

Reading Tiered Fidelity Inventory (R-TFI) Facilitator Job Description

The purpose of this document is (1) to outline preferred skillsets, roles, and responsibilities for individuals mutually agreeing to fulfill the role of an R-TFI Facilitator and (2) to assist district leaders in determining who to recruit and mutually select for the R-TFI Facilitator position.

Qualifications and Skills

Individual(s) who demonstrate the following qualifications and skills are likely to be successful in the role of R-TFI Facilitator:

- Knowledge of the science of reading as applied to the implementation of the reading components of a Multi-Tiered System of Supports for Tiers 1-3
- Understands the intent of collecting reading MTSS fidelity data for on-going analysis and use
- Experience with systems coaching for reading MTSS
- Easily navigates web-based data systems
- Effective organization skills and ability to develop and meet timelines for completion of projects, tasks, and activities
- Effective communication skills
- Ability to manage adaptive situations (e.g., school leadership team wants to score items as in place without supporting evidence and data sources)
- Willingness to engage in continued professional learning
- Ability to accept coaching supports and feedback
- Punctual

Responsibilities

R-TFI Facilitators are responsible for:

- Successful completion of:
 - An [Overview of the Reading Tiered Fidelity Inventory](https://www.edupaths.org) course available through EduPaths (<https://www.edupaths.org>)
 - Facilitating the R-TFI (coming soon)

- One of the following courses:
 - Reading Tiered Fidelity Inventory: Tier 1 for Elementary and Secondary (coming soon)
 - Reading Tiered Fidelity Inventory: Tier 1 for Elementary (coming soon)
 - Reading Tiered Fidelity Inventory: Tier 1 for Secondary (coming soon)
 - Reading Tiered Fidelity Inventory: Advanced Tiers (coming soon)
- Work with key district and school staff to build background knowledge of the R-TFI, understand need for the R-TFI, and get buy-in for the use of the R-TFI.
- 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 Roles, Collection, and Analysis Decisions section
- Review products to support the scoring of R-TFI items and providing feedback to school leadership teams.
- Facilitate the team-based self-assessment sessions, using a simultaneous and public voting process.
- Ensure scores and notes are entered into the MiMTSS Data System (or R-TFI Reporting System for districts outside of Michigan).
- Support access to R-TFI 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, and District Implementation Teams.
- Work with key district staff to communicate and respond to barriers regarding the collection and use of R-TFI.

Estimated Time Allocation

The time commitment of an R-TFI Facilitator is approximately 2-4 hours per school per year depending on how often teams are collecting the R-TFI and how many tiers they are assessing. R-TFI Facilitators need to revisit installation activities under the following circumstances: a) ensure new staff are fully supported to understand the purpose of the R-TFI and administration and scoring procedures, b) a change in how and when data will be gathered, and c) when adding additional schools in a new cohort.

Possible Roles and Perspectives to Consider for Selection

When selecting an R-TFI Facilitator, consider individual(s) in the following roles, with attention to the specific qualifications and skill set of the individuals you are considering:

- An R-TFI Facilitator should have background knowledge and experience implementing the reading components of an MTSS Framework. Additionally, this person should be external to the school who is completing the measure whenever possible. However, if this is not possible, an acceptable alternative is to have the School Leadership Team's Coach act as the R-TFI Facilitator during the administration. If a school-level Coach is also acting as the Facilitator, they should be a non-voting member of the team for that administration.

- District Coordinators can also support the R-TFI Facilitation. This is especially helpful when coaches are new or when the district is very large. Districts should be intentional about distributing leadership roles for MTSS across multiple staff to avoid overburdening specific individuals and to have greater capacity for MTSS, leading to greater sustainability.

Rationale for Multiple Coordinators

In order to build capacity for the R-TFI Facilitator role, it is suggested to have at least two people identified and trained within a district, preferably at the same time. This allows a district to continue using the R-TFI without interruption should an identified Facilitator discontinue the role or leave the district. This redundancy will help the district to sustain strong supports for the R-TFI despite staff turnover. If districts lack internal capacity to have two people in this role, they might consider collaborating with the intermediate school district for a second R-TFI Facilitator.

Options for sharing the role of R-TFI Facilitator

- Facilitators divide schools evenly and support the R-TFI at schools assigned to each individual.
- One Facilitator is designated as “the lead” and facilitates the R-TFI for the majority of schools. The “back-up” facilitator supports at least one school.
- Facilitators split the role by responsibilities. For example, one facilitator takes the lead on compiling and reviewing data sources to substantiate scoring. Another facilitator leads the team-based self-assessment sessions.

Michigan’s MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.