

# NWPS Walk Through Form Template

## References:

Marzano, R. J. (2008). The art and science of teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (with Boogren, T., Heflebower, T., Kanold-McIntyre J, & Pickering, D.) (2012) Becoming a reflective teacher. Bloomington, IN: Marzano Research.

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\* Required

### 1. Observer Email

*Mark only one oval.*

☐ [jramsey@ginorthwest.org](mailto:jramsey@ginorthwest.org)

### 2. Teacher Email

*Mark only one oval.*

☐ [hcallihan@ginorthwest.org](mailto:hcallihan@ginorthwest.org)

☐ [tkrupicka@ginorthwest.org](mailto:tkrupicka@ginorthwest.org)

☐ [psmith@ginorthwest.org](mailto:psmith@ginorthwest.org)

☐ [jellsworth@ginorthwest.org](mailto:jellsworth@ginorthwest.org)

☐ [mmoser@ginorthwest.org](mailto:mmoser@ginorthwest.org)

☐ [msorensen@ginorthwest.org](mailto:msorensen@ginorthwest.org)

☐ [mfisher@ginorthwest.org](mailto:mfisher@ginorthwest.org)

☐ [jramsey16@gmail.com](mailto:jramsey16@gmail.com)

☐ [sretzlaff@ginorthwest.org](mailto:sretzlaff@ginorthwest.org)

☐ [jellsworth@ginorthwest.org](mailto:jellsworth@ginorthwest.org)

☐ [mherzberg@ginorthwest.org](mailto:mherzberg@ginorthwest.org)

☐ [smazour@ginorthwest.org](mailto:smazour@ginorthwest.org)

### 3. Grade \*

*Mark only one oval.*

☐ Option 1

**4. Class \****Mark only one oval.*

- ☐ Math
- ☐ Reading
- ☐ Science
- ☐ Social Studies
- ☐ Music
- ☐ Physical Education/Health
- ☐ Writer's Workshop/English
- ☐ Technology

**5. Segment of Class \****Check all that apply.*

- ☐ Beginning
- ☐ Middle
- ☐ End

**6. Student Engagement \****Check all that apply.*

- ☐ All (100%)
- ☐ Most (80%-99%)
- ☐ Some (50%-79%)
- ☐ Few (Less than 50%)

**7. Comments**

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**8. Teacher Engagement \****Check all that apply.*

- ☐ At desk providing no assistance
- ☐ At desk providing assistance
- ☐ Moving around classroom monitoring/providing assistance

**9. Comment**

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**10. Instructional Grouping \****Check all that apply.*

- ☐ Individual
- ☐ Pairs
- ☐ Small Group
- ☐ Whole Group

**11. Frequency of "Checks for Understanding" (formative assessment) \****Check all that apply.*

- ☐ No Checks for Understanding observed
- ☐ 1-2 Checks for Understanding Observed
- ☐ Multiple Checks for Understanding Observed

**12. Comments**

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**13. DQ 1: Establish and communicate learning goals, track student progress, and celebrate success?***Check all that apply.*

- ☐ 1 - provide clear learning targets
- ☐ 1a-posted visually everyday
- ☐ 1b-in student friendly language
- ☐ 1c-communicated to students through words, actions or pictures
- ☐ 1d-revisited during instruction (formative assessment, self-assessment)
- ☐ 2 - track student progress
- ☐ 3 - celebrate success

**14. Comments:**

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**15. DQ 6: Establishing Rules and Procedures***Check all that apply.*

- ☐ 5-establishing procedures and routines
- ☐ 6-organizing the physical layout of the classroom

**16. Comments:**

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**17. DQ 2: Helping students interact with new knowledge***Check all that apply.*

- ☐ 6 - identifying critical content
- ☐ 7 - organizing students to interact with new knowledge
- ☐ 8 - preveiwng new content
- ☐ 9 - chunking content into "digestible bites"
- ☐ 10 - helping students process new content
- ☐ 11 - helping students elaborate on new content
- ☐ 12 - helping students record and represent knowledge
- ☐ 13 - helping students reflect on learning

**18. Comments:**

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**19. DQ 3: Helping students practice and deepen new knowledge***Check all that apply.*

- ☐ 14 - reviewing content
- ☐ 15 - organizing students to practice and deepen new knowledge
- ☐ 16 - using homework
- ☐ 17 - helping students examine similarities and differences
- ☐ 18 - helping students examine their reasoning
- ☐ 19 - helping students practice skills, strategies, processes
- ☐ 20 - helping students revise knowledge

**20. Comments:**

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**21. DQ 4: Helping students generate and test hypotheses about new knowledge***Check all that apply.*

- ☐ 21 - organize students for cognitively complex tasks
- ☐ 22 - engage students in cognitively complex tasks involving hypothesis generation and testing
- ☐ 23 - provide resources and guidance

**22. Comments:**

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**23. DQ 5: Engaging students***Check all that apply.*

- ☐ 24 - notice when students are not engaged
- ☐ 25 - use academic games
- ☐ 26 - manage response rates
- ☐ 27 - use physical movement
- ☐ 28 - maintain a lively pace
- ☐ 29 - demonstrate intensity and enthusiasm
- ☐ 30 - use friendly controversy
- ☐ 31 - provide opportunities for students to talk about themselves
- ☐ 32 - present unusual or intriguing information

**24. Comments:**

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**25. DQ 7: Recognizing Adherence to Rules and Procedures***Check all that apply.*

- ☐ 33 - demonstrate withitness
- ☐ 34 - apply consequences for lack of adherence to rules and procedures
- ☐ 35 - acknowledge adherence to rules and procedures

**26. Comments:**

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**27. DQ 8: Establishing and Maintaining Effective Relationships***Check all that apply.*

- ☐ 36 - understand students' interests and backgrounds
- ☐ 37 - use verbal and nonverbal behaviors that indicate affection for students
- ☐ 38 - display objectivity and control?

**28. Comments:**

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**29. DQ 9: Communicating High Expectations for All Students***Check all that apply.*

- ☐ 39 - demonstrate value and respect for low expectancy students
- ☐ 40 - ask questions of low-expectancy students
- ☐ 41 - probe incorrect answers with low expectancy students

**30. Comments**

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**31. Reflective Questions**

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**32. Follow-Up***Check all that apply.*

- ☐ No follow-up requested
- ☐ Please respond to my questions through email.
- ☐ Please schedule a post-conference with me.
- ☐ Send me a copy of my responses.

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