



Partnering for Success

Getting the most from Ontario's
New Teacher Induction Program

A Resource Handbook for New Teachers

The use of this material is optional. You are invited to use only the strategies and tools that are specific to your needs and interests.

September 2010

**Ontario Ministry of Education
New Teacher Induction Program**

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*(this is a **required** form; please see section 3.2 of the *NTIP: Induction Elements Manual*)

INTRODUCTION

Welcome!

This resource handbook was developed to support you as a new teacher to help you get the most from your participation in Ontario's New Teacher Induction Program (NTIP). Within it, you will find a brief introduction to the components of the NTIP, along with a collection of supports and resources you can use to make the most of your first years of teaching in Ontario.

How Will the NTIP Support Me?

The NTIP is comprised of the following induction elements:

- Orientation for all new teachers to the school and school board
- Professional development and training for new teachers (see Appendix B)
- Mentoring of new teachers by experienced teachers

In addition, all new teachers are required to have two performance appraisals conducted by principals in the first twelve months after they begin teaching. New teachers will complete the NTIP when they receive two *Satisfactory* ratings in their performance appraisals. For teachers who do not obtain two *Satisfactory* appraisal ratings within the first year, the NTIP continues into a second year, to provide additional supports to the teacher.

It is important to keep in mind, as you begin your career as a teacher, that proficiency comes with practice. We don't learn to teach. Rather, we learn from our teaching. It is through the professional relationships and conversations that you will have with colleagues, which will expand your knowledge, and through applying and adapting information and strategies within the context of your own classroom, that you will continue to refine your expertise as a teacher.

Within this handbook, you will find a convenient, month-by-month personal planner that provides suggested topics and issues many mentors and new teachers commonly explore during each month of the school year, with space to record your insights, reflections and next steps for professional growth. This tool has been found to be helpful in many boards, but you and your mentor may choose to develop other forms more specific to your needs and interests.

This resource material is intended to support you as you begin your first year of teaching. The self reflection questions are intended to challenge, foster professional dialogue and provide ideas to stimulate conversation. These resources have not been designed to test your knowledge and skills, but rather to provide you with information and support as you grow and develop within the profession that you have chosen.

Important Information!

Any reference to "new teachers" in discussion of the induction elements will also apply to "beginning long-term occasional (LTO) teachers". For the purposes of the NTIP, a beginning LTO teacher is defined as a certified occasional teacher who is in his or her first long-term assignment of 97 or more consecutive school days as a substitute for the same teacher.

The use of this material is optional and you are invited to use only the strategies and tools that are specific to your needs and interests.

Orientation: What Can I Expect?

Through the NTIP, you can expect to receive orientation at both the board and school level. This may include a handbook, a copy of the *Individual NTIP Strategy* form, human resources documentation and an introduction to your mentor.

Professional Development: What Can I Expect?

Within the NTIP, professional development will be provided to you at the school and/or board levels. This chart summarizes some of the key areas of professional development available to you depending on your individual needs. Appendix B provides additional information on these areas.

Summary of Professional Development

- Classroom management
- Planning, assessment and evaluation
- Communication with parents
- Teaching students with special needs and other diverse learners
- Provincial education priorities (such as Literacy and Numeracy strategies, Student Success, Safe Schools)
- Politique d'aménagement linguistique (in French-language boards)

Mentoring: What Can I Expect?

The first year of teaching is one of the most challenging periods of a teacher's career. Through the NTIP, you will have the opportunity to work directly with, and benefit from, an experienced teacher as a consultant, a coach and a colleague.

Most teachers who have experienced mentoring programs have found that they provide a wide range of benefits including:

- a support system they can rely on throughout the year;
- the opportunity to observe and work with an experienced teacher;
- a means of building new skills and accelerating professional learning;
- a source of constructive feedback;
- a sounding board for discussing questions, issues and concerns; and
- increased comfort and self-confidence.

Mentoring is Not Evaluative!

While the New Teacher Induction Program includes teacher performance appraisal by the principal, the mentoring process you are about to embark on with your teacher-mentor is a non-evaluative process, and is distinct and separate from the teacher performance appraisal.

The relationship you develop with your mentor must be based on trust and confidence. It is important to establish this trust and clarify any concerns you may have early in the mentoring relationship.

In order to get the most from your mentoring experience, it is critical that you feel comfortable engaging in open and honest dialogue about your successes and challenges in the classroom, without concerns that this may in any way be connected to performance appraisal.

The NTIP is designed to help you acclimatize to your new school community, learn and grow with the support of a colleague and role model, and experience increased success during your first year in the classroom.

While the mentoring you receive may take many forms – from one-to-one mentoring or group/team mentoring to online mentoring – the NTIP process always includes collaboration between you, as a new teacher, and your mentor to develop an *Individual NTIP Strategy* specific to your needs. The *Individual NTIP Strategy* will also be discussed with, and ultimately approved by, your principal so that he or she can arrange for the supports and allocate the appropriate resources. The program **requires** that the *Individual NTIP Strategy* form be used.

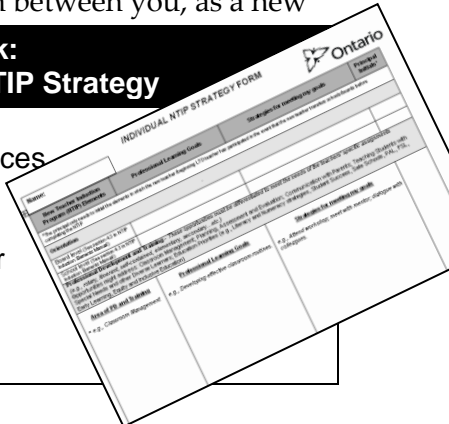
You may also revise the *Individual NTIP Strategy* form throughout the year as your needs change and develop.

Mentoring is an ongoing relationship that extends throughout the first year of a new teacher’s professional practice. The relationship is a supportive one, with the mentor acting as a role model, facilitator, coach and advisor, and sharing his or her experience and knowledge with you as a new teacher. A clear and safe exit procedure (for mentors as well as new teachers) is also available to you, for rare cases of non-compatibility.

The following chart summarizes the mentor’s role as consultant, collaborator and coach, often referred to as the ‘3 Cs’ of mentoring.

**In This Handbook:
The Individual NTIP Strategy**

See the appendices for a copy of the *NTIP Individual Strategy* form for your reference.



At-a-Glance: The Mentor’s Role

CONSULTANT: *Offering Support and Providing Resources*

- Establish early contact
- Orient the new teacher to the school, and 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 an *Individual NTIP Strategy*
- Assist the new teacher in planning the first day, first week, 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

*Adapted from: Lipton, L. & Wellman, B.(2003). Mentoring Matters: A Practical Guide to Learning-Focused Relationships, 2nd Ed. Sherman CT. MiraVia, LLC
Used with permission. For additional information go to: www.miravia.com*

Based on the *Individual NTIP Strategy* form, you and your mentor will work together on a mentoring plan to tailor your mentoring activities according to your needs and challenges, as the year progresses. Here, you may have the opportunity for a wide range of mentoring experiences such as:

- Classroom observation and de-brief
- Professional dialogue (individually or in a group setting)
- Online conferencing
- In-service sessions and post-session de-briefing
- Shared professional development with your mentor
- Observation of a lesson and feedback
- Conferencing to share ideas and teaching strategies
- Modeling instructional strategies by the mentor
- Assisting with accessing resources to enhance your professional growth
- Coaching in specific areas identified by you and your mentor

Teacher Performance Appraisal: What Can I Expect?

In conjunction with the orientation, mentoring and professional development and training elements of the NTIP, the performance appraisal process for new teachers has been designed to support and promote your continued growth and development as a new teacher.

Your principal will play a critical role in supporting your professional growth through the appraisal process. The appraisal process provides an opportunity to engage in dialogue with your principal regarding what it means to be a teacher as described in the Ontario College of Teachers' Standards of Practice for the Teaching Profession. It is also designed to strengthen schools as learning communities in which new teachers are provided with plentiful opportunities to engage in professional exchange and collective inquiry that lead to continuous growth and development.

Once your two satisfactory appraisals are completed, you will be eligible for a notation of successful completion of the NTIP on your Certificate of Qualification and on the Ontario College of Teachers public register. For teachers who do not obtain two *Satisfactory* appraisal ratings within the first year, the NTIP program continues into the second year to provide additional supports to the teacher.

Beginning LTO teachers are not required to receive two performance appraisals. Because occasional teachers are not included in the definition of "new teacher", they are not eligible to receive the NTIP notation until such time that they do come within that definition. Teacher Performance Appraisal (TPA) results prior to becoming a "new teacher" do not count for the purposes of the NTIP notation.

For further information, please refer to the *Teacher Performance Appraisal: Technical Requirements Manual, 2010* which is available through your board and/or electronically at <http://www.edu.gov.on.ca/eng/teacher/induction.html>. This essential resource describes all of the requirements of the performance appraisal process of new teachers.

What Role Will My Principal Play?

Your principal will play a key role in the NTIP, as the instructional leader of the school.

Based on the process developed by your school board’s NTIP steering committee, the principal will ensure that highly skilled mentors are matched appropriately with new teachers. The principal will also coordinate orientation and professional development opportunities at the school level, and ensure that you are able to take full advantage of orientation and professional development opportunities provided by the school board.

While the mentor will be one key professional colleague during the NTIP process, you can expect that the principal will also work closely with you and your mentor in the school to ensure that the NTIP is effectively supporting you as a new teacher. Finally, your principal will also conduct

Roles & Responsibilities	New Teacher	Mentor(s)	Principal
<i>Individual NTIP Strategy</i>	X	X	X √
School-level Orientation		X	X √
Individual PD/training	X	X	X √
Selection of Mentors	X	X	X √
Mentoring Relationship	X	X	X
Teacher Performance Appraisals	X		X √
X = consultation and development √ = final approval			

two performance appraisals with you in the first 12 months after you begin to teach for your board. The chart above summarizes the roles of new teacher, mentor and principal in the NTIP process.

What is My Role?

As a new teacher, you will play a very active role as a partner in the mentoring process.

Experience has shown that the following are important characteristics of effective new teacher partners, which will lead to greater opportunities for professional growth. Effective new teacher partners are:

- Risk takers
- Willing to learn from others
- Reflective practitioners
- Positive and optimistic
- Respectful of the mentor
- Willing to work as part of a team
- Attentive listeners
- Willing to set goals and follow through
- Able to advocate for their needs and take initiative
- Trusting

What is effective practice for new teachers?

- Being open to new ideas and to the exchange of information
- Being aware of, and identifying, your own professional needs
- Respecting and honouring commitments such as meeting times and schedules
- Maintaining confidentiality
- Asking for assistance
- Advocating for your own learning needs

Adapted from the *School-Based Mentoring Handbook*, Durham District School Board.

Where to Find NTIP Manuals

Electronic versions of the *New Teacher Induction Program: Induction Elements Manual, 2010* and the *Teacher Performance Appraisal: Technical Requirements Manual, 2010* are available in the **Teaching Excellence** section of the Ministry's website at:

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

Please refer to the website for further information about the NTIP and answers to Frequently Asked Questions.

PERSONAL PLANNER

September

As a consultant, your mentor may be...

- ❖ Conducting a “tour of the school” and providing key information about school logistics and available resources
- ❖ Sharing examples of long range plans or course outlines
- ❖ Providing answers to initial questions both big and small

As a collaborator, your mentor may be...

- ❖ Working in partnership with you to develop a mentoring plan
- ❖ Collaborating with you as you prepare for your first open house and meeting parents for the first time

As a coach, your mentor may be...

- ❖ Asking you about your prior experiences, personal strengths and goals

My Insights / Reflections...

My Next Steps...

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October

As a consultant, your mentor may be...

- ❖ Sharing specific examples of assessment and evaluation tools and strategies
- ❖ Informing you about 'unwritten' rules of school culture, as well as the written rules

As a collaborator, your mentor may be...

- ❖ Attending a professional development session with you

As a coach, your mentor may be...

- ❖ Providing feedback and engaging in learning-focused conversations to assist you in developing your own reflective practice

My Insights / Reflections...

My Next Steps...

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November

As a consultant, your mentor may be...

- ❖ Sharing practical resources such as sample report card comments
- ❖ Providing positive insights and tips to enhance your instructional practice

As a collaborator, your mentor may be...

- ❖ Co-developing strategies and approaches to address any gaps between planning and actual progress in the classroom

As a coach, your mentor may be...

- ❖ Assisting you in identifying positive aspects of classroom experiences and student accomplishments

My Insights / Reflections...

My Next Steps...

December

As a consultant, your mentor may be...

- ❖ Modeling specific strategies to recognize and value the cultural diversity of students
- ❖ Encouraging you to have a holiday!

As a collaborator, your mentor may be...

- ❖ Co-developing instructional strategies and approaches to meet the diverse learning needs and learning styles in the classroom

As a coach, your mentor may be...

- ❖ Helping you clarify your thoughts and understandings as you reflect on your first months of teaching

My Insights / Reflections...

My Next Steps...

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January

As a consultant, your mentor may be...

- ❖ Emphasizing planning as an important component of success

As a collaborator, your mentor may be...

- ❖ Reflecting collaboratively on the lessons learned in the fall term
- ❖ Working with you to review and revise your mentoring plan

As a coach, your mentor may be...

- ❖ Revisiting personal and instructional goals to assist you in self-assessing your progress to date

My Insights / Reflections...

My Next Steps...

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February

As a consultant, your mentor may be...

- ❖ Highlighting specific strategies and tips for assisting struggling students

As a collaborator, your mentor may be...

- ❖ Co-developing and adapting assessment strategies to ensure that the needs of all learners are met in the classroom

As a coach, your mentor may be...

- ❖ Reflecting on “themes of success” as well as challenges in the classroom

My Insights / Reflections...

My Next Steps...

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March

As a consultant, your mentor may be...

- ❖ Revisiting the importance of work/life balance

As a collaborator, your mentor may be...

- ❖ Brainstorming ideas to enhance parental involvement

As a coach, your mentor may be...

- ❖ Inquiring about specific instructional objectives for the balance of the year

My Insights / Reflections...

My Next Steps...

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April

As a consultant, your mentor may be...

- ❖ Reflecting with you on an area of growth that you have observed

As a collaborator, your mentor may be...

- ❖ Working together on a school project, club or team

As a coach, your mentor may be...

- ❖ Asking you about the options or choices you have as you describe a concern or problem

My Insights / Reflections...

My Next Steps...

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May

As a consultant, your mentor may be...

- ❖ Sharing knowledge about school/board vacancy and surplus procedures

As a collaborator, your mentor may be...

- ❖ Co-designing culminating activities and tasks for the classroom

As a coach, your mentor may be...

- ❖ Reflecting on remaining challenges as the year nears its close

My Insights / Reflections ...

My Next Steps ...

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June

As a consultant, your mentor may be...

- ❖ Sharing tips about year end procedures and routines to ensure a smooth transition into summer

As a collaborator, your mentor may be...

- ❖ Celebrating the end of the school year and the personal and professional growth you have enjoyed together

As a coach, your mentor may be...

- ❖ Reflecting upon the mentoring experience with you
- ❖ Inquiring about your future goals

My Insights / Reflections...

My Next Steps...

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Appendix A

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 	<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 	<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 does not evaluate the NTIP Individual Strategy Form or Induction elements ■ 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. 	<p>appropriate resources</p> <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>	
<ul style="list-style-type: none"> e.g., <i>Planning</i> 	<p>e.g., <i>Develop effective strategies to maximize uninterrupted learning time and student time on task.</i></p>	<p>e.g., <i>Observe mentor; engage in pre and post observation dialogue with mentor.</i></p>	

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:** _____

Appendix B

NTIP Professional Development Core Content and Tools

Professional learning plays an important role in student success. It has the greatest effect when it is clearly focused, practical, guided by current research and shared among educators in a supportive, risk-free learning community.

The use of this material is optional and you are invited to use only the strategies and tools that are specific to your needs and interests and the needs and interests of the new teacher with whom you are working.

It is not a one-time event or the exclusive responsibility of a few teachers: it is a career-long process, based on a model of lifelong learning ingrained in the culture of the school, board and Ministry of Education, and embedded in planning at all levels.

Beginning teachers have identified classroom management, planning, assessment and evaluation and communication with parents as the areas they felt needed most to be addressed by the professional development component of the NTIP.

Professional learning, however, is most effective when it relates purposefully to school and board goals and to the Ontario curriculum. Schools and boards must therefore plan and implement job-embedded professional development for new teachers, linking it directly to their own and to the ministry's priorities, i.e., higher levels of achievement for all and higher graduation rates through improved literacy and numeracy skills. (Adapted from *Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario.*)

In this Appendix

Areas Identified by New Teachers

Classroom Management
Planning, Assessment and Evaluation
Communication with Parents/Guardians

Ministry Initiatives

Equity and Inclusive Education
Literacy, K-6
Literacy, 7-12
Mathematical Literacy/Numeracy, 7-12
Numeracy, K-6
Safe Schools and Healthy Schools
Student Success/Learning to 18
Teaching English Language Learners
Teaching First Nation, Métis and Inuit Students
Teaching French as a Second Language
Teaching Students with Special Education Needs

The various professional development “subject areas” should not be viewed as independent. For example, Classroom Management is contingent upon effective program delivery as well as consistent routines and an organized, inclusive classroom environment. In an effort to encourage a holistic approach to the delivery of professional development, an effort was made to weave strands such as success for all students, respect for diversity in all its forms and a focus on literacy within the different resources and tools presented in this document.

Classroom Management: Professional Development and Training

In the context of what a school board is already offering and specific to the needs of new teachers, professional development and training on “Classroom Management” should include the following core content:

- Developing respectful relationships among students and between students and adults
- Strategies for building and supporting a safe, inclusive, learning-focused classroom environment where diversity is seen as a strength
- Effective strategies for establishing clear classroom procedures, routines and norms of collaboration
- Effective strategies for organizing time (such as timetabling, transitions) to maximize uninterrupted learning time and student time on task
- Strategies for collaborating with students on setting and maintaining classroom norms and rules
- Effective strategies for dealing with challenging behaviours

About Core Content

- Most school boards already offer professional learning opportunities and supports to all their teachers in order to ensure quality teaching and improved student achievement.
- Effective professional learning must be manageable, relevant, timely and appropriate to the daily responsibilities of new teachers.
- The above core content has been developed in an effort to support new teachers as they progress along a continuum of professional learning through their first year in the profession. As with all areas of learning, proficiency will develop over time.
- The core content is not to be viewed as a checklist of activities to undertake or an assessment tool to gauge the teacher’s performance.
- It is intended as a guide for school boards as they design professional learning opportunities for new teachers. It will help school boards review what they are already offering in order to align it with provincial requirements and ensure a level of consistency in the professional learning opportunities they are offering their new teachers.

Classroom Management: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

- 📖 What strategies have I found to be most successful in getting to know my students and building respectful relationships with them? Are there other strategies I would like to try?
- 📖 In what ways am I encouraging the development of respectful peer relationships among students? (such as role play, group discussion)
- 📖 What evidence do I have that my classroom environment is safe, inclusive and learning-focused?
- 📖 In what way does my classroom environment reflect the theme of diversity as a strength?
- 📖 What have I noticed about how each student responds to my classroom management strategies?
- 📖 What strategies have I used when faced with challenging behaviours? Were these effective? How do I know?
- 📖 What time management strategies am I using to maximize uninterrupted learning time?
- 📖 How do I collaborate with my students in setting classroom norms, rules and procedures?
- 📖 Can all of my students identify and explain the routines and expectations in the classroom? If not, how am I addressing this?
- 📖 How have I established norms of collaboration in the classroom?
- 📖 What have I noticed about my students' ability to apply norms of collaboration to their classroom activities?
- 📖 What strategies am I using to handle transitions in my classroom?
- 📖 How are my students responding to the strategies I am choosing?
- 📖 In what way(s) have I intentionally designed my classroom space to facilitate whole group, small group, paired and individual work?
- 📖 To whom am I turning when I have a question about classroom management?
- 📖 What kind of support or new learning do I feel I need next in order to manage my classroom learning environment even more effectively?
- 📖 ?

Using This Tool

The use of this material is optional and you are invited to use only the strategies and tools that are specific to your needs and interests.

Planning, Assessment & Evaluation: Professional Development and Training

In the context of what a school board is already offering and specific to the needs of new teachers, professional development and training on “Planning, Assessment & Evaluation” should include the following core content:

- Curriculum-focused long- and short-term planning, keeping the end in mind: what students need to know and will be able to do
- Selecting and using ongoing classroom assessment strategies and data to inform instruction and plan appropriate interventions to improve student achievement
- Using assessment and evaluation strategies that are appropriate to the curriculum and the learning activities, are fair to all students and accommodate the needs and experiences of all students, including English language learners and students with special education needs
- Providing students with numerous and varied opportunities to demonstrate the full extent of their achievement without overwhelming them
- Collecting multiple samples of student work that provide evidence of their achievement
- Referring to exemplars to assess and evaluate student work
- Using provincial achievement charts to assess and evaluate student work
- Selecting and using effective strategies to support students’ self-monitoring, self-assessment and goal-setting for their own learning
- Informing and helping students and parents to understand the assessment and evaluation strategies to be used and giving them meaningful feedback for improvement
- Applying provincial report card policies and board guidelines for reporting on student achievement

About Core Content

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- The above core content has been developed in an effort to support new teachers as they progress along a continuum of professional learning through their first year in the profession. As with all areas of learning, proficiency will develop over time.
- The core content is not to be viewed as a checklist of activities to undertake or an assessment tool to gauge the teacher’s performance.
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Planning, Assessment & Evaluation: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

- 📖 How would I describe my long- and short-term planning process?
- 📖 How do I identify the learning goals and criteria for success for each lesson? Do I share and/or clarify the learning goals and criteria at the beginning of each lesson?
- 📖 What strategies am I using to identify the learning needs of all students?
- 📖 Are my assessment and evaluation strategies appropriate to the needs of my students, the curriculum expectations being assessed and the learning activities being used?
- 📖 What assessment strategies do I most commonly use? What one other strategy would I like to try?
- 📖 How do I provide my students with multiple opportunities for practice and feedback?
- 📖 In what ways do I give my students feedback for improvement? How do I provide class time for students to implement the suggestions for improvement? How can I monitor the student's use of feedback? What types of feedback has proven most successful?
- 📖 How can I use ongoing assessment strategies during a lesson (e.g., thumbs up, observation) to determine if students are learning what is being taught?
- 📖 How do I establish the criteria for an evaluation task? Could I develop criteria together with my students? How would I do this?
- 📖 How do I use the provincial achievement chart(s) to assess and evaluate student work?
- 📖 Do my assessments reflect a balance of the achievement chart categories? If not, how can I achieve this balance?
- 📖 How can I work with colleagues to become a more effective/consistent assessor/evaluator?
- 📖 How can I use exemplars/anchors in: my lessons? my assessment of student work? my communication with students and parents?
- 📖 What strategies am I using to develop students' self-monitoring, self-assessment and goal-setting skills? How will I know if students are internalizing these skills?
- 📖 Do I understand the provincial report card policies and school board guidelines for reporting student achievement? If not, what clarification do I need?
- 📖 How am I using assessment data to develop class profiles in order to look for patterns and trends?
- 📖 Do I understand the different uses of assessment for learning, assessment as learning and assessment of learning? Am I putting too much attention on "of" learning?
- 📖 How would I explain the difference between "modification" and "accommodation" to a parent of a child with Special Education Needs? A parent of an English Language Learner? Do I understand the application of "differentiation" for all students?
- 📖 How do I teach, assess and report on Learning Skills?
- 📖 What kind of support or new learning do I need in order to plan, assess and evaluate even more effectively?

Using This Tool

The use of this material is optional and you are invited to use only the strategies and tools that are specific to your needs and interests.

Communication with Parents/Guardians: Professional Development and Training

In the context of what a school board is already offering and specific to the needs of new teachers, professional development and training on “Communication with Parents/Guardians” should include the following core content:

- Understanding the perspective of parents/guardians and families
- Developing open and collaborative communication skills
- Developing attitudes, skills and communication strategies to foster a collaborative relationship with parents and students
- Strategies to engage parents and families in supporting their child’s learning at home and at school
- Strategies to communicate with parents on an ongoing basis about:
 - classroom events, assignments and expectations (such as planners, newsletters, class website, etc.)
 - assessment and evaluation: informing and helping students and parents understand strategies to be used, for formative evaluation, and to give them meaningful feedback for improvement
 - students’ progress (such as report card comments, parent-teacher conferences, etc.)
 - school events and volunteer opportunities
- Positive conflict resolution strategies and strategies aimed specifically at dealing with challenging situations
- Developing teaching strategies that foster an open and collaborative relationship with parents and families

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Communication with Parents/Guardians: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

- 📖 How am I making it easier for parents to participate in their children's education?
- 📖 How do I promote the role of parents in supporting student achievement and well being for their child at home and at school?
- 📖 Have I planned my first meeting with the parents/ families of my students to promote a positive, collaborative relationship? Have I planned for ongoing communication with my students, parents and families?
- 📖 In what ways have I created an opportunity to connect with my students and parents to establish open lines of communication and positive rapport?
- 📖 How do I attempt to understand and integrate parents' perspectives in my communications with parents?
- 📖 How do I make my class a welcoming environment for parents? How do I involve parents who wish to volunteer?
- 📖 Do I have parents who find involvement more challenging due to language, recent immigration, poverty or newness to the system? How am I attempting to reach them?
- 📖 What strategies do I use to communicate and meet with parents? How am I helping parents to get involved to support their children's learning at home and at school?
- 📖 What type of help would I need in such areas as the use of mediation to resolve disputes? Dealing with parent issues? Effective practices in working with parents?
- 📖 Have I discussed and/or would I feel ready to discuss the following with parents:
 - their child's special talents and hobbies to help focus the child's learning?
 - what is being taught?
 - helping their child with homework?
 - ongoing communication?
 - fostering high expectations and ongoing support?
 - assessment and evaluation?
 - my classroom expectations and positive behaviour/progressive discipline strategies?
 - how parents can support improved student achievement and well being at home and at school (generally, for all students and individually, for their child)?
- 📖 What would I need to help me prepare for these discussions?
- 📖 Do I feel prepared for:
 - prior to or beginning of year introduction to parents?
 - beginning of the year meeting with parents?
 - ongoing communication such as phone calls and notes to parents?
 - parent-teacher meetings?
 - writing report card comments?
 - recognizing and addressing indications of communication difficulties?
- 📖 If not, what would I need to help me prepare for these?
- 📖 How do I become aware of what is happening in my students' home life and how it might affect their performance in class?
- 📖 How do I record my communications with parents? What do I record?
- 📖 How do I decide when to write, when to call and when to meet parents?

Using This Tool

The use of this material is optional and you are invited to use only the strategies and tools that are specific to your needs and interests.

Equity and Inclusive Education: Professional Development and Training

In the context of what a school board is already offering and specific to the needs of new teachers, professional development and training on “Equity and Inclusive Education” should include the following core content:

- Knowledge of and ability to articulate the main concepts of Ontario’s Equity and Inclusive Education (EIE) Strategy.
- Awareness of specific classroom practices that support the new teacher in the school’s implementation of the EIE Strategy.
- Knowledge of the 8 Areas of Focus and how they affect the new teacher’s work in the classroom.
- An understanding of how the board’s Religious Accommodation Guideline affects the new teacher’s classroom practices.

About Core Content

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Equity and Inclusive Education: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

- 📖 How do I foster a commitment to equity of outcomes and to closing the achievement gap between students?
- 📖 Am I aware that equity and inclusive education principles apply to every student and not just to certain groups of students?
- 📖 Do I use inclusive and respectful language and approaches in all my interactions with my students and parents?
- 📖 Do I check on accessibility of all off-site locations before going on a field trip?
- 📖 Do I have high expectations for all students and expect all of them to perform well and achieve success in my class?
- 📖 In what ways do my classroom materials and activities represent the diversity, values, backgrounds, and expectations of my students?
- 📖 Am I willing to seek new ways to teach, adapt materials and learn about how human rights, discrimination and bias affect my students' learning?
- 📖 What strategies do I employ to reach out, communicate and work effectively with my diverse range of parents?
- 📖 In what ways do I model the values and principles of equity and inclusive education in my classroom?
- 📖 Do I feel free to share my own cultural identity with my students?
- 📖 What are my attitudes towards students who are different than me with respect to sexual orientation, ability/disability, race, culture, religion and other prohibited grounds of discrimination?
- 📖 Do I monitor my own interactions with students and parents who are racially, culturally or spiritually different than me? i.e., respond differently, over-help, over-protect.
- 📖 What steps am I taking to modify personal beliefs and biases that are inconsistent with equity and inclusive education principles?
- 📖 In what instances have I used "teachable moments" to address non-inclusive, disrespectful, or discriminatory behaviours?
- 📖 How have I worked with my students to develop a process through which concerns and issues about discrimination can be identified and resolved?
- 📖 Do I encourage student leadership by involving my students in establishing and monitoring inclusive education practices to embed equity in my classroom?

Using This Tool

The use of this material is optional and you are invited to use only the strategies and tools that are specific to your needs and interests.

Literacy, K-6: **Professional Development and Training**

In the context of what a school board is already offering and specific to the needs of new teachers, professional development and training on “Literacy, K-6” should include the following core content:

- Using a range of appropriate strategies and tools to assess and monitor learning in order to inform instructional design
- Selecting and using a broad range of student learning and curriculum aligned resource materials
- Using gradual release of responsibility to move from explicit teacher modeling to independent application of literacy skills
- Selecting and using strategies to engage students effectively in purposeful talk
- Designing a variety of learning opportunities that engage students in developing literacy skills for the 21st
- Using a broad repertoire of instructional strategies to address the wide variety of learning needs

About Core Content

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Literacy, K-6: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

- 📖 Do my classroom resources and instructional strategies support and reflect ethno and cultural diversity in a positive and balanced way? How are my students responding to these resources and strategies?
- 📖 How have I scheduled large uninterrupted blocks of learning time? Do my students engage in research and inquiry and apply learning in meaningful contexts?
- 📖 To what extent am I using wait time to allow all students time to organize their thoughts and construct responses?
- 📖 How do I use participation prompts (such as advance questioning, Think-Alouds, Think-Pair-Share) to support student engagement and learning?
- 📖 How do I use my classroom walls for teaching (e.g., word walls, student work, anchor charts that clarify thinking processes or procedures)?
- 📖 Do I have student work displayed? How do I use this for ongoing learning?
- 📖 How do I use paired, small-group and whole-class oral language activities to support student learning?
- 📖 How do I help my students to monitor and adjust their thinking?
- 📖 What strategies do I use to help students develop metacognitive skills?
- 📖 What strategies do I use to assess the range of student understanding and prior knowledge in my classroom?
- 📖 Do I see my students discussing with others the processes by which they solve problems and develop solutions? What have I observed?
- 📖 In what ways are my classroom resources organized for self-directed, independent use?
- 📖 How am I including the explicit teaching of reading, writing, speaking, listening and representing skills in my lessons?
- 📖 To what extent am I providing my students with shared access to a variety of text materials, including levelled texts, for guided and independent reading?
- 📖 In what ways do my classroom and learning resources reflect a variety of languages, themes and formats to support the varied interests and abilities of all students?
- 📖 Are there particular strategies that I am using to engage boys in reading and writing? What have I noticed about student response to these strategies?
- 📖 ?

Using This Tool

The use of this material is optional and you are invited to use only the strategies and tools that are specific to your needs and interests.

Literacy, 7-12: **Professional Development and Training**

In the context of what a school board is already offering and specific to the needs of new teachers, professional development and training on “Literacy, 7-12” should include the following core content:

- Selecting and using effective pre-, during- and post-oral language strategies to engage students in purposeful speaking and listening and to develop higher-level thinking skills across curriculum areas
- Selecting and using appropriate pre-, during- and post-reading instructional strategies to engage students in meaning-making from a variety of texts and to develop higher-level thinking skills across curriculum areas
- Selecting and using appropriate pre-, during- and post-writing instructional strategies to engage students in creating texts to communicate meaning and to develop higher-level thinking skills across curriculum areas
- Using explicit teaching and modeling of oral, reading and writing strategies, providing feedback on student practice, and assessing independent application of literacy strategies across the curriculum
- Modeling metacognitive strategies to develop students’ understanding of their own thinking
- Selecting and using a range of student learning and curriculum-aligned resource materials

About Core Content

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Literacy, 7-12: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

- 📖 To what extent do I build literacy knowledge important to my subject in my students (e.g., of academic vocabulary and type of text)?
- 📖 To what extent do my lessons include the explicit teaching of oral, reading and writing strategies?
- 📖 In what ways do my lessons include modeling, coaching and guiding students in reading, writing, and speaking skills and in their use of strategies?
- 📖 To what extent do I give my students multiple and varied opportunities to practise literacy strategies? Are there ways in which I can incorporate more opportunities for student practice into my lessons?
- 📖 How do I give students ongoing, meaningful feedback as they practise literacy strategies?
- 📖 What evidence do I see of students' independent application of literacy strategies?
- 📖 To what extent do I help students select literacy strategies based on their learning preferences and strengths?
- 📖 What specific metacognitive strategies have I modeled for my students? For example, have I modelled think alouds and fix-up strategies?
- 📖 How do I use wait time to allow all students time to organize their thoughts and construct responses?
- 📖 To what extent do I provide opportunities for students to select reading, listening and viewing material? ways of approaching an assignment? types of product?
- 📖 How do I know my students are enjoying reading, writing and communicating?
- 📖 Do I see my students engaged in meaningful talk during lessons? What am I hearing?
- 📖 To what extent am I providing my students with access to a range of texts, including media and electronic texts, that represent a variety of interests and difficulty levels?
- 📖 What strategies am I using to learn about my students' prior knowledge, culture and individual differences? How am I using this information to inform my instruction?
- 📖 In what ways do my classroom resources and instructional strategies support the needs, and reflect the interests, of all students (e.g., male and female students, non-university bound students and non-traditional occupations, ethno and cultural diversity)?
- 📖 What strategies or instructional techniques would I like to learn more about?
- 📖 To whom am I turning when I have questions about literacy in my classroom?
- 📖 ?

Using This Tool

The use of this material is optional and you are invited to use only the strategies and tools that are specific to your needs and interests.

Mathematical Literacy/Numeracy, 7-12: Professional Development and Training

In the context of what a school board is already offering and specific to the needs of new teachers, professional development and training on “Mathematical Literacy/Numeracy, 7-12” should include the following core content:

- Professional learning opportunities that develop and strengthen mathematical literacy, as well as competence in both mathematics content and the methodology for teaching it
- Strategies to create an appreciation of and a positive disposition towards mathematics, as well as a positive classroom climate
- Knowledge of effective strategies and resources and of how to use effectively the manipulatives and technologies needed to teach/learn numeracy skills, including differentiating instruction and connections to the everyday applications of numeracy skills
- How to use diversified means of assessing numeracy skills
- How to create, access and use appropriate resources, including a variety of print, electronic and media resources (in order to align instruction with the curriculum policy and focus on the important mathematics)
- How to plan and pose effective questions and respond to student responses in ways that encourage risk-taking, legitimize errors as part of the learning process, and respect the contributions of all students

About Core Content

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Mathematical Literacy/Numeracy, 7-12: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

- 📖 How do I focus on important mathematical concepts or “big ideas” that cluster expectations?
- 📖 In what ways do I ensure that my lessons include a variety of instructional tools and strategies, and assessment tools and strategies?
- 📖 What variety of diagnostic, formative, and summative assessment data do I use to improve student learning and adjust the program?
- 📖 How do I adapt my assessment plan to better suit the characteristics and circumstances of students in my class(es)?
- 📖 How do I use a variety of strategies, including accommodations, to support at-risk students?
- 📖 How do I value the abilities and needs of the adolescent learner?
- 📖 In what ways am I providing a positive environment for learning mathematics through concrete applications and everyday examples, problem-solving and application of numeracy skills?
- 📖 How do I allow opportunities for students to explore, investigate, communicate mathematically, and practise skills?
- 📖 How do I encourage a variety of approaches to solving problems that incorporate different representations, strategies, and tools?
- 📖 To what extent do I use graphic organizers in teaching technical vocabulary, helping students organize what they are learning and improving recall?
- 📖 How do I use technologies when planning and teaching?
- 📖 In what ways am I modelling and promoting a spirit of inquiry?
- 📖 How do I value and build on students' prior knowledge?
- 📖 How do I encourage my students to actively explore, test ideas, make conjectures, and offer explanations?
- 📖 How do I plan to develop social skills to promote effective teamwork through learning activities?
- 📖 In what ways do I organize my students' work groups? (flexible groups? flexible pairs? individually?)
- 📖 How do I provide students and parents with regular formative feedback on students' cognitive development and achievement of mathematical expectations, as well as on their learning skills?
- 📖 How do I plan questions that require reasoning and explanation? that promote student-student dialogue? that provide access for students at a range of readiness stages? that include sufficient wait time to engage all learners?
- 📖 ?

Using This Tool

The use of this material is optional and you are invited to use only the strategies and tools that are specific to your needs and interests.

Numeracy, K-6: Professional Development and Training

In the context of what a school board is already offering and specific to the needs of new teachers, professional development and training on “Numeracy, K-6” should include the following core content:

- Selecting and using a broad range of student learning and curriculum-aligned resource materials
- Using gradual release of responsibility to move from explicit teacher modeling to independent application of literacy skills
- Selecting and using strategies to engage students effectively in purposeful talk
- Using teaching through problem-solving as the foundation for instruction in mathematics
- Using a broad repertoire of instructional strategies to address the wide variety of learning needs

About Core Content

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Numeracy, K-6: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

- 📖 Do my classroom resources and instructional strategies support and reflect ethno and cultural diversity in a positive and balanced way? How are my students responding to these resources and strategies?
- 📖 How have I scheduled large uninterrupted blocks of learning time in which my students engage in problem-solving based learning?
- 📖 To what extent am I using wait times to allow all students time to organize their thoughts and construct responses?
- 📖 How do I use participation prompts (such as advance questioning, Think-Alouds, Think-Pair-Share) to support student engagement and learning?
- 📖 How do I use my classroom walls for teaching (e.g., word walls, student work, anchor charts that clarify thinking processes or procedures)?
- 📖 Do I have student work displayed? How do I use this for ongoing learning?
- 📖 How do I use paired, small-group and whole-class discussions to support student learning?
- 📖 What strategies do I use to assess the range of student understanding and prior knowledge in my classroom?
- 📖 Do I see my students discussing with others the processes by which they solve problems and develop solutions? What have I observed?
- 📖 In what ways are my classroom resources organized to allow for self-selection of tools and strategies?
- 📖 How am teaching problem-solving skills in my lessons?
- 📖 How does my classroom show the mathematics that students are learning?
- 📖 How are my lessons designed for student learning of mathematical concepts, procedures, algorithms and mental math strategies through problem solving?
- 📖 Do my students have easy access to learning tools such as calculators, computer software, Internet access and manipulatives to support their thinking? If not, what would I like to change?
- 📖 ?

Using This Tool

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Safe Schools and Healthy Schools: Professional Development and Training

In the context of what a school board is already offering and specific to the needs of new teachers, professional development and training on “Safe Schools and Healthy Schools” should include the following core content:

- Effective practices aimed at establishing a safe and healthy learning environment and creating positive peer dynamics and relationships that reflect a variety of lifestyles, support ethno and cultural diversity, and promote mutual respect in the classroom
- Awareness of resources available to support a safe and healthy learning environment, including the school code of conduct as well as the Foundations for a Healthy School framework
- Knowledge of teaching/learning strategies that promote a safe, healthy and inclusive environment
- Knowledge of the expectations and requirements related to safe and healthy schools legislation, policies and programs aimed at maintaining a safe and healthy learning environment (e.g., types and nature of incidents that need to be reported along with the appropriate channels through which these reports and observations should be made, understanding of how to use an epi-pen)

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Safe Schools and Healthy Schools: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

SAFE SCHOOLS

- 📖 Have I acquainted myself with the school/board code of conduct and discipline protocols and procedures? Do I have any questions?
- 📖 In what ways do I use this information to establish classroom rules and routines?
- 📖 What evidence do I have that all students understand the classroom rules and routines?
- 📖 What strategies do I use to enforce the classroom rules and routines consistently and fairly?
- 📖 When I group students, how do I take into account peer dynamics, positive and potentially negative relationships and inclusion, in order to promote mutual respect?
- 📖 How do I promote mutual respect for ethno-cultural and lifestyle diversity in my classroom?
- 📖 In what ways am I addressing potential problems in a pro-active manner, authentically integrating bullying prevention into my curriculum program, and taking advantage of teachable moments to teach/reinforce appropriate social behaviours?
- 📖 Do I approach incidents in a serious and fair manner consistent with the school/board protocols and procedures? Do I use a progressive discipline approach?
- 📖 Do I need clarification about my reporting and responding obligations?
- 📖 How do I respond to inappropriate and disrespectful behaviour?
- 📖 Are all my students aware of the school's policy on bullying and how to report bullying incidents? What evidence do I have of this?
- 📖 What do I know about the process for connecting students involved in bullying with the appropriate supports in the school?
- 📖 To whom do I turn when I have a specific question about Safe Schools and Bullying Prevention?

HEALTHY SCHOOLS

- 📖 To what extent have I acquainted myself with the Foundations for a Healthy School framework?
- 📖 How do I include students with a range of abilities and needs in my classroom?
- 📖 Do I provide a range of healthy schools activities throughout the year (e.g., promoting healthy eating choices, sharing DPA activities)?
- 📖 Have I established effective routines in larger spaces (e.g., outdoors, gymnasium) to maximize participation and manage student learning effectively and safely?
- 📖 In what ways do I support students in making healthy choices (e.g., healthy food, physical activity, injury prevention)?
- 📖 To whom do I turn when I have a specific question about the Foundation for a Healthy School framework?
- 📖 ?

Using This Tool

The use of this material is optional and you are invited to use only the strategies and tools that are specific to your needs and interests.

Student Success / Learning to 18: Professional Development and Training

In the context of what a school board is already offering and specific to the needs of new teachers, professional development and training on “Student Success/Learning to 18” should include the following core content:

- Knowledge of effective instructional practices, such as strategies and resources for Differentiated Instruction, Literacy, and Mathematics which provide opportunities to improve student achievement
- Knowledge and effective use of relevant and diverse career resources relevant to the curriculum
- Knowledge and effective use of prevention and intervention strategies and programs for identifying, supporting, and teaching students who are at risk of not earning credits and/or not meeting provincial standards, (e.g., Credit Rescue, Credit Recovery, student voice, alternative programs, experiential learning opportunities, Expanded Co-op, SHSM, etc.)
- Knowledge of ways to facilitate connections for students with caring adults such as the Student Success Teacher, and/or Student Success Team, the special education and/or the guidance teacher(s) and to provide supports to ensure successful transitions from grade to grade
- Knowledge and understanding of the teacher’s role in honouring all pathways, facilitating effective transitions for students from elementary to secondary, and from secondary to post-graduation, as well as the range of post-graduation options for all students

About Core Content

- Most school boards already offer professional learning opportunities and supports to all their teachers in order to ensure quality teaching and improved student achievement.
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- The core content is not to be viewed as a checklist of activities to undertake or an assessment tool to gauge the teacher’s performance.
- It is intended as a guide for school boards as they design professional learning opportunities for new teachers. It will help school boards review what they are already offering in order to align it with provincial requirements and ensure a level of consistency in the professional learning opportunities they are offering their new teachers.

Student Success / Learning to 18: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

STUDENT SUCCESS/LEARNING TO 18 KNOWLEDGE

- 📖 Am I familiar with classroom intervention and prevention strategies that help students earn credits?
- 📖 What further knowledge or support do I need in order to meet the needs of my students who are at risk of not meeting their full potential or failing?
- 📖 Have I met the student success, special education teacher and/or guidance teacher in my school? How and when can I access their support?
- 📖 Do I use practical teaching strategies, tools, resources, and opportunities to improve student achievement?

IDENTIFYING STUDENTS AT-RISK OF NOT MEETING THEIR FULL POTENTIAL OR FAILING

- 📖 What strategies can I use to identify students who are at risk of not meeting their full potential or failing?
- 📖 How do I identify and provide interventions to students who are at risk of not meeting their full potential or failing?

PROMOTING STUDENT SUCCESS IN THE CLASSROOM AND SUPPORTING STUDENTS AT-RISK OF NOT GRADUATING

- 📖 How do I incorporate the features of Differentiated Instruction in my classroom to engage every student in their learning? (i.e. use of Choice, Flexible Grouping, Respectful Tasks, Shared Responsibility for Learning)
- 📖 To what extent do I create an inclusive learning environment that reflects the diverse needs of all learners?
- 📖 What planned interventions do I have for students who may be, or are, at risk?
- 📖 What have I learned about the interests, learning preferences and career plans of my students?
- 📖 How have the interests, learning preferences, readiness, and career pathways of my students informed my selection of resources and instructional strategies? How do I support the transition of my students from elementary to secondary, grade to grade, and/or from secondary to post-graduation? How am I fulfilling this role?
- 📖 How do I actively involve students in classroom processes?

Using This Tool

The use of this material is optional and you are invited to use only the strategies and tools that are specific to your needs and interests.

Teaching English Language Learners*: Professional Development and Training

In the context of what a school board is already offering and specific to the needs of new teachers, professional development and training on “Teaching English Language Learners” should include the following core content:

- Knowledge, selection and use of a variety of instructional strategies and scaffolds appropriate to the varying needs of English language learners (such as dual language strategies, visual aids, vocabulary instruction, guided reading, writing scaffolds)
- Knowledge, selection and use of pair, small-group and whole-class oral language strategies to encourage English language learners
- Knowledge, selection and use of a variety of classroom assessment strategies that take into consideration the learning needs of English language learners
- Knowledge, selection and use of strategies to assess, and account for, English language learners’ prior knowledge
- Knowledge, selection and use of a variety of learning resources to meet the varying needs, interests and ethno-cultural backgrounds of English language learners

** English language learners are students in provincially-funded English-language schools whose first language is a language other than English or is a variety of English that is significantly different from the variety used for instruction in Ontario’s schools, and who may require focused educational supports to assist them in attaining proficiency in English. These students may be Canadian born or recently arrived from other countries. They come from diverse backgrounds and school experiences, and have a wide variety of strengths and needs.*

In addition, it is important to be aware of the special needs of newcomers to Canada who are adjusting to a new country/culture/school system as well as a new language.

(Adapted from: English Language Learners, ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007, Ontario Ministry of Education)

About Core Content

- Most school boards already offer professional learning opportunities and supports to all their teachers in order to ensure quality teaching and improved student achievement.
- Effective professional learning must be manageable, relevant, timely and appropriate to the daily responsibilities of new teachers.
- The above core content has been developed in an effort to support new teachers as they progress along a continuum of professional learning through their first year in the profession. As with all areas of learning, proficiency will develop over time.
- The core content is not to be viewed as a checklist of activities to undertake or an assessment tool to gauge the teacher’s performance.
- It is intended as a guide for school boards as they design professional learning opportunities for new teachers. It will help school boards review what they are already offering in order to align it with provincial requirements and ensure a level of consistency in the professional learning opportunities they are offering their new teachers.

Teaching English Language Learners: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

CLASSROOM ENVIRONMENT

- 📖 In what ways do my classroom and learning resources reflect a variety of languages, themes and texts?
- 📖 Do my classroom resources support diversity in a positive and balanced way? How are my students responding to these resources?
- 📖 In what ways does my classroom climate support English language learners by accepting their errors as a normal part of the language-learning process?
- 📖 How do I facilitate connections between English language learners and their peers inside and outside the classroom?

INITIAL AND ONGOING ASSESSMENT

- 📖 How many of the students in my class have a home language other than English or are recent newcomers to Canada?
- 📖 Are there students in my class who speak a variety of English other than the variety of English used in school?
- 📖 What strategies do I use to assess the prior knowledge of my English language learners?
- 📖 What strategies do I use for initially assessing my students' level of proficiency in English?
- 📖 What strategies do I use for ongoing assessment of the development of English language proficiency?

PROGRAM PLANNING

- 📖 In what ways do I accommodate the varying levels of proficiency in English in my classroom through: instruction? resources? assessment?
- 📖 How do I use information about the prior knowledge of my English language learners to inform my: instruction? resources? assessment?
- 📖 What strategies do I use to respond to errors by English language learners?
- 📖 Am I giving students who are thinking in two languages sufficient time to process any questions I am asking? If not, how can I incorporate this into my practice?
- 📖 In what ways am I using images and objects to illustrate content?
- 📖 What kinds of oral language strategies am I using in the classroom?
- 📖 What am I noticing about how my English language learners respond when I use these strategies?
- 📖 What writing scaffolds have I incorporated into my instruction?
- 📖 To what extent am I able to make effective use of dual-language strategies?
- 📖 What criteria do I use in order to select the most appropriate resources for the varying levels of English proficiency in my classroom?

PROFESSIONAL GROWTH

- 📖 What kind of support or new learning do I feel I need next in order to work even more effectively with the English language learners and newcomers to Canada in my classroom?

Using This Tool

The use of this material is optional and you are invited to use only the strategies and tools that are specific to your needs and interests.

Teaching First Nation, Métis and Inuit Students: Professional Development and Training

In the context of what a school board is already offering and specific to the needs of new teachers, professional development and training on “Teaching First Nation, Métis and Inuit Students” should include the following core content:

- Strategies to become familiar with – and respect – students’ culture and language
- Strategies to value students’ backgrounds and experiences
- How to adapt teaching to students’ learning styles and personal strengths
- How to create, access and use curricular resources that are relevant to, and reflective of, the First Nation, Métis and Inuit learner
- Strategies to include parents and Aboriginal communities within the teaching/learning experience




About Core Content

- Most school boards already offer professional learning opportunities and supports to all their teachers in order to ensure quality teaching and improved student achievement.
- Effective professional learning must be manageable, relevant, timely and appropriate to the daily responsibilities of new teachers.
- The above core content has been developed in an effort to support new teachers as they progress along a continuum of professional learning through their first year in the profession. As with all areas of learning, proficiency will develop over time.
- The core content is not to be viewed as a checklist of activities to undertake or an assessment tool to gauge the teacher’s performance.
- It is intended as a guide for school boards as they design professional learning opportunities for new teachers. It will help school boards review what they are already offering in order to align it with provincial requirements and ensure a level of consistency in the professional learning opportunities they are offering their new teachers.





Teaching First Nation, Métis and Inuit Students: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.







RESPECTING DIVERSITY BETWEEN FIRST NATION, METIS AND INUIT STUDENTS AND THEIR COMMUNITIES

-  How do I develop my knowledge and students' knowledge of the distinct cultural backgrounds of each of my Aboriginal students (e.g., Anishnaabe, Haudenosaunee, etc.)?
-  How will I expand my understanding of each student's unique lived experiences as First Nation, Métis and/or Inuit students (e.g., off-reserve, status, Métis citizen, urban, etc.)
-  How do I actively participate in and develop partnerships with the local Aboriginal communities?

EMPOWERING FIRST NATION, METIS AND INUIT LEARNERS

-  How do I foster and promote First Nation, Métis and Inuit students' leadership skills with students and in partnership with adults in the school?
-  How do I foster and include First Nation, Métis and Inuit role models within my teaching activities?
-  What is the process for connecting a First Nation, Métis and Inuit student with an appropriate source of programming, including the gifted program, student success and/or guidance teacher?
-  How am I teaching students to deconstruct bias in learning resources?

PLANNING FOR STUDENT ACHIEVEMENT

-  How do my classroom and learning resources reflect the cultures and perspectives of my First Nation, Métis and Inuit students in order to increase knowledge and awareness among all students?
-  What do I know of the achievement levels and learning styles of my First Nation, Métis and Inuit students?
-  What specific instructional strategies am I using to promote First Nation, Métis and Inuit student engagement (framing questions, use of wait time, immediate feedback, etc.)?
-  What are the support resources available at the school and board level to support teachers with First Nation, Métis and Inuit students (such as Aboriginal education advisors, e-communities, Aboriginal resource directories, etc.)?
-  How do I initiate communication with First Nation, Métis and Inuit parents so that they more easily support the school as partners in their childrens' education?
-  ?

Using This Tool

The use of this material is optional and you are invited to use only the strategies and tools that are specific to your needs and interests.

Teaching French as a Second Language: Professional Development and Training

In the context of what a school board is already offering and specific to the needs of new teachers, professional development and training on “Teaching French as a Second Language” should include the following core content:

PLANNING AND ASSESSMENT

- Knowledge of effective long- and short-term planning that takes into consideration the learners’ varied needs and prior knowledge of French

INSTRUCTIONAL STRATEGIES

- Knowledge, selection and use of a variety of instructional strategies to address the wide range of learning needs and interests in a Core French or French Immersion/Extended French classroom

CLASSROOM MANAGEMENT

- Knowledge of effective classroom strategies to address the unique conditions in teaching French and teaching in French

STUDENT ENGAGEMENT

- Establish a positive learning environment (classroom, school) which encourages student involvement in French

SCHOOL CULTURE AND CLIMATE

- Promote French language and culture within the classroom and school environment

About Core Content

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- The above core content has been developed in an effort to support new teachers as they progress along a continuum of professional learning through their first year in the profession. As with all areas of learning, proficiency will develop over time.
- The core content is not to be viewed as a checklist of activities to undertake or an assessment tool to gauge the teacher’s performance.
- It is intended as a guide for school boards as they design professional learning opportunities for new teachers. It will help school boards review what they are already offering in order to align it with provincial requirements and ensure a level of consistency in the professional learning opportunities they are offering their new teachers.

Teaching French as a Second Language: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

- 📖 Do I have an experienced French as a Second Language teacher as a mentor, if not, what steps am I taking to access one?
- 📖 How am I using Differentiated Instruction to ensure success for all students?
- 📖 In what way do my classroom and learning resources reflect a variety of themes?
- 📖 What strategies do I use for initial and on-going assessment of my students' level of proficiency in French?
- 📖 How do I use paired, small group and whole class oral language activities to support student learning?
- 📖 How am I establishing a safe learning environment to allow for students to see the value of French by accepting their errors as part of the learning process for language acquisition?
- 📖 What strategies do I use to determine which errors to correct and how to correct them?
- 📖 What strategies am I using to handle the continuum of learning? (Grade 8-9, classroom to classroom, division to division, split to regular, etc.)?
- 📖 How might I use the strategy of "wait" time to allow students to organize their thoughts and construct responses?
- 📖 How do I effectively integrate all strands of the French as a Second Language curriculum in my class?
- 📖 How do I effectively embed language conventions into all strands?
- 📖 Do I know which students in my class have an IEP? How do I find out? Do I know how to develop appropriate curriculum or program modification/ accommodation? Where do I need further clarification?
- 📖 How have I provided opportunities to connect with parents to establish lines of communication and positive rapport?
- 📖 What kind of support or new learning do I need to remain current in my discipline?
- 📖 What kind of support do I need to maintain and/or improve my level of French proficiency?
- 📖 What strategies do I use to communicate and collaborate with all staff?

Using This Tool

The use of this material is optional and you are invited to use only the strategies and tools that are specific to your needs and interests.

Teaching Students with Special Education Needs: Professional Development and Training

In the context of what a school board is already offering and specific to the needs of new teachers, professional development and training on “Teaching Students with Special Education Needs” should include the following core content:

- Selecting and using a broad range of assessment and instructional strategies for students with special education needs, with particular emphasis on early intervention, curriculum based assessment and progress monitoring
- Knowing the difference between “modifications” and “accommodations” and how to use these categories in developing Individual Education Plans (IEPs) for students with special education needs
- Knowing the IEP process as outlined in *The Individual Education Plan (IEP), A Resource Guide, 2004*; developing the IEP; implementing and reviewing the IEP; and updating the IEP
- Embedding assistive technology into instructional practice when teaching students with special education needs
- Using universal design for learning, differentiated instruction and evidence-informed practices as the context for professional learning

About Core Content

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Teaching Students with Special Education Needs: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

- 📖 What evidence do I have that my classroom is a positive learning environment that values diversity?
- 📖 How am I creating a class profile and individual student profiles?
- 📖 In what ways have I organized my classroom so that my students can work independently while I directly teach a small number of students with special education needs?
- 📖 How do I provide tasks that reflect a moderate degree of challenge for my students to allow them to feel a sense of pride, persistence and satisfaction from their personal efforts and abilities?
- 📖 What do I know about when to use modifications and/or accommodations? What do I need clarified?
- 📖 Do I know when an IEP needs to be developed for a student? If not, what questions should I be asking?
- 📖 Do I know how to develop, implement, review and update an IEP for my students with special education needs? If not, how will I get this information?
- 📖 Do I know how to prepare report cards for my students with special education needs? If not, to whom can I go for this information?
- 📖 How will I go about/have I gone about conducting a parent-teacher conference with the parent(s) of a student who has special education needs?
- 📖 Do I know who to contact in the school when I am concerned about the progress of a student in my classroom?
- 📖 What strategies am I using to work effectively with the teacher assistant in my classroom?
- 📖 To what extent have I accessed the resources that are available from the Ministry of Education (on website or in print) or used copies of special education resource materials in the school or at the board?
- 📖 In what ways am I embedding assistive technology into the instructional practices when teaching students with special education needs?
- 📖 ?

Using This Tool

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Appendix C

WEB-BASED RESOURCES

In addition to the substantial published literature on new teacher induction programs and mentoring, you will find a wealth of information available on the Web that will support and enrich your mentoring activities.

The Ministry intends to continue expanding this list of resources each year. In order to access the most up-to-date resource list, visit the Ministry's NTIP website at:

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

French: <http://www.edu.gov.on.ca/fre/teacher/induction.html>