

1 INCLUSION: DIVERSE, EQUITABLE

- Offered choice and control. Although they established themselves as the authority in the classroom, teachers also provided ways in which students could exercise their own control and choice in daily life in the classroom.
- Teachers were mindful of students' cultural and linguistic backgrounds, their prior experience within the classroom, their interests, and their individual needs and designed instruction accordingly.
- Teachers varied instruction based on individual students' need to achieve success for each student. In contrast to much of what has been documented as typical in past research, these exemplary teachers provide high-quality, high order instruction to all students, even those who were the lowest achieving.

2 EXPLICIT INSTRUCTION

- Teachers told students what they what them to know, from letter-sound relations to conventions of specific textual genres in what Parr and Limbrick (2010) termed "deliberate acts of teaching" (p.587)
- Provided extensive opportunities for application. Exemplary teachers often situated their instruction of reading and writing skills in the context of reading and writing connected texts and always provided opportunities to apply what had been taught to actual reading and writing of connected texts.

3 INDEPENDENT PRACTICE: SUPPORTED & INTENTIONAL

- Had students listen, speak, read, and write a lot. Interaction between and among teacher and students was ubiquitous in classroom, particularly those in a study that addressed English learners (Flynn, 2007). Writing, both in response to reading and in its own right, and independent reading were also described as more common in the classrooms of exemplary teachers.
- Promoted self-regulation Independent. Their teaching was designed to move students to independence, whether in students' engagement in classroom routines, their application of a particular strategy in reading, or their ability to reflect on specific characteristics of their writing.

4 DIFFERENTIATION: SMALL GROUP INSTRUCTION

- Made extensive use of individual, small-group and whole-group instruction. Within these participation structures, teachers used a wider array of instructional and organizational practices.
- Created opportunities for students to collaborate. From partner reading to discussions to group writing projects, exemplary teachers fostered an environment of cooperation and collaboration among students.
- Used assessment and observation to inform their instruction. These exemplary teachers formed and re-formed groups and designed lessons based on what they had determined that individual students needed.

5 DIVERSE CLASSROOM LIBRARY

- Carefully constructed the classroom environment. Whether displaying motivational messages, incorporating examples of students' writing into the classroom, or posting guidance on classroom routines, exemplary teachers were thoughtful in how they constructed the classroom environment.

6 GRADUAL RELEASE OF RESPONSIBILITY

- Coached. Rather than teaching a skill and then sending students off to use it, exemplary teachers remained present as a "guide on the side" during the early stages of students' application, providing crucial prompting and other support to scaffold students to independence. I do, you do, we do.
- Teachers more often engaged students in metacognitive and higher level thinking through the tasks they offered, the questions they asked, and the discussions they led. These teachers focused on meaning, even when the instructional targets were lower level knowledge and skills.

7 POSITIVE CLASSROOM CULTURE & HIGH EXPECTATIONS

- Connected with students' homes. Exemplary teachers did this both through responsive teaching within the classroom and through many mechanisms of interacting directly with family members who were important in each students' life.
- Emphasized. Teachers conveyed a sense that all students are capable as learners when effort is put forth, and they attributed students' success to their effort as well as their ability.
- Were positive. Enthusiasm, curiosity, praise, and encouragement were common in the classroom of exemplary teachers.

9 LEARNING TARGETS & SUCCESS CRITERIA

- Exemplary teachers conveyed clear expectations for what constitutes success, extensively modeled success (e.g. successful application of a particular strategy,) and employed scaffolding to support students' own engagement and success with instructional tasks.
- Were purposeful. This characteristic began with the teachers' instructional decisions. In the main, they explicitly communicated clear purposes for instruction to their students and/ or communicated these purposes tacitly by linking discrete instruction in skills and strategies to reading and writing connected texts.

8 ENGAGING & CREATING AN IDENTITY

- Taught for depth. For example, observations documented exemplary teachers teaching for precise word choice, teaching units with complex content related to equality and inequality, and providing opportunities for students to write not just to complete an assignment but also to communicate with audiences beyond the teacher.
- Did not waste time. Their teaching was characterized by a brisk pace of instruction and clear routines, thoroughly taught; participation structure; and engagement supports that maximized on-task behavior.

10 COMPREHENSIVE: PHONICS, PHONEMIC AWARENESS, FLUENCY, WRITING, VOCAB. & COMPREHENSION

- Orchestrated. Rather than presenting an apparently disjointed set of promising practices, exemplary teachers appeared to seamlessly integrate a wide range of practices- motivational, managerial, curricular, environmental, and instructional- as they engaged in literacy instruction