

School of Education

EDST5118 Advanced Professional Practice In Special Education

Term 3 2021

Contents

1.	LOCATION	3
2.	STAFF CONTACT DETAILS	3
3.	COURSE DETAILS	3
	STUDENT LEARNING OUTCOMES	4
	AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS	4
4.	RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH	5
5.	TEACHING STRATEGIES	5
6.	COURSE CONTENT AND STRUCTURE	5
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.

1. LOCATION

Faculty of Arts, Design & Architecture School of Education EDST5118 Advanced Professional Practice in Special Education (

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
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
2	Design and critically evaluate appropriate programs, including needs analysis, syllabus design, program organisation and processes of assessment and evaluation in Special Education.	1, 2
3	Monitor, document, implement appropriate feedback mechanisms to enhance learning and teaching;	1, 2
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.	1, 2
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	1, 2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
	Advanced disciplinary knowledge and practices	
	Demonstrate an advanced understanding of the field of inclusive education	
1	as it relates to their specialist area of study, and the	

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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. You must have current accreditation to teach in NSW schools to undertake this course.

5. 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.

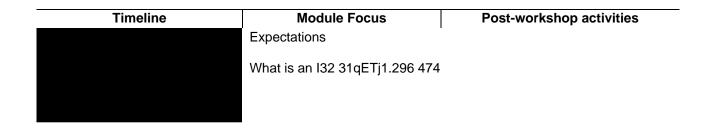
You will:

engage in small group cooperative learning to address teaching and learning goals reflect critically on and improve teaching practice participate in small group dialogue and discussion, to demonstrate your capacity to communicate and liaise with the diverse members of an education community, and to demonstrate your knowledge and understanding of method content engage in online learning from readings and web links on the Moodle website and associated web-based resources.

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

6. COURSE CONTENT AND STRUCTURE

NOTE: This course is a responsive blended face to face and field-based course so reliable and easy access to the internet is essential. Students must be teaching in their area of specialisation.



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*

Assessment Details

Assessment 1

A written IEP and behaviour plan for one student, to be completed by the (templates provided in Moodle).

Assessment 2

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:

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. 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.

AT LEAST one peer-evaluation. See Appendix C for the peer-evaluation template. The template is also provided on Moodle.

A reflective problem-solving diary (3600 words). 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 2011-2020) and prepare an action plan. You will then evaluate the success of your intervention in your reflective problem-solving diary. See Appendix D for the template. The template is also provided on Moodle.

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

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

The word count for assessment 2 only applies to the reflective problem-solving diary.

^{*} Please note all assessments must be passed to pass the course.

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

Student Name: Student No.:

Assessment Task 1: IEP and behaviour plan

SPECIFIC CRITERIA (-) ➤ (+)

UNSW SCHOOL OF EDUCATION FEEDBACK SHEET EDST5118 ADVANCED 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				
Clarity and coherence of organisation, including use of notebook sections to				
enhance readability				
Presentation of response according to appropriate academic and linguistic				
conventions				
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				

Clarity and Student No.:

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	

DIAGNOSTIC COMMENTS ON SPECIFIC TEACHING PERFORMANCE 3rd

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 and write a short paragraph on the following:

Goal: What was your goal for that lesson/day?

Reality: What actually happened? Use data from student work samples, your observations or those of your peers.

Options: Engage in critical reflection. Examine the student work samples and the evidence from the previous section. Did you achieve your goals? Cite evidence for this. If you taught this lesson again to this class what would you do differently and why. What were the key moments in the lesson when you might have adapted your practice in response to the student learning happening at the time?

	Day 1
Goal:	
Goui.	
Reality	
Troumly 1	
Options:	
	Day 2
	Day 2
Goal:	
Reality	
Options:	

	Day 3
Goal:	
Reality	
Options:	
	Day 4
Goal:	
Goui.	
Reality	
Options:	

	Day 5
	·
Goal:	
Reality	
Options:	
	Day 6
	Day 0
Goal:	
Reality	
, y	
Options:	
-	

	Day 7
	~• ,
Goal:	
Reality	
Troum's	
Options:	
Options:	
	Day 8
Goal:	
Reality	
Ontiones	
Options:	

D	ay 9
Goal:	
Reality	
Outsus	
Options:	
Da	y 10
Goal:	
Gour.	
n. P	
Reality	
Options:	
of the same	

	Day 11
Goal:	
Goui.	
Reality	
Options:	
	D 12
	Day 12
Goal:	
Reality	
Options:	

	Day 13
Goal:	
Goui.	
Reality	
<i>y</i>	
Options:	
	Day 14
	Day 14
Goal:	
Reality	
Options:	

	Day 15
Code	
Goal:	
Reality	
Reuny	
Options:	
	D16
	Day 16
Goal:	
Reality	
Options:	

	Day 17
	· •
Goal:	
Reality	
Options:	
op	
	7. 40
	Day 18
Goal:	
30	
Reality	
Options:	

Day	10
Day	1/
Goal:	
Reality	
Options:	
Next:	
Day	20
Goal:	
Goui.	
Reality	
Options:	

	Day 21
	•
Goal:	
Reality	
Options:	
	D 44
	Day 22
Goal:	
Reality	
пешиу	
Options:	
opuons.	

	Day 23
	•
Goal:	
Reality	
Options:	
	Day 24
	Day 24
Goal:	
Reality	
Options:	
-	

]	Day 25
Goal:	
Reality	
Options:	

DIAGNOSTIC COMMENTS ON SPECIFIC TEACHING PERFORMANCE

TEACHER:	DATE:	
TOPIC:	CLASS:	
STRENGTHS		POINTS TO CONSIDER
A. PLANNING FOR LEARNING		
B. USE AND DEVELOPMENT OF KNOWLEDGE		
DI COLLINO DE VELOTAMENT OF INNOVIEDOE		
C. TEACHING METHODOLOGY		

Teaching as Inquiry Action Plan Template

Date:

Instructions: Answer all of the questions in the template.

Focusing Inquiry Focus349.60.933 0.925 0.882 rq 49.5 535.72 461.62 103.4

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

Learning Inquiry/Evaluation

What has happened as a result of the changes in teaching, and what are the implications for future teaching?

What evidence do I have that these strategies have been effective – achievement data, student learning dispositions, student engagement and behaviour, teacher practice?

If the strategies have been effective, what are my next steps?

- o How will I sustain the effective practices?
- o What is my new inquiry focus? What new goals do I want to set?

What can I do if things do not work?

- o What different approach to the problem could I try?
- Should I ask the students?
- O Which other teachers can I talk to?
- o Who can I ask to peer observe in my classroom?
- o How can I organise to video my practice, so I can analyse it?
- o What other strategies might I use?



Instructions to SUPERVISING TEACHER

This report is to be completed after the student has completed their 25 days of professional practice. Students are to be assessed for each Standard/requirement as either:

 $ND-Not\ Demonstrated;\ D-Demonstrated;\ E-Exceeds\ expectations\ (please\ tick)$

Upon completion, this docu

0			
Comments:			
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 Select and/or create and use a range of resources, including ICT, to engage			
students in their learning.			
3.5.2 Use effective verbal and non-verbal communication strategies to support student			
understanding, participation, engagement and achievement.			
3.6.2 Evaluate personal teaching and learning programs using evidence, including			
feedback from students and student assessment data, to inform planning.			
3.7.2 Plan for appropriate and contextually relevant opportunities for parents/ carers to			
Comments:			
STANDARD 4 CREATE AND MAINTAIN SUPPORTIVE AND SAFE	ND	D	Е
LEARNING ENVIRONMENTS	ND	U	
4.1.2 Establish and implement inclusive and positive interactions to engage and			
support all students in classroom activities.]		
4.2.2 Establish and maintain orderly and workable routines to create an environment			
where student time is spent on learning tasks.]		

^{4.3.2} Manage challenging behaviour by establishing and negotiating clear expectations with students, and address discipline issues promptly, fairly and respectfully.

PERSONAL LANGUAGE COMPETENCIES				
The student can use the English language appropriately and accurately to communicate and manage interactions with students and colleagues effectively both inside and outside the classroom				