

NACCP on ZOOM



If there is a typical image that reflects life during COVID-19 restrictions, it's the "Hollywood Squares" on-screen Zoom meeting photos of participants who sit in the "comfort" of their homes and take part in discussions and decisions through the magic of the internet.

The "collection" above comes from the NACCP Board meeting last summer. Top row: **Martha Altieri**, California, Executive Director; **Barbara "Bobbie" Thorpe-Nelson**, New Jersey, Secretary and Scholarships; **William Lee**, Texas. Second row: **Joseph Davenport**, Massachusetts; **Stan Farrow**, Ontario, Canada, Newsletter Editor; **Kyle Smith-Laird**, California. Third row: **Marlene Weiner**, Treasurer and Project Manager, New Jersey; **Virginia Blasi**, New Jersey; **Caroline Bristow**, Director, Cambridge Schools Classics Project, UK. Bottom row: **Heather Kemp**, Business Manager, Virginia. Not in the photo: **Sammie Smith**, New York. Imagine the logistics of finding a meeting time across all these time zones!

Director's Message

Martha Altieri



Spring Greetings to everyone! Each of us has had to adapt both professionally and personally over the past year. I hope the challenges are beginning to wane and, if you are not back in the classroom, you can look forward to returning in the near term or in the fall. I commend each of you for your ability to reinvent almost every aspect of your teaching during the pandemic.

Cambridge University Press (CUP) has made a strong commitment to provide teachers with help and support by providing almost weekly webinars since last August. In addition to **Ginny Blasi** and me, **Stefanie Gigante**, **Nora Kelley**, **Maureen Gassert Lamb**, **William Lee**, **Nathalie Roy Michell**, **Sammie Smith**, **Stephanie Spaulding**, and **Patrick Yaggy** have presented on a wide range of topics.

Most of the webinar recordings from the current school year can be found on CUP's Latin Teaching Support playlist on YouTube. Their Diversity and Inclusion in the Latin Classroom series is also available on the playlist. <https://www.youtube.com/playlist?list=PL2HgNIO5uPKDE3AG2XFdQO8672oxg2Epz>

The Training page of the NACCP website includes a Webinar Archives section organized by topic area so you can easily find those of interest. The most current videos in each topic are listed first, followed by the prior videos from that topic.

Cambridge University Press will again underwrite virtual summer workshops this year. Details and a registration invitation were sent in a recent email from CUP. A two-day foundations workshop for beginning teachers or new adopters of the Course will take place on July 6-7 and again on July 12-13. A two-day expansion workshop for experienced users of the Course is planned on July 8-9 and again on July 14-15. *CLC* Training also plans to offer several single-topic two-hour workshops throughout the summer.

I would like to welcome **Patrick Yaggy** as a new NACCP board member. Patrick is a long-time *CLC* user and has presented at many webinars and workshops. Patrick has created numerous innovative activities for his classes during this past year and has shared nearly all of them on the NACCP Facebook page. He has been an inspiration to all and is always ready to give his time to help teachers.

NACCP is a non-profit organization whose purpose is to promote the study of Classics and to support Latin teachers who use *The Cambridge Latin Course*. Our continued focus is on how we can best support you and your colleagues in the classroom. We welcome and appreciate your questions, suggestions and feedback.

Ed note: Martha and her husband, John, have just completed a move from California to Atlanta, GA, to be closer to her sister and her family. We wish the Altieris happiness in their new surroundings.

ACL Institute News

Like the NACCP, the American Classical League continues to go Virtual with its 2021 summer Institute. Most details are now available online at the ACL website. Registration is \$50.00 for ACL members and \$25.00 for retired members.

A quick glance at the tentative program of events shows that quite a few "Cambridge" types, past and present, are giving papers or taking part in group presentations: **Maureen Gassert Lamb**, **William Lee**, **Robert Patrick**, **Sammie Smith** and even **Will Griffiths** are all on the list. In addition, **Stan Farrow** will again be at the piano for the annual bilingual Sing-Along (even if participants all have to be muted to make this work).

The theme for the Institute is "Empire" focusing on the good and far-from-good side effects of being an imperial power. Lots to digest from a wide array of presenters - but you'll have to supply your own food!

Welcome, Patrick



The NACCP Board is pleased to welcome **Patrick Yaggy** into our ranks. Patrick received an AB and MA in Classics from the University of Georgia. He taught in Gwinnett County, GA for 17 years and currently teaches at BASIS Tucson North in Tucson, AZ. This is his 21st year teaching and 16th year using the *CLC*.

Since 2015 Patrick has presented on numerous topics for NACCP, both in person at the Summer Workshops and online via webinars. Especially throughout the difficulties and novelties of the past year, he has drawn on his experiences with his many talented colleagues across the country to redefine what teaching and learning look like in online and concurrent classroom situations with the *CLC*. While teaching in a pandemic has certainly been challenging, this time has also magnified Patrick's passion for innovation, collaboration and collegiality, as he is reinvigorated by the support teachers have shown each other.

Through his involvement in NACCP and in other endeavors, such as his position as Chair of the ACL Mentoring Program, Patrick hopes to promote this spirit of generosity and cooperation in education throughout the country.

A Review of CLC's Fall 2020 Webinars

by S.K. Smith

*In this year of "living virtually", we asked NACCP Board member **Sammie Smith** to summarize how the planning for webinars and workshops for Classicists can take place when such activities and indeed a lot of the teaching and learning they are meant to support all have to be conducted online rather than in-person. Smith produced a very thorough review of the fall schedule, providing us with an overview of the topics covered and, at least as importantly, the technical support materials and the philosophy undergirding this "new world". Smith sent a personal reminder with her article: "A lot of teaching has been done not only online but - more challengingly - in person and online at the same time (or some other wild combination devised by administration). I have been teaching with this simultaneous mess since October - kids in class, kids on Zoom - and we never know when students will be remote or in person..."*

We thank her for her magnum opus and we trust it provides insight - and hope - to all our readers.



Another school year is *Zooming* by, and we've figured out how to break in to breakout rooms,* keep pace with the pandemic,* have the best of both in-person and virtual teaching worlds*—and to do so in the midst of this tricky and troublesome year.* This fall, several *CLC* teachers designed webinars from the start of the school year until early November for any teacher seeking a shot of encouragement, some necessary inspiration or a bit of connection among the Latin teaching community. Read on to catch up on anything you missed or wish to review. All webinars are available on <https://cambridgelatin.org/training>.

**Paraphrases of webinar titles this past fall*

"Welcome to the future," **Nora Kelley** proclaimed as she described how she has balanced her experiences this year both as a teacher and as a webinar presenter.

When Kelley began brainstorming topics that might best support teachers throughout the course of the pandemic year, she first identified the need to demystify the myriad ways that teachers might feel overwhelmed by the demands of technology. A self-taught guru on Microsoft Teams, Kelley proposed a webinar that would share her expertise and embolden teachers "to keep trying and learning" as they explored opportunities for students to interact virtually. This webinar, Kelley hoped, "could serve as a reference" for teachers on using "channels," as they are called in Teams, or "breakout rooms," as they are called in Zoom and now Google Meet, for anyone new to the technology involved in teaching remotely. (**Sammie Smith** also walked participants through using Zoom and Google Meet.) Moreover, Kelley felt that these resources would save teachers from spending hours scouring the internet for how-to videos.

Google Certified Trainer **Stefanie Gigante** kicked off the webinar series in August lending her insights about using Google Assignments. Gigante explained that anyone who has access to Google can use Google assignments—even if their school does not subscribe to Google Classroom. Her presentation also demonstrated ways to connect Google Assignments with different Learning Management Systems (LMS’s) for ease in posting and grading student work. A couple of weeks later, Gigante joined forces with **Patrick Yaggy** and Smith to host a panel discussion on maintaining some semblance of normal pacing in a truncated year of unpredictable schedules. With the guidance of the *CLC* Teacher’s Manual, teachers could quickly adapt this year’s syllabus by omitting stories not essential to the overall storyline. Each presenter also reiterated how they had found ways to keep the *CLC* stories as the central focus when their classes shifted to remote learning in the spring.

William Lee, Gigante and Smith held a roundtable discussion on how to rethink assessments in “Broadening Your Assessment Toolkit”, with so many students learning remotely. As traditional paper-and-pencil checks on student learning have become even more difficult and sometimes impossible, this webinar encouraged teachers to shift conventional notions of grading to a mindset of assessing what teachers actually value in their own classrooms. From Schoology to Canvas to Blackbaud to Haiku, the presenters examined the importance of emphasizing formative assessment and its role in shaping student learning.

Among the many tips that Patrick Yaggy offered in his webinar on teaching virtually and in a hybrid setting were ways to use Video Tutorials, Pear Deck and Edpuzzle to foster student engagement while providing teachers with meaningful feedback on student understanding. Yaggy’s helpful comparisons between his pre-pandemic teaching and his pandemic alterations translated in-class activities to accessible online strategies. Furthermore, his focus on sending encouraging messages to students and parents throughout the year prompted teachers to remember the importance of making connections in a disconnected time.

Of course, all teachers who have been teaching this past year understand the exceptional difficulties in keeping students engaged in their various platforms. **Maureen Gassert Lamb** began her webinar, “The Best of Both Worlds”, with the essential reminder that “effective hybrid teaching creates spaces for all students to feel included in the experience”. Lamb emphasized the importance of building a classroom culture so that socially-distanced students could still find ways to connect. Her presentation also offered teachers hints to combat screen fatigue, to check for understanding in a low-stakes manner, and to survey student well-being on a weekly basis. **Stephanie Spaulding**, Gigante and Smith’s webinar on “Building Classroom Communities” expanded the value placed on socio-emotional learning from previous webinars by proposing community builders to be used before, during and after class—as well as outside the physical and virtual classroom walls. From singing to podcasts to conversation starters to Jamboard exit slips, teachers left with a host of ideas to foster belonging in the classroom.

When Spaulding was considering options for webinars this fall, she wanted to emphasize the importance of work-life balance. “Our work this year as teachers,” Spaulding advised, “is all about adjusting.” Thus, Spaulding partnered with Smith to design a webinar tailored to help teachers not only survive, but thrive as the demands of pandemic teaching have increased. “Low Tech, Low Prep and Setting Reasonable Expectations” provided teachers with effective ways to digitize worksheets as well as simple, off-screen activities such as Latin yoga, drama games and storyboarding a text. Spaulding underscored the rich resources available through the *CLC* while also reminding teachers about the necessity of self-care. “If your job is killing you, it’s hard to do good work. We have to model hope,” Spaulding encouraged. Indeed, these fall webinars allowed presenters to pool their best ideas for teaching and learning while offering hope in the midst of a most unusual year.

If you find some of the webinar themes of particular interest, use the link Smith has provided to access them. We don’t know what the next academic year may bring, but we’re sure that the information provided in this article will help bring hope!