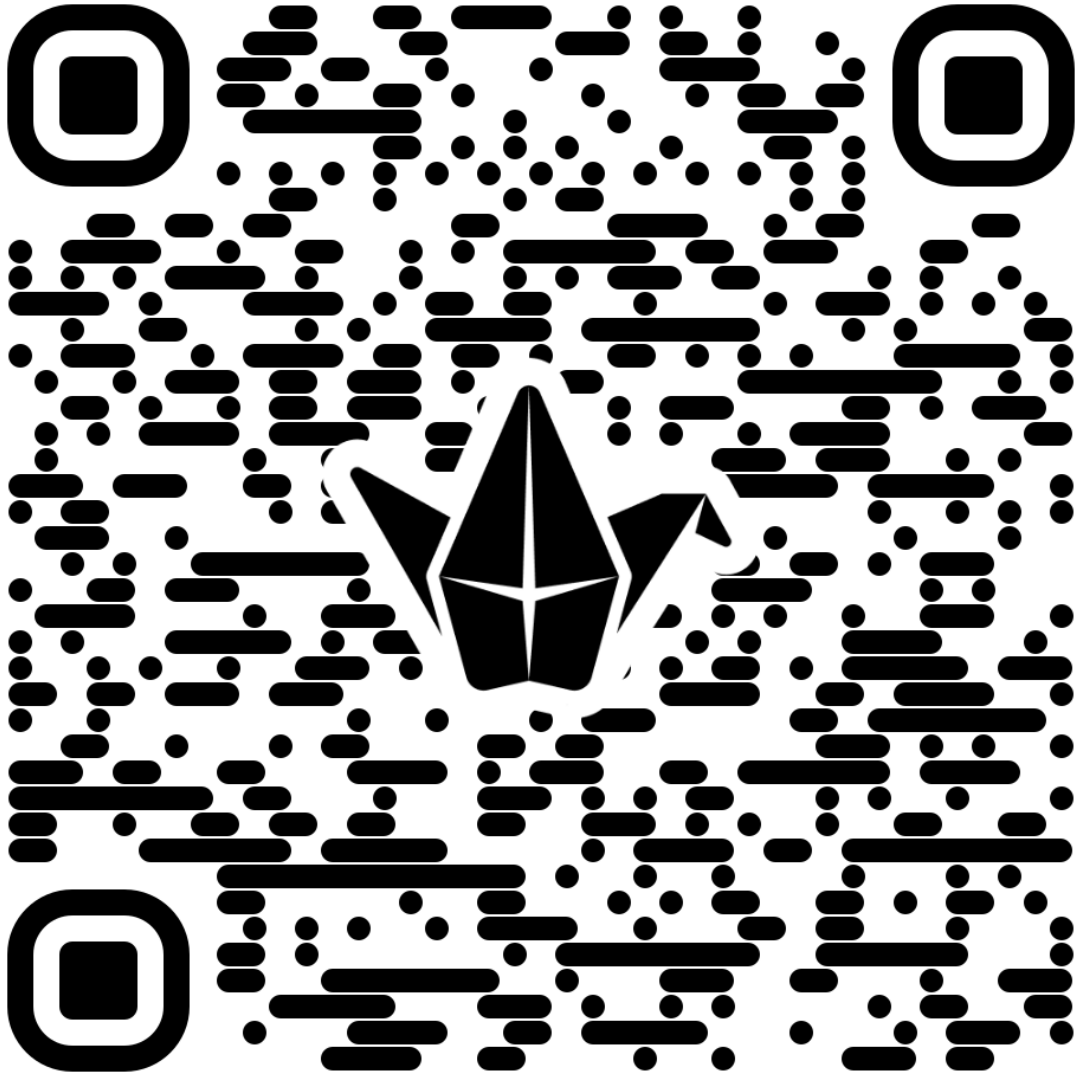
Session Padlet

https://bit.ly/CCEE-PLI25

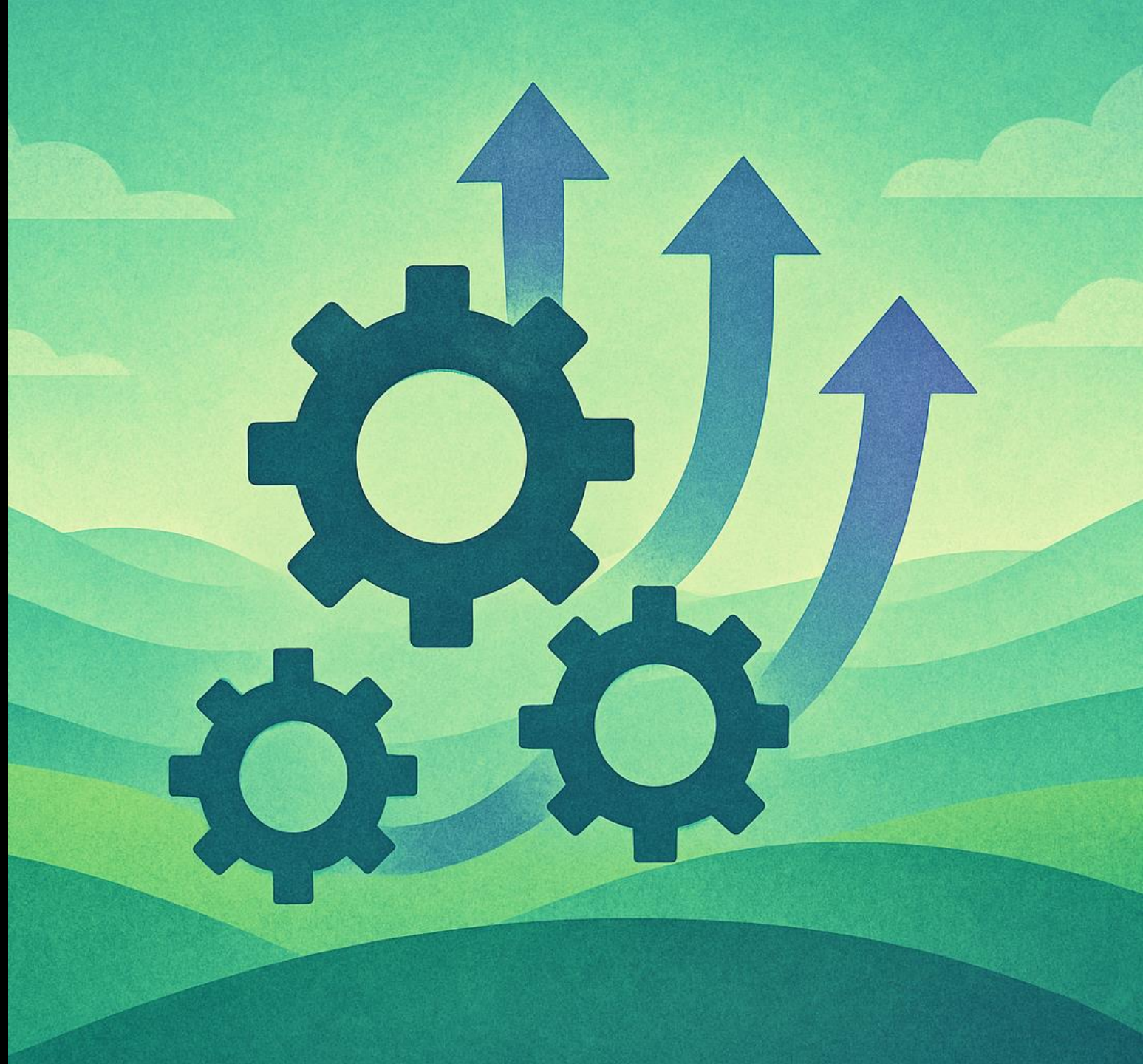


Unite Empower Impact

CALIFORNIA MTSS

STRENGTHEN YOUR SYSTEM WITH UNIVERSAL DESIGN FOR LEARNING

Tuesday, July 22nd, 2025



How Might You Respond?

Our local data shows that approximately 80% of our students require "Tier II interventions and supports".

Activity Directions

- Mill around the room and greet one another with a high five, fist bump, hug or greeting of your choice.
- When the music stops, each take turns sharing your response to:

"Our local data shows that approximately 80% of our students require Tier II interventions and supports".

Session Facilitators

Christine Olmstead
Direct Technical Assistance Lead

James McKenna
Direct Technical Assistance Lead

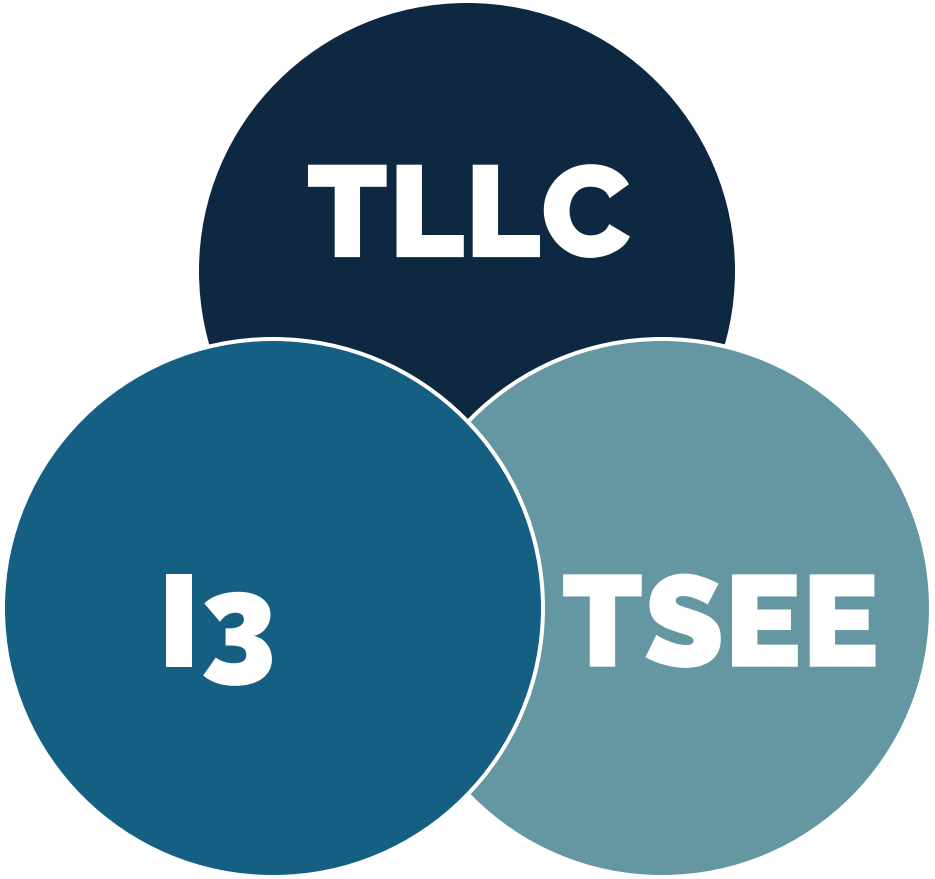
Dorcas Kong
Senior Manager

Unite Empower Impact

CALIFORNIA MTSS 2025 PROFESSIONAL LEARNING INSTITUTE

Who is the California Collaborative for Educational Excellence (CCEE)?

ccee
California Collaborative
for Educational Excellence



CALIFORNIA STATEWIDE SYSTEM OF SUPPORT

Updates Resource Hub & Directory

WELCOME TO THE STATEWIDE SYSTEM OF SUPPORT

https://systemofsupport.org/

Other sessions to further your learning:

July 22, 2025 2:20 PM-3:35 PM	July 23, 2025 8:30 AM-9:45 AM
The Throughline: Operationalizing the Statewide System of Support Resources **Learning Objectives** • Dig into the Statewide System of Support Resource Hub • Connect a problem of practice to narrowed-down resources and ultimately impact for students • Workshop through scenarios with support from experts in the field, leaving with useable takeaways and confidence in navigating resources in the Hub	**Power Up Your CA MTSS: Unlock the Statewide System of Support Resource Hub for Instant Impact!** **Learning Objectives** • Master the Statewide System of Support Resource Hub to accelerate your CA MTSS implementation • Harness AI-powered collaboration to spark fresh ideas and solutions • Leave with ready-to-use tools that will make an impact tomorrow.

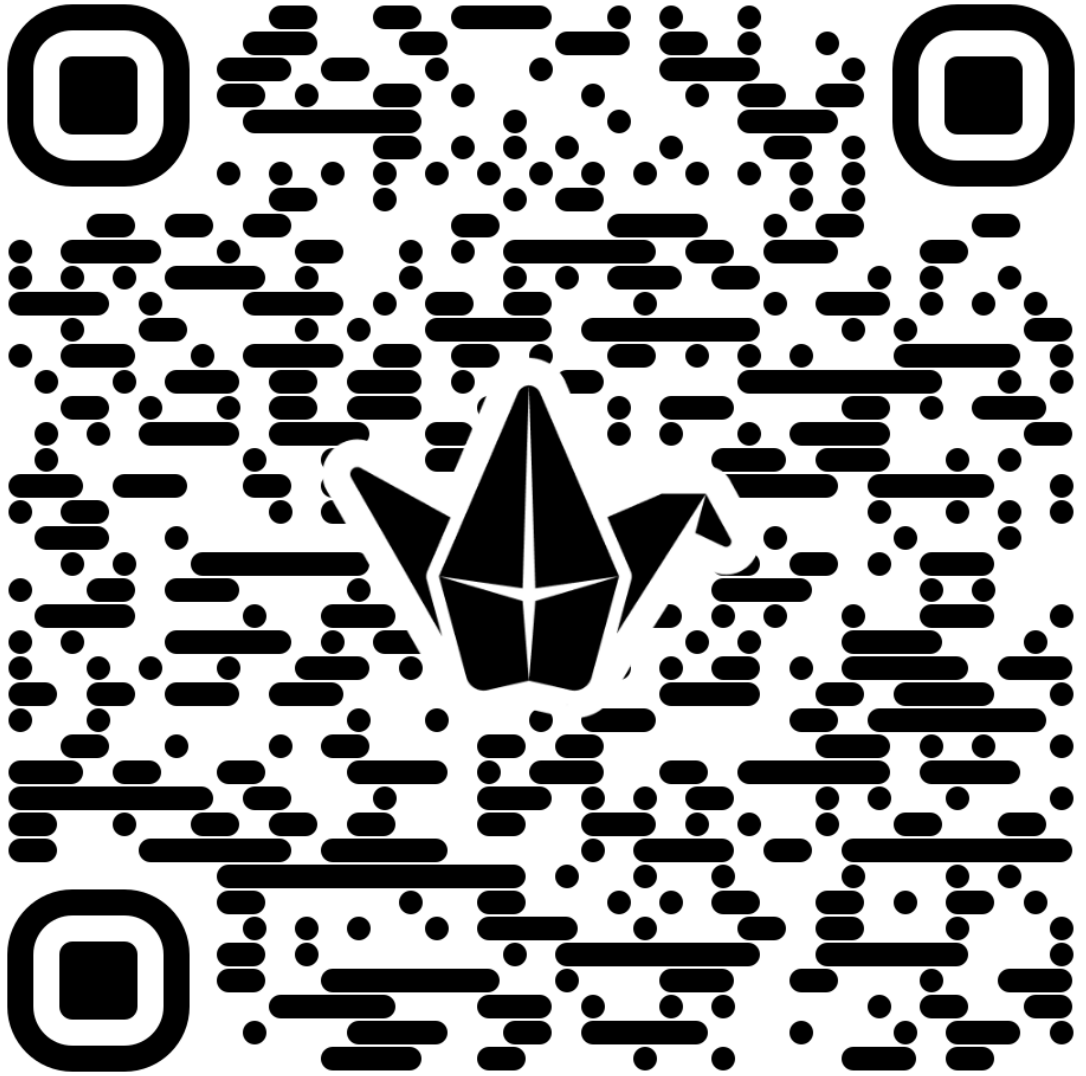
Goals for Today

Norms and Expectations

- Have Fun
- Ask Questions (this is your time)
- Lean into Learning
- Do what makes you comfortable
- “Yes, if…” vs. “No, because…”

Session Padlet

https://bit.ly/CCEE-PLI25



Unite Empower Impact

CALIFORNIA MTSS

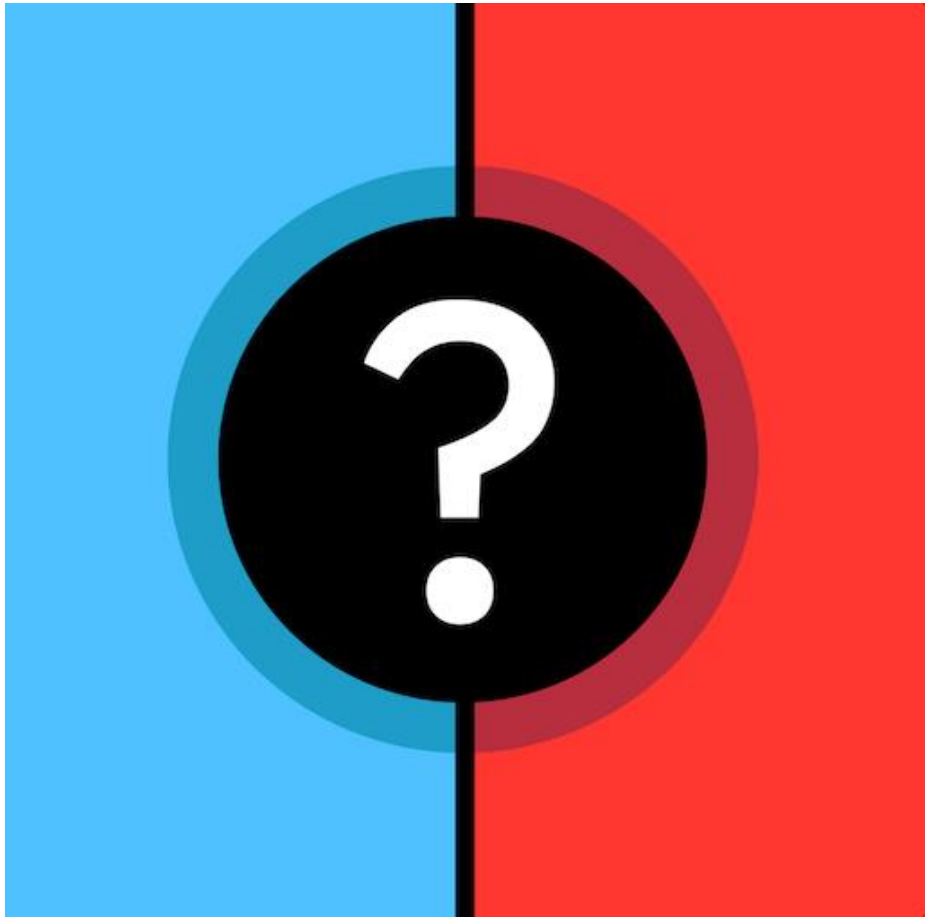
Why Tier I Matters

The Case for Best First Instruction

Would You Rather...?

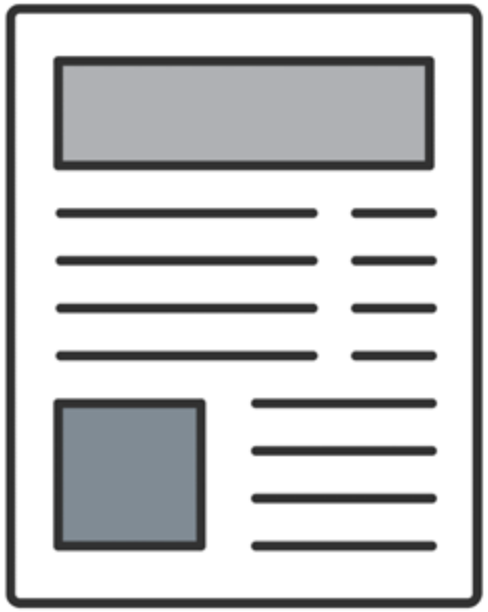
Activity Directions:

- Make a choice.
- Move to the side of the room that matches your choice.
- Be ready to reflect and share why!

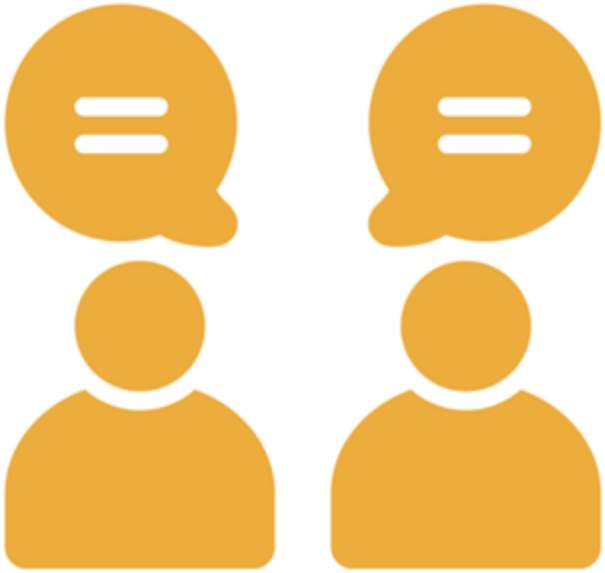


Source: Catlin Tucker's "Would You Rather: Designing With Choice in Mind" Activity (slides)

Would you rather…?

Read an article	Listen to a podcast
	

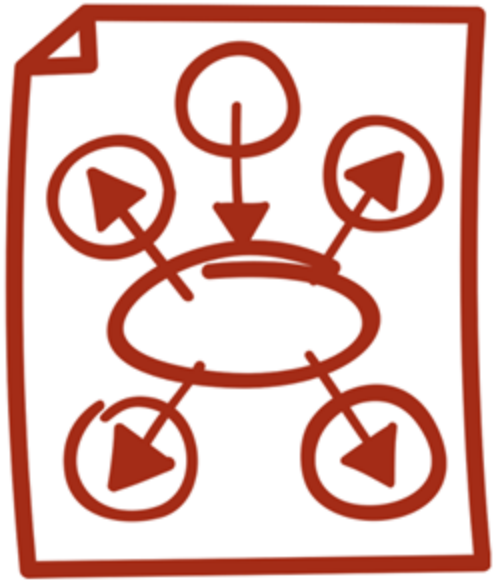
Would you rather…?

Engage in a small group discussion	Participate in an asynchronous online discussion
	

Would you rather…?

Work alone	Work in pairs or small groups

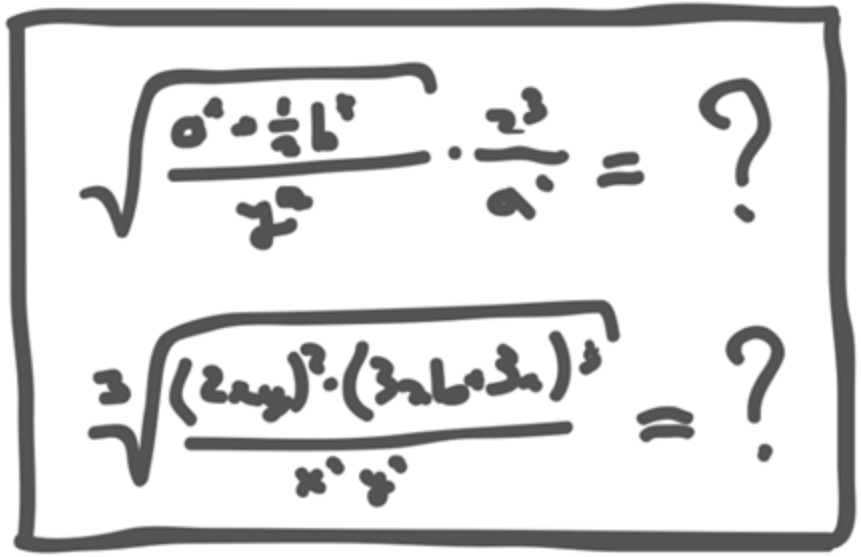
Would you rather…?

Complete a writing task to make connections between concepts	Complete a concept map to show connections between concepts
	

Would you rather…?

Conduct online research	Interview a family member or friend

Would you rather…?

Pen and paper practice or review	Practice or review with an online program
	

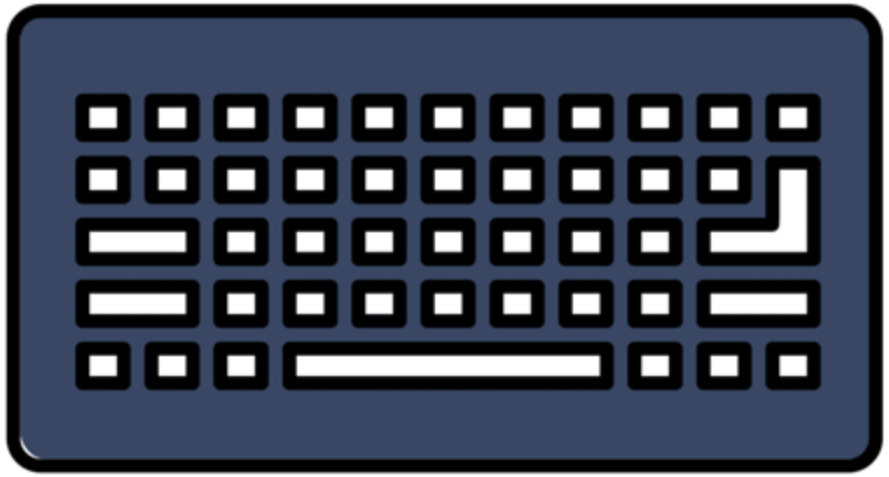
Would you rather…?

Watch a video and complete an Edpuzzle lesson	Participate in teacher-led, small group instruction

Would you rather…?

Take notes or annotate	Draw sketchnotes

Would you rather…?

Record a verbal explanation	Submit a written explanation
	

What Did You Notice?

Multi-Tiered System of Support (MTSS)

Why Tier 1 Matters

Tier 1 = First, Best Instruction

It's for ALL students. It's the foundation of MTSS.

When Tier 1 is Weak...	When Tier 1 is Strong...
• More students flagged for Tier 2 • Overloaded systems • Students fall behind	• Fewer students need intervention • Equity is built into the core • Students are engaged, successful, included from the start

Universal Design for Learning (UDL)

UDL is the *design framework* that makes Tier 1 work – for *everyone*.

Shifts our thinking:

- From *remediation* → to **proactive planning**
- From *student deficit* → to **instructional barrier**
- From *one-size-fits-all* → to **flexible inclusive design**

UDL = Designing from the margins in

Why Your Data Matters for Tier 1

Data isn't just for identifying who's struggling… It helps us reflect on how Tier 1 is landing.

What is your data telling you about:

- *Access?*
- *Inclusion?*
- *Engagement?*
- *Design?*

The Curb-Cut Effect

Let's Revisit Our Opening Scenario...

"Our local data shows that approximately 80% of our students require "Tier II interventions and supports".

That's not a Tier 2 problem.

That's a **Tier 1 signal**.

Question to ask:

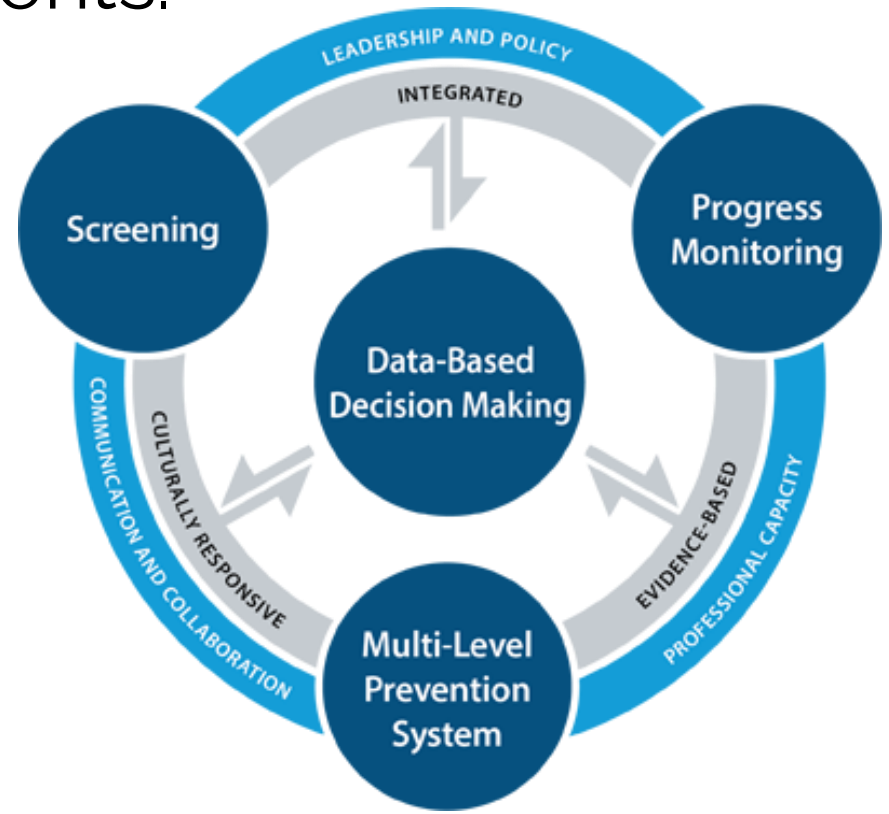
What did our design miss?

Tier 1 Data is a Feedback Loop

Don't just use data to diagnose students.
Use it to **diagnose instruction**.

Look beyond scores:

- Who's opting out?
- Who's disengaged?
- Who's repeatedly redirected?
- What patterns are we seeing?



Source: AIR's Essential Components of MTSS

What We're Aiming For

A strong Tier 1 – grounded in **UDL** & informed by **real-time data** – helps us:

- Reach more students up front
- Reduce over-referrals
- Strengthen equity through design
- Empower educators to make adjustments early

It's not just about tracking deficits—it's about improving design.

How might we design to the margins?

California MTSS
Continuum of Support

Universal Design for Learning and differentiated instruction are integrated and implemented at all levels of the continuum of support to ensure the academic, behavior, social-emotional, and mental health development of ALL students in the most inclusive and equitable learning environment.

ALL STUDENTS

UNIVERSAL SUPPORT
Evidence-based practices are accessible by ALL students where the integration and implementation of Universal Design for Learning and differentiated instruction support academic, behavior, social-emotional, AND mental health development.

SOME STUDENTS

SUPPLEMENTAL SUPPORT
Additional services are provided to some students to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Supplemental supports are provided in addition to, not in place of universal supports, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.

FEW STUDENTS

INTENSIFIED SUPPORT
Targeted supports are provided to students with greater needs to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Intensified supports are provided in addition to, not in place of universal supports, via specialized service providers, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.

Asking the right questions...

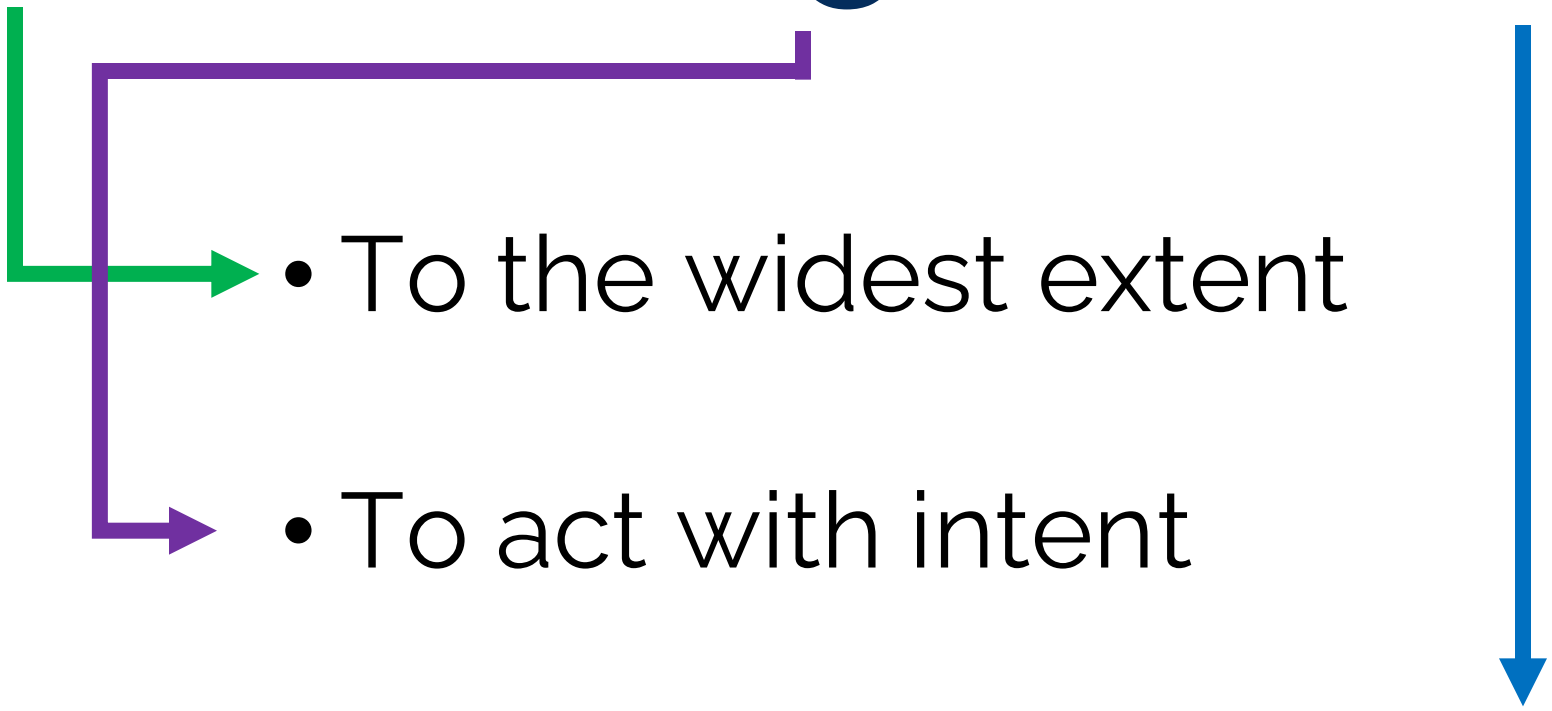
Our local data shows that approximately 80% of our students require "Tier II interventions and supports".

- What else could the data be telling us?

Framework Overview

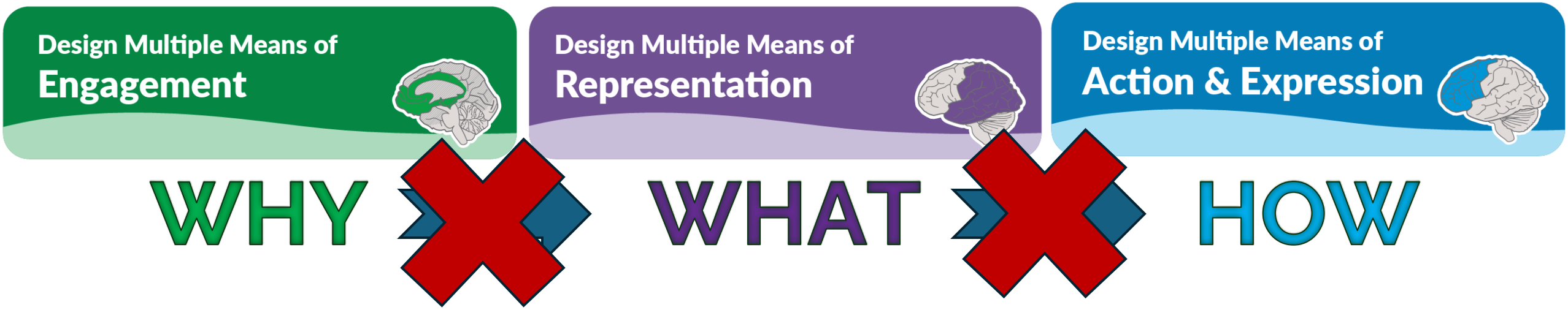
Universal Design for Learning

Universal Design for Learning

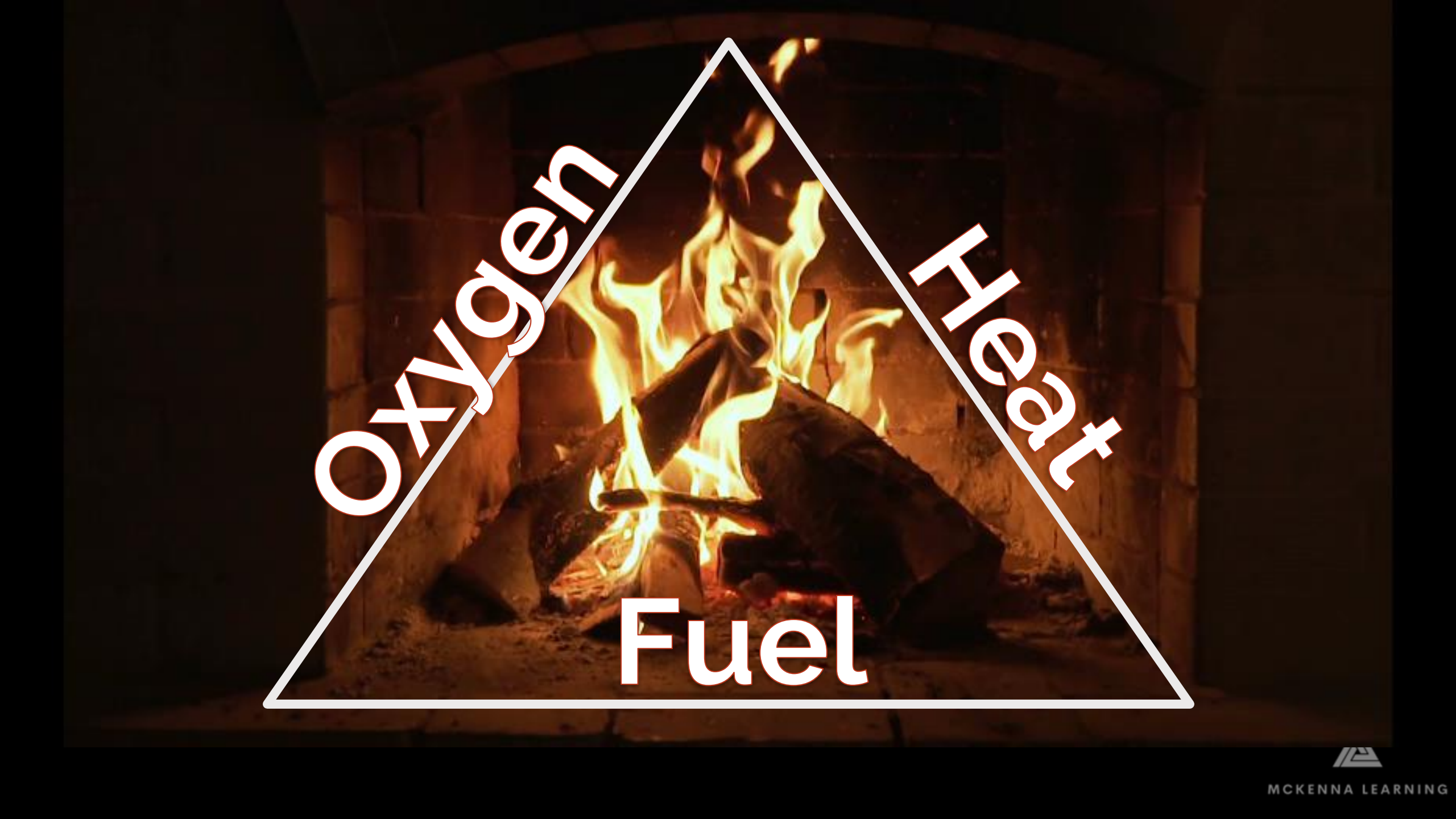


- To the widest extent
- To act with intent
- Enduring behavior change

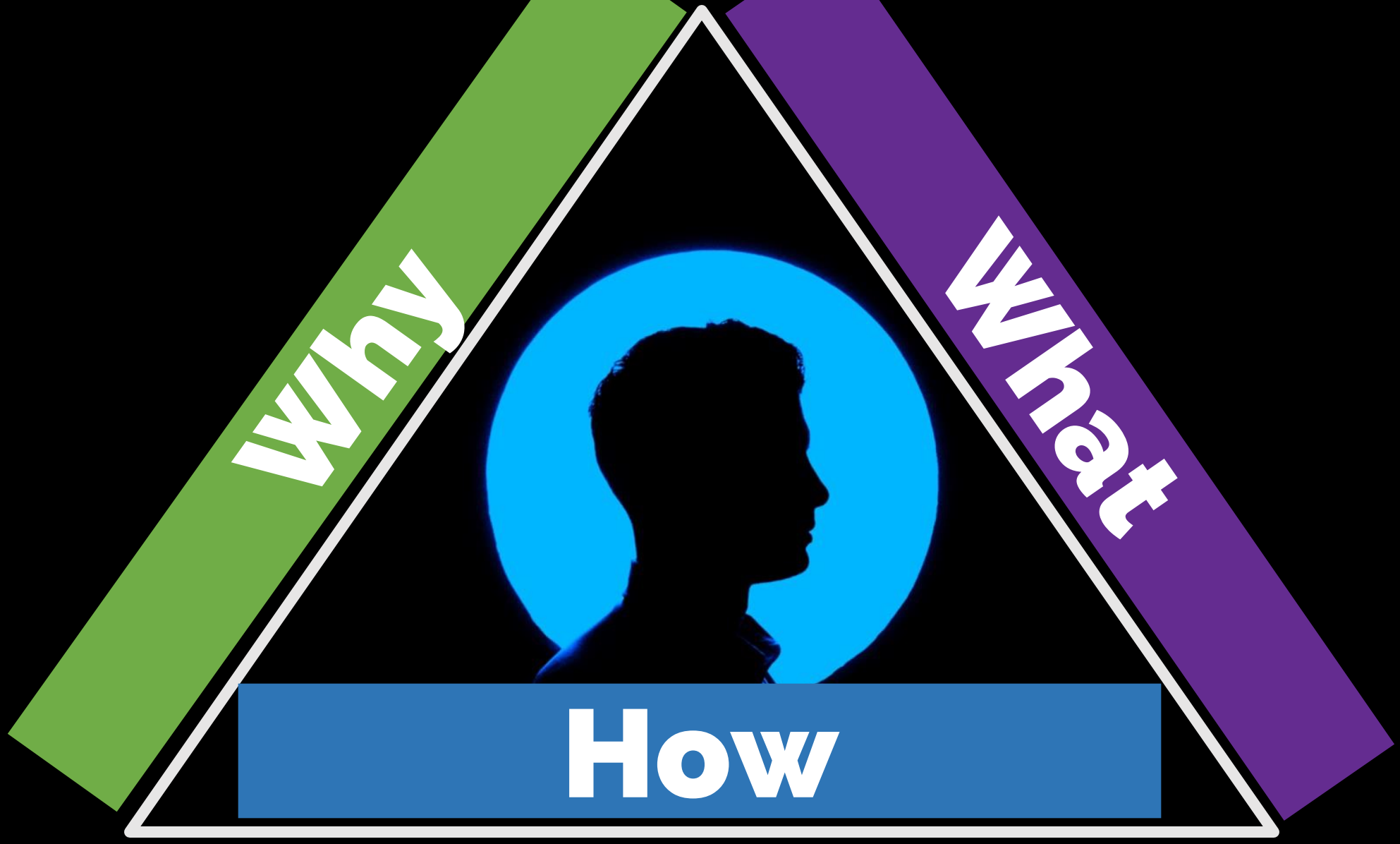
UDL Principles



UDLguidelines.cast.org



MCKENNA LEARNING


Why
What
How

Ability
Belief
Capacity

Ability: The knowledge, skills, and expertise educators need to succeed.

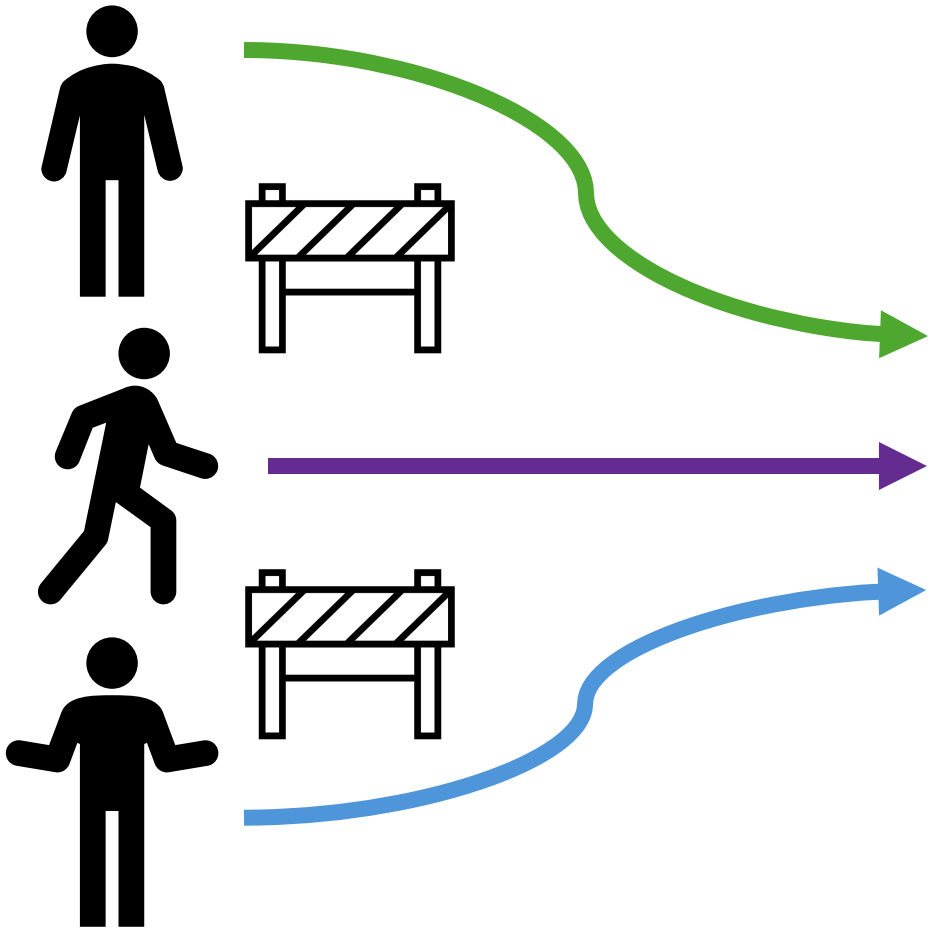
Belief: The mindset and confidence to persevere and innovate.

Capacity: The resources, systems, and conditions that enable growth.

Reflect & Discuss

- Reflect on past improvement efforts through the lens of ability, belief, and capacity?
  - To what extent were all three present and supported?
  - How did that support (or lack thereof) affect impact of the effort?

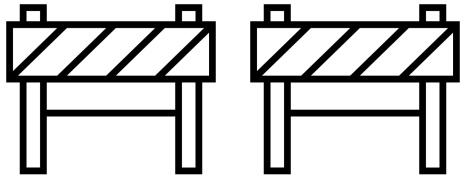
Firm Goals, Flexible Means



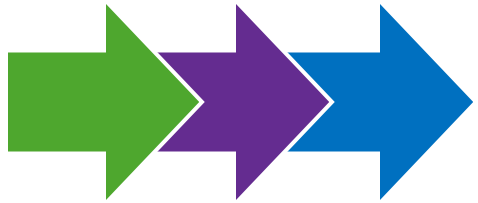
Measurable,
Standards- based

Example

- Write an argumentative essay (W.7.1)



- Finding/Citing sources
- Organizing information
- Writing style
- Keyboarding



- Curated sources & sample citations
- Graphic organizers
- Worked examples and frames
- Voice-to-text

Barriers exist in *environments*, not *people*.

Hold only those *expectations* you intend to *support.*

Time for a Break!

Voices from the Field

Speaking from Experience...

Our Panel

DJUSD
DAVIS JOINT UNIFIED SCHOOL DISTRICT

MORONGO SELPA
MORONGO UNIFIED SCHOOL DISTRICT

ccee
California Collaborative for Educational Excellence

Troy Allen & Matt Duffy

Eric Smith

Kristin Brooks

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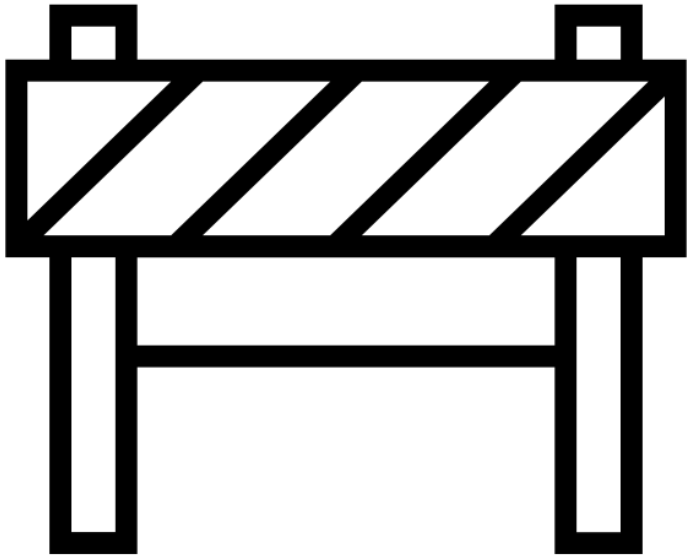
CALIFORNIA MTSS



Barriers to Implementation

Lessons Learned from Implementation

Lifting Student Voice:

Why, How, and What Did You Learn?

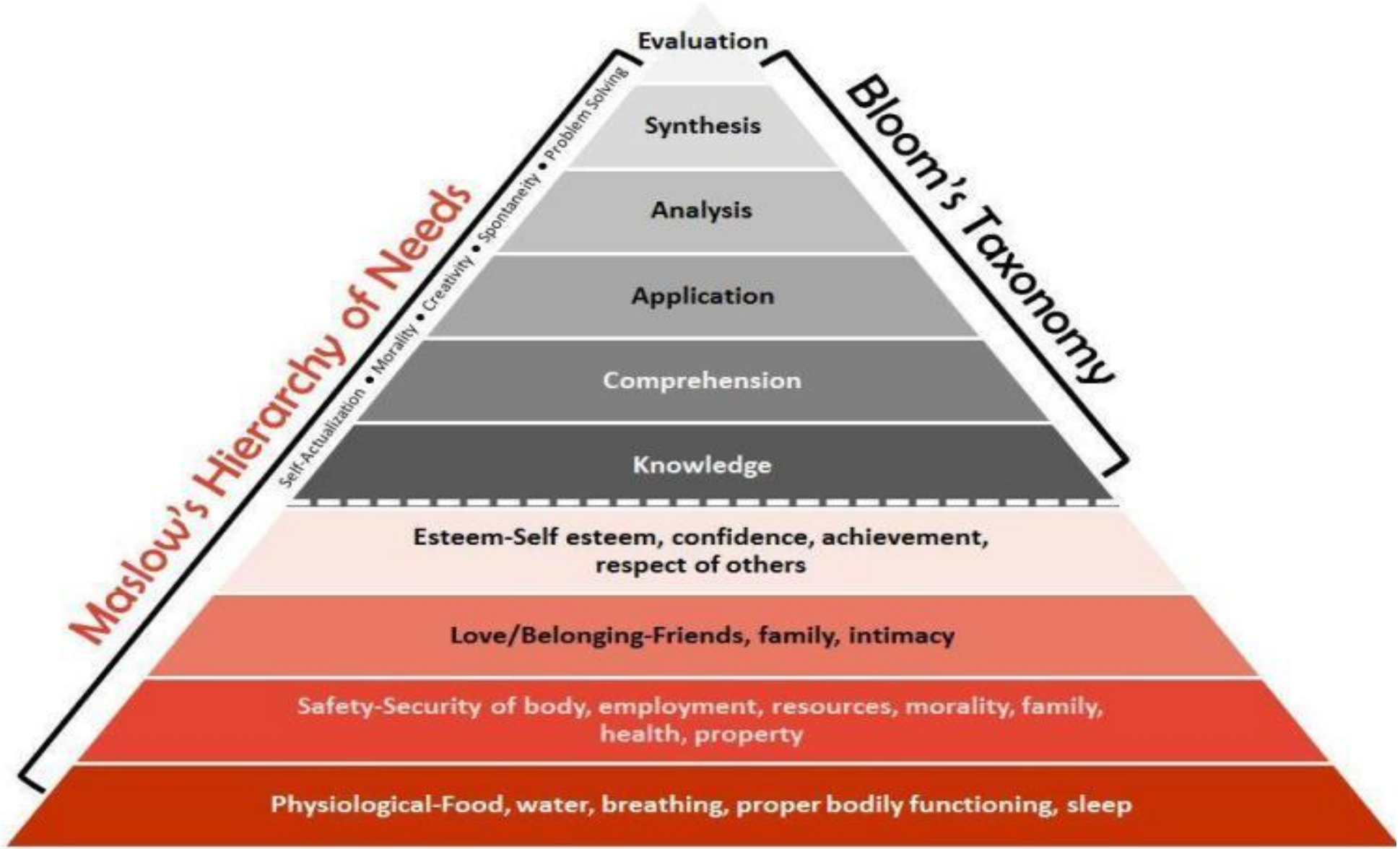
Engaging the System

Look for the Helpers

Audience Questions

Finding the Balance

Feeling Safe Enough to Do Daring Things



Maslow *before* Blooms: Context *before* Content

California MTSS FRAMEWORK

The California MTSS Framework includes 5 Domains and 11 Features. The needs of the Whole Child are successfully met when ALL Domains and Features are effectively implemented with fidelity.

CALIFORNIA MTSS
link.ocde.us/camtss

Whole Child Domain

- **Inclusive Academic Instruction Features**
- **Inclusive Behavior Instruction Features**
- **Inclusive Transformative Social-Emotional Instruction and Mental Health Support Features**

Essential Domains and Features to Support the Whole Child

Administrative Leadership Domain

Strong & Engaged Site Leadership Features

Strong Educator Support System Features

Integrated Supports Domain

Organizational Structure Features

Strong & Positive School Culture Features

Family and Community Engagement Domain

Trusting Family Partnerships Features

Trusting Community Partnerships Features

Inclusive Policy Structure and Practice Domain

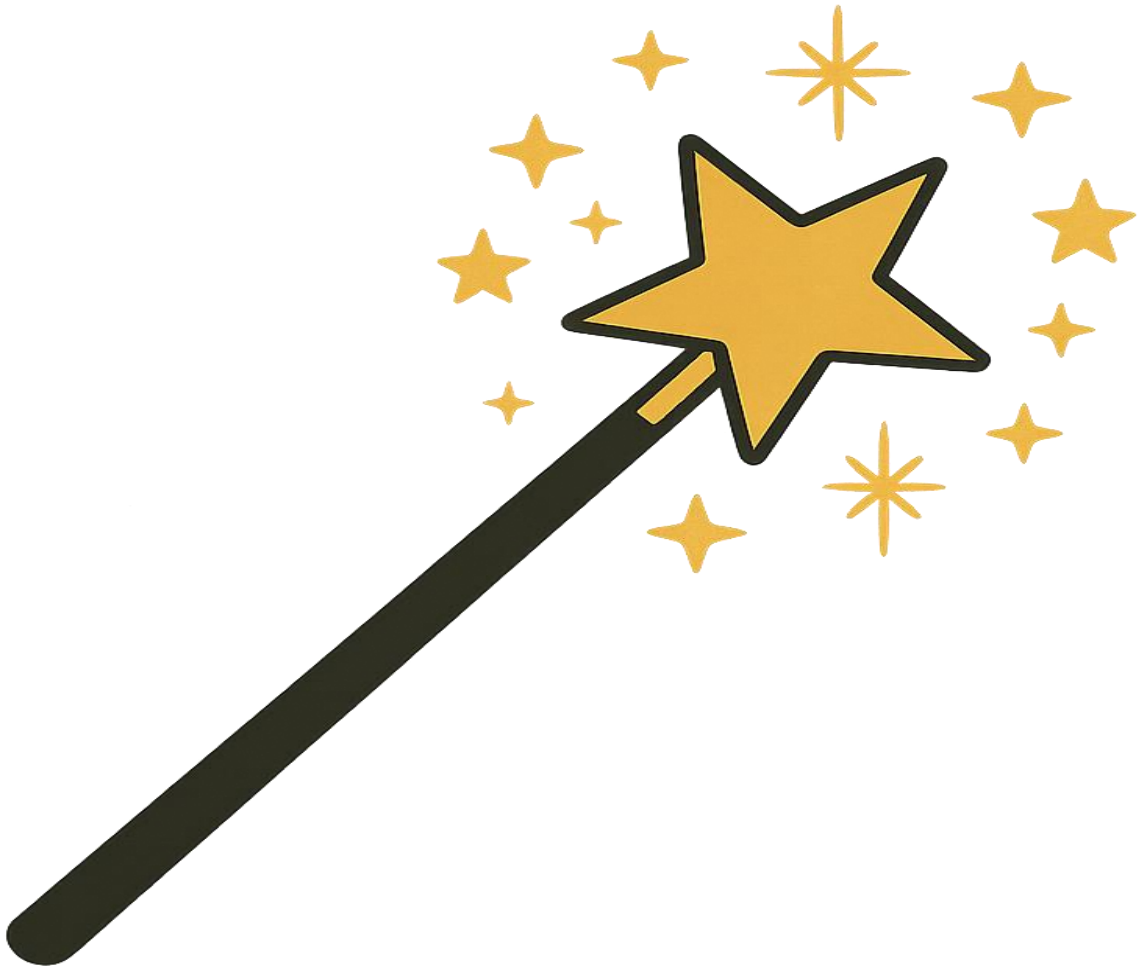
Strong LEA / School Relationship Features

LEA Policy Framework Features

Adapted with permission from: SWIFT Education Center. (2016). Domains and Features Placemat. Lawrence, KS. swiftschools.org

CALIFORNIA MTSS

Magic Wand Activity



5 Minutes

If you had a magic wand and could transform your classroom, school, or district to make **Universal Supports (Tier 1)** both *more rigorous and more inclusive*, what would you change or create — for academics, behavior, SEL, and mental health to seamlessly work together? Think UDL.

Magic Wand Activity

5 Minutes

For each idea, write the barriers that exist that keep you from making these transformations. (Refer to CA MTSS Placemat—are there any barriers in the supporting domains? Think UDL.)

Magic Wand Activity

5 Minutes

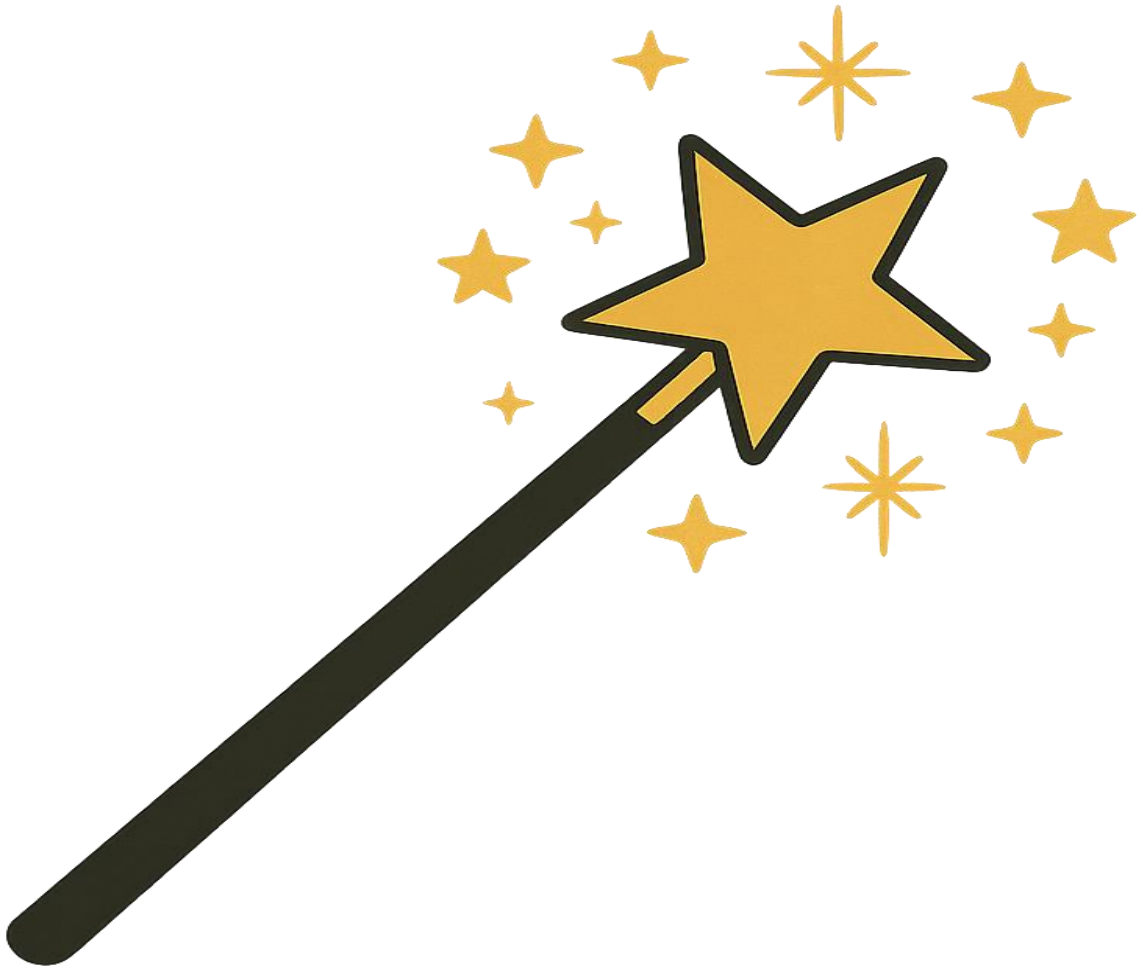
For each idea+ barrier, identify what abilities, beliefs, and/or capacities that are needed to make these transformations? Refer to the CA MTSS placemat. Think UDL.

Magic Wand Activity

10 Minutes

As a group, sort and categorize your brainstorming..

Magic Wand Activity



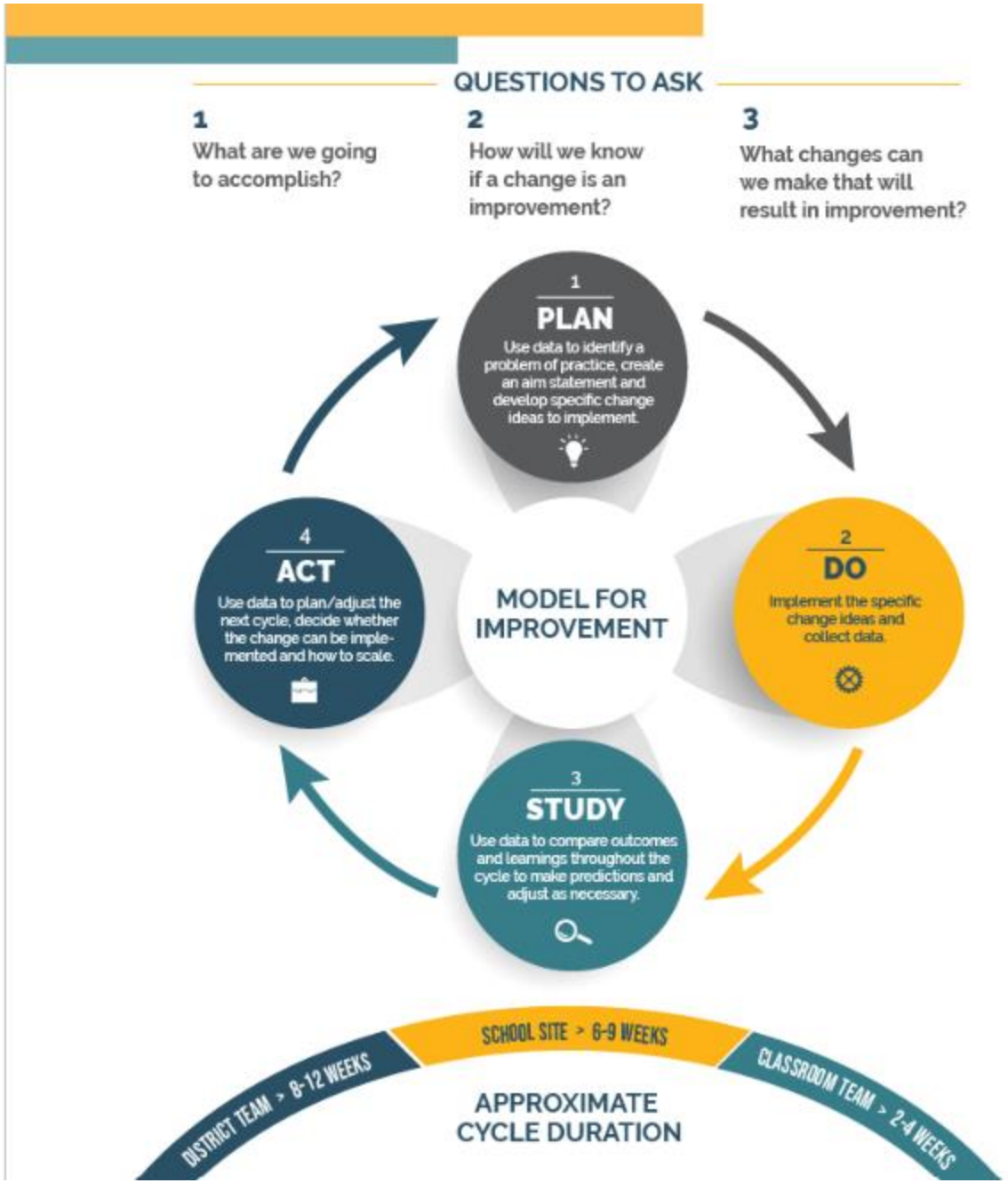
Choose 1 Idea

Using your collective capacity chart:

What would it take to make your idea work *across all tiers* of MTSS for adults and students?"

Where could your system start to take one step toward this vision?

15 minutes



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Leveraging the PDSA Cycle

Continuous improvement is an ongoing effort to improve products, services or processes. These efforts can seek "incremental" improvement over time or "breakthrough" improvement all at once.

- The PDSA Cycle is a four-step process used to drive continuous improvement.
- Focused on testing small changes, learning from them, and applying improvements in a systematic way.

Revisiting Goals

Closing Commitments

What's the next step you're going to take in your pursuit of more universally designed instruction for all students?

Thank You!

Christine Olmstead
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James McKenna
jmckenna@ccee-ca.org

Dorcas Kong
dkong@ccee-ca.org

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