

To: The parents of XYZ;

February 1, 2012

The past few weeks I have been observing and teaching in XYZ's class as a Student Teacher for Mrs. G. I am a senior at Eastern Mennonite University, majoring in Liberal Arts, specializing in Special Education. I am writing this letter to inform you about my presence in your student's class and that I have enjoyed getting to know XYZ. I will be working with Mrs. G for the next four weeks, March 1st being my last day. I look forward to seeing your child grow over these upcoming weeks and will hopefully be able to attend their graduation in a few months (as long as I am still in the area!). Thank you for supporting your child and encouraging them over their educational experience ☺. Only a few short months until they will be receiving their diploma!!

Sincerely,
X

Evaluation Results

Evaluated by: Sandy Brownscombe (<i>evaluator's name is not visible to author</i>) Date Evaluated: 04/20/2012 04:25:13 PM (EDT) DRF template: Student Teaching Portfolio 2011-12 Program: Student Teaching Portfolio 2011-12 Evaluation Method: Using Rubric
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Evaluation Summary for EMU Outcomes 4-6: Caregiver Communication (from Student Teaching)

Final Score:	Meets Requirement
Overall comments:	Remember to use "caregiver or guardian" instead of parent.

Detailed Results (Rubric used: Capstone Caregiver Communication From Student Teaching)

Clarity of Purpose [Communication]		
(3) Exemplary Audience and purpose(s) of the letter are clearly discernable.	(2) Competent Either the audience or purpose(s) of the letter is NOT clearly discernable.	(1) Does Not Meet Expectations The audience and purpose(s) of the letter are NOT clearly discernable.
Criterion Score: 2.00		
Clarity of Message [Communication]		
(3) Exemplary Appropriate use of educational terms and academic language. Necessary terms are explained.	(2) Competent Some educational terms are used that may not be clear to the audience. Not all necessary terms are explained.	(1) Does Not Meet Expectations Inappropriate usage of educational terms, with little or no explanation.
Criterion Score: 3.00		
Positive Tone [Communication]		
(3) Exemplary Tone clarifies a positive direction/approach and articulates strengths of ALL individuals; demonstrates that ALL children can learn.	(2) Competent Tone remains positive however does NOT clearly articulate strengths of ALL individuals and/or demonstrate that ALL children can learn.	(1) Does Not Meet Expectations Tone is negative in nature; may induce conflict or confusion.
Criterion Score: 2.00		
Teacher & Caregiver Collaboration [Communication]		
(3) Exemplary Collaboration between teacher and caregiver is clearly stated and encouraged.	(2) Competent Collaboration between teacher and caregiver is addressed but not encouraged.	(1) Does Not Meet Expectations Collaboration between teacher and caregiver is NOT addressed.
Criterion Score: 2.00		

Respect for Diversity [Communication]		
(3) Exemplary Clearly articulates a respect for the fact that students have varying strengths, experiences, and backgrounds.	(2) Competent Somewhat articulates a respect for the fact that students have varying strengths, experiences, and backgrounds.	(1) Does Not Meet Expectations Does NOT articulate a respect for the fact that students have varying strengths, experiences, and backgrounds.
Criterion Score: 2.00		
EMU Writing Standards [Scholarship]		
(3) Exemplary Reflects "A" work according to EMU's undergraduate level writing standards.	(2) Competent Reflects "B" work according to EMU's undergraduate level writing standards.	(1) Does Not Meet Expectations Reflects "C" or less work according to EMU's undergraduate level writing standards.
Criterion Score: 3.00		