Appendix C – *Guiding Questions & Success Criteria to Shifting Social Risk*

In each chapter of the Study Guide for *Motivated—Designing Math Classrooms Where Students Want to Join In*, a series of guiding questions and sample success criteria have been provided to help guide you and your school learning teams through the process of *Monitoring for Improvement.*

Apart from the Study Guide, this Appendix summarizes these questions and criteria (below).

Appendix C – Chapters 1 to 4

Chapter	Introduction (xii-xvi) & Chapter 1 (pp.1-10): *The Motivational Classroom*	Chapter 2 (pp.11-27): *Meet the Teachers*	Chapter 3 (pp.28-43): *Belongingness*	Chapter 4 (pp.44-57): *Meaningfulness*
Guiding Questions	**1)** What structures, strategies and norms do I/we currently have in place to support student engagement with Mathematics? **2)** Are the current structures, strategies and norms supporting students to fully participate in Mathematics classes--i.e., openly sharing their ideas and thinking? **3)** What will I/we explore to better support growing student motivation for learning Mathematics? Why? What will success look like if the goals of my/our exploration are met? **4)** What resources might I/we need to reach the goal(s)?	**1-**Who are you as an educator? Take time to revisit your educational "Why." **2-**How do you consistently stay connected to your passion for teaching and learning? Of mathematics? **3-**At this time, what goals have you and/or your team set for improving student motivation in mathematics? **4-**If you haven't done so already, do your best to weave into discussion--with a colleague and/or your school learning team--your responses to *Guiding Questions* 1 to 3. **5-**Having reflected on the roles of teachers and students in	Are the structures being put in place--e.g., physical environment, communication, formative assessment and feedback--supporting students' *belongingness* over time?	Are the questions being asked, tasks chosen, and activities planned supporting students' sense-making over time?

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	5) How am I/are we preparing to collect, analyze and interpret evidence of success?	motivational mathematics classrooms (see the Table in the *Overview*), what, if any, changes might you now consider making to your teacher learning inquiry project and/or your team's school improvement planning?		
Sample Success Criteria	*What evidence of success might we be looking for?* See the Study Guide for a **diagnostic survey** that you and your learning teams can use in preparation for *Monitoring for Improvement*.	*What evidence of success might we be looking for?* See the Study Guide for a **diagnostic survey** that you and your learning teams can use in preparation for *Monitoring for Improvement*.	*What evidence of success do we have?* Students are: ● Exhibiting confidence that their thinking and experience will contribute to discussions ● Becoming allies in supporting their peers' sense of belongingness ● Seeking opportunities for agency in their own learning	*What evidence of success do we have?* Students are: ● Exhibiting confidence that their thinking and experience will contribute to discussions ● Demonstrating curiosity: identifying their own problems and exploring their solutions

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Appendix C – Chapters 5 to 8

Chapter	Chapter 5 (pp.58-70): *Competence*	Chapter 6 (pp.71-87): *Accountability*	Chapter 7 (pp.88-97): *Autonomy*	Chapter 8 (pp.98-107): *Growing Your Own Practice*
Guiding Questions	Do the structures we have in place and processes we follow allow students to experience success in their learning of Mathematics--i.e., setting, pursuing, and achieving goals? What opportunities are we providing for students to become agents in their own success?	In our classroom accountability systems, does what we value in our assessments reflect what we value in our classroom norms? Are the norms we're implementing and monitoring--around multiple smartnesses and reducing students' concerns over inaccuracies--resulting in improved levels of participation?	Are the structures, strategies and norms we're exploring and building with our students in math class supporting the types of interactions that lead to productive discussions and growing students' autonomy?	During the course of our teacher learning inquiry project, did the structures, strategies and norms collaboratively explored lead to increased student motivation for learning Mathematics?

Sample Success Criteria	*What evidence of success do we have?*
	
	Students are:
	● Expressing that they like Mathematics
	● Demonstrating a belief that they can succeed--persisting with mathematical challenges and show resiliency when experiencing difficulty
	● Setting goals for their learning and
		What evidence of success do we have?
		
		Students are:
		● Responding well to meeting demands for increased engagement and intellectual press
		  o Seeing mistakes as opportunities for learning--their and everyone else's
		  o Opening up more to making their thinking visible and communicating their reasoning
			What evidence of success do we have?
			
			Students are:
			● Experiencing *flow* more often and consistently--reaching a state of optimal enjoyment and sense of purpose
			  o Engaging their interests and making connections to what they're learning in school
				What evidence of success do we have? How has this evidence been used to inform student learning?
				
				Students are:
				● Contributing their *voice* at various stages and in multiple ways during the course of the teacher learning project
				● Setting and working towards attaining the motivational (learning) goals that

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actively monitoring their progress towards achieving them
● Contributing to the co-creation and communication of knowledge and meaning
	▪ Quieter students are contributing in ways that their *voices* are being heard
	▪ Talkative students are contributing in ways that keep everyone thinking
	    ● Listening for building with and onto the dialogue in the classroom
	o Making authentic contributions to other's learning and are seeing the impact of their actions
	    ▪ Becoming more assessment-capable--setting goals and monitoring their own progress
		o Posing and exploring solutions to their own questions and claims
		● Spending more time looking inward, relying on capacity built--their own and that of the group--as opposed to expecting and going to their teacher for answers
		    o Participating more often in direct discussions
		    o Asking questions of their peers to keep everyone thinking
		    o Recognizing their strengths and identifying how they can contribute to managing tasks and solving problems
		● Becoming better at setting goals and
			have been developed and shared, accordingly
			● Co-constructing and using success criteria for the motivational constructs being studied
			● Providing multiple sources of evidence for their learning in the form of conversations and observations
			● Interacting with descriptive feedback that has been provided and doing so with rhythm and frequency
			● Communicating their motivational growth in ways that demonstrate intersections between the 5, motivational constructs--Belongingness, Meaningfulness, Competence, Accountability and Autonomy

			monitoring their progress towards achieving them o Sustaining success once scaffolds are removed	● Defining and valuing learning as being process-oriented, contributing ideas, collaborating and inspiring others to keep thinking