

The Responsive Environmental Assessment for Classroom Teaching (REACT) Overview

What is the REACT?

- Gathering information on how students *experience* the classroom environment is often overlooked or dismissed as irrelevant. In fact, student report can be an incredibly powerful tool when obtained effectively.
- The REACT captures students' perceptions of the classroom environment in a manner intended to be useful for classroom teachers. The REACT is intended to be a *formative* measure for teacher use. **In other words, the REACT is not intended to measure teachers, it is intended to guide teachers.**
- In the most basic sense, the REACT allows teachers to gather information on how students perceive the learning environment, and then **react** to these perceptions. The REACT is a guide for teachers interested in learning more about their students' experiences and what evidence-based strategies might enhance those experiences.

How is the "classroom environment" defined?

- The REACT purports to measure those *cognitive, social, and behavioral* supports in the classroom that are under the *direct control of the teacher and supported by empirical research*.
- The REACT is *not* intended to measure every possible aspect of students' experiences in the classroom, nor is it a compendium of instructional strategies.

Where did the REACT items come from?

- 100 initial items were developed with the help of researchers, literature on effective instruction, and teachers. Data were collected from over 3,000 middle and high school students in Minnesota public schools.
- Teachers and members of the research team evaluated items according to the degree to which they (a) were grounded in research, (b) differentiated between students and classrooms, and (c) measured the same construct (i.e. "the classroom environment"). Most importantly, members of the REACT research team evaluated the usefulness of each item for instructional decision-making..
- Following the item review process, a total of 30 items were identified for further data collections. While a small number of items remain rather broad, most are specific enough that teachers can take action if needed.
- Additional items were added to the REACT during the 2013-2014 school year to provide a more robust measure of the classroom environment.

How should the REACT be used?

- In practice, the REACT can be used at the classroom, small group, or individual level.
- It is critical that teachers communicate to students that the information is **not** being used as an evaluation and responses will **not** be seen by anyone other than the teacher.
- After collecting data with the REACT, teachers can view the distribution of scores for each item. Students' responses on the REACT should help teachers decide which strategies may improve students' perceptions of the classroom environment

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REACT Item					
Positive Reinforcement		Yes	Mostly Yes	Mostly No	No
1	I receive praise or rewards for my work.	A	B	C	D
2	My teacher recognizes my good behavior.	A	B	C	D
3	My teacher says nice things about my work.	A	B	C	D
4	My teacher tells me when I do a good job.	A	B	C	D
5	My teacher tells me when I do well in class.	A	B	C	D
Instructional Presentation		Yes	Mostly Yes	Mostly No	No
1	My teacher tells me what he/she's going to teach before the lesson begins.	A	B	C	D
2	My teacher explains things in more than one way.	A	B	C	D
3	My teacher helps me learn ways to answer different kinds of questions.	A	B	C	D
4	We learn tricks, strategies or shortcuts to learn and remember things.	A	B	C	D
5	My teacher keeps me thinking during the lesson.	A	B	C	D
6	We always review the key points of the lesson before class ends.	A	B	C	D
7	We practice with our teacher before we work on our own.	A	B	C	D
8	My teacher asks us questions that make us think about what we are learning.	A	B	C	D
9	My teacher asks us to explain our answers.	A	B	C	D
Goal Oriented		Yes	Mostly Yes	Mostly No	No
1	My teacher and I set goals for my learning.	A	B	C	D
2	We track how much we learn in class.	A	B	C	D
3	My teacher helps me make plans for how I'll do my work.	A	B	C	D
4	My teacher explains why learning is important.	A	B	C	D
5	Classwork and homework clearly build toward a goal that my teacher explained	A	B	C	D
6	My teacher sets goals for our learning when we start a new activity or lesson.	A	B	C	D
Differentiated Instruction		Yes	Mostly Yes	Mostly No	No

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1	My teacher knows what subjects or skills are easier for me.	A	B	C	D
2	My teacher gives extra review when I need it.	A	B	C	D
3	I have enough time to work on new things I learn.	A	B	C	D
4	My teacher helps me pick materials that are on my level.	A	B	C	D
5	Our lessons move too fast. (-)	A	B	C	D
6	There are other learning activities to do when I finish my work early.	A	B	C	D
Formative Feedback		Yes	Mostly Yes	Mostly No	No
1	My teacher explains how I am doing in class.	A	B	C	D
2	My teacher shows me how to correct my mistakes on my work.	A	B	C	D
3	My teacher cares more about <u>how well I understand things we learn</u> than how I perform on tests and quizzes.	A	B	C	D
4	My teacher comes to check my work when I am working alone.	A	B	C	D
5	My teacher provides comments that help me improve my work.	A	B	C	D
6	It takes a long time to get our work back in class. (-)	A	B	C	D
Classroom Connectedness		Yes	Mostly Yes	Mostly No	No
1	My teacher makes learning enjoyable.	A	B	C	D
2	I like this class.	A	B	C	D
3	My teacher believes I can do well in this class.	A	B	C	D
4	My teacher wants me in class.	A	B	C	D
5	I feel insulted by things my teacher says. (-)	A	B	C	D
6	My teacher is polite and respectful to students.	A	B	C	D
7	If I do something wrong, my teacher stays upset at me. (-)	A	B	C	D

(-) Reverse scored items