



# SCDSB New Teacher Induction Program: Multi-Year Update

## 2010 – 2013

Revised November 2011

Integrity

Responsibility

Cooperation

Caring

Respect

Optimism

Honesty

Empathy

Courage

Inclusiveness

**SIMCOE COUNTY DISTRICT SCHOOL BOARD  
NEW TEACHER INDUCTION PROGRAM: MULTI YEAR UPDATE  
2010-2013**

**Background**

The New Teacher Induction Program (NTIP) supports the growth and professional development of new teachers. It is the second step, following pre-service teacher education programs, in a continuum of professional development for teachers to support effective teaching, learning, and assessment practices. The New Teacher Induction program provides another full year of professional support so that new teachers can develop the requisite skills and knowledge that will enable them to achieve success as experienced teacher in Ontario. By helping new teachers achieve to their full potential, the New Teacher Induction Program supports Ontario's vision of achieving high levels of student performance. (*NTIP Induction Elements Manual, 2010*)

**Participation in NTIP**

All new teachers in their first year of a permanent position must participate in both TPA and Induction elements of NTIP including orientation, mentoring, and professional development. LTO teachers in their first long-term assignment of 97 or more consecutive school days as a substitute for the same teacher must also be included in the Induction elements of NTIP. The Simcoe County District School Board recognizes the value and benefit of offering supports to second-year teachers and as such offers support through professional development and training for second year contract teachers and LTO teachers in their second assignment of 97 or more consecutive days.

2011-2012 – Estimated Number of Teachers Supported Through NTIP							
1 <sup>st</sup> Year Contract		1 <sup>st</sup> 97+ Day LTO		2 <sup>nd</sup> Year Contract		2 <sup>nd</sup> 97+ Day LTO	
Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
65	30	24	9	42	20	18	5
Estimated Number of Teachers To Receive NTIP Notation during 2011-2012: 95 Teachers (65 Elementary, 30 Secondary)							

**Multi-Year Plan Update**

The NTIP Multi-Year plan is supported by the NTIP Implementation Continuum and outlines the current level of implementation and subsequent action items for the current year in which NTIP teachers and mentors are supported by the SCDSB. The following key areas are included in the NTIP Multi-Year Plan Update:

- 1) **Program Infrastructure** (Steering Committee, Data Collection, Individual NTIP Strategy (INS) Form, School Administrator Training and Support, Communications Plan)
- 2) **Orientation** (Board-Level Orientation, School-Level Orientation)
- 3) **Mentoring** (Mentoring Processes, Mentoring Resources, Mentor Training, Mentoring Activities)
- 4) **Professional Development and Training** (Expectations/Core Content, Methods of Delivery)
- 5) **New Teacher Performance Appraisal** (Roles and Responsibilities, Culture to Support Growth Oriented Performance Appraisal)

**SIMCOE COUNTY DISTRICT SCHOOL BOARD  
NEW TEACHER INDUCTION PROGRAM: MULTI YEAR UPDATE  
2010-2013**

**Focus 1: PROGRAM INFRASTRUCTURE (Steering Committee, Data Collection, Individual NTIP Strategy (INS) Form, School Administrator Training & Support, Communications Plan)**

**Goal:** Establish clear and effective communication between all stakeholders with respect to the New Teacher Induction Program (NTIP) including the development of a centralized tracking, reporting, and monitoring system to ensure data is accurate and comprehensive.

**2010 – 2011 Action Items**

- Board wide, structured, ongoing process established to identify new teachers required to complete NTIP requirements
- Process established to track & report names of NTIP teachers within 60 calendar days of second *Satisfactory* rating to OCT (College)
- NTIP teachers and mentors received a certificate for each professional learning session attended
- Acknowledgement card sent to each teacher who has completed NTIP by SO and NTIP Lead
- NTIP Strategy Form used by teachers and administrators to record participation in NTIP and to track professional growth
- Steering Committee met four times, was consulted and involved in NTIP training; provided guidance in program development
- Steering Committee involved membership from multiple key education partners
- Provided DISC (Dominance, Influence, Steadiness and Consciousness) training by Dr. Doug Jernigan for NTIP Steering Committee

**2011-2012 Action Items**

2011-2012 Action Items	Resources	Professional Learning / Activities	Monitoring	Responsibility	Evaluation / Outcomes
<p><b>Steering Committee / Communication Plan</b> Steering committee meets a minimum of four times a year, includes new teacher contract and LTO representative from both elementary and secondary panels</p> <p>Steering committee is consulted and involved in NTIP orientation, training, and information sessions as applicable, and provides guidance in professional learning, supports and delivery for all participants</p> <p>Communicate NTIP related items through Administrative Council weekly meetings, NTIP Steering Committee meetings, Board meetings (as required), email, memos and SCDSB website</p>	<ul style="list-style-type: none"> <li>▪ NTIP Induction Elements Manual, 2010</li> <li>▪ NTIP Steering Committee</li> <li>▪ Central Principals Team</li> <li>▪ Board website</li> <li>▪ Ministry NTIP website: <a href="http://faab.edu.gov.on.ca/NTIP.htm">http://faab.edu.gov.on.ca/NTIP.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ NTIP Steering Committee regular meetings</li> <li>▪ Administrative Council weekly meetings (as required)</li> <li>▪ Weekly Central Principals meetings</li> <li>▪ Numbered Memoranda &amp; Board website communication</li> <li>▪ Email distribution lists created so NTIP teachers can be communicated to directly by NTIP Lead; list added to throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>▪ Steering Committee Meetings</li> <li>▪ NTIP Lead</li> </ul>	<ul style="list-style-type: none"> <li>▪ NTIP Lead</li> <li>▪ Superintendent of Education</li> <li>▪ NTIP Steering Committee</li> </ul>	<ul style="list-style-type: none"> <li>▪ NTIP Steering Committee is inclusive and reflective of all stakeholders.</li> <li>▪ Clear and up to date communication regarding NTIP is evident through all sources of communication.</li> </ul>

2011-2012 Action Items	Resources	Professional Learning / Activities	Monitoring	Responsibility	Evaluation / Outcomes
<p><b>Data Collection &amp; Tracking</b> Centralize the identification and tracking of NTIP teachers required to complete NTIP, as outlined and reflected in the Ministry of Education requirements, through Human Resources so the process is more streamlined.</p> <p>Track and Report key program data required for final report, OnSIS and Ontario College of Teachers (OCT).</p> <p>Continue to provide certificates to confirm participation in NTIP related professional learning opportunities</p>	<ul style="list-style-type: none"> <li>▪ reports generated by Human Resources to identify NTIP teachers</li> <li>▪ SCDSB Human Resources Department</li>   <li>▪ NTIP Certificates</li> </ul>	<ul style="list-style-type: none"> <li>▪ Email sent to all contract and LTO NTIP teachers informing of NTIP participation and requirements</li> <li>▪ Teachers hired throughout the year are notified through central email notification process of involvement in NTIP</li> <li>▪ Signed certificates provided by NTIP Lead &amp; Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>▪ Seek feedback from administrators, superintendents, and executive assistants to review process</li> <li>▪ Tracking of “incomplete” NTIP TPA’s and printing of reports on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Human Resources</li> <li>▪ NTIP Lead</li> <li>▪ Superintendent of Education</li> </ul>	<ul style="list-style-type: none"> <li>▪ NTIP teachers are notified of mandatory NTIP requirements and TPA requirements</li> <li>▪ OCT notified within 60 days of completion of NTIP requirements</li> <li>▪ Number of “Incomplete” NTIP Teachers is reduced</li> <li>▪ NTIP teachers are identified and tracking is established within the given timelines</li> </ul>
2011-2012 Action Items	Resources	Professional Learning / Activities	Monitoring	Responsibility	Evaluation / Outcomes
<p><b>Individual NTIP Strategy (INS) Form</b> Principals, Vice-principals, mentors, and new teachers use the INS form in a non-evaluative manner as a living document that reflects the individual professional learning goals and changing needs of new teachers as they plan, track and record participation in the NTIP throughout the year</p> <p>Ensure the INS is aligned with goal setting that reflects the Board Improvement Plan for Student Achievement and Well Being (BIPSA-WB) and School Improvement Plan for Student Achievement (SIPSA)</p> <p>The INS form is the final piece of documentation to be submitted to the executive assistant following the completion of two <i>Satisfactory</i> TPA’s</p>	<ul style="list-style-type: none"> <li>▪ Individual Strategy Form</li> <li>▪ Ministry NTIP website: <a href="http://faab.edu.gov.on.ca/NTIP.htm">http://faab.edu.gov.on.ca/NTIP.htm</a></li>   <li>▪ TPA Pilot Project Steering Committee</li> </ul>	<ul style="list-style-type: none"> <li>▪ PD for NTIP teachers on INS form during school &amp; board level orientation</li> <li>▪ PD for mentors on INS form at mentor training sessions</li> <li>▪ PD on INS form at TPA Turbo Sessions for Administrators</li> <li>▪ Look at results of TPA Pilot Project for strategies on aligning INS form</li> </ul>	<ul style="list-style-type: none"> <li>▪ NTIP Lead to consult with NTIP teachers and administrators</li> <li>▪ TPA Turbo Sessions</li> <li>▪ Consultation with NTIP Teachers</li> <li>▪ Collection of sample INS forms</li> <li>▪ Feedback &amp; Exit Tickets following PD</li>   <li>▪ Review cases where INS form is not sent in following two <i>Satisfactory</i> TPA’s</li> </ul>	<ul style="list-style-type: none"> <li>▪ School / Central Administrators</li> <li>▪ NTIP Lead</li> <li>▪ Superintendent of Education</li>   <li>▪ Human Resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ NTIP teachers are using the strategy form as a tool to focus their professional learning and as a discussion tool with administrators and mentors.</li> <li>▪ Feedback from superintendents of education, NTIP lead, administrators, and teachers with respect to alignment of the INS form and ALP for each teacher.</li> <li>▪ INS forms are</li> </ul>

					submitted following two <i>Satisfactory</i> TPA's in all cases
<b>2011-2012 Action Items</b>	<b>Resources</b>	<b>Professional Learning / Activities</b>	<b>Monitoring</b>	<b>Responsibility</b>	<b>Evaluation / Outcomes</b>
<b>School Administrator Training and Support</b> Ensure opportunities exist for new and experienced principals and vice-principals to access further training and resources to support enhanced program implementation.	<ul style="list-style-type: none"> <li>▪ NTIP Power Point within MVAL outlining NTIP requirements</li> <li>▪ Ministry NTIP website: <a href="http://faab.edu.gov.on.ca/NTIP.htm">http://faab.edu.gov.on.ca/NTIP.htm</a></li> <li>▪ NTIP Induction Elements Manual &amp; TPA Technical Requirements Manual</li> <li>▪ NTIP Lead</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information sent out to Principals and Vice-Principals with TPA requirements</li> <li>▪ Three mandatory TPA "Turbo Sessions" over the course of the year for all administrators</li> <li>▪ Communication with NTIP Lead and Superintendent of Education to support administrators</li> </ul>	<ul style="list-style-type: none"> <li>▪ NTIP Lead will consult with administrators as necessary</li> <li>▪ TPA Committee to gather feedback following TPA "Turbo Sessions"</li> </ul>	<ul style="list-style-type: none"> <li>▪ NTIP Lead</li> <li>▪ Superintendent of Education</li> <li>▪ TPA Committee</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administrators are knowledgeable regarding NTIP requirements and support NTIP teachers within the school</li> </ul>
<b>2012 – 2013 Action Items</b>					
<ul style="list-style-type: none"> <li><input type="checkbox"/> Build leadership capacity within the NTIP Steering Committee so that they can provide support for future professional learning opportunities</li> <li><input type="checkbox"/> Continue to align the INS form when conferencing between the new teacher and his/her administrator</li> <li><input type="checkbox"/> Gather data from the INS form to provide feedback and next steps into upcoming professional learning opportunities</li> <li><input type="checkbox"/> Use the INS as a tool to generate discussion and growth in teaching practice between the new teacher and his/her mentor</li> <li><input type="checkbox"/> Continue to review tracking and reporting process and refine and make changes as necessary</li> <li><input type="checkbox"/> Develop an online tracking tool that will track participation in NTIP related professional learning opportunities</li> <li><input type="checkbox"/> Continue offering TPA "Turbo Sessions" for all administrators to provide training and resources to support enhanced program implementations</li> </ul>					

**SIMCOE COUNTY DISTRICT SCHOOL BOARD  
NEW TEACHER INDUCTION PROGRAM: MULTI YEAR UPDATE  
2010-2013**

**Focus 2: ORIENTATION (Board Level and School Level)**

**Goal:** Provide NTIP eligible teachers with both board and school level orientation to establish an understanding of both school and board level protocols

**2010 – 2011 Action Items**

- Structured approach put in place for presenting consistent board level orientation to new teachers, based on the expectations/content listed in the NTIP manual
- Board level orientation offered twice during the year (October & February)
- Framework for full day orientation session embedded in effective teaching practices and pedagogy
- Administrators used an informal approach to offer school level orientation to new teachers at specific times of the year (e.g. August/September & February – Semester 2); some schools moved to a more structured approach for School level orientation, often involving the school NTIP mentor
- Orientation checklist available on SCDSB website under NTIP resources was used by some administrators for school level orientation

**2011-2012 Action Items**

**Board Level Orientation**

Offer board level orientation twice over the course of the school year for NTIP Teachers to establish an understanding of board level protocols and the SCDSB Board Essential Practices.

Provide NTIP manual to new teachers during the board level orientation as an outline of NTIP program requirements and expectations

Develop on-line Adobe Connect Sessions to provide some aspects of Board level orientation.

**Resources**

- NTIP, Inductions Manual
- NTIP – New Teacher, Mentor, and Administrator Handbooks
- <http://www.edu.gov.on.ca/eng/teacher/resourcehandbooks.html>
- I.T. Personnel

**Professional Learning / Activities**

- Orientation Session offered twice over school year
- Work with board personnel and NTIP Steering Committee to create on-line Adobe Connect Sessions

**Monitoring**

- Meetings with NTIP Steering Committee and Superintendent of Education to evaluate effectiveness of Orientation Sessions
- Feedback from new teachers to administrators and NTIP lead following board level orientation session

**Responsibility**

- NTIP Lead
- NTIP Steering Committee
- Board Personnel
- Superintendent of Education

**Evaluation / Outcomes**

- NTIP Teachers have an understanding of board level protocols and SCDSB Essential Practices
- All new teachers are knowledgeable regarding NTIP requirements and expectations

**2011-2012 Action Items**

**School Level Orientation**

Create a framework for school level orientation that is more formalized and can be implemented at both elementary and secondary schools (checklist for school level orientation).

Elicit feedback from administrators and NTIP

**Resources**

- Ministry NTIP website: <http://faab.edu.gov.on.ca/NTIP.htm>
- Checklist for school level orientation to be developed

**Professional Learning / Activities**

Communication with other board NTIP Teams.

Work with steering committee to create framework

**Monitoring**

- Collect feedback from new teachers to identify strengths/needs of school level orientation using a survey

**Responsibility**

- Administrators
- NTIP Lead

**Evaluation / Outcomes**

- All new teachers are welcomed to the school have received a school orientation, and are knowledgeable about school expectations and

teachers to determine needs and next steps for school level orientation.					protocols
<b>2012 – 2013 Action Items</b>					
<input type="checkbox"/> Implement new Board level Orientation format with a combination of “face to face” and on-line Adobe Connect Sessions <input type="checkbox"/> Continue to model effective teaching practices and pedagogy through Board level “face to face” Orientation sessions <input type="checkbox"/> Allocate funds to individual schools with new “year 1” contract teachers for school level orientation <input type="checkbox"/> Identify 2-3 staff members at each school who would form an orientation team to support new, experienced and LTO teachers new to the school <input type="checkbox"/> Communicate in September with administrators through system communication the framework for school level orientation and offer support where required					

**SIMCOE COUNTY DISTRICT SCHOOL BOARD  
NEW TEACHER INDUCTION PROGRAM: MULTI YEAR UPDATE  
2010-2013**

**Focus 3: MENTORING (Mentoring Processes, Resources, Training, Activities)**

**Goal:** To provide differentiated mentor training and professional learning to both new and experienced mentors, as well as strengthen the mentoring relationship to build leadership capacity within schools.

**2010 – 2011 Action Items**

- Process developed and shared through board memoranda to identify the process for the selection and timely matching of new teachers and mentors
- Administrators facilitated the mentee/mentor process and submitted appropriate documentation to NTIP lead
- Developed and put in place a communication strategy to inform new teachers, mentors, principals/vice-principals about the NTIP mentoring process
- Mentoring in place incorporating different models to meet differentiated teacher, school and/or board needs (i.e. one-to-one, group, across schools, etc)
- Offered mentor training which included active listening, facilitation skills involving how to provide meaningful non-evaluative feedback, and 3 C's (consulting, collaborating, and coaching)
- Provided training in May 2010 to ensure a training mentor was in each school for the September 2010-2011 school year
- Principals / Vice-Principals supported mentors and new teachers to plan and engage in job-embedded learning during the school day
- Professional learning opportunities offered to mentor throughout the year
- Provided DISC training with Dr. Doug Jernigan to create a collaborative and productive relationship between mentor and mentee
- Developed a set of formal guidelines outlining a safe exit strategy that was communicated to all NTIP participants

2011-2012 Action Items	Resources	Professional Learning / Activities	Monitoring	Responsibility	Evaluation / Outcomes
<p><b>Mentoring Processes</b></p> <p>Streamline the mentor selection tracking and monitoring process to ensure each new contract teacher and LTO teacher in their first 97+ day assignment are matched with a mentor differentiated to the new teacher need.</p> <p>Mentoring process continues to be communicated with all stakeholders through board memoranda.</p> <p>Mentoring is differentiated and includes different models to meet the different needs of teachers (i.e. one to one, group, across schools)</p>	<ul style="list-style-type: none"> <li>▪ Numbered Memoranda</li> <li>▪ NTIP Mentor Handbook</li> <li>▪ Ministry NTIP website: <a href="http://faab.edu.gov.on.ca/NTIP.htm">http://faab.edu.gov.on.ca/NTIP.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ Issue Numbered Memoranda to outline mentor process and requirements in Oct 2011.</li> <li>▪ Collect feedback collected from</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collection of data to ensure all NTIP teachers are matched with a mentor in Oct. / Nov. 2011.</li> <li>▪ Gather feedback from both mentee and mentor to ensure that the</li> </ul>	<ul style="list-style-type: none"> <li>▪ NTIP Lead</li> <li>▪ Superintendent of Education</li> <li>▪ NTIP Steering Committee</li> </ul>	<ul style="list-style-type: none"> <li>▪ All NTIP teachers matched with mentors</li> <li>▪ Professional needs of mentee is met through the mentor process</li> </ul>

<p>Develop feedback mechanisms for both mentors and mentees, to share with NTIP Steering Committee, NTIP Lead and Superintendent.</p> <p>Ensure mentee, mentor, and administrator are aware of exit strategy should relationship dissolve.</p> <p>In order to acknowledge the significant role of mentors in the NTIP, NTIP lead and superintendent to acknowledge the commitment and positive contributions each mentor made at the end of the school year.</p>		<p>sessions throughout the year from mentors and mentees</p> <ul style="list-style-type: none"> <li>▪ Send cards to mentors to acknowledge contributions in June</li> </ul>	<p>relationship is collaborative and positive. Review feedback regularly.</p>		<ul style="list-style-type: none"> <li>▪ Mentor relationship is positive and collaborative and few partnerships have had to be dissolved</li> </ul>
<b>2011-2012 Action Items</b>	<b>Resources</b>	<b>Professional Learning / Activities</b>	<b>Monitoring</b>	<b>Responsibility</b>	<b>Evaluation / Outcomes</b>
<p><b>Mentor Resources</b></p> <p>Provide on-going resources / support throughout the year to support mentors, principals, and new teachers in the mentoring process.</p> <p>Create on-line chat forum for mentors on the SCDSB board website under NTIP to share successes and challenges.</p> <p>Mentor workshops will be highlighted throughout the year in Board numbered memoranda.</p>	<ul style="list-style-type: none"> <li>▪ Professional Learning Opportunities &amp; mentor resources (e.g. <i>Mentoring Matters, Wellman, Bruce &amp; Lipton, Laura</i>)</li> <li>▪ NTIP – mentor on-line chat forum</li> <li>▪ Support of NTIP Lead</li> </ul>	<ul style="list-style-type: none"> <li>▪ Issue Numbered Memoranda in Oct, Dec, and March to outline mentor professional learning opportunities throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feedback / exit ticket, next steps</li> <li>▪ NTIP Lead to organize workshops and ensure supports are in place</li> <li>▪ Administrators to provide support as needed to mentors throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>▪ NTIP Lead</li> <li>▪ Administrators</li> </ul>	<ul style="list-style-type: none"> <li>▪ NTIP Mentors will have received support and professional learning throughout the year</li> </ul>
<b>2011-2012 Action Items</b>	<b>Resources</b>	<b>Professional Learning / Activities</b>	<b>Monitoring</b>	<b>Responsibility</b>	<b>Evaluation / Outcomes</b>
<p><b>Mentor Training</b></p> <p>Provide NTIP Mentors with differentiated training to meet the needs of both new and experienced mentors in the fall of 2011 through partnership with ETFO.</p> <p>Provide a copy of NTIP Mentor manual to mentors during training sessions.</p> <p>Identify mentor PLC group to take part in OPC MentorCoach training in four sessions</p>	<ul style="list-style-type: none"> <li>▪ Mentoring Matters, Wellman, Bruce &amp; Lipton, Laura</li> <li>▪ NTIP Mentor Handbook</li> <li>▪ ETFO New and Experienced Mentor Training</li> <li>▪ OPC MentorCoach</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offer ETFO New and Experienced Mentor Training in November 2011</li> <li>▪ Share with mentors at training</li> <li>▪ OPC MentorCoach</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exit tickets / feedback forms after each training session</li> <li>▪ Regular meetings with Superintendent to update regarding ETFO and OPC workshops</li> </ul>	<ul style="list-style-type: none"> <li>▪ NTIP Lead</li> <li>▪ Superintendent of Education</li> <li>▪ NTIP Mentors</li> </ul>	<ul style="list-style-type: none"> <li>▪ All mentors have received training differentiated to their need</li> <li>▪ Mentors have a copy of NTIP Mentor Manual</li> <li>▪ PLC group is training and is</li> </ul>

between September and January to support moving from a mentor model to mentor-coaching model.	training	training offered as four sessions in September, November, and January			implementing MentorCoach model.
<b>2011-2012 Action Items</b>	<b>Resources</b>	<b>Professional Learning / Activities</b>	<b>Monitoring</b>	<b>Responsibility</b>	<b>Evaluation / Outcomes</b>
<p><b>Mentor Activities</b></p> <p>Principals / Vice-Principals, with support from the NTIP Lead and Superintendent, will ensure the allocation and use of release time for each mentor and new teacher to plan and engage in job-embedded learning during the school day (e.g., structured observation and debrief, co-teaching and co-planning).</p> <p>Each mentor will be allocated 1 day of release time for mentor training and 1.5 days of release time to support professional learning and collaboration with the mentee.</p> <p>Professional development activities are offered over the course of the year and outlined in board memoranda at three times throughout the year (September – December, January – March, April – June) to align with monitoring of the BIPSA-WB.</p>	<ul style="list-style-type: none"> <li>▪ NTIP 2011-2012 Spending Plan</li> <li>▪ NTIP Inductions Elements Manual</li> <li>▪ BIPSA-WB</li> <li>▪ Essential Practices Document</li> </ul>	<ul style="list-style-type: none"> <li>▪ Structured observation &amp; collaboration with the mentee</li> <li>▪ Professional development activities which align with Essential Practices and Core Elements offered throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>▪ NTIP Lead to send periodic emails to mentors and administrators regarding release time</li> <li>▪ Review of professional learning opportunities to ensure alignment with NTIP Core Elements, BIPSA-WB, and Essential Practices Document</li> </ul>	<ul style="list-style-type: none"> <li>▪ School Principals</li> <li>▪ Central Program Staff</li> <li>▪ Central Principal's Team</li> <li>▪ NTIP Lead</li> <li>▪ Superintendent of Education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mentors use release time for training, professional learning, and job embedded learning with the new teacher</li> </ul>
<b>2012 – 2013 Action Items</b>					
<ul style="list-style-type: none"> <li><input type="checkbox"/> Mandatory identification of at least one mentor per school to attend training in September 2012</li> <li><input type="checkbox"/> All NTIP teachers are matched with a mentor by the end of October of 2012</li> <li><input type="checkbox"/> Organized, systemic, selection and timely matching process of mentors that includes input from the new teachers, mentors, and principals/vice principals</li> <li><input type="checkbox"/> Ensure the professional needs of the mentee is being met through the mentor process</li> <li><input type="checkbox"/> Continue to monitor the communication of information regarding the NTIP mentoring process</li> <li><input type="checkbox"/> Monitor and evaluate the selection process of mentors; continue to offer different models of mentoring to meet the differentiated needs of NTIP teachers</li> <li><input type="checkbox"/> Offer OPC four session MentorCoach training to a group of approximately 20 mentors beginning in the fall of 2012</li> <li><input type="checkbox"/> Continue to offer a range of professional learning opportunities for both new and experienced mentors that align with the BIPSA</li> <li><input type="checkbox"/> Seek feedback from other boards on the exit strategy and make adjustments as needed</li> </ul>					

**SIMCOE COUNTY DISTRICT SCHOOL BOARD  
NEW TEACHER INDUCTION PROGRAM: MULTI YEAR UPDATE  
2010-2013**

**Focus 4: PROFESSIONAL DEVELOPMENT AND TRAINING (Expectations/Core Content, Methods of Delivery)**

**Goal:** To provide differentiated professional learning opportunities to meet the specific needs of NTIP eligible teachers which follows the Expectations / Core Content areas of NTIP while aligning with the BIPSA-WB and Essential Practices document.

**2010 – 2011 Action Items**

- Provided professional learning opportunities during the school day that were manageable, relevant and timely for new teachers
- Release time was available and readily accessible for NTIP teachers to participate in professional learning opportunities
- Ensured equitable access to professional learning through multiple and varied opportunities throughout the year
- Provided differentiated professional learning tailored specifically to the needs of new teachers
- Provided professional learning opportunities using a combination of system-level workshops and school-based activities
- Supported job-embedded learning for NTIP teachers
- Purchased resources that supported areas of focus as identified in the BIPSA including numeracy, literacy, technology, special education, health and well being
- June 2010, NTIP teachers were supported with resources for professional development or given the option to subscribe to a professional organization / resource that supported their current teaching assignment
- Teacher and mentor feedback gathered regularly through professional learning workshops
- Resources were aligned intentionally to board priorities and distributed to NTIP teachers and mentors to support professional learning
- Wide range of professional learning was offered including opportunities having guest speakers (Chelonnda Seroyer: *First Days of School*, Jennifer Abrams: *Having Hard Conversations*, Elaine Dembe: *Passionate Longevity*, *Creating a Work Life Balance*, Karen Hume: *Tuned Out*, *Engaging the 21<sup>st</sup> Century Learner*).
- PLC for a group of 18 teachers who participated in a book study focusing on the work of Karen Hume

2011-2012 Action Items	Resources	Professional Learning / Activities	Monitoring	Responsibility	Evaluation / Outcomes
<p><b>Expectations / Core Content</b></p> <p>Ensure that professional learning for new teachers is current, research-based, supports applicable expectations/core content areas and aligns with the BIPSA-WB.</p> <p>Provide professional learning that is tailored specifically to the needs of new teachers for all applicable core content areas.</p>	<ul style="list-style-type: none"> <li>▪ Board Improvement Plan (BIPSA-WB)</li> <li>▪ NTIP resources</li> <li>▪ Essential Practices document</li> <li>▪ NTIP Induction Elements Manual</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional learning offered throughout year and shared through board memoranda</li> </ul>	<ul style="list-style-type: none"> <li>▪ NTIP Steering Committee, NTIP Lead, Central Principal Team, and Superintendent of Education to review professional learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Central program staff</li> <li>▪ Central Principal's</li> <li>▪ NTIP Lead</li> <li>▪ Superintendent of Education</li> </ul>	<ul style="list-style-type: none"> <li>▪ NTIP Spending Plan is directed to the specific learning needs of NTIP eligible teachers</li> <li>▪ NTIP Professional Learning options are varied and aligned.</li> </ul>
<b>2011-2012 Action Items</b>	<b>Resources</b>	<b>Professional</b>	<b>Monitoring</b>	<b>Responsibility</b>	<b>Evaluation /</b>

		Learning / Activities			Outcomes
<p><b>Methods of Delivery</b>  <b>Differentiation:</b>            Provide professional learning opportunities that allow each teacher sufficient choice to follow a plan tailored to individual learning need. NTIP teachers have the opportunity to apply to use NTIP funding to attend conferences based on their individual learning needs.</p> <p>Provide professional learning that uses a combination of system-level workshops (Face to Face sessions) and school-based activities (observation, collaboration) with strategies that support job embedded learning available to all teachers. All NTIP teachers are allocated 2 days of release time for professional learning.</p> <p><b>Timing:</b>            Provide professional learning opportunities during the school day that are manageable, relevant and timely for new teachers with readily accessible release time available to participate in such opportunities</p> <p>Face-to-face learning opportunities will be shared with NTIP teachers in a timely manner to ensure they have knowledge of all of the options available to them for allocated release time.</p> <p>Resources will be distributed at professional learning opportunities throughout the year. Resources that remain in storage from previous years will be distributed to schools to support NTIP teachers and mentors.</p> <p><b>Ongoing:</b>            Ensure equitable access to professional learning through the provision of multiple and/or varied opportunities throughout the school year for specific professional learning topics.</p>	<ul style="list-style-type: none"> <li>▪ Board memoranda to list professional learning opportunities available to NTIP teachers</li> <li>▪ NTIP Spending Plan</li> <li>▪ NTIP Induction Elements Manual</li> <li>▪ Ministry NTIP website: <a href="http://faab.edu.gov.on.ca/NTIP.htm">http://faab.edu.gov.on.ca/NTIP.htm</a></li> <li>▪ NTIP Resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Face-to-face sessions</li> <li>▪ Classroom Observations</li> <li>▪ Site-Based Opportunities (collaboration, observation)</li> <li>▪ Detailed information regarding 2011-2012 PD offerings outlined in Numbered Memo's</li> <li>▪ On Demand Learning – offered on SCDSB website on NTIP page</li> <li>▪ Conferences</li> <li>▪ Link NTIP resources with professional learning opportunities and distribute to the system</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feedback / exit tickets from NTIP teachers following workshops</li> <li>▪ Elicit feedback from NTIP eligible teachers and mentors regarding program elements. What area should we continue? What additions are necessary?</li> <li>▪ Teachers to fill out Professional Learning Request Form and Feedback form to participate in conferences, site observations, and classroom observations</li> <li>▪ Review timelines for reporting and examination period and ensure professional learning opportunities align</li> </ul>	<ul style="list-style-type: none"> <li>▪ Central program staff</li> <li>▪ Central Principal's</li> <li>▪ NTIP Lead</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional learning opportunities are varied and differentiated</li> <li>▪ All NTIP teachers benefit from some form of professional learning offered</li> <li>▪ Professional learning occurs throughout the year, is accessible and timely for NTIP teachers, and is varied to meet the needs of all teachers</li> </ul>

**2012 – 2013 Action Items**

- Review and revise professional learning opportunities throughout the year to align with monitoring of the BIPSA-WB
- Review the allocation of funds to purchase resources, moving from general needs to specific needs of individual mentees/mentors (i.e. direct some funds to the school level to support the purchasing of resources)
- Monitor use of professional learning funds for NTIP Year 1, Year 2, LTO teachers as well as mentors
- Create a “Menu of Professional Learning” at the beginning of the year to ensure NTIP teachers have all the information regarding workshops that will be offered over the school year early to ensure the best use of release days

**SIMCOE COUNTY DISTRICT SCHOOL BOARD  
NEW TEACHER INDUCTION PROGRAM: MULTI YEAR UPDATE  
2010-2013**

**Focus 5: NEW TEACHER PERFORMANCE APPRAISAL (Roles and Responsibilities – Training, Monitoring)**

**Goal:** Provide NTIP permanent contract teachers with relevant and timely information regarding the TPA process and ensure resources and training are in place to support effective practices.

**2010 – 2011 Action Items**

- TPA “Turbo Sessions” offered to provide professional learning and a deeper understanding to administrators regarding the TPA process
- Data regarding TPA’s and INS forms collected and tracked by NTIP Lead and Executive Assistants
- Additional supports offered through NTIP for teachers who have not received a *Satisfactory* Rating

2011-2012 Action Items	Resources	Professional Learning / Activities	Monitoring	Responsibility	Evaluation / Outcomes
<p><b>Roles and Responsibilities</b></p> <p><b>Training</b></p> <p>Provide multiple opportunities throughout the year, through “TPA Turbo Sessions” for Superintendents, Principals, and Vice-Principals to acquire deeper understanding of the TPA process for new teachers.</p> <p><b>Monitoring</b></p> <p>Monitor the effectiveness of training policies and practices in fostering a growth-oriented performance appraisal context for new teachers and make informed decisions and revisions as necessary.</p> <p>Streamline the process of monitoring</p>	<ul style="list-style-type: none"> <li>▪ TPA Technical Requirements Manual</li> <li>▪ BIPSA-WB</li> <li>▪ ALP</li> </ul> <ul style="list-style-type: none"> <li>▪ Tracking system</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mandatory “TPA Turbo Sessions” offered 3 times over the course of the year</li> <li>▪ TPA Committee meetings</li> <li>▪ TPA Pilot Project Team meetings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meetings with TPA Committee and TPA Pilot project team to monitor effectiveness and make changes / revisions as necessary</li> <li>▪ Feedback / exit tickets following “TPA Turbo Sessions”</li> </ul>	<ul style="list-style-type: none"> <li>▪ Superintendent of Education</li> <li>▪ NTIP Lead</li> <li>▪ TPA Committee</li> <li>▪ TPA Pilot Project Team</li> <li>▪ NTIP Lead</li> <li>▪ Human Resources</li> <li>▪ Principals / Vice-Principals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administrators have a deeper understanding of the TPA process for new teachers.</li> <li>▪ Training fosters growth oriented performance appraisal process</li> <li>▪ All new contract teachers receive two TPA’s in the first 12 months of teaching which is completed and submitted to the area superintendent</li> </ul>

<p>mandatory TPA requirements by implementing a central monitoring and tracking system to ensure all new teachers receive two performance appraisals in the first 12 months after they begin teaching.</p> <p>Provide addition supports to teachers who have not received a <i>Satisfactory</i> rating.</p>	<p>developed by I.T. to track and monitor elements of the TPA process</p>				
<b>2011-2012 Action Items</b>	<b>Resources</b>	<b>Professional Learning / Activities</b>	<b>Monitoring</b>	<b>Responsibility</b>	<b>Evaluation / Outcomes</b>
<p><b>Culture to Support Growth Oriented Performance Appraisal</b></p> <p>Principals, vice-principals, and new teachers have opportunities to engage in professional dialogue and collective inquiry supporting a growth oriented culture and the TPA process.</p>	<ul style="list-style-type: none"> <li>▪ NTIP – New Teacher, Mentor, and Administrator Handbooks</li> <li>▪ <a href="http://www.edu.gov.on.ca/eng/teacher/resourcehandbooks.html">http://www.edu.gov.on.ca/eng/teacher/resourcehandbooks.html</a></li> <li>▪ PLC cycle</li> <li>▪ Pre-Observation Meeting</li> <li>▪ Walk-Throughs</li> <li>▪ NTIP Individual Strategy Form (INS)</li> </ul>	<ul style="list-style-type: none"> <li>▪ TPA Turbo Sessions</li> <li>▪ TLCP Cycle</li> <li>▪ Completion of NTIP Individual Strategy Form</li> </ul>	<ul style="list-style-type: none"> <li>▪ NTIP Individual Strategy Form outlines professional develop aligning with board and school goals</li> <li>▪ Feedback from new teachers on TPA process</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principals / Vice Principals</li> <li>▪ Superintendent of Education</li> <li>▪ TPA Committee</li> <li>▪ TPA Pilot Project Team</li> </ul>	<ul style="list-style-type: none"> <li>▪ New teachers are supported through the TPA process and plans are in place to support the growth and professional learning of the new teacher</li> </ul>
<b>2012 – 2013 Action Items</b>					
<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue offering “TPA Turbo Sessions” to administrators to foster a deeper understanding of the TPA process for new teachers and to support a growth-orientated TPA context.</li> <li><input type="checkbox"/> Streamline and systemize the TPA process for new teachers (e.g. develop set of guidelines/checklist for what occurs during the Pre-Observation Meeting, guideline for when 1<sup>st</sup> and 2<sup>nd</sup> appraisal should take place, etc.)</li> <li><input type="checkbox"/> Implement tracking system to monitor the efficiency of the TPA process for new teachers.</li> </ul>					

## SCDSB NTIP “Menu of Professional Learning” 2011 – 2012

Professional development and training within NTIP focuses on the core components of:

- Classroom management
- Planning
- Assessment & Evaluation
- Communication with Parents
- Teaching Students with Special Needs and other Diverse Learners
- Current Educational Priorities

Professional development opportunities offered through NTIP aligns with the SCDSB Essential Practices outlined in the BIPSA-WB. Professional learning opportunities may include, but are not limited to, the following sessions:

### September – December

<b>Date</b>	<b>Time</b>	<b>Audience</b>	<b>Professional Learning</b>
September 29 <sup>th</sup> & 30 <sup>th</sup> , November 4 <sup>th</sup> , January 20 <sup>th</sup> ,	9:00 – 4:00 pm	NTIP Mentors	<b>OPC Mentor Coach Training for Educators</b> Four full day sessions will be offered in September, November, and January to train a group of mentors in the OPC Mentor Coach model.
October 25 <sup>th</sup> , 2011	9:00 – 4:00 pm	All NTIP Year 1 and 1 <sup>st</sup> 97+ Day LTO Teachers	<b>Mandatory Board Orientation Session</b> Offered for all new hires in October. A second session will be offered in February for all teachers hired following the first orientation and for LTO teachers. All NTIP Year 1 teachers must attend one session.
October 27 <sup>th</sup> , 2011	4:00 – 7:30 pm	Secondary NTIP Mentors & Mentees	<b>OFFSA Coaching Session</b> Coaching In Ontario Schools (CIOS) is a program developed by OFSSA to give teacher-coaches the special skill set that they need to coach effectively in the school environment.

November 4th, 2011	8:30 – 3:30 pm	NTIP Mentors & Teachers	<b>Creating Identity Safe Classrooms (Jennifer Abrams)</b> In this workshop, participants will study the concept of stereotype threat through readings and video and then learn a set of behaviours that are within the teacher’s sphere of control in order to increase identity safety for all students.
November 21 <sup>st</sup> November 29 <sup>th</sup> , 2011	9:00 – 4:00 pm	NTIP Mentors	<b>ETFO Mentor Training – New &amp; Experienced Mentors</b> Two separate sessions offered in November for NTIP mentors. One session is for experienced mentors and one for new mentors.

## SCDSB NTIP “Menu of Professional Learning” 2011 – 2012

### January - March

Date	Time	Audience	Professional Learning
January 24 <sup>th</sup> , 2012	9:00 – 3:30 pm	Grades K – 12	<b>Differentiated Instruction in Mathematics</b> The session will begin with a plenary session in which all participants will discuss differentiated instruction in mathematics through the three part math lesson, open & parallel tasks, and effective questioning. Participants will then attend their choice of three different breakout sessions throughout the day. Choices will include: Patterning & Algebra K-3, Wins K-5, Manipulatives in the P/J Classroom, Gap Closing J/I, Manipulatives in the I/S Classroom, WINS K-8, Gap Closing I/S, TIPS.
January 2012	8:30 – 11:00 am 1:00 – 3:30 pm	Grades 9 – 12 Grades K - 8	<b>Assessment &amp; Descriptive Feedback</b> Effective assessment and descriptive feedback supports student achievement. During this session, participants will explore best practices in assessment through Growing Success as well as other resources. Participants will work in groups to investigate various assessment tools and practices that can be used immediately in the classroom.
January 18 <sup>th</sup> , 2012	8:30 – 11:00 am 1:00 – 3:30 pm	Grades 7 – 12 Grades K - 6	<b>Comprehensive Literacy</b> Through videos and discussion, teachers will investigate the components of a strong comprehensive literacy program and investigate strategies to refine their current practice.
February 2012	½ Day	Grades K – 12	<b>Understanding IEP’s</b> Participants will learn about key components of an IEP with a focus on the connection between assessment and strategic program planning.
February 29 <sup>th</sup> , 2012	1:00 – 3:30 pm	Grades 4 – 12	<b>Using Graphic Novels in the Classroom to Engage Reluctant Readers</b> Teachers will investigate how to use graphic novels to motivate readers, especially reluctant readers or those at risk, to become successfully engaged. It will be explored how graphic novels can be used to promote literacy by encouraging extensive reading and reflective response.
February 2012	½ Day	Grades 4-8	<b>FSL Oral Language</b> Participants will discuss oral language in the FSL classroom and will look at recent Ministry initiatives in this area.
February 2012	½ Day	Grades K - 12	<b>Integrating Assistive Technology in The Classroom</b> In an introduction to assistive technology, participants will learn how to engage reluctant readers and writers utilizing a variety of software. An overview will be provided for Kurzweil,

			WordQ, Smart Ideas, Dragon, and some web based resources. Participants will gain an understanding of student strengths and needs and how assistive technology plays a role.
March 7 <sup>th</sup> , 2012	8:30 – 11:00 am 1:00 – 3:30 pm	Grades 9 – 12 Grades K - 8	<b>Using Technology and Data to Enhance Student Achievement</b> Participants will identify students in their classes who are “on the cusp” of moving to the next achievement level by using the electronic School Improvement Planning Tool. Learner profiles will be created for these students and action plans will be developed to support these students in the classroom.

## SCDSB NTIP “Menu of Professional Learning” 2011 – 2012

### March - May

Date	Time	Audience	Professional Learning
March 2012	8:30 – 11:00 am 1:00 – 3:30 pm	Grades 7 – 12 Grades K - 6	<b>Differentiated Literacy Strategies</b> Through this workshop teachers will look at what strategies help us to accelerate literacy acquisition, how to meet the needs of diverse learners, plan strategically, and deepen thinking. Four domains of literacy will be addressed including functional literacy, content area literacy, technological literacy, and innovative or creative literacy.
March 2012	½ Day	Grades K – 12	<b>Building your Professional Practice – Effective Communication / Positive Solutions to Difficult Situations with Parents</b> Participants will be provided with an overview of the key aspects of an effective classroom management plan. Specific classroom management strategies will be considered. The second half of the morning will examine ways in which to engage in cooperative relationships with parents while dealing with difficult situations. Teachers will examine roadblocks to effective communication, as they reflect on their own communication methods.
April 3 <sup>rd</sup> , 2012	8:30 – 3:30 pm	Grades K - 12	<b>Bridges Out Of Poverty</b> This learning opportunity will provide powerful insight into the lives of our families who live in situational or generational poverty.
April 2012	½ Day	Grades K – 12	<b>How to Reach &amp; Teach All Students in the Inclusive Classroom</b> Through differentiated instruction, teachers will investigate how to address the learning needs of all students and maximize their level of performance and achievement.
April, 2012	½ Day	Grades 4 – 12	<b>Teaching Tech-Savvy Kids – Bringing Digital Media Into the Classroom</b> During this workshops teachers will explore the relationship between students and digital media. Participants will examine how to design learning opportunities that harness today’s technology to create more engaged, student-centered learning opportunities.
May 2012	½ Day	Grades K – 12	<b>Meeting the Needs of All Learners</b> Professional learning will be offered on meeting the needs of all learners. (i.e. programming for students with ASD, FAS, LD etc.)
May 2012	9:00 – 3:30 pm	Grades K – 12	<b>Restorative Practices for Respectful Relationships</b> Participants will be provided the First Nation context and background to restorative practices during the morning session. The afternoon session will focus on practical strategies to implement in schools.

May 2012	9:00 – 3:30 pm	Grades 1-9	<b>PRIME Training – Mathematics</b> This session will support teachers in grades 1-9 in the area of PRIME assessment. The PRIME training focuses on the Number Sense and Numeration strand. During this session participants will be introduced to the development continuum for Operations, diagnostic tools, and instructional strategies to support students at various phases
----------	----------------	------------	--



## SCDSB NTIP “Menu of Professional Learning” 2011 – 2012

### Ongoing Professional Learning

#### 1. Face to Face Sessions

- Face to face sessions take place over the course of year, take place at the Education Centre, or alternate locations as half day, full day, or after school sessions. NTIP teachers are encouraged to register for workshops which are pertinent to their current professional development goals. Face to face sessions are shared through numbered memoranda throughout the year. Teachers will register on the registration utility for these sessions.

#### 2. Classroom Observations

- Classroom observation sessions can be arranged for the following purposes: Integrating Technology, Numeracy, Literacy, Subject-Specific Classroom Observations, or another area supporting goals in the BIPSA-WB. Observation sessions may be full or half day. Teachers wishing to observe a classroom will fill out the NTIP Professional Learning Request Form.

#### 3. Site Based Opportunities

- Participating and eligible NTIP teachers can use release days or meet on an informal basis to engage with their mentor(s) and/or selected school staff (i.e. literacy coach, SERT) for the purpose of planning, assessment, differentiated instruction, and/or to collaborate on the current professional learning needs of the NTIP teacher.

#### 4. On Demand

- These sessions may take the form of a narrated adobe presentation and are currently posted in the NTIP section of the SCDSB website. On Demand sessions will be added to over the course of the year.

#### 5. Mentoring

- All NTIP teachers are paired with a mentor in the Fall of 2011. Mentoring is an ongoing relationship between the mentor and mentee and helps to create a professional environment committed to teacher growth and professional learning.