**South Park Elementary**

Universal SW-PBS Implementation Check

October 2012

***1. Positive Specific Feedback to Corrective Feedback (4:1 Ratio)***

Positive Specific Feedback:

Teacher gives the class or an individual student feedback about an academic or social behavior to indicate the behavior/response is correct. The statement explicitly indicates what the child/children did well and why that behavior/response is valued.

* Example: “Everyone was in their seat and working when the bell rang, this is a great way to be a responsible learner. You are learning to manage things on your own”

Corrective Feedback:

Teacher identifies the problem behavior, indicates what the student should do instead and provides a rationale for why/how the appropriate response will allow student’s need to be met. A neutral or encouraging tone should be used when providing corrective feedback.

* Example: “Bradley, I saw you were out of your seat, when I am teaching I need all students to stay seated. This helps everyone be able to listen better. Next time please throw your trash away after I’m finished talking.

Building Average - Positive Specific Feedback to Corrective Feedback: 1.85 to 1

**\*Your Ratio from Observation: 6.25 to 1**

***2. Negatives (0 is Ideal)***

Negatives:

Teacher indicates a behavior or response was incorrect, but does not provide specific instruction or reteaching for what the student should do instead.

* Example: “Sam, stop doing that!”

Building - Total Number of Negative Comments Observed: 54

Average Per Teacher: 3.4

**\*Your Total # of Negative Comments Observed: 0**

***3. Opportunities to Respond (OTR)***

Opportunities to Respond:

Teacher provides an opportunity to respond that is curriculum relevant, directed at whole class, a small group of students, or an individual child.

Building Average - OTR Per Minute: 1.32

**\*Your OTR Per Minute during Observation: 2.07**