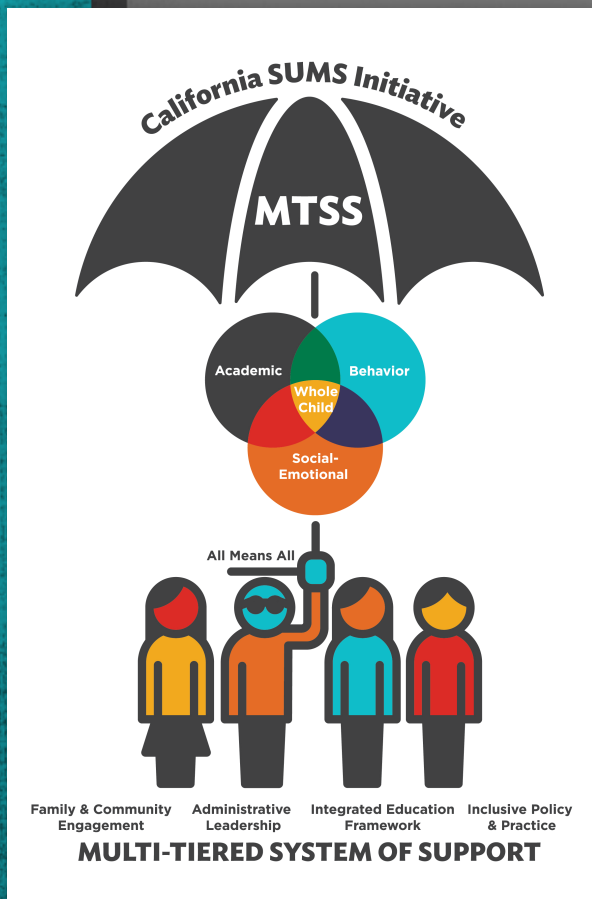


# Using MTSS for Secondary Education

Wednesday, July 26  
1:45pm - 3:45pm



**DAY ONE**

# Agenda

## Day 1

- Life Ready Student
- Overview MTSS & Four Keys
- MTSS Secondary Examples
- Reflection

## Day 2

- Importance of Why
- Overview & Examples  
of 4 Supporting Domains
- Reflection

# PURPOSE

Describe a student walking across the graduation stage who is ready to successfully transition to the world outside of high school.

## LIFE-READY STUDENTS

### 1. Individual Framing

List characteristics, skills, mindsets, and behaviors of this student. Which 1-2 of these attributes have helped you the most through transitions in your own life? Why? Think of specific examples.

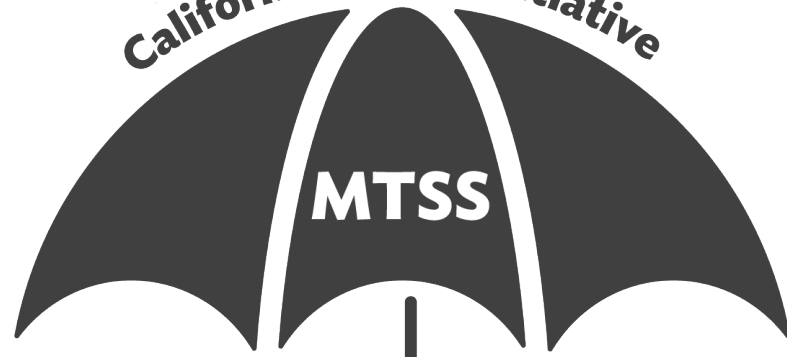
### 2. Sharing of Ideas

Get together with 1-2 people around you to share and discuss the attributes that you think were most critical to navigating life transitions.

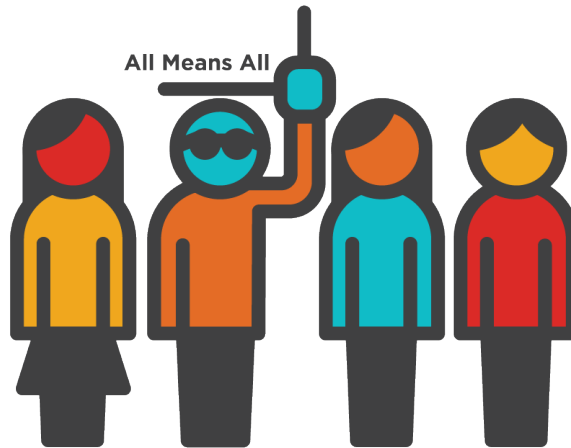
### 3. Mapping to Think, Know, Act, Go

Whole Group Share Out

# California SUMS Initiative



All Means All



Family & Community  
Engagement

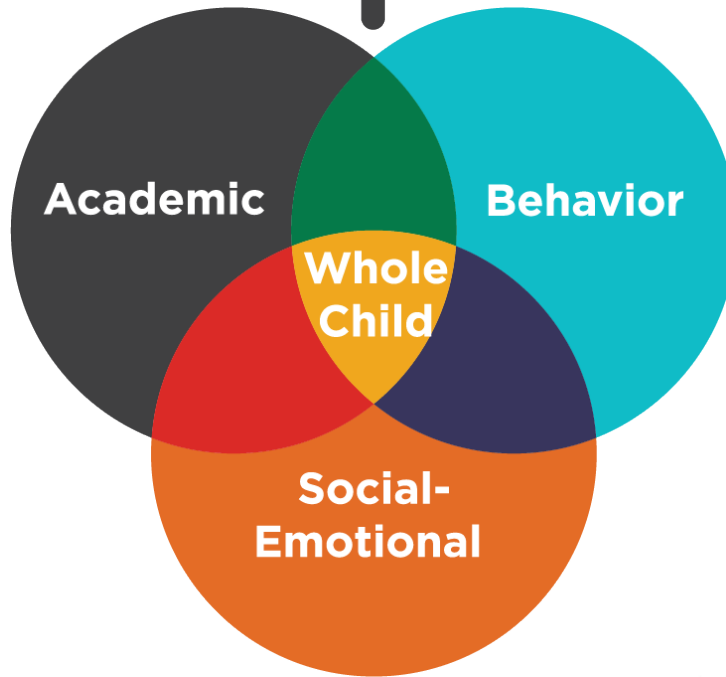
Administrative  
Leadership

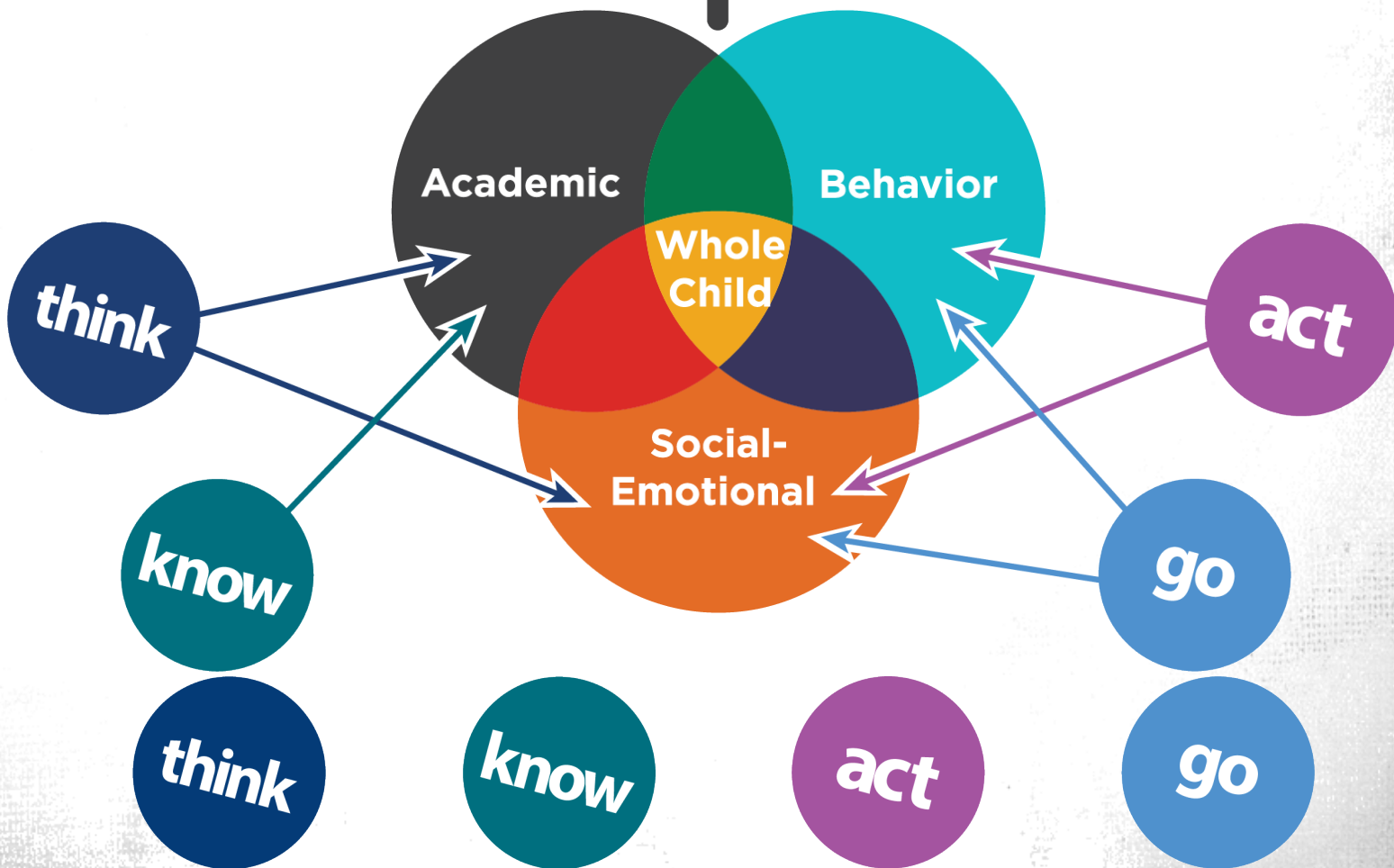
Integrated Education  
Framework

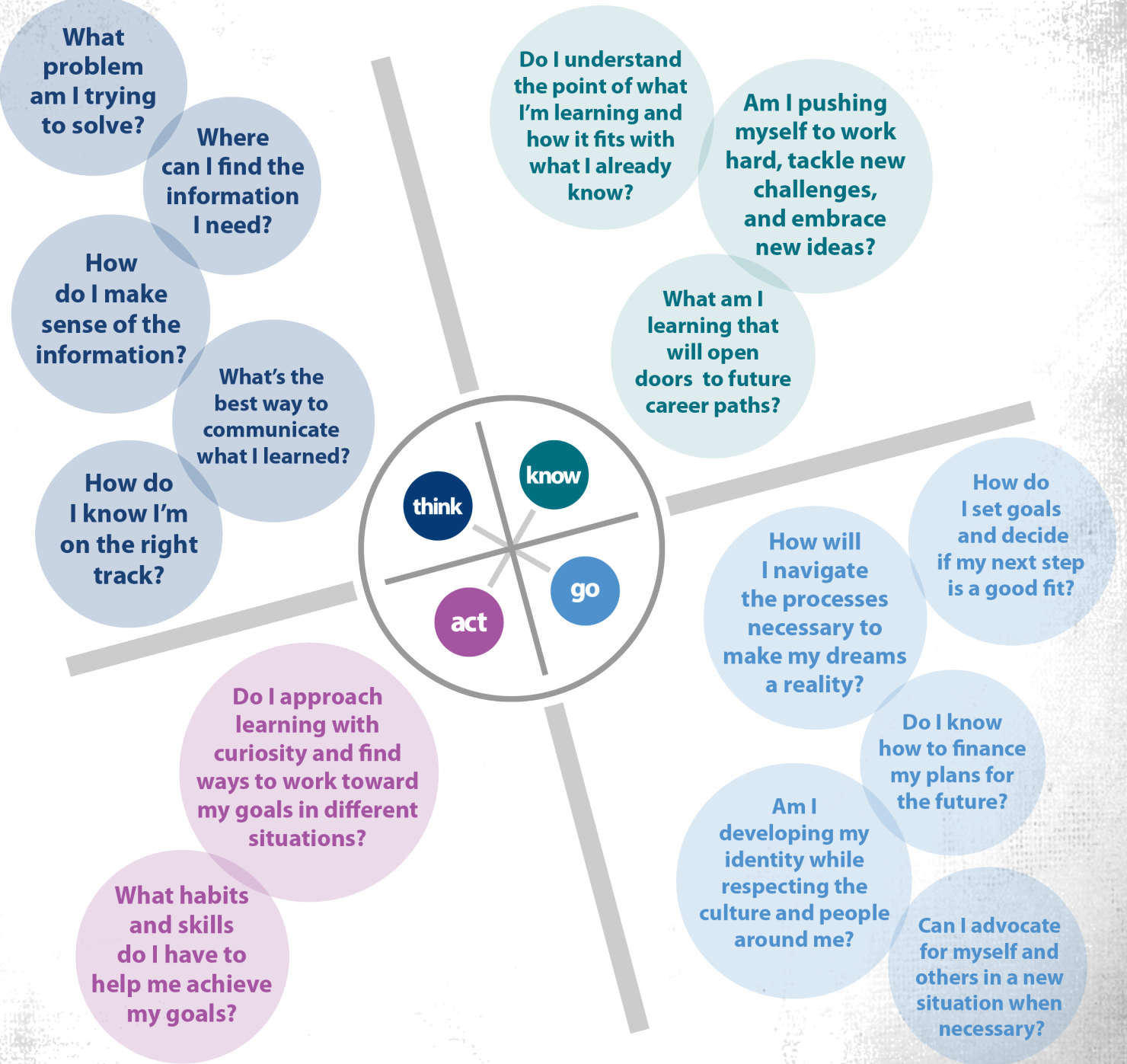
Inclusive Policy  
& Practice

## MULTI-TIERED SYSTEM OF SUPPORT

**MTSS**







USA

**“Nearly 4 out of 5 jobs destroyed by the recession were held by workers with a high school diploma or less.”**

People with a bachelor's degree or better...

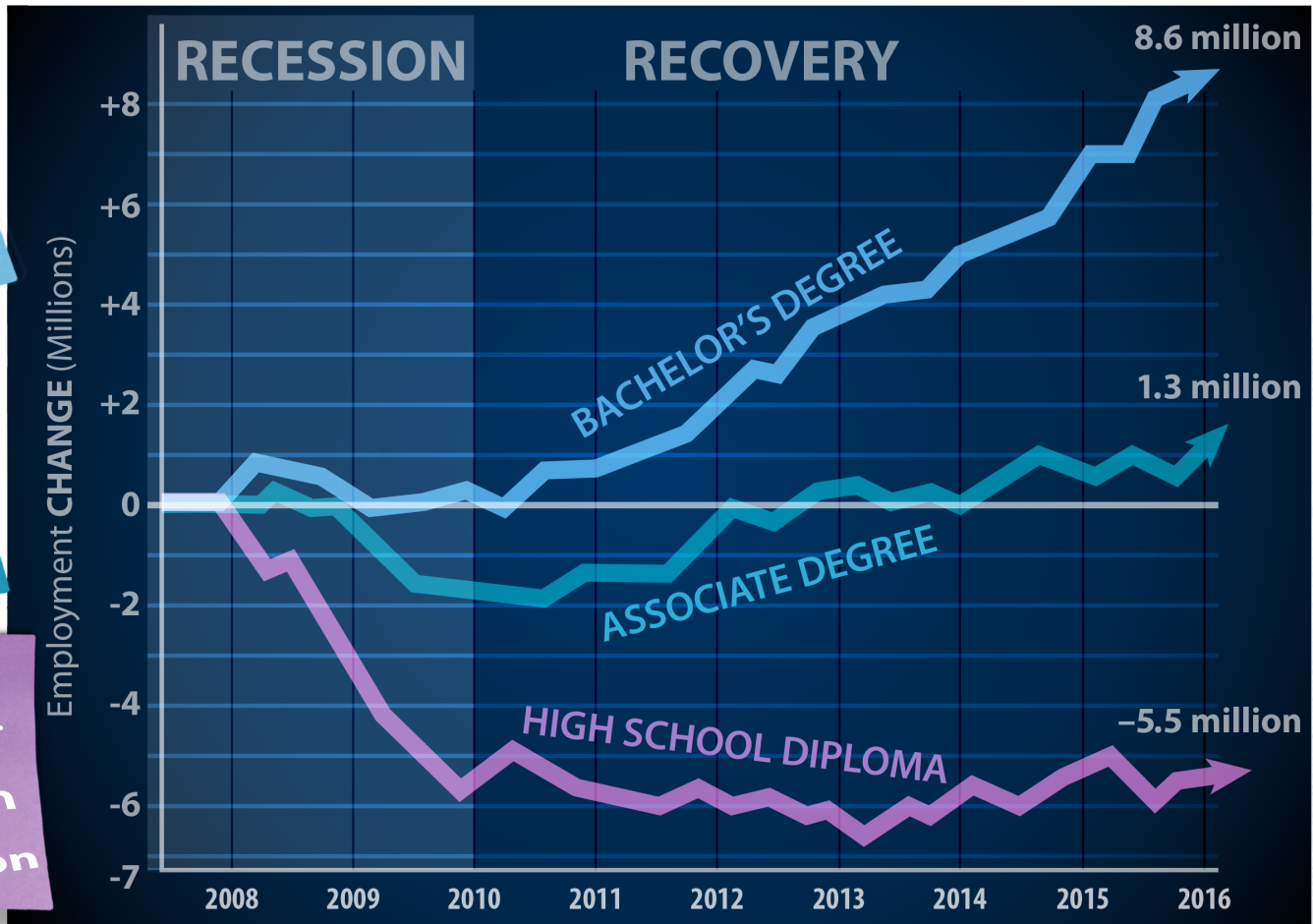
**GAINED**  
187,000 jobs  
in recession

People with some postsecondary ed or associate degree...

**LOST**  
1.75 million jobs  
in recession

People with a high school degree or less...

**LOST**  
5.7 million jobs  
in recession



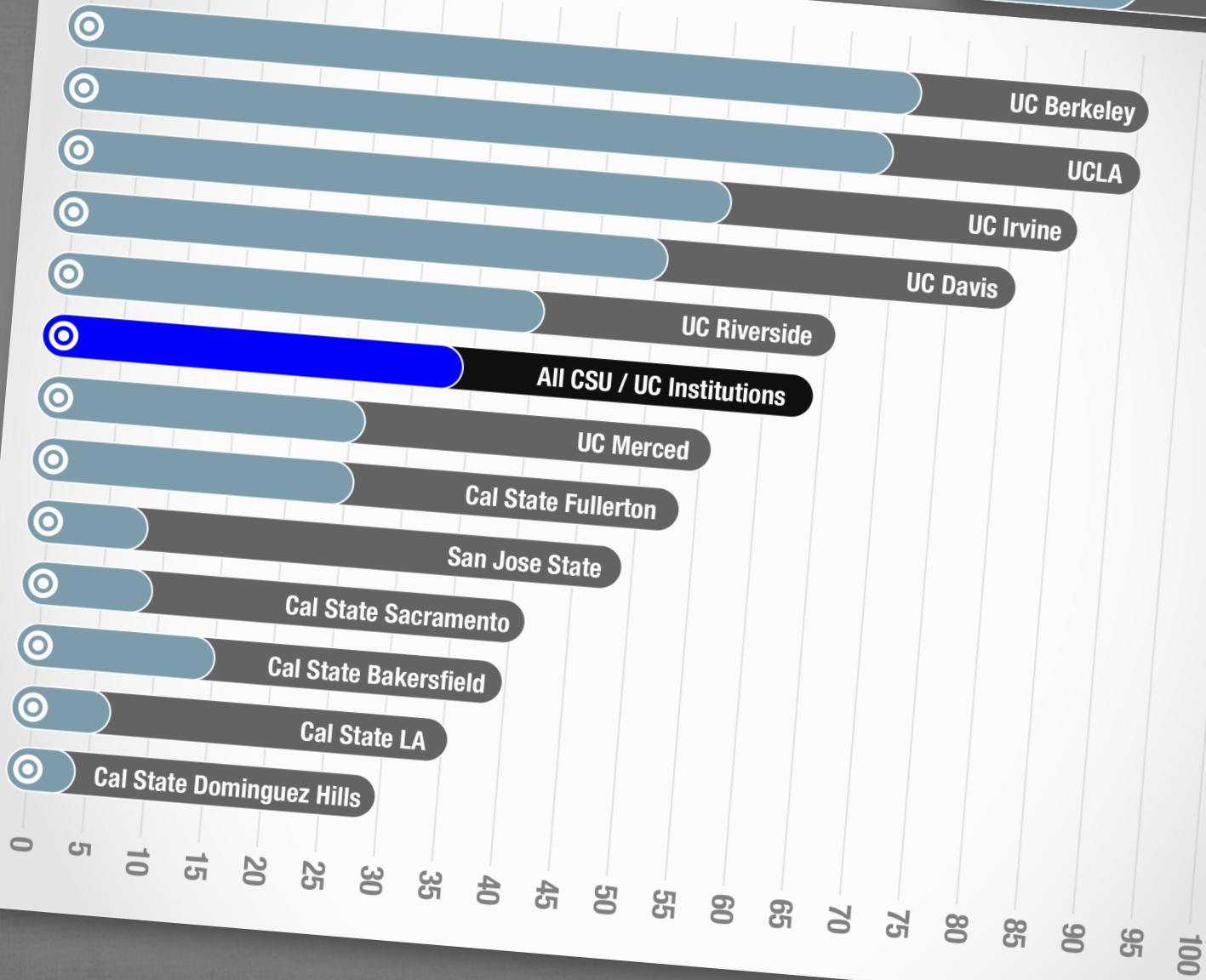
Source: Carnevale, Anthony, Tamara Jayasundera, Ben Cheah (August 2012) "The College Advantage" (Figure 1, pg. 5)  
Authors' estimate of the Current Population Survey data (2007-2012). Employment includes all workers aged 18 and older.



# College Completion Rates by School

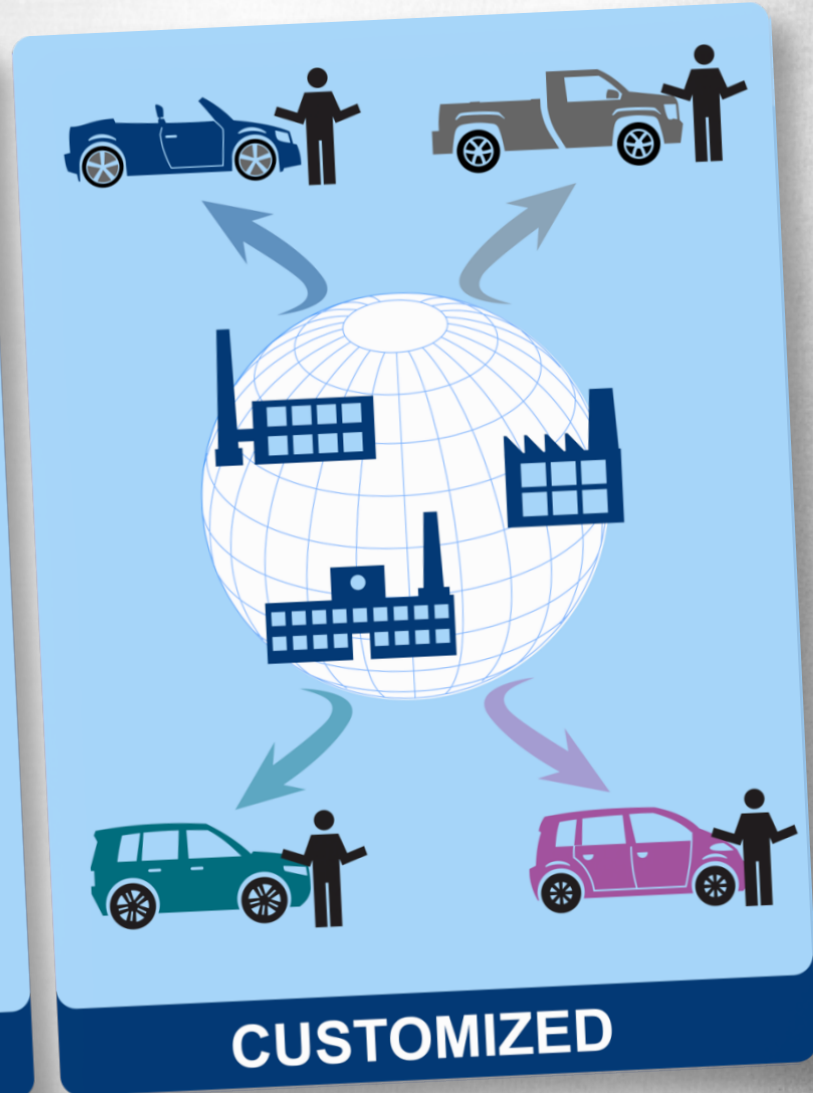
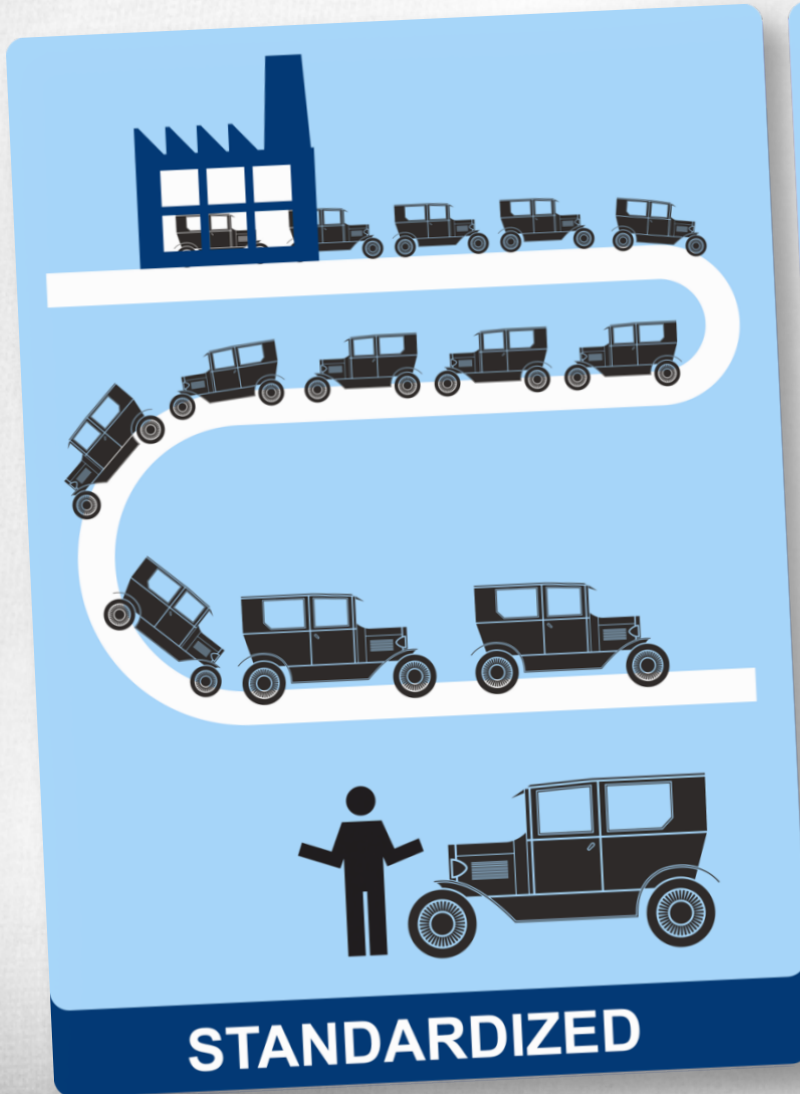
4 Year

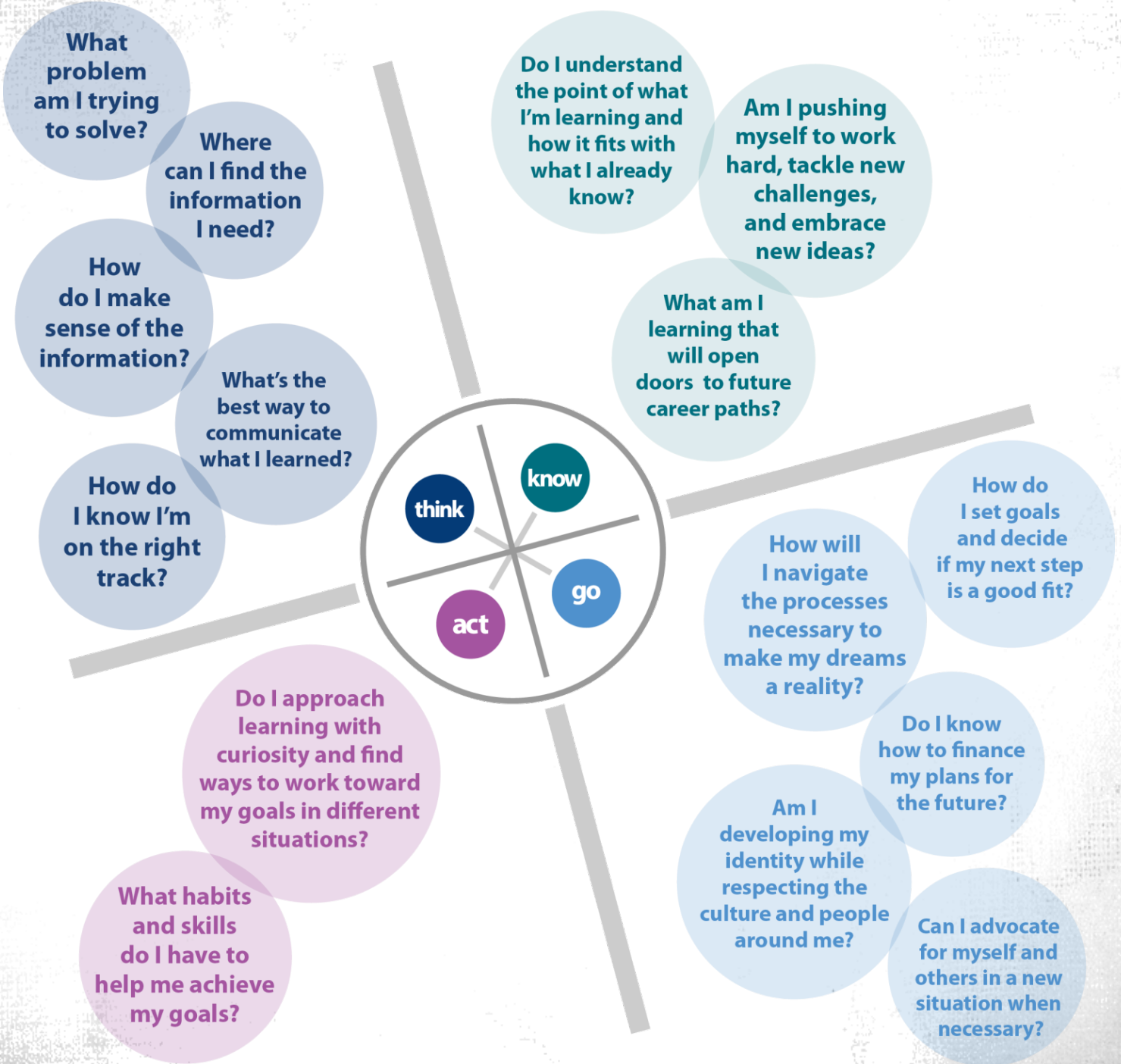
6 Year



USA

The economy has moved from mass production of **standardized** goods to mass **customization** of goods and services.





**FEW**

**SOME**

**ALL**



**ALL**

**ALL**

**SOME**

**SOME**

**FEW**

**FEW**

**FEW**

**SOME**

**FEW**



What problem am I trying to solve?

Students are consistently given the opportunity to independently **develop hypotheses**, know how to **solve problems** with more than one response, and can select strategies to solve a problem from among **multiple possibilities**.

Where can I find the information I need?

Students are taught throughout the school day how to collect information from **multiple sources** and can **evaluate** the **quality** of the **sources**.

How do I make sense of the information?

As students learn new content, they are also taught to efficiently **organize, analyze, and evaluate** the information they are learning.

What's the best way to communicate what I learned?

Students are taught to **consider their audience** when **communicating** what they have learned and are given the opportunity develop a **variety of media products**

How do I know I'm on the right track?

Students are taught how to **complete multiple drafts** and **review** their work for **high quality**.



**Do I understand the point of what I'm learning and how it fits with what I already know?**

Students are consistently given the opportunity to **apply foundational knowledge** in novel and **non-routine ways**. They are also given the opportunity to develop **ways of knowing** that help them retain information and generate ideas.

**Am I pushing myself to work hard, tackle new challenges, and embrace new ideas?**

Students are taught to approach learning with an **effort-based mindset**.

**What am I learning that will open doors to future career paths?**

As students learn foundational knowledge, they are taught how to **apply it to a variety of contexts and disciplines**.



**Do I approach learning with curiosity and find ways to work toward my goals in different situations?**

Students are given the opportunity to **connect assignments to their interests**, to set and **pursue goals effectively**, and to persist when given **challenging tasks**.

**What habits and skills do I have to help me achieve my goals?**

Students are taught throughout the school day to **manage their time, use technology effectively, read strategically, work collaboratively with diverse partners**, and to consciously **monitor their learning effectiveness**.



Am I developing my identity while respecting the culture and people around me?

Students are equipped with the knowledge and skills needed to **approach new environments with purpose** and also with **understanding and respect for others** in the environment.

Can I advocate for myself and others in a new situation when necessary?

Students are taught to **advocate for themselves and others** so they can **proactively and strategically navigate within organizations** as they make their college and career choices.

How do I set goals and decide if my next step is a good fit?

Throughout their education, students have the opportunity to engage in planning for the future by **aligning their choices** for after high school to their own **interests and aspirations**.

How will I navigate the processes necessary to make my dreams a reality?

Students are presented with **multiple college and career options** and taught the necessary skills to apply successfully to **programs that align with their aspirations**.

Do I know how to finance my plans for the future?

Students are given opportunities to become **familiar with admission process** and financial aid options, **analyze cost and benefit differences** between different types of institutions as well as **aligning interest and aspirations with career possibilities**.



# MTSS Examples



**Waipahu High School**



**Savanna High School**

# Ocean View – IB Learner Profile

Interview with Principal Courtney Robinson

- What was the need?
- What did you decide to do?
- What do you anticipate being your greatest challenges?
- What outcomes are you hoping for?

Ocean View High School  
Student Outcome Profile and Expectations

THINKERS  
INQUIRERS

KNOWLEDGABLE

act

go

CARING  
PRINCIPLED  
OPEN-MINDED

BALANCED  
REFLECTIVE  
COMMUNICATORS  
RISK TAKERS

**SEAHAWKS**  
OCEAN VIEW HIGH SCHOOL

Ocean View believes knowledge is power; therefore, the mission is to engage students in the finest possible education, preparing them for successful lives. The student profile above reflects specific learner outcomes and expectations that we strive to develop in all students. While we strive to develop each of the outcomes listed, we have committed as a community to intentionally share the responsibility of developing students who are knowledgeable, inquirers, communicators, and open-minded. The following articulates each area:

**INQUIRERS** have the skills necessary to **conduct inquiry** and research and are able to **show independence** in learning. Students develop a **natural curiosity** that fosters an enjoyment and love of learning that can be sustained through life.

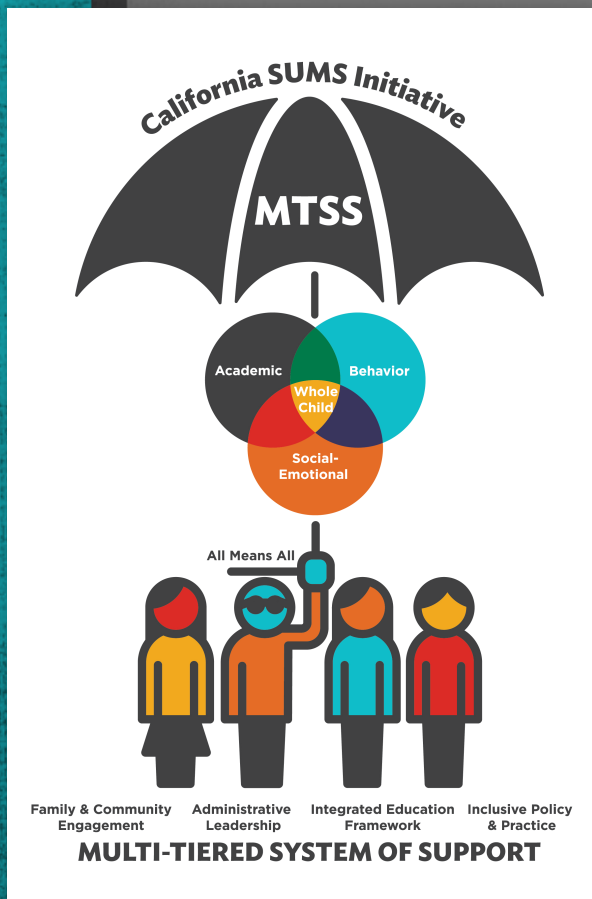
**KNOWLEDGABLE** students develop discipline specific knowledge as well as a **shared set of literacy skills** focused on reading and writing. Knowledgeable students explore concepts, ideas, and issues that have local and global significance. In doing so, students **acquire in-depth knowledge** and understanding across a broad and balanced range of disciplines.

**REFLECTIVE** students give **thoughtful consideration** to their own learning and experiences. They are able to **assess and understand** their strengths and limitations in order to support their **learning and personal development**.

**OPEN MINDED** students are those who develop a clear sense of their own **personal identity** (culture, history) and are open to the perspectives, values, and traditions of other individuals and communities. Open minded learners seek and evaluate a range of perspectives and are **willing to grow** from a variety of experiences.

# Using MTSS for Secondary Education

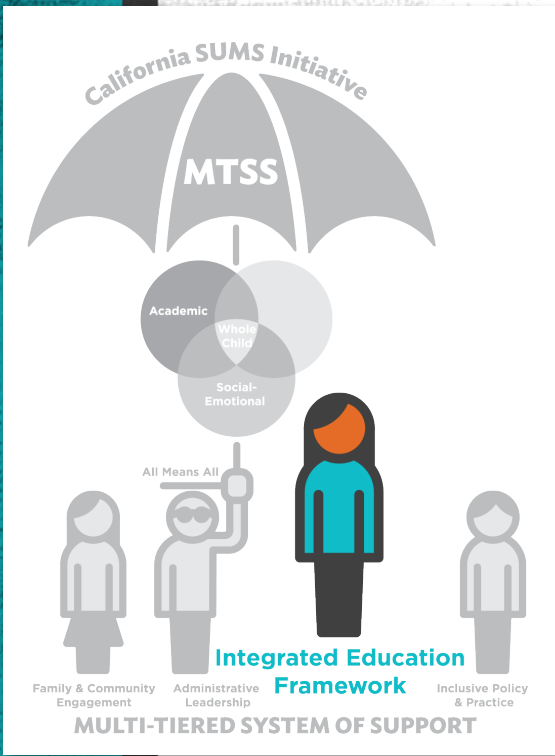
Thursday, July 27  
8:30 – 10:30am



**DAY TWO**



# THE IMPORTANCE OF **WHY**



# Integrated Educational Framework



South Jr High



Hamlin Middle School



Westview High School



Elbow Partners

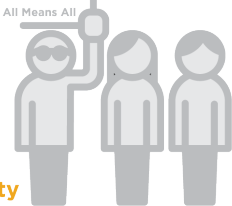


# Administrative Leadership

Interview with Principal Dave Richey,  
and Rebecca Sackett, Literacy Coach

- What was the need?
- What did you decide to do?
- What did you anticipate being your greatest challenges?
- What outcomes are you hoping for?

California SUMS Initiative



All Means All  
Administrative Leadership    Integrated Education Framework    Inclusive Policy & Practice

Family & Community Engagement

MULTI-TIERED SYSTEM OF SUPPORT

# Family and Community Engagement

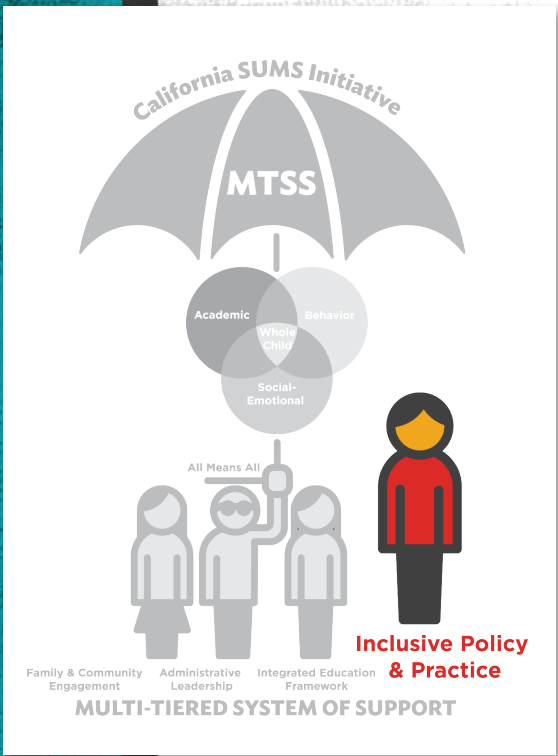
## Mountainside High School



## Springfield High School



Elbow Partners



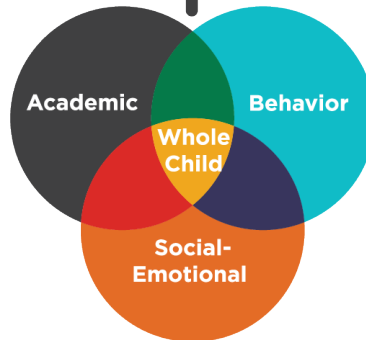
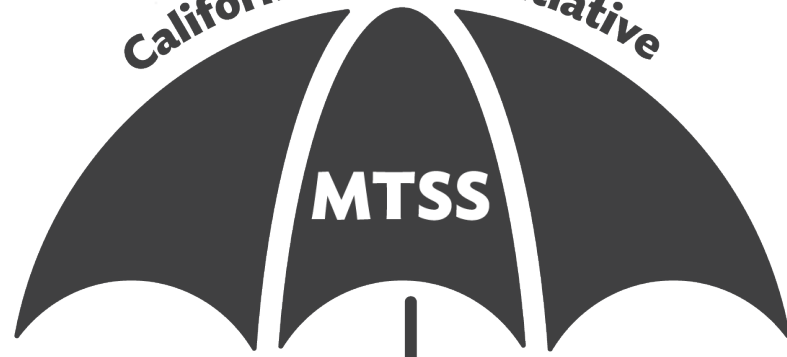
# Inclusive Policy Structure & Practice



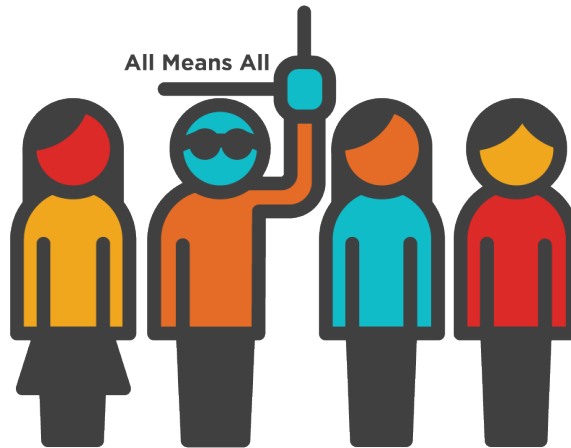
**Saddleback Valley  
Unified School District**



# California SUMS Initiative



All Means All



Family & Community  
Engagement

Administrative  
Leadership

Integrated Education  
Framework

Inclusive Policy  
& Practice

## MULTI-TIERED SYSTEM OF SUPPORT