



**MOOSONEE DISTRICT  
SCHOOL AREA BOARD**

ADMINISTRATIVE PROCEDURE HUMAN RESOURCES: NO. 440	
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**NEW TEACHER INDUCTION PROGRAM (NTIP)**

**PURPOSE**

The Moosonee District School Area Board is committed to supporting the continued learning of all new teachers, including teachers trained outside Ontario and long-term occasional teachers, in their first placement. The Board recognizes that the first year of teaching is one of the most challenging periods of a teacher’s career.

The New Teacher Induction Program (NTIP) supports the growth and professional development of new teachers. It is the second step in a continuum of professional development for teachers. The NTIP builds on and complements the first step, which is the pre-service education program.

The New Teacher Induction Program provides another full year of professional support so that new teachers can develop the requisite skills and knowledge that will enable them to achieve success as experienced Ontario teachers. By helping new teachers achieve their full potential, the NTIP supports the goal of the Moosonee District School Area Board to improve student achievement and well-being.

**DEFINITIONS**

**New Teacher:** For the purposes of the New Teacher Induction Program, a new teacher is defined as a teacher certified by the Ontario College of Teachers who has been hired into a permanent position—full-time or part-time—for the first time in an Ontario board.

The new teaching period is the 24-month period that follows the day on which the teacher first begins to teach for a board, other than as an occasional teacher. A teacher successfully completes the New Teacher Induction Program when he or she receives two satisfactory ratings in performance appraisals no later than the end of the new teaching period. [Education Act, Section 267 (2) and Section 270 (2)]

**Long-Term Occasional Teacher:** Beginning long-term occasional (LTO) teachers are included in the induction elements of the NTIP. 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 Performance Appraisal Framework:** The components of the performance appraisal framework are common to the appraisal of both new and experienced teachers. However, some components are applied differently and the frequency of appraisal differs. For example, new teachers will receive two teacher performance appraisals in the first twelve months. See Administrative Procedure 445 Teacher Performance Appraisal for details.

**The Summative Report:** The summative report documents the teacher appraisal process. This report becomes a vehicle for teachers to reflect on the feedback they have received and to identify opportunities for growth. The summative report results in a rating that reflects a principal's assessment of a teacher's overall performance. There are some differences in rating categories for new and experienced teachers. [i.e., the "Development Needed" rating rather than "Unsatisfactory" for the first appraisal of a new teacher.]

## PROCEDURES

### 1. Elements of the New Teacher Induction Program

1.1 The New Teacher Induction Program (NTIP) is an Ontario Ministry of Education program that is offered by all publically funded Ontario school boards to new teachers and teachers new to Ontario schools. The NTIP is composed of four induction elements:

- orientation to the Board and to the school;
- mentoring of new teachers by experienced teachers;
- professional development opportunities; and
- two teacher performance appraisals in the first twelve months.

1.2 All new teachers in their first year of a permanent position must participate in both the Induction and Teacher Performance Appraisal elements of NTIP.

1.3 Long-term occasional teachers in their first LTO assignment of 97 or more consecutive school days for the same teacher are also included in the Induction elements of NTIP, but not the requirement for two performance appraisals.

*Note:* In the discussion of the Induction elements of the NTIP in Sections 2 to 5 below, a reference to "new teacher" includes a beginning "long-term occasional teacher" as described in the Definitions above.

1.4 Because occasional teachers are not included in the definition of "new teachers", they are not eligible to receive the NTIP notation until such time that they do come within that definition. If a board chooses to evaluate its beginning LTO teachers prior to their becoming "new teachers," these appraisal results do not count for the purposes of the NTIP notation.

### 2. Orientation to the Board and School

2.1 The New Teacher Induction Program provides opportunities for the new teacher to become acclimatized to the new school, the Board, and area. It involves meeting staff colleagues and administrators, and learning about the history and culture of the Moosonee community.

2.2 The NTIP also involves, especially for a teacher from outside Ontario, orientation to the Ontario Ministry of Education curriculum and context.

2.3 Orientation also includes opportunities to learn about:

- a) the Board's philosophy, goals, and values;
- b) the role of the Board of Trustees;
- c) the student and local population;
- d) the purpose and structure of the NTIP, including information about the appraisal process for new teachers;

- e) Board policies, administrative procedures, and programs;
- f) the role of the elementary teachers' federation; and
- g) salary, benefits, sick days, and the Employee Assistance Program.

### 3. **The Mentoring Program**

- 3.1 The new teacher and mentor will work together to tailor the mentoring activities to the needs and challenges of the new teacher. Such activities may include:
- a) shared professional development and follow-up dialogue with the mentor;
  - b) observation of the new teacher's lesson, with feedback from the mentor;
  - c) coaching from experienced teachers in specific areas identified by the new teacher and/or mentor; and
  - d) observing the mentor model instructional strategies and best practices.
- 3.2 It is important to note that the mentoring process with the teacher-mentor is distinct and separate from teacher performance appraisal. No information about the new teacher's needs or development throughout the mentoring process is shared as part of performance appraisal.
- 3.3 The relationship with the new teacher's mentor must be based on trust and confidence. It is important to establish this trust and clarify any concerns early in the school year. If the mentoring is to be a real support to the new teacher, he or she must feel comfortable and confident in engaging in open and honest dialogue about his or her successes and challenges in the classroom, without concerns that this information may in any way be connected to performance appraisal.

### 4. **The Individual NTIP Strategy Form**

- 4.1 The New Teacher Induction Program requires that the Individual NTIP Strategy Form be used.
- 4.2 This 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.
- 4.3 The principal will meet with the new teacher when the teacher is hired or assigned to the school, in order to discuss the program requirements and expectations. The principal will introduce the Individual NTIP Strategy Form and explain that it is to be developed in collaboration with the new teacher's mentor.
- 4.4 The mentor and new teacher will determine what methods will be used for each of the required elements. The new teacher completes the Individual NTIP Strategy Form. Once the form is completed, the new teacher will share the plan with the principal so that the principal can approve it, arrange for the supports, and allocate the appropriate resources.
- 4.5 After the new teacher has completed the NTIP induction elements and has received two "Satisfactory" ratings on performance appraisals, both the new teacher and the principal will sign the form. The principal will then forward a copy of the form to the supervisory officer.

### 5. **Other Professional Development Opportunities**

- 5.1 The NTIP professional development opportunities will include learning about literacy and numeracy strategies; knowledge about safe schools' policies and procedures; classroom management; effective parent communication skills; and instructional strategies that address the learning and culture of students with special needs and other diverse learners such as aboriginal learners.
- 5.2 The new teacher will have the opportunity for a variety of professional learning experiences as the year progresses, which may include:
- a) classroom observation of experienced teachers;
  - b) professional dialogue (individually or in a team setting);
  - c) conferencing to share ideas and teaching strategies;
  - d) online conferencing and/or research;
  - e) in-service sessions; and
  - f) accessing Ministry, Board, and community resources to enhance professional growth.

## 6. **Performance Appraisal of New Teachers**

- 6.1 The appraisal process for new teachers is designed to strengthen the school as a learning community in which new teachers are provided with plentiful opportunities to engage in professional exchange and collective inquiry that lead to continuous growth and development.
- 6.2 Essential in this process is the engagement of new teachers in professional dialogue that deepens their understanding of what it means to be a teacher as described in the Ontario College of Teachers' Standards of Practice for the Teaching Profession.
- 6.3 All new teachers are required to have two performance appraisals conducted by the principal in the first 12 months after they begin teaching. If both appraisals result in "Satisfactory" ratings on the Summative Report, no further appraisals are required for the NTIP. The next appraisal of the teacher will be conducted in accordance with Part X.2 of the Education Act and the relevant regulations and guidelines for experienced teachers.
- 6.4 Principals must take a new teacher's NTIP participation into account during his or her appraisal. The principal must indicate on the Summative Report Form for New Teachers the induction elements in which the teacher has participated.
- 6.5 The rating scale for the first appraisal of a new teachers is: "Satisfactory" or "Development Needed". For a teacher who receives a "Development Needed" performance rating, the scale in subsequent appraisals is: "Satisfactory" or "Unsatisfactory".
- 6.6 If the first performance appraisal of a new teacher results in a "Needs Improvement" performance rating, the supervisory officer will be informed. Every effort will be made to support the teacher, including developing an enrichment plan. The enrichment plan will provide NTIP supports such as more orientation, additional mentoring opportunities, or additional professional development.
- 6.7 If a subsequent performance appraisal of a new teacher results in an "Unsatisfactory" rating, the supervisory officer will be involved. Every effort will be made to support the teacher to develop necessary skills, including developing an improvement plan. The improvement plan must identify very specific areas in which the teacher must improve in order to move forward successfully in his or her career with the Board. The principal cannot assign an

“Unsatisfactory” rating to a new teacher unless the teacher has previously received a “Needs Improvement” rating.

*Note:* A sample Enrichment Plan Form and a sample Improvement Plan Form are available in the appendices of the Teacher Performance Appraisal: Technical Requirements Manual (2010).

- 6.8 For new teachers who do not obtain two “Satisfactory” appraisal ratings within the first year, the program continues into the second year to provide additional support. These teachers remain eligible to successfully complete the New Teacher Induction Program if they receive two “Satisfactory” ratings no later than 24 months after they begin teaching. [Education Act, subsection 270 (2)]

## 7. Responsibilities of the Principal

The following is a checklist of the principal’s key responsibilities in implementing the New Teacher Induction Program:

- a) Meet with new teachers when they are hired or assigned to the school to discuss the Individual NTIP Strategy Form and to communicate to the new teacher those induction elements in which he or she is required to participate.
- b) Ensure that each new teacher, in consultation with his or her mentor, fills out the Individual NTIP Strategy Form; and ensure that the strategy is revised throughout the year as the needs of the individual new teacher change.
- c) Ensure implementation of school-based supports (orientation, mentoring, and professional development and training) for new teachers.
- d) Ensure that mentors are recruited, selected, and matched effectively.
- e) Ensure that mentors receive training as appropriate.
- f) Work with the supervisory officer or designate to plan professional development in-service sessions as required.
- g) Conduct performance appraisals for each new teacher in accordance with the performance appraisal scheme for new teachers. [See Moosonee Administrative Procedure 445 *Teacher Performance Appraisal*, and the Ministry *Teacher Performance Appraisal: Technical Requirements Manual* 2010.]
- h) Ensure that the Summative Report Form for the new teacher is completed in accordance with the Ministry of Education document, *Teacher Performance Appraisal: Technical Requirements Manual* 2010.
- i) Sign each new teacher’s Individual NTIP Strategy Form and forward a copy to the supervisory officer once the teacher has received a second “Satisfactory” performance rating. This will indicate to the Board that these new teachers are eligible for the notation of successful completion of the program on their Certificate of Qualification and Registration.

## 8. Responsibilities of the Mentor

- 8.1 The mentor provides ongoing support to enable the new teacher to improve his or her skills and confidence through participation in an effective professional, confidential relationship.
- 8.2 Together, the mentor and the new teacher will determine the new teacher’s individual needs and complete the Individual NTIP Strategy Form. The new teacher’s Individual NTIP Strategy will be revised throughout the year as his or her needs change.

**9. Responsibility of the Supervisory Office**

The supervisory officer or designate will:

- a) oversee the quality of the NTIP program in the school;
- b) plan for the orientation program, the training of mentors and school administrators, and for NTIP professional development activities;
- c) ensure that funding is allocated to support each new teacher according to his or her Individual NTIP Strategy;
- d) gather data required for ministry NTIP reports; and
- e) ensure that mandatory NTIP forms and reports have been completed.

**10. Reporting to the Ministry**

Boards are responsible for submitting the following reports to the Ministry each year:

- a) The Board will submit an NTIP plan in July that provides an overview plan of the upcoming program.
- b) The Board will submit a final report the following July. The report will provide program information and a Detailed Accounting Statement summarizing all NTIP expenditures and accounting for all NTIP funding provided during the year.
- c) Ontario School Information System Boards will submit the required NTIP data for the program year to the Ontario School Information System (OnSIS) in October.
- d) The Board will submit the actual NTIP expenditures for the program year to the Financial Analysis and Accountability Branch through financial statements in November.

**11. NTIP Notation**

- 11.1 The supervisory officer or designate ensures that notations for new teachers who have successfully completed the NTIP are reported to the Ontario College of Teachers within 60 days. [Education Act, section 272]
- 11.2 For new teachers who successfully complete the New Teacher Induction Program, the Ontario College of Teachers will place a notation of successful completion of the program on the teachers' Certificate of Qualification and Registration. The notation will also be placed on the College's public register.
- 11.3 This notation will give teachers recognition, and students and parents the assurance that this new teacher has demonstrated successful teaching in an Ontario publicly funded school board.

## REFERENCE DOCUMENTS

### ***Legal:***

Education Act, Part X.0.1 New Teacher Induction  
Education Act Part X.2 Teacher Performance Appraisal  
Education Act, Section 264 Duties of Teacher  
Education Act, Section 286 Duties of Supervisory Officers  
Ontario Regulation 99/02 Teacher Performance Appraisal  
Ontario Regulation 99/02 Part III—New Teachers and Schedule 2 Competencies  
Ontario Regulation 266/06 New Teacher Induction Program  
Ontario Regulation 298 Section 11 (3) Duties of Principals: Performance Appraisal  
Ontario Regulation 298 Section 20 Duties of Teachers: Effective Instruction  
Ontario College of Teachers' Standards of Practice for the Teaching Profession.

### ***Board:***

Board Policy GOV-01 Philosophy, Goals, and Values  
Board Policy GOV-03 Role of the Corporate Board  
Board Policy GOV-04 Role of the Supervisory Officer  
Administrative Procedure 445 Teacher Performance Appraisal