



Notice of Intent to Adopt Rules

A copy of the proposed rules may be obtained at <https://rules.wyo.gov>

Revised June 2020

1. General Information

a. Agency/Board Name*		
b. Agency/Board Address	c. City	d. Zip Code
e. Name of Agency Liaison	f. Agency Liaison Telephone Number	
g. Agency Liaison Email Address		
h. Date of Public Notice	i. Comment Period End Date	
j. Public Comment URL or Email Address:		
k. Program		

Amended Program Name (if applicable):

* ☐ By checking this box, the agency is indicating it is exempt from certain sections of the Administrative Procedure Act including public comment period requirements. Please contact the agency for details regarding these rules.

2. Legislative Enactment For purposes of this Section 2, "new" only applies to regular non-emergency rules promulgated in response to a Wyoming legislative enactment not previously addressed in whole or in part by prior rulemaking and does not include rules adopted in response to a federal mandate.

a. Are these non-emergency regular rules new as per the above description and the definition of "new" in Chapter 1 of the Rules on Rules?

☐ No. ☐ Yes. If the rules are new, please provide the Legislative Chapter Numbers and Years Enacted (e.g. 2015 Session Laws Chapter 154):

3. Rule Type and Information For purposes of this Section 3, "New" means an emergency or regular rule that has never been previously created.

a. Provide the Chapter Number, Title and Proposed Action for Each Chapter. Please use the "Additional Rule Information" form to identify additional rule chapters.

Chapter Number:	Chapter Name:	☐ New ☐ Amended ☐ Repealed
Amended Chapter Name (if applicable):		
Chapter Number:	Chapter Name:	☐ New ☐ Amended ☐ Repealed
Amended Chapter Name (if applicable):		
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Amended Chapter Name (if applicable):		
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Chapter Number:	Chapter Name:	☐ New ☐ Amended ☐ Repealed
Amended Chapter Name (if applicable):		
Chapter Number:	Chapter Name:	☐ New ☐ Amended ☐ Repealed
Amended Chapter Name (if applicable):		

4. Public Comments and Hearing Information

a. A public hearing on the proposed rules has been scheduled. ☐ No. ☐ Yes. Please complete the boxes below.

Date:	Time:	City:	Location:

b. What is the manner in which interested persons may present their views on the rulemaking action?

☐ By submitting written comments to the Agency at the physical and/or email address listed in Section 1 above.

☐ At the following URL: _____

A public hearing will be held if requested by 25 persons, a government subdivision, or by an association having not less than 25 members. Requests for a public hearing may be submitted:

☐ To the Agency at the physical and/or email address listed in Section 1 above.

☐ At the following URL: _____

c. Any person may urge the Agency not to adopt the rules and request the Agency to state its reasons for overruling the consideration urged against adoption. Requests for an agency response must be made prior to, or within thirty (30) days after adoption, of the rule, addressed to the Agency and Agency Liaison listed in Section 1 above.

5. Federal Law Requirements

a. These rules are created/amended/repealed to comply with federal law or regulatory requirements. ☐ No. ☐ Yes. Please complete the boxes below.

Applicable Federal Law or Regulation Citation:	
Indicate one (1):	
☐ The proposed rules meet, but do not exceed, minimum federal requirements.	
☐ The proposed rules exceed minimum federal requirements.	
Any person wishing to object to the accuracy of any information provided by the Agency under this item should submit their objections prior to final adoption to:	
☐ To the Agency at the physical and/or email address listed in Section 1 above.	
☐ At the following URL: _____	

6. State Statutory Requirements

a. Indicate one (1):

☐ The proposed rule change *MEETS* minimum substantive statutory requirements.

☐ The proposed rule change *EXCEEDS* minimum substantive statutory requirements. Please attach a statement explaining the reason that the rules exceed the requirements.

b. ☐ The Agency has completed a takings assessment as required by W.S. 9-5-304. A copy of the assessment used to evaluate the proposed rules may be obtained:

☐ By contacting the Agency at the physical and/or email address listed in Section 1 above.

☐ At the following URL: _____

7. Additional APA Provisions

a. Complete all that apply in regards to uniform rules:

☐ These rules are not impacted by the uniform rules identified in the Administrative Procedure Act, W.S. 16-3-103(j).

☐ The following chapters do not differ from the uniform rules identified in the Administrative Procedure Act, W.S. 16-3-103(j):

(Provide chapter numbers)

☐ These chapters differ from the uniform rules identified in the Administrative Procedure Act, W.S. 16-3-103(j) (see Statement of Principal Reasons).

(Provide chapter numbers)

b. Checklist

☐ The Statement of Principal Reasons is attached to this Notice and, in compliance with *Tri-State Generation and Transmission Association, Inc. v. Environmental Quality Council*, 590 P.2d 1324 (Wyo. 1979), includes a brief statement of the substance or terms of the rule and the basis and purpose of the rule.

☐ If applicable: In consultation with the Attorney General's Office, the Agency's Attorney General representative concurs that strike and underscore is not required as the proposed amendments are pervasive (Chapter 3, *Types of Rules Filings*, Section 1, Proposed Rules, of the Rules on Rules).

8. Authorization

a. I certify that the foregoing information is correct.

Printed Name of Authorized Individual

Title of Authorized Individual

Date of Authorization

Statement of Reasons

Regular Rules Chapters 4, 9, and 19

Proposed changes to Chapter 4

The proposed changes create another option for licensed educators to earn the Dual Language Immersion endorsement by completing a program, and reactivates the Special Education Director endorsement with requirements for earning the endorsement. Other non-substantial changes are also addressed.

Proposed changes to Chapter 9

The Board regularly reviews its rules to correct inconsistencies and update the rules' requirements. As a result, the Board revised Chapter 9 to overhaul its chapter governing application procedures and contested cases. The changes bring the Board's application chapter in line with the procedures other professional licensing boards use to clarify processes and protect the due process rights of applicants.

Proposed changes to Chapter 19

The Board is creating a new Chapter 19 to overhaul its rules governing discipline procedures and contested cases. The changes bring the Board's new discipline chapter in line with the procedures other professional licensing boards use to clarify processes and protect the due process rights of license holders. Much of the content has been transferred from the current Chapter 9.

Board Review

The Professional Teaching Standards Board voted to proceed with Regular Rule Changes for Chapters 4, 9, and 19 to update endorsements and requirements, and to update application and discipline procedures at its public meeting on June 18, 2024.

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. PTSB will continue to recognize National Council for Accreditation of Teacher Education (NCATE) accreditation until such time as the last NCATE unit accreditation has expired.

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

(c) An institution of higher education submitting a program for approval to PTSB 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. The PTSB Program Review templates, which are available from PTSB upon request, shall be used for all programs submitted directly to PTSB for review and program approval.

(d) 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 Chapter 4, Section 4 of these rules and regulations;

(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 Chapter 4, Section 4 of these rules and regulations; 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.

Section 4. Program Standards. Standards for endorsement areas are noted in Table 1. PTSB state standards are found in Sections 5-10 and Specialized Professional Association (SPA) standards are incorporated by reference in Section 13.

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)
Art K-6, 5-8, 6-12, K-12	SPA: National Association of Schools of Art and Design (NASAD)
At-Risk/Alternative Teacher	PTSB Chapter 4, Section 6(a)
Biology 6-12	SPA: National Science Teachers Association (NSTA)
Business 6-12	PTSB Chapter 4, Section 5(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
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	SPA: Council for Exceptional Children (CEC)
Health 5-8, 6-12, K-12	SPA: Society of Health And Physical Educators (SHAPE America)
History 6-12	SPA: National Council for the Social Studies (NCSS)
Institutional Teacher K-12	PTSB Chapter 4, Section 6(b)
Instructional Technology K-6, 5-8, 6-12, K-12	SPA: 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)

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)
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)
Speech 6-12	PTSB Chapter 4, Section 5(i)
Superintendent K-12	SPA: National Educational Leadership Preparation (NELP)
Teacher of American Indian Children	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 (l)
World Languages K-6, 5-8, 6-12, K-12 ● 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 career and technical education teaching endorsement listed on a Standard Educator License or Professional, Industry, and Careers (PIC) Permit is required for eligibility.

(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 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. 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 12. 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 13. 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/2010standards_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 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>.

(viii) 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>.

(ix) 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>.

(x) 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>.

(xi) 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/>

(xii) 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>.

(xiii) 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/>.

(xiv) 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>.

(xv) 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>.

(xvi) 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.

(xvii) 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/>.

(xviii) 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>.

(xix) 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>.

(xx) 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).

(xxi) 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>.

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. PTSB will continue to recognize National Council for Accreditation of Teacher Education (NCATE) accreditation until such time as the last NCATE unit accreditation has expired.

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

(c) An institution of higher education submitting a program for approval to PTSB 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. The PTSB Program Review templates, which are available from PTSB upon request, shall be used for all programs submitted directly to PTSB for review and program approval.

(d) 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 Chapter 4, Section 4 of these rules and regulations;

(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 Chapter 4, Section 4 of these rules and regulations; 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.

Section 4. Program Standards. Standards for endorsement areas are noted in Table 1. PTSB state standards are found in Sections 5-10 and Specialized Professional Association (SPA) standards are incorporated by reference in Section ~~44~~ 13.

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)
Art K-6, 5-8, 6-12, K-12	SPA: National Association of Schools of Art and Design (NASAD)
At-Risk/Alternative Teacher	PTSB Chapter 4, Section 6(a)
Biology 6-12	SPA: National Science Teachers Association (NSTA)
Business 6-12	PTSB Chapter 4, Section 5(c)

Chemistry 6-12	SPA: National Science Teachers Association (NSTA)
Computer Science 6 -12, K - 12	SPA: Computer Science Teachers Association (CSTA)
<u>School</u> 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
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	SPA: Council for Exceptional Children (CEC)
Health 5-8, 6-12, K-12	SPA: Society of Health And Physical Educators (SHAPE America)
History 6-12	SPA: National Council for the Social Studies (NCSS)
Institutional Teacher K-12	PTSB Chapter 4, Section 6(b)
Instructional Technology K-6, 5-8, 6-12, K-12	SPA: 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)
<u>Native Language – Arapaho</u> <u>K-12</u>	<u>W.S. 21-2-802(a)(ii)(A)</u>

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)
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)
Speech 6-12	PTSB Chapter 4, Section 5(i)
Superintendent K-12	SPA: National Educational Leadership Preparation (NELP)
Teacher of American Indian Children	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 (l)
World Languages K-6, 5-8, 6-12, K-12 ● 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 career and technical education teaching endorsement listed on a Standard Educator License or Professional, Industry, and Careers (PIC) Permit is required for eligibility.

(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 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 ~~40~~ 11. 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 ~~11~~ 12. 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 ~~12~~ 13. 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/2010standards_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 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>.

(viii) 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>.

(ix) 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>.

(x) 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>.

(xi) 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/>

(xii) 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>.

(xiii) 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/>.

(xiv) 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>.

(xv) 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>.

(xvi) 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.

(xvii) 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/>.

(xviii) 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>.

(xix) 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>.

(xx) 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).

(xxi) 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>.

Chapter 9

PRACTICE AND PROCEDURES FOR APPLICATIONS

Section 1. Authority. These rules are promulgated by the Wyoming Professional Teaching Standards Board (Board) pursuant to the Wyoming Administrative Procedure Act, W.S. 16-3-103(j)(i), et.seq., and W.S. 21-2-802.

Section 2. Application Review.

(a) Assigning Application Review Committee (ARC).

(i) Board staff shall review all applications for a license, and may approve the application if it is complete and the applicant meets all requirements;

(ii) When Board staff determine that there may be grounds to deny a license or refuse to renew a license, Board staff shall refer the application to an ARC, a committee consisting of at least two (2) Board members.

(b) Applications may be denied for the following reasons, and as defined in Chapter 19, Section 3.

(i) An application is incomplete if it does not include:

(A) educational requirements;

(B) exam scores; or

(C) any other information requested on the application;

(ii) Incompetency;

(iii) conviction of a felony committed after July 1, 1996;

(iv) gross neglect of duty; or

(v) knowing misrepresentation of information on an application.

(c) The ARC shall investigate the application, which may include requesting additional information, meeting with the applicant, or any other action the ARC deems appropriate.

(d) The ARC may recommend that the Board:

(i) Issue, renew, or reinstate the license;

- (ii) Issue, renew, or reinstate the license with an advisory letter;
- (iii) Approve a settlement agreement; or
- (iv) Deny the application.

(e) Notice of Intent.

(i) If the ARC intends to recommend that the Board deny an application or refuse to renew an application, the ARC shall notify the applicant of its recommendation;

(ii) The Notice of Intent shall contain:

(A) A brief description of the facts or conduct that the ARC alleges warrant denying the license or issuing the license subject to disciplinary action;

(B) Citations to the applicable statutory provisions or Board rules that the ARC alleges the applicant violated; and

(C) Notice that an applicant may request a hearing before the Board in writing within thirty (30) days from the date of the mailing.

(f) The applicant shall have thirty (30) days from the date the ARC mailed the Notice of Intent to respond. The applicant may:

(i) Request that the Board hold a hearing on the ARC's recommendation;

(ii) Request that the Board table consideration of the application; or

(iii) Withdraw the application.

(g) If an applicant fails to timely respond to the Notice of Intent, the Board may accept the ARC's recommendation.

(h) There shall be a presumption of lawful service of any communication required by these rules if sent by U.S. mail to the address stated on the application or, if applicable, an updated address later provided by the applicant.

Section 3. Hearing Procedure.

(a) Upon receiving a written request for a hearing from an applicant, the Board or a hearing officer appointed by the Board shall begin a contested case proceeding. Board staff or the hearing officer shall serve a Notice of Hearing on the applicant at least thirty (30) days before the hearing. The Notice of Hearing shall contain:

- (i) A brief statement of the matters asserted, including:
 - (A) The ARC's recommendation;
 - (B) The facts upon which the recommendation is based; and
 - (C) The statutory provisions or Board rules the applicant is alleged to have violated or failed to meet to qualify for licensure;
- (ii) The time, place, and nature of the hearing;
- (iii) The legal authority and jurisdiction of the Board; and
- (iv) Notice of the burden and standard of proof.

(b) Any hearing officer appointed by the Board shall preside over the contested case proceeding and shall conduct the proceedings according to the Wyoming Administrative Procedure Act and Chapter 2 of the Office of Administrative Hearings rules as incorporated by reference in PTSB rules Chapter 1.

(c) The applicant shall bear the burden to prove by a preponderance of the evidence that he or she meets the qualifications for licensure. The burden of production shall shift to the ARC to prove by clear and convincing evidence that the applicant should not be granted a license. The burden of production then shifts to the applicant to demonstrate that the ARC's grounds for denial are insufficient and that the applicant is entitled to licensure.

- (d) The Board may resolve an application matter by:
- (i) Adopting the ARC's recommendation without a hearing if the applicant did not request a hearing;
 - (ii) Resolving a dispositive motion in either party's favor;
 - (iii) Conducting a contested case hearing. Following the hearing and the Board's deliberation, the Board may:
 - (A) Issue, renew, relicense, or reinstate a license;

(B) Issue, renew, relicense, or reinstate a license with an advisory letter;

(C) Deny a license, renewal, reactivation, or reinstatement.

(e) The Board shall issue a written decision or order. The decision or order shall be sent by U.S. Mail to the applicant and the applicant's attorney or representative, if any.

(i) Board action is effective on the date that the Board approves the written decision or order and it is entered into the administrative record.

(ii) Written board decisions or orders are final agency action subject to judicial review according to the Wyoming Administrative Procedure Act and the Wyoming Rules of Appellate Procedure.

Chapter 9

DUE PROCESS PRACTICE AND PROCEDURES FOR APPLICATIONS

Section 1. Authority. These rules are promulgated by the Wyoming Professional Teaching Standards Board (Board) pursuant to the Wyoming Administrative Procedure Act, W.S. ~~16-2-101~~16-3-103(j)(i), et.seq., and W.S. 21-2-802.

~~**Section 2. Definitions.** The definitions set forth in the Wyoming Administrative Procedure Act are herein incorporated by reference.~~

Section 3 2. Application Review Process.

(a) ~~Upon receipt of an application, the Director shall:~~ Assigning Application Review Committee (ARC).

(i) Board staff shall review all applications for a license, and may approve the application if it is complete and the applicant meets all requirements;

(ii) ~~request additional information from the applicant if incomplete;~~ When Board staff determine that there may be grounds to deny a license or refuse to renew a license, Board staff shall refer the application to an ARC, a committee consisting of at least two (2) Board members.

(iii) ~~forward the application to the Assistant Attorney General assigned to the Board for prosecution for review and potential referral to Application Review Committee (ARC) if the application raises a question as to whether denial may be appropriate under Section 3 (e).~~

(b) ~~Incomplete Applications:~~ Applications may be denied for the following reasons, and as defined in Chapter 19, Section 3.

(i) An application is incomplete if it does not include:

(A) educational requirements;

(B) exam scores; or

(C) any other information requested on the application; ;

(ii) ~~If the applicant fails to submit the requested additional materials within 30 days of the Director's request, the application shall be considered incomplete and shall be returned to the applicant with no License issued.~~ Incompetency;

(iii) ~~If the applicant submits additional materials the Director may~~

~~either: conviction of a felony committed after July 1, 1996;~~

~~(A) — approve the application if all requirements are met;~~

~~(B) — deny, if after 30 days, requirements are not met;~~

~~(C) — forward the application to the Assistant Attorney General for review and potential referral to ARC if the application raises questions as to whether denial under Section 3 (c) is appropriate.~~

~~(I) — Applications are first forwarded to the Assistant Attorney General for cursory review. Upon Assistant Attorney General approval, applications are referred to ARC for review and recommendation.~~

~~(II) ARC reviews the application and recommends action.~~

~~(iv) gross neglect of duty; or~~

~~(v) knowing misrepresentation of information on an application.~~

~~(c) Denial of Applications The ARC shall investigate the application, which may include requesting additional information, meeting with the applicant, or any other action the ARC deems appropriate.~~

~~(i) Applications may be denied for the following reasons:~~

~~(A) — lack of required education;~~

~~(B) — conviction of a felony;~~

~~(C) — false representation on the application.~~

~~(ii) If, after review, ARC recommends denial of an application a preliminary denial letter shall be sent to applicant. The letter shall:~~

~~(A) — state the basis for the denial including relevant statutes and rules; and~~

~~(B) — advise the applicant of the right to request reconsideration.~~

~~(iii) — If the applicant fails to request reconsideration in writing within 30 days of receipt of the preliminary denial, the preliminary denial becomes final.~~

~~(iv) — If the applicant requests reconsideration within 30 days, a~~

~~reconsideration conference shall be held with ARC, the applicant, the Director, and the Assistant Attorney General.~~

~~(v) — Following a reconsideration conference, ARC shall make a recommendation to either issue the License, Permit, or Exception Authorization applied for or deny the application.~~

~~(vi) — If denied, the applicant must submit a written request for a hearing, within 30 days of the date of the denial letter.~~

(d) Hearings The ARC may recommend that the Board:

(i) A hearing is a formal contested case hearing conducted pursuant to the Wyoming Administrative Procedure Act, Wyo. Stat. Ann. 16-3-101 et seq., following the procedures in Sections 10 through 22 of this Chapter. Issue, renew, or reinstate the license;

(ii) The hearing is to be conducted in the presence of a quorum of the board, with a hearing officer presiding. Issue, renew, or reinstate the license with an advisory letter;

(iii) Applicant has the burden of proving that he/she meets the requirements for the License, Permit, or Exception Authorization for which he/she has applied. Approve a settlement agreement; or

(iv) Deny the application.

(e) Notice of Intent.

(i) If the ARC intends to recommend that the Board deny an application or refuse to renew an application, the ARC shall notify the applicant of its recommendation;

(ii) The Notice of Intent shall contain:

(A) A brief description of the facts or conduct that the ARC alleges warrant denying the license or issuing the license subject to disciplinary action;

(B) Citations to the applicable statutory provisions or Board rules that the ARC alleges the applicant violated; and

(C) Notice that an applicant may request a hearing before the Board in writing within thirty (30) days from the date of the mailing.

(e) The applicant shall have thirty (30) days from the date the ARC mailed the Notice of Intent to respond. The applicant may:

(i) Request that the Board hold a hearing on the ARC's recommendation;

(ii) Request that the Board table consideration of the application; or

(iii) Withdraw the application.

(g) If an applicant fails to timely respond to the Notice of Intent, the Board may accept the ARC's recommendation.

(h) There shall be a presumption of lawful service of any communication required by these rules if sent by U.S. mail to the address stated on the application or, if applicable, an updated address later provided by the applicant.

Section 4 3. ~~Information and Complaint.~~ Hearing Procedure.

(a) ~~Information. If any information concerning a possible violation of the Act or rules is received or obtained by a board member or members of the staff, the Board may, on its own motion, initiate proceedings under the Act and in accordance with the Wyoming Administrative Procedure Act. License, Permit, and Exception Authorization holders will be notified of the proceedings initiated under this section. Upon receiving a written request for a hearing from an applicant, the Board or a hearing officer appointed by the Board shall begin a contested case proceeding. Board staff or the hearing officer shall serve a Notice of Hearing on the applicant at least thirty (30) days before the hearing. The Notice of Hearing shall contain:~~

(i) A brief statement of the matters asserted, including:

(A) The ARC's recommendation;

(B) The facts upon which the recommendation is based; and

(C) The statutory provisions or Board rules the applicant is alleged to have violated or failed to meet to qualify for licensure;

(ii) The time, place, and nature of the hearing;

(iii) The legal authority and jurisdiction of the Board; and

(iv) Notice of the burden and standard of proof.

(b) ~~Complaint.~~ In order for persons or entities other than the Board to initiate a disciplinary action against a License, Permit, or Exception Authorization holder, a written complaint shall be submitted to the Board office. Nothing in the section shall be construed to prohibit the Board or the Board's staff from filing a written complaint. The written complaint should provide the following information, as may be applicable: Any hearing officer appointed by the Board shall preside over the contested case proceeding and shall conduct the proceedings according to the Wyoming Administrative Procedure Act and Chapter 2 of the Office of Administrative Hearings rules as incorporated by reference in PTSB rules Chapter 1.

(c) The applicant shall bear the burden to prove by a preponderance of the evidence that he or she meets the qualifications for licensure. The burden of production shall shift to the ARC to prove by clear and convincing evidence that the applicant should not be granted a license. The burden of production then shifts to the applicant to demonstrate that the ARC's grounds for denial are insufficient and that the applicant is entitled to licensure.

~~(i) — the name and address of the complainant;~~

~~(ii) — the name, address, and telephone number of the district superintendent, chairman of the board of trustees, or anyone else designated to be the contact person for a district;~~

~~(iii) — the name, address, and telephone number of the counsel who will represent the district, if any;~~

~~(iv) — the name, address, and telephone number of the License, Permit, or Exception Authorization holder against whom the charges are made;~~

~~(A) — the dates of his/her employment by a district, the positions held, and a copy of his/her contract;~~

~~(v) — the statutory and regulatory grounds alleged to have been violated;~~

~~(vi) — the specific conduct alleged to constitute the violation;~~

~~(vii) — any disciplinary action taken by a district or a prior employer based on this or similar conduct;~~

~~(viii) — any pending criminal charges or convictions entered and copies of any applicable indictment or information, verdict, judgment, and sentence, or other orders entered by the court;~~

~~(ix) — the remedy being sought from the Professional Teaching Standards~~

Board;

~~(x) — the name, address, and telephone number of all anticipated witnesses as well as the probable subject matter of their testimony; and~~

~~(xi) — the signature, address, and telephone numbers of the person or persons making the complaint.~~

(d) The Board may resolve an application matter by:

(i) Adopting the ARC's recommendation without a hearing if the applicant did not request a hearing;

(ii) Resolving a dispositive motion in either party's favor;

(iii) Conducting a contested case hearing. Following the hearing and the Board's deliberation, the Board may:

(A) Issue, renew, relicense, or reinstate a license;

(B) Issue, renew, relicense, or reinstate a license with an advisory letter;

(C) Deny a license, renewal, reactivation, or reinstatement.

(e) The Board shall issue a written decision or order. The decision or order shall be sent by U.S. Mail to the applicant and the applicant's attorney or representative, if any.

(i) Board action is effective on the date that the Board approves the written decision or order and it is entered into the administrative record.

(ii) Written board decisions or orders are final agency action subject to judicial review according to the Wyoming Administrative Procedure Act and the Wyoming Rules of Appellate Procedure.

Section 5. Review of Written Complaint.

~~(a) — A written complaint shall be referred to the Investigation Committee (IC). If the IC recommends, the Board may hire an independent investigator to conduct the investigation. License, Permit, or Exception Authorization holders will be advised of the investigation, the names of the IC members, and the nature of the complaint.~~

~~(i) — The IC members shall not take part in the consideration of any contested case.~~

(ii) ~~Members of the IC shall not by this rule be barred from attending any disciplinary hearing.~~

Section 6. Investigations and Board Action. ~~The IC shall investigate written complaints received by the Board requiring further investigation.~~

(a) ~~Upon completion of the investigation, the IC shall:~~

(i) ~~dismiss the complaint if it finds no evidence of incompetency, conviction of a felony after July 1, 1996, immorality and other reprehensible conduct, or gross neglect of duty; or~~

(ii) ~~prepare an investigative report.~~

(b) ~~The report shall include:~~

(A) ~~the findings of the committee;~~

(B) ~~recommended action; and~~

(C) ~~any additional information that is relevant to the report.~~

(c) ~~Upon completion of the investigation, the committee may:~~

(i) ~~send the notice required by Section 8;~~

(ii) ~~prepare and file formal petition and notice of hearing with the Board, setting the matter for a contested case hearing;~~

(A) ~~recommend to the board that an advisory letter be issued to the License, Permit, or Exception Authorization holder;~~

(B) ~~recommend to the Board an offer of conditional terms for settlement which may include educational courses;~~

(C) ~~recommend to the Board that the complaint be dismissed.~~

(d) ~~The Board may resolve a complaint at any time by:~~

(i) ~~sending an advisory letter to the License, Permit, or Exception Authorization holder;~~

(ii) ~~accepting a voluntary surrender of a License, Permit, or Exception Authorization;~~

(iii) — accepting conditional terms for settlement;

(iv) — dismissing the complaint.

Section 7. Actions Which May Result in Suspension or Revocation. ~~A License, Permit, or Exception Authorization may be suspended or revoked for the reasons stated in W.S. 21-2-802. For purposes of these rules and for clarification of W.S. 21-2-802 (c):~~

(a) — ~~Incompetency includes, but is not limited to:~~

(i) — ~~a judicial declaration of legal incompetence;~~

(ii) — ~~inability to teach suitably and adequately.~~

(b) — ~~Immorality includes, but is not limited to:~~

(i) — ~~committing or soliciting any sexual act with a student;~~

(ii) — ~~soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student.~~

(c) — ~~Reprehensible conduct includes, but is not limited to:~~

(i) — ~~committing any act of child abuse, including physical, sexual, or verbal abuse;~~

(ii) — ~~engaging in, encouraging, or supporting harassing or discriminatory behavior on the basis of race, gender, sexual orientation, family, social or cultural background, national origin, political or religious beliefs, or disability;~~

(iii) — ~~sharing confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, assessment/testing results, unless disclosure is required or permitted by law;~~

(iv) — ~~violating other confidentiality agreements required by state or local policy;~~

(v) — ~~providing false information and/or failing to provide all requested information on documents required by the Professional Teaching Standards Board when applying or renewing any License, Exception Authorization, or Permit;~~

(vi) — ~~misuse of public or school-related funds;~~

~~(vii) — submitting fraudulent requests for reimbursement of expenses or pay;~~

~~(viii) — co-mingling public or school-related funds with personal funds or checking accounts;~~

~~(ix) — using school property without approval of the appropriate designated authority;~~

~~(x) — having a License or Permit disciplined by other jurisdictions;~~

~~(xi) — assisting a non-educator in the unauthorized practice of teaching;~~

~~(xii) — failing to report knowledge of conduct which is incompetent, immoral, or reprehensible as defined by these rules, or which demonstrates gross neglect of duty.~~

~~(d) — Gross neglect of duty includes, but is not limited to:~~

~~(i) — unreasonably denying students access to varying points of view, or suppressing or distorting subject matter to promote personal bias;~~

~~(ii) — failing to fulfill professional development requirements;~~

~~(e) — Being on school premises and/or at a school sponsored activity involving students while under the influence of alcohol, or possessing, using, or consuming illegal or unauthorized drugs;~~

~~(f) — Breach of contract.~~

~~(e) — A certified copy of a judgment and sentence or other court order establishing conviction of a felony shall be conclusive proof of the felony conviction.~~

~~Section 8. Service of Notice and Opportunity to Show Compliance.~~

~~(a) — Prior to commencement of a formal hearing, the Board shall give notice by mail to the License, Permit, or Exception Authorization holder of the facts or conduct which warrant intended action. The notice shall give the License, Permit, or Exception Authorization holder an opportunity to show compliance with all lawful requirements for retention of the License or Permit within twenty (20) days of mailing of the notice. Such notice shall be sent to the individual's last known address both by certified mail with return receipt requested and by first class mail.~~

~~Section 9. Formal Hearing Procedures.~~

~~(a) — Formal proceedings for a hearing before the board regarding action against a License, Permit, or Exception Authorization holder shall be commenced by petition and notice of hearing issued by the Board, served in person, or by both certified mail and first class mail sent to the address last known by the Board at least thirty (30) days prior to the date set for the hearing. The petition and notice shall contain at least:~~

~~(i) — the name and address of the License, Permit, or Exception Authorization holder;~~

~~(ii) — a statement, in ordinary and concise language, of the nature of the complaint filed with the Board and the facts upon which the complaint is based, as well as the specific statutory provision(s) or the Board rules and regulations involved;~~

~~(iii) — the time, place, and nature of the hearing;~~

~~(iv) — a statement the hearing is being held pursuant to the Board's authority under W.S. 21-2-802.~~

~~(b) — The License, Permit, or Exception Authorization holder shall file an Answer or Notice of Appearance, which must be received by the Board at least three (3) working days prior to the date set for hearing in the matter or the holder will be in default.~~

~~Section 10. Docket.~~

~~(a) — When formal proceedings are initiated, the case shall be assigned a number and entered upon a docket provided for such purpose.~~

~~(b) — There shall be established a separate file for each docketed case, in which shall be systematically placed all papers, pleadings, documents, transcripts, evidence, and exhibits pertaining thereto, and all such items shall be noted with the docket number assigned and the date of filing.~~

~~Section 11. Continuance.~~ ~~For good cause shown, extension and continuance may be granted or denied at the discretion of the Board or its chairperson or the hearing officer.~~

~~Section 12. Default.~~ ~~The Board may enter an order based on the allegations in a petition or denial letter in a case where the License, Permit, or Exception Authorization holder has not answered or appeared in writing three (3) days before the hearing, or in a case where the License, Permit, Exception Authorization holder or applicant or his/her representative did not appear at a scheduled hearing for which they were provided notice.~~

~~Section 13. Hearing Officer.~~ ~~The Board may appoint a hearing officer to take~~

evidence at the hearing. ~~The Chairperson or a Board member may serve as the hearing officer.~~

~~Section 14. Discovery.~~ ~~In all formal proceedings before the Board, discovery shall be afforded in accordance with the Wyoming Administrative Procedure Act.~~

~~Section 15. Subpoenas.~~

(a) ~~— A Board member or its hearing officer may issue subpoenas for the attendance of witnesses and for the production of books, records, documents and other evidence and shall have the power to administer oaths.~~

(b) ~~— Service of a subpoena must be made at the expense of the party applying for it and shall be made in the manner provided by law for service of subpoenas in civil actions.~~

~~Section 16. Witnesses.~~

(a) ~~— All persons testifying at any hearing before the Board shall stand and be administered a standard oath or affirmation.~~

(b) ~~— No testimony will be received from a witness except under oath or affirmation.~~

(c) ~~— The party calling a witness shall bear the costs associated with the witness's appearance.~~

(d) ~~— The Board and hearing officer retain the right and shall have an opportunity to examine any witness upon the conclusion of all testimony offered by a particular witness.~~

~~Section 17. Representation.~~

(a) ~~— Any License, Permit, Exception Authorization holder or applicant may represent him/herself or be represented by counsel, provided that such counsel is licensed to practice law in the State of Wyoming, or is associated at the hearing with one or more attorneys licensed to practice law in the State of Wyoming.~~

(b) ~~— In any case before the Board, an appearance in person or the filing of an answer or other pleading shall constitute an appearance of record by an attorney.~~

(c) ~~— Any request for withdrawal from representation by an attorney shall be submitted to the Board in writing.~~

(d) ~~— A representative of the Attorney General's office may present all matters~~

in a contested case on behalf of the IC or ARC.

Section 18. Prehearing Conference.

(a) ~~At a time on or before the day of any hearing, the hearing officer may direct the parties to appear before the Board to consider:~~

- ~~(i) the simplification of the issues;~~
- ~~(ii) the necessity or desirability of amending the pleadings;~~
- ~~(iii) the possibility of obtaining admissions of fact and of documents to avoid unnecessary proof;~~
- ~~(iv) formulating procedures to govern the hearing; or~~
- ~~(v) such other matters as may aid in the disposition of the case.~~

~~(b) Such conferences shall be conducted informally. An order will be prepared which recites the actions taken at the conference, amendments allowed, agreements of the parties and limitations of the issues to those not previously disposed of by admission or agreements of counsel and the parties.~~

Section 19. Order of Procedure at Hearing. ~~The following activities will occur in substantially the following order during the hearing:~~

- ~~(a) opening announcements are made by the hearing officer, including case name and docket number, the issue(s) to be considered, parties and counsel present, and subpoenas issued;~~
- ~~(b) witnesses should be identified and sworn;~~
- ~~(c) opening statements may be made at the discretion of the hearing officer. In cases of License denial, the applicant should go first. In disciplinary cases, the school district or IC should go first;~~
- ~~(d) presentation of Evidence. The order listed above will be followed with each party, the hearing officer and the Board having the opportunity to cross-examine the witnesses. Rebuttal evidence may be presented;~~
- ~~(e) exhibits offered in evidence by the applicant or License, Permit, Exception Authorization holder will be marked with the letters of the alphabet. Those offered by the school district or IC will be marked numerically;~~
- ~~(f) closing arguments may be made at the discretion of the hearing officer.~~

~~Time may be limited, the order of presentation is as above, and brief rebuttal time may be allowed. The hearing and the evidence are then closed, unless for good cause shown the hearing officer reopens them.~~

~~Section 20. Decisions.~~

~~(a) — Proposed Decisions:~~

~~(i) — At the discretion and direction of the Board, the parties may file proposed findings of fact, conclusions of law, and order after the hearing and before the deadline announced in the hearing's closing announcements.~~

~~(ii) — At the discretion and direction of the Board, the hearing officer shall file proposed findings of fact, conclusions of law, and order.~~

~~(b) — Final Decisions. Proposed decisions will be given consideration but are not binding upon the Board. All final decisions will be issued by the Board and be based exclusively upon the evidence in the record and matters officially noticed. All final decisions issued by the Board will be served to all parties by certified mail with return receipt requested.~~

~~Section 21. Judicial Review.~~ ~~Judicial Review of the Board decision may be taken to the district court having jurisdiction and proper venue in accordance with applicable statutes and the Wyoming Rules of Appellate Procedure.~~

~~Section 22. Transcript in Case of Judicial Review.~~ ~~In the case of a petition for judicial review to the district court, the petitioner shall either pay and arrange for the transcript of the testimony or reimburse the Board for the cost of the transcript if previously prepared at Board expense.~~

CHAPTER 19

PRACTICE AND PROCEDURES FOR DISCIPLINE MATTERS

Section 1. Authority. The Board promulgates these rules according to authority granted by Wyoming Statute 21-2-802 and 16-3-103(j)(i).

Section 2. Definitions. For the purposes of these rules the following definitions apply:

- (i) Student, means any person enrolled in a public, private, or homeschool educational program from pre-kindergarten through age twenty-one (21);
- (ii) Sexually explicit, means any communication, language, or material, including a photographic or video image, that relates to or describes sexual conduct.
- (iii) Grooming, which means any of the following;
 - (A) engaging in a pattern of flirtatious or otherwise inappropriate comments;
 - (B) making any effort to gain unreasonable access to, and time alone with, any student with no discernable educational purpose;
 - (C) engaging in any behavior that can reasonably be construed as involving an inappropriate and overly personal and intimate relationship with, conduct toward, or focus on a student;
 - (D) engaging in any other individualized, special treatment not in compliance with generally accepted educational practices;

Section 3. Disciplinary Action. The Board may take disciplinary action for the following:

- (a) Licensee violating the Board's practice act or rules;
- (b) Licensee violating a Board order;
- (c) Incompetency, which includes but is not limited to:
 - (i) a judicial declaration of incompetence;
 - (ii) inability to perform the role suitably and adequately;
- (d) Immorality, which includes but is not limited to:
 - (i) Sexual conduct in an educational setting means any of the following;
 - (A) telling explicit sexual jokes and stories;

- (B) making sexually related comments;
- (C) engaging in sexual kidding or teasing;
- (D) engaging in sexual innuendos or making comments with double entendre;
- (E) inappropriate physical touching;
- (F) using spoken, written, or any electronic communication to importune, invite, participate with, or entice a person to expose or touch the person's own or another person's intimate body parts or to observe the student's intimate body parts via any form of computer network or system, any social media platform, telephone network, data network, or by text message or instant messaging;
- (G) sexual advances or requests for sexual favors;
- (H) physical or romantic relationship including but not limited to sexual intercourse or oral sexual intercourse whether or not the student consented to the conduct;
- (I) discussion of one's personal romantic or sexual feelings or activities;
- (J) discussion, outside of a professional teaching or counseling context endorsed or required by an employing school district, of a student's romantic or sexual feelings or activities;
- (K) displaying, sharing, or intentionally transmitting pornographic or sexually explicit materials;
- (L) downloading sexually explicit or other inappropriate material on school devices;
- (M) any physical contact that the student previously has indicated is unwelcome, unless such contact is professionally required, or to protect the safety of the student or others;
- (N) other than for purposes of addressing student dress code violations or concerns, referencing the physical appearance or clothes of a student in a way that could be interpreted as sexual;
- (O) self-disclosure or physical exposure of a sexual, romantic, or erotic nature.
- (P) engaging in any sexual conduct with, or make any efforts to groom, a student which results from the educator's affiliation with other educational programs in any official capacity;

(e) Reprehensible conduct, which includes but is not limited to:

- (i) committing any act of child abuse or neglect, including physical, sexual, or verbal abuse;
 - (ii) engaging in, encouraging, or supporting harassing, intimidating, bullying, or discriminatory behavior towards students or adults including, but not limited to, on the basis of race, gender expression, sexual orientation, family, social or cultural background, national origin, political or religious beliefs, or disability;
 - (iii) reprisal or retaliation against a victim, witness or person who reports information about an act of harassment, intimidation or bullying;
 - (iv) sharing confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, assessment/testing results, unless disclosure is required or permitted by law;
 - (v) violating any other confidentiality agreements required by state or local policy;
 - (vi) providing false information, knowing misrepresentation of information, or failing to provide all requested information on documents required by the Professional Teaching Standards Board when applying or renewing any License, Exception Authorization, or Permit;
 - (vii) misuse of public or school-related funds;
 - (viii) submitting fraudulent requests for reimbursement of expenses or pay;
 - (ix) co-mingling public or school-related funds with personal funds or checking accounts, including electronic payments;
 - (x) using school property, facilities, materials, or resources without approval of the appropriate designated authority, or that violate district policies, state or federal laws;
 - (xi) having a License or Permit disciplined by other jurisdictions;
 - (xii) failing to report actual knowledge of conduct which is incompetent, immoral, or reprehensible as defined by these rules, or which demonstrates gross neglect of duty.
- (f) Gross neglect of duty, which includes but is not limited to:
- (i) unreasonably denying students access to varying points of view, or suppressing or distorting subject matter to promote personal bias;
 - (ii) behaviors, actions, or inactions that may compromise student safety or wellbeing;
 - (iii) failing to comply with mandatory reporting requirements under Wyoming

Statute 14-3-205.

(g) Being on school premises or at a school sponsored activity involving students while under the influence of alcohol, or possessing, using, or consuming illegal or unauthorized drugs.

(h) A certified copy of a judgment and sentence or other court order establishing conviction of a felony committed after July 1, 1996 shall be conclusive proof of the felony conviction.

Section 4. Complaint Review and Disciplinary Investigation.

(a) Complaints that a licensee has violated the Board's practice act or the Board's rules shall be submitted to the Board's office. Board staff may initiate complaints.

(b) After receiving a complaint or initiating a complaint, Board staff shall assign the complaint to an Investigation Committee (IC) consisting of at least two (2) Board members, for investigation.

(c) After reviewing and investigating the complaint, the IC may recommend that the Board:

- (i) Dismiss the complaint;
- (ii) Summarily suspend a license;
- (iii) Approve a settlement agreement;
- (iv) Suspend a license; or
- (v) Revoke a license.

Section 5. Summary Suspension.

(a) An IC may recommend that the Board summarily suspend a license at any time when the IC or Board staff believes that the licensee's continued practice imperatively requires emergency action to protect the public health, safety, or welfare.

(b) The IC shall notify the licensee of its intent to recommend summary suspension. The Notice of Intent shall contain:

- (i) A copy of the complaint, if any;
- (ii) A description of the grounds for the summary suspension recommendation;

and

(iii) Notice that an expedited summary suspension proceeding shall be set at the earliest opportunity a quorum of Board members can be assembled.

(c) When the date and time of the summary suspension hearing is set, the Board staff shall notify the licensee of the date and time of the proceeding by mailing written notice and emailing electronic notice to the licensee's mailing and email addresses.

(d) The scope of the expedited summary suspension proceeding shall be limited to a presentation of the information the IC believes warrants summary suspension and any information the licensee may present on his or her behalf.

(e) Hearing Format.

(i) The IC shall describe the allegations that it believes warrant emergency action against the licensee.

(ii) The IC shall present information that demonstrates probable cause that the allegations are true.

(iii) The IC shall explain why the licensee's continued practice imperatively requires emergency action to protect the public health, safety, or welfare.

(iv) The licensee, if present, may present any information demonstrating that the allegations are not true or that, even if the allegations are true, the licensee's continued practice does not imperatively require emergency action to protect the public health, safety, or welfare.

(f) The Board may order summary suspension if it concludes that probable cause exists that the allegations are true and that the licensee's continued practice imperatively requires emergency action to protect the public health, safety, or welfare. The Board shall incorporate a finding to that effect in its order granting summary suspension.

(g) No summary suspension shall be effective until the Board has adopted a written order incorporating the reasons justifying its decision.

(h) The Board shall enter a written order granting or denying summary suspension at the summary suspension proceeding or within seven (7) days after the proceeding. The Board shall send the order to the licensee by U.S. mail and by email.

(j) Post-Deprivation Hearing.

(i) A licensee may request a post-deprivation hearing within ten (10) days from the date the summary suspension order is entered.

(ii) If a licensee requests a post-deprivation hearing, the Board shall conduct it within thirty (30) days of the licensee's request and notify the licensee of the date, time, and location of the hearing.

(iii) Post-deprivation hearings shall be conducted in the same manner as summary suspension proceedings as articulated in Section 4(e) of this chapter. The sole issue before the Board at a post-deprivation hearing shall be whether the IC's allegations imperatively require emergency action to protect the public health, safety, and welfare. The Board shall affirm its decision to summarily suspend a license, and issue a written order to that effect, if it concludes that the IC has proven the allegations by a preponderance of the evidence and that the allegations imperatively require emergency action to protect the public health, safety, or welfare.

(k) Unless earlier terminated by the Board or a petition for discipline is filed under Section 6 of this chapter, summary suspensions shall lapse one hundred eighty (180) days after the written order granting summary suspension is entered under subsection (h) of this section.

Section 6. Surrender in Lieu of Discipline and Licenses Issued in Error.

(a) A licensee may petition the Board, in writing, to voluntarily surrender a license in lieu of discipline.

(i) The IC shall recommend that the Board approve or deny the petition.

(ii) The Board may approve or deny the petition.

(b) If Board staff has reason to believe that a license has been issued despite an applicant not meeting licensure requirements and:

(i) If Board Staff has issued the license and the Board has not ratified its issuance, the license shall be rescinded and the matter shall be referred to an ARC.

(ii) If Board Staff has issued the license and the Board has ratified its issuance, the matter shall be referred to an IC.

(A) The IC may petition the Board to revoke the license according to the procedures outlined in Section 6 of this chapter and may seek summary suspension.

(B) A revocation solely for the reasons specified in this subsection shall not be considered license discipline. Nothing in this subsection prohibits discipline or application denial for a licensee's conduct.

(C) A licensee may surrender the license at issue under this provision in lieu of a hearing before the Board without Board approval.

Section 7. Hearing Procedure.

(a) There shall be a presumption of lawful service of a Notice of Intent, Petition, Notice of Hearing, or any other communication required by these rules if sent by U.S. mail to the address the licensee most recently supplied to the Board.

(b) The IC shall notify the licensee of its intent to file a petition for disciplinary action. The Notice of Intent shall:

(i) Include a brief description of the facts or conduct that warrant the intended action;

(ii) Include a description of the nature of the discipline the IC intends to seek; and

(iii) Provide the Licensee no less than thirty (30) days to show that the licensee has complied with all lawful license requirements.

(c) The IC shall initiate proceedings for disciplinary action by filing a Petition with the Board office and serving a copy upon the licensee to the last known address of the licensee by regular U.S. mail.

(d) A licensee may respond to the Petition by filing an Answer admitting or denying the allegations in the Petition or by filing a dispositive motion.

(e) A licensee shall respond to a Petition within twenty (20) days from the date the Petition is filed with the Board office or, if the licensee files a dispositive motion, from the date the dispositive motion is decided by entry of a written order. Failure to respond to the Petition within this time may result in a default judgment.

(f) When a petition for disciplinary action is filed, the Board or a hearing officer appointed by the Board shall begin a contested case proceeding. Board staff or the hearing officer shall serve a Notice of Hearing, with the Petition attached, on the applicant at least thirty (30) days before the hearing. The notice of hearing shall contain:

(i) The legal authority for the Petition and statement of the Board's jurisdiction;

(ii) The facts justifying the disciplinary action sought;

(iii) The statutory provisions or Board rules the licensee is alleged to have violated;

(iv) The time, place, and nature of the hearing; and

(v) Notice of the burden and standard of proof.

(g) If a licensee fails to timely answer the allegations in a Petition or appear at a noticed hearing, and upon the IC's motion, the Board may enter default against the licensee. In entering default, the Board may:

(i) Order that the factual allegations in the Petition are to be taken as true for the purposes of the hearing;

(ii) Order that the licensee may not present evidence on some or all issues in the matter; or

(iii) Any other relief the Board determines is just.

(h) The Board may set aside an entry of default for good cause.

(i) Any hearing officer appointed by the Board shall preside over the contested case proceeding and shall conduct the proceeding according to the Wyoming Administrative Procedure Act and Chapter 2 of the Office of Administrative Hearings rules as incorporated by reference in PTSB Rules Chapter 1.

(j) The IC shall bear the burden to prove by clear and convincing evidence that the licensee violated the Board's practice act or the Board's rules.

(k) The Board may resolve a disciplinary matter by:

(i) Resolving a dispositive motion in either party's favor;

(ii) Accepting a settlement agreed on by both parties;

(iii) Granting a licensee's petition for voluntary surrender in lieu of discipline under Section 5(a) of this Chapter;

(iv) Conducting a contested case hearing. Following the hearing and the Board's deliberation, the Board may, as applicable:

(A) Find no violation of the Board's practice act or rules and therefore impose no discipline on the licensee;

(B) Find that the licensee has violated the Board's practice act or rules and impose the following discipline:

(1) Suspend the license; or

(2) Revoke the license.

(l) The Board shall issue a written decision or order. The decision or order shall be sent by U.S. mail to the licensee and the licensee's attorney or representative, if any.

(m) Board action is effective on the date that the Board approves the written decision or order and it is entered into the administrative record.

(n) Written board decisions or orders are final agency action subject to judicial review according to the Wyoming Administrative Procedure Act and the Wyoming Rules of Appellate Procedure.

CHAPTER 19

PRACTICE AND PROCEDURES FOR DISCIPLINE MATTERS

Section 1. Authority. The Board promulgates these rules according to authority granted by Wyoming Statute 21-2-802 and 16-3-103(j)(i).

Section 2. Definitions. For the purposes of these rules the following definitions apply:

(i) Student, means any person enrolled in a public, private, or homeschool educational program from pre-kindergarten through age twenty-one (21);

(ii) Sexually explicit, means any communication, language, or material, including a photographic or video image, that relates to or describes sexual conduct.

(iii) Grooming, which means any of the following;

(A) engaging in a pattern of flirtatious or otherwise inappropriate comments;

(B) making any effort to gain unreasonable access to, and time alone with, any student with no discernable educational purpose;

(C) engaging in any behavior that can reasonably be construed as involving an inappropriate and overly personal and intimate relationship with, conduct toward, or focus on a student;

(D) engaging in any other individualized, special treatment not in compliance with generally accepted educational practices;

Section 3. Disciplinary Action. The Board may take disciplinary action for the following:

(a) Licensee violating the Board's practice act or rules;

(b) Licensee violating a Board order;

(c) Incompetency, which includes but is not limited to:

(i) a judicial declaration of incompetence;

(ii) inability to perform the role suitably and adequately;

(d) Immorality, which includes but is not limited to:

(i) Sexual conduct in an educational setting means any of the following;

(A) telling explicit sexual jokes and stories;

- (B) making sexually related comments;
- (C) engaging in sexual kidding or teasing;
- (D) engaging in sexual innuendos or making comments with double entendres;
- (E) inappropriate physical touching;
- (F) using spoken, written, or any electronic communication to importune, invite, participate with, or entice a person to expose or touch the person's own or another person's intimate body parts or to observe the student's intimate body parts via any form of computer network or system, any social media platform, telephone network, data network, or by text message or instant messaging;
- (G) sexual advances or requests for sexual favors;
- (H) physical or romantic relationship including but not limited to sexual intercourse or oral sexual intercourse whether or not the student consented to the conduct;
- (I) discussion of one's personal romantic or sexual feelings or activities;
- (J) discussion, outside of a professional teaching or counseling context endorsed or required by an employing school district, of a student's romantic or sexual feelings or activities;
- (K) displaying, sharing, or intentionally transmitting pornographic or sexually explicit materials;
- (L) downloading sexually explicit or other inappropriate material on school devices;
- (M) any physical contact that the student previously has indicated is unwelcome, unless such contact is professionally required, or to protect the safety of the student or others;
- (N) other than for purposes of addressing student dress code violations or concerns, referencing the physical appearance or clothes of a student in a way that could be interpreted as sexual;
- (O) self-disclosure or physical exposure of a sexual, romantic, or erotic nature.
- (P) engaging in any sexual conduct with, or make any efforts to groom, a student which results from the educator's affiliation with other educational programs in any official capacity;
- (e) Reprehensible conduct, which includes but is not limited to:

- (i) committing any act of child abuse or neglect, including physical, sexual, or verbal abuse;
- (ii) engaging in, encouraging, or supporting harassing, intimidating, bullying, or discriminatory behavior towards students or adults including, but not limited to, on the basis of race, gender expression, sexual orientation, family, social or cultural background, national origin, political or religious beliefs, or disability;
- (iii) reprisal or retaliation against a victim, witness or person who reports information about an act of harassment, intimidation or bullying;
- (iv) sharing confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, assessment/testing results, unless disclosure is required or permitted by law;
- (v) violating any other confidentiality agreements required by state or local policy;
- (vi) providing false information, knowing misrepresentation of information, or failing to provide all requested information on documents required by the Professional Teaching Standards Board when applying or renewing any License, Exception Authorization, or Permit;
- (vii) misuse of public or school-related funds;
- (viii) submitting fraudulent requests for reimbursement of expenses or pay;
- (ix) co-mingling public or school-related funds with personal funds or checking accounts, including electronic payments;
- (x) using school property, facilities, materials, or resources without approval of the appropriate designated authority, or that violate district policies, state or federal laws;
- (xi) having a License or Permit disciplined by other jurisdictions;
- (xii) failing to report actual knowledge of conduct which is incompetent, immoral, or reprehensible as defined by these rules, or which demonstrates gross neglect of duty.
- (f) Gross neglect of duty, which includes but is not limited to:
 - (i) unreasonably denying students access to varying points of view, or suppressing or distorting subject matter to promote personal bias;
 - (ii) behaviors, actions, or inactions that may compromise student safety or wellbeing;
 - (iii) failing to comply with mandatory reporting requirements under Wyoming

Statute 14-3-205.

(g) Being on school premises or at a school sponsored activity involving students while under the influence of alcohol, or possessing, using, or consuming illegal or unauthorized drugs.

(h) A certified copy of a judgment and sentence or other court order establishing conviction of a felony committed after July 1, 1996 shall be conclusive proof of the felony conviction.

Section 4. Complaint Review and Disciplinary Investigation.

(a) Complaints that a licensee has violated the Board's practice act or the Board's rules shall be submitted to the Board's office. Board staff may initiate complaints.

(b) After receiving a complaint or initiating a complaint, Board staff shall assign the complaint to an Investigation Committee (IC) consisting of at least two (2) Board members, for investigation.

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and

(iii) Provide the Licensee no less than thirty (30) days to show that the licensee has complied with all lawful license requirements.

(c) The IC shall initiate proceedings for disciplinary action by filing a Petition with the Board office and serving a copy upon the licensee to the last known address of the licensee by regular U.S. mail.

(d) A licensee may respond to the Petition by filing an Answer admitting or denying the allegations in the Petition or by filing a dispositive motion.

(e) A licensee shall respond to a Petition within twenty (20) days from the date the Petition is filed with the Board office or, if the licensee files a dispositive motion, from the date the dispositive motion is decided by entry of a written order. Failure to respond to the Petition within this time may result in a default judgment.

(f) When a petition for disciplinary action is filed, the Board or a hearing officer appointed by the Board shall begin a contested case proceeding. Board staff or the hearing officer shall serve a Notice of Hearing, with the Petition attached, on the applicant at least thirty (30) days before the hearing. The notice of hearing shall contain:

(i) The legal authority for the Petition and statement of the Board's jurisdiction;

(ii) The facts justifying the disciplinary action sought;

(iii) The statutory provisions or Board rules the licensee is alleged to have violated;

(iv) The time, place, and nature of the hearing; and

(v) Notice of the burden and standard of proof.

(g) If a licensee fails to timely answer the allegations in a Petition or appear at a noticed hearing, and upon the IC's motion, the Board may enter default against the licensee. In entering default, the Board may:

(i) Order that the factual allegations in the Petition are to be taken as true for the purposes of the hearing;

(ii) Order that the licensee may not present evidence on some or all issues in the matter; or

(iii) Any other relief the Board determines is just.

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(i) Resolving a dispositive motion in either party's favor;

(ii) Accepting a settlement agreed on by both parties;

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(A) Find no violation of the Board's practice act or rules and therefore impose no discipline on the licensee;

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(1) Suspend the license; or

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(l) The Board shall issue a written decision or order. The decision or order shall be sent by U.S. mail to the licensee and the licensee's attorney or representative, if any.

(m) Board action is effective on the date that the Board approves the written decision or order and it is entered into the administrative record.

(n) Written board decisions or orders are final agency action subject to judicial review according to the Wyoming Administrative Procedure Act and the Wyoming Rules of Appellate Procedure.