## Contents

## PART I. PREPARING FOR IMPLEMENTATION

1.	Introduction to the Systems-Oriented Plan for Academic Achievement	3
	How This Book May Help Schools Meet the Needs of Struggling Learners 5  Introduction to the Six SOPAA Components 6  Is the SOPAA Suitable for Your School? 7	
	Foundational Principles of the SOPAA 11  Principle 1: Use Student Outcome Data as an Important Basis for Instructional Decisions 1  Principle 2: Use Research to Guide Practice 11	!1
	Principle 3: Prevent Learning Problems by Ensuring Strong Core Instructional Programs 12 Principle 4: Use a Structured and Standard Approach to Addressing	2
	Common Learning Difficulties 12 Principle 5: Integrate New Practices with Existing Procedures and Plan for Systems Support to Achieve Sustainability 13	
	Overview of the Remaining Chapters and Features to Support SOPAA Implementation 13  Companion Website 15  Authors' Note 15	
2.	SOPAA Key Definitions, History, Components, and Roles	16
	Definitions and a Brief Historical Overview 16  Triadic and Organizational Consultation 17  Prescriptive Problem Solving 18  A Historical Overview of School-Based Consultation and Problem Solving 19  The SOPAA Components 21  Component 1: TAPS 22  Component 2: Assessment for Instruction 23	
	Component 3: Maximized Intervention Personnel and Resources 23  Component 4: Targeted Professional Development 24  Component 5: Methods for Communication and Generating Support 25	

xii Contents

	Component 6: Adaptable and Incremental Implementation 25 Relationship of the Six SOPAA Components 26 Designated Roles of the SOPAA 27 The SOPAA Lead Coordinator 27 TAPS Support Teachers in Reading, Math, and Writing 28 The TAPS Intervention Support Coordinator 29 Concluding Comments 29	
3.	Preliminary Considerations for SOPAA Implementation	30
	Selecting Evidence-Based Intervention Programs to Use with TAPS 30 Incremental Implementation of the SOPAA with a Multiyear Plan 33 SOPAA Implementation Requirements 38 Potential Need for a SOPAA Preparation Year 38 Time and Material Resources Needed for SOPAA Implementation 40 Time Needed Weekly for SOPAA Implementation 40 Additional Time Needed for SOPAA Implementation 42 Material Resources Needed for Implementation 42 Implementation Readiness Assessments 45 Using the SOPAA with or without Other Models of Problem Solving, Such as RTI 46 Step-by-Step Suggestions for Using This Book to Implement the SOPAA 48 Summary 49	
PAI	RT II. THE SIX SOPAA COMPONENTS	
4.	Initial Steps of the TAPS Process: Requests for Academic Support and Preparation for the Intervention Planning Meeting  Requesting Academic Support 53  How Classroom Teachers Should Request Support 55  Information That Should Be Provided in the Request for Academic Support 55  When Classroom Teachers Should Request Support 57  The TAPS Support Teacher's Preparation for the Intervention Planning Meeting 58  Conduct a Targeted Skills Observation 59  Develop Intervention Options 60  Share Intervention Options with the Teacher 61  Prepare Clarification Questions 62  Begin Thinking about How to Develop and Facilitate the Intervention Plan 63  Rationale for the TAPS Request for Support Process 64	53
5.	Summary 65  Secondary Steps of the TAPS Process: Intervention Planning, Follow-Ups, and Summative Reviews of Intervention Effectiveness	66
	The Intervention Planning Meeting 66 Goal 1: Share Results of Skills Observation, Confirm Teacher's Concern, and Determine Severity of Student's Deficit 67 Goal 2: Select an Intervention Program to Implement 67 Goal 3: Develop a Comprehensive Intervention Plan 70 Extended Comments for Item 3 of the IPF 72 Completing the Intervention Planning Meeting 76 Follow-Up Meetings throughout Intervention Plan Implementation 77 Initial Review of the Intervention Plan 77	

Contents xiii

	The TAPS Summative Review of Intervention Effectiveness 79  Goal 1: Summarize Intervention Effectiveness 79  Goal 2: Summarize Intervention Implementation Integrity 84  Goal 3: Summarize Upcoming Instructional Plans 86  Summary 87	
6.	Assessment for Instruction	88
	Standards-Based School Reform and Assessment in Schools 89  Norm-Referenced Assessment 89  Assessment for Instructional Decision Making 90  Three Instructionally Oriented Assessment Approaches 91  Curriculum-Based Measurement 91  Mastery Measurement/Task Analytic Approaches to Assessment 105  Computer-Adaptive Criterion-Referenced Testing 106  Assessment Strategies for the TAPS Targeted Skills Observation 106  Framework Guiding Assessment in the Targeted Skills Observation 107  The Targeted Skills Observation 108  Prereading and Reading Skills 108  Early Numeracy and Mathematics Assessment 111  Written Expression Assessment 114  Progress Monitoring in TAPS 115  Progress Monitoring in TAPS with CBM 116  Universal Screening 119  Considerations for Using Universal Screening 121	
7.	Maximizing Implementation through Targeted Professional Development	124
	Ongoing Professional Development for Each TAPS Teacher 125 Developing Expertise within an Academic Area 126 Comparative Forms of Professional Development 126 SOPAA Professional Development Activity Recommendations for TAPS Teachers 127 Inservice SOPAA Professional Development for Teachers 136 Focus Areas of SOPAA Inservice Professional Development 136 A Framework for Training Teachers to Use Intervention Programs 138 Professional Development That Occurs during the TAPS Process 143	
8.	Maximizing Intervention Delivery through Recruiting and Training School Volunteers	144
	Advantages of Including School Volunteers 145 Preliminary Considerations for Developing a SOPAA Volunteer Program 146 What Is the SOPAA Volunteer's Primary Function? 146 Is a Volunteer Program Appropriate for Your School? 147 Which Intervention Programs Should Volunteers Implement? 147 When Should the SOPAA Volunteer Program Planning and Implementation Begin? 148 Is Financial Support Needed to Begin the Volunteer Program? 150 What Type of Volunteer Screening Is Required? 151 What Will Be the Name of the Volunteer Program? 151 Recruiting Volunteers 152 Type of Recruitment Needed 152 Individuals to Target for Recruitment 153 Recruitment Strategies 153 Describing the SOPAA Volunteer Program and Identifying Suitable Volunteers 155 Time Frame for Recruiting 156	

xiv Contents

	Training Volunteers 156  Volunteer Orientation 157  General Training Options 157  Monitoring Implementation Integrity after General Training 159  Coordinating Volunteers and Facilitating Intervention Support 159  Sustaining the SOPAA Volunteer Program 160  Data Collection and Program Evaluation 160  Teachers' Knowledge of the Program and Volunteers' Training 163  A Rewarding Experience for the Volunteer 164  Ongoing and Clear Communication with the Volunteers 165	
9.	Obtaining Support for the SOPAA through Effective Communication with School Leaders	166
	Communication with Possible Co-Facilitators of the SOPAA 166  What and When to Communicate with a Possible Co-Facilitator 167  Communication with the School Principal 167  When to Communicate with the Principal 168  Preparing for the Meeting with the School Principal 168  Presenting an Overview of the SOPAA 169  Presenting a Rationale for the SOPAA 169  Discussing Needed Time and Resources for SOPAA Implementation 174  Developing an Implementation Plan 178  Summary of the SOPAA Meetings with the Principal and Planning for Next Steps 178  Generating Additional Support for the SOPAA 179  Generating Support from Other Leaders within the School 180  Generating Support and Resources from Leaders beyond the School Level 181	
10.	Obtaining and Sustaining Support for the SOPAA through Effective Communication with Teachers	182
	Communication with Teachers Who Will Request Academic Support through the SOPAA 182  Introduction to Instructional Problem Solving 183  Definition and Overview of the SOPAA Components 185  Rationale for the SOPAA and How It Aligns with Existing School Procedures 185  When and How Teachers Request Academic Support 186  The Intervention Planning Meeting 187  Intervention Follow-Up Meetings 188  Intervention Implementation Support and Monitoring 189  Summative Review of Intervention Effectiveness 190  Other Components Designed to Improve Student's Learning through the SOPAA 190  Summary of the Responsibilities for SOPAA Implementation 191  Evaluating Teachers' Support of the SOPAA 192  Initiating Follow-Up with Teachers after the SOPAA Introductory Presentation 192  Obtaining and Sustaining Support for the SOPAA and the TAPS Process 192  Case-by-Case Reviews 193  Summary Review of Multiple Students 194  End-of-Year Summary of Teachers' Perceptions 195	
11.	Using the SOPAA with Multidisciplinary Co-Facilitators	197
	Review of SOPAA Components and Roles 197 Identifying SOPAA Co-Facilitators 198 How Co-Facilitators Interact during Implementation of the SOPAA 199 Co-Facilitation Activities That Include All SOPAA Roles 200 Co-Facilitation between the Lead Coordinator and TAPS Teachers 202	

Contents

	Co-Facilitation between TAPS Teachers and the TAPS Support Coordinator 204 Concluding Comments 207 Advantages of Co-Facilitating the SOPAA 207 Distributed Responsibilities Means Less Time for Each Facilitator 209 Multiple Perspectives Should Improve SOPAA Implementation Decisions 209 Multiple Facilitators Should Strengthen SOPAA Implementation Sustainability 210 Other Potential Benefits of Collaborative Facilitation 210	
PAI	RT III. ADDITIONAL INFORMATION AND GUIDANCE	
12.	Evidence-Based and Learner-Verified Intervention Programs in Reading, Mathematics, and Writing	215
	Reading 216  Core Reading Programs 219  Phonemic Awareness Plus 220  Phonics Plus 222  Reading Fluency 223  Vocabulary 229  Comprehension 230  Mathematics 232  Core Mathematics Programs 233  Effective Math Intervention Programs 233  Writing 240  Writing Tool Skills 241  Writing Mechanics 241  Composition 242  A Comprehensive Corrective Writing Program 242  Reading and Writing, or Language Arts? 242	
13.	Case Illustrations of SOPAA Implementation	246
	Case Illustration 1: Kennedy Elementary School 246 Case Illustration 2: Pineview Charter School 250 Case Illustration 3: Dobbs Elementary School 253 Case Illustration 4: East Davis Elementary School 259 Summary 262	
14.	Using the SOPAA to Support Graduate Students' Training and Applied Experiences in Schools	263
	Basic Rationale for Using SOPAA Features in Graduate Students' Training 264 Training Activities 264 Triadic Consultation 265 Organizational Consultation and Preparing for Systems-Level Change 265 Implementing and/or Facilitating Evidence-Based Intervention Programs 265 Academic Assessment and Progress Monitoring 266 Professional Development and Communication 266	
	Epilogue	267

Co-Facilitation between the Lead Coordinator and TAPS Support Coordinator 203

xvi Contents

Index

APPENDICES		
APPENDIX A.	Summary of the SOPAA Components and Roles	271
APPENDIX B.	Preparation for SOPAA Implementation (Part 1): Schoolwide Capacity Assessment of Relevant Characteristics	273
APPENDIX C.	Preparation for SOPAA Implementation (Part 2): TAPS Support Teacher Self-Assessment of Relevant Characteristics and Experiences	278
APPENDIX D.	SOPAA Implementation Planning Summary Checklist	281
APPENDIX E.	Request for TAPS (Targeted Assistance Program for Students) Form	283
APPENDIX F.	TAPS Case Tracking Form	285
APPENDIX G.	TAPS Intervention Planning Form (IPF) and Record	286
APPENDIX H.	TAPS Case Rating Scale	288
APPENDIX I.	Comments and Suggestions Related to Completing the TAPS Intervention Planning Form (IPF)	289
APPENDIX J.	Request for Information from the TAPS Support Coordinator	296
APPENDIX K.	Intervention Support Options Identified by the TAPS Support Coordinator	298
APPENDIX L.	TAPS Summative Review of Intervention Effectiveness Form (SRF)	301
APPENDIX M.	Summary of TAPS Activities and Estimated Time Needed for the TAPS Support Teacher to Complete Each Activity for a TAPS Case	305
APPENDIX N.	Recommended Professional Development Topics for the TAPS Reading Teacher	306
APPENDIX O.	Recommended Professional Development Topics for the TAPS Math Teacher	308
APPENDIX P.	Recommended Professional Development Topics for the TAPS Writing Teacher	310
APPENDIX Q.	Yearly Professional Development Planning Guide	311
APPENDIX R.	Professional Development Documentation Form	314
APPENDIX S.	Teacher Survey about the Potential Value and Feasibility of the SOPAA and TAPS	315
APPENDIX T.	Follow-Up Letter to Distribute to Teachers after the SOPAA Introductory Presentation	316
APPENDIX U.	Teacher End-of-Year Survey about the SOPAA and TAPS Process	317
Reference	es	319

331