**Sustaining Effective Instruction through IC Teams: A Framework for Assessment & Planning**

|  |
| --- |
| **Alignment Area I. District-Based Personnel** |
| The involvement of District Leaders is critical to any change effort. When Leaders take action, communicate about the change effort, and actively foster a sense of importance about the effort it is clear that they value it.  |
| **Sustainability Considerations** | **Key Indicators** |
| * How does the superintendent demonstrate support for district implementation of IC Teams?
* How does the superintendent demonstrate fiscal commitment for district implementation of IC Teams?
* How do other district administrators (e.g., Directors of Title, Special Education, Professional Development, Curriculum, Instruction) demonstrate support for IC Teams implementation?
* To what degree are school board members aware of, and supportive of IC Teams?
* Is there an individual at the district level responsible for coordinating leadership efforts for implementing the IC Teams Model/process?
 | 1. All district program / department leaders have participated in an introductory training on IC Team process
 | Yes ⬜ No ⬜ |
| 1. A district level professional is responsible for and has designated time to provide leadership for IC Teams sustainability across the district.
 | Yes ⬜ No ⬜ |
| 1. Knowledge of and support for continued implementation of IC Teams is a stated expectation (e.g., job description) for one or more district level administrators (e.g., assistant superintendent, special education director).
 | Yes ⬜ No ⬜ |
| 1. The superintendent “champions” the implementation of IC Teams (e.g., highlights IC teams at Board meetings; celebrates student outcomes associated with IC teams; agendizes IC teams at leadership meetings).
 | Yes ⬜ No ⬜ |
| **Prioritized Needs, Actions, and Necessary Resources** |
|  |

|  |
| --- |
| **Alignment Area II. District System Supports** |
| Successful initiatives require District Leaders to access, commit, and align resources, such as personnel, time, finance, philosophical, and accountability and other policies that serve to sustain change efforts.  |

|  |  |
| --- | --- |
| **Sustainability Considerations** | **Key Indicators** |
| * What existing policies are in place that affect IC Teams sustainability?
	+ Which of these policies support the alignment of resources to ensure IC Teams sustainability?
	+ Which of these policies challenge the alignment of resources in such a way as to impact IC Teams sustainability?
* What is the district’s succession plan for changes in critical IC Team personnel (e.g., School Facilitator; Principal; District Facilitator)?
* How should data related to IC Teams implementation be integrated into professional evaluations of Principals and District Administrators?
 | 1. Sharing/networking among Schools regarding IC Team activities occurs regularly and is facilitated by district office personnel
 | Yes ⬜ No ⬜ |
| 1. Professional development for IC Teams is represented as a priority within district and school improvement plans
 | Yes ⬜ No ⬜ |
| 1. District budget designates continuing funds to support IC Teams (e.g. regular availability of substitute teachers, funds to support new personnel training in IC Team)
 | Yes ⬜ No ⬜ |
| 1. IC Teams outcomes are reflected in the district improvement plan (program fidelity measures & student outcome measures)
 | Yes ⬜ No ⬜ |
| 1. IC Teams outcomes are reflected in the district improvement plan (program fidelity measures & student outcome measures)
 | Yes ⬜ No ⬜ |
| **Prioritized Needs, Actions, and Necessary Resources** |
|  |

|  |
| --- |
| **Alignment Area III. School Based Personnel**  |
| The involvement of School Leaders is critical to any change effort. When Leaders take action, communicate about the change effort, and actively foster a sense of importance about the effort it is clear that they value it.  |

|  |  |
| --- | --- |
| **Sustainability Considerations** | **Key Indicators** |
| * How do principals consider experience with IC Teams when making staff selections and assignments? (e.g. the Position Description identifies IC Team knowledge/experience as a preference; interview questions include references to IC Teams)
* How are data related to IC Teams implementation integrated into professional evaluation of instructional staff?
* How do principals allocate resources to ensure sustainability of IC Teams?
* Is there a "champion(s)" for IC Teams at each school?
* Is there an opinion leader(s) who supports the IC Team at each school? (e.g., a well respected teacher)
 | 1. The Principal at each school is an active team member and has taken an IC Team case.
 | Yes ⬜ No ⬜ |
| 1. A school-based professional is assigned the IC Team Facilitator role and has scheduled time to support IC Team activities (e.g. 1/2 time equivalent of the role is dedicated to case management, team development and program accountability).
 | Yes ⬜ No ⬜ |
| 1. All school staff have received IC Team training and engaged with at least one case (or there is a plan over time to have all staff trained).
 | Yes ⬜ No ⬜ |
| 1. All specialists (e.g., Title, ESL, Counselors, Special Educators) within the building have been trained and are active members as IC Team Case managers.
 | Yes ⬜ No ⬜ |
| **Prioritized Needs, Actions, and Necessary Resources** |
|  |

|  |
| --- |
| **Alignment Area IV. School Based Supports**  |
| Successful initiatives require School Leaders to access, commit, and align resources, such as personnel, time, finance, philosophical, and accountability and other policies that serve to sustain change efforts.  |

|  |  |
| --- | --- |
| **Sustainability Considerations** | **Key Indicators** |
| * How has district and school size (i.e., student population) factored into planning for IC Teams implementation? (e.g., district team or site level teams, size of team membership)
* What is the knowledge level of faculty and administrators relative to IC Teams?
* To what extent and in what ways is the school networking with other IC Teams schools?
 | 1. Schedules of the Facilitator, Buddy and teachers are organized to facilitate IC Team meetings.
 | Yes ⬜ No ⬜ |
| 1. Time is allocated for critical problem-solving as part of case management (problem identification/ instructional assessment, classroom goal setting, and classroom visits) e.g. one or two substitute teachers are scheduled regularly.
 | Yes ⬜ No ⬜ |
| 1. Professional evaluations reflect encouragement for IC Team Case Management (either as team member or requesting teacher).
 | Yes ⬜ No ⬜ |
| 1. Schedules of the Facilitator, Buddy and teachers are organized to facilitate IC Team meetings.
 | Yes ⬜ No ⬜ |
| **Prioritized Needs, Actions, and Necessary Resources** |
|  |

This matrix was developed through the collaborative efforts of the following individuals and organizations:

Dr. Todd Gravois, ICAT Resources; Dr. Gene Hall, University of Nevada, Las Vegas, Dr. Ed Caffarella, State University of New York at Cortland, and

 Marva Cleven, Rorie Fitzpatrick, and Jane Splean, Nevada Department of Education