MEMORANDUM TO: Directors of Education, District School Boards Supervisory Officers/Secretary Treasurers, School Authorities Chief Financial Officers/Business Supervisory Officers Director, Provincial Schools Branch

FROM: Paul Anthony Director, Teaching Policy and Standards Branch

DATE: April 17, 2009

SUBJECT: April Update – Teacher Development Initiatives

New Teacher Induction Program (NTIP)

University of Ottawa’s Evaluation of the NTIP:
Dr. Ruth Kane of the University of Ottawa has been evaluating the implementation and impact of the NTIP for the last two years. Overall, the results have been very positive. Teachers and principals feel the NTIP is a necessary and worthwhile initiative and that its implementation has made significant progress towards supporting new teachers' professional development. Please find attached the executive summary of the findings for 2006-07 and 2007-08.

Expansion of the NTIP to Second-Year Teachers, Beginning Long-Term Occasional (LTO) Teachers and Beginning Continuing Education Teachers in 2009-10:
As a result of consultation with educational partners and findings from the University of Ottawa’s evaluation of the NTIP, the Ministry is revising its policy to expand the program to include more beginning teachers in the NTIP. The 2009-10 Grants for Student Needs (GSN) regulations will implement enhancements to support the expansion of the NTIP beginning in 2009-10.

1) As stated in the November and January NTIP Update, as of 2009-10, boards may use their NTIP funding to offer supports to second-year teachers. This expansion will assist those teachers who need or would like more than one year of support to gain proficiency in their role. Please note that not all second-year teachers may wish or need to take part in another year of supports.

2) Many boards have already begun supporting their beginning LTO teachers in the last three years of the program. As of 2009-10, all boards are to include their beginning LTO teachers in the induction elements of the NTIP. For the purposes of the NTIP, a beginning LTO teacher is defined as a certified occasional teacher who is in his or her first long-term assignment, with that assignment being 97 or more consecutive school days as a substitute
for the same teacher. Beginning LTO teachers are reminded that they should record their participation in the program on the NTIP Individual Strategy Form.

3) Also, as of 2009-10, boards are encouraged to include their beginning full-time continuing education teachers in the support elements of the NTIP. A beginning full-time continuing education teacher is defined as a certified teacher who is teaching 2 secondary credit courses per quad X 4 quads per year in a given school year in an adult learning day school. Often, this group of teachers will move into LTO and/or permanent contracts. These teachers are also reminded to record their participation in the program on the NTIP Individual Strategy Form.

**Funding Allocation Model for the 2009-10 NTIP**

In addition to the above policy changes, the Ministry has revised its funding allocation model, to begin in 2009-10 to include more beginning teachers.

**Base amount:**

District school boards will continue to receive a base amount. The base amount will be increased to $50,000 per year. Feedback has shown that boards who have dedicated staff for the NTIP have stronger, more inclusive programs. The increase in base funding will allow for boards to have the flexibility to hire a part-time coordinator to oversee the NTIP. The base amount could also be used for system-wide activities. Please refer to Section 6.2 in the *NTIP: Induction Elements Manual (2008)* for further information on eligible and ineligible expenditures.

**Proportional Amount:**

In order to provide boards with a clear funding amount available to them and thus help them plan their 2009-10 NTIP, the proportional amount is $720 multiplied by the number of teachers (in full-time equivalents) reported on rows 0, 1, and 2 of the board’s Teacher Qualifications and Experience Grid for the previous (2008-09) school year. The proportional amount will be available for district school boards, the Provincial Schools Authority and the school authorities. Since boards would already have submitted this data to the Ministry through the EFIS submissions, a separate data submission for the NTIP would not be necessary.

**Reporting Requirements**

The reporting requirements for the NTIP will remain the same for 2009-10. Please see the attachment for proposed requirements and dates. The Ministry will also continue to make monitoring visits and the University of Ottawa will continue the evaluation of the NTIP by contacting new teachers, mentors, and principals.

**Teacher Performance Appraisal (TPA)**

**TPA for Beginning LTO Teachers and Beginning Continuing Education Teachers**

Currently, although some LTO teachers have contractual rights to request an evaluation, legislation does not require these teachers to receive a teacher performance appraisal (TPA). Beginning teachers generally invite evaluation as a means of promotion to full-time permanent positions. Therefore, it is encouraged that, if they do so, beginning LTO teachers and beginning full-time continuing education teachers request an appraisal for feedback and/or reference purposes in consultation with their principal. The principal’s workload, and the beginning teacher’s stage of development should be considered, given that any results from the appraisal could be put into the teacher’s HR file (i.e., the principal
may feel that the teacher would benefit from further supports prior to an appraisal). These evaluations, however, still cannot be considered as part of the requirement for new a teacher’s successful completion of the NTIP or the granting of the NTIP notation as described in section 1.3 of the *NTIP: Induction Elements Manual (2008).*

**Teacher Performance Appraisal (TPA) for Experienced Teachers and Certification and Confirmation of Supervisory Officer’s Appointments**
The responsibility for the implementation of Teacher Performance Appraisal for experienced teachers has moved from the Leadership Development Branch to the Teaching Policy and Standards Branch in March 2009. At the same time, the responsibility for the implementation of initiatives related to certification and confirmation of Supervisory Officers’ appointments has moved from the Teaching Policy and Standards Branch to the Leadership Development Branch. These are practical adjustments that better align and streamline roles in the ministry.

Collaborative partnerships are critical to the success of the TPA initiative and we look forward to your continued support. Please find attached a final report on the implementation of Teacher Appraisal Performance for the 2007-08 year.

We thank you for your continued feedback and support of new teachers in Ontario. If you have any questions about the NTIP or TPA, please call or email your NTIP Regional Office contact.

Sincerely,

*(original signed by)*

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Paul Anthony
Director, Teaching Policy and Standards Branch

c. Designated NTIP Superintendents
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