



New York State Education Department
Office of Special Education
Educational Partnership





*Module 2:
The School Leadership Team*

Teaming To Promote Literacy

Establishing Effective Literacy Practices Using the
Reading-Tiered Fidelity Inventory (R-TFI) 2.0



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Disclaimer

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Our Staff



Staff Information



Today's Facilitators

Introductions

- Name
- Role
- District
- School
- Population Served

Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth – Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others’ needs and learning styles
- Strive to start and end on time
- Presume positive intentions
- Be prepared with materials
- Action plan to implement what you are learning

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Training Objectives

- ✓ Continue learning about R-TFI administration
- ✓ Learn how to use the Team Initiated Problem Solving (TIPS) framework to turn R-TFI data into implementation
- ✓ Learn how to develop a school implementation plan guided by the R-TFI
- ✓ Review additional R-TFI items applicable to the School Leadership Team (SLT)

Materials

- ✓ Tier 1 Implementation Workbook
- ✓ R-TFI 2.0
- ✓ Handouts (to be shared)

Scoring the R-TFI

The R-TFI as a Guiding Instrument

- The R-TFI is a tool to measure implementation fidelity to a multi-tiered system of supports model (MTSS).
- Developed by a widely recognized technical support center.
- Practices outlined by the tool support **all** students.
- Is not evaluative. Rather, used to engage in cycles of reflection and continuous improvement.

The R-TFI as a Guiding Instrument Continued

- Is comprised of two sections totaling 42 questions
 - Tier 1 (20 questions) and Tier 2/3 (22 questions)
- Is administered AT LEAST annually at the school level
- Is meant to inform decision-making and action planning

The R-TFI as a Guiding Instrument – Point Scale

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
<p>1.1</p> <p>A School Leadership Team supports the implementation of the Tier 1 reading components of an MTSS framework.</p>	<p>The team includes the school principal, and members are collectively responsible for doing all of the following:</p> <ol style="list-style-type: none"> 1 Maintaining a current committee audit to prevent staff overloading, team redundancies, or teams with conflicting scope of work. 2 Distributing leadership for implementing the reading-related data, systems, and practices needed for an MTSS framework. 3 Establishing procedures for staff to access professional learning, coaching, and engage in ongoing collaboration. 4 Requesting and allocating resources to support implementation. 5 Overseeing the use of a comprehensive assessment plan. 6 Analyzing aggregated student data and implementation fidelity data to determine the overall effectiveness of the school-wide reading supports for students. 7 Collaborating with families to ensure students have successful literacy experiences in and out of school. 8 Monitoring a dynamic MTSS Implementation Plan. 9 Using effective meeting procedures (e.g., roles, data-driven agenda, action items, communication steps). 	<p>Meeting schedule</p> <p>Meeting minutes</p> <p>Action plan with notations of progress</p> <p>Implementation fidelity data</p> <p>Professional Development Plan</p> <p>Documentation of family engagement</p> <p>Team effectiveness survey</p>	<p>1 point: At least 5 of the 2-point criteria are in place.</p> <p>0 points: The criteria from the 2-point or 1-point response are not in place.</p>

- Each question on the R-TFI operates on a 3-point scale.
- Pay attention to the response anchors to inform the value that best represents your current practice.

The R-TFI as a Guiding Instrument – Data Sources

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
<p>1.1</p> <p>A School Leadership Team supports the implementation of the Tier 1 reading components of an MTSS framework.</p>	<p>The team includes the school principal, and members are collectively responsible for doing all of the following:</p> <ol style="list-style-type: none"> 1 Maintaining a current committee audit to prevent staff overloading, team redundancies, or teams with conflicting scope of work. 2 Distributing leadership for implementing the reading-related data, systems, and practices needed for an MTSS framework. 3 Establishing procedures for staff to access professional learning, coaching, and engage in ongoing collaboration. 4 Requesting and allocating resources to support implementation. 5 Overseeing the use of a comprehensive assessment plan. 6 Analyzing aggregated student data and implementation fidelity data to determine the overall effectiveness of the school-wide reading supports for students. 7 Collaborating with families to ensure students have successful literacy experiences in and out of school. 8 Monitoring a dynamic MTSS Implementation Plan. 9 Using effective meeting procedures (e.g., roles, data-driven agenda, action items, communication steps). 	<p>Meeting schedule</p> <p>Meeting minutes</p> <p>Action plan with notations of progress</p> <p>Implementation fidelity data</p> <p>Professional Development Plan</p> <p>Documentation of family engagement</p> <p>Team effectiveness survey</p>	<p>1 point: At least 5 of the 2-point criteria are in place.</p> <p>0 points: The criteria from the 2-point or 1-point response are not in place.</p>



- Data sources provide examples of permanent products you can share with the group beforehand that are used to inform the vote.

Scoring the R-TFI - Vote

- The R-TFI is completed using simultaneous public voting.
 - Every member votes for each item, and discussion follows in the event of non-consensus.
- This means administration of the R-TFI must be planned and conducted by a team (**at least 3 members**, not counting a facilitator).

Scoring the R-TFI - Facilitator

- **Role of the Facilitator**

- Ensures appropriate data sources are available for review
- Reads question aloud, clarifies response scale, addresses questions, calls for a SIMULTANEOUS vote.
- Achieves consensus (if needed) through follow-up discussion and re-vote.
- The facilitator does not have a vote.
- Voting options: “fist and fingers”, response cards, response boards.

Scoring the R-TFI – Additional Roles

Other roles

- **Note-taker:** documents conversation to be archived
- **Responder:** Participates in simultaneous vote

We encourage data input into the MiMTSS data management system

<https://mimtsstac.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi>

Scoring the R-TFI - Discussion

- Voters may not “argue their case” until *after* the initial vote.
- A “2” indicates optimal fidelity and no need for further action.
- Anticipate one hour to administer Tier 1 questions, presuming all data sources are available at the vote.
- The first administration serves as the baseline upon which growth will be evaluated.
 - Administer at least annually (bi-annual ok as well, especially in first year)

Scoring the R-TFI - Fidelity

- The R-TFI must be completed as intended.
- The *R-TFI Administration Fidelity Checklist* (p. 10 of R-TFI) quantifies fidelity to the R-TFI completion process.
- Review the checklist prior to administration with the group, and then complete it after administration to ensure the R-TFI was done correctly and to generate feedback for the next administration.

Scoring the RTFI – Action Plan

Carry over R-TFI scores of 0 or 1



What do you need to do to make it a 2?



Who will do it?



When?



How will you train school staff?

Appendix A: R-TFI 2.0 Tier 1 Action Plan

Directions:

1. Complete the following action plan to document steps toward implementation of MTSS.
2. See Action Items at the beginning of each module in the workbook, as well as module activities to identify action steps for inclusion.
3. Add additional action steps as identified by team.

Subscale and Tier 1 Features	R-TFI Score: 0, 1, 2	Action Steps:	Who?	When?	Evidence
1.1 A School Leadership Team supports the implementation of the Tier 1 reading components of an MTSS framework.					
1.2 The school has access to system-level coaching .					
1.3 The school has an Implementation Plan for the reading components of an MTSS framework.					

Establishing the Team

Team Formation

Before we consider team membership, do you *need* a new team?

Do you have an existing team(s) that is working towards:

- Evaluating school-wide math/literacy screening data?
- Evaluating existing curriculum and instructional materials to ensure alignment?
- Making school-wide instructional decisions?

Team Formation - Activity



Activity 1: Review organization of current teams

Complete the “Aligning Team Structures” activity with your school-level group.

Who Should Be On The SLT?

- Principal
- Representation from
 - Grade levels/Departments
 - Reading/Literacy Specialists
 - Special Education Teachers
 - Clinical Staff
 - School Psychologist
 - Speech & Language
 - Family
 - Other Suggestions?



The Role of an Administrator is Crucial

- Maintain standards
- Make public statements of support
- Establish a representative team
- Support team members
- Guide rather than dictate
- Take a leadership role in problem solving
- Regularly attend & participate in team meetings
- Provide recognition to team & faculty
- Serve as a spokesperson to the community
- Monitor & provide feedback to all staff

Team Formation – Activity 2

Activity 2: Plan Team Membership

R-TFI Item 1.1: “A School Leadership Team supports the implementation of the reading components of an MTSS framework”

R-TFI Item 1.7: “The School Leadership Team has a documented process for communicating with individuals and various teaming structures”

Team Operation

- Core roles
 - Coach/Facilitator*
 - Note-Taker*
 - Data Analyst
 - Active team member
 - Administrator
 - Time-Keeper
- Other roles?
- Assign backup for each role

** aligns with roles for R-TFI administration*

Member Roles - Before

Member	Before the Meeting...
Facilitator	<ul style="list-style-type: none">✓ Provides agenda items to Minute Taker✓ Prepares R-TFI data sources(if applicable)
Notetaker	<ul style="list-style-type: none">✓ Collects agenda items from Facilitator✓ Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst's report✓ Prints copies of the Meeting Minutes form for each team member
Data Analyst	<ul style="list-style-type: none">✓ Describes potential new problems with precision (What, Who, Where, When, Why)✓ Provides data (e.g., CBM screening data) and summaries (e.g., across students; schools)✓ Asks facilitator to add potential new problems to agenda for meeting

Member Roles - During

Member	During the Meeting...
Facilitator	<ul style="list-style-type: none">✓ Starts meeting on time✓ Determines date, time, and location of next meeting✓ Manages the “flow” of meeting by adhering to the agenda✓ Prompts team members✓ Is active participant in meeting✓ Ask questions (75% of what a facilitator says should be in question form)✓ Implement group norms/agreements✓ Administer R-TFI (if applicable)
Minute Taker/Recorder	<ul style="list-style-type: none">✓ Asks for clarification of tasks/decisions to be recorded on Meeting Minutes from, as necessary✓ Is active participant in meeting
Data Analyst	<ul style="list-style-type: none">✓ Leads discussion of potential new problems✓ Responds to team members’ questions concerning content of the Data Analyst’s Report; produces additional data on request (e.g., additional Custom Reports)✓ Is active participant in meeting

Member Roles - After

Member	After the Meeting...
Note-Taker	<ul style="list-style-type: none">✓ Disseminates copy of completed Meeting Minutes form to all team members within 24 hours✓ Ensures key message and actions are disseminated to school community, as appropriate.✓ Inputs and summarizes R-TFI data (if applicable)

Team Meeting Schedule

SLT Schedule

Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Review R-TFI Results	Review Screening Data	Update on Activities	Update on Activities	Review Screening Data	Update on Activities	Update on Activities	Update on Activities	Review Screening Data	Conduct R-TFI

Team Roles

Monitor Implementation of R-TFI features	Problem-solve school-level trends in screening data	Monitor assessment and instruction fidelity	Support grade level teams
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Team Formation – Activity 3



Activity 3: Identify Team Roles

Complete the far-right hand column of the team composition table (from activity 2) to assign team member roles.

Effective Teaming with TIPS

Effective Teaming with TIPS 1

- *TIPS* is an evidence-based approach for effective team-based decision-making.
- A framework originating out of Positive Behavior Interventions and Supports (PBIS), with applicability to teaming for literacy.
- A semi-scripted meeting routine that promotes problem-solving and explicit goal setting.
- Review the TIPS agenda form in your workbook (Appendix B).
- How are *school-wide* instructional decisions currently made in the school?

Effective Teaming with TIPS 2

Problem Statement based on school-wide data (Data Analyst)	Action Plan Summary (team discussion and decision)	Who?	By When?	Data-based SMARTE Goal/Decision Rule
Date:	Instructional Modifications Curriculum Modifications Environmental Modifications Data Needed:			

- Note the action planning section of the TIPS agenda form.
- This section asks for the team to define problems, goals, and develop an action plan to connect the two.

Effective Teaming with TIPS 3

Precision Problem Solving Action Plan (TIPS cycle):

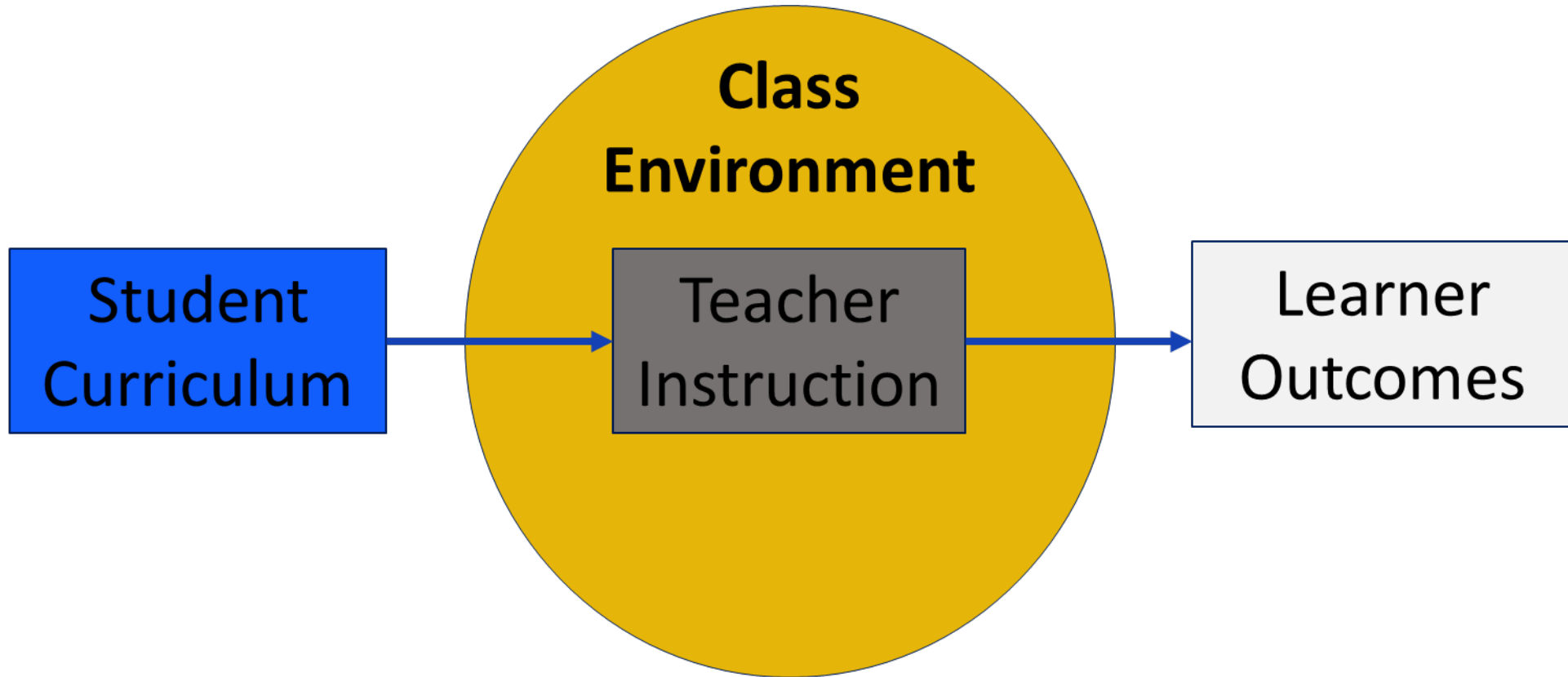
Problem Statement based on school-wide data (Data Analyst)	Action Plan Summary (team discussion and decision)	Who?	By When?	Data-based Goal/Decision Rule
Date:	Instructional Modifications Curriculum Modification Environmental Modification Data Needed:			



Every proposed solution in the TIPS model is a modification to the learning environment.

- To either the *Instruction* being used, the *Curriculum* being delivered, or the behavioral *Environment* (e.g., classroom management; ICE).

Effective Teaming with TIPS 4



Effective Teaming with TIPS 5

- *R-TFI Item 1.6: The School Leadership Team uses a process for data-based decision-making.*

Effective Teaming with TIPS 6

Precision Problem Solving Action Plan (TIPS cycle):

Problem Statement based on school-wide data (Data Analyst)	Action Plan Summary (team discussion and decision)	Who?	By When?	Data-based Goal/Decision Rule
Date:	Instructional Modifications Curriculum Modification Environmental Modification Data Needed:			

- Critical to effective teaming with TIPS is setting valid goals.
- Data-based decision-making is based on whether the goal was or was not met.
- There is a scientifically-backed way to set appropriate goals, whether it be for systems, teams or adults!

Effective Teaming with TIPS 7

- Setting goals with TIPS is based on the use of **behavioral logic**. Before setting a goal, we need to clearly define the problem being addressed.
- Problems addressed using TIPS are defined as **discrepancies in *expectations v. outcomes***.
 - Example: *50% of students* were identified as "at-risk" on the fall screening, with an average fluency score of 30 words correct per minute. *Target performance at this screening period is 45 words correct per minute, with less than 20% of the class "at-risk."*
 - **There are no student problems**, only supports that may not meet their needs and that we have the power to change.

Effective Teaming with TIPS 8



Setting the S.M.A.R.T.E. Goals:

- **Specific** – zeroed in on a specific behavior
- **Measurable** – able to be quantified
- **Achievable** – realistic, given the resources available and known growth patterns
- **Relevant** – representing, or reflective of, “big ticket” skills children need.
- **Time bound** – held accountable by setting a deadline for review.
- **Equitable** – Consider how the goal will equalize opportunity and growth across groups.

Effective Teaming with TIPS 9

- Goals should be EXPLICIT and clearly define the context, the subject, the behavior, and the goal. They should also be time-bound.
- When (context), (subject) will (behavior) with (goal), by (time).
- Example for an individual student:
 - When presented with a 2nd grade Oral Reading Fluency probe, Sam will be able to read 26 Words Correct Per Minute (WCPM) in one minute with a 10% error rate in six weeks' time.
- Example for a group of students:
 - When presented with a 2nd grade reading fluency screener in the spring, at least 80% of each racial/ethnic subgroup of 2nd grade students currently at-risk will be able to read at the instructional level of 55 WCPM.

Effective Teaming with TIPS 10

- With problems and goals addressed, we now need to determine the solution using ICE.
- An example based on the problem statement we reviewed on slide 41:
 - **Instructional:** We'll extend daily core literacy instruction by 10 minutes and embed a fluency building exercise that uses high levels of feedback and opportunities to respond.
 - **Curriculum:** We'll use the Peer Assisted Learning Strategies (PALS; Fuchs & Fuchs, 2005) materials to facilitate this instruction.
 - **Environmental:** PALS has an embedded reinforcement system based on awarded peer-assigned points. We'll supplement with class-wide rewards for on-task behavior.



Effective Teaming with TIPS Activity

Activity 4: Practicing Problem-Solving with TIPS

Developing the Implementation Plan

The Implementation Plan I

- One of the initial tasks of the SLT is to establish an *implementation plan*.
- This plan is a roadmap for MTSS implementation
 - Identify short- and long-term “big picture” system shifts
 - Create SMARTER goals for the system
- **To be continually updated** as accomplishments and setbacks occur.

The Implementation Plan II

R-TFI 1.3: “The plan is informed by assessment data AND the plan’s goals are SMARTER AND the types of activities included in the plan address...”

- Instructional methods/routines that must be used to accommodate all learners in understanding foundational word-reading and comprehension skills.
- Class-wide, Tier 1 reading curriculum resources that need to be prioritized based on data.
- Collaboration between grade-level teachers, special educators, and interventionists to support students’ ability to apply intervention strategies/routines to the classroom setting.
- Implementation supports (on-going training and coaching) needed.
- Opportunities for family-school partnerships with bi-directional communication.

The Implementation Plan III

Instruction	Tier 1	Tier 2	Tier 3
Phonological Awareness	Amplify Core Knowledge Language Arts Chop It	Elkonin Boxes	Equipped for Reading Success
Phonics	Amplify Core Knowledge Language Arts PALS	Sound Partners Word Boxes	Reading Mastery
Comprehension	Amplify Core Knowledge Language Arts PALS	Ask-Read-Retell Sound Partners	Reading Mastery
Vocabulary	Amplify Core Knowledge Language Arts Interactive Read-Alouds	Bringing Words to Life	Reading Mastery
Fluency	Amplify Core Knowledge Language Arts PALS	Read Naturally Sight Word Flashcards	Reading Mastery

The Implementation Plan IV

Who makes what decision about the needed curriculum and assessment to complete the items on the implementation plan and in the R-TFI?

Varies depending on *how* decisions are made

- e.g., is the screening vendor determined by the school or district?
- Ideally, curriculum, screening/progress-monitoring, and many intervention protocols are determined at the district-level
- District-wide practice fosters consistency and widespread knowledge of evidence-based techniques.

R-TFI fidelity may be supported by district (support common areas of need and district-oriented questions), but the responsibility lies with the SLT to ensure correct implementation of MTSS.

Remaining R-TFI Questions: Constructing Data Systems for MTSS

Constructing Data Systems I

- *R-TFI 1.4: The School has a comprehensive Tier 1 reading assessment system and personnel to support the system*
- *R-TFI 1.5: The School Leadership Team uses data to monitor the health of the Tier 1 reading components of an MTSS framework.*
- *R-TFI 1.6: The School Leadership Team uses a process for data-based decision making*
- *R-TFI 1.7: The School Leadership Team has a documented process for communicating with individuals and other teaming structures.*
- *R-TFI 1.8: The school provides a status report on student reading performance to stakeholders.*

- **To answer these questions, the team will need to establish, train, and reinforce a school-wide measurement system.**

Constructing Data Systems II

R-TFI 1.4: The School has a comprehensive Tier 1 reading assessment system and personnel to support the system

The school has a comprehensive assessment system that outlines the following information:

- A list of all reading assessments used in the school (i.e., screening, progress monitoring, diagnostic, summative, instructional fidelity, systems fidelity, student and family perception)
- Information about the unique purpose of each assessment
- The roles and names of individuals who are responsible for specific assessment activities: data collection, data entry, accuracy checking, and using the results to make instructional decisions.
- Dates when the data are collected.

Individual(s) do the following to support the comprehensive reading assessment system:

- Teach test administration and scoring procedures to all assessors before the first data collection.
- Provide administration and scoring refresher trainings.

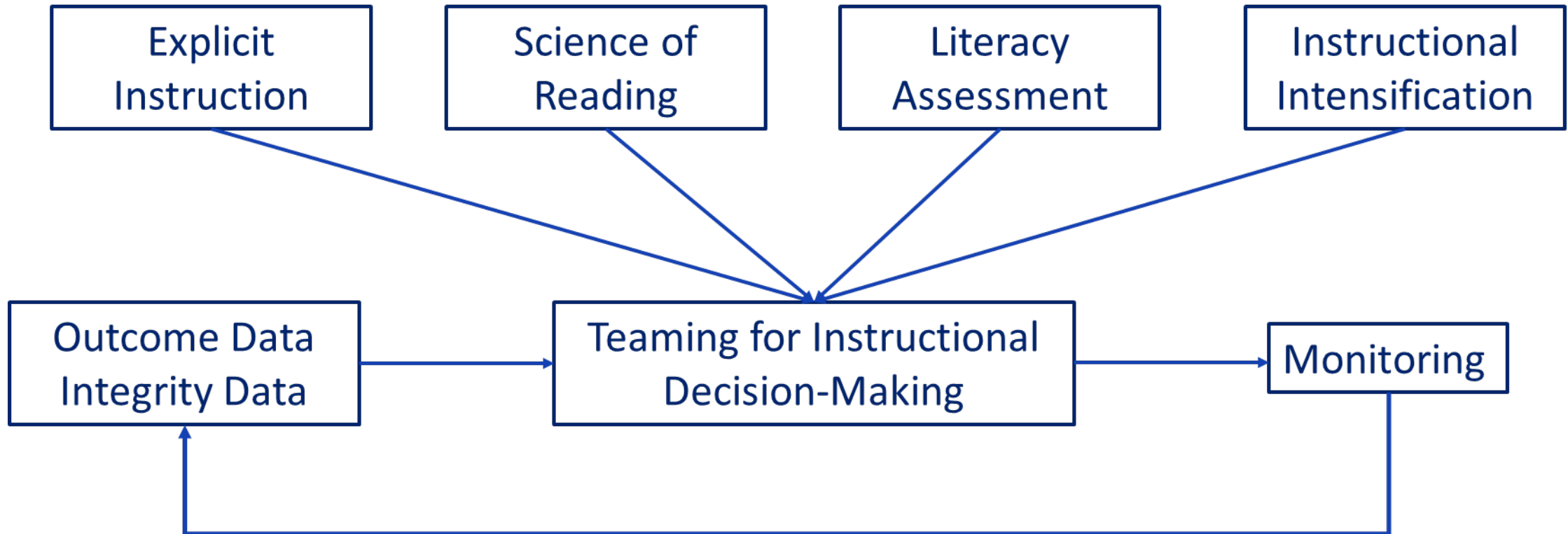
Constructing Data Systems IV

R-TFI 1.5: The School Leadership Team uses data to monitor the health of the Tier 1 reading components of an MTSS framework.

The School Leadership Team uses data to answer the following questions:

- Compared to the school-wide SMARTER goal(s), what percent of students have reading scores that demonstrate they are on track for future reading success?
- Is reading success increasing over time?
- How are students' reading scores the same or different across groups (i.e., race, ethnicity, gender, ability, grade level)?
- What do students report about their reading skills, progress, and reading supports?
- What do parents, families, and caregivers report about their children's reading skills, progress, and reading supports?
- How are student and family perceptions the same or different across groups (i.e., race, ethnicity, gender, ability, student grade-level)?

Constructing Data Systems V



Next Steps

Schedule a time to meet with your SLT.

1. Confirm membership
2. Sign up for the MiMTSS data dashboard
3. Plan baseline R-TFI administration
4. Schedule module 3: grade-level team training
5. Schedule other trainings as appropriate (e.g., Screening; Science of Reading) essential for informed decision-making

Questions and Answers



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Meeting Evaluation Survey

[add your survey link here]