

PACIFIC LUTHERAN UNIVERSITY



Special Education Student Teaching/Internship Handbook

Spring 2011

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Also Available on the PLU/School of Education Website www.plu.edu/educ

GENERAL INFORMATION

Pacific Lutheran University is accredited by the Northwest Association of Schools and Colleges and its School of Education by both the National Council for the Accreditation of Teacher Education (NCATE) and the Washington State Board of Education. Traditionally, the percentage of graduates placed in teaching positions has been among the highest in the state. The emphasis in the School of Education on early and ongoing field experiences coupled with an enduring tradition of excellence in professional and liberal arts education has given PLU one of the most respected programs in the region. A library collection of over 500,000 volumes and periodicals as well as over 260 professors, campus-wide, supports the programs offered by the university.

To educate students for their roles as teachers, PLU fosters a climate of intellectual challenge distinguished by enthusiastic learning and committed teaching. Students and faculty alike seek to apply and advance knowledge and discern relationships between all branches of learning. Rigorous scholarship is enriched by active mentorship and collaboration. Professors in the School of Education and Movement Studies (SoEMS) model the pursuit of excellence, the continuing improvement of their teaching skills, and personal commitment to the students they teach.

There is clear evidence that practice and student teaching experiences rank among the most important and enriching elements of any teacher education program. These experiences also provide the most significant data that relate to the employability of the students upon graduation.

The faculty of SoEMS recognize and appreciate the important role played by K-12 school personnel in the education of our future teachers.

Core Values of the School of Education And Movement Studies and its Programs

In keeping with the mission of PLU, the SoEMS provides high quality programs to prepare competent, caring, educational leaders committed to service in the K-12 schools of Washington State and the nation. This service is realized as educators provide all students with opportunities that lead to powerful learning.

In order to develop educators who can structure schools and classes so that all students learn, the SoEMS seeks to develop teachers and administrators who are well qualified and care about others. Further, it strives to nurture in them a commitment to leadership and a life of service. Competence, care, leadership and service constitute the School's four core values.

A Commitment To COMPETENCE means that we promote:

- Well developed knowledge and skills in content areas and pedagogy
- Understanding of technology as a teaching tool
- The development of reflective practitioners, active inquirers, and life-long learners.

A Commitment To CARE means that we value:

- Respect and trust
- The ability to be facilitators of personal growth and self esteem
- Supportive learning and environments
- Differences and diversity
- **The ability to work effectively and sensitively with students who have special needs**

A Commitment To LEADERSHIP means that we seek to develop:

- Clear visions of excellence and knowledge of ways to attain it
- Knowledge and active support of national and state educational reforms
- The ability to collaborate with families and community and leaders
- Effective communication skills
- Knowledge of organizational structures that affect learning and teaching

A Commitment to SERVICE means that we encourage:

- A view of teaching as an opportunity to make a difference in the lives of others
- Action on behalf of others, even if this requires self-sacrifice
- A sense of civic and social responsibility to the local community and even to the world

A Commitment to DIFFERENCE

A caring and competent educator values differences by seeking to understand and appreciate those differences by working sensitively and productively with issues of gender, ethnicity, culture, socioeconomic status, language and race. This educator also confronts and challenges systems, structures, and practices that disadvantage students because of their race, class, religion, gender, or sexual orientation and, in turn, actively promotes social justice and equity in his or her classroom, school, and community. The caring educator pays special attention to issues of discrimination related to any sort of exceptionality and is especially sensitive to and supportive of students with special needs. [Banks, 2003; Gay, 1995; Glasser, 1992; Milner, 2003; Smith, 1998.]

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INTRODUCTION

This handbook is designed for Pacific Lutheran University Special Education student teachers, Alternative Routes interns and their cooperating/mentor teachers. The information it contains provides the basis for understanding and structuring the student teaching and internship experiences in the Special Education Program.

The evidence is clear that the student teaching/intern experience is one of the most important and enriching elements of any teacher education program. These experiences also provide the most significant data that relate to the employability of the students upon graduation.

The School of Education and Movement Studies recognizes and appreciates the important role played by field personnel in the education of its students.

Note: since special education settings will vary, this handbook may be adapted to meet your needs. Any individual adaptations to this handbook will be made *only* after conferring with your university supervisor.

SPECIAL EDUCATION STUDENT TEACHING HANDBOOK

Assuming Teaching Responsibilities

PLU Special Education student teachers are placed in both regular and Special Education classrooms, while Alternative Route interns are placed only in Special Education classrooms.

FOR STUDENT TEACHERS ONLY:

You are in your general education placement for ten weeks and your Special Education placement for eight weeks. Use the following schedule to plan your time in the Special Education placement:

Beginning date of regular education: _____ End date: _____

Teacher: _____

Beginning date of special education: _____ End date: _____

Teacher: _____

Week One:

- Get acquainted with the classroom and the building, if new
- Observing the teacher, paraeducators, and students in the classroom
- Carrying out some of the routines of the day
- Working with individual students
- Trying short presentations

Week Two:

- You should have experienced most of the tasks involved in teaching

Week Three through Nine:

- You should be full-time teaching, planning and scheduling instruction.
- Sometimes you will have a group to yourself, or you may work as a team with the cooperating teacher. A phase-out period for you should be provided at the end of the eight weeks.

ALTERNATIVE ROUTES INTERNS:

Your Special Education internship must be at least one full semester and may be as long as one school year. Your internship time lines can be found in the Alternative Routes Handbook.

SPECIFIC STUDENT TEACHING REQUIREMENTS

Maintain a student teaching/intern notebook in which the following required assignments are placed.

Assignment 1, IEPs and Progress Monitoring:

IEP development:

- Develop one initial and one continuing IEP in collaboration with your cooperating teacher including all district paperwork and forms.
- Provide anonymous copies for discussion with your Field Supervisor.
- If your cooperating teacher does not have any IEPs due during your field placement, ask another special education teacher if you can work with him/her to complete the assignment.
- A third IEP may be requested at the Field Supervisor's discretion.

Progress monitoring:

- Use multiple data sources (including but not limited to: assessment reports, student performance data, classroom observations, parent input, student report, input from outside sources such as child care or work experience) to determine whether the above two students are making progress toward goals and objectives on their IEPs (effectiveness of instruction/intervention).
- If yes, what are your next steps? If no, what will you do to increase the likelihood that the student will make progress in the future?
- Develop a progress report format for sharing progress with parent.

Assignment #2, Behavior Management

Identify two different students with behavior problems in your classroom. One should represent the category of 'internalizing' problems and the other the category of 'externalizing' problems. For each of these problems:

- Analyze contextual variables associated with the behavior (physical layout of room, time of day, curriculum, instruction, peers, student characteristics, etc.);
- Identify the hypothesized function of the behavior;
- Describe an intervention you'd use for the behavior;
- Include an assessment procedure to determine the intervention's effectiveness.

Assignment #3, Social Skills Instruction

Construct, and implement, a social skills instructional lesson* for either your whole class or for a selection of students in your class. Specifically:

- Identify a needed social skill;
- Task analyze the skill;
- Construct a lesson plan for teaching this skill;
- Implement the lesson plan
- Reflect on how well it went, using student data as a part of this reflection.

*This social skill lesson can 'stand apart' using a specific social skill curriculum, or it can be integrated into ongoing academic/content area lessons, using task analysis and a generic direct instruction teaching format to implement it.

Assignment #4, Communication and Collaboration Skills

Think about a meeting in which you recently participated and respond to the following:

- In what ways was it effective?
- Suggest ways in which the meeting could have been improved.
- List ways you could effectively communicate with other teachers in the building.
- List ways you communicate with parents.
- Decide what you want to (need to) do in order to improve your collaboration and communication.

Assignment #5, Planning for Paraeducators

Using the lesson plan format on the next page, design a lesson plan for a paraeducator for a specific student or small group.

Title IV Sample Lesson or Instructional Plan for Paraeducators

Students(s) _____ Class _____

_____ Date: _____

_____ Lesson Length (time): _____

Paraeducator: _____ Supervisor: _____

Objective/Goals:

Description of Activity:

Materials:

Evaluation:

After Lesson:

Note to Supervisor regarding lesson outcomes, etc

Paraeducator Signature

EVALUATION OF STUDENT TEACHERS

Evaluation during student teaching/internship fulfills two different functions. First, there is ongoing and regular feedback constructively given in order to help the student teacher to grow and to make progress. Feedback can be given in order to help the student teacher to grow and to make progress. Feedback can be given on a daily basis informally, in weekly conferences, and on a monthly basis using a variety of reaction-evaluation forms and guides. Second, formal evaluations are made on university forms. The completed form is placed in your university file; however, they are not used for employment purposes. Only letters of recommendation are used for employment purposes.

The formal evaluation of student teaching form will be provided by the university supervisor to the cooperating teacher at mid-term and to the cooperating teacher and principal near the close of the term. The university supervisor also completes the form.

If possible, the cooperating teacher, our candidate, and the university supervisor should review evaluations together. Candidates may request to review completed evaluations that the department retains in the candidate files.

ROLES OF PARTICIPANTS

In order for any team to work together effectively, it is important that each is aware of the other team member's role. To this end, the roles of the university supervisor, cooperating teacher and student teacher are briefly outlined.

THE COOPERATING TEACHER

Role of Classroom (Cooperating) Teacher

The cooperating teacher has several major responsibilities with regard to the student teacher's professional education and preparation within the school environment. First, the cooperating teacher is a role model and example. Second, he or she is a senior colleague of the student teacher. Third, the cooperating teacher is an evaluator of the personal and professional growth of the student teacher. Fourth, the cooperating teacher is an interpreter of the culture, and of the school community for the student teacher.

Qualification of the Cooperating Teacher

Meets or exceeds district expectations in WAC 392-191-010, minimum criteria---certificated classroom teachers.

Holds a valid Continuing Level Certificate, or the equivalent.

Has had at least three years of recent successful teaching experience.

Is recommended by the school district and/or principal.

Is willing to accept a student teacher/intern.

Shows an aptitude for working with students who are learning to teach.

Is willing to accept the responsibilities outlined for cooperating teachers.

Holds a special education endorsement.

RESPONSIBILITIES OF THE COOPERATING TEACHER

The student teaching experience is guided primarily by the cooperating teacher. The day-to-day contact with student teachers provides the cooperating teacher with the best opportunities to systematically guide the professional growth of the student teacher. For this reason, cooperating teachers are selected on the basis of experience and demonstrated excellence in the classroom.

The cooperating teacher has several major responsibilities with regard to the student teacher's professional education and preparation within the school environment. First, the cooperating teacher is a model and example. Second, he or she is a senior colleague, a mentor of the student teacher. Third, the cooperating teacher is an evaluator of the personal and professional growth of the student teacher. Fourth, the cooperating teacher is an interpreter of the culture and of the school community for the student teacher.

Cooperating Teacher Tasks

Below we offer guidelines for the cooperating teacher. **Please note these are only guidelines.** Individual circumstances will dictate the ways cooperating teachers work with student teachers.

Before Student Teacher/Intern Arrives

When possible, prepare your students for the student teacher, encouraging their cooperation and support so that the student teacher can practice in a friendly environment. You may also want to send a note home to the students' parents introducing your student teacher and the process you are about to begin. Your university supervisor can give you sample letters if you need one.

Review the student teachers' section of this handbook so that you are aware of their responsibilities and expectations. Confer with the student teacher to discuss expectations, schedules, arrival and departure times, etc.

Phase One

Introduction (Depends upon the readiness of the student teacher (typically the first week or two) (Again, note that these are guidelines; your timing will depend on the circumstances of your situation.)

- Provide an orientation to the school, your program, and the role of a teacher at your school. Introduce the student teacher to the staff.
- Acquaint the student teacher with the reports and records that are the responsibility of the classroom teacher.
- Discuss the instructional program and identify long-range and immediate goals, including student learning objectives. Provide and discuss the local curriculum guides, policies and procedures, as well as the EALR's for your subject area if applicable.
- Acquaint the student teacher with the assessment program of the school and district.
- Make expectations and policies concerning pupil discipline clear to the student teacher.
- Acquaint the student teacher with the procedures for obtaining expendable materials and supplies.
- Provide the student teacher with class lists.
- Facilitate the gathering of information needed for the initial tasks assigned to your student teacher (see tasks in this handbook).
- Allow the student teacher to observe your teaching; discuss it with him/her afterwards.
- Determine future teaching/intern duties and units/seasons to be taught. Ensure unit planning begins. (See information on unit plan task in this handbook.)
- Gradually involve the student teacher in your classes (working with small groups of students in group work and tutoring) and other teaching duties.

Phase Two

Emerging competence. Limited teaching responsibilities in one or more classes/academic areas-including introducing lessons, leading a discussion, etc. (Depends upon the readiness of the student teacher.)

- Allow the student teacher/intern to observe your teaching and discuss the classes afterwards.
- Work with the student teacher to determine his or her involvement over the coming weeks (mirror teaching, team teaching, introducing lessons, working with small groups of students, etc.) Discuss when he/she will take charge, lesson planning, etc.
- Hold student teacher responsible for planning and documenting those plans. Review and initial unit plans (before implementation), and lesson plans TWO DAYS in advance) and provide feedback prior to their implementation.
- Observe student teacher/intern teaching at least one full lesson per day and provide written and oral feedback during a cooperating teacher/student teacher conference.

- Allow and encourage the student teacher, under your guidance, to practice teaching, management, and strategy styles that may differ from yours.
- Communicate the progress of the student teacher to the university supervisor.

Phase Three

Developing Competence: Full responsibility in one or more classes/academic areas with more limited responsibilities in others. (Depends upon the readiness of the student teacher.)

- Your student teacher will now have full responsibility in one or more areas, with more limited responsibilities in the others, while continuing to observe you.
- Continue to review unit and lesson plans prior to implementation. **PLEASE BE FIRM IN SEEKING COMPLIANCE ON THIS PLANNING.** Assist the student teacher in his/her ongoing process of assessment/evaluation, creating a body of evidence documenting student learning and linking it to instruction.
- Actively observe your student teacher teaching at least 60% of the time, (i.e., observe and provide accurate written and verbal feedback on the lesson's completion). Complete post-teaching conferences following the lessons. Communicate the progress of the student teacher to the university supervisor.
- Involve your student teacher in non-teaching duties and responsibilities before, during, and after school. For example, encourage the student teacher to attend any professional meetings going on at your school (open house, parent/teacher conferences, IEP meetings, and departmental meetings).
- Formally evaluate the student teacher based on the objectives you set and those of the university program at the midpoint and end of the semester and provide feedback based on this evaluation during a conference with you, the student teacher, and the university supervisor.
- Gradually leave the room more often as the semester progresses and as competence is shown.
- Help your student teacher arrange for a videotape to be made of an entire class period. (See instructions in student tasks.) Your student teacher's analysis of the lesson should provide a springboard to discussion.

Phase Four

Demonstrating Competence: Student teachers should plan to assume full responsibility for a group of students' learning (assume a full teaching load).

- Your student teacher will have primary teaching responsibility for an extended period of time; continue monitoring him/her long-term and daily
- Conference regularly to discuss both plans and problems encountered in teaching and related duties, lesson plans, and enforcing the "no plans; no teaching" policy. **Please assist your student teacher in his/her ongoing process of assessment/evaluation, creating a body of evidence documenting student learning and linking it to instruction.**
- Though you will be out of the classroom more during this period, make periodic observations to provide data for the final evaluation of the student teacher.

- At mid-semester, complete the *Student Teacher/Intern Field Evaluation Form* and return it to the university supervisor. Please contact the university supervisor if you have not received the form.
- Follow guidelines set forth by this handbook and the schools in which you are working.

Phase Five

Transition. Your student teacher will begin to phase out of teaching responsibilities to allow you a smooth transition back into your class(es). (Student teaching is typically completed in one semester, but may be extended.)

Your student teacher will begin to phase out of teaching responsibilities to allow you a smooth transition back.

Make the student teacher aware of any unfinished assignments.

The student teacher may also ask you to complete a recommendation form and submit a letter of recommendation for his/her placement file. This form is somewhat similar to the field evaluation form. It does, however, need to be filled out as a separate form. (The Federal Education Right to Privacy Act (FERPA) requires us to treat evaluation forms such as the student Teacher Evaluation form as privileged and private information and requires a separate form (requested by students) for placement files.

ONGOING RESPONSIBILITIES OF THE COOPERATING TEACHER

1. Serve as mentor, model, and guide for the student teacher/intern, in cooperation with the university supervisor.
2. Demonstrate a high level of professional conduct, and expect the student teacher to maintain ethical standards.
3. Engage in long-term planning with the student teacher so that the semester goals are clear.
4. Review and initial long-term and daily lesson plans of student teacher before they are taught, making suggestions as necessary.
5. Establish acceptable student teaching standards of performance; make expectations clear.
6. Give specific oral and written feedback of observations of student teaching performance; discuss your observations and serve as mentor. Help the person to recognize strengths and overcome weaknesses.
7. Guide the student teacher in evaluating him/herself as experiences are attempted. Assist the student teacher in his/her ongoing process of

assessment/evaluation, creating a body of evidence documenting student learning and linking it to instruction. It is advisable to encourage the student teacher to attempt new techniques and to use new ideas and materials.

8. Help the student teacher to feel accepted and respected, keeping in mind that over-protection on the part of the cooperating teacher may show a lack of real acceptance.
 9. Challenge the student teacher with professional responsibilities, under careful supervision, as rapidly as he/she is capable of accepting them.
 10. When student-teacher conferences are held, invite the student teacher to participate whenever possible.
 11. Work cooperatively with the university supervisor and the principal for the improvement of the student teacher's performance. Inform the university supervisor of developing problems before a crisis develops.
 12. Report to the university supervisor positive aspects of the student teacher's performance along with concerns, problems, or issues that need to be drawn to the attention of the team. (Cooperating teacher, principal, and university supervisor). **The university supervisor assigned to the student teacher should always be contacted about problems, concerns, etc. with student teachers. In the event that you cannot reach the supervisor and/or if you'd like additional support or information, please feel free also to contact Steve Woolworth, Associate Dean of the Department of Instructional Development and Leadership. You can reach Dr. Woolworth at 253-535-7285 or by e-mail at woolworth@plu.edu or through the department office 253-535-7272.**
 13. Encourage and invite the student teacher to participate in the life and activities of the faculty, school, community, and professional associations.
 14. Complete the *Student Teacher/Intern Field Evaluation* form at mid-placement and at the end of the placement, and return them to the university supervisor. Please let the university supervisor know if you did not receive the forms.
- If you need any information or clarification about your role, please discuss this with the university supervisor or call Dr. Stephen Woolworth, Associate Dean.

RESPONSIBILITIES OF THE COOPERATING TEACHER

Specific Supervisory Responsibilities (Student) Checklist

Observes at least two lessons per week on a formal basis and shares the evaluation with the student teacher. Evaluates performance bi-weekly, keeps

student teacher informed as to progress and discusses written evaluations with student.

- Reports to the university supervisor positive aspects of the student teacher's performance along with concerns, problems, or issues that need to be drawn to the attention of the team (cooperating teacher, principal, and university supervisor). Inform university supervisor of developing problems before a crisis develops.
- Notifies university supervisor of student teacher's attendance, reporting 2 or more absences.
- Completes university midterm and final student teacher evaluation and returns them to the university supervisor.
- Reviews student teacher's requirements and provides an opportunity to complete as many experiences as possible and appropriate. The cooperating teacher may suggest adaptations to the university requirements after consulting with the university supervisor.
- Reviews lesson and unit plans of the student teacher before they are taught making suggestions as necessary.
- Establishes acceptable student teaching standards of performance; makes expectations clear.
- During full-time student teaching makes periodic observations to provide data for the final evaluation of the student teacher.
- Works cooperatively with the university supervisor and principal for the improvement of the student teacher's performance.
- If paraeducators are assisting and supporting teacher directed instruction, plan an opportunity for the student teacher to communicate with and direct the activities of the paraeducator.

General Responsibilities (Cooperating Teacher) Checklist

- Provide a space for the student teacher/intern, materials, and personal items.
- Provide a separate set of teaching materials (with teacher's editions, if possible).
- Provide the student teacher with copies of state and local curriculum guides, policies, and procedures.
- Help the student teacher to feel welcome and to develop an enthusiasm for teaching. Introduce the student teacher to the staff. Inform parents of the student teacher assignment by a letter of introduction.
- Discuss the instructional program and identify long-range and immediate goals.

- Acquaint the person with the reports, parent reporting, parent-teacher conferences, and records that are the responsibility of the classroom teacher. The importance of completing records and reports in a neat, prompt, and accurate manner should be stressed.
- Acquaint the student teacher with the procedures for obtaining expendable materials and supplies ROM storage or the supply room.
- Share jointly with the student teacher the routine duties (supervision of bus loading, lunch room, and playground) as well as the usual housekeeping responsibilities.
- Acquaint the person with the pupil reporting system.
- Acquaint the student teacher with the library or IMC and policies for use.
- Acquaint the student teacher with the assessment program of the school and district.
- Explain guidelines concerning confidentiality of student records and reports.
- Make confidential records available for study and examination.
- Make expectations and policies concerning pupil discipline clear to the student teacher.
- Provide the student teacher with class lists and seating charts.
- Make preliminary plans jointly with the student teacher for initial teaching responsibilities.
- Encourage careful preparation and planning of lessons.
- Encourage student teacher to attempt new techniques and to use new ideas and materials as advisable.
- Gradually allow the student teacher to assume greater responsibility for instructional planning.
- Help the student teacher to feel accepted and respected, keeping in mind that over-protection on the part of the cooperating teacher may show a lack of real acceptance.
- Challenge the student teacher with professional responsibilities, under careful supervision, as rapidly as he or she is capable of accepting them.
- When parent-teacher conferences are held, invite the student teacher to participate whenever possible.

- Describe and explain cultural-social-economic influences that exert direction or force upon the particular school or individuals within the school.
- Encourage and invite the student teacher to participate in the life and activities of the faculty, school, community, and professional associations.
- Demonstrate a high level of professional conduct and expect the student teacher to maintain ethical and professional standards.
- Assist the student teacher in setting realistic goals and standards for self and learners.
- Guide the student teacher in evaluating him/herself as experiences are attempted.
- Share perceptions of the student teacher's attainments, abilities, strengths, and weaknesses with the university supervisor in order to determine congruence of perceptions.
- If paraeducators assist with instruction, discuss your role as a supervisor; clarify the roles and responsibilities of the paraeducator. Allow the student teacher to conference with, gain input from, and experience supervising a paraeducator.

RESPONSIBILITIES OF THE PRINCIPAL

Participate in the selection of qualified cooperating teachers by identifying teachers who meet the qualifications for cooperating teachers and have desirable personal qualities and professional competence.

Introduce the student teacher to staff members; acquaint the student teacher with the building and facilities. Make copies of building policies and procedures available.

Give assistance and support to the student teacher in the development of appropriate professional relationships with the faculty, staff, pupils, and community.

Point out to concerned persons the values of the student teaching program for strengthening the school's program and for recruiting new teachers through a controlled screening process.

Acquaint the university supervisor with school policies and personnel changes that may affect the student teaching program.

Be informed about the progress of the student teacher.

Schedule observation periods for viewing the student teacher's work and hold follow-up conferences to discuss progress.

Encourage and invite the student teacher to participate in the life and activities of the faculty, school, and community.

Work with the cooperating teacher to plan a balanced sequence of experiences for the student teacher, including participation in school-community activities.

Accept responsibility for an accurate and thoughtful evaluation of the student teacher's work near the close of the semester.

Whenever difficulties arise, make every reasonable effort to resolve the problem, keeping the cooperating teacher and the university informed. The welfare of the pupils in the classroom is to be a first and major consideration. If a situation becomes untenable, the principal helps to recommend appropriate action to the university supervisor.

Safeguard the student teacher from being used by the school for services for which there is little readiness or need.

Fill out evaluation and placement forms as appropriate.

If you need any information or clarification about your role, please discuss this with the university supervisor or call Dr. Steve Woolworth, Associate Dean.

Hiring the Student Teacher

Sometimes as the semester draws to a close and following a particularly successful student teaching experience, a school seeks to hire a student teacher and requests a temporary certificate. Before issuing a temporary certificate, we are required to do a final "check" to ensure that a student has, indeed, completed all requirements for graduation. We ask students to assume responsibility for getting documentation (in the form of a letter, e-mail message, etc.) from all individuals responsible for evaluating their student teaching and academic work. When we have written verification that the student has successfully completed his/her entire program, we will issue a temporary certificate. Principals who wish to hire the student teacher prior to this time may consider seeking an emergency certificate. This certificate must be initiated between the school district and OSPI. The university is then asked to verify that the student teacher is currently enrolled in a teacher education program and will soon complete all requirements.

THE UNIVERSITY SUPERVISOR

Role of the University Supervisor

The university supervisor works with the student teacher throughout the term to offer instructional help and guidance and to share in the decisions affecting the student teacher in the school. The supervisor also functions in a liaison capacity between the university and the school district, and officially interprets the student teaching program to school district personnel.

Qualifications of the University Supervisor

Faculty members for the Department of Instructional Development and Leadership are selected with the following factors in mind:

Federal regulations as to procedures concerning announcements, selections, non-discrimination, notifications, criteria, etc.

Appropriate degrees.

Appropriate field of specialization.

Appropriate teaching experience.

Ability to work congenially and constructively with field personnel.

Ability to relate to and work constructively with university students in field experiences.

Part-time supervisors may be employed on a need basis to supplement supervision by the full-time faculty. Criteria for selecting part-time supervisors include:

Holds the equivalent of a valid continuing level certificate.

Has had at least three years of successful teaching experience.

Is recommended by a school district person with supervisory responsibility.

Responsibilities of the University Supervisor

Makes four supervisory visits during the term for student teachers and at least 6-8 for interns. Completes student teaching/intern observation form.

Assists the student teacher in the planning of appropriate experiences.

Acquaints the cooperating public school personnel with the objectives and policies of the student teaching program.

Reviews the lesson plans and objectives developed by the student teacher on a weekly basis, after their use and evaluation throughout the student teaching assignment.

Is an advocate for the student teacher when necessary.

Acquaints the student teacher with the student teaching program requirements and with individual responsibilities and obligations.

Helps to establish with the student teacher (and the cooperating teacher) acceptable standards of performance for the student teacher.

Keeps a written record of visits and the progress of the student teacher.

Conducts at least 2 observations using the Washington State Performance-Based Pedagogy Assessment Tool.

Communicates the essence of the supervisory visit to both the student teacher and the cooperating teacher in terms of progress made and in terms of the perceived strengths and weaknesses of the student teacher.

Keeps the building principal and cooperating teacher informed of schedule changes, etc.

Whenever difficulties arise, makes every reasonable effort to resolve the problem keeping the cooperating teacher and principal informed. The welfare of the pupils in the classroom is to be a first and major consideration. If a situation becomes untenable, the supervisor is prepared to recommend appropriate action to the Associate Dean of the Department of Instructional Development and Leadership.

RESPONSIBILITIES OF THE STUDENT TEACHER/INTERN

Professional Obligations of the Student Teacher/Intern

Pre-service teachers are expected to adhere to the Washington State Code of Professional Ethics and the following professional obligations:

- Follow the cooperating teacher's lead for arriving at and leaving the school.
- Participate in a number of out-of-class responsibilities required of teachers (e.g. lunch duty, open house, faculty meetings, in-service workdays, parent-teacher conferences).
- Dress appropriately and professionally.
- Interact with students, faculty members, and school personnel in an ethical and professional manner.
- Be well prepared for all teaching sessions. Lesson plans are required for teaching.
- Discuss unit and lesson plans with the cooperating teacher prior to their implementation.
- Contact the cooperating teacher, school, and university supervisor if an emergency or illness necessitates lateness or absence.

It is the responsibility of student teachers/interns to cooperate enthusiastically and fully in all aspects of their professional education and preparation within the school environment.

Therefore, student teachers/interns will:

- Become informed about pupils and classes to be taught.
- Abide by the rules and regulations of the school district in which they are teaching.
- Prepare themselves before going to the assigned school.
- Conduct themselves in a mature, responsible and professional manner, and maintain an appropriate personal appearance.
- Provide adequate time to prepare their work for the classroom.

- Adjust to, rather than try to change, the situation in the classroom of their assigned school. You are a guest in the school.
- Cooperate in every possible way with their cooperating teacher, university supervisor, and the school principal.
- Write detailed lesson plans for all classes or subjects taught, if so required.
- Participate in all of the activities expected of the regular classroom teacher. This includes being active in the total school program.
- Make frequent self-evaluations.
- Attend university seminars as required.
- Keep a daily journal of activities. Reflect on what you observed and learned each day.
- Complete the journal assignments as directed by the university supervisor.
- Complete handbook assignments in your journal.

COMPETENCY COMPLETION REQUIREMENTS

The student teacher is asked to complete the written work outlined below with the help of the cooperating teacher and the university supervisor. These competencies must be completed and reviewed before a grade is assigned for the field experience.

SPECIAL EDUCATION STUDENT TEACHING/INTERN ASSIGNMENTS

Name: _____

Assignment	Completed
Assignment #1: IEPs and Progress Monitoring Student #1, Initial: IEP Progress Monitoring Data Plan for sharing with parents Student #2, Continuing: IEP Progress Monitoring Data Plan for sharing with parents	
Assignment #2: Behavior Management Student #1 Student #2	
Assignment #3: Social Skills Instruction Task Analysis Lesson Plan Reflection	
Assignment #4: Communication and Collaboration Skills	
Assignment #5: Planning for Paraeducators Lesson Plan	

Student Teacher/Intern Field Evaluation Form

- UNDERGRADUATE
- ALTERNATIVE ROUTES
- MAE WITH CERTIFICATION

Pacific Lutheran University

School of Education/Movement
Studies
Tacoma, WA 98447

Evaluator (Print Name)

POSITION (check one)

- Mentor Teacher (Alt Rts Only) Cooperating Teacher Principal / Designate University Supervisor

MID-TERM EVALUATION **FINAL EVALUATION** **Please note this evaluation may be shared with the candidate.**

1) Student's Name:

4) Evaluation Date:

2) Subject:

5) School:

3) District:

PLEASE ASSESS ACCORDING TO THE FOLLOWING KEY:

Not Acceptable (1): performs far below what is expected of a novice teacher

Emerging (2): performs at a level that requires coaching and mentoring

Competent (3): performs at a level expected of a novice teacher

Exceptional (4): performs above a level expected of a novice teacher

Unable to Evaluate (X)

GENERAL PROFESSIONAL CHARACTERISTICS

6) Classroom management and discipline

Demonstrates leadership within the physical and human environment of the classroom in a way that promotes student self-discipline and learning.

- Not Acceptable (1) Emerging (2)
- Competent (3) Exceptional (4)
- Unable to Evaluate (X)

7) Understands school culture

Demonstrates an understanding of the school policy in relationship to student behavior.

- Not Acceptable (1) Emerging (2)
- Competent (3) Exceptional (4)
- Unable to Evaluate (X)

8) Interest in teaching pupils

Demonstrates an attitude of care and a commitment to the growth and development of all students.

- Not Acceptable (1) Emerging (2)
- Competent (3) Exceptional (4)
- Unable to Evaluate (X)

9) Professionalism

Demonstrates respect for students, colleagues and the profession through attention to one's manner, dress, speech, attendance and promptness.

- Not Acceptable (1) Emerging (2)
- Competent (3) Exceptional (4)
- Unable to Evaluate (X)

10) Personal preparation and scholarship

Demonstrates an understanding of and ability to use theories and research to improve learning for all students.

- Not Acceptable (1) Emerging (2)
- Competent (3) Exceptional (4)
- Unable to Evaluate (X)

STANDARD 5.1 KNOWLEDGE OF SUBJECT MATTER AND CURRICULUM GOALS		
<p>11) 5.1.A. Content driven. All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.</p>	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
<p>12) 5.1.B. Aligned with curriculum standards and outcomes All students know the learning targets and their progress towards meeting them.</p>	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
<p>13) 5.1.C. Integrated across content areas All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.</p>	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
STANDARD 5.2 Knowledge of Teaching		
<p>14) 5.2.A. Informed by standards-based assessment. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.</p>	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
<p>15) 5.2.B. Intentionally planned. All students benefit from standards-based planning that is personalized.</p>	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
<p>16) 5.2.C. Influenced by multiple instructional strategies. All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.</p>	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
<p>17) 5.2.D. Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.</p>	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
STANDARD 5.3 Knowledge of Learners and their Development in Social Contexts		
<p>18) 5.3.A. Learner centered. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.</p>	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
<p>19) 5.3.B. Classroom/school centered. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.</p>	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
<p>20) 5.3.C. Family/neighborhood centered. Student learning is informed by collaboration with</p>	<input type="checkbox"/> Not Acceptable (1)	<input type="checkbox"/> Emerging (2)

families and neighborhoods.	<input type="checkbox"/> Competent (3)	<input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
21) 5.3.D. Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected and diverse society.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
STANDARD 5.4 Understanding of Teaching as a Profession		
22) 5.4.A. Informed by professional responsibilities and policies 5.5 D. Valuing All students benefit from a collegial and professional school setting. Candidate abides by the WA State Code of Professional Conduct. Candidate articulates and critically assesses his / her own values with an awareness of the communities and traditions that have helped shaped them. The candidate also recognizes how others have arrived at values different from his / her own and considers their views charitably. The candidate has developed a habit of caring for 1) oneself, 2) for others and 3) for the environment.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
23) 5.4.B. Enhanced by a reflective, collaborative, professional growth-centered practice 5.5.A. Critical reflection Candidate A. Critically reflects own practice, B. analyzes issues from multiple perspectives to solve problems, C. Evaluates assumptions and consequences while assessing support and defending judgments, D. Assesses how educational environments may be modified to be more caring, just and equitable.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
24) 5.4.B. Enhanced by a reflective, collaborative, professional growth-centered practice 5.5.C. Interaction with others All students benefit from the professional growth of their teachers. Candidate participates in collaborative learning communities and the development of collegial relationships. Candidate also A. demonstrates attentive behavior, B. completes work on time, C. listens actively, D. is punctual at the university and/or school placement.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
25) 5.4.C. Informed by legal and ethical responsibilities 5.5.B Expression All students benefit from a safe and respectful learning environment. Candidate A. uses appropriate and respectful verbal and written communication, respects the diverse linguistic traditions and practices that students bring with them to school, and contextualizes communications to various audiences using appropriate media, convention and styles.	<input type="checkbox"/> Rarely or Never (1) <input type="checkbox"/> Consistently (3)	<input type="checkbox"/> Sometimes (2) <input type="checkbox"/> Exemplifies (4) <input type="checkbox"/> Unable to Evaluate (X)
26) 5.4.C. Informed by legal and ethical responsibilities	<input type="checkbox"/> Rarely or Never (1)	<input type="checkbox"/> Sometimes (2)

5.5.E. Multiple frameworks

All students benefit from a safe and respectful learning environment. Candidate cultivates respect for diverse cultures, practices and traditions, and recognizes how cultures shape different assumptions and behaviors about teaching, learning and schooling. The candidate also identifies issues and problems facing students and their families, peers and the larger community and seeks constructive strategies for addressing them.

Consistently
(3)

Exemplifies (4)

Unable to
Evaluate (X)

27) COMMENTS (Please include strengths, areas of professional growth, competencies):

Evaluator Signature

PLU USE ONLY

Data Entry Completed

Date:

Endorsement Competencies for Special Education P-12

2007 Standards
1.0 Common Core: Knowledge of Foundations of Special Education
1.1 Models, theories, philosophies, and regulatory history that form the basis for special education practice
1.3 Issues in definition and identification of individuals with disabilities, including those from culturally and linguistically diverse backgrounds
1.4 Issues, assurances, case law, and due process rights related to assessment, eligibility, and placement within a continuum of services
1.5 Rights, responsibilities, and advocacy related to individuals with disabilities and their families
1.6 The legal, judicial, and educational systems affecting individuals with disabilities
1.7 Factors that influence the overrepresentation and under representation of culturally/linguistically diverse students in programs for individuals with disabilities
1.8 Federal and state legislation that affect children, families, and programs for individuals with disabilities
1.9 Roles of families, school and community personnel, and individuals with disabilities in identifying, assessing, and providing services to individuals with disabilities
2.0 Common Core: Knowledge Characteristics Of Learners
2.1 Typical and atypical human growth and development <ul style="list-style-type: none"> • Similarities and differences of individuals with and without disabilities • Educational implications of the characteristics of various disabilities including social, emotional, academic, and behavioral implications • Effects a disability can have on an individual's life as influenced by stress and trauma, protective factors and supportive relationships
2.2 Unique needs of children who are severely involved or very young such as positioning, handling, nutrition, feeding, and toileting
2.3 Etiologies and medical aspects of conditions affecting individuals with disabilities
2.4 Family/community/education programs that provide information and resources concerning individuals with disabilities
2.5 Impact of a disability on individuals, families, and society
2.6 Strategies for collaborating with families of and service providers to individuals who are chronically or terminally ill
3.0 Common Core: Knowledge of Assessment, Diagnosis, and Evaluation
3.1 Basic terminology used in assessment of individuals with disabilities
3.2 Legal provisions and ethical principles regarding assessment of individuals
3.3 Evaluation related to childfind screening, pre-referral, response to intervention (RTI), referral, eligibility procedures, extended school year, and transition procedures
3.4 Appropriateness of various instruments and procedures for assessing individuals with disabilities including children who are culturally and linguistically diverse
3.5 Accommodations, modifications, technology, and alternatives and when to apply each in classroom, district, and state testing
3.6 Curriculum based assessment

4.0 Common Core: Knowledge of Planning, Content and Practice
4.1 Individualized Education Plan components, development, implementation, and review process
4.2 Characteristics and demands of the continuum of service options
4.3 Accommodations, modifications, and alternatives and when to apply each in instruction
4.4 Researched-based methods for increasing positive impact on student learning in reading, mathematics, and writing
4.5 Research-based methods for increasing student learning in adaptive, social, emotional, behavioral, communication, and independent living skills
4.6 Research-based strategies for skill acquisition in academic content areas
4.7 Evidence that instructional methods and curricular materials are research-based
4.8 Prevention and intervention strategies across the tiers of response to intervention (RTI)
4.9 Research-based best practices for structuring effective teaching and learning in individual, small group, and large group settings
4.10 Roles and responsibilities of the special education teacher, paraeducator, and other team members
4.11 Strategies for appropriate program and instructional supervision and training including management of paraeducators, classroom volunteers, and peer tutors
4.12 Strategies for coordination of learning programs for general education and special education staff to meet students' needs
4.13 Research-based career, vocational, and transition programs for individuals with disabilities
4.14 Universal precautions for health and safety
5.0 Common Core: Knowledge of Managing Student Behavior and Social Interaction Skills
5.1 Laws, policies/regulations, and ethical principles regarding positive behavior management planning and implementation, discipline, and aversive therapy
5.2 Responsibilities regarding procedures for Functional Behavioral Assessment, manifestation determination, and behavior intervention planning
5.3 Strategies for increasing acceptance and inclusion of individuals with disabilities
5.4 Social skills needed for education, community living, and other environments
5.5 Strategies for crisis prevention and de-escalation of aggressive behavior
6.0 Common Core: Skills and Instructional Methodology
Foundations of Special Education
6.1.1 Articulate personal philosophy of special education
6.1.2 Know, use and comply with the Washington Administrative Code in the design and implementation of special education and related services
6.1.3 Identify similarities and differences of major provisions of Part B and Part C of IDEA
6.1.4 Apply theory and knowledge of family dynamics, roles, and relationships in interactions with families and communities
6.1.5 Collaborate with local, community, state, and federal personnel to provide services to individuals with disabilities
Characteristics of Learners
6.2.1 Access information, support, and resources such as, health and safety, nutrition, behavior, and learning
6.2.2 Communicate with school personnel, families, and community members about the

characteristics and needs of individuals with disabilities
6.2.3 Observe and record the behaviors of individuals who are taking medications and share data/observations with family and other professionals when appropriate
6.2.4 Use current information from assessments and evaluations to inform instructional practice
6.2.5 Recognize characteristics common to disability categories as identified in WACs
6.2.6 Select, adapt, and use instructional strategies and materials according to characteristics of the learner including social, emotional, adaptive, cognitive, academic and behavioral
6.2.7 Develop and select learning experiences and strategies that affirm and respect, family, cultural, and societal diversity, including language differences
Assessment Diagnosis and Evaluation
6.3.1 Collaborate with families, related service personnel and others in assessment of individuals with disabilities
6.3.2 Maintain confidential communication and documentation about individuals with disabilities
6.3.3 Use comprehensive assessment procedures <ul style="list-style-type: none"> • Include families and service providers to gather relevant background information • Develop and administer objective informal assessments and observations • Administer appropriate formal assessments • Interpret information from formal and informal assessments including psychometric properties such as reliability and validity
6.3.4 Utilize ongoing evaluation/assessment data to determine the effectiveness of specially designed instruction and related services
6.3.5 Use performance data and information from all team members to inform and evaluate the effectiveness of interventions in learning environments
6.3.6 Select, adapt and modify individualized assessment strategies including accommodations, technology, and alternative assessment
6.3.7 Use technology to implement progress monitoring and use of data to develop and modify instructional plans
6.3.8 Use assessment results to develop and monitor transition plans
6.3.9 Use documentation of response to intervention (RTI) to inform eligibility determination decisions and specially designed instruction
6.3.10 Communicate and integrate assessment results from others as an active team participant in eligibility decisions, the development and implementation of the Individual Educational Program (IEP), and the Individual Family Service Plan (IFSP)
Planning, Content, and Practice
6.4.1 Create a safe, equitable, positive, and supportive learning environment for all students that encourages self-advocacy, self-determination, and increased independence
6.4.2 Develop and select instructional content, resources, and strategies that are aligned with IEP goals and respond to cultural, linguistic, and gender differences.
6.4.3 Develop, implement, and monitor IEPs in collaboration with team members, families, and as appropriate, students
6.4.4 Evaluate the need for assistive technologies and incorporate when appropriate
6.4.5 Develop, implement, and monitor IEPs, IFSPs, and lesson plans which align with general curriculum including state learning goals, EALRs, GLEs and early childhood learning benchmarks
6.4.6 Use and model research-based strategies and interventions to facilitate inclusion in the

least restrictive environment including appropriate accommodations, curriculum modifications, and alternatives
6.4.7 Collaborate and communicate with school personnel, family and community members to include and accommodate individuals with disabilities into various settings
6.4.8 Use research-based methods to teach reading, mathematics, and writing
6.4.9 Use research-based methods to increase student learning in adaptive, social, emotional, behavioral, communication, and independent living skills
6.4.10 Use task analysis to prepare lesson plans based on unique educational needs that are directly connected to measurable components of the IEP
6.4.11 Plan for the integration of related services' goals into the educational programs
6.4.12 Sequence, implement, and evaluate individual learning outcomes, including the appropriate use of the EALRs and GLEs
6.4.13 Use research-based strategies for facilitating maintenance and generalization of skills across learning environments
6.4.14 Use instructional time to positively impact student learning by designing and managing effective daily routines
6.4.15 Use strategies, including collaboration with families and other agencies to facilitate all transitions for individuals with disabilities, including: <ul style="list-style-type: none"> • early intervention to preschool • preschool to elementary • elementary to middle level • middle level to high school • high school to beyond • individualized alternative settings to school • extended school year • to and from general education
6.4.16 Direct, observe, and provide feedback to paraeducators, classroom volunteers and peer tutors
6.4.17 Prepare lesson plans, organize materials, and monitor implementation of specially designed instruction for self, paraeducators, and general educators
6.4.18 Design and/or provide instruction in a variety of educational settings including community based settings
Managing Student Behavior and Social Interaction Skills
6.5.1 Use the least intrusive behavior management strategy consistent with the needs of the individual learner
6.5.2 Modify instructional approaches and the learning environment to manage behaviors
Professionalism and Ethical Practice
6.6.1 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with disabilities
6.6.2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession consistent with the Council for Exceptional Children Code of Ethics
6.6.3 Access professional organizations and publications (printed/electronic) that support individuals with disabilities, their families, and colleagues
6.6.4 Conduct professional activities in compliance with applicable special education laws and policies/regulations