



School of Education

EDST5118  
Advanced Professional Practice  
In Special Education

Term 1, 2019

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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 Bedegal people as the traditional custodians of the lands upon which we learn and teach.**







<p><b>Week 1</b> (18<sup>th</sup> Feb – 24<sup>th</sup> Feb) Mandatory Introductory meeting Date to be negotiated (1 hour)</p>	<p>Expectations</p> <p>What is an IEP? What should be in it and how do we select and write annual goals and objectives.</p>	<ul style="list-style-type: none"> <li>• Start developing Professional Practice portfolio to demonstrate competence on Practicum criteria</li> <li>• Complete activities as set by lecturer</li> </ul>
<p><b>Week 2 – 5</b> (25<sup>th</sup> Feb – 24<sup>th</sup> Mar)</p> <p>On-line training/discussion</p>	<p>Strategies for lesson observation and ongoing self-reflection</p>	<ul style="list-style-type: none"> <li>• Complete activities as set by lecturer</li> <li>• Arrange at least one peer observation of your teaching</li> <li>• Arrange visit by lecturer</li> </ul>
<p><b>Week 6 – 9</b> (25<sup>th</sup> Mar – 21<sup>st</sup> Apr)</p> <p>On-line training/discussion</p>	<p>Strategies for program participation and enhancement of teaching</p>	<ul style="list-style-type: none"> <li>• Complete activities as set by lecturer</li> </ul>
<p><b>Week 10</b> (22</p>		

## 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*. San Francisco: Jossey-Bass, A Wiley Imprint.

Link to ebook in library [here](#)

## 8. ASSESSMENT

<b>Assessment Task</b>	<b>Length</b>	<b>Weight</b>	<b>Learning Outcomes Assessed</b>	<b>Graduate Attributes Assessed</b>	<b>Due Date</b>
Assessment 1	2,400 words	40%	1,2,3,4,5	1,3,6	Wednesday 6 <sup>th</sup> March 2019 by 5pm (feedback by Tuesday 19 <sup>th</sup> March, 6-9 of course gudi5pm)
Assessment 2	3,600 words	60%	1,2,3,4,5	1,2,3,4,6	Tuesday 23 <sup>rd</sup> April 2019 by 5pm (feedback by Wednesday 8 <sup>th</sup> May, 5pm)







