

Psychological Services: Cross-Battery Assessment

COMPONENT #: 4-401-003

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to make systematic, valid, and up-to-date interpretations of intelligence barriers and to augment them with other tests (e.g., academic ability tests) using the cross battery assessment process.

Upon successful completion of this professional development activity, the participant will be able to effectively select and implement cross battery assessment to increase student achievement.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|---|--|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input checked="" type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input type="checkbox"/> The Learning Environment | <input checked="" type="checkbox"/> Continuous Professional Improvement |
| <input type="checkbox"/> Instructional Delivery and Facilitation | <input checked="" type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input type="checkbox"/> PS 3 – Instructional Planning | <input type="checkbox"/> PS 7 – Professionalism |
| <input type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment | |

IMPACT FOCUS AREA(S): Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input type="checkbox"/> Student learning |
| <input type="checkbox"/> Educator (professional growth) | <input type="checkbox"/> Organizational support and change |

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SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Gain knowledge and understanding of the Cattell-Horn-Carroll (CHC) theory of cognitive abilities.
2. Understand how to select an intelligence battery addressing a wide range of cognitive abilities.
3. Demonstrate knowledge on how to select an intelligence battery addressing a wide range of processing abilities.
4. Gain knowledge on using the cross battery assessment process with culturally and linguistically diverse populations.
5. Gain an awareness of how to integrate the cross battery approach to assessment with existing service delivery models in the schools, e.g., School Support Team (SST).
6. Demonstrate knowledge on how to interpret cross battery testing data.
7. Review and identify the strengths and weaknesses of the cross battery approach.
8. Understand how to write a cross battery assessment report.
9. Enhance skills in reviewing and interpreting the results of a cross battery evaluation with parents.
10. Increase school-based consultative skills in the area of cross battery assessment and interpretation.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participate in discussion groups to review the CHC theory of cognitive abilities (SLO 1).
2. Discuss factors to consider when selecting an intelligence battery that is appropriate to specific students (e.g., age, specific referral concerns) and address a wide range of cognitive and processing abilities (SLO 2 & 3).
3. Participate in discussion groups to confer as to how to use the cross battery assessment process with culturally and linguistically diverse populations (SLO 4).
4. Utilize data obtained with a cross-battery approach to testing to make educational decisions throughout the SST process (SLO 5).
5. Guide learners in the interpretation of tests to make relevant decisions regarding student needs (SLO 6-10).
6. Discuss the implications of the strengths and weaknesses of the cross battery approach (SLO 7).
7. Review cross battery assessment case reports in small groups (SLO 8).
8. Discuss results of cross-battery evaluations and their educational relevance to parents of the evaluated students (SLO 9).
9. Consult with school professionals as to the best method for applying recommendations derived using the cross battery approach to assessment (SLO 10).
10. Learner will participate actively in discussion groups listing/discussing the cognitive abilities (e.g., broad, narrow) of the CHC theory.

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11. Select an intelligence battery that is appropriate to a specific student (e.g., age, English language proficiency, specific referral concerns) and addresses a wide range of cognitive and processing abilities.
12. Complete follow-up activity on cross battery assessment with culturally and linguistically diverse populations that incorporates the knowledge gained during the workshop into daily practice.
13. Meet regularly with school personnel to guide the interpretation of tests so as to make relevant decisions regarding students' needs.
14. Discuss a reflective summary reviewing new concepts learned.
15. Discuss major points of a cross battery assessment case report.
16. Discuss best practices in sharing results of a cross battery assessment with parents.

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator/Knowledge: Select an intelligence battery that is appropriate to a specific student (e.g., age, English language proficiency, specific referral concerns) and addresses a wide range of cognitive and processing abilities. Complete written assignments on interpretation and application of tests and address specific referral questions. Provide evidence of conducting a cross battery assessment by writing a cross battery assessment report.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- Determine the degree to which educator's professional learning contributed to student

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performance gains as measured by classroom assessment data.

- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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Department: Psychological Services

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