

R-TFI 2.0 Facilitator Professional Learning Plan

This document provides a template for R-TFI 2.0 Facilitators to outline a plan to support the professional learning necessary to succeed in their role.

Name: _____

Date: _____

Knowledge of the science of reading as applied to implementing the Reading Components of an MTSS Framework for Tiers 1-3.

If no additional learning is needed, describe how the knowledge, skills, and abilities have been determined:

- Read the Reading Tiered Fidelity Inventory 2.0 to see how the assessment operationalizes the Reading Components of an MTSS Framework (by _____)
- Complete the EduPaths Course: An Overview of the Reading Tiered Fidelity Inventory 2.0 (by: _____)
- Complete the EduPaths Course: Facilitating the Reading Tiered Fidelity Inventory 2.0
- Complete the EduPaths Course: Reading Tiered Fidelity Inventory 2.0 Tier 1: Elementary and Secondary

Individual(s) assigned to support the learning: _____

Understands the intent of collecting reading MTSS fidelity data for ongoing analysis and use.

If no additional learning is needed, describe how the knowledge, skills, and abilities have been determined:

- Review [Module 7: Fidelity Assessment on the AI Hub from NIRN](#) (by: _____)

Individual(s) assigned to support the learning: _____

Easily navigates web-based data systems.

- If no additional learning is needed, describe how the knowledge, skills, and abilities have been determined:
- Practice navigating your MiMTSS Data System account, focusing your navigation on where the R-TFI 2.0 is utilized (dashboard, data entry, reporting) (by _____)

Individual(s) assigned to support the learning: _____

Practical organization skills, ability to develop and meet timelines for completing projects, tasks, and activities.

If no additional learning is needed, describe how the knowledge, skills, and abilities have been determined:

- Explore how another district has organized its ongoing R-TFI 2.0 Facilitator tasks (by _____)
- Work with someone within the district or ISD who is good at managing calendar tasks and has a system established (by _____)

Individual(s) assigned to support the learning: _____

Effective communication skills.

If no additional learning is needed, describe how the knowledge, skills, and abilities have been determined:

- Schedule time to learn about the district communication protocols (by _____)

Individual(s) assigned to support the learning: _____.

Ability to manage adaptive situations (e.g., School Leadership Team wants to score items without supporting evidence and data sources.

If no additional learning is needed, describe how the knowledge, skills, and abilities have been determined:

- Review [Module 2, Topic 3: Leadership on the AI Hub from NIRN](#) (by: _____)

Individual(s) assigned to support the learning: _____

Successful completion of each EduPaths Course is required for becoming a certified R-TFI 2.0 Facilitator.

If no additional learning is needed, describe how the knowledge, skills, and abilities have been determined:

R-TFI 2.0 Tier 1 Facilitator:

- Complete the EduPaths Course: An Overview of the Reading Tiered Fidelity Inventory 2.0 (by: _____)
- Complete the EduPaths Course: Facilitating the Reading Tiered Fidelity Inventory 2.0 (by: _____)
- Complete the EduPaths Course: Reading Tiered Fidelity Inventory 2.0 Tier 1: Elementary and Secondary (by: _____)

R-TFI 2.0 Advanced Tiers Facilitator:

- Complete the EduPaths Course: An Overview of the Reading Tiered Fidelity Inventory 2.0 (by: _____)
- Complete the EduPaths Course: Facilitating the Reading Tiered Fidelity Inventory 2.0 (by: _____)
- Complete the EduPaths Course: Reading Tiered Fidelity Inventory 2.0: Advanced Tiers (by: _____)

Individual(s) assigned to support the learning: _____

Work with key district and school staff to build background knowledge of the R-TFI 2.0, understand the need for the R-TFI 2.0, and get buy-in for the use of the R-TFI 2.0.

If no additional learning is needed, describe how the knowledge, skills, and abilities have been determined:

- Review the introductory section of the R-TFI 2.0 related to its purpose and the EduPaths course: An Overview of the Reading Tiered Fidelity Inventory 2.0 to identify points of communication to share with district and school staff (by _____)
- If your district already uses the SWPBIS TFI, connect with someone within the district or ISD who supports the use of that tool to look for opportunities to build alignment in efforts (by _____)

Individual(s) assigned to support the learning: _____

Work with the District Implementation Team and School Leadership Teams to document the data collection decisions, timelines, and responsibilities in the district's MTSS Assessment System. ("District Data Coordinators" tab, "Reading Assessments" tab, R-TFI 2.0 Roles, Collection, and Analysis Decisions section).

If no additional learning is needed, describe how the knowledge, skills, and abilities have been determined:

- Schedule time with someone in the district to learn about the MTSS Assessment System, focusing on the R-TFI 2.0 Roles, Collection, and Analysis Decisions section. If known, add any decisions into the Assessment System (by _____)

Individual(s) assigned to support the learning: _____

Review products to support the scoring of R-TFI 2.0 items and to provide feedback to school leadership teams.

If no additional learning is needed, describe how the knowledge, skills, and abilities have been determined:

- Access the [R-TFI 2.0 Facilitator webpage](#) to locate and review the R-TFI 2.0 Tier 1 Data Sources document for elementary or secondary. (by: _____)
- Shadow an experienced R-TFI 2.0 Facilitator as they review products. (by: _____)

Individual(s) assigned to support the learning: _____

Facilitate the team-based self-assessment sessions using a simultaneous and public voting process.

If no additional learning is needed, describe how the knowledge, skills, and abilities have been determined:

- Access the [R-TFI 2.0 Facilitator webpage](#) to locate and review Successfully Facilitating the R-TFI 2.0 and the R-TFI 2.0 Administration Fidelity Checklist. (by: _____)
- Shadow an experienced R-TFI 2.0 Facilitator as they facilitate the assessment session. Debrief after the session. (by: _____)

Individual(s) assigned to support the learning: _____

Ensure scores and notes are entered into the MiMTSS Data System (or R-TFI Reporting System for districts outside Michigan).

If no additional learning is needed, describe how the knowledge, skills, and abilities have been determined:

- Practice navigating through the data entry fields in the data system (by: _____)

Individual(s) assigned to support the learning: _____

Support access to R-TFI 2.0 reports in the MiMTSS Data System (or R-TFI Reporting System for districts outside of Michigan) to use for action planning by School Leadership Teams, Systems Coaches, District Implementation Teams,

If no additional learning is needed, describe how the knowledge, skills, and abilities have been determined:

- Practice navigating through the reporting fields in the data system and running the R-TFI 2.0 Items reports (by _____)

Individual(s) assigned to support the learning: _____

Work with key district staff to communicate and respond to barriers regarding the collection and use of R-TFI 2.0.

If no additional learning is needed, describe how the knowledge, skills, and abilities have been determined:

- Schedule time to learn about the district's barrier removal process (by: _____)

Individual(s) assigned to support the learning: _____

URLs Used in Document

[National Implementation Research Network AI Hub Module 2, Topic 3](https://nirn.fpg.unc.edu/module-2/leadership-drivers)

(<https://nirn.fpg.unc.edu/module-2/leadership-drivers>)

[National Implementation Research Network AI Hub Module 7](https://nirn.fpg.unc.edu/module-7)

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[R-TFI 2.0 Facilitator Webpage](https://mimtsstac.org/teams-roles/specialized-functions/data-coordinators/reading-tiered-fidelity-inventory-facilitator)

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