

## **ED 264a: Curriculum and Instruction in World Languages** **Stanford Teacher Education Program Summer 2023**

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**Instructors:** Ms. Elizabeth (Liz) Matchett (lead), Ms. Sonia Jiménez, Ms. Diana Sánchez

**Office Hours:** Tuesdays and Thursdays by appointment

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**Class dates and time:** Wednesday July 5th-Friday July 14th 3:15PM-6:00PM

**Class location:** CERAS 527

### **Three-Quarter Course Sequence Overview**

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 supporting ourselves to create an equitable and just experience for our students as they develop proficiency in their heritage and/or a new language.

**Special Announcement:** As part of your C&I experience, we strongly encourage you 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 presenters 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. We will consult with you to help you choose the strand that best fits your professional needs. Additionally, you can earn CEU units (for an additional fee) that can be used for salary advancement when you get a job. Debriefing of the classes may occur during regular C&I time. Dates (all Saturdays): October 14<sup>th</sup>; December 2<sup>nd</sup>; January 20<sup>th</sup>; February 24<sup>th</sup>; March 16<sup>th</sup>. Please mark your calendars now in order to avoid conflicts. [Register here.](#) There is a special price for student teachers of \$75.00.

**Office Hours:** MWF by appointment. Please contact us at least 24 hours in advance, and we can set a time. We can meet via telephone, Zoom, or in person on campus.

**Class attendance, punctuality, and engagement:** We will give you our very best as teachers and colleagues. We expect the same from you. TCs are expected to demonstrate the same level of professionalism demanded of any credentialed teacher with respect to time management, communication, and integrity. Our class meetings are essential. *We expect you to be in class and we expect you to arrive on time. We expect that while you are in class you will participate and support the instructors 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, we expect that you will inform us in advance and we will talk about what you will need to do to make up the work. By the same token, if you need our support due to family or professional obligations, do not hesitate to talk with us; our 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 us 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>)

**Course Format and Policies:** The course will be taught using a discussion 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 assigned 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) 30%
  - *Interpersonal Activities* (Formal and informal written and spoken conversational activities with me and your classmates) 30%
  - *Presentational Activities* (Formal and informal written and spoken information presented to me and your classmates) 40%
- We need to practice and model the behaviors of a working teacher. The professional expectation in a school is that you will arrive at school and complete your tasks (lesson plans, grades, attendance, reports) on time. *Thus, we expect assignments to be turned in on time.* If you cannot meet this expectation for any reason, you must communicate with us.
- 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>

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

- 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.

- Familiarize ourselves with local, state, and national world language professional organizations.
- Apply state and national standards for language learning in the design of a lesson activity by choosing a mode, proficiency level, and topic.
- Develop skills in collaborating professionally with other colleagues.
- Articulate the importance anti-racist practices in the conceptualization and delivery of a language course.
- Reflect on the observed differences among the various types of language learners, especially heritage language learners and world language learners

### **Materials for ED 264a Summer Course (and beyond)**

Required Text:

[Common Ground: Second Language Acquisition goes to the classroom Florencia G. Henshaw and Maris D. Hawkins \(2022\)](#)

Supplementary Texts:

- Benson, J. (2021) *Improve Every Lesson Plan with SEL*, ASCD.
- 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.
- National Standards Collaborative Board. (2015). *World-Readiness Standards for Learning Languages*. 4th ed Alexandria, VA: Author.
- Fountain, A. (2023), *Indigenous America in the Spanish Language Classroom*, Georgetown Press
- Glisan, E. & Donato, R. (2017, 2021). *Enacting the Work of Language Instruction: High-Leverage Teaching Practices*. Volumes 1 and 2
- Hines-Gaither, K. and Accilien C. (2023) *The Antiracist World Language Classroom*, Routledge.
- Loza, S. and Beaudrie, S. (2022) *Heritage Language Teaching: Critical Language Awareness Perspectives for Research and Pedagogy*, Routledge.
- Wasdell, B. and Glynn, C. (2022) *Transforming World Language Teacher Education for Equity and Justice; Pushing Boundaries in US Contexts*, Multilingual Matters.
- Additional readings will be distributed by instructors or will be available on the web.

### **Class Meeting Table of dates, topics, and activities**

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
<p>Meeting 1 July 5th 3:15-6:00PM</p> <p>all instructors present</p>	<p><a href="#">Slides</a> for the day-Orientation to the course (presentational activity to debrief an interpretive task).</p> <p>-The Story of Your Name <a href="#">Facundo the Great</a> Identity-How do we value our students on the first day? (Interpersonal)</p> <p>-Presentations: <a href="#">What Makes Us Happy?</a></p> <p>-Principles for World Language Teaching</p> <p>-The Three Modes of Communication and YOU (interpersonal)</p>	<p>+/- 30 min. (On Day 1 ONLY we will do the required preparation during class.)</p> <p>1-<b>Read</b> the top of the syllabus (all the parts before this table) 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; any questions you may have. 10 min.</p> <p>2-<b>ORDER</b> the textbook: Henshaw, F, Hawkins, M. (2022) <i>Common Ground: Second Language Acquisition Theory Goes to the Classroom</i>, Hackett. ISBN: 978-164793-006-6</p> <p>3-<b>Fill out this survey.</b> 10-12 min.</p> <p>4-<b>Read <a href="#">Principles for World Language Teaching</a>.</b> You will use it for a class activity. 10-15 min. <b>Make a copy and add it to the PRT.</b></p>
<p>Meeting 2 July 6th 3:15-6:00PM</p> <p><b>Lead: Sonia</b></p>	<p><a href="#">Slides</a> for the day</p> <p>Interpersonal Communication: Common Ground Chapter 1 Guiding Principles</p> <p>-The ACTFL World Readiness Standards (Sonia and Diana)--45 min.</p> <p>Watch this <a href="#">Annenberg video</a> (min. 0-23'35" <i>National Standards and the 5Cs</i>) Be prepared to participate in an <a href="#">activity</a> in class regarding the content of this video.</p> <p>-Compare your second language (L2) learning journey with what</p>	<p>+/- 45 min.</p> <p>1-<b>Create</b> a Professional Resource File (PRT). 2 options: Print and store in a binder, OR create a Google Folder with subfolders with a "Keep Forever" Tab. You will add to this throughout the quarter. 10-15 min. <b>Due date for completed file: July 14th, beginning of class.</b></p> <p>2.<b>Consider what you are seeing thus far in your placement.</b> <b>Take this <a href="#">TELL assessment: Classroom Environment</a> Add it to the PRT.</b> As you take it, internally reflect upon what YOU need to know and be able to do in order to be a</p>

	<p>you watched in the Annenberg video (interpersonal, presentational) (<a href="#">PDF overview</a>)</p> <p>-Overview of the Final Project(s)</p>	<p>teacher who creates an effective learning environment. Come ready to challenge me to adapt my syllabus to meet your needs. 15-20 min.</p> <p>4-Read <a href="#">Chapter 1 of Common Ground</a></p> <p>4-Watch this <a href="#">intro video</a> 4 min</p>
<p>Meeting 3 July 7th 3:15-6:00PM</p> <p>Lead: Sonia</p>	<p><a href="#">Slides for the Day</a></p> <p>Interpersonal Communication: Common Ground Chapter 1 Guiding Principles</p>	<p>+/- 1.5 hours</p> <p><b>1- Set up and Conduct</b> your interviews with another language educator. <b>Use</b> the protocol that we developed in class 2. <b>2-Record</b> the interview. Upload to Canvas. (Due by Monday, July 11th)</p> <p><b>(2a)LATER: Create</b> a reflection doc that synthesizes the opinions and experiences of your interviewees. Due by Wednesday, July 14th, before class)</p>
<p>Meeting 4 July 10th 3:15-6:00PM</p> <p>lead: Liz</p>	<p><a href="#">Slides for the day</a></p> <p>CWLP and CLTA</p> <p>CA State Standards and Framework</p> <p>-What Makes an Effective Classroom? <a href="#">TELL assessment: Classroom Environment</a> (part of final project?)</p> <p>ACTFL Proficiency Guidelines</p>	<p>+/- 1.5 hours</p> <p><b>1-Set up and Conduct</b> your interviews with another language educator. <b>Use</b> the protocol that we developed in class 1. <b>2-Record</b> the interview. Upload to Canvas. (Due by Monday, July 11th)</p> <p><b>2-LATER: Create</b> a reflection doc that synthesizes the opinions and experiences of your interviewees. Due by Wednesday, July 12th, before class)</p> <p><b>3-Read</b> Chapter 1 of Heritage Language Teaching in the United States (<a href="#">handout</a>)</p>
<p>Meeting 5 July 11th 3:15-6:00PM</p>	<p><a href="#">Slides for the day</a></p>	<p>Read <a href="#">Six Core Practices for Early Language Learners Ed week article</a></p> <p>Be ready to participate in a</p>

<p><b>Lead Diana</b></p>	<p>Common Ground: Chapter 2 Goals and Assessment</p> <p>Exploring SEL</p> <p>Integrating what we have learned: Semi-prepared Presentational Task to show what you learned from the weekend reading.</p>	<p>discussion regarding this article</p> <p><a href="#"><i>Improve Every Lesson Plan with SEL, (Benson, 202, ASCD) Chapter 6</i></a></p>
<p>Meeting 6 July 12th 3:15-6:00PM</p> <p><b>Lead Diana</b></p>	<p><a href="#">Slides</a></p> <p>Common Ground: Chapter 2 Goals and Assessment</p> <p>Energy Level check in</p> <p>Re-visiting the 6 Core Practices– JAMBOARD</p> <p><b>Culture</b> in our lessons.</p> <p>Beginning with the end in Mind– Backwards Design in the WL Classroom (Using <a href="#">the Standards graphic</a> you received)</p>	<p>Work on your final projects for this class.</p>
<p>Meeting 7 July 13th 3:15-6:00PM</p> <p><b>Lead: Liz</b></p>	<p><a href="#">Slides</a></p> <p>Common Ground: Chapter 3, <i>Input</i> (First View)</p>	
<p>Meeting 8 July 14th 3:15-6:00PM</p> <p>all instructors present</p>	<p><a href="#">Slides</a></p> <ul style="list-style-type: none"> <li>-Presentations of our Lesson project and our Reflections in order to receive Peer Feedback</li> <li>-Preview of Fall Q</li> <li>-Final Grow, Glow, Wonder</li> </ul>	<p><b>1-Complete</b> your final lesson reflection paper and lesson project. <a href="#">TASK CARD</a> Have a shareable link ready. You DO NOT have to submit the projects to CANVAS yet.</p> <p><b>2-(optional)</b> Register for <a href="#">SWLP</a></p>

**Presentational:** final lesson reflection paper and lesson project

Lesson Task → Guided Practice, students choose the mode, proficiency level and topic. Choose one of the examples we explained in the section. “What does it look like in the classroom?” and create your own for the language you teach and a topic that would be appropriate and interesting to your students. Alternatively, you can choose one of the examples and modify it to target a different proficiency level (or a Heritage class.)  
(Common Ground page 28)