

Ministry of Education



NEW TEACHER INDUCTION PROGRAM

PARTNERING FOR SUCCESS



reach every student



2007

Supporting the Implementation of the NTIP

Spring Regional Session: AGENDA



- Welcome, Introductions and Expectations for the Day
- NTIP: Looking Back and Moving Forward
- NTIP Implementation Continuum:
 - *Structure and Language*
 - *Exploring the Process, Parts I and II*
- Closing Remarks, Feedback, and Next Steps

Expectations for Today's Session

Participants will have the opportunity to:

- *become familiar with the structure and language of the NTIP Implementation Continuum*
- *understand the purpose of the NTIP Implementation Continuum as a self-assessment and planning tool*
- *explore the self-assessment, goal-setting, and planning process involved in using the NTIP Implementation Continuum*
- *begin board-team discussion on plans for the 2007-2008 school year*
- *share ideas with other school boards in their region regarding the planning process and effective practices with respect to implementation*

Parking Lot

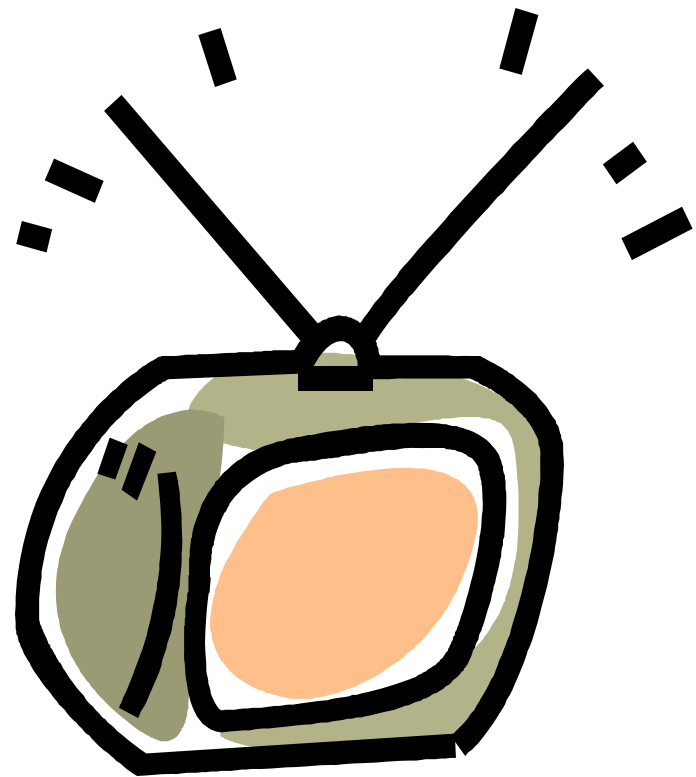


NTIP Updates

- Report Reduction
 - *Elimination of Interim Report (Jan. 2008)*
 - *Streamlining Final Report (July 2008)*
 - *2007-2008 NTIP Plan directly linked to NTIP Implementation Continuum*
- 2007-2008 Timelines
 - *Letter of Intent due October 15, 2007 (with new teachers hired between October 2, 2006 and September 30, 2007)*
 - *NTIP Plan due October 15, 2007*
 - *Final Report due July 31, 2008*

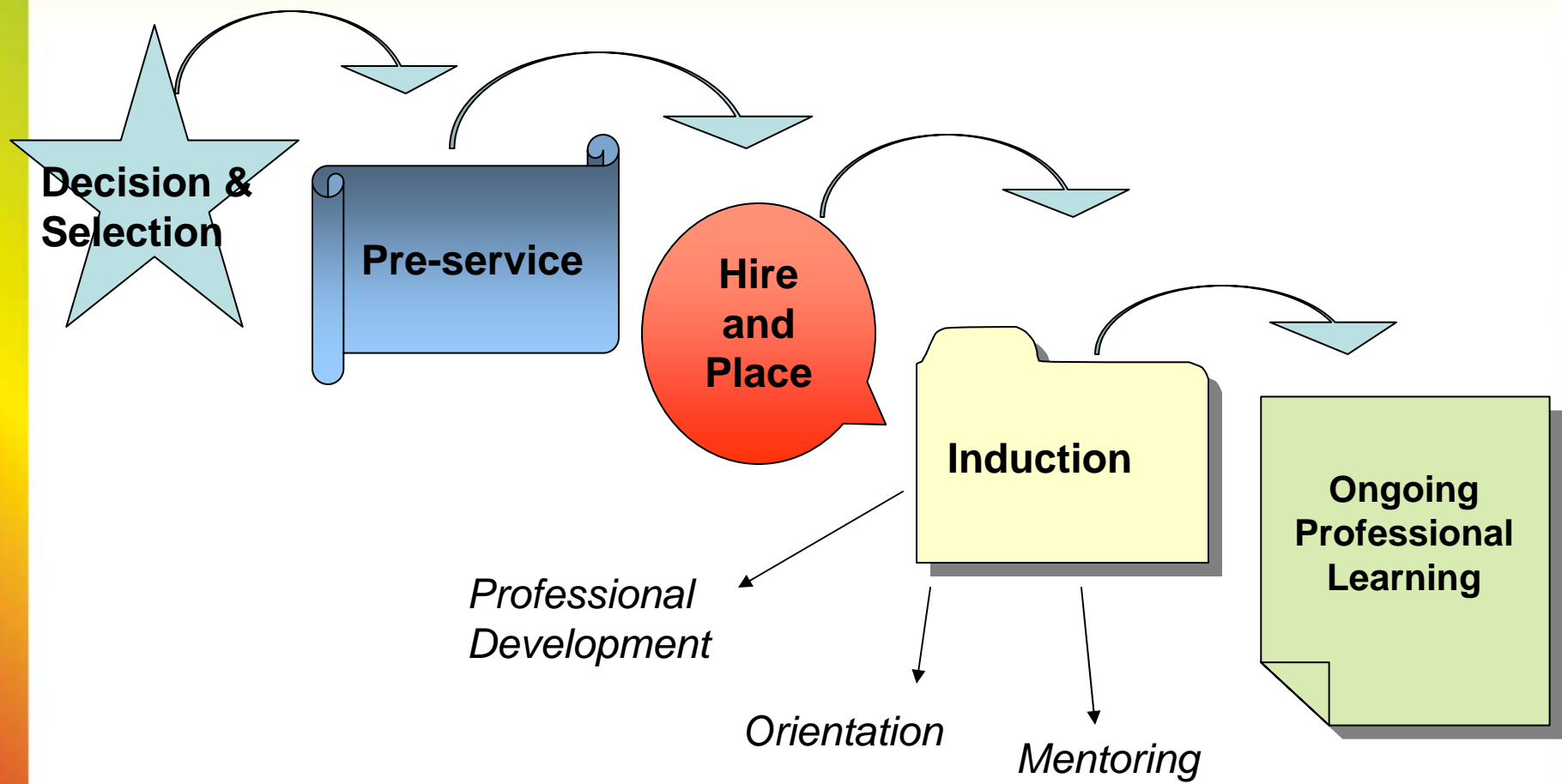
Our NTIP Implementation to Date . . .

Our NTIP
implementation
experience to
date could best
be described by
the TV show . . .



Building Teaching Excellence

Growth Continuum



A Vision of the NTIP: Learning at School

- **Improve teaching capacity**
 - Consistent support for all new teachers
 - Provincial induction framework
 - Integration of support already available (e.g., work within boards and with other partners)
- **Transform school cultures**
 - Collaborative professional learning
 - Teaching assignments
- **Enhance student learning & achievement**

“All teachers are more effective when they can learn from and are supported by a strong community of colleagues...new teachers can benefit greatly by having a mentor who will be a guide and coach.”

- Fullan and Hargreaves, 1999

NTIP Implementation Continuum

The implementation continuum is based on:

- *what research says about effective practice in the development of induction programs,*
- *the vision of the NTIP provided by school boards across the province in June 2006,*
- *the information that boards have shared with us over this past first full year of implementation, and,*
- *the vision that the Ministry has for a program that supports all new teachers in that critical first year.*

Research on Induction

- Inter-jurisdictional research
- Mentoring Demonstration Projects
- Experts in the field of induction
- Feedback from school boards throughout implementation

NTIP Implementation Continuum

- Self-assessment tool to support goal-setting and planning for 2007-2008
- Four Stages of Implementation:
 - Early Implementation
 - Implementation
 - Building Capacity
 - Sustaining Capacity
- Five Sections:
 - Infrastructure -- Professional Development
 - Orientation -- Teacher Performance Appraisal
 - Mentoring



NTIP Implementation Continuum: Structure and Language

- In your board team, number yourselves from 1 to 5
 - Expert Group 1 (BLUE): Sections 1a, b
 - Expert Group 2 (YELLOW): Sections 1c, d, e
 - Expert Group 3 (RED): Section 2
 - Expert Group 4 (PINK): Section 4
 - Expert Group 5 (GREEN): Section 5
- In your expert group, you will explore the structure and language of the assigned continuum section.
- Take notes in preparation for sharing with your board team, and the large group.

NTIP Implementation Continuum: INFRASTRUCTURE

- Five components to consider:
 - *Steering Committee composition and role that actively involves all key education partners*
 - *Data Collection process to track from determining eligibility to reporting completion to OCT*
 - *Individual NTIP Strategy form (planning, discussion and tracking tool for new teacher that records completion of the NTIP)*
 - *School Administrator Training and Support that provides clear information and direction*
 - *Communication Plan that supports the clear understanding of all participants regarding NTIP supports*

NTIP Implementation Continuum: ORIENTATION

- Board and School Orientation
 - *Integration of NTIP information at both levels*
 - *Strategies to address continuous intake and differentiated needs of new teachers*

NTIP Implementation Continuum: PROFESSIONAL DEVELOPMENT

- To be appropriate, ongoing, and differentiated
- To consider:
 - *Content (core content/expectations, specific to needs of new teachers)*
 - *Delivery (differentiated for individual needs as cited in INS form, practice that supports job-embedded learning, ongoing, manageable)*

NTIP Implementation Continuum: TEACHER PERFORMANCE APPRAISAL for NEW TEACHERS

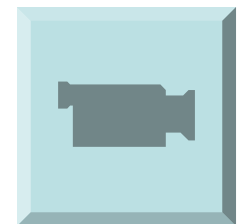
- To consider:
 - *Training that fosters growth-oriented context in schools*
 - *On-going*
 - *Monitoring process*

Mentoring to Support Job-Embedded Learning

- As a board team, identify one effective practice with respect to your mentoring program to date. What evidence do you have that this is an effective practice?
- Individually, meet with **Appointment A** to share the practice and evidence that your team has identified

NTIP Implementation Continuum: MENTORING

- To be structured, supportive and differentiated
- Four aspects to consider:
 - Selection and Matching Processes
 - Resources
 - Training
 - Activities



NTIP Implementation Continuum: Exploring the Process, Part I

- Please select a recorder from your group for the following activity.
- Use the template provided to self-assess your school board's stage of implementation in **mentoring processes, resources, training, and activities**.
- For each area:
 - Circle the descriptor that best describes your stage of implementation
 - Indicate evidence for your assessment
 - Suggest goal(s) for the 2007-2008 school year
 - Determine action items (including strategies, resources, and timelines) for each goal
 - Time permitting, consider what indicators you would use to determine whether you have achieved the goal(s)

NTIP Implementation Continuum: Exploring the Process, Part I

*Our discussion
about
mentoring has
made me
think about . . .*



Meet with **Appointment B** to discuss

NTIP Implementation Continuum: Exploring the Process, Part II

- As a board team, select one section of the NTIP Implementation Continuum that you feel has been particularly challenging to date.
- Have one team member come to the front of the room to retrieve an 11x17" version of your selected section
- Spend some time assessing your stage of implementation in your chosen area and discussing any resulting goal(s) and action(s)
- As your group is working, consider the following:
 - How did you identify your most challenging area?
 - How did your group reach consensus on your self-assessment?
 - What evidence do you have to support your self-assessment?
 - How did you determine the actions to support growth in this area over the coming year?
 - What evidence will you look for to indicate that the desired growth has occurred?

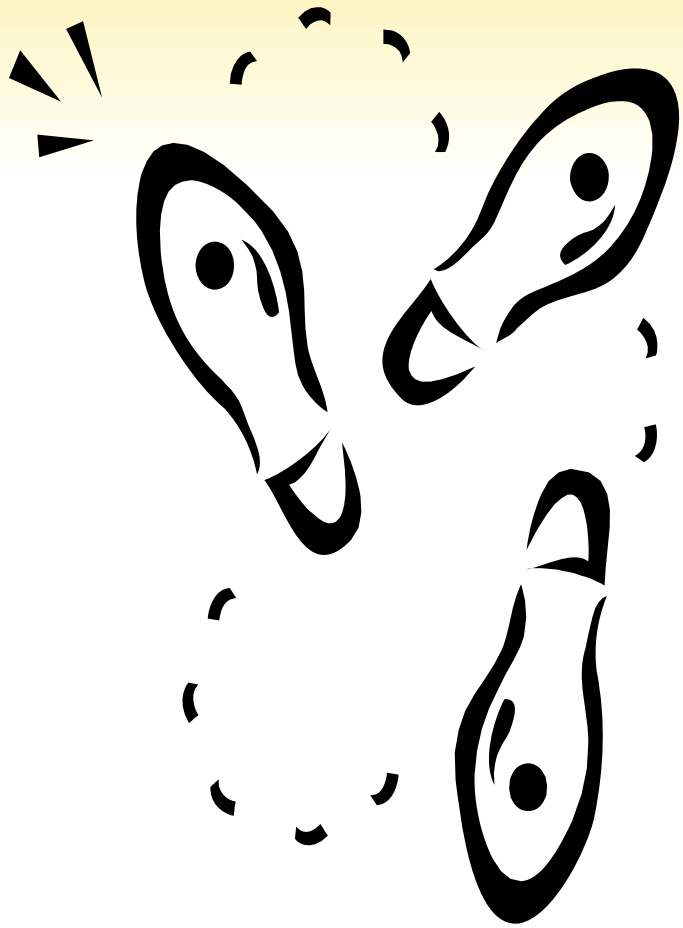
NTIP Implementation Continuum: Exploring the Process, Part II

Meet with Appointment C to share/gather some information that would support the goal(s) that your board team discussed in the last activity.



Questions?





Feedback & Next Steps