

CTE New Teacher Institute Program Guide



KENTUCKY CTE

EMPOWERED

Today's Career and Technical Education

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NTI Program Overview

The New Teacher Institute (NTI) is a 24-month induction model administered by the Kentucky Department of Education (KDE) for all occupation-based Career and Technical Education (CTE) teachers pursuing professional teacher certification in the state of Kentucky. Teachers must complete a 24-month cycle, which includes a combination of face-to-face statewide and regional meetings, online collaboration, and classroom-based support provided by KDE program consultants, trained mentor coaches, mentor teachers, content-specific Professional Learning Communities (PLC) lead teachers, and building administrators. The program includes the following components:

- A combination of face-to-face and online learning kicked off each summer with a three-day in-person professional learning experience integrated into the Kentucky Association of Career and Technical Education's (KACTE) summer program.
- Regional in-person two-day meetings in the fall and spring each year that include facilitated interaction with a community of practice.
- A midpoint in-person two-day professional development session at the end of the first year.
- A comprehensive, multi-tiered mentorship program offering structured support from a seasoned CTE educator (mentor teacher), a retired or postsecondary CTE professional (mentor coach), and expert facilitators specializing in pedagogical training (Professional Learning Community Leads - PLCs).

Evidence of Collaboration

KDE and the Office of Career and Technical Education (OCTE) collaborate with partners to create and deliver NTI content and provide field-based and mentorship support to new teachers during the two-year program. KDE/OCTE partners with school districts, universities, Kentucky Community and Technical College System (KCTCS), Kentucky Association for Career and Technical Education (KACTE), and Southern Regional Education Board (SREB) to deliver the NTI program components.

Capacity to Deliver

Program trainers, KDE/OCTE staff, SREB, and practitioners deliver the NTI curriculum. KDE/OCTE provides the curriculum in a cohort model, featuring face-to-face, virtual, and hybrid training components. The development, delivery, and continuous improvement are based on feedback from the partners. In addition, field-based support is provided to teachers, including three onsite visits during the first-year cohort and two onsite visits for the second-year cohort of the program. Field-based experts, such as mentor coaches, are screened and contracted by KDE/OCTE.

Code of Ethics

At the beginning of the NTI program, teachers receive instruction and training on [revisions to 16 KAR 1:020](#) regarding the [Code of Ethics](#) for Kentucky Educators. Teachers must uphold the profession's integrity and treat students, colleagues, supervisors, and parents with respect.

NTI Advisory Committee

The primary purpose of the New Teacher Institute Advisory Committee is to provide leadership in developing a successful teacher program that supports students in achieving their educational and employment goals and guides the program's implementation. The advisory committee is comprised of the following CTE stakeholders:

- NTI Director assigned to administer the program
- 1 NTI Trainer
- 4 CTE Directors (two from Area Technology Centers/ATCs and two from CTCs/Comprehensive High Schools)
- 2 Curriculum and Instruction Coordinators
- 2 CTE Regional Coordinators

The NTI Advisory Committee meets twice a year, in the spring and fall, to provide guidance and updates to the program based on data and policy changes.

Any changes to an NTI program must be approved by KDE/OCTE leadership and the Kentucky State Board of Education. The changes will be implemented in the following program year; however, the current cohorts will complete the approved program scope and sequence they initially entered.

Data Collection

KDE/OCTE uses various data points to review teacher effectiveness. Effectiveness is linked to current and approved career readiness accountability data. Career readiness accountability data is reviewed annually, linking teacher effectiveness to student achievement. In addition, teacher quality is linked to Perkins V indicators. Teachers are accountable for student enrollment in pathways, pathway sequence, student concentrators, credential attainment, and postsecondary placement. This data is collected for each teacher enrolled in the program.

Retention data is used to determine the overall impact of the NTI program. The goal is as follows, "maintain an enrollment of 85% of all teachers in the program by the end of the two-year cycle." This information is shared with the NTI Advisory Committee and KDE/OCTE leadership to determine areas of improvement. The overall rating of each teacher helps assess the quality of the NTI program and provides formative data throughout the program's second year. Exit interviews are conducted with departing teachers to gather feedback for improvement to the NTI.

Program Components

The NTI program is a two-year training program focused on providing the following professional development training to new CTE teachers:

- Comprehensive instruction before and throughout the first two years of teaching
- Individual and team assignments, teach-backs, and facilitated discussions
- Professional development sessions that prepare teachers for the classroom
- Opportunities to collaborate within a community of peers
- On-site coaching visits
- On-site and virtual mentoring with experienced teachers
- Support from school leaders
- Intensive reflection and instructional planning throughout the program

Professional development training is an iterative process focusing on instructional planning, strategies, assessment, and management. It equips program participants with the skills they need to succeed as new or early-career CTE teachers.

Teachers are assigned to a cohort that collaborates throughout the NTI program, implementing professional development training, mentoring, and coaching.

Professional Development Training Activities

The program's professional development training will consist of face-to-face training, online modules, Professional Learning Communities, monthly booster sessions, and authentic tasks throughout the program's duration. See [Appendix B](#) for the full scope and sequence of the professional development training.

Face-to-Face Training

NTI participants will engage in three days of face-to-face training sessions provided by the NTI program trainers. Additionally, NTI offers “late-hire” training in January to onboard new teachers who were hired after the summer training in July. Any teacher hired after December 30 will be placed in the following year's cohort. Support for teachers hired after that date is provided through virtual training concerning classroom management and instructional planning to get them started. The following is a list of the required face-to-face sessions each year.

1	<ul style="list-style-type: none"> • Summer (July) • Fall (October) • Spring (March) • Midpoint (June) 	<p>3 days</p> <p>2 days</p> <p>2 days</p> <p>2 days</p>
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2	<ul style="list-style-type: none"> ● Summer (July) ● Fall (October) ● Spring (March) 	<p>3 days</p> <p>2 days</p> <p>2 days</p>
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Authentic Tasks

Throughout the NTI program, participants will be expected to complete “authentic tasks” alongside each professional development training, showing evidence of progress. After each session, teachers must complete the assigned tasks and submit the deliverables for review and feedback. The sessions are designed to engage teachers, encourage deeper consideration of each topic covered, and practically test what they have learned before providing feedback on their execution. Examples include completing a course syllabus, presenting a unit plan, curriculum mapping, and imitating classroom management scenarios. Teachers receive in-depth feedback from the partners involved and their colleagues on each task to ensure proper implementation in the classroom. As teachers finish each professional development training activity and carry out the corresponding task, their successful completion will be tracked by KDE/OCTE.

Booster Sessions

NTI offers a series of recorded booster sessions, which are available for on-demand viewing. See [Appendix A](#) for a chart of the booster session offerings. Booster sessions are provided by current NTI staff or staff selected by KDE/OCTE.

Program Timeline and Entry

The NTI program will have two teacher entry points based on hire and program enrollment dates. Participants may enter the program in July or January.

Standard Entry

Year 1		
July	Summer Conference	3 days F2F
September	Booster Sessions (optional)	2 hours
October	Fall Regional Training	2 days F2F
January	Booster Sessions (optional)	2 hours
March	Spring Regional Training	2 days F2F
June	Midpoint Training	2 days F2F
Year 2		
July	Summer Conference	3 days F2F
October	Fall Regional Training	2 days F2F
March	Spring Regional Training	2 days F2F

Late Entry

Year 1		
September/October	Booster Sessions (optional)	2 days
October	Fall Regional Training	2 days F2F
January	Late Hire Training	3 days F2F
January	Booster Sessions (optional)	2 hours
March	Spring Regional Training	2 days F2F
June	Midpoint Training	2 days F2F
Year 2		
July	Summer Conference	3 days F2F
October	Fall Regional Training	2 days F2F
March	Spring Regional Training	2 days F2F

Second Semester Entry

Year 1		
January	Late Hire Training	3 days F2F
February	Booster Sessions (optional)	2 hours
March	Spring Regional Training	2 days F2F
June	Midpoint Training	2 days F2F
Year 2		
July	Summer Conference	3 days F2F
October	Fall Regional Training	2 days F2F
March	Spring Regional Training	2 days F2F

Program Support Systems

Mentor Teachers

NTI participants are assigned a teacher mentor from their school site to guide and assist them throughout the program. NTI financially supports mentoring within schools to promote teacher retention, increase job satisfaction, and help teachers develop into leaders. Mentoring also has a positive effect on student achievement and engagement.

Schools benefit from consistency; mentorship can provide new teachers with the consistency needed. With mentoring, novice teachers have direct access to experienced teachers who can share their knowledge. Principals are often too busy at the start of the year to sit down with new staff and review the many details teachers are expected to learn; therefore, they rely on their mentor teachers to assist and guide the new teachers. Mentorship builds consistency,

which is helpful in all aspects of day-to-day school practices, including student learning, expected behaviors, and the overall positivity of the school's climate.

NTI mentoring offers mentoring to the mentor teacher. Once the principal has recommended a mentor teacher, the mentor teacher is provided with guidance documents designed to lay a foundation for ongoing conversations with the new teacher based on the instruction sequence in the New Teacher Institute—the discussion guides, available [here](#). Since NTI instruction looks vastly different during years one and two, there are two separate documents each month: one for year one teachers and one for year two teachers. The guides are reviewed annually and updated based on feedback from the mentor teachers and building administration.

After each monthly discussion, the forms are emailed to NTIObservations@education.ky.gov, where they are reviewed and utilized in various capacities, such as updating training materials, providing just-in-time support from KDE Program Consultants and NTI staff to new teachers, and offering additional outreach to teachers who require assistance.

Mentor Coaches

The mentor coaching program starts at the inception of the NTI program. Mentor coaches and retired educators provide additional support for CTE teachers during their first and second years of teaching. They provide on-site support, conduct informal classroom visits, and provide feedback using the [NTI Observation Tool](#).

The mentor coaches visit the assigned teacher THREE times during the first year and TWO times during the second year, completing an NTI observation tool. Time frames for the visits of first-year teachers are September to November and December to February, and the timeframe for visits for second-year teachers is September to November and February to April.

The observations are provided to the teacher and building administrator at the end of the observation, uploaded to the NTI portal, and a copy is sent to the NTI director or designee for review to determine if additional training or just-in-time support is needed for the new teachers.

Training of Mentor Coaches

KDE/OCTE provides yearly update training for mentor coaches. KDE/OCTE will cover all costs for this training.

Program Coach Compensation

KDE/OCTE will contract with mentor coaches annually and provide compensation for the services they render.

Professional Learning Communities (Content PLCs)

The Content PLCs provide collaborative problem-solving, emotional support, motivation, encouragement, information, and suggestions to improve the classrooms of new teachers. Since CTE teachers usually do not have another content teacher in their building, the monthly PLC meetings are designed to alleviate feelings of isolation and increase retention by improving preparedness.

The NTI provides Content Professional Learning Communities (PLCs). NTI offers PLCs in Allied Health, Health Science, Business and Marketing, Automotive, Carpentry, Culinary Arts, Early Childhood Education, Electrical, Fire Science, HVAC, IMT/Machine Tool, Law and Public Safety, Welding, and Middle School. The PLCs provide a space for educators within a specific subject area to collaborate, share best practices, analyze student data, and collectively work towards improving student learning outcomes in that content area, leading to deeper understanding, more effective teaching strategies, and continuous professional development for teachers.

The NTI director, in collaboration with the OCTE Program Consultants, facilitates SIX meetings each year and...

- ▶ Collaborate to determine the time and date for the sessions.
- ▶ Facilitate the virtual meeting each month from August to May of each year.
- ▶ Create recordings of the meeting on Canvas for the NTI Director.

The virtual, monthly Content PLC meetings require:

- ▶ NTI teachers are required to participate in and attend four of the six meetings each year.
- ▶ A schedule determined by the NTI director in collaboration with OCTE Program Consultants and NTI trainers.
- ▶ Led by OCTE Program Consultants and NTI trainers.

CTE Program Consultants

Kentucky CTE Academic Program Consultants and State CTSO Advisors play a vital role in the NTI program. They provide a non-evaluative approach to working with new CTE teachers through school visits, virtual meetings, and collaborative work, gaining insight into the challenges and opportunities while also taking on an advocacy role for the teacher and students. Program Consultants provide additional support through:

- Professional development opportunities on a variety of just-in-time topics;

- Support and guidance on issues such as program pathways, course selection, and lesson planning that align with Kentucky Academic, Employability, and Occupational standards;
- Introducing innovative teaching strategies to support student needs and
- Providing current research on best practices and effective teaching methods.

CTE Director/ Building Administrators

Building-level administrators and CTE Directors of NTI participants must attend a program orientation and training in August or January to learn how to support the NTI participants. Monthly emails will also be provided, including reminders of upcoming activities, outlines of the forthcoming webinars, and notices or follow-ups from coaching visits. Building-level administrators and CTE Directors may attend any seminars at the discretion of KDE/OCTE.

Program Cost

The school or district is responsible for covering travel, lodging, and meal expenses associated with face-to-face meetings.

Program Trainers

Program trainers are responsible for facilitating professional development training activities and online modules, as well as working with KDE/OCTE staff to ensure the connection and accuracy of the content.

Growth in The Kentucky Professional Teaching Standards

The goal of the NTI program is to introduce new teachers to the profession while providing practical skills for classroom success. The Kentucky Board of Education (KBE) identifies five teaching standards:

- Standard 1: Teachers demonstrate leadership
- Standard 2: Teachers establish a respectful environment for a diverse population of students
- Standard 3: Teachers know the content they teach
- Standard 4: Teachers facilitate learning for their students
- Standard 5: Teachers reflect on their practice

Each of these standards is addressed in the curriculum and will be delivered throughout the NTI in the order that best meets the needs of CTE teachers. [Appendix B](#) shows the alignment of the NTI curriculum's content to the Kentucky Professional Teaching Standards.

Program Completion

The NTI director issues a certificate of completion to teachers who complete all the program components. The certificate can be used, in part, to meet the requirements for converting an initial CTE-restricted license to a continuing CTE-restricted license.

KDE/OCTE houses a data system that tracks information about teachers dropping out of the program, the duration of participants' teaching careers, and which concepts are most difficult to grasp. Once the data is received each year, the NTI Advisory Committee will examine delivery methods, course sequences, attendance, assessments, and other data elements to continually improve the quality of the NTI program.

Restricted Licensure Requirements

Pursuant to 16 KAR 2:020, the New Teacher Institute (NTI) is required for all new occupation-based teacher candidates holding an initial CTE provisional certificate. Candidates must be teaching at least fifty percent (50%) of their assigned classes in the CTE pathway for which certification is sought. NTI offers a pathway to certification for occupation-based CTE teachers. Candidates with a degree in the occupational area for which they seek certification will be recommended for licensure after completing the program. For those without an associate degree, the institute partners with four universities and the Kentucky Community and Technical College System to find the right degree for each teacher.

Career & Technical Education Occupation-Based Certification with EPSB

As directed in 16 KAR 2:020, all candidates pursuing occupation-based teacher certification in Kentucky are required to:

- Have a high school diploma or GED.
- Have four (4) years of work experience in the content area for which certification is sought, with two being within the last 5 years (recency).
- Complete Years One (1) and Two (2) of the New Teacher Institute (NTI).
- Have an associate degree or higher in the content area (or Career and Technical Education) except those in HVAC, electricity, or plumbing with a Kentucky issued master license.

If a candidate does not have at least an associate degree in the technical area of the program they will be teaching (or Career and Technical Education), they will have six (6) years to obtain this degree and must complete at least six college credit hours from the degree program each year to renew their One (1) Yr—provisional certificate. NTI will count as the required six college credit hours during NTI Years One and Two for renewal purposes.

https://www.education.ky.gov/CTE/cter/Documents/Occupation_Based_Certification_Guidance_Document.pdf

Kentucky CTE Pathways and Occupation-Based Certification Guides

Automotive/Transportation

<https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:49f29515-6ae6-433f-be12-7c2799f838cf>

Computer Science

<https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:6c5d9072-2261-49e8-975d-05c0c393a651>

FCS

<https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:d082b92f-ad43-429c-93ec-13f9d315b590>

Aviation

<https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:7d3b7e02-c562-4630-a6cd-04c886781367>

Manufacturing

<https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:8e96a0b1-e8b7-45f7-ad55-1e8d9da78108>

Construction Technology

<https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:4754fd9a-b7ed-40f7-b138-85d4b292434c>

Health Science

<https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:597cb6b5-1d3b-45df-96a9-a87219309f0f>

Media Arts Graphic Technology

<https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:22c773cf-bb3a-4867-9e79-12e635b95acb>

Business and Marketing

<https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:88ac2e00-8499-406d-9ee6-eb4277bab1b9>

Engineering

<https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:9887e2ce-6a90-4a70-b872-1f8140f4b94b>

Law and Public Safety

<https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:c78024f4-8b24-4248-86d2-300b7c4d8397>

Media Arts Video Production

<https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:7f3ce95a-2a1c-452d-9068-c4793a841284>

Continuing Education

Certification

The Kentucky Department of Education has partnered with Murray State University to offer 12 hours of college credit for training, deliverables, and completion of the Professional Learning Community (PLC). NTI supports the programmatic coherence between state-mandated teacher training and university coursework in preparing Career and Technical Education (CTE) educators.

The Murray State courses include:

- **CTE 331 - Foundation of Career and Technical Education**
 - Focus: History, philosophy, structure, and legislation of CTE; CTSOs; program purpose and societal roles
- **CTE 332 - Curriculum Development in CTE**
 - Focus: Standards-based curriculum planning, development of lesson/unit plans, integration of WBL and advisory committees.
- **CTE 333 - Methods of Teaching CTE**
 - Focus: Instructional strategies, differentiation, classroom management, leadership and professional growth
- **CTE 334 - Assessment in Career and Technical Education**
 - Focus: Performance-based assessment, data analysis, student progress monitoring, and literacy integration

The alignment between the Murray State University and NTI standards illustrates that the NTI curriculum effectively complements the core academic foundation provided by Murray State University's CTE program. The integration of foundational, pedagogical, and assessment components between the two programs ensures continuity and prepares high-quality career and technical educators across Kentucky.

University of Louisville

<https://louisville.edu/education/degrees/cte-teacher-certification>

Murray State University

<https://www.murraystate.edu/academics/CollegesDepartments/CollegeOfEducationandHumanServices/coehsacademicunits/AdolescentCareerSpecialEd/cte/undergraduate.aspx>

Appendices

[Appendix A: Booster Session Offerings Chart](#)

[Appendix B: Professional Development Scope and Sequence and The Kentucky Professional Teaching Standards Alignment](#)

Appendix A: Booster Session Offering Chart**NTI Teacher Booster Sessions****Fall Sessions:****Session #1: How do I create classroom rules and consequences?**

This session will help teachers create a classroom environment that allows new teachers to maintain expectations for classwork and behavior.

Session #2: How do I create classroom procedures?

This session will help new teachers create daily procedures that clearly define how students enter, exit, and transition within their classrooms.

Session #3: What am I supposed to teach?

This session will overview the Kentucky Program of Study (POS) standards. Teachers will access their pathway and analyze the series of courses and the standards within their courses.

Session #4: How do I plan a lesson?

This session will analyze the main component of creating a lesson plan. The NTI lesson plan template and rubric will be shared.

Session #5: How do I write an objective/learning target for my lesson?

This session will provide teachers with an overview of how to unpack the POS standards to write objectives using Bloom's Taxonomy.

Session #6: How do I use assessment to measure learning?

This session will provide new teachers with five formative assessment strategies to measure student learning and progress.

Spring Sessions:**Session #1: Are your classroom rules working for you?**

We know that effective classroom rules significantly minimize classroom disruptions. This session will focus on analyzing your current rules and expectations to determine which ones are effective and which are not and whether any new rules need to be added by examining classroom behaviors.

Session #2: Are your procedures increasing time-on-task behaviors?

Procedures are part of a productive workplace. They set an orderly and respectful tone, increase productivity, promote personal responsibility, and lay the groundwork for teamwork. This session will explore some of the best procedures for a successful workplace.

Session #3: Is your classroom and lab space organized to promote on-task behavior?

This session will identify strategies for organizing classroom and lab space that facilitate student learning, improve student behavior, and manage your career and technical lab space.

Session #4: Are bellringers a classroom management and formative assessment tool in your classroom?

Bell ringers are brief exercises given to students to transition them into an academic mindset upon arriving at class. This session will highlight ideas for creating short tasks that prompt students to settle into learning, allowing them time to complete tasks such as attendance and other administrative duties.

Session #5: Are your lesson closures effective?

Have you ever looked at your classroom clock or heard the bell ring and realized you didn't have time to close out the planned lesson? This session will share how lesson closures are just as crucial as bellringers, some ways to close a lesson, and some wrap-up activities for your students!

Session #6: Have you involved your students in Career and Technical Student Organizations (CTSOs)?

Career and technical student organizations (CTSOs) play a significant role in establishing a classroom environment where students are partners. This session will overview the importance of student involvement in CTSOs and how to access state advisors and web-based resources that provide co-curricular plans for integrating CTSOs into your career/ technical courses.

Onboarding Booster Sessions: Designed to assist new teachers who are hired later in the year. Each session is 1.5 hours.

Session #1: How do I create a positive classroom culture?

This session will help you create a classroom environment that supports maintaining positive expectations for classwork and behavior. By the end of the session, you will be able to:

- Create five classroom rules and consequences to post and teach in your classroom.

- Develop daily procedures that clearly define how students enter, exit, and transition within your classrooms.
- Learn ideas to get to know your students.
- Adopt an attention-getting signal.

Session #2: How do I plan and deliver a lesson?

This session will introduce the instructional tools necessary to deliver an effective lesson. By the end of the session, you will be able to:

- Review and locate the Kentucky Program of Study Standards,
- Understand how to develop a pacing guide to teach the standards,
- Analyze and discuss a sample lesson using the New Teacher Institute lesson plan template;
- Guide you as you develop a lesson for the first day of school.

Appendix B: Professional Development Scope and Sequence and The Kentucky Professional Teaching Standards Alignment

**Kentucky Department of Education
New Teacher Institute
Scope and Sequence**

Year One Summer Conference			
<i>Days</i>	<i>Lesson Topic</i>	<i>KY Teaching Standards, Strategies, Tasks, and Murray State University Course Alignment</i>	<i>Deliverables</i>
1	<ul style="list-style-type: none"> ● Introduction, Program Overview, and Opening Activities ● Creating a Classroom Management Plan 	Standard 3. Learning environments Murray State University: CTE 333 and CTE 331	Classroom Management Plan
2 (if time allows)	The Big Picture of Instructional Planning <ul style="list-style-type: none"> ● A Framework for What to Teach in CTE ● What is CTE in Kentucky? ● Accessing and Using the Kentucky CTE Curriculum Resources ● Kentucky Program of Studies and Career Pathways What is a Course Syllabus? <ul style="list-style-type: none"> ● Facilitated Syllabus Creation ● Create a Syllabus Scavenger Hunt Creating a Curriculum Map	Standard 4. Content knowledge Standard 5. Application of content Standard 7. Planning for instruction Murray State University: CTE 332 and CTE 331	Syllabus for One Course/Scavenger Hunt Curriculum Map

<p>3 (if time allows)</p>	<ul style="list-style-type: none"> ● Designing Challenging Work in the CTE Classroom and Lab/Shop ● Creating Lesson Plans Using the Kentucky Program of Study Standards ● Facilitate Time for Lesson Design ● What is Infinite Campus? ● What are the CTE Certification Requirements? 	<p>Standard 4. Content knowledge Standard 5. Application of content Standard 7. Planning for instruction Standard 8. Instructional strategies Murray State University: CTE 333 and CTE 332</p>	<p>Five Lesson Plans for the First Week of School</p>
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<p>Year One Fall Regional Training Session</p>			
<i>Days</i>	<i>Lesson Topic</i>	<i>KY Teaching Standards, Strategies and Tasks</i>	<i>Deliverables</i>
<p>1</p>	<ul style="list-style-type: none"> ● Reviewing the Classroom Management Plan ● Understanding the Three Tiers of Behavior ● Designing Interventions and Consequences ● Enforcing Schoolwide Rules and Discipline Policies ● Strategies for Working with Tough Kids ● Safety in the Shop and Lab Space 	<p>Standard 2. Learning differences Standard 3. Learning environments Murray State University: CTE 331</p>	<p>Revise the Classroom Management Plan</p>
<p>2</p>	<ul style="list-style-type: none"> ● Grading Policies in Schools ● Understanding the Characteristics of High-Quality Assessment ● Using Formative and Summative Assessment ● Providing Effective Feedback Through Formative Assessments 	<p>Standard 2. Learning differences Standard 4. Content knowledge Standard 5. Application of content Standard 6. Assessment Standard 8. Instructional strategies Murray State University: CTE 333 and CTE 332</p>	<p>Embed Formative Assessments into a Lesson Plan</p>

<p align="center">Year One Spring Regional Training Session</p>			
<i>Days</i>	<i>Lesson Topic</i>	<i>KY Teaching Standards, Strategies, and Tasks</i>	<i>Deliverables</i>
1	<ul style="list-style-type: none"> ● Instructional Strategies That Work - John Hattie’s Effect Size ● Understanding Actively Engaging Instruction ● Choosing Effective Cooperative Learning Strategies ● Managing Cooperative Learning 	Standard 3. Learning environments Standard 4. Content knowledge Standard 5. Application of content Standard 7. Planning for instruction Standard 8. Instructional strategies Murray State University: CTE 332 and CTE 331	Embed Strategies into an Existing Lesson Plan Design a Task for students and use cooperative learning strategies
2	<ul style="list-style-type: none"> ● Strategies for Meeting the Diverse Instructional Needs of Students ● Students with Special Learning Needs ● Overview of Program Advisory Committees/CTSOs ● Ending the School Year 	Standard 1. Learner development Standard 8. Instructional strategies Murray State University: CTE 332 and CTE 331	

<p align="center">Year One Midpoint Training June</p>			
<i>Days</i>	<i>Lesson Topic</i>	<i>KY Teaching Standards, Strategies, and Tasks</i>	<i>Deliverables</i>
1	<ul style="list-style-type: none"> ● Revising a Classroom Management Plan for Year One ● Engaging Instructional Strategies in CTE 	Standard 1. Learner development Standard 5. Application of content Standard 8. Instructional strategies Murray State University: CTE 333	Classroom Management Plan

2	<ul style="list-style-type: none"> ● Special Education in CTE ● Infinite Campus ● Certification 	<p>Standard 1. Learner development</p> <p>Guest Speaker: Guest Speaker: Guest Speaker:</p> <p>Murray State University: CTE 333</p>	
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Year Two Summer Conference			
<i>Days</i>	<i>Lesson Topic</i>	<i>KY Teaching Standards, Strategies, and Tasks</i>	<i>Deliverables</i>
1	<p>The Big Picture of Instructional Planning</p> <ul style="list-style-type: none"> ● A Framework for What to Teach in CTE ● What is CTE in Kentucky? ● Accessing and Using the Kentucky CTE Curriculum Resources ● Kentucky Program of Studies and Career Pathways <p>What is a Course Syllabus?</p> <ul style="list-style-type: none"> ● Facilitated Syllabus Creation ● Create a Syllabus Scavenger Hunt <p>Creating a Curriculum Map</p>	<p>Standard 4. Content knowledge Standard 5. Application of content Standard 7. Planning for instruction</p> <p>Murray State University: CTE 332 and CTE 331</p>	<p>Syllabus for One Course/Scavenger Hunt</p> <p>Curriculum Map</p>
2 (if time allows)	<ul style="list-style-type: none"> ● Creating a Unit Plan ● Facilitating Unit Plan Design ● Using Rubrics to Assess Performance 	<p>Standard 4. Content knowledge Standard 5. Application of content Standard 6. Assessment Standard 7. Planning for instruction Standard 8. Instructional strategies</p>	<p>Unit Plan</p>

		Murray State University: CTE 334	
2 (if time allows)	<ul style="list-style-type: none"> ● Depth of Knowledge ● Embedding Mathematics in CTE Assessment ● Facilitated Planning Time for Embedding Numeracy into a Unit Plan ● Embedding Literacy in Everyday CTE Lessons ● Facilitated Unit Plan Design Embedding Literacy and Math 	Standard 3. Learning environments Standard 4. Content knowledge Standard 5. Application of content Standard 7. Planning for instruction Standard 8. Instructional strategies Murray State University: CTE 334	
3 (if time allows)	<ul style="list-style-type: none"> ● Organizing Advisory Committees The Value of Career and Technical Student Organizations <ul style="list-style-type: none"> ● Developing a Student Leadership Program ● CTSO Membership Basics 	Standard 3. Learning environments Teachers will attend a breakout session with State CTSO Advisors Panel Discussion on Advisory Committees Murray State University: CTE 332 and CTE 331	Fall Advisory Committee Agenda

Year Two Fall Regional Training Session			
<i>Days</i>	<i>Lesson Topic</i>	<i>KY Teaching Standards, Strategies and Tasks</i>	<i>Deliverables</i>
1	Designing High-Quality Projects <ul style="list-style-type: none"> ● Developing a Rationale for PBL and Qualities of a Good Project ● Managing PBL 	Standard 2. Learning differences Standard 3. Learning environments Standard 5. Application of content Standard 6. Assessment Standard 7. Planning for instruction Murray State University: CTE 334 and CTE 333	PBL Project

2	Facilitate Designing High-Quality Projects	Standard 4. Content knowledge	
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Year Two Spring Regional Training Session			
<i>Days</i>	<i>Lesson Topic</i>	<i>KY Teaching Standards, Strategies and Tasks</i>	<i>Deliverables</i>
1	What is Work-based Learning (WBL)? <ul style="list-style-type: none"> ● The WBL Continuum ● WBL Key Components Analyzing Types of Assessment Data Used in Kentucky for CTE Schools, Employers, and Postsecondary Institutions <ul style="list-style-type: none"> ● Using Data to Improve Instruction and Learning 	Standard 2. Learning differences Standard 3. Learning environments Standard 5. Application of content Standard 6. Assessment Murray State University: CTE 332	Creating an Assessment Plan for IRCs and EOPs
2	<ul style="list-style-type: none"> ● Putting It All Together ● Creating a CTE Teacher Calendar of Activities ● Resources for CTE Educators ● Reflecting on the Year 	Standard 4. Content knowledge Standard 9. Professional learning and ethical practice	

Kentucky Teaching Standards

1. Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and implement developmentally appropriate and challenging learning experiences.

2. Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Standard 3. Learning environments. The teacher shall work with others to create environments that:
 1. Support individual and collaborative learning and
 2. Encourage positive social interaction, active engagement in learning, and self-motivation.
4. Standard 4. Content knowledge. The teacher shall:
 1. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches and
 2. Create learning experiences that make these aspects of the discipline accessible and meaningful for learners, ensuring mastery of the content.
5. Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.
6. Standard 6. Assessment. The teacher shall understand and use multiple assessment methods to engage learners in their growth, monitor learner progress, and guide educators and learners in their decision-making.
7. Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. Standard 8. Instructional strategies. The teacher should understand and utilize a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, as well as to build skills that apply knowledge in meaningful ways.
9. Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional development, using evidence to continually evaluate their practice, particularly the effects of their choices and actions on others, such as learners, families, other professionals, and the community. They shall adapt their practice to meet the needs of each learner.
10. Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:

1. Take responsibility for student learning,
2. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and
3. Advance the profession.