COMMON QUESTION and ANSWERS related to NTIP

1. **Who is required to participate in the NTIP**? All publicly funded school boards are required to offer the program and all new teachers are required to participate in it. This includes teachers who have experience teaching in another jurisdiction or in a private school but no experience in an Ontario publicly-funded school. Boards are to include their beginning LTO's, and at their discretion they may include second-year teachers and beginning full-time continuing ed teachers in the induction elements. (SGDSB does include all these teachers.)

2. **What are the minimum requirements for the induction elements of the NTIP?** All new teachers, regardless of experience, must receive an orientation. All new teachers in a permanent position who have never taught before – whether trained in or outside of Ontario, must receive orientation, mentoring and professional development/training supports

3. **What about a new teacher who is hired for only one semester?** The teacher begins the NTIP regardless of the length of the hiring term or the FTE (a teacher does NOT have to be fulltime permanent) and completes as much as they can during their term. They can continue on with the NTIP in their next permanent position whether it is with the same board or not. (see #5 below) This is why it is very important for the teacher to track his/her involvement with the Strategy Form.

4. **Are part-time teachers given more time to complete the New Teacher Induction Program?** No. Part-time teachers are still required to complete the NTIP within 24 months after they began to teach.

5. **What about new teachers who come onboard throughout the year?** Permanent teachers or LTO's or second year teachers will become involved in the NTIP at the time of hiring. They will have same requirements and supports as those who started at the beginning of the school year. It is very important that the Board Lead be informed of any new NTIP teachers. NOTE: If the arriving new teacher has not completed the NTIP then our Board must contact the employee's previous board to request documents pertaining to the TPA and information about the elements of the NTIP that the teacher was required to participate in at that board. The information is then given to the new Principal who will determine which elements of the program the teacher will be required to complete including any required TPA's. If a teacher changes schools within the same board the previous Principal must give the new Principal copies of TPA documents and information about participation in the required induction elements. Written consent from a new teacher is not required to release TPA forms.

6. **Will each new teacher receive the same supports under the NTIP?** No. All new teachers will have access to the supports outlined in the NTIP: Induction Elements Manual. Each new teacher will complete, with his or her mentor and principal, an Individual NTIP Strategy Form, based on the program requirements

of the NTIP and the specific needs of the new teacher. The strategy form may be revised throughout the year as needs change. (see # 13 and 14)

7. **What is the purpose of the Individual Strategy Form?** It provides the impetus for discussion between the new teacher, the Principal and the mentor. It allows for planning, tracking and recording of the individual NTIP elements in which the new teacher has participated. It is NOT a checklist NOR is it evaluative. The new teacher tracks the information and is responsible for keeping the form**. A copy is to be maintained at the board office.**

8. **Is it the responsibility of the principal to complete the *Individual NTIP Strategy* form?** No. The participating teacher completes the *Individual NTIP Strategy* form in collaboration with his/her mentor. The form is intended to facilitate the tracking and accounting of each new teacher's participation in the program. The Principal uses the *Individual NTIP Strategy* form to ensure that the necessary support elements and funding are in place. At the completion of the NTIP, the new teacher and the principal sign the form.

9. **Do participating teachers play a role in determining which elements of the NTIP they will participate in?** Yes. Together the mentor, participating teacher and principal will collaboratively determine the strategies to be used as support during the implementation of the NTIP. Strategies may change as the needs of the new teacher change. The new teacher signs the form to signify that participation in the NTIP induction elements has been completed. The principal's signature indicates that the new teacher has received two *Satisfactory* ratings on performance appraisals for new teachers and has completed the NTIP.

10. **Can a teacher have more than one mentor?** Yes, sometimes several mentors are used for a variety of reasons (i.e. because no one in the novice's school teaches the subject, different mentors have different strengths).

11. **How can mentoring be carried out effectively?** Mentoring does occur informally – meeting in the staff room or even brief questions & answers in the hallway. But the most effective mentoring/coaching is planned and takes time. Release time is provided for partners to work together in face-to-face sessions. Travel expenses are covered as well if the partners are not in the same school.

12. **How much mentoring release time is available?** Currently the board offers three days for the mentor and three days for the novice teacher at the beginning of the program for mentoring. If teachers need more than three release days for mentoring activities they simply contact the Board NTIP Lead. Teachers complete the Leave of Absence form indicating NTIP Mentoring under the Board section reason. The Principal then signs the form. Teachers are asked to email the Board Lead the date and time of the release day (i.e. Oct 14 full day, Nov 6 - 0.5 day)

13. **How can mentoring release time be used**? There are a variety of uses of release time since each teacher's needs will differ. Here are some examples: establishing a mentoring relationship; discussing needs assessment in order to

complete the Individual Strategy Form; discussions on curriculum design, long range plans; meetings to debrief after a workshop or a classroom observation; conducting a classroom observation- the novice teacher going into the mentors/ subject teacher's classroom or vice versa.

14. **How can PD/training be carried out specific to each teacher**? PD and Training should be differentiated, ongoing and appropriate. Three release days for the novice teacher and three release days for the mentor will be provided for PD/training. It could include face to face sessions with the mentor/other teacher (i.e. training on Markbook or report cards, working with the Math Coach); the use of online resources, teleconferences, videoconferences, job shadowing, participation in PLC's or workshops (Board sponsored or external workshops- sometimes the novice teacher attends PD sessions on own but sometimes both the novice and the mentor attend a session so they can discuss and reflect upon the information afterwards).

15. **How long will new teachers have to complete the NTIP?** A new teacher must have two performance appraisals in his or her first 12 months of teaching. It is anticipated that most new teachers will complete the program within that time. However, new teachers have up to 24 months to complete the NTIP in the event that the teacher receives a performance rating in the first year that is not *Satisfactory*. In addition, regulations provide that in certain restricted circumstances, the 24-month new teaching period may be extended. The extension would provide up to 90 school days (approximately one school semester) beyond the 24-month period to complete the NTIP for the small number of teachers who change teaching environments during the second year of practice, in order to allow time to adjust to the new environment. The regulation also provides for certain time periods to be excluded from the new

16. **What happens if a new teacher receives a Development Needed rating in his or her first 12 months of teaching?** If a new teacher does not obtain two *Satisfactory* appraisal ratings within his/her first 12 months of teaching, the teacher continues his or her participation in the NTIP during the second 12 months of teaching. Additional supports are provided through an Enrichment Plan. The Enrichment Plan is developed by the principal, with input from the teacher that is tailored to the teacher's individual professional development needs. The plan identifies the elements of the NTIP in which the new teacher would continue to participate in his or her second year of employment. These teachers will have successfully completed the NTIP if they receive a total of two *Satisfactory* appraisal ratings in performance appraisals no later than 24 months after they began to teach.

17. **What happens if a new teacher receives an *Unsatisfactory* rating in a performance appraisal?** An *Unsatisfactory* rating can only be given if a teacher has previously received a Development Needed rating. If a teacher receives an *Unsatisfactory* rating, the teacher will be placed on review status. The *Unsatisfactory* rating signals the need for further supports and development through an Improvement Plan. The Improvement Plan identifies specific areas

where the teacher must improve in order to successfully move forward in his or her career with the board. Following an *Unsatisfactory* rating, a subsequent appraisal must take place within 120 school days from the time the teacher is notified that he or she is on review status, and no later than 24 months from the time the teacher began to teach. While on review status, if an appraisal results in a second *Unsatisfactory* rating, with the result that the teacher has received one Development Needed rating and two *Unsatisfactory* ratings, the principal must promptly send a written recommendation to the board that the teacher's employment should be terminated.

18. **According to the NTIP, are beginning long-term occasional (LTO teachers) and beginning full-time continuing education teachers required to complete the two performance appraisals in their first year of the program?** No. NTIP LTOs in their first contract are required to participate in the LTO Evaluation process that came into effect September 2013. Information about this process is available from administrators or the board website. The LTO Evaluation will not count towards the successful completion of the NTIP or the granting of the NTIP Notation. Once the LTO secures a permanent position he/she will be required to complete the NTIP Teacher Performance Appraisal requirements. In addition, legislation does not require beginning full-time continuing education teachers to receive a teacher performance appraisal.