

## Successfully Facilitating the R-TFI 2.0

The purpose of this document is to assist individuals in the preparation needed to successfully administer and score the Reading Tiered Fidelity Inventory 2.0 (R-TFI 2.0).

### Initial R-TFI 2.0 Administration

#### Preparing to Administer the R-TFI

1. Carefully re-read the entire R-TFI 2.0.
2. Complete three online courses hosted by [EduPaths](https://www.edupaths.org/) (<https://www.edupaths.org/>):
  - a. An Overview of the Reading Tiered Fidelity Inventory 2.0
  - b. Facilitating the Reading Tiered Fidelity Inventory 2.0.
  - c. Reading Tiered Fidelity Inventory 2.0 Tier 1: Elementary and Secondary
3. Review the data source column and supporting resources.
4. After having read the R-TFI 2.0:
  - a. If you have sufficient background knowledge and context about the school's installation and use of the Reading Components of an MTSS Framework, then gather pre-existing products or processes referenced in the R-TFI 2.0 in advance. Review and compare to the criteria outlined in the 2-point column of the R-TFI 2.0 Scoring Guide.
  - b. If you do not have sufficient background knowledge and context about the school, schedule a time to meet with the principal and other school staff to provide you with preliminary information about the products and processes referenced in the R-TFI 2.0 data source column.
5. Anticipate the team's score for each item (focusing on the Tier 1 items for the initial data collection) and consider how the team will prioritize items for action planning in their Implementation Plan.
6. Highlight the portions of the R-TFI 2.0 scoring guide you will emphasize during the facilitation.
7. Note concepts and terminology that will need to be paired with more familiar concepts and terminology (e.g., Building Leadership Team paired with School Leadership Team).
8. Note concepts and terminology that you anticipate unfamiliar to team members.
9. Prepare information (e.g., talking points or a visual display) providing definition and clarification so it can be presented after reading the particular R-TFI 2.0 item but before reading the verbiage in the scoring guide for that item.
10. Finalize how team members will display their scores during the simultaneous and public voting process.
11. Practice facilitating the items.

12. Determine if you would like school teams to read the R-TFI 2.0 in advance to minimize questions or confusion about concepts.
13. Ensure all team members will access a printed copy of the R-TFI 2.0. Copies of the R-TFI 2.0 can be purchased through the [Kalamazoo RESA Print Center's online ordering system](https://kresaprintcenter.myprintdesk.net/DSF/SmartStore.aspx?6xni2of2cF0P58Liz6ycpA0ykpczL2rMWXWpKB7ywuWVX9I5rxO6Rsq/oidVlCkC#!/CategoryHome/51) (<https://kresaprintcenter.myprintdesk.net/DSF/SmartStore.aspx?6xni2of2cF0P58Liz6ycpA0ykpczL2rMWXWpKB7ywuWVX9I5rxO6Rsq/oidVlCkC#!/CategoryHome/51>).

### **During the R-TFI 2.0 Administration**

Pre-correct the first R-TFI 2.0 administration and scoring is to collect baseline data, so it is likely the data will be low; however, the school will work to address the concepts outlined in the items.

1. Remind the school leadership team of the 1) R-TFI 2.0 purpose, 2) simultaneous and public voting process and 3) roles using the introduction script.
2. Assign roles (recorder, voting team members).
3. Ensure the person identified as the Recorder has done the following:
  - a. Accessed MiMTSS Data System (Michigan schools) or the R-TFI Reporting System (schools outside of Michigan)
  - b. Clicked to add new R-TFI 2.0 scores
  - c. Opened the fields to add notes for each of the items
4. Remind the recorder to save when administration is completed.
5. Pre-correct that your role as the facilitator is to ensure the administration and scoring procedures are followed, so the self-assessment data collected accurately represents the school's installation and use of the Reading Components of an MTSS Framework. Additionally, inform the school leadership team that your role is to ensure that any item scored a 2 has a data source to substantiate the self-assessment. Items scored a 2 will likely not be identified for action to be taken to address.
6. Administer the R-TFI 2.0.
7. Ensure the Recorder documents important information for Items since that information will likely be essential for action planning.

### **After the R-TFI 2.0 Administration**

1. Ask the Recorder to access the visual display of the team's R-TFI 2.0 data via the school's dashboard.
2. Outline professional learning opportunities the school leadership team will be accessing to provide initial teaching for many of the items (e.g., grade-level problem-solving, data review)
3. Ask the team to access their School-Level Multi-Tiered System of Support (MTSS) Implementation Plan to monitor progress on their attainment of the S.M.A.R.T.E. objective and activities to implement the Reading Components of an MTSS Framework so the person responsible for updating the plan can make the necessary changes.

## On-Going R-TFI 2.0 Administrations

### Preparing to Administer the R-TFI 2.0

1. Gather products or processes referenced in the R-TFI 2.0 in advance to be reviewed and compared to the criteria outlined in the 2-point column of the R-TFI 2.0 Scoring Guide.
2. Anticipate the team's score for each item (focusing on the Tier 1 items for the initial data collection) and consider how the team will prioritize items for action planning in their Implementation Plan.
3. Prepare and review copies of the team's previous R-TFI 2.0 Items Report to see how they previously scored on items.
4. Determine if any changes need to be made to how team members display their score during the simultaneous and public voting process.
5. Ensure all team members will access a printed copy of the R-TFI 2.0. Copies of the R-TFI 2.0 can be purchased through the [Kalamazoo RESA Print Center's online ordering system](https://kresaprintcenter.myprintdesk.net/DSF/SmartStore.aspx?6xni2of2cF0P58Liz6ycpA0ykpczL2rMWXWpKB7ywuWVX9I5rxO6Rsq/oidVlcKc#!/CategoryHome/51) (<https://kresaprintcenter.myprintdesk.net/DSF/SmartStore.aspx?6xni2of2cF0P58Liz6ycpA0ykpczL2rMWXWpKB7ywuWVX9I5rxO6Rsq/oidVlcKc#!/CategoryHome/51>).

### During the R-TFI 2.0 Administration

1. Disseminate the R-TFI 2.0 Items Report from the previous administration.
2. Provide time for team members to review their previous data.
3. Assign roles (recorder, voting team members).
4. Ensure the person identified as the Recorder has done the following:
5. Accessed MiMTSS Data System (Michigan schools) or the R-TFI Reporting System (schools outside of Michigan)
6. Clicked to add new R-TFI 2.0 scores
7. Opened the fields to add notes for each of the items
8. Remind the recorder to save often. Failure to do so may result in information being lost.
9. Review the voting process and role of the facilitator with team members (if needed).
10. Administer the R-TFI.
11. Ensure the Recorder is documenting important information (e.g., barriers that have prevented the team from addressing a concept within the R-TFI 2.0, possible action items) for items since that information will likely be essential for action planning.

### After the R-TFI 2.0 Administration

1. Ask the Recorder to access the visual display of the team's R-TFI 2.0 data via the school's dashboard.
2. Ask the team to access their School-Level Multi-Tiered System of Support (MTSS) Implementation Plan to monitor progress on their attainment of the S.M.A.R.T.E. objective and activities to implement the Reading Components of an MTSS Framework so the person responsible for updating the plan can make the necessary changes.
3. Engage the team in discussion about what to prioritize for action planning, considering if the Reading Components of an MTSS Framework Installation Checklist items have been completed.

4. Ask the individual responsible for updating the plan to note needed changes and ensure a timeline for when the updates will be reflected in the plan for other team members to review.
5. Ask the Recorder to access the team's linking communication protocols to ensure things that need to be communicated to other teams and staff within the school and the District Implementation Team are noted (e.g., barriers).

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