

# Student and teacher feedback on our “final” survey questions



Adapted Measure of Math Engagement Research Group,  
November 28 OR 30

Child Trends.

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# Agenda & objectives



Team Building



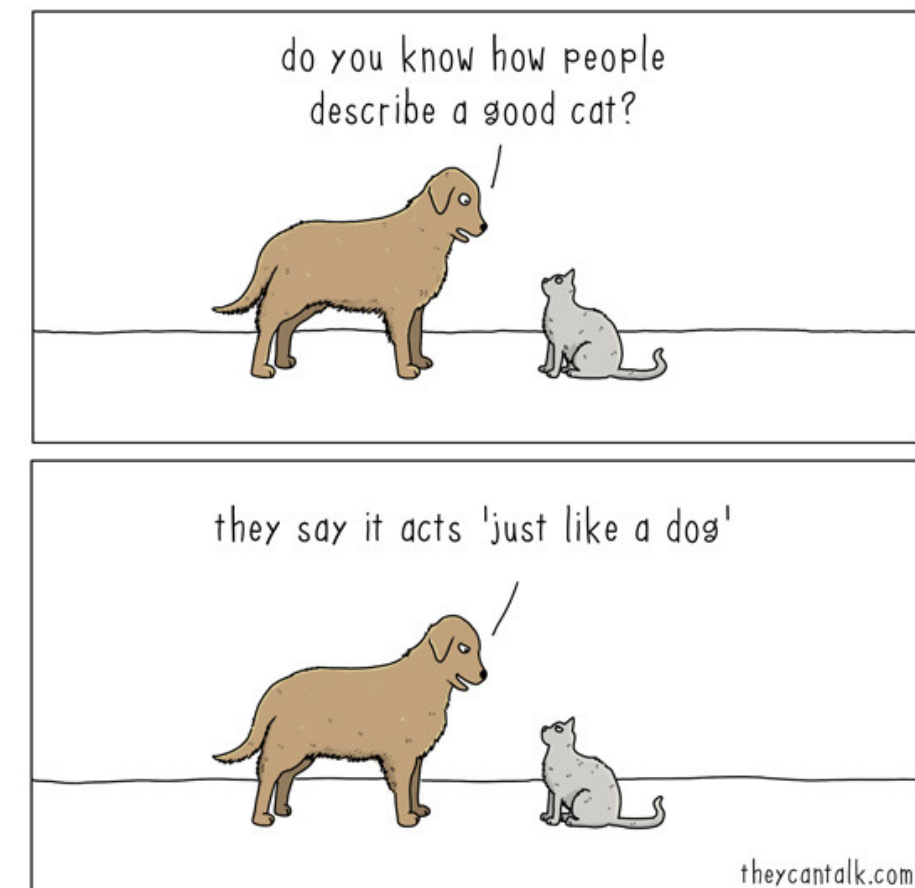
Review students and teachers' feedback on the survey items

# Team Building: would you rather...?

Speak an additional language

OR

be able to talk to animals



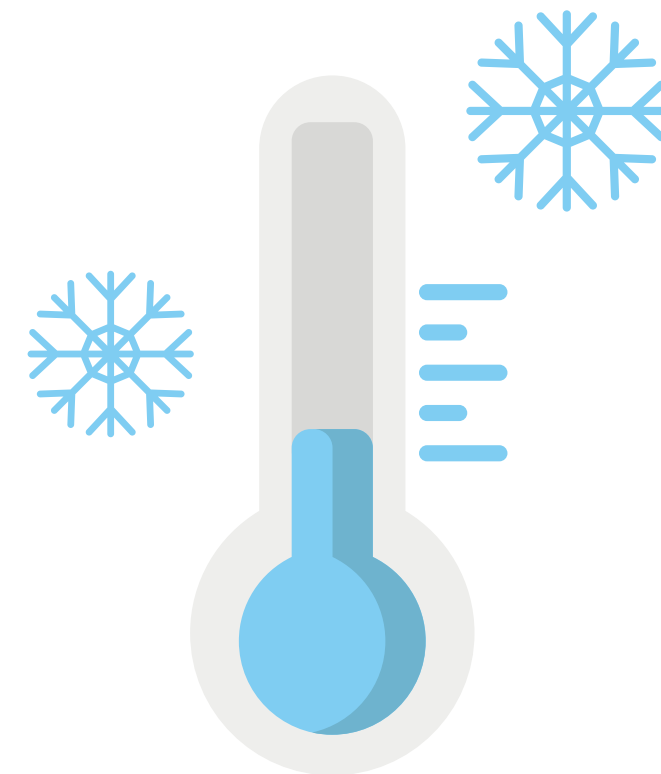
# Team Building: would you rather...?

the summer be too hot



OR

the winter be too cold



# Team Building: would you rather...?

travel to the past



OR

travel to the future



# Group Norms

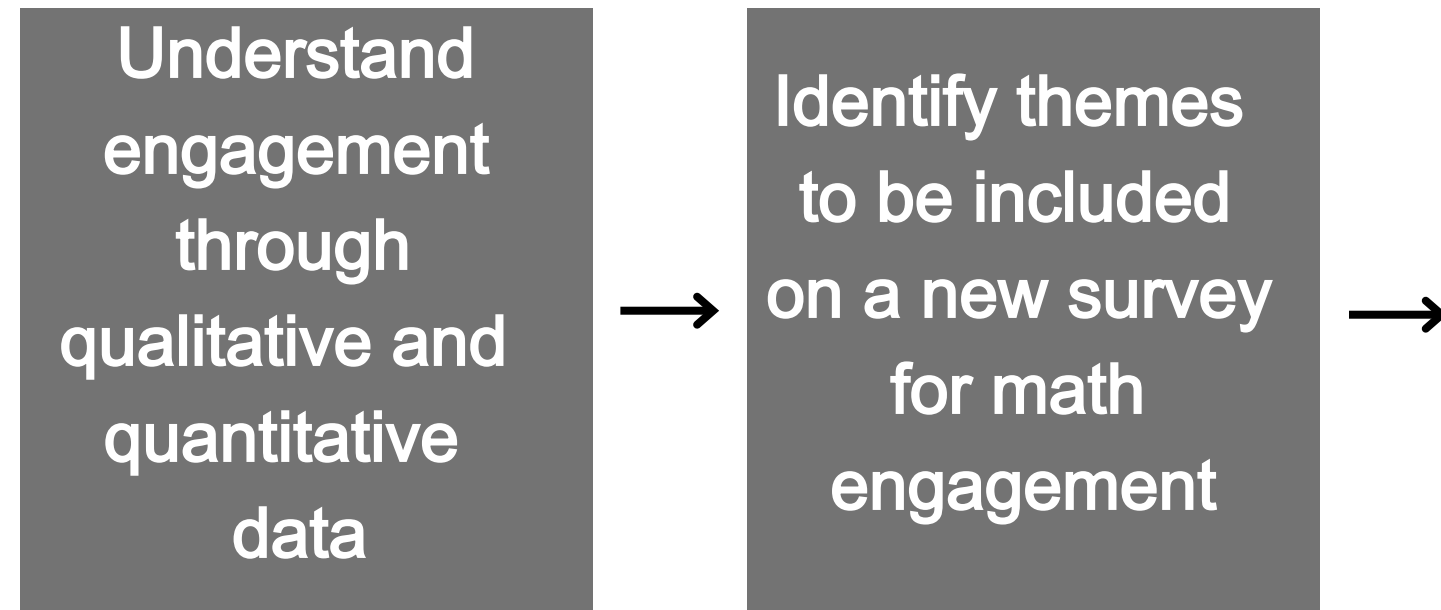


# Review student and teacher feedback on the survey items

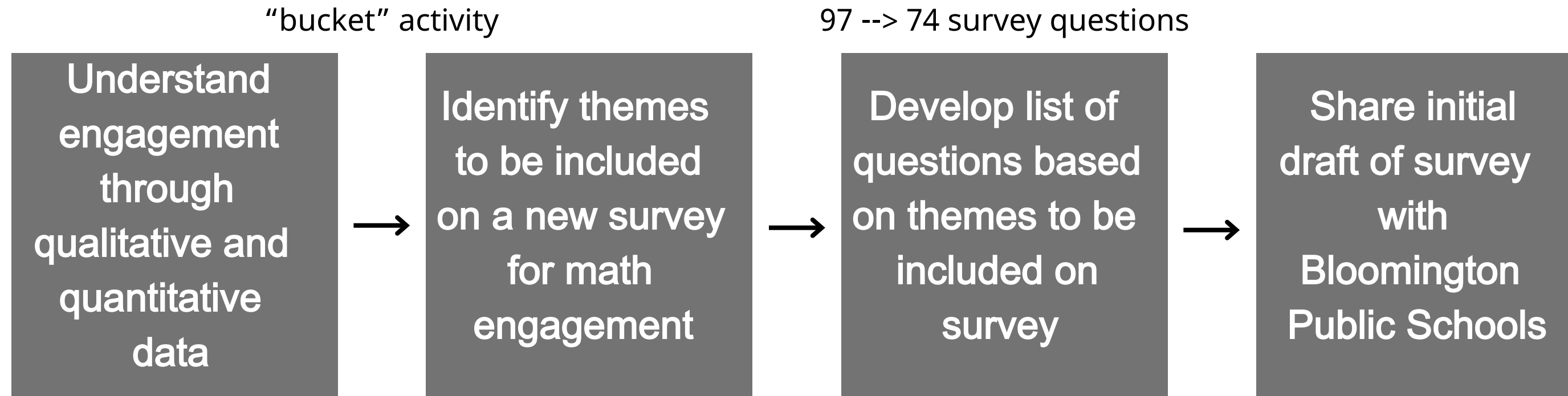
- Where are we and Why are we collecting student and teacher feedback?
- How did we collect student and teacher feedback?
- What did we learn?

# Where are we and why are we here?

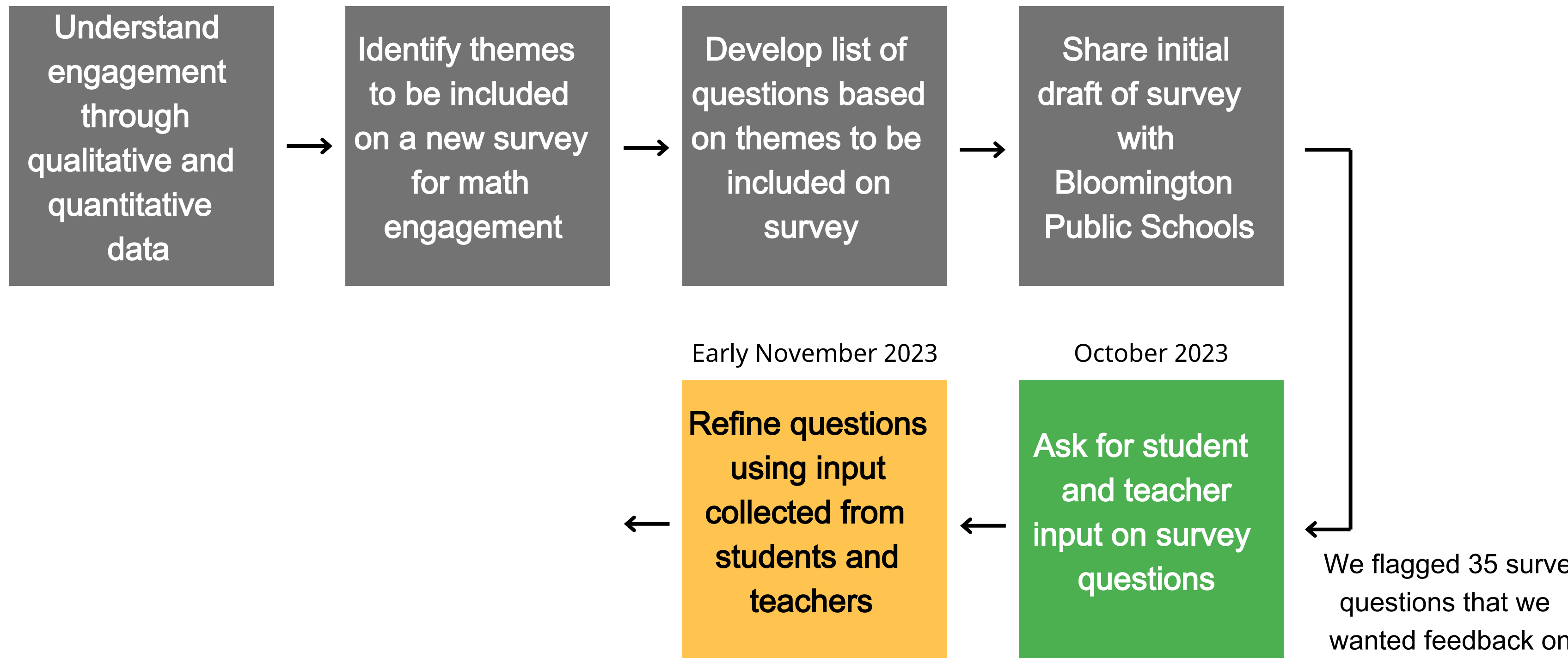
“bucket” activity



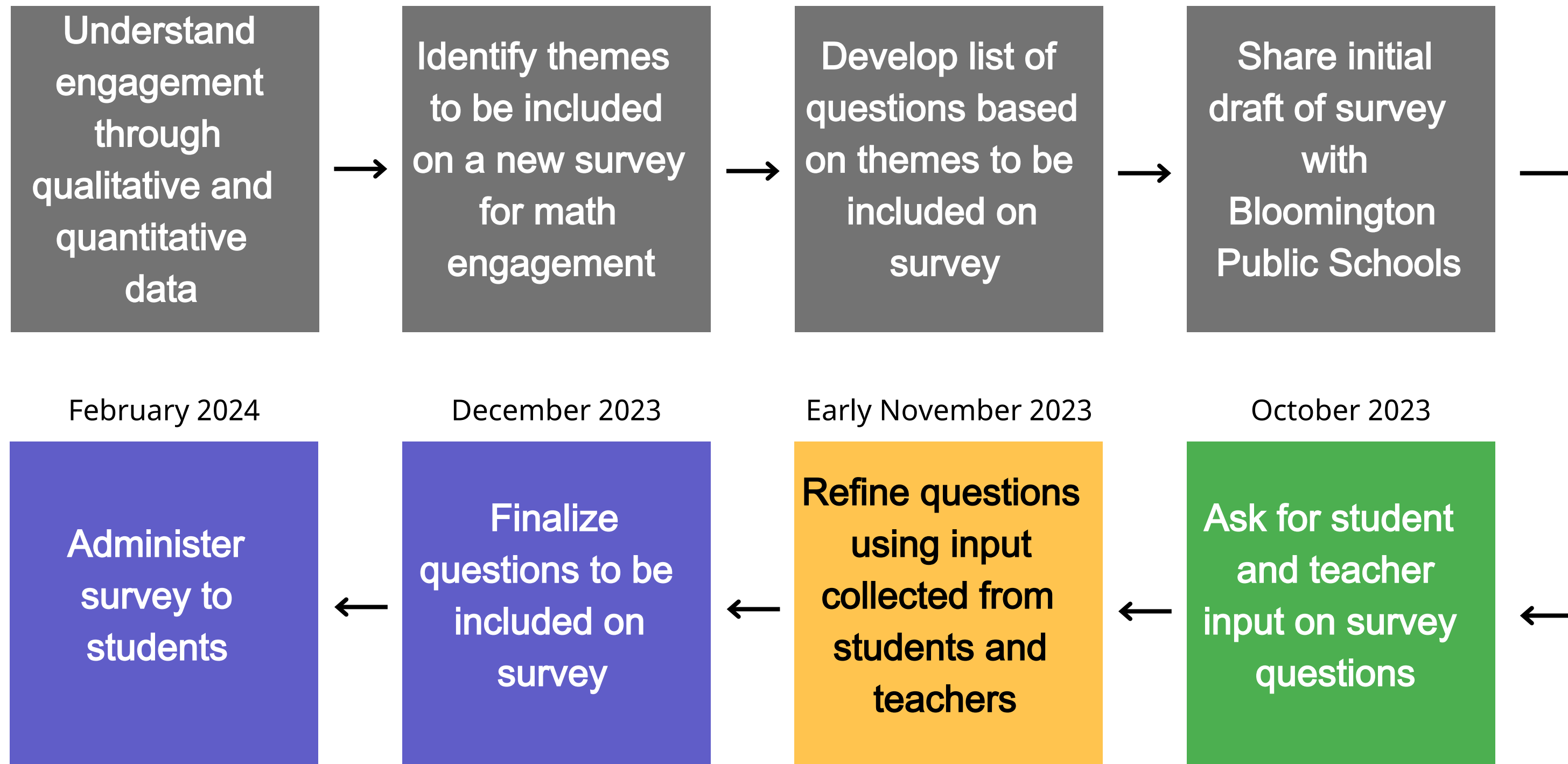
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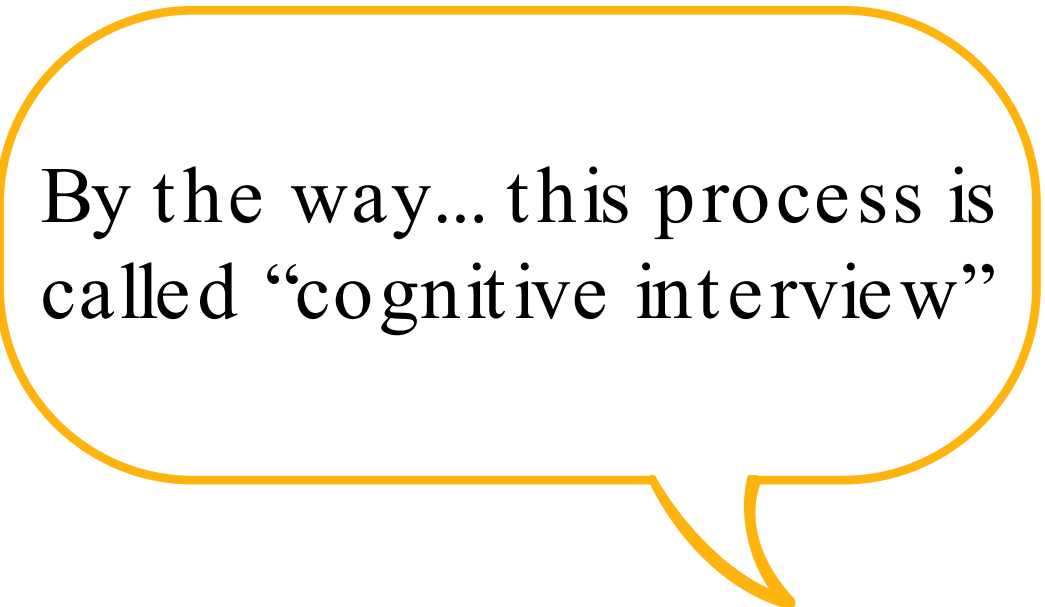
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- *We are asking what we think we are asking.*
- *Different people understand the same question in similar ways.*
- *People will feel comfortable answering the question if it is on the survey.*

# Where are we and why are we here?

We collected students' and teachers' feedback on the survey questions because *we want to make sure...*

- *We are asking what we think we are asking.*
- *Different people understand the same question in similar ways.*
- *People will feel comfortable answering the question if it is on the survey.*
- *People agree that the questions can help us better understand math engagement.*



By the way... this process is called “cognitive interview”

# How did we collect student and teacher feedback?



Every single one of you was so helpful in making all the interviews possible (e.g., helped us recruit people, conducted interviews yourself) 🎉

- *We collected feedback for all 35 survey questions that we needed feedback on.*
- *We collected feedback from 35 students from all 5 schools.*
- *We collected feedback from 4 teachers from 2 schools.*
- *For each question, we collected feedback from at least 8 people.*

# What did we learn?

The 35 survey questions that we  
needed feedback on

No change needed (“good to go as is”) = 20 questions

Everyone agreed to delete = 2 questions

Revised = 7 questions

Still unsure = 6 questions

# What did we learn?

The 37 survey questions that we needed feedback on

**No change needed = 20 questions**

- ***I am treated fairly.***
  - All understood this as being treated like everyone else, getting the same amount of help, etc.
  - All said that they would be comfortable answering this on a survey.
- ***I have the supplies that I need to learn in math class.***
  - All were able to give concrete examples of “supplies”: calculators, notebooks, highlighters, pencils, and protractors.
  - All agreed that this is important (for teachers to know).
- ***My math teacher uses a variety of activities to help me learn.***
  - All were able to give concrete examples.
  - All thought that this can help with being more engaged in math.

# What did we learn?

The 37 survey questions that we needed feedback on

**Everyone agreed to delete = 2 questions**

- *No one thinks that they are better than me.*
  - not super useful for teachers because they can't do anything about it.
  - too similar to “I am treated with the same amount of respect as others”, “I am treated as if I am able to do math”, etc.
- *My math teacher yells.*
  - All understood what this question is asking, but they said that it's not important for math engagement--there are teachers who yell a lot, it's not necessarily a bad thing.

# What did we learn?

The 37 survey questions that we needed feedback on

**Revised = 7 questions**

- *I feel a sense of accomplishment when I solve hard math problems. --> I feel successful when I solve hard math problems.*
  - In students' and teachers' own words, feel a sense of accomplishment means feel successful, the latter of which is easier to understand.
- *My math teacher talks to me about my future. --> My math teacher talks to me about my future to support my success.*
  - Revised to have a more positive framing.
- *My teacher talks through most of the math class. --> My math teacher lectures through most of the math class.*
  - "Talks" can be many other things like helping, teaching, etc.

# What did we learn?

The 37 survey questions that we needed feedback on

**Revised = 7 questions**

- *The math I learn is relevant to my everyday life. --> **Learning math is relevant to my everyday life.***
  - Most people have no problem understanding this question, only a minor wording change considering that some math content is more applicable to everyday life than others.
- *People like me can be successful at math. --> **People who look like me can be successful at math.***
  - Most people in fact think about racial/ ethnic identities, just a minor wording change to make it even clearer.

# What did we learn?



The 37 survey questions that we needed feedback on

**Still unsure = 6 questions**

- *I do just enough to get by --> do just enough to pass. --> I do just enough to get a C. --> ???*
  - We want to be as specific as possible. But, some said passing is a C, some said it's a D, some said the average is an A or a B. So, what is a letter grade that everyone will understand as "passing" in math?

# What did we learn?



The 37 survey questions that we needed feedback on

**Still unsure = 6 questions**

- *I am treated as if I am capable. --> I am treated as if I am able to do math.*
  - On one hand, adding where this is coming from (e.g., “by my math teacher”) can make the question easier to understand. On the other hand, no matter where this message is coming from (e.g., by math teacher, by peers, by social media all together), it’ll all discourage you from engaging in math.

# What did we learn?



The 37 survey questions that we needed feedback on

**Still unsure = 6 questions**

- *My math teacher listens to my ideas and takes them seriously. --> My math teacher asks me about my ideas.*
  - This question was part of teacher-student relationships, we wanted to understand how much teachers “share power“ with students (e.g., does your teacher treat you with respect and give you a say?). Students and teachers seemed to understand this as specific to solving a math problem, though, so how we can revise it to be about teacher-student relationship?

# What did we learn?



The 37 survey questions that we needed feedback on

**Still unsure = 6 questions**

- *I think about how learning math can help me get a good job.*
- *I think about how learning math can help me after I finish high school.*
  - When you think math is useful, you are more likely to engage, that's why we have those two questions. Students thought that these two questions are very similar. But, the middle school students prefer "get a good job", whereas the high school students prefer "after I finish high school". We want the middle & high schools to have the same survey, so which one do we choose in this case?

# What did we learn?



The 37 survey questions that we needed feedback on

Still unsure = 6 questions

- *People in my life...*
  - *motivate me to do well in math.*
  - *Support me in math.*
  - *Tell me that I can do math.*
  - *Talk to me about how things are going in my math class.*
  - *...*
- *Where do you get this type of support? (check all that apply: family members, friends, classmates, teachers, other school staff, people in my community)*
  - This is about “external supports”, which is a big thing that we heard from students. Support can look like many different ways, and can also come from different people. How do we ask all these without making the survey too long?

# Closing



## ➤ [Feedback](#) for Us

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

## ➤ Next Meeting

- December 12 (Tuesday) *after school*

# 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>.