

Feedback Overview: Project REACT

- After students complete the REACT, our staff creates a Google Sheet for each participating teacher. The first page of the Google Sheet allows teachers to see their average score for each REACT subscale (1-4). Scores above 3 generally reflect a positive environment.

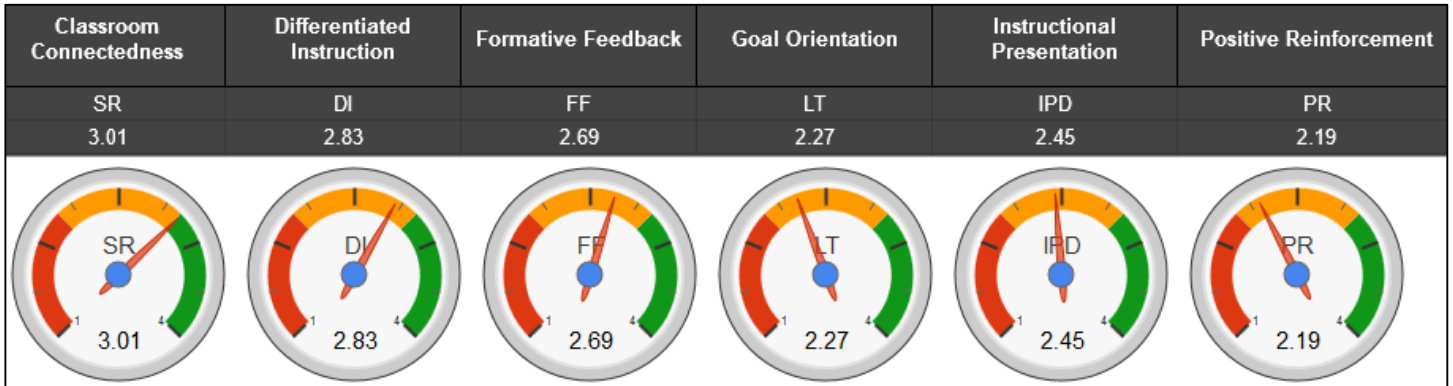


Figure 1. Dashboard feedback (Page 1 of feedback form)

- There are six additional pages that teachers may select. Each page provides more in-depth information about student responses for any given subscale. See below for three examples:

GO Score	Goal Orientation			
2.27	Positive Response	Mostly Positive	Mostly Negative Response	Negative Response
<i>** Items are reverse scored (e.g., a "positive response" is equivalent to a student responding "no")</i>				
My teacher sets goals for our learning when we start a new activity or lesson	5	9	13	1
We track how much we learn in class	1	9	16	2
My teacher explains why learning is important	4	9	15	0
Classwork and homework clearly build toward a goal that my teacher explained	7	7	1	13
My teacher and I set goals for my learning	3	4	17	4
My teacher helps me make plans for how I'll do my work	3	7	3	15
My teacher sets goals for our learning when we start a new activity or lesson				
We track how much we learn in class				
My teacher explains why learning is important				
Classwork and homework clearly build toward a goal that my teacher explained				
My teacher and I set goals for my learning				
My teacher helps me make plans for how I'll do my work				
	21			

Figure 2. Goal Orientation feedback

Feedback Overview, cont.

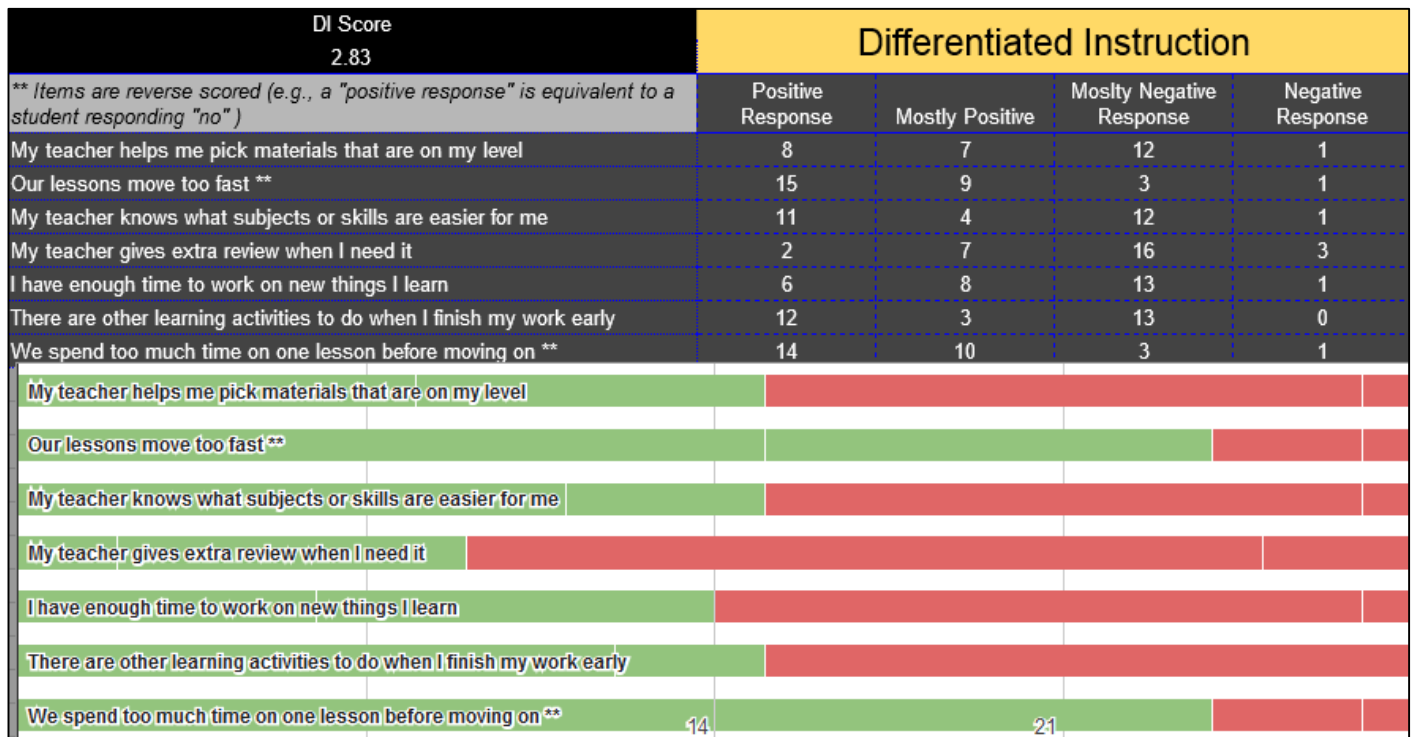


Figure 3. Differentiated Instruction feedback

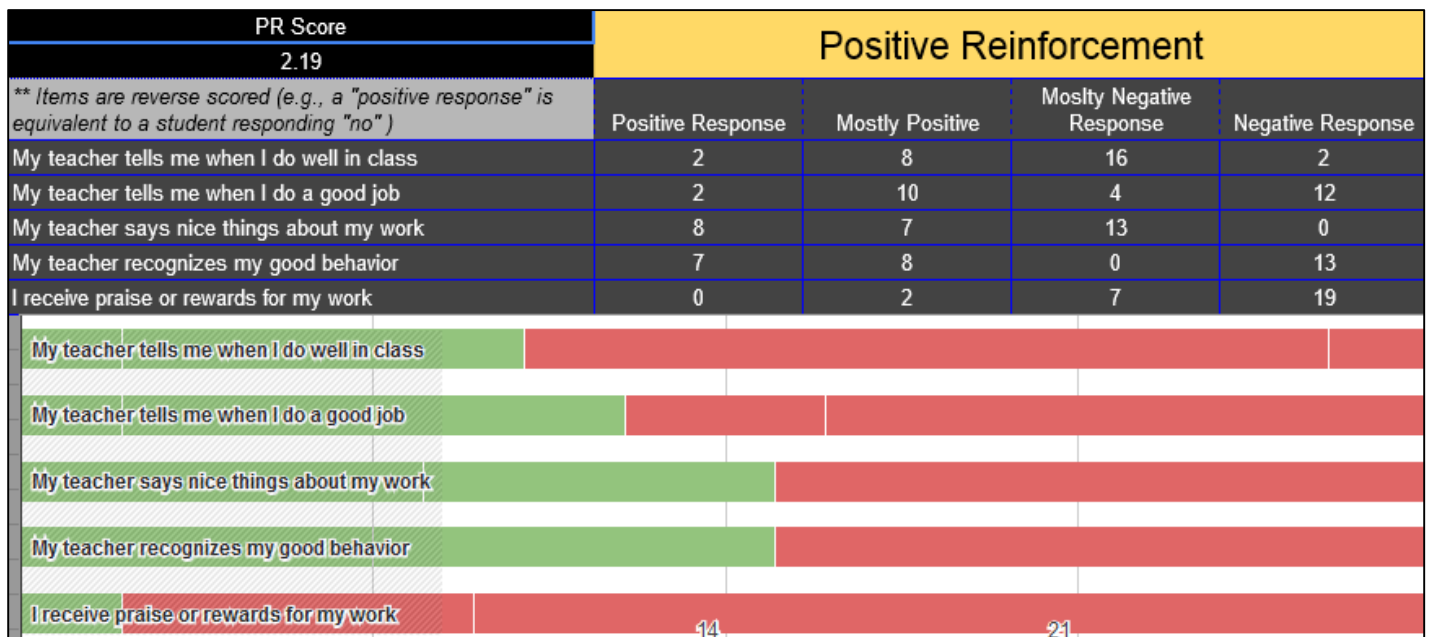


Figure 4. Positive Reinforcement feedback

- Teachers use subscale feedback to modify instruction as needed. See the strategies overview for suggestions in each domain (<http://sites.psu.edu/peternelson/resources-for-download/>)

REACT Items: 2014-2015

Positive Reinforcement		Differentiated Instruction	
1	I receive praise or rewards for my work.	1	My teacher knows what subjects or skills are easier for me.
2	My teacher recognizes my good behavior.	2	My teacher gives extra review when I need it.
3	My teacher says nice things about my work.	3	I have enough time to work on new things I learn.
4	My teacher tells me when I do a good job.	4	My teacher helps me pick materials that are on my level.
5	My teacher tells me when I do well in class.	5	Our lessons move too fast. (-)
		6	There are other learning activities to do when I finish my work early.
Instructional Presentation		Classroom Connectedness	
1	My teacher tells me what he/she's going to teach before the lesson begins.	1	My teacher makes learning enjoyable.
2	My teacher explains things in more than one way.	2	I like this class.
3	My teacher helps me learn ways to answer different kinds of questions.	3	My teacher believes I can do well in this class.
4	We learn tricks, strategies or shortcuts to learn and remember things.	4	My teacher wants me in class.
5	My teacher keeps me thinking during the lesson.	5	I feel insulted by things my teacher says. (-)
6	We always review the key points of the lesson before class ends.	6	My teacher is polite and respectful to students.
7	We practice with our teacher before we work on our own.	7	If I do something wrong, my teacher stays upset at me. (-)
8	My teacher asks us questions that make us think about what we are learning.		
9	My teacher asks us to explain our answers.		
Goal Oriented		Formative Feedback	
1	My teacher and I set goals for my learning.	1	My teacher explains how I am doing in class.
2	We track how much we learn in class.	2	My teacher shows me how to correct my mistakes on my work.
3	My teacher helps me make plans for how I'll do my work.	3	My teacher cares more about <u>how well I understand things we learn</u> than how I perform on tests and quizzes.
4	My teacher explains why learning is important.	4	My teacher comes to check my work when I am working alone.
5	Classwork and homework clearly build toward a goal that my teacher explained	5	My teacher provides comments that help me improve my work.
6	My teacher sets goals for our learning when we start a new activity or lesson.	6	It takes a long time to get our work back in class. (-)

(-) Reverse scored items