

## **PRINCIPAL DUTIES CHECKLIST for NEW TEACHERS**

The NTIP depends significantly on Principal commitment – you have a critical role as a catalyst in promoting the professional growth of the teacher and in promoting school leadership development through the mentors.

### **Overall:**

- To work with the new teacher and the mentor to determine the content and method of delivery (i.e. workshops, team teaching, observing mentor or vice versa) of each of the three elements specific to the teacher's needs. (differentiated orientation, PD, mentoring)
- To foster a strong, professional relationship with new teachers.

### **BEGINNING:**

- Meet with teacher to outline the NTIP requirements soon after the hiring process.
- Provide differentiated school orientation early in the employment period to meet individual needs. Include curriculum orientation.
- Attend board orientation with teacher. (optional)
- Select and match new teacher with appropriate mentor or mentors.
- Discuss with the new teacher and the mentor the purpose of mentoring and how it can be carried out with both teachers.
- Ensure mentors are aware of any training available and encourage participation.
- Meet with the new teacher and mentor to explain the Individual Strategy Form and discuss goals.
- Inform the new teacher and mentor that they are to work collaboratively to determine the methods that will be used for each of the required elements listed on the Individual Strategy Forms.
- Ensure that the Strategy Form is completed by the teacher and revised as necessary throughout the year. Principal has final approval.
- Discuss individualized PD/training needs outlined on the Strategy Form with the teacher. Begin an outline of possible opportunities to fulfill the needs.
- Allocate school funds to support teachers in their needs.

### **MIDDLE**

- Inform teacher of PD/training opportunities that come along during the year.
- Meet with new teacher periodically to discuss progress in NTIP.
- Conduct two performance appraisals within the new teacher's first year. The appraisal process is a supportive and effective way to help the teacher. The process includes assessment of skills, knowledge, attitudes, strengths, areas to improve and next steps.

### **END**

- NTIP Accountability: Report to the Board in order for OCT Notation to occur
  - Forward completed Teacher Performance Appraisal forms or LTO Evaluation forms to HR
  - Sign the Individual Strategy Form for all new teachers who receive two Satisfactory performance ratings
  - Forward a copy to the designated NTIP Superintendent, Board Lead and the HR Coordinator (who sends it to OCT) as soon as possible after

**NOTE:** OCT must receive this within 60 calendar days of the second Satisfactory appraisal

## **PRINCIPAL DUTIES CHECKLIST for 1<sup>st</sup> YEAR LTO's**

The NTIP depends significantly on Principal commitment – you have a critical role as a catalyst in promoting the professional growth of the teacher and in promoting school leadership development through the mentors.

### **Overall:**

- To work with the new teacher and the mentor to determine the content and method of delivery (i.e. workshops, team teaching, observing mentor or vice versa) of each of the three elements specific to the teacher's needs. (differentiated orientation, PD, mentoring)
- To foster a strong, professional relationship with new teachers.

### **BEGINNING:**

- Meet with teacher to outline the NTIP requirements (3 elements- not TPA) soon after the hiring process. Outline the process for LTO Evaluation- provide manual and forms.
- Provide differentiated school orientation early in the employment period to meet individual needs. Include curriculum orientation.
- Attend board orientation with teacher. (optional)
- Select and match new teacher with appropriate mentor or mentors.
- Discuss with the new teacher and the mentor the purpose of mentoring and how it can be carried out with both teachers.
- Ensure mentors are aware of any training available and encourage participation.
- Meet with the new teacher and mentor to explain the Individual Strategy Form and discuss goals.
- Inform the new teacher and mentor that they are to work collaboratively to determine the methods that will be used for each of the required elements listed on the Individual Strategy Forms.
- Ensure that the Individual Strategy Form is completed by the teacher and revised as necessary throughout the year. Principal has final approval.
- Discuss individualized PD/training needs outlined on the Individual Strategy Form with the teacher. Begin an outline of possible opportunities to fulfill the needs.
- Allocate school funds to help support teachers in their needs.

### **MIDDLE**

- Begin process of conducting an LTO Evaluation.
- Inform teacher of PD/training opportunities that come along during the year.
- Ensure that the Strategy Form is revised as necessary throughout the year.
- Meet with new teacher periodically to discuss progress in NTIP.

### **END**

- Review the year with the LTO- the goals on the ISF, successes and areas to improve.
- Forward completed LTO Evaluation forms to HR

## **PRINCIPAL DUTIES CHECKLIST for SECOND YEAR TEACHERS- permanent or LTO's**

The NTIP depends significantly on Principal commitment – you have a critical role as a catalyst in promoting the continued professional growth of the teacher and in promoting school leadership development through the mentors.

### **Overall:**

- To work with the new teacher and the mentor to determine the content and method of delivery (i.e. workshops, team teaching, observing mentor or vice versa) of each of the three elements specific to the teacher's needs. (differentiated orientation, PD, mentoring)
- To foster a strong, professional relationship with new teachers.

### **BEGINNING:**

- Provide differentiated school orientation early in the employment period to meet individual needs (new school, new grade/subject). Include curriculum orientation.
- Discuss LTO evaluation process if teacher received a Unsatisfactory on their first LTO Evaluation.
- Select and match teacher with appropriate mentor or mentors, if teacher desires a mentor in second year.
- Review with the teacher and the mentor the purpose of mentoring and how it can be carried out with both teachers.
- Ensure mentors are aware of any training available and encourage participation.
- Meet with the teacher and mentor to discuss goals on their Annual Learning Plan.
- Inform the teacher and mentor that they are to work collaboratively to determine the methods that will be to help the teacher meet their goals on ALP.
- Discuss individualized PD/training needs with the teacher. Begin an outline of possible opportunities to fulfill the needs.
- Allocate school funds to help support teachers in their needs.

### **MIDDLE**

- Inform teacher of PD/training opportunities that come along during the year.
- Conduct second LTO evaluation if required. Send forms to HR.
- Meet with new teacher periodically to discuss progress in second year NTIP.

### **END**

- Review the year with the second year teacher - the goals on the ALP, successes and areas to improve.