



School of Education

EDST5118

Professional Practice in Special Education

Term 1, 2020

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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* Wsssett, J(2)

Assessment Details

Assessment 1: Due Wednesday 11th March 2020, 5pm

A written IEP and Behaviour Plan for one student, to be completed (templates provided if necessary, however you may use your school templates if they are available).

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

Assessment 2: Due Friday 24th April 2020, 5pm

Assessment 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**. See Appendix A for the lesson observation templates. The templates are also provided on Moodle.

(b) 25 self-reflection (one for each day) at the end of each lesson. See Appendix B for the self-reflection template. The template is also provided on Moodle.

(c) **AT LEAST** one peer-evaluation. See Appendix C for the peer-evaluation template. The template is also 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

UNSW SCHOOL OF EDUCATION

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5118 PROFESSIONAL PRACTICE IN SPECIAL EDUCATION

Student Name:

Student No.:

Assessment Task 2: Practicum Notebook (teaching performance, lesson plans, logbook, self-reflection, attendance record form, evidence of professionalism form)

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved 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					
Depth of analysis and/or critique in response to the task Demonstration of knowledge, and respect for, the diverse social, ethnic, cultural, and religious background of students and the effects of these factors on learning					
Familiarity with and relevance of professional and/or research literature used to support response 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					

Structure and organisation of response

Appropriateness of overall structure of response

Appendix A: Lesson Observation Template (to be completed by student)

DIAGNOSTIC COMMENTS ON SPECIFIC TEACHING PERFORMANCE 1st Lesson Observation

TEACHER:

DATE:

TOPIC:

CLASS:

STRENGTHS	POINTS TO CONSIDER
A. PLANNING FOR LEARNING	
B. USE AND DEVELOPMENT OF KNOWLEDGE	
C. TEACHING METHODOLOGY	

D. MONITORING AND ASSESSMENT	
GENERAL COMMENTS NEXT TIME 1. 2. 3.	

DIAGNOSTIC COMMENTS ON SPECIFIC TEACHING PERFORMANCE 2nd Lesson Observation

TEACHER:

DATE:

TOPIC:

CLASS:

STRENGTHS	POINTS TO CONSIDER
C. PLANNING FOR LEARNING	
D.USE AND DEVELOPMENT OF KNOWLEDGE	
C. TEACHING METHODOLOGY	

D. MONITORING AND ASSESSMENT	
GENERAL COMMENTS NEXT TIME 1. 2. 3.	

DIAGNOSTIC COMMENTS ON SPECIFIC TEACHING PERFORMANCE 3rd Lesson Observation

TEACHER:

DATE:

TOPIC:

CLASS:

STRENGTHS	POINTS TO CONSIDER
E. PLANNING FOR LEARNING	
F. USE AND DEVELOPMENT OF KNOWLEDGE	
C. TEACHING METHODOLOGY	

D. MONITORING AND ASSESSMENT	
GENERAL COMMENTS NEXT TIME 1. 2. 3.	

Appendix B: MEd SPECIAL EDUCATION 25 Day Self-Reflection Template (to be completed by student)

Instructions: *For each of the 25 days, reflect on 1 standard and 10 days*

What's Next:

Day 3

Goal:

Reality

What's Next:

Day 5

Goal:

Reality

Options:

What's Next:

Day 6

Goal:

Reality

Options:

What's Next:

Day 7

Goal:

Reality

Options:

What's Next:

Day 8

Goal:

Reality

Options:

What's Next:

Day 9

Goal:

Reality

Options:

What's Next:

Day 10

Goal:

Reality

Options:

What's Next:

Day 11

Goal:

Reality

Options:

What's Next:

Day 12

Goal:

Reality

Options:

What's Next:

Day 13

Goal:

Reality

Options:

What's Next:

Day 14

Goal:

Reality

Options:

What's Next:

Day 15

Goal:

Reality

Options:

What's Next:

Day 16

Goal:

Reality

Options:

What's Next:

Day 17

Goal:

Reality

Options:

What's Next:

Day 18

Goal:

Reality

Options:

What's Next:

Day 19

Goal:

Reality

Options:

What's Next:

Day 20

Goal:

Reality

Options:

What's Next:

Day 23

Goal:

Reality

Options:

What's Next:

Day 24

Goal:

Reality

Options:

What's Next:

Day 25

Goal:

Reality

Options:

What's Next:

Appendix C: Peer Evaluation Template (to be completed by mentor)

DIAGNOSTIC COMMENTS ON SPECIFIC TEACHING PERFORMANCE

STRENGTHS	POINTS TO CONSIDER
G. PLANNING FOR LEARNING	
H.USE AND DEVELOPMENT OF KNOWLEDGE	

D. MONITORING AND ASSESSMENT	
GENERAL COMMENTS NEXT TIME 1. 2. 3.	

Appendix D: Reflective Problem Solving Diary

Teaching as Inquiry Action Plan Template

Class:

Date:

Instructions: *Answer all of the questions in the template.*

Focusing Inquiry

What is important (and therefore worth spending time on) given where my students are at?

What is not working well? What do I want to change?

What is the evidence –

Appendix E: Advanced Professional Practice Attendance Sheet

Advanced Professional Practice Attendance Sheet	
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Instructions to SUPERVISING TEACHER and Head of Department

This report is to be completed by all students as a record of daily activity and confirmation of the required attendance during the placement.

Please sign and date this form on the final day of the placement. Upon completion, this document is to be returned to the student who will

STANDARD 3 PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	ND	D	E
3.1.2 Set explicit, challenging and achievable learning goals for all students.			
3.2.2 Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.			
3.3.2 Select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking.			
3.4.2			