

***Standards
for Latin Teacher Training
and Certification***

**The American Classical League and
The American Philological Association
Joint Task Force on
Teacher Training and Certification**

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FOREWORD: THE CONTEXT OF THE STANDARDS

Latin, the enduring language of the Romans and their civilization, faces its second crisis in living memory. In the 1970s Latin enrollments in American schools plummeted in the wake of Vatican II and the cultural changes of the 1960s. Concerted, determined action by teachers and advocates of this essential subject rescued Latin for a new generation of students. In response to these efforts and renewed recognition of the educational and cultural benefits of Latin, enrollments began to rise and continue to do so. But with this increase in the number of students ready for Latin and families who want Latin for their children came a second crisis: a national shortage of Latin teachers. Many potentially healthy Latin programs are threatened or discontinued for want of a qualified Latin teacher.

Teaching Latin is a noble calling but not an easy vocation to follow. Training often must be piecemeal, with the study of one and perhaps two difficult classical languages, pursued under the auspices of a liberal arts program, combined uneasily with the necessary pedagogical and professional training handled by schools of education. Latin teachers, never very numerous, find themselves shoehorned into programs designed for prospective teachers of foreign languages or other subjects. Neither college and university Classics professors nor those charged with training prospective teachers have a clear sense of what a Latin teacher needs to know in order to be successful in the classroom. Sometimes eager students who sense a calling to teach Latin find themselves turned away by uninformed educators who believe that there is no need for such teachers or who have little notion of how to prepare them.

Clear, readily implemented standards for teacher training and development will make it easier for schools and universities to know what students need on their road to becoming Latin teachers. Legislators, state boards of education, and others involved in certifying teachers will find it easier to know what is and is not relevant to a qualified Latin teacher's training. Accrediting agencies will be better able to judge whether or not a teacher training program offers the range of courses and experiences necessary to prepare a teacher for the Latin classroom. Such Latin-specific standards will address the current critical shortage of Latin teachers

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The two national professional associations for classics teachers and scholars, the American Classical League (ACL) and the American Philological Association (APA), have joined efforts to secure the next generation of well-prepared Latin teachers. In 2008 the two associations created a joint task force to develop a description of what a qualified Latin teacher should know and be able to do at the beginning of his or her career. This document is the result of that task force's work.

When this document uses phrases like a "beginning Latin teacher" or a teacher "at the beginning of his or her career," it intends to describe a teacher with fewer than two years of classroom experience teaching Latin. Such teachers may have an M.A. or M.A.T., or they may have only a bachelor's degree in Latin. They may or may not have completed work toward certification.

This document sets forth three main standards applicable to such teachers: Content Knowledge, Skills, and Understanding; Pedagogical Knowledge, Skills, and Understanding; and Professional Development, Life-Long Learning, and Outreach. Each main standard is divided into two or more subordinate standards, and some of these are further divided. By articulating the standards in this way, the authors hope to make it easy for those interested in a specific area of teacher training to find the appropriate standard.

Each standard or subordinate standard is followed by a supporting explanation giving justification for the standard and offering examples of how it may be realized in a teacher's practice. The supporting explanations and standards frequently speak in terms of knowledge, skill, and understanding. Knowledge refers to an awareness or comprehension of major facts, ideas, and concepts; skill refers to the ability to use these facts, ideas, and concepts in instruction; and understanding refers to a growing and deepening ability to make wise choices about when and why to use these facts, ideas, and concepts.

In preparing these standards the task force consulted the American Council on the Teaching of Foreign Languages' *Program Standards for the Preparation of Foreign Language Teachers* (2002) and the Interstate New Teacher Assessment Consortium's *Model Standards for Licensing Beginning Foreign Language Teachers* (2002). These *Standards for Latin Teacher Training and Certification* also refer frequently to national, state, and local curriculum standards, and especially to a previous joint project of the APA and ACL, the *Standards for Classical Language Learning* (Oxford, OH: American Classical League, 1997). The *Standards for Classical Language Learning* apply the five goals of language learning, Communication, Culture, Connections, Comparisons, and Communities (the "five Cs"), to instructional programs in classical Latin and Greek.

Standards address the critical shortage of Latin teachers by making it easier to create rigorous, efficient programs of training and preparation.

Just as the *Standards for Classical Language Learning* continue to provide a national framework for state, local, and district curriculum standards and development, the task force hopes that these *Standards for Classical Teaching and Teacher Training* will prove useful to legislators, accrediting agencies, educators, academic administrators, beginning and experienced teachers, and all who work with or influence in any way the training and professional development of the next generation of Latin teachers.

The APA/ACL Joint Task Force on Teacher Training and Standards

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The Standards at a Glance

Standard 1: Content Knowledge

Beginning Latin teachers demonstrate knowledge of Latin, proficiency in the language skills necessary for teaching it, knowledge of Roman culture, and awareness of the importance of the Latin language and Greco-Roman civilization in later cultures.

Standard 2: Pedagogical Knowledge

Beginning Latin teachers demonstrate knowledge of the major approaches and methods used in the teaching of Latin and Roman culture. They understand the importance of assessment and are aware of a variety of approaches to it. They are familiar with national, state, and local curriculum standards. They acquire the skills and understanding necessary to put these approaches, methods, and standards into practice as they help their students develop connections and comparisons among languages and cultures. They begin the process of developing a well-thought-out, coherent understanding of the nature of teaching and learning.

Standard 3: Professional Development

Beginning Latin teachers know that the classroom is only a part of a teacher's professional life. They have begun to continue their intellectual development as life-long learners of Latin. They take advantage of opportunities beyond the classroom for professional development. They make their programs and the excitement of classical antiquity known to a wider community beyond the classroom.

Content Knowledge

Standard 1: Content Knowledge, Skills, and Understanding

Beginning Latin teachers demonstrate knowledge of Latin, proficiency in the language skills necessary for teaching it, knowledge of Roman culture, and awareness of the importance of the Latin language and Greco-Roman civilization in later cultures.

Standard 1.a. Linguistic proficiency, knowledge, and the connections between them

Candidates demonstrate a high level of proficiency in reading and understanding Latin. They are familiar with commonly taught Latin authors and texts. They are able to write grammatically correct, idiomatic Latin. They pronounce Latin accurately and with expression and read poetry with attention to meter. They can describe grammatical, rhetorical and historical features of language. They seek opportunities to strengthen their proficiency in all these areas.

Supporting Explanation

- **Reading and understanding Latin**

Because Latin as a curricular subject includes not only understanding and use of the Latin language, but also knowledge of basic linguistic principles and Greco-Roman literature, reading, writing, and interpretation receive more emphasis in the classroom than speaking and oral comprehension. Beginning Latin teachers should be able to read and understand authentic Latin texts in a variety of genres and styles and from different historical periods. They should, for example, be able to read an oration of Cicero with appropriate lexical help and simple Latin prose and poetry at sight. They should be able to prepare a passage of prose or poetry from commonly taught authors for presentation to students in class. Their active vocabulary should include the words most frequently used by these authors.

- **Writing grammatically correct, idiomatic Latin**

Beginning Latin teachers are able to generate Latin sentences illustrating the grammatical concepts being taught and to substitute equivalent expressions. For example, in a lesson on purpose they should be able to create sentences using subjunctive clauses of purpose, gerunds, gerundives, and supines. Their written Latin should demonstrate knowledge of the differences between Latin and English idiom. For

example, they should know that the Latin for "I like it" is *Mihi placet*. Their written Latin should use words, phrases, and clauses in typical Latin order.

- **Pronouncing Latin accurately and with expression**

Beginning Latin teachers are able to pronounce Latin accurately and consistently, with careful attention to vowel quantities and word accent. They understand the importance of reading passages aloud before any attempt is made to discuss them or to translate them into English. They understand the principles of scansion and the structures of Latin verse.

- **Describing grammatical and rhetorical structures of language**

Beginning Latin teachers are able to use standard grammatical terminology to describe features of a Latin text. They can analyze Latin words into stems and affixes. They can explain syntactical structures. For example, in the sentence *Quo usque tandem abutere, Catilina, patientia nostra?* they can explain the form *abutere*, the reason for the case of *patientia*, and the relation between *nostra* and *patientia*.

Beginning Latin teachers can explain general features of language and show how structures in Latin are similar to and different from those of English. For example, they can help their students make connections and comparisons between participles in Latin and participles in English. They can explain and demonstrate the etymological connection between English words and Latin.

Candidates can explain how syntactical and rhetorical elements reinforce and create meaning in a text. For example, in the couplet *Has tibi plangendo lugubria pectora lassas / infelix tendo trans freta lata manus* (Ovid, *Heroides* 10. 145-146), they can recognize the separation of *has* and *manus* (hyperbaton) suggest its relation to the meaning of the couplet.

Standard 1.b. Cultural knowledge

Beginning Latin teachers demonstrate understanding of the cultural products, practices, and perspectives of the Roman world. They demonstrate knowledge of the historical and geographical context of Roman culture, and they are aware that the cultural importance of Latin extends beyond the historical limits of ancient Rome.

Supporting Explanation

As part of classical education and as interdisciplinary curricular subject, Latin includes not only Latin literature, but also the political and social history of Rome, the material environment of Roman culture, and the geography of the Roman world. Beginning Latin teachers must be aware of the richness of this heritage, and they should have enough

knowledge of it to convey some of that richness to their students. Although beginning Latin teachers will not necessarily have studied Greek, they should be aware of the importance of Greek civilization and its influence on all aspects of Roman culture.

- **Cultural products: Literature**

Beginning Latin teachers demonstrate knowledge of the history of Roman literature from Plautus to Pliny. They can recognize and explain the major genres and their roles in Roman literary culture. For example, they can discuss and explain the characteristics of comedy, epic, and lyric and demonstrate awareness of the conventions of historical narrative and rhetorical prose. Candidates are familiar with the principal Greco-Roman myths, especially those that appear in literature.

- **Cultural products: Material Culture**

Beginning Latin teachers demonstrate a knowledge of Roman material culture, including architecture, sculpture and painting, and the apparatus of daily life. They understand how material culture changes over time. They can use material culture to illustrate and enrich language lessons and literary texts. For example, they can use the plan of Roman houses from Pompeii to help students visualize a domestic narrative or show how coins reveal the political concerns of emperors and others who issued them.

- **Cultural Practices**

Beginning Latin teachers demonstrate knowledge of Roman private and public life. For example, they can describe a toga and explain its cultural value, and they can explain the different offices of the *cursus honorum*. Candidates know the distinguishing features of Roman religion and religious practice. They should know enough about Roman law and legal procedure to provide necessary context for literary and other texts.

- **Cultural Perspectives**

Beginning Latin teachers demonstrate knowledge of the place of Roman culture in the ancient Mediterranean world, its connection to Greek culture, and its influence on the modern world. For example, in teaching the *Aeneid* they can show how Vergil uses Homer as a model, and how Dante in turn draws on Vergil. Candidates should be able to explain the Romans' own values and perspectives as revealed in their cultural products. For example, they can show how Livy's narrative of the suicide of Lucretia reveals Roman attitudes toward political liberty and female chastity, and how these values found expression not only in the archaic setting of Livy's narrative, but also in the contemporary world of Augustan Rome.

Sample Candidate Evidence for Standard 1

- Samples of written work in Latin, such as assignments completed for a course in Latin composition.
- Performance on written examinations testing Latin translation skills.
- Performance on oral examinations testing the ability to read Latin aloud and translate at sight.
- Lesson plans demonstrating the integration of material culture and linguistic or etymological information with language instruction.
- Written papers interpreting literary texts from a variety of authors and genres.
- Journal entries that illustrate thoughtful responses to museum visits, travel to Greek or Roman archaeological sites, or other first-hand contact with products of Greco-Roman culture, or that illustrate the ability to make thoughtful connections between contemporary culture and the classical world
- Philosophy of teaching statement that reflects awareness of an interdisciplinary approach to Latin instruction.
- Reflections on the benefits of extra-curricular experiences such as performances of Greek or Roman drama, concerts with classical themes, museum exhibits, academic lectures, and the like.

Pedagogical Knowledge

Standard 2: Pedagogical Knowledge, Skills, and Understanding

Beginning Latin teachers demonstrate knowledge of the major approaches and methods used in the teaching of Latin and Roman culture. They understand the importance of assessment and are aware of a variety of approaches to it. They are familiar with national, state, and local curriculum standards. They acquire the skills and understanding necessary to put these approaches, methods, and standards into practice as they help their students develop connections and comparisons among languages and cultures. They begin the process of developing a well-thought-out, coherent understanding of the nature of teaching and learning.

Standard 2.a: Knowledge of approaches and standards

Standard 2.a.i: Knowledge of different approaches to teaching language, literature, and culture

Beginning teachers demonstrate an awareness of the three primary approaches for teaching Latin in the U.S. today: grammar-translation, reading in context, and oral-aural. Regardless of their past experiences with each approach or personal preferences, they know that all can be used successfully and are aware of the advantages and disadvantages of each approach in common instructional situations.

Supporting Explanation

Students bring different skills, abilities, and prior knowledge to the Latin classroom, and teachers must be able to adapt existing materials and mandated textbooks to match their preferred approach and their students' learning needs. For example, a beginning teacher who discovers that many students in her class have particularly strong analytical skills may incorporate elements of the grammar-translation approach to appeal to these students' sense of order and structure. Another beginning teacher who discovers that most of his students are voracious first-language readers may choose to emphasize reading in context with her classes. For students with extensive experience (and comfort) with learning languages via an oral-aural approach, the beginning teacher may choose to emphasize oral-aural work; for students with a history of language-learning failure in predominantly oral-aural classrooms, the beginning teacher may elect to de-emphasize oral-aural work in the beginning. Regardless of his or her preferred approach, the beginning teacher strives to develop a balanced curriculum in which all students attain proficiency at reading and grammatical analysis. He is able to locate, select, adapt, and even create various types of supplementary materials to accommodate gaps in a textbook's presentation. Thus, a beginning teacher who must use a grammar-translation textbook will be able to find or create additional reading passages at an appropriate level

of difficulty for her students, or a beginning teacher who must use a reading-method textbook will be able to find or create supplementary grammatical exercises.

Standard 2.a.ii: Knowledge of national, state, and local curriculum standards

Beginning teachers are aware of the *National Standards for Classical Language Learning*, the *National Standards for Foreign Language Learning*, and their state and local curriculum standards. They are able to use the standards to inform their planning and teaching.

Supporting Explanation

National, state, and local curriculum standards provide a framework within which a Latin teacher can determine what his or her students will be expected to know and be able to do at the end of each class. Even in the absence of Latin-specific state or local standards, the *National Standards for Classical Language Learning* (the “Five Cs”) can help beginning and experienced teachers recognize and articulate connections among two or more aspects of the curriculum. Beginning teachers are able to use the *National Standards*, state standards, and district-level curriculum documents. As a result, successful beginning teachers can plan and choose appropriate activities to attain curricular goals specified or implied in these documents.

Specifically, the standards guide beginning teachers and help them see the connections among all aspects of Latin language, literature, and culture (including history and mythology). Successful beginning teachers do not see Latin instruction in simplistic terms as “just grammar,” “just culture,” “just reading,” or “just vocabulary and etymology.” On the contrary, they have begun to see links among the five standards and seek to help their students attain such understandings for themselves. Based on the standards and their own understanding of their students' needs and learning preferences, beginning teachers can select appropriate instructional strategies and methods.

Standard 2.b: Skill in Instruction and Assessment

Standard 2.b.i: Instructional Skills

Beginning teachers are aware of and able to use a variety of instructional methods such as lecture, cooperative learning, individualized learning tasks, competitive learning, and project-based learning. Successful beginning teachers select methods that are appropriate for the knowledge, skills, and understandings they aim to develop in their students.

Supporting Explanation

Teachers recognize that learning is fundamentally an active process. As a result, they strive to incorporate active learning strategies whenever possible and to promote active use of the target language. They also strive to move students as quickly as possible from rote recall to application, analysis, and synthesis of what they have learned. For example, after a lecture or other formal presentation on a new grammatical point, the teacher might ask students to develop and share their own explanations of the new concept. When the class is reading a Latin passage, the teacher might encourage students to use such native-language reading skills as skimming, using illustrations and story titles as clues, and pausing to predicting the ending or outcome. In subsequent lessons, the teacher might build on these skills by asking students to propose a possible title for the next story, create their own annotations, or develop skits, illustrations with captions, or other products based on the reading selection.

Whenever possible, teachers make an effort to plan and deliver lessons that integrate grammar, reading, and culture, while efficiently weaving together the interpretive, interpersonal, and presentational modes of communication. Since learning is better retained in a meaningful context, they strive to provide meaning through connections to past learning, through personalization, through humor, or through novelty. For example, the current chapter in the assigned textbook has a cultural focus on the *thermae* and a grammatical focus on dative-case nouns. In addition to having students read the cultural information and stories in the textbook, the beginning teacher helps students integrate these concepts by having them create and perform a Latin skit in which characters interact in the baths, showing, offering, and giving items to other characters and using the dative case correctly.

Due to the importance of the Connections, Comparisons, and Communities strands of the *National Standards* and of state and local standards documents, beginning teachers consciously aim to help their students see linguistic and cultural connections and comparisons for themselves, and they employ instructional strategies that encourage students to make connections and comparisons and use their knowledge of Latin and of Roman culture to make sense of and participate in the complex multilingual world of today. For example, a class is learning the Latin cardinal and ordinal numbers. As part of the lesson, the teacher demonstrates cardinal and ordinal numbers in several Romance languages and helps students to see the similarities and differences among the numbers in these languages. In subsequent lessons, the teacher continues to ask students to look for similarities and differences among Romance languages and cultures and to consider what continuing influence the Roman presence in Spain, France, and other parts of the Roman Empire had on the language and culture of those societies today.

Standard 2.b.ii: Assessment Skills

Beginning Latin Teachers understand and can use a variety of assessments to monitor and report student progress. Beginning Latin Teachers are prepared to take advantage of

external exams such as the National Latin Exam, International Baccalaureate, Advanced Placement Exams, and state and local exams.

Supporting Explanation

Because there are many types of assessment in addition to “traditional” pen-and-paper tests and quizzes, teachers must be able to create and devise both formal and informal assessments ranging from oral questions and “exit tickets” to large-scale performance tasks. Teachers must also grasp the difference between formative assessment, which shapes instruction, and summative assessment, which measures learning, and can develop, find, or adapt appropriate assessments of both types when necessary. Assessment should measure not only what students know about the language, but what students can do with the language in reading, writing and listening. The Culture, Connections, Comparisons, and Communities strands of the *National Standards* and of local and state standards make it essential that teachers know how to assess their students’ work in these areas as well as their linguistic proficiency. Teachers understand how important it is that assessment be aligned with instruction, unbiased, and ongoing.

Standard 2.c: Understanding Teaching and Learning

Beginning teachers have begun to develop a well-thought-out , consistent understanding of the nature of teaching and learning in general, and of the nature of Latin teaching in particular. They recognize and respect the diversity of experiences, abilities, and cultural or socio-economic backgrounds with which students enrich a classroom. They have begun to develop a personal and effective style that reflects these understandings, and their instructional decisions are beginning to reflect this personal style. They are able to explain the reasons behind decisions they make in planning and in the classroom.

Supporting Explanation

The full development of a philosophy of teaching and a personal style is, of course, the work of a lifetime spent teaching, but even a beginning teacher needs to have begun to outline them. Because teachers must make deliberate choices among a range of teacher-, student-, or subject-centered instructional methods, beginning teachers need to be able to articulate for themselves the differences among these approaches based on their own judgment of which approach best fits their own strengths, their students' condition, age, and needs, and the specific curricular goals and objectives of a given lesson or unit of study.

Standard 2.c.i: Understanding Teaching

Beginning Latin teachers can articulate their approach to teaching and learning, and they can explain how and why their ideas differ from those of others. They acknowledge the validity of approaches other than their own and can explain why they prefer the

approach that they have chosen. They understand that Latin is part of Classics, an interdisciplinary subject embracing not only the acquisition and study of language, but also history, literature, philosophy, and material culture. They are prepared to make connections between their own teaching and the knowledge and methods of related subjects.

Supporting Explanation

Whether in their general teacher-preparation courses or in the context of the Latin methods course, beginning Latin teachers must become aware of the nature of language teaching and must develop techniques for instruction, for motivating students, and for classroom management. Many of these techniques are used by teachers regardless of their subject area; others may be shared with teachers of other foreign languages or other related subjects; still others may be specific to the Latin classroom. Beginning Latin teachers must have opportunities to learn, practice, and reflect on classroom management skills and to develop successful class routines.

Like other pre-service language teachers, beginning Latin teachers must become familiar with the theory and process of language acquisition. They need to know, for example, that a “silent period” is to be expected of beginning students, and that students’ receptive skills (interpretive-mode tasks, especially listening and reading) will normally be more developed than their active skills (interpersonal and presentational mode tasks, especially writing and speaking). But unlike their colleagues who teach modern foreign languages, where oral proficiency in all three modes of communication is stressed, most beginning Latin teachers will normally be expected to focus their attention on developing students’ reading proficiency. Thus, they need a greater understanding of both first- and second-language reading acquisition than many of their colleagues, and they may need to learn how to approach the interpersonal and presentational modes of communication and the skills of listening, speaking, and writing as keys to reading proficiency rather than as ends in themselves.

Standard 2.c.ii: Understanding Learning

Beginning Latin teachers recognize and respect the diversity of experiences, abilities, and cultural or socio-economic backgrounds with which students enrich a classroom. Their approach to teaching acknowledges these differences and makes them part of a classroom experience in which all students participate in productive, orderly learning.

Supporting Explanation

Because students come to Latin not only as individuals but as members of particular groups, in planning instruction and in teaching their classes, teachers must be able to recognize, accommodate, and even capitalize on their students’ individual and collective strengths, weaknesses, and challenges. Successful beginning teachers have embarked on

the career-long task of reflectively using their knowledge of students and of instructional methods to make thoughtful and productive matches between students and learning tasks.

- **Variety of instructional techniques**

Like beginning teachers in other disciplines, beginning Latin teachers must work on developing the “bag of tricks” or set of instructional methods they will use to engage students of various ages, cultural backgrounds, learning preferences, and special needs in rich, high-level learning of the knowledge, skills, and understandings specified in the *National Standards* and in their state and local standards documents. The complete development of such a “bag of tricks” is, of course, the work of a lifetime spent teaching, but beginning teachers must have different methods from which to choose in their teaching of language, reading skills, literature, culture, connections, comparisons, and communities.

- **Classroom management**

In the area of classroom management, beginning Latin teachers need to be aware of the difference between general rules and specific procedures. They should be able to establish a positive, productive classroom environment by training their students to follow procedures (for example, how to turn in work or how to move into small groups or pairs) through modeling and practice. They should also begin to develop the ability to communicate expectations clearly to their students. When appropriate, they should also be able to involve others (such as parents, school counselors, or administrators) in cases of severe or chronic misbehavior. In regard to motivation, beginning Latin teachers should be aware of different motivational techniques and be able to use them as appropriate. Beginning Latin teachers need to understand that minor class disruptions can often be avoided by well-planned class activities, by involving students actively, and by well-developed procedures. Beginning teachers must also understand that their efforts at instruction, management, and motivation may not always succeed, and they should have steps to follow in such cases.

- **Cultural diversity**

In addition, beginning teachers must have an awareness of both the similarities and the differences among the learners in their classes. They must recognize and be sensitive to the special needs and concerns of students from economic, cultural, or linguistic minorities, and they need to begin the career-long process of meeting these needs while sustaining and supporting rigorous, high-quality, high-level learning for all the students in their classes. They must be aware of issues of fairness in their treatment of students, especially of students whose ethnic, cultural, or socio-economic background is different from their own. Successful beginning teachers have the flexibility to offer alternative assignments, if possible and appropriate, when students or their parents have legitimate concerns. They recognize that communication problems may stem from cultural,

linguistic, or socioeconomic differences and strive to see the situation from the student's or parent's point of view.

Beginning Latin teachers also demonstrate awareness of the challenges and opportunities faced by learners from different cultural backgrounds in their learning of Latin. For example, a student whose first language is in the Romance family may have little difficulty with the vocabulary, morphology, and syntax of Latin, but may struggle with unfamiliar English derivatives. On the other hand, an English language learner who speaks an Asian language at home may find Latin syntax and vocabulary more challenging, but may readily understand concepts such as *pietas* and *dignitas* that may seem wholly alien to many American teenagers. By beginning to anticipate and plan for such challenges and opportunities, successful beginning Latin teachers develop an atmosphere of mutual respect and shared learning in their classrooms.

- **Learning differences**

While beginning Latin teachers are not trained to diagnose learning disabilities, they should begin to find and use strategies that help students with common learning differences to succeed in their classes. When confronted with a particularly puzzling or unfamiliar case, the beginning Latin teacher should know where to turn (both at school and in the larger community) for assistance. Beginning teachers also need to be aware that some students' learning differences may manifest themselves for the first time when they begin to study another language. Like all teachers, they must be proficient at applying mandated accommodations for students with learning disabilities or differences.

Beginning Latin teachers need to be able to apply the concept of fairness when working with special-needs students. They must comply with the legal requirements of special education without calling undue attention to students' learning difference. At the same time, they must be sensitive to the needs of other students in the class. In grouping students for instruction, beginning Latin teachers should pay attention to all students' learning preferences and needs.

Standard 2.d: Materials, resources, and technology

Beginning Latin teachers evaluate and choose from a variety of appropriate materials and resources in order to enhance language acquisition, encourage insight into culture and language systems, and maximize opportunities to use Latin in meaningful contexts. They also know what technologies are available to enhance learning Latin and Roman culture and are ready to implement some of them.

Standard 2.d.i: Awareness of Materials and Resources

Beginning Latin Teachers are aware of materials and resources that can enhance their students' understanding of Latin and Roman culture and have the skill to access them.

They understand when and for what purpose it is appropriate to incorporate specific materials and resources into their teaching.

Supporting Explanation

Among resources for beginning and experienced Latin teachers are print and electronic resources that may come with the textbook and include sample lesson plans, additional class activities and projects, workbooks, audio recordings, electronic exercises, and units assessments; print materials and electronic resources that are available through the wider Classics community, such as the ACL Teaching Materials and Resource Center, Latinteach.com, Perseus Digital Library, and the Latin Library; and resources available both locally and globally, such as neo-classical architecture in the community, cornerstones of buildings, college mottoes, cemeteries, museums, and community members who know or have studied Latin.

Standard 2.d.ii: Technology

Beginning Latin teachers are aware of the range of technology from pencil and paper and chalk and blackboard to wikis, podcasts, and blogs. They know the strengths and weaknesses of different technologies for teaching and learning Latin, they have the skill to use several technologies well, and they understand when and for what purpose they may choose to use particular technologies. Beginning teachers are also aware of possible misuses or dangers to students from certain technologies, especially those that involve Internet communication, and take appropriate measures to safeguard their students during online work. They recognize the concerns that some students and parents have about the possible dangers of certain technologies, and they work to provide mutually acceptable alternatives.

Supporting Explanation

Because different types of technology correspond to the three modes of communication, interpersonal, interpretative, and presentation, technology can enhance instruction and extend students' classroom experiences. Social networking technologies, such as MOOs or chat, enhance opportunities for interpersonal communication. Websites with texts, such as Perseus or the Latin Library, or various sites with recordings of dialogues, plays, dramatic readings, offer opportunities for students to learn to interpret texts. Sites with online drills provide students the opportunities to develop the decoding skills they need in order to be able to tackle more difficult texts. Third, presentation technologies, such as written papers, websites, wikis, podcasts, or video presentation, permit students to be creative with the language and to produce Latin to communicate with others. Finally, some technologies, such as email, blogs, and social networks, encourage language learners to use two or more modes of communication over a period of time.

Standard 2.e: Course Administration

Beginning Latin Teachers have the necessary knowledge and skills for planning the goals, methods, and pacing of their courses. They continually reflect on the efficacy of their lessons and adapt to changing needs and to unforeseen circumstances.

Supporting Explanation

Because Latin teachers, perhaps more often than their counterparts in other academic disciplines, sometimes find themselves facing difficult challenges in teaching schedules and responsibilities, including multiple preparations and sometimes mixed classes, beginning Latin teachers prepare for these challenges by learning to plan in advance, consult peers and mentors, and adjust and improve strategies as they go along. For example, a beginning teacher may work in a school district where the curriculum guide advises teachers to finish twenty-five chapters of the Latin I book mandated by the district. The beginning teacher makes use of “backward planning” to ensure that there will be time to accomplish the overall goals of the course and finish the prescribed chapters. In planning the pacing of a course, teachers consider unexpected delays, such as the grasp of a particularly difficult lesson, fire drills, assemblies, etc. Or an advanced Latin class may have ten 3rd and 4th year students and six A.P. Vergil students. After attempting to teach different material to each group, the teacher decides to teach Vergil to the whole group, fashioning assignments of different types and difficulty and for each group. In the next quarter, the teacher may need to adjust this strategy to include grammar review for one group. These adjustments require continual reflection, assessment, and flexibility on the part of the teacher.

Sample Candidate Evidence for Standard 2

- Oral explanation of the factors that led the candidate to select a competitive game rather than a choral-response, individual-response, or collaborative small-group activity in a particular lesson.
- Successful completion of a course or professional development seminar on learning differences.
- Lesson plans showing connection to national, state, or local curriculum standards.
- Lesson plans demonstrating the integration of technology with language instruction.
- Participation in Latinteach.com or other professional discussion lists.
- Membership in a local, regional, or national professional association and participation in meetings of that association.
- Annotated lesson plans reflecting awareness of the connections between specific activities and general pedagogical principles.
- Philosophy of teaching statement that reflects awareness of the importance of social and cultural diversity.
- Reflections on what did or did not go well in a specific lesson, why the lesson developed as it did, and how it might be improved.

Professional Development

Standard 3: Professional Development, Lifelong Learning, and Outreach

Beginning Latin teachers know that the classroom is only a part of a teacher's professional life. They have begun to continue their intellectual development as life-long learners of Latin. They take advantage of opportunities beyond the classroom for professional development. They make their programs and the excitement of classical antiquity known to a wider community beyond the classroom.

Standard 3.a: Opportunities for Professional Development and Life-long Learning

Beginning Latin teachers continue to develop their own skills and knowledge in the field of Latin and classical antiquity, begin to network with other Latin teachers, and learn about and keep up-to-date on materials and resources that can be used in the classroom.

Supporting Explanation

Successful Latin teachers participate in the community of scholars by taking advantage of the strong network of professional associations and professional development opportunities described below. Teachers at the very beginning of their career should choose to pursue a small number of opportunities which will have a direct impact on their teaching and development. More experienced teachers should consider more ambitious professional activities, such as presenting at meetings or serving on committees of classics organizations. In order to take advantage of these opportunities, teachers should be aware of the variety of funding sources including one's own school district, professional organizations and governmental agencies. At all stages of their careers, teachers should continue to study Latin and Classical antiquity and should develop a plan for ongoing professional development in classics, which needs to be updated over time based on reflection.

Sample Organizations and Opportunities:

- Professional organizations of the Classics (American Classical League (www.aclclassics.org), American Philological Association (www.apaclassics.org), regional, state, and local associations)

- Other professional organizations (ACTFL, state foreign language associations)
- Local college or university Classics programs, Schools of education, State departments of education
- Informal networks and support groups
- Visits to other Latin teachers and their classrooms
- Lists-serves and other online resources (LatinTeach, Classics-L, eclassics)
- Programs (e.g. American Academy in Rome and American School of Classical Studies at Athens summer schools, ACL Institute, oral Latin workshops, NEH and state humanities council programs)
- Opportunities to visit classical lands
- Continued reading in the languages

Standard 3.b: Communities and Outreach

Beginning Latin teachers should be aware of the importance of reaching out to a public beyond their own students. They should be aware of the many ways in which they can become advocates for Latin and classical studies in their school, school district, and community.

Supporting Explanation

It has been many years since Latin was a required subject at the center of liberal education, and the continued vitality of this important subject depends on the efforts of the entire community of classicists in schools, colleges, and universities. Teachers should seek to build a strong Latin presence within their own schools, and should make their school districts and larger communities aware of the accomplishments of their programs and the benefits of studying Latin. Listed below are some resources to accomplish this goal.

- Outlets for publicity (local newspapers, public access, school publications, internet)
- (Extra-curricular Latin activities (NJCL, Latin Clubs etc.)
- Participation in the life of the school
- Literature and research about the value of studying classics
- Sharing knowledge of Classical antiquity with the broader community (book discussion groups, local library programs, movie nights and dramatic performances)