

# Instructional Consultation Teams

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## *Training in Instructional Consultation, Assessment, and Teaming*

IC Teams (Rosenfield & Gravois, 1996) represent a way for schools to organize and deliver services to support students and teachers. By restructuring and refocusing resources, students achieve academic and behavioral success within the general education environment; teachers assume the primary role of planning and accounting for student performance, and schools allocate resources through accountable decision-making procedures.

### △ Why IC Teams?

#### **Effective teachers increase the academic achievement of all students.**

Sanders (1998) found that the effectiveness of individual teachers is the single largest factor affecting the academic growth of students. Teacher effectiveness outweighs variables such as school socioeconomic status, class size, and student variability within classrooms (e.g. race of students).

#### **Pull-out programs burden the most at-risk students.**

Slavin (1989) found that students who receive pull-out support experience more frequent transitions, must adapt to a greater array of teacher systems, and receive instruction and content that is disjointed from that in the general classroom (the setting in which they spend the bulk of their days). Moreover, teacher practices associated with achievement gains in pull-out programs tend to be similar to those found to be effective with all students.

#### **Most professional development never gets implemented.**

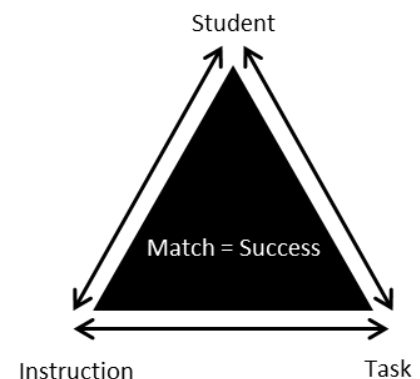
Joyce and Showers (1996) demonstrated that fewer than 10% of educators implement what they learn from professional development. Studies suggest that coaching in application and problem solving in classrooms lead to sustained implementation (Elmore 2004; Fixsen et al. 2009, Joyce & Showers 1980).

### △ What are IC Teams?

The IC Teams model is based on the premise that quality instruction matched to a student's assessed entry skills increases student success, reduces behavioral difficulties, and avoids the need for special education evaluation and placement.

#### **Team-based instructional consultation and assessment**

A school establishing IC Teams identifies a facilitator and a “buddy” who, along with their principal, engage in a robust professional development experience that



readies them to create a trans-disciplinary team. This team receives simple requests for assistance from teachers around individual student, group, or whole class concerns in reading, writing, math, and/or behavior. At that point, a single team member works shoulder-to-shoulder with the requesting teacher to clarify the concerns, conduct instructional assessment, develop goals, design interventions, and monitor student progress. In weekly meetings, the IC Team reviews cases, collects program-wide data, problem-solves “stuck” cases, and engages in ongoing professional development for all team members.

## **Documentation and evaluation**

Case progress is documented using a Student Documentation Form and Systems Tracking Form.

Additional evaluation data is collected yearly, and all data is entered into ICAT® Tools, an online tracking system that generates reports useful for evaluation of training, implementation, and outcomes. IC Teams data also provides a means for evaluating resource allocation by connecting service delivery to student outcomes. In addition, school and district leaders can cross-reference ICAT® Tools data with those from state, district and other monitoring systems.

## **△ Benefits of IC Teams**

- Improves academic achievement and behavioral performance for students within the general education classroom
- Provides appropriate data for supporting the instruction of students not meeting expected standards
- Provides embedded professional development for staff in the areas of assessment, instruction, and collaborative problem solving
- Maximizes resources through coordinated, goal-directed service delivery for students and teachers
- Recaptures resources by reducing inappropriate referrals for remedial services and special education
- Addresses the over-identification, especially the overrepresentation of minority students, for remedial and special education services
- Fits naturally with other school-wide efforts, such as Differentiated Instruction, Professional Learning Communities, Response to Intervention, and School-wide Positive Behavior Support

**For more information on Instructional Consultation Teams, visit [www.icatresources.com](http://www.icatresources.com) or contact [contact@icatresources.com](mailto:contact@icatresources.com).**