

Instructional Consultation Teams

Teachers supporting teachers to make the instructional match for all students



Instructional Consultation Teams (IC Teams) provide one-on-one support for teachers who are struggling to design instruction that meets the needs of individual students, small groups, and/or whole classes. IC Team members are trained to conduct assessment in reading, writing, math, and behavior—as well as collaborative communication and systematic problem solving. Schools that implement IC Teams develop the internal capacity to sustain ongoing professional development, increased student achievement, and efficient use of resources.

△ Why IC Teams?

Effective teaching is the key to increasing student academic achievement.

Good teaching matters. Research shows that teacher effectiveness is the single largest factor in the academic growth of students. Teacher effectiveness far outweighs student variables (e.g. race, ethnicity, socioeconomic status) and school variables (e.g. class size), and it's clear that remediation can't make up for ineffective instruction. There are many factors that cause students to struggle, but when students succeed, it's because they've been taught by an effective teacher.

IC Teams improve teacher effectiveness and increase student academic and behavioral success.

Most professional development never gets implemented.

If good teaching matters, then teachers need good professional development. Research shows that fewer than 10% of educators implement what they learn from traditional professional development workshops. However, when professional development includes opportunities for practice and coaching, more teachers implement and sustain changes in their practice.

IC Teams build capacity for schools to provide effective in-house professional development.

Schools need one system that can meet many needs.

Teachers have to meet the needs of at-risk, average, and gifted students—all within the same classroom. And then there's student behavior. Schools are accountable for the requirements of ISTEP, Public Law 221, No Child Left Behind, the Common Core Standards, and Core 40. Schools and districts are expected to implement School Improvement Plans, 3rd grade reading plans, Title I plans, inclusion, RTI, and teacher evaluation systems. Schools offer programs and form committees to address all of these requirements, but it all comes back to the same thing: good teaching matters.

IC Teams provide a single system for aligning all of a school's resources toward effective instruction.



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△ What are IC Teams?

A professional and accountable problem solving process

A teacher who is struggling submits a brief Request for Assistance to the IC Team. Within five working days, a member of the IC Team meets with that teacher and offers to act as a Case Manager. Teacher and Case Manager work side-by-side to identify the problem, conduct instructional and behavioral assessments, design interventions, and collect data on student progress.

A skilled and representative team

Each school identifies an IC Team Facilitator, who attends training along with a team “buddy” and their principal. Later in the process, a team is formed that consists of general educators and other service providers (e.g. special education, Title I, ESL, etc.). During weekly meetings, the IC Team Facilitator trains team members in the problem-solving process. Established teams continue to meet in order to develop their skills, assign new cases, review existing cases, and problem-solve around “stuck” cases.

A thorough system of evaluation

Case managers document case progress using a Student Documentation Form. IC Team Facilitators use an online system to track all cases and to evaluate program implementation, team functioning, teacher satisfaction, student goal attainment, and patterns in special education referral. IC Teams data can be used to evaluate resource allocation by connecting service delivery to student outcomes. In addition, school and district leaders can cross-reference IC Teams data with those from ISTEP, NWEA, DIBELS, and other monitoring systems.

△ IC Teams Benefits

- Improves teacher effectiveness
- Increases student academic achievement and behavioral performance
- Provides embedded professional development on collaboration, instruction, and assessment
- Maximizes effective and efficient use of resources
- Reduces inappropriate referrals for remedial services and special education
- Reduces overrepresentation of minority students, for remedial and special education services
- Aligns with other school-wide efforts, such as Differentiated Instruction, Universal Design for Learning, Professional Learning Communities, Response to Intervention, School-wide Positive Behavior Support, and Teacher Appraisal

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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