

Instructional Consultation Teams: Discussion Guide

“ICAT® IC Team Overview”—Gravois, Gickling, and Rosenfield (2007)



1. The purpose of IC Teams is to “enhance, increase, and improve student and staff performance.” What assumptions are being made in that statement? What parts of that statement might challenge you or your colleagues?
2. This article describes a support structure in which teachers get help in a 1:1 or “shoulder-to-shoulder” setting with a colleague? Discuss ways in which this is similar to or different from your school’s current set-up.
3. IC Teams employs a seven-stage problem-solving process. Let’s take a look at these stages, and take a second to consider how that might look with the students and colleagues in your building. Or, this might be a place to jot down questions you might have for us at the Indiana IC Teams Center.

Stage	Key Features and Activities	Considerations or Questions
Contracting		
Problem ID and Analysis		
Intervention Design		
Intervention Implementation		
Intervention Evaluation		
Follow-up/Redesign		
Closure		



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1. A central focus of IC Teams is on stage two of the problem solving process: Problem Identification and Analysis. Most of the time in a case is spent on this stage, and often, once a teacher and case manager settle on an area of concern, the teacher has an idea of what strategy will likely work best with the student.
 - How do teachers in your school currently identify and prioritize student concerns?
 - Who ultimately is responsible for deciding which concerns are the most important?
 - In what ways do these concerns usually reflect the overall goals of classroom instruction?

2. Stages 3 and 4 involve the design and implementation of classroom-based interventions to support the area of concern. In an IC Teams case, the case manager and teacher don't start collecting data on effectiveness until both are certain that the intervention has been implemented as planned.
 - Currently, how do teachers select interventions for students who struggle in your school?
 - How or when do you determine whether they are implemented with fidelity?
 - Where do interventions occur, and who typically is responsible for implementing them?

3. Take a look at the diagram of the IC Teams model on page five. As shown, the team is led by a facilitator, who has half of his or her time allocated for these responsibilities. The other team members should represent the overall complexion of your school faculty.
 - What challenges might your school have in freeing up time for the IC Facilitator? What resources might already be in place that could be re-purposed for this role?
 - Who on your faculty might be good candidates for such a role? Who might fill out the team as you move forward?

4. IC Teams, as the article suggests, involves an 18-month training cycle to get a team fully up and running.
 - How is this training regimen different from other professional development initiatives your school or district has undertaken?
 - What might be the benefits of such an involved process?

For more information on Instructional Consultation Teams, view our online tutorial at http://breeze.iu.edu/IC_Teams_Tutorial or contact Jim Ansaldo, Project Coordinator, at: jansaldo@indiana.edu or (812) 855-6508.



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