ED 264c: Curriculum and Instruction in World Languages  
Stanford Teacher Education Program  
Winter 2023  
Location: CERAS 527 3:15-6:00

Instructors: Ms. Elizabeth (Liz) Matchett (lead), Ms. Sonia Jiménez, Ms. Diana Sánchez  
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Zoom Link (if needed)

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 are encouraged to continue 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. Optional: CEU credit can be earned with an additional fee. 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)

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)
  o 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](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 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

Required Text for ED 264c Fall and Spring Course

Other recommended resources:


Additional readings will be distributed by instructors or will be available online.

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

<table>
<thead>
<tr>
<th>Date, Class Meeting #</th>
<th>Topics 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 Jan. 10 3:15-6:00 Diana and Sonia | M1 Slides  
- Welcome back  
- Presentation from Eduardo  
- Celebrating what we have done well.  
Jamboards:  
- Setting goals for ourselves.  
- Why do we assess?  
- Framework-aligned assessment.  | All activities for this day will be done in class; you don’t need to prepare anything ahead of time except...  
→ Please bring your Common Ground Book to class  
→ Re-visit your Professional Folder that we started in the summer. Make sure you have |
<table>
<thead>
<tr>
<th>Meeting 2</th>
<th>M2 Slides</th>
<th>→ Revisit <em>Common Ground</em> Chapter 2 pp. 41-43</th>
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<tbody>
<tr>
<td>Jan. 17</td>
<td>Happy <em>Year of the Rabbit!</em></td>
<td>→ Read Sandrock, <em>The Keys to Assessing Language Performance</em> Chapter 4 pp 35-65 (it's not as dense as it seems, and is filled with useful templates).</td>
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<td>3:15-6:00</td>
<td>Creating Rubrics</td>
<td>→ Read Glisan &amp; Donato <em>Enacting the Work of Language Instruction: High-Leverage Teaching Practices</em> pp. 96-99. (optional)</td>
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<td></td>
<td>The case for not giving “zeros.” (Tamony 2021) response slides</td>
<td>→ Pay attention to your lesson planning (alone or with you CT). Prepare to share about your thinking process with regards to planning. How does lesson planning change when you immediately think about how you will assess?</td>
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<td></td>
<td>Why am I grading this? (Tucker, 2019)</td>
<td>→ Bring a quiz (any kind, any length) you have used with your students.</td>
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<td>Choices for grading if you are ready to give up or adapt a 100 point scale.</td>
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<td>Create a single point rubric for formative feedback</td>
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<td></td>
<td>Rubrics from the State of Ohio</td>
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<tr>
<td></td>
<td>Formative Feedback for our quizzes.</td>
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<td>January 21</td>
<td>SWLP Day 3</td>
<td></td>
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<tr>
<td>Meeting 3</td>
<td>M3 Slides</td>
<td>→ Peruse these resources about the PACE Model</td>
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<tr>
<td>Jan. 24th</td>
<td>Teaching Grammar in context: The PACE Model</td>
<td>Task: Choose 3 that you would recommend to a colleague who is learning about the PACE Model.</td>
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<tr>
<td>3:15-6:00</td>
<td>Check-in</td>
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(reminding you about SEL-based check ins—Caitlin Tucker)

Support your answer with details (oral only is fine).

Resource 1
Resource 2
Resource 3 (start around min. 22)
Resource 4
Resource 5

→ Listen to this Podcast  Focus question: How has Rebecca changed the way she teaches grammar and why? How does this relate to what you want to do as you build your teaching practice?

Meeting 4  
Jan. 31  
3:15-6:00

M4 Slides  
Developing IPAs as part of a unit Pt. 1

Project Sharing--Something that happened to a relative-Spanish

EdTPA Template

Jamboard

→Read Common Ground Chapter 5 pp. 135-144. As you read, keep this focus question in mind: How can I use what I am learning in this chapter to plan better projects, especially IPAs?

Meeting 5  
Feb. 7  
3:15-6:00

Diana and Sonia

M 5 Slides  
Developing IPAs as part of a unit Pt. 2

Black History Month in the WL classroom (February)

Revisiting the Presentational Mode

Read Common Ground Chapter 5 pp 145-160. Focus question: What am I seeing here that I can adapt for my own use? What ideas excite me?

Listen to this Podcast.  Focus question: 3,2,1  What are three things you learned? What are two things that you already knew but heard in a new or intriguing way? What is one thing you are worried about, wonder about, or need more input on?
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 11th</td>
<td>SWLP Day 4</td>
<td><strong>M6 Slides</strong>&lt;br&gt;This day is intentionally left open to accommodate any needed changes in the schedule. Changes, adjustments and updates will be announced in class, prior to class meeting. Project Sharing: Celebrations</td>
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<tr>
<td>Meeting 6</td>
<td></td>
<td><strong>M7 Slides</strong>&lt;br&gt;Revisiting:&lt;br&gt;- How do we set up a WL gradebook?&lt;br&gt;- How do we organize late work and make-ups?&lt;br&gt;- Giving useful feedback: Examining student work to reflect on our teaching practice.&lt;br&gt;- How can we show students have learned what they need to learn each day/each lesson/each unit?&lt;br&gt;- How do we incorporate academic language in our units?</td>
<td>Read: [CA Framework Chapter 10 pp. 4-13; pp. 49-50](Fig 10.10). Please bring 2 examples of student <strong>writing</strong> from the same assignment.</td>
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<td>Feb. 14</td>
<td></td>
<td><strong>M8 Slides</strong>&lt;br&gt;Women’s History Month in the WL classroom (March)&lt;br&gt;Being a Lifelong Learner as a WL teacher: Professional Organizations, participating in School Culture</td>
<td><strong>TASK:</strong> Prepare to discuss the importance of being a lifelong learner as a teacher.&lt;br&gt;→Explore the websites for <a href="#">ACTFL CLTA, AATSP, CWLP</a>. Spend at least 30 minutes.</td>
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</table>
| Meeting 9 | M9 Slides | Listen to [this podcast](#). Focus question: Now that we are nearing the end of C&I, how does this podcast remind you of the challenge ahead to “go beyond Hispanic Heritage Month” as you start your Spanish teaching careers?
OR
Explore the [other podcasts on this site](#), or others that you know of. Listen to one and report back to us about your choice.
Note: You have your final project DRAFT due for Meeting 9. |
| --- | --- | --- |
| March 11th | PROJECT HAPPINESS | Revisiting: Valuing and honoring student **assets**
Peer Feedback on our Final Projects
Plan our final meeting |
| March 11th | SWLP Day 5 | |
| Meeting 10 | M10 Slides | Listen to [this Podcast](#). Focus question: What does Trudy say that resonates with me as I consider how to set up my own classroom?
Final project draft due: Bring your completed unit template. Set sharing to “anyone with the link can view”
Use this template
Can be a lesson you have already taught or are going to teach.
Focus: The academic language you use to describe your lesson in the template. |
| March 14 | PROJECT HAPPINESS | End of class celebration
Diana and Sonia |