

Reading Tiered Fidelity Inventory (R-TFI) Facilitator Training

Focus: Tier 1 Items

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Acknowledgments

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Outcomes

- Understand the source of reading difficulties for students
- Outline the data, systems, and practices needed to improve school-wide reading outcomes
- Understand the purpose and intended use for the Reading Tiered Fidelity Inventory (R-TFI)
- Review data sources for some critical R-TFI Items

Agenda

- 1.0 Overview of the R-TFI
- 2.0 Administration and Scoring, and Data Entry Procedures
- 3.0 R-TFI Scoring Guide, Data Source Review, and Practice for Tier 1
- 4.0 Preparing to Facilitate the R-TFI

1.0 Reading Tiered Fidelity Inventory (R-TFI) Overview

Accessing the R-TFI

- MIBLSI website: R-TFI
(<https://miblsi.org/evaluation/fidelity-assessments>)
- This is where any updates / revisions will be posted so it is best to always go here to access the R-TFI

Underlying Philosophy

- To improve reading outcomes for all students the following must exist:
 1. Multi-Tiered System of Support (MTSS)
 2. Scientifically-Based Reading Research (SBRR)
 3. Integration of reading and behavioral supports
 4. To improve student outcomes, the emphasis needs to be on data, systems, and practices

R-TFI Purpose

- To provide School Leadership Teams with a tool to assess the implementation of the reading components within an MTSS model
- The reading components are titled:
 1. School-Wide Reading Model for elementary
 2. School-Wide Content Area Reading Model for secondary

Defining MTSS Reading Components

- Elementary:
 - **School-Wide Reading Model:** Multi-tiered structures encompassing:
 1. Systems to address the continuum of reading needs across the student body
 2. Evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students and;
 3. Data use and analysis

Defining MTSS Reading Components (cont.)

- Secondary:
 - **School-Wide *Content Area Reading Model*:** Multi-tiered structures encompassing:
 1. Systems to address the continuum of reading needs across the student body
 2. Evidence-based practices designed to improve reading outcomes for all students that involve participation by core subject area teachers and staff
 3. Data use and analysis

R-TFI Components

Elementary

- Measures: School-Wide Reading Model
 - Three domains: Tier 1, Tier 2, Tier 3
 - Four subscales:
 1. Teams
 2. Implementation
 3. Resources
 4. Evaluation

Secondary

- Measures: School-Wide Content Area Reading Model
 - Two domains: Tier 1, Tiers 2 / 3
 - Four subscales:
 1. Teams
 2. Implementation
 3. Resources
 4. Evaluation

Utility of the R-TFI

- The R-TFI is **designed to be a road map** for school teams as they work to install and successfully use the reading components of an MTSS model
- Its focus on data, systems, and some practices / programs align with MTSS core features and compliment the behavioral components of an MTSS model

2.0 Administration, Scoring, and Data Entry Procedures

Administration and Scoring Procedures

- Three roles:
 1. Facilitator: only non-voting role
 2. Note Taker (Recorder): R-TFI National Reporting System allows notes to be taken for each item while entering the score into the data system
 3. Responder
- Uses a “simultaneous and public voting process”

Simultaneous and Public Voting Process

- School Leadership Team completes the R-TFI together
- Goal is to come to consensus on the final score for each item
- Facilitator does the following:
 - Reads each item and the verbiage listed in the 2 point column (all text in bold means the term is defined in the glossary)
 - Reads enough of the 1 point and 0 point column to highlight the distinctions from the 2 point column
 - Answers clarifying questions and then calls “1, 2, 3, vote.”

Simultaneous and Public Voting Process (cont.)

- Three options for displaying team member votes:
 1. Fist and fingers (fist = 0 points, one finger = 1 point, two fingers = 2 points)
 2. Response cards by each displaying either the numbers 0, 1, 2
 3. Response boards with dry erase markers so each team member can write either a 0, 1, or 2
- Facilitator looks to see if there are differences in team member scores
- If there are differences, facilitator leads team in conversation to come to consensus on one score

Team Consensus on Score

- If there are differences, the facilitator does the following to reach consensus:
 - Engages the team in a brief discussion of the available evidence from the data sources to justify their score
 - The facilitator calls for a re-vote
 - If all team members have not provided the same score, the facilitator asks the minority if they can support the majority's decision
 - If consensus cannot be reached, the facilitator encourages further discussion at a later time and in the interim the majority vote is recorded so results can be calculated and graphed

Common Team Behaviors During Scoring

1. Discomfort at first, when voting at the same time
 - If people use their fist and fingers to display their score, some teams tend to hesitate to display their vote until they look around to see how others will vote
 - Consider the response cards or response boards
2. Team members try to provide their rationale before the first vote was called
 - This usually happens right after they ask the facilitator a clarifying question about the item or the verbiage in the scoring guide
 - Pre-correct discussion will not occur until after the first vote and hold people to following the procedure

Activity 1.1

- **Access the R-TFI**
- **Read the introduction and Item Descriptions by Tier (elementary pp. 4-10 and secondary pp. 4-9)**
- **As you are reading, note critical information you will want to make sure teams understand as they are first introduced to the R-TFI**
- **Be prepared to share**

R-TFI Data Entry

- IR-TFI National Reporting System: display options include:
 1. District R-TFI Data Dashboard (visual display that automatically appears when users log into the system)
 2. Scores Only
 3. Item-Level Notes Only
 4. Scores and Item-Level Notes

R-TFI National Reporting System Use Agreement

- District administrator needs to sign the acceptable use agreement
- People from the schools / district that will be responsible for administering the R-TFI must meet the additional requirement of completing the on-line R-TFI Facilitator Training
- Attending today's session would fulfill the requirement



Reading Tiered Fidelity Inventory Reporting System Acceptable Use and Data Sharing Agreement

PURPOSE

Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) designed the Reading Tiered Fidelity Inventory (R-TFI) Reporting System for leadership teams outside of Michigan who are using the R-TFI to support data-based decision making. The R-TFI authors have designed the R-TFI Reporting System to support all R-TFI users to easily store and analyze their R-TFI scores in a way that aligns with the author's intended use.

The R-TFI is the only fidelity measure currently available for elementary and secondary schools to measure the implementation of school-wide reading systems using a Multi-Tiered System of Supports as the framework. Initial research has been conducted to validate the R-TFI and will be continued over the next several years. One purpose of the R-TFI Reporting System is to support multi-state data collection for the ongoing research on the measures' technical adequacy. At this time, districts in Michigan should use MIDATA rather than the R-TFI Reporting System.

This *R-TFI Reporting System Acceptable Use and Data Sharing Agreement* provides information about who can access the system, how access is managed, appropriate use guidelines, and how to obtain computer/website support. **This agreement must be signed by a central office administrator who has executive leadership authority.** A state-level employee cannot sign this form on behalf of all districts in the state. A school-level employee (e.g., principal) cannot sign this form to use the R-TFI Reporting System in a single school within a larger district.

ACCESS

The R-TFI is designed for use across the educational cascade (school, district, regional agency, state). The R-TFI Reporting System is therefore designed for use across the cascade and is available at no cost to districts. Upon signing this form, any data entered into R-TFI Reporting System will be accessible to all individuals who have been granted the same level of user access or above within your state. Use of the R-TFI Reporting System is a privilege, not a right. Access is granted and managed at multiple levels.

Capabilities in the R-TFI Reporting System	School-Level User	District-Level User	State-Level User	Administrator
Enter School-Level R-TFI Scores	Yes	Yes	Yes	Yes
Access School-Level R-TFI Report	Yes	Yes	Yes	Yes
Access District-Level R-TFI Dashboard		Yes	Yes	Yes
Add School-Level Users		Yes	Yes	Yes
Add District-Level Users				Yes
Add State-Level Users				Yes

Each user accessing the R-TFI Reporting System must adhere to the following guidelines:

1. User will act in a responsible, legal and ethical manner.
2. User will not attempt to harm or destroy data

The R-TFI Reporting System was developed by Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) and the Ottawa Area Intermediate School District. MIBLSI is a Mandated Activities Project (MAP), funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education, Office of Special Education.

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3.0 R-TFI Scoring Guide, Data Source Review, and Practice

Tier 1 Teams

Teams

Elementary

- School Leadership Team: oversees Tier 1 implementation and develops the process for students to access and exit intervention
- Grade Level Teams
- Student Support Teams

Secondary

- School Leadership Team: oversees Tier 1 implementation and develops the process for students to access and exit intervention
- Department Teams
- Cross Department Teams
- Student Support Teams

Tier 1 Team Facilitator Resources

Elementary:

- School team resources:
 1. Example of school committee audit
 2. School Leadership Team Start-Up packet
 3. School Leadership Team Self-Assessment
- Grade level team resources:
 1. Grade Level Team Start-Up packet
 2. Grade Level Team Self-Assessment
 3. Sample meeting agendas

Tier 1 Team Facilitator Resources (cont.)

Secondary:

- School team resources:
 1. Example of school committee audit
 2. School Leadership Team Start-Up packet
 3. School Leadership Team Self-Assessment
- Department and cross department team resources:
 1. Department and Cross Department Start-Up packet
 2. Sample meeting agendas

Tier 1 Team Common Misrules

- School leadership teams are common so the tendency is to assume that the team meeting processes are fully in-place
- Grade level teams or cross-department teams might meet but they are not necessarily focusing meeting time accomplishing what is listed in the 2-point column of the scoring guide

Avoiding Tier 1 Team Misrules

- Meet with the principal before the first R-TFI administration to review existing data sources
- Pre-correct your role as a facilitator is to:
 - Push the team to help determine areas for action planning and this will be accomplished by holding the team to data sources to substantiate the self-assessment
 - The first administration is baseline data
 - Anything scored as a “2” indicates there is nothing to focus efforts for improvement

Your presenter will walk you through the Tier 1 Team resources that are located in the Reading TFI Google Folder. These resources can be used after baseline R-TFI data are collected. Teams should prioritize items to focus efforts and action plan accordingly.

Activity 3.1

- **Access the Tier 1 Team items (elementary: pp. 11-15; secondary: pp. 10-14)**
- **Read the item, the 2-point column, and data source column**
- **Note data sources you will need to prompt the principal and / or team leader to gather for you to review**
- **Note any questions / clarifications that will be asked based on what is written in the scoring guide**

Tier 1 Implementation

Tier 1: Implementation: Elementary

- Emphasis is on the components that increase the likelihood of successfully using critical elements of a School-Wide Reading Model
- Five areas of focus:
 1. Procedure to select Tier 1 reading curriculum resource materials
 2. Adequate time to teach the Big Ideas of Reading using the reading curriculum resource materials
 3. Development of a School-Wide Reading Plan (this is not one in the same with the school improvement plan)
 4. Development of grade level instructional plans
 5. Classroom behavior supports

Tier 1: Implementation: Secondary

- Emphasis is on the components that increase the likelihood of successfully using critical elements of a School-Wide Content Area Reading Model
- Five areas of focus:
 1. Procedure to select content area reading strategies
 2. Instructional routines exists for the selected strategies
 3. Development of a School-Wide Content Area Reading Plan (this is not one in the same with the school improvement plan)
 4. Development of department team instructional plans to use the content area reading strategies
 5. Classroom behavior supports

Tier 1: Implementation (cont.)

- The procedure for curriculum materials or content area reading strategies (item 1.6 elementary, item 1.7 secondary) should be a district process that is used across schools
- The R-TFI authors in consultation with national reading experts determined it was important to include an item that focused on high-quality selection even though schools may not have much control over the process because it could be one reason why their reading outcomes are not improving

Tier 1 Implementation Resources: Elementary

1. Effective Innovation Review and Selection Process
2. School Reading Schedule document
3. School-Wide Reading Plan Template
4. Grade Level Instructional Plan Template
5. Classroom Behavior Expectations Template
6. Classroom Routines / Procedures Task Analysis

Tier 1 Implementation Resources: Secondary

1. Effective Innovation Review and Selection Process
2. Simplified content area reading strategy instructional routine for explicit vocabulary and introducing SQ3R
3. School-Wide Content Area Reading Plan Template
4. Department Team Content Area Reading Strategy Plan Template (coming soon)
5. Classroom Behavior Expectations Template

Classroom Routines / Procedures Task Analysis

Activity 3.2

- **Access the Tier 1 Implementation items (elementary: pp. 16-19; secondary: pp. 15-19)**
- **Read the item, the 2-point column, and data source column**
- **Note data sources you will need to prompt the principal and / or team leader to gather for you to review**
- **Note any questions / clarifications that will be asked based on what is written in the scoring guide**

Tier 1 Resources

Tier 1 Resources: Elementary

- Emphasis is on materials, personnel, time, and fiscal allocations to create the conditions necessary for effective and efficient implementation efforts
- Five areas of focus:
 1. Written guidelines for teaching the core reading program
 2. Data coordination for school-wide reading assessments
 3. Universal screening assessment schedule
 4. Professional learning for School-Wide Reading Model
 5. Coaching supports (systems and instructional)

Resources for the Tier 1 Resources: Elementary

1. District guidelines for teaching the core reading program
2. District and elementary school Assessment Plan
3. Elementary Tier 1 Reading Professional Learning Overview document
4. Tier 1 Reading Systems Coaching:
 - Tier 1 Reading Systems Coaching Service Delivery Plan
 - School-Wide Reading Model (Tier 1) Coaching Service Delivery Plan Cheat Sheet

Tier 1 Resources: Secondary

- Emphasis is on materials, personnel, time, and fiscal allocations to create the conditions necessary for effective and efficient implementation efforts
- Five areas of focus:
 1. Data coordination for the Early Warning System
 2. Early Warning Indicator assessment schedule
 3. Professional learning for School-Wide Content Area Reading Model
 4. Coaching supports (systems and instructional)

Resources for the Tier 1 Resources: Secondary

1. District and secondary school Assessment Plan
2. Secondary Tier 1 Reading Professional Learning Overview document
3. Tier 1 Content Area Reading Systems Coaching:
 - School-Wide Content Area Reading Model (Tier 1) Reading Systems Coaching Service Delivery Plan
 - School-Wide Content Area Reading Model (Tier 1) Coaching Service Delivery Plan Cheat Sheet

Activity 3.3

- **Access the Tier 1 Resources items (elementary: pp. 20-24; secondary: pp. 20-23)**
- **Read the item, the 2-point column, and data source column**
- **Note data sources you will need to prompt the principal and / or team leader to gather for you to review**
- **Note any questions / clarifications that will be asked based on what is written in the scoring guide**

Tier 1 Evaluation

Tier 1 Evaluation: Elementary

- Emphasis is on the school having accurate data to analyze, use, and share
- Areas of focus:
 1. Selecting a screening assessments and data system to enter data
 2. Accurate and reliable data (screening and fidelity)
 3. School Leadership Team data analysis and use
 4. Grade Level Team data analysis and use
 5. Reading status report to stakeholders

Tier 1 Evaluation Facilitator Resources: Elementary

1. Analysis of School-Wide Data Report (school team data analysis and use)
2. Grade-Level Benchmark Meeting Data Guide
3. MTSS School-Wide Reading Status Update

Tier 1 Evaluation: Secondary

- Emphasis is on the school having accurate data to analyze, use, and share
- Areas of focus:
 1. Data system that provides access to Early Warning Indicator data
 2. Accessibility of historical data (feeder schools)
 3. School Leadership Team data analysis and use for the School-Wide Content Area Reading Plan
 4. Department Team data analysis and use for content strategy instructional plans
 5. Reading status report to stakeholders

Tier 1 Evaluation Facilitator Resources: Secondary

1. EWS Excel Tool
2. Secondary analysis of School-Wide Data Report (school team data analysis and use)
3. Department Meeting Data Guide (coming soon)
4. MTSS School-Wide Reading Status Update

Activity 3.4

- **Access the Tier 1 Evaluation items (elementary: pp. 25-32; secondary: pp. 24-30)**
- **Read the item, the 2-point column, and data source column**
- **Note data sources you will need to prompt the principal and / or team leader to gather for you to review**
- **Note any questions / clarifications that will be asked based on what is written in the scoring guide**

4.0 Preparing to Facilitate the R-TFI

Facilitator Resource



Successfully Facilitating the R-TFI

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

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Initial R-TFI Administration

Preparing to Administer the R-TFI

1. Carefully re-read the entire R-TFI
2. Complete the online "Reading Tiered Fidelity Inventory Facilitator Training" by accessing the [Professional Learning Portal at Michigan's Virtual University](https://plp.mivu.org/Registration.aspx?course=383) (<https://plp.mivu.org/Registration.aspx?course=383>)
3. Review the data source column and supporting resources provided to you during your R-TFI Facilitator Training
4. After having read the R-TFI, if you feel you have sufficient background knowledge and context about the school's installation and use of a School-Wide Reading Model, then gather pre-existing products or processes referenced in the R-TFI in advance so they can be reviewed and compared to the criteria outlined in the 2-point column of the R-TFI Scoring Guide
 - If you do not feel you have sufficient background knowledge and context about the school, schedule a time to meet with the principal and other school staff that could provide you with preliminary information about the products and processes referenced in the R-TFI 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 you will have the team prioritize items for action planning in their School-Wide Reading Plan
6. Highlight the portions of the R-TFI scoring guide you will want to emphasize during the facilitation
7. Note concepts and / or terminology that will need to be paired with more familiar concepts and / or terminology (e.g., Building Leadership Team paired with School Leadership Team)
8. Note concepts and / or terminology that you anticipate will be unfamiliar to team members

R-TFI Facilitator's Preparation Guide (June, 2017)
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