

ED 264a: Curriculum and Instruction in World Languages Stanford Teacher Education Program Summer 2025

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

Office Hours: Tuesdays and Thursdays by appointment

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Class dates and time: Monday, June 30th-Friday, July 11th (8 meetings) 3:15PM-6:00PM

Note: STEP C&I has a break from July 3rd-6th (Th-Sun).

Class location: CERAS 527

Three-Quarter Course Sequence Overview

The three-course curriculum and instruction sequence (ED 264 a, b, & c) is designed to provide preparation for teaching Spanish as a heritage or second 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 antiracist educators devoted to supporting ourselves to create an equitable and just experience for our students as they develop proficiency in their heritage and/or a new language.

Course Assignments:

- 1) Interpretive/Interpersonal Assignment 1 (In-class interaction-no submission required–see Canvas)
- 2) IPA: [Skills and Dispositions of a Successful World Languages/Heritage Language teacher](#)
- 3) [Community Builder Slides](#): Resources to Hit the Ground Running in Your Placement

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 25th; December 6th; 3 Saturdays in 2026 TBD. Please mark your calendars now in order to avoid conflicts. Registration will be available soon. There will be a special price for teacher candidates

Office Hours: MWF 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 on campus.

Class attendance, punctuality, and engagement: We will give you our very best as teachers and colleagues. We expect the same from you. TCs are expected to demonstrate the same level of professionalism demanded of any credentialed teacher with respect to time management, communication, and integrity. Our class meetings are essential. *We expect you to be in class and we expect you to arrive on time. We expect that while you are in class you will participate and support the instructors and your colleagues in all that we do.* In the event of sickness, special meetings, or an emergency that will cause you to miss class or be late, we expect that you will inform us in advance and we will talk about what you will need to do to make up the work. By the same token, 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 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 assigned 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)
 - *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>

Description of ED 264a Summer Course: At the end of this first of three courses, TCs can:

1. Understand and use the *Modes of Communication* to conceptualize and design communicative lessons and units.
2. Describe the different levels of proficiency and performance for a language learner, including their associated language function types.
3. Familiarize ourselves with local, state, and national world language professional organizations.
4. Apply state and national standards for language learning in the design of a lesson activity by choosing a mode, proficiency level, and topic.
5. Develop skills in collaborating professionally with other colleagues.
6. Articulate the importance of anti-racist practices in the conceptualization and delivery of a language course.
7. Reflect on the observed differences among the various types of language learners, especially heritage language learners and world language learners

Materials for ED 264a Summer Course (and beyond)

Required Texts:

- 1) [Henshaw, F. and Hawkins, M. *Common Ground: Second Language Acquisition goes to the classroom* Hackett \(2022\)](#)
- 2) [Henshaw E. and Potowski K. *Honing our Craft*. Difusión, S.L., 2024.](#)

Supplementary Texts and documents:

- [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.

Class Meeting Table of dates, topics, and activities

Note: The information below is subject to revision as the course progresses.

Date, Time and Class Meeting #	Topics for Discussion and Active Participation in class	Required preparation (due at the beginning of the meeting) and estimated time needed
Meeting 1 Monday June 30 3:15-6:00PM Liz, Diana Sonia	<p>Slides for the day</p> <p>Orientation to the course</p> <p>-The Story of Your Name Facundo the Great Identity–How do we value our students on the first day? (Interpersonal)</p> <p>-Presentations: What Makes Us Happy?</p> <p>Overview of Class Assignments:</p> <p>Final Project (IPA1) (Skills and Dispositions of Successful Languages Teachers)</p> <p>Principles for World Language Teaching</p> <p>The Three Modes of Communication and YOU</p>	<p>1-Read the top of the syllabus (all the parts before this table) and prepare the following in a Google Doc in a format of your choice:</p> <ul style="list-style-type: none"> 3 things you are excited about; 2 things you find interesting or surprising; 1 thing you are worried about/any questions you may have. <p>Be ready to share your doc with us.</p> <p>2-ORDER the 2 textbooks: →Henshaw, F. and Hawkins, M. Common Ground: Second Language Acquisition goes to the classroom Hackett (2022) →Henshaw F., and Potowski K. Honing our Craft. Difusión, S.L., 2024.</p> <p>3) Fill out this survey.</p> <p>4) Complete this Interactive slidedeck: What Makes Us Happy?</p>

<p>Meeting 2 Tuesday July 1 3:15-6:00PM</p> <p>Liz, Diana</p>	<p>Slides for the day</p> <p>-The ACTFL World Readiness Standards and the The California Standards–commonalities</p> <p>ACTFL Proficiency Guidelines</p> <p>Journaling</p> <p>Write a draft of Interview questions</p>	<p>1)Watch this intro video 4 min</p> <p>2)READ→Henshaw, F. and Hawkins, M. Common Ground: Second Language Acquisition goes to the classroom Ch. 1</p>
<p>Meeting 3 Wednesday July 2nd 3:15-6:00PM</p> <p>Liz, Diana Sonia</p>	<p>Slides for the Day</p> <p>Excerpts:Heritage Language Teaching Critical Language Awareness Perspectives for Research and Pedagogy (Loza and Beaudrie): Chapter 1</p> <p>Complete this notetaker: Summarizing the 3 Waves - Historical Context</p> <p>Journaling</p> <p><i>Heritage Language Teaching as Critical Language Arts (HOC Ch. 8)</i></p> <p>Check in on Progress on your interview</p>	<p>Read Honing Our Craft, Chapter 8</p> <p>1- Final Project (IPA1) (Skills and Dispositions of Successful Languages Teachers) Set up and (possibly) conduct your interview with another language educator. Use the protocol that we began to develop in class 2.</p> <p>2-Record the interview. Upload to Canvas> Interpersonal (Interview) when finished. (Due by Monday, July 7th)</p> <p>3-LATER: Write reflection that synthesizes the opinions and experiences of your interviewees. Use the interview protocol (pt. 3) to guide your writing. The DRAFT due date is Wednesday, July 9th. This is for the in-class version. No need to upload to Canvas yet. Final draft will be uploaded to Canvas>Presentational at 11:59pm Thursday July 10th.</p>
<p>Meeting 4 Monday July 7th 3:15-6:00PM</p> <p>Liz</p>	<p>Slides for the day</p> <p>Understanding Proficiency Levels</p> <p>Read Six Core Practices for Early Language Learners Ed week article</p>	<p>Read Common Ground Chapter 2</p> <p>1-Final Project (IPA1) (Skills and Dispositions of Successful Languages Teachers) Complete your interview with another language educator. Use YOUR COPY of the protocol that we</p>

	.	<p>developed in class 1. 2 Record the interview. Upload to Canvas>Assignments>Interpersonal (Interview). Must be uploaded no later than tonight, July 7th, 11:59PM.</p> <p>For later (but as a heads up): 2-Now: Draft a reflection doc that synthesizes the opinions and experiences of your interviewee. The DRAFT due date is Wednesday, July 9th. This is for the in-class version. No need to upload to Canvas yet. Final draft will be uploaded to Canvas>Assignments>Presentational at 11:59 Thursday July 10th.</p>
<p>Meeting 5 Tuesday July 8th 3:15-6:00PM</p> <p>Liz, Diana Sonia</p>	<p>Slides Day 5</p> <p>Carmen Lomas Garza Lesson</p> <p>Culture in our lessons.</p> <p>Co-construct and practice norms for giving and receiving feedback.</p>	<p>Identify and Observe a student in your placement, concentrating on their proficiency. No need to submit anything–be ready to share in class.</p> <p>Work on your Draft– a reflection doc that synthesizes the opinions and experiences of your interviewee. The DRAFT due date is Wednesday, July 9th. This is for the in-class version. No need to upload to Canvas yet. Final draft will be uploaded to Canvas>Assignments>Presentational at 11:59 Thursday July 10th.</p>
<p>Meeting 6 Wednesday July 9th 3:15-6:00PM</p> <p>Liz</p>	<p>Slides Day 6</p> <p>Energy Level check in</p> <p>Re-visiting the 6 Core Practices</p> <p>Exploring SEL & Community Building Activities (Task Card) & Work Time</p> <p>Draft 1 of Reflection due–get and receive peer feedback</p>	<p>Bring Draft 1 of your reflection (any format) . You will <i>give and receive</i> peer feedback in class.</p> <p>Final draft will be uploaded to Canvas>Assignments>Presentational at 11:59 Thursday July 10th.</p>

<p>Meeting 7 Thursday July 10th 3:15-6:00PM</p> <p>Liz</p>	<p>Slides Day 7</p> <p>Work time in class for the Community Building Slides</p>	<p>Look at this TELL Project: Classroom Environment list. As you read it over, internally reflect upon what YOU need to know and be able to do in order to be a teacher who creates an effective learning environment. We suggest that you annotate the list with your intentional thoughts and ideas for your own classroom 15-20 min.</p> <p>Work on Community Building Slides for Day 8.</p> <p>IPA 1 - Final draft will be uploaded to Canvas>Assignments>Presentational at 11:59 Thursday July 10th.</p>
<p>Meeting 8 Friday July 11th 3:15-6:00PM</p> <p>Liz, Diana Sonia</p>	<p>Slides Day 8</p> <ul style="list-style-type: none"> -Presentations of our Community Builder slides -Preview of Fall Q -Final Grow, Glow, Wonder 	<p>1-Complete Community Building Slides and prepare your presentation of your contribution to that deck.</p>