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**2010**



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Une publication équivalente est disponible en français sous le titre suivant : Programme d'insertion professionnelle du nouveau personnel enseignant : Guide des éléments d'insertion professionnelle 2010.

This publication is available on the Ministry of Education's website, at [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

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## 1.4 Organization of the Manual

The manual is organized into four main sections: Section 1, Section 2, Section 3, and Section 4. Section 1, titled "Organization of the Manual," describes the structure and content of the manual. Section 2, titled "Partnerships and NTIP Steering Committees," discusses the role of these committees in the program. Section 3, titled "Induction Elements," details the specific components of the induction program. Section 4, titled "Implementation," provides information on how the program is implemented in schools. The manual is designed to be a comprehensive resource for all stakeholders involved in the New Teacher Induction Program.

## 1.5 Partnerships and NTIP Steering Committees

Partnerships and NTIP Steering Committees are essential to the success of the New Teacher Induction Program. These committees provide leadership, oversight, and support for the program. They are responsible for developing and implementing the program's policies and procedures. They also monitor the program's progress and make adjustments as needed. Partnerships with schools, districts, and other organizations are crucial for ensuring that the program is effectively implemented and that new teachers receive the support they need to succeed. The manual provides detailed information on how to establish and maintain these partnerships and steering committees.



The image shows a page of handwritten musical notation. A vertical line is drawn on the left side of the page. The notation is written in black ink on a white background. It consists of several staves of music. The first staff begins with a double bar line and a dynamic marking of *ff* (fortissimo). The notation includes various note values, rests, and slurs. There are also some markings that look like double quotes or similar symbols. The handwriting is somewhat cursive and appears to be a personal sketch or a working draft. The notation is spread across the upper and middle portions of the page.

## 2 New Teachers

### 2.1 Definition of New Teachers

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267(2)

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6.2.5

6.2.8 *Teacher Performance Appraisal: Technical Requirements Manual*

### 2.2 Participation in the NTIP

268(2) 270(1) 266/06.

### 2.2.1 Teacher Training Objective of On a job

1. To understand the concept of On a job training and its importance in the field of education.

2. To identify the various methods and techniques used in On a job training.

3. To evaluate the effectiveness of On a job training and its impact on the performance of trainees.

4. To develop a plan for implementing On a job training in an educational institution.

5. To understand the role of the teacher in On a job training and the responsibilities of the trainee.

6. To identify the challenges and barriers to On a job training and propose solutions to overcome them.

7. To understand the importance of continuous learning and professional development for teachers.

8. To identify the various sources of information and resources available for On a job training.

9. To understand the importance of documentation and record-keeping in On a job training.

10. To understand the importance of communication and collaboration in On a job training.

## 2.3 Fostering a Growth-Oriented Performance Appraisal Context for New Teachers

*Standards of Practice for the Teaching Profession. -*  
*Teacher Performance Appraisal: Technical Requirements Manual.*





### 3.1.2 Men o

“... ( 4.4, )”

“... ”

### 3.1.3 S , e in enden

“... ”

“... ”











#### 4.4.1 Timing

• The timing of the lesson should be planned in advance. This includes the time for each activity, the time for the teacher to introduce the lesson, and the time for the students to work on the activities. The teacher should also be aware of the time constraints of the school and the class.

#### 4.4.2 Method of Delivery

• The method of delivery should be chosen based on the content of the lesson and the needs of the students. The teacher should consider whether to use direct instruction, inquiry-based learning, or a combination of both. The teacher should also consider the use of technology and other resources to enhance the learning experience.

#### 4.4.3 Evaluation / Closure

• Evaluation and closure are essential components of a lesson. The teacher should use a variety of assessment methods to evaluate student learning, including formative and summative assessments. The teacher should also provide a clear conclusion to the lesson, summarizing the key points and providing an opportunity for students to reflect on their learning.

#### Structured:

• The teacher should provide a clear structure for the lesson, including the objectives, the activities, and the assessment methods.



Handwritten notes in cursive script, appearing to be bleed-through from the reverse side of the page. The text is illegible due to the cursive style and the nature of the bleed-through.

$$= \frac{d}{dt} \left( \frac{1}{2} m v^2 \right) = m v \frac{dv}{dt} = m v a$$

### 4.5.1 Timing

$$= \frac{d}{dt} \left( \frac{1}{2} m v^2 \right) = m v \frac{dv}{dt} = m v a$$

### 4.5.2 Method of Differentiation

$$= \frac{d}{dt} \left( \frac{1}{2} m v^2 \right) = m v \frac{dv}{dt} = m v a$$

**Differentiated:**

$$\frac{d}{dt} \left( \frac{1}{2} m v^2 \right) = m v \frac{dv}{dt} = m v a$$

**Ongoing:**

$$\frac{d}{dt} \left( \frac{1}{2} m v^2 \right) = m v \frac{dv}{dt} = m v a$$

**Appropriate:**

$$\frac{d}{dt} \left( \frac{1}{2} m v^2 \right) = m v \frac{dv}{dt} = m v a$$

The first step is to identify the variables and constants in the equation. In this case, the variables are  $x$  and  $y$ , and the constants are  $1$ ,  $2$ , and  $3$ . The next step is to rearrange the equation so that all terms involving  $x$  are on one side and all terms involving  $y$  are on the other side. This can be done by subtracting  $2y$  from both sides of the equation, resulting in  $x + 3 = 2y$ . The final step is to solve for  $x$  by subtracting  $3$  from both sides, resulting in  $x = 2y - 3$ .

### 4.5.3 Equation / Coefficient

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# 6 Funding

## 6.1 Overview

Let  $f_k$  be the amount of funding allocated to project  $k$ . The total funding is  $\sum_k f_k$ . The cost of project  $k$  is  $c_k$ . The benefit of project  $k$  is  $b_k$ . The net benefit of project  $k$  is  $b_k - c_k$ . The net benefit of the set of projects  $S$  is  $\sum_{k \in S} (b_k - c_k)$ . The goal is to maximize the net benefit of the set of projects  $S$  subject to the constraint that the total funding is at most  $F$ .

## 6.2 Funding Allocation Model and Eligible Expenses

Let  $f_k$  be the amount of funding allocated to project  $k$ . The total funding is  $\sum_k f_k$ . The cost of project  $k$  is  $c_k$ . The benefit of project  $k$  is  $b_k$ . The net benefit of project  $k$  is  $b_k - c_k$ . The net benefit of the set of projects  $S$  is  $\sum_{k \in S} (b_k - c_k)$ . The goal is to maximize the net benefit of the set of projects  $S$  subject to the constraint that the total funding is at most  $F$ .

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