ED 264b: Curriculum and Instruction in World Languages  
Stanford Teacher Education Program  Fall 2022

FALL STEP Calendar

Jump to Class Agenda/Schedule

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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 encouraged to participate in the Stanford World Language Project, held over the course of five Saturdays in the fall and winter quarters. 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. Debriefing of the classes will occur during regular C&I time. Dates (all Saturdays): October 22nd; December 3rd; January 21st; February 11th and March 11th. Please mark your calendars now in order to avoid conflicts. STEP will pay the registration for you for this course.

Office Hours: 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.

Class attendance, punctuality, and engagement: We will give you our very best as teachers and colleagues. We 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 we 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 us in advance and we will talk about what you will need to do to make up the work. 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))

**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 us if you need someone to talk to, and we will make ourselves 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](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. 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: (all assignments will be labeled by category)
  - **Interpretive Activities** (Formal and informal response to readings, videos, audios)
  - **Interpersonal Activities** (Formal and informal written and spoken conversational activities with me and your classmates)
  - **Presentational Activities** (Formal and informal written and spoken information presented to me and your classmates)
● 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, 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
● Plagiarism
● Citations and use of online resources
● Recording classes
● Inappropriate sexual behavior

Stanford Administrative Deadlines for Students

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, in their placements, research-based high-leverage teaching practices associated with the successful teaching of world languages to both heritage and non-heritage students.
● Use the Modes of Communication to conceptualize and design communicative lessons and units for acquisition of vocabulary, communicative functions, and grammar structures for both heritage and non-heritage students.
● Design and use lesson activities that align with the appropriate levels of proficiency and performance for both heritage and non-heritage students.
● Apply state and national standards for language learning in the design of a full unit overview that includes at least one lesson plan with class activities.
● Demonstrate skills in collaborating professionally with other colleagues.

Required Text for ED 264b,c Fall and Spring Course


Other recommended resources:

Class Agenda/Schedule:

Note: The information below is subject to revision as the course progresses. Links will be added to the Agenda for Discussion Column each week.

<table>
<thead>
<tr>
<th>Date, Class Meeting #</th>
<th>Agenda for Discussion and Active Participation in class</th>
<th>Required preparation (due at the beginning of the meeting)</th>
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</thead>
</table>
| Meeting 1 Tuesday, September 27th 3:15-6:00 with Sonia and Diana | **Day 1 Slides**  
→Welcome to Fall quarter.  
→Can-dos for the day:  
→I can observe a demo lesson and...  
...see communicative ideas I can use in placement;  
...consider how I can adapt the dispositions and practices of the demo teacher to my own context;  
...begin to appreciate the similarities and differences | There is nothing to prepare for Day 1.  
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 20 minute presentation about it. You can use the smaller preparatory homeworks we will be doing for class as pieces of the final project, |
<table>
<thead>
<tr>
<th>Meeting 2</th>
<th>Meeting 2 Slides</th>
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<tbody>
<tr>
<td>Tuesday, October 4</td>
<td>SEL activity: “The list”</td>
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<tr>
<td>3:15-6:00</td>
<td>Checking for understanding/demo of an interpretive reading strategy we can use in our classrooms: read/listen/explain</td>
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<td></td>
<td><strong>Effective Lesson Plans Pt. 1:</strong></td>
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<td>→Identifying the theme of a lesson; creating an Essential Question</td>
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<td>→Creating a Communicative Goal (<a href="#">NCSSFL Can-do statements</a>) What is a good “can-do” for a regular class and for a heritage class?</td>
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<td>→Planning and Creating a final project: How will we know if the students have achieved the goal?</td>
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<td>→Hook, Comprehensible Input, and Checking for Understanding</td>
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<td><strong>Read Handout:</strong> Beaudrie et. al., <em>Heritage Language Teaching, Chapter 4 (selection): Goals and Principles of Heritage Language Instruction</em> pp. 58-69. Prepare to use information from the reading (and perhaps your own experiences) to answer the following questions: 1) In your opinion, what are the 3 most important goals of heritage language instruction? 2) In what ways are the 7 goals presented in this chapter interrelated? Can classroom activities be planned with more than one goal in mind?</td>
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<tr>
<th>Meeting 3</th>
<th>Meeting 3 Slides</th>
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<tbody>
<tr>
<td>Tuesday, October 11</td>
<td>SEL activity-Figure 8 breathing</td>
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<tr>
<td>3:15-6:00</td>
<td>Guest speaker: Yoly</td>
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<td></td>
<td>Mercado and demo lesson- &quot;Mi legado&quot;</td>
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<td>Presentations of YOUR Hook, CI, and CFU demo lesson chunk (strict time limit of 10 minutes)</td>
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<td></td>
<td><strong>1 Plan, create slides, and be ready to deliver</strong> a short demo: Hook, Comprehensible Input and Checking for Understanding. Use <a href="#">this template</a>. You only need to fill out the pink and orange portions. Please upload to Canva the template with the slides LINKED</td>
</tr>
</tbody>
</table>
### Effective Lesson Plans Pt. 2: Guided Practice

*inside it. If handouts are needed, bring copies for everyone.*

You may want to refer to the master slides from DAY 1 ([see syllabus](#)), which provide examples of how to complete both the template and how to create effective slides Sonia’s and Diana’s presentations.

In class, you will teach this as a demo lesson. You will have 10 minutes (strictly timed). Just get through as much as you can in 10 minutes—it’s OK if you don’t finish all your slides.

Upload your work to Canva > Assignments > Presentational Assignment 1

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### Meeting 4

**Tuesday, October 18**

**3:15-6:00**

**Meeting 4 Slides**

- SEL activity with an eye on GP or IP.
- Presentations of YOUR Guided Practice demo lessons (strict time limit of 10 minutes)

**Universal Design for Learning 1:** Organizing your class AND Designing activities for all learners; special WL lens

1. **Plan, create slides, and be ready to deliver** a short demo: *Guided Practice* Use [this template](#).

*You only need to fill out the pink, (orange) and yellow portions.*

*Please upload the template with the slides LINKED inside it.* Note: You can build on the demo lesson you presented last week OR create something entirely new. If handouts are needed, bring copies for everyone.

Upload your work to Canva > Assignments > Presentational Assignment 2

**Note:** the activity you need to prepare for Meeting 5 will include a conversation with your CT or
another teacher at your school. **Get an appt. with your CT or the other teacher now** so that you will be ready. You’ll need 15-30 minutes. **Don’t wait and do this at the last minute.**

<table>
<thead>
<tr>
<th>Meeting 4a</th>
<th>Agenda distributed at SWLP Class, Day 1</th>
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<tbody>
<tr>
<td>Saturday, 10/22/22 8:30 AM-3:30PM</td>
<td>-Enroll in SWLP Schoology course as per the instructions of your Strand Leader (via email). Your SWLP instructor may have other pre-meeting instructions for you.</td>
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NO CLASS OCTOBER 25

| Meeting 5 | Meeting 5 Slides  
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<tbody>
<tr>
<td>Tuesday, November 1 3:15-6:00</td>
<td>1 <strong>Read</strong> <em>Common Ground</em> Ch. 2 pp 29-37. Highlight 5-7 sentences that strike you as integral to understanding the “Goals and Assessment”. We’ll use these for an activity in class.</td>
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<tr>
<td>Note: No meeting November 8th (election day)</td>
<td><strong>2 Appointment/Interview</strong> your CT or another teacher about how they organize their class. Use this protocol to guide the conversation. In class, report on the conversation you had. <strong>Nothing written is due</strong> for this until M7. For M7, you will <strong>write a reflection</strong> on how you will set up the organization of your future class so that it is designed to support all learners. You’ll speak about this reflection during class.</td>
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| NO MEETING NOVEMBER 8 | |

| Meeting 6 | Meeting 6 Slides  
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<tr>
<td>Tuesday, November 15</td>
<td><strong>Read</strong> <em>Common Ground</em> Ch. 2 pp 37-59. Think about the answers</td>
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<tr>
<td>→SEL Activity (reflection spinner)</td>
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<tr>
<td>→SEL Activity (reflection spinner)</td>
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<tr>
<td>Independent Practice Task Example #1 (Sp. 2) Independent Practice Task Example #2 (Civ and Culture/Heritage)</td>
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|→Effective Lesson Plans Pt. 3: Discussion of Tasks, Independent Practice (IP), Formative feedback  
→Review of the Lesson plan sequence up to now, with a special lens on incorporating culture and Social Justice.  
→Independent Practice Task Example #1 (Sp. 2) Independent Practice Task Example #2 (Civ and Culture/Heritage) |  
|→SEL activity (equity circle)  
→Checking for understanding (and demo of an interpretive reading strategy we can use in our classrooms: quotes activity  
→Conversation about what we learned from our CTs (and demo of an interpersonal speaking strategy) |  
|→Effective Lesson Plans Pt. 3: Discussion of Tasks, Independent Practice (IP), Formative feedback  
→Review of the Lesson plan sequence up to now, with a special lens on incorporating culture and Social Justice.  
→Independent Practice Task Example #1 (Sp. 2) Independent Practice Task Example #2 (Civ and Culture/Heritage) |  
|→SEL activity (equity circle)  
→Checking for understanding (and demo of an interpretive reading strategy we can use in our classrooms: quotes activity  
→Conversation about what we learned from our CTs (and demo of an interpersonal speaking strategy) |
Meeting 7
Tuesday
November 29
3:15-6:00
(note: NO meeting Nov. 22)
Sonia and Diana

Meeting 7 Slides
SEL activity (groupwork SEL goal)
Universal Design for Learning Pt. 2:
Helping struggling students/make-up work/academic and behavioral interventions conversation.

Prepare and submit to Canvas (Presentational Assignment 3) the written reflection related to the conversation you had with a teacher at your site. Instructions

Meeting 7a
SWLP Day 2
Sat. December 3

Meeting 8 Slides
SEL activity (minutes to calm)
SEL and Social Justice in WL: Working with stakeholders for student success.--sharing the results of our reflections

BRING Draft of Final Projects (shareable link) to receive peer feedback. Use this template. DON'T upload to Canvas yet. DO set permissions so that “anyone with the link can view”.

Meeting 8
Tuesday
December 6
3:15-6:00
with Sonia and Diana
Liz will join on Zoom.
| Meeting 9  
Tuesday  
December 13  
3:15-6:00  
with Sonia and Diana | **Presentation of Final Projects**  
Meeting 9 Slides  
Presentation overview (20 min. max) of your final written project Share examples of student work, and explain how what you did fits with the CA standards and framework, supporting all students to be successful language learners.  
Preview of Winter Quarter | **Incorporate Feedback from M8. Prepare Presentation of Final Project–Max of 20 minutes**  
Use [this template](#) AND prepare some presentation slides. Note: You can build on the demo lessons you presented throughout the quarter, OR create something entirely new. A fully completed template is expected, with links to slides, teacher-created materials, authentic resources, and some form of assessment. Upload to Canvas: Assignments> Final Project  
Deadline: December 16th, 8PM |