

HOPE COLLEGE  
SPECIAL EDUCATION STUDENT TEACHER EVALUATION CHECKLIST

While the general education student teaching semester provides the student teacher with many varied experiences, the student teaching experience in a special education setting often includes a number of opportunities unique to special education. Whether at an elementary, middle school or secondary level, the special education student teacher is exposed to situations, systems and procedures that will enhance his/her understanding of the special education process.

To that end, please note the types of experiences that the student teacher has experienced in a special education setting by completing the checklist below as part of the student teacher's final evaluation.

\_\_\_\_\_  
(Student Teacher)

\_\_\_\_ collaborated with school support personnel (e.g., school psychologist, school social worker, etc.)

\_\_\_\_ interfaced with agencies and organizations (vocational rehabilitation, social services, etc.)\*\*

\_\_\_\_ participated in transition planning\*\*

\_\_\_\_ participated in pre-referral meetings (i.e., SIDR, Child Study)

\_\_\_\_ participated in at least two IEP meetings

\_\_\_\_ led an IEP meeting alongside mentor teacher

\_\_\_\_ wrote or assisted in writing an IEP

\_\_\_\_ developed a functional analysis of behavior\*\*

\_\_\_\_ implemented behavioral intervention plans\*\*

\_\_\_\_ worked effectively with a para-educator

\_\_\_\_ collaborated with general education teacher(s)

\_\_\_\_ co-taught with general education teacher(s)

\_\_\_\_ participated in student scheduling processes.

\_\_\_\_\_  
Cooperating Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Teacher's Signature

\_\_\_\_\_  
Date

\*\*may not be appropriate for all placements