

Student Small Group Meeting Agenda

Math Identity Student Small Group Meeting

August 12, 2024 - 4:00 to 5:00pm (CST)

Location: Zoom

Meeting Objectives:

- Begin to think about how your identity might affect your math class experiences and engagement

Meeting Documents

- Norms and Expectations
- Slides
- Identity Flower Activity

Time	Item & Notes
5 minutes	<p>Welcome + Icebreaker <i>Facilitated by: Alyssa</i></p> <ul style="list-style-type: none"> • Share the highlight of your summer (so far) with the group! • Review of norms and expectations.
5 minutes	<p>Why Are We Meeting without the Teachers? <i>Facilitated by: Sammy</i></p> <ul style="list-style-type: none"> • We hope that by doing this research, we develop a measure of math engagement that centers Black and Latino students' lived experiences, which will open the gate to inclusive math learning environments and understandings of what it means to be engaged in math. • We have received continuous feedback that our survey does not explicitly relate to the experiences of Black and Latino students. • How our focus groups have gone so far (share some of the little bits of race/identity we've heard): <ul style="list-style-type: none"> ○ "No, I think most people are surprised when they hear that I'm doing good in any class, actually...I'm going to keep it all the way above. I think it's because I'm Black." - Shane, Black male student at HRT High School

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

	<ul style="list-style-type: none"> • “If I'm with the other people that have a different skin color, like race than me. And we bring up GPA stuff, they always rate their selves always higher than me, and I always ask that question, and then they just don't want to answer. And I always ask them, ‘Do I make you uncomfortable?’ They just don't answer my questions. Maybe that's the racist part.” - Yussuf, Somali male student at HRT High School • “I feel like my white friends will come to me for certain things that are bad and they'll ask me about it like I would know. But it's like, ‘You don't come to me about a lot of stuff, so why are you coming to me about this all of a sudden?’ It's kind of hard to explain what I'm trying to say, but if you know what I'm saying, you know what I'm saying.” - Shane, Black male student at HRT High School • Small group conversation from May meeting with new question ideas that focus on race/identity: <ul style="list-style-type: none"> ○ Wonderings: <ul style="list-style-type: none"> ▪ Do students of different races get their questions answered more than others? ▪ Does my race affect how my teacher perceives me? ▪ Does my race make me feel targeted in math class? ○ Survey question ideas: <ul style="list-style-type: none"> ▪ My race affects my experience in math class. ▪ My race affects whether my questions are answered in math class. ▪ My race affects how my math teacher treats me. ▪ My race affects where I sit in my classroom. • Some of our limitations for creating race/identity questions <ul style="list-style-type: none"> ○ We cannot mention race or gender in survey questions • We wanted to meet with just the students in the AM-ME Research Group to provide a space for you to collectively think about how to integrate race/ethnicity into the survey as the survey is meant to capture the experiences of Black and Latino students.
<p>15 minutes</p>	<p>Diving Into Our Identities <i>Facilitated by: Sammy</i></p> <p>Objective: To reflect on our identities and understand how these identities shape their interactions and engagement, particularly in math classes.</p> <p>Introduction</p> <ul style="list-style-type: none"> • Audience: You'll be sharing your identity flower with others in the group, so make sure you're comfortable sharing whatever you include. • Sharing: You can make your flower directly in the Jamboard, or you can do it on paper and send a picture of it to Sammy and Alyssa. <p>Drawing the Identity Flower</p> <ul style="list-style-type: none"> • Draw a flower and write down your identities in the petals. Here's some tips to

	<p>help you if you feel stuck:</p> <ul style="list-style-type: none"> ○ What is your race or ethnicity? ○ What is your gender identity? ○ What is your family heritage or nationality? ○ Are there any other identities that are important to you, like personality traits or socioeconomic status? <p>Filling in the Shaded Boxes</p> <ul style="list-style-type: none"> ● In the shaded boxes next to each petal, reflect on how each identity might influence their engagement in math classes. For example: <ul style="list-style-type: none"> ○ How does your race/ethnicity shape your experience in math class? Have you experienced or noticed any stereotypes or biases that affect your participation? ○ How does your gender identity influence the way you engage in math class? Do you feel equally encouraged and supported in math as your peers of different genders? <p>Next Steps</p> <ul style="list-style-type: none"> ● We are going to use our identity flowers to shape our next activity!
<p>15 minutes</p>	<p>Reflection <i>Facilitated by: Alyssa</i> <i>Notetaker: Sammy</i></p> <p>Spend a few minutes reflecting to yourself on the following questions:</p> <ul style="list-style-type: none"> ● What are the connections between your identity and how you feel about math class? ● What piece of your identity impacts your math class experience the most? ● What piece of your identity impacts your math class experience the least? <p>Then we'll share some reflections with the whole group.</p>
<p>15 minutes</p>	<p>Does Your Identity Relate to Your Math Engagement? <i>Facilitated by: Alyssa</i> <i>Notetaker: Sammy</i></p> <p>In the large group we'll have a short discussion about how your identity relates to your experience and engagement in your math classroom. Let's talk about:</p> <ul style="list-style-type: none"> ● Do you think the way your identity impacts your math class experience is different or similar to other students in your math class? ● Do these experiences affect how engaged you are in math class? In what ways?
<p>5 minutes</p>	<p>Closing + Next Steps <i>Facilitated by: Alyssa</i></p> <ul style="list-style-type: none"> ● With these reflections we'll then start brainstorming survey items.