

STANDARDS FOR LATIN TEACHERS

Standard 1. Teachers demonstrate classical language competencies commensurate with their role as readers, writers and speakers of classical languages. They function effectively in interpretive and presentational modes using reading, writing and some oral skills.

Indicator 1: Teachers accurately read and translate adapted and authentic texts on the literal, interpretive and critical levels, and they rephrase, summarize, critique or make personal application of the material read.

Indicator 2: Teachers write the classical language using correct syntax and appropriate vocabulary.

Indicator 3: Teachers read the classical language aloud with fluency and appropriate expression.

Standard 2. Teachers demonstrate understanding of the basic linguistic components of the classical language (e.g. units of sound, morphology, grammar, vocabulary, syntax, and pragmatics).

Indicator 1: Teachers identify and produce the basic sound units and prosodic features (e.g. stress, rhythm and intonation) of the classical language.

Indicator 2: Teachers explain the basic grammatical and syntactic units of the classical language.

Indicator 3: Teachers demonstrate an understanding of the structured nature of classical language vocabulary (e.g. word families and derivations).

Standard 3. Teachers demonstrate familiarity with cultures represented by the classical languages as they relate to products (e.g. food, games, literature, laws), practices (e.g. customs) and perspectives (e.g. beliefs, values and ideals).

Indicator 1: Teachers explain cultural practices and products from the Greco-Roman world and demonstrate a clear, accurate understanding of the values and beliefs of those cultures.

Indicator 2: Teachers understand the perspectives of the Greco-Roman world as reflected in literature and the arts.

Indicator 3: Teachers demonstrate knowledge of the history and geography of the Greco-Roman world.

Standard 4. Teachers demonstrate insight into how the classical language and culture compare to the students' language(s) and culture(s).

Indicator 1: Teachers identify similarities and differences among cultures as they compare and contrast students' cultures with the classical cultures.

Indicator 2: Teachers understand that one's own cultural orientation affects the perception of another culture, and they avoid perpetuating cultural misperceptions.

Indicator 3: Teachers provide examples of influences of Latin on English and other modern languages and of Greco-Roman culture on contemporary history and culture.

Indicator 4: Teachers compare and contrast distinctive features of English with those of the classical language.

Standard 5. Teachers demonstrate familiarity with current theories in classical language learning, human cognitive development and brain research.

Indicator 1: Teachers identify the distinct ways in which students of all ages learn a classical language.

Indicator 2: Teachers apply developmentally appropriate instructional strategies that reflect current understanding of classical language learning.

Indicator 3: Teachers apply literacy theory to the teaching of reading and writing in the classical language.

Standard 6. Teachers create and manage a classroom environment conducive to classical language learning.

Indicator 1: Teachers maintain a safe and positive learning environment for all students.

Indicator 2: Teachers consider the emotional, physical and intellectual needs of the student as they impact second language learning.

Indicator 3: Teachers demonstrate the ability to modify visual and physical aspects of the classroom to facilitate and enhance language learning.

Standard 7. Teachers employ multiple strategies to engage students actively and effectively in learning the classical language and cultures.

Indicator 1: Teachers motivate students through different kinds of learning activities.

Indicator 2: Teachers provide a variety of ways for students to read, analyze and discuss the classical language and culture.

Indicator 3: Teachers demonstrate the ability to differentiate between major and minor errors. They know how and when to make corrections, provide feedback and allow for delayed response.

Indicator 4: Teachers identify opportunities for students to apply their knowledge of classical language and culture outside the classroom.

Indicator 5: Teachers assist students in making links to local and/or distant classical studies communities.

Standard 8. Teachers identify, select, adapt and use a wide variety of instructional resources and technology to enhance students' learning and to provide access to the classical language and cultures.

Indicator 1: Teachers incorporate appropriate and accurate reproductions of artifacts from the Greco-Roman world (e.g. calendars, artifacts, images, maps, coins,) manipulatives, print and non-print materials into classical language instruction.

Indicator 2: Teachers use research skills, technology and resources (e.g., online and print materials, e-mail and software programs) that relate to classical language and culture. They also provide opportunities for students to make use of these skills and resources.

Standard 9. Teachers understand the sequential nature of the classical language curriculum and articulate the instructional program accordingly.

Indicator 1: Teachers develop language specific curricula based on the generic framework of the Standard Course of Study.

Indicator 2: Teachers recognize the complexities resulting from multiple entry points within the classical language program and incorporate knowledge about their students' prior classical language experiences into their instruction.

Indicator 3: Teachers demonstrate an understanding of the simple to complex or familiar to unfamiliar progression of topics, content and language in the sequential curriculum.

Indicator 4: Teachers demonstrate an understanding of horizontal (within a level) and vertical (level to level) curricular articulation.

Standard 10. Teachers link the skills and knowledge between the broader curriculum and classical language instruction.

Indicator 1: Teachers recognize the importance of collaborating with teachers across the curriculum in order to incorporate concepts and knowledge from other subject areas at the appropriate grade level into classical language instruction.

Indicator 2: Teachers seek to maximize the transfer of cognitive, academic and communicative skills between first and second languages.

Standard 11. Teachers implement assessment strategies that are aligned with instruction. They address all applicable classical language strategies (reading, writing and sometimes listening or speaking) and culture in order to measure student achievement.

Indicator 1: Teachers recognize that assessment has a variety of purposes for the classical language program, including monitoring student learning, reporting student progress and achievement, and evaluating instruction.

Indicator 2: Teachers demonstrate knowledge of a variety of assessment instruments, including paper-and-pencil tests and alternative assessments such as portfolios, and written or oral performance assessments. They understand the importance of using multiple strategies to measure student progress, achievement and classical language skills.

Standard 12: Teachers affirm that classical language learning is appropriate for all students regardless of ability, language background, race, ethnicity, gender, religion and other cultural factors.

- Indicator 1: Teachers demonstrate an understanding that students learn classical languages in different ways, and they vary instruction to address individual learning styles and abilities.
- Indicator 2: Teachers acknowledge that special needs students can learn a classical language.
- Indicator 3: Teachers collaborate with special support personnel when modifying instruction to meet the needs of those students.
- Indicator 4: Teachers model respect for the differences among students to foster a positive classroom climate that promotes classical language learning for all students.

Standard 13. Teachers maintain and enhance their knowledge of the classical language and culture beyond the classroom.

- Indicator 1: Teachers acknowledge the importance of continuing to read the classical language and to expand and continually update their cultural knowledge.
- Indicator 2: Teachers engage in ongoing language and culture development through travel and formal coursework, by using technology and by taking advantage of professional development opportunities.

Standard 14. Teachers understand and communicate the value of learning classical languages to students, colleague, administrators and the community at large.

- Indicator 1: Teachers advocate for a continuous sequence of classical language instruction.
- Indicator 2: Teachers understand the importance of collaboration among classical language teachers and teachers of other languages and other disciplines at all levels.
- Indicator 3: Teachers recognize how educational decisions are made, how those decisions affect classical language programs and how to represent the classical language program in the decision-making process.
- Indicator 4: Teachers stay abreast of local, state and/or national legislation and policies affecting the teaching of classical languages.
- Indicator 5: Teachers communicate the benefits of classical language study for diverse groups of students.
- Indicator 6: Teachers seek opportunities to promote classical language education.
- Indicator 7: Teachers foster constructive relationships with parents, colleagues, school administrators, local governing boards and state and national policy makers in order to promote the value of classical language education for all students.