School of Education

EDUC4063: Planning for Teaching in Special Education
Callaghan and Ourimbah
Semester 1 - 2024

OVERVIEW

Course Description
Students will develop a knowledge and understanding of research based instructional design principles, and planning and instructional approaches relevant to teaching students with special education ns. The specific objectives of the subject are that students will demonstrate: a knowledge of programming models; the ability to develop instructional approaches to meet specific learning needs; and the ability to develop programs at individual, group and class levels. The subject forms part of a cohort of subjects that students seeking an additional accreditation as a special education teacher are required to complete within their double degree program.

Requisites
Students must have successfully completed EDUC4002 and EDUC4065 to enrol in this course.

Contact Hours
Lecture
Face to Face On Campus
16 hour(s) per Term Full Term

Tutorial
Face to Face On Campus
16 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.

CONTACTS

Course Coordinator	**Callaghan and Ourimbah**
	Ms Tess Rendoth
	Tess.Rendoth@newcastle.edu.au
	4921 5707
	Consultation: Please email in first instance. Callaghan: Mon-Wed, Friday; Ourimbah: Thursday
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	**School of Education**

VG30 V Building	HO1.43 Humanities Building
Callaghan	Ourimbah
+61 2 4921 6428	+61 2 4349 4962 / 4934

Education@newcastle.edu.au

SYLLABUS

Course Content	• Programming models
	• Types of curricula
	• Planning and instruction
	• Instructional approaches to meet specific needs including:
	• Instructional approaches for students with high support needs
	• Multi-focus programming issues
	• Curriculum and teaching adaptation

Course Learning Outcomes	**On successful completion of this course, students will be able to:**
	1. Knowledge of programming models
	2. Ability to develop instructional approaches to meet specific learning needs
	3. Ability to develop programs at individual, group and class levels.

Course Materials	**Required Reading:**
	Colley, A. (2013). Personalised Learning for young people with profound and multiple learning difficulties (1st Ed.) London: Jessica Kingsley Publishers
	Commonwealth of Australia. (2005). Disability Standards for Education. Available from: https://www.education.gov.au/disability-standards-education-2005
	Cumming, T.M & Arthur-Kelly, M. (2021) Planning effective teaching strategies. In Strnadova, I., Arthur-Kelly, M. and Foreman, P. (Eds.). (2021). *Inclusion in Action* (6th ed. Chapter 5). South Melbourne, Vic: Cengage
	Gargiulo, R. M., & Bouck, E. C. (2014). Assessing and evaluating students with intellectual disabilities. In *Instructional Strategies for Students with Mild, Moderate and Severe Intellectual Disability* (pp. 77–106). Sage Publications.
	Korner, H. (1991). *Programming communication for students with severe intellectual disability* (p. 181). Resource Support Unit, Special Education Directorate, NSW Dept. of School Education. ISBN: 0730581462
	Rendoth, T., Duncan, J., Foggett, J., & Colyvas, K. (2024). Curriculum effectiveness for secondary-aged students with severe intellectual disabilities or profound and multiple learning difficulties in Australia: Teacher perspectives. *Journal of intellectual disabilities :* https://doi.org/10.1177/17446295241228729. Advanced online publication.
	Rendoth, T., Duncan, J., & Foggett, J. (2021) Inclusive curricula for students with severe intellectual disabilities or profound and multiple learning difficulties: A scoping review. *Journal of Research Special Educational Needs,* 22(1), 76-88, https://doi.org/10.1111/1471-3802.12544

Recommended Reading:

Dymond, S. K., Butler, A. M., Hopkins, S. L., & Patton, K. A. (2018). Curriculum and context: Trends in interventions with transition-age students with severe disabilities. The Journal of Special Education, 52(3), 152–162.

Hattie, J., & Temperley, H. (2007). The power of feedback. Review of Education Research, 77, 81-112

Hewett, D. (2018), The nature of human communication. In D. Hewett The Intensive Interaction Handbook (pp. 3-7). London: Sage Publications

Knight, V.F., Huber, H.B., Kuntz, K.M., Carter, E.W., & Pablo Juarez, A. (2018). Instructional practices, priorities and preparedness for educating students with autism and intellectual disability. Focus on Autism and Other Developmental Disabilities, 34(1), 3-14.

Konrad, M., Criss, C.J., & Oif Telesman, A. (2019). Fads or facts? Sifting through the evidence to find what really works. Intervention in School and Clinic, 54(5), 272-279

Matthews, D. (2015). Identifying humanness in an individual with severe learning difficulties. The SLD Experience, Spring, 37-42.

Mitchell, D. (2014). What really works in special and inclusive education: Using evidence-based teaching strategies. London: Routledge.

Nationally Consistent Collection of Data: School Students with Disability 2015: Information and implementation guidance for principals. NSW Department of Education and Communities. Available from: www.dec.nsw.gov.au http://www.schooldisabilitydatapl.edu.au/data-collection-model/data-collection-model

Parker, D. & Kamps, D. (2011). Effects of task analysis and self-monitoring for children with autism in multiple social settings. Focus on Autism and Other Developmental Disabilities, 26(3), 131-142

Singer, G.H.S, Agran, M. & Spooner, F. (2017) Evidence-based and values-based practices for people with severe disabilities. Research and Practice for Persons with Severe Disabilities, 42(1), 62-72

Timberlake, M.T., (2016). The path to academic access for students with significant cognitive disabilities. The Journal of Special Education, 49(4), 199-208

Walker, P. M., Carson, K. L., Jarvis, J. M., McMillan, J. M., & Noble, A. G. (2018, December). How do educators of students with disabilities in specialist settings understand and apply the Australian curriculum framework. Australasian Journal of Special and Inclusive Education, 42(2), 111-126

SCHEDULE

Week	Week Begins	Topic	Readings	Assessment Due
1	26 Feb	Course Overview Who are our students?: What does a moderate to profound diagnosis mean and look like? Terminology, placement and Inclusion	Pre-Lecture and tutorial: Watch recorded materials prior and contribute to Q and A brainstorm and discussion board posts Guest Speaker/Visitor (in Lecture) Course readings: Colley (2013) Chpt 1; Matthews (2015)	
2	4 Mar	Considerations for teaching: Personal and medical care, professional role and obligations, ethical and moral considerations; home/family relationships	Course Readings: Colley (2013) Chpt 2;	
3	11 March	Communication: Pre-formal and foundational communication skills, the use of AAC and different communication pathways	Course Readings: Hewett (2018) Korner (1991)	
4	18 March	Sensory: The 5 senses and their impact on learning and teaching. Sensory processing and ASD	Course Readings: Colley (2013) Chpt 3; Timberlake (2016)	Assessment 1.1 Individual submission
5	25 March	What do we teach our Students?: What is learning? Functional –v- academic skills, preparing for transitions and post-school life.	Course Readings: Colley (2013) Chpt 4; Dymond (2018);	
6	1 Apr	Assessment: Specific assessment methods, Task analysis, CBM and CBA. **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.**	Course Readings: Gargiulo et al (2014); Parker et al (2011) **Online canvas activities are a required component of this week**	
7	8 Apr	Personalised Learning: Skills for independence and social interactions. Curriculum implications; Family and peer considerations.	Course Readings: Colley (2013) Chpt 7; Rendoth et al. (2021); Rendoth et al. (2024) Walker et al (2018)	Assessment 1.2 Group submission
		Mid Term Break		
		Mid Term Break		
8	29 Apr	Planning: Long, mid- and short term planning and goal setting. IEPs	Course Readings: Colley (2013) Chpt 6; Mitchell (2014)	
9	6 May	Implement Student Teacher interactions, prompting, reinforcement and feedback. Consolidating learning through pedagogical methods	Course Readings: Konrad et al. (2019) Singer et al. (2017)	Assessment 1.3 Group submission
10	13 May	Implement: Administrative and environmental supports. Graphic organisers; Timetabling, support staff management and the class environment.	Course readings: Colley (2013) Chpt 5; Cumming et al (2021); Knight et al. (2018)	
11	20 May	Evaluation: Tracking and interpreting progress. GUEST LECTURE: Indigenous perspectives in SSPs	Course readings: Colley (2013) Chpt 8; Hattie et al (2007)	
12	27 May			
13	3 June			Assessment 2 Individual Submission,

					Sunday 9 June
	Examination Period				
	Examination Period				

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Case Scenario/PBL Exercises	All AT1 parts will be started IN CLASS, weeks 4, 7, and 9. Attendance is seen as part of assessment task completion. AT1.1 Week 4 tutorial +1.5 days, Callaghan: Thursday 21 March Ourimbah: Wednesday 20 March AT1.2 Week 7 tutorial + 5 days Callaghan: Sunday 14 April Ourimbah: Saturday 13 April AT1.3 Week 9 tutorial + 7 days Callaghan: Tuesday 14 May Ourimbah: Monday 13 May Submission time is 11:59 pm via canvas	Combination	60%	1, 2, 3
2	Essays/Written Assignments	Sunday 9 June 11:59 pm via canvas	Individual	40%	1, 2, 3

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 - Case Scenario/PBL Exercises

Assessment Type Case Study / Problem Based Learning

Purpose To assess individual and group learning at key points through the semester through case scenarios and problem solving tasks described below.

Description To support the completion of each part of this assessment students will be provided with and directed to use fillable task response sheets and accompanying resources in each allocated tutorial which will then be made available on Canvas.

Part 1 of 3 (600 words/20%)
Knowing your learner: Assessment and Planning (individual activity)

Students will respond to a provided case study student. Students will assess the communication and sensory strengths and challenges of the profiled student in relation to a specific literacy activity. A resource suitable to meet the student's needs to access the literacy activity outlined will be developed.
The assessment of student needs and development of the resources will be justified through evidence-based practices.

Part 1 will be begun during the week 4 tutorial and submittedby Callaghan students on Thursday 21 March, and Ourimbah students on Wednesday 20 March
 (1.5 day completion period in addition to in tutorial time)

Part 2 of 3 (600 words/20%)
Knowing your role: Assessment and Collaboration (group activity)

In responding to a specific Individual Education Plan (IEP) students will show their understanding of the primary planning domains for learning. Students will review the IEP in relation to best practice when planning for students with disabilities. Students critically analyse this document, suggesting and justifying adjustments to better align the provided IEP with professional expectations and policy obligations.

Part 2 will be begun during the week 7 tutorial and submitted by Callaghan students on Sunday 14 April, and Ourimbah students on Saturday 13 April
(5 day submission period in addition to the in tutorial time - ONE SUBMISSION PER GROUP)

Part 3 of 3 (600 words/20%)
Knowing where to go: Planning and Implementation (Group and Individual activity)

Part A: Understanding data. GROUP (can be done as an individual if you wish). Students will show their understanding of data collection processes and recording methods used in curriculum-based measurement in relation to a given data set.

Part B: Progress monitoring for data-based instruction. INDIVIDUAL. Using the data set provided in part A; students will match current performance to curriculum outcomes and specified general capabilities. Based on the assessed present level of performance and using collaborative practices, students will develop a long-term learning goal and identify 3 short to mid-term objectives to support achievement of the goal.

Part 3 will be begun during the week 9 tutorial and submitted by Callaghan students on Tuesday 14 May, and Ourimbah students on Monday 13 May
(7 day completion period in addition to the in tutorial time – ONE SUBMISSION PER INDIVIDUAL (same group component))

Weighting	60%
Length	Variable depending on each task
Due Date	Please refer to the assessment overview table on page 5 and in above assessment description (variable depending on location).
Submission Method	Online through canvas
Assessment Criteria	Refer to the detailed rubric on canvas
Return Method	Online
Feedback Provided	Online - Within 3 weeks of submission.

Assessment 2 - Essays/Written Assignments

Assessment Type	Written Assignment
Purpose	To allow individual students the opportunity to demonstrate their skills in instructional design and demonstrate they have a cohesive grasp of theory and practices covered in the course.
Description	To support the completion of this task students will be directed to use already created fillable forms (excel – Parts 1 and 3) and a task response sheet (Part 2) plus accompanying resources via canvas.

Knowing what to do: Implementation and Evaluation (Individual activity)

Part 1 of 3 (400 words or equivalent)
Students will be provided with a case study profile
Create and justify long term goals in relation to the student's strengths, challenges and present level of performance indicators.
Students will draw on research literature to support this discussion.

Part 2 of 3 (250 words or equivalent)
Students will watch a recorded lesson (provided) and be required to
Identify the intended whole class learning outcome/s. Identify the broad cross-KLA links within the lesson. Develop two lesson objectives for the case study student explored in part 1; . Develop and present a lesson adjustment plan that enables the case study student to participate in the lesson and achieve the 2 lesson objectives outlined. Identify two key barriers to participation in this lesson for the profiled student and suggest an adjustment.
Empirical evidence will need to be sighted throughout to justify choices and interpretations

Part 3 of 3 (800 words or equivalent)
Written response. Students will provide a strategy and implementation plan for the case study student so they are best able to meet the IEP goals developed in part 1. Each IEP goal will be discussed separately so that implementation details are clear and specific. Empirical evidence will need to be sighted throughout to justify choices and interpretations; including academic and peer-reviewed sources

Weighting	40%
Length	Maximum of 2000 words
Due Date	Sunday 9 June, 11:59 pm
Submission Method	Online
Assessment Criteria	Refer to the detailed rubric
Return Method **Feedback Provided**	Online Online - Within 3 weeks of submission.

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.
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:
- Lecture (Method of recording: Class roll)
- 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. Please see the Student Academic Integrity Policy for more information.

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

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 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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EDUC4063 Sem 1 2024
Rubric, Assessment Task 1.1 Knowing your learner

1	Fail	Pass	Credit	Distinction	High Distinction
Marks & Criteria	0-4	4.5-5	5.5-6	6.5-7	7.5-8
Assessment of communication strengths and difficulties	Student provides no or little information in relation to the student's communication strengths and difficulties; assessment of strengths and difficulties is not discussed in relation to the literacy activity; No literature support is utilised to justify the discussion. .	Student provides some information in relation to the student's communication strengths and difficulties; the discussion is related to the literacy activity but lacks depth. Limited literature support is utilised to justify the discussion.	Student provides good information in relation to the student's communication strengths and difficulties; the discussion is well-linked to the literacy activity. Support from the literature is utilised to justify main points in the discussion.	Student provides comprehensive information in relation to the student's communication strengths and difficulties; Support from the research literature is utilised to justify most points in the discussion.	Student provides comprehensive and insightful information in relation to the student's communication strengths and difficulties; Support from the research literature is provided to justify the discussion at all times.
	0-4	4.5-5	5.5-6	6.5-7	7.5-8
Assessment of sensory strengths and difficulties	Student provides no or little information in relation to the student's sensory strengths and difficulties; assessment of strengths and difficulties is not discussed in relation to the literacy activity; No literature support is utilised to justify the discussion.	Student provides some information in relation to the student's sensory strengths and difficulties; the discussion is related to the literacy activity but lacks depth. Limited research literature is utilised to justify the discussion. .	Student provides good information in relation to the student's sensory strengths and difficulties; the discussion is well-linked to the literacy activity. Support from the research literature is utilised to justify main points in the discussion.	Student provides comprehensive information in relation to the student's sensory strengths and difficulties; Support from the research literature is utilised to justify most points in the discussion.	Student provides comprehensive and insightful information in relation to the student's sensory strengths and difficulties; Support from the research literature is provided to justify the discussion at all times.
	0-2	2.5	3		4	
Appropriateness of developed resource	Resource not developed or not appropriate for the student's needs in relation to the literacy task	Developed resource has limited appropriateness for the student's needs in relation to the literacy task	Developed resource is appropriate for the student's needs in relation to the literacy task		Developed resource is very appropriate for the student's needs in relation to the literacy task	

Rubric, Assessment Task 1.2: Knowing your role

	Fail	Pass	Credit	Distinction	High Distinction
Marks & Criteria	0-1.5	2-2.5	3-3.5	4-4.5	5
Identification of learning domains within an Individual Education Plan (IEP) /5	Student provides no or little evidence of dissecting the provided IEP into the specified learning domains. No clear attempt to categorise content into clear domains is evident.	Student provides some evidence of dissecting the provided IEP. Not all learning domains are utilised or addressed within the submission.	Student provides a fundamental dissection of the IEP document. All 4 learning domains are identified within the text. Minimal points of evidence within the IEP is coded so as to 'belong' to each specific learning domain.	Student provides a comprehensive dissection of the IEP document. All 4 learning domains are identified within the text. Most learning domains have at some relevant points of evidence taken specifically from the IEP provided. All identified points of evidence are mostly reflective of each of the learning domains they are coded to.	Student provides a thorough dissection of the IEP document. All 4 learning domains are identified within the text. All 4 learning domains have most relevant points of evidence coded into each. All matched points of evidence are clearly reflective of each of the learning domains they are coded to.
	0-4.5	5-5.5	6-6.5	7-8	8.5-10
Analysis in response to best practice /10	Student provides no or little information in relation to the IEPs ability to meet or exceed best practice expectations. No critical reflection has been undertaken. No literature is used in this analysis	Student provides some information in relation to the IEPs ability to meet or exceed best practice expectations. Limited research literature is utilised to justify the discussion. .	Student provides good information in relation to the IEPs ability to meet or exceed best practice expectations. Support from the research literature is utilised to justify main points in the discussion.	Student provides comprehensive information in relation to the IEPs ability to meet or exceed best practice expectations. Support from the research literature is utilised to justify most points in the discussion.	Student provides comprehensive and insightful information in relation to the IEPs ability to meet or exceed best practice expectations. Support from the research literature is provided to justify the discussion at all times.
	0-1.5	2-2.5	3-3.5	4-4.5	5
Recommendations for improvement /5	Student provides no or little recommendations for improvement. No literature is used in this analysis	Student provides some recommendations for improvement. Limited research literature is utilised to justify the discussion.	Student provides a good range of recommendations for improvement. Support from the research literature is utilised to justify most of these suggested adjustments.	Student provides a comprehensive range of recommendations for improvement. Support from the research literature is utilised to justify most points in the discussion, and the potential improvements these adjustments could lead to are sometimes explored.	Student provides a comprehensive and insightful range of recommendations for improvement. Support from the research literature is utilised to justify the discussion at all times. The potential improvements these adjustments could lead to are identified throughout the response.

	Fail	Pass	Credit	Distinction	High Distinction
Marks & Criteria	0-2	2.5	3-3.5	4	5
Student understanding of data collection as part of Curriculum-Based Measurement	Student demonstrates no or little understanding of the characteristics of Curriculum-Based Measurement (CBM) as a tool for progress monitoring as part of data-based instruction.	Student demonstrates some understanding of the characteristics of Curriculum-Based Measurement (CBM) as a tool for progress monitoring as part of data-based instruction	Student demonstrates good understanding of the characteristics of Curriculum-Based Measurement (CBM) as a tool for progress monitoring as part of data-based instruction.	Student demonstrates comprehensive understanding of the characteristics of Curriculum-Based Measurement (CBM) as a tool for progress monitoring as part of data-based instruction	Student demonstrates excellent understanding of the characteristics of Curriculum-Based Measurement (CBM) as a tool for progress monitoring as part of data-based instruction.
	0-2	2.5	3-3.5	4	5
Links between assessment data, present level of performance and the curriculum	Statement of present level of performance is not clear or does not match assessment data; stated link between present level of performance and curriculum is missing or not appropriate.	Statement of current level of performance demonstrates awareness of the learning strengths and needs indicated by the assessment data; stated link between present level of performance and curriculum demonstrates some understanding of the learning intentions within the curriculum outcomes.	Statement of current level of performance demonstrates good awareness of the learning strengths and needs indicated by the assessment data; stated link between present level of performance and curriculum demonstrates good understanding of the learning intentions within the curriculum outcomes.	Statement of current level of performance demonstrates comprehensive understanding of the learning strengths and needs indicated by the assessment data; stated link between present level of performance and curriculum demonstrates in depth understanding of the learning intentions within the curriculum outcomes.	Statement of current level of performance demonstrates critical thinking in relation to the assessment data; stated link between present level of performance and curriculum demonstrates insightful understanding of the learning intentions within the curriculum outcomes.
	0-4.5	5-6	6.5-7	7.5-8	8.5-10
Goals and objectives	Long-term learning goal has not been collaboratively developed or reflects little or no understanding of student needs as indicated in the statement of present level of performance; short-term objectives are not appropriate for supporting achievement of this goal.	Long-term learning goal has been collaboratively developed and reflects some understanding of student needs as indicated in the statement of present level of performance; short-term objectives are appropriate for supporting achievement of this goal; some goal and objectives are presented in SMART format.	Long-term learning goal has been collaboratively developed and reflects good understanding of student needs as indicated in the statement of present level of performance; short-term objectives are very appropriate for supporting achievement of this goal; most goal and objectives are presented in SMART format.	Long-term learning goal has been collaboratively developed and reflects an in-depth understanding of student needs as indicated in the statement of present level of performance; short-term objectives are highly appropriate for supporting achievement of this goal; all goal and objectives are presented in SMART format.	Long-term learning goal has been collaboratively developed and reflects an excellent understanding of student needs and strengths; short-term objectives are clearly developed to support the achievement of this goal and support curriculum progress; goal and objectives are presented in SMART format.

EDUC4063 Sem 1 2024 Rubric, Assessment Task 2, Parts 1 2 and 3 Knowing what to do

Part 1	Fail	Pass	Credit	Distinction	High Distinction
Marks and Criteria	**0-3**	**3.5 – 4**	**4.5 - 5**	**5.5 - 6**	**6.5-7**
Part 1 Organisation and content /7	Case study examination and relationship between the student profile and their long-term goals is not established. No literature support is utilised to justify the discussion.	Case study examination and relationship between the student profile and their long-term goals is somewhat discussed.	Some specific elements of the case study are utilised to justify the relationship between the student profile and their long term goals.	In most instances specific elements of the case study are utilised to justify the relationship between the student profile and their long term goals. Discussion is presented in a manner that explores the direct impact on teaching and learning.	In all instances specific elements of the case study are utilised to justify the relationship between the student profile and their long term goals. Discussion is presented in a comprehensive manner that explores the direct impact on teaching and learning.
	0-1	**1.5-2**		**2.5-3**	
Part 1 Mechanics /3	The structure of the response is difficult to follow. The paper lacks basic control over mechanics and contains excessive errors. APA referencing is not adhered too.	The structure of the response can be followed. The author is able to communicate ideas clearly with minimal confusion.		The structure of the response clear and able to be understood at all times. The author is able to communicate ideas with clarity	
Part 2	**Fail**	**Pass**	**Credit**	**Distinction**	**High Distinction**
Marks and Criteria	**0 – 2.5**	**3- 4**		**4.5 – 5.5**	**6-7**
Part 2 Whole class learning outcomes /7	Student does not identify any whole class learning objectives that have been selected by the teaching team	Student is able to identify at least 1 whole class-learning objective and at least 1 link to the general capabilities but does not provide the source of this to support their conclusions.		Student is able to identify at least 2 whole class-learning objectives and minor links to the ACARA and NSW curriculums and general capabilities	Student is able to identify at least 2 whole class-learning objectives and comprehensive links to the ACARA and NSW curriculums and general capabilities
	0-2	**2.5-3**		**3.5-4**	**4.5-5**
	0-2	**2.5-4.5**		**5-6**	
	No lesson objectives or related lesson adaptation	The student has provided a minimum of 1 lesson objective and an appropriate lesson adaptation		The student has provided 2 lesson objectives and an appropriate lesson adaptation that would address each.	

Part 2 Objectives and lesson adaptations /6	strategies are provided. If objectives or monitoring strategies are provided. There are minimal links to the lesson content or case study.	strategy. The strategy is reasonable and realistic in its relationship and ability to record progress against the objective. . Literature support is provided to justify the discussion at most times.		The strategies are reasonable and realistic in their ability to support Ben to achieve his lesson objectives and to record progress against the objective. Literature support is provided to justify the discussion at all times	
	0-1	**1.5**		**2**	
Part 2 Barriers to participation /2	The student does not identify any barriers to participation in the lesson. If barriers are presented. No evidence is articulated in support of this argument.	At least 1 barrier to lesson participation is identified and some reasoning is provided drawing from either the video or case study or in webpage text.		2 potential barriers to lesson participation are presented. Explicit use of evidence drawn from the case study content, web page text and video are utilised to support their argument.	
Part 3	**Fail**	**Pass**	**Credit**	**Distinction**	**High Distinction**
Marks and Criteria	**0-2.5**	**3-3.5**	**4-4.5**	**5-5.5**	**6**
Part 3 Strategies and pedagogy /6	The strategies or pedagogical approaches provided are unrelated to the needs of the case study or aimed at promoting the Long term goal	The strategies or pedagogical approaches provided are only somewhat related to the case study profile, or aimed at supporting the Long term goal. There is a minimal attempt to justify choices through available evidence.	The strategies or pedagogical approaches provided are directly related to the challenges of case study student, and designed to support progress towards the Long term goal .There is an attempt to justify choices through available evidence providing a few clear examples.	The strategies or pedagogical approaches provided are specifically related to the challenges and strengths of the case study student, and designed to support progress towards the Long term goal Strategic/pedagogical approaches are justified through the use of specific evidence provided by the case study or video, and includes at least 1 academic source	The strategies or pedagogical approaches provided are specifically related to the challenges and strengths of the case study student, and/or aimed at developing understanding of the lesson content. Strategic/pedagogical approaches are justified through the use of specific evidence provided via the case study or video. Academic evidence is also provided throughout their response.
	0-4.5	**5-5.5**	**6-6.5**	**7-7.5**	**8-9**
	The implementation details of the chosen	The implementation description for each	Implementation details are elementary and are	Implementation details are clearly communicated	Implementation details are specifically

Part 3 Implementation /9	approaches are not detailed or the implementation is unrealistic or unrelated to the teaching and learning context.	identified approach is vague and no clear practical explanation is provided. There is minimal effort to link the implementation practicalities with the teaching and learning context.	somewhat responsive to the teaching and learning context. Some consideration of student challenges are directly stated.	and are responsive to the teaching and learning context. Student strengths and challenges are referenced in at least one instance.	communicated and give full consideration to the teaching and learning context. Student strengths and challenges are referenced throughout the response in an insightful manner and directly linked to practical choices that are described.