

**ED 264a: Curriculum and Instruction in World Languages
Stanford Teacher Education Program Summer 2021**

Instructor: Ms. Elizabeth (Liz) Matchett

Location: CERAS 527 (for times, see meeting schedule at bottom)

Office Hours: Tuesdays and Thursdays by appointment

matchett@stanford.edu; lizmatchett@yahoo.com

650-279-0924

Consultant: Ms. Ying Jin yingjin@gmail.com

510-325-2330

Three-Quarter Course Sequence Description

The three-course curriculum and instruction sequence (ED 264 a, b, & c) is designed to provide preparation for teaching a world language at the middle school and high school levels. The purpose of the full sequence is to prepare Teacher Candidates (TCs) for a meaningful career in language teaching. Successful TCs will examine and internalize the research, standards, habits of mind, and instructional strategies and practices that facilitate students to learn and acquire a new language. Together, we will explore this complex and multifaceted profession as we develop and articulate our vision for becoming educators devoted to creating an equitable and just experience for our students as they develop proficiency in a new language.

Special Announcement: As part of your C&I experience, you will be required to participate in the [Stanford World Language Project](#), held over the course of five Saturdays in the fall and winter quarters (no summer dates). The purpose of this special collaboration is for you to interact with practicing teachers and teacher-leaders from the Bay Area and learn about excellent teaching strategies which you will be able to use in your student teaching and beyond. As you create relationships with and learn from these teachers, you may also make contacts and become part of a professional network which can lead to employment and other opportunities. Hours spent in this 5-day seminar will replace some hours in our C&I class during the fall and winter quarters. Debriefing of the classes will occur during regular C&I time. A project will be submitted to me during fall and winter quarter as a result of your participation in this seminar and will be in lieu of other work for the course. Dates (all Saturdays): September 25th; October 30th; January 22nd; February 12th; March 12th. Please mark your calendars now in order to avoid conflicts.

Office Hours: Tuesday and Thursdays by appointment. Please contact me at least 24 hours in advance, and we can set a time. I can meet via telephone, Zoom, or in person on campus. For Ms. Ying Jin, please arrange meetings by appointment.

Class attendance, punctuality, and engagement: I will give you my very best as a teacher and colleague. I expect the same from you. TCs must demonstrate the same level of professionalism demanded of any credentialed teacher with respect to time management, communication, and integrity. Our class meetings are essential, and I

expect you to be in class and to arrive on time. While you are in class please participate and support me and your colleagues in all that we do. In the event of sickness or an emergency that will cause you to miss class or be late, please inform me in advance and we will talk about what you will need to do to make up the work. If you need my support due to family or professional obligations, do not hesitate to talk with me; my goal is for you to be prepared for the rigors of teaching *and* to know how to balance your personal life with your profession and within a network of caring colleagues. Communicate with me early and often and we can make it work.

Students with documented disabilities: Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <http://studentaffairs.stanford.edu/oae>)

Support Services: Student teaching and earning a credential is a time of intense learning and growth, and it can be stressful. For a variety of reasons, you may experience a range of challenges that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily life. You can approach me if you need someone to talk to, and I will make myself available to you. Stanford is also committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. You can learn more about the broad range of confidential mental health services available on campus here <https://vaden.stanford.edu/caps-and-wellness/counseling-and-psychological-services-caps>

Course Format and Policies: The course will be taught using a discussion/participation format and will also include the specific modeling of instructional strategies. Candidates are expected to have completed the assigned sets of readings and activities before each class and to be prepared to discuss or actively participate in further class activities. Assignments will be scored based on a full rubric, a simplified scoring guide, or for completion. The course grade will be earned based on a modified version of Stanford's grading system: A+ (98-100%), A (94-97%), A- (90-93%), B+ (87-89%), B (84-86%), B- (80-83%), etc.

- Grading Categories and weights: (all assignments will be labeled by category)
 - *Interpretive Activities* (Formal and informal response to readings, videos, audios) 25%
 - *Interpersonal Activities* (Formal and informal written and spoken conversational activities with me and your classmates) 25%

- *Presentational Activities* (Formal and informal written and spoken information presented to me and your classmates) 50%
- We need to practice and model the behaviors of a working teacher. The professional expectation in a school is that you will arrive to school and complete your tasks (lesson plans, grades, attendance, reports) on time. *Thus, I expect assignments to be turned in on time*. If you cannot meet this expectation for any reason, you must communicate with me.
- All Stanford students are expected to follow the Stanford Honor Code and Fundamental Standard, as noted in the STEP Handbook and Stanford Student Guide. <https://communitystandards.stanford.edu/policies-and-guidance>
- [Plagiarism](#)
- [Upholding academic integrity](#)
- [Citations](#) and use of online resources
- [Recording classes](#)
- [Inappropriate sexual behavior](#)

Administrative Deadlines for Students

- [Dropping](#)
- [Change of grading basis](#)
- [Course withdrawal](#)
- [Grades posted on Axxess](#)

Goals of ED 264a Summer Course: At the end of this first of three courses, TCs can:

- Articulate the importance of social-emotional learning and anti-racist practices in the conceptualization and delivery of a language course.
- Feel confident that they are getting to know their students, their CTs, and their teaching situation, so that they will have a successful year.
- Understand the importance of the research-based high-leverage teaching practices associated with the successful teaching of world languages and begin to incorporate these practices in the classroom.
- Understand and use the *Modes of Communication* to conceptualize and design communicative lessons and units.
- Describe the different levels of proficiency and performance for a language learner, including their associated language function types.
- Explain the importance of local, state, and national world language professional organizations for the career and life-long learning of an educator.
- Apply state and national standards for language learning in the design of a full unit overview.
- Develop skills in collaborating professionally with other colleagues.

Materials for ED 264a Summer Course (and beyond)

Required (you must have this textbook before Meeting 5): Shrum, J. & Glisan, E. (2015). *Teacher’s Handbook: Contextualized Language Instruction*, 5th Edition. Cengage. ISBN: 9781305109704 (required to purchase or rent—we will use this text all 3 quarters AND will be available to use in the STEP and GSE libraries) Contact me if you have any financial need for textbooks. I do not want that to be a barrier to your access to this course.

Other texts/materials:

- California Department of Education. (2019). *World Language Standards for California Public Schools, Kindergarten through Grade Twelve*. (required to download: <https://www.cde.ca.gov/be/st/ss/documents/wlstandards.pdf>)
- California Department of Education. (2020) *World Language Framework for Public Schools, Kindergarten through Grade Twelve*. (required to download: <https://www.cde.ca.gov/ci/fl/cf/>).
- Glynn, C., Wesely, P., Wassell, B. (2018) *Words and Actions: Teaching Languages Through the Lens of Social Justice*. ACTFL. (recommended to purchase--contact me if financial help is needed)
- Clementi, D., Terrill, L. (2017). *The Keys to Planning for Learning*. Alexandria, VA. ACTFL. (recommended to purchase--contact me if financial help is needed)
- National Standards Collaborative Board. (2015). *World-Readiness Standards for Learning Languages*. 4th ed Alexandria, VA: Author. (optional to purchase)
- Glisan, E. & Donato, R. (2017). *Enacting the Work of Language Instruction: High-Leverage Teaching Practices*. (optional to purchase)
- National Standards Collaborative Board. (2015). *World-Readiness Standards for Learning Languages*. 4th ed Alexandria, VA: Author. (optional to purchase)
- Additional readings will be distributed by instructor or will be available on the web.

Note: The information below is subject to revision as the course progresses.

Date, Time and Class Meeting #	Topics for Discussion and Active Participation in class	Required preparation (due at the beginning of the meeting) and estimated time needed
Meeting 1 July 26 th 3:00-5:50 PM	-Orientation to the course (presentational activity to debrief an interpretive reading task). -Community Building Activity: What Makes Me Happy Slide Deck (we will do this in class) (presentational and interpersonal)	1- Read this syllabus and prepare the following in a Google Doc in a format of your choice: 3 things you are excited about; 2 things you find interesting or surprising; 1 thing you are worried about;

	<p>-Compare your second language (L2) learning journey with what you watched in the Annenberg video (interpersonal, presentational)</p> <p>-The Three Modes of Communication and YOU (interpersonal)</p>	<p>any questions you may have (bring to class). 15-20 min.</p> <p>2-Fill out this survey. 10-12 min.</p> <p>3-Order your textbook if you have not already done so (you will need it before Meeting 5). 10 min.</p> <p>4-Watch this Annenberg video (National Standards and the 5Cs) 60 min.</p> <p>5-Create a Professional Resource File (PRF). Use whatever platform works best for you when you want to save important links and files. Eventually you will turn this PRT in. 10-15 min.</p>
<p>Meeting 2 July 29th 3:00-5:50 PM</p>	<p>- Principles for World Language Teaching (creating an interpersonal interview task)</p> <p>-Effective Classroom Environment (interpersonal activity to debrief the TELL assignment)</p> <p>-Checking in with the modes (presentational)</p> <p>-Community Building Example 2: Hand Web English Spanish Chinese (presentational and Interpretive)</p> <p>-Begin with the End in Mind: Full Unit Overview (Final Project)</p>	<p>1-Read Principles for World Language Teaching. You will use it for a class activity. 10-15 min. Add it to the PRF.</p> <p>2-Open this folder and Choose one: Look at these resources to understand and use the Modes of Communication in our teaching. Choose ONE mode to explore. Make a copy of the doc. from the mode you chose for your personal use. Add it to the PRF. Look over the resources and make notes on your new doc. of things you learned, “ahas” you had, ones you would like to return to when you begin planning your own lessons, and ideas you have for activities in this mode. 30-45 min</p> <p>3-Take this TELL assessment: Classroom Environment Add it to the PRF. As you take it, internally reflect upon what YOU need to know and be able to do in order to be a teacher who creates an effective learning environment.</p>

		Come ready to challenge me to adapt my syllabus to meet your needs. 15-20 min.
Meeting 3 August 2 nd 3:00-5:50 PM	<p>-Consultant Presentation (Ms. Ying Jin): <i>Build Your Professional Family</i> (presentational)</p> <p>-Starting every class with SEL strategies slides (Presentational and interpersonal)</p> <p>-Community Building Example 3: My Shield Shield Blackline notes sheet Instructions: Spanish Chinese slides (presentational)</p> <p>-Analyzing this Visual Representation of the CA Standards (interpersonal)</p>	<p>1-Begin to set up and Conduct your interviews with at least 3 other language educators. Use the protocol that we developed in class 2. Record at least one interview. Upload to Canvas. Create a reflection doc that synthesizes the opinions and experiences of your interviewees. (1.5 hours) Note--this will not be due until Meeting 7.</p> <p>2-Re-visit the modes activity. Choose a different mode to explore. 30 min</p> <p>3-Examine Figure 1.1 (see email) Essential SEL Skills (Benson 2021, ASCD). Choose 3-4 actions that would help you at the beginning each class and which would work well in a WL class. Create a doc and copy the skills you choose into it. Add it to the PRF. Be prepared to use this doc in class for a further activity. 10 min. Optional: read as much of this online chapter Essential SEL Skills as interests you.</p>
Meeting 4 No class meeting this day	In lieu of this class meeting, each student should make arrangements (via email) to meet individually with me between July 26 th and August 19 th . We can meet in person, via Zoom, or through a phone conversation. Allow 1.5 hours.	<p>1-Set an appointment by emailing me.</p> <p>2-Bring questions and requests you may have for me.</p> <p>3-Topic of the conversation: <i>Our hopes and dreams for ourselves as just, anti-racist world language educators. Challenges we think we will face and how we hope to surmount them.</i></p>

		<p>4-Begin to prepare your final project: Unit Overviews. Make a copy. Change permissions so that “<i>anyone with the link can view.</i>” This will be due on August 19th. You will make a 15 minute presentation to the class. 2-3 hours Add it to the PRF.</p>
<p>Meeting 5 Aug. 9th 4:30-7:20PM (time may be altered based on class consensus)</p>	<p>-Core Practices Jamboard -ACTFL Proficiency Guidelines and what this means for a WL teacher. -Community Building Example 4: Torn Paper quilt -Model lesson plan 1</p>	<p>Refer to your poster of the Core Practices as you choose and complete the following: Read Shrum and Glisan pp. 57-60; 77-88; 90-93; 239-244; 266-271 AND Listen: HLTP introduction OR Watch: Core Practices: A Free Overview Note: As you enter class, you will be asked to participate in a Jamboard to show what you have learned. 45-75 min.</p>
<p>Meeting 6 Aug. 12th 3:00-5:50PM</p>	<p>-Collaborative activity to learn about our placement school and CTs (interpersonal) -Community Builder Example 5: What do you see in a map? -Progress check-in: Receive peer feedback on your Unit Overviews</p>	<p>Investigate the ACTFL Proficiency Guidelines. Add them to the PRF. As you investigate, think of a student in your class or a person you know who is learning a second language. Try to determine their proficiency in the 4 skills.</p> <p>Work on your final project: Unit Overviews. Bring questions. You will have the opportunity to share what you have completed so far and receive peer feedback. Note: <i>Progress</i> is expected now, not completion.</p>
<p>Meeting 7 Aug. 16th 4:30-7:20PM (time may be</p>	<p>-Melding WL teaching practices with anti-racist and Social Emotional Learning (SEL) education: beginning</p>	<p>Read Social Justice Standards p. 27 Add them to the PRF. Choose at least one that could relate to your unit plan. Add it in. Consider how</p>

<p>altered based on class consensus)</p>	<p>the continuing conversation (presentational and interpretive).</p>	<p>you will integrate it into the learning targets, or if it will be its own goal. Incorporate the Peer Feedback you received into your Final Project. Show it to your CT; ask for feedback, incorporate that.</p>
<p>Meeting 8 Aug. 19th 3:00-5:50PM</p>	<ul style="list-style-type: none"> -Presentations of our Unit Overviews with Peer Feedback -Preview of Fall Q -Gratitude Circle 	<p>Register for SWLP (STEP is paying for you). Consult with me about which strand you should take. SWLP Site Strand A registration Heritage Spanish Strand</p>