

EDUC3026: Inclusive and Special Education

Callaghan

Semester 2 - 2023



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

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|---------------------------|---|
| Course Description | This course introduces students to issues, policies and practices relating to the provision of effective inclusive education that meets the diverse learning needs of all students, including those with disabilities and difficulties in learning. During the course students will develop the skills required for collaborating with families and other professionals, for assessing and monitoring student learning, and for making reasonable adjustments so that all students have access to learning. |
| Requisites | Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of <ul style="list-style-type: none">- Three HSC band 5s (including one in English) or- 80 units of UoN courses or- Regulatory authority approved comparable pathways or- Commencement in the program pre 2016 |
| Assumed Knowledge | Successful completion of 160 units of study in the undergraduate teacher education program. |
| Contact Hours | Callaghan Tutorial Face to Face On Campus 24 hour(s) per Term Full Term |
| Unit Weighting | 10 |
| Workload | Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course. |

COURSE OUTLINE

CONTACTS

Course Coordinator **Callaghan**
Ms Tess Rendoth
Tess.Rendoth@newcastle.edu.au
4921 5707
Consultation: by email

Teaching Staff Other teaching staff will be advised on the course Canvas site.

School Office **School of Education**
V Building
Callaghan
Education@newcastle.edu.au
+61 2 4921 6428

SYLLABUS

- Course Content**
- Diverse needs and inclusive practices
 - Legislation, policy and educational services in NSW schools.
 - Planning effective teaching strategies
 - Implementing reasonable adjustments to meet specific learning needs
 - Understanding learning difficulties
 - Developing literacy and numeracy skills- Using assessment and monitoring procedures for responsive decision making
 - Development of skills for collaborating with families and other professionals
 - Encouraging positive interactions
 - Transitions
 - Resources to support inclusion

- Course Learning Outcomes**
- On successful completion of this course, students will be able to:**
1. Identify and discuss issues, attitudes and concepts relevant to the education of students with diverse needs within the social context of the school;
 2. Demonstrate knowledge of legislation, educational policies and provisions as well as syllabus documents relating to students with diverse needs including those with a disability;
 3. Utilise a range of teaching and learning practices designed to maximise the social and learning experiences of students with diverse needs in primary and secondary settings; and
 4. Develop understanding of the role of families in supporting a child with a disability and the role of the teacher as a collaborative participant in developing effective educational programs.

- Course Materials**
- Required Text:**
- Strnadova, I., Arthur-Kelly, M. and Foreman, P. (Eds.). (2021). *Inclusion in Action* (6th ed.). South Melbourne, Vic: Cengage.
- Sobel, D. and Alston, S. (2021). *The Inclusive Classroom: A new approach to differentiation*. London, Bloomsbury
- Australian Curriculum, Assessment and Reporting Authority. (2017). Studentdiversity. <http://www.australiancurriculum.edu.au/StudentDiversity/Student-diversity-advice>
- Department of Education. (2005). Disability standards for education. <https://www.dese.gov.au/disability-standards-education-2005/2020-review-disability-standards-education-2005>

SCHEDULE

| Week | Week Begins | Topic | Learning Activity | Assessment Due |
|------|-------------|---|---|---|
| 1 | 26 Feb | Current Context and policies for students with disabilities What is the Disability Standards for Education | Week 1 Canvas module activities Chapter 1 Inclusion in Action | In Tutorial: Sign up for AT1 group |
| 2 | 4 March | Reasonable Adjustments and practicing inclusion DSE Part 3: Reasonable Adjustments DSE Part 4: Enrolment | Week 2 Canvas module activities Chapter 2 Inclusion in Action | In Tutorial: Finalise group membership for AT1 <i>AT2: Sim School module 1 made available– focus on DSE: Enrolment and Reasonable Adjustments, and the Principles of Inclusion</i> |
| 3 | 11 March | The first 5 minutes – routines and classroom ecology DSE Part 5: Participation | Week 3 Canvas module activities Chapter 1 – The Inclusive Classroom | |
| 4 | 18 March | Instructions and whole class learning DSE Part 6: Curriculum development, accreditation and delivery | Week 4 Canvas module activities Chapter 2 – The Inclusive Classroom EXTEND: Chapter 4 – inclusion in Action | <i>AT2: Sim School module 2 made available – Focus on DSE: Participation and Curriculum; and Universal Design for Learning</i> |
| 5 | 25 March | Individuals within the whole class DSE Part 7: Support services NOTE: Easter Friday holidays affect this week – recordings and thorough reading support will be provided in lieu of face-to-face attendance for students with a tutorial on FRIDAY | Week 5 Canvas modules Activities Chapter 3 – The Inclusive Classroom EXTEND: Chapter 3 – Inclusion in Action Online canvas activities are a required component of this week for FRIDAY TUTORIAL attendees. | |
| 6 | 1 April | Group Work DSE Part 8: Harassment and victimisation NOTE: Easter Monday and UoN concession day holidays affect this week – recordings and thorough reading support will be provided in lieu of face-to-face attendance for students with a tutorial on MONDAY or TUESDAY | Week 6 Canvas module activities Chapter 4 – The Inclusive Classroom EXTEND: Chapter 8 – Inclusion in Action Online canvas activities are a required component of this week for MONDAY and TUESDAY TUTORIAL attendees. | AT1: Sunday week 6 – Final group submission of research summary and working link to DLP due via canvas. <i>AT2: Sim School module 3 made available - Focus on DSE: Support services and Parent/LSTs; and communication</i> |
| 7 | 8 April | AT1 Presentations | Presentation groups and Panel discussions | Attendance in the tutorial for AT1 is considered to be a part of the task. |

Mid-Semester Break

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| 8 | 29 April | AT1 Presentations | Presentation groups and panel discussions. | Attendance in the tutorial for AT1 is considered to be a part of the task. |
| 9 | 6 May | The last 5 minutes Teacher sustainability | Week 9 Canvas module activities Chapter 5 – The Inclusive Classroom EXTEND: Chapter 6 – Inclusion in Action | |
| 10 | 13 May | Supporting students with ADHD | Week 10 Canvas module activities Readings this week are on Canvas | <i>AT2: Sim School module 4 made available– Focus on DSE: Victimisation and Harassment; and prevention/diffusion interventions for positive behaviour</i> |
| | | | | |
| 11 | 20 May | Goal Setting and Individual Education Plans | Week 11 Canvas module activities Readings this week are on Canvas EXTEND: Chapter 6 – Inclusion in Action | |
| 12 | 27 May | Supporting students with complex behaviour | Week 12 Canvas module activities Readings this week are on Canvas | AT2: All 4 modules need to be completed by Sunday 11:59 pm |
| 13 | 3 June | | | AT3: due Sunday 11.59pm |
| Examination Period | | | | |
| Examination Period | | | | |

ASSESSMENTS

This course has 4 assessments. Each assessment is described in more detail in the sections below.

| | Assessment Name | Due Date | Involvement | Weighting | Learning Outcomes |
|---|-----------------------|---|-------------|-----------|-------------------|
| 1 | Presentation 30% | Research Summary and DLP by Sunday Week 6 11:59 pm through Canvas Presentation: Weeks 7 and 8 | Group | 30% | 1, 3 |
| 2 | SimSchool: Online 40% | SimSchool modules (4) become available on Monday of weeks 2, 4, 6 and 10. All need to be completed by Sunday, Week 12, 11:59pm. | Individual | 40% | 1, 2, 3, 4 |
| 3 | Case Studies 30% | Sunday Week 13 11:59pm | Individual | 30% | 3, 4 |

Late Submissions The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Presentation 30%

Assessment Type Description

Presentation

The purpose of this assignment is to identify a disability and discuss issues, attitudes and concepts relevant to the education of students with diverse needs within the social context of the school. Students develop advanced knowledge and specific professional skills of collaborative planning for students with a disability in a mainstream setting. Students will be organised into small groups (5 people) to work collaboratively; each group will examine a high-frequency disability categorisation (outlined in Week 1 and on Canvas).

Students demonstrate, at a senior level, that they are insightful scholars who engage in rationale, enquire and use their information literacy to prepare and deliver a coherent and professional digital learning package (DLP) for their peers.

The DLP will consist of AT LEAST THREE digital learning objects (DLO) (a non-exhaustive list of options/examples on Canvas) reflecting three different digital media or methods (eg, a website that includes an interactive game and a podcast/video) and a 500-word research summary. On Canvas, students will find a proforma for the submission process.

The online material and research summary will work in a complementary manner to each other and detail the social/behavioural characteristics, communication issues, sensory impacts, physical characteristics, cognitive/intellectual capabilities or characteristics, literacy and numeracy characteristics associated with the group's chosen disability categorisation.

Students will profile evidence-based strategies to support students with this diagnosis in inclusive settings. Each group is expected to produce a learning package that covers all these above investigation areas that are educationally relevant. Strength-based discussions and strategy development are encouraged.

The learning package should be designed to meet the needs of teaching staff with a student/s in their class and school with the specific disability being investigated. Students are assessed on their ability to collaborate and problem-solve with other group members in developing an effective DLP suitable for presentation to their peers and other teaching professionals. Students can show professional-level skills by researching from diverse sources and integrating this knowledge. The group will present their work to their peers and present information in a world cafe/collaborative peer-to-peer learning setting and question and answer sessions during tutorials (see Canvas for each weeks activities overview).

Weighting

Due Date

30%

Final Research Summary and DLP by Sunday Week 6 11:59 pm through Canvas
Presentation: Weeks 7 and 8

Submission Method

In Class

| | |
|----------------------------|--|
| | Online |
| | Submit Final research summary and links to learning package through Canvas portal. Your tutor will then post to canvas for your peers to access. |
| | Presentation: Weeks 7 and 8 |
| Assessment Criteria | See detailed rubric |
| Return Method | In Class |
| Feedback Provided | In Class - . Two weeks after presentation |

Assessment 2 - SimSchool: On-line 40%

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| Assessment Type | Problem Based Learning |
| Description | <p>The purpose of this assessment task is to demonstrate the application of a body of knowledge of legislation, educational policies and provisions of students with diverse needs including understanding learning processes in those with a disability. This also includes developing the understanding of the role of families in supporting a child with a disability and the role of the teacher as a collaborative participant in developing effective educational programs.</p> <p>Students demonstrate that they are insightful scholars by completing 4 specifically designed SimSchool scenarios about inclusive practice in the context of the 2005 Commonwealth Disability Standards for Education Students.</p> |

Students are assessed on their ability to problem solve and reflect upon the mandatory Disability Standards and actual examples of students with diverse needs including those with a disability in a simulated classroom environment, as well as make data informed choices through engaging in case study students IEP documents, previous academic attainment information and parental perspectives and communication. Students are assessed on their conceptual/theoretical understanding, critical analysis, reasoning and academic literacy at this senior level of study.

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| Weighting | 40% |
| Due Date | All SimSchool modules (4 x 10%) are to be completed by Sunday, Week 12. |
| Submission Method | Online via the SimSchool platform |

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| Assessment Criteria | <p>Students will use the SimSchool platform to demonstrate their understanding of the Disability Standards for Education in their classroom, addressing the needs of their whole class, as well as an individual case study student. Students will shape their interactions and make increasingly informed choices through a deepening understanding of inclusive policy and best practice knowledge as they progress through the course. Each module has a slightly different rubric which is displayed prior to each module beginning, as well as being available on canvas, and is responsive to the progress of course content and increasing knowledge and skills.</p> |
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Each module (of which there are 4) MUST BE DONE AT LEAST TWICE (2x15min), and between each playthrough, the observation report is required to be viewed for grades to be assigned. Students can play through each module as many times as they like to achieve the highest possible grade.

Each module will have a 10% total weighting. For module 1, this score will be made up of the student's highest overall effectiveness score, e.g., if a student receives 88% as their highest recorded attempt, they would receive 8.8/10.

For modules 2, 3 and 4, a student's grades will be made up of 5% based on the classroom's overall effectiveness score and 5% based on Sadie's individual engagement score, e.g., if the overall effectiveness of the lesson was 70%, and Sadie's engagement score was 30%, the student would receive 5/10. ($70/2=35$, $30/2=15$, $35+15=50 = 5$ out of 10)

, and their highest success percentage score for each module will be used as their final grade.

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| Return Method | Online |
| Feedback Provided | Instant feedback via SimSchool platform after each play through of all attempts. This is in the form of a score, a Module rubric overview and reflective report within the platform. Final online score will be posted on Canvas in Week 13. |

Assessment 3 - Case Studies 30%

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| Assessment Type | Case Study / Problem-Based Learning |
| Purpose | The purpose of this assignment is to demonstrate a range of teaching and learning practices designed to maximise the social and learning experiences of students with diverse needs in primary and secondary settings and develop coherent and professional standard case studies. Students demonstrate that they can create and maintain a supportive and safe learning environment. |
| Description | <p>Part One (20% 500 words):</p> <p>Students demonstrate that they are insightful scholars and have a coherent and advanced knowledge of The Disability Standards for Education and Inclusive Education Best Practice research. Students demonstrate this, at a senior level, by developing long-term goals for a case study student (This student is the same student whom students have been developing a deep understanding of in AT2), and responding to these goals by creating an adjusted lesson plan and specific lesson goals for the student; reflecting evidence-based adjustments to the pedagogical and management strategies being used to support learning and behavioural success.</p> <p>This adjusted lesson plan will also specify the informal and formal assessment and evaluation strategies they would use throughout the lesson. This task will require problem-solving and adaptation of knowledge relevant to a wide range of contexts and needs and the deep consideration of parent collaboration and previous academic performance data (as presented in AT2). Students are assessed on their ability to plan and execute the development of appropriate individual lesson goals that are specific, measurable and relevant to long term goals and the lesson (SMART format).</p> <p>Details of adjustments/scaffolds/evaluation are provided and justified through the use of evidence (knowledge of the student and knowledge from research) and are appropriate to supporting the student to achieve the lesson outcomes and their lesson goals. Adjustments have also been made to ensure the student can demonstrate their achievements through both informal and formal assessment/evaluation strategies within the lesson, including forms of data collection and record-keeping practices.</p> <p>Part Two (10%):</p> <p>Students find three pieces of research/literature (published post 2010) and summarise the content of each piece of research/literature, (approximately 175 words each). This can be done in three separate paragraphs with the use of sub-headings. The discussion should focus on the teaching or whole-school practices for supporting student with ADHD. Each piece of research/literature must be current and related to education of students in mainstream classrooms. Correct use of APA-7 referencing is expected.</p> |
| Weighting | 30% |
| Due Date | Sunday Week 13 11:59pm |
| Submission Method | Online through Canvas |
| Assessment Criteria | Detailed Rubric available through Canvas |
| Return Method | Online |
| Feedback Provided | Online |

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

| Range of Marks | Grade | Description |
|----------------|-----------------------|---|
| 85-100 | High Distinction (HD) | Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives. |
| 75-84 | Distinction (D) | Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives. |

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| 65-74 | Credit (C) | Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes. |
| 50-64 | Pass (P) | Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes. |
| 0-49 | Fail (FF) | Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action. |

*Skills are those identified for the purposes of assessment task(s).

Attendance

Attendance/participation will be recorded in the following components:

- Tutorial (Method of recording: Class roll)

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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AT1: Rubric: Tutor Marked

| | High Distinction | Distinction | Credit | Pass | Fail |
|---|---|--|--|---|--|
| | 15-12.75 | 12.74-11.25 | 11.24-9.75 | 9.74-7.5 | 7.4-0 |
| Content of the DLP and Summary of Research <i>(all group members receive the same mark)</i> | <p>Comprehensive, specific understanding of the characteristics of the disability and discussion of identified strengths, difficulties and strategies are explicitly linked to these characteristics.</p> <p>Substantial and thorough research consisting of recently published material relevant to teachers, and specific to the disability. APA standards are always reflected</p> <p>People first language and the philosophy of inclusion are always reflected in the content.</p> <p>DLP always accurately reflect the research summary, extending beyond this content, and each DLO has a unique contribution to understanding</p> | <p>There is a clear relationship between the characteristics of the disability and strengths, difficulties and strategies are related in part to these characteristics.</p> <p>Research consists of recently published materials and is highly relevant to teachers. All research is specific in discussing the disability topic. APA standards are always reflected</p> <p>People first language and the philosophy of inclusion are always reflected in the content.</p> <p>The DLP reflects the research summary and extends the audiences deep knowledge of the topic. Each DLO accurately reflects different aspects to the content</p> | <p>The characteristics of the disability are presented and links to their implications for teaching and learning are addressed. Strategies are presented are not linked to these impacts.</p> <p>Research is limited to the course textbook and other references used are of variable quality and not always relevant to the disability topic. APA standards not always reflected, research is not always relevant to teaching</p> <p>People first language and the philosophy of inclusion are not always reflected in the content</p> <p>The DLP is reflective of the research summary</p> | <p>Generalised statements on the characteristics of the disability are made</p> <p>Minimal links to classroom practice and implications for teaching and learning</p> <p>Evidence of research limited to the course textbook and one or two other references, APA standards not reflected, research is minimally relevant to teaching</p> <p>People first language and the philosophy of inclusion are not reflected in the content</p> <p>The DLP is insufficient or unrelated to the research summary content</p> | <p>Did not fulfil requirements of the task</p> <p>Did not submit a completed task with all components included</p> |
| Presentation: <i>(individually marked)</i> | 10-8.6 | 8.5-7.6 | 7.5-6.6 | 6.5-5 | 4.9-0 |
| | <p>Contribution to discussions is very clear and contains detailed information outside of the required scope of information necessary for the assessment. Student demonstrates full knowledge of information about the chosen disability.</p> <p>Answers all questions with explanations and elaboration.</p> | <p>Contribution to discussions is clear with well-organised information.</p> <p>Student demonstrates good understanding of the chosen disability when answering questions from the audience. Student maintains active body language and open body positioning most of the time. Student's delivery is clear.</p> | <p>Contribution is not always clear and some information is poorly organised.</p> <p>Student demonstrates basic understanding of the chosen disability.</p> <p>Occasionally uses eye contact. Student's delivery not always clear.</p> | <p>Contribution lacks clarity, information is poorly organised.</p> <p>Does not demonstrate understanding of the disability.</p> <p>Student reads all of their contributions with no or very little active body</p> | <p>Student does not contribute to the presentation of their group work or engage in class discussion.</p> <p>Non-attendance at one or both presentation weeks.</p> |

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| | <p>Student uses voice, gestures and eye-contact to engage audience.</p> <p>Will use and include correct use of person first language at all times</p> | <p>Participates in Small group discussion and uses expressive and receptive commentary.</p> <p>Will use and include correct use of person first language at all times</p> | <p>Students only minimally contributes to small group discussions.</p> <p>Person first language is not used on multiple occasions</p> | <p>language and open positioning.</p> <p>Passive small group contributions only.</p> <p>Person first language is not used in most instances</p> | |
|--|---|---|---|---|--|

AT1: Rubric: Peer Marked

| | Levels of Achievement | | |
|---|---|---|--|
| Criteria | Novice | Competent | Proficient |
| 1. Contributed to design and development | 0 Points The student did not participate in decision-making about the design or development of the DLO's or summary of research. | 0.5 Point The student contributed adequately to the design and development of the DLO's and summary of research. | 1 Points The student contributed extensively to the design and development of the DLO's and summary of research. |
| 2. Has located useful information | 0 Points Some of the information did not relate directly to the key task requirements. | 0.5 Point Most of the information was accurate and related directly to the key task requirements. | 1 Points All the information was highly accurate and relevant to the key questions. |
| 3. Has contributed to group knowledge | 0 Points The student's research was very limited and did not advance the project. | 0.5 Point The student's research was adequate and advanced the project. | 1 Points The student's research was thorough, comprehensive, and advanced the project. |
| 4. Adequate effort given in oral presentation | 0 Points The student's preparation for the presentation was generally poor and his/her part of the presentation did not run smoothly. | 0.5 Point The student's preparation for the presentation was generally organised and his/her part of the presentation ran quite smoothly. | 1 Points The student's preparation for the presentation was very well organised and his/her part of the presentation ran very smoothly. |
| 5. Communicated well with all group members | 0 Points The student participated in few or no group meetings. Did little or no work assigned by the group. | 0.5 Point The student missed some group meetings but usually listened to, shared with, and supported the efforts of others. Sometimes provided effective feedback to group members. | 1 Points The student participated in all group meetings and listened to, shared with, and supported the efforts of others. Provided effective feedback to other group members. |

AT3: Rubric: Part A; Lesson Plan Adjustment

| | High Distinction | Distinction | Credit | Pass | Fail |
|---|--|--|--|---|---|
| Inclusivity and Adjustments | 10-8.6 | 8.5-7.6 | 7.5-6.6 | 6.5-5 | 4.9-0 |
| | <p>All adjustments are reasonable and promote full whole class inclusion</p> <p>Strength and interest based approaches are evident throughout</p> <p>All adjustments are supported by both the case study content AND research; appendices are provided at all necessary times, and reflect a deep understanding of student needs</p> <p>The reason and purpose for each adjustment is clearly articulated and evidence based.</p> | <p>All adjustments are reasonable and promote full whole class inclusion</p> <p>There is some attempt to reflect student strengths and interests in the lesson</p> <p>The majority of adjustments are supported by the case study and research; appendices support most adjustments when necessary</p> <p>The reasons for most adjustments are clearly articulated and evidence based.</p> | <p>There is could be one instance of an adjustment promoting student withdrawal, but it is supported by evidence from the case study or research.</p> <p>Student interests are used informally to promote engagement in the lesson</p> <p>Adjustments are supported by the case study information; minimal research support is evident.</p> <p>Minimal reasons for the adjustment being made are presented. Some are supported by evidence</p> | <p>There is one or more instance of an adjustment that requires student withdrawal that is not justified with evidence.</p> <p>There is no inclusion of student strengths or interests</p> <p>Adjustments are unsupported by the case study, no research support is provided.</p> <p>Minimal reasons for the adjustment being made are presented. None are supported by evidence.</p> | <p>Adjustments do not promote inclusion and require student to be excluded from the lesson</p> <p>No adjustments are supported with evidence from the case study of research sources</p> |
| Evaluation and Assessment, including SMART goals | 10-8.6 | 8.5-7.6 | 7.5-6.6 | 6.5-5 | 4.9-0 |
| | <p>Both lesson goals are SMART. Both are directly related to the long term goals</p> <p>There are specific data collection methods that reflect student progress/achievement of the lesson goals and retained/recorded by the teacher.</p> | <p>At least one lesson goal is SMART. Both are directly related to the long term goals</p> <p>Some data collection methods related to tracking student progress against the lesson goals are included and retained by the teacher.</p> <p>The assessment and evaluation strategies presented are well</p> | <p>Lesson goals are mostly in line with the SMART formula and somewhat supportive of progress towards the long term goals</p> <p>Data collection methods are indicated but not specified or retained.</p> <p>Assessment and evaluation strategies are non-specific and very general with minimal support from</p> | <p>Lesson goals are only partially reflective of the SMART formula and not related to the long term goals</p> <p>No assessment data or evidence is collected to support student achievement of the lesson goals</p> <p>Assessment and evaluation strategies are indicated but</p> | <p>Neither lesson goal is related to the long-term goals. Neither are SMART.</p> <p>NO specific assessment strategies are presented.</p> <p>No specific evaluation of student progress is made.</p> |

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| | <p>There are specific evaluation strategies throughout the lesson that ensure student engagement and understanding. Specifics are detailed, such as specific questions being asked, or behaviours being observed.</p> <p>All elements are supported by evidence when required</p> <p>Appendices are provided at all necessary times and are of high quality</p> | <p>designed, but not specific in nature, or only generally described.</p> <p>Most elements are supported by evidence when required.</p> <p>Appendices are related to the suggested processes and will be functional</p> | <p>evidence when required (case study or research)</p> <p>Appendices are unrelated or misaligned with articulated processes.</p> | <p>non-specific and not supported by evidence (case study or research)</p> <p>No appendices are provided even if required</p> | |
|--|---|---|--|---|--|

AT3: Rubric: Part B; Research

| | High Distinction | Distinction | Credit | Pass | Fail |
|--------------------|---|---|--|---|---|
| | 10-8.6 | 8.5-7.6 | 7.5-6.6 | 6.5-5 | 4.9-0 |
| Research summaries | <p>All 3 sources are of high quality and come from reliable sources that reflect best-practice and a contemporary understanding</p> <p>All 3 sources are specifically related to the research topic</p> <p>No APA referencing errors</p> <p>All 3 summaries clearly articulate the implications for teaching and learning and includes critical analysis of the content</p> | <p>All 3 sources are of high quality and come from reliable sources that reflect best-practice and a contemporary understanding</p> <p>All 3 sources are specifically related to the research topic</p> <p>There could be one APA referencing error</p> <p>Two summaries articulate the implications for teaching and learning and includes critical analysis of the content.</p> | <p>All 3 sources are satisfactory but may not come from peer-reviewed or best-practice contexts</p> <p>All sources relate to the research topic</p> <p>Some APA referencing errors</p> <p>One or more summaries articulates the implications for teaching and learning. Some low level critical analysis is evident in some of the summaries</p> | <p>The origin or validity of one or more sources is questionable, and do not always come from peer-reviewed or best-practice contexts</p> <p>One or more source may not be specific to the research topic.</p> <p>Frequent APA referencing errors</p> <p>Minor link to teaching and learning are made. No critical analysis is included</p> | <p>Less than 3 summaries submitted or the summaries submitted were not reflective of the specific topic. Did not fulfil requirements of the task.</p> |