Classroom Implementation:
The Key to Success

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Omaha Public Schools

Every student. Every day. Prepared for success.

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.
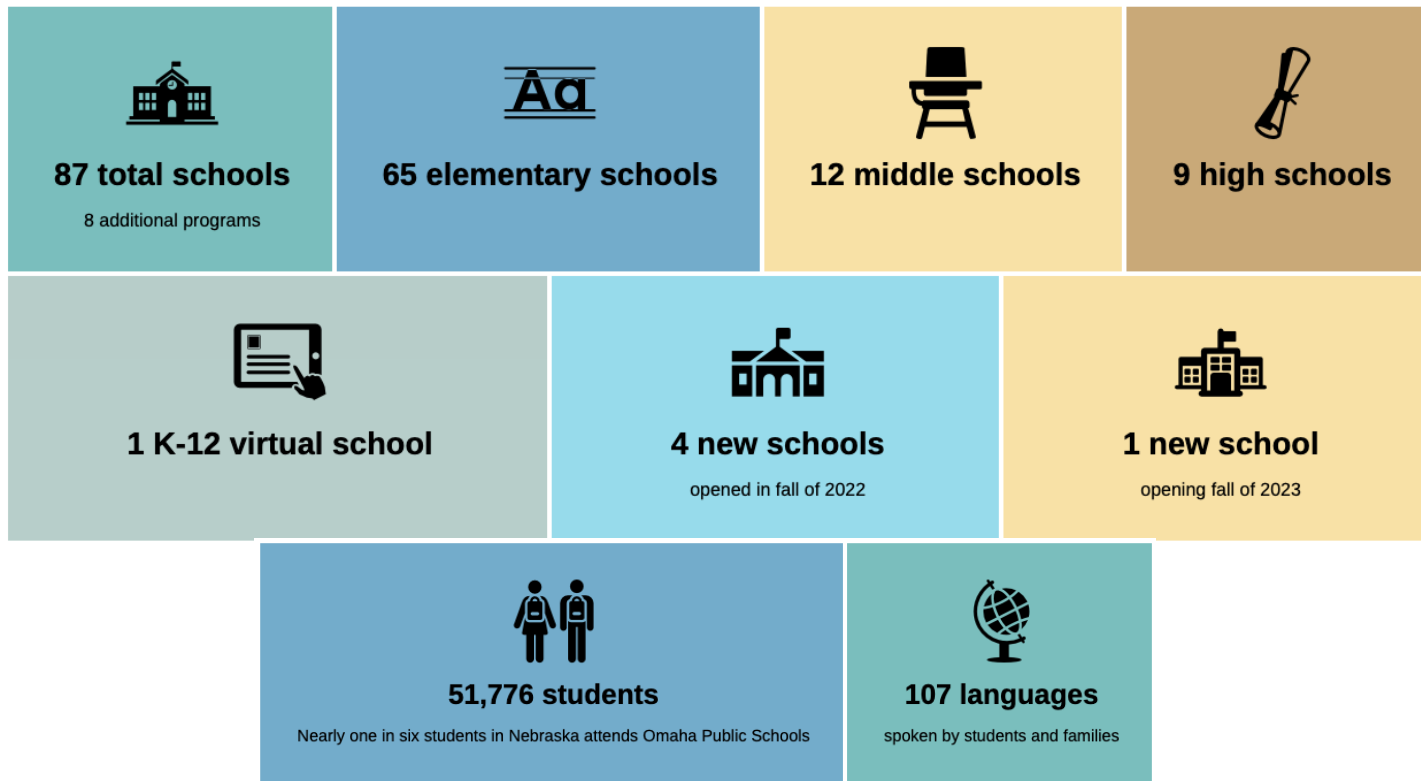
Session Expectations & Attention Signal

- **Responsible**
    - **Engage is session activities**
    - **Silence cell phones, reply appropriately**

- **Respectful**
    - **Be an active listener, open to new ideas**
    - **Respond promptly to attention signal**
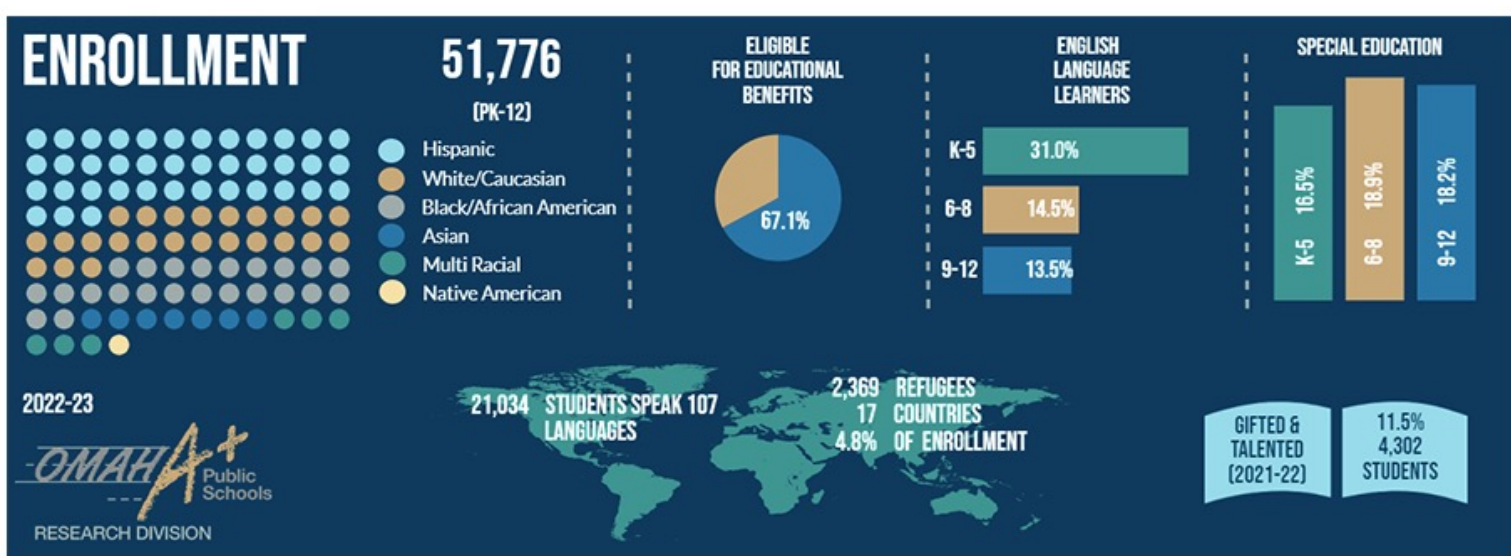
Welcome Inclusion Activity

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

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

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Student Demographics

ENROLLMENT — 51,776 (PK-12)

Hispanic
White/Caucasian
Black/African American
Asian
Multi Racial
Native American

2022-23

OMAHA+ Public Schools
RESEARCH DIVISION

ELIGIBLE FOR EDUCATIONAL BENEFITS — 67.1%

ENGLISH LANGUAGE LEARNERS
K-5: 31.0%
6-8: 14.5%
9-12: 13.5%

SPECIAL EDUCATION
K-5: 16.5%
6-8: 18.9%
9-12: 18.2%

21,034 STUDENTS SPEAK 107 LANGUAGES

2,369 REFUGEES
17 COUNTRIES
4.8% OF ENROLLMENT

GIFTED & TALENTED (2021-22) — 11.5% 4,302 STUDENTS

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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
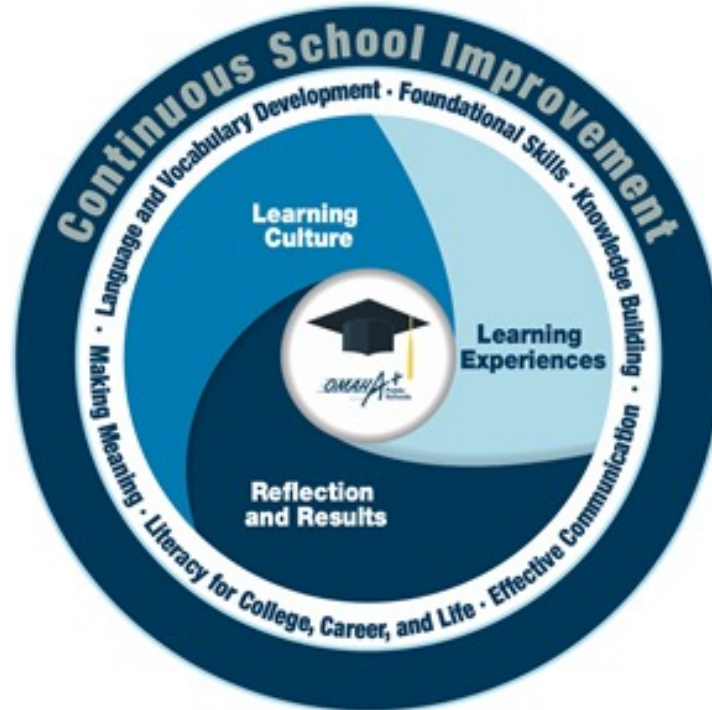
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Training & Support

Classroom Practices Walkthrough Tool

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

Example Data Report

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

MTSS-B
Multi-Tiered Systems of Support for Behavior

OMAH A+ Public Schools

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?

MTSS-B
Multi-Tiered Systems of Support for Behavior

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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.

MTSS-B
Multi-Tiered Systems of Support for Behavior

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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. (*Note:* Transitions occurred at a similar frequency during both observations.)
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 Framwork

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.
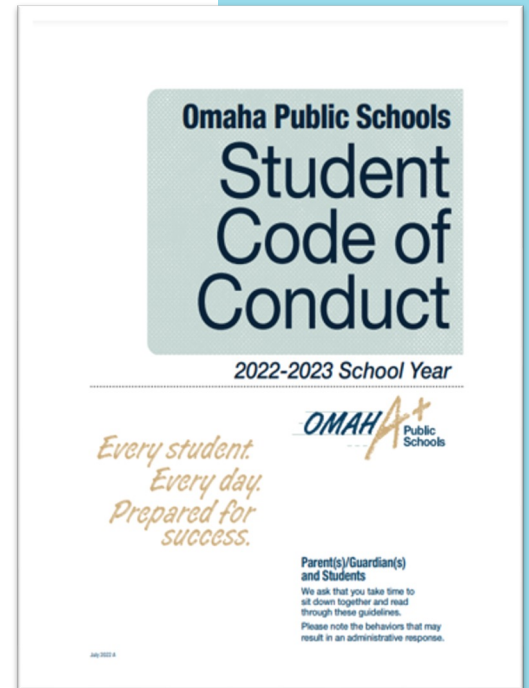
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In the Classroom

Academics

Social Emotional Learning

Attendance

Behavior

Climate

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

We all need these...

SELF-AWARENESS
SELF-MANAGEMENT
SOCIAL AND EMOTIONAL LEARNING
SOCIAL AWARENESS
RESPONSIBLE DECISION-MAKING
RELATIONSHIP SKILLS

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In order to do these...

OMAH A+ Public Schools

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

OMAH A+ Public Schools   TRADITION • PRIDE • EXCELLENCE

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

Every student. Every day. Prepared for success.

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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