

AM-ME Research Group Meeting Agenda

Group Kick-Off Meeting

June 28, 2023. 1:00-3:00 (CST)

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

Remote option: *[zoom link]*

Meeting Objectives:

- Team building and create group norms.
- Provide an overview of the project.
- As a group, discuss what math engagement is as informed by the Research Group member's own interview responses.

Meeting Documents

- Slides
- Partner - what is math engagement activity
- Exit Ticket

Time	Item & Notes
20 minutes	<p>Welcome</p> <ul style="list-style-type: none"> • Find a partner and share the following: <ul style="list-style-type: none"> ○ Your name and pronoun ○ "Which SpongeBob are you today" emotion check in ○ A fun fact about yourself • The left side of the room represents "honestly I'm not that excited about this project" whereas the right represents "I can't wait to jump into this project!" Invite everyone to position themselves on the spectrum based on how excited they are about this project. From where they stand, find a different partner and share: <ul style="list-style-type: none"> ○ Your name and pronoun ○ What excited you about this project? ○ What about this project are you unsure about?

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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

	<ul style="list-style-type: none"> • The middle of the room represents “I have no problem sharing my thoughts in a group” whereas the walls represent “sharing my thoughts in a group makes me very anxious!” Invite everyone to position themselves based on the degree they feel comfortable sharing their thoughts in a group. From where they stand, find another different partner and share: <ul style="list-style-type: none"> ○ Your name and pronoun ○ How do you like to describe yourself? • The left side of the room represents “math gives me a lot of pain” whereas the right represents “math gives me a lot of joy.” Invite everyone to position themselves on the spectrum based on how they feel about math. From where they stand, find someone they haven't talked to and share: <ul style="list-style-type: none"> ○ Your name and pronoun ○ What excited you about this project? ○ What is your favorite subject, and why?
<p>20 minutes</p>	<p>Norms and Expectations</p> <ul style="list-style-type: none"> • Remind the group of our Research Group structure and guiding principles (share decision making, collective norms & expectations, mutual trust & respect, tri-directional mentorship) • Each person takes 5 minutes to reflect on their own. Write ideas on individual Post-it notes: <ul style="list-style-type: none"> ○ What helps you feel successful when working in groups? (For example, people being on time, clear objectives, respect each other's opinions.) ○ How can we ensure everyone feels comfortable sharing their perspective? ○ How are we going to make decisions together? ○ How should we handle disagreements or conflict? • Put everyone’s Post-it notes onto a giant white board, invite everyone to indicate their agreement (e.g., add a check mark) with Post-it notes that resonate with them. • Finally, go around the room and invite everyone to share something that stuck out to them.
<p>20 minutes</p>	<p>Project Overview</p> <ul style="list-style-type: none"> • Overview of Research

	<ul style="list-style-type: none"> ○ What is research, and why do we conduct research? ○ Examples of youth-led and teacher-led research. ● Overview of our project <ul style="list-style-type: none"> ○ Project purpose, goal, and rationale ○ Our research questions ○ Group feedback: <ul style="list-style-type: none"> ▪ What questions do you have about the project goals/research questions? ▪ What do you like about the project goals/research questions? ▪ What would you change about the project goals/research questions?
<p>50 minutes</p>	<p>Math Engagement</p> <ul style="list-style-type: none"> ● Overview of Math Engagement <ul style="list-style-type: none"> ○ Provide definition and examples of math engagement from research literature (i.e., behavioral, cognitive, emotional, and social) ○ Why is math engagement important? <ul style="list-style-type: none"> ▪ Emphasize the lack of asset-based approach to Black and Latino student’s math engagement in the literature. ● What is math engagement activity <ul style="list-style-type: none"> ○ Break into 3 small groups ○ Hand each group a deck of Post-it notes. Each Post-it note contains a theme on what math engagement is (e.g., participates in class) accompanied by a short definition of the theme and a supporting quote from the Research Group member’s interview during their onboarding meetings ○ In each small group, arrange the Post-it notes into "buckets" of similar or related ideas. Write down what each bucket describes. ○ Large group share out: <ul style="list-style-type: none"> ▪ Share 2 buckets: what is the bucket called and what ideas are in that bucket? ▪ Any ideas that surprised you? Hard to put into buckets? ▪ Any ideas that you really like?

Adapted Measure of Math Engagement

5 minutes	Closing <ul style="list-style-type: none">• Reminder for the next meeting date & time.• Exit Ticket
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