

AM-ME Research Group Meeting



Adapted Measure of Math Engagement Research Group,
September 4



Agenda & objectives

- Summer Updates
- Team Building
- Survey Questions Activity
- Dissemination Updates

Welcome



Norms and Expectations

Review norms and expectations.



Overview of What We Did Over the Summer

Review what we did in our May meeting and the work we did over the summer.

Group Norms



AM-ME Research Group

May 20 Meeting

1

Reviewed qualitative findings from Spring 2024 focus groups.

2

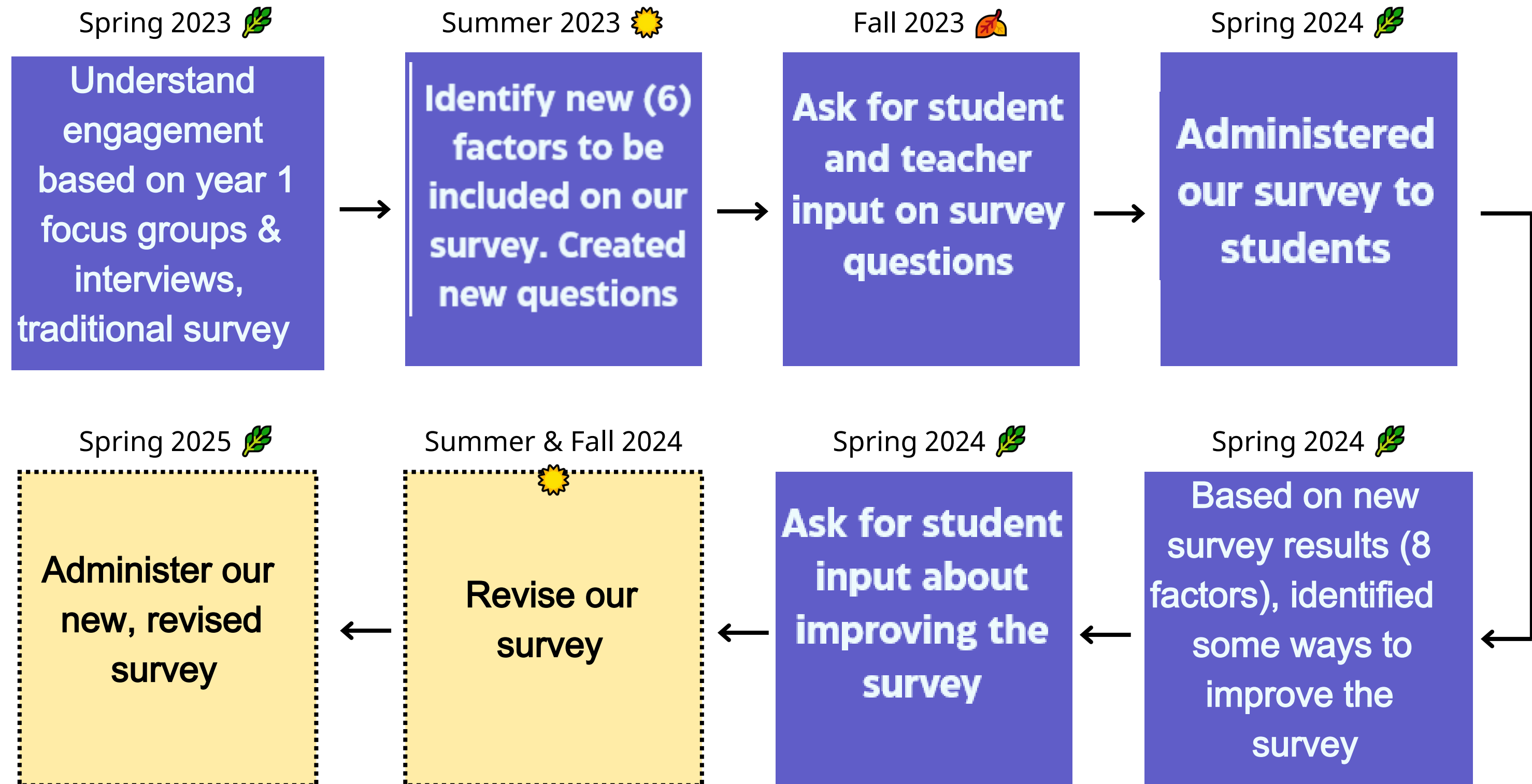
Updated survey questions to better capture higher levels of engagement.

What Did We Do This Summer?

We took your ideas to improve survey items and made revisions. We did the following:

- Altered several items to target high engagement.
- Altered several items to be more about students' identities.
- Altered several items to be more math related.

Where are we and why are we here?



What Are We Doing Now?

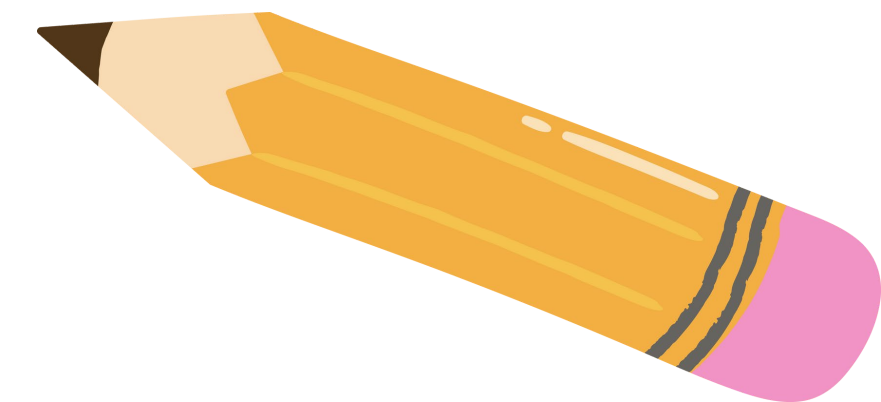
- Today, we are going to discuss all of the survey items and play a fun game!
- We have been meeting with the student researchers to dive deeper into the math identity questions.
- Due to the number of changes that we made to the survey items, we would like to do cognitive focus groups again this fall! What do you think?

Team Building



Drawing Activity

- 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.
- In this activity, the Describer will describe a simple image to the Drawer without saying what the image is (e.g., don’t say “Draw a house” but say “draw a square with a triangle on top”).
 - Images could be of animals, plants, or fruits/veggies.
- The Drawer cannot ask questions and should draw purely what you hear from the Describer.
- You will have five minutes before the Drawer reveals their art to the Describer. Did they get the image correct?!
- Switch roles and start again!



Fine-Tuning the Survey Activity, Part 1



How are we fine-tuning the AM-ME survey?

As we prepare to administer our revised survey, we need to make final tweaks. We want your help to get that started. Let's discuss the activity!

Activity Instructions

We will break into three small groups and do three rounds of activities to explore and provide thoughts on our survey questions.

How Should You Look at Items?

- Are these items providing practical information for teachers and students?
- Are any items similar to another item?
- Are the items difficult to understand?
- Are the items specifically about math?



Round 1 Instructions - Keep or Toss

- Each piece of paper contains one survey item. Start by reading each survey item.
- 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.
- 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.
- Take a picture of your result and send it to Sammy and Alyssa.

7 Minutes



Round 2 Instructions - Toss or Revise

- 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.
- Now that you have all survey items worth keeping in one category, read all the “Keep” survey items.
- Decide if any of the “Keep” survey items need to be revised or could be strengthened if revised. Move them to the “Revise” category.
- In order to help make this decision, ask yourself some of these questions:
 - Would this survey item make sense to a middle schooler?
 - Should it be reworded?
 - Is there potential for this survey item to better relate to a student’s culture or identity?
 - Do you think this survey item is easy to agree to, meaning a lot of students would say yes?
- Take a picture of your result and send it to Sammy and Alyssa.

8 Minutes



Round 3 Instructions - Common Themes

- Read the survey items in the “Keep” and “Revise” categories. Think about what these survey items have in common.
- On a piece of paper, write down the common theme(s) you see across these survey items.
- Sammy and Alyssa will come around and collect your materials.

5 Minutes



Summary of Rounds

Round 1 - Keep or Toss

- For each survey item, determine whether to “Keep” or “Toss.”
- For survey items you think need tweaking, place them in “Keep” category.
- Take a photo and send to Sammy and Alyssa.

This round will be 7 minutes long.

Round 2 - Toss or Revise

- Read the survey items in the “Toss” category and move them to “Keep” if you think they are worth keeping IF revised.
- Review all “Keep” survey items and move all the items worth revising to the “Revise” category.
- Take a photo and send to Sammy and Alyssa.

This round will be 8 minutes long.

Round 3 - Common Theme

- Read the survey items in the “Keep” and “Revise” categories and think about what they have in common.
- Write down on a piece of paper common theme(s) you see across survey items.
- Sammy and Alyssa will come around and collect your materials.

This round will be 5 minutes long.



Break



Fine-Tuning the Survey Activity, Part 2



Summary of Rounds

Round 1 - Keep or Toss

- For each survey item, determine whether to “Keep” or “Toss.”
- For survey items you think need tweaking, place them in “Keep” category.
- Take a photo and send to Sammy and Alyssa.

This round will be 7 minutes long.

Round 2 - Toss or Revise

- Read the survey items in the “Toss” category and move them to “Keep” if you think they are worth keeping IF revised.
- Review all “Keep” survey items and move all the items worth revising to the “Revise” category.
- Take a photo and send to Sammy and Alyssa.

This round will be 8 minutes long.

Round 3 - Common Theme

- Read the survey items in the “Keep” and “Revise” categories and think about what they have in common.
- Write down on a piece of paper common theme(s) you see across survey items.
- Sammy and Alyssa will come around and collect your materials.

This round will be 5 minutes long.



Break



Fine-Tuning the Survey Activity, Part 3



Summary of Rounds

Round 1 - Keep or Toss

- For each survey item, determine whether to “Keep” or “Toss.”
- For survey items you think need tweaking, place them in “Keep” category.
- Take a photo and send to Sammy and Alyssa.

This round will be 7 minutes long.

Round 2 - Toss or Revise

- Read the survey items in the “Toss” category and move them to “Keep” if you think they are worth keeping IF revised.
- Review all “Keep” survey items and move all the items worth revising to the “Revise” category.
- Take a photo and send to Sammy and Alyssa.

This round will be 8 minutes long.

Round 3 - Common Theme

- Read the survey items in the “Keep” and “Revise” categories and think about what they have in common.
- Write down on a piece of paper common theme(s) you see across survey items.
- Sammy and Alyssa will come around and collect your materials.

This round will be 5 minutes long.

Updates on Dissemination



Where are we on dissemination?

Let's discuss updates on dissemination!

Dissemination Updates

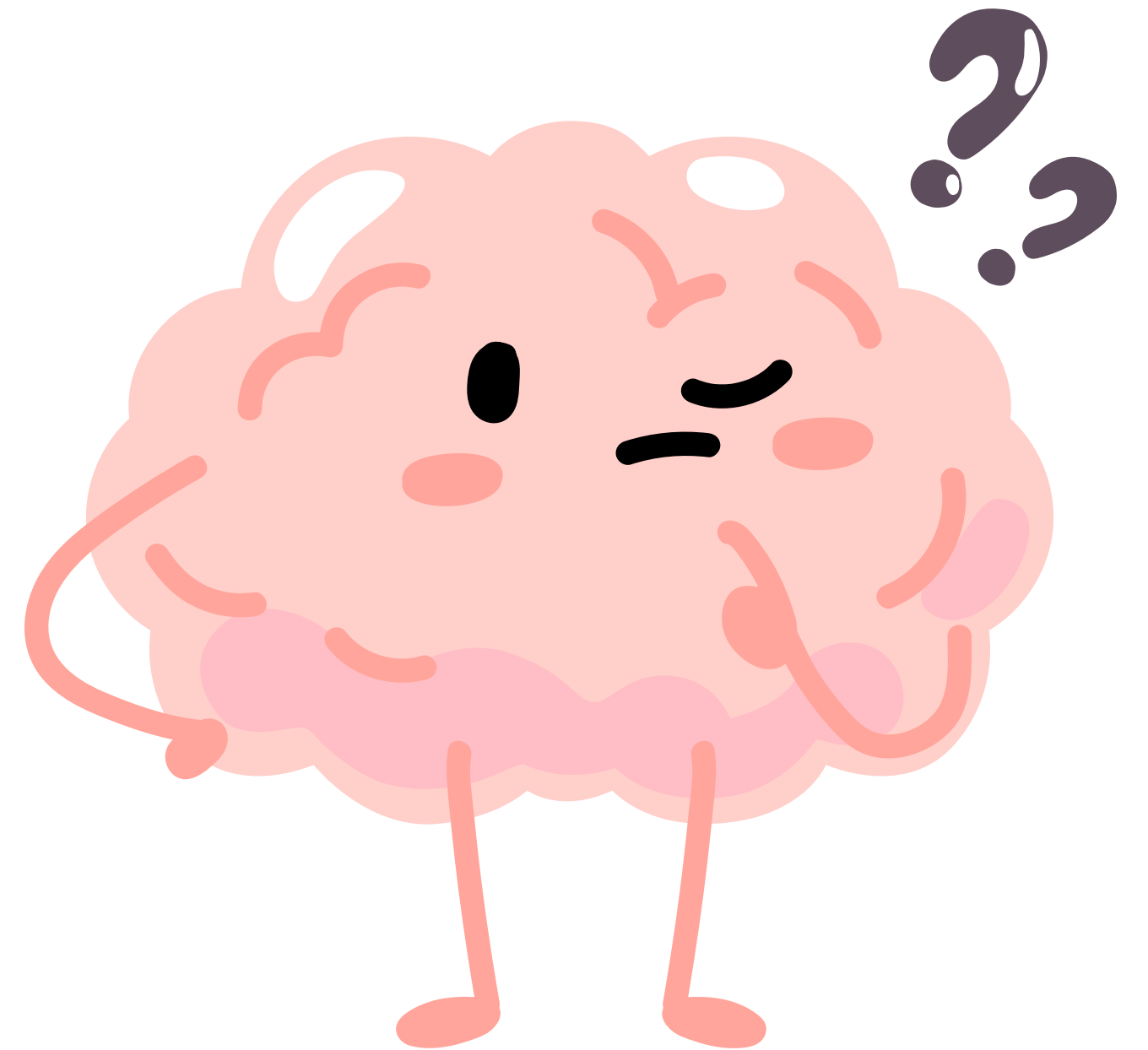
Potential products brainstormed for Year 2:

- Updated professional development slide deck for Year 2 findings
- Updated infographic on what we learned
- Blog on high engagement for Black and Latino students
- Summary of survey results

What are your thoughts?

Reflect on the following:

- What are your thoughts on these products?
- Are there other products you think would be helpful to share the learnings from this study?



Closing



Overview of next steps

Discuss what you can expect from us for next steps.



Next meeting

We plan to have our next meeting in early October.



Exit Ticket

Let us know what you liked and what you hope is changed for the next meeting.

Stay Connected



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Email



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Instagram (DM)

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