

Student Teaching
Fall 2011

Caregiver Communication: E-mail to student's parent

To: Mrs. X
From:
Date: 10/7/2011

Dear Mrs. X,

I hope you are doing well. I am the student teacher for KV this fall. It was nice to meet you earlier this year during E's Section 504 Accommodation Plan meeting and hear how those of us at Harrisonburg High (HHS) can best help E succeed. As we discussed in the meeting, a teacher will contact you preferably via e-mail at the end of every week to let you know how E is doing and what he may need to turn in. I am writing on behalf of E's teachers this week in accordance to the accommodations listed in Section 504 plan.

In Government, E has been focused and prompt in turning in most assignments. I have been encouraged by his performance so far this year and have let him know this several times both in the classroom and in the hallways. I am currently missing one assignment from him, a current event reflection, and have informed him about getting it in a timely fashion but you can remind him about it as well. E currently has an 88% in Government which is a B, but can pull this up even higher if he turns in the current event assignment. You may want to remind E that we have a test this Tuesday on the Constitution, Chapter 3. If he is missing any notes (he missed one class for a field trip), he can go on Mr. Vass' website and pull off the PowerPoint to get them.

Again, I appreciate your concern and willingness to work with us at HHS to ensure E's success in his last year of school, despite his lack of enthusiasm for finishing at times. As you know, E is a good guy and we will continue to promote his accomplishments, however small they may be as the year progresses.

Sincerely,

Student Teacher
Harrisonburg High School

Evaluation Results

Evaluated by: Sandy Brownscombe (<i>evaluator's name is not visible to author</i>) Date Evaluated: 10/20/2011 05:18:40 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:	What a wonderful note to Mom.

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: 3.00		
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: 3.00		
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: 3.00		

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