

Reading Tiered Fidelity Inventory 2.0 Facilitator Roles and Responsibilities

This document outlines the roles and responsibilities of an R-TFI 2.0 Facilitator and the considerations for selecting an R-TFI 2.0 Facilitator, certification requirements, and typical communication channels necessary for the success of the work.

Considerations

The R-TFI 2.0 Facilitator is the point person for each school using the Reading Tiered Fidelity Inventory 2.0. An R-TFI 2.0 Facilitator is responsible for scheduling and facilitating the administration of the R-TFI 2.0 one to three times per year.

Individuals selected as R-TFI 2.0 Facilitators have background knowledge and experience implementing the Reading Components of an MTSS Framework. If possible, it can be beneficial to identify an individual who is external to the school. Districts may want to consider having reading coaches share this responsibility.

Each school should have access to an R-TFI 2.0 Facilitator. Depending on the district's size, two more R-TFI 2.0 Facilitators may be needed. Districts should consider having at least one R-TFI 2.0 Facilitator for elementary schools and one for secondary schools. This role may be combined with the role of MTSS Coordinator, Acadience Mentor, a school level coach, or another staff member who has time to support this work. It can be helpful for the District Implementation Team to include an R-TFI 2.0 Facilitator.

The time commitment of an R-TFI 2.0 Facilitator involves conducting steps to prepare for the administration of the R-TFI 2.0, including the gathering and review of products, administering the team self-assessment, and helping the team plan for continuous improvement using their R-TFI 2.0 results. From initial training through the first administration in one school, this may require approximately 5-6 hours. Once an R-TFI 2.0 Facilitator is trained, 2-4 hours per school year would be required.

Certification Requirements

To become a certified R-TFI 2.0 Facilitator, complete three online courses hosted by [EduPaths](#):

R-TFI 2.0 Tier 1 Facilitator:

- An Overview of the Reading Tiered Fidelity Inventory 2.0
- Facilitating the Reading Tiered Fidelity Inventory 2.0
- Reading Tiered Fidelity Inventory 2.0 Tier 1: Elementary and Secondary

R-TFI 2.0 Advanced Tiers Facilitator:

- An Overview of the Reading Tiered Fidelity Inventory 2.0
- Facilitating the Reading Tiered Fidelity Inventory 2.0
- Reading Tiered Fidelity Inventory 2.0: Advanced Tiers

Before independently facilitating an R-TFI 2.0 administration, people new to the role should also observe or co-facilitate an administration of the R-TFI 2.0.

Responsibilities

- Deepen personal knowledge of the Reading Tiered Fidelity Inventory 2.0 and the Reading Components of an MTSS Framework by engaging in professional learning. As a result, an R-TFI 2.0 Facilitator can accurately and fluently: Describe the purpose of the R-TFI 2.0, facilitate the R-TFI 2.0, enter data, generate and interpret reports, and discuss the research which supports the R-TFI 2.0.
- Work with District Implementation Team, MTSS Coordinator, and MiMTSS TA Center Staff to determine timelines for the administration of the R-TFI 2.0 based on the implementation of the Reading Components of an MTSS Framework in schools and participation in data review training.
- Work with the District Implementation Team to identify key district staff involved with installing and using the R-TFI 2.0.
- 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, get buy-in for the use of the R-TFI 2.0, and complete the R-TFI 2.0 administration activities per specified timelines.
- Work with key district and school staff to ensure the ongoing accurate collection of data, including entry into the MiMTSS Database or the R-TFI Reporting System.
- Help school and district staff connect R-TFI 2.0 data analysis to implementation decisions through initial training and ongoing coaching support at the following levels: grade, school, district, and ISD.
- Work with key district staff to communicate and respond to barriers regarding the collection and use of R-TFI 2.0.

Communication

Use of the R-TFI 2.0 with an MTSS data-based decision-making model includes the need for clear and consistent communication. An R-TFI 2.0 Facilitator should regularly communicate with:

- District Implementation Team.
- School Leadership Team.
- School Coaches.
- MiMTSS TA Center staff supporting the district's installation of reading assessments (if applicable).

An R-TFI 2.0 Facilitator should regularly support communication with:

- School Staff.
- Parents / Community.

- School Stakeholders such as the School Board of Education.

URLs Used in Document

[EduPaths](https://www.edupaths.org)

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