

The NTIP Process

Sara Vitelli (she/her)
Secondary NTIP Consultant



What is NTIP?

New Teacher Induction Program - Ministry Mandated

We support:

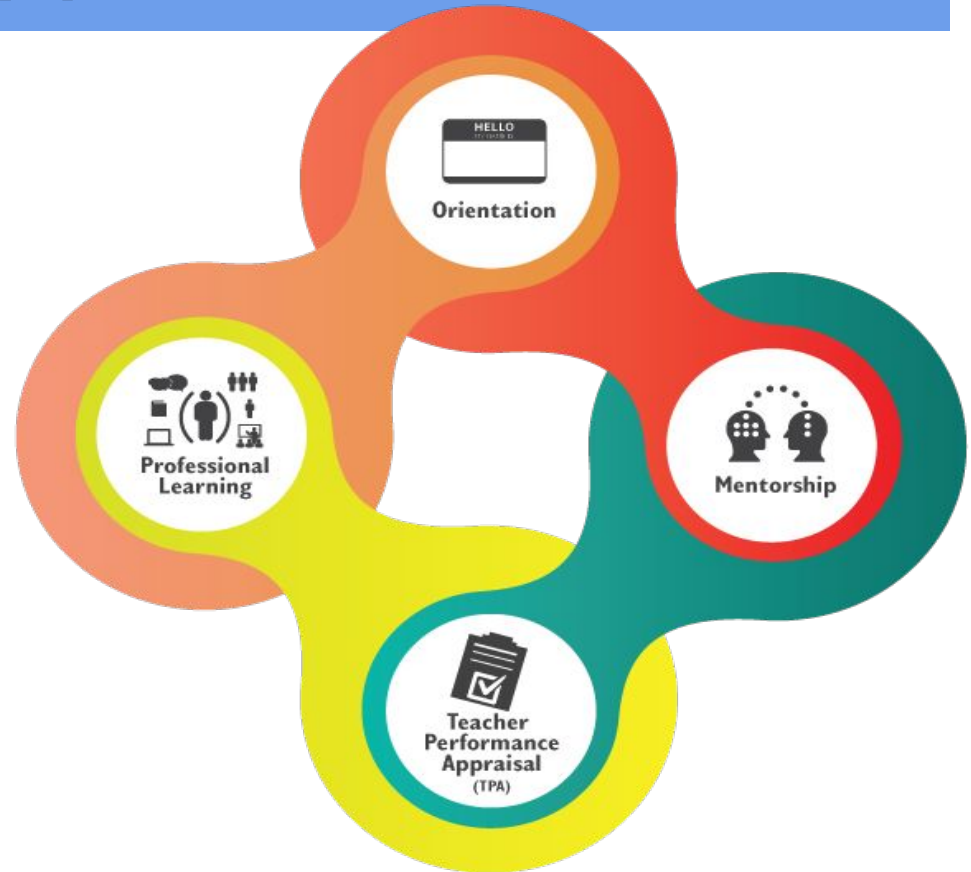
- First time permanent contract teachers in a publicly funded school board
 - (NTIP is **mandatory**)
- LTOs in their first ever LTO of 80 days or more
 - (NTIP is **optional**)



What is Involved in NTIP?

Familiarizing yourself with these components will help you to understand the expectations for your NTIP year.

During your Board Orientation session you will explore each of the components in detail.





Mentorship

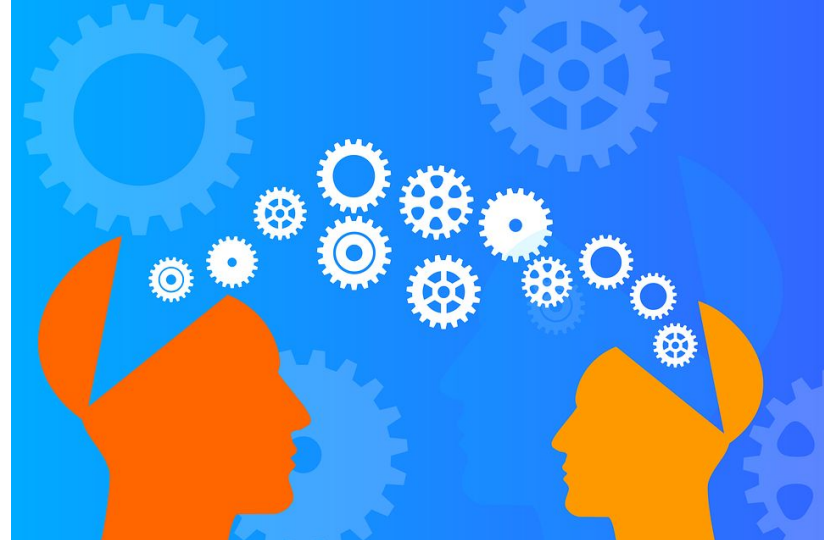
Each new teacher has a mentor. You can identify your mentor, or work with your Principal to identify your mentor. The mentoring relationship needs to be built on **trust** and **confidence**.

- Option #1: Individual
- Option #2: Team/Subject Area
- Option #3: Across schools

The mentoring relationship is non-evaluative!

Responsibilities of the Mentor Teacher

- 1) Create a web of support
- 2) Check-in regularly, talk about the day-to-day needs of the job
- 3) Set-up regular dates and times to meet with mentee, plan some focused conversations
- 4) Connect mentee to resources
- 5) **Non-evaluative**



Mentorship Exit Strategy

The YRDSB exit strategy is founded on the belief that the process should be confidential, non-judgemental, and respectful.

If a problem arises between a mentor and new teacher, the first step is resolution through transparent and solution-focused conversation between the mentor and mentee only.

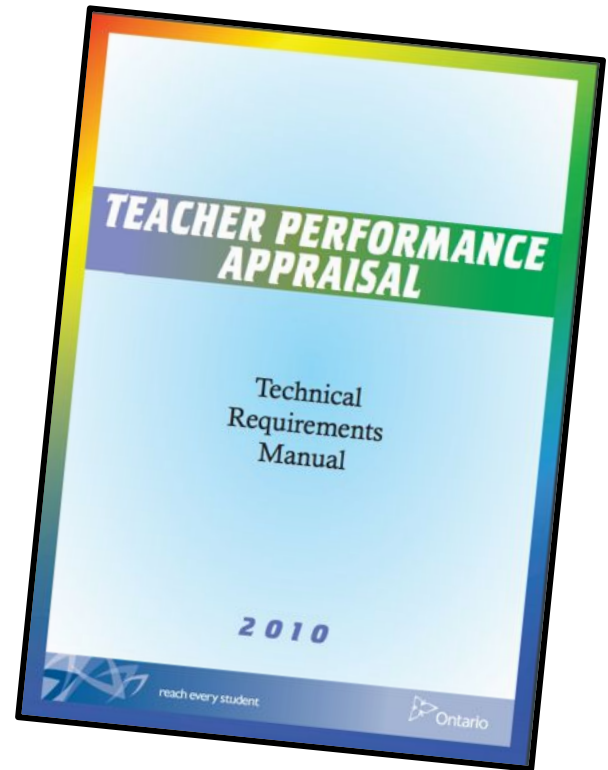
If both or either party feels the mentoring relationship is not working out and issues cannot be resolved, the relationships can be dissolved at the request of **either** the mentor or new teacher, **without any explanation given**.



Teacher Performance Appraisal

NTIP specific information starts on pg 25

- Focus in on the growth process
- TPA is a snapshot of your practice, and a conversation
- The teacher receives feedback, and then another snapshot takes place later
 - TPAs are scheduled with a long enough break to show growth



The TPA Purpose

- 1) To support the continued professional **growth** and **development** on new teachers;
- 2) To **improve student learning** by honouring and supporting teacher learning;
- 3) To foster the **collaboration** and **relationship building** that are essential to sustain a professional learning community

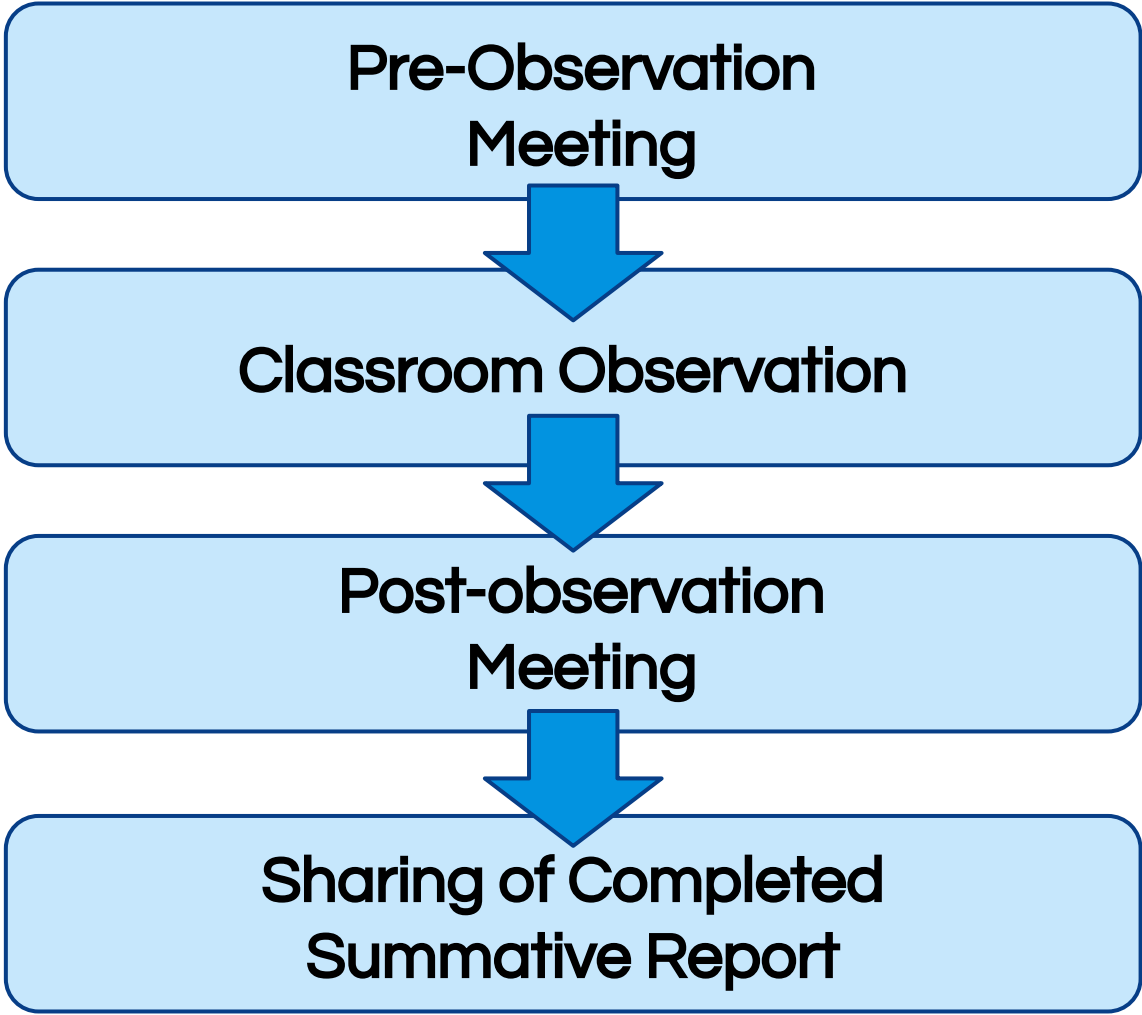
Fostering Reflective Practice

The Performance Appraisal provides teachers an opportunity to reflect upon and articulate:

- ☑ **what** they do;
- ☑ **how** they do it; and
- ☑ **why** they do it.

It is our responsibility as professionals to be able to explain the choices we've made when designing instruction and assessment. The TPA is an opportunity to share this with your administrator.

**Pre-Observation
Meeting**



```
graph TD; A[Pre-Observation Meeting] --> B[Classroom Observation]; B --> C[Post-observation Meeting]; C --> D[Sharing of Completed Summative Report];
```

The diagram illustrates the TPA Process as a four-step flowchart. It begins with a 'Pre-Observation Meeting', followed by 'Classroom Observation', then a 'Post-observation Meeting', and finally the 'Sharing of Completed Summative Report'. Each step is contained within a light blue rounded rectangle, and the steps are connected by large blue downward-pointing arrows. The entire flowchart is positioned on the left side of the image, while the title 'TPA Process' is on the right.

Classroom Observation

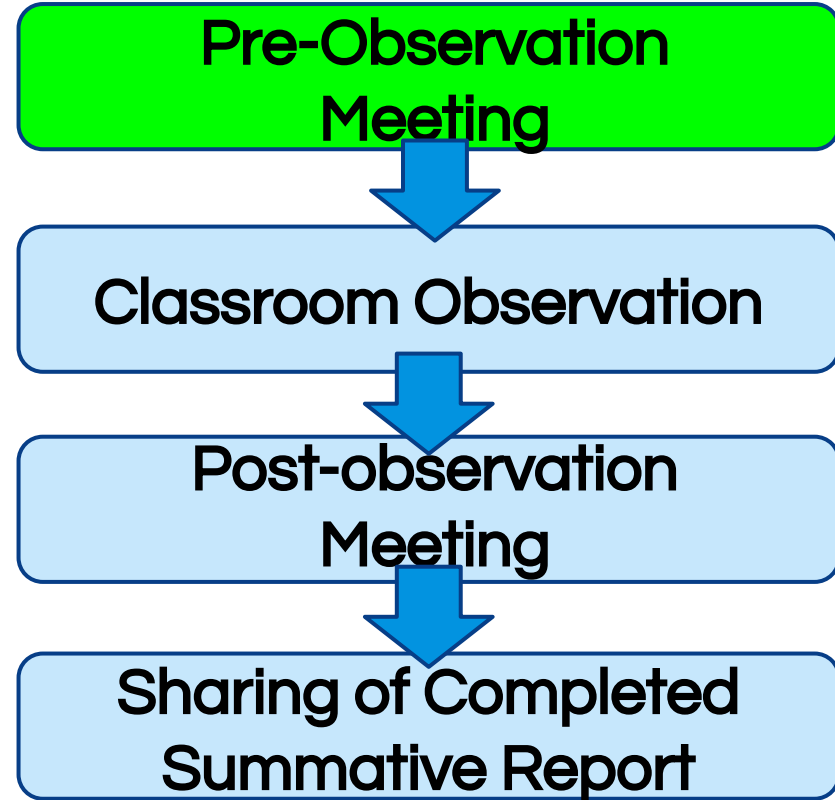
**Post-observation
Meeting**

**Sharing of Completed
Summative Report**

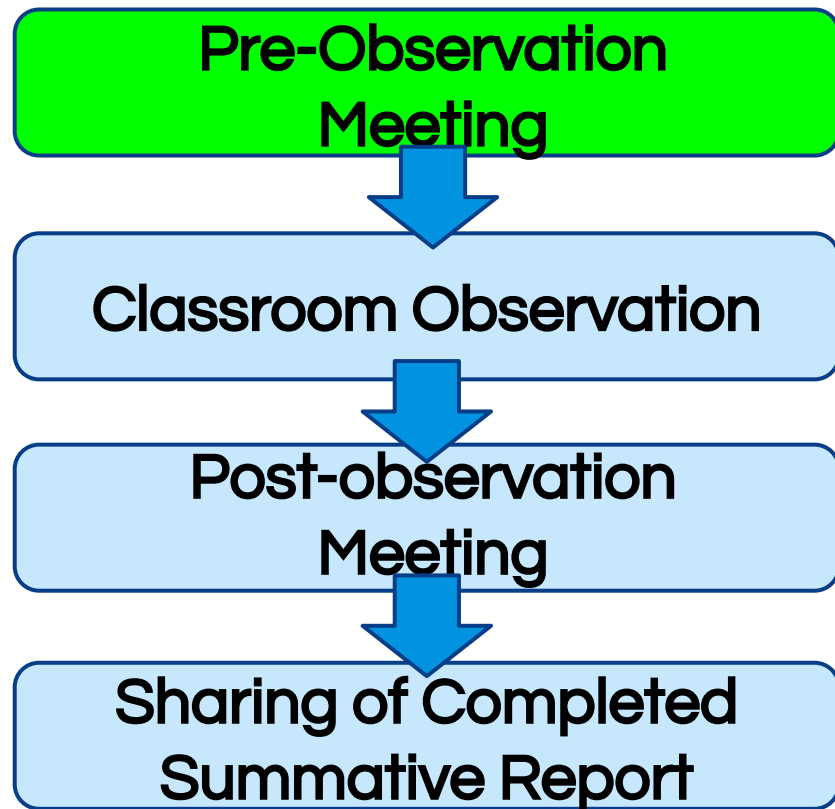
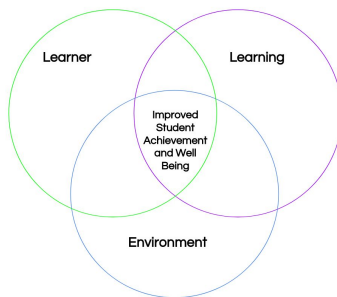
TPA Process

You **may** be asked to bring:

- Long Range, Unit and Lesson
- Unit plans must be complete up to and including the unit being taught, all units to come can be rough ideas/plans
- Lesson plans must be complete up to and including the lesson being taught plus: 3 days - secondary
- Assessment Records
- IEPs
- Parent communication logs
- Seating plans



- Be prepared with duplicate copies of unit/lesson to be observed (or shared on Google)
- Be prepared to discuss:
 - **What?**
 - **How?**
 - **Why?**
- In your discussion, centre students - how do you know the learners? What decisions do you make to support their learning?



PLAN

What is the learning and how will I ensure that students see themselves in what they are learning and doing?

How will assessment be differentiated and where will assessment for, as and of learning be intentionally embedded?

Which **overall expectations** will be evaluated (graded)?

How will specific expectations be accounted for through instruction?

How will I prioritize student voice and choice?

HOW DO MY INSTRUCTION & ASSESSMENT REFLECT THE STUDENTS IN FRONT OF ME?

The Learning Cycle

CULTURALLY RELEVANT & RESPONSIVE PEDAGOGY

ENACT & RESPOND

How will I check for understanding?

How will I respond?

How will I change my instruction

based on the needs of my students?

What type of feedback will help students improve?

How will I partner with students?

**HOW WILL I MAKE IT
“IMPOSSIBLE TO FAIL”?**

Gholdy Muhammad

SUMMARIZE, JUDGE, REFLECT

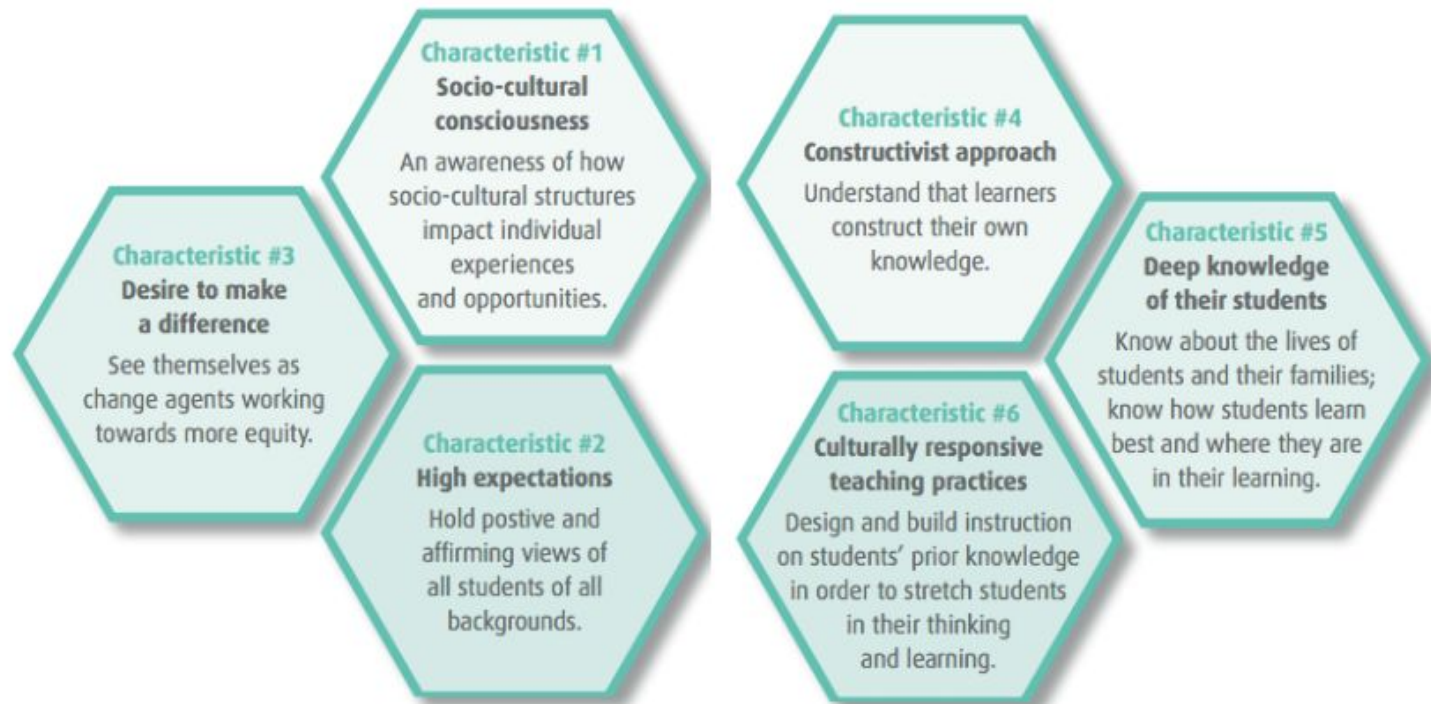
How will I summarize, evaluate **and re-evaluate** the learning?

How will my knowledge of students inform my professional judgment?

What can I learn as I reflect on the process?

**HOW CAN I CONTINUE TO IMPROVE STUDENT
LEARNING (AND MY OWN)?**

Characteristics of Culturally Responsive Educators

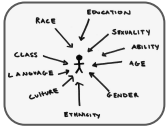


When we say know your learner...

We mean in a professional capacity that does not overstep boundaries and does not extend beyond the school day (except for teams/clubs).

Don't get to know your learner TOO well.

Knowing the Learners



Social Identities - A person's ever-changing sense of belonging based on the intersecting social groups into which a person was born or develops. Patterns of marginalization exist based on social identity (Race, sexual orientation, gender identity, socio-economic class, ethnicity, ability, primary language, religion, age).



Lived Experience - What their day-to-day looks like (at school, at home, in society).



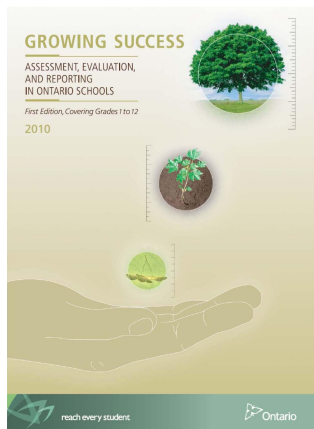
Academic Strengths & Needs - Different subject areas, conversations, observations, products, decoding, comprehension, etc.



Personal Interest - What they like (e.g., reading, sports, tv, other hobbies)

Planning Requirements

Growing Success




Curriculum Documents



Board Policy



 **YORK REGION DISTRICT SCHOOL BOARD**

MEMORANDUM TO: All Secondary Administrators
All Secondary Teachers

FROM: Heather Sears
Superintendent of Education, Curriculum & Instructional Services

Scott Yake
Associate Director of Education

DATE: May 17, 2018

REFERENCE: Secondary Planning Memo (Revised, September 2018)

Context for Revisions:
In response to requests from teachers and administrators, revisions have been made to the planning memo to clarify the planning requirements and the role of teacher professional judgement therein. A teacher's plans are one product among the conversations, observations and products that inform a performance appraisal and as such it is critical that teachers and administrators have shared a understanding of the requirements.

Effective Planning
Planning is an essential step toward the delivery of an effective instructional program. Teacher planning needs to be purposeful, reflective, flexible and responsive based upon professional knowledge of:

- Ministry Curriculum,
- [effective, culturally responsive instructional and assessment practices](#)

Secondary Planning Memo

Planning Requirements

Course Outlines (long range):

- Provide a broad overview of the course, outlining the plan for the duration of the course

Unit Plans (medium range):

- Created as the course progresses, and include the specifics of what will be taught and assess, and how

Lesson Plans (short range):

- Details the required daily routines and lesson information



Resources to Review for Planning

[Planning Templates and Checklists on the BWW](#)

- Secondary Course Outline Checklist
- Secondary Course Outline Checklist with Supports
- Course Outline Template
- Secondary Unit and Lesson Plan Checklist

Before

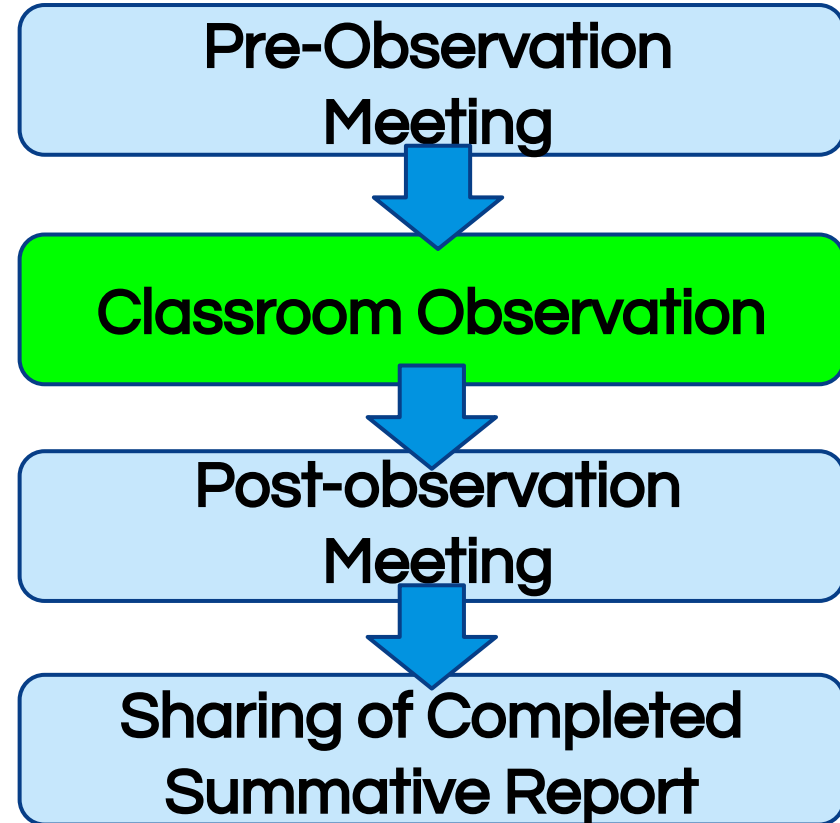
- Tidy up but be authentic
- Be prepared to be flexible - things happen!

During

- Use strategies, routines, tools that are well established
- Confirmed - 75 min
- Administrators might sit and type OR participate with students - they are gathering data and evidence

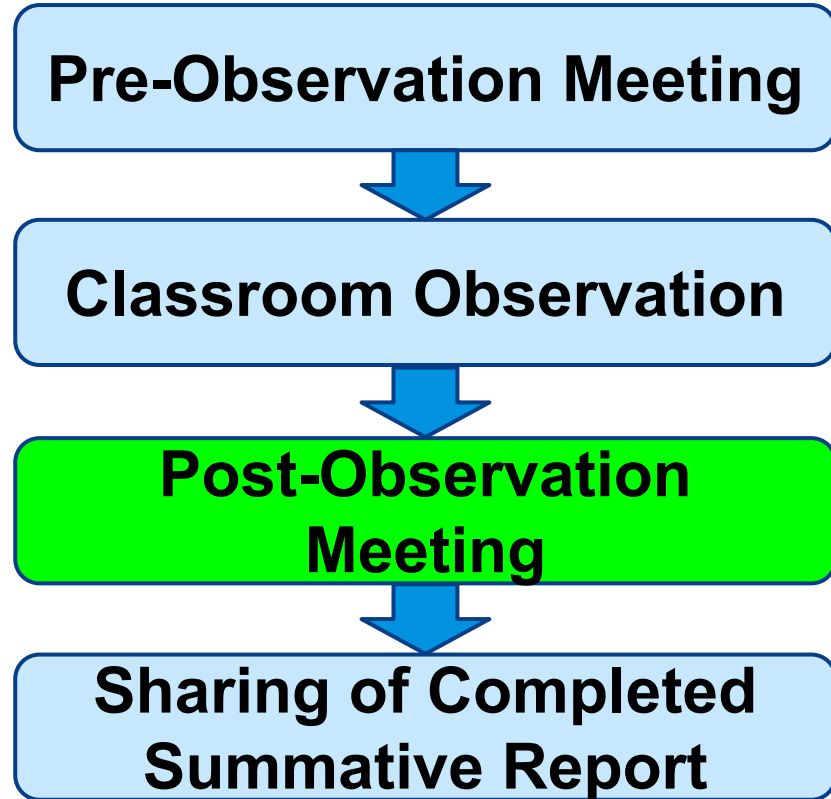
After

- Reflect - What were your successes, challenges, and next steps?
- Bring the reflection to the post-observation

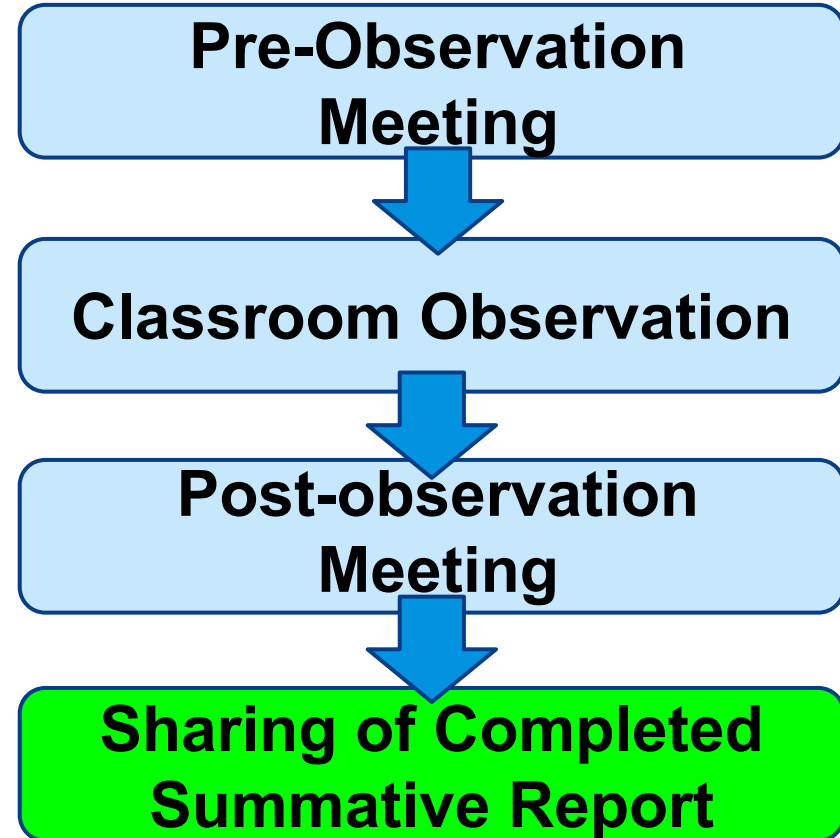


Takes place 5-10 days after the classroom observation:

- Review results and seek clarification and/or next steps
- Bring your lesson plan and any documentation or evidence of your practice that you may have missed in pre-observation and observation
- Highlight and make your pedagogy visible
- Discuss teacher's participation in NTIP and professional growth strategies
 - You might bring your Individual Strategy Form
- **3 days to submit outstanding evidence after the post-observation meeting**



- Overall **rating** of the teacher's performance is given
- Comments provided on each of the eight competencies
- Teacher will share with their admin the NTIP elements they have participated in (mentor/PL/orientation/etc)
- Growth strategies are given for ongoing professional development



If Satisfactory

- Permanent (NTIP) Contract teachers will have a second TPA within the first 12 months of teaching.
 - The second appraisal repeats the process
 - The second appraisal is scheduled with enough time for growth and development between evaluations
- After a second satisfactory appraisal, TPAs happen every five years. A notation is registered on the OCT public register

If Development Needed

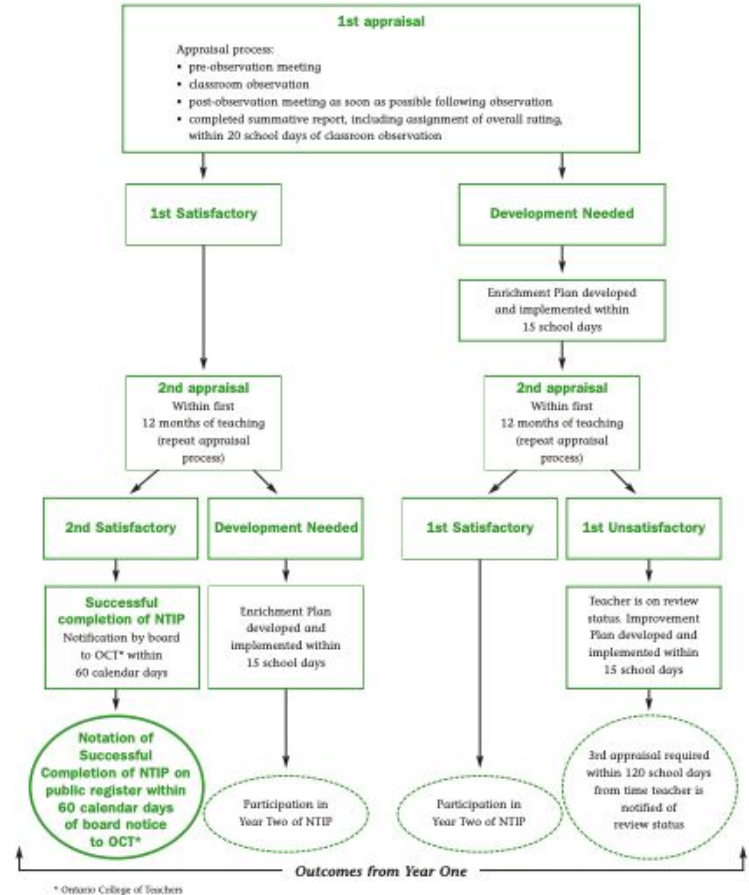
Pages 39 and 40 of the [TPA Manual](#) includes a flowchart guiding you through the outcomes.

If you receive a “Development Needed” or “Unsatisfactory” Rating:

- Access the support available to you - this is an opportunity for growth
- Connect with D16 Office
- Be proactive - connect with the NTIP team through Lorellie Munson for support

Figure 1. New Teacher Induction Program (NTIP): Performance Appraisal of New Teachers Flow Chart

1A. NTIP Year One (two appraisals are required in the first 12 months after the teacher begins teaching)



TPA Competencies

3 Domains from the OCT	8 Competencies
Commitment to Pupils and Pupil learning	4 Competencies
Professional Knowledge	1 Competencies
Teaching Practice	3 Competencies
Leadership and Community	
Ongoing Professional Learning	

[Link](#) to understanding competencies - explored further during Orientation


[Link](#) to supplement for Student Success

[Link](#) to supplement for Community Class TPA

[Link](#) to supplement for Co-op teacher TPA

[Link](#) to supplement for Teacher/Librarian

[Link](#) to supplement for Guidance Counsellor

Domain: Commitment to Pupils and Pupil Learning (knowing the learners)	Domain: Professional Knowledge (knowing the curriculum)	Domain: Teaching Practice
Competencies: <ul style="list-style-type: none"> ★ Teachers demonstrate commitment to the well-being and development of all pupils. ★ Teachers are dedicated in their efforts to teach and support pupil learning and achievement. ★ Teachers treat all pupils equitably and with respect. ★ Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society. 	Competencies: <ul style="list-style-type: none"> ★ Teachers know their subject matter, the Ontario curriculum, and education-related legislation. 	Competencies: <ul style="list-style-type: none"> ★ Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils. ★ Teachers communicate effectively with pupils, parents and colleagues. ★ Teachers conduct ongoing assessment of pupils' progress, evaluate their achievement, and report results to pupils and their parents regularly.
		

NTIP Log of Teaching Practice

Optional Resource

- Helps highlight how your work aligns with the domains and competencies - make the invisible visible!
- Tool that can be used to record what you've done prior to the formal observation

Appendix F (continued)

Log of Teaching Practice for New Teachers **USER:** ☐ Teacher ☐ Principal

Teacher's Last Name <input type="text"/>	Teacher's First Name <input type="text"/>
Principal's Last Name <input type="text"/>	Principal's First Name <input type="text"/>
Teaching Assignment <input type="text"/>	Date (yyyy/mm/dd) <input type="text"/>

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers demonstrate commitment to the well-being and development of all pupils.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- applies knowledge about how students develop and learn physically, socially, and cognitively
- responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met
- shapes instruction so that it is helpful to all students, who learn in a variety of ways
- effectively motivates students to improve student learning
- models and promotes the joy of learning
- demonstrates a positive rapport with students

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.
<input type="text"/>	<input type="text"/>






OPTIONAL LTO TPA

Optional but Recommended

1. Creates a safe and inclusive learning environment
2. Models and promotes positive and respectful student interactions
3. Demonstrates effective classroom management strategies
4. Demonstrates knowledge of the Ontario Curriculum
5. Plans and implements meaningful learning experiences for all students
6. Differentiated instructional and assessment strategies based on student needs, interests, and learning profiles
7. Utilizes a variety of evidence-based assessment and evaluation strategies

NTIP: Individual Strategy Form

- Replaces Annual Learning Plan (ALP)
- Documents professional learning and reflection throughout the year
- Completion of ISF is a requirement
- Completed forms must be sent to **Lorellie Munson at CLL**
- **Do not Google this form!**



INDIVIDUAL NTIP STRATEGY FORM

Name:		School Name:	
OCT #:	Employee I.D. #:	Administrator:	

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>			
<u>Orientation</u>			
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)			
<u>Area of PD and Training</u> * e.g., Classroom Management	<u>Professional Learning Goals</u> e.g., Developing effective classroom routines.	<u>Strategies for meeting my goals</u> e.g., Attend workshop; meet with mentor; dialogue with colleagues.	

[Template](#) (doc download)

[Google copy](#)

Contract Teachers Only



INDIVIDUAL NTIP STRATEGY FORM

Name:	School Name:		
OCT #:	Employee I.D. #:	Administrator:	


New Teacher Induction Program (NTIP) Elements	Professional Learning Goals	Strategies for meeting my goals	Principal Initials*
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Orientation			
Board level (See section 4.3 in NTIP Induction Elements Manual)			
School level (See section 4.3 in NTIP Induction Elements Manual)			
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<u>Area of PD and Training</u>	<u>Professional Learning Goals</u>	<u>Strategies for meeting my goals</u>	
* e.g., Classroom Management	e.g., Developing effective classroom routines.	e.g., Attend workshop; meet with mentor; dialogue with colleagues.	

Resources to Support Your Learning and Pedagogy


NTIP BWB Page



Board Wide Web

Find a Person... Search the BWB...

Home | Board Documents | Services | Board Communications | Learning & Training

 Manage Password  Log Off

October 25, 2021 [Careers](#) | [Board Directory](#) | [Board Calendar](#) | [Online Tools](#) | [Advanced Search](#) | [Glossary](#) | [ServiceDesk](#)

You Are Here: [Services](#) : [Curriculum & Instructional Services](#) : [New Teacher Induction Program](#)

NTIP

Important Documents

Planning and Assessment Supports

Inclusive and Responsive Classrooms Supports

Curriculum Supports

Do you qualify for NTIP?


New Teacher Induction Program (NTIP)

Announcements!



Attention NTIP contract teachers!

After your second successful TPA, don't forget to submit your individual strategy form through the board courier to Tracey Cox at CLL Newmarket.

Welcome to NTIP!



[NTIP Orientation 2021-22 Memo](#)
[NTIP Teacher and Mentor Identification 2021-2022 Memo](#)
NTIP Release Days for 2021-2022 Memo ~Coming Soon!

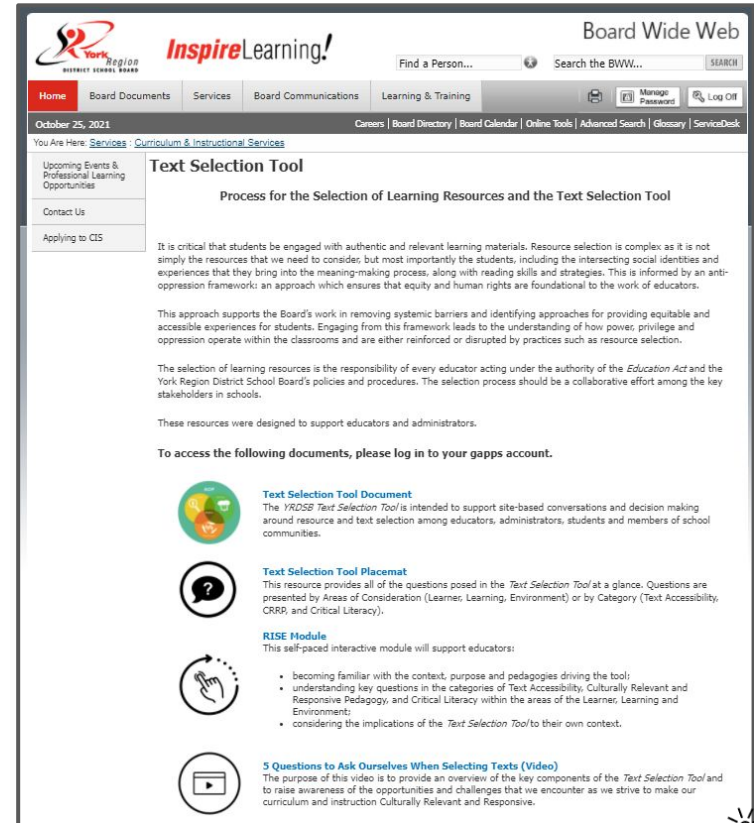
 [Calendar of Professional Learning 21/22](#)  [Access Session Materials Here](#)



YRDSB Text Selection Tool

Using Anti-Oppressive Pedagogy

- The [Text Selection Tool](#) will help you identity-affirming and culturally responsive texts in every discipline
- Text selection is not limited to books, it also includes films, articles, primary sources, secondary sources, blogs, news reports, studies, meta-analysis, historical accounts, etc.



The screenshot shows the 'Board Wide Web' interface of the York Region District School Board (YRDSB). The header includes the YRDSB logo, 'Inspire Learning!', and search bars for 'Find a Person...' and 'Search the BWW...'. A navigation menu contains links for Home, Board Documents, Services, Board Communications, and Learning & Training. Below the menu, a sidebar on the left lists 'Upcoming Events & Professional Learning Opportunities', 'Contact Us', and 'Applying to CIS'. The main content area is titled 'Text Selection Tool' and describes the process for selecting learning resources. It includes a paragraph about the complexity of resource selection and the importance of equity and human rights. Below this, it states that the selection process should be collaborative and lists resources designed to support educators and administrators. A section titled 'To access the following documents, please log in to your gapps account.' lists four resources: 'Text Selection Tool Document', 'Text Selection Tool Placemat', 'RISE Module', and '5 Questions to Ask Ourselves When Selecting Texts (Video)'. Each resource is accompanied by a small icon (a green circle with a book, a black circle with a question mark, a hand pointing to a circle, and a video player icon respectively).

Board Wide Web

Find a Person... Search the BWW...

Home Board Documents Services Board Communications Learning & Training

October 25, 2021 Careers | Board Directory | Board Calendar | Online Tools | Advanced Search | Glossary | ServiceDesk

You Are Here: [Services](#) > [Curriculum & Instructional Services](#)

Upcoming Events & Professional Learning Opportunities

Contact Us

Applying to CIS

Text Selection Tool

Process for the Selection of Learning Resources and the Text Selection Tool

It is critical that students be engaged with authentic and relevant learning materials. Resource selection is complex as it is not simply the resources that we need to consider, but most importantly the students, including the intersecting social identities and experiences that they bring into the meaning-making process, along with reading skills and strategies. This is informed by an anti-oppression framework: an approach which ensures that equity and human rights are foundational to the work of educators.

This approach supports the Board's work in removing systemic barriers and identifying approaches for providing equitable and accessible experiences for students. Engaging from this framework leads to the understanding of how power, privilege and oppression operate within the classrooms and are either reinforced or disrupted by practices such as resource selection.

The selection of learning resources is the responsibility of every educator acting under the authority of the *Education Act* and the York Region District School Board's policies and procedures. The selection process should be a collaborative effort among the key stakeholders in schools.

These resources were designed to support educators and administrators.

To access the following documents, please log in to your gapps account.

- Text Selection Tool Document**
The *YRDSB Text Selection Tool* is intended to support site-based conversations and decision making around resource and text selection among educators, administrators, students and members of school communities.
- Text Selection Tool Placemat**
This resource provides all of the questions posed in the *Text Selection Tool* at a glance. Questions are presented by Areas of Consideration (Learner, Learning, Environment) or by Category (Text Accessibility, CRRP, and Critical Literacy).
- RISE Module**
This self-paced interactive module will support educators:
 - becoming familiar with the context, purpose and pedagogies driving the tool;
 - understanding key questions in the categories of Text Accessibility, Culturally Relevant and Responsive Pedagogy, and Critical Literacy within the areas of the Learner, Learning and Environment;
 - considering the implications of the *Text Selection Tool* to their own context.
- 5 Questions to Ask Ourselves When Selecting Texts (Video)**
The purpose of this video is to provide an overview of the key components of the *Text Selection Tool* and to raise awareness of the opportunities and challenges that we encounter as we strive to make our curriculum and instruction Culturally Relevant and Responsive.

YRDSB Sharepoint

SharePoint Search this site

School Reopening Staff Information

☆ Not following

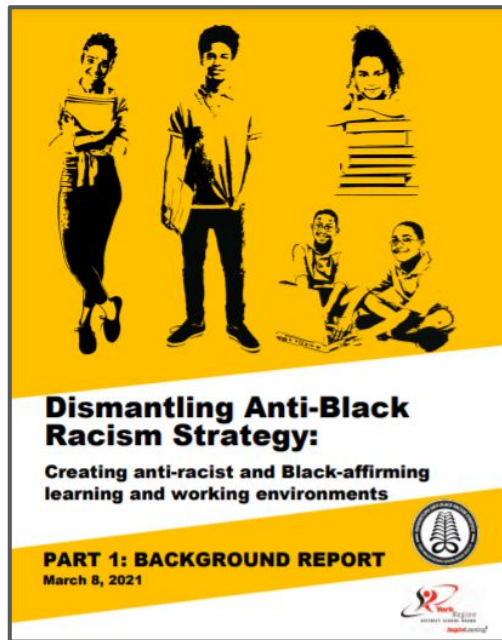
Operational Procedures ▼ FAQs ▼ **Educator Resource Hub ▼** Staff Well-Being Family Resources System Memos ...

Building Anti-Colonial, Anti...	Digital Tools & Technology i...	Hybrid Questions / Classroo...	Pedagogical Considerations
Prioritizing Mental Health a...	Professional Learning	Setting Up a Hybrid Classroo...	

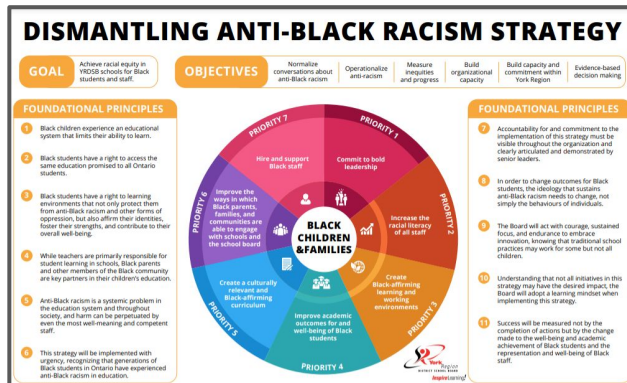
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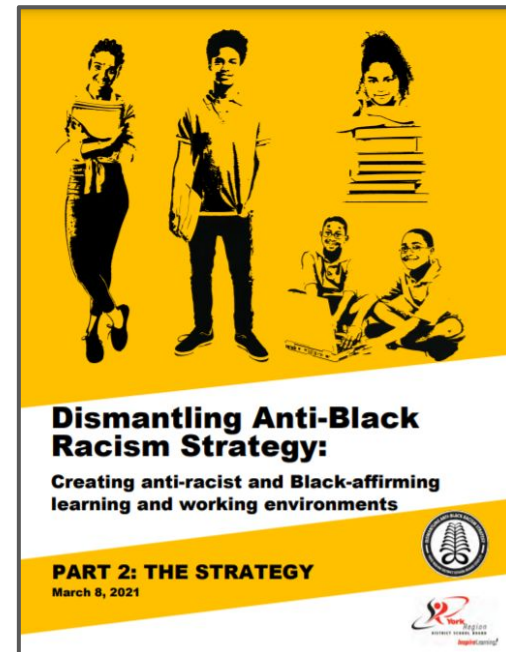
Dismantling Anti-Black Racism Strategy



[Background Report](#) 



[Strategy](#)
[Graphic](#)



[Strategy in Detail](#) 

From the Dismantling Anti-Black Racism Strategy:

PRIORITY 5: CREATE A CULTURALLY RELEVANT AND BLACKAFFIRMING CURRICULUM

- Increase racial literacy to identify, disrupt and dismantle anti-Black racism in learning environments and communities
- We want students to understand that there are systemic barriers that have gotten in the way of their success, not their own shortcomings

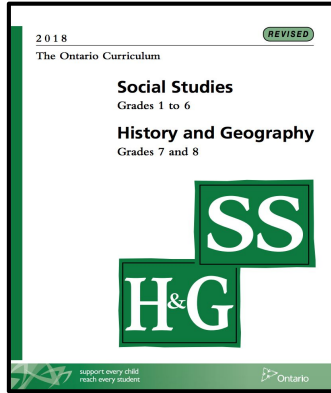


How do we do this?

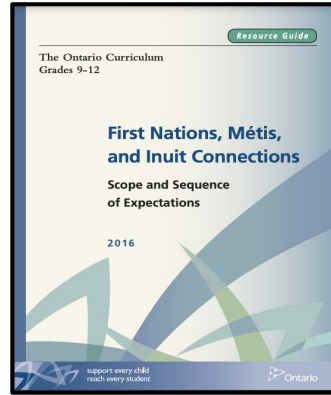
- Use primary sources that have captured Black history
- Include Black experiences and the work of Black thinkers
- Center Black voices and perspectives



Truth and Reconciliation



Social Studies, History, Geography Curriculum 2018



First Nations, Metis and Inuit Connections Grades 9-12



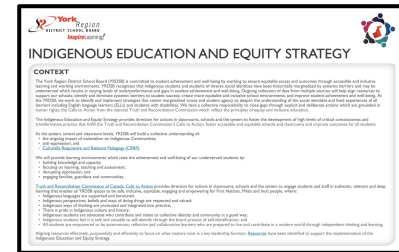
Teaching in a Good Way



Truth and Reconciliation Commission



First Nation, Métis and Inuit Education on the BWW



Indigenous Education and Equity Strategy



Questions?

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