



New Teacher Induction Program (NTIP) Performance Appraisal for New Teachers Role of Mentors

Focus on New Teachers

Recent changes to the *Education Act* establish a new induction program for new teachers as well as a separate appraisal process. Understanding the elements of these changes is important for new teachers as well as experienced teachers involved in mentoring programs.

New Teacher Induction Program (NTIP)

Beginning in the 2006-2007 school year, every district school board was required to provide a New Teacher Induction Program (NTIP) for certified teachers new to the teaching profession (including teachers trained out-of-province) who have been hired into permanent positions (full-time or part-time). The NTIP must include the following components:

1. Orientation for new teachers by the school and school board;
2. Professional development and training in specified areas;
3. Mentoring programs established by the school board and principals; and
4. Two teacher performance appraisals for each new teacher in the first 12 months of hire.

Successful completion of the NTIP will be noted on the new teachers' Ontario College of Teachers' certificates and the public register.

If a new teacher moves to a different school board before completing the NTIP, the process will carry on with the new school board. Information collected by the first school board in the context of the NTIP and appraisal process will be forwarded to the new school board.

Performance Appraisal of New Teachers

The *Education Act* and Regulations outline the process required for teacher evaluation. New teachers must achieve two satisfactory performance appraisals within the first 24 months of teaching in order to successfully complete the New Teacher Induction Program (NTIP).

As soon as two satisfactory appraisals are achieved, the NTIP is complete. The teacher is then placed on the regular five-year evaluation cycle for experienced teachers from that point onward. This may be as early as the second year of teaching.

If a new teacher receives a not satisfactory rating, the teacher has a chance to continue with the NTIP with an enrichment plan and further appraisal. If a new teacher receives two not satisfactory ratings in the course of the NTIP, the teacher may continue with the NTIP with an improvement plan established but will be placed "on review". A further not satisfactory appraisal may result in termination of employment and notification to the Ontario College of Teachers.

A rating is not satisfactory if it is either "Development Needed" or "Unsatisfactory."

Advice to New Members

If you are a new teacher, it is very important that you become familiar with the expectations and components of the performance appraisal process. You have the right to:

- know what standards of performance are expected of you;
- receive adequate feedback and opportunity for input;
- receive timely notice of concerns and assistance to improve;
- have the opportunity to work on the identified improvements;



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- have a federation representative present at any meetings regarding the performance appraisal process.

You also have other rights as defined in your local collective agreement or entitlements arising out of your school board's policy or procedures on performance appraisals.

If you are not in agreement with the summative report of your performance and the evaluator is unwilling to change it, you may attach a response to address what you believe to be inaccuracies, omissions or concerns about the evaluation process. You should also consider contacting your ETFO local office or ETFO staff in professional relations (PRS) for assistance with your response.

You will be asked to sign the report. Your signature is acknowledgment that you have read and received the report. It does not constitute agreement with its contents.

Members can contact the Federation at any time throughout the process; however, if you receive an unsatisfactory rating, it is very important that you contact the Federation as soon as possible for support and advice.

Mentoring Programs

Mentoring programs are a necessary part of the NTIP. Experienced teachers may be asked to volunteer to mentor new teachers.

Consult your school or board for details specific to the mentoring program in place for you. Be sure to ask what release time will be available to you to work with your mentor.

Mentoring may be carried out in a number of different ways depending on the needs of the individual new teacher. However, the key to any form of mentoring is the relationship between the people involved. This relationship must maintain the professionalism demanded of our profession and should be built on trust and respect. A mentor is not a supervisor or an evaluator. A mentor is a colleague, a coach, a support, and a resource.

Mentors normally need training to be effective. The Ministry of Education has indicated that school boards should include training as part of their mentoring programs. Some of the skills for which training will be important concern the following: development of mentoring plans, consulting, coaching and collaborating without supervising or evaluating; identifying resources to share; providing meaningful feedback; elements of an effective mentoring relationship; effective and supportive mentoring communication skills; dealing with teachers in crisis; and maintaining confidentiality of the mentoring relationship.

If the mentoring relationship is not effective, it may be necessary to explore opportunities for new mentoring partnerships. Teachers should consult the processes established under the school board's mentoring process for this or consult the Federation for advice.

Ministry Manuals

The Ministry of Education has produced two manuals regarding the NTIP.

The New Teacher Induction Program: Induction Elements Manual and Manual for Performance Appraisal of New Teachers is available at <http://www.edu.gov.on.ca/eng/teacher/appraise.html>.

**For further information contact your local ETFO president or Professional Relations staff
in PRS at**

416-962-3836 or 1-888-838-3836



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