

**TE 802 Reflection & Inquiry in Teaching Practice, I**  
Kate Roberts  
Fall, 2009

Class Meeting Day and Time: Thursday, 12:40-3:30

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## Overview

Welcome to our professional learning community! This course accompanies the internship's school-based experiences and is intended to help you learn about the teaching of diverse academic subjects through the lens of literacy. Since learning literacy is a primary responsibility of students, and since we use literacy to learn throughout our lives, we do not think of literacy as itself a "school subject." Rather it is foundational to all other school learning in such subjects as language arts, literature, science, mathematics, social studies, and so forth. Although the ways that literacy affords learning in various school subjects and across the elementary school grade varies, as teachers of elementary and/or middle school students, we are all deeply concerned with literacy.

Throughout your learning experiences in TE 301 and TE 401/2, you examined the concept of literacy from multiple perspectives— what students develop and learn when they develop and learn literacy; what we should teach when we teach literacy; the range of literacies present in today's society; instructional models, methods and resources for teaching literacy; and building inclusive learning communities that support literacy development. In this course we will build on those experiences in a number of ways. We will investigate the language events that students experience in schools to consider when and how they have opportunities to:

- **Learn language:** "doing" language through talking, listening, reading, writing and viewing
- **Learn about language:** exploring how language functions and the conventions that are used to communicate
- **Learn through language:** using reading, writing, speaking, listening and viewing as a tool to explore concepts and ideas and to learn about or critique our world.

We will also consider whether and how these three language components are "balanced" across language events and ways in which the balance that exists provides meaningful learning opportunities. This exploration involves understanding how literacy curriculum, instruction and assessment all work together.

Guiding these investigations are core beliefs—supported by theory, research and practice—that we as educators hold about the purpose of education, the role of the teacher, the goals and needs of learners, and their responsibility to teach all learners.

- **Dual obligations:** Literacy teachers have the dual obligation of teaching all children in (1) age appropriate ways and with age appropriate text; and (2) at their individual instructional levels with instructional guidance.
- **Literate Communities:** Literacy education helps to create citizens who can sustain a democratic society in which there is social justice. Literacy teachers likewise create socially just and educationally sound literate classroom communities in which whole class, small group, and individualized instruction all play a part in learning to read and write for authentic purposes.
- **Ownership and Responsibility:** *We teach students, not programs.* Teachers are not merely receivers of programs; they take ownership of and responsibility for programmatic curriculum, instruction, and assessment within their classrooms and across the grades within their school.
- **Common Professional Language:** As professionals, we work together to develop a curriculum that leads all the students in our school to become good readers/writers. We seek a common language for openly talking about our practice—its elements and its problems.

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<sup>1</sup> See Halliday, M. (1980). Three aspects of children's language development: Learning language, learning through language, learning about language. In Y. Goodman, M. H. Jaussler & D. Strickland (Eds.), *Oral and Written Language Development Research*, pp. 7-19. Urbana, IL: National Council of Teachers of English.

As outlined below, as we will work together in the course, we will discuss the meaning of these core beliefs as well as the beliefs individuals hold that influence their ideas about literacy teaching and learning.

### ***Course Goals and Central Questions***

Goals for the course span three interrelated areas that are all intended to help you work toward the MSU Teacher Preparation Program Standards. To work toward these goals, we will investigate seven CENTRAL QUESTIONS and continuously tie them to your experiences in your school and classroom, to your planning and teaching during guided lead teaching, and to the reading, writing, speaking, listening and viewing you do within our class.

#### **Goal #1: Articulating and Defending Your Vision of Literacy and Goals for Students as Literacy Learners**

Core beliefs are deeply held values or ideas. Professionals must work continuously to clarify, articulate, think critically about and defend core beliefs—their own, and those of others involved in the educational process. It is out of the sharing of beliefs, the negotiation of meaning within, across, and even in the face of differences in them that we create democratic society.

In this course you will identify individual and group core beliefs about literacy and their connection to curricular, instructional and assessment decisions. In reflecting on, discussing, writing about, and comparing core beliefs about literacy and students as literacy learners, and considering the ideas discussed in professional literature, you will make explicit the things you stand for as an educator. We will learn about how our beliefs, made explicit, enable us to think critically about what we do, the choices we make, and the values we hold. It permits us to make our positions public, open them to review, and use them to take a pro-active stance on our professional learning and our practice.

##### **Central questions related to Goal #1 are:**

- What are my core beliefs and values about literacy?
- What is my vision of a good reader/writer when she/he finishes my grade and progresses through school?

#### **Goal #2: Understanding the Connections Among Literacy Curriculum, Instruction and Assessment**

There is a close relationship among curriculum, instruction, and assessment that influences the quality of learning experiences that are made available to students. The main content we will focus on in TE 802 includes reading comprehension, writing, and assessment in order to deepen your knowledge in those areas. In addition, you will familiarize yourself with the literacy curriculum, instruction and assessment materials in your unique context. You will also learn to use multiple forms of assessment in order to know your students well. This knowledge will enable you to use resources appropriately to design, organize, differentiate and teach a unit of literacy instruction that meets the multiple needs of your students. You and your Collaborating Teacher will negotiate the target area in literacy that will be the focus of your unit.

##### **Central questions related to Goal #2 are:**

- What do my students already know and what do they need to learn in their progress toward becoming a good reader/writer?

- What are my instructional and curricular responsibilities to help my students reach their goals?
- How do I assess what students know, what they need to learn, what they have learned?

### **Goal #3: Using Data Analysis, Reflection and Writing to Contribute to Your Own and Others' Professional Learning**

Interns are not expected to have a fully developed and refined practice as literacy teachers, particularly in the middle of their intern year. As reflected in MSU's Teacher Preparation Program Standard 8, you will learn to demonstrate your ability to reflect on and improve your teaching to show that you are making steady progress toward refining a practice that engages students in meaningful learning. You will use the information you gathered throughout your guided lead teaching (from formal, standardized and informal assessments, conversations with each student, work samples and anecdotal observations) to interpret assessment information and summarize what you know about students as literacy learners relative to your unit teaching. These interpretations will help you reflect on your practice (e.g., teaching, your students' learning, and ways you would revise and improve your teaching in the future) in order to write about your practice in a form suitable for professional publication or presentation.

**Central questions related to Goal #3 are:**

- How do I assess my instructional effectiveness?
- How do I use data, reflection, and writing to plan for and promote my professional learning as a literacy educator?

### ***Course Principles***

This course should help you to maximize learning from your experiences of literacy teaching in various content areas and among diverse students. Your school and classroom experiences should in turn enrich the course experience. This is a Master's level course. As such, it requires you to take more responsibility for your learning from class activities (and that of your colleagues), written assignments, and course readings than in the past. Organizationally, this course will also often function similarly to good professional development, meaning that we endeavor to ground your course activities, assignments, and readings in your classroom and school practice. The following principles will guide our work together in the course:

- Work in the course and in the field are mutually supportive;
- We must work together to learn as individuals and as part of a school faculty;
- The course is organized in the form of group and individual inquiry activities that connect to, support, and provide a context for learning from your lead teaching of literacy this semester;
- As a class we will share experiences from the field but will also create our own community in class within which we will simulate the experience of a school faculty working on standards-based literacy instruction.

Your role is no longer as "student" but as teacher and problem solver. The inquiries in this class are not designed as assignments for you to complete and forget about. Rather, they are a series of activities designed for you to experience what it is like to be a reflective teacher- one who actively investigates his or her own teaching and uses data to target areas for improvement.

My role is to encourage each of you to become thoughtful educators. I see my role as being multifaceted: a teacher, a coach, and a facilitator who both listens to and questions you. I see my role as challenging you to pull all of your experiences and knowledge together in order to produce plans, units, and

organizational tools to improve your own instruction. I hope we are able to problem solve together! In addition to office hours, individual meetings, and impromptu after-class conversations, I check my email daily, and will make every effort to respond to questions and concerns within 24 hours.

## **Course Requirements**

### **Required Texts and Resources**

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Required Text: Keene, E. O. & Zimmerman, S. (1997). *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop, 2<sup>nd</sup> Edition*. Portsmouth, NH: Heinemann.

Additional weekly readings, as posted on Angel

The following texts from prior course work will also be valuable resources for you:

#### **TE 301:**

The New Brunswick Group (D. Strickland, C. Snow, P. Griffin, M. S. Burns, P. McNamara) (2002). *Preparing our teachers: Opportunities for better reading instruction*. Washington, DC: Joseph Henry Press.

Chang, M. L. (2004). *Classroom management in photographs*. New York: Scholastic.

Dow, R. S., & Baer, G. T. (2006). *Self-paced phonics: A text for educators* (4<sup>th</sup> ed.). New York: Prentice Hall.

New Standards Primary Literacy Committee (2004). *Reading and writing grade by grade: Primary literacy standards for kindergarten through third grade*. Washington, DC: National Center for Education and the Economy.

#### **TE 401/2:**

Tompkins, G. E. (2006). *Literacy for the 21st Century: A Balanced Approach, Fourth Edition*. Upper Saddle River, New Jersey: Merrill, Prentice-Hall.

Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. Portsmouth, NH: Heinemann. ISBN: 0-325-00366.

Weinstein & Mignano, *Elementary Classroom Management*, 4<sup>th</sup> edition.

### **Assignments and Grading**

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Your final grade in this course will be based on class and school participation (including attendance) and written projects. All written projects must be completed satisfactorily to receive a passing grade in this course. The point value for the four course requirements are listed below:

#### **Class Participation (20 points)**

Your attendance and active participation in class will count in your grade because it is vital to the course and to your learning. Your colleagues and I depend on you to share your load of reading for meaning, analyzing cases, generating ideas, making presentations, participating in peer teaching activities, giving feedback on lesson plan drafts, sharing classroom observations and experiences, and so on. You cannot

do your share if you are not *prepared, present and active* (note that this goes well beyond being physically present in class).

**Three Inquiry Assignments are linked and inter-dependent. Each reflects an aspect of the work of teaching. All have the following features:**

- They involve work in and out of class;
- They require both collaborative and individual effort;
- They are sequenced and organized to create a professional community in our class;
- They provide context, support, and opportunities for lesson design, teaching of the lessons, and analysis of and reflection upon that teaching;
- Taken together the three inquiries are a sequence of teacher action research intended to investigate local practice in your own teaching and in the learning of your students;
- They produce public documentation of your practice that serves as evidence of your own learning in the course and an example of your work as an intern that can be used in your portfolio and for other purposes.

**Inquiry 1: My Internship Context (10 points)**

Inquiry Focus: What do I need to know about my community, school district, school and classroom? What curriculum, instruction and assessment materials are available in my teaching context in order to plan instruction that is responsive to my students' learning needs?

Product: Your own notes and records organized in a way that is useful to you as a professional

**Inquiry 2: Designing for Learning (40 points)**

Inquiry Focus: How will I/we design our curriculum and instruction so that students learn what they need in order to become good literacy learners? How do I select and/or create appropriate assessments so that I have evidence of whether and what my students have learned?

Products: Unit Overview, Daily Lesson Plans, Assessment Plan

**Inquiry 3: Going Public through Professional Writing (30 points)**

Inquiry Focus: How can data analysis, reflection on my practice, and writing contribute to my own and others' professional learning?

Product: Written piece suitable for publication in a professional journal, presentation at a professional conference, or inclusion in your professional portfolio

**General grading expectations for the quality of your work are as follows:**

Course Grade	GPA Scale	General Description of Quality
95-100 pts.	4.0	<b>Outstanding, exemplary work.</b> Uses and integrates readings, classroom discussions, and teaching experiences (where appropriate) to inform the writing/activity. Meets all the requirements of the assignment, is deeply thoughtful, and provides many details and examples to support the assignment. No errors in grammar, punctuation, spelling.
90-94 pts.	3.5	<b>High quality work.</b> Uses many readings, classroom discussions, and teaching experiences (where appropriate) to inform the writing/activity. Meets all the

		requirements of the assignment, is thoughtful, and provides some details and examples to support ideas. Very few errors in grammar, punctuation, spelling.
85-89 pts.	3.0	<b>Good quality work</b> , performing at expected level for this course. Uses some readings, classroom discussions, and teaching experiences (where appropriate) to inform the writing/activity. Meets all the requirements of the assignment, shows attempt to engage with purposes of assignment, provides some details and examples to support ideas. Few errors in grammar, punctuation, spelling.
80-84 pts.	2.5	<b>Work below expected level of quality</b> for the TE program. Makes vague references or inappropriate references to relevant readings, class discussions, and teaching experiences to inform writing/assignment. Does not meet all requirements of assignment. Limited attempt to engage with purposes of assignment, few details and examples to support ideas. Many errors in grammar, punctuation, spelling.
75-79 pts.	2.0	<b>Significantly below expected level of quality</b> . Shows little evidence of having read course readings, of uses of classroom discussions, or of field experiences. Meets few of the requirements of the assignment. Shallow attempt to engage with purposes of assignment, no details or examples to support ideas. Many errors in grammar, punctuation, spelling.

Please note that assignments earning a 3.0 and up require meeting all of the assignment criteria, with the differentiation being in the quality and depth of the work.

### Tentative Course Schedule

Date/Week	Topics	Reading Due	Assignment Due
Week 1 9/10	Course Introduction Overview of Inquiry One Your Role as a Teacher and Literacy Educator Principals of Good Assessment	Everyone: <ul style="list-style-type: none"> <li>Syllabus</li> <li>Inquiry 1</li> <li>Teale (2008)</li> </ul>	Bring a hard copy of Inquiry One to class
Week 2 9/17	Writing Instruction Assessment Genre	Everyone: <ul style="list-style-type: none"> <li>Boyd-Batstone (2004)</li> <li>Shapiro (2004)</li> </ul> Choose One: <ul style="list-style-type: none"> <li>Gibson (2008)</li> <li>Lain (2007)</li> </ul>	<b>Inquiry One: My Intern Context, Literacy Resources and Programs</b> —bring notes to class about the literacy program in your classroom and resources in your school/district  <b>Download GLCEs</b> for your grade level and grade prior to yours and bring hard copy to class
Week 3 9/24	Formative Writing Assessment Writer's Workshop Revision	Everyone: <ul style="list-style-type: none"> <li>Anderson (2005), Linking Assessment and Instruction</li> <li>Dix (2006)</li> </ul> Choose One: <ul style="list-style-type: none"> <li>Heard (2002)</li> <li>Salch &amp; Marino (2002)</li> <li>Anderson (2000), Teacher's Role in the Conference</li> <li>Anderson (2000) What are all the</li> </ul>	<b>Inquiry One: Literacy Assessments</b> <ul style="list-style-type: none"> <li>Bring anecdotal records and writing samples to class (part C of Inquiry One)</li> <li>Bring ideas about additional assessments you need in order to plan for Guided Lead Teaching (part C of Inquiry One)</li> </ul>

		other students doing?	
Week 4 10/1	Reading Assessment Supporting <i>All Writers</i> Writing in Various Genres	Everyone: <ul style="list-style-type: none"> <li>Walpole &amp; McKenna (2006)</li> </ul> Choose One: <ul style="list-style-type: none"> <li>Kovalcik &amp; Certo (2007)</li> <li>Allen &amp; Swistak (2004)</li> <li>Fu &amp; Shelton (2007)</li> <li>Hoyt (2002)</li> <li>Helsel &amp; Greenberg (2007)</li> </ul>	<b>Inquiry Two: Overview Section</b> <ul style="list-style-type: none"> <li>Talk with your CT about your target area for Guided Lead Teaching and come to class with notes on tentative ideas.</li> <li>Email a Word document with your responses to guiding questions (p. 1, assignment sheet) before our October 8 class.</li> </ul>
Week 5 10/8	Reading Comprehension Reading Fluency	Everyone: <ul style="list-style-type: none"> <li>Mosaic, Chapters 1-3</li> <li>Duke &amp; Pearson (2002)- Read pgs. 205-212 carefully, skim (don't skip) the rest</li> </ul> Choose One: <ul style="list-style-type: none"> <li>Hudson, Lane, &amp; Pullen (2005)</li> <li>Rasinski (2006)</li> </ul>	<b>Inquiry Two: Overview and Part A, Designing a Teaching Overview</b> Bring notes to class (Overview, p. 2) to share with colleagues  In-Class Planning Workshop will focus on: <ul style="list-style-type: none"> <li>How do I use what I know about my learners to make decisions about my unit goals?</li> <li>How do I write instructional objectives that align with my unit goals?</li> </ul>
Week 6 10/15	Reading Comprehension Assessing Reading Comprehension	Everyone: <ul style="list-style-type: none"> <li>Mosaic, Chapters 4-6 and Appendix B</li> <li>Feine &amp; McMahon (2007)</li> </ul>	Try teaching some of the reading comprehension strategies discussed in <i>Mosaic of Thought</i> and come to class ready to share your experiences  <b>Inquiry Two: Part B, Developing Daily Lesson Plans (this week or next, but one week before teaching) AND PART A</b> In-Class Planning Workshop will focus on: <ul style="list-style-type: none"> <li>How do I write instructional objectives that align with my unit goals?</li> <li>How do I scaffold students' learning?</li> <li>How do I build ongoing assessment into my daily plans?</li> </ul>
Week 7 10/22	Reading Comprehension: Strategy Instruction Difficulties with Reading Comprehension Response to Intervention (RTI)	Everyone: <ul style="list-style-type: none"> <li>Mosaic, Chapters 7-9 and Epilogue (jigsaw)</li> <li>Messmer &amp; Messmer (2008)</li> </ul> Choose One: <ul style="list-style-type: none"> <li>McIntyre (2007)- primary grades</li> <li>Berne &amp; Clark (2008)- upper grades</li> </ul>	Try teaching some of the reading comprehension strategies discussed in <i>Mosaic of Thought</i> and come to class ready to share your experiences  <b>Inquiry Two: Part B, Developing Daily Lesson Plans; Part C, Making a Unit Assessment Plan</b>  In-Class Planning Workshop will focus on: <ul style="list-style-type: none"> <li>How do I plan to scaffold students' learning?</li> </ul>



			<ul style="list-style-type: none"> <li>• How do I plan for effective classroom discussions?</li> <li>• How do I develop an overall assessment plan?</li> </ul> <p><b>Note:</b> Your Teaching Overview (Part A), 3 Daily Plans (Part B) and Assessment Plan (Part C) are due electronically at least one week prior to teaching them during October/November. Revisions and suggestions for future improvements for 3 daily plans are due prior to class on Nov. 19.</p> <p><b>Note:</b> Select a discussion-based lesson from your unit that you plan to videotape during your Guided Lead Teaching</p>
<b>Guided Lead Teaching</b>			
Week 8 11/19	Using Data Analysis, Reflection, and Writing to Support Professional Learning	Fishbaugh (2004)	<p><b>Inquiry Three: Part A</b></p> <ul style="list-style-type: none"> <li>• Write a paragraph for each focus student in which you summarize what you know s/he can do as a reader, writer, speaker, listener and viewer in relation to your target area for your Guided Lead Teaching (bring to class)</li> <li>• Bring artifacts to class from your teaching that help you determine what students learned</li> </ul>
Week 9 12/3	Using Data Analysis, Reflection, and Writing to Support Professional Learning Facilitating Discussions	Three examples of the publication type you intend to produce for Inquiry Three	<p><b>Inquiry Three: Part A, The Teacher Narrative</b></p> <p>In-class Writing Workshop: Bring your narrative to class for peer review</p> <p>Bring sample three examples of the publication type you intend to produce for Inquiry 3</p>
Week 10 12/10	Using Data Analysis, Reflection, and Writing to Support Professional Learning Facilitating Discussions Balanced Literacy	None	<p><b>Inquiry Three: Part B, The Narrative as Clay for Professional Writing</b></p> <p>In-class Writing Workshop: Bring a full first draft of your written piece for peer review</p> <p><b>Note: Your final written piece is due on Monday, December 14</b></p>

**Course Expectations and  
College & University Policies**

## Attendance

Regular on-time attendance and full participation in class is critical to learning. Of course, illness and other emergencies cannot be avoided. You are expected to email me *in advance* if you are unable to attend class. If you do not have access to email at the time, please call Tabitha Pinckney at 353-3386 or Brook Stowers at 355-1741 (both are secretaries in the College), and ask her to get me a message. You are responsible for the content of any class you miss. Similarly, you must call your collaborating teacher in advance if you are unable to meet a classroom or school commitment. Do not rely on your peers to relay messages—make sure you communicate directly with your CT and me.

This course is planned on the assumption that you will come on time and come prepared to participate. I reserve the right to adjust your grade as a response to absences or excessive tardiness. The personal use of computers, cell phones, or text messaging during class is not acceptable.

In accordance with the Teacher Preparation Program's Professional Conduct Policy, attendance and punctuality in class meetings and classroom/school experiences are critical to your success in this course and in the Program. It is your responsibility to familiarize yourself with the policy that is on the web at <http://www.educ.msu.edu/students/undergraduate/professionalconduct.htm>.

## Turning in Assigned Work

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Assignments are due as indicated on the course schedule. Conflicts with an assignment deadline should be discussed and resolved at least one week before the assignment's due date. If you are absent on the day an assignment is due and do not make other arrangements to get the assignment to me, it will be considered late. I reserve the right to deduct points from late assignments.

## Collaboration

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You may co-plan your Guided Lead Teaching Unit and lessons with another intern at your grade level. This allowance mirrors what practicing teachers often do. If you elect to do so, you would each still turn in separate written products, tailored to the needs of the individuals in your classes. Additionally, you should attach a log with activities, dates and times to Inquiry 2 describing the tasks each person completed.

## Incomplete Grades

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### University Policy:

When special or unusual circumstances occur, the instructor may postpone assignment of the student's final grade in a course by use of an I-Incomplete. *The I-Incomplete may be given only when:* The student (a) has completed at least 12 weeks of the semester, but is unable to complete the class work and/or take the final examination because of illness or other compelling reason; and (b) has done satisfactory work in the course; and (c) in the instructor's judgment can complete the required work without repeating the course.

### Teacher Education policy:

Teacher candidates may not enter TE 803 or TE 804 without having successfully completed TE 301, TE 401, TE 402, TE 801, and TE 802. Therefore, incompletes must be cleared before the first meeting of TE 803 and TE 804.

## Academic Honesty and Integrity

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I assume that the student is honest and that all course work and examinations represent the student's own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the university's student conduct code.

**Incidents of plagiarism are taken very seriously and will be pursued.** Students are strongly cautioned not to copy any text verbatim on class quizzes, tests, reports, projects, or other class assignments without using appropriate quotations and source citations.

For University regulations on academic dishonesty and plagiarism, refer to  
<http://www.vps.msu.edu/SpLife/rule32.htm>  
<http://www.msu.edu/unit/ombud/plagiarism.html>

## Professional Communication

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Professional education can be an intensely personal and challenging process. In your classes and field placements, you are expected to give and accept constructive feedback appropriately and to react appropriately, even in stressful situations. You are also expected to take an active role in your learning and contribute to the learning of fellow students.

If you have concerns, problems, or questions about any aspect of your course work or field work, you should first address them to the instructor. This applies to situations at the university as well as in the field. If the situation is not resolved at that level, you should request assistance from the Program Coordinator.

## Confidentiality

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**Classroom Discussions:** Your school and classroom experiences are an important part of your learning and you will be discussing them in this course. Just as teachers are expected to respect the privacy and dignity of the children and families with whom they work, so we expect you to use discretion. In casual conversations or social situations, do not relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child or family. When discussing classroom situations in class, do so carefully. Use a pseudonym for the student involved. Mask the name of a student on any written or visual work shared in class or used in an assignment. When discussing teaching practice you have observed in the school, be mindful of maintaining a tone of professional courtesy.

**Interviews:** Use pseudonyms and screen or mask identifying information when reporting interviews with children or youth or adults. If you decide to interview an adult other than your CT, you should clearly state or give the interviewee, in writing, the purpose of the interview and the uses you will make of the material.

**Photographs, Videotapes, Audio Tapes:** Always ask permission of the classroom teacher to make photographs, videotapes, or audiotapes of students. Occasionally there are circumstances that require a student's whereabouts to be kept secret and photographs may not be allowed. Some schools and districts require written permission from parents/guardians for taking any photographs, videotapes, or audiotapes. Be sure to check with the classroom teacher on what is needed.

## Student Resources

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**Accommodations for Students with Disabilities:** It is Michigan State's policy not to discriminate against qualified students with documented disabilities in its educational programs. If you have a disability-related need for modifications in this course, contact your instructor and the Resource Center for Persons with Disabilities. Instructors should be notified as early in the semester as possible. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY). Instructors in the course may request a VISA Form (Verified Individual Student Accommodations Form) from a student requesting services. The OPHS website is at <http://www.rcpd.msu.edu/Home/>.

**Regarding Handicaps:** Students who have special needs and require accommodations in testing or aspects of course-taking should speak to me as soon as possible. You can also request information and support by calling the Office of Programs for Handicapped Students at 353-9642 or accessing the website at <http://www.msu.edu/unit/ophs/>.

**Counseling Center:** Even normal, capable, intelligent, and reasonable persons like the members of this class sometimes face situations and problems that they find difficult to deal with by themselves. Instructors or program coordinators may be able to help. MSU also has an Office of Student Affairs and Services, with a Counseling Center, for which the phone number is 355-8270. The Center is at 207 Student Services Building.

**Writing Center:** Teachers are models and coaches of writing for their students, and must communicate effectively in writing with colleagues, parents, and others. For those reasons, interns are expected to write effectively and conventionally. If you need more help in meeting those expectations than you can get from me or your colleagues, try the College of Education Office of Student Writing Assistance (OSWA), 513 Erickson Hall, 517-432-0425. In addition, the Writing Center at 300 Bessey Hall, 432-3610 is also available. Grammar Hotline: 432-1370.

### Alcohol and Illegal Drugs

The University Drug and Alcohol Policy will be enforced. This policy prohibits the possession or use of illegal drugs and alcoholic beverages in classes and field placements. Students are expected to be free of the influence of such substances in classes and field placements.

### Student and Instructor Rights and Responsibilities

The following link outlines this information: <http://www.vps.msu.edu/SpLife/afr1.htm>