

### **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.

<p><i>f</i> the principal, as catalyst in the new teacher's professional growth, through collaborative leadership, has an ongoing role in monitoring progress and reallocating resources as needed throughout the year</p> <p><i>f</i> the principal records on the <i>Summative Report Form for New Teachers</i> the NTIP induction elements in which the new teacher has participated/is participating (as previously communicated to the teacher by the principal based on the definition of "new teacher" in the <i>NTIP: Induction Elements Manual, 2010</i>).</p> <p><i>f</i> once the new teacher has received two <i>Satisfactory</i> ratings on performance appraisals for new teachers, the principal signs the form to indicate that the NTIP has been completed</p>	<p><i>f</i> the new teacher continues to collaborate with the mentor to work through the plan, making adjustments if necessary</p> <p><i>f</i> the new teacher is in conversation on an on-going basis with the principal and mentor as they progress through the plan</p> <p><i>f</i> the new teacher signs the form once participation in the NTIP induction elements has been completed.</p>	<p><i>f</i> the beginning LTO teacher continues to collaborate with the mentor to work through the plan, making adjustments if necessary</p> <p><i>f</i> the beginning LTO teacher is in conversation on an on-going basis with the principal and mentor as they progress through the plan</p> <p>*Beginning full-time continuing education teachers who are participating in the induction elements of NTIP should also use the INS Form.</p>	<p><i>f</i> the mentor meets with the new teacher or the beginning LTO teacher to work through the plan, suggesting adjustments if necessary</p> <p><i>f</i> the mentor continues to collaborate with the new teacher or the beginning LTO teacher to work through the plan, suggesting adjustments if necessary</p>
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## INDIVIDUAL NTIP STRATEGY FORM

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			
<b>Orientation</b>			
Board level (See section 4.3 in NTIP Induction Elements Manual)			
School level (See section 4.3 in NTIP Induction Elements Manual)			
<b>Professional Development and Training</b> - <i>These opportunities must be differentiated to meet the needs of the teachers' specific assignments (e.g., rotary, itinerant, self-contained, elementary, secondary...etc.)</i> <b>Opportunities might address:</b> 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**

**Professional Learning Goals**

- e.g., Classroom Management

