

## How to Conduct an Internal Assessment Using the Inclusive Classroom Profile (ICP)

### ICP assessment at-a-glance

- 2 ½ - 3 hours to complete
- Preschool setting
- Child with an IEP must be present
- Teacher interview (approximately 20 minutes)
- Some program documents needed for scoring

### Required materials

- Inclusive Classroom Profile, research edition form (ICP); also referred to as ICP protocol/scale book ISBN 978-1-59857-990-1

### Supplemental materials:

- Inclusive Classroom Profile, research edition Manual (recommended) ISBN 978-1-59857-991-8

### Purchase the POI:

- There may be multiple sources where the required and supplemental materials can be purchased. An online search by resource name or ISBN number may result in several options from which to choose.
- Be sure to allow adequate time for ordering and delivery of the materials.
- One ICP form (scale book) is needed to conduct the assessment each time assessment occurs; order a copy for each classroom that will be using the ICP. The form is typically sold in sets of fives.

### Conduct the Internal Assessment

#### 1. Learn about the ICP

- The more you learn about the quality practices described in the ICP, the more accurate your own internal assessment will be.
- It is recommended that the teaching team from each classroom being assessed and the internal assessment team becomes familiar with the expectations of the ICP, especially the “12 key practices.”
- View the following brief video and asynchronous webinar (links found in the [Program Quality Assessment Professional Development Catalog \(PQA PD Catalog\)](#)):
  - Introduction to the Inclusive Classroom Profile
  - Utilizing the Inclusive Classroom Profile to Determine Quality
- Read the ICP book cover to cover, including the “Criteria on Rating Indicators.”
- Reflect on the expectations for each item and indicator.
- If the information in the “Indicator” differs from the “Criteria for Rating Indicators” follow the information from the “Criteria for Rating Indicators”.
- Contact a Pennsylvania Key ICP Program Quality Assessor from the list found in Appendix A of the [PQA PD Catalog](#) to obtain clarification on any questions related to ICP expectations or scoring the ICP.

- **Term Clarifications:**
  - **Some:** Any
  - **Several:** Two or more
  - **Many:** More than two
  - **Majority:** Most, 75%, always round up (see chart)

CHILDREN BEING OBSERVED	NEEDED TO EQUAL MAJORITY
1	1
2	2
3	2
4	3

## 2. Prepare to conduct the internal assessment

- If time has elapsed since your purchase and review of the ICP, re-familiarize yourself with the scale expectations.
- Gather all materials needed: something to capture your notes whether a laptop or paper/pencil, ICP form and manual (manual is optional).
- Gather the following documents needed for documentation review for scoring.
  - Policy on inclusion, if any (often found in parent handbook)
  - Communication policies/procedures with families (often found in parent handbook)
  - Child progress monitoring information/reports shared with families
  - Forms or questionnaires used to identify family concerns, priorities and resources
  - Screening tools/checklists or other methods of identifying a child who might be at risk for a disability/developmental delay
  - Examples of progress monitoring documents (e.g., tally sheets, observation notes, data collection sheets, behavior assessment checklists)
  - Individual intervention plans (e.g. interventions/instructional supports that are embedded into classroom activities and routines)
- Set aside 2 ½ - 3 hours of time for the assessment.
- Plan to complete the assessment in one sitting.

## 3. When to conduct the internal assessment

- The assessment should be conducted during regular classroom routine times when all children, including those with disabilities, are present. The child(ren) with the identified disability(ies) needs to be observed across multiple learning contexts, such as free choice time, adult directed large and/or small group, and transitions between activities and routines.

## 4. Conduct the internal assessment

- Approach the observation as an objective observer. Make scoring decisions based on current observation of the classroom, not on information you know from your experience with the classroom.
- Take detailed notes on materials and classroom arrangement as they support the needs of the children with disabilities (i.e. can the child with the wheelchair access materials independently). Take notes of interactions that occur with each child with an identified disability (this detail is important when determining several, many, majority). Taking notes is extremely helpful for various reasons. First, note taking will help you score accurately. If you are reviewing the assessment in order to check your scores, looking back at notes will help you. Second, note taking will help you/your teachers create goals based

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on observed data that was written down. Providing numerical scores is not enough to support your program's growth and development.

- Do not observe a child when they are separated from the group, such as a time they are receiving individual support from a therapist.
- Conduct the teacher interview and documentation review at any point during the observation that it is convenient for the teacher and doesn't interfere with the observation (i.e. before the observation begins, after completing the observation, or a time when the child(ren) are working with other staff outside of the group).
- Do not try to score while observing; complete the score immediately after the assessment based on your notes.

## 5. Score the assessment

- Score the assessment using the scoring information found on page 1 and 30.
- Each item is scored on a seven-point scale: 1 (Inadequate), 3 (Minimal), 5 (Good), 7 (Excellent).
- When scoring an item, always start with the very first indicator, 1.1 and progress upward.
- Ask yourself the following:
  - *Is it True? All indicators under 1 (Inadequate) must be scored "No" (False) to continue, if any are "YES" (True), score is 1. All indicators under 3, 5, 7 must be scored "YES" (True) to continue, if any are "No" (False), finish only that column.*
- *When finished scoring the indicators, determine the score for the item. Looking at the last column scored ask yourself, "Am I halfway there?"*
  - If HALF or MORE are YES (True), go back one point (halfway score) (example: If half or more, but not all, of the indicators in the 5 columns are scored "Yes," the score is a 4)
  - If LESS than HALF are YES (True), go back two points to last quality level achieved
- Complete the score for each item on its individual page.
- Transfer each item score to pages 30-32. (You may transfer the indicator scores also, but it is not required.)
- Next total the "Individual Item Ratings" and the number of items scored.
- Divide the total individual item ratings by the total number of items scored to see your overall classroom score.

## 6. Review findings

- Conducting an ICP assessment is only the first step of the process toward growth. Review your observation with those people responsible for implementing changes.
- Review your assessment findings with your Internal Assessment Team, Quality Coach and Program Quality Assessor. They can celebrate your strengths with you.
- Together you can discuss areas where your team feels growth could occur.
- Identify goals to achieve growth and include them in your Continuous Quality Improvement Plan (CQI).

## 7. Next steps

- Incorporate your goals into your CQI plan.
- Assure everyone has contributed ideas and ensure everyone knows the next steps to take toward improvement.
- When planning for CQI goals, look toward implementing the next level's indicators.
- Start small. Focus on one indicator at a time.
- Be patient. Do not be discouraged if your initial score is lower than you anticipated. Growth takes time.

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- Change what you can and accept those things that are outside of your program's ability to improve.
- Share your plan for growth (Principles for Improvement) with everyone involved on your team.
- Remember, you can continue to consult with your Program Quality Assessor even after your internal assessment is completed. The assessor has a wealth of knowledge of the scale and implementation practices to support your program in their CQI journey.