EDST5118

Professional Practice for Special Education

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Joanne Danker	j.danker@unsw.edu.au	Tuesdays 2pm-4pm (by appointment)	John Goodsell, 133	93851785

School Contact Information

School of Education
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Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information,
see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

Credit Points 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.

At the conclusion of this course the student will be able to

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

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.

Australian Professional Graduate Teaching Standards

Standard	Description
1.2.2	Structure teaching programs using research and collegial advice about how students learn.
1.3.2	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
3.3.2	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
4.1.2	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
7.1.2	Meet codes of ethics and conduct established by regulatory authorities, systems and schools.

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
IEP and behaviour plan	40%	2,3,4,5	1.3.2,3.3.2,7.1.2	06/08/2018 05:00 PM
Logbook, evaluations and diary	60%	1,2,3,4,5	1.3.2,1.2.2,3.3.2,4.1.2,7.1.2	08/10/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: IEP and behaviour plan

Start date: Not Applicable

Details: Individual Education Plan and Behaviour Management Plan2400 wordsStudents will receive written feedback within 10 business days of submission.

Additional details:

Assessment 1

A written IEP and Behaviour Plan for one student to be completed (templates provided if necessary).

Submission notes: Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

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

Assessment 2: Logbook, evaluations and diary

Start date: Not Applicable

Details: Logbook of lesson plans, performance and evaluations whilst on placement3600 wordsStudents

will receive written feedback within 10 business days of submission.

Additional details:

Assessment 2:

Successful classroom performance and the ability to operate independently both within the classroom and within the wider school community as judged by UNSW staff, demonstrated by satisfactory completion of:

1. lesson plan logbooks that includes three lesson plans of the best lessons **that you have taught** along with three observations of classes **that you have observed**. The observation form is provided on Moodle,
2. **25 self-evaluations** (one for each day) at the end of each lesson. You will provide this in the form of a short paragraph of how the lesson went and what can be done to improve it if necessary. The self-evaluation form is provided on Moodle.
3. **at least** one peer-evaluation (a form will be provided),
4. a reflective problem-solving diary. You are expected to define one challenge you are facing in your classroom. This challenge could be academic, behavioural, or institutional. You will study the identified issue in the current professional literature (5 peer-reviewed journal articles minimum, published between 2009-2018) and prepare an action plan. You will evaluate the success of your intervention in your reflective problem-solving diary. The template is provided on Moodle.

Submission notes: Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

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

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

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Assessment Task: IEP and behaviour plan

Specific Criteria	(-)————————————>(+)				
Understand 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 • Clarity and accuracy in use of key terms and concepts					
Depth of anaysis and/or critque 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 relevnce of professional and/or research literature used to support response • Range of research and professional literature on education theory to support response • Reference specifically to material, research and ideas					
Structure and organization of response • Appropriateness of overall structure of response • Clarity and coherence of organisation, including use of section headings 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					
General comments/recommendations for next time:					

Specific Criteria	(-)————————————>(+)

Lecturer

Recommended: **/20 (FL PS CR DN HD)**   **weighting : 20%**

  NB: this ticks in the various boxes and 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 contextualize and/or amend these specific criteria. **The recommended grade is tentative only, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5118

Assessment Task: Logbook, evaluations and diary

Specific Criteria	(-)————————>(+)				
Understand 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 anaysis and/or critque 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 relevnce 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 organization 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					

Specific Criteria	(-)————————————>(+)
General comments/recommendations for next time:	

Lecturer

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

  NB: this ticks in the various boxes and 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 contextualize and/or amend these specific criteria. **The recommended grade is tentative only, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

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.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non–percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore 17 – [25 (0.05 x 3)] = 13.25

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:
https://student.unsw.edu.au/special-consideration

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 also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information 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 before the due date, or for the purpose of them plagiarising at any time, 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:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and 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 also 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

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

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

Konrad, M., Keesey, 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

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. (ebook is available in the library)

Please also ensure you read your school and education systems inclusive education policies and guidelines

Course Evaluation and Development

This unit is responsive to unique school contexts and it strives to provide appropriate supervised advanced professional practice in a key specialist teaching area as defined by the Institute of Teachers, and its interstate equivalents, as part of a systematic programme of upgrading and/or re-skilling of practicing teachers.
Student feedback will be gathered via the MyExperience survey.

Image Credit

Synergies in Sound 2016

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