

The *Individual NTIP Strategy Form*

The *Individual NTIP Strategy Form* is intended to serve as a vehicle for discussion and learning, as well as a means of planning, tracking, and recording the NTIP induction elements in which each new teacher participates. It contains no evaluative elements and is intended as a tool to reflect completion of the NTIP individualized program. This form is not a checklist.

The program requires that the *Individual NTIP Strategy Form* be used. Please refer to the on-line appendices at <http://faab.edu.gov.on.ca/NTIP.htm> for the current year's form.

The New Teacher Induction Program (NTIP) requires that the *Individual NTIP Strategy Form* be used. The following chart summarizes the process.

Principal	New Teacher	Beginning LTO Teacher*	Mentor
<ul style="list-style-type: none"> ■ as part of school level orientation, the principal will provide information on the elements of NTIP: orientation, professional development and training, mentoring, and the TPA for new teachers ■ the principal gives the Individual NTIP Strategy form to the new teacher and indicates that this is the form to be used to record and track supports needed in each of the NTIP elements (excluding TPA) ■ the principal, based on the definition of new teacher in the <i>NTIP: Induction Elements Manual (2008)</i>, communicates to the new teacher the elements in which he/she needs to participate ■ the principal lets the new teacher know that the mentor can collaborate with him/her on the completion of the form and that once they have discussed needs and planned strategies, the new teacher will then share the plan with the principal so that the he/she can approve and allocate the appropriate resources ■ the principal does not evaluate the NTIP Individual Strategy Form or Induction elements 	<ul style="list-style-type: none"> ■ as part of school level orientation, the new teacher receives information on the NTIP: orientation, professional development and training, mentoring, and the TPA for new teachers ■ the new teacher receives the NTIP form from the principal along with an explanation of its use ■ the new teacher is responsible for the Individual NTIP Strategy form ■ once the new teacher understands which category he/she is in and in which elements he/she must participate, the new teacher collaborates with the mentor and principal (or others as needed) to determine what participation in those elements will look like including topics, strategies, timelines etc (excludes TPA). Once ready the new teacher shares the plan with the principal so that the principal can approve and allocate the appropriate resources 	<ul style="list-style-type: none"> ■ as part of school level orientation, the beginning LTO teacher receives information on the NTIP: orientation, professional development and training, mentoring, and evaluation processes (if applicable) ■ the beginning LTO teacher receives the NTIP form from the principal along with an explanation of its use ■ the beginning LTO teacher is responsible for the Individual NTIP Strategy form ■ once the beginning LTO teacher understands which category he/she is in and in which elements he/she must participate, the beginning LTO teacher collaborates with the mentor and principal (or others as needed) to determine what participation in those elements will look like including topics, strategies, timelines etc (excludes TPA). Once ready the beginning LTO teacher shares the plan with the principal so that the principal can approve and allocate the appropriate resources 	<ul style="list-style-type: none"> ■ as part of mentor training, the mentor receives information on the NTIP: orientation, professional development and training, and mentoring ■ the mentor works in consultation and collaboration with the new teacher or the beginning LTO teacher to determine what participation in the elements will look like including topics, strategies, timelines, etc.

<ul style="list-style-type: none"> ■ the principal, as catalyst in the new teacher's professional growth, through collaborative leadership, has an ongoing role in monitoring progress and reallocating resources as needed throughout the year ■ the principal records on the <i>Summative Report Form for New Teachers</i> the NTIP induction elements in which the new teacher has participated/is participating (as previously communicated to the teacher by the principal based on the definition of "new teacher" in the <i>NTIP: Induction Elements Manual, 2010</i>). ■ once the new teacher has received two <i>Satisfactory</i> ratings on performance appraisals for new teachers, the principal signs the form to indicate that the NTIP has been completed 	<ul style="list-style-type: none"> ■ the new teacher continues to collaborate with the mentor to work through the plan, making adjustments if necessary ■ the new teacher is in conversation on an on-going basis with the principal and mentor as they progress through the plan ■ the new teacher signs the form once participation in the NTIP induction elements has been completed. 	<ul style="list-style-type: none"> ■ the beginning LTO teacher continues to collaborate with the mentor to work through the plan, making adjustments if necessary ■ the beginning LTO teacher is in conversation on an on-going basis with the principal and mentor as they progress through the plan <p>*Beginning full-time continuing education teachers who are participating in the induction elements of NTIP should also use the INS Form.</p>	<ul style="list-style-type: none"> ■ the mentor meets with the new teacher or the beginning LTO teacher to work through the plan, suggesting adjustments if necessary ■ the mentor continues to collaborate with the new teacher or the beginning LTO teacher to work through the plan, suggesting adjustments if necessary
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INDIVIDUAL NTIP STRATEGY FORM



Name:

New Teacher Induction Program (NTIP) Elements	Professional Learning Goals	Strategies for meeting my goals	Principal Initials*
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*The principal only needs to initial the elements in which the new teacher /beginning LTO teacher has participated in the event that the new teacher transfers schools/boards before completing the NTIP

Orientation

Board level (See section 4.3 in NTIP Induction Elements Manual)			
School level (See section 4.3 in NTIP Induction Elements Manual)			

Professional Development and Training - *These opportunities must be differentiated to meet the needs of the teachers' specific assignments (e.g., rotary, itinerant, self-contained, elementary, secondary...etc.)*
 Opportunities might address: Classroom Management; Planning, Assessment and Evaluation; Communication with Parents; Teaching Students with Special Needs and other Diverse Learners; Education Priorities (e.g., Literacy and Numeracy strategies, Student Success, Safe Schools, PAL, FSL, Early Learning, Equity and Inclusive Education)

<u>Area of PD and Training</u>	<u>Professional Learning Goals</u>	<u>Strategies for meeting my goals</u>	
<ul style="list-style-type: none"> • e.g., Classroom Management 	<p>e.g., Developing effective classroom routines.</p>	<p>e.g., Attend workshop; meet with mentor; dialogue with colleagues.</p>	

Mentoring – Development of NTIP Individual Strategy with Mentor; Mentoring activities (e.g., planning, dialogue, professional development, other)

<u>Mentoring Activity</u>	<u>Professional Learning Goals</u>	<u>Strategies for meeting my goals</u>	
• e.g., <i>Planning</i>	e.g., <i>Develop effective strategies to maximize uninterrupted learning time and student time on task.</i>	e.g., <i>Observe mentor; engage in pre and post observation dialogue with mentor.</i>	

SIGNATURES ARE REQUIRED UPON COMPLETION OF THE NTIP.

I have participated in the NTIP elements described above.

Teacher* Signature: _____

Date: _____

*The new teacher should keep a copy of the completed form.

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: _____