

Inclusive Classroom Profile (ICP) Virginia Reliable Observer Description and Training Application Cohort 2

This document is intended for school division/program leaders interested in becoming reliable and proficient users of the Inclusive Classroom Profile (ICP) and would like to use the ICP in classrooms to improve the quality of inclusive practices. It aims to provide an overview of the ICP and its benefits and describe a process for interested school division/program leaders to become reliable users of the tool at a low cost. This document will help determine if the ICP tool and training make sense for your team.

As a reminder, all publicly funded early childhood programs must participate in VQB5. VQB5 requires two local CLASS observations, one in the fall and one in the spring, and participation in external CLASS observations. Further information can be found in the [VQB5 Resources](#) on the Virginia Department of Education (VDOE) website. The ICP may be used to supplement CLASS observations and may not be used as a replacement. As a result, any individual interested in becoming an ICP Virginia Reliable Observer must first be certified on the PreK or Toddler CLASS measure.

The Inclusive Classroom Profile

The ICP, authored by Dr. Elena Soukakou, is a structured observation rating scale designed to assess the quality of classroom practices that support the developmental needs of children 2½ - 5 years of age with Individualized Education Programs (IEP) in inclusive early childhood settings. Ratings on the ICP items indicate the extent to which program staff intentionally adapt the classroom's environment, activities, and instructional support to encourage children's active participation in the group. When used with other system supports, including the Classroom Assessment Scoring System (CLASS) observations, a pilot in Virginia classrooms found the ICP to be a powerful tool to improve inclusive practices.

The Virginia Reliable Observer

To increase the number of reliable users of the ICP, Virginia has developed a process to train individuals who wish to use it. The ICP is to be implemented by a trained observer, such as a technical assistance professional, administrator, master teacher, or coach. The process is offered to interested school division/program leaders so they may complete observations across inclusive classrooms.

Before becoming an ICP Virginia Reliable Observer, it is important to understand the ICP Virginia Reliable Observer Training process and how the ICP will fit into your division/program-wide plans. This document provides information about the process, including:

- Benefits of the ICP as a supplement to the required VQB5 system,
- Role of an ICP Virginia Reliable Observer,
- Description of the ICP Virginia Reliable Observer Training process,
- How the ICP Virginia Reliable Observer Training process was developed,
- A readiness guide to confirm your school division/program is ready to adopt the ICP,
- Roles and Responsibilities for the Training and Technical Assistance Centers (T/TAC) and school divisions/programs,
- Funding requirements, and
- The ICP Virginia Reliable Observer Training Application for a division/program administrator to complete before moving forward.

What are the benefits of using the ICP in a school division/program?

While VQB5 uses the CLASS to set shared expectations for measuring quality and supporting teachers for all publicly funded birth-to-five programs, the ICP provides an in-depth look at the strategies that specifically support young children with disabilities in inclusive settings. The ICP observation process provides rich information and insights needed to:

- Assess a program's current inclusive practices,
- Establish a baseline for measuring future progress in inclusive programming,
- Apply recommended inclusive practices for young children,
- Guide quality inclusion improvement efforts by linking assessment data with instructional decision-making, and
- Tailor professional development to teachers' specific needs in supporting children with disabilities.

Virginia developed a document outlining the [correlation between the ICP and CLASS to better understand the relationship between both instruments](#). It provides examples of what the correlation may look like in the classroom.

What is the role of an ICP Virginia Reliable Observer?

The ICP Virginia Reliable Observer will be a reliable and proficient user of the ICP and will implement the ICP in classrooms. ICP observations may improve quality in inclusive classrooms by providing teachers individualized feedback and professional development.

For those interested in using the ICP for research purposes or want more intensive training, Brookes Publishing offers [Brookes On Location](#). It is a five-day reliability training that consists of a face-to-face overview of the ICP administration and scoring procedures and four classroom observations with an ICP-qualified trainer to help users meet reliability proficiency. This training is fee-based and may require out-of-state travel.

What is the ICP Virginia Reliable Observer Training process?

The ICP Virginia Reliable Observer Training process includes a full-day overview of the ICP administration and scoring procedures. This is followed by two full days of in-person classroom observations, scoring, and debriefing sessions with a qualified Virginia Reliable Trainer. This process is designed to help participants meet reliability proficiency before observing independently. If proficiency is not demonstrated during the two days, additional time will be added as needed.

Calibration observations are required every three years to maintain Virginia's Reliability. Calibration consists of the ICP Virginia Reliable Observer observing and coding with a Virginia Reliable T/TAC member, ensuring inter-rater reliability is again met and proficiency is demonstrated.

The Virginia Reliable Observer Training process has little financial cost and utilizes Virginia's current resources, allowing school divisions/programs to use the ICP without the additional time and money required to complete the training provided by Brookes Publishing Company. A Virginia Reliable Trainer provides training in Virginia early childhood classrooms within or near the trainee's program.

How was the ICP Virginia Reliable Observer Training process developed?

During the two Practice Years of VQB5, VDOE's T/TACs piloted the use of the ICP in inclusive classrooms across the Commonwealth. From surveys and focus groups, most participants noted the value of using both the CLASS and ICP when observing inclusive classrooms. Focus group members reported that the ICP provided useful information and strategies for supporting children with disabilities, and many administrators and teachers were interested in further training on the tool. As a result, Virginia developed a process for interested individuals to become reliable with the ICP tool for observing in inclusive classrooms as a supplement to VQB5 requirements.

How do I know if Virginia ICP Reliability is right for my division/program?

There are several factors for division/program leaders to consider. To learn more about the ICP, view this short video: [Introduction to the Inclusive Classroom Profile](#).

The next step is to discuss readiness with administrators in your division/program. If desired, a T/TAC representative can assist you in this discussion to ensure the initiative is right for your program and at this time. Be sure to consider these readiness questions when making your decision.

- Observers: Who are the people who will participate in Virginia Reliable Observer training? What time will they be given to attend training and complete observations?
- Leadership Commitment: Does the leadership team (including Regular Early Childhood Programs) support the ICP training and its use?
- Implementation: Who will complete the observations? How will observations be completed (e.g., a subset of classrooms, all classrooms)? How will CLASS and ICP observations be completed?
- Coaching/PD plan: How will teachers be prepared for observations? How will teachers be provided feedback following observations? How will support be provided to teachers following observations? How will the ICP be proactively incorporated into the division/program professional development plan?
- Sustainability: How will the ICP reliable person use the tool for future observations (time, resources)?

If your team determines the Virginia Observer Reliability Training process is right for your division,, review the school division/program responsibilities below and complete the **Virginia Reliable Observer Training Application** with your team. All individuals participating in the Virginia Reliability Training process and conducting ICP observations must be reliable in the CLASS for the observed age group (Toddler for children ages 15-36 months or Pre-K for ages 3-5 years).

What does our school division/program need to know before engaging in Virginia ICP Observer Reliability?

ICP Virginia Reliable Observer training is provided annually to a cohort of interested individuals. Up to three individuals from a school division/program may participate in the training, and up to 12 individuals from across the state will be accepted. Trainers will strive to group new observers

based on location/region to minimize travel. School divisions/programs are to provide financial support for travel and lodging if necessary.

Each individual is to complete the full training, which consists of a full-day overview and two full days of classroom observations, scoring, and debriefing sessions. New observers will be considered reliable when they achieve 80% reliability (codes fall within one point of a Virginia Reliable T/TAC Trainer) across two observations with the T/TAC trainer.

Calibration observations are required every three years to maintain Virginia's Reliability. Calibration consists of the ICP Virginia Reliable Observer observing and coding with a Virginia Reliable T/TAC Trainer, ensuring inter-rater reliability is once again met and proficiency is demonstrated. Additionally, Virginia ICP Reliable Observers are required to participate in an annual Virginia Reliability Calibration meeting. This Calibration meeting provides practices and updates on the ICP instrument.

The chart below defines the school division/program and T/TAC responsibilities for the Virginia Reliability Training Application.

The school division/program will:	T/TAC will:
<p>Designate up to 3 people already PreK or Toddler CLASS certified to become Virginia Reliable on the ICP.</p> <p>Trainee(s) will participate in an overview training on the ICP. Dates will be determined collaboratively with T/TAC.</p> <p>Trainee(s) will devote 2 full days to classroom observations, scoring and debriefing sessions. Dates will be determined collaboratively with T/TAC.</p> <p>Assist T/TAC in organizing 2 classroom observations, interview/document reviews, and debriefing sessions.</p> <ul style="list-style-type: none"> ● Designate two classrooms with at least two children with IEPs to be observed and coordinate with the teacher(s). ● Provide time for teachers to participate in brief interview/document review. ● Locate a quiet place for scoring and debriefing sessions. 	<p>Select applicants from the submitted applications to participate in the training process based on a scoring rubric.</p> <p>Provide a training overview of the ICP and facilitate 2 days of in-person classroom observations, scoring and debriefing sessions with cohort members.</p> <p>Procure materials required for training.</p> <p>Assist the school division/program to schedule 2 classroom observations, interview/document reviews, and debriefing sessions.</p>

After training is completed, the school division/program will:	After training is completed, the T/TAC will:
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Participate in annual ICP reliability meetings (virtual).	Coordinate annual virtual ICP reliability meetings (virtual).
Participate in calibration (virtual or in person) every three years with a Virginia Reliable T/TAC Trainer to check for scoring accuracy and consistency.	Organize and facilitate triennial calibration training.

Funding the ICP Virginia Reliable Observer Training

Virginia Reliability is a low-cost option to increase the number of ICP reliable observers in Virginia. Costs are shared between the school division/program and the T/TACs. The following table outlines cost responsibilities.

The school division/program will:	T/TAC will:
<p>Fund travel to participate in training activities, including lodging as needed.</p> <p>Purchase ICP materials to use the ICP in the school division/program once training is completed.</p>	<p>Provide training materials (ICP protocols, manuals, and other materials needed). This will include an ICP manual and 5 forms (~\$70).</p> <p>Pay for travel for the T/TAC trainer, including lodging as needed.</p> <p>Provide classroom materials to teachers who open their classrooms for observations (~\$70 in classroom materials).</p>

Application

Applications are now being accepted for Cohort 2. Training is to begin early in 2025. Please complete the [Application](#) by **November 1, 2024**. If you have questions, please contact [Sandy Wilberger](#) (804-837-1373).