AM-MΣ

AM-ME Research Group Meeting Agenda

Standing AM-ME Research Group Documents

- *Link* to our shared AM-ME Research Group google folder
- AM-ME Research Group Background Information
- Timeline of Activities
- *Link* to a table of members and their contact information
- Norms & Expectations

Year 2 factor analyses results group discussion meeting

March 18, 2024, 3:30 to 5:30pm (CST)
Location: *[a meeting room in the school district's office]*
Remote option: *[zoom link]*

Meeting Objective:

- Continue to review the results of the initial AM-ME survey (i.e., main factors and item placement).
- Continue to identify questions to ask in upcoming student focus groups.

Meeting Documents

- Slides
- Analyze - EXAMPLE Copy of Factor Handout
- Overall percentages of initial AMME survey results (this was printed and handed out as a resource, but we did not spend time working on it during the meeting)
- Analyze - Facilitator Notes for Factors (this was available to researchers to help us guide the small group discussions)
- Exit ticket

Agenda

Time	Item & Notes
10 minutes	**Welcome** *Facilitated by:* Samantha Holquist *Timekeeper:* Diane Hsieh • Welcome to [student name]!

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

	○ [student name] will bring another high school student perspective to the team! • Update on project status: Provide overall percentages of survey results as a resource. ○ Reminder that survey gift cards were sent out at this point. • Review of norms and expectations.
15 minutes	**Team Building Activity** *Facilitated by:* Alyssa Scott *Timekeeper:* Samantha Holquist **Guess the Number** • Each round, we will choose a new category (cookies, Saturday activities, sports, etc.) • One participant (The Guesser) will close their eyes or leave the room. • The rest of the group will choose a number (1-10). *Note this must be done silently if the Guesser is in the room*. • Using that number, all participants must think of something they would rate that number out of ten in the chosen category (for example, we choose seven, participants must think of something in the chosen category they think is a 7/10, 10 being the best of the best). • The Guesser is invited back into the room and the participants say their answer for the category, but do not say the number. • After all participants have given their answer, the Guesser must then guess what they think the number is.
5 minutes	**Break** • Stretch, go to the bathroom, grab more snacks.
30 minutes	**Get to Know a Factor Activity** *Facilitated by:* Marisa Crowder *Timekeeper:* Alyssa Scott **<u>Continuing from our work in the drop-in meeting</u>** (Analyze - Year 2 factor analyses results preview drop-in meeting (March 2024))**:** To help strengthen the survey for next year, we need to gain a better understanding of how Black and Latina/o students experience math engagement within the factors. The student focus groups this year will focus on strengthening the survey. For example, we need survey questions that capture higher levels of engagement

for students. Further, some survey questions do not work the same across different race/ethnic groups. Finally, some factors don't have enough survey questions. Therefore, we are going to deeply explore the survey questions in each factor to identify additional information we need to improve the survey. We will gather this information during the student focus groups this Spring.

Today, we will discuss the remaining six factors in small groups.

*Note: the researchers facilitating each small group has a list of prompt questions that are specific to each factor's results (*Analyze - Facilitator Notes for Factors)

For the next 25 minutes, we will:

- Each small group will review one factor.
- Follow your factor handout (Analyze - EXAMPLE Copy of Factor Handout):
    - Discuss the survey questions that make up the factor. What do they tell us about students' math engagement (particularly for Black and Latina/o students)?
    - Brainstorm focus group questions that will help us create survey questions that:
        - Are more difficult for students to agree to (higher levels of what the factor is about).
        - If needed, get at ideas to more "fully" capture the factor (i.e., is there anything missing?)
        - Help us understand why students respond to the survey questions differently.

Things to consider:

- What survey questions make up the factor? How do they capture students' math engagement?
- Who will be the most likely to know what high engagement looks like?
    - In other words, who should we ask?
- Who will be the most likely to understand why survey questions are interpreted differently?
    - In other words, who should we ask?

Small Group Assignments:

- Factor #: [names]
- Factor #: [names]
- Factor #: [names]

30 minutes	**Get to Know a Factor Activity**
	Facilitated by: Marisa Crowder
	Timekeeper: Alyssa Scott
	
	For the next 25 minutes, we will:
	
	• Each group will review one of the remaining factors.
	• Discuss the survey questions that make up the factor. What do they tell us about students' math engagement (particularly for Black and Latina/o students)?
	• Brainstorm focus group questions that will help us create survey questions that:
	  ○ Are more difficult for students to agree to (higher levels of what the factor is about).
	  ○ If needed, get at ideas to more "fully" capture the factor (i.e., is there anything missing?)
	  ○ Help us understand why students respond to the survey questions differently.
	
	Things to consider:
	• What survey questions make up the factor? How do they capture students' math engagement?
	• Who will be the most likely to know what high engagement looks like?
	  ○ In other words, who should we ask?
	• Who will be the most likely to understand why survey questions are interpreted differently?
	  ○ In other words, who should we ask?
	
	Same small group assignments as last round.

5 minutes	**Break** • Stretch, go to the bathroom, grab more snacks.
20 minutes	**Focus Group Plan** *Facilitated by:* Alyssa Scott *Timekeeper:* Samantha Holquist • Reminder: We are doing this round of focus groups to gather information that will help us create survey questions that: ○ Are more difficult for students to agree to (higher levels of what the factor is about).

	○ If needed, get at ideas to more "fully" capture the factor (i.e., is there anything missing?) ○ Help us understand why students respond to the survey questions differently. • Part 1 (10 minutes) Large Group Discussion: • Who do we want to invite to the focus groups? • When do we want to do the focus groups? • Part 2 (10 minutes) We will go into two groups (middle school and high school) and discuss: • What dates might work for you? • What ideas do you have for your recruitment strategy? • What support or materials do you need from us?
5 minutes	**Closing** *Facilitated by:* Diane Hsieh • 📣 Focus groups 📣 we'll follow up on the ideas that you generated today. ○ Next all-team AM-ME Research Group meetings: Monday, May 20 from 3:30pm to 5:30pm (in person) • Complete the exit ticket.