

## Nevada ICAT: Aligning Services to Support Effective Instruction

AREA 1	<p><b>Resource (Personnel) Alignment:</b>          Schools first assess school resources (non-classroom service personnel) and determine which services are currently members of the IC Team. This requires assessment of all resources used within schools to support student achievement (e.g., Title, ESL, Counselors, Psychologists, Truancy Workers, Specialists, etc.) and completion of base team member training.</p> <p><b>Indicator: School/ District resources are trained and active case managers on IC Teams.</b></p> <ul style="list-style-type: none"> <li>• Attend ICAT Introductory Session</li> <li>• Participate in school-based training delivered by IC Team Facilitator</li> <li>• Takes and manages cases documented on ICAT Tools</li> </ul>				
	a	b	c	d	e
1.1	<p><b>All</b> Resource personnel are on the team, have attended the ICAT Introductory Session and routinely complete multiple cases.</p>	<p><b>All</b> Resource Personnel are on the team, have attended an ICAT Introductory Session and have completed at least one case at some point.</p>	<p><b>Some</b> Resource personnel are on the team. <b>All</b> of these members have attended the ICAT Introductory Session and complete a case.</p>	<p><b>Some</b> Resource personnel are on the team. <b>Some</b> have attended ICAT Introductory Training and some have not. Some have completed a case and some have not.</p>	<p>The IC Team currently has no Resource Personnel represented on the team.</p>
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1.2	<p>Membership on the IC Team by Resource personnel is a <b>formal</b> expectation (i.e., reflected in professional evaluation, job description, etc.).</p>	<p>Membership on the IC Team by Resource personnel is strongly encouraged but considered an <b>informal</b> expectation (i.e., not reflected in professional evaluation, job description, etc.).</p>	<p>Membership on the IC Team by Resource personnel is seen as important, but considered voluntary for all Resource personnel.</p>	<p>Membership on the IC Team by Resource personnel is left to the discretion of the individual service provider.</p>	<p>Membership on the IC Team is discouraged for some or all Resource personnel.</p>

AREA 2	<b>Resource (Time) Alignment:</b> Schools provide time and allow IC Team Case managers to conduct critical aspects of the IC Team Problem Solving process collaboratively with teachers. Case Managers and classroom teachers have time to conduct a thorough Problem Identification/ Instructional Assessment together. This equates to approximately 2-3 hour release time for the initial problem identification meeting(s) between teachers and case managers. <b>Indicator: School/ district resources organized and structured to allow teachers and case managers time for problem identification/ instructional assessment.</b>				
	a	b	c	d	e
2.1	Time is routinely allocated and provided for <b>all</b> cases to conduct a thorough Problem Identification and Instructional Assessment. A schedule of coverage for case management is created and used.	Time is allocated and provided for <b>some</b> cases —based upon a review of case progress— to conduct a thorough Problem Identification and Instructional Assessment. A schedule of coverage for case management is created and used.	Time for meeting is allocated when requested by Case Managers and Teachers to conduct a thorough Problem Identification and Instructional Assessment. A schedule of coverage for case management is created and used.	Case Managers and Teachers are expected to meet weekly on their own time to conduct a thorough Problem Identification and IA. Informal acknowledgement is made to recognize efforts (i.e., praise and other intangibles).	Case Managers and Teachers are expected to meet when time allows and to accomplish as much as possible considering time constraints.
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2.2	Weekly monitoring of case progress occurs. Timeliness (i.e., at least weekly meetings) <b>and</b> efficiency of case progress (i.e., number of weeks to implementation stage) are monitored.	Weekly monitoring of case progress occurs. Timeliness (i.e., at least weekly meetings) <b>or</b> efficiency of case progress (i.e., number of weeks to implementation stage) are monitored.	Quarterly monitoring of case progress occurs. Timeliness (i.e., at least weekly meetings) and efficiency of case progress (i.e., number of weeks to implementation stage) are monitored.	Annual monitoring of case progress occurs. Timeliness (i.e., at least weekly meetings) and efficiency of case progress (i.e., number of weeks to implementation stage) are monitored.	No monitoring of case timeliness and efficiency occurs.

AREA 3	<p><b>Skill Alignment:</b>  Multiple Resource personnel (e.g., Title, ESL, Counselors, Psychologists, Truancy Workers, Specialists, etc.) within each school are trained to co-facilitate the ICAT process <i>and</i> gradually align their professional service to include case consultation. These resource personnel develop ICAT skills equivalent to that of the IC Team Facilitator. Schools identify participants to participate in the comprehensive professional development sequence offered for IC Team Facilitators that includes: Introductory Training, On-line coaching and Skill Acquisition Sessions.  <b>Indicator: Multiple resources personnel complete Sustainability Training at Level 1 (Case Management) and/ or Level 2 (IC Team Facilitation).</b></p> <ul style="list-style-type: none"> <li>• Level 1= ICAT Introductory Session; ICAT Coaching; Sessions 1-3</li> <li>• Level 2= ICAT Introductory Session; ICAT Coaching; Sessions 1-3 + Sessions 4-7</li> </ul>				
	a	b	c	d	e
3.1	<p><b>All</b> Resource personnel in the school have completed Sustainability Training. <b>All</b> resources engage in multiple cases and incorporate case management as a major part of their service delivery.</p>	<p>A <b>majority</b> of Resource personnel in the school have completed Sustainability Training. <b>Some</b> engage in multiple cases and incorporate case management as a major part of their service delivery.</p>	<p><b>Fewer than half</b> Resource personnel have completed Sustainability Training. <b>Some</b> engage in multiple cases and incorporate case management as a major part of their service delivery.</p>	<p><b>Some</b> Resource personnel serve as IC Team members. <b>No</b> Resource personnel have completed in Sustainability Training and <b>none</b> incorporate case management as part of their service delivery role.</p>	<p><b>No</b> Resource personnel serves as IC Team members. <b>No</b> Resource personnel have participated in Sustainability Training.</p>
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3.2	<p>Resource personnel are recognized as <b>formal</b> co-facilitators of the IC Team. Co-facilitation duties are formally defined with job descriptions and professional evaluations.</p>	<p>Resource personnel are <b>informal</b> co-facilitators of the team.</p>	<p>Resource personnel sometimes assume leadership during the IC Team meeting.</p>	<p>Resource personnel attend team meetings and participate as a typical team member.</p>	<p>Resource personnel infrequently attend team and rarely participate as a typical team member.</p>

AREA 4	<p><b>Accountability Alignment:</b>  The “service delivery <u>system</u>” has a unified system of accountability by which schools allocate and evaluate the effectiveness and efficiency of resources through a central process. The Aligned Service Delivery System measures effectiveness of resource allocation (e.g., Title, ESL, Counselors, Psychologists, Truancy Workers, Specialists, etc.) by the success in helping classroom teachers establish instructionally relevant goals through a structured problem-solving process, implement instructional practices within the classroom, and achieve teacher derived goals for student academic and behavioral success.</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• <b>ICAT Tools used to monitor integrity of teacher/ case manager application of problem solving process.</b></li> <li>• <b>ICAT Tools used to evaluate success in achieving teacher-directed goals.</b></li> <li>• <b>ICAT Tools data reflected in school/ district improvement plans.</b></li> </ul>				
	a	b	c	d	e
4.1	ICAT case management process occurs <b>prior</b> to allocating resources for <b>all</b> targeted students.	ICAT case management process occurs <b>prior</b> to <b>or after</b> allocating resources for <b>all</b> targeted students.	ICAT case management process occurs <b>prior</b> to <b>or after</b> allocating resources for <b>some</b> targeted students.	Allocation of resources occurs separately from the ICAT case management process. Some students receiving resources are also part of an IC Team case.	Students receiving supplemental services cannot be part of the ICAT process.
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4.2	<b>All</b> students receiving resource services are documented on ICAT Tools. There is <b>one</b> teacher-developed goal used to determine progress and evaluate effectiveness of services.	<b>All</b> students receiving resource services are documented on ICAT Tools. There are <b>separate</b> goals developed by teachers and resource personnel used to determine progress and evaluate effectiveness of services.	<b>Some</b> students receiving resource services are documented on ICAT Tools. For these students, there is <b>one</b> teacher-developed goal used to determine progress and evaluate effectiveness of services.	<b>Some</b> students receiving resource services are documented on ICAT Tools. There are <b>separate</b> goals developed by teachers and resource personnel used to determine progress and evaluate effectiveness of services.	There are no common goals used to measure student progress or evaluate effectiveness of services.

<p>AREA 5</p>	<p><b>Philosophical Alignment:</b>          There is a district and school vision for Aligned Service Delivery that conveys a clear and common message that allocation of resources is contingent on a thorough problem identification and Instructional Assessment process that results in measurable goals and implementation of instructional strategies within the classroom. Such alignment of service delivery ensures that the teacher is involved in establishing the goals that will direct both classroom instruction and allocation and use of resources provided to students.</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• <i>School/ district leadership informs resource providers of aligned service model;</i></li> <li>• <i>District/ school staffing and resource allocation support alignment of services;</i></li> <li>• <i>Professional development priorities reflect participation in necessary ICAT training opportunities.</i></li> </ul>				
	a	b	c	d	e
5.1	<p><u>All</u> classroom teachers and resource personnel <u>understand</u> the purpose and process of assigning resources through ICAT case management.</p>	<p><u>All</u> classroom teachers and resource personnel <u>are aware of</u> the purpose and process of assigning resources through ICAT case management.</p>	<p><u>Some</u> classroom teachers and resource personnel <u>understand</u> and <u>others are aware</u> the purpose and process of assigning resources related to the ICAT case management process.</p>	<p>Only the IC Team members are aware of the purpose and process of assigning resources related to the ICAT case management process.</p>	<p>Only the IC Facilitator and Principal are aware of the purpose and process of assigning resources using ICAT case management process.</p>