



College of Education and Human Development
Division of Special Education and disAbility Research

Summer 2022
EDSE 627 672: Assessment
CRN: 43973, 3 – Credits

Instructor: <i>Dr. Cheryl Bragg</i>	Meeting Dates: 5/26/22 – 07/28/22
Phone: Phone call by appt.	Meeting Day(s): Thursday
E-Mail: <i>Cbragg@gmu.edu</i>	Meeting Time(s): 5:15 pm – 8:15 pm supplemented by one hour of online instruction per week in addition to regular class preparation activities. See Course Delivery Method below.
Office Hours: Virtual – Arranged with students	Meeting Location: Woodson High School; Room B107
Office Location: Virtual	Other Phone: (703)993-3670 / CEHD office

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s):

None

Co-requisite(s):

None

Course Description:

Offers knowledge and experiential learning activities related to assessment of students with mild disabilities. Includes statistical and psychometric concepts in assessment. Addresses norm-referenced, criterion-referenced, curriculum-based, and informal assessment for instructional and placement decisions.

Advising Contact Information:

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip:

Do you need to apply for internship? Students completing special education teacher licensure programs apply ahead of time for internships so supervisors, and sites if needed, can be arranged. Check your program plan or talk with your advisor if you are unsure when you should be applying for internship.

Course Delivery Method:

This course will be delivered via a hybrid format. This hybrid format consists of three hours of in person class time each week supplemented by an additional one hour of independent class work in the online environment. In-person class time will be 5:15 pm to 8:15 pm each week and the one hour of online learning is in addition to regular class work and preparation. As you budget your time for the course, keep in mind that you will need to allot more time to independent learning to a course presented in the hybrid format than to a course presented in a regular face-to-face format.

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Video and other media supports
4. Research and presentation activities
5. Electronic supplements and activities via Blackboard

Learner Outcomes:

Upon completion of this course, teacher candidates/students will be able to:

1. Provide the definition of assessment and the purposes and assumptions regarding assessment of exceptional children.
2. Compare and contrast the terms assessment and testing.
3. Describe relevant ethical standards, litigation, and legislation related to assessment.
4. Describe the characteristics of norm-referenced, criterion-referenced, curriculum-based and informal teacher-made tests, their similarities and differences, and their respective roles in the assessment process.
5. Demonstrate knowledge of basic measurement concepts and evaluate the psychometric properties of individual tests.
6. Create graphic displays of data in appropriate formats including: stem and leaf plot, scatterplot, and line graph using a computer spreadsheet.
7. Calculate descriptive statistics using a computer spreadsheet.
8. Interpret test results, generate appropriate educational goals and objectives based upon these results, and report test results in a professional written format.
9. Select, administer, and score of a variety of educational tests.
10. Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds. § Write assessment reports of academic achievement tests.
11. Conduct curriculum-based assessments to guide instructional decision-making. § Explain the benefits and limits of different forms of assessment (e.g., individual, norm-referenced assessment vs. continuous progress measures).
12. Explain the benefits and limits of different forms of data collected for assessment (e.g., standard scores vs. grade equivalents).

13. Score and interpret behavior observation protocols from time sampling, event recording, and interval recording procedures.
14. Describe the procedures and purposes of Response to Intervention (RTI).
15. Critique assessment and instructional accommodations relative to specific learning characteristics.

Professional Standards:

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Required Text:

Overton, T. (2016). Assessing Learners with Special Needs: An Applied Approach, (8th Ed.). Upper Saddle River, N.J.: Merrill/Pearson. [ISBN: 9780133856415]

Recommended Texts:

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000>

Required Resources:

Pdf doc online: Jim Wright, Curriculum-based measurement: A manual for teachers. Syracuse (NY) City Schools, 1992. <http://www.jimwrightonline.com/pdfdocs/cbaManual.pdf>

Additional Readings:

Other readings will be posted on the class blackboard site in the form of Adobe Acrobat (pdf) or Microsoft Word documents.

Course Performance Evaluation:

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

VIA Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation

purposes. Your instructor will provide directions as to how to upload the PBA to VIA. For EDSE 627, the required PBA is Curriculum-Based Measurement Project. Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations:

Performance-based Assessment (VIA submission required). [Please see Blackboard](#)

The *Curriculum-Based Measurement Project* fulfills this requirement. You will upload the document into the Assignment slot of VIA accessed within Blackboard. You will see the score on the rubric for this upload.

This CBM Project is ideally performed directly with children. This Summer session, however, will present an Alternative CBM Project that has been developed when there are significant barriers to accessing children. Educators continue to face enormous challenges due to the ongoing Covid-19 pandemic, and this course is occurring while there will be a disruption from the end of the 2021-22 school year and the start of any summer-based program {such as ESY (Extended School Year)}. Students then will be presented a project in which the same knowledge and skills will be realized, but based upon Case Study, rather than direct person analysis. The project will include the rationale/need for the skill improvement, mastery plan for educational intervention and monitoring progress, implementation chart/graph, and results of the project. [40 pts total)]. Details of the Curriculum-Based Measurement Project will be given to you as this class proceeds. The Rubric for this project is attached at the end of this Syllabus.

College Wide Common Assessment (VIA submission required). [Please see Blackboard](#)

The required college-wide common assessment in EDSE 627 is the dispositions self-assessment. Towards the beginning of their licensure programs (at program entry), all teacher candidates completed a self-rating of dispositions, which reflect one's attitudes and deeply held beliefs. Teacher Candidates in the Special Education-General Curriculum graduate licensure program complete the self-rating again towards the mid-point of the licensure program, in EDSE 627. The self-assessment will be an online survey, which can be accessed through the Assessments page of the course Blackboard site. Your instructor will notify you when the link is available.

The self-assessment has 12 items that ask you to reflect on your professional responsibility, collaboration and leadership, cultural responsiveness, and high expectations for learning. Please note that in addition to the initial self-rating at program entry and this mid-point self-rating in EDSE 627, your dispositions will also be assessed at least 1 other time during your program: an instructor-rated evaluation by a university supervisor during internship (EDSE 783). Instructors may complete instructor-rated disposition evaluations other times throughout your program. For more information on dispositions, see: <https://cehd.gmu.edu/epo/candidate-dispositions>

Other Assignments:

◆ **Grades will be calculated based upon a 120-point scale. The following are the major course assignments and corresponding grade points:**

1) Participation (includes weekly exercises + attendance)	40 points	33 %
2) Curriculum-Based Measurement Project	40 points	33 %
3) Academic Assessment Focus	25 points	21 %
4) Final Exam (In-class)	15 points	13 %

◆ **Details of the Assignments will be given to you as this class proceeds.**

◆ **There will be reading assignments**

Please retain a copy of your assignments in addition to the one you submit. All assignments should reflect graduate level spelling, syntax, and grammar.

Attendance/Participation:

◆ GMU Students in the Special Education Department are expected to attend the class periods of the courses for which they register. Students are expected to fully participate in this class, as it is a core class for your license. Professional Educators - such as yourselves - should be punctual and demonstrate active performance of your duties – just as on the job.

◆ 33% of your grade will include your attendance (also including weekly assignments). Your use of computer is expected to be limited to group work and/or taking notes.

◆ There are 8 classes that will require your presence (One week is virtual & the last class will be your FINAL). If for some reason you cannot make a class – you are not relieved of the obligation to fulfill course assignments. Should there be inclement weather which cancels a class - a Blackboard lesson will be arranged with a task assignment.

Late Work

◆ If there is some problem turning in your work on time please make arrangements with Dr. Bragg. Otherwise, only medical hardship with a written doctor's note will be accepted for full credit. Lateness of one week or greater in an assignment will result in the loss of 10 points [from a total of 100 in configuring your final grade, so you regrettably would be starting with a 90 (or a "B"). Incompletes – "IN" - will only be granted for documented medical hardships.

Grading Scale:

	100--95% = A	94--90% = A-	89--85% = B	84--80% = B	< 80% = F
points	114-120	108-113	102-107	96-101	

Please note the graduate grading scale does not include a “D.”

*Note: The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site \(https://oai.gmu.edu/\)](https://oai.gmu.edu/) and [Honor Code and System](#)

(<https://catalog.gmu.edu/policies/honor-code-system/>). Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions:

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

EDSE 627 Summer 2022 Class Schedule

Session	Topic	Assignment Due
1 May 26 th	<ul style="list-style-type: none"> • Course Overview • Assessment Process • History of Assessment • Response to Intervention (RTI) 	<ul style="list-style-type: none"> - Text: Review – Chpt 1 - Text: Review – Chpt 7
2 Jun 2	<ul style="list-style-type: none"> • Multicultural Considerations • Legal Considerations • Practical and Ethical Considerations • Criterion-Referenced Testing • Curriculum-Based Assessment (CBA) 	<ul style="list-style-type: none"> - Read Chpt 2 - Review Jim Wright’s Manual on Curriculum-Based Assessment & Read Text – Chpt 6 - Assigned: CBM Project
3 Jun 9	<ul style="list-style-type: none"> • Observation and Behavior • Descriptive Statistics/Standardized Assessment: basic statistical concepts • Scoring, Normative Data, Reliability, Validity 	<ul style="list-style-type: none"> - Review Chpt 9 – Text (pp 188-196) - Text: Read Chpts 3 & 4 - Assigned-CBM Graphing Exercise
4 Jun 16	<ul style="list-style-type: none"> • Norm-Referenced Assessments • Achievement – what is it ? • Assessment of Intelligence 	<ul style="list-style-type: none"> - Text: Review Chpt 5 (94-106), Chpt 8 (pp 154-179), Chpt 9 (pp 206-209), & 10 (pp 212-231) - Assigned: Achievement Protocol Analysis - Due - CBM Graphing Exercise
5 Jun 23	<ul style="list-style-type: none"> • Speech & Language Assessment • Sensory Issues • Autism • Early Childhood 	<ul style="list-style-type: none"> - Text: Review Chpts 8 (pp 180-183), & Chpt 11 - Due Part I – CBM Project
6 Jun 30	<p>No In-Person Class – Happy 4th of July!</p> <ul style="list-style-type: none"> • Adaptive Behavior Assessments • Alternative Assessments / Transition Assessments • Misc. Assessments 	<ul style="list-style-type: none"> - Text: Read Chpts 12 & 10 (pp 231-241) Review Chpt 9 (pp 198-206)
7 Jul 7 th	<ul style="list-style-type: none"> • Interpreting Data and Reports • Interpreting Assessment for Educational Interventions 	<ul style="list-style-type: none"> - Review Chpt 5 again

<p>8 Jul 14th</p>	<ul style="list-style-type: none"> • <i>Achievement Testing</i> - In-Class Lab on Achievement Tests • Writing Assessment & Educational Reports 	<p>- Due - Achievement Protocol Analysis - Read Chpt 13</p>
<p>9 Jul 21st</p>	<ul style="list-style-type: none"> • From Assessment to the IEP Process • Communicating Assessment Findings to IEP Team • Review of Assessment Interpretation 	<p>- Due - CBM Project</p>
<p>10 Jul 28th</p>	<ul style="list-style-type: none"> • In class – FINAL EXAM 	

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services](https://ds.gmu.edu/) (<https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as the [Student Support and Advocacy Center \(SSAC\)](#) at 703-380-1434 or [Counseling and Psychological Services \(CAPS\)](#) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website: [College of Education and Human Development](http://cehd.gmu.edu/) (<http://cehd.gmu.edu/>).

Appendix

Assessment Rubric(s)

Assessment ~ Curriculum-based Measurement Project

Assessment Rubric (Without Direct intervention with Student)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Reason for Assessment</p> <p>CEC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Candidate omits or provides unclear/limited explanation of any of the following (re: student from Case History): <ul style="list-style-type: none"> ○ area of general curriculum of concern for student. ○ reason for prioritizing chosen area of the general curriculum. ○ student’s current level of performance in the general curriculum area of concern. ○ how the student’s current level of performance differs from average performing peers. 	<p>Referenced student = from case history:</p> <ul style="list-style-type: none"> • Candidate identifies area of general curriculum of concern for student. • Candidate states reason for prioritizing chosen area of the general curriculum. • Candidate describes the student’s current level of performance in the general curriculum area of concern. • Candidate describes how the student’s current level of performance differs from average performing peers. 	<p>Referenced student = from case history:</p> <ul style="list-style-type: none"> • Candidate identifies area of general curriculum of concern for student. • Candidate states reason for prioritizing chosen area of the general curriculum. • Candidate describes the student’s current level of performance in the general curriculum area of concern. • Candidate describes how the student’s current level of performance differs from average performing peers. • Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.
<p>Description of the Target Behavior CEC Standard 1</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Candidate omits or provides unclear/limited explanation of any of the behavioral objective. • Candidate DOES NOT demonstrate understanding of how behavioral objectives include task, condition, and/or criterion directly related to general education curriculum. 	<ul style="list-style-type: none"> • Candidate describes how behavioral objectives for students to show mastery and fluency in selected skill. • Candidate demonstrates understanding of how behavioral objectives includes task, condition, and criterion directly related to general education curriculum. 	<ul style="list-style-type: none"> • Candidate describes how behavioral objectives for students to show mastery and fluency in selected skill. • Candidate demonstrates understanding of how behavioral objectives includes task, condition, and criterion directly related to general education curriculum. • Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.

	<p align="center">Does Not Meet Expectations 1</p>	<p align="center">Meets Expectations 2</p>	<p align="center">Exceeds Expectations 3</p>
<p>Description of assessment procedure and example of probes</p> <p>CEC Standard 4</p> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> • Candidate DOES NOT identify and describe assessment procedures that directly related to individualized behavioral objective OR candidate identifies and describes assessment procedures that ARE NOT directly related to the behavioral objective. • Candidate DOES NOT describe and provide examples of CBM probes that: <ul style="list-style-type: none"> ○ Use constant time ○ Contain constant number of items ○ Remain constant in difficulty level OR • Candidate DOES NOT demonstrate understanding of instructional decision-making. 	<ul style="list-style-type: none"> • Candidate identifies and describes assessment procedures that directly related to individualized behavioral objective. • Candidate describes and provides examples of CBM probes that: <ul style="list-style-type: none"> ○ Use constant time ○ Contain constant number of items ○ Remain constant in difficulty level • Candidate demonstrates clear understanding of instructional decision-making. 	<ul style="list-style-type: none"> • Candidate identifies and describes assessment procedures that directly related to individualized behavioral objective. • Candidate describes and provides examples of CBM probes that: <ul style="list-style-type: none"> ○ Use constant time ○ Contain constant number of items ○ Remain constant in difficulty level • Candidate demonstrates clear understanding of instructional decision-making. • Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Changing the Behavior</p> <p>CEC Standard 5</p> <p>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Candidate describes an instructional plan for the individual student that DOES NOT: <ul style="list-style-type: none"> ○ Directly addresses the target behavior, OR <ul style="list-style-type: none"> ○ Is based on student current level of performance as evidenced by functional assessments, OR ○ Shows evidence of task analysis of the skill area, • Candidate DOES NOT demonstrate understanding of how to make responsive adjustments to instruction based upon potential changes from Case Student’s responsivity. 	<ul style="list-style-type: none"> • Candidate describes an instructional plan for the individual student that: <ul style="list-style-type: none"> ○ Directly addresses the target behavior, ○ Is based on student current level of performance as evidenced by functional assessments, ○ Shows evidence of task analysis of the skill area, and ○ Proposes responsive adjustments to instruction based upon potential changes from Case student’s responsivity. 	<ul style="list-style-type: none"> • Candidate describes an instructional plan for the individual student that: <ul style="list-style-type: none"> ○ Directly addresses the target behavior, ○ Is based on student current level of performance as evidenced by functional assessments, ○ Shows evidence of task analysis of the skill area, and ○ Proposes responsive adjustments to instruction based upon potential changes from Case student’s responsivity. • Candidate describes innovative or highly responsive instruction that directly addresses the target behavior and is based upon student data.
<p>Summary of Results</p> <p>CEC Standard 4</p> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> • Candidate provides a performance graph that: <ul style="list-style-type: none"> ○ Is NOT clear to the reader, ○ DOES NOT include baseline, aimline, or phaseline and ○ DOES NOT INCLUDE clear indication of data decision points. ○ Candidate DOES NOT show evidence of interpretation of data and clear communication by: <ul style="list-style-type: none"> ○ NOT/NOT THOROUGHLY summarizing student response to instruction ○ NOT/NOT THOROUGHLY identifying any decisions made using the data decision rules, and ○ NOT/NOT THOROUGHLY providing recommendations for further instruction. 	<ul style="list-style-type: none"> • Candidate provides a performance graph that: <ul style="list-style-type: none"> ○ Is clear to the reader, ○ Includes baseline, aimline, and phaseline and has ○ Clear indication of data decision points. • Candidate shows evidence of interpretation of data and clear communication by: <ul style="list-style-type: none"> ○ Summarizing student response to instruction ○ Identifying any decisions made using the data decision rules, and ○ Providing recommendations for further instruction. 	<ul style="list-style-type: none"> • Candidate provides a performance graph that: <ul style="list-style-type: none"> ○ Includes baseline, aimline, and phaseline ○ Is clear to the reader with clear indication of data decision points. • Candidate shows evidence of interpretation of data and clear communication by: <ul style="list-style-type: none"> ○ Summarizing student response to instruction / Identifying any decisions made using the data decision rules, and ○ Providing recommendations for further instruction. • Candidate provides a strong example of professional thinking and writing in the integration of all required components.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Project Reflection</p> <p>CEC Standard 6</p> <p>Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p>	<ul style="list-style-type: none"> • Candidate DOES NOT use learner data to reflect on the target student’s response to the behavior change process, and DOES NOT include evidence of: <ul style="list-style-type: none"> ○ Self-evaluation of the instruction provided OR ○ Reflecting on one’s practice to improve instruction and guide professional growth, OR ○ Commitment to use of evidence-based practices in assessment and instruction. 	<ul style="list-style-type: none"> • Candidate uses learner data to reflect on the Case Student’s potential responses to the behavior change process, including evidence of: <ul style="list-style-type: none"> ○ The capacity to self-evaluation or reflect on one’s practice to improve instruction and guide professional growth. • Commitment to use of evidence-based practices in assessment and instruction. 	<ul style="list-style-type: none"> • Candidate uses learner data to reflect on the Case Student’s potential responses to the behavior change process, including evidence of: <ul style="list-style-type: none"> ○ The capacity to self-evaluation or reflect on one’s practice to improve instruction and guide professional growth. • Commitment to use of evidence-based practices in assessment and instruction. • Candidate provides a strong example of professional thinking and writing in the integration of all required components.