

EDST5118

Professional Practice for Special Education

Term 1, 2022



Course Overview

Staff Contact Details

Convenors

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School Contact Information

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are situated on the traditional lands of the Bidjigal and Gadigal peoples who are the traditional custodians of the land. We acknowledge the Aboriginal and Torres Strait Islander peoples, the winds and waters we all now share, and pay respect to their unique and enduring cultures which deepen and enrich the life of our nation and our communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous Learning and Engagement [UNSW Online Indigenous Learning and Engagement](#)

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. IEP and behaviour plan	40%	11/03/2022 05:00 PM	2, 3, 4, 5
2. Logbook, evaluations and diary	60%	22/04/2022 05:00 PM	1, 2, 3, 4, 5

Assessment 1: IEP and behaviour plan

Due date: 11/03/2022 05:00 PM

Individual Education Plan and Behaviour Management Plan

2400 words

Students will receive written feedback within 10 business days of submission.

This assignment is submitted through Turnitin and students can see Turnitin reports on Moodle.

Additional details

Assessment task 1 is a written IEP and Behaviour Plan for one student. Details are available on Moodle.

Assessment 2: Logbook, evaluations and diary

Due date: 22/04/2022 05:00 PM

Logbook of lesson plans, performance and evaluations whilst on placement.

3600 words

Students will receive written feedback within 10 business days of submission.

Additional details

Assessment task 2 requires you to demonstrate your successful classroom management skills to operate independently both within the classroom and within the wider school context. This will be done by the satisfactory completion of:

(a) lesson plan logbooks that include three lesson plans of the best lesson plans you have observed, along with three observations of classes THAT YOU HAVE OBSERVED. Details will be provided on Moodle.

(b) 25 self-reflection (one for each day) at the end of each lesson. This will be provided on Moodle.

(c) AT LEAST one peer-evaluation. The peer-evaluation template will be provided.

(d) a reflective problem-solving diary. You are expected to define one challenge in your classroom. This challenge could be academic, behavioural, or institutional. You will identify an issue in the current professional literature (5 peer-reviewed articles identified between 2011-2022) and prepare an action plan. You will then evaluate the effectiveness of your action plan in your reflective problem-solving diary. The template will be provided.

You will also need to submit completed and signed copies (by your mentor) of the reflective problem-solving diary form and evidence of professionalism form. The templates will be provided.

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

Specific Criteria	(-)		>(+)	
<ul style="list-style-type: none"> • 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:				

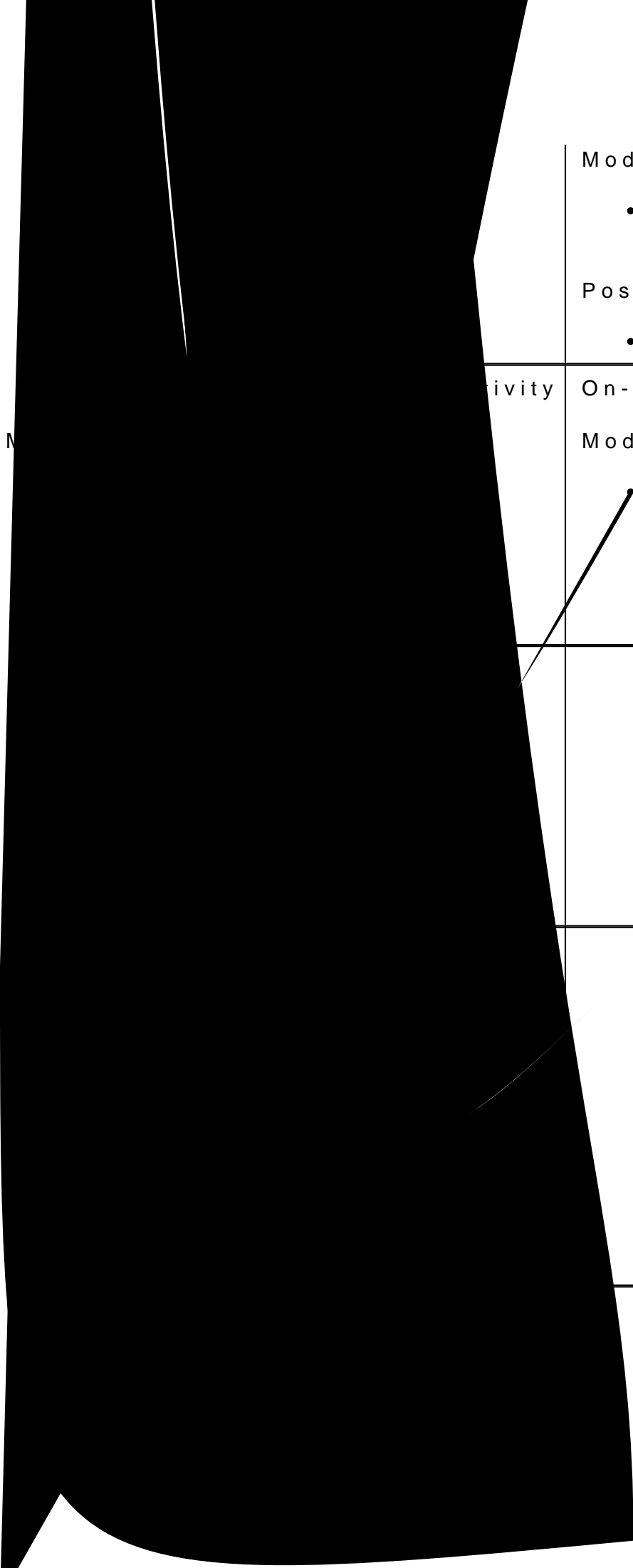
Recommended: /20 (FL PS CR DN HD)Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to equal weight in determining the recommended grade. Depending on the

Specific Criteria	(-)		>(+)		
<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:					

Recommended: /20 (FL PS CR DN HD) Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to equal weight in determining the recommended grade. Depending on the lecturers may also contextualise and/or amend the recommended grade. The ticks are tentative only, subject to standardisation processes and approval by the and Teaching Committee.



Module Focus

- Strategies for program participation and enhancement of teaching

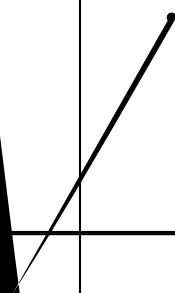
Post Workshop Activities

- Complete activities as set by lecturers

Activity

On-line training/discussion

Module Focus



Resources

Prescribed Resources

Disability Standards for Education (2005)

Recommended Resources

Caruana, V. (2015). Accessing the Common Core Standards for students with disabilities: Strategies for writing standards-based individualized education plans. *Journal of Special Education*, 49(2), 10-15. doi:10.1080/1045988X.2014.924088 link

Konrad, M., Keeseey, S., Ressa, V. A., Alexeeff, M., Chan, P. E., Peter, J. (2016). Using learning targets to guide instruction in a mathematics classroom. *Journal of Special Education*, 50(1), 1-10. doi:10.1177/1053451214536042 link

Twachtman-Culen, D., & Twachtman-Culen, D. (2010). *How to create meaningful and measurable goals and objectives*. In *Assessment for Learning: A Practical Guide* (pp. 101-110). San Francisco: Jossey-Bass, A Wiley Imprint. eBook in [Library](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment, please telephone External Support on 9385 3331 or email them on external@tel. Hours are 8:00am - 10:00pm on weekdays and 9:00am - 5:00pm on weekends. If you are unable to submit your assignment due to a fault with Turnitin, you must retain your ticket number from External Support (along with any screenshots) and include this 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 not. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either the LMS or the assignment. In instances where this is not possible, it will be stated on the assignment page.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own in various forms, from deliberate cheating to accidentally copying from a source.

UNSW groups plagiarism into the following categories:

Copying using the same or very similar words to the original text or idea without using quotation marks or using quotation marks. This includes copying materials, ideas,

Academic Information

Due to evolving advice by NSW Health, students must check for updates to learning for all Arts, Design and Architecture courses this term (via M provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
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