

ACADEMIC ACHIEVEMENT & INCLUSIVE PRACTICES (AA&IP)

ADE | EXCEPTIONAL STUDENT SERVICES

MARCH 2025
SEAP





Learning Intentions

**The Focus of Academic Achievement
& Inclusive Practices**

Projects and Resources

How to Contact Us

Who We Are:

Academic Achievement & Inclusive Practices

Mission Statement:

Academic Achievement And Inclusive Practices serves the educational landscape by increasing the knowledge and skills of professionals serving students with disabilities so that students are provided a FAPE to achieve academic and functional outcomes and maximize their potential.

Primary Focus:

- ❑ Creates, maintains, and leverages strong collaboration with authentic partners and effectively communicates between external and internal entities
- ❑ Creates, maintains, and leverages systems to enhance the adult actions that impact student outcomes.
- ❑ Uses appropriate data to make decisions and evaluate results
- ❑ Prioritizes and provides targeted technical assistance and professional learning
- ❑ Ensures state-level integration between special education and general education

Indicator 3

- Proficiency rate for children with IEPs against grade-level academic achievement standards
- The gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards

Indicator 5

- Educational environment for school-age children
- Inside the regular class 80% or more of the day
- Inside the regular class less than 40% of the day

The **IDEA data indicators** are metrics used to evaluate the performance of states in implementing the Individuals with Disabilities Education Act (IDEA). These indicators include various aspects, such as graduation rates, participation in assessments, and the provision of services to students with disabilities.

Educational Landscape

Who are your students?

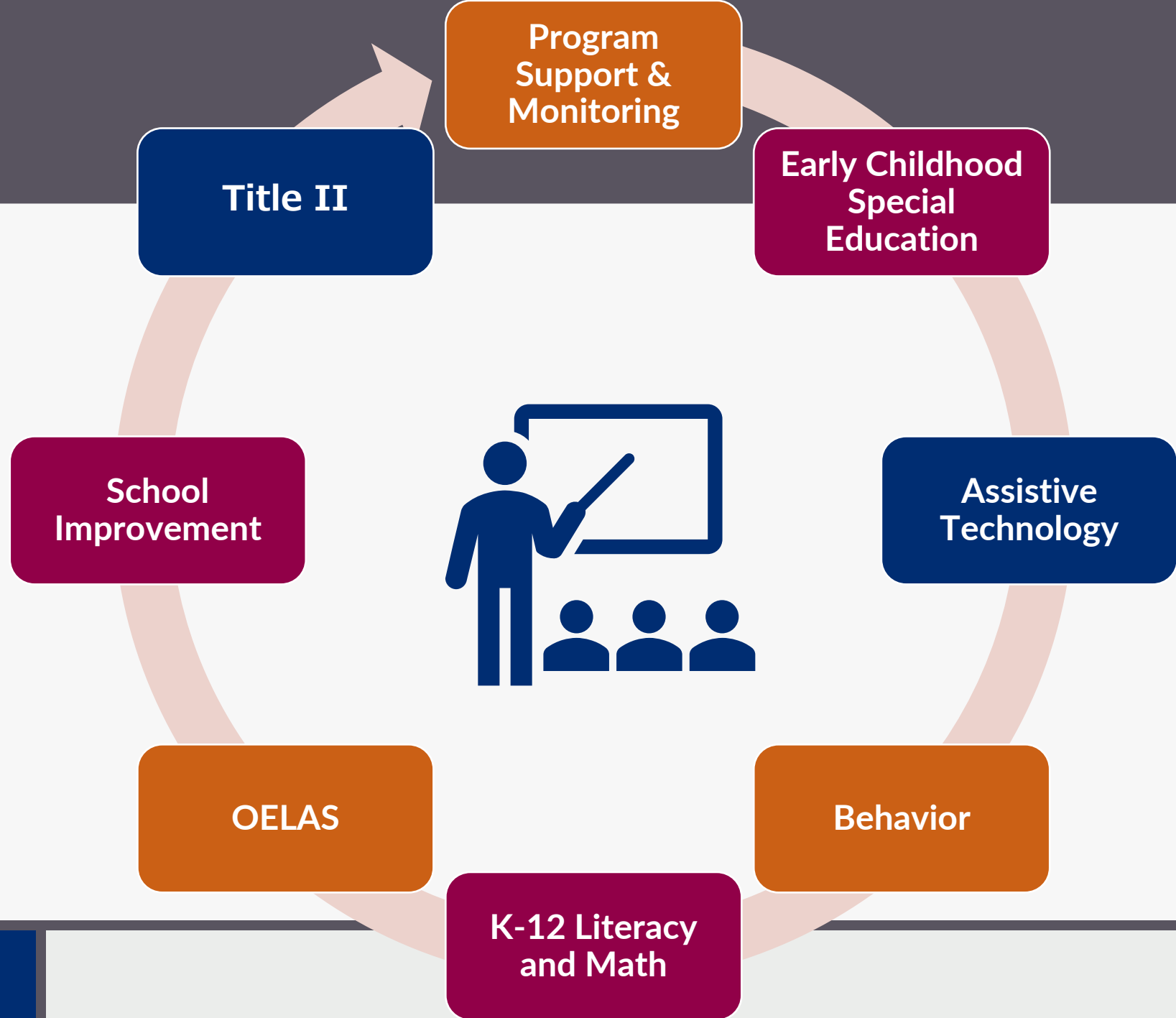
Where are your students being serviced?

How are students with disabilities performing?

How are students without disabilities performing?

Are all students achieving their potential?

Academic Achievement and Inclusive Practices Cross-cutting For Impact



PROJECTS & RESOURCES

Arizona Professional Learning Series (AZPLS) K-8



Fall
2025

Provides district and school teams with a process to guide and assist in building a foundation for systems change that will impact literacy outcomes by closing the achievement gap for students with specific learning disabilities

Modules for Professional Learning:

- General Education & Special Education Collaboration
- Formative Assessment
- Evidence-Based Literacy Strategies Across Disciplines
- Differentiation and Universal Design for Learning

Systems:

- Data Driven
- Coaching
- Sustainable Implementation
- Leadership
- Action Planning
- Team Structures

STAR Autism PreK- H.S.

Primary and Secondary Professional Learning:

- E-schedules
- Classroom Set Up
- Home Support
- Curriculum Supports
- Extended School Year

Provides curriculum materials, workshops, and on-site coaching to school staff who work with students with autism. The goal is to help others successfully implement research-based applied behavior analysis (ABA) techniques and for every child with autism to receive effective instruction!

Virtual and In-person Professional Learning:

- General Education and Special Education Collaboration
- On-site Coaching
- Action Planning for Sustainable implementation



Fall
2025

Teaching Partners: Sparking Curiosity with Problem Solving in Mathematics, Grades 4-9

Provides in-person, virtual, and classroom coaching visits to support general education and special education teachers with the collaborative planning and implementation of math language routines that help students succeed at complex tasks.

Virtual and In-person Professional Learning:

- General Education and Special Education Collaboration
- On-site Coaching
- Action Planning for Sustainable implementation

Building Number Sense K-3

Cognitively Guided Instruction (CGI) is a **student-centered approach to teaching math**. It starts with what your students already know and builds on their natural number sense and intuitive approaches to problem-solving.





Open
Now

Provides open webinars throughout the school year to understand what UDL is as an inclusive approach to designing environments and experiences built on the unique needs of all students.

Additional technical assistance and professional learning are offered to meet the site's unique implementation needs.

Session Focus for Spring 2025:

- Introduction to UDL
- The Engagement Toolbox
- Leading for Inclusion
- Elevating Student Voice and Choice
- Reading, Writing, and Thriving
- Representation Reimagined

Universal Design for Learning (UDL)



Open
Now

Mentoring Program

- Training for Interpreters In Public Schools Course
- Workshops
- Online Independent Training Modules
- Customized Training
- Educational Interpreter Performance Assessment (EIPA) Registration

Training and Assessment Systems for K-12 Educational Interpreters (TASK12) is a multi-state assessment program designed to support sign language interpreters in educational settings. In partnership with many state education agencies and the center for Technical Assistance for Excellence in Special Education (TAESE), we endeavor to provide educational interpreters an opportunity to evaluate and improve their skills.

Support for Educational Interpreters (TASK12)



FALL
2025

Virtual one-on-one and group
courses

Work at your own pace

Ongoing feedback and support

Braille Transcriber Coaching

The K-12 State Braille Transcriber Project offers extensive braille exercises; embedded enrichment activities; and virtual, one-on-one, and group courses. Trainers focus on increasing participants' understanding of the Individuals with Disabilities Education Act (IDEA), developing an Individual Education Program (IEP), providing a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), and understanding the needs of children with vision impairments.

Free professional learning and technical assistance for special education staff, K-12 leadership and educators, and adult education professionals for traumatic brain injuries (TBI), featuring Dr. Sue Wolf from Empowerment Research.



Sessions:

- TBI 101: An Invisible Disability
- TBI 202- Assets, Assessments, and Analysis of Behavior
- TBI 303: Contemporary Issues- Executive Function
- TBI 404: It's Not Just Academics
- TBI 505: A Bump or a Bleed
- TBI 606: Abuse, Head Trauma and Neglect

Traumatic Brain Injury



Inclusionary Practices

When leading inclusionary practices, it takes more than evidence-based strategies to impact achievement. Leaders must lead from a systems lens, empowering systemic change driven by data and research to build their staff's collective capacity and ultimately impact student achievement outcomes.



**CONNECTING WITH
THE FIELD**



Academic Achievement & Inclusive Practices

Exceptional Student Services

Academic Achievement and Inclusive Practices (AA&IP) serves the educational landscape by increasing the knowledge and skills of professionals serving students with disabilities. As part of IDEA's general supervision framework, key components of AA&IP are the [targeted academic achievement](#) and [least restrictive environment](#) resources, supporting inclusionary practices, providing professional learning, and technical assistance to districts, schools, and parents. The technical assistance provided is a collaborative and coordinated approach to facilitate the building of capacity for educators, parents, and community members in their understanding and implementation of evidence-based practices.

Least Restrictive Environment (LRE)

[Educational Environments for Children with Disabilities](#)

[IRIS Center LRE](#)

Universal Design for Learning (UDL)

[K-12 Academic Standards](#)

[ADE Assistive Technology](#)

Academic Achievement & Inclusive Practices Website

Research & Resources

- ❑ **Culture:** [Inclusive Practice and Collaboration Staff Perception Survey](#)
- ❑ **Collaboration:** [Collaborative Team Meeting Checklist](#)
- ❑ **Systematic Change:** [Arizona Professional Learning Series \(AZPLS\)](#)
- ❑ **Leading Inclusionary Practices:**
 - ❑ [TNTP Unlocking Acceleration \(2022\)](#)
 - ❑ [The Opportunity Myth \(2018\)](#) and [The Opportunity Makers \(2024\)](#)
 - ❑ [Building and Sustaining Inclusive Educational Practices \(2025\)](#)
 - ❑ *The What to Inclusion How Leaders Create Schools Where Every Student Belongs*; Julie Causton, Kate Macleod, Kristie Pretti0 Frontczak, Jenna Mancini Roufo, Paul Gordon; ASCD (2023)

THANK YOU

Contact Us:

Academic Achievement & Inclusive
Practices

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