



TIP SHEET FOR ADMINISTRATORS

The *Tip Sheet for Administrators* was developed as a document that administrators can use during walk-throughs or observations of an Xtreme Reading classroom. Being prepared for what you will see and having questions to ask can make the walk-through or observation clearer and lead to a more constructive follow-up conversation.

Before the walk-through or observation:

A typical Xtreme lesson consists of a combination of these components:

- _____ Warm-up: A 3-5 minute activity that is based on the strategies and/or the novels.
- _____ Whole-class lesson: The teacher provides direct instruction in specific reading strategies.
- _____ Student Practice: Students practice the strategies independently or in pairs.
- _____ Word Activities: Students learn and maintain vocabulary strategies through a variety of activities.
- _____ Guided reading: The teacher and students read a novel together while practicing the strategies.
- _____ Wrap-up: A 3-5 minute review of the day's lesson along with a quick preview of the work planned for the next day.

Questions to ask the teacher:

- What strategy are you working on with your students?
- What lesson are you doing today?
- What stage of instruction will I see today?

Questions to ask students:

- What strategy are you learning or practicing?
- How does the strategy help you read?
- What are the steps of the strategy?

Strategy instruction takes place each day. Look for one of the following stages:

_____ Describe

Teacher is at the front of the classroom introducing the steps of the strategy while students are taking notes. Teacher prompts responses from students.

_____ Model

Teacher is at the front of the classroom demonstrating how the strategy is used while reading from a passage. Teacher demonstrates how a good reader thinks by using "self-talk" (teacher thinks aloud as he or she works through the steps of the strategy). Students watch and become involved in the process when teacher prompts them.

_____ Verbal Practice

Teacher is verbally quizzing the students about the steps of the strategy. Teacher can do "rapid-fire" drill by asking students to quickly take turns saying the next step of the strategy.

_____ Independent Practice

Students are reading passages silently and practicing the strategy at their seats. A worksheet is used that allows students to demonstrate the strategy steps as they use them. The teacher circulates throughout the room and provides feedback to students.

_____ Paired Practice

Students are working in pairs, reading to each other and coaching each other (helping each other use the strategy steps). The teacher circulates throughout the room and provides feedback.

_____ Differentiated Practice

The teacher works one-to-one with a student while the other students are working independently or in pairs. Teacher monitors the student's use of the strategy and provides explicit feedback.