



## 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.