# STANDARDS FOR LATIN TEACHER PREPARATION

**The American Classical League**

**and**

**The American Philological Association**

**Joint Task Force on Teacher Training and Certification**

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Both the APA and the ACL offer placement services for candidates seeking Latin teaching positions and institutions offering such positions.

Jobs listed on the APA web site are mainly for college and university positions: http://www.apaclassics.org/Administration/Placement/Placement.html.

ACL lists primary and secondary school positions: http://aclclassics.org/tr_jobs.html.

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# TABLE OF CONTENTS

# FOREWORD

## The Context of the Standards

Teaching Latin is a noble calling but not an easy vocation to follow. Someone who wants to be a Latin teacher has many ways to reach that goal, from on-the-job apprenticeship to formal programs in teacher education.  No matter what their route to the classroom, prospective Latin teachers must study one and perhaps two difficult classical languages, and they must acquire the pedagogical knowledge and skills necessary for successful practice. In colleges and universities prospective Latin teachers, never very numerous, are sometimes shoehorned into programs designed for teachers of modern languages or other subjects. Eager students who sense a calling to teach Latin may find themselves turned away by misinformed educators who believe that there is no need for such teachers or who have little notion of how to prepare them. Often the greatest challenge, both for teachers and for those who train them, is to know what knowledge matters and what skills are essential.  This document has been created to help them meet that challenge.

*Teaching Latin is a noble calling but not an easy vocation to follow.*

# THE BASICS

## Who are these *Standards* for?

*Standards for Latin Teacher Preparation* has been written for everyone actively engaged in training Latin teachers, as well as for prospective teachers themselves.  Many members of this primary audience will be found in college and university departments of Classics; others will be in schools of education or other teacher training programs.  Clear, readily implemented standards for teacher training and development will make it easier for colleges and universities to know what students need on their road to becoming Latin teachers, and for prospective teachers to know what knowledge and skills they need to acquire.

*Standards make it easier for schools and universities to know what students need to become Latin teachers.*

The audience for these *Standards* extends beyond academe.  Through the *Standards*, state boards of education and foreign language supervisors, district curriculum supervisors, 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. Latin-specific standards will address the current critical shortage of Latin teachers by making it easier to create rigorous, efficient programs of training and preparation.

## What do these *Standards* describe?

*Standards for Latin Teacher Preparation* sets out what a Latin teacher should know and be able to do at the beginning of his or her career.

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 or licensure.
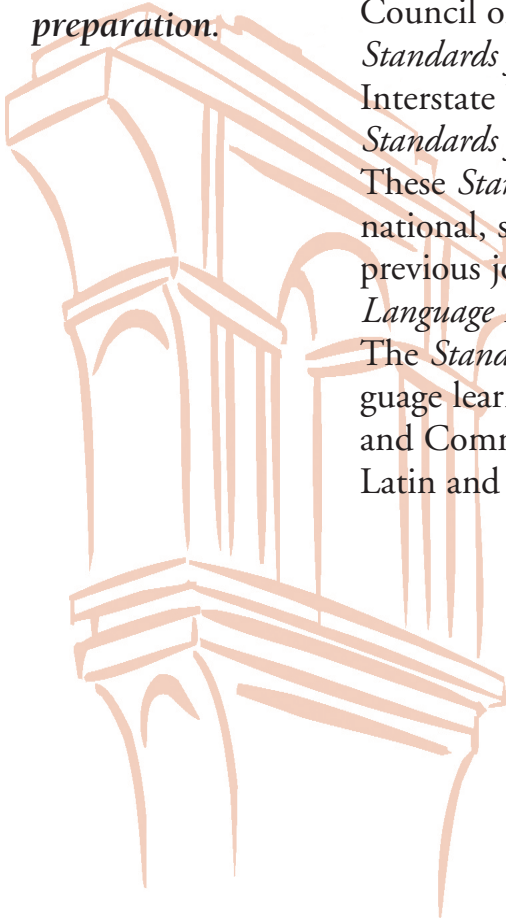
All teachers learn as they teach, and teachers at the beginning of their careers learn a great deal. A prospective teacher, one without any independent classroom experience at all, may not be prepared to meet every aspect of these standards. For such a novice and for those engaged in preparing him or her, the Standards can be read as a description of a goal to be met within the first two or three years in the classroom.

## What is the origin of these *Standards*?

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

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.

In preparing these standards the task force consulted the American Council on the Teaching of Foreign Languages' (ACTFL) *Program Standards for the Preparation of Foreign Language Teachers* (2002) and the Interstate New Teacher Assessment Consortium's (INTASC) *Model Standards for Licensing Beginning Foreign Language Teachers* (2002). These *Standards for Latin Teacher Preparation* 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.

## What is in the *Standards*?

This document organizes a beginning Latin teacher's knowledge, skills, and understanding under three main headings:

• Content Knowledge

• Pedagogical Knowledge and Skill

• Professional Development

Each main standard is divided into two or more subordinate standards. 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 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. These supporting explanations are intended to suggest, not to prescribe. Examples in the supporting explanations may not match a particular beginning teacher's experience or circumstances, but they should give a general idea of the kind and level of skill and knowledge that he or she will need.

## The road ahead

Latin is not a static, unchanging subject. The training of a Latin teacher in 2010 is not the training of 1910, or even of 1960. *Standards for Latin Teacher Training* will not be a static document. The APA and ACL intend to update it in response to developments in education, changing requirements for certification and licensure, and new knowledge of Latin and its heritage.

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 Latin Teacher Preparation* will prove useful to educators, accrediting agencies, 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 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

- Awareness of the importance of the Latin language and Greco-Roman civilization in later cultures

## Standard 2: Pedagogical Knowledge and Skill

Beginning Latin teachers

- Are familiar with national, state, and local curriculum standards

- Demonstrate knowledge of the major approaches and methods used in the teaching of Latin and Roman culture

- Acquire the skills necessary to put these standards, approaches, and methods into practice as they help their students develop connections and comparisons among languages and cultures

- Use a variety of tools to assess their students' progress in understanding Latin and Roman culture

- Begin the process of developing a carefully considered, coherent understanding of the nature of teaching and learning

## Standard 3: Professional Development

Beginning Latin teachers

- Continue their intellectual development as life-long learners of Latin

- Take advantage of opportunities beyond the classroom for professional development

- Make their programs and the excitement of classical antiquity known to a wider community beyond the classroom.

# CONTENT KNOWLEDGE

## Standard 1: Content Knowledge

Beginning Latin teachers demonstrate

- Knowledge of Latin

- Proficiency in the language skills necessary for teaching it

- Knowledge of Roman culture

- Awareness of the importance of the Latin language and Greco-Roman civilization in later cultures

## Standard 1.a: Linguistic Knowledge and Proficiency

Beginning Latin teachers

- Demonstrate proficiency in reading and understanding Latin

- Are familiar with commonly taught Latin authors and texts

- Pronounce Latin accurately and with expression and read poetry with attention to meter

- Are able to write grammatically correct, idiomatic Latin

- Can describe morphological, syntactical, and rhetorical features of language

## Standard 1.b: Cultural Knowledge and Awareness

Beginning Latin teachers

- Demonstrate understanding of how cultural products and practices reveal perspectives of the Roman world

- Demonstrate knowledge of the historical and geographical context of Roman culture

- Are aware that the cultural importance of Latin extends beyond the historical limits of ancient Rome
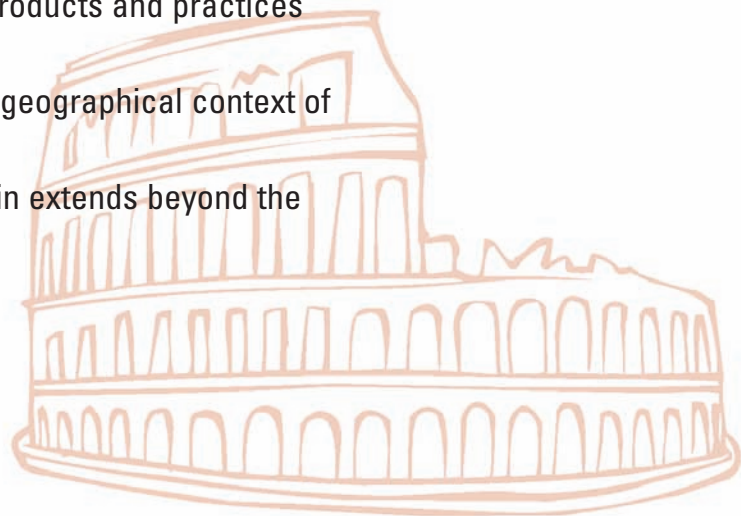
## Supporting Explanation:  Standard 1.a

### • Reading and understanding Latin

Beginning Latin teachers are 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 to read simple Latin like Eutropius or Phaedrus 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.

### • Pronouncing Latin accurately and with expression

*Beginning Latin teachers are able to read and understand authentic Latin texts in a variety of genres and styles and from different historical periods.*

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. They understand the principles of scansion and the structures of Latin verse.  They recognize the importance for themselves and their students of speaking and listening to Latin, and they can use simple greetings and classroom commands.

### • 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 *Mihi placet* is one way to say "I like it" in Latin. Their written Latin should use words, phrases, and clauses in typical Latin order.
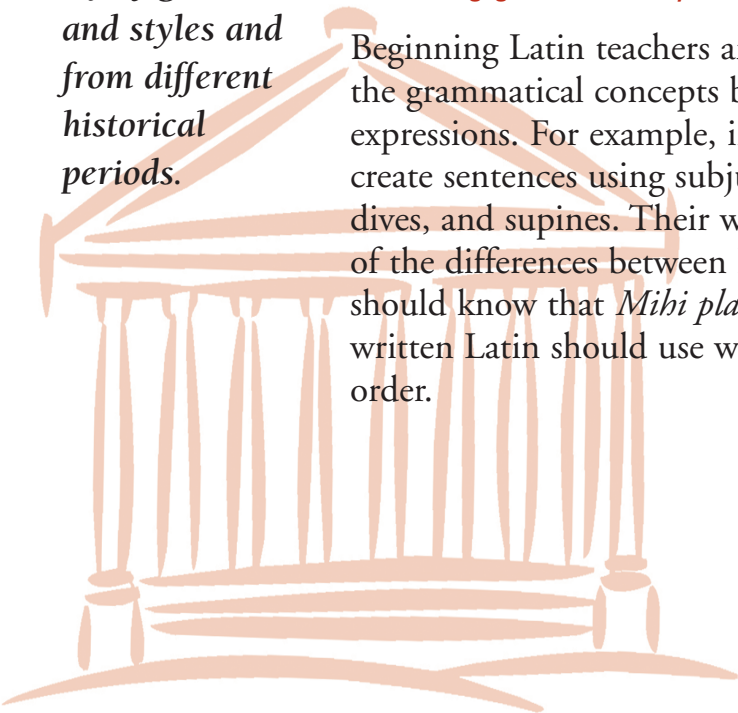
• Describing morphological, syntactical, and rhetorical structures of language

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 *Hi omnes lingua, institutis, legibus inter se differunt*, they can explain the case and function of the ablatives *lingua, institutis*, and *legibus*, and they can account not only for the tense, mood, and voice of *differunt*, but also for its relationship to the basic verb *fero*.

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.

Beginning Latin teachers can explain how syntactical and rhetorical elements reinforce and create meaning in a text. For example, they can recognize how alliteration and meter enhance literal meaning in Vergil's description of Achates building a fire at *Aeneid* 1.174-176.

## Supporting Explanation:  Standard 1.b

As part of classical education and as an 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 are aware of the richness of this heritage, and they 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 most aspects of Roman culture.

### • Cultural products:  Literature

Beginning Latin teachers demonstrate knowledge of the history of Roman literature from Plautus to Pliny and beyond. 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. They are familiar with the principal Greco-Roman myths, especially those that appear frequently 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 or stola and explain their cultural value, and they can explain the different offices of the *cursus honorum*. They know the distinguishing features of Roman religion and religious practice. They should know enough about Roman government and legal procedure to provide necessary context for literary and other texts.

### • Cultural Perspectives

Beginning teachers are able to explain the values and perspectives as revealed in the Romans' cultural products and practices. For example, they can show how Livy's narrative of the suicide of Lucretia reveals Roman attitudes toward political liberty and female chastity.

# PEDAGOGICAL KNOWLEDGE AND SKILL

## Standard 2: Pedagogical Knowledge, Skills, and Understanding

Beginning Latin teachers

- Are familiar with national, state, and local curriculum standards

- Demonstrate knowledge of the major approaches and methods used in the teaching of Latin and Roman culture

- Acquire the skills necessary to put these standards, approaches, and methods into practice as they help their students develop connections and comparisons among languages and cultures

- Use a variety of tools to assess their students' progress in understanding Latin and Roman culture

- Begin the process of developing a well-thought-out, coherent understanding of the nature of teaching and learning

*Beginning Latin teachers evaluate and choose from a variety of materials, resources, and technologies in order to develop proficiency in Latin and encourage insight into Roman culture.*

## Standard 2.a: Standards and Approaches

Beginning teachers are aware of the *Standards for Classical Language Learning*, the *Standards for Foreign Language Learning in the 21st Century*, and their state and local curriculum standards. They are able to use standards to inform their planning and teaching.

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. They know how to implement features of all three approaches in a variety of instructional situations. They know how to integrate Roman culture with language instruction.

## Standard 2.b: Instruction and Assessment

Beginning Latin teachers are aware of and able to use a variety of instructional strategies to meet the goals of their Latin curriculum. They can plan the goals, methods, and pacing of their courses. They evaluate and choose from a variety of materials, resources, and technologies in order to develop proficiency in Latin and encourage insight into Roman culture.
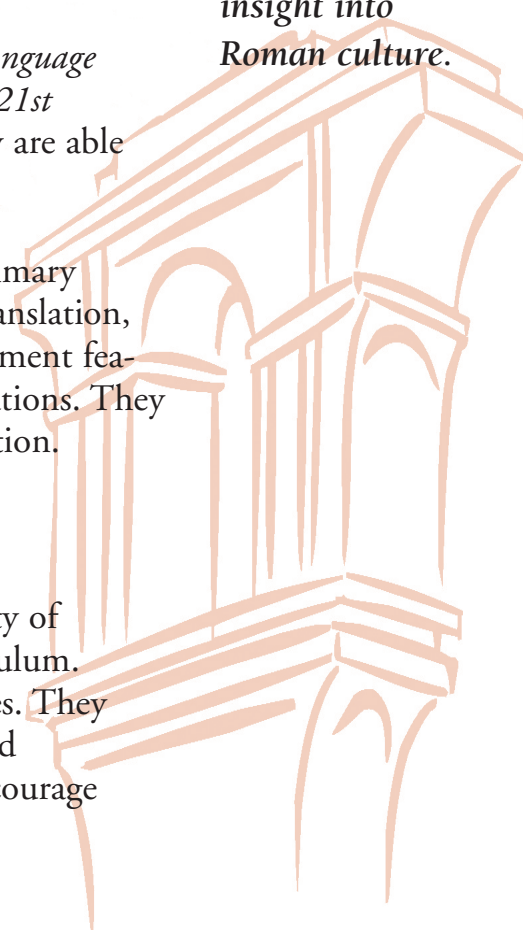
Beginning Latin Teachers understand and can use a variety of assessments to monitor and report student progress. Beginning Latin Teachers are prepared to take advantage of external exams such as the National Latin Exam, International Baccalaureate, Advanced Placement Exams, and state and local exams.

## Standard 2.c: Practice and Reflection

Beginning Latin teachers recognize and respect the importance of students' age and gender and the diversity of their experiences, abilities, and cultural or socio-economic backgrounds. They are in the process of developing an understanding of the nature of Latin teaching and learning. Their individual teaching styles reflect these understandings. They are able to explain the reasons behind decisions they make in their planning and their teaching.

## Supporting Explanation:  Standard 2.a-c

### • Standards:

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") will help beginning and experienced teachers recognize and articulate connections among two or more aspects of the curriculum. Beginning teachers are able to use the Five Cs, state standards, and district-level curriculum documents. They can plan and choose appropriate activities to attain curricular goals specified or implied in these documents.

The Five Cs help beginning teachers see the connections among all aspects of Latin language, literature, and culture (including history and mythology). Successful beginning teachers integrate reading, grammar, culture, vocabulary, etymology, and other aspects of Latin instruction.

They see links among the five standards and seek to help their students attain an integrated understanding for themselves.

## • Approaches:

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 to their students' learning needs. For example, a beginning teacher in an oral-aural classroom 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. For students with experience and comfort with an oral-aural approach, the beginning teacher may choose to emphasize oral-aural work even in a grammar-translation setting. The beginning teacher is able to locate, select, adapt, and even create various types of supplementary materials to supplement a textbook's presentation. Thus, a beginning teacher will be able to find or create additional reading passages, supplementary grammatical exercises, or oral activities at an appropriate level of difficulty for her students.

*Latin teachers recognize that learning is fundamentally an active process.*

## • Instruction:

Latin teachers recognize that learning is fundamentally an active process, incorporate active learning strategies whenever possible, and 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 formal presentation of 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 predict 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.
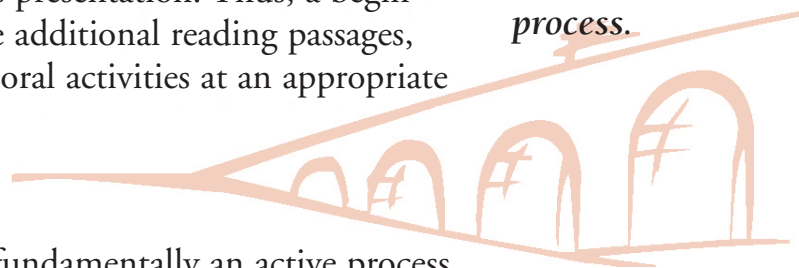
*Assessment should measure not only what students know about the language, but what students can do with the language in reading, writing, speaking, and listening.*

Whenever possible, Latin 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. If, for example, the current chapter in the assigned textbook has a cultural focus on the *thermae* and a grammatical focus on dative-case nouns, the beginning teacher may help 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.

As the important Connections, Comparisons, and Communities strands of the Five Cs suggest, beginning Latin 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. If, for example, a class is learning the Latin cardinal and ordinal numbers, the teacher may demonstrate cardinal and ordinal numbers in several Romance languages and help students see the similarities and differences among the numbers in these languages.

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 mixed-level 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, 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 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.

## • Assessment:

Assessment should measure not only what students know about the language, but what students can do with the language in reading, writing, speaking, and listening. 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 they can develop, find, or adapt appropriate assessments of both types when necessary. The Culture, Connections, Comparisons, and Communities strands of the Five Cs 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 ongoing, unbiased, and aligned with instruction.

## • Practice and Reflection:  the teacher and subject

Because teachers must make deliberate choices among a range of teacher-, student-, or subject-centered instructional methods, beginning Latin teachers should be able to articulate their approach to teaching and learning, and to 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 the history, literature, philosophy, and material culture of the Greco-Roman world, and its reception and influence in later eras. They are prepared to make connections between their own teaching and the knowledge and methods of related subjects.

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 take opportunities to learn, practice, and reflect on classroom management skills and to develop successful class routines.

Like other language teachers, beginning Latin teachers must become familiar with the theory and process of language acquisition. They need to know, for example, that beginning students may exhibit a "silent period" 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 important keys to reading proficiency.

### • Practice and Reflection:  the student

*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.*

Because students come to Latin not only as individuals but as members of particular communities, in planning instruction and in teaching their classes Latin 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.

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 Italian or French may have little difficulty with the vocabulary of Latin, but may struggle with unfamiliar English derivatives. On the other hand, an English language learner who speaks Chinese at home may find Latin syntax and vocabulary more challenging, but may readily
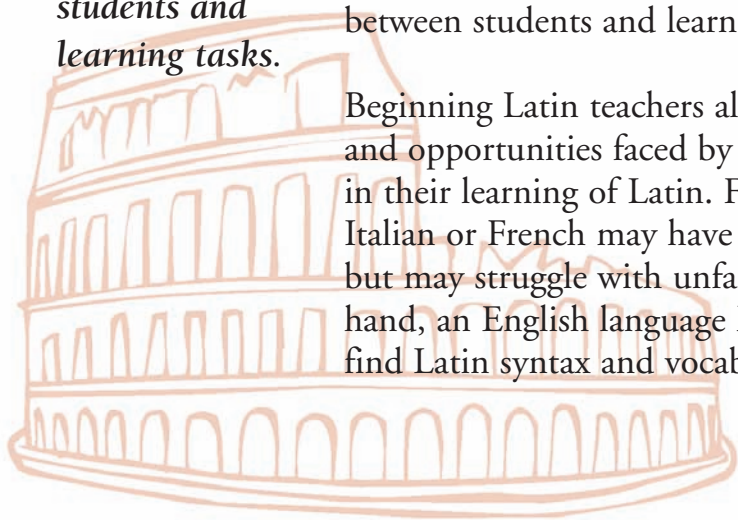
understand concepts such as *pietas* and *dignitas* that may seem wholly alien to many American teenagers. By beginning to anticipate and plan for such challenges and opportunities, successful beginning Latin teachers develop an atmosphere of mutual respect and shared learning in their classrooms.

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 situation with helping a student, 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.

## A Note on Technology

Beginning Latin teachers are aware of the range of technology from pencil and paper and chalk and blackboard to wikis, podcasts, and blogs, and they seek out print and electronic resources that complement a basic Latin textbook. 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.

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 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 Latin. 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. 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.

# PROFESSIONAL DEVELOPMENT

## Standard 3: Professional Development, Lifelong Learning, and Outreach

Beginning Latin teachers

- Have begun to continue their intellectual development as life-long learners of Latin

- Take advantage of opportunities beyond the classroom for professional development

- Make their programs and the excitement of classical antiquity known to a wider community beyond the classroom

## Supporting Explanation: Standard 3

Successful Latin teachers participate in the community of scholars by taking advantage of the strong network of professional associations and professional development opportunities like the ones described on page 21. Teachers at the very beginning of their careers 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 their own school districts, 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.

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.

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)

Educators charged with preparing, training, and advising Latin teachers will look for positive indications that a prospective or beginning Latin teacher is achieving proficiency in content knowledge, pedagogical knowledge and skill, and professional development and lifelong learning. This appendix lists some possible things that a Latin teacher at the beginning of his or her career might do to give indication of proficiency. Like the supporting explanations following each standard, these lists are intended to suggest, not to prescribe.  Every educator will want to supplement them with indicators appropriate to specific teachers and circumstances.

*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.*
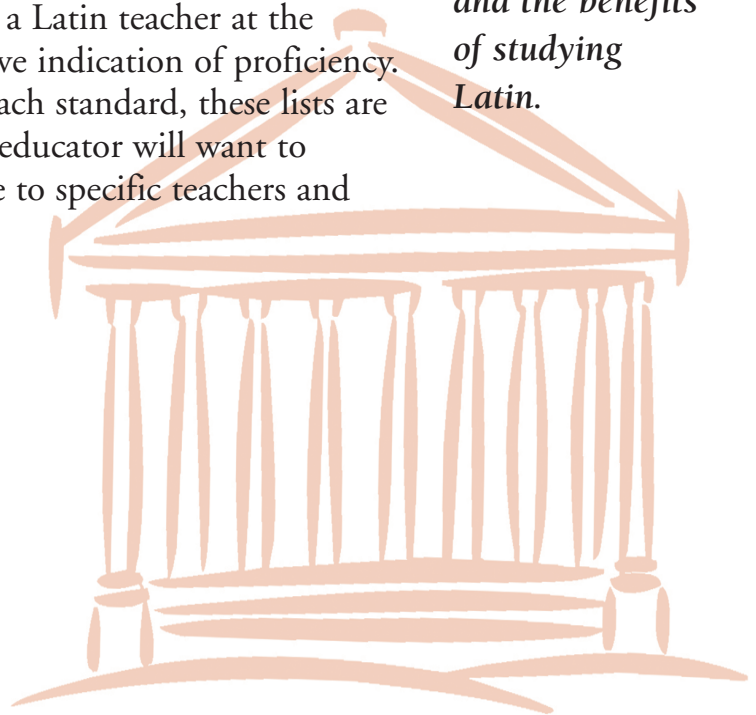
# APPENDIX: SAMPLE INDICATORS OF PROFICIENCY

## Sample Indicators for Standard 1

- Performance on written examinations testing Latin reading comprehension and translation skills.

- Performance on oral examinations testing the ability to read Latin aloud with expression and comprehension.

- 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.

- Samples of written work in Latin, such as assignments completed for a course in Latin composition.

- 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 professional experiences such as performances of Greek or Roman drama, concerts with classical themes, museum exhibits, academic lectures, and the like.

## Sample Indicators 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.

- Demonstration lessons that address multiple modes of learning.

- 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 with specific reference to the Latin classroom.

- 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.

## Sample Indicators for Standard 3

- Membership in a local, regional, or national professional association and participation in meetings of that association.

- Participation in Latinteach or other professional discussion lists.

- Travel or study in classical lands.

- Writing an article for a school or local newspaper advocating the study of Classics.

### 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

- List-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

# STANDARDS FOR LATIN TEACHER PREPARATION

**is a collaborative project of**

**The American
Classical League**

**and**

**The American
Philological Association**