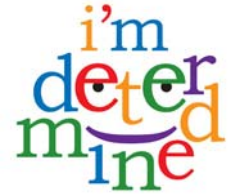


Teacher Exit Survey



Student: _____ Date: _____

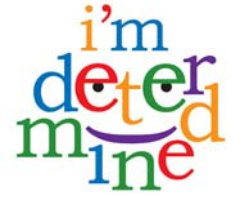
1. How did it feel to have my student attend and /or participate in his/her own IEP Meeting?

- Uncomfortable - explain: _____
- Comfortable - explain: _____

2. How did my student participate in the development of his/her IEP?

- | | |
|---|---|
| <input type="checkbox"/> Listened and learned what the meeting was about. | <input type="checkbox"/> Prepared a notebook/portfolio. |
| <input type="checkbox"/> Made invitations for the meeting. | <input type="checkbox"/> Prepared a PowerPoint about myself. |
| <input type="checkbox"/> Delivered invitations to the meeting. | <input type="checkbox"/> Introduced participants at the meeting. |
| <input type="checkbox"/> Participated in discussions or interviews before the IEP Meeting. | <input type="checkbox"/> Shared samples of my work from classes. |
| <input type="checkbox"/> Made a list of strengths, challenges, likes, dislikes and interests. | <input type="checkbox"/> Presented specific information for my IEP (i.e., information about my Present Level of Performance, accommodations, etc.). |
| <input type="checkbox"/> Wrote or assisted with writing part of the IEP. | <input type="checkbox"/> Shared ideas about what works well for me and my plans. |
| <input type="checkbox"/> Took an interest/vocational assessment. | <input type="checkbox"/> Presented information from my notebook or PowerPoint about myself. |
| <input type="checkbox"/> Role played ways to participate and what to say. | <input type="checkbox"/> Reviewed my previous IEP goals and progress toward those goals. |
| <input type="checkbox"/> Set up the room for meeting. | <input type="checkbox"/> Led the discussion of transitional plans (my future). |
| <input type="checkbox"/> Prepared snacks. | <input type="checkbox"/> Recommended new IEP goals and accommodations. |
| <input type="checkbox"/> Photocopied materials. | <input type="checkbox"/> Led the IEP Meeting. |

Teacher Exit Survey



Student: _____ Date: _____

3. What do I think my student learned by attending and/or participating in his/her IEP Meeting?

- I don't think he/she learned anything - explain: _____
- I think my student learned that it is important for him/her to attend and people care about his/her - explain: _____

4. What would I like my student to do differently at next year's IEP Meeting?

- I want my student to listen and learn what the meeting is about.
- I want my student to make invitations for the meeting.
- I want my student to deliver invitations to the meeting.
- I want my student to participate in discussions or interviews before the IEP Meeting.
- I want my student to make a list of strengths, challenges, likes, dislikes and interests.
- I want my student to write or assist with writing part of the IEP.
- I want my student to take an interest/ vocational assessment.
- I want my student to role play ways to participate and what to say.
- I want my student to set up the room for meeting.
- I want my student to prepare snacks.
- I want my student to photocopy materials.
- I want my student to prepare a notebook/portfolio.
- I want my student to prepare a PowerPoint about myself.
- I want my student to introduce participants at the meeting.
- I want my student to share samples of my work from classes.
- I want my student to present specific information for my IEP (i.e., information about my Present Level of Performance, accommodations, etc.)
- I want my student to share ideas about what works well for me and my plans.
- I want my student to present information from my notebook or PowerPoint about myself.
- I want my student to review my previous IEP goals and progress toward those goals.
- I want my student to lead the discussion of transitional plans (my future).
- I want my student to recommended new IEP goals and accommodations.
- I want my student to lead the IEP Meeting.