

## R-TFI Facilitator Professional Learning Plan

This document provides a template for R-TFI Facilitators to outline a plan to support the professional learning necessary to be successful in their role.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### **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.**

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Complete the EduPaths Course: Overview of the R-TFI (by: \_\_\_\_\_)
- Read the Reading Tiered Fidelity Inventory to see how the assessment operationalizes the reading components of MTSS (by: \_\_\_\_\_)

Individual(s) assigned to support the learning: \_\_\_\_\_

### **Understands the intent of collecting reading MTSS fidelity data for on-going analysis and use.**

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Complete the EduPaths course: Overview of the R-TFI (by: \_\_\_\_\_)
- Review [Module 7: Fidelity Assessment on the AI Hub from NIRN](#) (by: \_\_\_\_\_)

Individual(s) assigned to support the learning: \_\_\_\_\_

### **Easily navigates web-based data systems.**

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Practice navigating your MiMTSS Data System account focusing your navigation on where the R-TFI is utilized (dashboard, data entry, reporting) (by: \_\_\_\_\_)

Individual(s) assigned to support the learning: \_\_\_\_\_

**Effective organization skills, ability to develop and meet timelines for completion of projects, tasks, and activities.**

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Explore how another district has organized their ongoing R-TFI Facilitator tasks (by: \_\_\_\_\_)
- Work with someone within the district or ISD who is good at managing calendar tasks and has a system established (by: \_\_\_\_\_)

Individual(s) assigned to support the learning: \_\_\_\_\_

**Effective communication skills.**

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Schedule time to learn about the district communication protocols (by: \_\_\_\_\_)

Individual(s) assigned to support the learning: \_\_\_\_\_.

**Ability to manage adaptive situations (e.g., school leadership team wants to score items as in place without supporting evidence and data sources.**

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Review [Module 2, Topic 3: Leadership on the AI Hub from NIRN](#) (by: \_\_\_\_\_)

Individual(s) assigned to support the learning: \_\_\_\_\_

**Successful completion of each EduPaths module required for becoming a certified R-TFI Facilitator.**

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Complete the following EduPaths Courses: Overview of the R-TFI (by: \_\_\_\_\_)
- Facilitating the R-TFI (by: \_\_\_\_\_)
- R-TFI Tier 1 Parts 1-3 (by: \_\_\_\_\_)
- R-TFI Advanced Tiers (by: \_\_\_\_\_)

Individual(s) assigned to support the learning: \_\_\_\_\_

**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.**

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Review introductory section of the R-TFI related to its purpose and the EduPaths course: Overview of the R-TFI to identify points of communication to share with district and school staff (by: \_\_\_\_\_)
- If your district already uses the SWPBIS TFI, connect with someone within the district or ISD who supports the use of that tool to look for opportunities to build alignment in efforts (by: \_\_\_\_\_)
- Access your R-TFI Facilitator Resource binder (or the [R-TFI Facilitator webpage](#)) to locate and review the R-TFI Tier 1 item explanations to build background knowledge on specific Tier 1 items that your teams might struggle to understand (by: \_\_\_\_\_)

Individual(s) assigned to support the learning: \_\_\_\_\_

**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).**

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Schedule time with someone in the district to learn about the MTSS Assessment System, with particular focus on the R-TFI Roles, Collection, and Analysis Decisions section. If known, add any decisions into the Assessment System (by: \_\_\_\_\_)

Individual(s) assigned to support the learning: \_\_\_\_\_

**Review products to support the scoring of R-TFI items and to provide feedback to school leadership teams.**

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Access your R-TFI Facilitator Resource binder (or the [R-TFI Facilitator webpage](#)) to locate and review the R-TFI Tier 1 Data Sources document. (by: \_\_\_\_\_)
- Shadow an experienced R-TFI Facilitator as they review products. (by: \_\_\_\_\_)

Individual(s) assigned to support the learning: \_\_\_\_\_

**Facilitate the team-based self-assessment sessions, using a simultaneous and public voting process.**

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Access your R-TFI Facilitator Resource binder (or the [R-TFI Facilitator webpage](#)) to locate and review Successfully Facilitating the R-TFI and the R-TFI Administration Fidelity Checklist. (by: \_\_\_\_\_)
- Shadow an experienced R-TFI Facilitator as they facilitate the assessment session. Debrief after the session. (by: \_\_\_\_\_)

Individual(s) assigned to support the learning: \_\_\_\_\_

**Ensure scores and notes are entered into the MiMTSS Data System (or R-TFI Reporting System for districts outside of Michigan).**

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Practice navigating through the data entry fields in the data system (by: \_\_\_\_\_)

Individual(s) assigned to support the learning: \_\_\_\_\_

**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,**

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Practice navigating through the reporting fields in the data system and running the R-TFI Items reports (by: \_\_\_\_\_)

Individual(s) assigned to support the learning: \_\_\_\_\_

**Work with key district staff to communicate and respond to barriers regarding the collection and use of R-TFI.**

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Schedule time to learn about the district's barrier removal process (by: \_\_\_\_\_)

Individual(s) assigned to support the learning: \_\_\_\_\_

## **URLs Used in Document**

[National Implementation Research Network AI Hub Module 2, Topic 3](https://nirn.fpg.unc.edu/module-2/leadership-drivers)

(<https://nirn.fpg.unc.edu/module-2/leadership-drivers>)

[National Implementation Research Network AI Hub Module 7](https://nirn.fpg.unc.edu/module-7)

(<https://nirn.fpg.unc.edu/module-7>)

[Reading Tiered Fidelity Inventory Facilitator](https://mimtsstac.org/teams-roles/specialized-functions/data-coordinators/reading-tiered-fidelity-inventory-facilitator)

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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.