

Ministry of Education



BUILDING FUTURES

A day of learning & resources

New Teacher Induction Program (NTIP)

2006-07

Key Government Goals

- High levels of student achievement
- Reduced gaps in student achievement
- High levels of public confidence

We Know That

Good teaching



is essential to

student learning

A New Teacher's Experiences

- First day of school
- First Year Successes/Challenges
- Induction experience

New Teachers Need...

- Classroom management
- Effective communication with parents
- Planning, assessment and evaluation
- Special Education
- School and board protocol
-

“New Teacher”

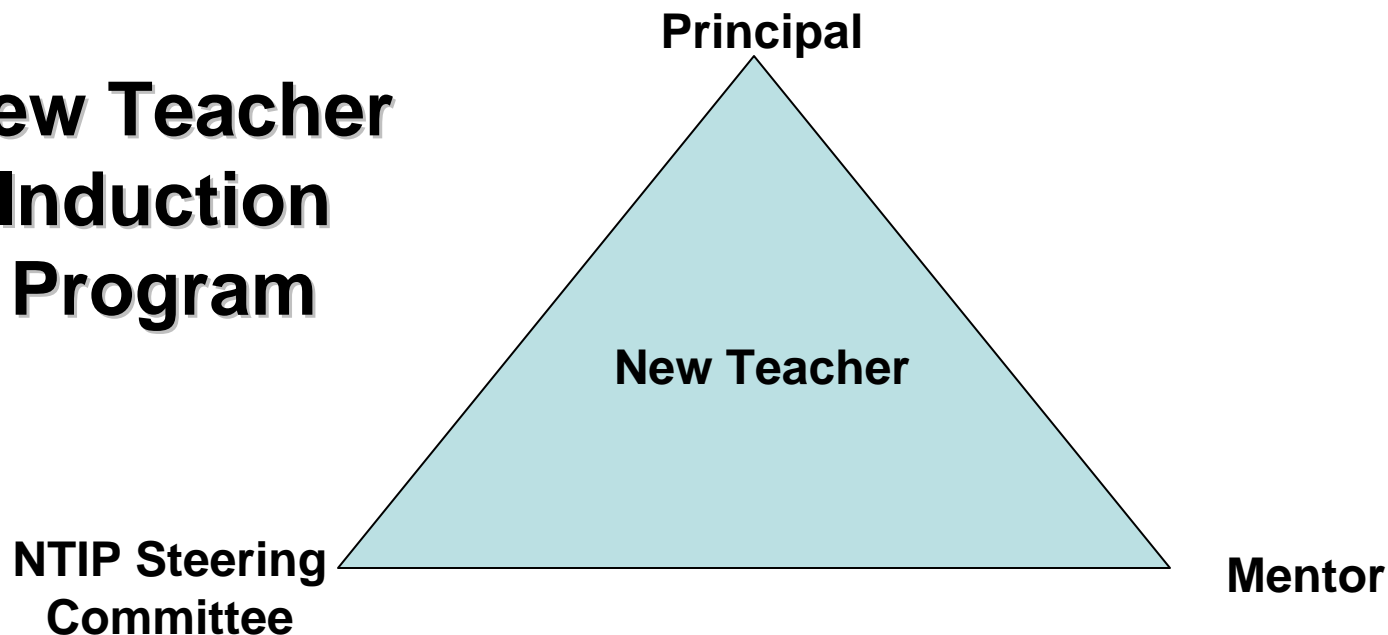
Definition of New Teacher for NTIP:

- all teachers certified by the Ontario College of Teachers (including teachers trained out-of-province) who have been hired into permanent positions – full-time or part-time – by a school board, school authority, or provincial school (“board”) to begin teaching for the first time in Ontario

Professional Learning Communities

- What do we want each student to learn?
- How will we know if each student has learned it?
- How will we respond when a student experiences difficulty in learning?
- How will we deepen the learning for students who have already mastered essential knowledge and skills?

New Teacher Induction Program



The NTIP is a school based program which depends on principals to exercise their critical role as catalysts for professional development who contribute to the shaping of teachers' work and skills.

- New Teacher Induction Program: 2005-06 Program Guideline

NTIP Supports for New Teachers

All new teachers will have access to...

- Orientation to board and school, eg.:
 - board mission, vision, values, and goals;
 - relevant board information such as student population, school locations;
 - an introduction to the NTIP and an introduction to the mentor contact.

NTIP Supports for New Teachers

All new teachers will have access to...

- Mentoring, to be offered in ways appropriate to the needs of the teachers, such as: classroom observation, common planning time, or online conferencing, one-on-one, team mentoring or on-line mentoring approaches.
- Mentoring that is a supportive role, with the mentor acting as a role model, facilitator, coach and advisor.

NTIP Supports for New Teachers

All new teachers will have access to ...

- Professional Development which:
 - Is specific to the needs of new teachers, timely and manageable;
 - Responds to identified key areas of need (eg. classroom management, communication with parents, assessment and evaluation); and
 - Provides resources for current ministry initiatives (eg. Literacy/Numeracy, Safe Schools, Student Success).

Individual NTIP Strategy

Individual NTIP Strategy Form

INDIVIDUAL NTIP STRATEGY FORM

Name: _____

New Teacher Induction Program (NTIP) Elements	Goals	Strategies	Principal Initials*
Orientation			
Board level			
School level			
Professional Development and Training			
<ul style="list-style-type: none"> Classroom Management Planning, Assessment and Evaluation Communication with Parents Teaching Students with Special Needs and other Diverse Learners Current Education Priorities (e.g. Literacy and Numeracy strategies, Student Success, Safe Schools, PAL) 			
Mentoring			
<ul style="list-style-type: none"> Development of NTIP Individual Strategy with Mentor Mentoring activities (e.g., planning, dialogue, professional development, other) 			

I have participated in the NTIP elements described above.

Teacher Signature: _____ Date: _____

This new teacher has completed two satisfactory teacher performance appraisals and his/her name will be forwarded to the Ontario College of Teachers for NTIP notation.

Principal Signature: _____ Date: _____

*The principal only needs to initial the elements in which the new teacher has participated in the event that the new teacher transfers schools/boards before completing the NTIP.

Principal will communicate to the new teacher those induction elements in which he or she is required to participate

Principal initials only required in event that new teacher changes schools or boards prior to completing the NTIP when the form will serve to indicate which elements of the program have already been completed

New teacher signs to indicate participation in NTIP induction elements; principal only signs once new teacher has received two satisfactory ratings on performance appraisals

Performance Appraisal for New Teachers

Key Components:

- Competency statements
- Appraisal meetings
- Summative report

Performance Appraisal for New Teachers

Competency Statements

Descriptions of skills, knowledge and attitudes that are required to meet the Standards of Practice for the Teaching Profession

Performance Appraisal for New Teachers

Appraisal Meetings

- Two appraisals in the first year of employment
- Additional appraisals in the second year of employment if any appraisals in the first year are not *Satisfactory*

Performance Appraisal for New Teachers

- Appraisal Meetings
 - Pre-Observation Meeting
 - Classroom Observation
 - Post-Observation Meeting

Performance Appraisal for New Teachers

- Documentation
 - Summative Report Form

Performance Appraisal for New Teachers

- NTIP Notation
 - Two satisfactory ratings on the TPA for new teachers

NTIP Information and Resources

NTIP Manuals:

<http://tpfr.edu.gov.on.ca/NTIP.htm>

NTIP Website:

<http://edu.gov.on.ca/eng/teacher/induction.html>

Survive and Thrive



To Register:

- Visit the Survive and Thrive website at <http://www.survivethrive.on.ca/>
- Choose English or French
- Select “Register” and follow the steps