

SAMPLE FORM

Sample 1 (New teacher has fully completed the NTIP)

INDIVIDUAL NTIP STRATEGY FORM			Name: Joan Smith
New Teacher Induction Program (NTIP) Elements	Goals	Strategies	Principal Initials*
Orientation			
Board level	- Learn board HR, policies and system priorities	- Attend a central board orientation session	
School level	- Learn school procedures	- Attend introductory meeting for new staff - Meet with mentor	
Professional Development and Training			
<ul style="list-style-type: none"> Classroom Management Planning, Assessment and Evaluation Communication with Parents Teaching Students with Special Needs and other Diverse Learners Current Education Priorities (e.g. Literacy and Numeracy strategies, Student Success, Safe Schools, PAL) 	Planning, Assessment and Evaluation - Learn how to use electronic board report card program - Learn more about assessment strategies that will engage students and improve achievement Current Education Priorities - Learn provincial priorities	- Attend family of schools workshop on using electronic report card - Input first few report cards with my mentor - Meet with same grade/course teacher or board personnel - Discuss provincial priorities with my dept head (school focus on literacy, improve OSSLT pass rate)	
Mentoring			
<ul style="list-style-type: none"> Development of NTIP Individual Strategy with Mentor Mentoring activities (e.g., planning, dialogue, professional development, other) 	Assess my needs	- Develop my strategy with my mentor - Ongoing meetings with mentor re: school procedures and other topics as needed - Input first few report cards with my mentor	
I have participated in the NTIP elements described above.			
Teacher Signature: <u> Joan Smith </u>		Date: <u> June 12 / 07 </u>	
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: <u> R. Lee </u>		Date: <u> June 12 / 07 </u>	
*the principal only needs to initial the elements in which the new teacher has participated in the event that the new teacher transfers schools/boards before completing the NTIP.			

Sample 2 (New teacher has not fully completed the NTIP)

INDIVIDUAL NTIP STRATEGY FORM

Name: Sue Li

New Teacher Induction Program (NTIP) Elements	Goals	Strategies	Principal Initials*
Orientation			
Board level	- Become familiar with board policies and procedures and priorities	- Attend summer institutes	DSJ
School level	- Become familiar with school culture/ expectations/routines	- Attend new teacher lunch at my school - Meet with mentor - Participate in new staff orientation by secretary	DSJ
Professional Development and Training			
<ul style="list-style-type: none"> Classroom Management Planning, Assessment and Evaluation Communication with Parents Teaching Students with Special Needs and other Diverse Learners Current Education Priorities (e.g. Literacy and Numeracy strategies, Student Success, Safe Schools, PAL) 	Current Education Priorities (Literacy) - Learn early reading strategies	- Participate in 1 day literacy workshop	DSJ
Mentoring			
<ul style="list-style-type: none"> Development of NTIP Individual Strategy with Mentor Mentoring activities (e.g., planning, dialogue, professional development, other) 			

I have participated in the NTIP elements described above.

Teacher Signature: Sue Li

Date: May 26 / 07

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: _____

*the principal only needs to initial the elements in which the new teacher has participated in the event that the new teacher transfers schools/boards before completing the NTIP.