**North Elementary School**

**Classroom Observation Process Feedback**

**April 2015**

Building Average: approximately 1:1:3 (ratio of positive specific to positive to corrective and negative feedback statements)

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

**Strengths**

* “I like how \_\_\_has her binder open”
* “Give every table a point because you started quickly and quietly”
* “I like how you have…”

**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!”
* “Very Good!”
* “This group is going to get a point!”

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)

* “Color nice and neat”
* “Shhh”
* “Do you have your name?”
* “I’ll wait”
* “Excuse me”
* “read the directions”
* “Let’s try that again”
* “everyone read”