



The Arkansas New and Emerging Teacher Institute (AR-NETI) is conducted in cooperation with the Arkansas Department of Career Education. All Skilled and Technical Science teachers who teach secondary students (except community college-based concurrent enrollment programs) are required to have 9 credit hours of education preparation. The department says it can be done it two ways... QTL's 90 hour, three week program or earn 9 credit hours at a college or university.

The QTL program is designed to provide permanent teaching credentials to business professionals making the transition to teaching in the Skilled and Technical Sciences area. 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 to master the day to day requirements and do not have time to attend college classes during their initial two-year licensing period. The Arkansas New and Emerging Teacher Institute allows them to earn their required hours in a year or less, earning their hours in concentrated week-long summer and periodic during the school year 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.

Training schedules are posted on the ExplorNet website under "QTL – For Teachers." The course is designed to begin after Summer Conference with the Summer Session, then the Fall-Winter Session, followed by the Spring Session. However, teachers may join the curriculum at the beginning of any of the three elements – Spring, Summer or Fall-Winter.

<i>Registration fee:</i>	\$3,750.00
<i>Less Grant Scholarship Credit:</i>	<u>\$2,550.00</u>
<b>Total 90 Hour Registration Fee:</b>	<b>\$1,200.00</b>

To register, go to: <http://www.jotformpro.com/QTLCenters/AR-NETI>



## Fall-Winter Session—Elements of Engagement

**Dates: October 29 & 30, 2015 and February 11 & 12, 2016 + 1 virtual day**

**Sessions: Begin 8:30am**

*Course Description* – This 30 hour course helps teachers focus on becoming consciously competent instructional designers. Teachers collaborate to design effective lessons, then examine those lessons and fine-tune them in the company of other expert teachers.

*Goals* – Participants will improve their capacities in designing effective instruction and will become more consciously competent decision makers in order to support student learning. Active learning experiences build on the strategies of the two previous sessions (New Teacher Institute and QTL Foundations) 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.

### Elements of Engagement Course Objectives

- ⤴ Deeper Understanding of Learning Principles and Process
- ⤴ Become consciously competent instructional designer
- ⤴ Consciously competent decision making
- ⤴ Strengthen personal abilities
- ⤴ Increasing the probability of high level student learning
- ⤴ Understand that teaching is collaborative, not “private practice”
- ⤴ Building teaching skills through awareness and use of learning principles



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

**Dates: June 7-10, 2016**

**Sessions Begin - 8:30am**

*Course Description* – This 30-hour session is designed to build participants' understanding of research-proven strategies for teaching and learning. QTL Foundations models practical applications that build on participant learning experiences and helps them utilize the new strategies through familiar content and settings. QTL Foundations models the appropriate use of technologies as tools for teaching and learning to further enhance teacher and student engagement in best practices.

*Goals* – During this session will increase their skill in development of pedagogical skills and understanding necessary for student success. Participants will explore research on instructional strategies, will engage in collaborative activities and discussions and will put their learning to work in elements designed to bring research from a theoretical perspective to actual classroom practice.

### **QTL Foundations Course Objectives**

- ⤴ Understanding Brain-based Learning
- ⤴ Understanding student Learning Styles
- ⤴ Understanding Cooperative Learning
- ⤴ Awareness of Differentiated Instruction and Diversity
- ⤴ Informal assessment based on prior knowledge
- ⤴ Instruction designed around student interest and choice
- ⤴ Group Decision-making
- ⤴ Authentic assessments
- ⤴ Utilizing full spectrum of Multiple Intelligences
- ⤴ Inquiry-based learning techniques
- ⤴ Exploratory Learning and Constructivist Teaching practice
- ⤴ Connecting curriculum to the student's world
- ⤴ Project-based Learning



## **Summer Session – Arkansas New and Emerging Teacher Institute (NETI)**

**Dates: August 2-5, 2016**

(The week after Summer Conference 2016)

**4 Days: Begin 8:30am**

*Course Description* - This 30-hour session is designed to support new and emerging teachers (within their first three years) and lateral entry teachers as they develop effective teaching practices and prepare for instruction. Participating teachers attend four 6-hour sessions with an additional 6 hours of independent study and application in their own educational setting.

*Goals* - During this interactive session, teachers will develop the pedagogical skills and understandings necessary for student success. Participants will explore current research and educational trends, and experience instruction that models best practices. As they engage in collaborative activities and discussions, they will begin to cultivate the skills and dispositions essential for success in the education profession.

### **NETI Course Objectives**

- Defining teacher roles and responsibilities
- Understanding curriculum standards
- Creating short and long range instructional plans
- Utilizing proactive classroom management techniques
- Implementing research-based instructional strategies
- Developing a learning-focused classroom culture
- Applying organization and time management strategies
- Collaborating with the school community
- Becoming a reflective practitioner



## Arkansas New and Emerging Teacher Institute (AR NETI) Program Outline –

The **Arkansas New and Emerging Teacher Institute** is scheduled in three flexible sessions... Summer, Fall-Winter, and Spring. The curriculum is designed so participants can begin with any session.

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**Fall – Winter – October 29 & 30, 2015 and February 11 & 12, 2016 + 1 virtual day**

**30 contact hours**

***Elements of Engagement -***

***Essential Question: How can I apply learning centered school principles to instructional practice to meet student learning needs?***

**Objectives:**

1. **Apply profound knowledge about memory to improve student learning.**
  - Examine instructional decision-making and its impact on classroom practice.
  - Analyze the way the brain processes information and the most effective ways to assure that students will learn what is taught.
  - Identify ways to get students to give conscious attention to classroom presentations.
  - Identify areas for improvement
  - Design lessons reflecting successful strategies
  
2. **Design instruction for consistently high levels of student learning.**
  - Examine the importance of first-time learning for students.
  - Develop skill with writing clear learning goals using Bloom's Taxonomy.
  - Evaluate lessons for appropriate activities that are congruent to the clear learning goals.
  - Create a task analysis to improve ability to design instruction.
  - Apply knowledge about diagnosis to instructional design.
  
3. **Implement Level 3 learning strategies to increase student mastery of learning concepts.**
  - Examine the principle of performance feedback and its importance in student achievement.
  - Determine types of mid-course corrections teachers use to meet student needs.
  - Assess student learning by eliciting overt responses during instruction.



- Examine the value of using mental models in instruction.
  - Apply learning to instructional design.
4. **Collaborate with colleagues to develop highly effective instruction.**
- Apply knowledge about motivation and success to increase student engagement.
  - Develop a lesson plan for the classroom using learning principles from this training.
  - Work collaboratively with others to enhance lesson design.
  - Implement the lesson in the classroom with students.
5. **Reflect on lesson implementation with colleagues.**
- Share results of lesson implementation with colleagues.
  - Discuss lessons, then share and receive feedback



## Spring Session – June 7-10, 2016

**30 contact hours**

### *Foundations in Quality Teaching and Learning (QTL)*

**Essential Question:** *How do I improve my teaching practice to meet the needs of every student, every day?*

#### Objectives:

1. **Model the appropriate use of teaching and learning styles in designing instruction.**
  - Examine technology resources that facilitate instruction.
  - Apply new knowledge to develop integrated, interactive lessons.
2. **Discuss the application of brain-based learning when designing instruction.**
  - Adapt instruction based on student learning needs.
  - Apply brain-based learning concepts to lesson design.
3. **Examine strategies for differentiating instruction to meet the diverse cultural, social, and learning needs of students.**
  - Participate as students in model lessons focused on differentiation and diversity strategies.
  - Discuss impact of differentiation and diversity strategies on student learning.
  - Apply differentiation and diversity strategies in lesson design.
  - Evaluate individual application of new learning.
4. **Develop problem/inquiry-based learning lessons and strategies to address students' multiple intelligences.**
  - Model lessons focused on problem/inquiry-based learning strategies in a cooperative learning environment.
  - Design collaborative lessons that include problem/inquiry-based learning experiences.
  - Share collaborative lessons and plan for implementation.
5. **Design a classroom environment focused on engaging students in constructing their own knowledge.**
  - Examine models of effective classroom design in a constructivist setting.
  - Participate in a model classroom in which students share knowledge.
  - Analyze classroom design components that maximize student learning.
  - Plan for the application of instructional strategies and classroom design.



**Summer 2016 – August 2-5, 2016**

**30 contact hours**

***Preparing for Success in the Teaching Profession***

***Essential Question: What are the roles and responsibilities of effective teachers?***

**Objectives:**

1. **Identify characteristics of a successful educator.**
  - Define characteristics of successful teachers from personal experience.
  - Reflect on skills brought to the classroom and identify needs.
2. **Identify roles and responsibilities of a professional educator.**
  - Understand critical skill areas of educators: instructional, professional and managerial.
  - Identify specific content-area certification/licensure requirements.
  - Understand the role of professional learning communities in developing effective teacher practices.
3. **Identify national education standards.**
  - Understand the INTASC standards and their implications for educators.
  - Develop skill in applying standards to practice as modeled in this professional development experience.
4. **Understand the role of curriculum and instruction.**
  - Understand the characteristics of curriculum and its structural components.
  - Identify specified curriculum standards for assigned subject area.
  - Assess alignment of resource materials to curriculum.
  - Understand the role of instructional methods in lesson design.





## **Summer 2016 (Continued)**

### *Designing Instruction to Facilitate Student Achievement*

*Essential Question: How do I plan effective instruction to meet student needs?*

#### **Objectives:**

**1. Define the role of assessment in instruction.**

Understand the purposes of different types of assessment and their application to instruction.  
Identify responsibilities for assessment in assigned subject area.

**2. Practice with different formats for planning instruction.**

- Design a pacing guide for assigned subject area for the school year.
- Create a unit plan based on specified state curriculum for assigned subject area.
- Identify components of effective lesson plans as a student in a model lesson.
- Research lesson plan sources on the Internet and evaluate their appropriateness in the classroom.
- Read and reflect on professional literature related to planning.

**3. Examine lesson presentation strategies.**

- Identify several lesson presentation strategies.
- Determine the benefits and liabilities of using each for instruction.

**4. Develop skill with proactive classroom management.**

- Explain the difference between proactive and reactive classroom management.
- Distinguish between rules and procedures related to classroom management.

**5. Select professional literature for self-improvement.**

- Find professional articles on the Internet related to beginning teachers in the classroom.
- Identify and read articles applicable to individual classroom.



## **Summer 2016 (Continued)**

### ***Becoming a Productive Member of the School Community***

**Essential Question:** *How do I establish a supportive and organized working environment in the school designed to foster my professional growth?*

#### **Objectives:**

- 1. Become familiar with the relationship of educators to other professionals in the school community.**
  - ⤴ Identify members of the school community.
  - ⤴ Analyze the roles and relationships of members of the school community.
  - ⤴ Identify sources of support within the school community.
  
- 2. Understand the role of professional learning communities in the school setting.**
  - ⤴ Identify the benefits of working with professional learning communities.
  - ⤴ Examine the benefits of working in vertical and horizontal collaborative teams.
  
- 3. Identify educational programs and initiatives that affect work in the classroom.**
  - ⤴ Identify acronyms related to programs that determine instructional guidelines for students.
  - ⤴ Examine modern educational initiatives that affect instructional decision-making.
  
- 4. Develop a plan for organizing the classroom and managing materials.**
  - ⤴ Identify attributes of effective organization.
  - ⤴ Create an effective strategy for the management of instructional materials.
  - ⤴ Identify zones of management proximity and their benefits and liabilities.
  - ⤴ Critique current classroom arrangement and plan modifications, where needed.
  - ⤴ Identify types of data collected.
  - ⤴ Analyze management strategies for data.
  - ⤴ Critique current data management strategies and plan modifications, where needed.
  
- 5. Develop a plan for professional growth.**
  - Introduce the concept and importance of setting professional goals.
  - Define SMART versus stretch goals.
  - Develop a professional growth plan.
  - Examine the process of peer observation for the purpose of professional growth.
  - ⤴ Explore examples for developing professional portfolios.
  - ⤴ Begin to collect artifacts from this training and other sources to create a professional portfolio.