

## AM-ME Research Group Meeting Agenda

### September Meeting

September 4 (Wednesday), 2024

3:30 to 5:30pm (CST)

**Location:** [School classroom]

#### Meeting Objectives:

- Share updates we made to the survey over the summer
- Develop updated survey items to test with students

#### Meeting Documents

- Norms and Expectations
- Slides
- Exit Ticket

Time	Item & Notes
15 minutes	<p><b>Welcome</b>  <i>Facilitated by:</i> Sammy Holquist  <i>Timekeeper:</i> Alyssa Scott</p> <ul style="list-style-type: none"> <li>• Overview of what we did over the summer               <ul style="list-style-type: none"> <li>○ Why did we need to revise the survey? Refresher on what happened in our May meeting</li> <li>○ How did we revise it over the summer?</li> <li>○ What do we need to do next? Your support plus rough timeline for the school year</li> </ul> </li> <li>• Review of norms and expectations.</li> </ul>
10 minutes	<p><b>Team Building Activity</b>  <i>Facilitated by:</i> Alyssa Scott  <i>Timekeeper:</i> Samantha Holquist</p> <p><b>Drawing Activity</b></p> <ul style="list-style-type: none"> <li>• Pair up! One person in each pair will be the “Describer” and the other will be the “Drawer.” Sit back to back or facing away from each other.</li> <li>• In this activity, the Describer will describe a simple image to the Drawer</li> </ul>

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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

	<p>without saying what the image is (e.g., don't say "Draw a house" but say "Draw a square with a triangle on top").</p> <ul style="list-style-type: none"><li>○ Images could be of animals, plants, or fruits/veggies.</li><li>● The Drawer cannot ask questions and should draw purely what they hear from the Describer.</li><li>● You will have five minutes before the Drawer reveals their art to the Describer. Did they get the image correct?!</li><li>● Switch roles and start again!</li></ul>
<p><b>25 minutes</b></p>	<p><b>Fine-Tuning the Survey Items Activity, Part 1</b> <i>Facilitated by:</i> Sammy Holquist <i>Timekeeper:</i> Alyssa Scott</p> <p>We will break into three small groups and do three rounds of activities to help analyze the survey items: Group 1- [Teacher names] Group 2 – [Student names] Group 3 – [RSVP stragglers]</p> <p><b>Round 1 Instructions</b> (7 minutes):</p> <ul style="list-style-type: none"><li>● Each piece of paper contains one survey item. Start by reading each survey item.</li><li>● Sort each survey item into one of two groups. You can choose to "Keep" the survey item or "Toss" the item, indicating that even with edits you don't think this survey item is worth keeping.</li><li>● Note that we are not giving you the option to revise survey items or indicate which survey items should be revised. This is intentional. You will do this in Round 2. So for now, if you think a survey item is worth keeping with revisions, put it in the "Keep" category.</li><li>● Take a picture of your result and send it to Sammy and Alyssa.</li></ul> <p><b>Round 2 Instructions</b> (8 minutes):</p> <ul style="list-style-type: none"><li>● Read the survey items in the "Toss" category. Are there any you think could be worth keeping if revised? Move them to the "Keep" category if so.</li><li>● Now that you have all survey items worth keeping in one category, read all the "Keep" survey items.</li><li>● Decide if any of the "Keep" survey items need to be revised or could be strengthened if revised. Move them to the "Revise" category.</li><li>● In order to help make this decision, ask yourself some of these questions:<ul style="list-style-type: none"><li>○ Would this survey item make sense to a middle schooler?</li><li>○ Should it be reworded?</li><li>○ Is there potential for this survey item to better relate to a student's culture or identity?</li><li>○ Do you think this survey item is easy to agree to, meaning a lot of students would say yes?</li></ul></li><li>● Take a picture of your result and send it to Sammy and Alyssa.</li></ul> <p><b>Round 3 Instructions</b> (5 minutes):</p>

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	<ul style="list-style-type: none"> <li>• Read the survey items in the “Keep” and “Revise” categories. Think about what these survey items have in common.</li> <li>• On a piece of paper, write down the common theme(s) you see across these survey items.</li> <li>• Sammy and Alyssa will come around and collect your materials.</li> </ul>
<p><b>5 minutes</b></p>	<p><b>Break</b></p> <ul style="list-style-type: none"> <li>• Stretch, go to the bathroom, grab more snacks.</li> </ul>
<p><b>20 minutes</b></p>	<p><b>Fine-Tuning the Survey Items Activity, Part 2</b>  <i>Facilitated by:</i> Sammy Holquist  <i>Timekeeper:</i> Alyssa Scott</p> <p><b>Round 1 Instructions</b> (7 minutes):</p> <ul style="list-style-type: none"> <li>• Each piece of paper contains one survey item. Start by reading each survey item.</li> <li>• Sort each survey item into one of two groups. You can choose to “Keep” the survey item or “Toss” the item, indicating that even with edits you don’t think this survey item is worth keeping.</li> <li>• Note that we are not giving you the option to revise survey items or indicate which survey items should be revised. This is intentional. You will do this in Round 2. So for now, if you think a survey item is worth keeping with revisions, put it in the “Keep” category.</li> <li>• Take a picture of your result and send it to Sammy and Alyssa.</li> </ul> <p><b>Round 2 Instructions</b> (8 minutes):</p> <ul style="list-style-type: none"> <li>• Read the survey items in the “Toss” category. Are there any you think could be worth keeping if revised? Move them to the “Keep” category if so.</li> <li>• Now that you have all survey items worth keeping in one category, read all the “Keep” survey items.</li> <li>• Decide if any of the “Keep” survey items need to be revised or could be strengthened if revised. Move them to the “Revise” category.</li> <li>• In order to help make this decision, ask yourself some of these questions:             <ul style="list-style-type: none"> <li>○ Would this survey item make sense to a middle schooler?</li> <li>○ Should it be reworded?</li> <li>○ Is there potential for this survey item to better relate to a student’s culture or identity?</li> <li>○ Do you think this survey item is easy to agree to, meaning a lot of students would say yes?</li> </ul> </li> <li>• Take a picture of your result and send it to Sammy and Alyssa.</li> </ul> <p><b>Round 3 Instructions</b> (5 minutes):</p> <ul style="list-style-type: none"> <li>• Read the survey items in the “Keep” and “Revise” categories. Think about what these survey items have in common.</li> <li>• On a piece of paper, write down the common theme(s) you see across these survey items.</li> <li>• Sammy and Alyssa will come around and collect your materials.</li> </ul>

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<p><b>20 minutes</b></p>	<p><b>Fine-Tuning the Survey Items Activity, Part 3</b>  <i>Facilitated by:</i> Sammy Holquist  <i>Timekeeper:</i> Alyssa Scott</p> <p><b>Round 1 Instructions</b> (7 minutes):</p> <ul style="list-style-type: none"> <li>• Each piece of paper contains one survey item. Start by reading each survey item.</li> <li>• Sort each survey item into one of two groups. You can choose to “Keep” the survey item or “Toss” the item, indicating that even with edits you don’t think this survey item is worth keeping.</li> <li>• Note that we are not giving you the option to revise survey items or indicate which survey items should be revised. This is intentional. You will do this in Round 2. So for now, if you think a survey item is worth keeping with revisions, put it in the “Keep” category.</li> <li>• Take a picture of your result and send it to Sammy and Alyssa.</li> </ul> <p><b>Round 2 Instructions</b> (8 minutes):</p> <ul style="list-style-type: none"> <li>• Read the survey items in the “Toss” category. Are there any you think could be worth keeping if revised? Move them to the “Keep” category if so.</li> <li>• Now that you have all survey items worth keeping in one category, read all the “Keep” survey items.</li> <li>• Decide if any of the “Keep” survey items need to be revised or could be strengthened if revised. Move them to the “Revise” category.</li> <li>• In order to help make this decision, ask yourself some of these questions:             <ul style="list-style-type: none"> <li>○ Would this survey item make sense to a middle schooler?</li> <li>○ Should it be reworded?</li> <li>○ Is there potential for this survey item to better relate to a student’s culture or identity?</li> <li>○ Do you think this survey item is easy to agree to, meaning a lot of students would say yes?</li> </ul> </li> <li>• Take a picture of your result and send it to Sammy and Alyssa.</li> </ul> <p><b>Round 3 Instructions</b> (5 minutes):</p> <ul style="list-style-type: none"> <li>• Read the survey items in the “Keep” and “Revise” categories. Think about what these survey items have in common.</li> <li>• On a piece of paper, write down the common theme(s) you see across these survey items.</li> <li>• Sammy and Alyssa will come around and collect your materials.</li> </ul>
<p><b>15 minutes</b></p>	<p><b>Updates on Dissemination</b>  <i>Facilitated by:</i> Sammy Holquist  <i>Timekeeper:</i> Alyssa Scott</p> <p>Here are the potential products brainstormed for Year 2:</p>

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	<ul style="list-style-type: none"><li>• Updated professional development slide deck for Year 2 findings</li><li>• Updated infographic on what we learned</li><li>• Blog on high engagement for Black and Latino students</li><li>• Summary of survey results</li></ul> <p>In middle school and high school small groups reflect on the following:</p> <ul style="list-style-type: none"><li>• What are your thoughts on these products?</li><li>• Are there other products you think would be helpful to share the learnings from this study?</li></ul>
<p><b>5 minutes</b></p>	<p><b>Closing</b> <i>Facilitated by:</i> Sammy Holquist <i>Timekeeper:</i> Alyssa Scott</p> <ul style="list-style-type: none"><li>• Overview of next steps</li><li>• Next meeting: early October, likely shorter than 2 hours</li><li>• Complete the exit ticket</li></ul>