Partnering for Success

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

IMPLEMENTATION: STEP-BY-STEP

The model developed and adopted for the NTIP was designed by educators from across the province. In particular, it reflects the effective practices and lessons learned from mentoring demonstration projects completed in more than 20 school boards during 2004-2005.

While each teacher, school and community has unique needs, the following recommended practices will provide you with sound guidelines for successfully implementing each aspect of the NTIP in your school.

1 Identifying Eligible New Teachers

The information below is intended to help you identify the categories of new teachers who will be participating in the NTIP for this school year and the induction supports they must receive under the program.

Teachers new to the profession (*trained within Ontario, Canada, or Internationally*)

New teachers are defined as all teachers certified by the Ontario College of Teachers (OCT) (including teachers trained out-of-province) who have been hired into permanent positions full-time or part-time by a school board, school authority or provincial school to begin teaching for the first time in Ontario. These new teachers must receive:

permanent contract position, boards may take their previous participation into account when determining which induction elements are appropriate.

Beginning LTO teachers are not required to receive two performance appraisals. Because occasional teachers are not included in the definition of "new teacher" they are not eligible to receive the NTIP notation until such time that they do come within that definition. Teacher Performance Appraisal (TPA) results prior to becoming a "new teacher" do not count for the purposes of the NTIP notation.

2 Assigning New Teachers

Research indicates that the first teaching assignment of a new teacher is critical. The Working Table on Teacher Development, which advised the ministry on the development of the NTIP, recommended that the teaching assignments for new teachers should specifically:

- set new teachers up for success in improving student learning;
- be linked to teachers' qualifications and strengths;
- be guided by a culture that supports new teachers;
- ensure that new teachers have support in the school, and are not isolated; and
- ensure that new teachers have the resources they need and, in particular, support with student assessment.

3 Reviewing the Individual NTIP Strategy Form

The *Individual NTIP Strategy* form:
- serves as a vehicle for discussion and learning;
- serves as a means of planning, tracking, and recording participation in the NTIP

The program requires that the *Individual NTIP Strategy* form be used. Please refer to the NTIP website at <http://www.edu.gov.on.ca/eng/teacher/induction.html> for the current form. A copy of the form and detailed procedures are also provided in the appendices of this handbook.

4 New Teacher Orientation *(school-based)*

Quality orientation programs familiarize new teachers with the classroom, the school, the school board and education in Ontario.

In addition to the orientation your new teachers receive

Teaching French as a Second Language
Teaching Students with Special Education Needs
Teaching Diverse Learners including First Nation, Métis and Inuit Students and
English Language Learners

6 Mentoring

Based on processes developed by the NTIP Steering Committee, principals should ensure that mentors are:

recruited, selected and matched appropriately;

provided with access to the training as developed by the board;

provided with a clear and safe exit procedure (for mentors as well as new teachers) in case of non-compatibility;

given the assurance that confidentiality between mentors and new teachers is respected; and

provided access to mentoring activities that are integrated with ongoing personal and professional development.

Mentoring is Not Evaluative!

While the New Teacher Induction Program includes teacher performance appraisal by the principal, the mentoring process 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 the 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.

Teachers new to the profession are eager to contribute to their learning communities in meaningful ways. Welcoming new teachers into the professional learning community in your school will be of great benefit to all teachers and students. 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.

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. 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 role model, facilitator and coach to a new teacher.

Mentors also serve as models of professional language when talking with new teachers. One of the most important messages we can convey to new teachers is that they bring energy, renewal and a sustained professional commitment to students.

7 **Teacher Performance Appraisal**

In conjunction with the orientation, mentoring and professional development and training elements of the NTIP, the performance appraisal process for new teachers has been designed to support and promote their continued growth and development.

As a principal, you

Appendix A

NTIP: A Checklist for Principals

Appendix B

Orientation Checklist (Sample)

Based on a survey of new teachers and their mentors, the following orientation tool has been developed to assist a principal or a school team when introducing and welcoming new members to the school staff.

Operational

    Staff manual / school improvement plan
    School tour / staff introductions
    Playground and/or cafeteria tour - duty areas
    School safety plan
    First aid (such as supplies, epi-pens, student concerns)
    Tragic events response team information
    Computer lab / school / board (such as netiquette)
    Library protocol / audio-visual resources
    School resource personnel / educational assistants
    Federation representative / work place steward
    Photocopiers / protocol (such as paper allocation)
    Supply cupboard / storage / textbook distribution
    Key(s) and security / after-school access
    O.S.R. storage / protocols
    Student information / emergency contacts
    School calendar
    Booking media, av equipment

Communication

    Attendance / absence procedures
    O.S.R.s - release of information / custody forms
    Student referrals to outside agencies
    Early identification
    Team meetings / IEP reviews
    Absences / occasional teacher protocol
    Phone / fax instructions / p.a.
    Mailboxes / phone messages
    Medication procedures / medical plans
    Accident forms
    Fire drills / emergency procedures
    Media issues
    Locks / lockers
    Code of conduct / dress code / school handbook
    Staff / division / department meetings
    Classroom budget / money collection / deposit forms
    Daily school routines (such as announcements, entry, and similar)
    Communication with administration
    Assembly schedules

Other

    Community access to building
    Contacting parents / letters home
    Meetings / interviews with parents
    Newsletters
    Employee assistance program
    Board, OCT and federation services
    Bulletin boards / displays
    Open house / program night (expectations / roles)
    School council / PTA / parent associations
    Staff room protocol
    Study hall, detention room, homework club
    Supervision expectations, lunchroom, hallways
    Volunteer policy
    Social committee
    Bus routines
    Community activities (such as multicultural evenings and other events)
    Teacher performance appraisal

(Adapted with permission from Mentoring Demonstration Project boards)

Appendix C

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 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
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 *NTIP: Induction Elements Manual (2008)*, 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	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	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	

INDIVIDUAL NTIP STRATEGY FORM

Name:

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

Mentoring – Development of NTIP Individual Strategy with Mentor; Mentoring activities (e.g., planning, dialogue, professional development, other)			
Mentoring Activity	**Professional Learning Goals**	**Strategies for meeting my goals**	
e.g., Planning	*e.g., Develop effective strategies to maximize uninterrupted learning time and student time on task.*	*e.g., Observe mentor; engage in pre and post observation dialogue with mentor.*	

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 D

NTIP Professional Development Core Content and Tools

Ontario is committed to giving every student the opportunity to reach his or her full potential by promoting excellence in teaching and learning and thus making public education in Ontario the best education available.

> 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.

Increasing student performance means providing the support and recognition for what teachers, including beginning teachers, do on behalf of students every day. The New Teacher Induction Program (NTIP) provides new teachers with an additional year of professional support, and school boards and principals with the vehicle to manage how, when and what their new teachers learn in that crucial first year.

In order to be most meaningful and effective, professional development and training for new teachers, as well as resources developed to support such professional development and training, must contain the appropriate content to meet the specific needs of new teachers while taking into consideration the varied strengths, the previous experiences and the unique skill set that each new teacher brings to the profession at the beginning stages of their career.

In this Appendix

The following tools have been developed with various target audiences in mind in an effort to support new teachers as they progress along a continuum of professional development through their first year in the profession.

It is not a checklist of activities to undertake or an assessment tool to gauge the teacher s performance It is intended as a guide to foster discussion and professional development and training planning within the new teacher/mentor/principal team in order to meet each individual new teacher s professional development and training needs. New teachers, principals and boards will find that resources to support the development and delivery of the professional development and training can come from various sources. Boards have traditionally developed excellent resources that meet the local needs of their schools, their teachers and their students.

Furthermore, the ministry will continue to develop and/or recommend additional resources to support new teachers in these areas. Please refer to the NTIP website at http://www.edu.gov.on.ca/eng/teacher/induction.html for more information.

Many of the ministry's initiatives work together to support school boards in promoting and achieving excellence; as such, various branches within the ministry were asked to contribute to this NTIP PD core content by supplying and reviewing material related to their respective initiatives.

Most school boards already offer professional development and supports to all their teachers in order to ensure quality teaching and improved student achievement. This description of the core content will help to ensure a level of consistency in professional development and training opportunities for new teachers across the province by presenting a means by which school boards can review what they are already offering in order to make sure it aligns with the provincial requirements.

needed to teach in a minority setting. New teachers in French language schools must be supported to fully understand the impact of the implementation of Politique d aménagement linguistique on the school, the classroom, the students and the school community as a whole.

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

Planning, Assessment & Evaluation:
Conversation Starters between a Principal and a New Teacher

In learning-focused conversations with a new teacher, a principal may choose to ask *selected* questions from the following list:

During classroom planning, how are you considering long- and short-term goals and keeping the end in mind?

How have you made your students aware of your plans for their learning? How have they responded?

What process do you use for setting learning goals with students?

What can you tell me about the instructional strategies you are implementing to meet the needs of all your students?

What have you noticed about student responses to your assessment strategies? How might those responses effect your practices from this point?

What kinds of assessment tools are you using? Are any of these assessments common to the grade/division/course? What are you learning about your students through the use of these tools?

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- 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 inde0 0 1 exto m§Æ à36pt§Uбх𝟏

Literacy, K-6:
Conversation Starters between a Principal and a New Teacher

In learning-

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

Literacy

Mathematical Literacy/Numeracy, 7-12:
Professional Development and Training

Mathematical Literacy/Numeracy, 7-12:
Conversation Starters between a Principal and a New Teacher

In learning-focused conversations with a new teacher, a principal may choose to ask *selected* questions from the following list:

What are some examples that show your classroom is an active place where I can hear, see and touch mathematics?

Talk to me about the variety of instructional and assessment tools and strategies you try to use

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- 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

Numeracy, K-6:
Conversation Starters between a Principal and a New Teacher

In learning-focused conversations with a new teacher, a principal may choose to ask *selected* questions from the following list:

How have you scheduled teaching/learning time so that students have uninterrupted blocks of numeracy learning time?

What strategies do you use to assess the range of understanding and prior knowledge in your classroom?

Which instructional strategies are you implementing in your classroom to meet a variety of student needs?

What have you noticed about student responses to the instructional choices you make?

How do you know the instructional choices are making a difference for all students?

How do you use the classroom walls to support teaching and learning?

How do the resources you use support and reflect ethno and cultural diversity within your classroom?

What kind of support or new learning do you feel you need next in order to work even more effectively with the students in your classroom?

What resources will you use as you work on expanding your instructional repertoire?

To whom do you turn when you have a question about instruction, assessment and/or resources?

Talk to me about how you base your math instruction on problem-solving

How can I help you be even more effective?

?

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)
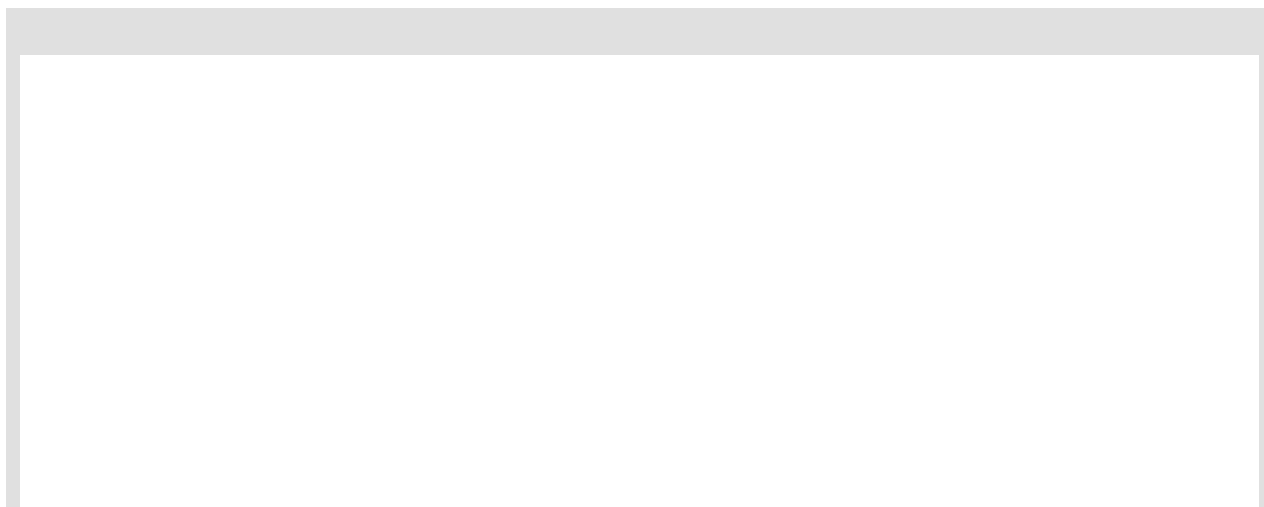
Safe Schools and Healthy Schools:
Conversation Starters between a Principal and a New Teacher

In learning-focused conversations with a new teacher, a principal may choose to ask *selected* questions from the following list:

SAFE SCHOOLS

Talk to me about the peer dynamics in your classroom

What sorts of strategies did you use to establish rules and routines in your classroom that are consistent with the school s Code of Conduct?

What strategies are you using to create a positive learning environment?

What strategies do you use to address potential problems in a proactive manner?

What inappropriate or disrespectful behaviour have you successfully dealt with in your classroom? in the school? on the school ground? at school events?

Have you had challenges with your obligation to report serious student incidents to me?

Tell me about how the resources you use support and promote respect for ethno-cultural and lifestyle diversity within your classroom

In what ways are pro-social skills integrated into your program?

How familiar are you with the school s bullying policy and the procedures to report and address bullying incidents? Is there anything that you would like to discuss?

What situations and behaviours do you find most challenging to resolve? What additional supports would make it easier?

Tell me about the types of resources you would like to see to support your interaction with a student who is bullied, a student who bullies, or those affected by bullying and the bystanders

What kind of support or new learning do you feel you need next in order to work even more effectively with the students in your classroom?

How can I help you be even more effective?

HEALTHY SCHOOLS

Tell me about how you are creating a healthy learning environment in your classroom

Which healthy schools initiatives are you aware of in the school?

What sorts of opportunities are available to the students in your class to be involved in the development and implementation of healthy schools initiatives?

Talk to me about some of the successes and/or challenges you have experienced in dealing with health-related topics that can be challenging to teach (e.g., mental health, personal safety, anaphylaxis,

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

Student Success / Learning to 18:
Conversation Starters between a Principal and a New Teacher

In learning-focused conversations with a new teacher, a principal may choose to ask *selected* questions from the following list:

STUDENT SUCCESS/LEARNING TO 18 KNOWLEDGE
> Are you familiar with classroom intervention and prevention strategies that help students earn credits?
> What further knowledge or support do you need in order to meet the needs of your students who are at risk of not meeting their full potential or failing?
> Have you met the student success, special education teacher and/or guidance teacher in my school? How and when can you access their support?
> Do you 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 you use to identify students who are at risk of not meeting their full potential or failing?
> How do you 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 you incorporate the features of Differentiated Instruction in your 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 you create an inclusive learning environment that reflects the diverse needs of all learners?
> What planned interventions do you have for students who may be, or are, at risk?
> What have you learned about the interests, learning preferences and career plans of your students?
> How have the interests, learning preferences, readiness and career pathways of your students informed your selection of resources and instructional strategies?   How do you support the transition of your students from elementary to secondary, grade to grade, and/or from secondary to post-graduation? How are you fulfilling this role?
> How do you actively involve students in classroom processes?

PROFESSIONAL LEARNING
> What professional learning can I provide to you to support you?
> Is there anything else you would like to know about the Student Success/Learning to 18 provincial initiative and how it is implemented in the school and in the classroom?

Using Conversation Starters

These conversation starters have been developed to support you, as a principal, in your role as a catalyst for professional growth. This material is optional and you are invited to use only the portions that are specific to your needs and the needs of your new teachers as you work with them in your school. This is not intended as a checklist.

Teaching English Language Learners:
Conversation Starters between a Principal and a New Teacher

In learning-focused conversations with a new teacher, a principal may choose to ask *selected* from the following list:

SCHOOL-

    Tell me about what you see in the school that creates a welcoming environment for English language learners and their families?

    What could we be doing as a school to make this a more welcoming environment for English language learners and their families?

CLASSROOM ENVIRONMENT

    Tell me about some of the things that you do in your classroom that creates a welcoming environment for English language learners and their families?

    Talk to me   some of the things that you have observed in the English language learners and newcomers to Canada in your classroom

    In what ways does your classroom climate support English language learners?

    What might be some of the ways you use the classroom walls to support teaching and learning?

INITIAL AND ONGOING ASSESSMENT

    Tell me about what you have learned about the prior knowledge of your English language learners and newcomers to Canada . . .

    What are some of the ways you assess the English language proficiency of your English language learners?

PROGRAM PLANNING

    What instructional strategies are you finding most successful with your English language learners?

    What are some of the dual-language instructional strategies are you implementing in your classroom to meet the needs of your English language learners?

    What have you noticed about the responses of your English language learners to the instructional choices you make?

    How do your classroom resources support diversity in a positive, balanced manner?

PROFESSIONAL GROWTH

    What kind of support or new learning do you feel you need next in order to work even more effectively with the English language learners in your classroom?

    What strategies/resources will you use as you work on expanding your instructional repertoire to meet the needs of English language learners and newcomers to Canada?

    To whom do you turn when you have a question about English language learners in your class?

    How can I help you be even more effective?

Using Conversation Starters

These conversation starters have been developed to support you, as a principal, in your role as

portions that are specific to your needs and the needs of your new teachers as you work with them in your school. This is not intended as a checklist.

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
ƒ Most school boards already offer professional learning opportunities and supports to all their teachers in order to ensure quality teaching and improved student achievement.
ƒ Effective professional learning must be manageable, relevant, timely and appropriate to the daily responsibilities of new teachers.
ƒ 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.
ƒ The core content is not to be viewed as a checklist of activities to undertake or an

ƒ 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:
Conversation Starters between a Principal and a New Teacher

In learning-focused conversations with a new teacher, a principal may choose to ask *selected* questions from the following list:

INSTRUCTION AND STUDENT ACHIEVEMENT

Talk to me about the needs of the First Nation Métis and Inuit students in your class

Which instructional strategies are you implementing in your classroom to meet the needs of your First Nation, Métis and Inuit students?

What have you noticed about the responses of First Nation, Métis and Inuit students to the instructional choices you make?

How do you know your instructional choices are making a difference for these students?

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 shortive long

Teaching French as a Second Language:
Conversation Starters between a Principal and a New Teacher

In learning-focused conversations with a new teacher, a principal may choose to ask *selected* questions from the following list:

How is your French as a Second Language mentor supporting you as a new French as a Second Language teacher?

What strategies are you using to foster an environment that values the learning of French? What could we be doing as a school to provide further support?

In your planning how do you take into account the various needs and the prior knowledge of the French as a Second Language learner?

Have you had the occasion to disc

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

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About Core Content

ƒ Most school boards already offer professional learning opportunities and supports to all their teachers in order to ensure quality teaching and improved student achievement.

ƒ Effective professional learning must be manageable, relevant, timely and appropriate to the daily responsibilities of new teachers.

ƒ 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.

ƒ The core content is not to be viewed as a checklist of activities to undertake or an ass

ƒ 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:
Conversation Starters between a Principal and a New Teacher

In learning-focused conversations with a new teacher, a principal may choose to ask *selected* questions from the following list:

How does your classroom environment support teaching and learning for students with special education needs?

Talk to me about the accommodations that you use for students with special education needs in your classroom

How have you organized teaching/learning time so that students with special education needs are having their needs met, in accordance with their IEP?

Which instructional strategies are you implementing in your classroom to meet a variety of student needs including those with special education needs?

How do you know your instructional choices are making a difference for students with special education needs?

How do the resources you use support students with special education needs in your classroom?

Tell me about the approaches to assessment and the types of assessments you are using with students who have special education needs in your classroom

How do you prepare report cards for students with special education needs?

What kind of support or new learning do you feel you need next in order to work even more effectively with the students who have special education needs in your classroom?

What resources will you use as you work on expanding your knowledge and skill in working with students who have special education needs?

To whom do you turn when you have a question about special education?

How can I help you be even more effective?

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Using Conversation Starters
These conversation starters have been developed to support you, as a principal, in your role as a catalyst for professional growth. This material is optional and you are invited to use only the portions that are specific to your needs and the needs of your new teachers as you work with them in your school. This is not intended as a checklist.

Appendix E

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