New York State Education Department
Office of Special Education
Educational Partnership

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Teaming To Promote Literacy

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

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Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Our Staff

Staff Information

Today's Facilitators

Introductions

- Name
- Role
- District
- School
- Population Served

Training Objectives

✓ Participants will develop an introductory understanding of Multi-Tiered Systems of Support (MTSS) and how it is *sustained by effective teaming*

✓ Participants will understand the importance of capacity building at the district level

✓ Participants will be introduced to the R-TFI 2.0

✓ Participants will begin action planning for implementation

Agenda

- ✓ Introduction to MTSS and MTSS-I
- ✓ Introduction to teaming at the district Level
- ✓ Introduce a tool for MTSS fidelity to reading outcomes: the R-TFI 2.0
  - ✓ highlight district references within R-TFI
- ✓ Begin planning for district level team

Goals Across Training Modules

Component	Module 1 (District)	Module 2 (School)	Module 3 (Grade)
Audience	District Admin; School Admin; Prospective school team members	School Admin; School team members	School team members
Major Lessons	• Overview of MTSS • Intro to R-TFI • Intro to capacity building	• Completion of R-TFI • Meeting process	• Overview of grade teams • Meeting process for grades • Interaction between school and grade teams
Next Steps	• Form district-level team	• Form school-level team • Administer R-TFI • Develop implementation plan	• Form grade-level teams • Develop Implementation Plan

Materials

✓ *District Action Items* handout

✓ **TO BE CREATED BY YOU**: Template PowerPoint to make your **Tier 1 Staff Orientation Presentation** for your school

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.
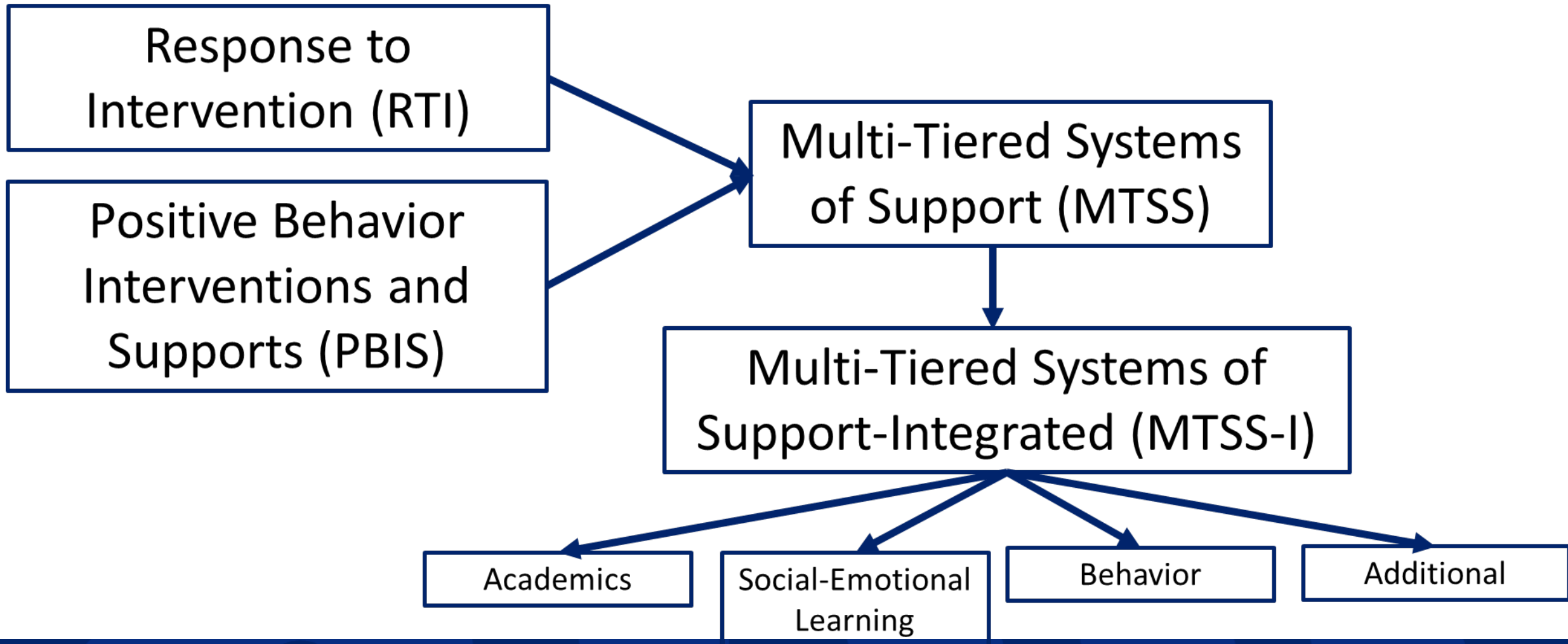
What is MTSS?

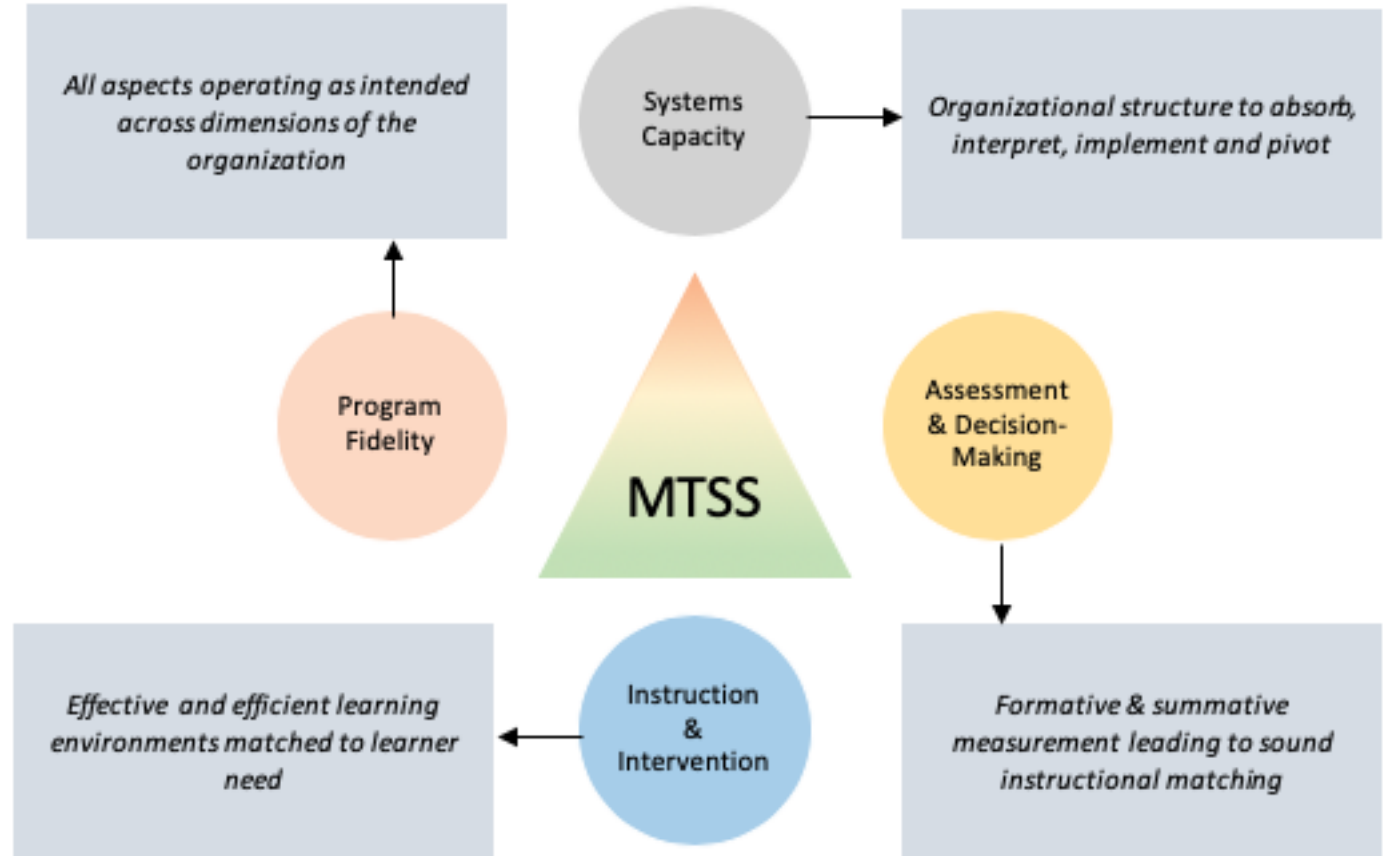# Before we begin…

Turn to your shoulder partner…

- **1st Person** explains "what is MTSS?" in their words in 1 minute

- **2nd Person** reflects and gives feedback and/or additional details

The Evolution of Tiered Systems

Response to Intervention (RTI)

Positive Behavior Interventions and Supports (PBIS)

Multi-Tiered Systems of Support (MTSS)

Multi-Tiered Systems of Support-Integrated (MTSS-I)

Academics

Social-Emotional Learning

Behavior

Additional

MTSS-I

- The New York State Education Department's (NYSED'S) Multi-Tiered System of Supports – Integrated (MTSS-I) Framework includes four components.

- Was developed in consideration of numerous existing frameworks.

All aspects operating as intended across dimensions of the organization

Systems Capacity

Organizational structure to absorb, interpret, implement and pivot

Program Fidelity

MTSS

Assessment & Decision-Making

Effective and efficient learning environments matched to learner need

Instruction & Intervention

Formative & summative measurement leading to sound instructional matching

MTSS...

- **is** a **data-driven decision-making framework** for:
  - increasing the *effectiveness, efficiency, and equity* of delivered instruction
  - rapidly identifying students being left behind
  - continuous improvement
  - implementing *scientifically* backed practices
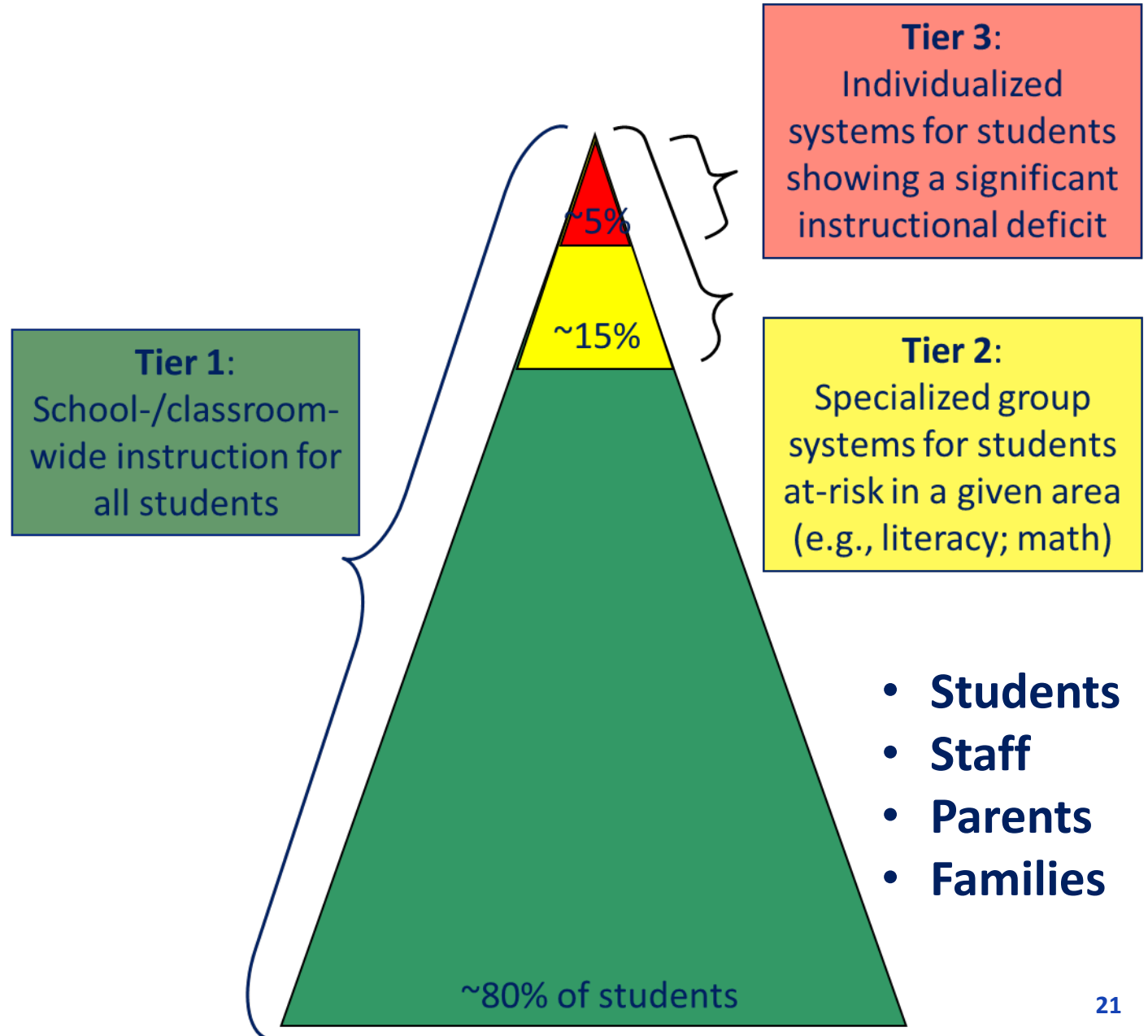
MTSS Continued…

is not an educational fad.

- is supported by research going back over 40 years!
- is encouraged by federal law
- Is a common feature of highly successful schools and districts that "beat the odds"

MTSS...

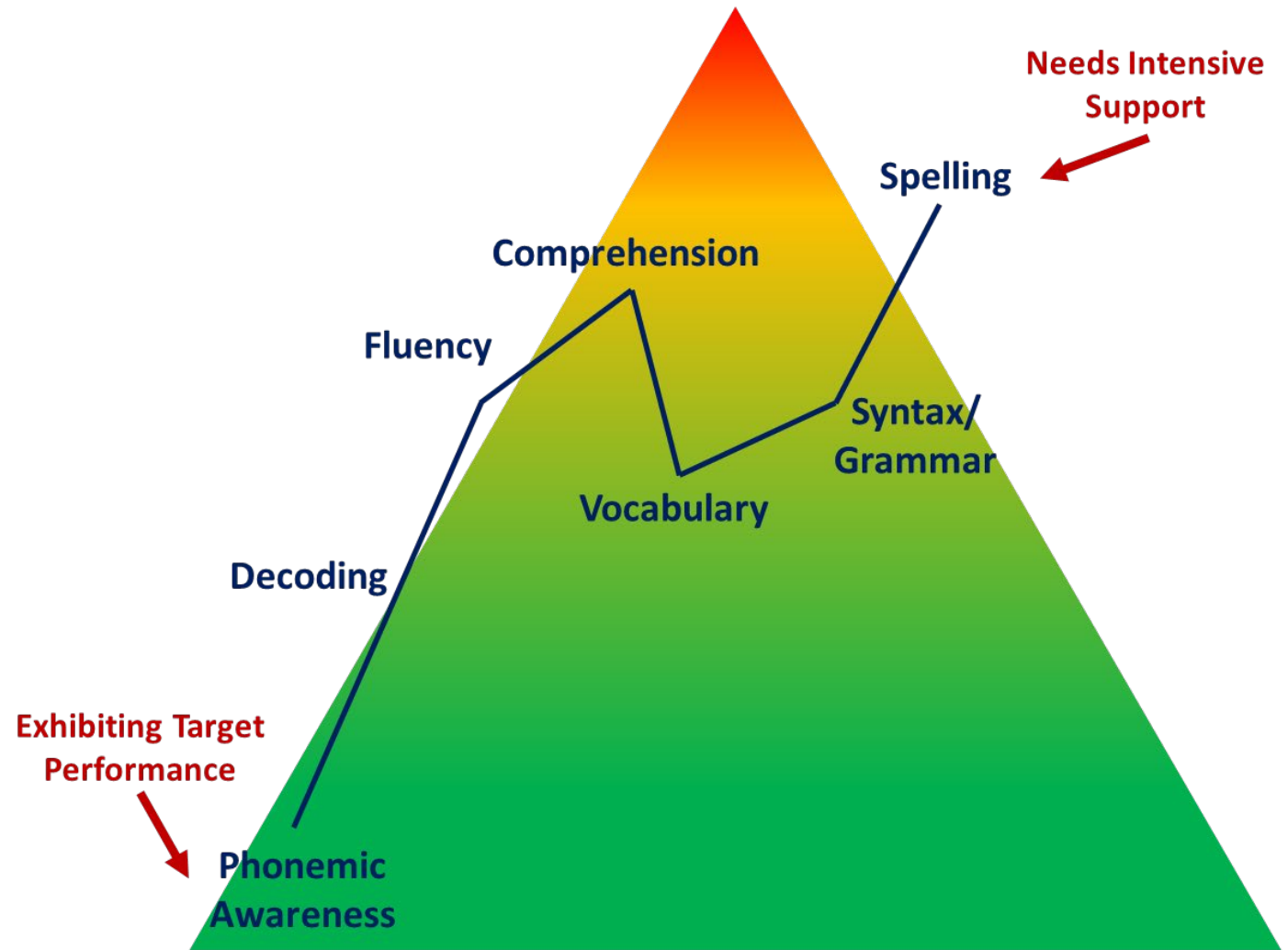is <u>not</u> an action leading to referral to special education.

- prevents "instructional casualties" by rapidly responding to problems as they occur

- supports students with existing disabilities and those at-risk.

- provides **equitable** and **appropriate** education to all students.

The Multi-Tiered Framework

Tier 3: Individualized systems for students showing a significant instructional deficit

Tier 2: Specialized group systems for students at-risk in a given area (e.g., literacy; math)

Tier 1: School-/classroom-wide instruction for all students

~5%

~15%

~80% of students

- Students
- Staff
- Parents
- Families

The Multi-Tiered Framework II

Instructional Support for an Individual Student

Needs Intensive Support

Spelling

Comprehension

Fluency

Syntax/Grammar

Vocabulary

Decoding

Exhibiting Target Performance

Phonemic Awareness

Beginning the Journey

- We begin MTSS implementation at Tier 1 because:
  - Nearly all students, **including students with disabilities**, spend most of their time in Tier 1.
  - High-quality Tier 1 instruction serves as both intervention and prevention.
  - It anchors more intensive intervention.
  - It aligns core concepts and lessons across classrooms and grades.

Does MTSS work?

- Alignment with MTSS fundamentals (e.g., tiered systems; formative assessments) has been shown through high-quality experimental research to:

  ✓ **Improve educational *equity* across students**

    (e.g., Vellutino et al., 2006; Al Otaiba et al., 2014; Torgesen et al., 2009; VanDerHeyden et al., 2007)

  ✓ **Optimize *outcomes* for students at-risk**

    (e.g., Gettinger & Stoiber, 2007; Stecker et al., 2000; Vaughn et al., 2003; Wanzek et al., 2018)

Your Turn!

Turn to your shoulder partner…

- **1st Person** explains "what is MTSS?" in their words in 1 minute
- **2nd Person** reflects and gives feedback and/or additional details

"Big" Questions in MTSS

Assessment	Materials	Practices
• Are we screening and progress monitoring? • With valid tools? • In a consistent way? • Linking decision-making?	• Does curriculum align with "big ideas" in reading? • Are our interventions valid, given the observed problems?	• Are teachers using principles of explicit instruction? • Are they trained on the materials and assessments provided?

Moving to MTSS Logic – School Psychologist

The Role of the School Psychologist		
Traditional Process	➡️	**MTSS**
We'll provide extra support for those with a specific cognitive profile	➡️	We'll provide support for those who have a skill deficit, regardless of profile
We measure things we can't teach (e.g., working memory)	➡️	We measure things we can teach (e.g., phonemic awareness; reading fluency)
We'll intervene after the child fails in general education	➡️	We'll intervene before the child fails in general education
My role is evaluator	➡️	My role is problem-solver
I follow a process. So long as the process is followed, I've succeeded.	➡️	I haven't succeeded until I find the instructional environment that permits this child to achieve the target outcome.

Moving to MTSS Logic – Special Educator

The Role of the Special Educator		
Traditional Process	➡	**MTSS**
I work only with students in my classroom who have been classified	➡	I work with students at all tiers to reduce the severity of discrepancies and the incident rate of future classifications
My role is educator to students admitted into special education	➡	My role is educator to both students and colleagues to promote evidence-based practice in all settings
My role is teacher	➡	My role is problem-solver
I measure progress infrequently to inform changes to the IEP	➡	I progress monitor weekly to inform instruction and to ensure progress towards grade-level performance.

The Importance of District Capacity in Implementing MTSS

The Role of District Leadership Quote

"Put a good practice in a bad system and the system wins, no contest"
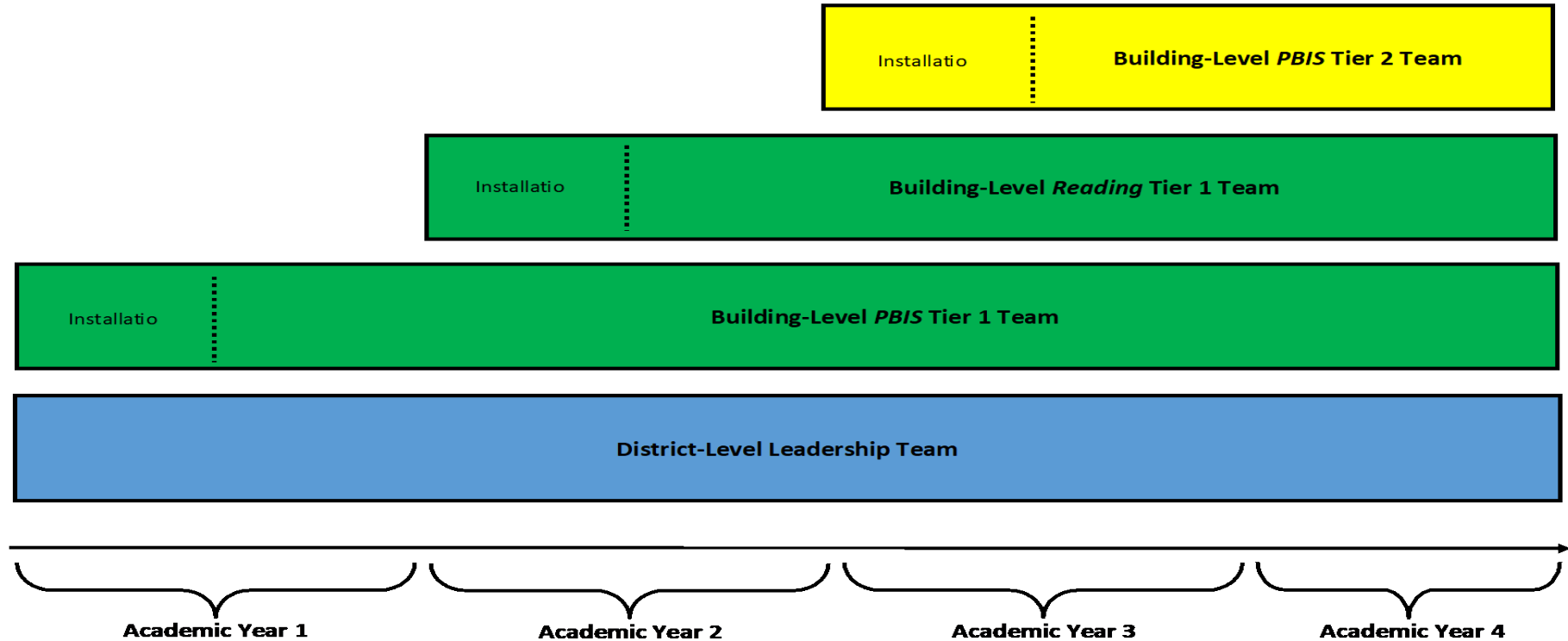
The Role of District Leadership Considerations

- A given school can use the R-TFI to guide implementation of MTSS.

- But a district team is needed to:
  1. Consider assessment and instructional material that all schools in the district use (i.e., purchasing)
  2. Ensure consistency and make decisions where to invest in training
  3. Leverage their decision-making authority
  4. Advocate to the community
  5. Ensure institutional knowledge and archiving of key information

The Role of District Leadership Diagram

Best Practice Recommendation of the
Initial Team Formation Timeline for
NYS Multi-Tiered Systems of Support - Integrated
(MTSS-I)

Decision time for teaming structure in future years

| Installation | Building-Level *PBIS* Tier 2 Team |

| Installation | Building-Level *Reading* Tier 1 Team |

| Installation | Building-Level *PBIS* Tier 1 Team |

| District-Level Leadership Team |

Academic Year 1   Academic Year 2   Academic Year 3   Academic Year 4

The New York State Education Department's (NYSED'S) Multi-Tiered System of Supports – Integrated (MTSS-I) Framework

Installation includes the following activities: identifying and contacting key stakeholders; scheduling necessary PDs; administering baseline assessments; holding initial meetings; and organizing and training relevant teams.e

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The District Implementation Team

The Role of District Leadership – Curriculum

- Curriculum and materials form a foundation for **ALL** tiers of service.

- A primary role of the district team is to **review district-wide literacy assessment, curriculum and intervention programs for alignment with the evidence-base and appropriateness based on data**.

The Role of District Leadership – Material Review

- A **materials review process** should use a formal procedure
  - Verify claims – Is a program/vendor in alignment with science/standards or just says so?
  - Are sample materials anchored in key literacy foundation (i.e., phonological awareness; phonics; vocabulary)?
  - Emphasize fluent reading?
  - Provide opportunities for training?

The Role of District Leadership

- **Resource Allocation**
  - Purchasing of screening and intervention materials
  - Investment in additional professional development
  - Compensation for leadership teams at district or school level
- **Monitor Fidelity**
  - School-level team meeting processes
  - R-TFI implementation
  - Screening and decision-making
- **Advocacy**
  - Communication with school implementors
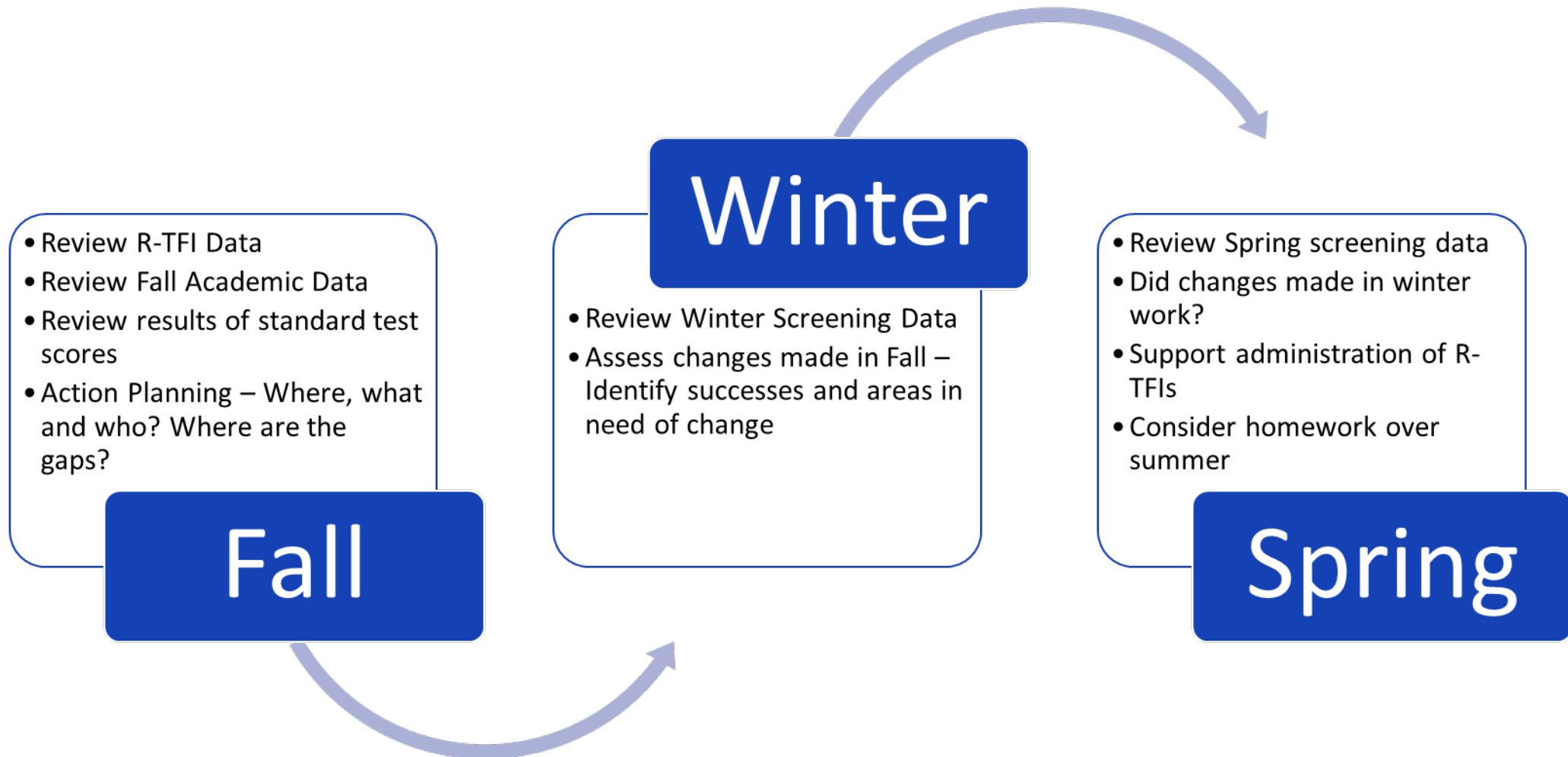 - Community members. Build buy-in for evidence-based practice

Membership of District Team

- The district team should be comprised of:
  - ✓ District level leadership
  - ✓ Representative school-level leadership
  - ✓ Literacy and math content experts
    - ✓ Including data expert(s)
  - ✓ Diverse parent/community representation
  - ✓ District Team Coordinator
- 5-10 people
- Should meet monthly

The Meeting Process

- Use the Team Initiated Problem Solving (TIPS) teaming process. This standardized meeting process will be explained in module 2.

- Bring de-identified school-level data for review
  - Aggregated curriculum-based measurement data from school/district selected vendor; standardized test scores; R-TFI data.

- Problem-solve identified issues with performance and fidelity implementation.

The Meeting Process

Winter

Fall
- Review R-TFI Data
- Review Fall Academic Data
- Review results of standard test scores
- Action Planning – Where, what and who? Where are the gaps?

Winter
- Review Winter Screening Data
- Assess changes made in Fall – Identify successes and areas in need of change

Spring
- Review Spring screening data
- Did changes made in winter work?
- Support administration of R-TFIs
- Consider homework over summer

The R-TFI as a Measure of MTSS Fidelity
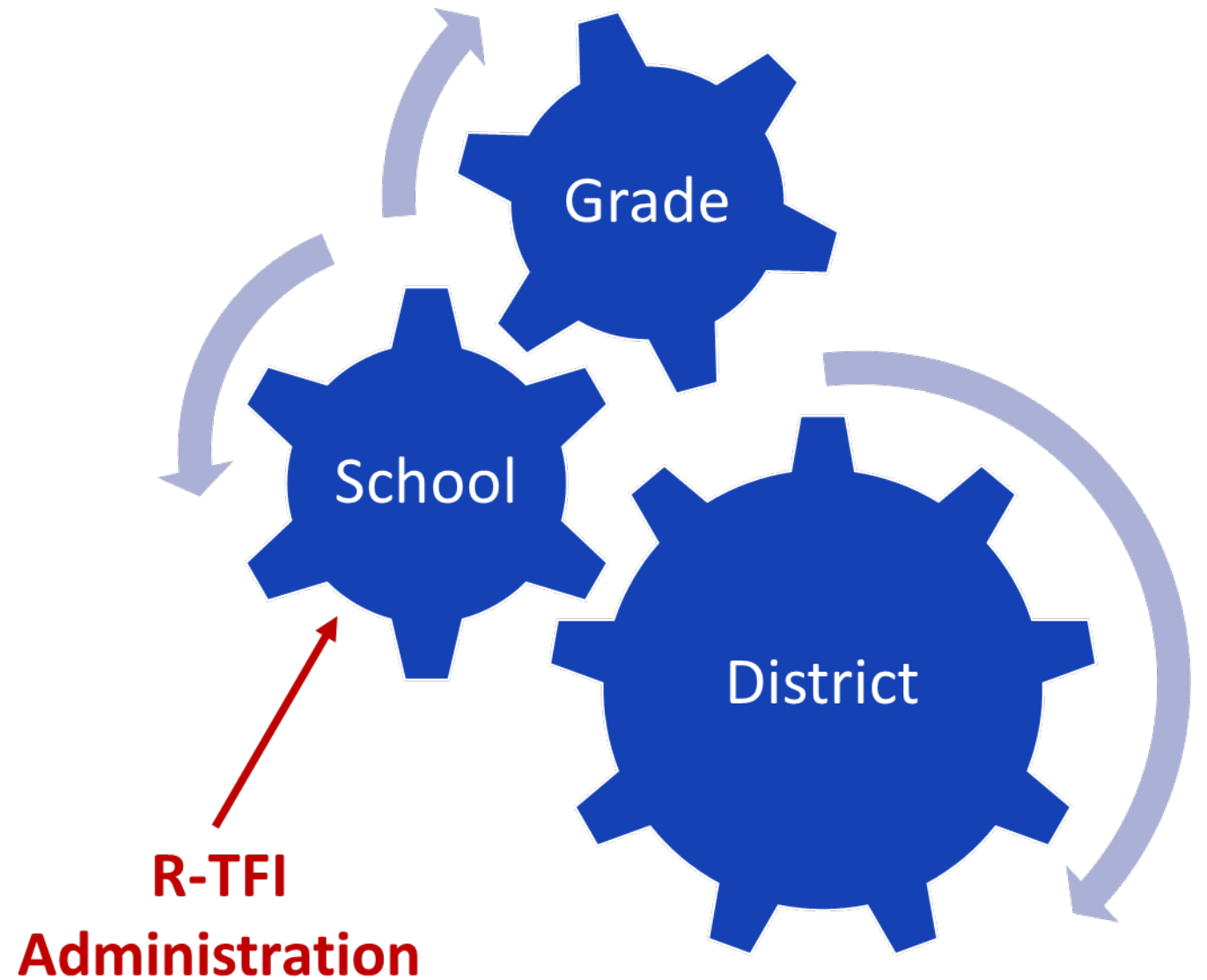
The R-TFI as a Guiding Instrument

- A standardized tool that measures the fidelity of implementation to evidence-based literacy practices within a MTSS framework.

- Meant to inform action-planning

- Completed by a school-level team but refers to actions at the **district** and **grade level**.

- The school team may use the R-TFI in whole (i.e., evaluate all tiers), but action **planning should begin with Tier 1**.

Why the R-TFI?

✓ Adopted by numerous local educational agencies and across several states.

✓ Demonstrated reliability and validity when used within a team context to drive efficient decision-making in schools
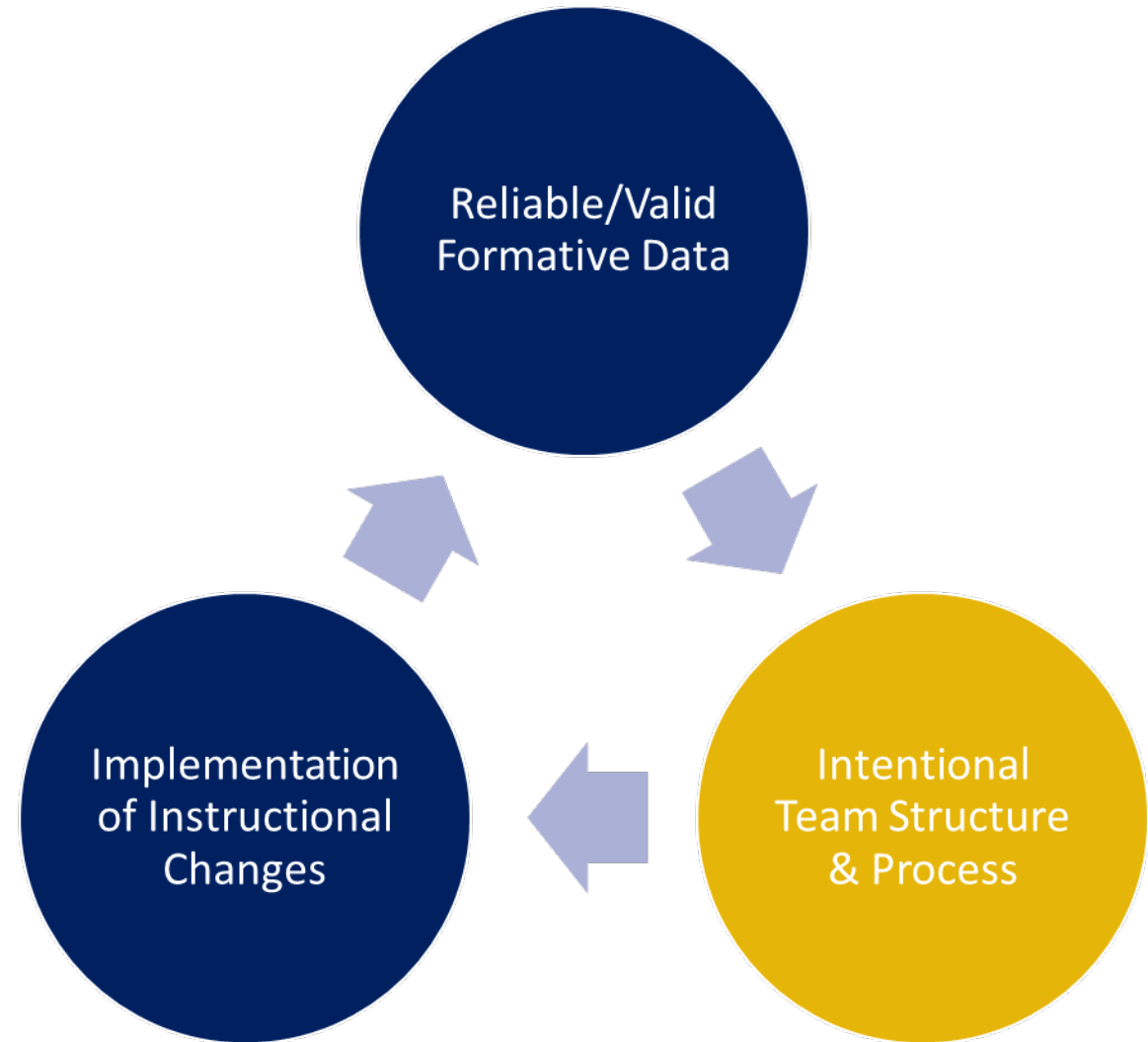
✓ Supported by free resources (e.g., data dashboard)

Teams Within the System

Using the R-TFI

Grade

School

District

R-TFI Administration

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Using the R-TFI

Formative Decision-Making

Reliable/Valid Formative Data

Intentional Team Structure & Process

Implementation of Instructional Changes

R-TFI: Example Items

Item	Item Description
1.2	The school has access to system-level coaching
1.16	Teachers access ongoing professional learning related to reading science in an MTSS framework.
1.17	All staff have access to instructional coaching that is aligned with reading science.

Next Steps

- ✓ Use the slides we presented today to make a brief introductory slideshow on MTSS for the staff in your school
  - ✓ Schedule a time to make that presentation to your school
- ✓ Schedule module 2 of this training, the *School-Level Team*, and confirm attendance
- ✓ Confirm your district-level team and schedule an initial meeting
- ✓ Schedule Related Training
  - ✓ *Science of Reading; Best Practices in Screening*

Next Steps – R-TFI Modules

- **We'll present the R-TFI in non-sequential order to facilitate understanding:**
  - **R-TFI 1.2, 1.16, 1.17 (This module)**
    - Establishing the District Level Team
  - **R-TFI 1.1, 1.3 - 1.8 (Module 2)**
    - Establishing the School Level Leadership Team
  - **R-TFI 1.9 - 1.15, 1.18 - 1.20 (Module 3)**
    - Establishing the Grade Level Teams

Questions and Answers

Contact Us

Meeting Evaluation Survey

Add Survey Link