

Student-Centered Learning/Competency-Based Education

The Wyoming Department of Education (WDE), along with Wyoming’s Future of Learning Partnership, endorses student-centered learning efforts. Through conversations with education stakeholders, a desire for clarifications became clear as districts implement competency-based learning opportunities. The following will cover many of the questions, however further discussion and policy decisions may follow.

Funding Clarifications

How do I account for seat time in a competency-based educational setting?

Wyoming statute does not specifically reference seat time requirements. There are references to the minimum number of operational and school days, as well as pupil-teacher contact time included in W.S. 21-13-307(a). The district will continue to receive full funding as long as the student is enrolled in school.

How should pupil-teacher contract time be tracked to ensure for membership calculation purposes?

Pupil-teacher contact time means time reflected in a school schedule for on- or off-site instruction and educational activities that students are required to attend, for which attendance is taken for membership calculation purposes, and that includes instruction available from a certified teacher. Educational activities include online learning management systems for platform logged activity, submissions, or tracking.

Does having multiple teachers assigned to a single course impact funding?

Funding is based on student average daily membership (ADM), not teacher assignment.

What SCED code would be used to receive funding for “a course” that a student passes through competency?

Districts choose the SCED code that best aligns to the course(s) being offered. The only potential impact to funding is related to reporting Career Technical Education (CTE) courses and teachers on the WDE100. Subject-specific course reporting (broken out from multi-subject competency-based learning “courses”) will always be required, both for reporting to the WDE and to colleges. This includes reporting on the WDE100. CTE courses are required to be individually reported to enable federal and state course approval (Perkins, ESSA, and WAEA).

Teacher Licensure, Certification, and Endorsements

Can a non-CTE teacher supervise a student in a work-based learning environment (work study)?

Currently, only CTE teachers with the work-based learning endorsement can supervise students outside of the classroom and award credit. Current efforts are underway with the PTSB to explore flexibilities for all teachers to grant credit.

What options are available for a General Science endorsement?

There are two options available to add a General Science endorsement to a teaching license. Educators can complete a program that will lead to the endorsement using Exception Authorization #2-Program Completion, or they can pass the Praxis 5436 test using Exception Authorization #4-out of Field. There are several general endorsements available, in science and in other content areas, as seen on the [PTSB Endorsements](#).

Does the Science Generalist endorsement allow that teacher to award credit in all domains of science?

The Science Generalist endorsement allows the teacher to award credit in all domains of science as long as it is for science credit.

Who can award credit through competency-based examinations?

The certified teacher, who is endorsed in the credentialed content area, may evaluate and award credit for student demonstration of competencies, following district/school policy. A competency-based examination can be evaluated through traditional exam or performance.

Work-Based Learning

Who can issue grades for work-based learning? What resources does the WDE have available to support students in work-based learning?

- An individual must hold a CTE endorsement on a license or a PIC permit to issue grades for any work-based learning experiences. School counselors are not trained or endorsed to issue grades. A CTE teacher can supervise a work experience for students in fields related to their endorsement. CTE teachers who complete the WDE Facilitating Career Development course are eligible to add the Work-Based Learning endorsement to their license or PIC permit to supervise student work experiences outside of their endorsement area.
- The WDE provides [Work-Based Learning Resources](#) and a [Work-Based Learning Guide](#) to support work-based learning experiences.

Can a student be paid for an apprenticeship?

Yes, students can earn a paycheck while earning course credit when engaged in a work-based learning environment.

Are there resources available to support students with internships and payroll?

The Department of Workforce Services has Internship and Apprenticeship grant opportunities that are found on the [Internship Grants](#) and [Apprenticeship Grants](#) page.

What resources are available for high school-aged students to find opportunities to explore career fields of interest?

- The WDE, in partnership with MetaMetrics, provides free resources to Wyoming teachers, parents, and students to help engage students in learning that will support their career path. [Lexile and Quantile measures](#) are reported on the WY-TOPP Individual Student Reports (ISRs) that schools send to parents or guardians. This WDE Update provides information on the [MetaMetrics Lexile and Quantile Career](#)

[Database](#), which offers Lexile® measures for over 700 careers and Quantile® measures for math demands, as well as important descriptive information for each career. The database is a result of years of research examining the text complexity of a variety of reading materials in various domains of the postsecondary experience.

- The WorkKeys NCRC® measures and certifies the essential work skills needed for success in jobs across industries and occupations. [WorkKeys Job Profiling](#) links job tasks with ACT® WorkKeys® Assessments to pinpoint benchmarks for hiring, recruiting, advancement, and training.
- The [Business Occupational Outlook Toolset](#) (BOOTS) is an initiative and selection of tool sets developed to assist business, educational institutions, and citizens address the challenges that Wyoming faces related to education and workforce.

Hathaway Scholarship Program - (W.S. 21-16-1307) (Ch. 38 Rules)

Are the Hathaway Success Curriculum qualifications based on years or courses?

Hathaway Success Curriculum requirements are based on the content of the course, not years. For example, Education Rule Chapter 38 states that 1000-level college courses or above meet the requirements of a course, but are not year-long in length.

Is there a way to allow non-core academic-focused students to adjust the Hathaway requirements to allow for some of the elements to be swapped with other alternatives?

No, the [Hathaway Success Curriculum Courses](#) are required by statute per W.S. 21-16-1307; however, students can meet the non-core requirements through any combination of Fine & Performing Arts, World Language, and/or CTE. For the top two tiers (Honors and Performance), 2 of the 4 years must be sequenced (Spanish I, Spanish II). For the bottom two tiers (Opportunity and Provisional), a student taking two years of World Language must be sequenced (see [Eligibility Requirements](#)).

Can courses taken in middle school/junior high count for the Hathaway Success Curriculum?

Yes, courses taken in grades 6-8 that meet the state's high school standards, and content can be awarded credit towards the Hathaway Success Curriculum. A high school SCED code must be used to identify the course. Consult the WDE Hathaway contact or WDE638 data collection steward for additional clarification.

What is considered a "Functional Equivalent" and how can we award Hathaway credit?

A course is considered a "Functional Equivalent" if the course is approved by the Wyoming Department of Education and addresses the same content standards and substantial components of a named course within the success curriculum. Substantial components means the majority of standards that would have been covered in the required course in the success curriculum are being covered in the functional equivalent course.

Can a competency demonstration be used to acquire Hathaway qualifications?

- If the full content of the course is completed within a shorter time frame, a district can award credit that will count towards the Hathaway requirements. Hathaway courses are approved based on content, not time. Remember that the course requirements are stipulated by W.S. 21-16-1307, and the district will need to properly reflect the course's completion on the transcript.
- Hathaway accepts credits for courses awarded by the district based on demonstration of competency or testing.
- Credits earned for a course during a single learning experience should be listed individually on the WDE950 Transcript Collection.

What is a Hathaway "Good Cause" waiver?

"Good Cause" means the existence of unusual and extraordinary circumstances that affect a student's ability to meet the Hathaway requirements. For example, a student may receive a good cause waiver due to a serious medical condition preventing timeliness in submitting their Hathaway Scholarship application or delayed graduation due to a pandemic event.

Granting Course Credit Through Competency Determination

Can a district grant course credit for competency-based equivalency exams?

- Education Rules Chapter 31 on Graduation allows credit to be given for either passing grades or successful performance on competency-based equivalency examinations.
- If students demonstrate learning via a competency-based examination within a time period shorter than what is scheduled for a typical class, and subsequently enrolls in a new course or learning experience (i.e., a work-based learning experience or internship), the district will continue to receive full funding as long as the student is enrolled in school.
 - A district can award credit if the full content of the course is completed within a shorter time frame, whether it is traditional coursework and/or a demonstration of competency. Districts can decide how to offer and deliver courses based on content, not time. They must reflect the course's completion on the transcript.
- Students may earn multiple credits through single, integrated learning experiences when mastery of required standards for aligned courses is demonstrated.
- All learning aligned to specific standards should be evaluated by a teacher certified in the corresponding content area(s).

What are the Multidisciplinary Course Reporting Requirements?

Overview

Teaching assignments and course outcomes must be reported to the WDE, and course outcomes must be reported to Post-Secondary Institutions (in or out of state) by specific content/subject area to enable all state and federally required outcome determinations, auditing, and reporting requirements. For multidisciplinary courses, this means teaching assignments by staff members, course credits earned, and grades received by students must be broken out into individual subjects for reporting.

WDE602/652 School District Staff Member Collections

All teaching assignments are required to be reported on the WDE602 staffing collection under assignment codes directly mapping to the content taught (Math, Language Arts, etc.) and/or student group characteristics (IDEA-disability-specific, Dual-Language-Immersion, etc.) by school, low and high grade taught, and total days and percent of time information required to calculate assignment FTEs.

Accordingly, teachers are required to hold appropriate PTSB endorsements to teach the reported content and/or student group. While the responsibility to employ properly endorsed teachers lies with districts, the WDE is required to validate teacher endorsement status for each reported assignment via cross-comparison with PTSB endorsement data. The endorsement status of each assignment is identified as standard, exception/emergency, or misassigned (the latter legally requiring payback to the WDE).

Note: The teacher-of-record flag was removed from WDE602/652 reporting effective October 2024. Teacher-of-record status only existed to facilitate a prior highly qualified teacher federal reporting requirement (reporting broken out by teacher-of-record and not-of-record categories) which no longer exists.

Teacher assignment data is ultimately aggregated by subject, student group, endorsement status, Wyoming School Foundation Program experience group, and/or other characteristics to meet various state and federal reporting and funding requirements.

WDE949/950 High School Transcript Collections

High school transcripts are reported to the WDE and to Wyoming or out-of-state post-secondary education institutions. To fulfill multiple needs, including Hathaway Scholarship determination/validation, course data in high school transcripts is required to be reported by subject-specific course name (e.g. Algebra 1) along with the credits and grade earned in the subject.

WDE638 Course Inventory and WDE684 WINDS (section enrollments) Collections

WDE638 course records must be reported for each subject-specific course, under which data will eventually be reported on WDE949/950 high school transcript collections and to post-secondary institutions.

During active periods of enrollment, some districts report placeholder course IDs on the WDE638 and in associated WDE684 section records for courses in which students are enrolled, but for which outcomes will be recorded under different, subject-specific course IDs in student records.

An observed example: A school reports a course on the WDE638 with course ID "CR1" and generic title "Credit Recovery." In WDE684 section records, the staff ID associated with the course is frequently a high school counselor. Associated with each WDE684 section enrollment record, credit recovery activities vary by subject and teacher(s)/tutor(s) with whom the student interacts. None of this student-specific information is included in the WDE638 entry nor in WDE684 section records.

Suppose a student is in this credit recovery class to finish requirements for "Algebra 1", course ID "ALG1", which the student initially took a year or semester prior. At the end of the course recovery class, if the student met all credit recovery requirements, the most likely next step is that the counselor will change the grade and credits earned values in the course ID "ALG1" entry in the student's academic record. In this case, for example, changing grade from "incomplete" or "F" to "B", and credits earned from 0.0 to 1.0. There won't be an entry for course ID "CR1" in the student's academic record.

Districts can engage with their student information system vendors to explore other options for multidisciplinary course record keeping, which also facilitate required by-subject course and teacher reporting.

Data Collection Suite - Forms Inventory

Details about the data collections discussed above are available on the WDE Data Collection Suite - Forms Inventory page: <https://portals.edu.wyoming.gov/FormsInventory/default.html>.