

# *Stop Looking at That Graph!*

## *How to Use Classroom Evidence to Accelerate Language Learning on Your Campus*

Presented by:

Bradley Williams  
Director of Operations  
Clark Consulting and Training, Inc.

Clark Consulting and Training, Inc. is a national consulting firm specializing in the design, implementation and measurement of educational programs for diverse student populations. They can be reached at (623) 236.8376, or write to:  
Clark Consulting and Training, Inc., 16772 W. Bell Rd. Ste 110-612 Surprise, AZ 85374-9702  
Email address: [BradleyWilliamsECT@gmail.com](mailto:BradleyWilliamsECT@gmail.com)

Description: Everything your site or district needs to make dramatic improvements to your language-teaching program is available for anyone to see every day of the school year – but only if they have eyes and ears that can effectively translate instruction and student work products to improved teacher behaviors and student learning. This session will lay out a doable and research-informed way of looking at language instruction that translates into usable next steps for improvement. So forget the 10-page checklists, the complicated computer programs and the mind-numbing rubrics and see how your eyes and ears can quickly and smartly show you and your fellow educators how to blast your program to the next level.

Outcomes: Participants in this session will learn:

1. How to diagnose the quality of language instruction by looking at the classroom walls for just three minutes;
2. How to train your ears to provide a rich source of data about how your students talk in class, and thus, how they will write in class;
3. A simple way to share this information with other educators that is non-threatening and that creates energy to make improvements;
4. How to complete an entire school review in less time than it takes to watch Bradley Cooper's latest movie.

## **AGENDA**

*I.* Welcome and Purpose

*II.* What are the two current predominant philosophies regarding the use of classroom evidence and instructional outcomes?

1.

2.

*III.* What does the research say?

*IV.* To the Classroom:

# The Grammar Wall

What should it look like?	What it should sound like?

## Student Collaborative Production

What should it look like?	What it should sound like?

## Overt Teacher Behaviors

What should it look like?	What it should sound like?