R-TFI 2.0 Elementary and Secondary Overview

Fall 2022

mimtsstac.org

Group Expectations - Virtual

Be Responsible

- Return from breaks on time
- Active Participation
  - Use participant features of raise hand, thumbs up, etc.
  - Type short answer or questions in chat box
  - Respond to poll questions, if provided

Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

Training Effectiveness

- At the end of the session you will be asked to provide feedback on today's training

- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders

- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

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Purpose

The purpose of this session is to prepare existing R-TFI Facilitators to understand changes to the tool and includes critical information to ensue an accurate and efficient administration of the R-TFI 2.0

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Intended Outcomes

By the end of this session, you should be able to:

- Know the history of the R-TFI

- Review changes and new features of 2.0

- Identify the R-TFI Reading Components of an MTSS Framework

- Define Teaming Structures

- Learn Evidenced Based Instructional Practices and Instructional Design Principles Items

- Understand Advanced Tiers

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Agenda

R-TFI 2.0 History and Research Timeline

1.0 Reading Tiered Fidelity Inventory 2.0 Overview

2.0 The Reading Components of an MTSS Framework

3.0 Teaming Structures

4.0 Evidenced Based Practices and Instructional Design Principles

5.0 Advanced Tiers

6.0 Facilitator Tools and Resources

Activity 0.1

- Participate in building a Word Cloud

- Navigate to <u>mentimeter</u>

- Enter a word that describes your last administration of the R-TFI. You can enter multiple words.

- Watch the Word Cloud fill up.

<u>https://www.menti.com/mzjd9k6kgr</u>

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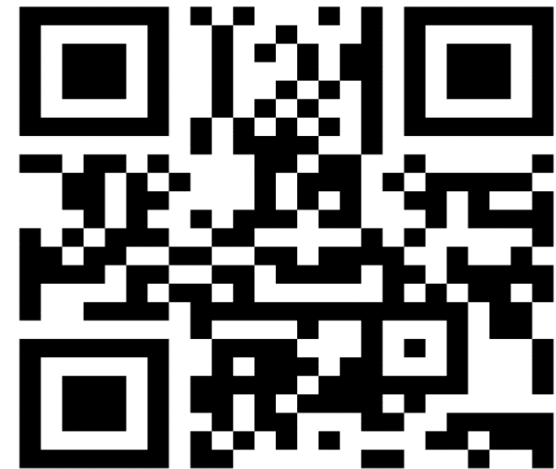
Activity 0.2

- Engage in a 4 question Zoom Poll as a quick review of the content covered in previous R-TFI Facilitator Certification courses or live training sessions.

- After the Poll closes the answers will be quickly reviewed.

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R-TFI History and Research Timeline

R-TFI History

- 2003 - Planning and Evaluation Tool – Revised (PET-R) was a Response to Intervention reading fidelity tool that came from Reading First and was written to focus on K-3

  - The MiMTSS TA Center wanted a tool that included a scoring guide, was written for elementary and secondary grades, and could be validated so there was at least one reading MTSS fidelity assessment with reliability and validity data

R-TFI History continued

- 2015-Reading Tiered Fidelity Inventory (R-TFI) was officially released

  - The name, Reading TFI, was intentionally chosen to mirror the School-wide PBIS Tiered Fidelity Inventory

  - MiMTSS TA Center knew the validation process would help us decide about deleting items and making large-scale changes

  - MiMTSS TA Center chose to keep the tool intact and free from major edits until enough data had been collected to help inform the edits

- 2021-Enough data had been compiled to run another factor analysis

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R-TFI Research 2015

Summer 2015

Test Content and Response Process

- During the Summer of 2015, the MiMTSS TA Center began research related to the Reading Tiered Fidelity Inventory. Test content was examined using a 4-part content validation survey

- Simultaneously, the response process was addressed using a cognitive interviewing procedure

R-TFI Research 2018

Summer 2018

Internal Structure and Reliability-Internal Consistency

- Elementary confirmatory factor analysis was conducted in the summer of 2018
  - Internal Consistency
 - Construct Validity

R-TFI Research 2020-2021

December 2020-September 2021

Further Research

- Since 2015, at least 743 schools across nine states have administered the R-TFI Elementary-Level or Secondary-Level Editions (versions 1.0-1.4) over 1,544 times

- Recent factor analyses combined with feedback from the field resulted in an identified need to improve the R-TFI and release a new version (2.0)

- Changes made do not alter the overall purpose of the R-TFI, which remains to provide a tool for teams to self-assess the implementation of the Reading Components of an MTSS Framework

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1.0 Reading Tiered Fidelity Inventory 2.0 Overview

MiMTSS TA Center R-TFI 2.0
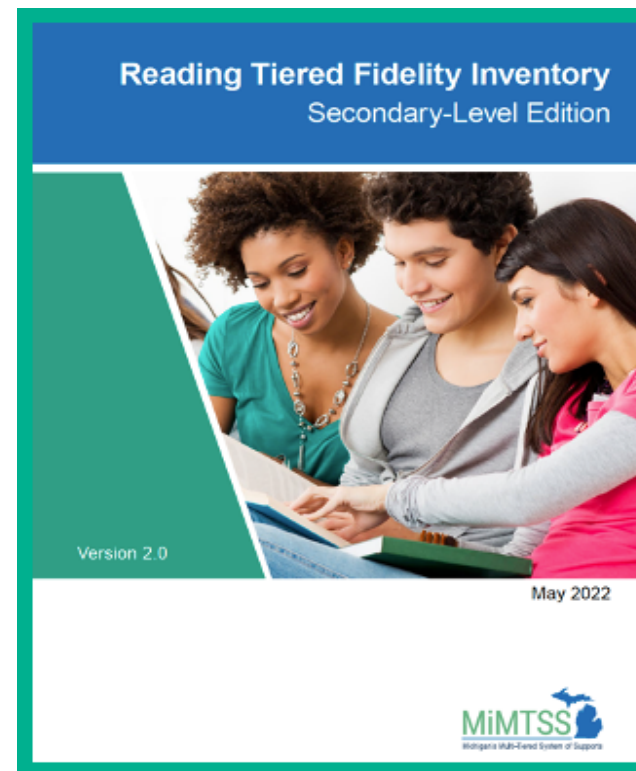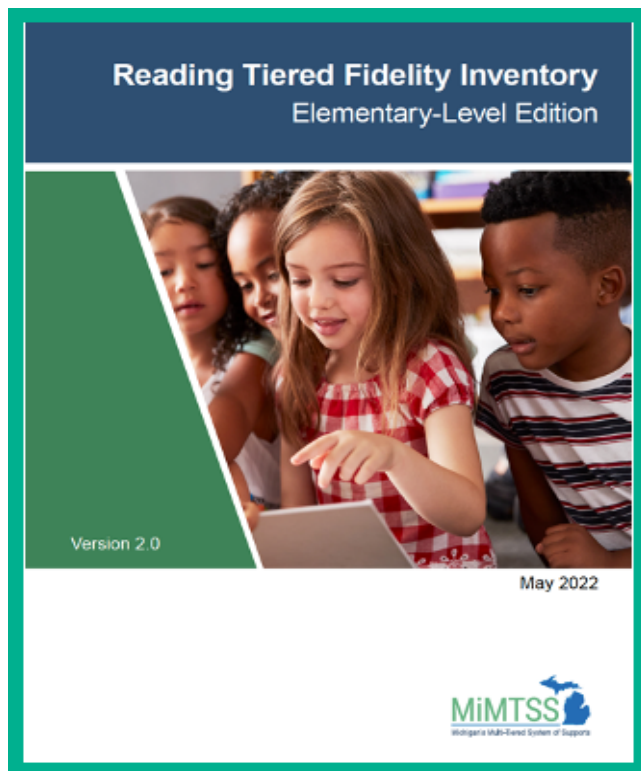
Accessing the R-TFI 2.0

- MiMTSS TA Center website: R-TFI 2.0
  - This is where any updates / revisions will be posted so it is best to always go here to access the R-TFI 2.0 Elementary and Secondary editions
- Link to a MiMTSS TA Center YouTube video on How to Rotate the R-TFI for Electronic Administration
- Link to an MiMTSS TA Center R-TFI Overview video on how to access the R-TFIs and R-TFI Facilitator webpage

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Facilitator Role

- Facilitators are an essential part of the administration of the R-TFI 2.0

- As an external, non-voting participant, the Facilitator is better able to prompt the team to the scoring criteria in an efficient, neutral way and to help resolve disagreements in scores by prioritizing data sources

- If you can't find an external R-TFI 2.0 Facilitator, then an SLT reading coach can be the facilitator. The Facilitator can not vote

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Changes to 2.0

- Applied a 2-factor structure (Tier 1 and Advanced Tiers)
- Removed subscales within Tiers
- Provided distinctions between a reading intervention platform (Tier 2) and practices to intensify reading intervention (Tier 3)
- Reduced redundancy across items
- Removed items for which a district is responsible, outside of the control of individual schools
- Included an Administration Fidelity Checklist

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New Features of 2.0

- Included two writing items (Elementary-Level) and one writing item to the Secondary-Level

- Provided a more precise roadmap for the specific reading practices and instructional focus to be applied within an MTSS framework

- Centered family engagement and equity

- Created clearer and more consistent distinctions between 2, 1, and 0-point scoring criteria

Activity 1.0

- Take a few minutes to review the Reading Tiered Fidelity Inventory 1.0-2.0 Distinctions document.

- Highlight key distinctions you need to bring back to your SLT.

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R-TFI 2.0 Sections

- The R-TFI is divided into two sections: **Universal Tier 1** and **Advanced Tiers**. The sections can be completed separately or in combination

- The R-TFI is completed by the School Leadership Team and, for the Advanced Tiers, members of the Multidisciplinary Team

- The R-TFI provides a guide for teams to strengthen reading supports for all learners, including students with disabilities. Teams use the results to understand their current levels of implementation, prioritize areas for professional learning, and examine progress over time

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Activity 1.1

Review Table 4 description of the Scoring Guide on page 15 of your R-TFI.

R-TFI Items and Scoring Guide

Table 4. Description of the R-TFI Scoring Guide.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
Brief description of the item.	Description of the criteria that need to be in place to score 2 points on the item. Data sources should be available to substantiate a 2-point score.	Examples of documentation that can be used to substantiate scoring decisions.	1 point: At least half of the 2-point criteria are in place. 0 points: The criteria from the 2-point or 1-point response are not in place.

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Activity 1.2

- Scoring Item scenario!

- Look over Item 1.2 in your R-TFI or on the following slides. Follow along as the presenter administers the items and models a team scoring each item

  - Pay attention to the final scoring column

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R-TFI 2.0 Scoring

1.2	System-level coaching includes activities to develop the capacity of individuals and teams to:	Name of system-level coach, job title, job description	1 point:
The school has access to **system-level coaching.**	1 Analyze data to prioritize school-wide needs. 2 Manage school-wide assessment and data coordination. 3 Determine professional learning opportunities and instructional coaching opportunities needed to support adolescent literacy skills in core subjects, methods for integrating social, emotional, and behavioral supports with class instruction, and implementation best practices. 4 Develop a plan to implement the adolescent literacy components of an MTSS framework. 5 Communicate with other school teams and the **District Implementation Team** (or comparable district team).	Coaching schedule and activity log	At least 3 criteria from the 2-point response are in place. 0 points: The criteria from the 2-point or 1-point response are not in place.

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R-TFI.2.0 Scoring (cont.)

| R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.3 The school has an **Implementation Plan** for the adolescent literacy components of an MTSS framework	The plan is informed by assessment data. AND: The plan's goals are **SMARTE** (Specific, Measurable, Attainable, Realistic, Time Bound, Equitable). AND: The types of activities included in the plan address: 1 Resources Department Teams need to implement their discipline-specific instructional plans. 2 Collaboration between and across grade-level teachers, special educators, and interventionists to support students' ability to apply intervention strategies/routines across instructional settings. 3 Implementation supports needed (ongoing training and coaching). 4 Opportunities for family-school partnerships with bi-directional communication and shared decision-making.	Current Implementation Plan	1 point: The plan is informed by assessment data. AND: The plan includes activities that address at least 3 elements outlined in the 2-point response. 0 points: The criteria from the 2-point or 1-point response are not in place.

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2.0 The Reading Components of an MTSS Framework: Elementary and Secondary

Definition of MTSS

"A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human services systems in support of learners, schools, centers, and community outcomes."

(MDE, 2020; p. 5)

MDE's Five Essential Components of an MTSS Framework
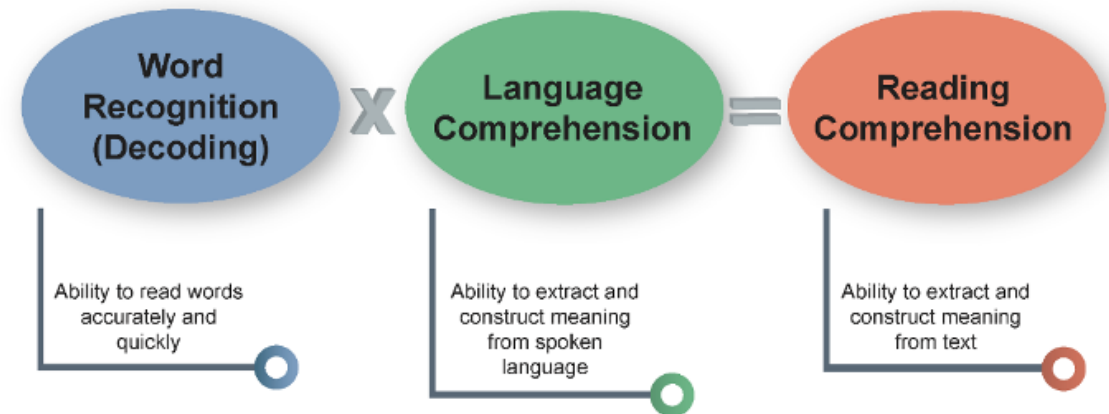

MDE's Practice Profile
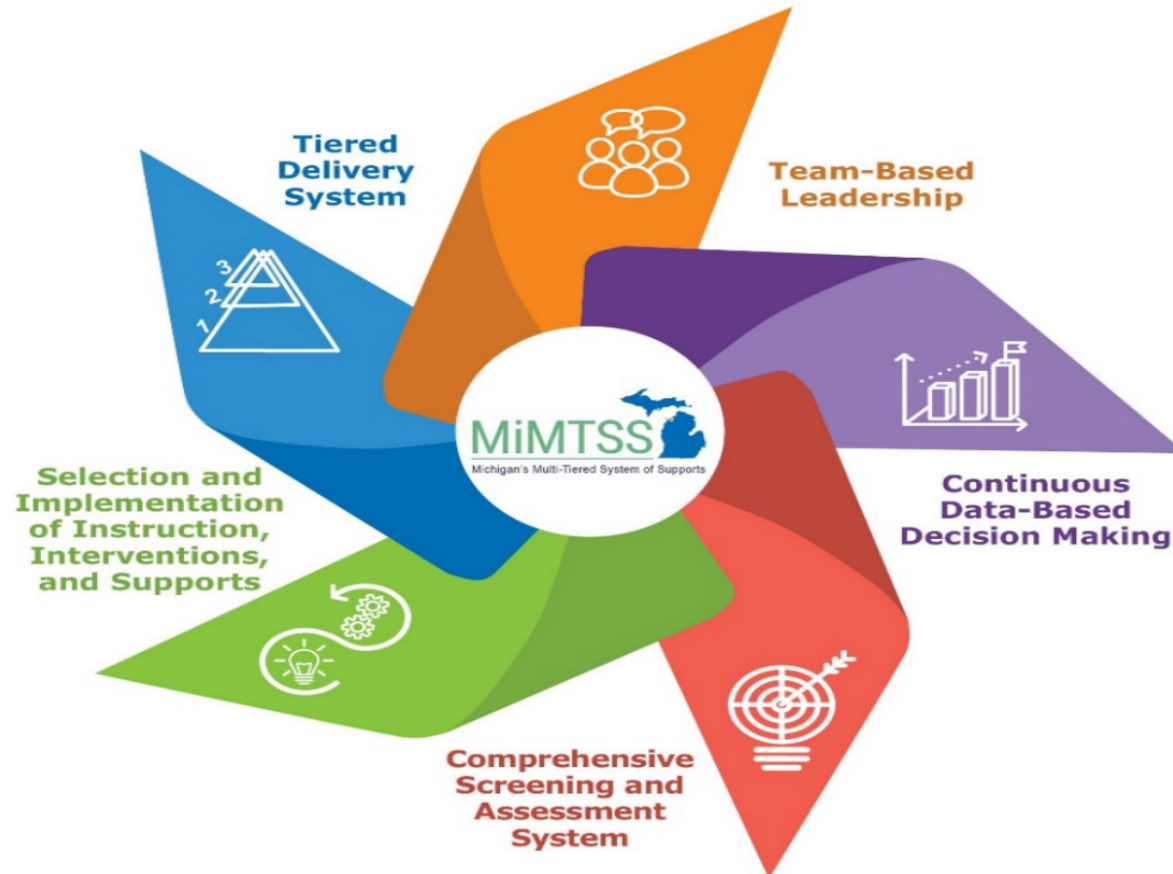
Utility of R-TFI 2.0

The R-TFI 2.0 is **designed to be a road map** for school teams as they work to install and successfully use the Reading Components of an MTSS Framework. It focuses on **data, systems**, and **practices/programs** that align with MTSS core features and compliment the behavioral components of an MTSS Framework.
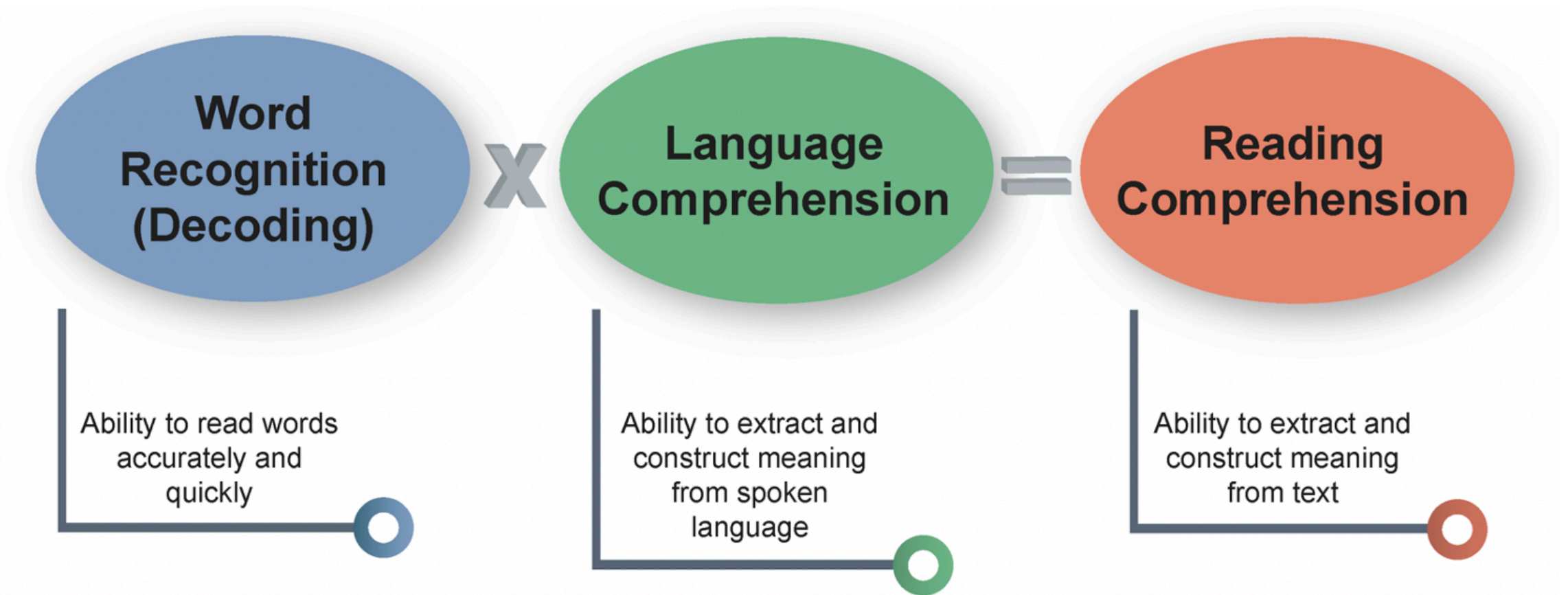
Reading Components of an MTSS Framework

- Team Based Leadership

- Tiered Delivery System

- Selection and Implementation of Instructional Methods, Interventions, and Supports

- Comprehensive Screening and Assessment System

- Data-Based-Decision Making

These components are applied to **critical word-reading** and **comprehension processes** that are predictive of reading outcomes.

Word Recognition (Decoding) X Language Comprehension = Reading Comprehension

Ability to read words accurately and quickly

Ability to extract and construct meaning from spoken language

Ability to extract and construct meaning from text

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Simple View of Reading

Gough & Tunmer, 1986; Hoover & Gough, 1990; Tunmer & Hover, 2019)

The Simple View of Reading

- Provides a foundational knowledge base that is applied intentionally across the Reading Components of an MTSS Framework

- Needs to be "baked in" to our MTSS framework and help to inform the decisions that we make around:

  - Curriculum

  - Instruction

  - Assessment

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Reading Learning Progression
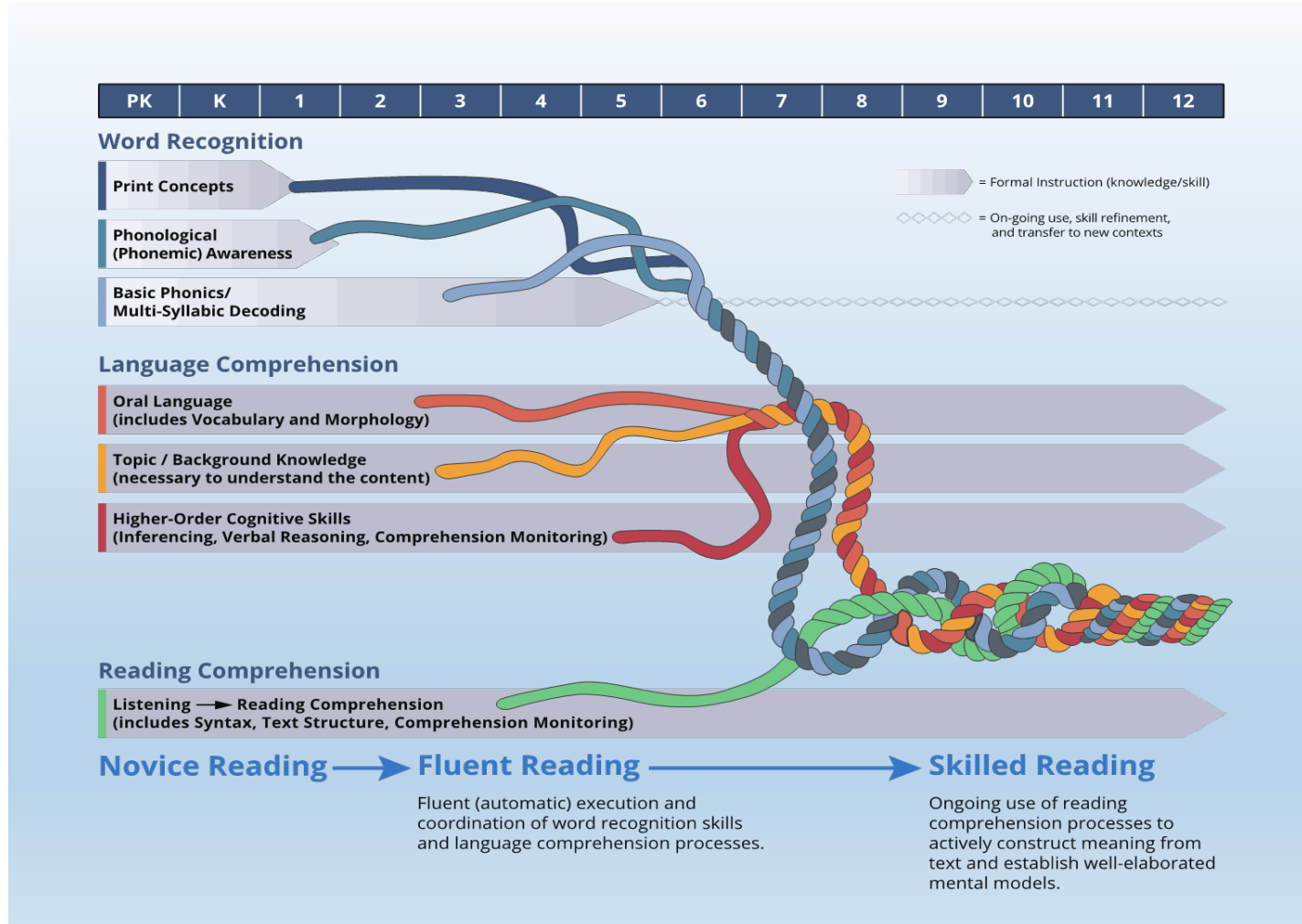
Activity 2.0

In a breakout room decide who will be partner 1 and who will be partner 2. Take some time to prepare your thoughts then each partner shares out.

Partner 1:Think about a student(s) in light of the Simple View of Reading and be prepared to share out which part of the Simple View of Reading is their strength and which part is an area which needs more instructional focus.

Partner 2: Review the SVR and Learning Progression slides and prepare to briefly explain them to a colleague.

3.0 Teaming Structures

R-TFI 2.0 Teaming Structures

The R-TFI 2.0 focuses on installing and implementing various teaming structures. The following teaming structures share responsibility for **data, systems, and practices**.

- School (Building) Leadership Team
- Grade-Level Teams
- Department Teams
- Multidisciplinary Team
- Other Teams

Activity 3.0

- Read the glossary description and 2-point response of each teaming structures in R-TFI 2.0:

  - School Leadership Team (1.1, 1.5, 1.6, 1.7)

  - Grade-Level Team (1.18, 1.19. 1.20, 1.21) Elementary Edition

  - Department Team (1.15, 1.16, 1.17, 1.1) Secondary Edition

  - Multidisciplinary Team (2.1, 2.1, 2.3, 2.15, 2.16, 2.17, 2.19, 2.20, 2.22) Elementary and Secondary Editions

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Team-Based Approach

Building or refining the Reading Components of an MTSS Framework requires the work and perspectives of a team of people and cannot be driven by just one or two people. Sustainability research has shown that a dynamic leadership team that consistently makes decisions using data is critical for sustainability, even surpassing the importance of having a supportive administrator.

McIntosh et al., 2018

Elementary and Secondary Systems Level Coach

A Systems-level Coach helps the SLT prioritize the work of:

- developing an Implementation Plan
- creating effective meeting processes
- identifying and planning for ongoing professional learning
- building communication structures across the organization (district, school, grade level, classroom).

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Activity 3.1

- Locate and review Elementary and Secondary Item **1.2** (Elementary: p. 17; Secondary: p.17 R-TFI 2.0s). Pay special attention to the item's **Data Sources** and **Scoring Criteria** columns.

- Access School Leadership Team Coaches webpage. Review the page and Tools and Resources section.

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Activity 3.2

- Let's Play a Game!

- Navigate back to [Mentimeter](#)

- Give yourself a nickname

- You will respond to a series of items, differentiating between the role of the School Leadership Team and the role of the Systems Coach

- Have fun and good luck!

4.0 Evidenced Based Practices and Instructional Design Principles

Reading Components of an MTSS Framework

The R-TFI 2.0 operationalizes the Reading Components of an MTSS Framework; the tool does not provide a comprehensive assessment of a school's reading curriculum.

The results should be used for planning supports and allocating resources, and never used for punitive purposes.

Reading Instructional Practices (Ele)

Teachers should access quality, evidence-based reading curriculum resources to provide daily instruction in the foundational reading and writing skills and comprehension processes necessary to construct meaning from text appropriate for the grade level.

The foundational reading skills encompass developing phonemic awareness, basic phonics/multisyllabic decoding skills, encoding (spelling) skills, and teaching meaningful parts in words (morphology).

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Reading Instructional Practices (Ele) (cont.)

Some of the foundational reading skills are introduced and mastered at specific grade levels. Ongoing use and refinement of the skills may extend into later grades. Learners in elementary grades will also need to read the text to support accuracy and fluency.

Teaching learners how to comprehend the text they read requires ongoing instruction in vocabulary, content knowledge, text structure, and metacognitive strategies (e.g., inference making, questioning, clarifying) across grade levels.

Reading Instructional Practices (Sec.)

Tier 1 integrates listening, speaking, reading, and writing across core subject areas. Core subject-area teachers (ELA, math, science, social studies) meaningfully incorporate relevant discipline-specific text into daily lessons (e.g., different genres for ELA, informational text for social students, and science).

Evidence-based instructional strategies are carefully-selected and used to support students' ongoing development of comprehension processes to actively construct meaning from text and establish a mental model of disciplinary concepts.

Activity 4.0

- Read each Class-wide **Reading Instructional Practices** Items in the R-TFI 2.0s

    - Elementary R-TFI 2.0 Items 1.9 - 1.11, pp. 24-27

    - Secondary R-TFI 2.0 Item 1.9, p. 24

    Pay special attention to each item's **Data Sources** and **Scoring Criteria** columns.

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Writing Instructional Practices (Ele)

- Curriculum resources needed to teach foundational writing skills should support letter formation instruction, handwriting, and conventions (e.g., punctuation and capitalization, and keyboarding.

- Teachers provide students with frequent opportunities to engage in extended writing about the text they read.

Writing Instructional Practices (Sec)

Teachers provide students with frequent structured opportunities to engage in extended writing about the text.

Activity 4.1

- Read each Class-wide **Writing Instructional Practices** Items in the R-TFI 2.0s

  - Elementary R-TFI 2.0 Items 1.12 & 1.13, pp. 28-29

  - Secondary R-TFI 2.0 Item 1.11, p. 25

  Pay special attention to each item's **Data Sources** and **Scoring Criteria** columns.

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Elementary & Secondary Instructional Design Principles

- **Elementary:** Teachers provide intentional and differentiated Tier 1 instruction
- **Secondary**: Teachers incorporate explicit instructional elements into teaching lessons

Activity 4.2

- Read each Class wide **Instructional Design Principles** Items in the R-TFI 2.0s.

  - Elementary R-TFI 2.0 Item 1.14, p. 30

  - Secondary R-TFI 2.0 Item 1.10, p. 25

  Pay special attention to each item's **Data Sources** and **Scoring Criteria** columns.

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5.0 Advanced Tiers

Defining Intensifying Instruction

Definition: A data-driven process for professionals to make decisions to enhance instruction for individual students who have not responded to a *standard-protocol* used for both class-wide, Tier 1, and Tier 2 intervention supports.

Alternate Names for Intensifying Literacy Instruction

- **Data-Based Individualization (DBI)** applied to reading and/or writing

- Intensive/Intensifying Intervention applied to reading and/or writing

Alternate names for process originally developed by Deno & Mirkin (1977)

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Defining Data-Based Individualization (DBI)

Definition: "Research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies."
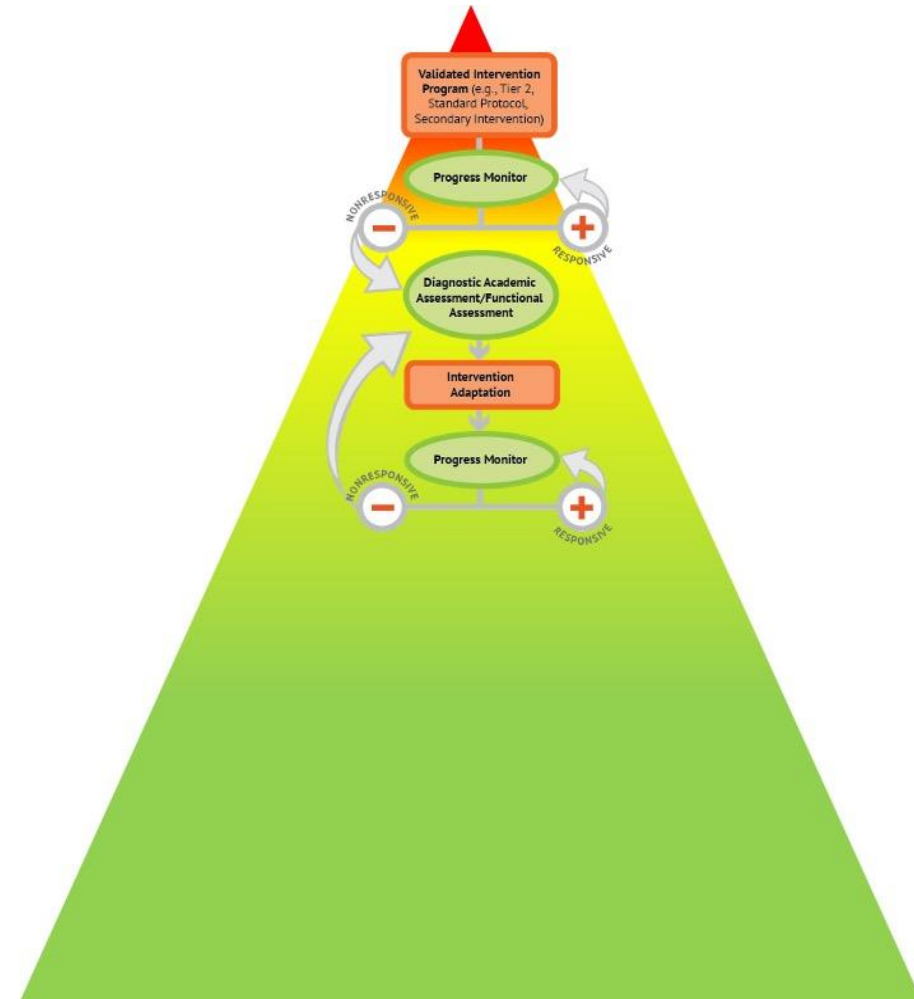
Five Steps:

1. Validated intervention program
2. Progress monitoring
3. Diagnostic data
4. Intervention adaptation
5. Progress monitoring

National Center for Intensive Intervention
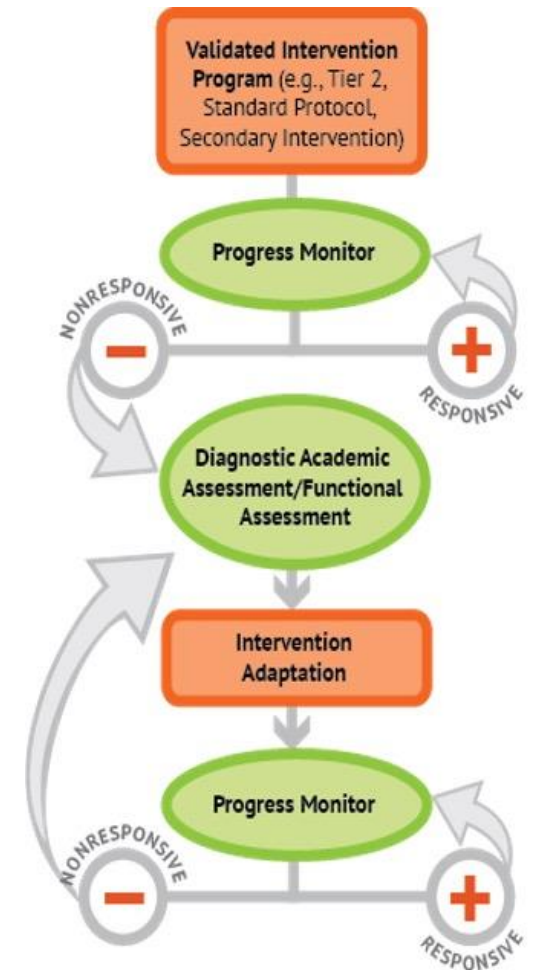
DBI and MTSS

- DBI encompasses Tiers 2 and 3 (Advanced Tiers)

- There is always a connection to Tier 1 when we are talking about the Advanced Tiers

- Tier 1 is for **all** learners and should be appropriately differentiated, incorporate intervention strategies to support students' generalizing the strategies and skills they are learning during intervention

Five Steps of DBR

The five steps of DBI encompass Tiers 2 and 3

DBI Overview
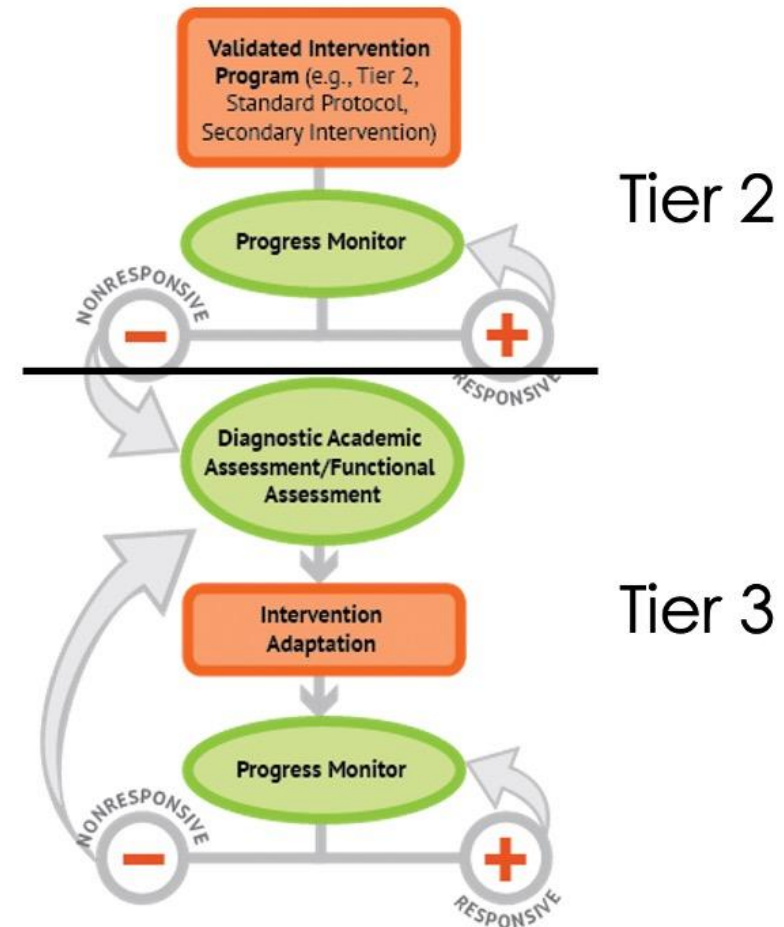
Intervention Adaptation – Taxonomy of Intervention

- Purpose: To support educators in **evaluating AND building** intervention intensity

- Interventions are evaluated based on the dimensions (left column)

- The dimensions are used to build **intervention intensity** (take the carefully selected intervention curricula and choose a dimension or two to adapt the instruction)

National Center on **INTENSIVE INTERVENTION** at American Institutes for Research ■ | **Taxonomy of Intervention Intensity: Academics**

The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).
Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does *not* address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
Attention to transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.
Comprehensiveness	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student's complex learning needs.

*Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children, 50(1)*, 35–43.

Taxonomy Of Intervention Intensity: Academics Webpage

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Activity 5.0

- Take a few minutes to review the Taxonomy of Intervention Intensity Dimensions and Descriptions

- During the next two slides we will be referring to the Taxonomy of Intervention Intensity document for two R-TFI Items.

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Taxonomy to Review, Evaluate & Select Interventions

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
2.3 Members of the Multidisciplinary Team participate in an intervention selection process.	Designated members of the Multidisciplinary Team collaborate with district and school leaders when needed to use a process to review and select interventions. The process includes the following: 1 Need for the intervention. 2 Overlap with other interventions available to students. 3 Analysis of how the intervention addresses the **Dimensions of Intervention Intensity**[1] (strength of existing intervention evidence, alignment to needs of students relative to the primary skills the intervention is written to address, dosage, comprehensiveness/ explicitness, individualization, attention to transfer, and behavioral supports). 4 Resources needed to fully implement the intervention. 5 Capacity within the school to successfully use the intervention.	Intervention selection process Intervention selection documentation	1 point: At least 3 of the criteria from the 2-point response are in place. 0 points: The criteria from the 2-point or 1-point response are not in place.

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Taxonomy to Build Intervention Intensity

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
2.20 The Multidisciplinary Team designs **individualized intensive intervention plans.**	Individualized intensive intervention plans include the following: 1 Student information (e.g., name, grade). 2 Individuals who developed the plan (including parents, caregivers, and others invited to the team to support individual student needs). 3 Focus of the intervention plan (reading skill areas), with rationale provided using data (progress monitoring, fidelity, diagnostic, perception). 4 Primary intervention that will be used (curriculum resource and additional intervention strategy, if applicable). 5 Information about when and how the student will receive the intensive intervention instruction (e.g., number of days, time, instructor, location). 6 Intervention core components included in the primary intervention curriculum resource. 7 Proactive adaptations to the intervention core components to increase its intensity. 8 Ways the intervention instruction methods/routines will be incorporated into the student's classroom reading instruction.	Three randomly selected individualized intensive intervention plans created in the last 12 months that show the components described in the 2-point criteria Process for engaging student voice in intervention planning Individualized intensive intervention plan template	1 point: Plans include at least 5 of the components listed in the 2-point response. 0 points: The criteria from the 2-point or 1-point response are not in place.

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Teaming Structures and Intensifying Instruction

- The following teaming structures tend to have shared responsibilities for efforts to support the Advanced Tiers:
  - School (Building) Leadership Team
  - Grade-Level Teams
  - Multi-Disciplinary Team
  - Other teams (or smaller workgroups/committees whose work involves the effective use of reading curriculum resources for class-wide and intervention instruction)

Multi-Disciplinary Team

- MDTs should include individuals with expertise in evidence-based reading instruction, assessment, intervention, exceptionality, behavior management, language development, data analysis

- MDT should oversee Tier 2 intervention too

- When the MDT works closely with Grade-level teams, all students get the support they need to succeed
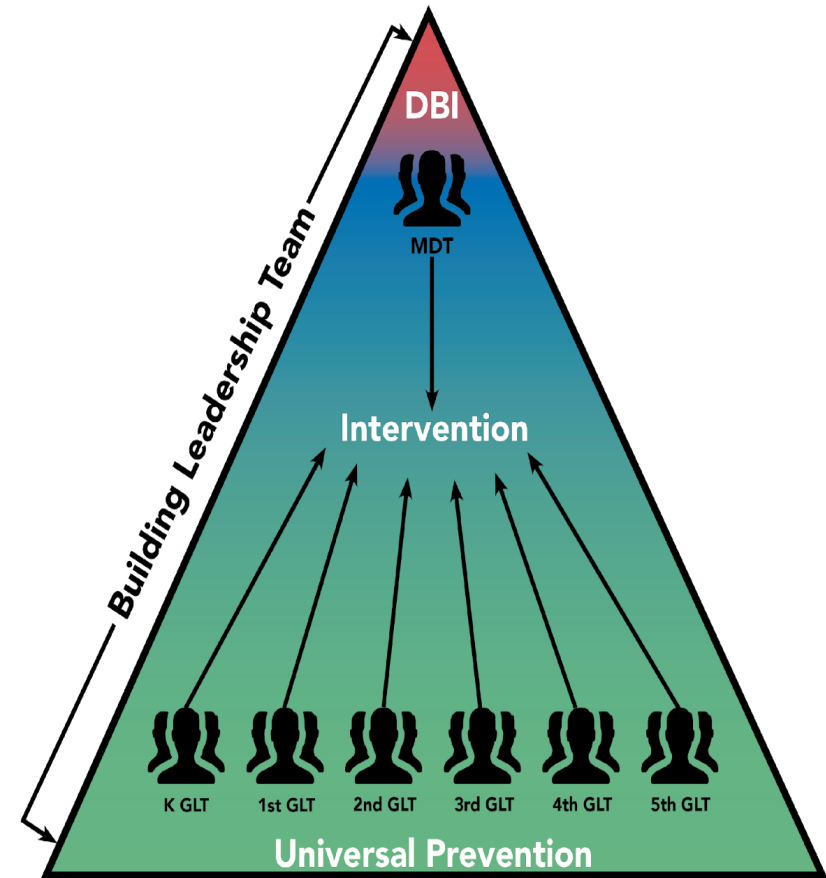
Infrastructure to Support the Advanced Tiers

- Intervention System: Infrastructure that provides a means to ensure **efficient**, **effective** and **equitable access** to Tier 2 and Tier 3 academic, social, emotional, and behavioral intervention supports

- A school's Intervention System is documented, used as intended, updated as needed, and accessible to staff

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Activity 5.1

- Take a few minutes to review the Advanced Tiers **Items** in your Elementary or Secondary R-TFI

- Highlight key words within Items and review them in the glossary:

  - Multidisciplinary Team

  - Intervention Platform

  - Instructional Methods

  - General Outcome sand Content Mastery Progress Monitoring

  - Diagnostic Assessment

  - Individualized Intensive Intervention Plan

  - Dimensions of Intervention Intensity

6.0 Facilitator Tools and Resources

R-TFI 2.0 Facilitator Tools and Resources

The MiMTSS TA Center has updated the Facilitator Tools and Resources webpage.

[MiMTSS R-TFI 2.0 Facilitator Webpage](#)

Activity 6.0

- Take a few minutes to go the the R-TFI 2.0 Facilitator Webpage to review the Facilitator resources

- Bookmark this page for future reference

References

Fuchs, D. (2019) RTI and Special Education: Past, Present, and Future, Dyslexia Southwest Annual SWI(DA Conference.

Gough & Tunmer, 1986; Hoover & Gough, 1990; Tunmer & Hover, 2019

McIntosh, K., Predy, L. K., Upreti, G., Hume, A. E., Turri, M. G., & Mathews, S.(2014). Perceptions of contextual features related to implementation and sustainability of school-wide positive behavior support. Journal of Positive Behavior Interventions, 16, 29-41.

St. Martin, K., Vaughn, S., Troia, G., Fien, & H., Coyne, M. (2020). *Intensifying literacy instruction: Essential practices*. Lansing, MI: MiMTSS Technical Assistance Center, Michigan Department of Education.

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Closing Review

- Learned history of the R-TFI

- Reviewed changes and new features of 2.0

- Identified the R-TFI Reading Components of an MTSS Framework

- Defined Teaming Structures

- Learned Evidenced Based Instructional Practices and Instructional Design Principles Items

- Advanced Tiers

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