

Chapter 4

PROGRAM APPROVAL STANDARDS FOR ENDORSEMENTS AREAS

Section 1. Endorsements. The Professional Teaching Standards Board issues licenses in endorsement areas and approves teacher preparation programs based on Specialized Professional Associations (SPA) standards and Interstate New Teacher Assessment and Support Consortium (INTASC) standards. State standards are used when SPA standards are not available.

Section 2. Program Approval. The Professional Teaching Standards Board (PTSB) program approval process aligns with NCATE's accreditation review process. NCATE's Handbook for Accreditation Visits, dated November 18, 2008 is hereby adopted. The Handbook is available at and may be downloaded at <http://ptsb.state.wy.us/> and is also available for public inspection and may be purchased at cost from the Professional Teaching Standards Board. These rules do not include any later amendments or editions made to the Handbook by NCATE after November 18, 2008.

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 Wyoming PTSB state standards which can be found at <http://ptsb.state.wy.us/> or in this chapter, Chapter 4, of the Wyoming Rules and Regulations Governing Licensing for School Personnel.

Program reviews submitted in disciplines that meet PTSB program standards will follow the same process as noted in the NCATE handbook within the parameters set by the State Partnership Agreement. Timelines will be set by PTSB and the institution of higher education whose program is being submitted for review. Programs submitted for reviews that have PTSB standards are required to use Program Review templates which are located on the PTSB web site, <http://ptsb.state.wy.us/> .

An institution of higher education submitting a program for review to the PTSB will:

- (a) submit individual programs to the appropriate SPA. The SPA report is then submitted to PTSB for final approval, or
- (b) submit individual programs for review to PTSB. The institution must 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 must be used for all programs submitted directly to PTSB for review and approval.

The PTSB has final approval of all programs submitted to PTSB. This includes programs submitted to a SPA for program approval.

Section 3. Limitations.

PTSB requires the following specific and unique licensure requirements, in addition to SPA or state standards.

Chapter 6

PERMITS

Section 1. General Requirements. All provisions under Chapter 2 of these rules and regulations apply.

Section 2. Permits. An educator permit, granted for a specified period of time and function, shall indicate the grade level(s) and specialization area(s) appropriate to the applicant's preparation, training, and experience. Unless otherwise noted, permits are issued for five years and may be renewed by meeting standard renewal requirements (see Chapter 8 of these rules and regulations).

(a) **Athletic Coaching Permits.** See Chapter 7, COACHING.

(b) **Classroom Substitute Permit.** An applicant shall meet the following requirements:

(i) Possess a high school diploma or General Educational Development (GED) Certificate; and

(ii) complete a minimum of 65 semester hours at a regionally or NCATE accredited institution of higher education; or

(iii) complete 24 clock hours of in-service to assure competency in:

(A) age level communication skills;

(B) use and application of lesson plans;

(C) use of instructional technology;

(D) professional attitude, behaviors, and dispositions; and

(E) complete a total of 30 clock hours to qualify for a Classroom Substitute Permit at all grade levels; ten (10) clock hours of classroom observation at each level is required (elementary, junior high/middle, or high school). A Classroom Substitute Permit may be issued for individual grade levels in which the applicant completed (10) clock hours of classroom observation.

(c) **Consultant Specialist Permit.** Issued for one year. The following requirements must be met:

(A) The applicant shall complete a bachelor's degree from an accredited institution of higher learning;

(B) the applicant shall be highly and uniquely qualified for the educational position assigned to teach; and

(C) the local school district shall request the issuance of the Permit.

(d) **Domestic Teacher Exchange Permit.** Issued for one year. An applicant shall have training and experience and hold a current and valid teaching license from the originating state.

(e) **Driver's Education Permit.** Per W.S. 21-7-303 (c) an individual is eligible to teach driver's education in a Wyoming school district for three (3) years without an educator license or permit in a school district. Following the three (3) years of employment, an applicant shall meet the following requirements:

(i) ~~Verify~~ Verification of a current and valid Wyoming driver's license.

(ii) ~~Verify~~ Verification of a high school diploma or General Educational Development (GED) certificate.

~~(iii) Verify the following knowledge and competencies through coursework:~~

~~(A) Demonstrated competence in the basic principles of traffic safety and driver education.~~

~~(B) Knowledge of methods and materials on driver education.~~

~~(C) Knowledge of administrative procedures, practices and policies required for organizing and operating a driver education program.~~

~~(D) Knowledge of current trends in driver education.~~

~~(E) Knowledge of methods of providing students with positive attitudes toward safe driving as well as the needed skills for safe driving.~~

(iii) A passing score on an exam approved by Professional Teaching Standards Board.

(f) **Educational Sign Language Interpreter (ESLI).**

Effective June 1, 2011, all interpreters shall hold a permit to function in a public school as an Educational Sign Language Interpreter. An applicant shall meet the following requirements:

(i) Submit an Institutional Recommendation from an accredited institution of higher learning, or

(ii) Document national certification; or

(iii) Obtain a score of 3.5 or greater on the Educational Interpreter Performance Assessment (EIPA) in one of the following areas of sign language: American Sign Language (ASL), Manually-Coded English (MCE), or Pidgin Sign Language (PSE), or

(iv) Document successful, full-time experience as an interpreter in a public school setting three (3) out of the last six (6) years, and obtain a score of 3.2 or greater on the EIPA in one of the following areas of sign language: American Sign Language (ASL), Manually-Coded English (MCE), or Pidgin Sign Language (PSE).

(A) To renew a permit issued under this requirement the applicant shall obtain a score of 3.5 or greater on the EIPA in addition to all other standard renewal requirements.

(g) **Internship Permit.** Issued for two years and is not renewable. An applicant shall meet the following requirements:

(i) The applicant shall be enrolled in a regionally or NCATE accredited professional education program;

(ii) The internship shall be required for completion of the professional education program;

(iii) The applicant shall be supervised by a licensed and endorsed educator on the staff of the cooperating district.

(h) **Lifetime Substitute Permit for Retired Teachers.**

(i) A lifetime substitute permit may be issued to a previously licensed ~~Wyoming~~ teacher who held a current and valid license at the time of retirement and who retired from the teaching profession in ~~Wyoming~~ the last five years.

(ii) This permit does not have to be renewed and does not require any additional credits but may be subject to discipline pursuant to Wyoming Statute 21-2-801 (c) and Chapter 9 of these rules and regulations.

(i) **Native Language Permit.** This two (2) year permit, which may be renewed, is granted in compliance with W.S.21-2-802 (a) (ii) (A) and is reserved solely for the Arapahoe and Shoshoni languages. An applicant shall meet the following requirements:

(i) Document Tribal Council approval which determines the applicant's proficiency and capability for teaching the language, and

(ii) Verify employment with a school district to teach the Arapahoe or Shoshoni Language.

(j) **School Nurse Permit.** A School Nurse shall hold a current and valid license as a registered professional nurse (RN) by the Wyoming State Board of Nursing.

(k) **Professional, Industry, and Careers (PIC) Permit.** The regulations for this permit apply only to instructors of career and technical education subjects. A Bachelor's degree,

or higher degree, in the specific discipline is required for applicants seeking a permit in Agriculture, Business, Family and Consumer Science, Technology, or Industrial Arts. An applicant shall meet the following requirements:

- (i) The applicant must hold a high school diploma or its equivalent, and
- (ii) The applicant is required to have a minimum of two (2) years' work experience, in the past five years, beyond the learning period recognized by the occupation, and
- (iii) The applicant must hold a valid Wyoming license for the trade or occupation if required to practice.

(1) **Visiting Foreign Teacher Permit.** Issued for one year. A visiting foreign teacher must be an experienced and certified/licensed teacher in the applicant's native country.

- (i) Fluency. A visiting foreign teacher must be able to speak and write the English language fluently as demonstrated by a passing score on a PTSB approved test of English proficiency.

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Section 3. Limitations.

PTSB requires the following specific and unique licensure requirements, in addition to SPA or state standards.

(a) An institution of higher education seeking approval for any initial licensure program (first educator license in Wyoming) must 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 must 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 must 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. SPA Standards are located at:

<http://www.ncate.org/public/programStandards.asp?ch=4>

Table 1 Endorsement and Standards

Educator License Endorsement Area (Level Options)	Standards
Adaptive PE K-6, 5-8, 6-12, or K-12	SPA: American Alliance for Health, Physical Education, Recreation and Dance / National Association for Sports and Physical Education (AAHPERD / NASPE)
Agriculture 6-12	PTSB Ch 4, Section 5, (a)
Anthropology 6-12	SPA: National Council for the Social Studies (NCSS)
Art K-6, 5-8, 6-12, K-12	PTSB Ch 4, Section 5, (b)
At-Risk/Alternative Teacher K-12	PTSB Ch 4, Section 6, (a)
Audiologist K-12	SPA: American Speech Language Hearing Association (ASHA)
Biology 6-12	SPA: National Science Teacher Association (NSTA)
Business 6-12	PTSB Ch 4, Section 5, (c)
Chemistry 6-12	SPA: National Science Teacher 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)

	http://www.cacrep.org/1002Standards.html
Director 6-12, K-12	SPA: Educational Leadership Constituent Consortium (ELCC)
Drama/Theatre 6-12	PTSB Ch 4, Section 5, (d)
Driver Education 6-12	PTSB Ch 4, Section 5, (e)
Early Childhood Age 3 – Age 8 (or 3 rd grade)	SPA: National Association for the Education of Young Children (NAEYC)
Early Childhood/Special Education Birth – 5 years	SPA: Council for Exceptional Children (CEC)
Early Childhood (Preschool) Ages 3-5	SPA: National Association for the Education of Young Children (NAEYC)
Earth Science 6-12	SPA: National Science Teacher 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 Educational International (ACEI)
English/Language Arts 5-8, 6-12	SPA: National Council of Teachers of English (NCTE)
English Language Learners K-6, 5-8, 6-12, K-12	SPA: Teachers of English to Speakers of Other Languages (TESOL)
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- Generalist 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 Consumer Science 6-12	PTSB Ch 4, Section 5, (f)
Geography 6-12	SPA: National Council for the Social Studies (NCSS)
Gifted and Talented K-12	SPA: Council for Exceptional Children (CEC)
Health 5-8, 6-12, K-12	SPA: American Alliance for Health, Physical Education, Recreation and Dance / National Association for Sports and Physical Education (AAHPERD / NASPE)
History 6-12	SPA: National Council for the Social Studies (NCSS)
Institutional Teacher K-6, 6-12, K-12	PTSB Ch 4, Section 6, (b)
Instructional Technology K-6, 5-8, 6-12, K-12	SPA: Educational Communications and Technology (AECT) or International Society for Technology in Education (ISTE)
Journalism 6-12	PTSB Ch 4, Section 5, (h)
Library Media 6-12	SPA: American Library Association (ALA) 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, 6-12, K-12	SPA: National Association of Schools of Music (NASM)
Music Vocal K-6, 6-12, K-12	SPA: National Association of Schools of Music (NASM)
Physical Education K-6, 5-8, 6-12, K-12	SPA: American Alliance for Health, Physical Education, Recreation and Dance / National Association for Sports and Physical Education (AAHPERD / NASPE)
Physical Science 6-12	SPA: National Science Teacher Association (NSTA)

Physics 6-12	SPA: National Science Teacher 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 Consortium (ELCC)
Psychology 6-12	SPA: National Council for the Social Studies (NCSS)
Reading K-6, 6-12, K-12	SPA: International Reading Association (IRA)
School Nurse K-12	PTSB Ch 4, Section 5, (i)
School Psychologist K-12	SPA: National Association of School Psychologists (NASP)
School Social Worker K-12	PTSB Ch 4, Section 5, (j)
Science 5-8	SPA: National Science Teacher 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 Ch 4, Section 5, (k)
Speech Language Therapist K-12	SPA: American Speech Language Hearing Association (ASHA)
Technology Education 6-12, K-12	<u>International Technology Education Association/Council on Technology Teacher Education (ITEA/CTTE)</u>
Trade and Technical Education 6-12	PTSB Ch 4, Section 5, (i)
World Languages K-6, 6-12, K-12 <ul style="list-style-type: none"> • Chinese • French • German • Italian • Japanese • Latin • Spanish • Russian 	SPA: American Council on the Teaching of Foreign Languages (ACTFL)

Section 5. Endorsements with Professional Teaching Standards Board Standards. Program approval standards for endorsement areas which do not have a Specialized Professional Association 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 ~~problems~~ issues, including competencies in:

~~(ii) The program shall require knowledge and demonstrated competence in the following areas:~~

~~(A) plant and soil science and technology~~ agroecology and sustainable systems in animal and plant sciences;

~~(B) animal science and technology~~ current agricultural and biotechnologies;

~~(C) agricultural business management and computer literacy~~ 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 supplies, equipment, and service products, processing and food safety;~~

~~(C) agricultural products;~~

~~(C) horticultural, landscaping, and turf management; and~~

~~(E) agricultural resources;~~

~~(D) natural resource management.~~

~~(G) environmental development; and~~

~~(H) forestry.~~

~~(iii) The program shall require knowledge and skill necessary for establishing and supervising youth organizations that prepare students for occupational, civil, and social responsibilities and leadership, personal growth, and career success.~~

~~(iv) The program shall require demonstrated competence in the knowledge and skills necessary for planning, promoting, organizing, and administering supervised agricultural experience programs outside the classroom. the cooperative vocational education programs in agriculture.~~

(v) The program shall require ~~skills in~~ 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.

(a) 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; 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.

(b) 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;

(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.

(c) 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, 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 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 productions or activities;

(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.

(d) Driver Education.

(i) The program shall require demonstrated competence in the basic principles of traffic safety and driver education.

(ii) The program shall require knowledge of methods and materials in driver education.

(iii) The program shall require knowledge of administrative procedures, practices and policies required for organizing and operating a driver education program.

(iv) The program shall require knowledge of current trends in driver education.

(v) The program shall require knowledge of methods of providing students with positive attitudes toward safe driving as well as the needed skills for safe driving.

(vi) The program shall require supervised practicum in driver education or three successful years in a school district. W.S 21-7-303 (c)

(e) Family and Consumer Science.

(i) The program shall require knowledge of the factors that influence personal and family relationships, including the developmental processes of children, family interaction, parenting practices, and contemporary social issues relating to societal and technological change.

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

(iii) The program shall require knowledge and demonstrated competence in selecting, planning, preparing, and serving foods according to 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 housing, equipment, and home furnishings.

(vi) The program shall require knowledge of career opportunities in the field of family and consumer science.

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

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

(ix) The program shall require interdisciplinary study and multi-agency experiences.

(x) The program shall require the knowledge, practical experiences, and demonstrated competence in the principles of counseling as they pertain to career selection, vocational assessment, job placement, and cooperative vocational education in family and consumer science education.

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

(xii)The program shall require demonstrated competence in planning, organizing, and administering the cooperative vocational education program in family and consumer science education.

(f) Journalism.

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

(A)journalistic theories of communication and their practical applications;

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

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

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

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

(C) consideration of various communication genre.

(iii)The program shall require knowledge of critical skills associated with journalism, including describing and differentiating critical stances and identifying the social value of criticism.

(iv)The program shall require demonstrated competence as a writer.

(v) The program shall require knowledge of the philosophies of communication which assign central importance to ethical consciousness, fairness, honest objectivity, and recognition of legal ramifications.

(vi)The program shall require knowledge and demonstrated competence in the ability to use and direct practical journalistic skills related to newspaper and yearbook publication.

(vii)The program shall require knowledge of and demonstrated competence in journalistic composition, including:

(A)types and elements of editorial, news, and feature writing;

(B) rhetorical and editorial elements;

(C) research skills;

(D) the relationship of the study of grammar to the writing process;

(E) the writing process; and

(F) methods of evaluation.

(g) 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 education 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.

(h) School Social Worker.

(i) The program shall require knowledge of the role and function of the school social worker and the other 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.

(i) 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 socio-linguistic 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; and

(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.

(j) 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, and

(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, and

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

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

(ii) knowledge of various trade and technical systems including but not limited to;

(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; and

(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.

(D) Submit verification of a professional development plan which 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;

(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 which addresses the following:

(I) working with students with disabilities and/or the development and implementation 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 and including the following:

(i) purpose,

(ii) rationale,

(A) program objectives, including all required competencies,

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

(C) 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. Authority. The Professional Teaching Standards Board reserves the right for final program approval.

Section 9. Limitations. Any endorsement issued by PTSB prior to the effective date of these rules shall remain valid as long as the license remains valid. A certificate which has been allowed to lapse must be reinstated as explained in Chapter 2, Section 4 of these rules and regulations.

(a) An institution of higher education seeking approval for any initial licensure program (first educator license in Wyoming) must 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 must 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 must 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. SPA Standards are located at:

<http://www.ncate.org/public/programStandards.asp?ch=4>

Table 1 Endorsement and Standards

Educator License Endorsement Area (Level Options)	Standards
Adaptive PE K-6, 5-8, 6-12, or K-12	SPA: American Alliance for Health, Physical Education, Recreation and Dance / National Association for Sports and Physical Education (AAHPERD / NASPE)
Agriculture 6-12	PTSB Ch 4, Section 5, (a)
Anthropology 6-12	SPA: National Council for the Social Studies (NCSS)
Art K-6, 5-8, 6-12, K-12	PTSB Ch 4, Section 5, (b)
At-Risk/Alternative Teacher K-12	PTSB Ch 4, Section 6, (a)
Audiologist K-12	SPA: American Speech Language Hearing Association (ASHA)
Biology 6-12	SPA: National Science Teacher Association (NSTA)
Business 6-12	PTSB Ch 4, Section 5, (c)
Chemistry 6-12	SPA: National Science Teacher 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)

	http://www.cacrep.org/1002Standards.html
Director 6-12, K-12	SPA: Educational Leadership Constituent Consortium (ELCC)
Drama/Theatre 6-12	PTSB Ch 4, Section 5, (d)
Driver Education 6-12	PTSB Ch 4, Section 5, (e)
Early Childhood Age 3 – Age 8 (or 3 rd grade)	SPA: National Association for the Education of Young Children (NAEYC)
Early Childhood/Special Education Birth – 5 years	SPA: Council for Exceptional Children (CEC)
Early Childhood (Preschool) Ages 3-5	SPA: National Association for the Education of Young Children (NAEYC)
Earth Science 6-12	SPA: National Science Teacher 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 Educational International (ACEI)
English/Language Arts 5-8, 6-12	SPA: National Council of Teachers of English (NCTE)
English Language Learners K-6, 5-8, 6-12, K-12	SPA: Teachers of English to Speakers of Other Languages (TESOL)
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- Generalist 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 Consumer Science 6-12	PTSB Ch 4, Section 5, (f)
Geography 6-12	SPA: National Council for the Social Studies (NCSS)
Gifted and Talented K-12	SPA: Council for Exceptional Children (CEC)
Health 5-8, 6-12, K-12	SPA: American Alliance for Health, Physical Education, Recreation and Dance / National Association for Sports and Physical Education (AAHPERD / NASPE)
History 6-12	SPA: National Council for the Social Studies (NCSS)
Institutional Teacher K-6, 6-12, K-12	PTSB Ch 4, Section 6, (b)
Instructional Technology K-6, 5-8, 6-12, K-12	SPA: Educational Communications and Technology (AECT) or International Society for Technology in Education (ISTE)
Journalism 6-12	PTSB Ch 4, Section 5, (h)
Library Media 6-12	SPA: American Library Association (ALA) 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, 6-12, K-12	SPA: National Association of Schools of Music (NASM)
Music Vocal K-6, 6-12, K-12	SPA: National Association of Schools of Music (NASM)
Physical Education K-6, 5-8, 6-12, K-12	SPA: American Alliance for Health, Physical Education, Recreation and Dance / National Association for Sports and Physical Education (AAHPERD / NASPE)
Physical Science 6-12	SPA: National Science Teacher Association (NSTA)

Physics 6-12	SPA: National Science Teacher 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 Consortium (ELCC)
Psychology 6-12	SPA: National Council for the Social Studies (NCSS)
Reading K-6, 6-12, K-12	SPA: International Reading Association (IRA)
School Nurse K-12	PTSB Ch 4, Section 5, (i)
School Psychologist K-12	SPA: National Association of School Psychologists (NASP)
School Social Worker K-12	PTSB Ch 4, Section 5, (j)
Science 5-8	SPA: National Science Teacher 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 Ch 4, Section 5, (k)
Speech Language Therapist K-12	SPA: American Speech Language Hearing Association (ASHA)
Technology Education 6-12, K-12	<u>International Technology Education Association/Council on Technology Teacher Education (ITEA/CTTE)</u>
Trade and Technical Education 6-12	PTSB Ch 4, Section 5, (i)
World Languages K-6, 6-12, K-12 <ul style="list-style-type: none"> • Chinese • French • German • Italian • Japanese • Latin • Spanish • Russian 	SPA: American Council on the Teaching of Foreign Languages (ACTFL)

Section 5. Endorsements with Professional Teaching Standards Board Standards. Program approval standards for endorsement areas which do not have a Specialized Professional Association 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 knowledge and skill 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) 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; 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.

(c) 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;
- (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.

(d) 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, 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 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 productions or activities;

(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.

(e) Driver Education.

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

(f) Family and Consumer Science.

(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.

(g) Journalism.

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

(A) journalistic theories of communication and their practical applications;

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

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

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

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

(C) consideration of various communication genre.

(iii) The program shall require knowledge of critical skills associated with journalism, including describing and differentiating critical stances and identifying the social value of criticism.

(iv) The program shall require demonstrated competence as a writer.

(v) The program shall require knowledge of the philosophies of communication which assign central importance to ethical consciousness, fairness, honest objectivity, and recognition of legal ramifications.

(vi) The program shall require knowledge and demonstrated competence in the ability to use and direct practical journalistic skills related to newspaper and yearbook publication.

(vii) The program shall require knowledge of and demonstrated competence in journalistic composition, including:

(A) types and elements of editorial, news, and feature writing;

(B) rhetorical and editorial elements;

(C) research skills;

(D) the relationship of the study of grammar to the writing process;

(E) the writing process; and

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(h) 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 education 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.

(i) School Social Worker.

(i) The program shall require knowledge of the role and function of the school social worker and the other 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.

(j) 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 socio-linguistic 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; and

(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.

(k) Teacher of American Indian Children. An applicant must hold a current and valid Wyoming license or have completed an initial teacher education 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;

(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.

(l) 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, and

(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, and

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

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

(ii) knowledge of various trade and technical systems including but not limited to;

(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; and

(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.

(D) Submit verification of a professional development plan which 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;

(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 which addresses the following:

(I) working with students with disabilities and/or the development and implementation 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 and including the following:

(i) purpose,

(ii) rationale,

(A) program objectives, including all required competencies,

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

(C) 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. Authority. The Professional Teaching Standards Board reserves the right for final program approval.

Section 9. Limitations. Any endorsement issued by PTSB prior to the effective date of these rules shall remain valid as long as the license remains valid. A certificate which has been allowed to lapse must be reinstated as explained in Chapter 2, Section 4 of these rules and regulations.