

EDST5118

Professional Practice for Special Education

Term 1, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
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School Contact Information

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

In this course, you will complete 25 days of advanced professional practice, including high-level teaching, observation and critical reflection in the area of special education, together with peer observations and school-based fieldwork. You will gain an advanced level of knowledge and skills in teaching students with special needs, and as a graduate of the program, you will meet the Australian Professional Standards for Teachers in the area of professional practice.

Course Learning Outcomes

1. Plan, implement and critically evaluate challenging and original lessons and units of work using a range of different strategies to meet expected curriculum outcomes and varied student needs and interests
2. Design and critically evaluate appropriate programs, including needs analysis, syllabus design, program organisation and processes of assessment and evaluation in Special Education
3. Monitor, document and report on a range of students' development and implement appropriate feedback mechanisms to enhance learning and teaching
4. Reflect on, describe and critically evaluate one's own professional practice and take responsibility in collaboration with others to identify and address their own learning needs
5. Able to operate independently both within the classroom and within the wider school community and interact effectively with colleagues and members of the wider school community

Australian Professional Standards for Teachers

Standard		Assessment/s
1	Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of inclusive education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
2	Research-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present, implement, and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem-solving skills.	1, 2
4	Communication, adaptive and interactional skills	1

	Communicate effectively to a range of audiences and be capable of independent and collaborative enquiry and team-based leadership.	
6	<p>Ethical and responsible professional practice</p> <p>Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education.</p>	1, 2

Teaching Strategies

Rationale:

Field - based work is a critical component of effective teacher education, not only providing an essential forum for generating concrete problems and issues and applying new knowledge and skills, but also enabling the development of an integral link between theory and practice. The equivalent 25 days of teaching practice is also a mandated component of any specialist teaching method for schools and adult educational institutions nationally. Students must have current accreditation to teach in NSW schools to undertake this course.

Teaching Strategies:

Students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers.

Thus, teaching strategies used during the course will include:

- Small group cooperative learning to address teaching and learning goals
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning from readings and web links on the LMS and associated web-based resources.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. IEP and behaviour plan	40%	11/03/2022 05:00 PM	2, 3, 4, 5
2. Logbook, evaluations and diary	60%	22/04/2022 05:00 PM	1, 2, 3, 4, 5

Assessment 1: IEP and behaviour plan

Due date: 11/03/2022 05:00 PM

Individual Education Plan and Behaviour Management Plan

2400 words

Students will receive written feedback within 10 business days of submission.

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

Assessment task 1 is a written IEP and Behaviour Plan for one student. Templates will be provided in Moodle.

Assessment 2: Logbook, evaluations and diary

Due date: 22/04/2022 05:00 PM

Logbook of lesson plans, performance and evaluations whilst on placement

3600 words

Students will receive written feedback within 10 business days of submission.

Additional details

Assessment task 2 requires you to demonstrate your successful classroom performance and your ability to operate independently both within the classroom and within the wider school community as judged by UNSW staff. This will be done by the satisfactory completion of:

(a) lesson plan logbooks that include three lesson plans of the best lessons THAT YOU HAVE TAUGHT along with three observations of classes THAT YOU HAVE OBSERVED. Lesson observation templates will be provided on Moodle.

(b) 25 self-reflection (one for each day) at the end of each lesson. The self-reflection template will be provided on Moodle.

(c) AT LEAST one peer-evaluation. The peer-evaluation template will be provided on Moodle.

(d) a reflective problem-solving diary. You are expected to define one challenge that you are facing in the classroom. This challenge could be academic, behavioural, or institutional. You need to study the identified issue in the current professional literature (5 peer-reviewed journal articles minimum, published between 2011-2022) and prepare an action plan. You will then evaluate the success of your intervention in your reflective problem-solving diary. The template will be provided on Moodle.

You will also need to submit completed and signed copies (by your mentor) of the attendance record form and evidence of professionalism form. The templates will be provided on Moodle.

The assessment should be written in APA 7th edition style.

RUBRIC/FEEDBACK SHEET

EDST5118 PROFESSIONAL PRACTICE FOR SPECIAL EDUCATION

UNSW SCHOOL OF EDUCATION

Assessment Task 1: IEP and behaviour plan

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Understanding of the task and its relationship to relevant areas of theory, research, and practice • Clarity and accuracy in use of key terms and concepts 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Demonstration of knowledge, and respect for, the diverse social, ethnic, cultural, and religious background of students and the effects of these factors on learning 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Range of research and professional literature on education theory to support response • Reference specifically to material, research, and ideas 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of overall structure of response • Clarity and coherence of organisation, including use of section headings to enhance readability 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity, consistency, and appropriateness of conventions for quoting paraphrasing, attributing sources to information, and listing references (APA style) 					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • Clarity and consistency in presenting in tables and diagrams • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length 					
General comments/recommendations for next time:					

Recommended: /20 (FL PS CR DN HD) Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

RUBRIC/FEEDBACK SHEET

EDST5118 PROFESSIONAL PRACTICE FOR SPECIAL EDUCATION

UNSW SCHOOL OF EDUCATION

Assessment Task 2: Logbook, evaluations and diary

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Understanding of the task and its relationship to relevant areas of theory, research, and practice in special education • Clarity and accuracy in use of key terms and concepts in special education 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Demonstration of knowledge, and respect for, the diverse social, ethnic, cultural, and religious background of students and the effects of these factors on learning 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Evidence of having read and understood a range of research and professional literature on education theory to support performance • Demonstration of knowledge of evidence-based classroom practices and procedures 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of overall structure of response • Clarity and coherence of organisation, including use of notebook sections to enhance readability 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p>					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • Clarity, consistency, and appropriateness of conventions for quoting paraphrasing, attributing sources to information, and listing references (APA style) • Clarity and consistency in presenting in tables and diagrams • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length 					
General comments/recommendations for next time: 					

Recommended: /20 (FL PS CR DN HD)

Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face-to-face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 14 February - 18 February	Online Activity	<p>Introductory meeting - See Moodle for day/time</p> <p>Module Focus</p> <ul style="list-style-type: none">• Expectations• What is an IEP? What should be in it and how do we select and write annual goals and objectives. <p>Post Workshop Activities</p> <ul style="list-style-type: none">• Start developing Professional Practice portfolio to demonstrate competence on Practicum criteria• Complete activities as set by lecturer
Week 2: 21 February - 25 February	Online Activity	<p>On-line training/discussion</p> <p>Module Focus</p> <ul style="list-style-type: none">• Strategies for lesson observation and ongoing self-reflection <p>Post Workshop Activities</p> <ul style="list-style-type: none">• Complete activities as set by lecturer• Arrange at least one peer observation of your teaching• Arrange visit by lecturer
Week 3: 28 February -	Online Activity	On-line training/discussion

4 March		<p>Module Focus</p> <ul style="list-style-type: none"> • Strategies for lesson observation and ongoing self-reflection <p>Post Workshop Activities</p> <ul style="list-style-type: none"> • Complete activities as set by lecturer • Arrange at least one peer observation of your teaching • Arrange visit by lecturer
Week 4: 7 March - 11 March	Online Activity	<p>On-line training/discussion</p> <p>Module Focus</p> <ul style="list-style-type: none"> • Strategies for lesson observation and ongoing self-reflection <p>Post Workshop Activities</p> <ul style="list-style-type: none"> • Complete activities as set by lecturer • Arrange at least one peer observation of your teaching • Arrange visit by lecturer
Week 5: 14 March - 18 March	Online Activity	<p>On-line training/discussion</p> <p>Module Focus</p> <ul style="list-style-type: none"> • Strategies for lesson observation and ongoing self-reflection <p>Post Workshop Activities</p> <ul style="list-style-type: none"> • Complete activities as set by lecturer • Arrange at least one peer observation of your teaching • Arrange visit by lecturer
Week 6: 21 March - 25 March	Online Activity	<p>On-line training/discussion</p> <p>Module Focus</p> <ul style="list-style-type: none"> • Strategies for program participation and enhancement of teaching <p>Post Workshop Activities</p> <ul style="list-style-type: none"> • Complete activities as set by lecturer
Week 7: 28 March - 1	Online Activity	<p>On-line training/discussion</p>

April		<p>Module Focus</p> <ul style="list-style-type: none"> • Strategies for program participation and enhancement of teaching <p>Post Workshop Activities</p> <ul style="list-style-type: none"> • Complete activities as set by lecturer
Week 8: 4 April - 8 April	Online Activity	<p>On-line training/discussion</p> <p>Module Focus</p> <ul style="list-style-type: none"> • Strategies for program participation and enhancement of teaching <p>Post Workshop Activities</p> <ul style="list-style-type: none"> • Complete activities as set by lecturer
Week 9: 11 April - 15 April	Online Activity	<p>On-line training/discussion</p> <p>Module Focus</p> <ul style="list-style-type: none"> • Strategies for program participation and enhancement of teaching <p>Post Workshop Activities</p> <ul style="list-style-type: none"> • Complete activities as set by lecturer
Week 10: 18 April - 22 April	Online Activity	<p>On-line training/discussion</p> <p>Module Focus</p> <ul style="list-style-type: none"> • Strategies for program participation and enhancement of teaching <p>Post Workshop Activities</p> <ul style="list-style-type: none"> • Complete teaching placement and all associated requirements, including self-evaluation and program evaluation • Complete portfolio and submit

Resources

Prescribed Resources

Disability Standards for Education (2005)

Recommended Resources

Caruana, V. (2015). Accessing the Common Core Standards for students with learning disabilities: Strategies for writing standards-based IEP goals. *Preventing School Failure*, 59, 237-243. doi: 10.1080/1045988X.2014.924088 link [here](#)

Konrad, M., Keeseey, S., Ressa, V. A., Alexeeff, M., Chan, P. E., Peters, M. T. (2014) Setting clear learning targets to guide instruction for all students. *Intervention in School and Clinic*, 50, 76-85. doi: 10.1177/1053451214536042 link [here](#)

Twachtman-Culen, D., & Twachtman-Bassett, J. (2011). *The IEP from A to Z. How to create a meaningful and measurable goals and objectives*. San Francisco: Jossey-Bass, A Wiley Imprint. Link to ebook in library [here](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has [the ELISE tool](#) available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

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