

**Special Education MM/SP**  
**Mentor/Supervisor Assessment of Student Teacher**  
(Sample - assessments will be emailed to mentor/supervisor)

Student Name:  
Block:  
School Site:  
Mentor/Supervisor

Response Set  
A = Outstanding  
B = Proficient  
C = Developing  
D = Basic  
E = Unacceptable

Instructions: Please mark each of the items below according to the student teacher's behavior in relation to expectations for a professional educator. Use the response set above.

**Foundations of Special Education**

1. Efficiently uses principles, theories, and laws of human diversity to assess and instruct students with disabilities.
2. Consistently demonstrates professional and ethical practices.

**Development of Characteristics of Learners**

3. Demonstrates respect for students with exceptional conditions and needs.
4. Appropriately responds to varying abilities and behaviors of individual students.

**Individual Learning Differences**

5. Utilizes primary language, culture, and familial background information to plan effective, research-based instructional practice.

**Variety of Instructional Strategies**

6. Effectively demonstrates individualized instruction to promote positive learning results in general and special curricula.
7. Efficiently modifies learning environments to enhance learning of critical thinking, problem-solving, and performance skills.
8. Successfully promotes maintenance and generalization of skills taught.

**Adapting Learning Environments and Social Interactions**

9. Establishes and modifies learning environments that foster active student engagement.
10. Collaborates with colleagues (general education, special education, and paraprofessionals) to successfully integrate individuals with disabilities.
11. Effectively intervenes in crisis situations to facilitate positive social interactions.

**Language**

12. Clearly uses knowledge of typical and atypical language development to enhance language and communication skills.
13. Effectively incorporates augmentative, alternative, and assistive technologies in language instruction.
14. Models effective language for English Language Learners (ELL).

**Instructional Planning**

15. Develops appropriate instructional plans including goals and objectives.
16. Effectively models and guides students, modifies instruction, and collaboratively plans for transition using assistive technology.

**Assessment**

17. Effectively implements both formal and informal assessments and monitors student progress through multiple assessment techniques.

**Professional and Ethical Practice**

18. Consistently demonstrates positive personal and professional attitude and communication skills and plans for lifelong learning for self.
19. Routinely collaborates with families, other educators, and related services providers and community agencies in culturally responsive ways.
20. Serves as a resource to colleagues and facilitates successful transitions for students with disabilities.