

College Professors and the new *Standards for Classical Language Learning*

This presentation will argue for why college professors should know about and care about the new *Standards for Classical Language Learning*. In *Teaching Classical Languages* (Spring 2010), I argued in a similar way that college professors could learn from acquaintance with the (then) new *Standards for Latin Teacher Preparation* (Percy, Little et al. 2010). That document outlined what a beginning Latin teacher should be able to do. I offered three reasons for why college professors should become familiar with that document: (1) college professors are Latin teachers, too, and thus can learn from any guidelines for Latin teachers (2) college professors should know what their college students may have experienced in the pre-collegiate classroom while studying with Latin teachers shaped, in part, by those *Standards*, and (3) knowingly or unknowingly college professors may be training future Latin teachers and should know what will be expected of them down the line.

The new *SCLL* shifts the focus from what Latin *teachers* should be able to do to what Latin (and Greek) *students* should be able to do. Obviously the two are related. *SCLL* is a necessary updating of the 1997 document of the same name that still guides classical languages instruction in the United States. When teachers or teachers-in-training are evaluated for their effectiveness, it is often in relation to these *Standards*. The revised *Standards* have been designed in alignment with the *World-Readiness Standards for Learning Languages* (2015), collaboratively created by the leading world language organizations, with representation from the classics profession.

Since the new document addressing the learning of classical languages will drive Latin and Greek instruction in numerous ways in this country, college professors need to be in the know. Classics at any one level affects classics at all levels. While maintaining focus on the 5

C's of Communication, Cultures, Connections, Comparisons, and Communities, the revised *Standards* incorporate much that has been learned about world language learning since 1997 and provide greater discussion of learning goals, along with specific ways for teachers and learners to measure progress. The classics profession as a whole benefits from college professors becoming aware of how the learning of Latin and Greek is part of world language learning, more generally. In addition, the careful attention to language learning found in the revised *Standards* will almost certainly help to educate college professors in ways that may, in turn, help college students to learn Latin and Greek more effectively.