

**ED 264c: Curriculum and Instruction in World Languages  
Stanford Teacher Education Program Winter 2022**

**Instructor:** Ms. Elizabeth (Liz) Matchett

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

[Zoom Link](#)

**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 25<sup>th</sup>; October 30<sup>th</sup>; **January 22<sup>nd</sup>; February 12<sup>th</sup>; March 12<sup>th</sup>.** 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 ACESS](#)

**Goals of ED 264c Winter 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 can use their knowledge of their students, their CTs, and their teaching situations to deliver successful lessons.
- Begin to implement, in their placements, research-based high-leverage teaching practices associated with the successful teaching of world languages.
- 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 and evaluations that align with the appropriate levels of proficiency and performance for the classes they are teaching.
- 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 264c Winter (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.

<b>Date, Class Meeting #</b>	<b>Topics for Discussion and Active Participation in class</b>	<b>Required preparation (due at the beginning of the meeting) and estimated time needed</b>
Meeting 1 Jan. 4 3:15-5:15 via Zoom	-Welcome back -Celebrating what we have done well. - <a href="#">Setting goals for ourselves.</a> - <a href="#">Why do we assess?</a>	All activities will be done in class.

	<p>-Framework-aligned assessment.</p> <p>-Beginning with the end in mind: Backwards planning and the creation of evaluations.</p> <p><a href="#">Slides</a></p>	
<p>Meeting 2 Jan. 11 3:15-5:15</p>	<p>The case for not giving “zeros.”</p> <p>Re-visiting the modes.</p> <p>How to set up a gradebook.</p>	<p>Bring a quiz you have used with your students.</p>
<p>Meeting 3 Jan. 18th  <b>3:30-5:30</b></p>	<p>Rubrics: Single point rubrics</p>	
<p>Meeting 3a March 22  Time according to STRAND.</p>	<p>SWLP Day 3</p>	
<p>Meeting 4 Jan. 25th  3:15-5:15</p>	<p>Evaluating Listening and Reading</p> <p>Rubrics: Interpretive Listening and Interpretive Reading</p>	
<p>Meeting 5 Feb. 1st  3:15-5:15</p>	<p>Evaluating Speaking</p> <p>Rubrics: Presentational Speaking and Interpersonal Speaking</p>	
<p>Meeting 6 Feb. 8th  3:15-5:15</p>	<p>Evaluating Writing</p> <p>Rubrics: Presentational Writing and Interpersonal Writing</p>	

Meeting 6a Saturday, February 12th Time according to STRAND.	SWLP Day 4	
Meeting 7 Tuesday, Feb. 15th  3:30-6:30	Integrated Performance Assessments: Conceptualizing, Creating, Evaluating	
Meeting 8 Feb.. 22  3:15-5:15	Formative Assessment: giving feedback, error correction, evaluating the use of grammar	
Meeting 9 March 1st  3:15-5:15	TBD	
Meeting 10 March 8th  3:15-5:15	TBD	
Meeting 10a  March 12th Time according to STRAND.	SWLP Day 5	