

ED 264b: Curriculum and Instruction in World Languages **Stanford Teacher Education Program Fall 2024**

[Jump to Class Agenda/Schedule](#)

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Office Hours: by appointment

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Class dates and time: Tuesdays September 24th-December 12th 3:15PM-6:00PM

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, 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 19th; December 27th; January 25th; February 24th; March 1st, March 19th. Please mark your calendars now in order to avoid conflicts. [Register here](#). There is a special price for student teachers of \$50.00.

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 us 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 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 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>

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 us and your classmates)

- o *Presentational Activities* (Formal and informal written and spoken information presented to us 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 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>
- [Citations](#) and use of online resources
- [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:

1. Articulate the importance of anti-racist practices and social-emotional learning in the conceptualization and delivery of a language course.
2. Demonstrate that they know their students, their CTs, and their teaching situation, so that they will have a successful year.
3. Begin to implement, in their placements, research-based high-leverage teaching practices associated with the successful teaching of languages to both heritage and non-heritage students and second language students.
4. Use the *Modes of Communication* to conceptualize and design communicative lessons for acquisition of vocabulary, communicative functions, and grammar structures for second language students.(+Grammar)
5. Use the *Modes of Communication* to conceptualize and design communicative lessons that support “language maintenance and expansion of bilingual range as well as foster positive attitudes towards the heritage language dialects of the language and its cultures.” (Loza and Beaudrie, 2022)
6. Design and use lesson activities that align with the appropriate levels of proficiency and performance for heritage, non-heritage students and second language students.
7. Apply national and state standards for language learning in the design of a *final project* that includes at least *one lesson plan* with class activities.
8. Demonstrate skills in collaborating professionally with other colleagues.

Materials for ED 264b Fall (and beyond)

Required Texts:

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

- 2) [Loza, S. and Beaudrie, S. *Heritage Language Teaching: Critical Language Awareness Perspectives for Research and Pedagogy*. Routledge. \(2022\)](#)

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.
- California Department of Education. (2020) World Language Framework for Public Schools, Kindergarten through Grade Twelve.
- 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.
- Wassell, 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 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.

Date, Class Meeting #	Agenda for Discussion and Active Participation in class	Required preparation (due at the beginning of the meeting)
Meeting 1 Tuesday, September 24th 3:15-6:00 All instructors present	Day 1 Slides →Welcome to Fall quarter. Can-dos for the day: →I can learn about UDL in the WL context →I can observe a demo lesson and... ...see communicative ideas I can use in in placement; ...consider how I can adapt the dispositions	1. Final Project: Make an Appointment to Interview your CT or another teacher about how they organize their class. Use this task card to guide the conversation. In the M4 class (10/15), report on the conversation you had. <i>Nothing written is due</i> for this until M7. For M7, you will write a reflection 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 paper reflection during M7.

	and practices of the demo teacher to my own context; ...begin to appreciate the similarities and differences between a heritage classroom and a regular classroom.	Read this PDF of excerpts from <i>Honing Our Craft</i> Chap. 1, 2 (Klett)
Register for SWLP Strand A		
Meeting 2 Tuesday, October 1 3:15-6:00	Meeting 2 Slides Goals and Assessment	1 Read <i>Common Ground</i> 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. 2 Come with a topic. You will be developing this into a 10-15 minute informal presentation for class for Meeting 3. You will receive input in class on what to do with your topic.
Meeting 3 Tuesday, October 8 3:15-6:00	Meeting 3 Slides	Read: Heritage Language Teaching, Chapter 4: Reimagining the Goals of HL Pedagogy Through CLA p. 63-79. Use the discussion questions starting on p. 75 to guide your reading. Teach a 10-15-minute lesson using the topic you brought to M2. Use the Day 1 slides as a sample to guide your planning. The goal: The TC teaches students a new set of vocabulary or grammar concept, using classic Checking for Understanding techniques and using ideas presented in Common Ground. Upload your work to Canvas> Assignments>Presentational Assignment 1

Meeting 4 Tuesday, October 15 3:15-6:00	Meeting 4 Slides → Guest demo: Comprehensible Input with Checking for Understanding (in Mandarin!)	1 Read CG Chapter 3 pp. 67-103 Report on your interview. See M1 for instructions.
SWLP Day 1 Saturday Oct. 19th	Time: 8:30 am-3:30 CERAS Building, Stanford University	
Meeting 5 Tuesday, October 22 3:15-6:00	Meeting 5 Slides	1 Read CG Chapter 4 pp. 103-131 <i>Listening, Reading, and Viewing</i> Upload your work to Canvas> Assignments>Presentational Assignment 1
Meeting 6 Tuesday, October 29 3:15-6:00 Note: No meeting November 5th (Democracy day)	Meeting 6 Slides → SEL Activity → Guest lecture: Julia Angeles ChatMats Possible work time in class TBD based on our community needs	1 Read <i>Common Ground</i> Output Ch. 5 pp. 135 -160 <i>Output</i> 2 Plan and Teach a 10-15-minute reading lesson. Use the Day 5 slides as a sample to guide your planning. The goal: The TC teaches students an effective reading lesson using ideas presented in <i>Common Ground</i> . Upload your work to Canvas> Assignments>Presentational Assignment 2
NO MEETING NOVEMBER 5	Democracy Day	

<p>Meeting 7 Tuesday November 12</p> <p>3:15-6:00 <i>(note: NO meeting Thanksgiving week)</i></p>	<p>Meeting 7 Slides</p>	<p>1 Read <i>Common Ground</i> Interaction Ch. 6 pp. 161-186</p> <p>2 Prepare and submit to Canvas (Interpersonal Assignment 1) the written reflection related to the conversation you had with a teacher at your site. Instructions</p>
<p>SWLP Day 2 Sat. December 7th</p>	<p style="text-align: center;">Time: 8:30 am-3:30 CERAS Building, Stanford University</p>	
<p>Meeting 8 Tuesday November 19</p> <p>3:15-6:00</p>	<p>Meeting 8 Slides</p>	<p>Teach a 10-15-minute interpersonal lesson using Use the Day 7 slides as a sample to guide your planning. The goal: The TC teaches students a successful interpersonal activity using ideas presented in Common Ground.</p> <p>Upload your work to Canvas> Assignments>Presentational Assignment 3.</p> <p>Work on your final project.</p> <p>task card</p>
<p>Meeting 9 Tuesday December 2</p> <p>3:15-6:00</p>	<p>Meeting 9 slides</p> <p>Presentation of Final Projects</p> <p>Preview of Winter Quarter</p>	<p>Presentation of Final Project–Max of 15 minutes</p> <p>Your task: Distill what you learned from this Universal Design for Learning in the World Language/Heritage Language Classroom Project.</p> <p>Format: Open-ended! We encourage creativity and thinking outside the box for this presentation.</p> <p><i>Upload to Canvas: Assignments> Final Project</i></p> <p>Deadline: December 16th, 8PM</p>
<p>Meeting 10 Tuesday</p>	<p>Day 10 slides</p>	<p>Celebration of Fall quarter Preview of Winter quarter</p>

December 10 3:15-6:00 All instructors present		
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