

Student and Teacher Feedback Small Group, Meeting 1



Adapted Measure of Math Engagement Research Group,
September 14



Agenda

- Team Building
- Gathering Feedback from Students and Teachers on Survey Items
- Determining What Survey Questions to Collect Feedback On

Welcome



Norms and Expectations

Review norms and expectations.



Goals and Expectations

Review goals and expectations for the AM- ME
Student and Teacher Feedback Small Group.

Today's Objectives

1

Discuss why and how we are collecting feedback from students and teachers on the survey.

2

Determine the survey questions we want to collect feedback on.

Group Norms



Goals of AM-ME Student and Teacher Feedback Small Group

- 1 Develop a protocol to collect feedback
- 2 Create plans and flyers to recruit students and teachers
- 3 Learn how to collect feedback
- 4 Collect feedback from students and teachers

Time Expectations

How much time will this take?

- 3 one-hour small group meetings in September and October (*today is one of them!*)
- 2 to 5 hours collecting feedback from students and teachers.

Team Building

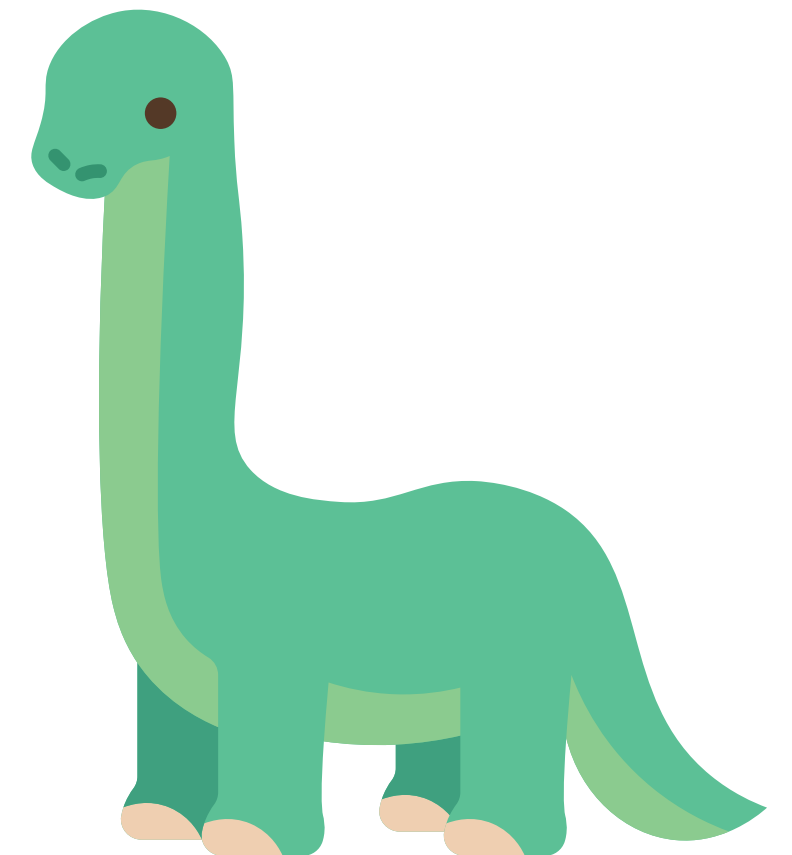
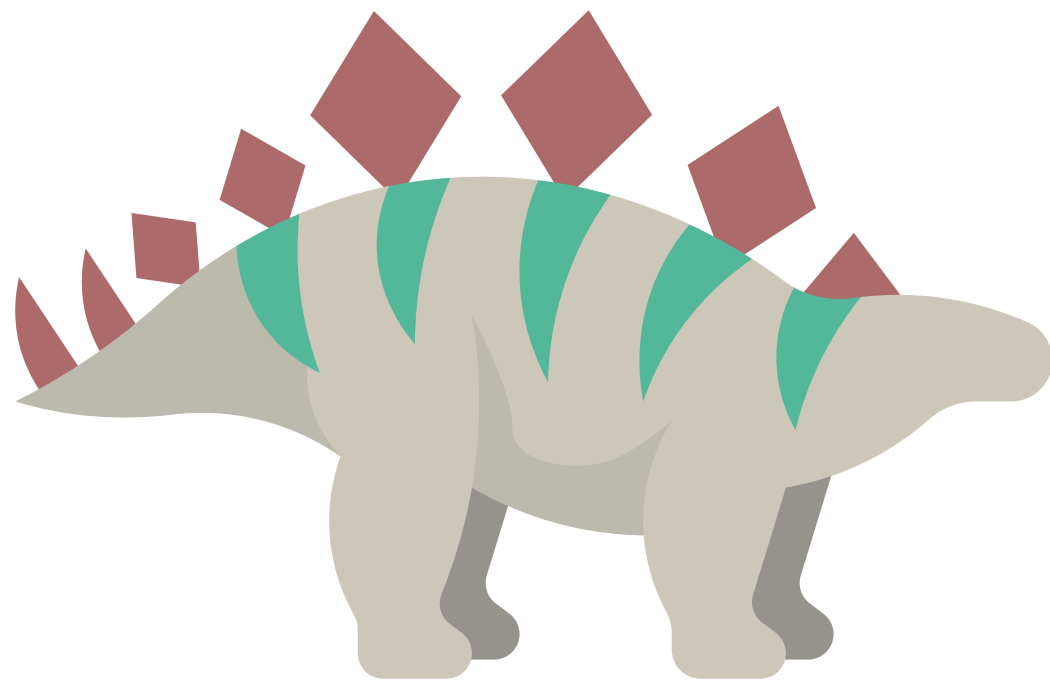


Get to know each other

Create space to get to know the members of the AM-ME Research Group.

Team Building Activity

If you could be any type of dinosaur, what type of dinosaur would you be and why?



Gathering Feedback from Students and Teachers on Survey Items



What and how are we gathering feedback on the AM -ME survey?

Let's begin by discussing how and why we are gathering feedback from students and teachers on the AM -ME survey.

The Current State of Our Questions

On August 16th, we worked together to...

- Edit the initial draft of potential survey questions, and
- Make sure we had all of the important parts of engagement represented in our questions.



The Current State of Our Questions

From there, we used your feedback to develop a final list of questions we **delivered** to Bloomington on August 23rd.

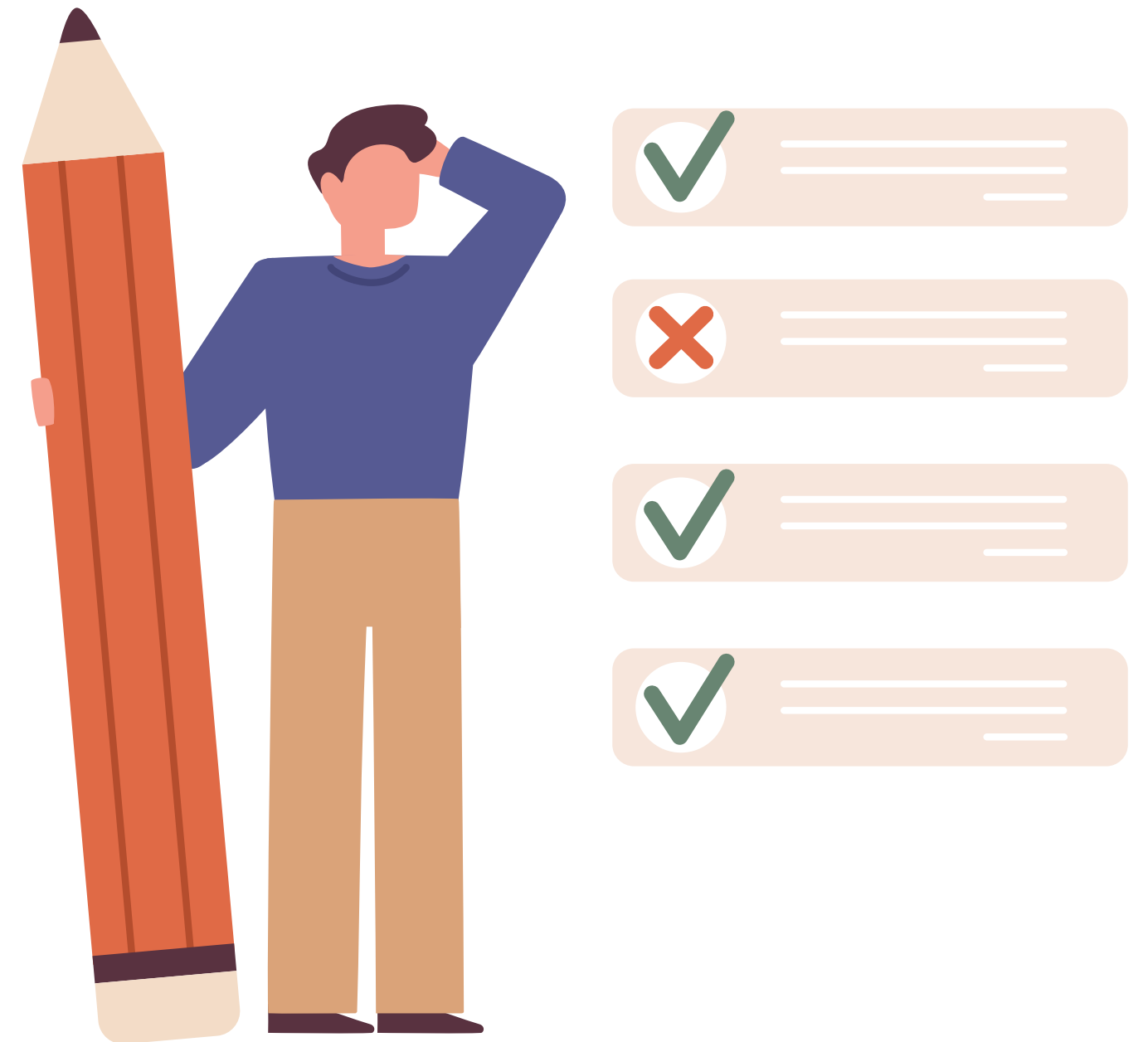
We can still edit the words of questions, but not the ideas they express.



Gathering Feedback on Our Questions

Now, we need to make sure that we hear from students and teachers on if the questions we have:

- Ask what they think the questions are asking
- Do the questions make sense as they're currently written



Gathering Feedback on Our Questions

We typically gather feedback along four dimensions:

1

Understanding: Does their understanding of the question align with our understanding of the question?

2

Retrieval: How easy is it to answer the question?

3

Judgment: How comfortable is the question to answer?

4

Adequacy of Content: Does the survey cover all aspects of the topic of math engagement?

Gathering Feedback on Our Questions

During the last meeting, we decided that we will gather feedback from **25 students** (5 per school) and **10 of their math teachers** (2 per school). We will collect data through:

- One-on-one conversations
- Group conversations

Students and teachers will receive a **\$50 VISA gift card** for their participation.

Gathering Feedback on Our Questions

We have an example protocol that we will revise for this project.

Gathering Feedback on Our Questions

Complete by	Task
September 22	Develop a protocol (i.e., how we are going to collect the feedback from students and teachers)
October 6	Create plans and flyers to recruit students and teachers
October 13	Learn how to collect feedback
October 9 to October 20	Recruit students and teachers for participation in feedback interviews and focus groups
October 23 to November 3	Collect feedback from students and teachers

Determine What Survey Questions to Collect Feedback On



What questions from the AM-ME Survey do we want feedback on?

Let's begin to think through the questions we want to ask for feedback on from students and teachers!

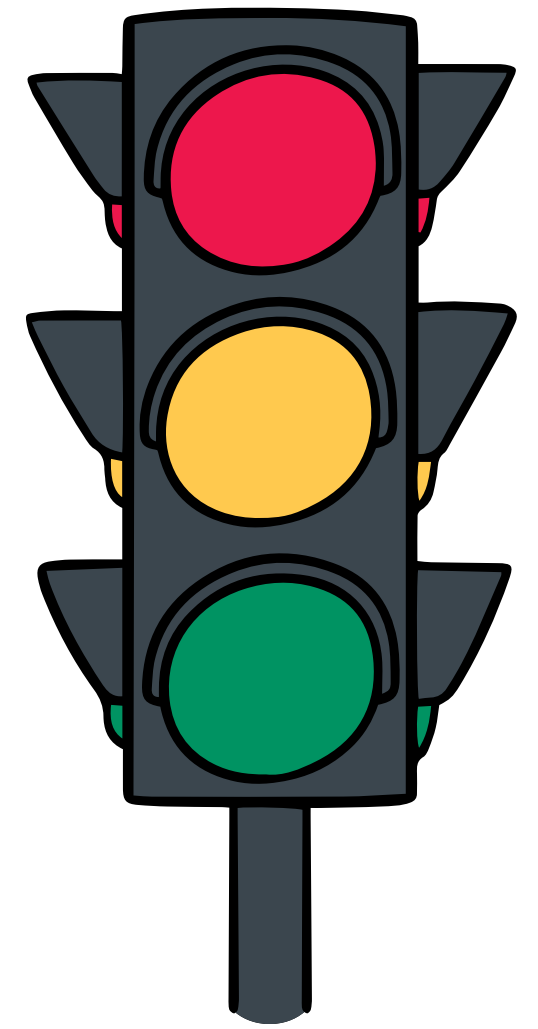
Activity

We will divide into two small groups to review 27 of the survey questions and determine which ones we should ask for feedback from students and teachers.

In your small groups, use the **activity sheet** to think through:

- Are there any words in this question that might be confusing?
- Is this question easy to answer?
- Did this question feel uncomfortable to answer?

Afterwards, assign the question a color from the traffic light.



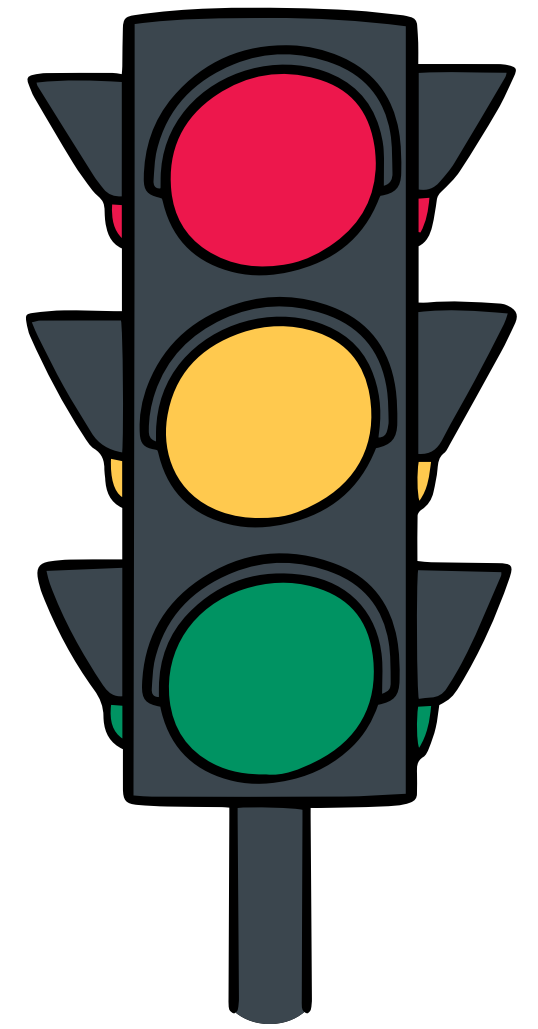
Activity

Red = This question is unclear and needs major changes. It is a priority for feedback.

Yellow = This question needs a few tweaks, but otherwise good. It is a secondary priority for feedback.

Green = This question is good to go!

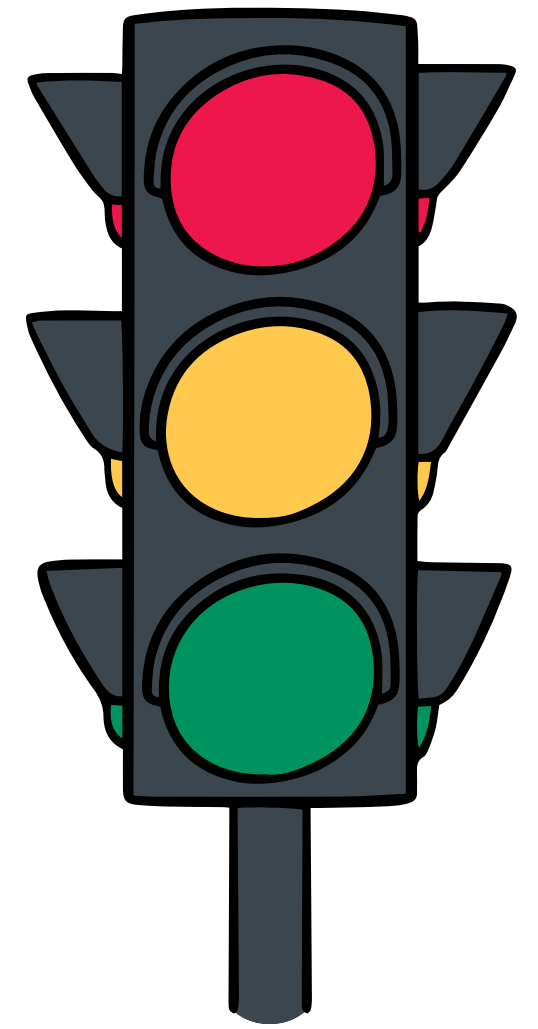
Note: Some questions are already assigned **Yellow** or **Red** because students and/or teachers identified them as confusing during the August 16 meeting.
You can change these!



Reflection, if we have time

Q: For questions that you assigned **red**,
what did they have in common?

Q: What made the questions you
assigned **green** easy to understand?



Closing



Overview of next steps

Discuss what you can expect from us for next steps.



Next Meeting

Scheduling the next meetings for the week of September 25 and October 9.



Feedback for Us

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

Stay Connected



Diane Hsieh



Email



Instagram (DM)



Samantha Holquist



Email

sholquist @childtrends.org



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>.