ED 264a: Curriculum and Instruction in World Languages
Stanford Teacher Education Program  Summer 2022

Jump to Table of Class Meetings

Instructors: Ms. Elizabeth (Liz) Matchett (lead), Ms. Sonia Jiménez, Ms. Diana Sánchez
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Class dates and time: Wednesday July 6th - Thursday July 14th 3:15-6:25 (except the last day, which will end at 6PM) Note: there will be no class on Friday July 15th.

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, 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 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. Hours spent in this 5-day seminar will replace hours in our C&I hours during the fall and winter quarters. Debriefing of the classes will occur during regular C&I time. A project will be submitted to us during winter quarter as a result of your participation in this seminar. Dates (all Saturdays): September 24th; October 22nd; January 21st; February 11th; March 11th. Please mark your calendars now in order to avoid conflicts.

Office Hours: MWF by appointment. Please contact Liz at least 24 hours in advance, and we can set a time. Liz can meet via telephone, Zoom, or in person on campus. Diana and Sonia are also available by appointment.
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](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](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 the importance of the high-leverage teaching practices associated with the successful teaching of heritage and 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.
- Familiarize ourselves with local, state, and national world language professional organizations.
- Apply state and national standards for language learning in the design of a partial Lesson Plan aligned with the EdTPA.
- Develop their skills in collaborating professionally with other colleagues.
- Articulate the importance of social-emotional learning and 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 second language learners.

Materials for ED 264a Summer Course (and beyond)

There is no required text for the Summer quarter.

Required (you need to have this textbook bundle before Fall quarter): ACTFL “Keys” Series Bundle. Note, there is a discount for ACTFL Members. Also, the texts will be on reserve in the STEP library, but cannot be removed from there.

https://my.actfl.org/portal/ItemDetail?iProductCode=KEYS-BUNDLE

or

https://my.actfl.org/ItemDetail?iProductCode=KEYS_BNDL_E&Category=EBOOKS&WebsiteKey=72c90fd6-9ea9-46e6-b75e-c1353f27e473

Supplementary Texts:

- Additional readings will be distributed by instructors or will be available on the web.

Class Meeting Table of dates, topics, and activities

**Running Slides**

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

<table>
<thead>
<tr>
<th>Date, Time and Class Meeting #</th>
<th>Topics for Discussion and Active Participation in class</th>
<th>Required preparation (due at the beginning of the meeting) and estimated time needed</th>
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<tbody>
<tr>
<td>Meeting 1</td>
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<tr>
<td>July 6th 3:15-6:25PM</td>
<td><strong>Slides</strong> for the day-Orientation to the course (presentational activity to debrief an interpretive task). -The Story of Your Name <strong>Facundo the Great</strong> Identity–How do we value our students on the first day? (Interpersonal) The ACTFL World Readiness Standards (Sonia and Diana)--45 min. Watch this <a href="https://www.youtube.com/watch?v=example_video_id">Annenberg video</a> (min. 0-23’35” <em>National Standards and the 5Cs</em>) Be prepared to participate in an activity in class regarding the content of this video. -Compare your second language (L2) learning journey with what you watched in the Annenberg video (interpersonal, presentational) (<a href="#">PDF overview</a>) -The Three Modes of Communication and YOU (interpersonal)</td>
<td>+/- 30 min. 1-<strong>Read</strong> 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. 2-<strong>Fill out</strong> this survey. 10-12 min. 3-<strong>Watch</strong> this <a href="https://www.youtube.com/watch?v=example_video_id">intro video</a> 4 min</td>
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<td>Meeting 2</td>
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<td>July 7th 3:15-6:25PM</td>
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<td>+/- 45 min. 1-<strong>Create</strong> a Professional Resource File (PRT). 2 options: Print and store</td>
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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. Due date for completed file: July 14th, beginning of class.

2. Read Principles for World Language Teaching. You will use it for a class activity. 10-15 min. Make a copy and add it to the PRT.

3. Finish your What Makes Us Happy? Slide

4. Consider what you are seeing thus far in your placement. Take this TELL assessment: Classroom Environment Add it to the PRT. 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. Come ready to challenge me to adapt my syllabus to meet your needs. 15-20 min.

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Meeting 3
August 8th
3:15-6:25PM

+/ one hour

1. Conduct your interviews with another language educator. Use the protocol that we developed in class 2. Record the interview. Upload to Canvas. (Due by Monday, July 11th, before class)

2. Create a reflection doc that synthesizes the opinions and experiences of your interviewees. Due by Wednesday, July 13th, before class) (1.5 hours)

3. Examine Figure 1.1 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. Be prepared to use
<table>
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<td>this doc in class for a further activity. 10 min. Add it to the PRT.</td>
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<td><strong>Meeting 4</strong></td>
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<td><strong>Meeting 5</strong></td>
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<td><strong>Meeting 6</strong></td>
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<td><strong>Meeting 7</strong></td>
<td><strong>July 14th</strong></td>
<td>- Presentations of our Unit Overviews with Peer Feedback (Interpretive, presentational, interpersonal) 1-<strong>Complete</strong> your final project <strong>Time varies</strong> 2-<strong>Prepare</strong> your presentation. <strong>Time varies</strong> 3-<strong>Register</strong> for SWLP (STEP is paying for you). 15 min.</td>
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<td>3:15-6:25PM</td>
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<td>- Preview of Fall Q</td>
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<td><strong>D&amp;S</strong></td>
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<td>- Gratitude Circle</td>
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<td>EdTPA Lesson Template</td>
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<td>July 15th</td>
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