

Instructional Consultation Teams

Instructional Consultation Teams 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.

IC Teams (Rosenfield, & Gravois, 1996), is theoretically grounded in, and serves as a delivery system of instructional consultation (Rosenfield, 1987; 2002) and instructional assessment (Gravois & Gickling, 2008). The model is based upon 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.

IC Team Program Benefits and Research

The developers and independent researchers have investigated the benefits of the IC Team model. The core components of IC Teams are derived from empirical studies and additional specific research has been conducted on the implementation and effectiveness of IC Teams as a comprehensive program of support. Documented program benefits include:

- Improves academic and behavioral achievement for students within the general education classroom (IDEA/ NCLB) (Gravois & Rosenfield, 2002; Levinsohn, 2000; Ray, 2005; Silva, 2007)
- Provides a data-based academic intervention for at-risk students (IDEA/NCLB)
- Improves teachers efficacy and skills in assessment and instructional strategies (Costas, Rosenfield & Gravois, 2003; Vu, et al., 2011)
- Maximizes resource utilization through coordinated and goal directed service delivery
- Recaptures resources by reducing inappropriate referrals (Gravois & Rosenfield, 2006)
- Reduces over identification and overrepresentation in special education (Gravois & Rosenfield, 2006; Silva, 2007)

ICAT Phases and Objectives

Professional development of IC Teams is delivered through the ICAT Professional Development Process over a **two-year** period and occurs in three phases. Phases are not to be confused with years, but instead represent the accomplishment of the stated objectives outlined in the ICAT Overview Packet (see Appendix A)

- **ICAT Phase 1** is focused primarily on developing the IC Team Facilitator's skills and knowledge, prior to the full team training. The Principal and Training Buddy actively participate during this phase of training.
- **ICAT Phase 2** is focused upon developing a fully functioning IC Team within each project school. During this phase, IC Team Members develop the necessary skills and knowledge to function as Case Managers. However, team members require a period of professional development to effectively learn and apply the critical instructional consultation and assessment skills.
- **ICAT Phase 3** is focused upon assisting the division, school, the Principal, the IC Team Facilitator, and IC Team members to align and organize resources to sustain the IC Team process as the primary support to teachers and students. An approved ICAT Trainer provides initial leadership and guidance during Phase 3.