

## AM-ME Research Group Meeting Agenda

### Final AM-ME Survey Results Meeting

Monday April 14, 2025

3:30 to 5:30pm (CST)

**Location:** Classroom

#### Meeting Objectives:

- Discuss the factors of math engagement that came from our final AM-ME survey.
- Brainstorm ideas for naming our survey.

#### Meeting Documents:

- Norms and expectations
- Slides
- Exit Ticket

#### Agenda

Time	Item & Notes
15 minutes	<b>Welcome &amp; team building</b> <i>Facilitated by: Alyssa Scott</i> <ul style="list-style-type: none"><li>• 🍷 vs 🍩<ul style="list-style-type: none"><li>○ Step 1: Choose between waffles vs pancakes</li><li>○ Step 2: After giving your answer, replace the other one with something else. For example, “I choose pancakes. I get rid of waffles and replace them with puppies.”</li><li>○ Step 3: Pass it to someone else; the next person has to choose between puppies and pancakes</li></ul></li><li>• Review norms and expectations.</li></ul>
5 minutes	<b>Project update: Check in about authorship and webinar</b> <i>Facilitated by: Samantha Holquist</i> <ul style="list-style-type: none"><li>• As we are wrapping up this project, we will be producing many outputs, and we want to make sure you are credited for your contribution.</li><li>• Do you still feel good about being named this way? If you don't want to be</li></ul>

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

*Adapted Measure of Math Engagement*

	<p>named, or have any other reservations, let us know. You also don't need to decide right now, Diane will be following up about this in an email, and you can change your mind at any time.</p> <ul style="list-style-type: none"> <li>• After the meeting, I am going to email you to participate in a webinar about the project. Please let me know if you are interested.</li> </ul>
<p><b>10 minutes</b></p>	<p><b>Overview of final AM-ME results</b>  <i>Facilitated by: Samantha Holquist</i></p> <ul style="list-style-type: none"> <li>• Timeline of events             <ul style="list-style-type: none"> <li>○ Point out that we've concluded our last wave of data collection, the factors we discuss today are final</li> <li>○ <i>The names &amp; descriptions are now grounded in research and pretty "set", but we still want your reactions &amp; buy-in.</i></li> </ul> </li> <li>• Overview of sample: number of participants by school by race</li> <li>• Overview of our analysis: how we got from the expected 10 factors to the final 8 factors             <ul style="list-style-type: none"> <li>○ Exploratory factor analysis → item deletion (informed by conceptual alignment, item-person map, differential item functioning) → confirmatory factor analysis</li> </ul> </li> </ul>
<p><b>30 minutes</b></p>	<p><b>Data Walk, Part 1</b>  <i>Facilitated by: Alyssa Scott</i></p> <p>There are four stations, each is a final factor from our survey. At your first two stations, please spend 10 minutes at each station to do the following:</p> <ul style="list-style-type: none"> <li>• React to the factor title/name and description.             <ul style="list-style-type: none"> <li>○ If you like the factor title &amp; description, put a happy face sticker next to it.</li> <li>○ If you don't particularly like the factor title &amp; description, put a Post-it note next to it and write either: what about the factor name &amp; description doesn't resonate with you or your idea to improve the name and description.</li> </ul> </li> <li>• Carefully read the bar graphs and survey results. For example, how did students respond to the different questions in this factor? Did students of different racial/ethnic backgrounds respond differently or similarly?             <ul style="list-style-type: none"> <li>○ In the "important results to highlight" section of the giant Post it note, write TWO things about the results that you think are most important to share. We'll use your opinion here to decide what goes into our final infographic.</li> </ul> </li> </ul> <p>At your next two stations, please spend 5 minutes at each station doing the following:</p> <ul style="list-style-type: none"> <li>• React to the factor title/name and description.             <ul style="list-style-type: none"> <li>○ If you like the factor title &amp; description, put a happy face sticker next to it.</li> <li>○ If you don't particularly like the factor title &amp; description, put a Post-it note next to it and write either: what about the factor name &amp; description doesn't resonate with you or your idea to improve the name and description.</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>• Carefully read the bar graphs and survey results, as well as what people wrote as the important results to highlight.             <ul style="list-style-type: none"> <li>○ Among the two already written in the “important results to highlight” section of the giant Post it note, put a happy face sticker by the one that you agree with the most.</li> </ul> </li> </ul>
<p><b>5 minutes</b></p>	<p><b>Break</b> Go to the bathroom, relax, grab more snacks</p>
<p><b>30 minutes</b></p>	<p><b>Data Walk, Part 2</b> <i>Facilitated by: Alyssa Scott</i></p> <p>There are 4 stations, each is a final factor from our survey. At your first two stations, please spend 10 minutes at each station doing the following:</p> <ul style="list-style-type: none"> <li>• React to the factor title/name and description.             <ul style="list-style-type: none"> <li>○ If you like the factor title &amp; description, put a happy face sticker next to it.</li> <li>○ If you don’t particularly like the factor title &amp; description, put a Post-it note next to it and write either: what about the factor name &amp; description doesn’t resonate with you or your idea to improve the name and description.</li> </ul> </li> <li>• Carefully read the bar graphs and survey results. For example, how did students respond to the different questions in this factor? Did students of different racial/ethnic backgrounds respond differently or similarly?             <ul style="list-style-type: none"> <li>○ In the “important results to highlight” section of the giant Post-it note, write TWO things about the results that you think are most important to share. We’ll use your opinion here to decide what goes into our final infographic.</li> </ul> </li> </ul> <p>At your next two stations, please spend 5 minutes at each station doing the following:</p> <ul style="list-style-type: none"> <li>• React to the factor title/name and description.             <ul style="list-style-type: none"> <li>○ If you like the factor title &amp; description, put a happy face sticker next to it.</li> <li>○ If you don’t particularly like the factor title &amp; description, put a Post-it note next to it and write either: what about the factor name &amp; description doesn’t resonate with you or your idea to improve the name and description.</li> </ul> </li> <li>• Carefully read the bar graphs and survey results, as well as what people wrote as the important results to highlight.             <ul style="list-style-type: none"> <li>○ Among the two already written in the “important results to highlight” section of the giant Post-it note, put a happy face sticker by the one that you agree with the most.</li> </ul> </li> </ul>
<p><b>15 minutes</b></p>	<p><b>Name our survey!</b> <i>Facilitated by: Samantha Holquist</i></p> <p>In two small groups, we’ll brainstorm some names for our survey.</p>

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	<ul style="list-style-type: none"><li>• For the first 5 minutes, come up with as many ideas as you could to describe the fact that our survey is about the many aspects of math engagement<ul style="list-style-type: none"><li>○ e.g., the <i>holistic</i> measure of math engagement</li></ul></li><li>• For the next 5 minutes, come up with as many ideas as you could to describe the fact that our survey is specifically designed to take into account Black and Latina/o students' experiences<ul style="list-style-type: none"><li>○ e.g., the <i>adapted</i> survey of math engagement</li></ul></li></ul> <p>There are no right or wrong answers, be creative!</p>
<p><b>10 minutes</b></p>	<p><b>Closing</b> <i>Facilitated by: Alyssa Scott</i></p> <ul style="list-style-type: none"><li>• Final large-group meetings: <b>Would it work best to have our final meeting and celebration on April 30th or in mid-May?</b><ul style="list-style-type: none"><li>○ What date works best for everyone?</li><li>○ What time works best for everyone? 5:30 pm?</li></ul></li><li>• Complete the exit ticket.</li></ul>