

## AM-ME Research Group Meeting Agenda

### Year 1 quantitative results group meaning making meeting

July 25, 2023. 1:00 to 4:00pm (CST)

**Location:** [a meeting room in the school district's office]

**Remote option:** [zoom link]

#### Meeting Objectives:

- Refine our shared understanding of the main components of Black and Latino students' math engagement.
- Provide feedback on the original math engagement survey based on our qualitative and quantitative findings so far.

#### Pre-work:

- Provide individual feedback to existing survey items
- Bring your Chromebook or Laptop!

#### Meeting Documents

- Slides
- Norms & Expectations
- SAMPLE Copy of Survey Questions for What Exists, What is New, What Needs to Go Activity
- Researchers have results of additional analyses on the survey data ready, in case people ask for them.
- Exit ticket

| Time       | Item & Notes  |
|------------|---|
| 25 minutes | <p><b>Welcome</b><br/>Facilitated by: Alyssa</p> <ul style="list-style-type: none"> <li>• Team building: How we want to have fun together</li> <li>• We'll break into two groups (students and teachers) and we'll brainstorm ways we can have fun together as a research group.               <ul style="list-style-type: none"> <li>○ 1) What activities would you like to do together in the Bloomington/Minneapolis/St. Paul area?</li> <li>○ 2) What food would you like to have at meetings?</li> <li>○ After brainstorming, we'll ask you to rank top choices in your small groups.</li> </ul> </li> <li>• Review of norms and expectations</li> </ul> |
| 30 minutes | <p><b>Review Yesterday's Meeting - Part 1</b><br/>Facilitated by: Sammy</p>   |

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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*

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|--------------------------|---|
|                          | <ul style="list-style-type: none"> <li>• Show the group our final grouping as of yesterday (Analyze - Math Engagement Qualitative Results Meaning-Making (themes to categories)), and discuss:             <ul style="list-style-type: none"> <li>○ Is there anything that is surprising to you?</li> <li>○ What are you unsure about?</li> <li>○ Which of these theme groups is the MOST important to include in the survey?</li> <li>○ Which of these theme groups is the LEAST important to include in the survey?</li> </ul> </li> </ul>  |
| <p><b>5 minutes</b></p>  | <p><b>Break</b></p> <ul style="list-style-type: none"> <li>• Stretch, go to the bathroom, grab more snacks.</li> </ul>  |
| <p><b>10 minutes</b></p> | <p><b>Quantitative Data Overview</b><br/> <i>Facilitated by: Diane</i></p> <ul style="list-style-type: none"> <li>• We got data from students using the “traditional” math engagement survey: responses to the survey are intended to help us understand how much <i>students are engaged, or not, in math class.</i></li> <li>• Researchers use students' survey responses to understand how much they are engaged in math.             <ul style="list-style-type: none"> <li>○ E.g., “I put effort into learning”, “I feel frustrated in math class”.</li> </ul> </li> <li>• <b>But... what if the questions don't make sense for your particular situation?</b> <ul style="list-style-type: none"> <li>○ e.g., “I talk about math outside of class” (we chose this item as an example based on Research Group member’s individual feedback to existing survey items)</li> </ul> </li> <li>• <b>Or if the questions are unclear to start with?</b> <ul style="list-style-type: none"> <li>○ e.g., “I do just enough to get by” (we chose this item as an example based on Research Group member’s individual feedback to existing survey items)</li> </ul> </li> <li>• <b>What if the survey is missing important parts of math engagement?</b> <ul style="list-style-type: none"> <li>○ e.g., positive teacher-student relationships, extended family or community support, technology resources, feels judged, impacts of COVID-19 (we chose these themes from our qualitative results)</li> </ul> </li> </ul> |
| <p><b>5 minutes</b></p>  | <p><b>Break</b></p> <ul style="list-style-type: none"> <li>• Stretch, go to the bathroom, grab more snacks.</li> </ul>  |
| <p><b>30 minutes</b></p> | <p><b>What Exists, What is New, What Needs to Go Activity, Part 1 - Reviewing Survey Questions</b><br/> <i>Facilitated by: Diane</i></p> <p>We’ll split into the same three teams as yesterday. Each group will have a spreadsheet with the Math and Science Engagement Survey (MSES) questions.</p> <ul style="list-style-type: none"> <li>• SAMPLE Copy of Survey Questions for What Exists, What is New, What Needs to Go Activity</li> </ul>  |

*Adapted Measure of Math Engagement*

|                   |  |
|-------------------|--|
|                   | <ul style="list-style-type: none"> <li>• Spend 30 minutes, refer to your pre-work notes (individual feedback to existing survey items), discuss and come to a consensus about the following questions for the first 19 survey questions:             <ul style="list-style-type: none"> <li>• Are any of the questions unclear or do not make sense?</li> <li>• How would you make questions more clear?</li> <li>• Should any questions be removed?</li> </ul> </li> </ul>  |
| <b>30 minutes</b> | <p><b>What Exists, What is New, What Needs to Go Activity, Part 2 - Reviewing Survey Questions</b><br/> <i>Facilitated by: Diane</i></p> <p>Next, spend 30 minutes to refer to your pre-work notes, discuss and come to a consensus about the following questions for the last 19 survey questions:</p> <ul style="list-style-type: none"> <li>• Are any of the questions unclear or do not make sense?</li> <li>• How would you make questions more clear?</li> <li>• Should any questions be removed?</li> </ul>   |
| <b>5 minutes</b>  | <p><b>Break</b></p> <ul style="list-style-type: none"> <li>• Stretch, go to the bathroom, grab more snacks.</li> </ul>   |
| <b>20 minutes</b> | <p><b>What Exists, What is New, What Needs to Go Activity, Part 3 - Reflection</b><br/> <i>Facilitated by: Diane</i></p> <p>Each team will share a summary of their feedback on the survey questions. Specifically, each team will share how the survey questions relate to our theme groupings, and what theme groupings do not have survey questions associated with them.</p> <p>As each team is sharing the ways they connected survey questions to theme groupings, the other teams will take note of:</p> <ul style="list-style-type: none"> <li>• Similarities to their connections</li> <li>• Differences to their connections</li> <li>• Any questions they have</li> </ul> |
| <b>5 minutes</b>  | <p><b>Closing</b></p> <ul style="list-style-type: none"> <li>• Overview of next steps</li> <li>• Complete the exit ticket</li> <li>• Homework: A list of the groupings/themes and each person chooses what is most important to them.</li> </ul>   |