



THE CENTERS FOR QUALITY TEACHING AND LEARNING

Helping Teachers Reach **Every Student, Every Day**

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

The **Arkansas New and Emerging Teacher Institute** is scheduled in three flexible phases. You may start with any phase. You are not required to start with Phase One. You may also start with any of the three elements of Phase One. This is designed to help meet your needs and schedule.

PHASE ONE - Online

Three elements totaling 30 contact hours

Preparing for Success in the Teaching Profession

10 hours

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.

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Designing Instruction to Facilitate Student Achievement

10 hours

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.



Becoming a Productive Member of the School Community

10 hours

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.



PHASE TWO – In-Person Instruction

30 contact hours

Quality Teaching and Learning Summer Institute I

Foundations in Quality Teaching and Learning (QTL)

30 hours

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.

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PHASE THREE – In-Person Instruction

30 contact hours

Quality Teaching and Learning Summer Institute II

Quality Teaching in the Learning Centered School (QTLCS)

30 hours

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.

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**OPTIONAL – Online
(6 contact hours):**

Preparing for the Praxis

Extra charge: \$125.00

Essential Question: How can I prepare to successfully complete the Praxis?

Objectives:

- 1. Analyze assessment results for students and content area.**
 - Identify data sources related to student outcomes.
 - Assess progress toward meeting goals of curriculum standards.
 - Use assessment to adjust curriculum and align to end-of-course assessments.

- 2. Develop plans to address specific goals for program.**
 - Identify critical friends for program success.
 - Identify community resources to support program goals.

- 3. Collaborate with mentor for continuous assessment of specific goals.**
 - Schedule opportunities for mentor meetings.
 - Review established benchmarks and plans.
 - Assess progress toward established goals.
 - Develop improvement plans.