or regulation is maintained at 1920 Thomes Avenue, Suite 400, Cheyenne, WY 82002 and is available for public inspection and copying at cost at the same location; and

(iv) the incorporated code, standard, rule or regulation is available on the internet at <http://ptsb.state.wy.us/RulesRegulations/PTSBEndorsementStandards/tabid/257/Default.aspx>.

(b) All standards incorporated by reference in Section 4 Table 1 are as follows:

(i) American Council on the Teaching of Foreign Languages (ACTFL), as existing on July 1, 2014 including amendments adopted by ACTFL as of that date. Copies of these standards can be obtained from ACTFL at the following location: <http://www.actfl.org/2013-program-standards-the-preparation-foreign-language-teachers>.

(ii) American Library Association (ALA)/American Association of School Librarians (AASL), as existing on July 1, 2014 including amendments adopted by ALA/AASL as of that date. Copies of these standards can be obtained from ALA/AASL at the following location: http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf.

(iii) American Speech Language Hearing Association (ASHA), as existing on July 1, 2014 including amendments adopted by ASHA as of that date. Copies of these standards can be obtained from ASHA at the following location: http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/#Standard_II.

(iv) Association for Childhood Education International (ACEI) as existing on July 1, 2014 including amendments adopted by ACEI as of that date. Copies of these standards can be obtained from ACEI at the following location: <http://www.acei.org/images/stories/documents/ACEIElementaryStandardsSupportingExplanation.5.07.pdf>.

(v) Association for Educational Communications and Technology (AECT), as existing on July 1, 2014 including amendments adopted by AECT as of that date. Copies of these standards can be obtained from AECT at the following location: http://c.ymcdn.com/sites/aect.site-ym.com/resource/resmgr/AECT_Documents/AECTstandardsREV2005.pdf?hhSearchTerms=%22Standards%22.

(vi) Council for Accreditation of Counseling and Related Educational Programs (CACREP) as existing on July 1, 2014 including amendments adopted by CACREP as of that date. Copies of these standards can be obtained from CACREP at the following location: <http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676>.

(vii) Council for Exceptional Children (CEC) as existing on July 1, 2014 including amendments adopted by CEC as of that date. Copies of these standards can be obtained from CEC at the following location: <http://www.cec.sped.org/Standards/SSpecial-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Preparation-Standards>.

(viii) Educational Leadership Constituent Council (ELCC) as existing on July 1, 2014 including amendments adopted by ELCC as of that date. Copies of these

standards can be obtained from ELCC at the following location: <http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676>.

(ix) International Reading Association (IRA) as existing on July 1, 2014 including amendments adopted by IRA as of that date. Copies of these standards can be obtained from IRA at the following location: <http://www.reading.org/general/CurrentResearch/Standards/ProfessionalStandards2010.aspx>.

(x) International Society for Technology in Education (ISTE) as existing on July 1, 2014 including amendments adopted by ISTE as of that date. Copies of these standards can be obtained from ISTE at the following location: http://www.iste.org/docs/pdfs/ncate_computer_science_educator_standards_2011.pdf?sfvrsn=2.

(xi) National Association for the Education of Young Children (NAEYC) as existing on July 1, 2014 including amendments adopted by NAEYC as of that date. Copies of these standards can be obtained from NAEYC at the following location: <http://www.naeyc.org/store/node/595>.

(xii) National Association of School Psychologists (NASP) as existing on July 1, 2014 including amendments adopted by NASP as of that date. Copies of these standards can be obtained from NASP at the following location: <http://www.nasponline.org/standards/2010standards.aspx>.

(xiii) National Association of Schools of Music (NASM) as existing on July 1, 2014 including amendments adopted by NASM as of that date. Copies of these standards can be obtained from NASM at the following location: <http://nasm.arts-accreditation.org/index.jsp?page=Standards-Handbook>.

(xiv) National Consortium for Physical Education and Recreation for Individuals with Disabilities (NCPERID) Adapted Physical Education National Standards (APENS) as existing on July 1, 2014 including amendments adopted by NCPERID/APENS as of that date. Copies of these standards can be obtained from NCPERID/APENS at the following location: <http://www.apens.org/15standards.html>.

(xv) National Council for the Social Studies (NCSS) as existing on July 1, 2014 including amendments adopted by NCSS as of that date. Copies of these standards can be obtained from NCSS at the following location: http://downloads.ncss.org/ncate/NCSS_NCATE_STDS-04rev.pdf.

(xvi) National Council of Teachers of English (NCTE) as existing on July 1, 2014 including amendments adopted by NCTE as of that date. Copies of these standards can be obtained from NCTE at the following location: http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_712.pdf.

(xvii) National Council of Teachers of Mathematics (NCTM), as existing on July 1, 2014 including amendments adopted by NCTM as of that date. Copies of these standards can be obtained from NCTM at the following location: http://www.nctm.org/uploadedFiles/Math_Standards/NCTMSECONStandards.pdf.

(xviii) National Science Teachers Association (NSTA) as existing on July 1, 2014 including amendments adopted by NSTA as of that date. Copies of these standards can be obtained from NSTA at the following location: <http://standards.nsta.org/AccessStandardsByTopic.aspx>.

(xix) Society of Health and Physical Educators (SHAPE America) as existing on July 1, 2014 including amendments adopted by SHAPE America as of that date. Copies of these standards can be obtained from SHAPE America at the following locations: <http://www.shapeamerica.org/standards/adapted/> (Adapted PE); <http://www.shapeamerica.org/standards/health/> (Health); and <http://www.shapeamerica.org/standards/pe/> (Physical Education).

(xx) Teachers of English to Speakers of Other Languages (TESOL) as existing on July 1, 2014 including amendments adopted by TESOL as of that date. Copies of these standards can be obtained from TESOL at the following location: <http://www.tesol.org/advance-the-field/standards/tesol-ncate-standards-for-p-12-teacher-education-programs>.