## Walk-Through Training: Follow-up Scenarios

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<table>
<thead>
<tr>
<th>Scenario</th>
<th>Guidelines</th>
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<tbody>
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<td>When you want the teacher to reflect</td>
<td>• Provide a reflective prompt [student-oriented, specific focus, present/future tense, open-ended (no right answer), no answer required, support offered]</td>
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| When you want to make a suggestion                                       | • Offer affirmation  
• Offer rationale for the suggestion  
• Offer context and situation for suggestion  
• Teach the concept or skill in the suggestion  
• Invite feedback, clarification on suggestion |
| When you need to be more directive                                       | • Be more directive! (But do it in a constructive manner which preserves the trust relationship on which the walk-through model is based) |
| When you have an idea to try                                             | • If it seems appropriate ask teacher to reflect on the idea with you or to try it out and give you feedback |
| When there is nothing you can think of to comment on                     | • Ask the teacher to reflect on his/her own practice  
• Ask the teacher a question related to teaching and learning  
• Ask the teacher in which way(s) they want to grow  
• Connect the teacher with another skilled colleague |
| The class is in a transition                                             | • Notice the structure and length of the transition  
• Possibly comment on teacher management of transition |
| Class hasn’t started or is over when you enter                           | • Notice the structure of the setting; how is this time used?  
• Possibly comment of teacher management of student behavior “outside the bell” |
| Class isn’t doing what you thought they would be doing                  | • Ask the teacher about the schedule afterwards to assure that time is being used as scheduled |
| When you encounter teacher resistance                                   | • Depersonalize the feedback with data  
• Appeal to core values (such as those in mission/vision statement)  
• Appeal to how teacher wants others to think of him/her  
• Check your style; is it constructive & empowering or critical and evaluative? |
| When you have a serious concern about what you have seen                 | • This situation is outside the instructional walk-through process. Intervene as soon as possible to address the concern. |