

# FROM CLASSROOM TO CAREER

## Implementing Tiered Supports in CTE for ALL Learners



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# SESSION OVERVIEW AND OBJECTIVES

Career and Technical Education (CTE), Multi-Tiered System of Supports (MTSS), and quality transition planning work together to prepare ALL learners for post-school success. This session explores how tiered supports create equitable pathways from classroom to career.

## Learning Outcome 1

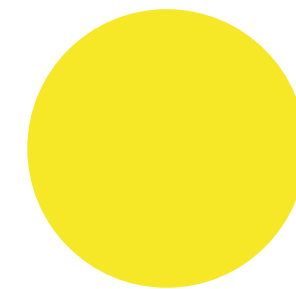
Leverage MTSS to enhance post-school outcomes for all learners.

## Learning Outcome 2

Identify Tiered Support Strategies

## Learning Outcome 3

Implement Tiered Instructional Frameworks



# THE CONNECTION BETWEEN CTE AND TRANSITION PLANNING

Transition Planning ensures students with disabilities build skills focusing on earning, learning, and living as independently as possible in their postsecondary life.

We know that CTE classes and participation in CTSO and/or WBL helps to foster these skills in a natural environment.

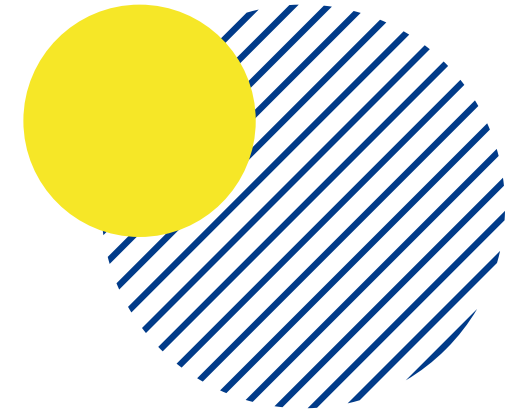
Intentional supports in Tier 1 and 2 paired with meaningful transition planning, appropriate courses of study, and ambitious goals assist the students in succeeding in skill development through these experiences.

## **Post School Outcomes:**

**Only 38.5 % of people with a disability are employed**



# QUALITY TRANSITION PLANNING FOR POST-SCHOOL SUCCESS



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## Individualized Goals

Student-centered planning aligned with postsecondary education, employment, and independent living.

## Transition Activities

Exposure to interest inventories, job shadows, adaptive behavior and skills, recreation/leisure, and community involvement.

## Aligned Courses of Study

Intentional and meaningful development of courses projected over the length of high school programming to build technical and executive functioning skills in appropriate environments.



# The Connection Between CTE and MTSS

Multi-Tiered System of Supports (MTSS) provides a comprehensive framework that ensures all learners can access and succeed in Career and Technical Education. By integrating evidence-based practices at multiple levels, MTSS creates responsive learning environments that adapt to diverse student needs.

Leverage MTSS to enhance post-school outcomes for all learners.

## **Responsive Supports**

MTSS ensures that supports are tailored to students' needs in real time.

## **Better Career Outcomes**

Aligned supports lead to improved post-school employment and success.



# Understanding MTSS Tiers

The Multi-Tiered System of Supports (MTSS) is a comprehensive, prevention-based framework designed to provide equitable access to **high-quality instruction, intervention, and support** for all students.

## Tier 3: Intensive Supports

Individualized interventions/ instruction for less than 10% of students needing **additional** significant support.

\*Yet, still not necessarily Special Education

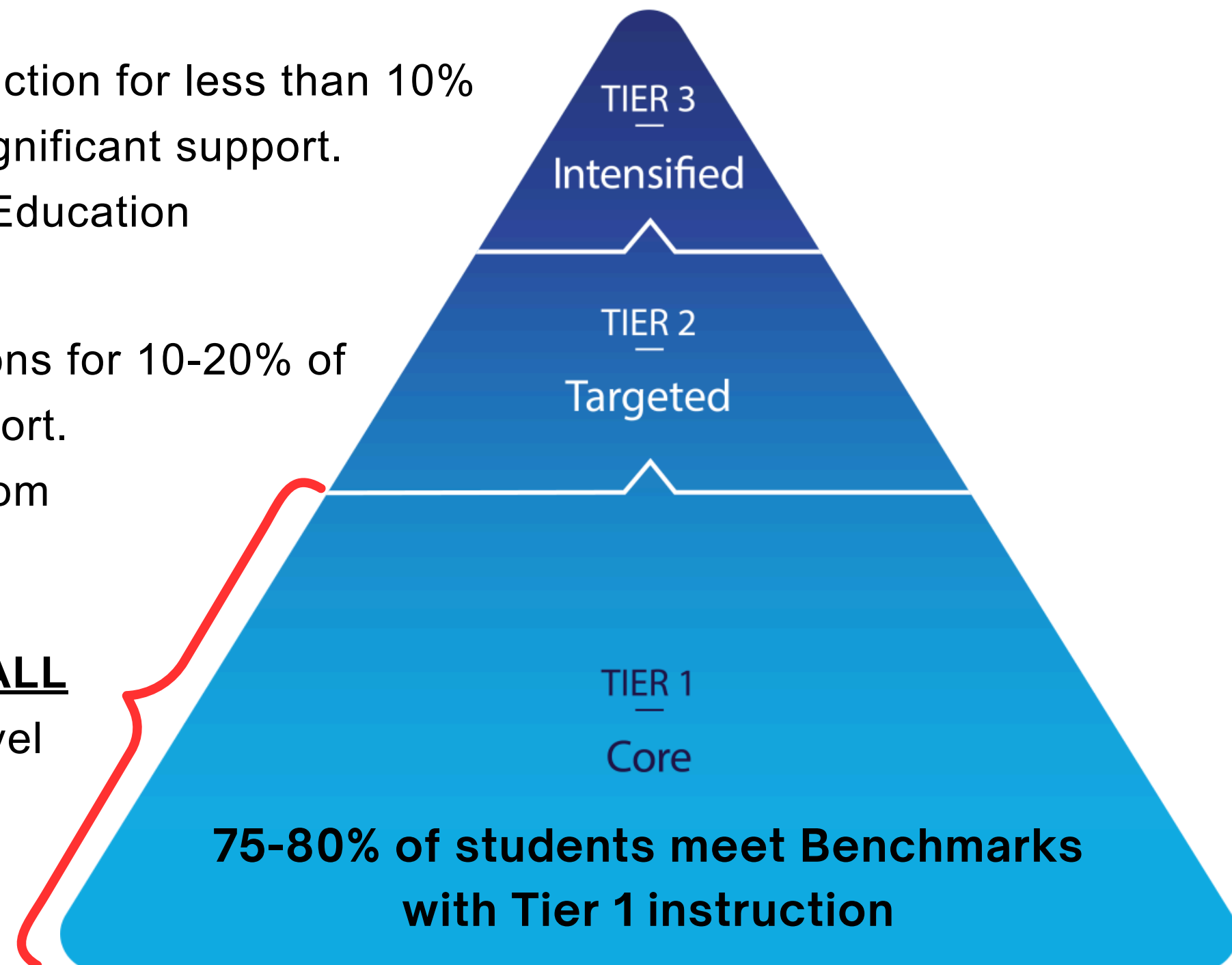
## Tier 2: Targeted Supports

Small group instruction/interventions for 10-20% of students needing **additional** support.

\*Can/may be in the Tier 1 classroom

## Tier 1 Core: Universal Supports

High-quality instruction ensuring **ALL** students have access to grade-level content using UDL principles.



# Tier 1 Core Instruction Utilizing Universal Design for Learning (UDL)

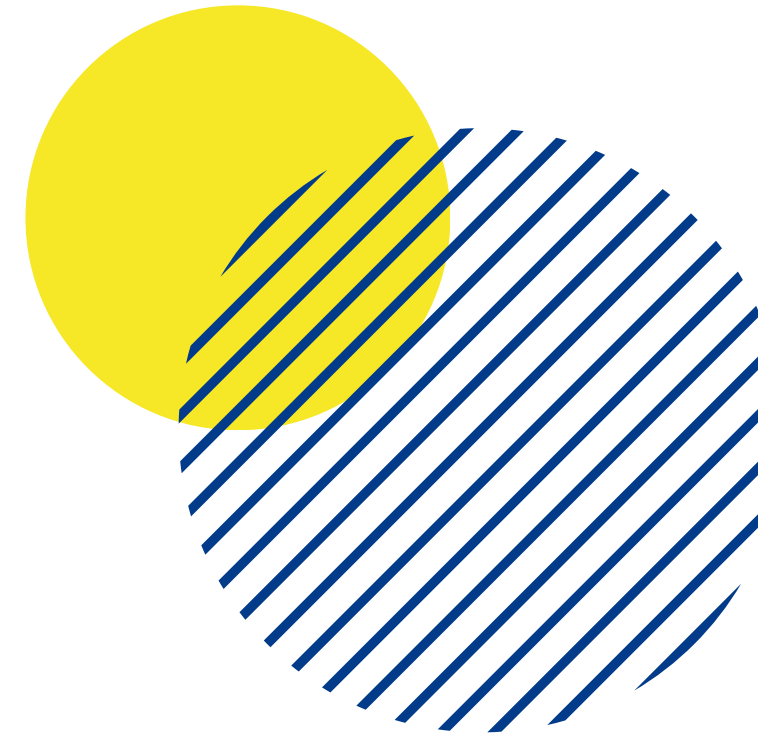
UDL provides a proactive framework that removes barriers **before** they become obstacles.

UDL ensures all learners can access CTE curriculum through flexible, inclusive instructional design.

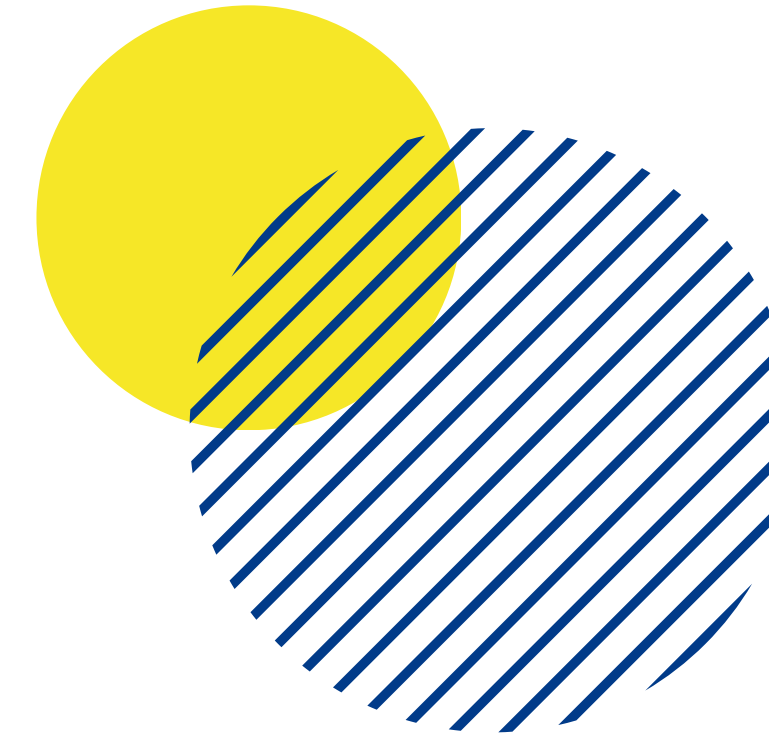
## Multiple Means of Engagement- the WHY of learning

Tap into learners' interests and motivations

- Choice of topics
- Real-world connections
- Hands-on tasks



# Tier 1 Core Instruction Utilizing Universal Design for Learning (UDL) cont'd



## Multiple Means of Representation- the WHAT of learning

Present information in varied formats and modalities

- Present content in multiple formats
- Utilize models and exemplars
- Provide graphic organizers or guided notes.

## Multiple Means of Action & Expression- the HOW of learning

Allow diverse ways for students to demonstrate learning

- Write, present, build, record voice/video
- Provide sentence frames for student response
- Integrate technology tools



# Tier 1 Core: Universal Support Examples

High-quality instruction for **ALL** students using UDL principles.

## Explicit Instruction

- Model a skill step-by-step (“watch me, now you try”)
- Think-alouds for decision-making (e.g., workplace problem-solving)
- Guided practice before independent work

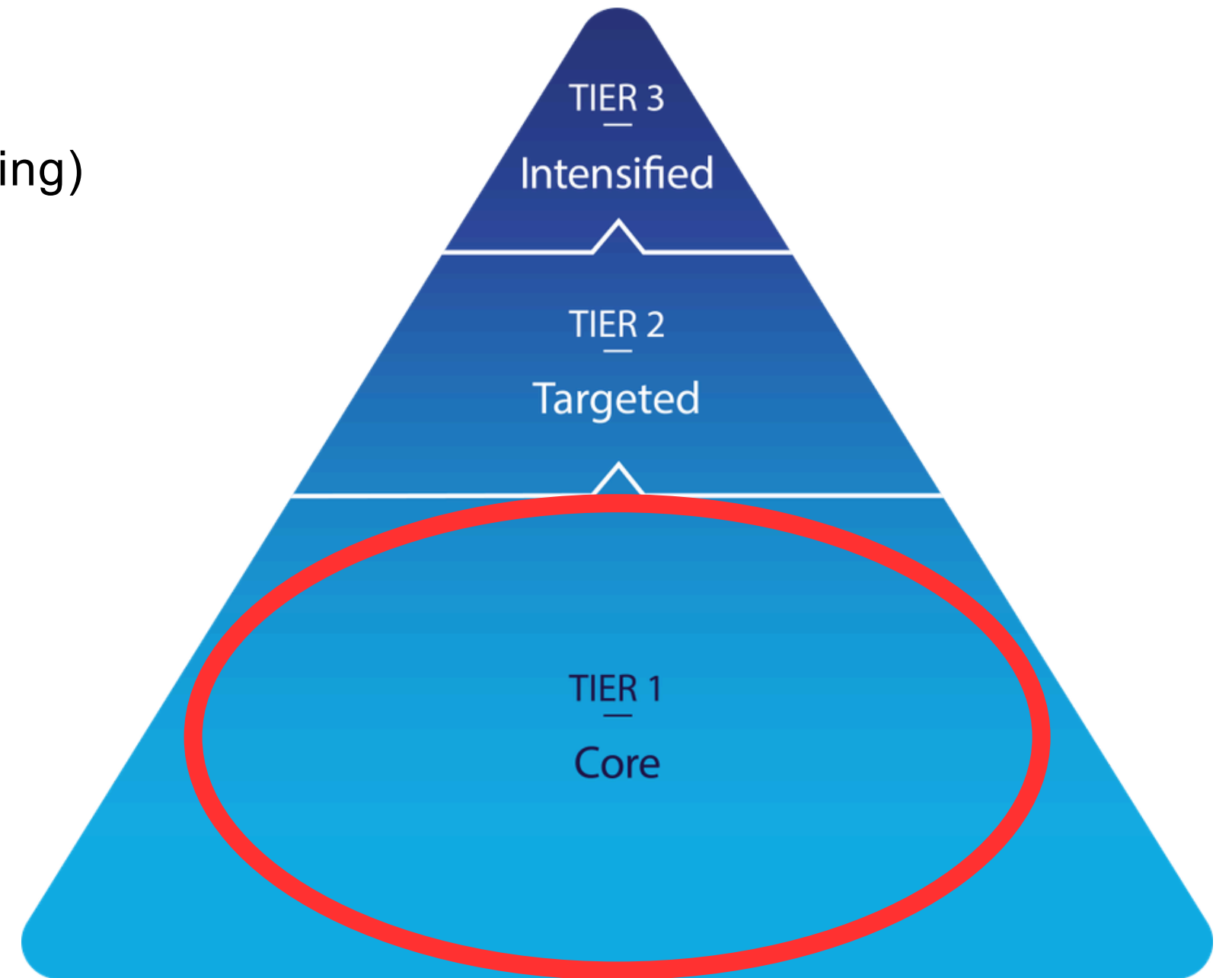
## Strategy Instruction

(Teaching **HOW** to **THINK** for independence and transfer)

- Checklists (e.g., “How to complete a job task”)
- Problem-solving frameworks (Identify → Plan → Act → Reflect)
- Self-monitoring tools

## Structured Collaborative Learning

- Defined roles (leader, recorder, technician)
- Clear group goals and accountability
- Reflection on teamwork skills



# Tier 1 Core: Universal Support Examples

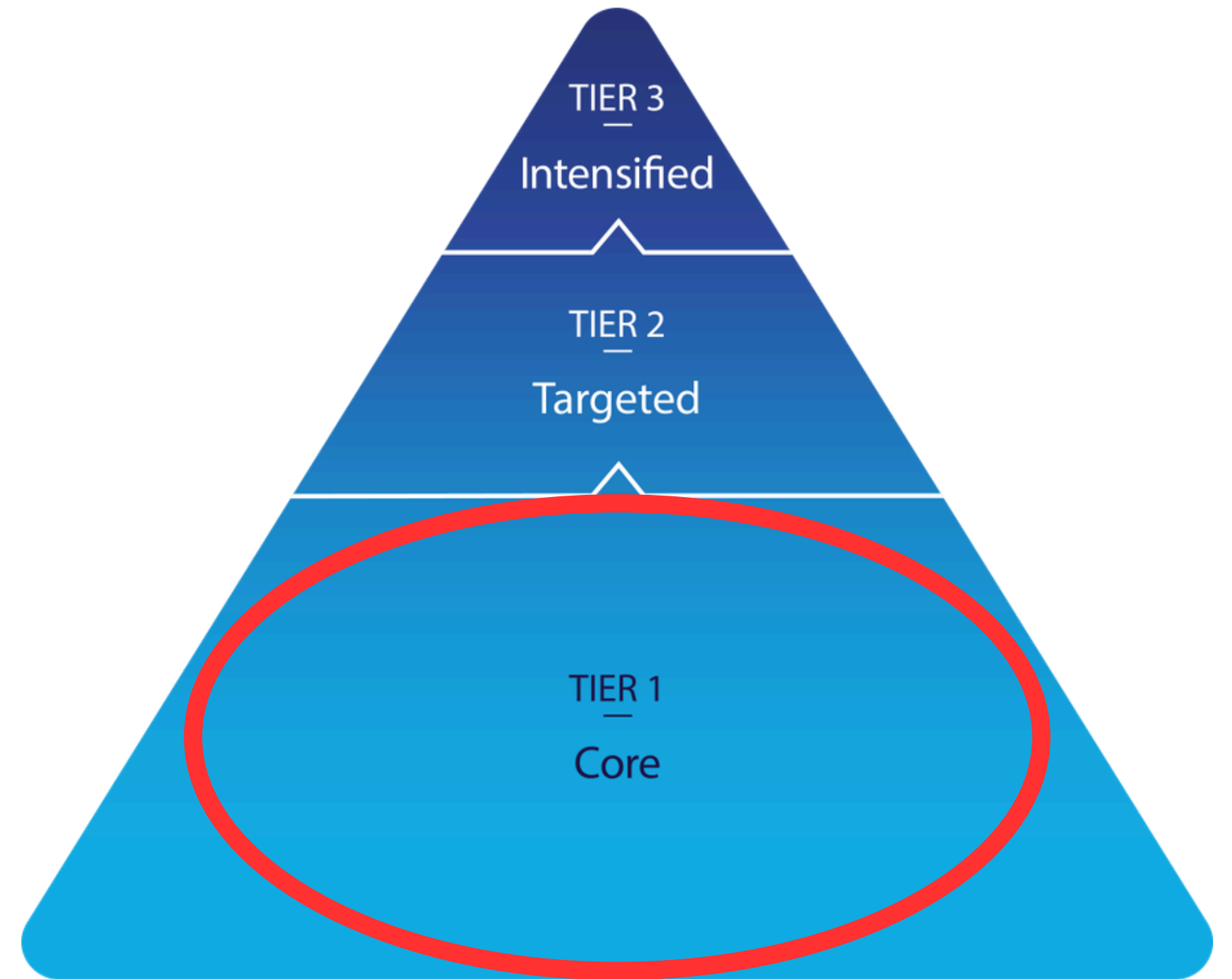
High-quality instruction for **ALL** students using UDL principles.

## Project-Based Learning

- Industry-relevant problems
- Student-created products (plans, builds, presentations)
- Public or authentic audience when possible (CTSO)

## Work-Based Connections

- Simulations (mock interviews, job tasks)
- Guest speakers or industry videos
- Real-world scenarios embedded in lessons





# Tier 2 Supports in Tier 1 Core

Provide targeted support for students who need **additional** support beyond universal instruction.

Adjust the **support**, not the expectation of the Objective/Learning Target.

## Tier 1 Core Objective: Demonstrate safe use of tools

### Tier 1 Core and/or Small Group Instruction

- Task: Demonstrate proper tool use and explain safety steps
  - Focus: skill application

### Scaffolded Instruction

- Supports: Safety visuals, labeled tools, guided checklist
- Task: Identify correct vs. incorrect tool use
  - Focus: recognition of safety practices

### Flexible Pacing

- Create a safety training guide or video for peers
  - Focus: teaching and transfer



# Tier 2: Targeted Support Examples

Small group instruction/interventions for 10-20% of students needing **additional** support.

\*\*Can/may be provided in Tier 1

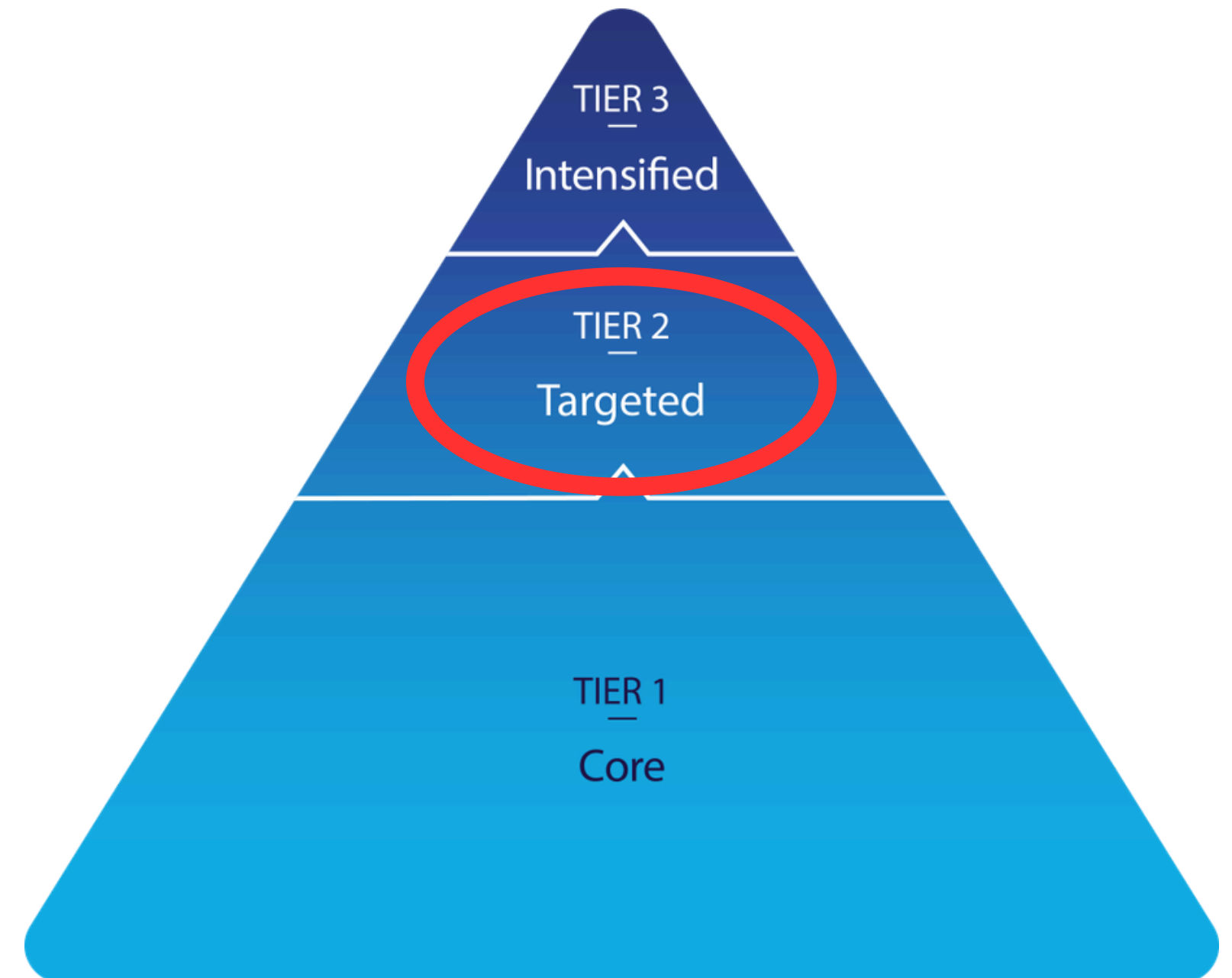
## Targeted Explicit Instruction

- Pre-teach or re-teach key skills in small, targeted groups
- Break complex tasks into smaller, sequenced steps
- Provide additional modeling + immediate feedback
  - Re-teach tool measurement using repeated guided practice with immediate correction

## Strategy Instruction

(Teaching HOW to APPROACH tasks to support independence and task completion)

- Structured checklists (laminated//reusable)
- Mnemonics or routines (e.g., “STOP & THINK” before acting)
- Teacher-guided practice using the strategy repeatedly



# Tier 2: Targeted Support Examples cont'd

Small group instruction/interventions for 10-20% of students needing additional support.

\*\*Can/may be provided in Tier 1

## Increased Opportunities to Respond (OTR).

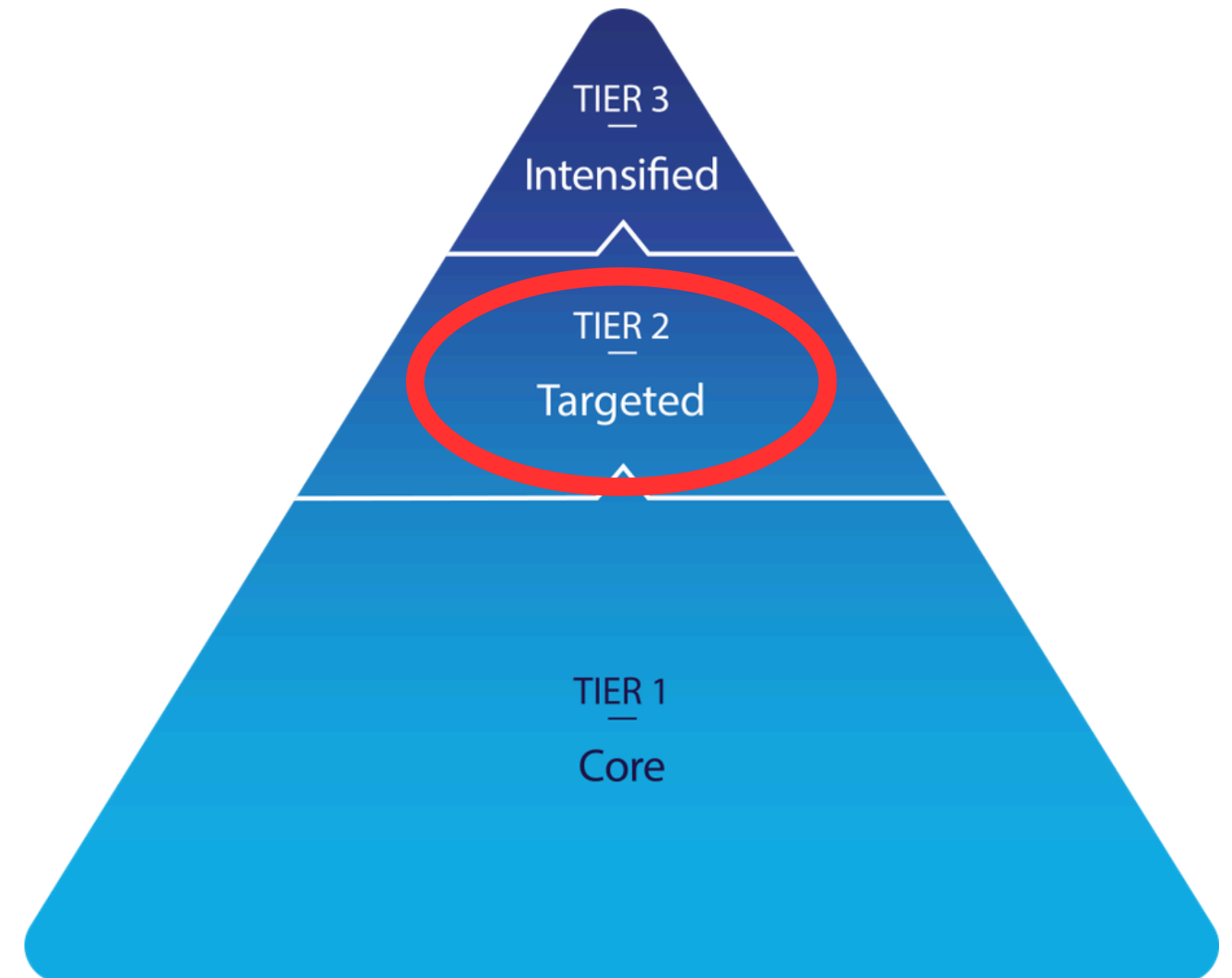
- Hands-on reps, or skill drills
- Short, repeated practice cycles instead of one long task
- Immediate corrective feedback

## Scaffold Practice with Gradual Release

- “I do → We do → You do” stretched over multiple sessions
- Frequent teacher check-ins before independence
- Visual supports kept longer

## Progress Monitoring with Feedback

- Track a specific skill (e.g., accuracy in measurement, task completion)
- Provide immediate, actionable feedback
- Set short-term goals



# Tier 3 Intensified Supports

Provide individualized interventions/instruction for less than 10% of students

\*Yet, still not necessarily Special Education

## **Multiple Means of Engagement- the WHY of learning**

(individualized motivation and sustained focus)

- Break tasks into clearly defined steps with immediate reinforcement
- Use visual schedules or timers to support attention and persistence
- Incorporate frequent positive feedback and reinforcement systems

## **Multiple Means of Representation- the WHAT of learning**

(highly explicit, simplified, and repeated instruction)

- Use clear, simplified language plus visual supports continually
- Provide repeated modeling and guided practice
- Pre-teach and repeatedly review key vocabulary in context

## **Multiple Means of Action & Expression- the HOW of learning**

(maximum scaffolding with gradual release)

- Allow multiple response modes (verbal, demonstration, assisted writing, technology)
- Provide individualized templates, checklists, or step-by-step guides
- Use prompting(vebal, visual, physical)



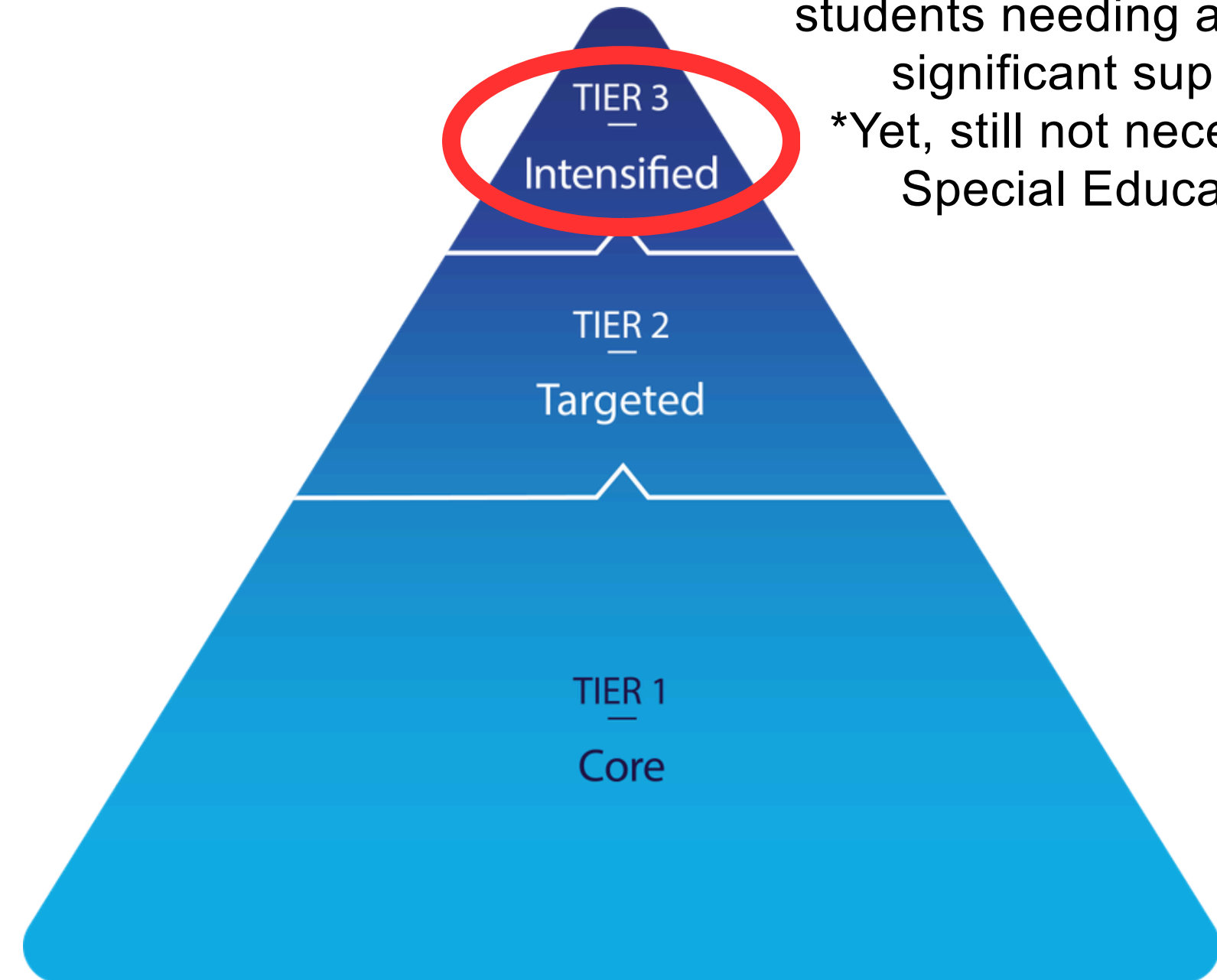
# Tier 3: Intensified Support Examples

## Explicit Intensive Instruction

- One skill at a time, broken into very small steps
- Multiple models and immediate correction
- Daily or very frequent sessions
  - Example: Student receives 1:1 instruction on measuring and cutting material, practicing the same step repeatedly with feedback after each attempt

## Breaking Steps into Micro-Steps

- Complex tasks broken into clear, teachable steps
- Each step is explicitly taught and practiced
- Visual or written step lists
  - Example: “Start engine safely” is broken into 8–10 steps (check surroundings → adjust settings → start ignition, etc.)



Individualized interventions/  
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# Tier 3: Intensified Support Examples cont'd

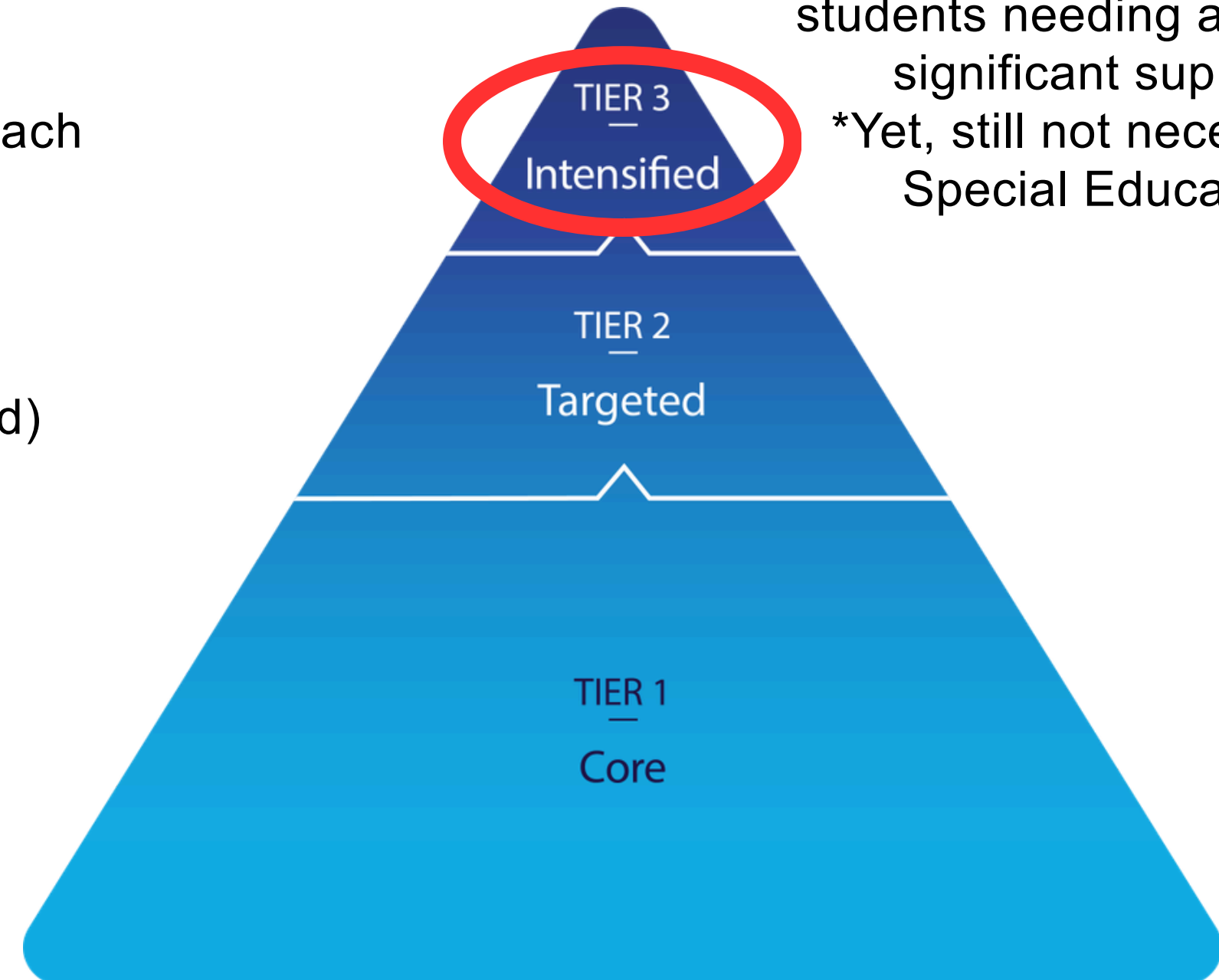
## Adult Mentoring/Job Coaching

- The teacher or paraprofessional acts as a job coach
- Immediate, in-the-moment feedback
- Practice in realistic or actual job tasks
  - Example: Teacher coaches the student through each step of a task, gradually stepping back

## Intensive Progress Monitoring (Daily or Session-Based)

- Data collected every session (accuracy, independence, time)
- Instruction adjusted immediately based on data
- Clear, short-term goals
  - Example: Track how many steps of a task the student independently completes each day

Individualized interventions/  
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# IMPLEMENTING TIERED SUPPORTS IN CTE CLASSROOMS

Integrating MTSS and UDL into daily CTE instruction creates a responsive learning environment. By embedding universal supports and targeted interventions, educators can address diverse learner needs while maintaining rigorous career-focused curriculum.

## Example Scenario

**CTE Class:** Introduction to Culinary Arts

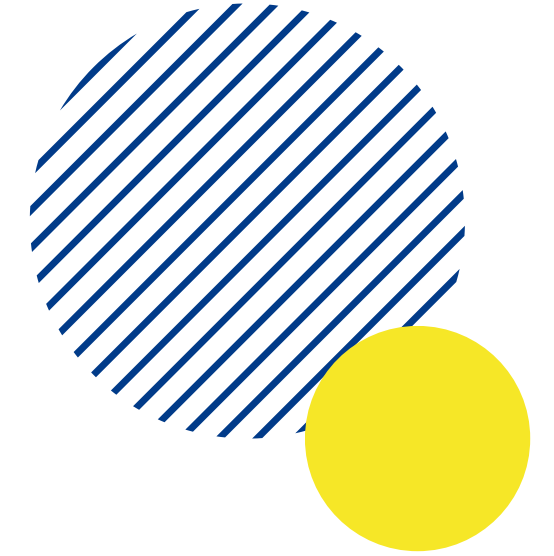
**Specific Lesson:** Food Safety and Sanitation Lab – Students practice proper handwashing, preventing cross-contamination, measuring food temperatures, and setting up a safe workstation before preparing a simple recipe.

**Class population:** 12 freshman students

- 2 students have an IEP; 1 of the 2 have an IQ of 50
- 2 students data are being discussed at the Student Support Team meeting for attendance, behavior, or academic concerns.



# IMPLEMENTING TIERED SUPPORTS IN CTE CLASSROOMS



## Example Scenario

**CTE Class:** Introduction to Culinary Arts

**Specific Lesson:** Food Safety and Sanitation Lab – Students practice proper handwashing, preventing cross-contamination, measuring food temperatures, and setting up a safe workstation before preparing a simple recipe.

**What Tier 1 supports could be used for the entire class?**

**What do Tier 2 supports look like for this population?**

- Who in the class would potentially need the Tier 2 supports?
- Who would implement Tier 2 supports during this activity?
- Are Tier 2 supports enough to meet the needs of the students in this activity?
- How do we know that Tier 2 supports are enough?
- What tools could be used to measure success?

**Using the limited information available, problem solve this situation with someone near you.**

# INCLUSIVE PRACTICES

## Collaborative Teams

Educators, counselors, and transition specialists work together to identify and implement appropriate supports.

## Ensuring Appropriate Progress

Regular progress monitoring and data-driven adjustments ensure supports remain effective and responsive.

## Key Disparity Statistic

Students with disabilities are 2x less likely to be employed after high school without targeted supports.

(This is where CTE and Workbased Learning comes in!)



**Equitable CTE removes barriers through individualized supports and responsive instruction.**

# RESOURCES FOR FURTHER EXPLORATION

[NeMTSS website](#)

[NeMTSS Framework](#)

[Nebraska Transition Website](#)

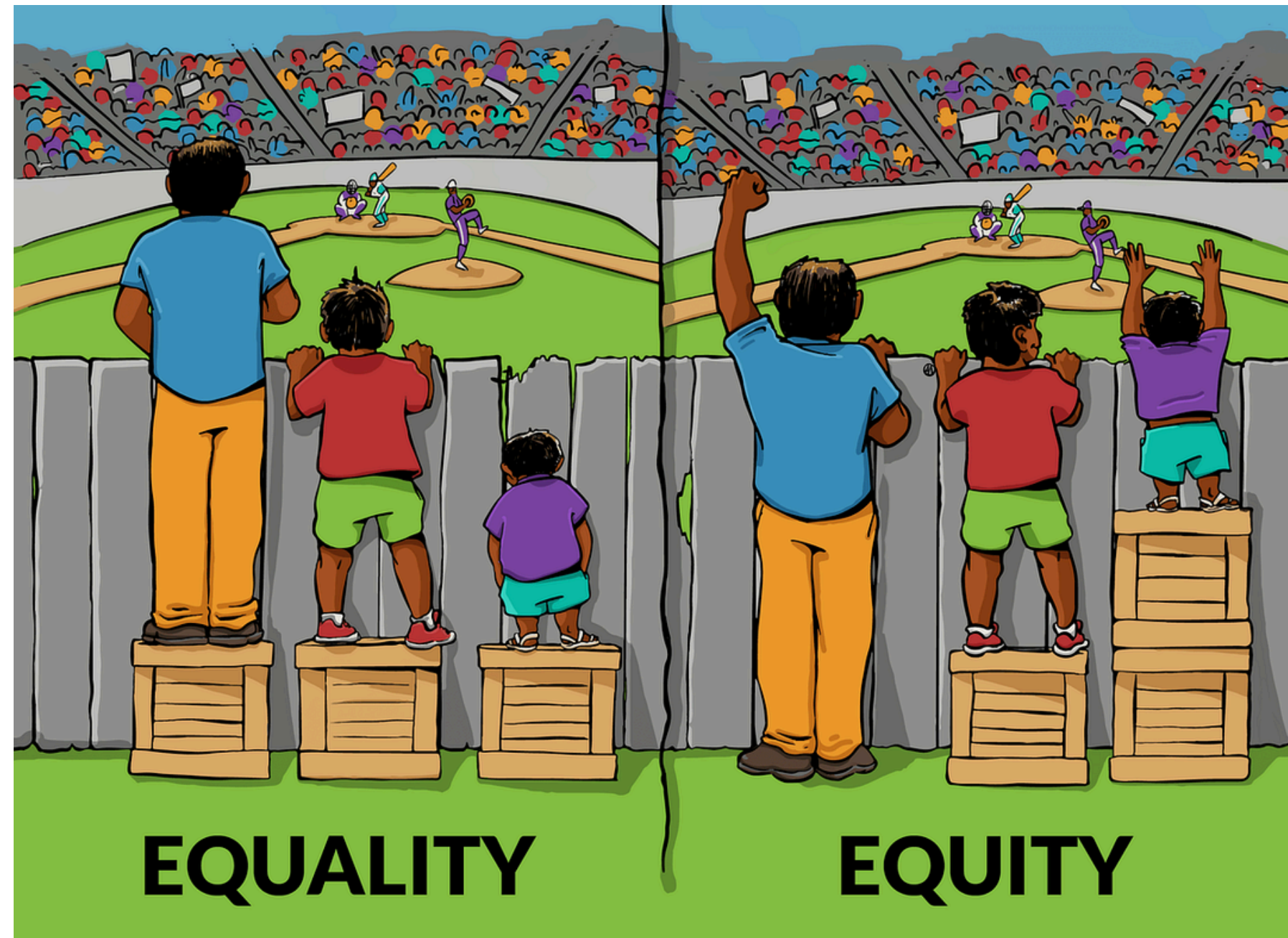
[NDE CTE Website](#)

[NDE WBL Launch Website](#)



## MTSS Strengthens CTE

MTSS frameworks enhance CTE access and improve post-school outcomes for all students.



## Equity Through Support

Targeted supports address individual learner needs, moving beyond equality toward true equity.

## UDL as Tier 1 Practice

Universal Design for Learning proactively removes barriers for diverse learners.



**From Classroom to Career**

# **THANK YOU!**

**Questions and Discussion Welcome**

