

Student and Teacher Sharing Findings Small Group, Meeting Two



Adapted Measure of Math Engagement Research Group,
December 4

Child Trends.

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Agenda

➤ Team Building

➤ Where We Left Off

➤ Since We Last Spoke

➤ Data Takeaways

➤ Current Outline

➤ Wrap Up

Today's Objectives

1

Review the progress we made when we last met in October.

2

Recap the work that has happened between then and now.

3

Present data for your review and input.

4

Learn how we can improve our current work on a product draft.

Group Norms



Team Building



Get to know each other

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

Warm Welcome

What's your favorite winter activity or holiday tradition?

Where We Left Off

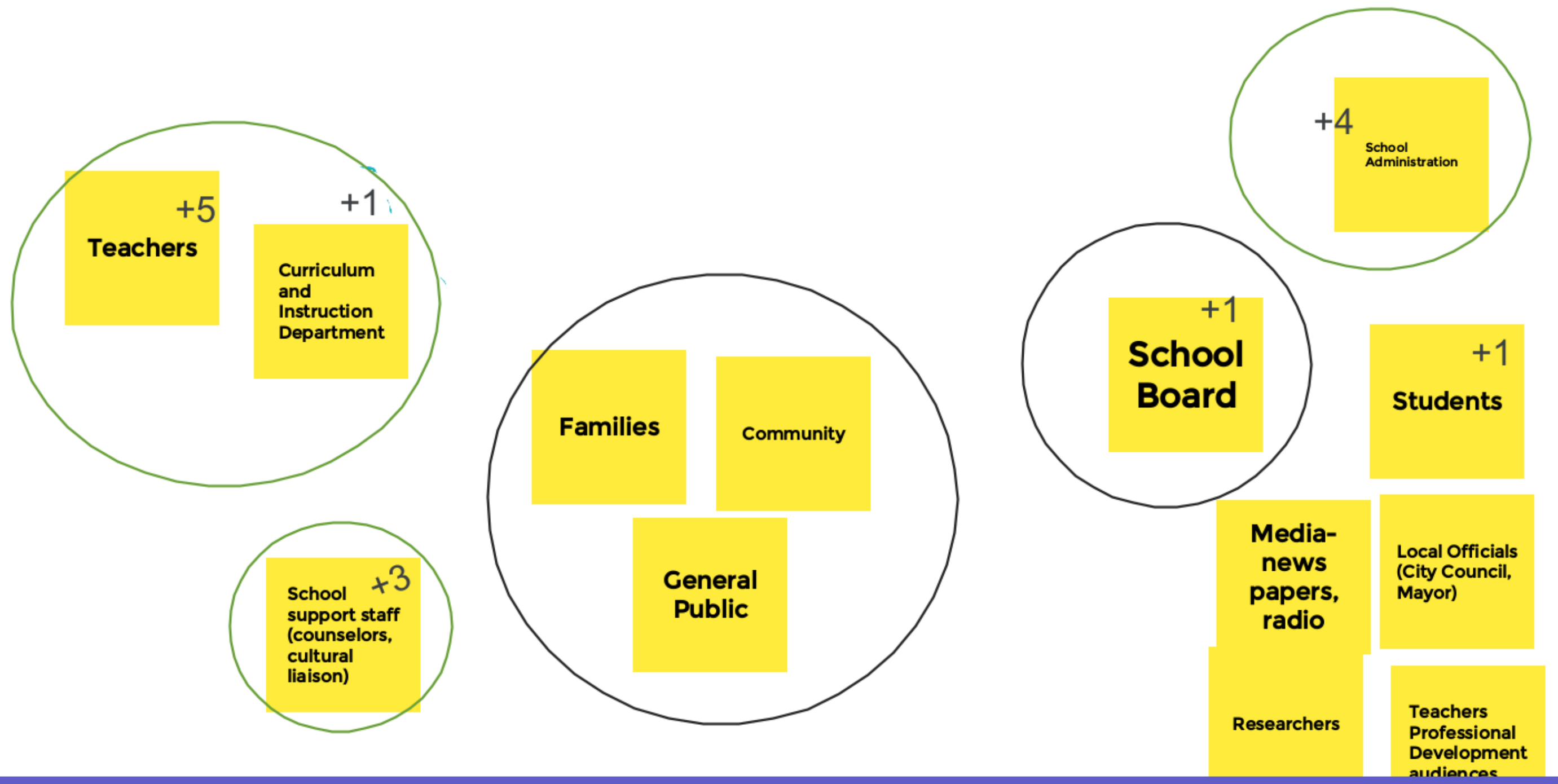
October Meeting Highlights

Together, we worked hard to identify who we want to share findings with & how we want to share data with them.

We also worked together to determine the best way to collaborate on this work moving forward.

A Snapshot of Our Jamboards

What group feels the most important to share our findings with? Why?



A Snapshot of Our Jamboards

Which products stand out to you the most as ones we want to use for sharing findings?

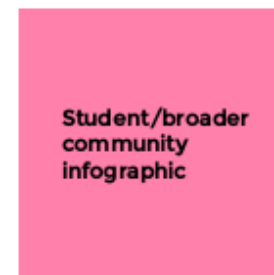


Slide Deck to present in PD - these are 1hr to 1.25 hr sessions

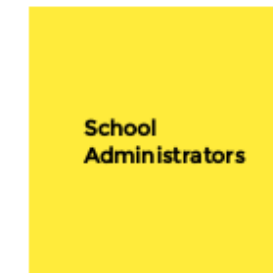


2-3 page brief or minimal slide deck

Edit- use just pared down slides



1 page infographic



Fact Sheet/ Infographic - possibly cross school comparison

The Recap

- We had a lot of great ideas come out of our October meeting.
 - Audiences
 - Teachers and support staff
 - School administrators
 - Broader community
 - Products
 - Professional development slide deck
 - Infographics of varying lengths
 - Comparative if possible



Since We Last Spoke



Determining What's Possible

We worked with AM-ME researchers to continue to shape our ideas.



Further Data Analysis

We also worked to unearth meaningful takeaways qualitatively and quantitatively.

Since We Last Spoke



it's felt a little like this.

The Highlights

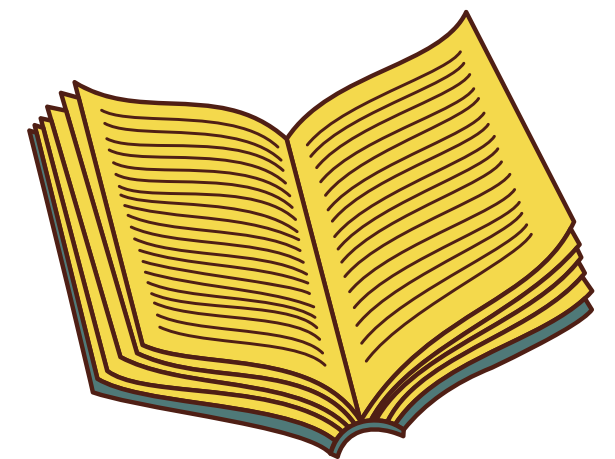
Here's the broad strokes of what's happened:

- We want to make sure students are considered as an audience for the infographic.
- We don't have the data we need to be truly comparative across schools.
- We did more digging to find what we want to share within these materials after Claire drafted an outline.

Data Analysis

Our goal is to combine the qualitative and quantitative data into major themes for our products. Here's the data we pulled from:

- 1 Math teacher interviews (n=8)
- 2 Student focus groups (n=9)
- 3 Spring survey (n=2,000)



Data Takeaways



Unpacking Four Major Themes

In the following slides, we'll walk through the four major themes that have emerged in our analysis thus far.

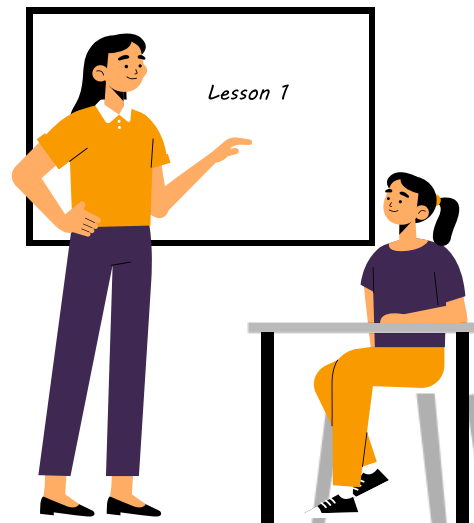
These were selected because they were largely the most common amongst either students or teachers in our qualitative work.

Student -Teacher Relationships

Definition: This theme refers to experiences and perceptions of interactions between teachers and students within the math classroom.

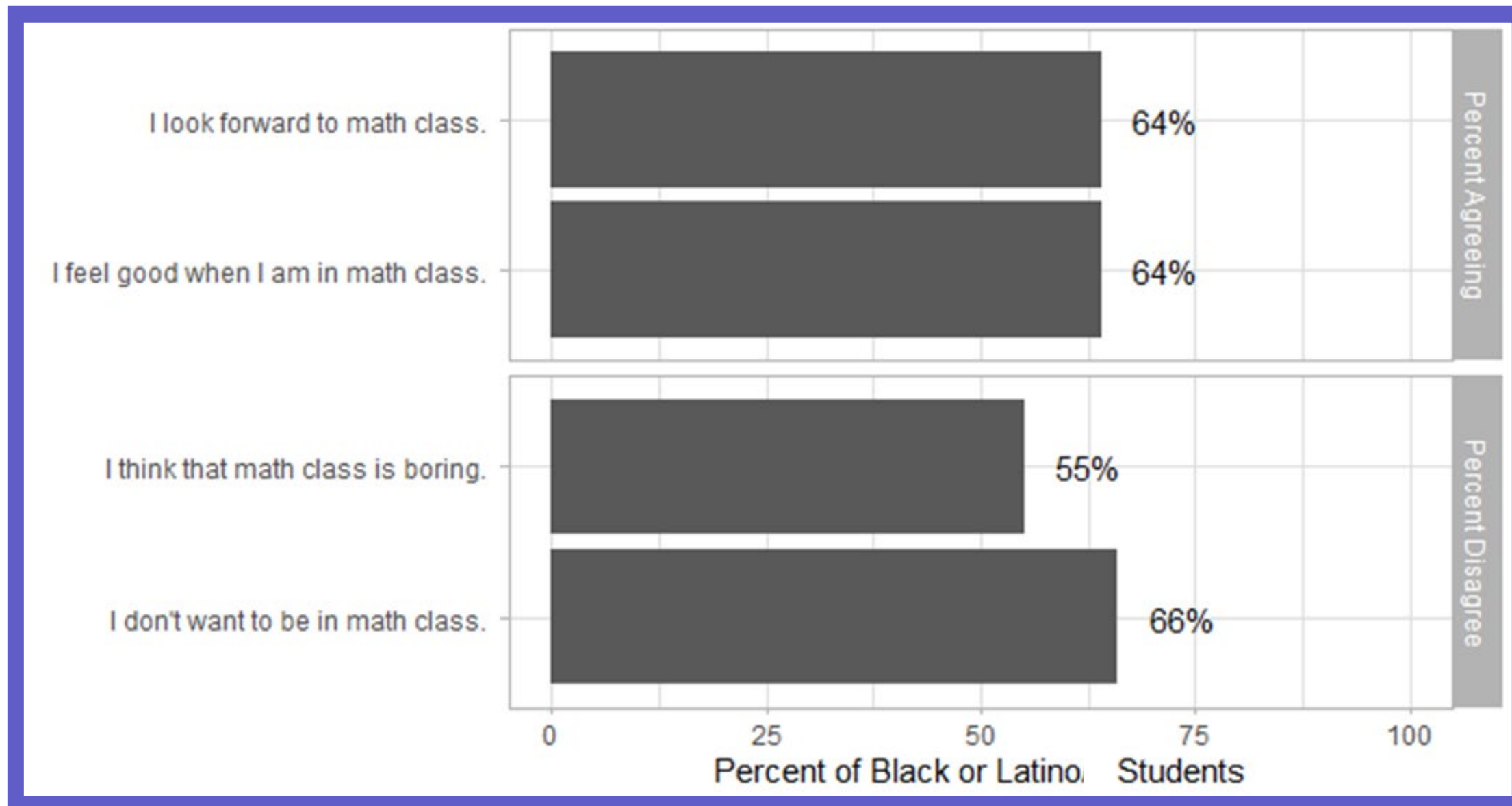
Representative Quote: “I just try my best. I try to support them. I try to be there for them as a human first.” - Teacher

Quantitative Finding: We consider four questions from the survey to be most related to this topic —they are shown on the next slide



Graph One

Key Questions:



- Is this display clear to the average middle school student?
- Is there a better way to handle questions where “disagree” is the positive answer?
- Is there a better way to frame that this is only for Black/Latino students?

Working With Friends or Peers

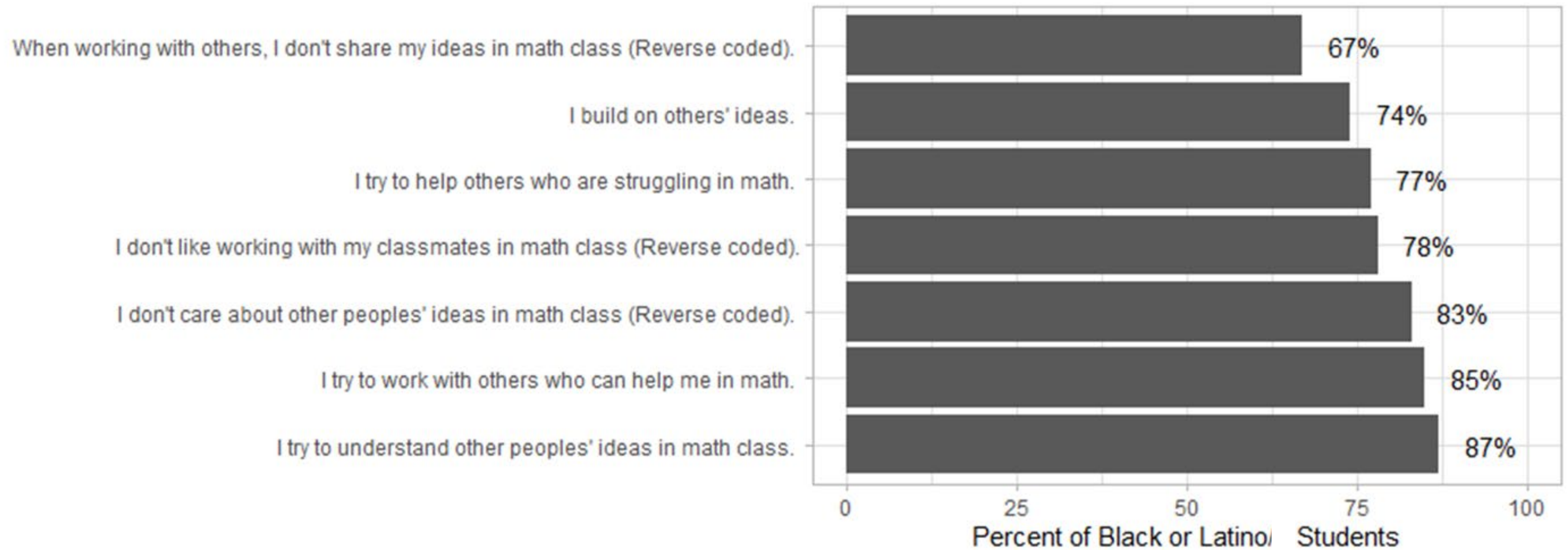
Definition: Refers to students working with their peers (usually in a classroom context) or friends (either in or out of the classroom) on math.

Representative Quote: “They like the group work. That's where I've seen the most engagement, whether it's learning a lesson or doing the homework or practice, whatever it is, group work has been the most engaging for them because I feel like it takes a little bit of the pressure off of the students.” -Teacher

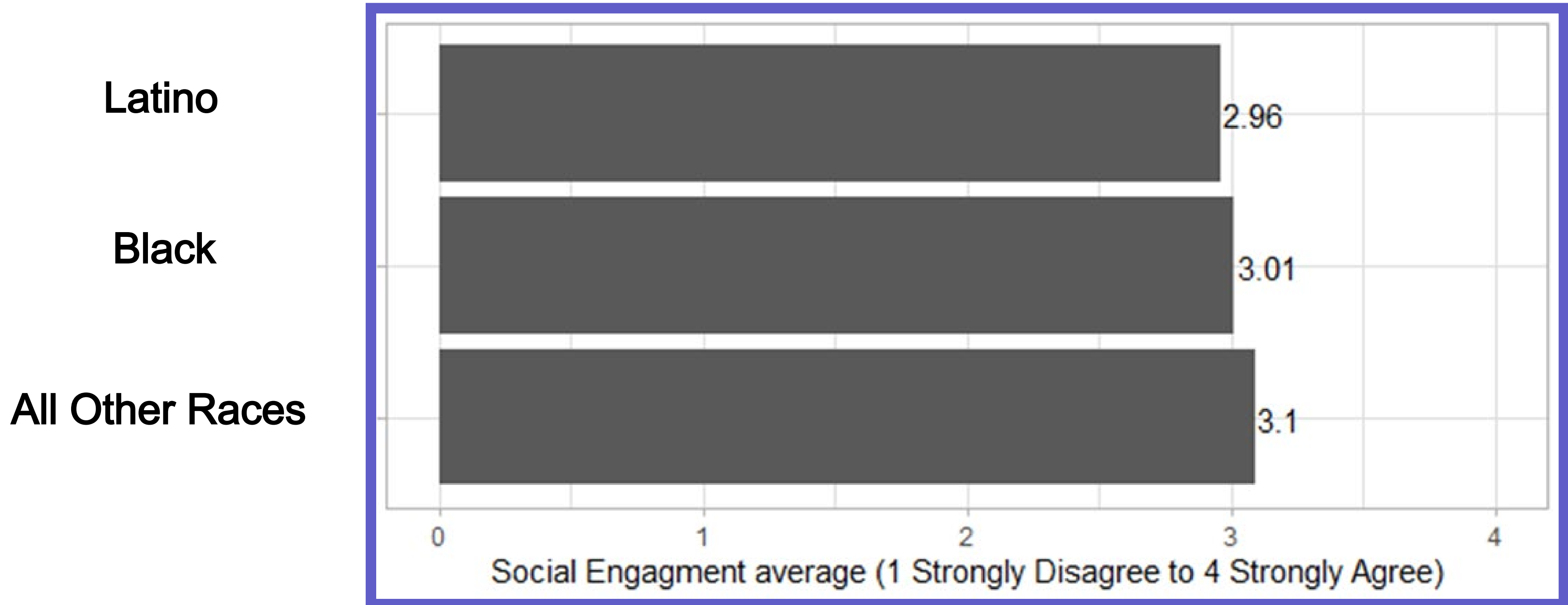
Quantitative Finding: This is measured in the “social engagement” scale. There are two ways of showing this result: as individual questions, or as a “scale score”. The next two slides show examples of both options.



Graph Two



Graph Three



Guardian Supports

Definition: Refers to the ways that guardians (e.g., parents, primary caregivers) support (or not support) their child's math engagement (e.g., help with homework, encourage their child, express the value of education, meet with the teacher, set expectations, places pressure to do well).

Representative Quote: “Yeah. I can't- there's not really anyone home that's really good at math as well, so I can't really help- I can't really ask anyone for help.”
-Student

Quantitative Finding: This was not measured in the existing survey.
This is a major priority for the 2024 survey!



Understanding Math

Definition: Refers to when students share that they understand or have mastered (or not) math lessons, problems, or tasks (e.g., using prior knowledge to do work, having lightbulb moments, not knowing how to do math, overthinking, falling behind).

Representative Quote: “I don't know how to explain this but, like, knowing that I'm right made me focus more or, like, thinking that I'm always right makes me focus more. So that's when I'm engaged.”- Student

Quantitative Finding: In the survey data, this was one of the items that students agreed with most strongly. 95% of Black or Latino students report that “I want to understand what we are learning in class” and 93% report that “I put effort into learning.”



Current Outline



Reviewing Our Current Outline

We are going to walk through our current outline.

Framing Questions

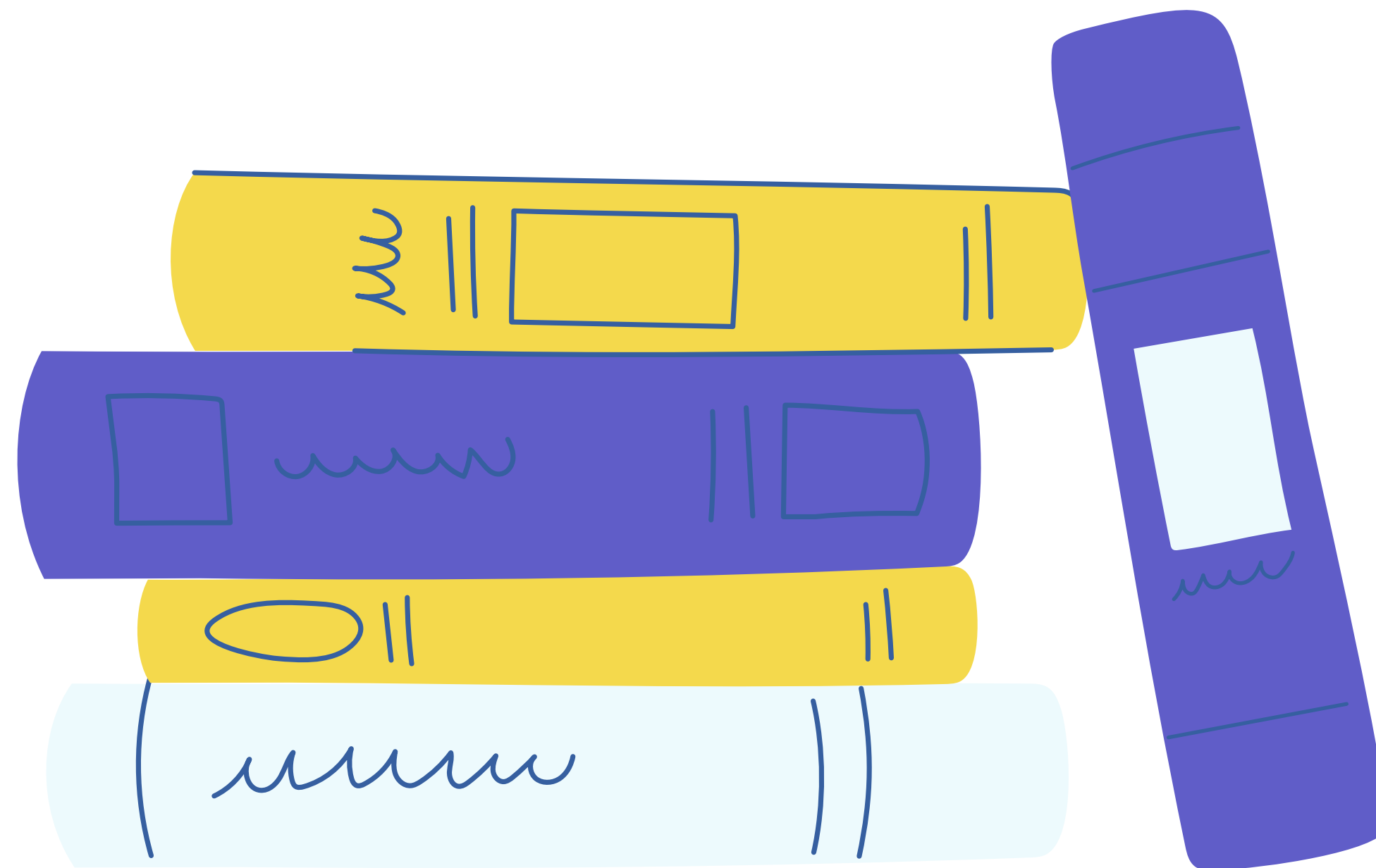
Q: Are the major themes of our findings (realizing we have limited space) represented?

Q: If not, what's missing?

Q: Is anything unclearly communicated as written?



Let's Read It!



Let's Discuss It!



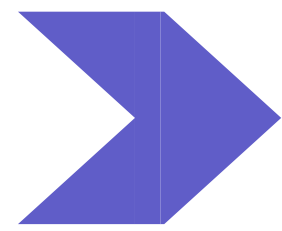
Next Steps



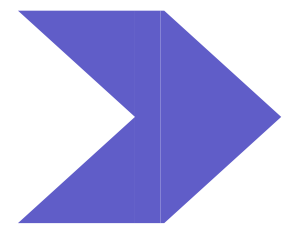
Reviewing Next Steps

Let's walk through the end of the year and the beginning of next year.

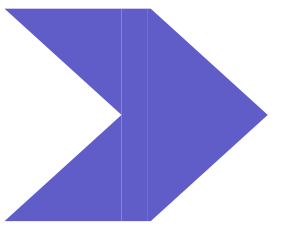
Next Steps



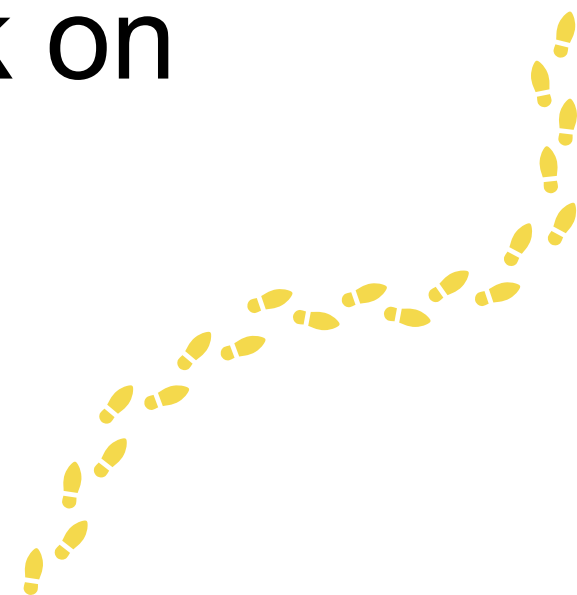
We will briefly discuss dissemination at our next all-group meeting.



Our products will have completed first drafts by the end of the year.



We will reach back out in January for more feedback on this work and to share updates.



Closing

Feedback for Us

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

Next Meeting

Our next AM-ME meeting is in person on December 12th.

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>.