



The Individual NTIP Strategy Form

The *Individual NTIP Strategy* form is intended to serve as a vehicle for discussion and learning, as well as a means of planning, tracking, and recording the NTIP induction elements in which each new teacher participates. It contains no evaluative elements and is intended to reflect when a new teacher has completed participation in his or her individualized program. This form is not a checklist.

The program requires that the *Individual NTIP Strategy* form be used. Please refer to the Transfer Payment and Financial Reporting website at <http://tpfr.edu.gov.on.ca/ntip/NTIP.htm> for the current year's form. The form can also be accessed through the [NTIP website](#).

The principal is responsible for meeting with the new teacher, when the teacher is hired or assigned to the school, in order to discuss the program requirements and expectations. The principal will provide the teacher with a copy of the *Individual NTIP Strategy* form and explain that it is to be developed in collaboration with the new teacher's mentor. The principal will also communicate to the new teacher those induction elements in which he or she is required to participate, based on the definition of "new teacher" (section 2.1 of the *NTIP: Induction Elements Manual, 2008*) and requirements related to participation in the NTIP (section 2.2), and in accordance with Ontario Regulation 266/06.

Together, the mentor and new teacher will determine what methods will be used for each of the required elements (e.g., which professional development topics the new teacher might pursue, timeframes, and strategies). This plan may change throughout the year as the needs of the new teacher change.

The new teacher completes the *Individual NTIP Strategy* form. Once the form is completed, the new teacher will share the plan with the principal so that the principal can approve and allocate the appropriate resources.

Upon completion of the NTIP, the new teacher signs the form to signify that participation in the NTIP induction elements has been completed. The principal's signature indicates that the new teacher has received two *Satisfactory* ratings on performance appraisals for new teachers and has completed the New Teacher Induction Program. The principal will then forward a copy of the *Individual NTIP Strategy* form to the designated NTIP superintendent according to appropriate board procedures. The new teacher should keep a copy of the completed *Individual NTIP Strategy* form.

In the event that a new teacher changes schools or boards prior to completing the NTIP, the current principal will initial the form to indicate the elements in which the new teacher has participated. The *Individual NTIP Strategy* form will serve as a record of participation in the NTIP to date.

For additional information, please consult the *NTIP: Induction Elements Manual (2008)*, Section 3.2 *Individual NTIP Strategy* form.

The Individual NTIP Strategy Form

The New Teacher Induction Program (NTIP) requires that the *Individual NTIP Strategy* form be used. The following chart summarizes the process.

Principal	New Teacher	Mentor
<ul style="list-style-type: none"> ■ as part of school level orientation, the principal will provide information on the elements of NTIP: orientation, professional development and training, mentoring, and the TPA for new teachers ■ the principal gives the Individual NTIP Strategy form to the new teacher and indicates that this is the form to be used to record and track supports needed in each of the NTIP elements (excluding TPA) ■ the principal, based on the definition of new teacher in the <i>NTIP: Induction Elements Manual (2008)</i>, communicates to the new teacher the elements in which he/she needs to participate ■ the principal lets the new teacher know that the mentor can collaborate with him/her on the completion of the form and that once they have discussed needs and planned strategies, the new teacher will then share the plan with the principal so that the he/she can approve and allocate the appropriate resources ■ the principal does not evaluate the NTIP Individual Strategy Form or Induction elements ■ the principal, as catalyst in the new teacher's professional growth, through collaborative leadership, has an ongoing role in monitoring progress and reallocating resources as needed throughout the year ■ the principal records on the <i>Summative Report Form for New Teachers</i> the NTIP induction elements in which the new teacher has participated/is participating (as previously communicated to the teacher by the principal based on the definition of "new teacher" in the <i>NTIP: Induction Elements Manual, 2008</i>). ■ once the new teacher has received two <i>Satisfactory</i> ratings on performance appraisals for new teachers, the principal signs the form to indicate that the NTIP has been completed 	<ul style="list-style-type: none"> ■ as part of school level orientation, the new teacher receives information on the NTIP: orientation, professional development and training, mentoring, and the TPA for new teachers ■ the new teacher receives the NTIP form from the principal along with an explanation of its use ■ the new teacher is responsible for the Individual NTIP Strategy form ■ once the new teacher understands which category he/she is in and in which elements he/she must participate, the new teacher collaborates with the mentor and principal (or others as needed) to determine what participation in those elements will look like including topics, strategies, timelines etc (excludes TPA). Once ready the new teacher shares the plan with the principal so that the principal can approve and allocate the appropriate resources ■ the new teacher continues to collaborate with the mentor to work through the plan, making adjustments if necessary ■ the new teacher is in conversation on an on-going basis with the principal and mentor as they progress through the plan ■ the new teacher signs the form once participation in the NTIP induction elements has been completed. 	<ul style="list-style-type: none"> ■ as part of mentor training, the mentor receives information on the NTIP: orientation, professional development and training, and mentoring ■ the mentor works in consultation and collaboration with the new teacher to determine what participation in the elements will look like including topics, strategies, timelines, etc. ■ the mentor meets with the new teacher to work through the plan, suggesting adjustments if necessary ■ the mentor continues to collaborate with the new teacher to work through the plan, suggesting adjustments if necessary

INDIVIDUAL NTIP STRATEGY FORM



Name: _____

New Teacher Induction Program (NTIP) Elements	Professional Learning Goals	Strategies for meeting my goals	Principal Initials*
Orientation			
Board level			
School level			
Professional Development and Training			
Professional learning opportunities might address: <ul style="list-style-type: none"> • Classroom Management • Planning, Assessment and Evaluation • Communication with Parents • Teaching Students with Special Needs and other Diverse Learners • Current Education Priorities (e.g. Literacy and Numeracy strategies, Student Success, Safe Schools, PAL) 			
Mentoring			
<ul style="list-style-type: none"> • Development of NTIP Individual Strategy with Mentor • Mentoring activities (e.g., planning, dialogue, professional development, other) 			

I have participated in the NTIP elements described above.

Teacher Signature: _____

Date: _____

This new teacher has completed two satisfactory teacher performance appraisals and his/her name will be forwarded to the Ontario College of Teachers for NTIP notation.

Principal Signature: _____

Date: _____

- *The principal only needs to initial the elements in which the new teacher has participated in the event that the new teacher transfers schools/boards before completing the NTIP.*
- *The new teacher should keep a copy of the completed form.*