



**Compilation of
Professional Development Core Content
to Support the
New Teacher Induction Program (NTIP)**

A Resource for Board NTIP Teams

September 2010

**Ontario Ministry of Education
New Teacher Induction Program**

Table of Contents

INTRODUCTION	2
PROFESSIONAL DEVELOPMENT CORE CONTENT AND TOOLS	3
Classroom Management	4
Planning, Assessment and Evaluation	7
Communication with Parents/Guardians	10
Equity and Inclusive Education	13
Literacy, K-6	16
Literacy, 7-12	19
Mathematical Literacy/Numeracy, 7-12	22
Numeracy, K-6	25
Safe Schools and Healthy Schools	28
Student Success/Learning to 18	31
Teaching English Language Learners	34
Teaching First Nation, Métis and Inuit Students	37
Teaching French as a Second Language	40
Teaching Students with Special Education Needs	43

INTRODUCTION

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.

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.

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 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.

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.

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 core content by supplying and reviewing material related to their respective initiatives.

Teaching is a complex activity that integrates effective instructional practices, classroom management, planning, assessment and evaluation, and communication strategies along with a strong understanding of how to meet the diverse learning needs found in every classroom. Classroom practice that supports high achievement for all students must involve strategies that are responsive to the learning needs of students with respect to race, culture, ancestry, place of origin,

colour, ethnic origin, citizenship, creed, sex, sexual orientation, family status or ability. When planning professional development and training to address any of the following areas, it is important to consider how each area is integrated with the others and, therefore, how professional development and training might best be delivered to reflect this complex integration.

In addition, in the French-language school system, it is the responsibility of French-language school boards to provide ongoing professional development and training on the knowledge, skills and attitudes 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.

Professional Development Core Content and Tools to Support the NTIP

Professional learning plays an important role in student success. It has the greatest effect when it is clearly focused, practical, guided by current research, and shared among educators in a supportive, risk-free learning community.

It is not a one-time event or the exclusive responsibility of a few teachers: it is a career-long process, based on a model of lifelong learning ingrained in the culture of the school, the board and the Ministry of Education, and embedded in planning at all levels.

Beginning teachers have identified classroom management, planning, assessment and evaluation, and communication with parents as the areas they felt needed most to be addressed by the professional development component of the NTIP.

In this Appendix

Areas Identified by New Teachers

Classroom Management
Planning, Assessment and Evaluation
Communication with Parents/Guardians

Ministry Initiatives

Equity and Inclusive Education
Literacy, K-6
Literacy, 7-12
Mathematical Literacy/Numeracy, 7-12
Numeracy, K-6
Safe Schools and Healthy Schools
Student Success/Learning to 18
Teaching English Language Learners
Teaching First Nation, Métis and Inuit Students
Teaching French as a Second Language
Teaching Students with Special Education Needs

Professional learning, however, is most effective when it relates purposefully to school and board goals and to the Ontario curriculum. Schools and boards must therefore plan and implement job-embedded professional development for new teachers, linking it directly to their own and to the ministry's priorities, i.e., higher levels of achievement for all and higher graduation rates through improved literacy and numeracy skills. (Adapted from *Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario*.)

The various professional development "subject areas" should not be viewed as independent. For example, Classroom Management is contingent upon effective program delivery as well as consistent

routines and an organized, inclusive classroom environment. In an effort to encourage a holistic approach to the delivery of professional development, an effort was made to weave strands such as success for all students, respect for diversity in all its forms and a focus on literacy within the different resources and tools presented in this document.

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 “Classroom Management” should include the following core content:

- Developing respectful relationships among students and between students and adults
- Strategies for building and supporting a safe, inclusive, learning-focused classroom environment where diversity is seen as a strength
- Effective strategies for establishing clear classroom procedures, routines and norms of collaboration
- Effective strategies for organizing time (such as timetabling, transitions) to maximize uninterrupted learning time and student time on task
- Strategies for collaborating with students on setting and maintaining classroom norms and rules
- Effective strategies for dealing with challenging behaviours

About Core Content

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

Classroom Management: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

- 📖 What strategies have I found to be most successful in getting to know my students and building respectful relationships with them? Are there other strategies I would like to try?
- 📖 In what ways am I encouraging the development of respectful peer relationships among students? (such as role play, group discussion)
- 📖 What evidence do I have that my classroom environment is safe, inclusive and learning-focused?
- 📖 In what way does my classroom environment reflect the theme of diversity as a strength?
- 📖 What have I noticed about how each student responds to my classroom management strategies?
- 📖 What strategies have I used when faced with challenging behaviours? Were these effective? How do I know?
- 📖 What time management strategies am I using to maximize uninterrupted learning time?
- 📖 How do I collaborate with my students in setting classroom norms, rules and procedures?
- 📖 Can all of my students identify and explain the routines and expectations in the classroom? If not, how am I addressing this?
- 📖 How have I established norms of collaboration in the classroom?
- 📖 What have I noticed about my students' ability to apply norms of collaboration to their classroom activities?
- 📖 What strategies am I using to handle transitions in my classroom?
- 📖 How are my students responding to the strategies I am choosing?
- 📖 In what way(s) have I intentionally designed my classroom space to facilitate whole group, small group, paired and individual work?
- 📖 To whom am I turning when I have a question about classroom management?
- 📖 What kind of support or new learning do I feel I need next in order to manage my classroom learning environment even more effectively?
- 📖 ?

Using This Tool

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.

Classroom Management: 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:

- 📖 In what way is your classroom environment safe, inclusive and learning-focused?
- 📖 Tell me about the aspects of your classroom learning environment that reflect and promote diversity as a strength . . .
- 📖 Tell me about the evidence of respectful peer relationships you are seeing in your classroom . . .
- 📖 What do you feel have been your most effective classroom management strategies? What do you feel has made them so effective?
- 📖 What are you noticing about how students are responding to your classroom management strategies?
- 📖 Are there specific strategies that you are using when confronted with challenging behaviours? How are your students responding to these strategies?
- 📖 Tell me about the specific strategies that you are using to maximize uninterrupted learning time and student time on task . . .
- 📖 How do you involve students in setting the norms, rules and routines?
- 📖 How does the physical layout of the classroom support the development of independence? How does it support effective cooperative learning?
- 📖 What do the physical layout and the walls of your classroom tell me about your classroom learning community?
- 📖 What norms of collaboration have you established in 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 strategies/resources will you use as you work on expanding your classroom management repertoire?
- 📖 To whom do you turn when you have a question about classroom management?
- 📖 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 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.

Planning, Assessment & Evaluation: 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” should include the following core content:

- Curriculum-focused long- and short-term planning, keeping the end in mind: what students need to know and will be able to do
- Selecting and using ongoing classroom assessment strategies and data to inform instruction and plan appropriate interventions to improve student achievement
- Using assessment and evaluation strategies that are appropriate to the curriculum and the learning activities, are fair to all students and accommodate the needs and experiences of all students, including English language learners and students with special education needs
- Providing students with numerous and varied opportunities to demonstrate the full extent of their achievement without overwhelming them
- Collecting multiple samples of student work that provide evidence of their achievement
- Referring to exemplars to assess and evaluate student work
- Using provincial achievement charts to assess and evaluate student work
- Selecting and using effective strategies to support students’ self-monitoring, self-assessment and goal-setting for their own learning
- Informing and helping students and parents to understand the assessment and evaluation strategies to be used and giving them meaningful feedback for improvement
- Applying provincial report card policies and board guidelines for reporting on student achievement

About Core Content

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

Planning, Assessment & Evaluation: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

- 📖 How would I describe my long- and short-term planning process?
- 📖 How do I identify the learning goals and criteria for success for each lesson? Do I share and/or clarify the learning goals and criteria at the beginning of each lesson?
- 📖 What strategies am I using to identify the learning needs of all students?
- 📖 Are my assessment and evaluation strategies appropriate to the needs of my students, the curriculum expectations being assessed and the learning activities being used?
- 📖 What assessment strategies do I most commonly use? What one other strategy would I like to try?
- 📖 How do I provide my students with multiple opportunities for practice and feedback?
- 📖 In what ways do I give my students feedback for improvement? How do I provide class time for students to implement the suggestions for improvement? How can I monitor the student's use of feedback? What types of feedback has proven most successful?
- 📖 How can I use ongoing assessment strategies during a lesson (e.g., thumbs up, observation) to determine if students are learning what is being taught?
- 📖 How do I establish the criteria for an evaluation task? Could I develop criteria together with my students? How would I do this?
- 📖 How do I use the provincial achievement chart(s) to assess and evaluate student work?
- 📖 Do my assessments reflect a balance of the achievement chart categories? If not, how can I achieve this balance?
- 📖 How can I work with colleagues to become a more effective/consistent assessor/evaluator?
- 📖 How can I use exemplars/anchors in: my lessons? my assessment of student work? my communication with students and parents?
- 📖 What strategies am I using to develop students' self-monitoring, self-assessment and goal-setting skills? How will I know if students are internalizing these skills?
- 📖 Do I understand the provincial report card policies and school board guidelines for reporting student achievement? If not, what clarification do I need?
- 📖 How am I using assessment data to develop class profiles in order to look for patterns and trends?
- 📖 Do I understand the different uses of assessment for learning, assessment as learning and assessment of learning? Am I putting too much attention on "of" learning?
- 📖 How would I explain the difference between "modification" and "accommodation" to a parent of a child with Special Education Needs? A parent of an English Language Learner? Do I understand the application of "differentiation" for all students?
- 📖 How do I teach, assess and report on Learning Skills?
- 📖 What kind of support or new learning do I need in order to plan, assess and evaluate even more effectively?

Using This Tool

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.

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?
- 📖 What methods of providing feedback to students have had the most impact on student learning thus far?
- 📖 How do you gather and record student assessment data?
- 📖 What kind of student assessment data are you using to plan instruction and select learning resources?
- 📖 How does assessment data help you make instructional decisions for all of your students, especially struggling students?
- 📖 What support do you need to analyze the student achievement data you gather?
- 📖 In what ways are you using the provincial achievement charts?
- 📖 What steps have you taken to ensure you have a good understanding of how to complete the provincial report card so that students and parents are well informed about student achievement?
- 📖 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 strategies/resources will you use as you work on expanding your assessment repertoire?
- 📖 To whom do you turn when you have a question about planning, assessment or evaluation?
- 📖 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 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.

Communication with Parents/Guardians: 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 “Communication with Parents/Guardians” should include the following core content:

- Understanding the perspective of parents/guardians and families
- Developing open and collaborative communication skills
- Developing attitudes, skills and communication strategies to foster a collaborative relationship with parents and students
- Strategies to engage parents and families in supporting their child’s learning at home and at school
- Strategies to communicate with parents on an ongoing basis about:
 - classroom events, assignments and expectations (such as planners, newsletters, class website, etc.)
 - assessment and evaluation: informing and helping students and parents understand strategies to be used, for formative evaluation, and to give them meaningful feedback for improvement
 - students’ progress (such as report card comments, parent-teacher conferences, etc.)
 - school events and volunteer opportunities
- Positive conflict resolution strategies and strategies aimed specifically at dealing with challenging situations
- Developing teaching strategies that foster an open and collaborative relationship with parents and families

About Core Content

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

Communication with Parents/Guardians: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

- 📖 How am I making it easier for parents to participate in their children's education?
- 📖 How do I promote the role of parents in supporting student achievement and well being for their child at home and at school?
- 📖 Have I planned my first meeting with the parents/ families of my students to promote a positive, collaborative relationship? Have I planned for ongoing communication with my students, parents and families?
- 📖 In what ways have I created an opportunity to connect with my students and parents to establish open lines of communication and positive rapport?
- 📖 How do I attempt to understand and integrate parents' perspectives in my communications with parents?
- 📖 How do I make my class a welcoming environment for parents? How do I involve parents who wish to volunteer?
- 📖 Do I have parents who find involvement more challenging due to language, recent immigration, poverty or newness to the system? How am I attempting to reach them?
- 📖 What strategies do I use to communicate and meet with parents? How am I helping parents to get involved to support their children's learning at home and at school?
- 📖 What type of help would I need in such areas as the use of mediation to resolve disputes? Dealing with parent issues? Effective practices in working with parents?
- 📖 Have I discussed and/or would I feel ready to discuss the following with parents:
 - their child's special talents and hobbies to help focus the child's learning?
 - what is being taught?
 - helping their child with homework?
 - ongoing communication?
 - fostering high expectations and ongoing support?
 - assessment and evaluation?
 - my classroom expectations and positive behaviour/progressive discipline strategies?
 - how parents can support improved student achievement and well being at home and at school (generally, for all students and individually, for their child)?
- 📖 What would I need to help me prepare for these discussions?
- 📖 Do I feel prepared for:
 - prior to or beginning of year introduction to parents?
 - beginning of the year meeting with parents?
 - ongoing communication such as phone calls and notes to parents?
 - parent-teacher meetings?
 - writing report card comments?
 - recognizing and addressing indications of communication difficulties?
- 📖 If not, what would I need to help me prepare for these?
- 📖 How do I become aware of what is happening in my students' home life and how it might affect their performance in class?
- 📖 How do I record my communications with parents? What do I record?
- 📖 How do I decide when to write, when to call and when to meet parents?

Using This Tool

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.

Communication with Parents/Guardians: 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:

- 📖 Talk to me about the parents and families of the students in your classroom...
- 📖 Tell me about your first contact of the new school year with the parents of your students...
- 📖 Talk to me about how you involve parents in your classroom's learning community...
- 📖 How do you decide when to call, write or meet a parent?
- 📖 How do you reach parents who find involvement more challenging due to language, recent immigration, poverty or newness to the system?
- 📖 What strategies do you use to communicate and meet with parents? How do you help parents get involved with homework and/or with volunteering in the classroom? How do you support parents in supporting their child's learning at home and at school?
- 📖 What have you learned to further promote positive working relationships with parents and families?
- 📖 What further knowledge/support do you need in the areas of:
 - effective ongoing communication with parents?
 - what to share with or communicate to parents?
 - how to deal with parent communication issues?
- 📖 How and what do you record about your communications with parents?
- 📖 What strategies/resources will you use as you work on expanding your repertoire of communication strategies with parents?
- 📖 To whom do you turn when you have a question about communicating with parents?
- 📖 How can I further help you to be even more effective in this area?
- 📖 ?

In French-language schools, the principal might also ask:

- 📖 Have you talked to parents about Politique d'aménagement linguistique and the ways they might help you implement it?
- 📖 Have you involved parents in animation culturelle activities?
- 📖 How do you communicate with parents who do not speak French?
- 📖 ?

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.

Equity and Inclusive Education: 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 “Equity and Inclusive Education” should include the following core content:

- Knowledge of and ability to articulate the main concepts of Ontario’s Equity and Inclusive Education (EIE) Strategy.
- Awareness of specific classroom practices that support the new teacher in the school’s implementation of the EIE Strategy.
- Knowledge of the 8 Areas of Focus and how they affect the new teacher’s work in the classroom.
- An understanding of how the board’s Religious Accommodation Guideline affects the new teacher’s classroom practices.

About Core Content

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

Equity and Inclusive Education: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

- 📖 How do I foster a commitment to equity of outcomes and to closing the achievement gap among students?
- 📖 Am I aware that equity and inclusive education principles apply to every student and not just to certain groups of students?
- 📖 Do I use inclusive and respectful language and approaches in all my interactions with my students and parents?
- 📖 Do I check on accessibility of all off-site locations before going on a field trip?
- 📖 Do I have high expectations for all students and expect all of them to perform well and achieve success in my class?
- 📖 In what ways do my classroom materials and activities represent the diversity, values, backgrounds, and expectations of my students?
- 📖 Am I willing to seek new ways to teach, adapt materials and learn about how human rights, discrimination and bias affect my students' learning?
- 📖 What strategies do I employ to reach out, communicate and work effectively with my diverse range of parents?
- 📖 In what ways do I model the values and principles of equity and inclusive education in my classroom?
- 📖 Do I feel free to share my own cultural identity with my students?
- 📖 What are my attitudes towards students who are different than me with respect to sexual orientation, ability/disability, race, culture, religion and other prohibited grounds of discrimination?
- 📖 Do I monitor my own interactions with students and parents who are racially, culturally or spiritually different than me? i.e., respond differently, over-help, over-protect.
- 📖 What steps am I taking to modify personal beliefs and biases that are inconsistent with equity and inclusive education principles?
- 📖 In what instances have I used "teachable moments" to address non-inclusive, disrespectful, or discriminatory behaviours?
- 📖 How have I worked with my students to develop a process through which concerns and issues about discrimination can be identified and resolved?
- 📖 Do I encourage student leadership by involving my students in establishing and monitoring inclusive education practices to embed equity in my classroom?

Using This Tool

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.

Equity and Inclusive Education: 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 do you foster a commitment to equity of outcomes and to closing the achievement gaps among your students?
- 📖 What classroom practices have you put in place to have all students feel respected and welcomed?
- 📖 Tell me about how you model the values and vision of the Equity and Inclusive Education Strategy through your language and interactions with students and parents.
- 📖 What evidence of respectful peer relationships are you seeing in your classroom?
- 📖 How have you provided your students with classroom materials and activities that honour their diversity, values, backgrounds, and experiences?
- 📖 What strategies have you employed to reach out, communicate and work effectively with your diverse range of parents?
- 📖 What steps have you taken to identify and, if needed, modify your personal beliefs and biases that are inconsistent with equity and inclusive education principles?
- 📖 Tell me about the aspects of your classroom learning environment that reflect and promote diversity as a strength.
- 📖 What examples can you share with me of instances when you have used “teachable moments” to address non-inclusive, disrespectful, or discriminatory classroom behaviours?
- 📖 How have you worked with your students to develop a process through which concerns and issues about discrimination can be identified, discussed and resolved?
- 📖 What strategies have you used to encourage student leadership by involving your students in establishing and monitoring inclusive education practices to embed equity in your classroom?
- 📖 How can I help you to be more knowledgeable and effective in embedding the principles of equity and inclusion in your 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.

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-6” 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 independent application of literacy skills
- Selecting and using strategies to engage students effectively in purposeful talk
- Designing a variety of learning opportunities that engage students in developing literacy skills for the 21st
- Using a broad repertoire of instructional strategies to address the wide variety of learning needs

About Core Content

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

Literacy, K-6: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

- 📖 Do my classroom resources and instructional strategies support and reflect ethno and cultural diversity in a positive and balanced way? How are my students responding to these resources and strategies?
- 📖 How have I scheduled large uninterrupted blocks of learning time? Do my students engage in research and inquiry and apply learning in meaningful contexts?
- 📖 To what extent am I using wait time to allow all students time to organize their thoughts and construct responses?
- 📖 How do I use participation prompts (such as advance questioning, Think-Alouds, Think-Pair-Share) to support student engagement and learning?
- 📖 How do I use my classroom walls for teaching (e.g., word walls, student work, anchor charts that clarify thinking processes or procedures)?
- 📖 Do I have student work displayed? How do I use this for ongoing learning?
- 📖 How do I use paired, small-group and whole-class oral language activities to support student learning?
- 📖 How do I help my students to monitor and adjust their thinking?
- 📖 What strategies do I use to help students develop metacognitive skills?
- 📖 What strategies do I use to assess the range of student understanding and prior knowledge in my classroom?
- 📖 Do I see my students discussing with others the processes by which they solve problems and develop solutions? What have I observed?
- 📖 In what ways are my classroom resources organized for self-directed, independent use?
- 📖 How am I including the explicit teaching of reading, writing, speaking, listening and representing skills in my lessons?
- 📖 To what extent am I providing my students with shared access to a variety of text materials, including levelled texts, for guided and independent reading?
- 📖 In what ways do my classroom and learning resources reflect a variety of languages, themes and formats to support the varied interests and abilities of all students?
- 📖 Are there particular strategies that I am using to engage boys in reading and writing? What have I noticed about student response to these strategies?
- 📖 ?

Using This Tool

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.

Literacy, 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 learning time in literacy?
- 📖 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?
- 📖 Tell me about how you are involving students in monitoring their own learning?
- 📖 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 the components of a comprehensive literacy program in your classroom ...
- 📖 Are there specific strategies that you are using to engage boys/ all students in reading and writing?
- 📖 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 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.

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, 7-12” should include the following core content:

- Selecting and using effective pre-, during- and post-oral language strategies to engage students in purposeful speaking and listening and to develop higher-level thinking skills across curriculum areas
- Selecting and using appropriate pre-, during- and post-reading instructional strategies to engage students in meaning-making from a variety of texts and to develop higher-level thinking skills across curriculum areas
- Selecting and using appropriate pre-, during- and post-writing instructional strategies to engage students in creating texts to communicate meaning and to develop higher-level thinking skills across curriculum areas
- Using explicit teaching and modeling of oral, reading and writing strategies, providing feedback on student practice, and assessing independent application of literacy strategies across the curriculum
- Modeling metacognitive strategies to develop students’ understanding of their own thinking
- Selecting and using a range of student learning and curriculum-aligned resource materials

About Core Content

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

Literacy, 7-12: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

- 📖 To what extent do I build literacy knowledge important to my subject in my students (e.g., of academic vocabulary and type of text)?
- 📖 To what extent do my lessons include the explicit teaching of oral, reading and writing strategies?
- 📖 In what ways do my lessons include modeling, coaching and guiding students in reading, writing, and speaking skills and in their use of strategies?
- 📖 To what extent do I give my students multiple and varied opportunities to practise literacy strategies? Are there ways in which I can incorporate more opportunities for student practice into my lessons?
- 📖 How do I give students ongoing, meaningful feedback as they practise literacy strategies?
- 📖 What evidence do I see of students' independent application of literacy strategies?
- 📖 To what extent do I help students select literacy strategies based on their learning preferences and strengths?
- 📖 What specific metacognitive strategies have I modeled for my students? For example, have I modelled think alouds and fix-up strategies?
- 📖 How do I use wait time to allow all students time to organize their thoughts and construct responses?
- 📖 To what extent do I provide opportunities for students to select reading, listening and viewing material? ways of approaching an assignment? types of product?
- 📖 How do I know my students are enjoying reading, writing and communicating?
- 📖 Do I see my students engaged in meaningful talk during lessons? What am I hearing?
- 📖 To what extent am I providing my students with access to a range of texts, including media and electronic texts, that represent a variety of interests and difficulty levels?
- 📖 What strategies am I using to learn about my students' prior knowledge, culture and individual differences? How am I using this information to inform my instruction?
- 📖 In what ways do my classroom resources and instructional strategies support the needs, and reflect the interests, of all students (e.g., male and female students, non-university bound students and non-traditional occupations, ethno and cultural diversity)?
- 📖 What strategies or instructional techniques would I like to learn more about?
- 📖 To whom am I turning when I have questions about literacy in my classroom?
- 📖 ?

Using This Tool

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.

Literacy, 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:

- 📖 Which oral, reading and writing 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 know your students are enjoying reading, writing and communicating in your classroom?
- 📖 Describe an example of a time when you included the explicit teaching of oral, reading and writing strategies in your lessons. What was most successful about this lesson? What would you change next time?
- 📖 Do you hear your students engaged in meaningful talk during lessons? Let's talk about it...
- 📖 Tell me about the strategies you are using to develop students' metacognitive skills . . . which, do you feel, have been most successful?
- 📖 What different types of text (such as print, oral, visual, graphical, electronic) are you using to support learning in your classroom?
- 📖 How do the resources and strategies you use support the needs and reflect the interests of all students? (such as male and female students, non-university bound students and non-traditional occupations, ethno and cultural diversity)
- 📖 How do you use the classroom walls to support teaching and learning?
- 📖 What kind of support or new learning do you feel you need next in order to work even more effectively in developing the literacy skills of the students in your classroom?
- 📖 What strategies/resources will you use as you work on expanding your instructional repertoire?
- 📖 To whom do you turn when you have a question about literacy instruction, assessment and/or resources?
- 📖 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 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.

Mathematical Literacy/Numeracy, 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 “Mathematical Literacy/Numeracy, 7-12” should include the following core content:

- Professional learning opportunities that develop and strengthen mathematical literacy, as well as competence in both mathematics content and the methodology for teaching it
- Strategies to create an appreciation of and a positive disposition towards mathematics, as well as a positive classroom climate
- Knowledge of effective strategies and resources and of how to use effectively the manipulatives and technologies needed to teach/learn numeracy skills, including differentiating instruction and connections to the everyday applications of numeracy skills
- How to use diversified means of assessing numeracy skills
- How to create, access and use appropriate resources, including a variety of print, electronic and media resources (in order to align instruction with the curriculum policy and focus on the important mathematics)
- How to plan and pose effective questions and respond to student responses in ways that encourage risk-taking, legitimize errors as part of the learning process, and respect the contributions of all students

About Core Content

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

Mathematical Literacy/Numeracy, 7-12: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

- 📖 How do I focus on important mathematical concepts or “big ideas” that cluster expectations?
- 📖 In what ways do I ensure that my lessons include a variety of instructional tools and strategies, and assessment tools and strategies?
- 📖 What variety of diagnostic, formative, and summative assessment data do I use to improve student learning and adjust the program?
- 📖 How do I adapt my assessment plan to better suit the characteristics and circumstances of students in my class(es)?
- 📖 How do I use a variety of strategies, including accommodations, to support at-risk students?
- 📖 How do I value the abilities and needs of the adolescent learner?
- 📖 In what ways am I providing a positive environment for learning mathematics through concrete applications and everyday examples, problem-solving, and application of numeracy skills?
- 📖 How do I allow opportunities for students to explore, investigate, communicate mathematically, and practise skills?
- 📖 How do I encourage a variety of approaches to solving problems that incorporate different representations, strategies, and tools?
- 📖 To what extent do I use graphic organizers in teaching technical vocabulary, helping students organize what they are learning, and improving recall?
- 📖 How do I use technologies when planning and teaching?
- 📖 In what ways am I modelling and promoting a spirit of inquiry?
- 📖 How do I value and build on students' prior knowledge?
- 📖 How do I encourage my students to actively explore, test ideas, make conjectures, and offer explanations?
- 📖 How do I plan to develop social skills to promote effective teamwork through learning activities?
- 📖 In what ways do I organize my students' work groups? (flexible groups? flexible pairs? individually?)
- 📖 How do I provide students and parents with regular formative feedback on students' cognitive development and achievement of mathematical expectations, as well as on their learning skills?
- 📖 How do I plan questions that require reasoning and explanation? that promote student-student dialogue? that provide access for students at a range of readiness stages? that include sufficient wait time to engage all learners?
- 📖 ?

Using This Tool

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.

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...
- 📖 How do you use the data and information provided through your assessment tools and strategies to inform teaching and improve student learning?
- 📖 Talk to me about the variety of student needs in your classroom and how you use student groupings to meet some of these needs...
- 📖 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 your instructional choices are making a difference for all students?
- 📖 Talk to me about how you base your math instruction on problem construction and solutions...on concrete examples that relate to your students' everyday activities...
- 📖 How do you encourage your students to become engaged in mathematics and to learn co-operative and self-management skills?
- 📖 How do you plan lessons that appeal to auditory, kinaesthetic, and visual learners, thereby, having a positive impact on classroom management?
- 📖 How/where do you store/manage manipulatives and technologies for ready access?
- 📖 How do you plan the questions you will ask in class?
- 📖 What are some of the ways you work with students' responses to encourage risk-taking and to model learning from mistakes?
- 📖 How do the resources you use support 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 strategies/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/resources?
- 📖 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 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.

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-6” 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
- Selecting and using strategies to engage students effectively in purposeful talk
- Using teaching through problem-solving as the foundation for instruction in mathematics
- Using a broad repertoire of instructional strategies to address the wide variety of learning needs

About Core Content

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

Numeracy, K-6: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

- 📖 Do my classroom resources and instructional strategies support and reflect ethno and cultural diversity in a positive and balanced way? How are my students responding to these resources and strategies?
- 📖 How have I scheduled large uninterrupted blocks of learning time in which my students engage in problem-solving based learning?
- 📖 To what extent am I using wait times to allow all students time to organize their thoughts and construct responses?
- 📖 How do I use participation prompts (such as advance questioning, Think-Alouds, Think-Pair-Share) to support student engagement and learning?
- 📖 How do I use my classroom walls for teaching (e.g., word walls, student work, anchor charts that clarify thinking processes or procedures)?
- 📖 Do I have student work displayed? How do I use this for ongoing learning?
- 📖 How do I use paired, small-group and whole-class discussions to support student learning?
- 📖 What strategies do I use to assess the range of student understanding and prior knowledge in my classroom?
- 📖 Do I see my students discussing with others the processes by which they solve problems and develop solutions? What have I observed?
- 📖 In what ways are my classroom resources organized to allow for self-selection of tools and strategies?
- 📖 How am I teaching problem-solving skills in my lessons?
- 📖 How does my classroom show the mathematics that students are learning?
- 📖 How are my lessons designed for student learning of mathematical concepts, procedures, algorithms and mental math strategies through problem solving?
- 📖 Do my students have easy access to learning tools such as calculators, computer software, Internet access and manipulatives to support their thinking? If not, what would I like to change?
- 📖 ?

Using This Tool

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.

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?
- 📖 ?

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.

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)

About Core Content

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

Safe Schools and Healthy Schools: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

SAFE SCHOOLS

- 📖 Have I acquainted myself with the school/board code of conduct and discipline protocols and procedures? Do I have any questions?
- 📖 In what ways do I use this information to establish classroom rules and routines?
- 📖 What evidence do I have that all students understand the classroom rules and routines?
- 📖 What strategies do I use to enforce the classroom rules and routines consistently and fairly?
- 📖 When I group students, how do I take into account peer dynamics, positive and potentially negative relationships and inclusion, in order to promote mutual respect?
- 📖 How do I promote mutual respect for ethno-cultural and lifestyle diversity in my classroom?
- 📖 In what ways am I addressing potential problems in a pro-active manner, authentically integrating bullying prevention into my curriculum program, and taking advantage of teachable moments to teach/reinforce appropriate social behaviours?
- 📖 Do I approach incidents in a serious and fair manner consistent with the school/board protocols and procedures? Do I use a progressive discipline approach?
- 📖 Do I need clarification about my reporting and responding obligations?
- 📖 How do I respond to inappropriate and disrespectful behaviour?
- 📖 Are all my students aware of the school's policy on bullying and how to report bullying incidents? What evidence do I have of this?
- 📖 What do I know about the process for connecting students involved in bullying with the appropriate supports in the school?
- 📖 To whom do I turn when I have a specific question about Safe Schools and Bullying Prevention?

HEALTHY SCHOOLS

- 📖 To what extent have I acquainted myself with the Foundations for a Healthy School framework?
- 📖 How do I include students with a range of abilities and needs in my classroom?
- 📖 Do I provide a range of healthy schools activities throughout the year (e.g., promoting healthy eating choices, sharing DPA activities)?
- 📖 Have I established effective routines in larger spaces (e.g., outdoors, gymnasium) to maximize participation and manage student learning effectively and safely?
- 📖 In what ways do I support students in making healthy choices (e.g., healthy food, physical activity, injury prevention)?
- 📖 To whom do I turn when I have a specific question about the Foundation for a Healthy School framework?
- 📖 ?

Using This Tool

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.

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, healthy eating, human development and sexual health)...
- 📖 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 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.

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 the teacher’s role in honouring all pathways, facilitating effective transitions for students from elementary to secondary, and from secondary to post-graduation, as well as the range of post-graduation options for all students

About Core Content

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

Student Success / Learning to 18: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

STUDENT SUCCESS/LEARNING TO 18 KNOWLEDGE

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

Using This Tool

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.

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*: 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 English Language Learners” should include the following core content:

- Knowledge, selection and use of a variety of instructional strategies and scaffolds appropriate to the varying needs of English language learners (such as dual language strategies, visual aids, vocabulary instruction, guided reading, writing scaffolds)
- Knowledge, selection and use of pair, small-group and whole-class oral language strategies to encourage English language learners
- Knowledge, selection and use of a variety of classroom assessment strategies that take into consideration the learning needs of English language learners
- Knowledge, selection and use of strategies to assess, and account for, English language learners’ prior knowledge
- Knowledge, selection and use of a variety of learning resources to meet the varying needs, interests and ethno-cultural backgrounds of English language learners

** English language learners are students in provincially-funded English-language schools whose first language is a language other than English or is a variety of English that is significantly different from the variety used for instruction in Ontario’s schools, and who may require focused educational supports to assist them in attaining proficiency in English. These students may be Canadian born or recently arrived from other countries. They come from diverse backgrounds and school experiences, and have a wide variety of strengths and needs.*

In addition, it is important to be aware of the special needs of newcomers to Canada who are adjusting to a new country/culture/school system as well as a new language.

(Adapted from: English Language Learners, ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007, Ontario Ministry of Education)

About Core Content

- Most school boards already offer professional learning opportunities and supports to all their teachers in order to ensure quality teaching and improved student achievement.
- Effective professional learning must be manageable, relevant, timely and appropriate to the daily responsibilities of new teachers.
- 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.
- The core content is not to be viewed as a checklist of activities to undertake or an assessment tool to gauge the teacher’s performance.
- 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 English Language Learners: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

CLASSROOM ENVIRONMENT

- 📖 In what ways do my classroom and learning resources reflect a variety of languages, themes and texts?
- 📖 Do my classroom resources support diversity in a positive and balanced way? How are my students responding to these resources?
- 📖 In what ways does my classroom climate support English language learners by accepting their errors as a normal part of the language-learning process?
- 📖 How do I facilitate connections between English language learners and their peers inside and outside the classroom?

INITIAL AND ONGOING ASSESSMENT

- 📖 How many of the students in my class have a home language other than English or are recent newcomers to Canada?
- 📖 Are there students in my class who speak a variety of English other than the variety of English used in school?
- 📖 What strategies do I use to assess the prior knowledge of my English language learners?
- 📖 What strategies do I use for initially assessing my students' level of proficiency in English?
- 📖 What strategies do I use for ongoing assessment of the development of English language proficiency?

PROGRAM PLANNING

- 📖 In what ways do I accommodate the varying levels of proficiency in English in my classroom through: instruction? resources? assessment?
- 📖 How do I use information about the prior knowledge of my English language learners to inform my: instruction? resources? assessment?
- 📖 What strategies do I use to respond to errors by English language learners?
- 📖 Am I giving students who are thinking in two languages sufficient time to process any questions I am asking? If not, how can I incorporate this into my practice?
- 📖 In what ways am I using images and objects to illustrate content?
- 📖 What kinds of oral language strategies am I using in the classroom?
- 📖 What am I noticing about how my English language learners respond when I use these strategies?
- 📖 What writing scaffolds have I incorporated into my instruction?
- 📖 To what extent am I able to make effective use of dual-language strategies?
- 📖 What criteria do I use in order to select the most appropriate resources for the varying levels of English proficiency in my classroom?

PROFESSIONAL GROWTH

- 📖 What kind of support or new learning do I feel I need next in order to work even more effectively with the English language learners and newcomers to Canada in my classroom?

Using This Tool

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.

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* questions from the following list:

SCHOOL-WIDE ENVIRONMENT

- 📖 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 about some of the needs 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?
- 📖 To whom do you turn when you have a question about English language learners in your class?
- 📖 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?
- 📖 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 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 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

- Most school boards already offer professional learning opportunities and supports to all their teachers in order to ensure quality teaching and improved student achievement.
- Effective professional learning must be manageable, relevant, timely and appropriate to the daily responsibilities of new teachers.
- 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.
- The core content is not to be viewed as a checklist of activities to undertake or an assessment tool to gauge the teacher’s performance.
- 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: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

RESPECTING DIVERSITY BETWEEN FIRST NATION, METIS AND INUIT STUDENTS AND THEIR COMMUNITIES

- 📖 How do I develop my knowledge and students' knowledge of the distinct cultural backgrounds of each of my Aboriginal students (e.g., Anishnaabe, Haudenosaunee, etc.)?
- 📖 How will I expand my understanding of each student's unique lived experiences as First Nation, Métis and/or Inuit students (e.g., off-reserve, status, Métis citizen, urban, etc.)
- 📖 How do I actively participate in and develop partnerships with the local Aboriginal communities?

EMPOWERING FIRST NATION, METIS AND INUIT LEARNERS

- 📖 How do I foster and promote First Nation, Métis and Inuit students' leadership skills with students and in partnership with adults in the school?
- 📖 How do I foster and include First Nation, Métis and Inuit role models within my teaching activities?
- 📖 What is the process for connecting a First Nation, Métis and Inuit student with an appropriate source of programming, including the gifted program, student success and/or guidance teacher?
- 📖 How am I teaching students to deconstruct bias in learning resources?

PLANNING FOR STUDENT ACHIEVEMENT

- 📖 How do my classroom and learning resources reflect the cultures and perspectives of my First Nation, Métis and Inuit students in order to increase knowledge and awareness among all students?
- 📖 What do I know of the achievement levels and learning styles of my First Nation, Métis and Inuit students?
- 📖 What specific instructional strategies am I using to promote First Nation, Métis and Inuit student engagement (framing questions, use of wait time, immediate feedback, etc.)?
- 📖 What are the support resources available at the school and board level to support teachers with First Nation, Métis and Inuit students (such as Aboriginal education advisors, e-communities, Aboriginal resource directories, etc.)?
- 📖 How do I initiate communication with First Nation, Métis and Inuit parents so that they more easily support the school as partners in their childrens' education?
- 📖 ?

Using This Tool

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.

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?
- 📖 Tell me about the approaches to assessment and the types of assessments you are using in your classroom...
- 📖 How do the resources you use support First Nation, Métis and Inuit students within your classroom?
- 📖 What strategies/resources will you use as you work on expanding your knowledge and skill in working with First Nation, Métis and Inuit students?

PARENT AND COMMUNITY ENGAGEMENT

- 📖 What strategies do you use to help First Nation, Métis and Inuit parents get involved with homework and/or with volunteering in the classroom? What strategies do you use to communicate and meet with parents?
- 📖 To whom can you turn to in the community when you have a question about integrating Aboriginal cultures, histories and perspectives?

FOSTERING SUPPORT NETWORKS FOR NEW TEACHERS

- 📖 To whom do you turn when you have a question about Aboriginal education?
- 📖 What further knowledge/support do you need to build your skills and knowledge with First Nation, Métis and Inuit students?
- 📖 How can I help you be even more effective?
- 📖 What can you suggest are the needs of the school as a whole when addressing the needs of First Nation, Métis and Inuit students?
- 📖 ?

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 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 short-term planning that takes into consideration the learners’ varied needs and prior knowledge of French

INSTRUCTIONAL STRATEGIES

- Knowledge, selection and use of a variety of instructional strategies to address the wide range of learning needs and interests in a Core French or French Immersion/Extended French classroom

CLASSROOM MANAGEMENT

- Knowledge of effective classroom strategies to address the unique conditions in teaching French and teaching in French

STUDENT ENGAGEMENT

- Establish a positive learning environment (classroom, school) which encourages student involvement in French

SCHOOL CULTURE AND CLIMATE

- Promote French language and culture within the classroom and school environment

About Core Content

- Most school boards already offer professional learning opportunities and supports to all their teachers in order to ensure quality teaching and improved student achievement.
- Effective professional learning must be manageable, relevant, timely and appropriate to the daily responsibilities of new teachers.
- 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.
- The core content is not to be viewed as a checklist of activities to undertake or an assessment tool to gauge the teacher’s performance.
- 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 French as a Second Language: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

- 📖 Do I have an experienced French as a Second Language teacher as a mentor, if not, what steps am I taking to access one?
- 📖 How am I using Differentiated Instruction to ensure success for all students?
- 📖 In what way do my classroom and learning resources reflect a variety of themes?
- 📖 What strategies do I use for initial and on-going assessment of my students' level of proficiency in French?
- 📖 How do I use paired, small group and whole class oral language activities to support student learning?
- 📖 How am I establishing a safe learning environment to allow for students to see the value of French by accepting their errors as part of the learning process for language acquisition?
- 📖 What strategies do I use to determine which errors to correct and how to correct them?
- 📖 What strategies am I using to handle the continuum of learning? (Grade 8-9, classroom to classroom, division to division, split to regular, etc.)?
- 📖 How might I use the strategy of "wait" time to allow students to organize their thoughts and construct responses?
- 📖 How do I effectively integrate all strands of the French as a Second Language curriculum in my class?
- 📖 How do I effectively embed language conventions into all strands?
- 📖 Do I know which students in my class have an IEP? How do I find out? Do I know how to develop appropriate curriculum or program modification/ accommodation? Where do I need further clarification?
- 📖 How have I provided opportunities to connect with parents to establish lines of communication and positive rapport?
- 📖 What kind of support or new learning do I need to remain current in my discipline?
- 📖 What kind of support do I need to maintain and/or improve my level of French proficiency?
- 📖 What strategies do I use to communicate and collaborate with all staff?

Using This Tool

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.

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 discuss with other teachers strategies to engage students? If not, how can we facilitate these discussions?
- 📖 What do you feel are your most effective instructional strategies?
- 📖 How do you acknowledge the achievement of your students?
- 📖 What do you feel are your most effective classroom management strategies? Can we assist you in identifying additional support within the school?
- 📖 Do you feel you are supported with adequate resources?
- 📖 Have you had the opportunity to interact with other classroom teachers to discuss how you can meet the needs of your French as a Second Language learners?
- 📖 How are you assessing the progress of your students in French?
- 📖 What methods do you use to provide feedback to your students?
- 📖 What strategies do you use to communicate and meet with parents?
- 📖 How do you track and record communication with parents?
- 📖 What tips do you provide to parents who have little or no knowledge of French so they can support their children?
- 📖 What kind of support or new learning do you feel you need next in order to work even more effectively with French as a Second Language learners in your classrooms?

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 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

About Core Content

- Most school boards already offer professional learning opportunities and supports to all their teachers in order to ensure quality teaching and improved student achievement.
- Effective professional learning must be manageable, relevant, timely and appropriate to the daily responsibilities of new teachers.
- 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.
- The core content is not to be viewed as a checklist of activities to undertake or an assessment tool to gauge the teacher’s performance.
- 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: New Teacher's Self-Reflection Tool

The following questions are designed for a new teacher's self-reflection. You may wish to use a selection of the questions below as conversational starting points within your mentoring relationship and as prompts for planning and revising your Individual NTIP Strategy.

- 📖 What evidence do I have that my classroom is a positive learning environment that values diversity?
- 📖 How am I creating a class profile and individual student profiles?
- 📖 In what ways have I organized my classroom so that my students can work independently while I directly teach a small number of students with special education needs?
- 📖 How do I provide tasks that reflect a moderate degree of challenge for my students to allow them to feel a sense of pride, persistence and satisfaction from their personal efforts and abilities?
- 📖 What do I know about when to use modifications and/or accommodations? What do I need clarified?
- 📖 Do I know when an IEP needs to be developed for a student? If not, what questions should I be asking?
- 📖 Do I know how to develop, implement, review and update an IEP for my students with special education needs? If not, how will I get this information?
- 📖 Do I know how to prepare report cards for my students with special education needs? If not, to whom can I go for this information?
- 📖 How will I go about/have I gone about conducting a parent-teacher conference with the parent(s) of a student who has special education needs?
- 📖 Do I know who to contact in the school when I am concerned about the progress of a student in my classroom?
- 📖 What strategies am I using to work effectively with the teacher assistant in my classroom?
- 📖 To what extent have I accessed the resources that are available from the Ministry of Education (on website or in print) or used copies of special education resource materials in the school or at the board?
- 📖 In what ways am I embedding assistive technology into the instructional practices when teaching students with special education needs?
- 📖 ?

Using This Tool

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.

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?
- 📖 ?

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.