



School of Education

EDST5118
Advanced Professional Practice
In Special Education

Term 1, 2019

Contents

Contents

Contents.....	1
1. LOCATION.....	2
2. STAFF CONTACT DETAILS	2
3. COURSE DETAILS	2
STUDENT LEARNING OUTCOMES.....	3
AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS.....	3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH	4
5. TEACHING STRATEGIES	4
6. COURSE CONTENT AND STRUCTURE	4
7. RESOURCES	6
8. ASSESSMENT	6

IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

<p>Week 1 (18th Feb – 24th Feb) Mandatory Introductory meeting Date to be negotiated (1 hour)</p>	<p>Expectations</p> <p>What is an IEP? What should be in it and how do we select and write annual goals and objectives.</p>	<p>Start developing Professional Practice portfolio to demonstrate competence on Practicum criteria Complete activities as set by lecturer</p>
<p>Week 2 – 5 (25th Feb – 24th Mar)</p> <p>On-line training/discussion</p>	<p>Strategies for lesson observation and ongoing self-reflection</p>	<p>Complete activities as set by lecturer Arrange at least one peer observation of your teaching Arrange visit by lecturer</p>
<p>Week 6 – 9 (25th Mar – 21st Apr)</p> <p>On-line training/discussion</p>	<p>Strategies for program participation and enhancement of teaching</p>	<p>Complete activities as set by lecturer</p>

Week 10
(22

7. RESOURCES

Required Readings

Disability Standards for Education (2005)

Further Readings

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](#)

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Assessment 1	2,400 words	40%	1,2,3,4,5	1,3,6	Wednesday 6 th March 2019 by 5pm (feedback by Tuesday 19 th March, 6-9 of course gudi5pm)
Assessment 2	3,600 words	60%	1,2,3,4,5	1,2,3,4,6	Tuesday 23 rd April 2019 by 5pm (feedback by Wednesday 8 th May, 5pm)

