

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 PTSB program approval process recognizes the Association for Advancing Quality in Educator Preparation (AAQEP) and the Council for the Accreditation of Educator Preparation (CAEP) accreditation review processes

(b) PTSB has adopted 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. PTSB has adopted the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards as developed by the Council of Chief State School Officers and are incorporated by reference. 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, or alternative route organization, whose program is being submitted for review.

(c) All educator preparation programs that lead to a Wyoming certification must be approved by the Board prior to operating in the state. The Board may deny approval, may grant conditional program approval for a period not to exceed three (3) years, or may grant full approval for a period not to exceed seven (7) years.

(d) An institution of higher education without a Board approved educator preparation program that wishes to offer a traditional route program for initial licensure shall apply to PTSB for review to become an approved provider. The application shall include:

(i) an institutional profile demonstrating program and financial stability, a description of the educator preparation program seeking approval, and a listing of national or regional accreditations;

(ii) data regarding the institution's relevant staff including educational degrees, experience teaching in a PreK through 12 school setting, and definitions of titles and clarification of roles of individuals responsible for courses, seminars, or modules of study, and administration;

(iii) a description of the criteria for candidate entry into the program; a summary of the program courses, seminars, or modules of study, and how they are

aligned to the adopted endorsement standards listed in Sections 4 and 5 of this chapter;

(iv) a description of field, clinical, or capstone experiences candidates will complete as part of the program;

(v) a description of the manner by which the program will evaluate the success or failure of each candidate enrolled in the program and track the progress of each such candidate.

(e) An organization that includes, but is not limited to, professional organizations, nonprofit organizations, or private entities that wish to offer a program for an alternative route for the certification of teachers shall apply to PTSB for review to become an approved provider of such a program. The application shall include:

(i) the name and location of the organization;

(ii) the name of the program;

(iii) a description of the budget of the program;

(iv) a list of staff members responsible for the administration of the program, and the roles and responsibilities of each person;

(v) a description of the program and endorsement areas sought, and how they are aligned to the adopted endorsement standards listed in Section 5 of this chapter;

(vi) if available, data on the efficacy of its preparation program which may include stakeholder surveys, completion data, and student achievement data;

(vii) a statement of the estimated time it will take a candidate enrolled in the program to complete the program;

(viii) a description of the manner by which the organization will evaluate the success or failure of each candidate enrolled in the program and track the progress of each such candidate;

(ix) a description of how the organization will evaluate the success of the program.

(f) Board staff shall initiate a review of the specific educator preparation programs being considered for Board approval. Staff shall provide forms to assist institutions and organizations with providing all information required as part of the preparation program review.

(i) Board staff will notify preparation program applicants when the Board will consider and act on the application. The Board may deny approval, or may grant conditional approval of three (3) years.

(ii) Board staff will maintain a schedule for program reviews of approved programs seeking continuing approval.

(g) An institution of higher education, or alternative route provider, submitting a program for full approval consideration at the conclusion of the conditional approval period, or for continuing approval of programs previously holding full approval, shall:

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

(ii) 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. Program review templates shall be used for all programs submitted directly to PTSB for review and continuing program approval.

(iii) Board staff will convene a review committee for each program under review. Review committees will be comprised of one (1) Board member, an employee of the department of education knowledgeable in the K-12 student standards related to the program, and up to five (5) educators holding the related endorsement.

(A) for reviews of programs offered by institutions of higher education, a faculty member from a different institution of higher education that offers a comparable program will be recruited to participate as a member of the committee.

(iv) The Board shall review the recommendation of the review committee and may grant conditional approval up to three (3) years or full approval up to seven (7) years. If granting conditional approval, the Board must stipulate what conditions must show evidence of improvement. The institution or organization must address all of the conditions prior to the expiration of the conditional approval.

(h) The Board may revoke its approval of an approved provider if the Board determines that the provider, or a program offered by the provider, does not meet the requirements of this chapter;

(i) The Board will notify the provider of its intent to revoke approval. The notice must include the specific reasons upon which the Board is basing its decision. Not later than 30 days after the date on which the provider receives the notice, the provider may submit a written response to the Board which sets forth the reasons why

approval should not be revoked. The Board will review the notice and any response submitted by the provider and will determine whether to:

- (A) revoke the approval of the provider;
 - (B) allow the provider to continue providing the program if certain conditions are met; or
 - (C) allow the continued approval of the provider without conditions;
- (ii) If the Board revokes its approval of an approved provider, the provider must submit an exit plan which includes a description of how the provider will assist candidates enrolled in the program in completing the program within six (6) to nine (9) months, and not enroll any new candidates after the date of the revocation.
- (i) Micro-credential programs must be pre-approved by PTSB to determine that they will lead to adding an endorsement in a specified area.

(i) Definitions:

- (A) Micro-credential. A micro-credential provides recognition of demonstrated competency of a defined skill or competency;
- (B) Stackable Credential or Career Pathway. Means the sequence of credentials that build upon an individual's qualifications and help that individual move along a career pathway or further education;
- (C) Micro-credential Program. Means a stackable credential in related content aligned to the Program Standards pursuant to Sections 4 and 5 of this chapter;
- (D) Issuer. The group or organization that created the micro-credential program and validates the educator's competence in the defined skill or set of skills;
- (E) Earner. The educator completing the micro-credentials.

(ii) To achieve approval for a micro-credential program an issuer must submit:

- (A) A description of each individual micro-credential, including the following:

(I) the specific skills or competencies educators must demonstrate competency in;

(II) how the micro-credentials align to the appropriate Program Standards pursuant to Section 4 of this chapter; and

(III) how the micro-credentials stack into a micro-credential program;

(B) A description of the program length, including the time necessary to earn each micro-credential and the length of time required to complete the entire micro-credential program; and

(C) A description of how the issuer will verify and validate that specific skills and competencies have been achieved by the micro-credential earner.

(e) The PTSB has final approval of all programs submitted to PTSB including programs submitted to SPAs 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) Individuals seeking to add an endorsement in grade level(s) they do not currently hold shall complete one of the following:

(i) a minimum of a three (3) semester hour practicum at the grade level(s) not currently licensed; or

(ii) if employed to teach at the grade level(s) not currently licensed for, verification from the employing school district of the completion of the equivalent of a three (3) semester hour practicum experience at the grade level(s) under the supervision of an educator holding an endorsement at the 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.

(d) individuals seeking a school psychologist endorsement shall:

(i) hold a specialist-level degree or higher in school psychology;

(ii) complete a supervised internship experience of a minimum of 1,200

hours including a minimum of 600 hours in a school setting, taken for academic credit and under the supervision of a licensed/certified school psychologist who has a minimum of three (3) years full-time experience as a practicing school psychologist; and

- (iii) pass a PTSB-approved exam for school psychologist.

Section 4. Program Standards. Standards for endorsement areas are noted in Table 1. PTSB state standards are found in Sections 5-12 and Specialized Professional Association (SPA) standards are incorporated by reference in Section 14.

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: National Consortium for Physical Education for Individuals with Disabilities (NCPEID) 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)
Apparel Design 6-12	SPA: National Association of Schools of Art and Design (NASAD) – Apparel Design
Art K-6, 5-8, 6-12, K-12	SPA: National Association of Schools of Art and Design (NASAD)
Art – Digital Media 6-12	SPA: National Association of Schools of Art and Design (NASAD) – Digital Media
At-Risk/Alternative Teacher	PTSB Chapter 4, Section 6(a)
Audio Technology 6-12	SPA: National Association of Schools of Music (NASM) – Recording Technologies
Biology 6-12	SPA: National Science Teachers Association (NSTA)
Business 6-12	PTSB Chapter 4, Section 5(c)

Chemistry 6-12	SPA: National Science Teachers Association (NSTA)
Computer Science 6 -12, K - 12	SPA: Computer Science Teachers Association (CSTA)
School Counselor K-6, 5-8, 6-12, Birth-Age 21	SPA: Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Director K-6, 6-12, K-12	SPA: National Educational Leadership Preparation (NELP)
Drama/Theatre 6-12	PTSB Chapter 4, Section 5(d)
Dual Language Immersion K - 12	PTSB Chapter 4, Section 7
Dyslexia Specialist K-6, 6-12, K-12	SPA: International Dyslexia Association (IDA)
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	PTSB Chapter 4, Section 5(e)
Elementary Mathematics Specialist K-6	SPA: National Council of Teachers of Mathematics (NCTM)
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(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: Society of Health And Physical Educators (SHAPE America)
History 6-12	SPA: National Council for the Social Studies (NCSS)
Hunter Education K-12	PTSB Chapter 4, Section 9
Interior Design 6-12	SPA: National Association of Schools of Art and Design (NASAD) – Interior Design
Institutional Teacher K-12	PTSB Chapter 4, Section 6(b)
Instructional Technology K-6, 5-8, 6-12, K-12	SPA: International Society for Technology in Education (ISTE)
Journalism 6-12	PTSB Chapter 4, Section 5(g)
Library Media K-12	SPA: American Library Association (ALA)/American Association of School Librarians (AASL)
Math 5-8, 6-12	SPA: National Council of 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)
Native Language – Arapaho K-12	W.S. 21-2-802(a)(ii)(A)
Photography 6-12	SPA: National Association of Schools of Art and Design (NASAD) – Photography
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: National Educational Leadership Preparation (NELP)
Psychology 6-12	SPA: National Council for the Social Studies (NCSS)
Reading K-6, 5-8, 6-12, K-12	SPA: International Literacy Association (ILA)
Remote Teacher K-6, 6-12	PTSB Chapter 4, Section 11
School Psychologist Birth-Age 21	SPA: National Association of School Psychologists (NASP)
School Social Worker K-12	PTSB Chapter 4, Section 5(h)
Science 5-8, 6-12	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)
Special Education Director K-12	PTSB Chapter 4, Section 10
Speech 6-12	PTSB Chapter 4, Section 5(i)
Superintendent K-12	SPA: National Educational Leadership Preparation (NELP)
Structured Literacy Certificate K-12	SPA: International Dyslexia Association (IDA)

Teacher of American Indian Children K-12	PTSB Chapter 4, Section 5(j)
Trade and Technical Education 6-12	PTSB Chapter 4, Section 5(k)
Virtual Educator K-12	PTSB Chapter 4, Section 5(l)
Work Based Learning Coordinator 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 that 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 career and technical 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 ASL including an understanding of the application of basic concepts including phonology, syntax, and morphology;

(B) culturally authentic signed messages in ASL 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 ASL; and

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

(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 ASL 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 ASL 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:

(A) the instruction and assessment strategies that foster students' competencies in the areas of communication, cultures, connections, comparisons, and communities;

(B) addressing the diverse needs of language learners at various developmental levels including knowledge of the national standards for foreign language learning;

(C) current proficiency-based objectives of the teaching of foreign language methods and techniques for attaining these objectives;

(D) the assessment models of foreign language skills;

(E) the use of media in teaching languages;

(F) current curricular developments;

(G) the relationship of language study to other areas of the curriculum; and

(H) the professional literature of foreign language teaching.

(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; 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 career and technical education.

(iv) The program shall require demonstrated competence in planning, organizing, and administering a work study 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, and job placement 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, 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.

(e) Elementary Education

(i) The program shall require knowledge and demonstrated competence in children's developmental and learning needs by:

(A) understanding how children grow, develop and learn in order to plan and implement developmentally appropriate and challenging learning experiences in engaging environments;

(B) understanding individual differences and diverse families, cultures, and communities to plan and implement learning experiences and environments that build on children's strengths and address their individual needs; and

(C) working respectfully and collaboratively with families to gain insight into each child in order to maximize his/her development, learning and motivation.

(ii) The program shall require knowledge and demonstrated competence in content and curricular knowledge by:

(A) demonstrating an understanding of the elements of literacy critical for purposeful and appropriate oral, print, and digital communication;

(B) demonstrating an understanding of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts with connections among mathematical domains;

(C) demonstrating an understanding and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and core ideas, within the major content areas of science;

(D) demonstrating understandings, capabilities, and practices associated with the central concepts and tools in civics, economics, geography, and history within a framework of informed inquiry; and

(E) demonstrating an understanding of the arts, health, and physical education as avenues of creativity and productivity in mental and physical growth.

(iii) The program shall require knowledge and demonstrated competence in assessing, planning, and designing contexts for learning by:

(A) administering formative and summative assessments regularly to determine students' competencies and learning needs;

(B) using assessment results to improve instruction and monitor learning;

(C) planning instruction including goals, materials, learning activities and assessments;

(D) differentiating instructional plans to meet the needs of diverse students in the classroom;

(E) managing the classroom by establishing and maintaining social norms and behavioral expectations; and

(F) supporting motivation and engagement in learning through diverse evidence-based practices.

(iv) The program shall require knowledge and demonstrated competence in supporting learning using effective instruction by:

(A) using a variety of instructional practices that support the learning of every child;

(B) teaching a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child;

(C) teaching concepts, strategies, and skills to guide students as they think about and learn academic content;

(D) providing constructive feedback to guide student's learning, increase motivation, and improve student engagement;

(E) leading whole class discussions to investigate content, strategies, or skills, and ensuring the equitable participation of every student in the classroom;

(F) organizing and managing small group instruction to provide focused, intensive instruction and differentiate teaching to meet the learning needs of each student; and

(G) organizing and managing individual instruction to provide targeted, focused, intensive instruction that improves or enhances each student's learning.

(v) The program shall require knowledge and demonstrated competence in developing as a professional by participating in collaborative learning environments with a variety of school personnel, reflective self-study, and involvement in professional communities.

(f) 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:

(A) family;

(B) occupational, civic, and social responsibilities; and

(C) 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 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 advisership, 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.

(h) 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.

(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 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.

(j) Teacher of American Indian Children.

(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.

(k) Trade and Technical Education.

(i) The program shall require competence in the 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) The program shall require competence in the 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) The program shall require competence in the analysis of the characteristics of design including troubleshooting, research and development, invention and innovation, and experimentation in problem solving/ideation;

(iv) The program shall require competence in the use, maintenance, and assessment of products and systems utilized in trade and technical education, including safety; and

(v) The program shall require competence in the 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.

(l) Virtual Educator.

(i) The applicant shall complete a program that shall require knowledge and demonstrated competence in the planning and presentation of instruction in a variety of virtual learning environments and settings covering but not limited to:

- (A) theories and models of instructional design;
- (B) the online learning environment;
- (C) technology and learning management systems; and
- (D) pedagogy of online learning; or

(ii) The applicant shall submit documentation of demonstrated competence including, but not limited to, the following:

- (A) at least three (3) years of verifiable experience and instruction as a full-time virtual educator;
- (B) completion of required professional development specific to virtual education of not less than twenty-one (21) contact hours; and
- (C) a letter from the employing school district or virtual education vendor attesting to the applicant's employment performance as a virtual educator.

(m) Work Based Learning Coordinator

(i) A Standard Educator License with teaching endorsement(s), or a Professional, Industry, and Careers (PIC) Permit is required for eligibility. Administrator and related services endorsements are not eligible without also holding a teaching endorsement.

(ii) The program shall require knowledge of the role and function of the work based learning coordinator, including relationships with other professional school personnel and community agencies, businesses, and organizations.

(iii) The program shall require demonstrated competence in:

(A) facilitating careers while including productive interactive relationships;

(B) understanding labor market and occupational information and trends using current resources;

(C) understanding and use of formal and informal career development assessments, and employability skills, with emphasis on relating appropriate ones to the population served;

(D) recognizing special needs of various groups and adapt services to meet their needs;

(E) understanding and following professional codes of ethics and current legislative regulations;

(F) understanding career development theories and models, and techniques as they apply to lifelong development;

(G) knowing job search strategies and placement techniques, especially working with specific groups;

(H) preparing and developing materials for training programs and presentations;

(I) understanding career development programs and their implementation, and working as a liaison in collaborative relationships;

(J) marketing and promoting career development programs with staff and supervisors;

(K) using career development computer applications; and

(L) accepting suggestions for performance improvement.

Section 6. Endorsement Areas Specific to Teachers of Students at Risk.

The PTSB has approved standards for specialized endorsement areas for teachers of students identified as at-risk or enrolled in alternative local school district settings and teachers employed by Wyoming residential 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 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. Endorsement Areas Specific to Teachers of Dual Language Immersion Students. To earn an endorsement in dual language immersion, an applicant shall meet the following requirements:

- (a) hold a valid and current standard educator license;
- (b) hold an exception authorization for dual language immersion for three (3) years; and
- (c) be employed as a teacher in a dual language immersion program in a Wyoming school district; or
- (d) the applicant shall complete a program that shall require knowledge and demonstrated competence in the planning and presentation of instruction in a dual language immersion setting; and
- (e) pass a PTSB-approved language exam, with a score of Advanced Low or better, in order to demonstrate proficiency in the target language. If the applicant's native language is not English, the target language is considered to be English.

Section 8. Endorsement Areas Specific to General Science. To earn an endorsement in general science, an applicant shall:

- (a) hold a valid and current standard educator license;
- (b) complete a program that requires broad and comprehensive knowledge and demonstrated competence in;
 - (i) the basic principles and techniques of biology, chemistry, physics, earth and space science;
 - (ii) using processes of science common to all scientific fields; and
 - (iii) knowledge of the history and philosophy of science and interrelationships among sciences.

Section 9. Endorsement Areas Specific to Hunter Education. To earn an endorsement in hunter education, an applicant shall:

- (a) hold a valid and current standard Educator License, or Professional, Industry, Career (PIC) permit;

(b) submit documentation of meeting all requirements of the Wyoming Game and Fish Department to provide hunter education instruction: and

(c) meet Wyoming Game and Fish Department requirements to maintain certification.

Section 10. Endorsement Areas Specific to Special Education Director. To earn an endorsement as a Special Education Director, an applicant shall:

(a) hold a valid and current standard educator license with the following endorsements:

(i) administrator (director, principal, superintendent); and

(ii) one of the following endorsements or licenses;

(A) exceptional generalist or specialist endorsement, or

(B) related services issued by PTSB; or

(C) a related services license issued through a professional licensing board; or

(b) hold a valid and current standard educator license with the following endorsement:

(i) administrator (director, principal, superintendent); and

(ii) completion of the following courses or their equivalent, at a minimum, from an accredited institution:

(A) teaching students with mild/moderate disabilities, or teaching students with severe to low incidence disabilities,

(B) special education law,

(C) assessment related to special education,

(D) positive behavior support and management,

(E) academic instruction in general education for students with disabilities, and

(F) a course related to transition services and planning for

students with disabilities.

Section 11. Endorsement Areas Specific to Remote Schools. This endorsement is only for remote schools that serve students K-12. A remote school is defined as a school located approximately twenty (20) miles from the district central office, or located in a community where public services are not available. Public services are defined as grocery stores, medical services, and automobile maintenance.

(a) Remote Teacher – Elementary. Elementary teachers in a remote school may teach up to grade eight (8) with this endorsement.

(b) Remote Teacher – Secondary. Secondary teachers in a remote middle/junior/high school shall teach at least two-thirds (2/3) of their assigned duty in their area of endorsement(s), and are allowed to teach at least one-third (1/3) of their assigned duty outside of their endorsement area.

(c) Applicants shall meet the following requirements:

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

(B) verify employment by a school district and assigned to a remote school location; and

(C) submit documentation that addresses the following:

(I) the educator's ability to develop and remediate curriculum and concepts to meet individual student needs at the various grade levels; and

(II) knowledge and skills in managing the various student populations.

Section 12. 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 PTSB.

Section 13. 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 5 of these rules and regulations.

Section 14. 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 2001 Capitol Avenue, Suite 128, 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://wyomingptsb.com/home/rules-and-regulations/ptsb-endorsement-standards/>.

(b) All standards incorporated by reference in Section 2(b) and Section 4 Table 1 are as follows:

(i) American Council on the Teaching of Foreign Languages (ACTFL), as existing on February 1, 2023 including amendments adopted by ACTFL as of that date. Copies of these standards can be obtained from ACTFL at the following location:

https://www.actfl.org/sites/default/files/caep/ACTFLCAEPStandards2013_v2015.pdf

(ii) American Library Association (ALA)/American Association of School Librarians (AASL), as existing on February 1, 2023 including amendments adopted by ALA/AASL as of that date. Copies of these standards can be obtained from ALA/AASL at the following location:

https://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics.pdf

(iii) Association for Educational Communications and Technology (AECT) as existing on February 1, 2023 including amendments adopted by AECT as of that date. Copies of these standards can be obtained from AECT at the following location: <https://www.aect.org/docs/AECTstandards2012.pdf>

(iv) Computer Science Teachers Association (CSTA) as existing on February 1, 2023 including amendments adopted by CSTA as of that date. Copies of these standards can be obtained from CSTA at the following location: <https://csteachers.org/page/standards-for-cs-teachers>.

(v) Council for Accreditation of Counseling and Related Educational Programs (CACREP) as existing on February 1, 2023 including amendments adopted by CACREP as of that date. Copies of these standards can be obtained from CACREP at the following location: <https://www.cacrep.org/for-programs/2016-cacrep-standards/>.

(vi) Council for Exceptional Children (CEC) as existing on February 1, 2023 including amendments adopted by CEC as of that date. Copies of these standards can be obtained from CEC at the following location: <https://exceptionalchildren.org/special-education-preparation-standards>.

(vii) International Dyslexia Association (IDA) Knowledge and Practice Standards for Teachers of Reading as existing on October 6, 2025 including amendments adopted by IDA as of that date. Copies of these standards can be obtained from IDA at the following location: ida.org/knowledge-and-practices/.

(viii) International Literacy Association (ILA) as existing on February 1, 2023 including amendments adopted by ILA as of that date. Copies of these standards can be obtained from ILA at the following location: <https://www.literacyworldwide.org/get-resources/standards/standards-2017>.

(ix) International Society for Technology in Education (ISTE) as existing on February 1, 2023 including amendments adopted by ISTE as of that date. Copies of these standards can be obtained from ISTE at the following location: <https://www.iste.org/standards/iste-standards-for-teachers>.

(x) Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards as existing on June 26, 2023 including amendments adopted by the Council of Chief State School Officers as of that date. Copies of these standards can be obtained by CCSSO at the following location: <https://ccsso.org/taxonomy/term/208>.

(xi) National Association for the Education of Young Children (NAEYC) as existing on February 1, 2023 including amendments adopted by NAEYC as of that date. Copies of these standards can be obtained from NAEYC at the following location: <https://www.naeyc.org/resources/position-statements/professional-standards-competencies>.

(xii) National Association of Schools of Art and Design (NASAD) as existing on February 1, 2023 including amendments adopted by NASAD as of that date. Copies of these standards can be obtained from NASAD at the following location: <https://nasad.arts-accredit.org/accreditation/standards-guidelines/>

(xiii) National Association of School Psychologists (NASP) as existing on February 1, 2023 including amendments adopted by NASP as of that date. Copies of these standards can be obtained from NASP at the following location: <https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted>.

(xiv) National Association of Schools of Music (NASM) as existing on February 1, 2023 including amendments adopted by NASM as of that date. Copies of these standards can be obtained from NASM at the following location: <https://nasm.arts-accredit.org/accreditation/standards-guidelines/>.

(xv) National Consortium for Physical Education for Individuals with Disabilities (NCPEID) Adapted Physical Education National Standards (APENS) as existing on February 1, 2023 including amendments adopted by NCPEID/APENS as of that date. Copies of these standards can be obtained from NCPEID/APENS at the following location: <https://www.ncpeid.org/apens-15-standards>.

(xvi) National Council for the Social Studies (NCSS) as existing on February 1, 2023 including amendments adopted by NCSS as of that date. Copies of these standards can be obtained from NCSS at the following location: <https://www.socialstudies.org/standards/teacherstandards>.

(xvii) National Council of Teachers of English (NCTE) as existing on February 1, 2023 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/Resources/Books/Sample/StandardsDoc.pdf?_ga=2.87295512.1681123740.1559336411-1028987841.1559336411.

(xviii) National Council of Teachers of Mathematics (NCTM), as existing on February 1, 2023 including amendments adopted by NCTM as of that date. Copies of these standards can be obtained from NCTM at the following location:
<https://www.nctm.org/ncate/>.

(xix) National Educational Leadership Preparation (NELP) as existing on February 1, 2023 including amendments adopted by the National Policy Board for Educational Administration (NPBEA) as of that date. Copies of these standards can be obtained from NPBEA at the following location: <https://www.npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf>. <https://www.npbea.org/wp-content/uploads/2018/11/NELP-DISTRICT-Standards.pdf>.

(xx) National Science Teachers Association (NSTA) as existing on February 1, 2023 including amendments adopted by NSTA as of that date. Copies of these standards can be obtained from NSTA at the following location:
<https://www.nsta.org/nsta-standards-science-teacher-preparation>.

(xxi) Society of Health and Physical Educators (SHAPE America) as existing on February 1, 2023 including amendments adopted by SHAPE America as of that date. Copies of these standards can be obtained from SHAPE America at the following locations: <https://www.shapeamerica.org/standards/health/?hkey=6e00dd03-1a27-4f65-9066-157ce6013356> (Health); and <https://www.shapeamerica.org/standards/pe/?hkey=fdd39329-263e-4d63-83ee-bc39b64d119c> (Physical Education).

(xxii) Teachers of English to Speakers of Other Languages (TESOL) as existing on February 1, 2023 including amendments adopted by TESOL as of that date. Copies of these standards can be obtained from TESOL at the following location:
<https://www.tesol.org/docs/default-source/books/2018-tesol-teacher-prep-standards-final.pdf?sfvrsn=4>.