

Math Identity Student Meeting



Adapted Measure of Math Engagement Research Group,
August 12

Child Trends.

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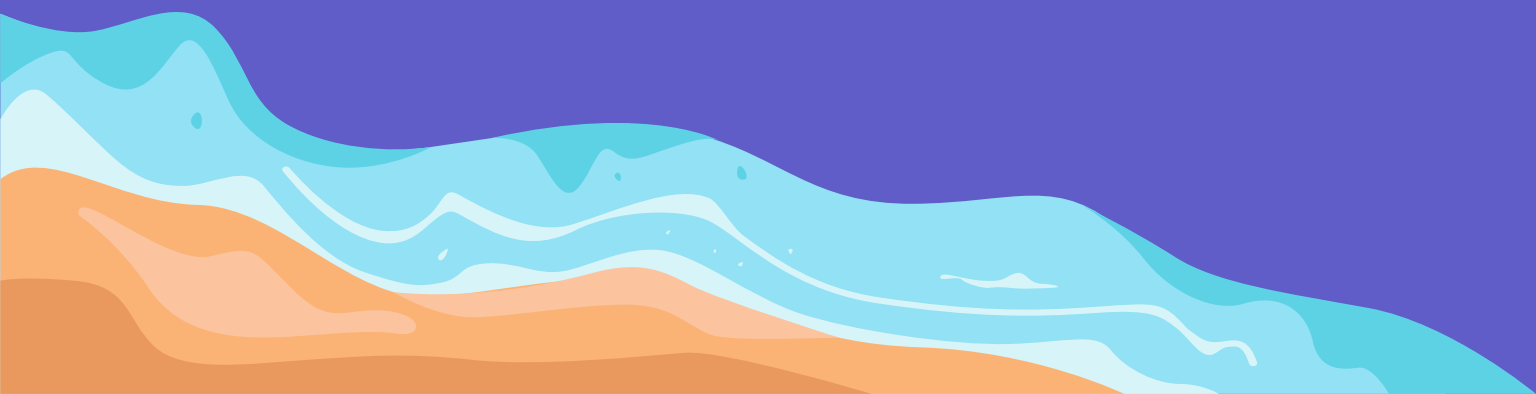
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Agenda & objectives

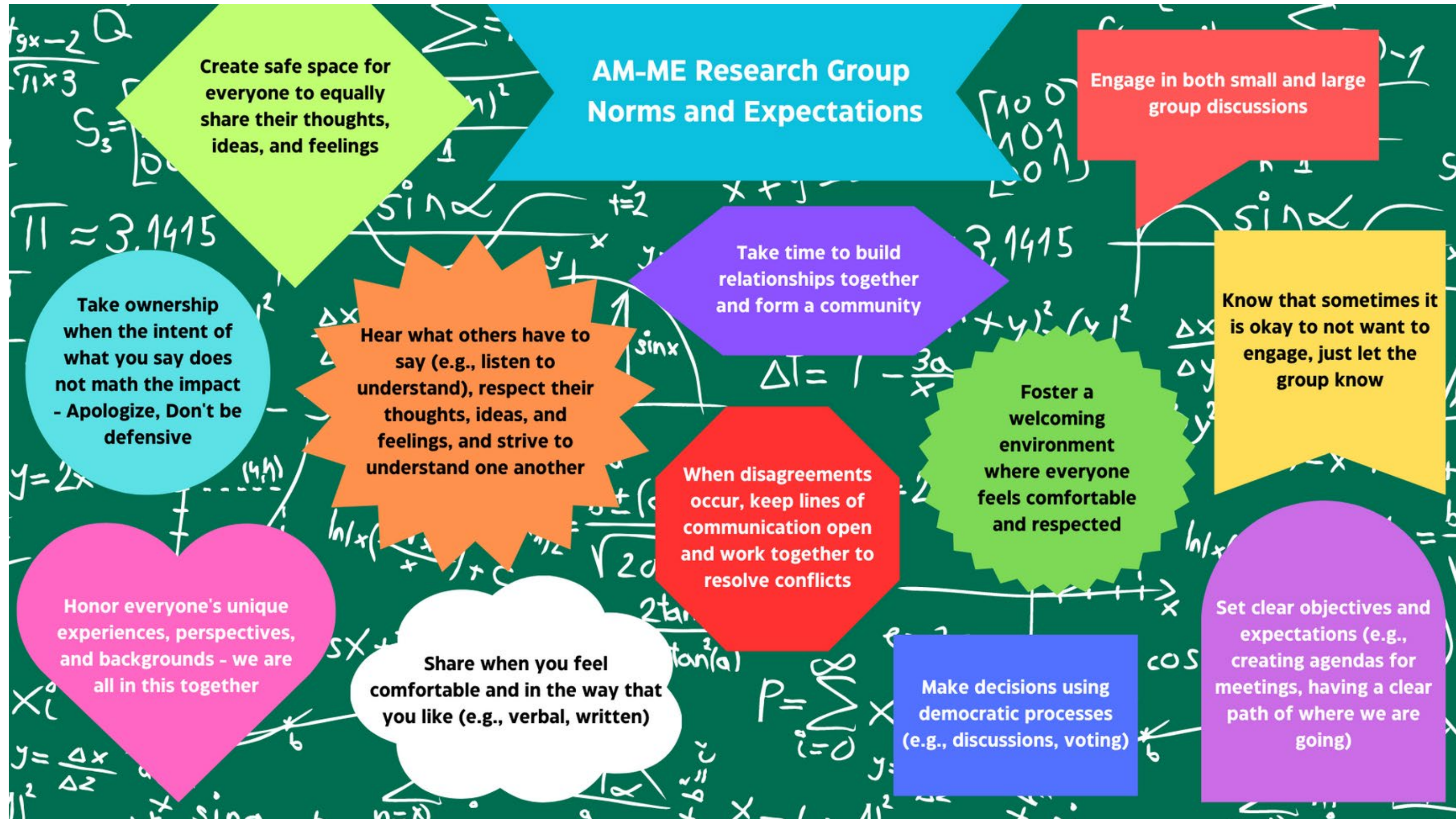
- Team building
- Discuss why we are meeting
- Dive into identities and how they relate to math engagement



**Share the highlight of your
summer (so far) with the
group!**



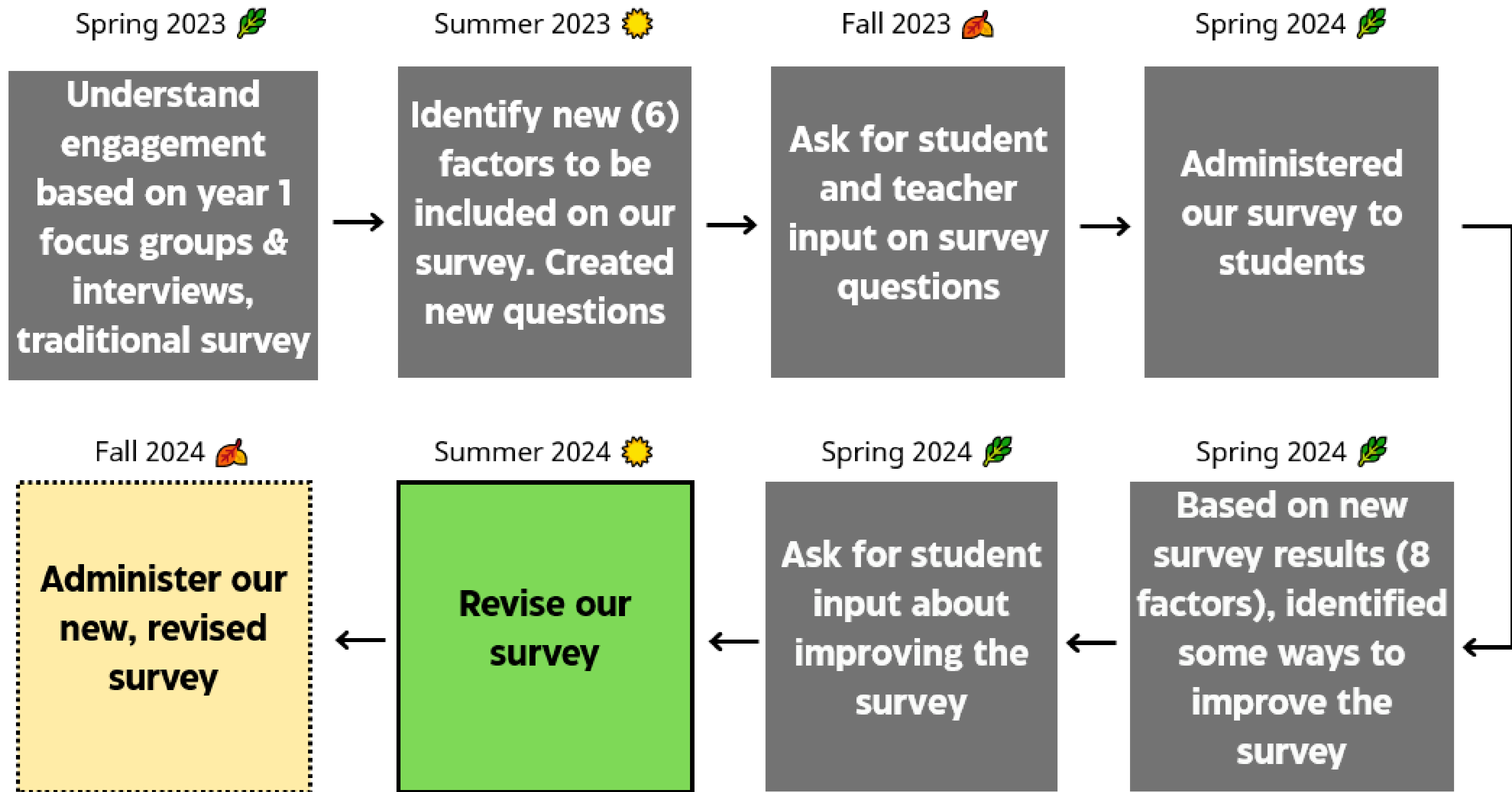
Group Norms



Why Are We Meeting Without the Teachers?



Where are we and why are we here?



We're here today because

- 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.

Some of what we heard in focus groups

“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

“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

Our May meeting

- Our small group conversation in the May meeting brought up new questions and ideas that focus on race/identity:
 - Wonderings:
 - 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:
 - 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:
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 students like yourselves.



Diving Into Our Identities

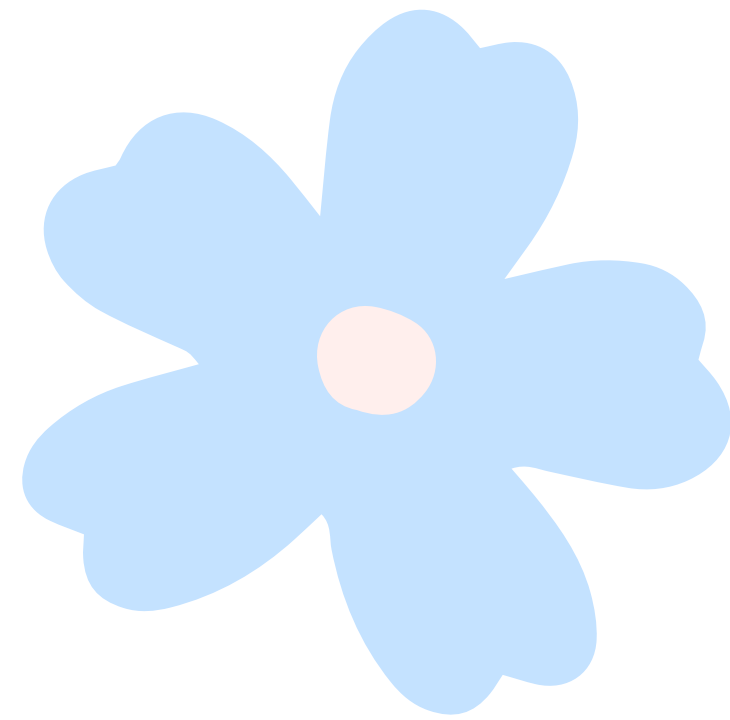


Identity flower activity

Objective: To reflect on our identities and understand how these identities shape their interactions and engagement, particularly in math classes.

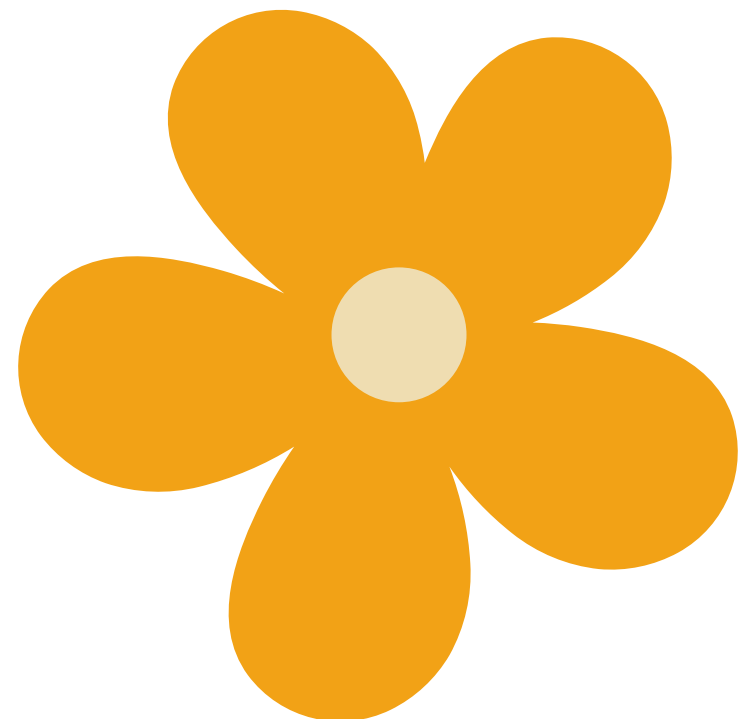
Introduction to the activity

- **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 text a picture of it to Sammy and Alyssa.



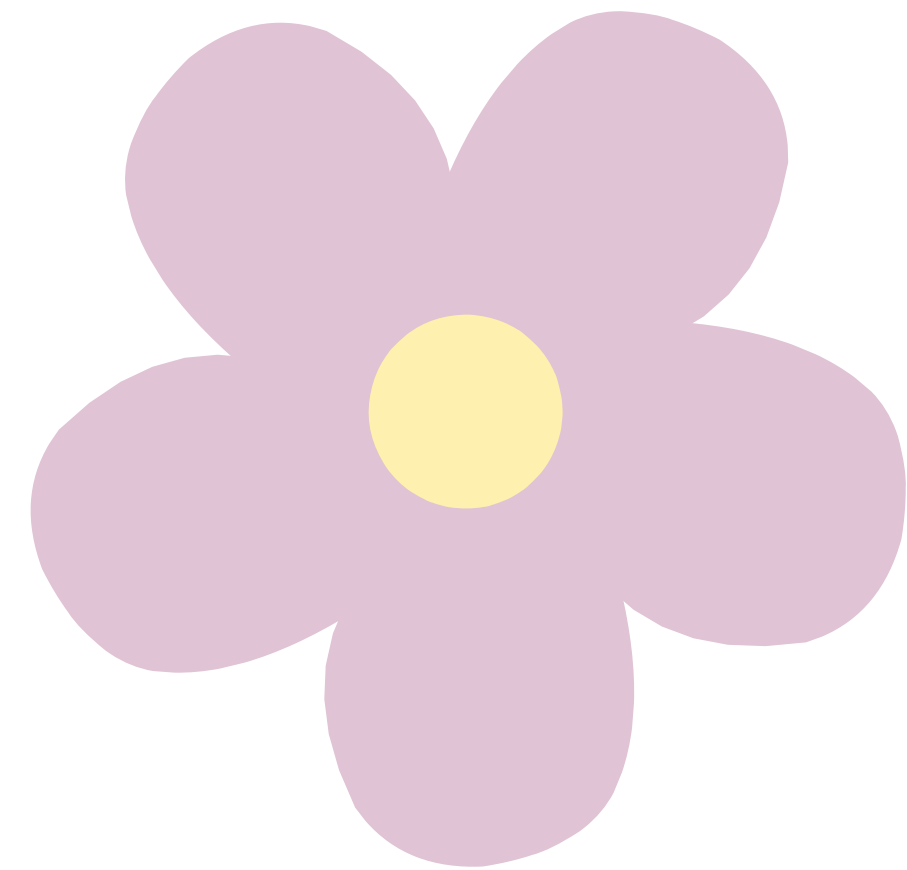
Identity flower activity

- In the Jamboard or on paper, draw a flower and write down your identities in the petals. Here's some tips to help you if you feel stuck:
 - 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, hobbies, or socioeconomic status?



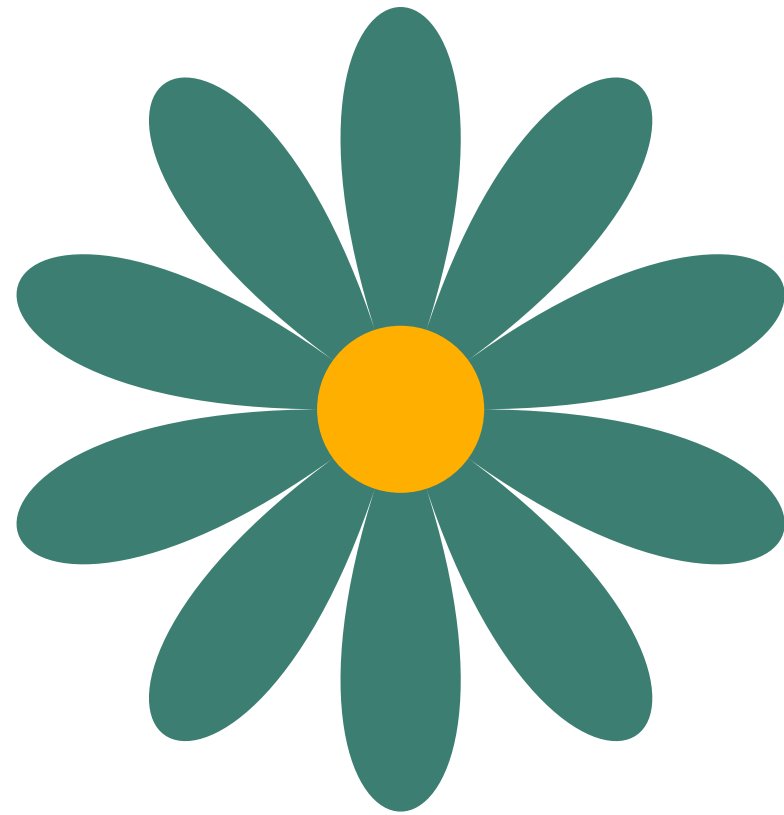
Identity flower activity

- In the **shaded boxes** next to each petal, **reflect** on how **each identity** might **influence** your **engagement in math class**. For example:
 - 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?



Identity flower activity

- Check out an example: Sammy's Flower
- After you've completed your identity flower, we are going to use the flowers to shape our next activity!



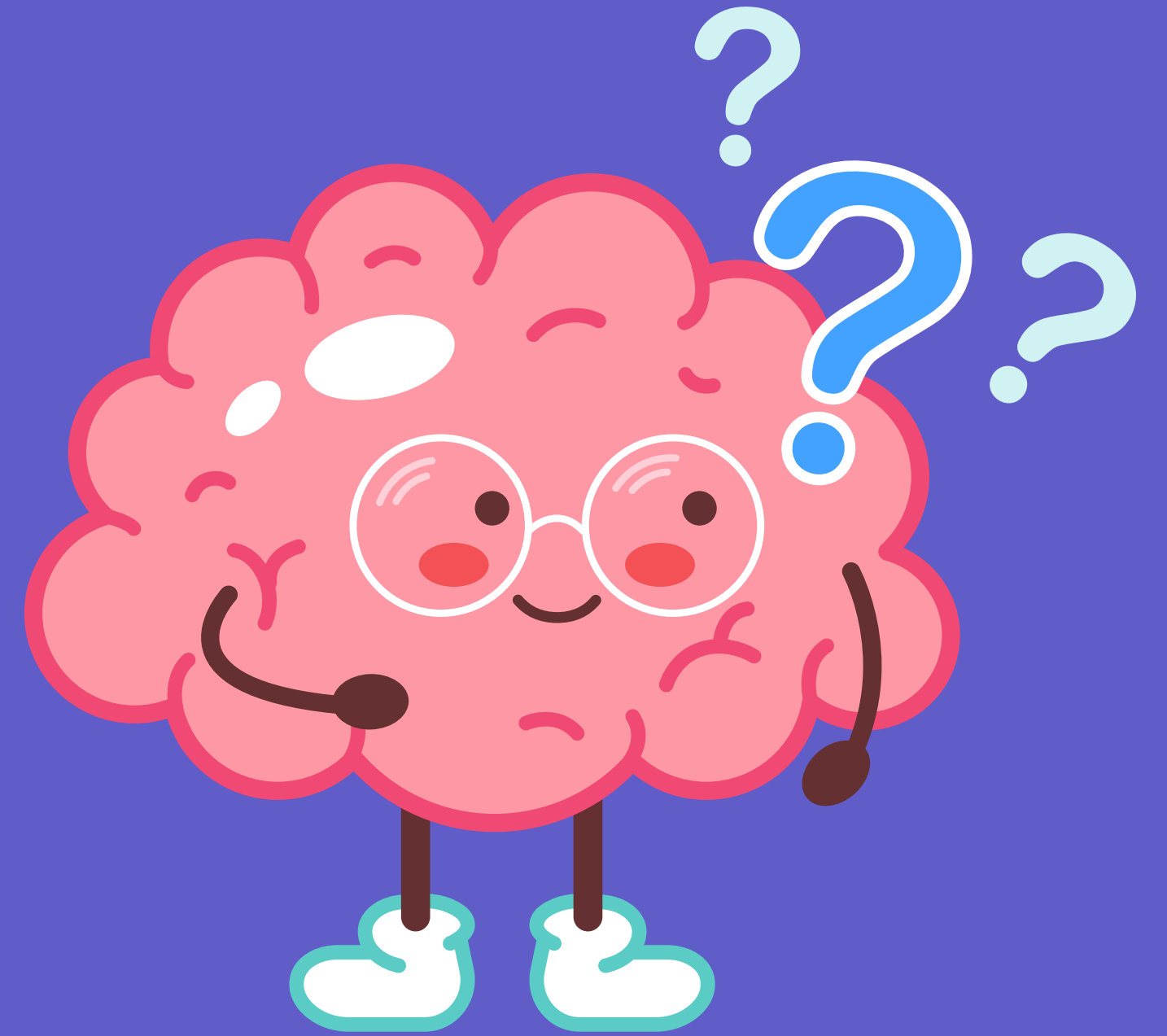
Now, we reflect!



Reflection

- Spend a few minutes reflecting to yourself on the following questions:
 - 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?
- Then we'll share some reflections with the whole group!

**Does Your
Identity Relate
to Your Math
Engagement?**



Discussion

- 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:
 - 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?

Closing + Next Steps

Drafting survey items.



With these reflections, we'll start brainstorming survey items.

Stay Connected



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