

Classroom Implementation: *The Key to Success*

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Omaha Public Schools

Session Outcomes

By the end of this session, you will...

- Understand the importance of classroom implementation fidelity.
- Review effective classroom practices.
- Consider using a walk-through tool to monitor implementation.

Session Expectations & Attention Signal



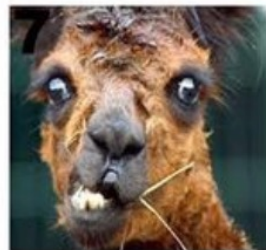
- **Responsible**
 - Engage in session activities
 - Silence cell phones, reply appropriately
- **Respectful**
 - Be an active listener, open to new ideas
 - Respond promptly to attention signal



Check In

On this Alpaca scale where are you today?

A Good Life



Welcome Inclusion Activity

What is one value or belief that you hold dear in your role as an educator, and how does it influence your approach to supporting students' social-emotional behavioral well-being?

Omaha Public Schools



87 total schools

8 additional programs



65 elementary schools



12 middle schools



9 high schools



1 K-12 virtual school



4 new schools

opened in fall of 2022



1 new school

opening fall of 2023



51,776 students

Nearly one in six students in Nebraska attends Omaha Public Schools

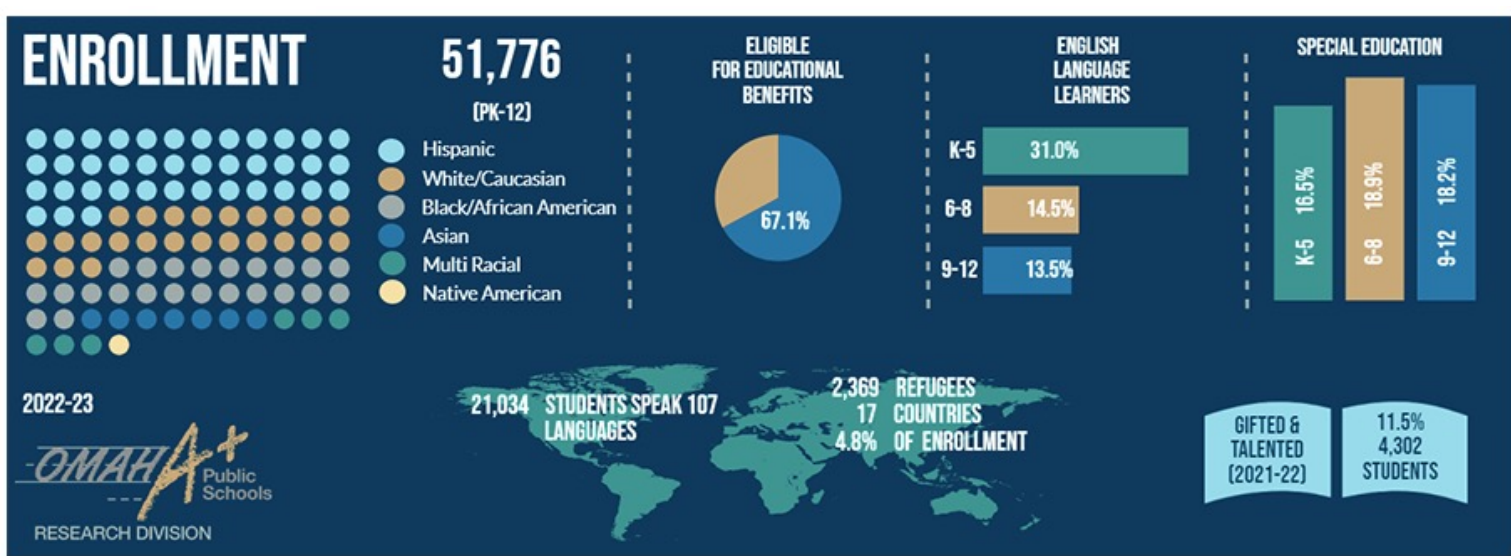


107 languages

spoken by students and families

Every student. Every day. Prepared for success.

Student Demographics



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MTSS-B Implementation in the Omaha Public Schools

- Phased approach beginning in 2015-2016
- All schools/programs implement Tier 1
- All schools/programs working towards Tier 2 and 3 implementation

- MTSS-B implementation is included in our OPS Strategic Plan of Action.

“The goal of effective classroom management is not creating “perfect” children, but providing the

perfect environment

for enhancing their growth, using research-based strategies that guide students toward increasingly responsible and motivated behavior.”

(Sprick, Knight, Reinke & McKale, 2006, p. 185)

Importance of Classroom Implementation

- Classroom Systems subscale (SAS) is the strongest predictor of schoolwide implementation and student outcomes.
- Regular acknowledgement of expected student behaviors (4:1) is critical to sustainability.
- Teachers need access to assistance and recommendations.

(Matthews et al., 2013)

Effective Classroom Practices

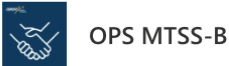
1. Expectations & Rules
2. Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Multiple Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty



Training & Support

OMAHA+ Public Schools SharePoint Search this library

Student and Community Services Bilingual Liaisons Health Services MTSS-B School Counseling Student Information Services School Safety



Home Documents Edit ☆ Not following

+ New Upload Edit in grid view Share Copy link Sync Download Add shortcut to OneDrive All Documents

Documents > 3. Effective Classroom Practices (ECP) Materials

Name	Modified	Modified By	+ Add column
0. Introduction to ECPs	July 28, 2022	Sharepoint Admin	
1. Expectations & Rules	July 28, 2022	Sharepoint Admin	
2. Procedures & Routines	July 28, 2022	Sharepoint Admin	
3. Encouraging Expected Behavior	July 28, 2022	Sharepoint Admin	
4. Discouraging Inappropriate Behavior	July 28, 2022	Sharepoint Admin	
5. Active Supervision	July 28, 2022	Sharepoint Admin	
6. Opportunities to Respond	July 28, 2022	Sharepoint Admin	

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Classroom Practices Walkthrough Tool

- 10-minutes
- Data on 5 Effective Classroom Practices
- Easy to summarize for building level reports

MTSS-B
Multi-Tiered Systems of Support for Behavior



Classroom Practices Walkthrough Tool

Observer:				# of Students:	
Type of instruction (circle those observed):					
Whole Group	Small Group	Small Group Peer	One on One	Independent	

1. Classroom Management & Feedback (10 minutes)		Do not count feedback for academic content	
Non-Specific Positive Feedback A teacher statement that occurs in response to or after a desired behavior that is positive but does not specifically indicate what behavior is being praised. "Good job!" "Wow, nice work!"		Total:	00
Specific Positive Feedback A teacher statement that occurs in response to or after a desired behavior that specifically states what the student(s) did. "Thanks for raising your hand. That's a great way to do respectful."		Total:	00
Non-Specific Corrective Feedback A teacher statement that occurs in response to or after a problem behavior that does not provide specific information about what the student should do instead of the problem behavior. "Stop," "Sit," "Don't"		Total:	00
Specific Corrective Feedback A teacher statement that occurs in response to or after a problem behavior that tells the student(s) what they should do instead of the problem behavior. "Please be safe by keeping your hands to yourself."		Total:	00
Pre-corrects Reminders that are provided before a behavior is expected that describes what is expected.		Total:	00
Ignored Disruptions Behavior error ignored by teacher		Total:	00

2. Classroom Context Observations: (5 min)		Y: Yes, N: No	Comments
Classroom Expectations	Positively stated classroom rules, aligned with school-wide expectations are visible - everyone could see and read them	Y N	
	Expectations and/or rules are regularly referred to by the teacher to pre-correct, encourage and correct behavior.	Y N	
Classroom Procedures and Routines	Clear procedures were observed for managing transitions.	Y N	
	Clear and consistent procedures were observed for getting teacher's attention and responding to teacher questions.	Y N	
	The teacher gains the attention of all students at the beginning of a lesson or transition.	Y N	
Encouraging Expected Behavior	Teacher uses a reinforcement system to acknowledge appropriate student behaviors	Y N	
	The teacher provides non-contingent attention to most student in the classroom	Y N	
Active Supervision	Classroom floor plan allows for ease of movement	Y N	
	Teacher moves frequently around the classroom	Y N	
	Teacher uses frequent scanning	Y N	
	Teacher demonstrates frequent positive and corrective interactions	Y N	

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MTSS-B

Multi-Tiered Systems of Support for Behavior



Example Data Report

- Summary of collated classroom observations
- Focused on Effective Classroom Practices implementation
- Highlights real time data on classroom-level practices

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School Classroom Observations Summary

Classrooms Expectations & Rules

1.26.22	
7.7%	Classrooms that had positively stated classroom rules, aligned with schoolwide expectations that were visible.
61.5%	Classroom teachers that regularly referred to the expectations/rules to pre-correct, encourage, and correct behavior.
7.7%	Classroom teachers that provided two or more pre-corrects, or reminders of expectations before the behavior is needed to be demonstrated.

Classrooms Procedures & Routines

1.26.22	
53.8%	Classrooms that had clear procedures for managing transitions.
84.6%	Classrooms that had clear and consistent procedures for getting the teacher's attention and responding to teacher questions.
92.3%	Classroom where the teachers gained the attention of all students at the beginning of a lesson or transition.

Encouraging Expected Behavior

1.26.22	
1.1 : 1	Ratio of Positive Feedback to Corrective Feedback.
38.5%	Classroom teachers that used a reinforcement system to acknowledge appropriate student behavior.
75%	Classroom teachers that provided non-contingent attention to most students in the classroom.

Discouraging Unexpected Behavior

1.26.22	
1.1 : 1	Ratio of Positive Feedback to Corrective Feedback.
73.5%	Corrective feedback was specific and told the student what to do instead.

Active Supervision

1.26.22	
100%	Classroom floorplans allowed for ease of movement.
53.8%	Classroom teachers moved frequently around the room.
84.6%	Classroom teachers used frequent scanning.
61.5%	Classroom teachers demonstrated frequent positive and corrective feedback interactions.

Engaging Practice: Data Review

- What professional development might you suggest based on this set of data?

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MTSS-B

Multi-Tiered Systems of Support for Behavior



School Classroom Observations Summary

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Encouraging Expected Behavior

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38.5%	Classroom teachers that used a reinforcement system to acknowledge appropriate student behavior.
75%	Classroom teachers that provided non-contingent attention to most students in the classroom.

Discouraging Unexpected Behavior

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73.5%	Corrective feedback was specific and told the student what to do instead.

Active Supervision

1.26.22	
100%	Classroom floorplans allowed for ease of movement.
53.8%	Classroom teachers moved frequently around the room.
84.6%	Classroom teachers used frequent scanning.
61.5%	Classroom teachers demonstrated frequent positive and corrective feedback interactions.

Follow-Up Professional Development

- Data is shared with MTSS-B Team and/or staff.
- Targeted professional development for MTSS-B Team and/or staff.
- Focused on 1-2 areas for improvement.
- SharePoint training materials are utilized.

Example of Comparison Data

- Shows evidence of growth.
- Aligns professional development back to implementation.
- Promotes celebration of staff.

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MTSS-B

Multi-Tiered Systems of Support for Behavior



School Classroom Observations Summary

Classrooms Expectations & Rules

1.26.22	4.27.22	
7.7%	26.7%	Classrooms that had positively stated classroom rules, aligned with schoolwide expectations that were visible.
61.5%	40%	Classroom teachers that regularly referred to the expectations/rules to pre-correct, encourage, and correct behavior.
7.7%	13.3%	Classroom teachers that provided two or more pre-corrects, or reminders of expectations before the behavior is needed to be demonstrated.

Classrooms Procedures & Routines

1.26.22	4.27.22	
53.8%	60%	Classrooms that had clear procedures for managing transitions. <i>(Note: Transitions occurred at a similar frequency during both observations.)</i>
84.6%	80%	Classrooms that had clear and consistent procedures for getting the teacher's attention and responding to teacher questions.
92.3%	100%	Classroom where the teachers gained the attention of all students at the beginning of a lesson or transition.

Encouraging Expected Behavior

1.26.22	4.27.22	
1.1 : 1	1.9 : 1	Ratio of Positive Feedback to Corrective Feedback.
38.5%	53.3%	Classroom teachers that used a reinforcement system to acknowledge appropriate student behavior.
75%	84.6%	Classroom teachers that provided non-contingent attention to most students in the classroom.

Discouraging Unexpected Behavior

1.26.22	4.27.22	
1.1 : 1	1.9 : 1	Ratio of Positive Feedback to Corrective Feedback.
73.5%	73.8%	Corrective feedback was specific and told the student what to do instead.

Active Supervision

1.26.22	4.27.22	
100%	100%	Classroom floorplans allowed for ease of movement.
53.8%	53.3%	Classroom teachers moved frequently around the room.
84.6%	100%	Classroom teachers used frequent scanning.
61.5%	80%	Classroom teachers demonstrated frequent positive and corrective feedback interactions.

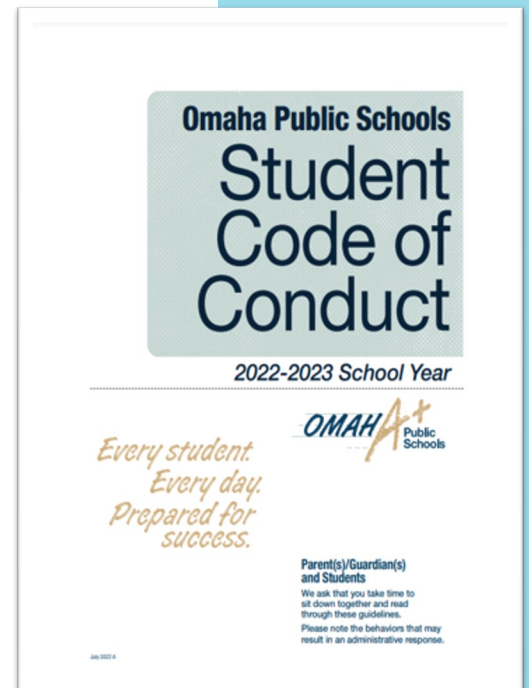
Promoting Classroom Support

- MTSS-B Team Training
- MTSS-B Building Coach Meetings
- Principal and Administrator Meetings
- Teaching & Learning Consultants
- District Professional Development

- Omaha Public Schools Learning Framework

How do MTSS-B and SEL Align in all Omaha Public Schools and Programs?

MTSS-B and SEL are frameworks that work together to provide an ethic of care for students and promote success in students' academics, behavior, attendance, and overall well-being. Combined they create positive learning environments where students and staff are equipped with resources and skills for successful school communities.



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In the Classroom



SEL is...

The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to:

- Develop healthy identities
- Manage emotions and achieve personal and collective goals
- Feel and show empathy for others
- Establish and maintain supportive relationships
- Make responsible and caring decisions



SEL & MTSS-B: Where Do They Intersect?

- Explicitly teach CASEL skills to students
- No assumptions that students already know how to behave or how to manage their feelings and emotions
- Focus on how SEL are the building blocks for increased academic engagement and learning
- Understand how feelings may influence behavior

Self-Awareness and Self-Management

Being aware of our emotions, strengths and needs, and being able to manage those, is a critical part of taking care of ourselves.

recognize one's own emotions, thoughts, and values

regulate one's emotions, thoughts, and behaviors in different situations



We all need these...



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In order to do these...



BUNNY CODE HALLWAY

BE RESPECTFUL

- Go directly to your destination
- Avoid interrupting classrooms during learning
- Use professional language

BE RESPONSIBLE

- Use a hallway pass at all times
- Have your ID/lanyard visible
- Be in your assigned room when the bell rings

BE SAFE

- Move with order and purpose to your destination
- Stay to the right when walking down hallways
- Avoid entering other classrooms



TRADITION • PRIDE • EXCELLENCE



Classroom Agreements: How do we want to feel in our school/classroom?

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SEL 3 Signature Practices



1. Welcoming Inclusion Activity

2. Engaging Practices

3. Optimistic Closures



Optimistic Closure

What specific strategies or activities can you incorporate into your classroom or school building to integrate SEL and MTSS-B principles effectively?





Thank you! Questions?

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