

**ED 264b: Curriculum and Instruction in World Languages
Stanford Teacher Education Program Fall 2021**

Instructor: Ms. Elizabeth (Liz) Matchett

Location: CERAS 527 3:15-5:15 (with extra hours on 2 Saturdays)

Office Hours: Tuesdays and Thursdays by appointment

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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 Axess](#)

Goals of ED 264b Fall Course: At the end of this second 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.
- Demonstrate that they know their students, their CTs, and their teaching situation, so that they will have a successful year.
- Begin to implement research-based high-leverage teaching practices associated with the successful teaching of world languages and begin to incorporate these practices in the classroom.
- Use the *Modes of Communication* to conceptualize and design communicative lessons and units for acquisition of vocabulary, communicative functions, and grammar structures.
- Design and use lesson activities that align with the appropriate levels of proficiency and performance for a language for their placement classes learner, including their associated language function types.
- Apply state and national standards for language learning in the design of a full unit overview that includes lesson plans and activities.
- Demonstrate skills in collaborating professionally with other colleagues.

Materials for ED 264b Summer Course (and beyond)

Required: Shrum, J. & Glisan, E. (2015). Teacher’s Handbook: Contextualized Language Instruction, 5th Edition. Cengage. ISBN: 9781305109704 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. **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. **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. Links will be added to the Topics for Discussion Column each week.

Date, 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 Tuesday, September 21 3:15-5:15	Welcome to Fall quarter. SEL activity: The list -Check-in regarding our placements. and our strands for SWLP. (Interpersonal) -Re-visit the Unit Overviews and receive feedback on your progress. (presentational)	1-Read this syllabus (10 min.) 2-Update your Unit Overviews -- what can you add now that you haven’t done yet? Whom do you need to talk with to be able to have all the required parts (from the Sum Q instructions)

	<p>-Effective Lesson Plans Pt. 1: Creating a Communicative Goal (NCSSFL Can-do statements), Target Language (TL) Use, Hooking the Students, Providing Comprehensible Input (CI), and Checking for Understanding.</p> <p>Revisiting Authentic Resources</p> <p>Re-visit: Core Practices-- which ones are covered in this aspect of lesson planning?</p> <p>Use of Target Language and CI (TELL) The Hook CFU: Curtain video (start 9:06)</p> <p>TELL project site for reflection</p>	<p>completed? (10 min. to 1 hour-- depending on how far you are) 3-Read Shrum and Glisan: pp 77-80 and be prepared to answer the Q. on p. 80. (15 min.)</p> <p>NOTE: Your final project will be a lesson plan, 2-3 days long. You can use this template to create it. A draft will be due M8 and the finished product will be due M9, along with a 15 minute presentation about it. You can use the smaller presentations we will be doing in class as pieces of the fall project, OR you can do a separate lesson plan on a different topic. You should choose something that you could actually teach in your placement.</p>
<p>Meeting 1a Saturday, 9/25/21 Time according to STRAND.</p>	<p>Meeting will take place Via Zoom. Link will be emailed to you by SWLP.</p>	<p>-Enroll in Schoology course as per the instructions of your Strand Leader(via email). Your SWLP instructor may have other pre-meeting instructions for you.</p>
<p>Meeting 2 Tuesday, September 28 4:00-6:00</p>	<p>Debrief SWLP Day 1 SEL activity-Figure 8 breathing Effective Lesson Plans Pt. 2: Guided Practice, Tasks, Independent Practice, Formative feedback</p>	<p>Submit the updated draft of your Unit Overview to receive feedback. Prepare and demonstrate a 15-minute Lesson Opener that includes a Can-do statement, a Hook and Comprehensible Input with Checking for Understanding.</p>

	SEL strategies that support guided practice	It should be in your TL. Strive to have an authentic resource somewhere in this demo. Use this template (pink and orange parts only) for planning. Submit your plan to Canvas (Assignments>Presentational>15-minute Lesson Opener PLAN)
Meeting 3 Tuesday, October 5 3:15-5:15	SEL activity Review of the Lesson plan sequence, with a special eye on incorporating culture and Social Justice. UN's Sustainable development Goals	Prepare and demonstrate a 10-minute Guided Practice activity (preferably aligned with your Unit Overview). Use this template , pink and yellow sections (no orange unless you are continuing a lesson) Use the TL. Use an authentic resource if possible.
Meeting 4 Tuesday, October 12 3:15-5:15	SEL activity Effective Lesson Plans Pt 3a: Formative Authentic Assessment: quizzes, tests, and mini-projects	Prepare and demonstrate a 15-minute Independent practice activity (preferably aligned with your Unit Overview). Use this template , pink and green part. Use the TL. Use an authentic resource if possible. Scan Shrum and Glisan pp 252-266. There are excellent examples of tasks you can adapt for Independent Practice and Projects, along with explanations as to why these work well. You may want to refer to this section of the book again as you lesson plan, and later for your state assessment.
Meeting 5 Tuesday, October 19	SEL activity Effective Lesson Plans Pt 3b: Authentic Summative-type Assessments: Projects	Scan Shrum and Glisan pp. 366-374. This will give you ideas for some formative and summative assessments.

<p>3:15-5:15</p>		<p>Prepare and Present a short written or oral formative assessment, such as a quiz or test (preferably aligned with your Unit Overview). Identify the mode being assessed (1 is sufficient). Make sure the assessment practices a real-world task of some kind. The overview you give should tell us how the student will show what they can do in the TL. It should include an authentic resource if possible. Use this template, pink and blue parts <i>Note: this is not a demonstration, but rather an oral overview of the assessment.</i></p>
<p>Meeting 6 Tuesday, October 26</p> <p>3:15-5:15</p> <p>(note, NO meeting Nov. 2)</p>	<p>Universal Design for Learning: Organizing your class AND Designing activities for all learners</p>	<p>Prepare and Present an overview of an authentic assessment (a project, preferably aligned with your Unit Overview). Ideally, all three modes will be included. Use Use this template, pink and</p> <p>Note: the activity you need to prepare for next week will include a conversation with your CT. Get an appt. with your CT now so that you will be ready. You'll need 15-30 minutes.</p>
<p>Meeting 6a Saturday, October 30</p> <p>Time according to STRAND.</p> <p>(note, NO meeting Nov. 2)</p>		

due to election day)		
<p>Meeting 7 Tuesday, November 9</p> <p>4:00-6:00</p>	<p>Debrief SWLP DAY 2</p> <p><u>SEL activity</u></p> <p>Universal Design for Learning:</p> <p>Helping struggling students/make-up work/academic and behavioral interventions</p>	<p>Talk with your CT about how they organize their class. Use this protocol for the conversation. After you have the talk, reflect on how you will set up the organization of your class so that it is designed to support all learners. You'll share this reflection during class.</p> <p>Note: the activity you need to prepare for next week will include a conversation with another teacher at your site. Get an appt. with them now so that you will be ready. You'll need 15-30 minutes. Find and interview another teacher at your site. Hint: Ask the students who the "coolest" teacher is, one they learn from but they also like. Use this protocol.</p> <p>Work on your final project.</p> <p>Template</p>
<p>Meeting 8 Tuesday November 16</p> <p>3:15-5:15</p>	<p><u>SEL activity</u></p> <p>SEL and Social Justice in WL: Working with stakeholders for student success.</p> <p>Give and receive feedback on the final project.</p>	<p>Bring a written draft of your final project.</p>
<p>Meeting 9 Tuesday November 30</p> <p>(note: NO meeting Nov. 23)</p>	<p><u>SEL activity</u></p> <p>Presentation (15 min. max) of something you taught this semester. Share examples of student work, and explain how what you did fits with the</p>	<p>Incorporate the feedback for your final project. Upload the Project to Canvas>Assignments:Presentational>Final Project</p>

3:15-5:15	standards and framework, supporting all students to be successful language learners. -Preview of Winter Quarter -Gratitude Circle	Prepare a 15-minute presentation that is an overview of what you will teach and how you will teach it.
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