

## National Latin Teacher Recruitment Week

Spring 2013 marks the 10<sup>th</sup> anniversary of National Latin Teacher Recruitment Week.

This panel seeks to honor the milestone by discussing teacher preparation in CAMWS territory.

Two papers outline university programs for teacher certification, one face-to-face and one online.

One paper, by a teacher three years into his career, discusses his training and the recruitment of the next generation of teachers through personal connection and as the work of professional

organizations. Another paper, given by a Ph.D. who chooses to teach in a private high school, will discuss the process of seeking a state teaching license based on equivalency through the

department of public instruction. The last paper promotes a new social website created by the

Committee for the Promotion of Latin and the National Committee for Latin and Greek which is being used as a meeting place for new teachers and for those who wish to mentor those teacher

and share their pedagogical ideas. The panel intends also to promote NLTRW's digital presence on the website of the NCLG ([promotelatin.org](http://promotelatin.org)) and to encourage people to apply for the grants

offered by the NLTRW committee.

## Successful Latin Teacher Training

The Department of UMass Amherst has been producing Latin teachers with a specialized Teaching Master's degree (MAT) since the program began in 1970. There are no official ratings systems for Latin MAT Programs, but the UMass program is anecdotally known to be one of the best in the nation. The aim of this paper is to present the key aspects that make the UMass program successful, and to provide information for other Classics departments looking to create, or expand, or improve their existing teacher training programs, or for Classics professors who simply wish to know more so they can counsel undergraduates looking to establish a career as a Latin teacher.

First, this paper will demonstrate that currently there are eight states that require a Teacher training program, or as many State Departments of Education call them, Educator Preparation Programs (EPPs) for Level 2 (or Initial) certification in Latin and Classical Humanities [AK, CA, CO, DC, FL, MA, PA, & WA].<sup>1</sup> Twenty additional states require a Master's degree for advanced certification. In all 50 states, a BA in a subject-area discipline with some Education credits, and a passing grade on a subject-area test or on a Communication and Literacy test is all that is required to receive provisional or preliminary certification and begin teaching in most states. Yet this level of licensure only lasts 3 to 5 years, and a teacher must work toward that higher level of certification in all states except two [TX & WY do not provide advanced certification and renewal of certification depends only on professional development hours].

This paper will thus first propose that a teacher-training course would be a useful addition to any undergraduate Classics curriculum (at least as an option for students). This way, students

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<sup>1</sup> See this document on the APA website: [apaclassics.org/images/uploads/documents/education/APA\\_Latin\\_Certification.pdf](http://apaclassics.org/images/uploads/documents/education/APA_Latin_Certification.pdf).

in their undergraduate years could become more familiar with the theoretical approaches to language learning, the available textbooks in the discipline, and to the debates within the field about effective Latin teaching. Teacher training courses are also important options for MA programs to offer interested students. For those Classics departments inside the eight states that require an EPP, it is most essential that MA programs develop an MAT track so that students can obtain advanced certification before they apply for their first teaching job in a public education system. Since an EPP typically includes a practicum, or student-teaching, it is most beneficial if students can complete that before launching their careers, thus freeing them up to focus on their teaching and the other requirements for more advanced levels of certification or on renewals of certification. This paper will also emphasize the importance of oversight of practicum by a Classics department, rather than any other entity.

Second, this paper will present the curriculum of the UMass MAT program in order to offer up ideas about the kind of pedagogy courses a Classics program (UG or graduate) might consider including in its curriculum. Most of the courses that UMass students take are in Classics, and include author courses and Latin-pedagogy courses.

Lastly, this paper will address some key aspects toward creating a legacy for an MAT program. Classics-alumni-reunions, friendly relationships with area Latin teachers, strong presences at local and regional Classics conferences, and a commitment from Classics faculty to reflect upon and implement pedagogical trends – all these things will lead to a strong, cohesive relationship between Classics programs in higher education and the surrounding pedagogical community.

In sum, the goal of this paper is to provide information about the need for teacher training, some ideas about implementing teacher training, and some encouragement to think

about the wider, teaching community from inside the so-called “ivory tower” of higher education.

## Teacher Training Online at UNC, Greensboro

The ground is always shifting as we try to find ways to recruit and train Latin teachers, and to accommodate the needs of teachers as we develop programs. In 1990 The University of North Carolina at Greensboro offered a summer institute for Latin teachers, funded by the Governor's Office. That experience, and requests by teachers, led to the establishment of an M.Ed. program for in-service teachers which offered courses in the evening and summer to accommodate their schedules. Those admitted to the program already had initial teaching licenses and were seeking professional development and a chance to earn a higher salary from the state after completing a master's level program. Several years later, changes in state certification requirements led to an awkward (but mandated) division of the program into separate tracks for those with initial certification and those seeking to earn both initial and more advanced certification. Lateral entry provided the chance for those without a license to begin teaching while earning their initial license. The advent of "No Child Left Behind," and the requirement that teachers be "highly qualified," was subsequently interpreted by some (though not all) schools and counties to mean that lateral entry was no longer possible. So the ground shifted again, as teachers tried to complete coursework and find employment in a climate that made both difficult. More recently, cuts in high school funding have created more part-time teaching positions, so teaching part-time and completing a part-time graduate program has become an option for many Latin teachers.

Because it is hard to recruit and support a cohort of teachers-in-training on one campus, particularly part-time students who may be teaching at a distance from that campus, an online teacher-training program has seemed a good answer to the current needs of our students. This paper will address some of the issues involved in designing and providing an online teacher

training program. Included in the discussion will be synchronous and asynchronous models, issues of technology, how to handle practica, coordination with schools of education, and areas that still need to be improved.

## Recruiting through personal engagement

The study of Latin and Greek, like so many curricular pursuits, can hinge on the vivacity, knowledge, and effort of the teacher in inspiring his or her students toward not only the enjoyment of but also a career in the classics. The speaker will reflect on the reasons he was drawn to Latin in high school and what encouraged him to continue his Latin studies in college. While he did not need to be recruited to the profession, his supervising teachers in the district heavily recruited him to stay in the state and to get active in professional organizations. Prior to practicum he had very little knowledge of the Latin teaching opportunities in the state, let alone professional organizations such as CAMWS or ACL or any placement services.

During student teaching, the speaker worked with an officer of his state language association who introduced him to all the state and regional opportunities for getting students excited about Classics, including state Junior Classical League conventions, competitions, and after-school service clubs. She helped him envision how he might serve as a teacher recruiter when he began teaching.

In his first year the speaker was elected to serve as president of his state Latin Teachers Association, and he now concerns himself with recruiting both his own students and budding classical scholars from around the nation. He contacts local universities which license Latin teachers and finds out if college students are coming through their education programs and seeking practicum or clinical placement. He also seeks Classics majors from within the state and from neighboring states to find out if licensure might be on their radar so that he can make recommendations as to where they can license and which programs are available to them.

The speaker makes his students aware that Latin teaching jobs are plentiful and varied. He reminds them about dual major options and that obtaining a Latin teaching license can be

done alongside other university degrees. If they can pair Latin or Greek with another subject area, especially another world language, they become very marketable and valuable to the communities they intend to serve. Besides noting such economical reasons, he makes every effort to connect his students' daily existence and school life to Latin. Both in the minutiae of etymological/morphemic morsels of language and also in the grand themes of human experience, he has his students see the connections between ancient and modern cultures. This speaker believes that, ultimately, a combination of teacher encouragement, personal recruitment, and awareness development (of all the teaching opportunities available) can keep future potential Classics teachers on the path toward licensure and a career.

## Roads Less Traveled: A Ph.D. in the High School Seeks Certification

How does someone with a Ph.D. in the Classics end up teaching in a high school, and why do they stay? The speaker will first focus on the challenges and joys of teaching in a college prep high school. While the difference in age groups does entail some change in the way one teaches, students can do amazing things if you believe in them by setting high expectations for them. Simply put, there are more similarities than differences between these students and those at the college level. In addition to teaching, a teacher in this situation may be asked to do dorm duty or even coach a sport. These duties can bring out talents you never knew you possessed, and they strengthen one's relationship with the students; teaching can improve from being forced to enter uncomfortable territory. Moreover, a teacher in this situation can still have an intellectual life, even if most of the time to research comes during the summer; one still can network and enjoy professional colleagues at conferences as well. All of these things are possible if a person does not start with what one cannot do, but rather with a willingness to explore what one might be able to do if he or she tried. Because getting certification in this uncertain job market is a good idea, the speaker is currently working to get state certification based on equivalency through the state department of public instruction. It is an account this new adventure, being undertaken in 2012-2013, which will constitute the second half of the paper.

*Tirones: A Collaborative Effort to Support New Teachers.*

Tirones is a collaborative project of the Committee for the Promotion of Latin, the National Committee for Latin and Greek, and the Joint National Committee on Classics in American Education, with support from the Technology Committee of the American Classical League. It lives at [romae.org](http://romae.org) and offers a forum where new teachers can find answers to questions and general encouragement from veterans. The speaker will relate the success and challenges of this new project, which was launched in August of 2012.