



Using the Reading Tiered Fidelity Inventory (R-TFI) Data for Continuous Improvement

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Intended Outcomes

- Describe the purpose of the elementary and secondary versions of the Reading Tiered Fidelity Inventory (R-TFI).
- Demonstrate the alignment for classroom-focused R-TFI items with the Simple View of Reading, Simple View of Writing, and IES practice guide recommendations.
- Explain how people can access the R-TFI National Reporting System and become a certified R-TFI facilitator.
- Illustrate how coaches coaching teams (systems coaches) and teachers (instructional coaches) can use the R-TFI data and the Coaching Concepts and Strategies document to guide their coaching action plan.

Agenda

1.0 R-TFI Overview

2.0 Evidence Supporting the Literacy Practices in the R-TFI

3.0 Using R-TFI Data for Implementation Planning

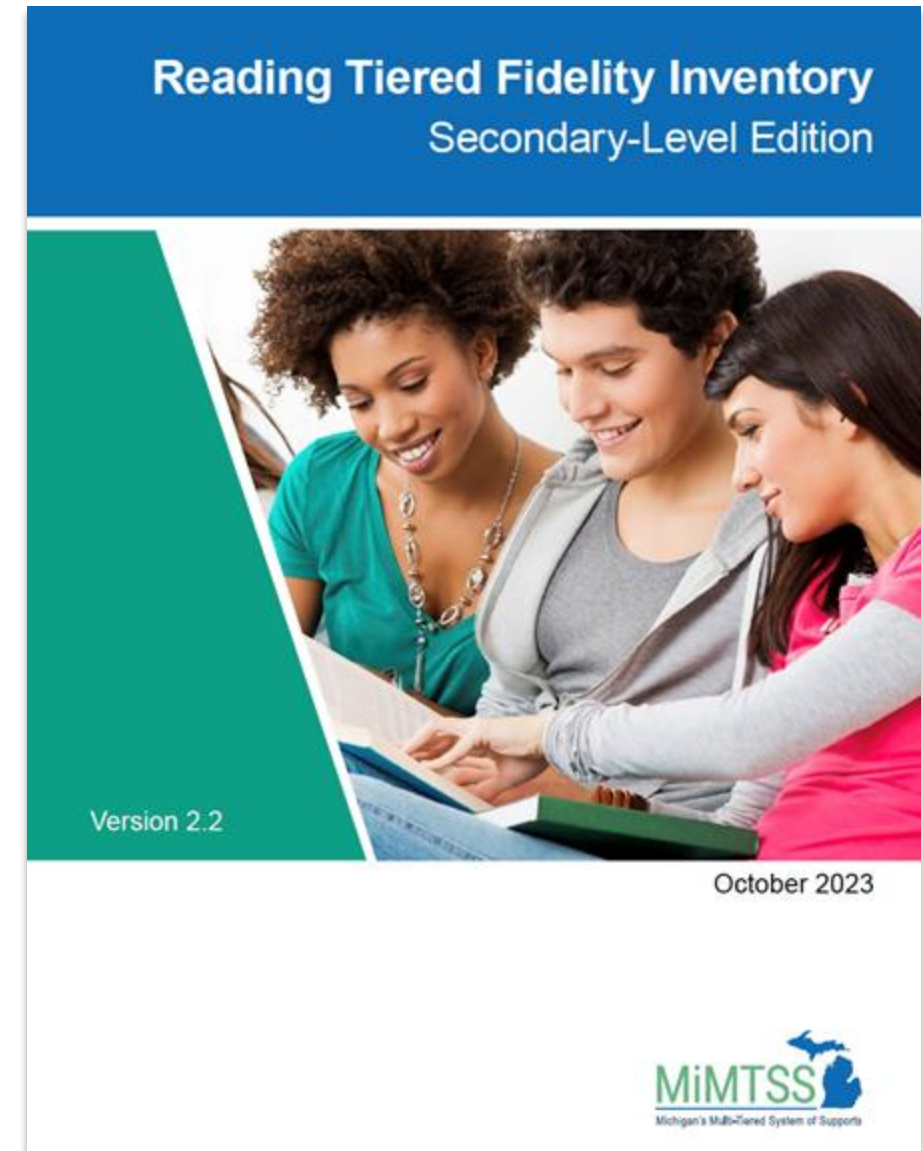
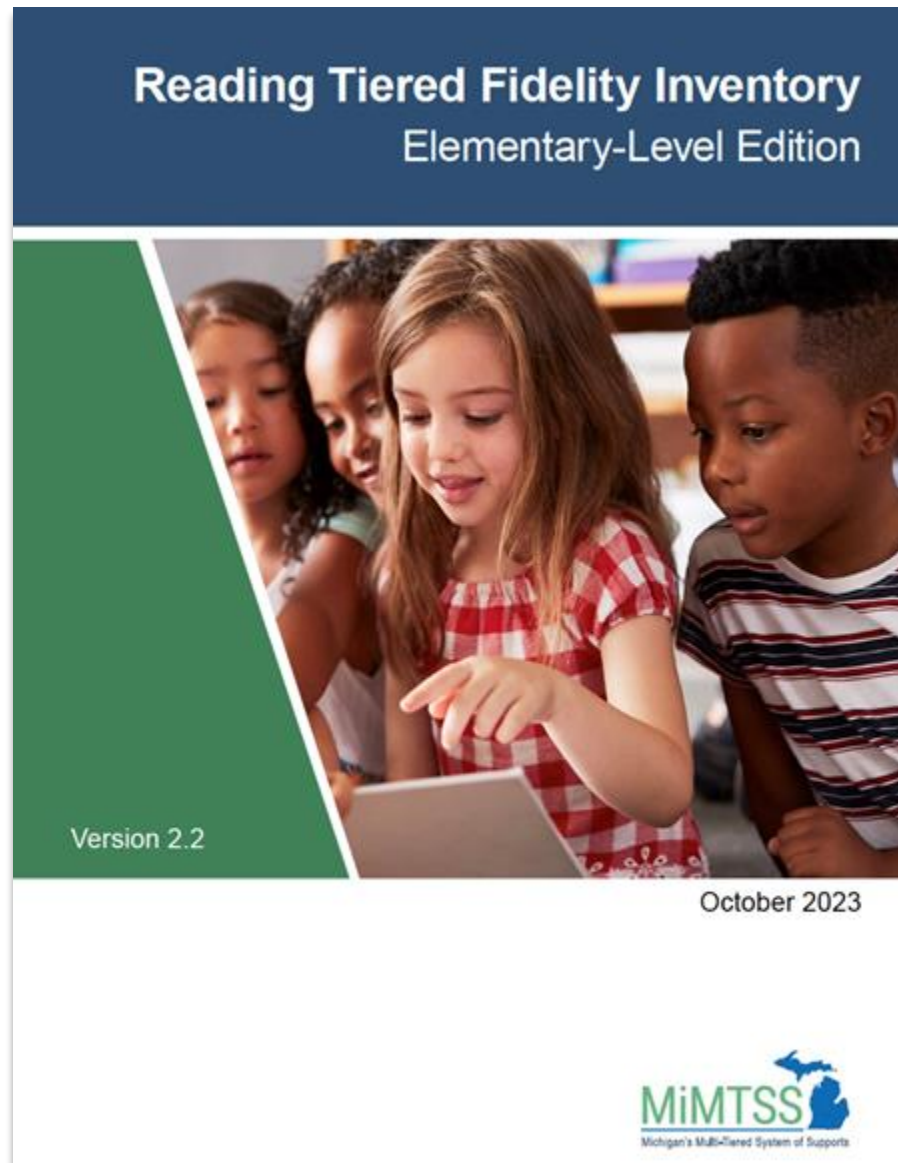


1.0 R-TFI Overview and Purpose

Purpose

- The purpose of the Reading Tiered Fidelity Inventory (R-TFI) is to provide schools with a school-level fidelity tool to assess the reading components of a Multi-Tiered System of Supports (MTSS) framework.

R-TFI Elementary and Secondary



Accessing the R-TFI

The screenshot shows the MiMTSS Technical Assistance Center website. The header includes the MiMTSS logo, a search bar, a 'Log in' button, and social media icons for Facebook, YouTube, and Instagram. A navigation menu contains links for 'About', 'Professional Learning', 'Capacity Building', 'Evaluation & Research', and 'Tools & Resources'. The main content area is titled 'Reading Tiered Fidelity Inventory (R-TFI)'. The text explains that School Leadership Teams need to know how well their MTSS for reading is implemented and that the R-TFI Version 2.1 lists core features for Tier 1 and Advanced Tiers. It mentions that the School Leadership Team and other invited respondents review and score the features. There are two editions: Elementary-level and Secondary-Level. The R-TFI v2.1 is used in schools engaged in an intensive professional learning scope and sequence to implement an integrated reading and behavior MTSS model. Contact information for Dr. Kimberly St. Martin is provided. A sidebar on the right titled 'Tools and Resources' lists links for 'MiMTSS R-TFI Elementary v2.2' and 'MiMTSS R-TFI Secondary v2.2', and a link to 'Order printed copies of the R-TFI from the KRESA Print Center'. A blue button at the bottom left is labeled 'Administering the Assessment'.

MiMTSS
Technical Assistance Center

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About Professional Learning Capacity Building Evaluation & Research Tools & Resources

Reading Tiered Fidelity Inventory (R-TFI)

School Leadership Teams need to know how well their MTSS for reading is implemented in their school. The Reading Tiered Fidelity Inventory (R-TFI) Version 2.1 lists the core features of MTSS for Tier 1 and the Advanced Tiers. Each can be assessed separately.

The School Leadership Team and other invited respondents review and score the features.

There is an Elementary-level Edition and a Secondary-Level Edition of the Reading Tiered Fidelity Inventory (R-TFI) Version 2.1. The Universal Tier 1 items vary slightly across each edition to match the unique data, systems, and practices of schools supporting students at different grade levels. The Advanced Tiers items are the same across both editions.

The R-TFI v2.1 is used in schools that are engaged in an intensive professional learning scope and sequence to implement an integrated reading and behavior MTSS model. If you are interested in using the R-TFI and are not participating with MiMTSS Technical Assistance Center, please contact Dr. Kimberly St. Martin (kstmartin@mimtsstac.org) for resources and potential participation in research.

Tools and Resources

- [MiMTSS R-TFI Elementary v2.2](#)
- [MiMTSS R-TFI Secondary v2.2](#)

[Order printed copies of the R-TFI from the KRESA Print Center](#)

Administering the Assessment

[R-TFI Access](https://mimtsstac.org/reading-tiered-fidelity-inventory-r-tfi) (<https://mimtsstac.org/reading-tiered-fidelity-inventory-r-tfi>)

The R-TFI is...

- A school-level fidelity assessment that is either completed by a school (building) leadership team to assess Tier 1 implementation or a multidisciplinary team to assess the advanced tiers.
- A road map because the 2-point criterion in the scoring guide provides guidance in fully implementing the reading components of an MTSS framework.
- Used to identify areas of strength and opportunities for continuous improvement.

R-TFI is **Not**

- The R-TFI is not a district team district-wide reading self-assessment (e.g., district implementation team, district leadership team, district continuous improvement team).
- The R-TFI is not a narrowly focused fidelity assessment that would provide information about teachers' use of the class-wide reading curriculum resource, intervention resources, screening and progress monitoring assessments.
- The R-TFI is not used for administrator, teacher, or coach evaluation.

Reading Components of an MTSS Framework

- MTSS Components:
 - Team-based leadership
 - Tiered delivery system
 - Selection and implementation of instructional methods, interventions, and supports
 - Comprehensive screening and assessment system
 - Continuous data-based decision making
- The components apply to critical word-reading and comprehension processes predictive of reading outcomes.
- 21% of the R-TFI items incorporate social, emotional, behavior (SEB) supports.

Administering the R-TFI

- The school leadership and multidisciplinary teams complete the R-TFI together by using the R-TFI Scoring Guide to reach a consensus on each team's final score.
- The process is a “simultaneous and public voting process.”
 - An R-TFI facilitator reads the item and the scoring guide.
 - Team members (respondents) think about how they want to score the item.
 - When the team is ready to vote, they publicly display their score.
 - People can provide a brief rationale for how they scored so that the team can reach a consensus.
- Consensus does not require 100% agreement (the will of the majority is supported by everyone).

Facilitator Role

- Facilitators are an essential part of the administration of the R-TFI.
- As an external, non-voting participant, the Facilitator is better able to prompt the team to the scoring criteria in an efficient, neutral way and to help resolve disagreements in scores by prioritizing data sources.
- If you can't find an external R-TFI Facilitator, then a school leadership team (SLT) literacy coach can be the facilitator. The Facilitator is a non-voting role.

R-TFI Facilitator Certification

- [R-TFI Facilitator Certification](#)
- Three, free online courses hosted by EduPaths
- People outside of Michigan will need to set up an EduPaths account. Email the support at EduPaths to be added manually by EduPaths staff.
- Under Pathways, select MiMTSS for these titles:
 1. An Overview of the Reading Tiered Fidelity Inventory
 2. Facilitating the Reading Tiered Fidelity Inventory
 3. Reading Tiered Fidelity Inventory Tier 1: Elementary and Secondary

The R-TFI **does not** take the place of a Positive Behavioral Interventions and Supports (PBIS) fidelity assessment (e.g., School-Wide PBIS Tiered Fidelity Inventory, Benchmarks of Quality). A PBIS fidelity assessment focuses on the core components necessary to implement PBIS in the non-classroom and classroom settings.

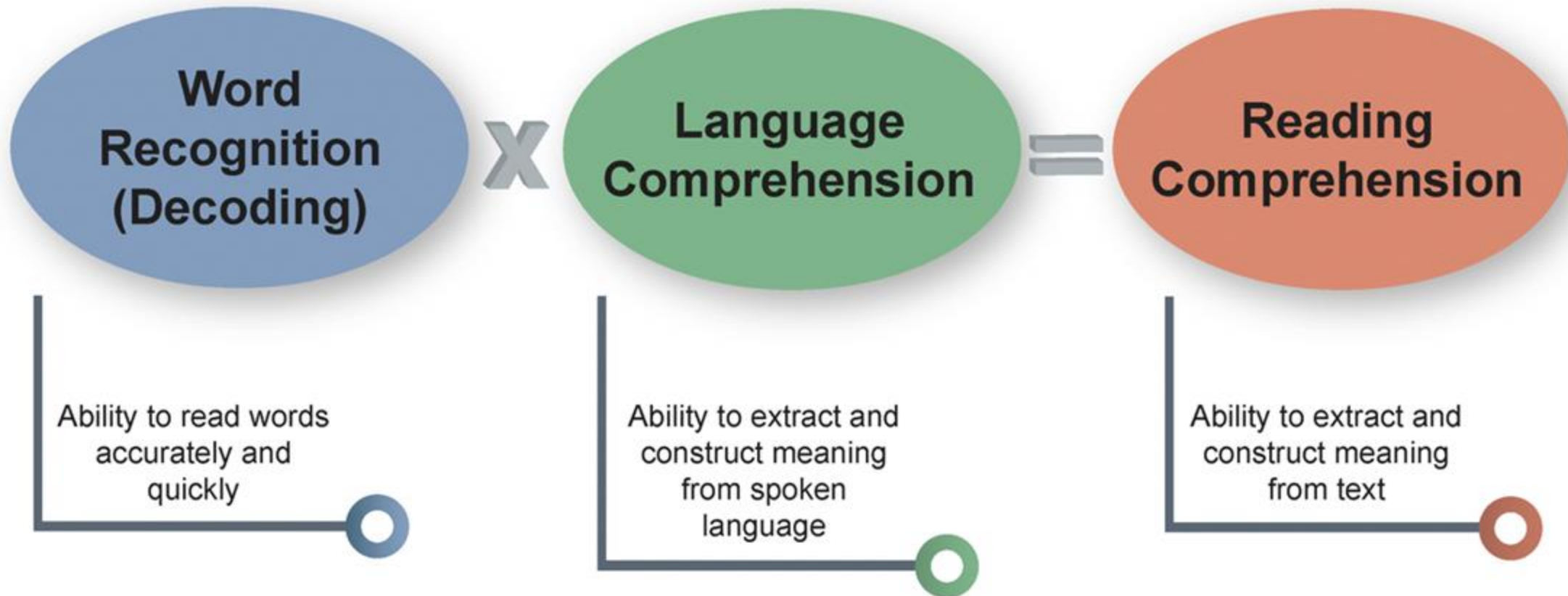


2.0 Evidence Supporting the Literacy Practices in the R-TFI

Reading Science: Informing What to Teach

- Reading science, also referred to as the Science of Reading,” is a cumulative and evolving body of evidence proposing explanations about reading development, writing development, and related issues.” (The Reading League [TRL, 2022])
- It is important to distinguish between evidence-based practices and practices informed by scientific theories.
- Educators should use practices that are empirically proven (i.e., have undergone rigorous field testing) to help all students read and prevent reading difficulties.

Simple View of Reading



Gough & Tunmer, 1986; Hoover & Gough, 1990; Tunmer & Hoover, 2019

Simple View of Reading for Beginning Readers

What they have

Knowledge from spoken language:

- Vocabulary
- Grammar
- Knowledge of the world

They must learn

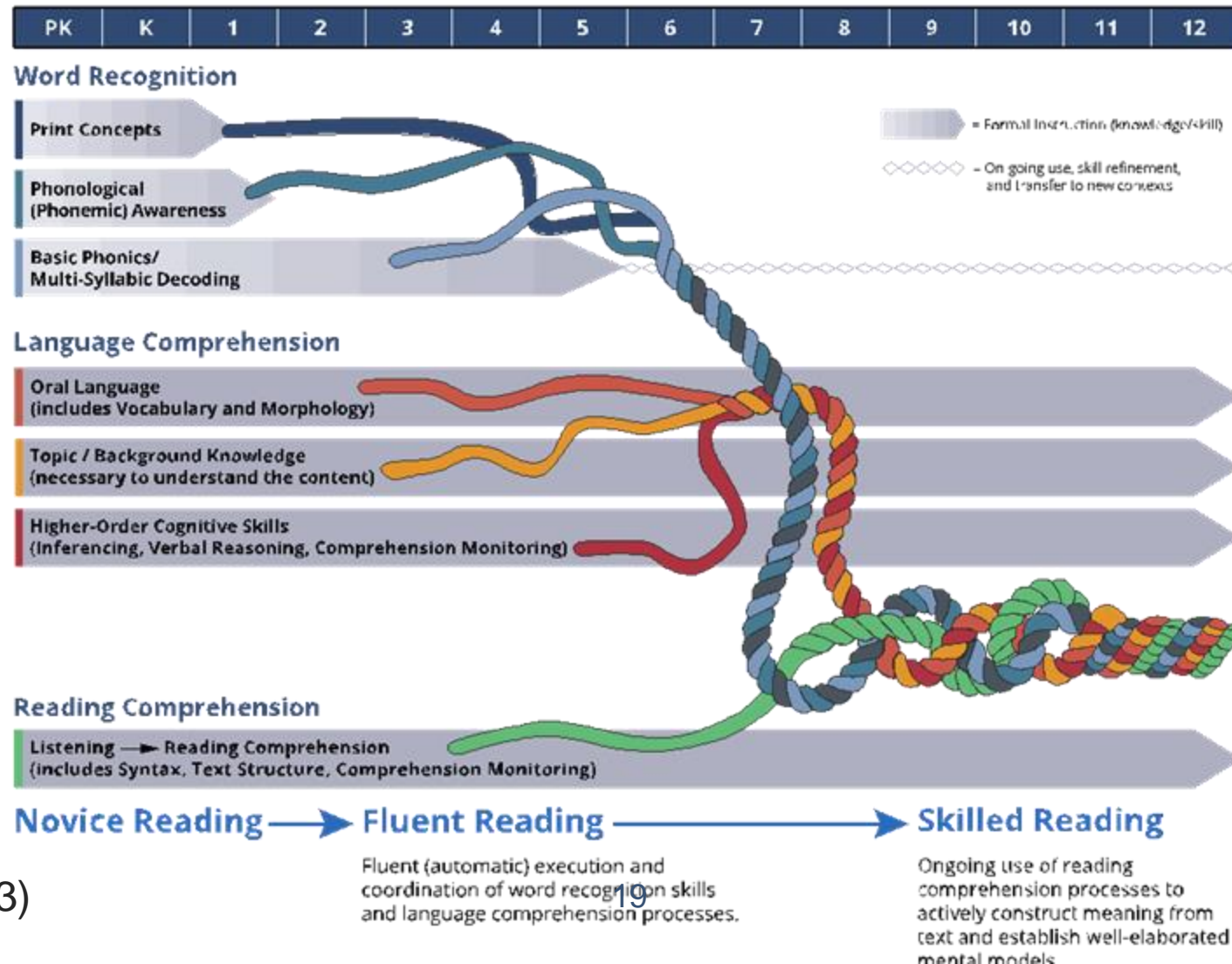
How print represents sound

In order to

Read

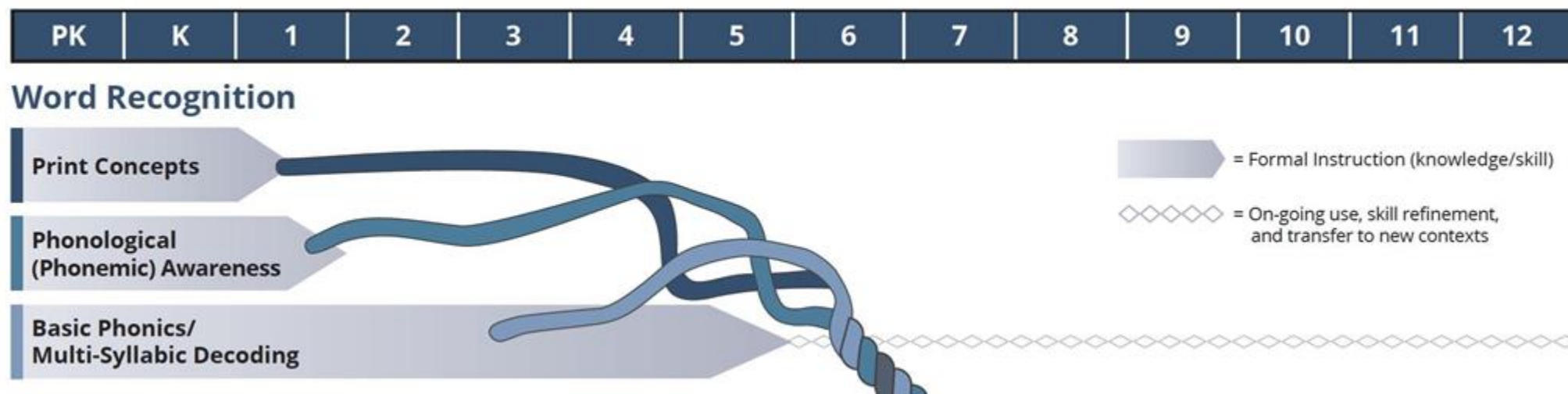
(Barker, Farry-Thorn, Seidenberg, 2020)

Unpacking the Simple View of Reading: Instructional Implications



Word Recognition Skills

- Print concepts: includes recognizing letters (sounds and names)
- Phonological awareness (includes phonemic awareness – segmenting the sounds in speech and how the sounds connect to the letters {graphemes})
- Basic phonics and multisyllabic decoding includes decoding words, morphemes, and reading text that includes the letters and sounds that were the focus of instruction.



R-TFI Elementary Version: Classroom Items

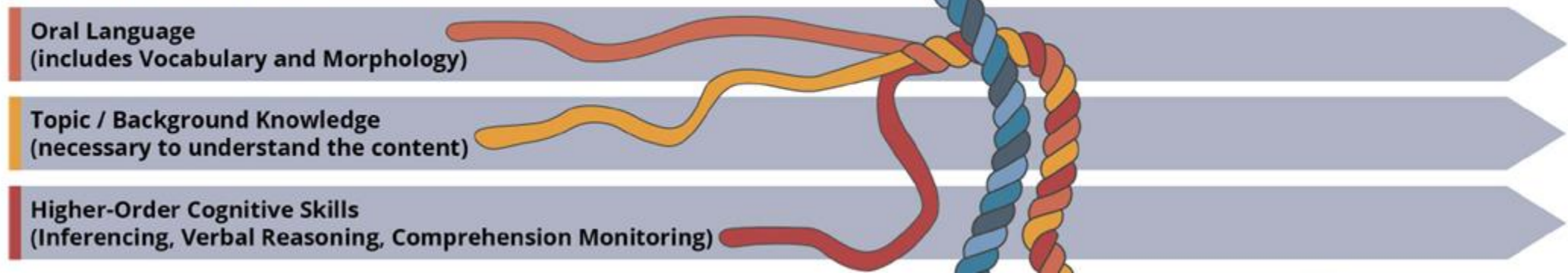
Foundational Reading Skills

R-TFI Item	2 Points	Suggested Data Sources
1.9 Teachers provide daily instruction in foundational word-reading skills to address the needs of all learners.	<p>Grade-level teachers report providing daily instruction in foundational word-reading skills:</p> <ol style="list-style-type: none"> 1 Developing awareness of speech sounds (phonemes) and how the speech sounds connect to letters (graphemes) represented in print (K-1). 2 Basic phonics/multi-syllabic decoding accuracy, encoding (spelling), and morphology (all grade levels). 3 Developing automaticity with word-reading skills (K-2). 4 Reading text to support accuracy, fluency, and comprehension (all grade levels). <p>AND: Teachers' daily instruction in foundational word-reading skills is evident when reviewing aggregate grade-level screening assessment measures measuring phonemic awareness, phonics/decoding, and oral reading fluency.</p>	<p>Teacher self-report or Grade-Level Team reflection and discussion</p> <p>Teacher lesson plans</p> <p>Aggregate grade-level screening assessments for foundational word reading skills</p>

Developing Language Comprehension

- Recall language comprehension is focused on extracting and constructing meaning from **spoken** language.
- Classroom instruction should include ways for students to increase their academic language, and inferential and verbal reasoning skills, expand discipline-specific knowledge, and engage in quality discussions about the text with the teacher and peers.
- Language comprehension is integrated into the lesson design.
- PK-12 instructional focus.

Language Comprehension




Developing Reading Comprehension

- Recall reading comprehension is focused on extracting and constructing meaning from **text**.
- Classroom instruction should include ways for students to:
 - Understand how to break-down syntactically complex sentences
 - Learn how to identify and use text structures to enhance understanding
 - Learn how to monitor comprehension while reading
- PK-12 instructional focus.

Reading Comprehension

Listening → Reading Comprehension
(includes Syntax, Text Structure, Comprehension Monitoring)

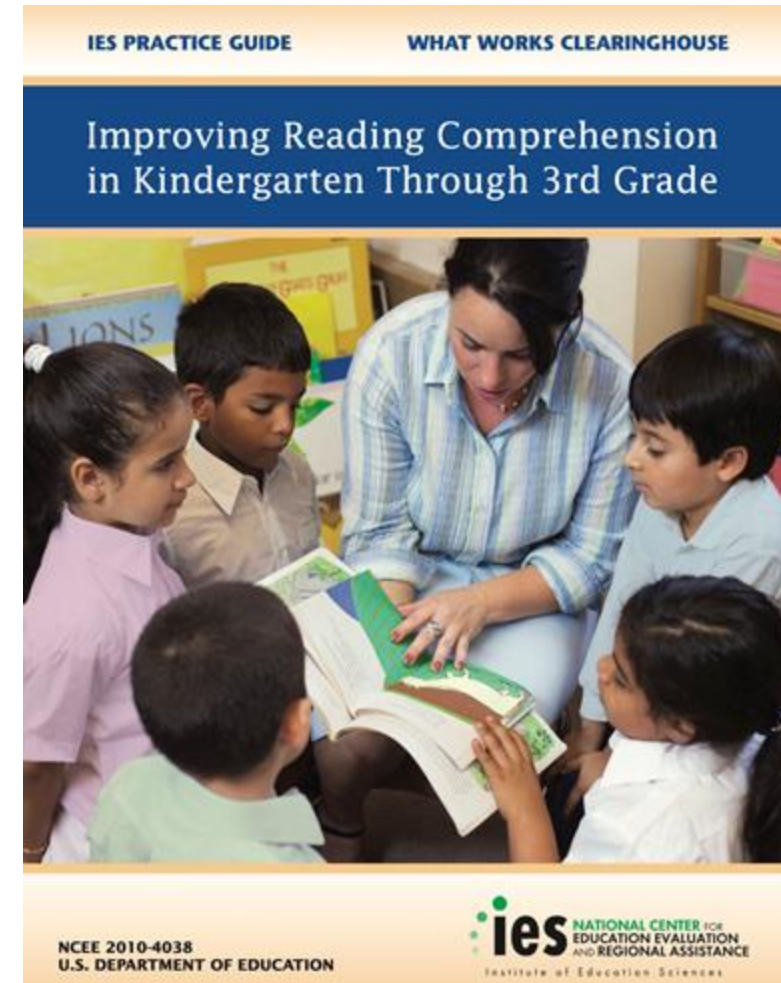
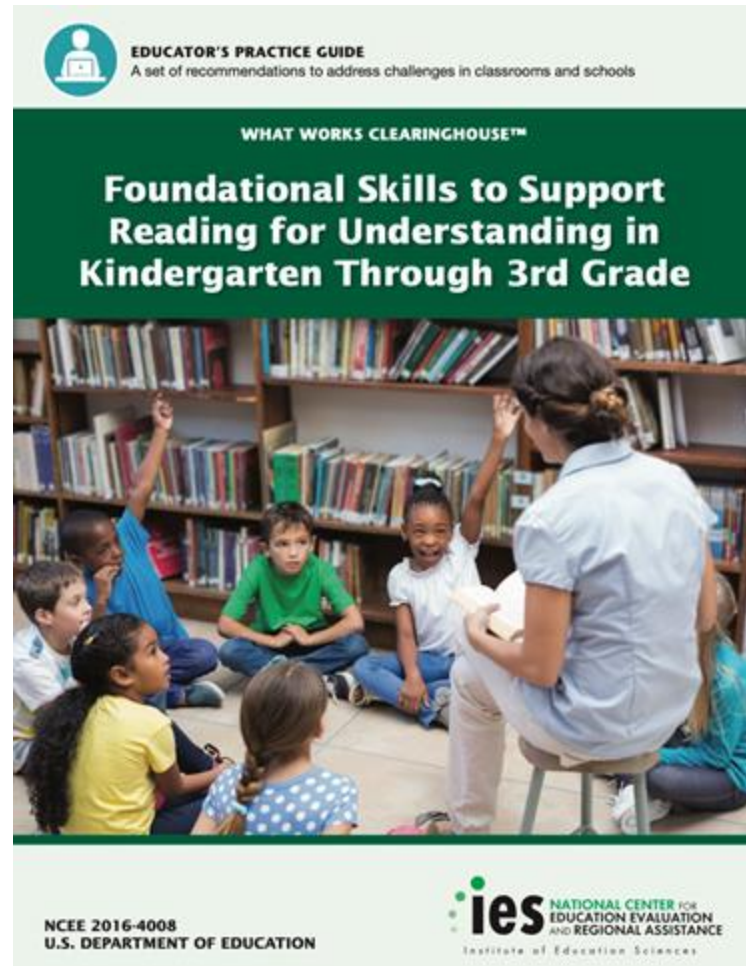


R-TFI Elementary Version: Classroom Items (cont.)

Comprehension Processes

R-TFI Item	2 Points	Suggested Data Sources
1.10 Teachers provide daily instruction in comprehension processes in across subjects to address the needs of all learners.	<p>Grade-level teachers report providing daily instruction in comprehension processes:</p> <ol style="list-style-type: none">1 Vocabulary.2 Content knowledge.3 Syntax.4 Text structure (i.e., narrative, process or sequence, cause and effect, problem/solution, compare and contrast, and description).5 Meta-cognitive strategies (e.g., inference making, questioning, clarifying, and making connections). <p>AND: Teachers' daily instruction in comprehension processes is evident when reviewing aggregate grade-level screening assessment measures that provide information about students' text comprehension (e.g., oral reading fluency, MAZE).</p>	<p>Teacher self-report or Grade-Level Team reflection and discussion</p> <p>Teacher lesson plans</p> <p>Aggregate grade-level screening assessments that are designed to measure text comprehension</p>

Early Elementary IES Practice Guides (K-3)



Foundational Skills to Support Reading for Understanding Kindergarten Through 3rd Grade

1 Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

▼ **Show More**



TIER
4
HAS
RATIONALE

2 Develop awareness of the segments of sounds in speech and how they link to letters.

▼ **Show More**



TIER
1
STRONG

3 Teach students to decode words, analyze word parts, and write and recognize words.

▼ **Show More**



TIER
1
STRONG

4 Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

▼ **Show More**



TIER
2
MODERATE

Improving Reading Comprehension in Kindergarten Through 3rd Grade

1 Teach students how to use reading comprehension strategies.

▼ **Show More**



TIER
3
PROMISING

2 Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.

▼ **Show More**



TIER
3
PROMISING

3 Guide students through focused, high-quality discussion on the meaning of text.

▼ **Show More**



TIER
4
HAS RATIONALE

4 Select texts purposefully to support comprehension development.

▼ **Show More**



TIER
4
HAS RATIONALE

5 Establish an engaging and motivating context in which to teach reading comprehension.

▼ **Show More**



TIER
3
PROMISING

Informational vs. Narrative Text Reading Challenges

- Structure is different from narratives or stories
- Little informational text prior to school
- Little informational text exposure in school before 4th grade
- Vocabulary is unfamiliar and technical
- Concepts may be new to students
- Students may lack background knowledge

Informational Text Challenges (cont.)

- Text Structure
- Background Information
- Specialized Vocabulary
- Retention is expected
- Higher Readability
- Density of facts
- Abstract concepts
- Symbols and abbreviations
- Low-interest
- Pictures, graphs, and maps

Complexities Understanding Narrative Text

- Literary terms:
 - Central idea
 - Flashback
 - Foreshadowing
 - Mood
 - Irony
- Characters (i.e., antagonist, protagonist)
- Development of characterization (e.g., dialogue, events, actions) :

Elementary Integrated SEB, Reading MTSS **Year 1** Learning At a Glance

Summer-
Fall, 2024

Winter,
2024

Spring,
2025

District processes and procedures to help people implement practices

ongoing use of what was taught

Early Childhood: Social, Emotional, Development and Supports

ongoing use of what was taught

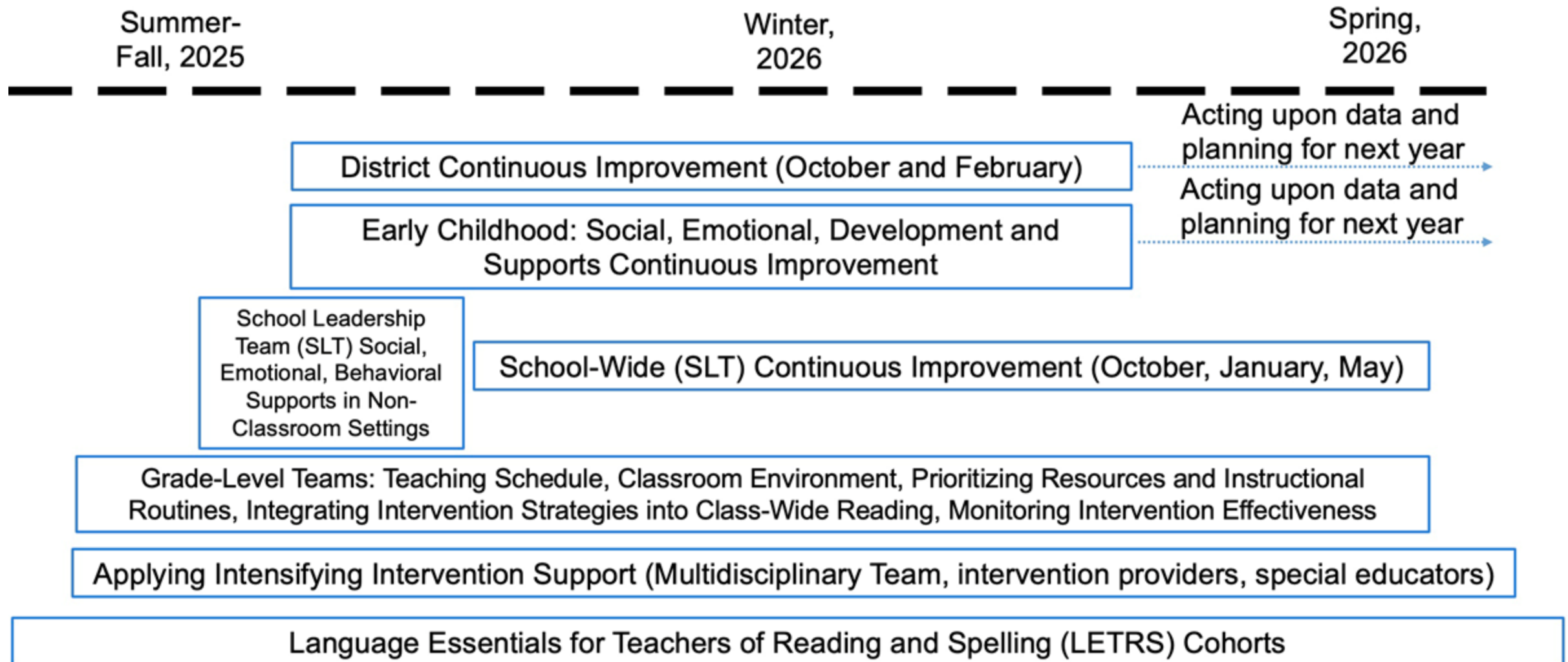
Classroom Teachers: Safe, Predictable, & Instructionally Engaging Classroom Environments

ongoing use of what was taught

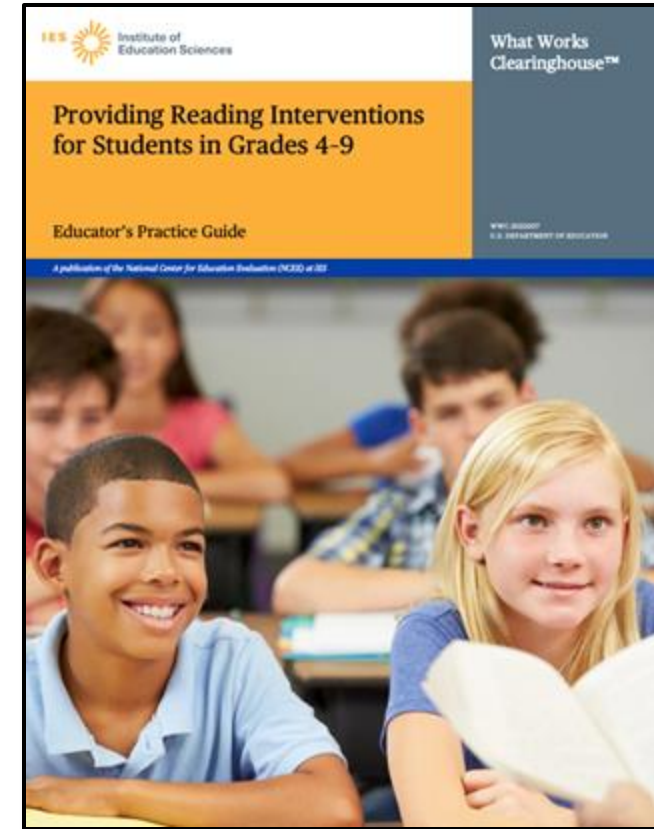
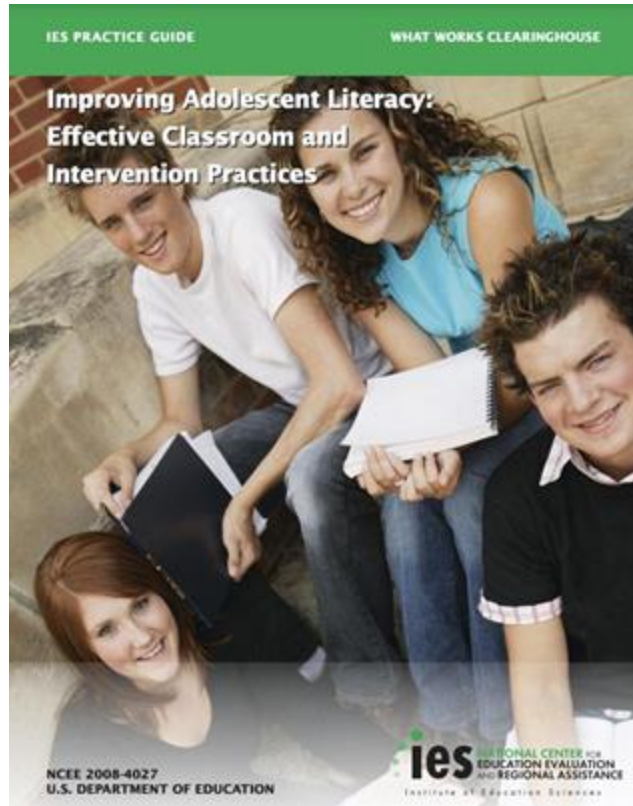
Language Essentials for Teachers of Reading and Spelling (LETRS) Cohorts

Intensifying Intervention Support (Multidisciplinary Team, intervention providers, special educators)






Elementary Integrated SEB, Reading MTSS **Year 2** Learning At a Glance



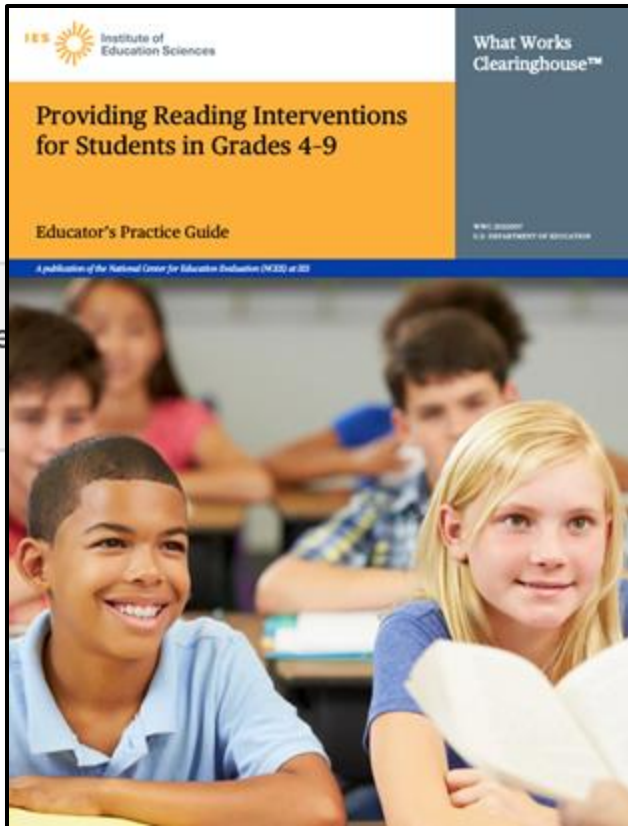
Adolescent Literacy IES Practice Guides



Improving Adolescent Literacy: Effective Classroom and Intervention Practices Recommendations

1 Provide explicit vocabulary instruction. ▼ Show More	 STRONG EVIDENCE
2 Provide direct and explicit comprehension strategy instruction. ▼ Show More	 STRONG EVIDENCE
3 Provide opportunities for extended discussion of text meaning and interpretation. ▼ Show More	 MODERATE EVIDENCE
4 Increase student motivation and engagement in literacy learning. ▼ Show More	 MODERATE EVIDENCE
5 Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. ▼ Show More	 STRONG EVIDENCE

Building Upon the 1st Adolescent Literacy Practice Guide



5 Make available intensive and individualized interventions that can be provided by trained specialists.
▼ **Show More**

that can be provided by trained



R-TFI Secondary Version: Classroom Items

- IES practice guide recommendations are categorized by the things secondary students do before, during, and after reading discipline-specific text

R-TFI Item	2 Points	Suggested Data Sources
1.9 Teachers determine ways to enhance students' understanding of written text.	<p>Teachers determine ways to incorporate quality text that imparts discipline-specific information into <i>daily</i> lessons to increase students' opportunities to read and understand core subjects.</p> <p>AND: Students' understanding of written text is enhanced by designing lessons that incorporate activities from the following before, during, and after reading strategies:</p> <ol style="list-style-type: none">1 Before students read text, teachers design instruction to activate students' topical prior knowledge and increase the accessibility of the text for all students by previewing portions of text, orienting students to the text structure, pre-teaching critical vocabulary, decoding difficult multi-syllable words, and providing a clear purpose for reading.2 While students are reading text, teachers design instruction so students can focus on critical content; use questioning, note-taking, and graphic organizers to expand understanding of information beyond what is stated in the text; engage in peer discussions about the text; write about the text; and engage in discipline-specific discourse.3 After students have read text, teachers design instruction for students to organize and summarize information learned from reading, as well as apply, analyze, and synthesize new knowledge and understanding	<p>Sampling of disciplinary text</p> <p>Sampling of teacher lessons</p> <p>Student products developed after reading text</p>

Secondary Integrated SEB, Reading MTSS **Year 1** Learning At a Glance

Summer-Fall, 2024

Winter, 2025

Spring, 2025

District processes and procedures to help people implement practices

ongoing use of what was taught

Classroom Teachers: Safe, Predictable, & Instructionally Engaging Classroom Environments

ongoing use of what was taught

Core Subject Area Reading and Writing Strategies:
(School leadership team with the principal collaborate with teachers to sequence the strategies, determine timelines, and determine the grade level core subject area teachers who will participate in the professional learning.)

Intensifying Intervention Support (Multidisciplinary Team, intervention providers, special educators)

Secondary Integrated SEB, Reading MTSS Year 2 Learning At a Glance

Summer-
Fall, 2025

Winter,
2026

Spring,
2026

District Continuous Improvement (October and February)

Acting upon data and
planning for next year →

School Leadership
Team (SLT) Social,
Emotional, Behavioral
Supports in Non-
Classroom Settings

School-Wide (SLT) Continuous Improvement (October, January, May)

Core Subject Area Reading and Writing Strategies

(School leadership team with the principal collaborate with teachers to sequence the strategies, determine timelines, and determine the grade level core subject area teachers who will participate in the professional learning.)

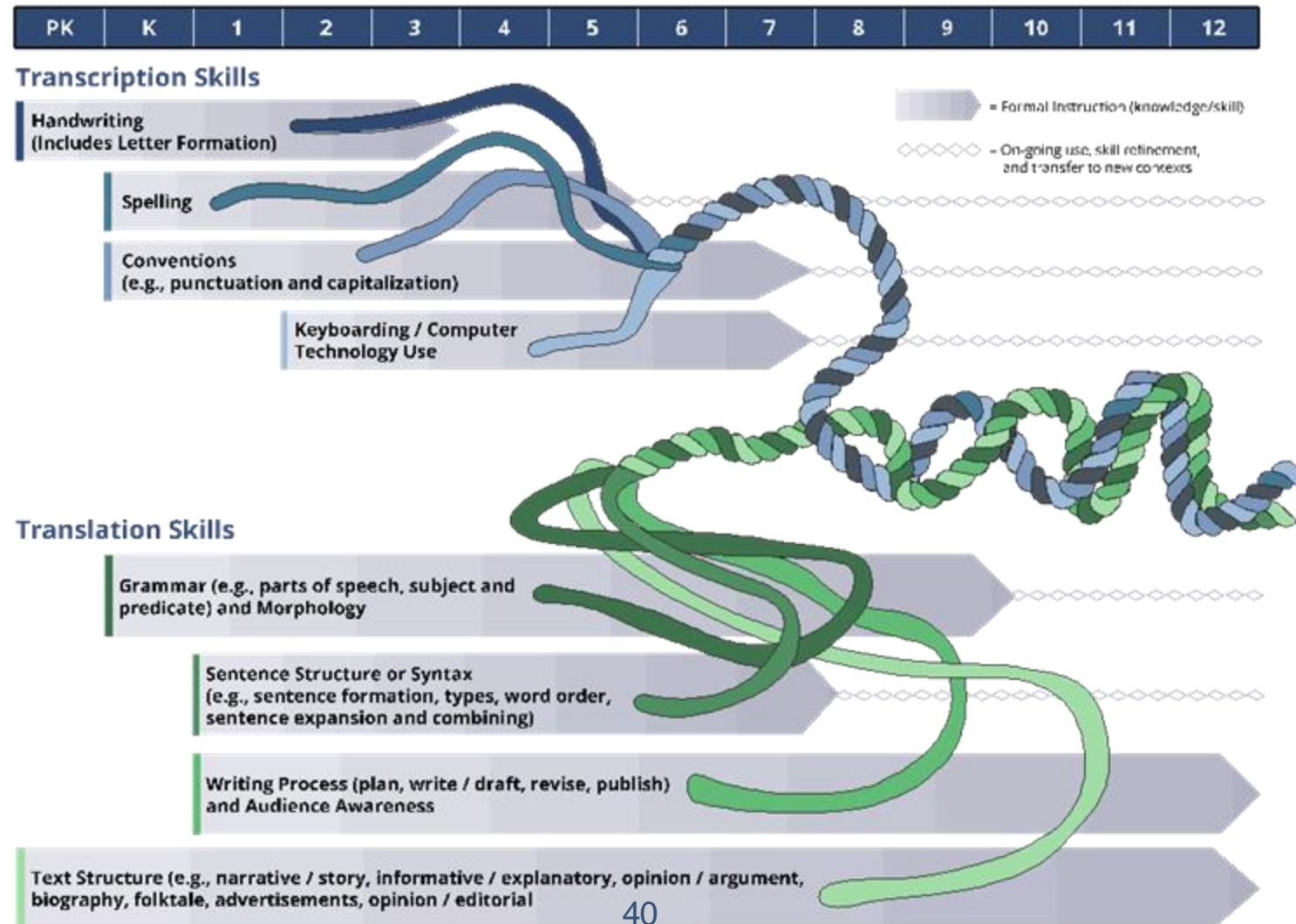
Grade-Level Teams: Teaching Schedule, Classroom Environment, Integrating Intervention Strategies into Core Subject Areas, Monitoring Intervention Effectiveness

Applying Intensifying Intervention Support (Multidisciplinary Team, intervention providers, special educators)

What About Writing?

- R-TFI Elementary Version:
 - 1.12: Teachers provide daily instruction in the writing foundational skills.
 - 1.13: Teachers provide students with frequent and structured opportunities to engage in extended writing about the text they read.
- R-TFI Secondary Version:
 - 1.11: Teachers provide students with frequent and structured opportunities to engage in extended writing about the text they read.

Writing Learning Progression



St. Martin, et al., 2022



3.0 Using R-TFI Data for Implementation Planning

R-TFI National Reporting System

- Free access
- [MiMTSS Technical Assistance Center website](#)
- Click on Evaluation & Research
 - Complete the R-TFI Reporting System Interest Form
 - The person completing the form is prompted to provide the state, district name, 7-digit NCES ID Number, district address, superintendent name, and superintendent contact information.
 - Within 48 hours, log-in information will be provided

R-TFI National Reporting System User Roles

Table 1. Capabilities of user roles in the R-TFI reporting system

Capabilities in the R-TFI Reporting System	School-Level User	District-Level User	State-Level User	System 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

R-TFI Facilitator

The screenshot shows the MiMTSS Technical Assistance Center website. The header includes the MiMTSS logo, a search bar, a 'Log In' button, and social media icons. A navigation menu lists: About, Professional Learning, Capacity Building, Evaluation & Research, Projects, and Tools & Resources. The main heading is 'Reading Tiered Fidelity Inventory Facilitator'. Below this, a sub-header states: 'R-TFI facilitators help schools with the R-TFI.' The main content area is divided into two sections: 'Role Description' and 'Certification'. The 'Certification' section is expanded, showing a list of four required courses for certification, followed by a paragraph about receiving an email verification and a final paragraph about observing or co-facilitating an administration. A sidebar on the right titled 'Tools and Resources' lists links to 'R-TFI Roles and Responsibilities', 'R-TFI Tier 1 Data Sources Elementary', 'R-TFI Data Sources Secondary', 'R-TFI Administration Fidelity Checklist', and 'Successfully Facilitating the R-TFI 2.0'. At the bottom of the sidebar is a button 'Access the R-TFI Reporting System'.

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Technical Assistance Center

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About Professional Learning Capacity Building Evaluation & Research Projects Tools & Resources

Reading Tiered Fidelity Inventory Facilitator

R-TFI facilitators help schools with the R-TFI.

Role Description

Certification

Individuals complete a series of online courses hosted by EduPaths to become a certified R-TFI Facilitator (Tier 1, Advanced Tiers, or both).

Navigate to www.edupaths.org, click "Log In" in the top right corner, select your district from the MiData Hub Login and authenticate with Google. If you are from outside of Michigan, you will need to set up an account. Email the support at EduPaths to be added manually by EduPaths.

Under Pathways, select MiMTSS for these titles:

1. An Overview of the Reading Tiered Fidelity Inventory 2.0 (Required for both)
2. Facilitating the Reading Tiered Fidelity Inventory 2.0 (Required for both)
3. Reading Tiered Fidelity Inventory 2.0 Tier 1: Elementary and Secondary (Required to be certified for Tier 1)
4. Reading Tiered Fidelity Inventory 2.0: Advanced Tiers (Required to be certified for Advanced Tiers)

Within two weeks of completing the courses, you will receive an email verifying that you have completed the requirements to become an R-TFI Facilitator. You will also have the role of R-TFI Facilitator added to your profile within the MiMTSS Data System, a system for Michigan schools, districts, and ISDs.

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

Tools and Resources

- [R-TFI Roles and Responsibilities](#)
- [R-TFI Tier 1 Data Sources Elementary](#)
- [R-TFI Data Sources Secondary](#)
- [R-TFI Administration Fidelity Checklist](#)
- [Successfully Facilitating the R-TFI 2.0](#)

Access the R-TFI Reporting System

Support for R-TFI Facilitators

- R-TFI Facilitator Certification:
 - Free access through Edupaths
 - Access four modules: (spell out Reading Tiered Fidelity Inventory)
 1. Overview of the R-TFI 2.0
 2. Facilitating the R-TFI 2.0
 3. R-TFI 2.0 Tier 1
 4. R-TFI 2.0: Advanced Tiers

miMTSS **Reading Tiered Fidelity Inventory Reporting**

District Search Export Data Admin

New Elementary 2.0

School

Date Completed 9/11/2023

The R-TFI pre-administration tasks were completed with fidelity (scheduling, members invited, materials prepared, roles defined)

Enter the name of the person who facilitated this administration of the R-TFI

Enter the names of participating team members

Show All Notes

Tier 1

1.1 A School Leadership Team supports the implementation of the Tier 1 reading components of an MTSS framework. ☐ 2 ☐ 1 ☒ 0

BIT is not currently fulfilling the responsibilities to address the reading components of an MTSS framework. Our team has been focused on PBIS and using the OH improvement process.

1.2 The school has access to system-level coaching. ☐ 2 ☐ 1 ☐ 0

1.3 The school has an Implementation Plan for the reading components of an MTSS framework. ☐ 2 ☐ 1 ☐ 0

1.4 The school has a comprehensive Tier 1 reading assessment system and personnel to support the system. ☐ 2 ☐ 1 ☐ 0

1.5 The School Leadership Team uses data to monitor the effectiveness of the Tier 1 reading components of an MTSS framework. ☐ 2 ☐ 1 ☐ 0

1.6 The School Leadership Team uses a process for data-based decision-making. ☐ 2 ☐ 1 ☐ 0

1.7 The School Leadership Team has a documented process for communicating with individuals and other teaming structures. ☐ 2 ☐ 1 ☐ 0

1.8 The school provides a status report on student reading performance to stakeholders. ☐ 2 ☐ 1 ☐ 0

1.9 Teachers provide daily instruction in the foundational word-reading skills to address the needs of all learners. ☐ 2 ☐ 1 ☐ 0

1.10 Teachers provide daily instruction in comprehension processes across subjects to address the needs of all learners. ☐ 2 ☐ 1 ☐ 0

1.11 Teachers select and support students in reading high-quality texts. ☐ 2 ☐ 1 ☐ 0

1.12 Teachers provide daily instruction in foundational writing skills. ☐ 2 ☐ 1 ☐ 0

1.13 Teachers provide students with frequent structured opportunities to engage in extended writing about the text they read. ☐ 2 ☐ 1 ☐ 0

1.14 Teachers provide intentional and differentiated Tier 1 instruction. ☐ 2 ☐ 1 ☐ 0

1.15 Teachers provide effective social, emotional, and behavioral supports in the classroom. ☐ 2 ☐ 1 ☐ 0

1.16 Teachers access ongoing professional learning related to reading science in an MTSS framework. ☐ 2 ☐ 1 ☐ 0

1.17 All staff have access to instructional coaching that is aligned with reading science. ☐ 2 ☐ 1 ☐ 0

1.18 Grade-level teams meet to organize class-wide reading instruction. ☐ 2 ☐ 1 ☐ 0

1.19 Grade-level teams have Implementation Plans for the reading components of an MTSS framework. ☐ 2 ☐ 1 ☐ 0

1.20 Grade-level teams use data to monitor the effectiveness of Tier 1 grade-level reading instruction. ☐ 2 ☐ 1 ☐ 0

1.21 Grade-level teams use a process for data-based decision-making to monitor the effectiveness of Tier 1. ☐ 2 ☐ 1 ☐ 0

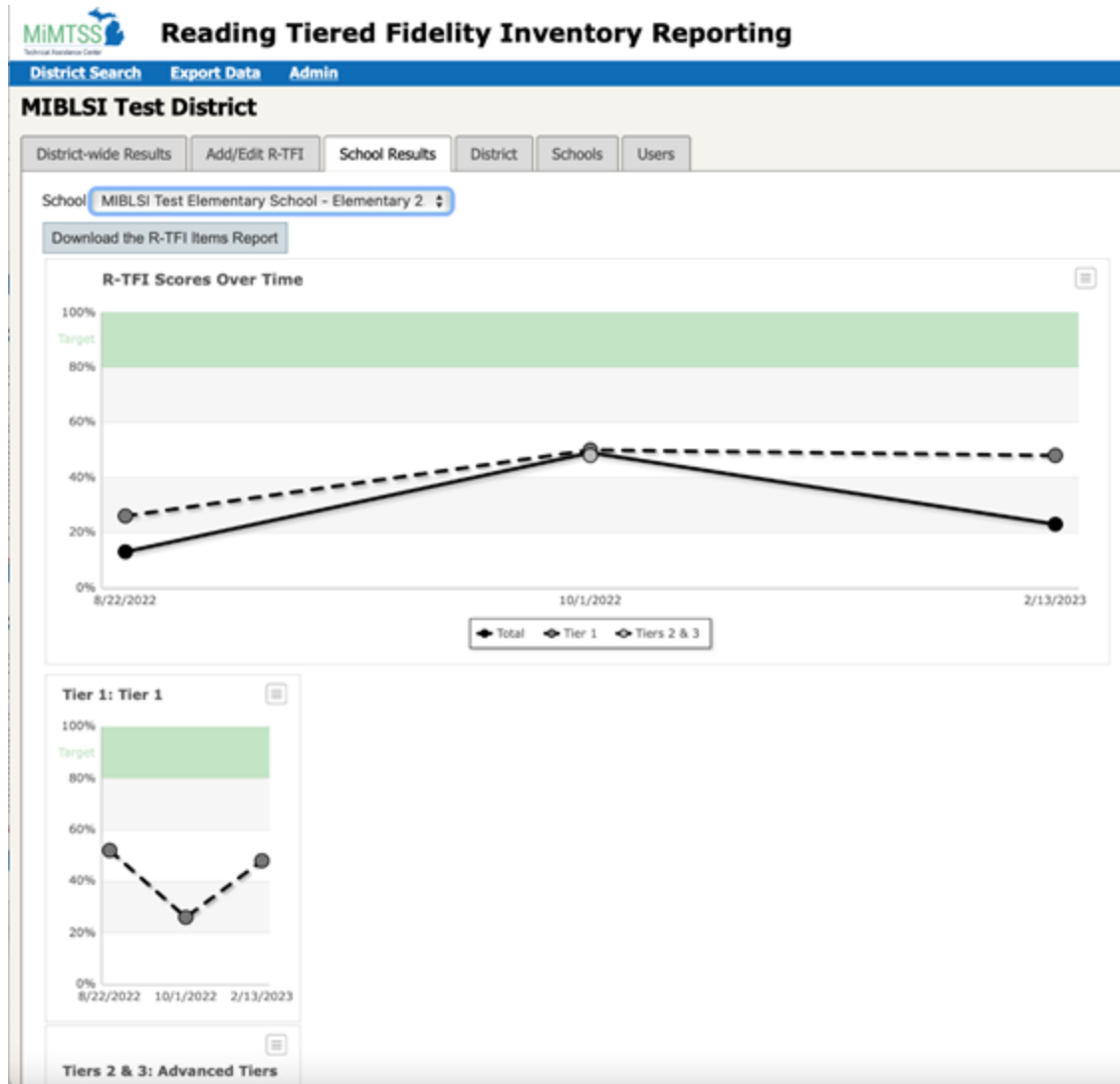
Tier Score: 0%

Advanced Tiers

2.1 A Multidisciplinary Team supports the implementation of the Advanced Tiers reading components of an MTSS framework. ☐ 2 ☐ 1 ☐ 0

Visual Displays

- Data entry page
- Allows teams to record their scores by clicking on the radio button and enter notes by clicking on the text box icon.
- Recorders should save often as the data system is web based, and the internet could be spotty depending on your location.



Visual Displays (continued)

- There are school and district result options.
- R-TFI scores are displayed over time (Total, Tier 1, and Advanced Tiers).
- R-TFI Item Report
- The administration date is visible.
- Tier 1 and Advanced Tiers data also are separately displayed.

Coach Priorities

- Coaching Concepts and Coaching Strategies Documents:
 - Outlines things that system and classroom (instructional) coaches need to prioritize coaching support.
 - Concepts are aligned with R-TFI items.
 - Standardize coaching strategies that could be used to help implement things needed for the literacy components of an MTSS framework.
 - Please pay attention to the shading: gray rows mean people providing system-level coaching need to be addressed. No shading indicates classroom (instructional) coaches need to address.
 - The information titled “notes” should be read to help understand how to support people in implementing what is in the R-TFI.

Elementary Tier 1 Coaching Concepts and Strategies



Michigan's Multi-Tiered System of Supports Technical Assistance Center
October 2023 – Version 2.0

Tier 1 Elementary MTSS Literacy Coaching Concepts and Strategies

The purpose of this document is to identify coaching concepts and coaching strategies that support elementary schools' exploration (getting ready), installation (getting started), and implementation (getting better) using the Tier 1 literacy components of an MTSS framework. Instructional coaches and systems coaches can use this information along with the identified items on the Reading Tiered Fidelity Inventory-Elementary Level Edition to inform coaching priorities and opportunities for improvement.

Notes:

- Coaching concepts that are shaded gray are for individuals providing "systems" coaching (i.e., coaching the school leadership team and work primarily led by the team)
- All other coaching concepts are for individuals providing classroom (instructional) coaching.
- Items 1.2 and 1.17 are not included in the coaching concepts because the system and instructional coaches access this tool to support their coaching roles.
- The first two exploration/adoption coaching concepts should be addressed by both classroom (instructional) and system coaches.
- Items in each implementation stage are listed in order of priority.

Coaching Concepts

Exploration/Adoption (Getting Ready for Implementation)

Table 1. Coaching concepts at the Exploration/Adoption stage with corresponding R-TFI item.

Coaching Concepts	R-TFI Item
Fit, Feasibility, Context Assessment	N/A
Readiness and Consensus for Reading Science and MTSS	N/A
School Leadership Team Recruitment and Selection	1.1

Installation (Getting Started for Implementation)

Table 2. Coaching concepts at the Installation stage with corresponding R-TFI item(s).

Coaching Concepts	R-TFI Item
School Leadership Team Implementation Planning	1.1, 1.3
School-wide Communication Protocols	1.7
School-wide Access to High Quality Professional Learning	1.16
Assessment System	1.4
Reading Data Coordination Recruitment and Selection	1.4
Implementing Literacy Practices and Materials	1.9, 1.10, 1.11, 1.12, 1.13
High-Quality Instruction and Effective Classroom Environments	1.14, 1.15
Grade Level Team Planning for High Quality Tier 1 Instruction	1.18, 1.19

Implementation: Initial and Full (Getting Better at Implementing)

Table 3. Coaching concepts at the Implementation stage and corresponding R-TFI item(s).

Coaching Concepts	R-TFI Item
School Leadership Team Data-Based Decision-Making	1.5, 1.6, 1.8
Grade Level Team Data-Based Decision-Making	1.20, 1.21

Coaching Delivery Method

A continuum of coaching strategies will be used with teams and teachers/staff. Some coaching strategies will be more necessary than others depending on either the team's or people's stage of implementation and level of understanding of the concepts after attending initial professional learning. The continuum of coaching strategies includes:

- Fluency building
 - Re-teaching (Please note, "re-teaching" is a trainer responsibility but coaches might need to shift to a trainer role depending on coaching recipient needs.)
 - Co-facilitation
 - Structured practice opportunities
- Adapting instructional strategies, methods, and materials to the school and classroom context
- Prompting either teams or teachers/staff (e.g., to use a strategy, curriculum resource component)
- Providing feedback (verbal and written) based on:
 - Observations (what was directly seen and heard)
 - Product, material reviews

Secondary Tier 1 Coaching Concepts and Strategies



Michigan's Multi-Tiered System of Supports Technical Assistance Center
October 2023 – Version 2.0

Tier 1 Secondary MTSS Literacy Coaching Concepts and Strategies

The purpose of this document is to identify coaching concepts and coaching strategies that support secondary schools' exploration (getting ready), installation (getting started), and implementation (getting better) using the Tier 1 literacy components of an MTSS framework. Instructional coaches and systems coaches can use this information along with the identified items on the Reading Tiered Fidelity Inventory-Secondary Level Edition to inform coaching priorities and opportunities for improvement.

Notes:

- Coaching concepts that are shaded gray are for individuals providing "systems" coaching (i.e., coaching the school leadership team and work primarily led by the team)
- All other coaching concepts are for individuals providing classroom (instructional) coaching.
- Items 1.2 and 1.14 are not included in the coaching concepts because the system and classroom (instructional) coaches access this tool to support their coaching roles.
- The first two exploration/adoption coaching concepts should be addressed by both classroom (instructional) and system coaches.
- Items in each implementation stage are listed in order of priority.

Coaching Concepts

Exploration/Adoption (Getting Ready for Implementation)

Table 1. Coaching concepts at the Exploration/Adoption stage with corresponding R-TFI item.

Coaching Concepts	R-TFI Item
Fit, Feasibility, Context Assessment	N/A
Readiness and Consensus for Reading Science and MTSS	N/A
School Leadership Team Recruitment and Selection	1.1

Installation (Getting Started for Implementation)

Table 2. Coaching concepts at the Installation stage with corresponding R-TFI item(s).

Coaching Concepts	R-TFI Item
School Leadership Team Implementation Planning	1.1, 1.3
School-wide Communication Protocols	1.7
School-wide Access to High Quality Professional Learning	1.13
Assessment System	1.4
Literacy Assessment Data Coordination Recruitment and Selection	1.4
Implementing Strategies to Enhance Students' Text Understanding	1.9, 1.11
High-Quality Instruction and Effective Classroom Environments	1.10, 1.12
Department Team Planning to Integrate Literacy Strategies	1.15, 1.16

Implementation: Initial and Full (Getting Better at Implementing)

Table 3. Coaching concepts at the Implementation stage and corresponding R-TFI item(s).

Coaching Concepts	R-TFI Item
School Leadership Team Data-Based Decision-Making	1.5, 1.6, 1.8
Department Team Data-Based Decision-Making	1.17, 1.18

Coaching Delivery Method

A continuum of coaching strategies will be used with teams and teachers/staff. Some coaching strategies will be more necessary than others depending on either the team's or people's stage of implementation and level of understanding of the concepts after attending initial professional learning. The continuum of coaching strategies includes:

- Fluency building
 - Re-teaching (Please note, "re-teaching" is a trainer responsibility but coaches might need to shift to a trainer role depending on coaching recipient needs.)
 - Co-facilitation
 - Structured practice opportunities
- Adapting instructional strategies, methods, and materials to the school and classroom context
- Prompting either teams or teachers/staff (e.g., to use a strategy, curriculum resource component)
- Providing feedback (verbal and written) based on:
 - Observations (what was directly seen and heard)
 - Product, material reviews

Elementary and Secondary Advanced Tiers Coaching



Michigan's Multi-Tiered System of Supports Technical Assistance Center
October 2023 – Version 2.0

MTSS Advanced Tiers Literacy Coaching Concepts and Strategies

The purpose of this document is to identify coaching concepts and coaching strategies that support elementary and secondary schools' exploration (getting ready), installation (getting started), and implementation (getting better) of the Advanced Tiers (Tiers 2 and 3) of an MTSS framework. Instructional coaches and systems coaches can use this information along with the identified items on the Reading Tiered Fidelity Inventory (Elementary and Secondary Level Editions) to inform coaching priorities and opportunities for improvement.

Notes:

- Coaching concepts that are shaded gray are for individuals providing "systems" coaching (i.e., coaching the school leadership team and work primarily led by the team)
- All other coaching concepts are for individuals providing intervention instructional coaching.
- Items 2.2 and 2.10 are not included in the coaching concepts because the system and classroom (instructional) coaches access this tool to support their coaching roles.
- The first exploration/adoption coaching concept should be addressed by both the interventionist (instructional) coach and the system coach.
- Items in each implementation stage are listed in order of priority.

Coaching Concepts

Exploration/Adoption (Getting Ready for Implementation)

Table 1. Coaching concepts at the Exploration/Adoption stage with corresponding R-TFI item.

Coaching Concepts	R-TFI Item
Fit, Feasibility, Context Assessment	N/A
Multidisciplinary Team Recruitment and Selection	NA

Installation (Getting Started for Implementation)

Table 2. Coaching concepts at the Installation stage with corresponding R-TFI item(s).

Coaching Concepts	R-TFI Item
Multidisciplinary Team Functioning	2.1
Communication Protocols (school, district, families)	2.6, 1.7
Advanced Tiers Assessment and Data-Management System	2.11
Advanced Tiers Assessment Data Coordination Recruitment and Selection	2.11
Designing an Intervention Platform	2.3, 2.4
Intervention Placement and Grouping Procedures	2.5, 2.7
Intervention Scheduling	2.8, 2.9
Intervention Implementation Supports	2.10, 2.21
Using Data to Determine Intervention Instructional Response	2.12, 2.13, 2.14, 2.17
Intervention Adaptation	2.17, 2.18
Intensive Intervention Planning	2.19, 2.20

Implementation: Initial and Full (Getting Better at Implementing)

Table 3. Coaching concepts at the Implementation stage and corresponding R-TFI item(s).

Coaching Concepts	R-TFI Item
Intervention Effectiveness Data Analysis	2.15, 2.16, 2.22

Coaching Delivery Method

A continuum of coaching strategies will be used with teams and teachers/staff. Some coaching strategies will be more necessary than others depending on either the team's or people's stage of implementation and level of understanding of the concepts after attending initial professional learning. The continuum of coaching strategies includes:

- Fluency building
 - Re-teaching (Please note, "re-teaching" is a trainer responsibility but coaches might need to shift to a trainer role depending on coaching recipient needs.)
 - Co-facilitation
 - Structured practice opportunities
- Adapting instructional strategies, methods, and materials to the school and classroom context
- Prompting either teams or teachers/staff (e.g., to use a strategy, curriculum resource component)
- Providing feedback (verbal and written) based on:

Wrapping-Up...

- Please take 1 minute and identify your take-aways (“gots”) from this session and the things you still want to know more about.
- Share with the person next to you.



Thank You!

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