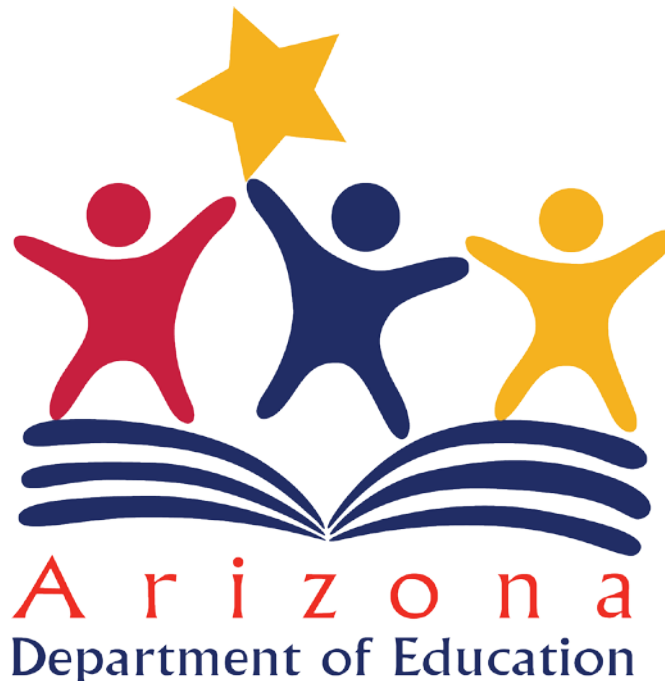


Announcement of Opportunity for Participation in Arizona Inclusive Classroom Profile Project (Az ICP)

*An Innovative Project in Cooperation with
Arizona Department of Education, Early Childhood Education Unit,
Arizona Developmental Disabilities Planning Council
& Brookes Publishing*



Who is eligible:

School Districts that serve preschool aged children in Regular Early Childhood Programs

Pre-K Teams

To assess the quality of inclusion to help meet the needs of students with developmental disabilities,

LEARN EVIDENCE-BASED INCLUSIVE PRACTICES

SUPPORT the individual needs of **CHILDREN WITH DISABILITIES**

MEASURE inclusive classroom-level practices to support **CONTINUOUS QUALITYIMPROVEMENT**

Application Deadline: 5/29/20

Return the attached application to:

ECEInBox@azed.gov

The Inclusive Classroom Profile ICP™ is a structured observation rating scale designed to assess the quality of provisions and daily classroom practices that support the developmental needs of children with disabilities in early childhood settings.

Professional development will include the following:

- **Level I Overview Session** provides basic information on how to administer and score the ICP™. This is a 1- day overview training for all members of the team. The team shall consist of a Team Leader and up to 4 additional team members. Completion of this overview training will include a certificate of attendance for the Inclusive Classroom Overview Training. This 1-day training will be offered on **Monday September 14, 2020**.
- **Level II Classroom Observation Reliability Sessions** will only include the Team Leader. These sessions will involve four classroom observation visits. These sessions will take place **Tuesday September 15, 2020 through Friday September 19, 2020**. The classrooms will be located within the Phoenix area.
- For the completion of the **Level II Classroom Reliability Session** and meeting the reliability proficiency criteria, Brookes Publication awards the **Certification of ICP™**. Reliability is official recognition by the ICP author that the Team Leader is a qualified, reliable and proficient user of the ICP™. The Team Leader will obtain Level II certification, and then can support their Level I team to help them meet the recommended criteria while using the ICP™.
- Two additional ADE ECE Professional Development sessions to address programmatic needs within the 12 areas of quality of the ICP™.

The local education agency's responsibilities include:

- Submission of an Application that will be reviewed and selected by a committee based on submission date, geographical location, quality first star rating, and the number of students with developmental disabilities being served in inclusive settings as well as written application responses.
- A commitment to participate in the entirety of the project (self- assessment, training, coaching, data sharing).
- The individual who receives Level II Classroom Reliability certification will agree to train **at least** two different members of the team to perform the ICP™. These trainees will also complete two classroom ICP assessments during period of the grant and submit assessment results to the ADE.

Potential team members to identify:

- Lead Special Education Administrator/ Certified individual who provides special education
- Preschool Coordinator
- Preschool Teacher
- Head Start representative
- Quality First representative



Training to Be Provided by Brooks Publishing

Selected teams will learn about the purpose and structure of the Inclusive Classroom Profile™ (ICP™). In addition, the Team Leader will receive professional development on how to use the structured rating scale for assessing the quality of classroom practices that support the developmental needs of children with disabilities in early childhood settings.

Eligibility to Participate:

1. Be a school district that offers a Regular Early Childhood Program for children with identified disabilities.
2. Must be also a Quality First Participant whose program demonstrates a minimum of a 3 Star Rating.
3. A minimum of 45% of the children with an IEP must be in an inclusive setting (based upon program's most current LRE (Indicator 6) data).

Complete the following application and participation agreement:

APPLICATION

School Site: _____ Rural Suburban Tribal Urban

District: _____

Administrator/Director: _____

Administrator/Director Email Address: _____

Address: _____ City: _____ State: _____ Zip: _____

Telephone #: _____ Fax #: _____

Type of classroom that will be the focus site for the ICP™ (check all that apply):

- Inclusive setting Head Start
- Inclusive setting School District
- Inclusive setting Private Childcare
- Inclusive setting other location (describe)

Identified Team Members (Please include at the least one teacher name.)

Name (Team lead)	Position	Email Address
Name (Teacher)	Position	Email Address
Name (Other)	Position	Email Address
Name (Other)	Position	Email Address
Name (Other)	Position	Email Address

Lead Contact LEA Team: _____ Phone #: _____

Email: _____

How many classrooms from the nominated site currently participate in Quality First?

Please indicate the Quality First Star rating of the proposed classrooms for the nominated site (must be a minimum of a 3 Star Rating to participate).

Describe the program and the administration activities of the person who will be the Team Leader. Include experience, number of years working for the district and whether this person has authority to direct the activities of the teachers.

Provide information about each of the individuals who will be part of the Level I Overview Session. Include their names, their roles, educational experience, certification status, the amount of experience and the percentage of children with and without disabilities in their current the classroom assignment.

How will being part of the ICP™ training help to meet the needs of your program, classrooms, staff, and the children you serve?

How will participating in the ICP™ Training fit with other initiatives, family values, structures and supports and district priorities?

What resources do you have for training, staffing during the training, technology supports, data systems for the administration of this initiative? Please provide details regarding your current data collection system.

What can you tell us about your capacity to implement the ICP as it is intended to be used?

What evidence might you cite to demonstrate that the program or practices are being implemented well?

PARTICIPATION AGREEMENT

Please read and initial:

Initials	Agreements
	The district agrees to ensure team participation as identified in the application for the entirety of the project.
	The district agrees to monitor student outcomes throughout the project and after the project ends.
	The district agrees to provide ADE ECE with ICP data collected during this project.
	The district agrees to ensure that the program/site's Quality First Rating is maintained at a minimum 3-star level.
	The district agrees to ensure that the person trained to reliability holds/maintains a Special Education certification.
	The district agrees to ensure that no more than 50% of the children in the inclusive classroom setting have an IEP.
	Sites or staff selected will agree to follow-up coaching
	Sites or staff selected will agree to provide feedback/evaluation on training and program implementation and take part in ADE follow up professional development.