



Greetings,

Thank you for your interest in the Arkansas New and Emerging Teacher Institute.

The Arkansas New and Emerging Teacher Institute (AR-NETI) is conducted in cooperation with the Arkansas Department of Career Education. AR-NETI is designed to help business and trade professionals make a successful transition from the business world to education. The program, as indicated in this brochure, helps new and relatively new teachers understand their role as a teacher; understand the processes of student learning and methods of engaging students. The program also provides new teachers the educational background to earn their permanent teaching credentials. The Arkansas New and Emerging Teacher Institute allows them to earn 90 hours in three weeks spread over a year, concentrated in summer and periodic during the school year sessions.

All Career and Technical Education teachers who teach secondary students (except community college-based concurrent enrollment programs) and who are required to have 9 credit hours of education preparation can earn those hours with AR-NETI. Teachers in Permit Areas 211 & 212 and 567-625 + 650 (Mobile App Development) in the current (October 14, 2015) permit listing can earn education credits in AR-NETI.

The AR-NETI program is also beneficial for teachers in all areas of career education who desire additional support and professional learning during the early years of their teaching career.

*Registration fee:* \$ 1,500.00

To register, visit: <https://www.jotformpro.com/QTLCenters/AR-NETI>

## AR-NETI Overview

*The Arkansas New and Emerging Teacher Institute is structured in three flexible sessions: Summer, Fall-Winter, and Spring. Participants can begin with any session. A detailed outline of goals for each session follows this overview. The recommended start session for new teachers is Summer, although that is not required.*

### Summer Session – ***The New and Emerging Teacher*** – 30 hours

**Dates:** August 2 – 5, 2017 (Wed-Saturday) August 2 begins 2:00pm; all other days 8:30 am

During this introductory session, teachers will develop awareness and understanding of the teaching profession and their role as an educator. Participants will explore current research and educational trends, experiencing instruction that models best practices as they build core components (vision, procedures, rules, organization) for their learning environment. As they engage in collaborative activities and discussions, they will begin to cultivate the skills and dispositions essential for success in the education profession.

### Fall-Winter Session—***Elements of Engagement*** – 30 hours

**Dates:** October 13-14, 2017 with dates in February 2018 and virtual session to be determined by the class

Participants will develop their capacity to design effective instruction and become more consciously competent decision makers in order to support student learning. Active learning experiences build on the strategies of the previous session (August New Teacher Institute) to increase teachers' profound knowledge of teaching and learning. Participants will further develop their individual strengths as a teacher, increasing the probability that student learning will occur at high levels.

### Spring Session – ***Foundations in Quality Teaching and Learning*** – 30 hours

**Dates:** June 4 – 7, 2018 (Monday-Thursday)

During this interactive session, participants expand their skills in the development of pedagogical skills and understanding of student learning. Participants will engage as students in highly effective instructional strategies followed by reflection and discussion of why and how these practices work. New teachers make connections to their own content and put their learning to work as they design classroom inquiry modules that bring theory and research into actual classroom practice.

## Curriculum Alignment Matrix

### The New and Emerging Teacher (August 2-5, 2017)

| Day | Participant Outcomes  | TESS Standards Addressed   | Evidences & Artifacts   |
|-----|---|--|---|
| 1   | <ul style="list-style-type: none"> <li>• Get acquainted with teaching as a profession.</li> <li>• Understand the various roles teachers take on in the school environment.</li> <li>• Analyze state teacher evaluation standards.</li> <li>• Identify sources of key information for teaching and learning.</li> <li>• Define a personal mission/vision for the classroom.</li> </ul> | 1d Demonstrating Knowledge of Resources<br>2a Creating an Environment of Respect and Rapport<br>2b Establishing a Culture for Learning<br>3e Demonstrating Flexibility and Responsiveness<br>4a Reflecting on Teaching<br>4e Growing and Developing Professionally   | <ul style="list-style-type: none"> <li>✓ Day 1 Morning Reflection</li> <li>✓ Aligning Education Missions</li> <li>✓ Teacher Roles</li> <li>✓ Brainstorming</li> <li>✓ Teacher Evaluation</li> <li>✓ Standards Jigsaw</li> <li>✓ Classroom Vision &amp; Mission</li> <li>✓ Statements</li> </ul> |
| 2   | <ul style="list-style-type: none"> <li>• Define the teacher's role in the learning process.</li> <li>• Differentiate between standards, curriculum and instruction.</li> <li>• Explore the benefits and liabilities of common teaching strategies.</li> <li>• Discover the effects of growth and fixed mindsets on teaching and learning.</li> </ul>                                  | 1a Demonstrating Knowledge of Content and Pedagogy<br>1c Setting Instructional Outcomes<br>1d Demonstrating Knowledge of Resources<br>2b Establishing a Culture for Learning<br>3a Communicating With Students<br>3b Using Questioning and Discussion Techniques<br>3c Engaging Students in Learning<br>3e Demonstrating Flexibility and Responsiveness<br>4a Reflecting on Teaching | <ul style="list-style-type: none"> <li>✓ Day 2 Morning Reflection</li> <li>✓ Odd Jobs Curriculum</li> <li>✓ Development</li> <li>✓ Curriculum Analysis</li> <li>✓ Teaching Strategies Jigsaw</li> <li>✓ Research</li> </ul>   |
| 3   | <ul style="list-style-type: none"> <li>• Develop a growth mindset for teaching.</li> <li>• Define an "engaged" classroom.</li> <li>• Examine factors that impact the learning environment.</li> <li>• Develop rules and procedures needed to manage the classroom.</li> <li>• Explore time management and organization strategies that increase instructional time.</li> </ul>        | 1b Demonstrating Knowledge of Students<br>2a Creating an Environment of Respect and Rapport<br>2b Establishing a Culture for Learning<br>2c Managing Classroom Procedures<br>2e Organizing Physical Space<br>3a Communicating With Students<br>3e Demonstrating Flexibility and Responsiveness<br>4a Reflecting on Teaching  | <ul style="list-style-type: none"> <li>✓ Day 3 Morning Reflection</li> <li>✓ Classroom Procedures List</li> <li>✓ Seating Arrangement</li> <li>✓ Day 3 Afternoon Reflection</li> <li>✓ Classroom Rules</li> <li>✓ Revised Classroom Vision Statement</li> </ul>                                 |
| 4   | <ul style="list-style-type: none"> <li>• Build comfort with state standards and course structures.</li> <li>• Develop effective long-range plans.</li> <li>• Understand various assessment methods.</li> <li>• Plan instruction in a way that is focused, reasonable and flexible.</li> </ul>   | 1a Demonstrating Knowledge of Content and Pedagogy<br>1c Setting Instructional Outcomes<br>1d Demonstrating Knowledge of Resources<br>1e Designing Coherent Instruction<br>3d Using Assessment in Instruction<br>3e Demonstrating Flexibility and Responsiveness<br>4a Reflecting on Teaching  | <ul style="list-style-type: none"> <li>✓ Day 4 Morning Reflection</li> <li>✓ Course Pacing Guide</li> <li>✓ Unit-level task analysis and outline</li> <li>✓ Teacher Evaluation</li> <li>✓ Reflection, Self-assessment and Goal Setting</li> </ul>   |

## Elements of Engagement (Oct. 13 & 14, 2017 + Feb/ Mar, 2018)

| Day            | Participants Outcomes   | TESS Standards Addressed  | Evidences & Artifacts   |
|----------------|---|---|---|
| 1              | <ul style="list-style-type: none"> <li>Explore the concept of student engagement in terms of Levels of Learning within the Information Processing Model</li> <li>Investigate best teaching practices for gaining Conscious Attention and making student engagement mandatory</li> </ul>                                     | 1a Demonstrating Knowledge of Content and Pedagogy<br>1b Demonstrating Knowledge of Students<br>2b Establishing a Culture for Learning<br>3a Communicating With Students<br>3c Engaging Students in Learning<br>3e Demonstrating Flexibility and Responsiveness | <ul style="list-style-type: none"> <li>✓ Day 1 Morning Reflection</li> <li>✓ Evidence of Teacher Respect Forum</li> <li>✓ Image Lesson Starter Forum</li> <li>✓ 25 Attention-Grabbing Tips</li> <li>✓ Forum</li> </ul>  |
| 2              | <ul style="list-style-type: none"> <li>Explore instructional strategies for optimizing everyday learning experiences</li> <li>Investigate First-Time Learning, Mental Models, Locale Memory, Connections and Chunking to promote learning that is rapid, easily retrievable and can be applied creatively</li> </ul>        | 1a Demonstrating Knowledge of Content and Pedagogy<br>1e Designing Coherent Instruction<br>3b Using Questioning and Discussion Techniques<br>3c Engaging Students in Learning   | <ul style="list-style-type: none"> <li>✓ Day 2 Morning Reflection</li> <li>✓ Quickwrite Forum</li> <li>✓ Concept Map Forum</li> <li>✓ Sequencing Poster Forum</li> <li>✓ Foldable Forum</li> <li>✓ Frayer Model Forum</li> <li>✓ Comparison Matrix</li> </ul> |
| 3              | <ul style="list-style-type: none"> <li>Investigate how principles such as Diagnosis, Practice, Performance Feedback, and Formative Assessment work together to improve learner outcomes</li> <li>Explore the ways that authentic assessment can be used to encourage higher-level thinking and student ownership</li> </ul> | 1f Designing Student Assessments<br>3a Communicating With Students<br>3c Engaging Students in Learning<br>3d Using Assessment in Instruction<br>3e Demonstrating Flexibility and Responsiveness   | <ul style="list-style-type: none"> <li>✓ Day 3 Morning Reflection</li> <li>✓ Formative Assessment Forum</li> <li>✓ Authentic Assessment Overview Forum</li> <li>✓ Authentic Assessment Project Forum</li> <li>✓ Rubric Forum</li> </ul>                       |
| 4              | <ul style="list-style-type: none"> <li>Design instruction for authentic student engagement</li> <li>Utilize instructional design principles such as Clear Learning Goals and Congruency to increase instructional alignment</li> <li>Collaborate with colleagues to create high quality lesson designs</li> </ul>           | 1a Demonstrating Knowledge of Content and Pedagogy<br>1b Demonstrating Knowledge of Students<br>1c Setting Instructional Outcomes<br>1d Demonstrating Knowledge of Resources<br>1e Designing Coherent Instruction   | <ul style="list-style-type: none"> <li>✓ Day 4 Morning Reflection</li> </ul>  |
| 5<br>(virtual) | <ul style="list-style-type: none"> <li>Engage in professional collaboration and reflection based upon facilitated lessons</li> <li>Teachers give and receive feedback on artifacts and student products generated during the lesson</li> </ul>  | 4a Reflecting on Teaching<br>4d Participating in a Professional Community<br>4e Growing and Developing Professionally   | <ul style="list-style-type: none"> <li>✓ Day 5 Reflection</li> </ul>  |

**Foundations in Quality Teaching and Learning (June 4 – 7, 2018)**

| Day | Participant Outcomes   | TESS Standards Addressed   | Evidences & Artifacts   |
|-----|--|--|---|
| 1   | <ul style="list-style-type: none"> <li>Understand components of effective teaching in the 21<sup>st</sup> century classroom.</li> <li>Apply research-based practices in brain-based learning, learning styles and cooperative learning to their teaching context.</li> </ul>   | 1a Demonstrating Knowledge of Content and Pedagogy<br>1b Demonstrating Knowledge of Students<br>1c Setting Instructional Outcomes<br>1d Demonstrating Knowledge of Resources<br>2c Managing Classroom Procedures<br>4a Reflecting on Teaching  | <ul style="list-style-type: none"> <li>✓ Day 1 Morning Reflection</li> <li>✓ USA KWL Map and Graphic</li> <li>✓ Organizer</li> <li>✓ Collaborative Essay</li> <li>✓ Regions Venn Diagram</li> <li>✓ Postcard</li> <li>✓ Day 1 Blog Reflection &amp; Connections</li> </ul>      |
| 2   | <ul style="list-style-type: none"> <li>Understand how to address and design instruction for various aspects of student diversity.</li> <li>Apply strategies for differentiating instruction.</li> </ul>  | 1d Demonstrating Knowledge of Resources<br>2a Creating an Environment of Respect and Rapport<br>2b Establishing a Culture for Learning<br>3a Communicating With Students<br>3e Demonstrating Flexibility and Responsiveness<br>4a Reflecting on Teaching   | <ul style="list-style-type: none"> <li>✓ Day 2 Morning Reflection</li> <li>✓ Multiple Intelligences</li> <li>✓ Assessment</li> <li>✓ Partner Timeline &amp; Billboard</li> <li>✓ Trading Card</li> <li>✓ Bio-cube</li> <li>✓ Day 2 Blog Reflection &amp; Connections</li> </ul> |
| 3   | <ul style="list-style-type: none"> <li>Understand the role of inquiry in effective instruction.</li> <li>Analyze Problem-Based Learning from the student perspective.</li> </ul>   | 1d Demonstrating Knowledge of Resources<br>3b Using Questioning and Discussion Techniques<br>3c Engaging Students in Learning<br>4a Reflecting on Teaching   | <ul style="list-style-type: none"> <li>✓ Day 3 Morning Reflection</li> <li>✓ Online Graphing</li> <li>✓ Q-Chart</li> <li>✓ PBL Project</li> <li>✓ Day 3 Blog Reflection &amp; Connections</li> </ul>  |
| 4   | <ul style="list-style-type: none"> <li>Apply Problem-Based Learning to classroom content and context.</li> <li>Construct effective authentic assessments (rubrics).</li> <li>Apply components of effective teaching to the classroom context.</li> <li>Construct an inquiry-based, technology rich PBL module for classroom implementation.</li> </ul> | 1c Setting Instructional Outcomes<br>1d Demonstrating Knowledge of Resources<br>1e Designing Coherent Instruction<br>1f Designing Student Assessments<br>2e Organizing Physical Space<br>3b Using Questioning and Discussion Techniques<br>3c Engaging Students in Learning<br>3d Using Assessment in Instruction<br>4a Reflecting on Teaching | <ul style="list-style-type: none"> <li>✓ Day 4 Morning Reflection</li> <li>✓ Collaborative Rubric</li> <li>✓ PBL Module Design</li> <li>✓ Day 4 Blog Reflection &amp; Connections</li> </ul>  |

## As a new teacher, you have a lot on your plate!

And if you are a new teacher, and need required teacher courses in the first two years... especially if you are transitioning from business or industry to the classroom... there's a lot more on your plate... extra time, extra expense, extra work. And the clock is ticking.



If you are a Career and Technical Education who teaches secondary students (except community college-based concurrent enrollment programs) and you are required to have 9 credit hours of education preparation, you can earn those hours in the 90 hour, three-session Arkansas New and Emerging Teachers Institute (AR-NETI) or you go to a college or university and earn 9 credit hours.

Completion of AR-NETI provides the foundation for permanent teaching credentials to business professionals making the transition to teaching. This program is offered to help new teachers who have not received college-level education training build their understanding of schools, how they work, teaching and how to effectively reach students.



Many times new classroom teachers work hard just to master the day to day requirements and don't have time to attend college classes during their initial two-year licensing period. The Arkansas New and Emerging Teacher Institute allows you to earn your required hours in a year or less, earning your hours in three concentrated sessions. The AR-NETI program is also beneficial for teachers in all areas of career education who desire additional support and professional learning during the early years of their teaching career.

For details and registration, go to [QTLCenters.org/QTL](http://QTLCenters.org/QTL) and scroll down to Arkansas New and Emerging Teachers Institute (AR-NETI). You may begin with any of the three sessions.