

Implementation Guidelines for Establishing Standards-Based Classroom Environment (SBLE)

Norms
Teacher and students create and post both classroom and group norms.
Teacher and students regularly practice the norms in the classroom.
Classroom-learning environment is safe, orderly, caring and respectful.
Classroom routines are established.
Clear standards of conduct are upheld in the classroom.
Recognition and celebration is accorded students for their efforts and achievements in practicing a safe and productive learning environment.
Learning Targets
Learning Targets are posted.
Learning Targets answer where the learner is going, where the learner is currently, and how best to get the learner where he/she needs to be.
Learning Targets for the lesson are understood by all students.
Learning Targets are used by both teacher and students throughout the lesson to provide focus for both parties.
Questioning
Teacher provides various entry points into the mathematics that will support students at various proficiency levels.
Appropriate teacher wait time is evident.
Appropriate student wait time is evident.
Teacher provides strategic questions that help students clarify their own thinking.
Questioning frames are available and students use these on a regular basis.
Anchor charts are posted and students know how to use these during the lesson.
Teaching and Learning Cycle
Teacher uses a <i>Launch, Explore, Summarize</i> lesson cycle effectively.
Teacher and students keep the focus on learning for all students.
Teacher and students share ownership in the classroom and how it functions; treat each other respectfully and take individual responsibility for learning.
Teacher provides opportunities that elicit evidence of student learning.
Teacher uses both formal and informal assessment to gauge student understanding.
Teacher reflects on the praise and comments made to students to ensure growth mindset language.
Teacher gives opportunities to students to own their own learning.
Teacher activates students as learning resources for one another.
Mathematical Practices
Student-generated sentence stems and/or anchor charts of the Math Practices are visible in the classroom.
Language of the Math Practices is embedded in the Learning Targets and/or in the math task.
Students are engaged in rich mathematical tasks that allow them to develop their proficiency in the Math Practices.
Teachers use the language of the Math Practices throughout the lesson.
Students use the language of the Math Practices.
Students use the language of the Math Practices when they reflect on their learning at the end of the lesson.
Overall Classroom Environment
Students are provided opportunities to make conjectures about math ideas in the classroom.
Students are provided opportunities to explain their responses or solution strategies in the classroom.
Students are encouraged to employ multiple perspectives/strategies in the classroom.
Teacher routinely allows students the opportunity to collaborate with each other during the math lesson.
Lesson reflects student-centered instruction where students are routinely talking and asking questions about math.

Reference: Tarr, J.E., Reys, R.E., Reys, B.J. & Chávez. O. (2008). "The Impact of Middle-Grades Mathematics Curricula and the Classroom Learning Environment on Student Achievement." *Journal for Research in Mathematics Education*, Vol. 39, No. 3, pp. 247-280.