

Meet Your CUP Latin Consultants

*Those of you who have taken part in any of the workshop/seminar programs sponsored by the Cambridge University Press may need no introduction to **Martha Altieri**, **Ginny Blasi** and **Donna Gerard**. But even if you've met them, we thought you would be interested in some background information on the work they do. So we asked a few questions and got a few answers. The questions are in bold.*



Whose idea was it to develop this team?

Will Griffiths, in his role as director of the Cambridge Schools Classics Project, advocated with the University of Cambridge and the Cambridge University Press in New York to secure funding for teacher training in North America for the *CLC*. In 2013 each of us was asked separately to take on the task of this training. When we each realized that it could be the three of us sharing one job, we said yes.

Why was it created?

It was believed that formal teacher training would increase teaching efficiency and effectiveness and thus increase teacher satisfaction with the Course. Teacher training would improve student progress, would develop higher levels of retention, would be a critical piece in the appreciation of the course and would increase usage in the U.S.

How did you three get chosen?

Each of us had many years' experience teaching the *CLC*, had a range of teaching experiences (private and public schools, full-time and part-time) and came from three different regions of the country (Martha from California, Ginny from New Jersey and Donna from Texas). First off, as members of NACCP we have all been involved in the planning of both the one-day spring/fall workshops as well as the summer four-day workshops for over 20 years. In addition, Martha was department chair for 25 years, Ginny chaired her local professional development committee and Donna was the AP national trainer for 22 years. All three of us had done different types of planning events both locally and nationally.

continued on page 3

Director's Message

Martha Altieri



As you begin to plan your summer, I hope you will consider attending one of the three Cambridge workshops in either Austin, TX on June 3-6, Nashville, TN on July 8-11, and Hartford, CT on August 5-8. Information about the workshops and registration can be found on our website at www.cambridgelatin.org

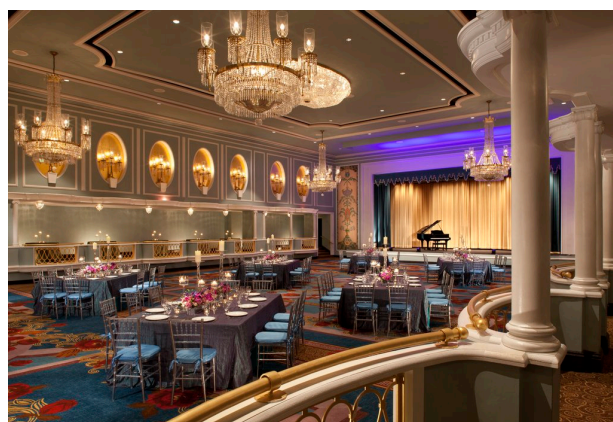
This summer, workshops will be four days in length and divided into two-day sessions. The first two days are designed for new or nearly new teachers who want to learn about the reading method and how it integrates culture and language. The next two days are designed for experienced teachers who want to explore the reading method more deeply and collaborate with one another to learn new tools that complement the reading method. Participants are welcome to attend the first two days, the last two days, or all four days. Cambridge University Press is again underwriting the cost of the workshops, which is valued at \$500.00 for each two-day session. CUP will manage the registration process using EventBrite, and there is a \$25 fee per session to secure your registration.

NACCP is committed to helping teachers attend these workshops and this summer we are again providing ten \$500 scholarships awarded on a first-come first-accepted basis. The application form can be found on the Scholarships page of the NACCP website.

Your support of the Phinney-Gleason Scholarship Fund makes it possible to provide the scholarships for teachers to attend these workshops. If you can make a donation to the scholarship fund, please go to the Scholarships page on the NACCP website.

Our 5e Teaching Materials has a new item that I hope you will check out. **Kyle Smith-Laird**, a middle school Latin teacher at The Willows Community School in Los Angeles, has written thirty-two original stories for Unit 1. These stories, edited by **Stan Farrow**, explore different story lines and give further female representation with Eumachia, a Pompeian merchant. All the stories have reading comprehension questions, and every stage is represented. You can view a sample story on the Teaching Materials page of our website.

The American Classical League is celebrating one hundred years of supporting the Latin and Greek languages. The Centennial Institute will be held this summer in New York City, June 26-29. Information about this special celebration is on the ACL website www.aclassics.org. Attending the ACL Institute is an excellent way to get to know other Latin teachers and Classicists. I have attended over twenty Institutes and I always look forward to the camaraderie of old friends and making new acquaintances. Hope to see you there!



The ACL Institute will be held at the Hilton Midtown in New York. If these photos whet your appetite, check the [ACL website](http://www.aclassics.org) above for more details.

MEET YOUR WORKSHOP DIRECTORS (cont. from page 1)

What do you see as your mandate?

To train as many teachers as possible in the reading method by offering them many opportunities to learn about and play with the various tools that reinforce the aims and principles of the *CLC*.

How do you “meet” with each other?

Each week we meet virtually via a platform that allows us to share our screens and interact face to face to plan our webinars and workshops and work with our supervisors to coordinate conferences. During the week we usually communicate via e-mail and text messages.

What are the different types of workshops/seminars, etc. that you organize/lead?

- Professional development training both in person and via the web
- Webinars on topics related to *CLC*
- Summer Workshops
- Mentoring
- Social Media support

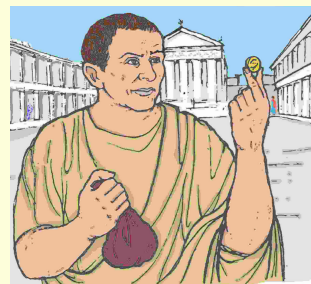
What are the dates, locations and topics for “in-person” workshops coming up?

Austin TX, June 3-6

Nashville, TN July 8-11

Hartford, CT August 5-8

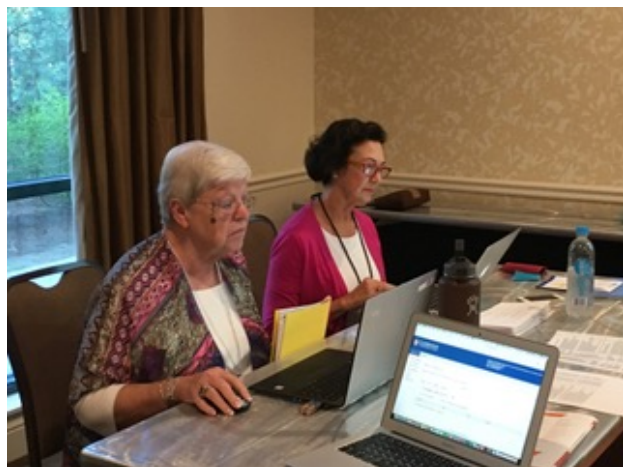
PHINNEY-GLEASON MEMORIAL SCHOLARSHIP



Ten \$500 Scholarships for
Cambridge School Classics Project
Summer Workshops in 2019

Lodging, meals and/or travel
up to a total of \$500

Information and application forms at
<http://www.cambridgelatin.org>



Donna and Martha at work. (Ginny takes the photos, so she's not in this picture.)

What are the dates and topics for upcoming online seminars?

Thursday, February 28: Teaching Stage 11

Thursday, March 28: Homework in the Latin Classroom

Thursday, April 25: Kagan Strategies, CI and Oral Latin in the Cambridge Classroom

How do you decide on topics and dates for these sessions?

We have used feedback from summer workshops, information from sales, comments on social media, working with other teachers in small groups and our gut instinct to discern what information/help teachers at all levels of teaching might be interested in.

For non-electronic sessions, how do you decide on locations?

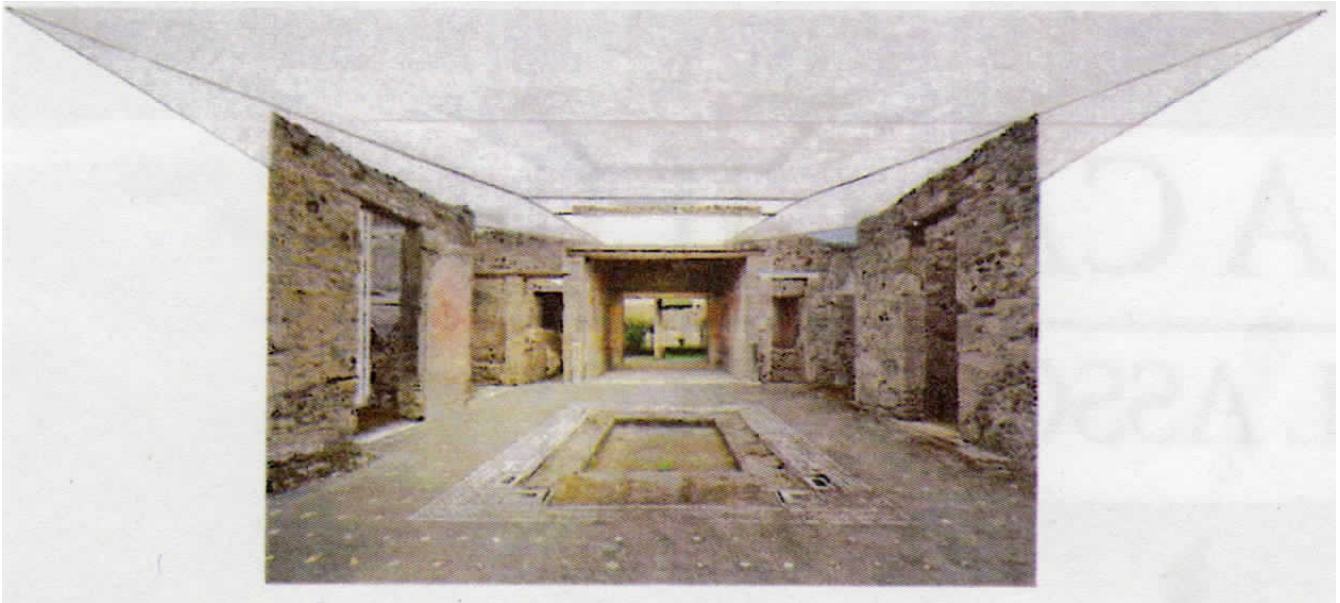
We put very many variables into the equation: how much Latin is taught in that area, is it easy to get to, is it cost-effective, have there been recent adoptions in the area, is it geographically desirable, are there suitable hotels in that location?

How do you decide who does what at a session?

Super interesting question. We have done it so many different ways. What has worked exceptionally well the last few years has been for all three of us to be at all the workshops and all three of us to share each presentation. It is rather like a well-choreographed dance sequence that just WORKS.

continued on page 4

A Roof for Caecilius



Those of us who have seen what's left of Caecilius' house in Pompeii have been saddened by how time and weather have taken their toll. So it's rather exciting to hear of a project, spearheaded by a secondary school Latin teacher from Ontario in Canada, to put a galvanized steel roof atop his home, complete with a *compluvium* for rainwater, to protect what's underneath. The Familia Caecilii Cultural Association, in partnership with the Swedish Institute in Rome and the Cambridge Schools Classics Project, have embarked on this act of preservation, inviting financial support from donors and school fundraising events. Check out details on their website at www.houseofcaecilius.com

MEET YOUR WORKSHOP DIRECTORS (cont. from page 3)

What would be a typical schedule for a 3-day workshop?

In the past we ran a three-day 16-session workshop covering these topics *inter alia*:

- The Cambridge Way – modeling and guided practice in the reading method.
- Discovering Culture
- Vocabulary Acquiring, Remembering, Managing
- Language Acquisition and Consolidation
- Assessment Strategies
- Differentiation
- Reading as Literature
- Transitioning to Authentic Literature

This summer we are planning three 4-day workshops, each of which is really 2 two-day workshops: one aimed at new and nearly-new teachers, to give them lots of support, with the second two days designed for the more experienced teacher to go deeper. Of course, all are welcome to come to all 4 days; this split, however, helps all participants use their time well.

What type of feedback have you had from participants?

Every summer we get new and different responses from the participants – way too many to give here. Suffice it to say that nearly all feel that the workshops have been the most effective teacher training as well as Latin training they have ever received and that they go away with new ideas and a new zest for teaching Latin using *The Cambridge Latin Course*.