

AM-ME Research Group Meeting Agenda

Year 3 qualitative results and survey refinement group discussion meeting (Dec 2024)

Dec 12, 2024, 3:30 to 5:30pm (CST)

Location: *[a classroom in one of the schools]*

Meeting Objective:

- Explore qualitative results from Year 3 Focus Group Protocol.
- Create new items for the math identity section of the survey.
- Brainstorm classroom climate, classroom behavior, and effective instruction sections of the survey.

Meeting Documents

- Slides
- Norms & Expectations
- EXAMPLE- Classroom Behaviors Summaries
- Exit ticket

Time	Item & Notes
15 minutes	<p>Welcome <i>Facilitated by:</i> Samantha Holquist <i>Timekeeper:</i> Alyssa Scott</p> <ul style="list-style-type: none"> • Dissemination updates: applied to present our project findings at the district professional learning day as well as an academic conference. • Review of norms and expectations.
10 minutes	<p>Team Building Activity <i>Facilitated by:</i> Alyssa Scott <i>Timekeeper:</i> Samantha Holquist</p> <p>Telestration</p> <ul style="list-style-type: none"> • We'll break into two groups. Members of each group should arrange themselves in a circular shape.

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

	<ul style="list-style-type: none"> • Everyone will have a booklet for drawing and guessing. Write your name on the front of your booklet. • Sketch round: Everyone will have one minute to sketch the secret word from Sammy and Alyssa. • Pass sketches: Everyone passes their sketches clockwise to the next person. • Guess round: Everyone will have one minute to look at the sketch and write their guess of what is drawn on the next sheet in the booklet. • Pass guesses: Everyone will pass their booklets clockwise again. • Sketch round: Everyone will look at the guess and begin to sketch that on the next page. • Repeat: Continue this process until you get your booklet back. • Flip through your book and enjoy the chaos that occurred.
<p>10 minutes</p>	<p>Data Collection Overview <i>Facilitated by:</i> Samantha Holquist <i>Timekeeper:</i> Alyssa Scott</p> <p>In Analyze - thematic coding meeting (October 2024), we coded transcripts and made meaning of data. That helped us identify four topics we wanted to learn more about: classroom climate, teacher-student relationships, effective instruction, classroom behavior.</p> <p>We also wanted to learn more about how identities impact math engagement. We reworked the activity that Research Group students did in August with the identity flowers to better understand how students see their identities impacting their engagement.</p> <ul style="list-style-type: none"> • Overview of who we talked to & how we collected the data <ul style="list-style-type: none"> ○ Focus groups with 27 students: <i>answered questions on Post-it notes about our four topics, walked around to review other students' responses, and finally discussed how their identities impact their math engagement.</i> ○ Interview with 4 math teachers: <i>no Post-it note activity, answered questions about our four topics and how student identities impact their math engagement.</i> • Provide descriptions for the themes from data collection

Adapted Measure of Math Engagement

<p>40 minutes</p>	<p>Math Identity Activity <i>Facilitated by: Alyssa Scott</i> <i>Timekeeper: Samantha Holquist</i></p> <p>Group 1 - Middle School Data [names] Group 2 - High School Data [names]</p> <ul style="list-style-type: none"> • Everyone will get a chance to read a summary of findings about math identity from this round of data collection. • In your group, split up into pairs. Each pair will have a large Post-it note to jot down survey questions about math identity. You'll have 10 minutes to brainstorm and write. You can: <ul style="list-style-type: none"> ○ Suggest edits to the current math identity survey questions (they will be on a slide during the activity) ○ Create new questions to better understand how identity impacts math engagement ○ There is no right answer; write down ideas as they come to you! • Come back to your group and review each other's PPost-it notes. Use stickers to vote for your favorite questions! You'll have 10 minutes to review and vote. • Identify a representative who will have 5 minutes to share your most voted survey questions with the larger group.
<p>5 minutes</p>	<p>Break</p> <ul style="list-style-type: none"> • Stretch, go to the bathroom, grab more snacks.
<p>35 minutes</p>	<p>Factor Activity <i>Facilitated by: Alyssa Scott</i> <i>Timekeeper: Samantha Holquist</i></p> <p>Group 1 - Classroom Climate [names] Group 2 - Effective Instruction [names] Group 3 - Classroom Behaviors [names]</p> <ul style="list-style-type: none"> • Each group will have a space in the room with two giant Post-its with questions to answer about your factor. • For the first round you will have 15 minutes to read your summary (EXAMPLE- Classroom Behaviors Summaries) and answer questions on the giant Post-its as a group.

Adapted Measure of Math Engagement

	<ul style="list-style-type: none">• After round one is complete, you'll move counter-clockwise to the next factor and spend 10 minutes reading and answering questions. You can build on or emphasize what the previous group wrote.• After round two is complete, you'll rotate one more time and have another 10 minutes with the final factor.• The questions for you to respond to on giant Post-its are:<ul style="list-style-type: none">○ What stood out to you from the summaries?○ Write survey questions that capture what you read.<ul style="list-style-type: none">▪ Reminder: these questions will have response options that include "Strongly Agree, Agree, Disagree, Strongly Disagree."
<p>5 minutes</p>	<p>Closing <i>Facilitated by:</i> Samantha Holquist <i>Timekeeper:</i> Alyssa Scott</p> <ul style="list-style-type: none">• Overview of next steps:<ul style="list-style-type: none">○ We'll email a link to our infographic on what we've learned soon○ AM-ME survey to be distributed February 18 - 28, 2025• Next meeting: Late January/early February• Complete the exit ticket