

Individual Feedback to the Emergent Theme Groupings

Thank you for your hard work during our *long* July meetings!

As a group, we came up with six different buckets of themes about math engagement. For each bucket, we also gave it a name and short description.

Now that we have some time after the meeting to let everything sink in, we want to see how you feel about each of the buckets and their themes.

Email: _____ (this was automatically collected via google form).

Our first bucket is "in class engagement".

In Class Engagement

The ways in which students visibly show and teachers encourage engagement. These occur mostly in the classroom, but could also show up in study halls, afterschool programs, or at home when students are learning math. *This form of engagement contains ideas similar to behavioral, cognitive, and social engagement.*

Completes work	Works with peers or friends	Distracted during class		
Pays attention	Focused during class	Helps others	Has access to basic resources	Asks questions (or for help)
Listens in class	Prefers to work alone	Thinks through math problems	Learns from mistakes	Answers questions

How do you feel about this bucket's name and definition?

In class engagement = the ways in which students visibly show and teachers encourage engagement. These occur mostly in the classroom, but could also show up in study halls, afterschool programs, or at home when students are learning math.

1 2 3 4 5

This is confusing :(This is clear :)

How can we make the name or definition better?

e.g., the name says "in class" but then the definition says it can also show up in study halls and other places, so that's confusing. Change to "visible engagement" or something like that because they are all actions.

Response:

This project is funded by the National Science Foundation, grant #2200437. Any opinions, findings, and conclusions or recommendations expressed in these materials are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

Learn more about the Adapted Measure of Math Engagement at <https://www.childtrends.org/project/adapted-measure-of-math-engagement>.

Adapted Measure of Math Engagement

Look at all the themes in this bucket. Are there ones that you feel unsure about or want to change?

- Completes work
- Works with peers or friends
- Distracted during class
- Pays attention
- Focused during class
- Helps others
- Has access to basic resources
- Asks questions (or for help)
- Listens in class
- Prefers to work alone
- Thinks through math problems
- Learns from mistakes
- Answers questions

You can find the description for each of the themes [here](#).

Response:

Any other reflections you have about this bucket:

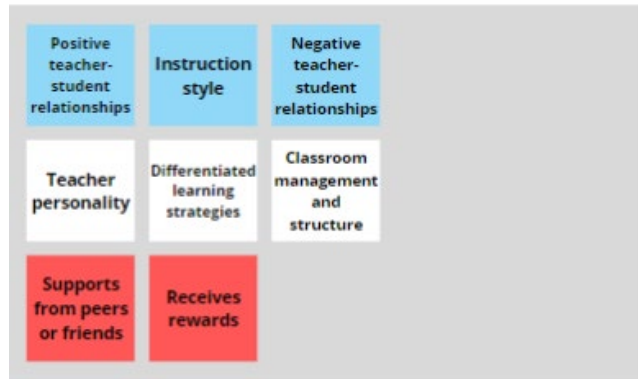
e.g., What do you like or not like about this bucket? What would you add to the bucket?

Response:

Our next bucket is "classroom culture"

Classroom Culture

The ways in which classroom instruction, rules, norms, expectations, setting, and relationships shape engagement. These are often created by both students and teachers. *This form of engagement contains several ideas similar to social engagement. It is seen as a new dimension of engagement.*



Adapted Measure of Math Engagement

How do you feel about this bucket's name and definition?

Classroom culture = the ways in which classroom instruction, rules, norms, expectations, setting, and relationships shape engagement. These are often created by both students and teachers.

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Response:

Look at all the themes in this bucket. Are there ones that you feel unsure about or want to change?

- Positive teacher-student relationships
- Instruction style
- Negative teacher-student relationships
- Teacher personality
- Differentiated learning strategies
- Classroom management and structure
- Supports from peers or friends
- Receives rewards

You can find the description for each of the themes [here](#).

Response:

Any other reflections you have about this bucket:

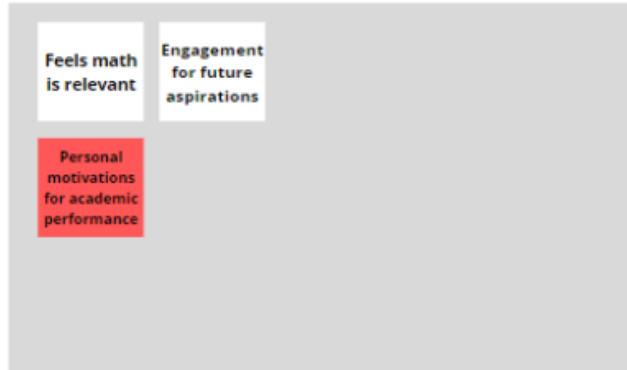
e.g., What do you like or not like about this bucket? What would you add to the bucket?

Response:

Our next bucket is "future aspirations"

Future Aspirations

The ways in which students' future hopes and dreams (for example, ideas for success or future careers) shape engagement. While students may develop these independently of teachers, they can also be shaped by teachers. *This form of engagement is seen as a new dimension of engagement.*



How do you feel about this bucket's name and definition?

Future aspirations = the ways in which students' future hopes and dreams (for example, ideas for success or future careers) shape engagement. While students may develop these independently of teachers, they can also be shaped by teachers.

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Response:

Look at all the themes in this bucket. Are there ones that you feel unsure about or want to change?

- Feels math is relevant
- Engagement for future aspirations
- Personal motivations for academic performance

You can find the description for each of the themes [here](#).

Response:

Any other reflections you have about this bucket:

e.g., What do you like or not like about this bucket? What would you add to the bucket?

Response:

Our next bucket is "feelings"

Feelings

The feelings students have towards math or their math classrooms that shape engagement. While these are held within students, they can be influenced by teachers and peers. *This form of engagement contains ideas similar to emotional engagement.*

Understands math	Feels discouraged or challenged	Feels motivated	Mental and physical capacity	Feels bored
Feels like math is enjoyable	Feels dumb	Feels isolated	Feels judged	
Feels a sense of belonging	Feels safe	Feels comfortable		

How do you feel about this bucket's name and definition?

Feelings = the feelings students have towards math or their math classrooms that shape engagement. While these are held within students, they can be influenced by teachers and peers.

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How can we make the name or definition better?

Response:

Look at all the themes in this bucket. Are there ones that you feel unsure about or want to change?

- Understands math
- Feels discouraged or challenged
- Feels motivated
- Mental and physical capacity
- Feels bored
- Feels like math is enjoyable
- Feels dumb
- Feels isolated
- Feels judged
- Feels a sense of belonging
- Feels safe
- Feels comfortable

Adapted Measure of Math Engagement

You can find the description for each of the themes [here](#).

Response:

Any other reflections you have about this bucket:

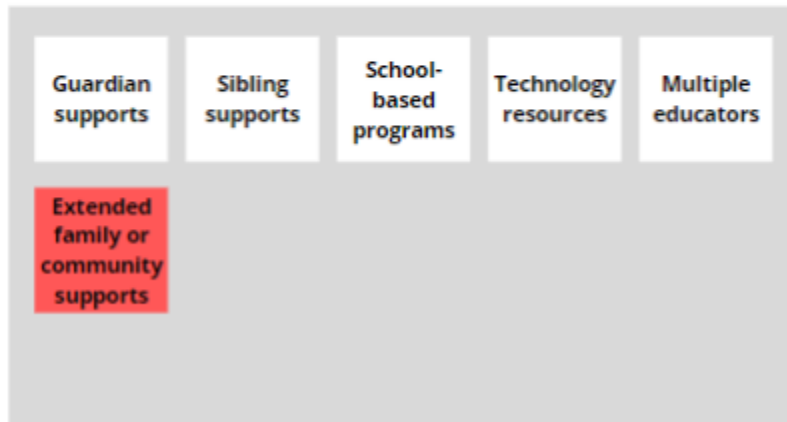
e.g., What do you like or not like about this bucket? What would you add to the bucket?

Response:

We are almost there! We also have a bucket that we call "external resources"

External Resources

The ways in which external resources (for example, family, programs, or technology) outside of the classroom shape engagement. These resources often support engagement. Students or teachers can choose to use them, if they are available. The availability of these resources is not necessarily controlled by students or teachers. *This form of engagement is seen as a new dimension of engagement.*



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This is clear :)

How can we make the name or definition better?

Response:

Look at all the themes in this bucket. Are there ones that you feel unsure about or want to change?

- Guardian support
- Siblings support
- School-based programs
- Technology resources
- Multiple educators
- Extended family or community supports

You can find the description for each of the themes [here](#).

Response:

Any other reflections you have about this bucket:

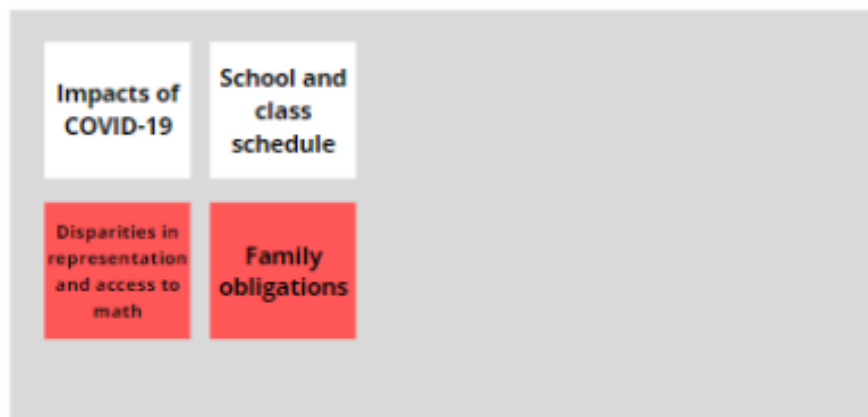
e.g., What do you like or not like about this bucket? What would you add to the bucket?

Response:

Finally, we have a bucket called "external factors"

External Factors

The ways in which external factors (for example, school structure or family obligations) outside of the classroom shape engagement. These external factors are not controlled by students or teachers. These are often systemic barriers (for example, practices, events, or decisions that result in unequal access or exclusion for students) to engagement. These external factors often decrease engagement. *This form of engagement is seen as a new dimension of engagement.*



Adapted Measure of Math Engagement

How do you feel about this bucket's name and definition?

External factors = the ways in which external factors (for example, school structure or family obligations) outside of the classroom shape engagement. These external factors are not controlled by students or teachers. These are often systemic barriers (for example, practices, events, or decisions that result in unequal access or exclusion for students) to engagement.

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How can we make the name or definition better?

Response:

Look at all the themes in this bucket. Are there ones that you feel unsure about or want to change?

- Impacts of COVID-19
- School and class schedule
- Disparities in representation and access to math
- Family obligations

You can find the description for each of themes [here](#).

Response:

Any other reflections you have about this bucket:

e.g., What do you like or not like about this bucket? What would you add to the bucket?

Response:

Yay! Thank you for all your reactions and reflections! We will use what you think and share as we move forward to learn together :)

Adapted Measure of Math Engagement



Any other reactions or reflections that you'd like to share?

Response:
