



Partnering for Success

Getting the most from Ontario's
New Teacher Induction Program

A Resource Handbook for Mentors

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, and the needs and interests of the new teacher(s) with whom you are working.

September 2010

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

Table of Contents

INTRODUCTION	2
Welcome!	2
Why Mentoring?	3
How Will I Be Supported?	3
What is My Role?	3
How do I Begin the Process?	5
What is the Principal's Role?	6
SUCCESSFUL PRACTICES	7
The Three Cs	7
Consultant	7
Collaborator	8
Coach	8
PERSONAL PLANNER	9
September	9
October	10
November	11
December	12
January	13
February	14
March	15
April	16
May	17
June	18
APPENDICES	19
A <i>Individual NTIP Strategy Form*</i>	19
B NTIP Professional Development Core Content and Tools	23
C Web-Based Resources	52

*(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 teacher-mentor and to help you get the most from your participation in Ontario's New Teacher Induction Program. Within it, you will find a brief introduction to mentoring, along with a collection of supports and resources you can use to enhance your mentoring process.

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

This resource material is intended to support you as you and your new teacher proceed through his or her first year of teaching. The self-reflection questions included in this handbook are intended to challenge, to foster professional dialogue and to provide ideas to stimulate conversation. These resources have not been designed to test new teachers' knowledge and skills, but rather to provide them with information as they grow and develop within the profession.

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, and provides space to record your observations, mentoring milestones and next steps. While the needs and time of hire of the new teacher(s) with whom you are working will dictate the specific activities you undertake each month, this guideline will help you ensure that your mentoring process is comprehensive and touches on the key issues, specific needs and challenges experienced by many new teachers.

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, and the needs and interests of the new teacher with whom you are working.

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.

Why Mentoring?

Mentoring provides a wide range of benefits, not only to new teachers, but also to the more experienced teachers who mentor them. In fact, many teachers who serve as mentors have found the experience to have been as personally and professionally rewarding as new teachers do. Being a mentor will provide you with a unique opportunity to consolidate your teaching practice and enhance your teaching and learning skills. Many mentors also report a renewed sense of connection to the school community and reduced isolation. Certainly, most mentors derive great satisfaction from having the opportunity to become a coach, role model and facilitator to a new teacher.

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 new teacher is a non-evaluative process and is distinct and separate from the teacher performance appraisal.

The relationship between mentor and new teacher is one of trust and confidence. It is important to establish this trust early in the relationship, so that your new teacher is able to engage in open and honest dialogue about his or her successes and challenges in the classroom, without concerns that this may in any way be connected to performance appraisal.

How Will I Be Supported?

In addition to receiving resources such as this handbook from the Ministry of Education, you will receive support from your principal throughout the course of your mentoring activity. You can expect that your principal will support you by:

- facilitating the matching process with your new teacher;
- ensuring that you receive access to training for your mentoring role;
- allocating resources appropriate to the *Individual NTIP Strategy* form that you will have developed with your new teacher; and
- providing a clear and safe exit procedure (for mentors as well as new teachers) in case of non-compatibility.

What is My Role?

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

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

KEY CONSIDERATIONS

- Trust and rapport are essential for the development of any mentor/new teacher relationship
- Effective mentors demonstrate flexibility of stances and roles based on needs of the new teacher
- New teacher/mentor relationships that flourish are reciprocal – both parties learn and grow

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

The mentoring process not only enables you and your new teacher to grow and develop as professionals, but also contributes to a more collaborative and collegial culture within the school.

Welcoming new teachers into the professional learning community in our schools is of great benefit to all teachers and students, and teachers new to the profession are eager to contribute to their learning communities in meaningful ways. Experienced teachers can help guide their colleagues in many ways to contribute to the school community while helping with time management and alerting them to school priorities. In Appendix B of this resource handbook, you will find NTIP Professional Development Core Content and Tools specifically designed to support both you and the new teacher as you proceed with the mentoring relationship.

How Do I Begin the Process?

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

The *Individual NTIP Strategy* form may be revised throughout the year as the new teacher's needs change and develop.

Likewise, you will want to develop a mentoring plan that tailors your mentoring activities according to the needs and challenges of your new teacher, as the year progresses. You might also consider a wide variety of methods for delivering mentoring, including:

- 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 new teacher
- Observing a lesson and providing specific feedback
- Conferencing in order to share ideas and teaching strategies
- Modeling instructional strategies in your classroom
- Assisting with accessing resources to enhance professional growth
- Coaching in areas of identified need (e.g., Classroom Management, Assessment/Evaluation/Reporting, Needs of Diverse Learners)

In This Handbook: The Individual NTIP Strategy

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

The form is titled "INDIVIDUAL NTIP STRATEGY FORM" and includes the Ontario logo. It has several sections: "New Teacher Induction Program (NTIP) Overview", "Professional Learning Goals", "Strategies for meeting goals", "Area of FOC and Training", and "Strategies for meeting the goals". There are also fields for "Principal Initials" and "Date".

Effective Mentoring is...

Structured and purposeful, based on defined goals developed with the new teacher and addressing specific aspects of teacher development over time.

Supportive and conducive to fostering a collegial and collaborative professional learning community within the school that supports professional development and builds professional capacity.

Differentiated and tailored to the learning needs of the new teacher, and his or her background and training.

What is the Principal's Role?

The role of the principal as instructional leader in a school is pivotal to the integration of a new teacher. By developing strong professional relationships with new teachers, and in supporting the professional relationships between new teachers and their mentors, principals exercise their critical role as catalysts for professional development who contribute to the shaping of teachers' work and skills.

The following chart outlines the roles and responsibilities of each of the key partners in the implementation of the NTIP at the school level.

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			

SUCCESSFUL PRACTICES

The Three Cs

Effective mentors build an interactive, learning-focused relationship that responds flexibly and appropriately to the needs of the new teacher. In some cases, the mentor will act as a consultant, passing on information about procedures, policies and practices. Alternatively, the situation may call for collaboration in which the mentor and new teacher work together in planning or problem-solving. Finally, the mentor may act as a coach, guiding the new teacher through one or more aspects of professional practice, such as classroom management.

Consultant

As a consultant, the mentor transfers knowledge and information about procedures, policies and practices. This includes information about school and board procedures and protocols, as well as information about professional practice. For example, the mentor might explain the process for approval of field trips or provide information about the craft of teaching such as establishing classroom routines, applying instructional strategies or implementing curriculum.

Consulting in Action	
Think Aloud	In addition to giving a suggestion or providing a solution, add the thinking that led to it, the considerations that were taken into account and the reasons for the final choice.
Offer a Menu	Support the new teacher's capacity for decision-making by explicitly offering a menu of possible solutions or choices, and discussing each.
Produce an Idea Bank	Create an idea bank the new teacher can refer to, such as a series of tips on classroom management.
Conduct a Model Lesson	Communicate effective practice by providing a model lesson and discussing beforehand those aspects of practice the new teacher should focus on during observation.
Review Teaching Videos	Video can be a powerful means of exploring teaching practice, because it offers the opportunity to view – and review – specific aspects of teaching in great detail.
Refer to Current Research	Referring the new teacher to professional books and journals, or citing information from recent professional development, models lifelong learning and can often help the new teacher identify development opportunities.

*Material in this chapter 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*

Collaborator

As a collaborator, the mentor shares planning, reflection, decision-making and problem-solving with the new teacher. Both the mentor and new teacher participate actively in the process, developing ideas, sharing insights on professional practice, setting priorities and making action plans. The collaborative role is a particularly powerful one for the new teacher, signalling the respect of the mentor and the expectation of a collegial relationship.

Collaboration in Action	
Co-Plan / Co-Teach	Work with the new teacher to create a lesson or unit of study and extend the collaboration by teaching together.
Become Study Partners	Learn together with the new teacher about a new instructional methodology or engage in article or book study, followed by a sharing of experiences in the classroom.
Design Action Research	Deepen the study partner relationship by developing and conducting a more formal action research project, to encourage a spirit of experimentation and conscious curiosity about professional practice.
Explore Case Studies	Use case studies as a context for dialogue about professional practice, to provide a meaningful learning experience for both the mentor and the new teacher.

Coach

As a coach, the mentor supports the new teacher's thinking, problem-solving and goal achievement. Coaching, for example, might be provided before, during or after a particularly challenging activity, with emphasis on building the new teacher's capacity for self-directed learning. Thus, while the consulting role involves passing on information, the coaching role encourages the new teacher to develop his or her own capacity for self-directed problem-solving and learning.

Coaching in Action	
Remain Non-Judgemental	Maintain an effective coaching practice by ensuring that judgements are made only by the new teacher as he or she plans, reflects, problem-solves and makes choices.
Inquire	Ask the new teacher about successes, concerns or issues he or she wants to discuss, using open-ended questions designed to encourage thinking and invite choice.
Reflect on Goals	Engage in conversations focusing on the new teacher's learning interests and goals, balancing support and challenge by marking successes and articulating new arenas for learning.

PERSONAL PLANNER

September

Food for Thought

Establishing trust and rapport is essential for the development of any mentor/new teacher relationship

Consultant ...

- ❖ Reassuring a new teacher that your role is supportive NOT evaluative will increase the feeling of comfort you both feel as you enter into the mentoring relationship
- ❖ Conducting a “tour of the school” with a new teacher provides key information about school logistics and available resources
- ❖ Sharing examples of long range plans or course outlines provides a starting point for a new teacher and opens the door for future collaboration
- ❖ Providing answers to initial questions both big and small helps build the mentoring relationship

Collaborator ...

- ❖ Working together to develop a mentoring plan tailors your mentoring activities according to the needs and challenges of your new teacher
- ❖ Collaborating with your new teacher as they prepare for open house may help alleviate anxiety of meeting parents for the first time

Coach ...

- ❖ Asking a new teacher about their prior experiences, personal strengths and goals is a positive way to acknowledge the attributes they bring to the teaching profession

Observations / Milestones

Next Steps

--	--

October

Food for Thought

Opportunities for a new teacher to engage in classroom observation of an experienced teacher with a similar assignment can provide a powerful opportunity for reflection and growth

Consultant ...

- ❖ Sharing specific examples of assessment and evaluation tools and strategies can provide useful starting points for a new teacher
- ❖ Informing a new teacher about 'unwritten' rules of school culture can be as important as learning about the written rules

Collaborator ...

- ❖ Attending a professional development session with your new teacher can enhance connection and dialogue
- ❖ Acknowledging that you as a mentor also have questions and concerns can actually be encouraging for a new teacher who may be feeling insecure about classroom issues

Coach ...

- ❖ Providing feedback and engaging in learning focused conversations will assist a new teacher in their own reflective practice and growth

Observations / Milestones

Next Steps

--	--

November

Food for Thought

Simply being an attentive listener is one of the most effective ways to mentor and support a new teacher

Consultant ...

- ❖ Sharing practical resources (e.g., sample report comments) can help “lighten the load” of report cards
- ❖ Providing positive insights and tips will enhance both the confidence and instructional practice of a new teacher

Collaborator ...

- ❖ Co-developing strategies and approaches to address any gaps between planning and actual progress in the classroom will encourage further professional growth

Coach ...

- ❖ Assisting a new teacher in identifying positive aspects of classroom experiences and student accomplishments can be an avenue for growth and renewal as they deal with the challenges of teaching

Observations / Milestones

Next Steps

--	--

December

Food for Thought

Effective mentors actively seek to move beyond consulting and look for collaboration and coaching opportunities based on the needs of the new teacher with whom they are working

Consultant ...

- ❖ Modeling specific strategies to recognize and value the cultural diversity of students can assist a beginning teacher to reach all learners in their classroom
- ❖ Encouraging a new teacher to “have a holiday” helps model the work/life balance for which we all strive

Collaborator ...

- ❖ Co-developing instructional strategies and approaches to meet the diverse learning needs and learning styles in the classroom can provide rich opportunities for reflection on current classroom practices and planning for further growth

Coach ...

- ❖ Paraphrasing is a coaching tool that can assist a new teacher in clarifying their thoughts and understandings as they reflect on their first months in the classroom and begin planning for the balance of the school year

Observations / Milestones

Next Steps

January

Food for Thought

Mentoring relationships that flourish are reciprocal – both parties learn and grow

Consultant ...

- ❖ Emphasizing the importance of planning as a major component of success as a new teacher anticipates instructional goals for the balance of the year

Collaborator ...

- ❖ Reflecting collaboratively on the lessons learned in the fall term can provide valuable insights and renewed opportunities for improving effectiveness in the classroom
- ❖ Working with your new teacher to review and revise the mentoring plan further tailors your mentoring activities according to the needs and challenges of your new teacher as the year progresses.

Coach ...

- ❖ Revisiting personal and instructional goals can assist a new teacher in self-assessment of their progress to date

Observations / Milestones

Next Steps

--	--

February

Food for Thought

Effective mentors differentiate their strategies and approaches based on the needs of the new teacher

Consultant ...

- ❖ Highlighting specific strategies and tips for assisting struggling students provides valuable scaffolding and support for a new teacher

Collaborator ...

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

Coach ...

- ❖ Reflecting on “themes of success” can provide a feeling of renewal and rejuvenation for a new teacher who may be encountering challenges in their classroom

Observations / Milestones

Next Steps

--	--

March

Food for Thought

Mentoring helps bring to consciousness what we are doing and why we are doing it

Consultant ...

- ❖ Revisiting the importance of work/life balance can encourage a new teacher to rest and reflect over the Spring break

Collaborator ...

- ❖ Brainstorming ideas to enhance parental involvement can benefit both a new teacher and their mentor

Coach ...

- ❖ Inquiring about specific instructional objectives for the balance of the year can help bring into focus for a new teacher what is truly important in their classroom

Observations / Milestones

Next Steps

--	--

April

Food for Thought

A key goal of the mentoring process is to foster autonomy and confidence in the new teacher

Consultant ...

- ❖ Commenting positively about an area of growth that you have observed can provide a sense of acknowledgement and accomplishment for a new teacher

Collaborator ...

- ❖ Working together on a school project, club or team models the reciprocal nature of the mentoring relationship

Coach ...

- ❖ Asking a new teacher about the options or choices they have as they describe a concern or problem encourages self-directed thinking and independence

Observations / Milestones

Next Steps

Observations / Milestones	Next Steps

May

Food for Thought

The intentional sharing of knowledge and practice is an integral part of an effective mentoring relationship

Consultant ...

- ❖ Sharing knowledge about school/board vacancy and surplus procedures will help alleviate potential concerns a new teacher may have at this time of year

Collaborator ...

- ❖ Co-designing culminating activities and tasks can provide a rich learning opportunity for both the mentor and new teacher

Coach ...

- ❖ Reflecting on remaining challenges can assist a new teacher in maintaining their focus as the school year nears its close

Observations / Milestones

Next Steps

--	--

June

Food for Thought

Mentoring provides a remarkable opportunity to re-connect with what we truly think is important about teaching and learning

Consultant ...

- ❖ Sharing tips about year-end procedures and routines ensures a smooth transition into Summer

Collaborator ...

- ❖ Celebrating the end of the school year is an important acknowledgement of the personal and professional growth experienced by both parties in the mentoring relationship

Coach ...

- ❖ Reflecting upon the mentoring experience consolidates learning for both the mentor and the new teacher
- ❖ Inquiring about future goals can assist a new teacher in a self-assessment of their professional development needs

Observations / Milestones

Next Steps

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
--	---	--	---

INDIVIDUAL NTIP STRATEGY FORM



Name:

New Teacher Induction Program (NTIP) Elements	Professional Learning Goals	Strategies for meeting my goals	Principal Initials*
<small>*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</small>			
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 - <i>These opportunities must be differentiated to meet the needs of the teachers' specific assignments (e.g., rotary, itinerant, self-contained, elementary, secondary...etc.)</i> 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> • e.g., <i>Classroom Management</i>	<u>Professional Learning Goals</u> e.g., <i>Developing effective classroom routines.</i>	<u>Strategies for meeting my goals</u> e.g., <i>Attend workshop; meet with mentor; dialogue with colleagues.</i>	

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

- 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.

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

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.

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

- 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.

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 among 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

- 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.

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

- 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.

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

- 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.

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

- 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.

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 I 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

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.

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)














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.








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.
- 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.



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

- 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 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

- 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 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

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.

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 induction 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