

# **ED 264b: Curriculum and Instruction in World Languages**

## **Stanford Teacher Education Program Fall 2025**

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[\*\*Zoom link \(if needed\)\*\*](#)

**Instructors:** Ms. Elizabeth (Liz) Matchett (lead), Ms. Sonia Jiménez, Ms. Diana Sánchez

**Office Hours:** by appointment

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**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 dates and time:** Tuesdays September 23th-December 9th 3:15PM-6:00PM

**Location:** ANKO Room 106 <https://campus-map.stanford.edu/>

**Course Assignments** (see syllabus for checkpoint due dates for both assignments):

1. In-class discussion and interaction (no submission required)
2. [UDL Interview](#)
3. [Mini-EdTPA](#)

### **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 Opportunity:** 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 units (for an additional fee) that may 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 25<sup>th</sup>; December 6th; January 24th; March 7th, March 28th. Please mark your calendars now in order to avoid conflicts. [Register here](#). There is a special price for student teachers of \$100.00.

**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 accommodations 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>)

**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: (assignments may be a combination of categories)
  - *Interpretive Activities* (Formal and informal response to readings, videos, audios)
  - *Interpersonal Activities* (Formal and informal written and spoken conversational activities with us, the community, and your classmates)
  - *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
- [Generative AI Policy Guidance](#)
- [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.
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 classroom presentations that include 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:

- [ACTFL, ACTFL Proficiency Guidelines \(2024\)](#).
- Benson, J. (2021) *Improve Every Lesson Plan with SEL*, ASCD.

- Budke, M., Nickel, K., and Strauss, S., Learner Feedback for Language Growth, ACTFL 2024.
- California Department of Education. (2019). World Language Standards for California Public Schools, Kindergarten through Grade Twelve. <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. <https://www.cde.ca.gov/ci/fl/cf/>.
- España, C. and Herrera, L.Y., *. En comunidad: Lessons for Centering the Voices and Experiences of Bilingual Latinx Students*, Heinemann 2020.
- Fountain, A. (2023), *Indigenous America in the Spanish Language Classroom*, Georgetown Press.
- Glisan, E. & Donato, R., *Enacting the Work of Language Instruction: High-Leverage Teaching Practices*. Volumes 1 and 2 (2017, 2021)
- Glynn, C., Wesely, P., Wassell, B. (2018) *Words and Actions: Teaching Languages Through the Lens of Social Justice*. ACTFL, 2nd Ed.
- Hines-Gaither, K. and Accilien C. (2023) *The Antiracist World Language Classroom*, Routledge.
- Ibarra Johnson, S., Amazon Romero, M., and Jurado, M., *Cultivating the Pedagogy of Translanguaging for K-12 Transformative Education*, Velazquez Press, 2024.
- Loza, S. and Beaudrie, S. *Heritage Language Teaching: Critical Language Awareness Perspectives for Research and Pedagogy*, Routledge (2022)
- National Standards Collaborative Board. (2015). *World-Readiness Standards for Learning Languages*. 4th ed Alexandria, VA: Author. [Two-page summary](#).
- Ritz, C. and Toro C., *Proficiency-Based Instruction: Input and interaction in World Language Education*, ACTFL, 2022.
- Troyan, F., Adair-Huack, B., and Glisan, E. *The Integrated Performance Assessment: Twenty Years and Counting*, ACTFL, 2023.
- Additional readings will be distributed by instructors or will be available on the web.

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## 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 23rd 3:15-6:00 <b>Liz, Sonia, Diana</b>	<p><a href="#">Day 1 Slides 25</a> →Welcome to Fall quarter.</p> <p>Looking Ahead: Overview of <a href="#">Mini-EdTPA</a> (Midterm) Project</p> <p>Overview of Final <a href="#">UDL Project</a></p>	<p><b>1. Final Project (UDL): Make an Appointment to Interview</b> your CT or another teacher about how they organize their class. Use <a href="#">this task card</a> to guide the conversation. In the M4 class (10/14), report on the conversation you had.</p> <p><i>Nothing written is due</i> for this until M5. For M5, you will <b>have time to begin writing your draft of this reflection</b> 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 M10.</p> <p><b>Read</b> this <a href="#">PDF of excerpts</a> from <i>Honing Our Craft</i> Chap. 1, 2 (Klett)</p>
Meeting 2 Tuesday, September 30th 3:15-6:00 <b>Liz</b>	<p><a href="#">Meeting 2 Slides 25</a></p> <p>Goals and Assessment</p> <p>Guest demo: Comprehensible Input with Checking for Understanding (in Mandarin!)</p> <p>Guest Speaker: Jie Bai</p>	<p><b>1</b> <b>Read</b> <i>Common Ground</i> Ch. 3. Highlight 2-3 sentences in each section that strike you as integral to understanding the chapter. We'll use these for an activity in class.</p> <p><b>2</b> Come with a lesson topic (see pink sections of <a href="#">template</a>). Give and receive feedback.</p>
Meeting 3 Tuesday, October 7 3:15-6:00 <b>Sonia, Liz</b>	<p><a href="#">Meeting 3 Slides 25</a></p> <p>Interpretive Mode</p>	<p><b>1</b> <b>Read</b> <i>Common Ground</i> Ch. 4</p> <p><b>2</b> Bring completed Task 1 Lesson Plan Template (all sections) to give and receive feedback.</p>
Meeting 4 Tuesday, October 14	<a href="#">Meeting 4 Slides 25</a>	<b>1</b> <b>Read</b> CG Chapter 5

3:15-6:00 <b>Liz</b>	Output-Presentational Mode	<b>2 Report</b> on your interview. See M1 or Canvas for instructions. Bring questions about the final reflection paper.
Meeting 5  Tuesday, October 21  3:15-6:00 <b>Sonia, Liz</b>	<a href="#">Meeting 5 Slides 25</a>  guest speaker: Julia Angeles (chatmats)	Skim the <a href="#">Universal Design for Learning Guidelines</a> Guiding questions as you skim: How do these apply to WL teaching?
<b>SWLP Day 1</b> <b>Saturday</b> <b>Oct. 25th</b>	<b>Time: 8:30 am-3:30 Location TBD</b>	
Meeting 6  Tuesday, October 28  3:15-6:00 <b>Diana, Liz</b> <b>Note: No meeting</b> <b>November 4th (Democracy day)</b>	<a href="#">Meeting 6 Slides 25</a>  Note: let's plan to talk about how you can share your video with us when you upload this assignment to Canvas.	<b>Video watch day</b> - You will use your own computer to show the video clip. Refer to the task card to prepare your presentation. You will have a maximum of 20 minutes to introduce your video, play your video and receive feedback.  Recommended: Work on your <a href="#">Mini-EdTPA</a> Midterm project. Due November 11th.
<b>NO MEETING NOVEMBER 4</b>	Democracy Day	
Meeting 7  Tuesday November 11  3:15-6:00  <b>Liz</b>	<a href="#">Meeting 7 Slides 25</a>  Interaction (Interpersonal Communication)	<b>1 Read</b> <i>Common Ground</i> Interaction Ch. 6  2 Upload your Midquarter Project: One document with your lesson plan, your video link, and your reflection.

Meeting 8 Tuesday November 18 3:15-6:00 Sonia and <b>Diana</b>  <b>Note: No Meeting November 25, Thanksgiving BREAK</b>	<a href="#"><u>Meeting 8 Slides 25</u></a>	<b>SKIM:</b> <a href="#"><u>Heritage Language Teaching, Chapter 4: Reimagining the Goals of HL Pedagogy Through CLA</u></a> p. 63-79. Use the discussion questions starting on p. 75 to guide your reading. <i>We will actually read this in class.</i>  Recommended: Work on your final reflective essay project and presentation. <a href="#"><u>task card</u></a>
<b>No Meeting November 26</b>	Thanksgiving Break	
Meeting 9 Tuesday December 2 3:15-6:00  <b>Liz</b>	<a href="#"><u>Meeting 9 slides 25</u></a> revisiting our quarter goals	Recommended: Work on your final reflective essay project and presentation. <a href="#"><u>task card</u></a>  PLAN POSSIBLE Potluck M10
<b>SWLP Day 2 Sat. December 6th</b>	<b>Time: 8:30 am-3:30 LOCATION TBD</b>	
Meeting 10 Tuesday December 9 3:15-6:00  <b>Sonia, Diana, Liz</b>	<a href="#"><u>Day 10 slides 25</u></a> Share Out of <a href="#"><u>STEP Day 10 Fall 2025</u></a> Final Projects  Celebration of Fall quarter/Preview of Winter quarter	Look at the feedback provided in Canvas on your midterm video assignments. Specifically, look at the feedback given about the written lesson template.  1) Make a copy of your lesson plan template. 2) Incorporate the feedback that you are able to, without further support. 3) Bring questions for us for Day 10 so that we can help you successfully incorporate the feedback that you need more help with. 4) Bring any additional questions you have about this assignment. (We

		<p>WILL have time to work on this in class).</p> <p><i>Upload to Canvas: Assignments&gt;Final Project</i> This is your <i>final project/written reflection</i>.</p> <p>Be prepared to answer questions about your interview and reflection from this final project. No other preparation is required for the class sharing.</p> <p>Potluck?</p>
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