

AM-ME Sharing Findings Small Group Meeting Agendas

Sharing Findings Small Group Session 2

Monday, December 4th, 2023

3:30 to 4:30pm (CST)

Location: *Zoom*

Meeting Objectives:

- Review the progress we made when we met last October.
- Recap the work that has happened between then and now.
- Present data for your review and input.
- Learn how we can improve our current work on a product draft.

Meeting Documents:

- Norms and expectations
- Slides
- Current Product Outline Draft
- Exit Ticket

Time	Item & Notes
10 minutes	<p>Welcome & Team Building Activity <i>Facilitated by: Claire Kelley</i></p> <ul style="list-style-type: none"> • Review of norms and expectations. • Answer the following question either verbally or in the chat: <ul style="list-style-type: none"> ○ What's your favorite winter activity or holiday tradition?
5 minutes	<p>Where We Left Off <i>Facilitated by: Claire Kelley</i></p> <ul style="list-style-type: none"> • October Meeting Highlights <ul style="list-style-type: none"> ○ Together, we worked hard to identify who we want to share findings with, and how we want to share data with them. ○ We also worked together to determine the best way to collaborate on moving this work forward. • The Recap <ul style="list-style-type: none"> ○ We had a lot of great ideas come out of our October meeting.

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

	<ul style="list-style-type: none"> ▪ Audiences <ul style="list-style-type: none"> • Teacher and support staff • School administrators • Broader community ▪ Products <ul style="list-style-type: none"> • Professional development slide deck • Infographics of varying length <ul style="list-style-type: none"> ○ Comparative if possible
<p>5 minutes</p>	<p>Since We Last Spoke <i>Facilitated by: Claire Kelley</i></p> <ul style="list-style-type: none"> • Since We Last Spoke <ul style="list-style-type: none"> ○ Determining What’s Possible <ul style="list-style-type: none"> ▪ We worked with AM-ME researchers to continue to shape our ideas. ○ Further Data Analysis <ul style="list-style-type: none"> ▪ We also worked to unearth meaningful takeaways qualitatively and quantitatively. • The Highlights <ul style="list-style-type: none"> ○ We want to make sure students are considered 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 <ul style="list-style-type: none"> ○ Our goal is to combine the qualitative and quantitative data into major themes for our products. Here’s the data we pulled from: <ul style="list-style-type: none"> ▪ Math teacher interviews (n=8) ▪ Student focus groups (n=9) ▪ Spring survey (n=2,000)
<p>15 minutes</p>	<p>Data Takeaways <i>Facilitated by: Claire Kelley</i></p> <ul style="list-style-type: none"> • Unpacking Four Major Themes <ul style="list-style-type: none"> ○ 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 students or teachers in our qualitative work. • Student-Teacher Relationships <ul style="list-style-type: none"> ○ Definition: <ul style="list-style-type: none"> ▪ This theme refers to experiences and perceptions of interactions between teachers and students within the math classroom. ○ Representative Quote: <ul style="list-style-type: none"> ▪ “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:
 - Claire will walk us through this graph.
 - Graph Three:
 - Claire will walk us through this graph.
- **Guardian Supports**
 - Definition:
 - Refers to the ways that guardians (e.g., parents, primary caregivers) support (or do 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:

Adapted Measure of Math Engagement

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ “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: <ul style="list-style-type: none"> ▪ 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.”
<p>20 minutes</p>	<p>Consolidated Product Outline Draft <i>Facilitated by: Claire Kelley</i></p> <ul style="list-style-type: none"> • Reviewing Our Consolidated Outline <ul style="list-style-type: none"> ○ We are going to walk through our current outline. • Framing Questions <ul style="list-style-type: none"> ○ Are the major themes of our findings (realizing we have limited space) represented? ○ If not, what's missing? ○ Is anything unclearly communicated as written? • Let's Read It! <ul style="list-style-type: none"> ○ 5-7 minutes • Let's Discuss It! <ul style="list-style-type: none"> ○ 12-15 minutes
<p>5 minutes</p>	<p>Next Steps & Closing <i>Facilitated by: Claire Kelley</i></p> <ul style="list-style-type: none"> • Overview of next steps... <ul style="list-style-type: none"> ○ 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. • Complete the exit ticket