



# The New Teacher Induction Program

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## Introduction

The purpose of the New Teacher Induction Program (NTIP) is to establish a solid foundation on which new teachers can continue to collaboratively build their professional practice in a supportive environment. As part of NTIP, learning is job embedded, and aims to enhance the experience of teachers during their pre-service teacher education. Through a full year of ongoing support, new teachers will develop the requisite skills and knowledge that will enable them to achievement success as experienced teachers in Ontario (Ontario Ministry of Education, 2019, p. 3).

As a Catholic district school board, our NTIP program is also infused with faith-based elements that align with the [Ontario Catholic School Graduate Expectations](#). This is further built on both the board's mission and vision for our school communities, as well as the promotion of Faith, Community, Inclusivity, Respect, and Achievement.

### Vision Statement

Faithful and thoughtful learners, working together to transform the world.

### Mission Statement

Learning together. Striving for excellence.  
In service to God and each other.

#### Faith

We believe that Catholic faith traditions and teachings must permeate all aspects of our daily activities. We will strive to sustain strong home, school and parish relationships that will enhance the faith journey of all members of our communities.

#### Community

We believe in the power of collaboration and community. We will work together to achieve the goals we set for ourselves and our organization. We will serve as a model for partnerships among academic, parish, civic, cultural and community agencies.

#### Inclusivity

We believe in principles of equity, acceptance and inclusion for all. We strive towards excellence in student learning, our employees, programs and services in which diversity is honoured and all individuals are respected.

#### Respect

We believe that all members of our communities have unique gifts and abilities that must be recognized, respected and nurtured. We will work collaboratively and proactively to continue to build positive relationships of trust and mutual respect.

#### Achievement

We believe that every person can achieve success. We are committed to providing learning opportunities that are faith-based, formative, engaging and connected to real world experiences. We will support innovation that contributes to improved learning and outcomes for all.

Source. Northeastern Catholic District School Board, 2018, Multi-Year Strategic Plan: 2018-2022, p. 2, [www.necdsb.ca/pdfs/MYSP%20-%20Combined%20v2.pdf](http://www.necdsb.ca/pdfs/MYSP%20-%20Combined%20v2.pdf)



The purpose of this guide is to provide new teachers with a clear and concise document that summarizes the information and knowledge required for successful completion of the NTIP program. The guide was developed using the following resources:

- [\*Administrative Procedure APP009: Performance Appraisals: New Teachers \(2021\)\*](#)
- [\*New Teacher Induction Program: Induction Elements Manual \(2010\)\*](#)
- [\*New Teacher Induction Program: Induction Elements Manual \(2019\)\*](#)
- *OECTA Collective Agreement: 2019-2022*
- [\*Partnering for Success: A Resource Handbook for New Teachers \(2010\)\*](#)
- [\*Partnering for Success: A Resource Handbook for Mentors \(2010\)\*](#)
- [\*Partnering for Success: A Resource Handbook for Principals \(2010\)\*](#)
- [\*Relevant Policies & Regulation Under the Education Act \(1990\)\*](#)
- [\*Teacher Performance Appraisal Technical Requirements Manual \(2010\)\*](#)

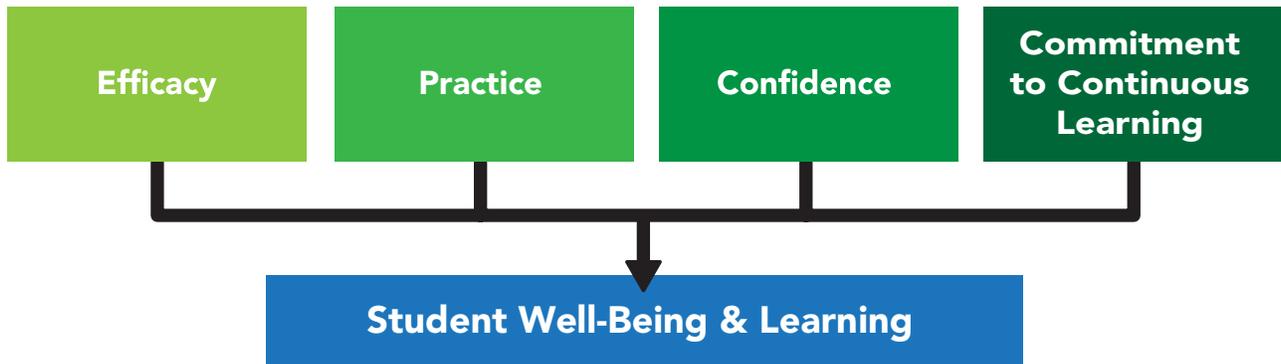
## Program Outcomes & Goals

New teachers who successfully complete the NTIP will have achieved the following outcomes (Ontario Ministry of Education, 2010b, p. 5):

- Demonstration of their competencies as set out in the performance appraisal process for new teachers in areas such as: commitment to students and student learning, including commitment to well-being and development of all students; equitable and respectful treatment of all students; professional knowledge, including the Ontario curriculum and relevant education legislation; and professional practice including classroom management Strategy to promote the learning and achievement of students, and ongoing assessment of student progress.
- Orientation to the Ontario curriculum and context, as well as orientation to the board and school.
- Acquisition of improved skills and confidence through participation in a mentoring relationship.
- Progression along the continuum of professional development and training in areas such as classroom management, communication with parents, and other activities aligned with ministry initiatives.
- Proven successful teaching in an Ontario publically funded school.



Designed to compliment the NTIP goals, the program is also built on four continuous goals that prepares new teachers for a commitment to ongoing learning centered on student well-being and learning (Ontario Ministry of Education, 2019, p. 3):



Source: Ontario Ministry of Education, 2019, New Teacher Induction Program: Induction Elements Manual, p. 3, <https://files.ontario.ca/edu-ntp-inductions-manual-en-2022-08-02.pdf>

In promoting new teacher confidence and a sense of self-efficacy, the intention of NTIP to provide the necessary support for all participant to become successful teachers who feel they can make a significant impact in the lives of all our students. At the core of good teaching is excellent instructional practice, as well as solid classroom management, both of which take time and experience to develop. This time and experience comes from a commitment to continuous learning which places the new teacher in the position of the learner.

## NTIP Induction Elements & Requirements

### Induction Elements

NTIP consists of the following induction elements (Ontario Ministry of Education, 2019, p. 4):

- Orientation: for new teachers to the school and the school board.
  - This includes an NCDSB specific [board-level orientation](#), as well as a site specific [school-level orientation](#) provided by the principal.
- Mentoring: for new teachers by experienced teachers.
- Professional learning: relevant to the individual needs of new teachers.





With the teacher-learner at the center, the NTIP program utilizes the overlapping induction elements of Orientation, Mentoring, and Professional Learning to support participants. This involves a collaborative approach involving new teachers and mentors, as well as school principals/vice-principals, colleagues, special assignment teachers, and other stakeholders. The purpose of Orientation involves not only introducing new teachers to the school environment and culture, but also ongoing access to school and board resources. Mentoring includes establishing opportunities for new teachers to work with a mentor(s), in addition to supporting mentors in their ability to successfully support new teachers. Finally, Professional Learning embraces a multi-faceted and differentiated approach to supporting new teachers through shared and independent learning opportunities.

### New Teacher Performance Appraisal

In addition to participating in the three induction elements, all new teachers are required to complete the [NTIP Individual Strategy Form](#) have [two performance appraisals](#) conducted by principals in the first 12 months after they begin teaching <sup>1</sup>. If both appraisals are in Satisfactory ratings, no further appraisals are required for the NTIP. The teacher's next appraisal will be conducted under the Experienced Teacher process (typically every 5 years).

### Successful Completion of NTIP

Upon successful completion of NTIP, including completion of the NTIP Individual Strategy Form and two successful performance appraisals within the first 12 months of teaching, the new teacher has successfully completed the NTIP. The principal will notify the Office of the Superintendents who will inform the Ontario College of Teachers of the new teacher's successful completion of the program within 60 calendar days. A notation will be placed on the teacher's Certificate of Qualification (Ontario Ministry of Education, 2010b, pp. 24-25).

For new teachers who do not obtain two Satisfactory appraisal ratings within the first year, the program continues for a second year to provide additional support. These teachers remain eligible to successfully complete the NTIP if they receive two Satisfactory ratings no later than 24 months after they begin teaching (Ontario Ministry of Education, 2010b, p. 4).

<sup>1</sup> The principal's responsibilities may be delegated, where appropriate, to a vice-principal in the same school or to a supervisory officer in the board (NCDSB, 2021).



# Participation in NTIP

## New Teachers

The board shall provide NTIP to (Ontario Ministry of Education, 2019, p. 6):

- All 1st year permanent hires. This includes all teachers certified by the Ontario College of Teachers hired into permanent positions—full-time or part-time—by the board to begin teaching for the first time in Ontario’s publically funded school system.
- All 1st year long-term occasional teachers in their first long-term assignment, with that assignment being 97 or more consecutive schools days as a substitute for the same teacher.
- 2nd year permanent hires who do not successfully complete NTIP in the first year.
- 2nd year permanent hires who were rated Satisfactory may participate in elements of NTIP the following year, although not all 2nd year teachers may wish or need to take part.

## Mentors

The board shall support NTIP mentors who has 5 years experience or more with the Association (OECTA). It is understood that the mentor relationship is based on experience and trust, and mentor choice should be considered on a number of interrelated factors, including proximity to the new teacher’s location, divisional experience, qualifications, etc. Mentoring should be a supportive, collaborative, and confidential process to support new teacher learning. While the choice of mentor is based upon mutual agreement by the new teacher and mentor, the principal plays a key role in selecting a pool of appropriate candidates for the new teacher to select from (OECTA, 2019; Ontario Ministry of Education, 2010c, p. 13).



# Role and Relationships

## New Teacher

### Role

The following identifies key responsibilities of a new teacher (NCDSB, 2021):

- Participate in [two performance appraisals](#) within the first 12 months of employment as a new teacher with the board.
- Under advisement of the principal, select and work with a mentor to support their development.
- Take an active part in all professional learning, as well as meetings and observations related to their performance.
- Provide evidence of instruction and practice as requested by the appraiser.
- Revise and complete the [NTIP Individual Strategy Form](#).
- Sign the summative reports to acknowledge receipt, and add any comments if desired.

### Relationships

NTIP is a school-based program. The learning-focused relationships teachers form with students, mentors, colleagues, principals, parents, and community partners are integral to their professional growth and ultimately, the learning of their students (Ontario Ministry of Education, 2019, p. 17).

New teachers will grow within NTIP:

- With students by building relationships, recognizing learning is messy, looking for strengths, and recognizing lived experience and individual ways of knowing.
- With mentors by choosing multiple mentors, seeking out professional learning, and listening, observing, sharing, reflecting and learning.
- With principals by sharing success, reaching out for supports, and actively participating in the learning.
- With parents/guardians and community partners by connecting with partners in learning beyond the classroom (including Indigenous partners and communities), participating in communities, and balancing work with life.

## Mentor

Mentors provide ongoing support to enable new teachers to improve their skills and confidence through participation in an effective professional, confidential relationship. Together, the mentor and



new teacher will determine the new teacher's individual needs and complete the [NTIP Individual Strategy Form](#). The new teacher's NTIP Individual Strategy Form will be revised throughout the years as their needs change (Ontario Ministry of Education, 2010b, p. 13).

The mentor's role includes that of consultant, collaborator and coach. Below, these roles are outlined more specifically (Ontario Ministry of Education, 2010c, p. 4):

- Consultant: Offering Support and Providing Resources
  - Establish early contact
  - Orient new teachers to the school, its routines and practices
  - Ensure that the new teacher understands the students, parents, and community served by the school
  - Model effective teaching practices
- Collaborator: Creating Challenge and Encouraging Growth
  - Work with the new teacher to develop the [NTIP Individual Strategy Form](#)
  - Assist the new teacher in planning the first day, first week, and first month
  - Work collaboratively to identify the new teachers' needs and adjust the mentoring process throughout the year
- Coach: Facilitating Professional Vision
  - Provide support and coaching in effective classroom management, parent communication, and other critical facets of professional practice
  - Provide emotional support and encouragement
  - Provide professional feedback

## Principal Role

The following identifies key responsibilities of the Principal (Ontario Ministry of Education, 2010b, p. 12):

- Meet with the new teacher when they are hired or assigned to complete the [school-level orientation](#), discuss the [NTIP Individual Strategy Form](#), and communicate to the new teacher those induction elements in which they are required to participate and the requirements of participation in NTIP.
- Ensure that each new teacher, in consultation with their mentor, fills out the [NTIP Individual Strategy Form](#), and ensure that the Strategy are revised throughout the year as the needs of the new teacher change.



- Ensure implementation of school-based supports (orientation, mentoring, and professional development and training) for new teachers.
- Ensure that mentors are recruited, selected, and matched according to the board process developed by the NTIP Steering Committee.
- Ensure that mentors are receiving training (this may be carried out through board-level activities where appropriate).
- Allocate funding to support each new teacher according to their [NTIP Individual Strategy Form](#).
- Work with the designated superintendent and other principals regarding system-wide sessions where these are more appropriate.
- Conduct performance appraisals for each new teacher in accordance with the performance appraisal scheme for new teacher.
- Sign each new teacher's [NTIP Individual Strategy Form](#) and forward a copy to the designated NTIP superintendent once the teacher has received a second Satisfactory performance rating. This will indicate to the board that these new teachers are eligible for notation of successful completion on their Certificate of Qualification and Registration.

### Relationship

Principal encouragement has emerged as a key factor in the growth of new teachers. New teachers, who highlighted the important role their principal played in their development trusted the principal. They felt that they could speak openly about their learning without the worry of being judged. Simply put, new teachers felt that they had their principal's support (Ontario Ministry of Education, 2019, p. 19).

Below are examples of how principals can support their professional learning and growth of new teacher (Ontario Ministry of Education, 2019, p. 19):

- Creating a Mentoring Web
  - Introducing new teachers to multiple mentors in the school
  - Helping connect new teachers to mentors beyond their school with experience related to their specific teaching context (e.g., FSL, First Nation, Metis, and Inuit Studies, Special Education)
  - Building Relational Trust
  - Modelling inclusion, openness, and collaborative practice
  - Engaging in goal setting conversations
  - Listening
  - Working towards reconciliation and responding to the [TRC Calls to Action](#)



## Role and Relationships

- Facilitating Learning Focused Conversations
  - Demonstrating flexibility of stance and role (consultant, collaborator, coach) based on the needs of each new teacher or mentor
  - Deepening understanding of the challenges specific to particular teaching contexts (e.g., FSL, Indigenous Language Education, Special Education)
- Providing Meaningful Feedback
  - Being available for ongoing questions, conversations, and feedback
  - Utilizing protocols like scaling questions and appreciative inquiry to help new teachers reflect on practice, build confidence, and develop efficacy
- Utilizing Powerful Mentoring Designs
  - Facilitating opportunities for new teachers and mentors to engage in classroom observation and debriefing in their own school or other schools
  - Allocating time and resources to support collaboration with multiple mentors

	New Teachers	Mentors	Principals
Orientation	✓	✓	✓
Mentoring	✓	✓	✓
Professional Learning	✓	✓	✓
Individual NTIP Strategy	✓	✓	✓
Teacher Performance Appraisal (New Permanent Hires Only)	✓		✓ S

The chart summarizes how new teachers collaborate with mentors and principals. As the role of mentors is non-evaluative they are not involved in the Teacher Performance Appraisal (TPA) process for new permanent hires or other formal evaluations for occasional teachers.

✓ = Direct Involvement  
S = Sign Off

Source: Ontario Ministry of Education, 2019, New Teacher Induction Program: Induction Elements Manual, p. 17, <https://files.ontario.ca/edu-ntip-inductions-manual-en-2022-08-02.pdf>



# Securing a Mentor

Upon hire into a position where new teachers must complete the New Teacher Induction Program (NTIP), either through regulation or through invitation, teachers will receive a welcome letter from the school board office. This letter will contain useful information in helping you maximize your NTIP experience. As part of the letter, it will be requested that you work with your principal to secure a mentors by a given deadline. Release time is available to work with your mentor (see your principal for more details). With this, there are a few key items to keep in mind (Ontario Ministry of Education, 2010d, p. 3):

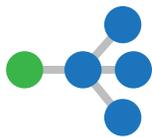
- Mentoring is a support system that can be relied upon throughout the school year.
- Mentoring provides the opportunity to observe and work with an experienced teacher.
- Mentoring is a means of building new skills and accelerating professional learning.
- Mentoring is a source of constructive feedback.
- Mentoring is a sounding board for discussing questions, issues, and concerns.
- Mentoring increases comfort and self-confidence.



# Building a Mentoring Web

Research has shown that new teachers participating in NTIP are the most successful by creating a web of mentoring support using 5-7 of the different mentoring supports illustrated below. Through building such a web of support, new teachers not only personalized their learning to their practice, but also made use of multiple mentors and mentorship opportunities at their disposal.

Mentoring webs are unique to each individual new teacher. The more connections that a new teacher makes in their mentoring web, the more impact the mentoring experience will have on developing their professional practice. In building such connections, mentors can assist new teachers by making connections with colleagues, principals, special assignment teachers, and other mentors (Ontario Ministry of Education, 2019, p. 10).



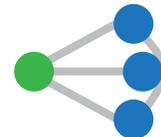
### Broker Mentoring

Mentor provides orientation to the school or work site logistics and culture and brokers involvement of colleagues as needs arise.



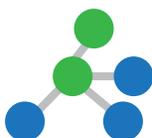
### One to One Mentor Matching

Mentor is matched with a new colleague and adopts consultant, collaborator and coaching stances based on needs.



### Group Mentoring

Mentor collaborates with 2 or more new teachers or new teachers may have 2 or more mentors.



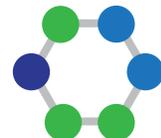
### Informal Mentoring

New teachers connect with a variety of colleagues as needs arise.



### Online Mentoring

Using online conferencing new teachers participate in discussion and sharing with both experienced and beginning colleagues.



### Communities of Practice

Educators with similar assignments and/or professional interests form learning networks across a region or district.

Source: Ontario Ministry of Education, 2019, New Teacher Induction Program: Induction Elements Manual, p. 10, <https://files.ontario.ca/edu-ntip-inductions-manual-en-2022-08-02.pdf>



# Differentiated Professional Development

Building on the idea that each new teacher is unique and comes to NTIP with different backgrounds and experiences, it is important to acknowledge the importance of differentiated professional development. Each new teacher has individual strengths and needs, and professional development must be sensitive to the requirements of each new teacher.

Using the concept of a “Learning Menu”, new teachers are provided with the opportunity for voice, choice, and personalized construction of learning based on authentic learning opportunities directly connected to real world classroom experiences and learning goals in consultation with their mentor (Ontario Ministry of Education, 2019, p. 11).

## Examples of a Learning Menu

### Selection 1 | **Classroom Observation & Debriefing**

- New teachers and mentor(s) observe each other teach or new teacher and mentor observe another classroom together.
- Observation is followed by collaborative debriefing and action planning.

### Selection 2 | **Co-planning / Co-teaching**

New teacher and mentor(s) collaboratively plan and teach a lesson (or series of lessons) together followed by debriefing, reflection and a continued cycle of collaboration.

### Selection 3 | **Collaboratively Assessing Student Work**

New teachers and mentor(s) assess student work together in order to help develop consistent understanding of standards of achievement and inform their instructional practices.

### Selection 4 | **Ongoing Community Practice**

New teachers and mentors engage in networked learning via ongoing communities of practice with colleagues who have a similar grade or subject assignment and/or similar learning goals.

### Selection 5 | **Choice of Formal Learning Opportunities**

New teachers and mentors participate together in face to face workshops, seminars or online learning related to their learning goals, followed by debriefing and action planning.

### Learning goal of NTIP Teacher

Improve my ability to provide meaningful feedback to students about their learning.

### Guiding Ideas

Through NTIP, flexible use of a number of joint release days is provided to support learning and collaboration between beginning teachers and a web of mentors.

While all of the learning designs on the menu have a collaborative component, individual NTIP teachers in collaboration with their web of support select the offerings and portions on the menu that best meet their authentic learning needs.



# NTIP Individual Strategy Form

The [NTIP Individual 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 components and is intended to reflect when a new teacher has completed participation in their individualized program. The form is not a checklist (Ontario Ministry of Education, 2010b, p. 13).

Principals will meet with new teachers when they are hired or assigned to a school to discuss NTIP requirements and expectations. The principal will introduce the NTIP Individual Strategy Form and explain that it is to be developed in collaboration with the new teacher's mentor (Ontario Ministry of Education, 2010b, p. 14). As a living document, the NTIP Individual Strategy Form is a "messy plan", and should be revisited and modified throughout NTIP (Ontario Ministry of Education, 2019, p. 20).

The new teacher completes and signs the NTIP Individual Strategy Form after the induction elements have been finalized. Once completed, the form will be review and signed by the principal and submitted to the Office of the Superintendents. This typically takes place concurrently with the submission of the second Satisfactory rating (Ontario Ministry of Education, 2010b, p. 14).

# New Teacher Performance Appraisal

The Teacher Performance Appraisal (TPA) process is an opportunity for dialogue, reflections, and professional growth. It is a collaboration between new teachers and their principals to provide a meaningful, growth-oriented evaluation of teacher performance. (Ontario Ministry of Education, 2019, p. 21). The provisions of the [Teacher Performance Appraisal Technical Requirements Manual \(2010\)](#) shall serve as the guiding resource for all matters relating to the performance of new teachers. New teachers will be appraised twice in the first 12 months of teaching, using the [Summative Report Form](#) for New Teachers, which is based on a demonstration of the [Domains, Competencies, and Possible Indicators of Success](#) (NCDSB, 2021; Ontario Ministry of Education, 2019, p. 21).<sup>2</sup>

As part of the TPA process, new teacher are strongly encouraged to refer to the [NTIP Appraisal Checklist \(Elementary\)](#) or the [NTIP Appraisal Checklist \(Secondary\)](#). Notification is provided by the board for all teachers undergoing the TPA process within 20 school days of the beginning of a new school year, upon hiring, or return from a leave of absence.

Overall, there are four main components of the TPA process for new teachers: a TPA planning meeting, a pre-observation meeting, classroom observations, and a post-observation meeting (NCDSB, 2021):

- **TPA Planning Meeting**

This meeting provides an opportunity for the principal and the teacher to meet to discuss the process and requirements. A principal should arrange a TPA planning meeting with each teacher who will undergo a performance appraisal by October 31, or within 60 calendar days of the teacher returning from leave. It is during this meeting that dates will be set for the pre-observation meeting and subsequent classroom observation dates.

- **Pre-Observation Meeting**

This meeting promotes professional dialogue between the principal and the teacher and is a requirement prior to the classroom observation. New teachers are expected to come prepared to this meeting with materials and information, including the [Pre-Observation Meeting Form](#), to support the performance appraisal process (see NTIP appraisal checklists).

- **Classroom Observation**

This includes the opportunity for the principal to assess the teacher's skills, knowledge, and attitudes in accordance with the [Domains, Competencies, and Possible Indicators of Success](#). For the elementary panel, the classroom observation will include two language blocks and two math blocks over a two day period. For itinerant teachers and the secondary panel, the observation will include two different classes over a two day period. The teacher and the principal will decide how

<sup>2</sup> Annual Learning Plans are not applicable to new teachers (NCDSB, 2010).

to best schedule these observations so that a sequence of lessons can be observed in each class. It is understood that all classroom observations will be completed before May 30 of each school year.

- **Post-Observation Meeting**

This meeting takes place after the classroom observation is completed and is intended to provide an opportunity for reflection and collaboration to promote growth and development. The post-observation meeting should be scheduled and carried out within 3 school days of the classroom observation.

Following the completion of the post-observation meeting, a summative report will be provided by the principal to the new teacher within 20 school days of the last classroom observation. Using the [Summative Report Form for New Teachers](#), the summative report will include a record of meeting and classroom observation dates; the principal's appraisal of the teacher's performance; the induction elements which the new teacher has participated in; the principal's overall rating of the teacher's performance, and; growth Strategy if the teacher's performance is rated as *Satisfactory*.

For a concise overview of the TPA process for new teachers, see [Performance Appraisal of New Teachers Flow Chart](#) (Ontario Ministry of Education, 2010b, pp. 39-40). For information related *Unsatisfactory* ratings and the [Enrichment Plan](#) process, please refer to [Administrative Procedure APP009: Performance Appraisals: New Teachers \(2021\)](#).



# NTIP Checklists

## New Teacher Checklist

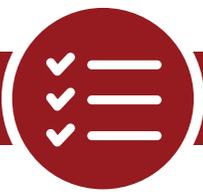
- Review the NCDSB NTIP document.
- Seek out an experienced teacher as a mentor that complements their strengths and needs (with the support of the school principal).
- Attend and actively participate in any board and school orientation activities.
- Review and begin developing the [NTIP Individual Strategy Form](#) which will be reviewed at the TPA planning meeting, hosted by the principal, by October 31st.
- Participate with mentor in developing a mentoring web and differentiated professional learning plan.
- Actively participate in all professional learning opportunities as provided.

### TPA #1 (Ideally in Term 1)

- Attend the Pre-Observation Meeting using the [NTIP Appraisal Checklist \(Elementary\)](#) or the NTIP Appraisal Checklist (Secondary) and [Pre-Observation Meeting Form](#) as a guide. Come prepared to the meeting with materials and with information to support the performance appraisal process.
- Complete observation and participate in Post-Observation Meeting, ideally within three school days of the classroom observation.
- Review the [NTIP Individual Strategy Form](#).
- Sign the [Summative Report Form for New Teachers](#) and add comments on progress to date if appropriate. Return to the principal. Note that signing the report indicated receipt only.

### TPA #2 (Ideally in Term 2)

- Attend the Pre-Observation Meeting using the [NTIP Appraisal Checklist \(Elementary\)](#) or the NTIP Appraisal Checklist (Secondary) and [Pre-Observation Meeting Form](#) as a guide. Come prepared to the meeting with materials and with information to support the performance appraisal process.
- Complete observation and participate in Post-Observation Meeting, ideally within three school days of the classroom observation.
- Review the [NTIP Individual Strategy Form](#).
- Sign the [Summative Report Form for New Teachers](#), add comments on progress to date if appropriate, and the [NTIP Individual Strategy Form](#). Return to the principal. Note that signing the report indicated receipt only.



### Mentor Checklist

- Review the NCDSB NTIP document.
- Be available to the new teacher as a consistent support during the school year.
- Assist the new teacher in reviewing and refining the [NTIP Individual Strategy Form](#) (ongoing).
- Support the new teacher in developing mentoring web and differentiated professional learning plan.
- Consider attending NTIP professional learning activities to support new teachers in their professional growth.
- If deemed appropriate by the new teacher, review feedback from the TPA process with the goal of improving new teacher professional practice.

### Principal Checklist

- Review the NCDSB NTIP document.
- Provide a [school-level orientation](#) to the new teacher, including a review of the [NTIP Individual Strategy Form](#)
- Assist new teacher in selecting an appropriate mentor from a pool of experienced teachers that complements their strengths and needs.
- Arrange for release related to NTIP where required to support new teacher and mentor.
- Arrange for a TPA planning meeting by October 31st for teachers undergoing a TPA, or within 60 days upon return from a leave. A review of the [NTIP Individual Strategy Form](#) should take place at this time.

### TPA #1 (Ideally in Term 1)

- Host a Pre-Observation Meeting using the [NTIP Appraisal Checklist \(Elementary\)](#) or the [NTIP Appraisal Checklist \(Secondary\)](#) as a guide/plan date for observation (Note: that all TPAs must be completed by May 30).
- Complete observation and host a Post-Observation Meeting, ideally within three school days of the classroom observation.
- Review the [NTIP Individual Strategy Form](#).
- Sign the summative report returned to teacher within 20 school days of each observation (TPA #1) using the [Summative Report Form for New Teachers](#).



- Submit TPA #1 to the Office of the Superintendents, signed by both principal and new teacher.
- Signed summative report returned to teacher within 20 school days of each observation (TPA #1).

### TPA #2 (Ideally in Term 2)

- Host a Pre-Observation Meeting using the [NTIP Appraisal Checklist \(Elementary\)](#) or the [NTIP Appraisal Checklist \(Secondary\)](#) as a guide/plan date for observation (Note: that all TPAs must be completed by May 30).
- Complete observation and host a Post-Observation Meeting, ideally within three school days of the classroom observation.
- Review the [NTIP Individual Strategy Form](#).
- Sign the summative report returned to teacher within 20 school days of each observation (TPA #2) using the [Summative Report Form for New Teachers](#).
- Submit TPA #2 to the Office of the Superintendents, signed by both principal and new teacher.
- Signed summative report returned to teacher within 20 school days of each observation (TPA #2).
- Submit TPA #2 to the Office of the Superintendents, along with the [NTIP Individual Strategy Form](#), signed by both the principal and new teacher.



# References

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SCHOOL BOARD

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