**North Elementary School**

**Classroom Observation Process Feedback**

**March 2015**

Building Average: 4:2 (ratio of positive specific to corrective and negative feedback statements)

Comparatively, our average has gone from .9 last May, to 3:1 in October, to currently 4:2.

**Strengths**

Overall high rates of positive specific feedback.

Matrix posted and visible in 18/19 observations.

Doors locked in 17/19 classrooms (one being the gym)

Emergency procedures posted in all classrooms

17/19 observations reported all adults wearing their badge.

Whole body listening is being promoted in the lower grades.

Voice levels referred to by teachers and appropriate from students.

Regular use of pre-corrects to prevent problem behavior.

**Issues to Consider**

Although positive feedback is what we are working toward, we need to practice praising for specific behaviors. What could we say in place of:

* “Great job!”
* “Great choice!”
* “Good work!”
* “Perfect!”

How can use of less effective/ineffective responses to problem behavior be minimized? Statements that tend to be ineffective include questioning techniques and statements that lack specificity (see below)

* What did I just say about not being able to answer 10 people at one time?
* Are you still with me?