



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5118
Advanced Professional Practice
In Special Education

Semester 1, 2016

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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 Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5118 Advanced Professional Practice in Special Education (6 units of credit)
Semester 1, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Sue O'Neill
Office Location: John Goodsell 127
Email: sue.oneill@unsw.edu.au
Phone: 9385 1944
Availability: Mondays 1:00-1:45pm

Course Coordinator: Iva Strnadová
Office Location: John Goodsell 129
Email: i.strnadova@unsw.edu.au
Phone: 9385 3736
Availability: Mondays 2:00pm – 4:00pm, Wednesdays 10:00am – 12:00pm

3. COURSE DETAILS

| | | |
|----------------------|---|---|
| Course Name | Advanced Professional Practice in Special Education | |
| Credit Points | 6 units of credit (uoc) | |
| Workload | Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc. | |
| Schedule | 25 days at practicum placement; individual consultations | By appointment with course coordinator Week 1-12 |

Summary of Course

This course is a core requirement for qualified practicing teachers, **with accreditation to teach in NSW schools**, who wish to gain a formal qualification in the area of special education and who already have the approved subject knowledge background in the field. This course comprises 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. It provides a teaching method at a more advanced level of complexity and depth than that is offered in pre-service courses, ensuring all graduates of the program meet the Institute of Teachers' standards for professional competence. This professional practice course is usually undertaken in conjunction with the completion of the co-requisite courses EDST5106 Behaviour Management of Exceptional Students, EDST5107 Teaching Methods for High Incidence Disabilities, EDST 5113Autism Spectrum Disorders: Educational Practices, and EDST5111 Intellectual Disabilities.

Aims of the Course

The overall aims of the course are to provide appropriate supervised advanced professional practice in a key specialist teaching area 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.

The main ways in which the course has changed since last time as a result of student feedback:

There is now more flexibility in placement options and dates from feedback received from students needing to comply with requests from their placement schools.

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; | 1,2 |
| 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 and report on a range of students' development and 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 |

Graduate Attributes

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

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.

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 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 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.

There will be an introductory workshop, followed by three further two-hour meetings with a workshop leader and a group of students enrolled in the same specialisation. The workshop leader is also responsible for all assessment and teaching practice visits of students in that specialisation.

| Timeline | Focus | Post-workshop activities |
|--|--|--|
| Week 1 - 2 Introductory meeting Date to be negotiated (1 hour) | What is an IEP? What should be in it and how do we select and write annual goals and objectives. | a. Start developing Professional Practice portfolio to demonstrate competence on Practicum criteria b. Do post-workshop activities as set by lecturer |
| Week 3 - 7 On-line training/discussion | Strategies for lesson observation and ongoing self-reflection | a. Do post-workshop activities as set by lecturer b. Arrange at least one peer observation of your teaching c. Arrange visit by lecturer |
| Week 8 - 11 On-line training/discussion | Strategies for program participation and enhancement of teaching | a. Do post-workshop activities as set by lecturer b. Tape segment of lesson which shows problematic aspects of your practice and share with peers, review and reflect, redo, repeat c. Discuss progress with workshop leader |

| | | |
|--|--|---|
| Week 12 | | |
| Reflective meeting Dates to be negotiated (2 hours) | Strategies for program participation and enhancement of teaching | a. Complete teaching placement and all associated requirements, including self-evaluation, video/audio-taping of lesson and program evaluation. b. Complete portfolio and submit |

7. 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 | 17 th April by 5:00 PM |
| Assessment 2 | 3,600 words | 60% | 1,2,3,4,5 | 1,2,3,4,6 | 12 th June by 5:00 PM |

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.

Assessment Details

Assessment 1

A written IEP and Behaviour Plan for one student, to be completed by end of Week 6 (templates provided if necessary).

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:

- (a) lesson plan logbooks, including a record of 3 observations and all classes taught,
- (b) self-evaluations at the end of each lesson (provided in the form of a short paragraph of how the lesson went and what can be done to improve it if necessary)
- (c) at least one peer-evaluation (a form will be provided),
- (d) a reflective problem-solving diary. Students are expected to define one challenge they are facing in their classroom. This challenge could be academic, behavioural or institutional. They will study the identified issue in the professional literature (5 resources minimum) and prepare an action plan. They will evaluate the success of their intervention in their reflective problem-solving diaries.

The assignment must be completed by the reflective meeting.

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FEEDBACK SHEET

EDST5118 ADVANCED PROFESSIONAL PRACTICE IN SPECIAL EDUCATION

Student Name:

Student No.:

Assessment Task 1: IEP and Behavioural Plan

| SPECIFIC CRITERIA | (-) → (+) | | | | |
|---|--|--|--|--|--|
| Understanding of the question or issue and the key concepts involved <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 | | | | | |
| Depth of analysis and/or critique in response to the task <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 | | | | | |
| Familiarity with and relevance of professional and/or research literature used to support response <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 | | | | | |
| Structure and organisation of response <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 | | | | | |
| Presentation of response according to appropriate academic and linguistic conventions <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 | | | | | |

Lecturer

Date

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 contextualize 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.**

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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)

| SPECIFIC CRITERIA | (-) (+) | | | | |
|---|----------|--|--|--|--|
| Understanding of the question or issue and the key concepts involved <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 | | | | | |
| Depth of analysis and/or critique in response to the task <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 | | | | | |
| Familiarity with and relevance of professional and/or research literature used to support response <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 | | | | | |
| Structure and organisation of response <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 | | | | | |
| Presentation of response according to appropriate academic and linguistic conventions <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 | | | | | |
| | | | | | |

Lecturer

Recommended: /20 (FL PS CR DN HD)

Date

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 contextualize 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.**

Feedback

Assessment Task

One: IEP/BIP

Two: Notebook

Feedback Mechanism

Written via Turnitin

Written via Turnitin

Feedback Date

Sunday, 8th May

Sunday, 19th June

8. 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](#)

Vic Ed Dept IEP Guidelines [here](#)

Queensland Curriculum and Assessment Authority materials [here](#)

Western Australia Dept of Ed materials [here](#)