

**Principle 5: Integrate New Practices with Existing Procedures and Plan for Systems Support to Achieve Sustainability**

Years of research show that many innovations, even if they are successful, are not sustained over time (Adelman & Taylor, 2003; Joyce & Showers, 2002; Rogers, 2003). Often, new practices are incompatible with existing organizational structures, making it easier for educators to return to previous practices even if they were less effective (e.g., Fuchs, Fuchs, Harris, & Roberts, 1996). New practices should be feasible to use within a school, and the effort involved in learning and implementing those practices should result in sustainability and improved learning outcomes for students. To achieve these goals, a system of implementing new practices should be, for example, (1) aligned with existing strengths and effective practices within the school; (2) valued by those involved with implementation; (3) strategically planned for long-term implementation, but responsive to evaluations of effectiveness and changing organizational structures; and (4) involve professional development and support from leadership (Adelman & Taylor, 2003; Durlak & DuPre, 2008; Furney, Hasazi, Clark-Keefe, & Hartnett, 2003; Gersten, Chard, & Baker, 2000).

**OVERVIEW OF THE REMAINING CHAPTERS AND FEATURES TO SUPPORT SOPAA IMPLEMENTATION**

In this chapter we sought to introduce the SOPAA model by providing an overview of its primary components and a general rationale for using it. We also commented on its potential advantages and compatibility within a given school, and highlighted five foundational principles embedded within the model. In the following chapter, we expand our description of the SOPAA by defining important terms, providing a historical context for the model, and more fully explaining the six SOPAA components and their interconnected relationship. The specific roles of the SOPAA facilitators are also defined and described in **Chapter 2**.

In **Chapter 3** readers begin to learn how to go about implementing the SOPAA, starting with some preliminary considerations before beginning actual implementation. For example, Chapter 3 should help readers consider a reasonable multiyear timeline for incremental SOPAA implementation, the time and resources needed for successful implementation, and the strengths and barriers within their schools that should influence key implementation decisions. Chapter 3 then concludes with a summary of step-by-step suggestions for using this book to implement the SOPAA. In reviewing these suggestions, readers should quickly understand that this book should be used as a resource or type of “manual” for implementation, rather than a book that can be successfully used after reading it once from start to finish.

Chapters 4–11 comprise Part II of this book and discuss in detail how and when to implement each of the SOPAA components, and a rationale for implementing each component is discussed throughout. More specifically, in **Chapters 4 and 5** we describe how TAPS Support Teachers and classroom teachers work through the TAPS process to assist struggling learners. Because TAPS is central to implementing the overall SOPAA model, information in these chapters is thoroughly detailed to provide educators with guidance and support for each of the steps in the TAPS process. Because assessment is an important feature of TAPS intervention plans, **Chapter 6** describes three places where brief academic assessments can help guide instruction or be used to evaluate student learning outcomes. For example, this chapter describes options for assessments that can be feasibly used as part of the universal screening in the SOPAA, or to evaluate student learning in reading, math, and writing in TAPS.

Although intervention and assessment practices are commonly discussed in books describing models of school-based consultation and schoolwide change, these practices are challenging, if not impossible, to implement without sufficient professional development and staff support. Therefore, in **Chapter 7** we describe a professional development plan that specifically aligns with the SOPAA components, as well as the assessment and instruction practices facilitated during TAPS cases. Throughout Chapter 7 readers will find numerous recommendations for facilitating a meaningful *and* feasible professional development plan for each educator involved with the TAPS process. In **Chapter 8**, we discuss how schools can increase their capacity for assisting struggling learners (and assisting those students' teachers) by including a systematic plan for soliciting and training school volunteers. Chapter 8 provides, for example, guidance for recruiting, training, coordinating, and sustaining school volunteers, as well as the rationale for including school volunteers as part of the SOPAA model. Other considerations for involving school volunteers are also discussed (e.g., screening school volunteers, the desired and reasonable role of school volunteers, and determining the appropriateness and feasibility of utilizing a school volunteer program to support the SOPAA).

As noted above, strong intervention, assessment, professional development, and staff resources are essential to a successful schoolwide model of academic support, but without effective communication with, and generating support from, school leaders and teachers about the model, implementation and sustainability of the model will likely fail. As such, **Chapters 9 and 10** are key features of this book and important resources for implementing the SOPAA model because they describe several aspects of effective communication with school leaders (e.g., the school principal) and teachers. In these chapters, numerous recommendations are provided to help SOPAA facilitators utilize effective communication procedures both prior to and during SOPAA implementation. **Chapter 11** concludes Part II by specifically highlighting how to successfully implement the SOPAA model with two to four co-facilitators. This chapter is important because, although the model can be initiated and directed by only one educator, Chapter 11 explicitly details the benefits and interacting roles that are associated with facilitating the SOPAA with more than one educator in the school.

As Chapters 4–11 discuss how and when to implement each of the SOPAA components, it is important to keep in mind that a key component of the SOPAA is *adaptable and incremental implementation* for each school, depending on the school's specific strengths and needs. Thus, throughout these "how-to" chapters, we describe how schools with varying characteristics can successfully implement the SOPAA in a way, and with a timeline, that is most congruent with the school's particular needs. Also, because the primary goal of this book is to assist educators in meaningfully improving student learning outcomes by initiating, implementing, and sustaining the SOPAA as a systems-level model of academic consultation, we include numerous reproducible resources throughout the appendices to support streamlined and systematic implementation.

Part III of this book offers additional information and guidance for SOPAA implementation, which is intended to supplement what readers learn in the preceding chapters. In **Chapter 12** we describe the key components and subcomponents associated with effective instruction in reading, math, and writing—information that is intended to help educators evaluate their core instruction and intervention programs. This chapter also describes dozens of evidence-based intervention programs (several in each of the three academic areas), which educators may consider using as part of their TAPS process. Overall, Chapter 12 is intended to be an important resource for identifying and implementing the most appropriate instructional programs and interventions in reading, math, and writing.

Throughout the book we offer several brief illustrations and examples of how the SOPAA components and features can be implemented in schools. However, more thorough case illustrations are reserved for **Chapter 13** so that readers can consider these examples after gaining a thorough

understanding of each SOPPA component and feature, all of which are detailed in the preceding chapters. Thus, after discussing the relationships among SOPPA components and how they can often be adapted and implemented incrementally depending on a specific school's characteristics, Chapter 13 describes four schools with varying characteristics and needs, and how the SOPAA is implemented in those schools. There are, of course, no schools with the exact same characteristics, but the case illustrations in Chapter 13, along with the information from the preceding chapters, should further assist readers in recognizing how the SOPAA model could be implemented in their schools.

Finally, creating and sustaining systems-level change requires a relatively sophisticated repertoire of skills, and we believe that such skills should be acquired early in one's career as an educator—ideally as a college/university student. As such, in **Chapter 14** we provide a relatively detailed supplement for university teachers who are responsible for training our future educators. Within this brief chapter, university teachers should find feasible recommendations for how to use this book to help build, for example, the academic assessment, intervention, and consultation skills of soon-to-be educators.

### **Companion Website**

To further support educators' use of the SOPAA model, a companion website is available. By visiting [www.sopaaforschools.org](http://www.sopaaforschools.org) educators will find various forms and related supplemental materials that, when specifically used with the information provided in this book, should assist them with implementing the SOPAA. Throughout the book several places direct readers to the website in order to access these supplemental materials, and each place is denoted with the icon shown immediately to the right of this text.



In addition to providing supplemental materials, the SOPAA website also serves as a venue on which educators can ask questions and get online support about SOPAA implementation. The SOPAA website is fully funded by the Helps Education Fund, a nonprofit organization that was founded by one of us (J.C.B.) and is devoted to improving educational outcomes for students nationally and internationally. Readers can learn more about each of the website support features by visiting [www.sopaaforschools.org](http://www.sopaaforschools.org).

### **Authors' Note**

Throughout this book, the use of masculine and feminine pronouns such as *he*, *she*, *his*, *hers*, *him*, and *her* are often used only to be succinct and to avoid the wordiness of overusing, for example, *he or she*, *him or her*. Text throughout this book that uses a masculine or feminine pronoun should not be interpreted as being relevant only to males or females. In all cases, the pronoun should be interpreted as a gender-neutral shorthand for *he/she*, *him/her*, *his/hers*, etc. For example, for consistency we typically refer to the SOPAA facilitators using only female pronouns, but we certainly acknowledge there are many male educators who will facilitate the SOPAA, and this book is equally applicable to educators of both genders.