



**THE
TEACHER
PERFORMANCE
APPRAISAL
PROCESS**

2017-2018

NEW & EXPERIENCED TEACHERS



“EXPERIENCED TEACHER”

TEACHER PERFORMANCE APPRAISAL

The Elementary Teachers of Toronto (ETT), District 12 OSSTF Toronto Teachers’ Bargaining Unit (TTBU) and The Toronto District School Board (Board) have reviewed the Ministry’s “*Manual for Performance Appraisal of Experienced Teachers 2010*” (*Manual*) and have endorsed its use as the guideline for directing Teacher Performance Appraisal practice for Experienced Teachers.

It is the belief of the Board, ETT and District 12 OSSTF TTBU that the Experienced Teacher – Teacher Performance Appraisal Process should foster collaboration and relationship building that is essential to creating and sustaining a learning community.

The Board and the Unions expect that the Teacher Performance Appraisal Process will strongly reflect the following key components:

Philosophy

The experienced Teacher Performance Appraisal practices should:

- ✚ support and promote the continued growth and development of experienced Teachers;
- ✚ foster the collaboration and relationship building that is essential to creating and sustaining a learning community in schools; and
- ✚ promote a learning community culture based on sharing, trust and support.

Principals and Teachers should refer to sections 2.1 and 2.2 as outlined in the *Manual*.

Responsibility

Through building supportive relationships, schools have the potential to become “learning communities” that share in the support of experienced Teachers. Principals, Vice-Principals, Teachers and Supervisory Officers need to demonstrate a mutual respect and to share responsibility for implementing the process. The Board, ETT and OSSTF will provide additional



support for Teachers who have been rated as “Unsatisfactory.” Refer to the Performance Rating section below for further direction.

Performance Appraisal Meetings

Professional dialogue is an important component of the TPA process and therefore the Pre-Observation and Post-Observation meetings are mandatory (refer to pages 29-33 in the *Manual*). The rating scale (please see page 34 to 36 of the *Manual*) should be reviewed at the Pre and Post-Observation Meetings. As indicated in the *Manual*, these meetings provide opportunities for reflection and collaboration to promote growth and assist in sustaining a learning community. The Pre-observation and Post-observation Meetings will also provide opportunities for the Principal and Teacher to discuss the 16 competencies as they pertain to the focus of the classroom observation and the overall performance appraisal.

Collection of Evidence

The Collection of Evidence is critical to the overall success of the Teacher Performance Appraisal process. As indicated in the *Manual*, “for the overall rating decision to be sound, it should be informed by a rich body of evidence gathered over time.” The Teacher and Principal must discuss the collection of evidence in the Pre-Observation and Post-Observation meetings and determine the evidence to be collected for the TPA. To assist with this discussion, where applicable, it is suggested that the teacher bring a lesson plan, overview of unit plan, student assessment records, samples of student assessment activities and other relevant evidence. A Log of Teaching Practice (Appendix G), pages 80 to 99 are to be reviewed as part of that Pre-Observation and Post-Observation discussion.

Annual Learning Plan (ALP)

The purpose of the Annual Learning Plan (ALP) is to provide a vehicle that supports the Experienced Teacher’s professional learning and growth.

As outlined in the manual the following practices are required:

- The review and update of the ALP will take into account the Teacher’s learning over the year as well as professional growth (see page 26 of the *Manual*).



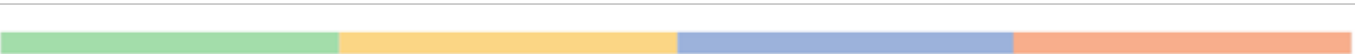
- The ALP is teacher authored and directed and is developed in a consultative and collaborative manner with the Principal (a meeting is not required).
- The ALP must include the Teacher’s professional growth goals, proposed action plan and timelines.
- The ALP is required to be developed each year by every Teacher.
- In the evaluation year, the ALP should be reviewed during the Pre-Observation and Post-Observation meetings. (Refer to Appendix H page 100 of the *Manual*.)
- In a non-evaluation year, Teachers will submit an ALP by October 31st.

Performance Rating

The Performance Appraisal Process for Experienced Teachers has been designed to focus on Teacher success. Teachers are rated as “Satisfactory” or “Unsatisfactory” as outlined in the Rating Scale. Teachers rated as “Unsatisfactory” will be supported by the Board, ETT and OSSTF in the development and implementation of the “Improvement Plan”. Principals are to advise Teachers who have been rated as “Unsatisfactory” to contact the ETT Office (416 393-9930) or OSSTF Office (416 393-8900) and consult with an Executive Officer for additional support throughout the process. It is critical for the Teacher and Principal to review the “Rating Scale” on page 34-36 of the *Manual* and to discuss the differentiation between “Satisfactory” and “Unsatisfactory” in terms of overall performance.

Improvement Plan

When a Teacher’s performance appraisal has resulted in a rating of “Unsatisfactory”, the Principal or designate will inform the teacher about the Improvement Plan meeting, and that they may request an Executive Office from the Union Office to attend the meeting. The Principal or designate will develop a draft Improvement Plan for the meeting. The Teacher will have the opportunity to provide input into the Improvement Plan. The teacher will receive the final Improvement Plan that takes into consideration the input of the Teacher within the three days of the submission of the Teacher’s input.



The Improvement Plan must “provide a written explanation of what is lacking in the teacher’s performance and set out the recommended steps and actions the teacher should take to improve it.” *

The Principal will facilitate opportunities for feedback and professional dialogue on a regular basis.

*Ministry of Education, *TPA Technical Requirements Manual*, p. 41

Requirements & Timelines

All experienced Teachers will receive One Teacher Performance Appraisal within the scheduled evaluation year. Teachers will be evaluated in their usual instructional setting. Secondary Teachers will only be evaluated in subject areas that appear on their Seniority Verification form”. The appraisal should occur sometime between October and before the end of the first week in June. The individual TPA process will vary in length, but will adhere to the 20 day timeframe from the date of the Observation to the receipt of the Summative Report. The Pre-observation and Post-observation Meetings will also provide opportunities for the Principal and Teacher to discuss the 16 competencies as they pertain to the focus of the classroom observation and the overall performance appraisal.

In a scheduled evaluation year, Teachers will receive written notice that they are scheduled for an evaluation within the first 20 school days of that school year. The TPA Process should occur no earlier than 20 school days following a Teacher’s return from a Leave of Absence. Within the first 10 school days of returning from a leave in an evaluation year, a Teacher will be reminded in writing that he/she is scheduled for an evaluation under the TPA process.

The “Competency Statements” indicated on pages 18 to 20 of the *Manual* are the only competencies to be used in assessing a Teacher’s performance. The Unions and the Board have agreed that there will be no additional competencies considered. The Principal and Teacher will work out the timelines between the Pre-Observation meeting and the Observation date. Attached are charts of the process with a range of expected timelines.



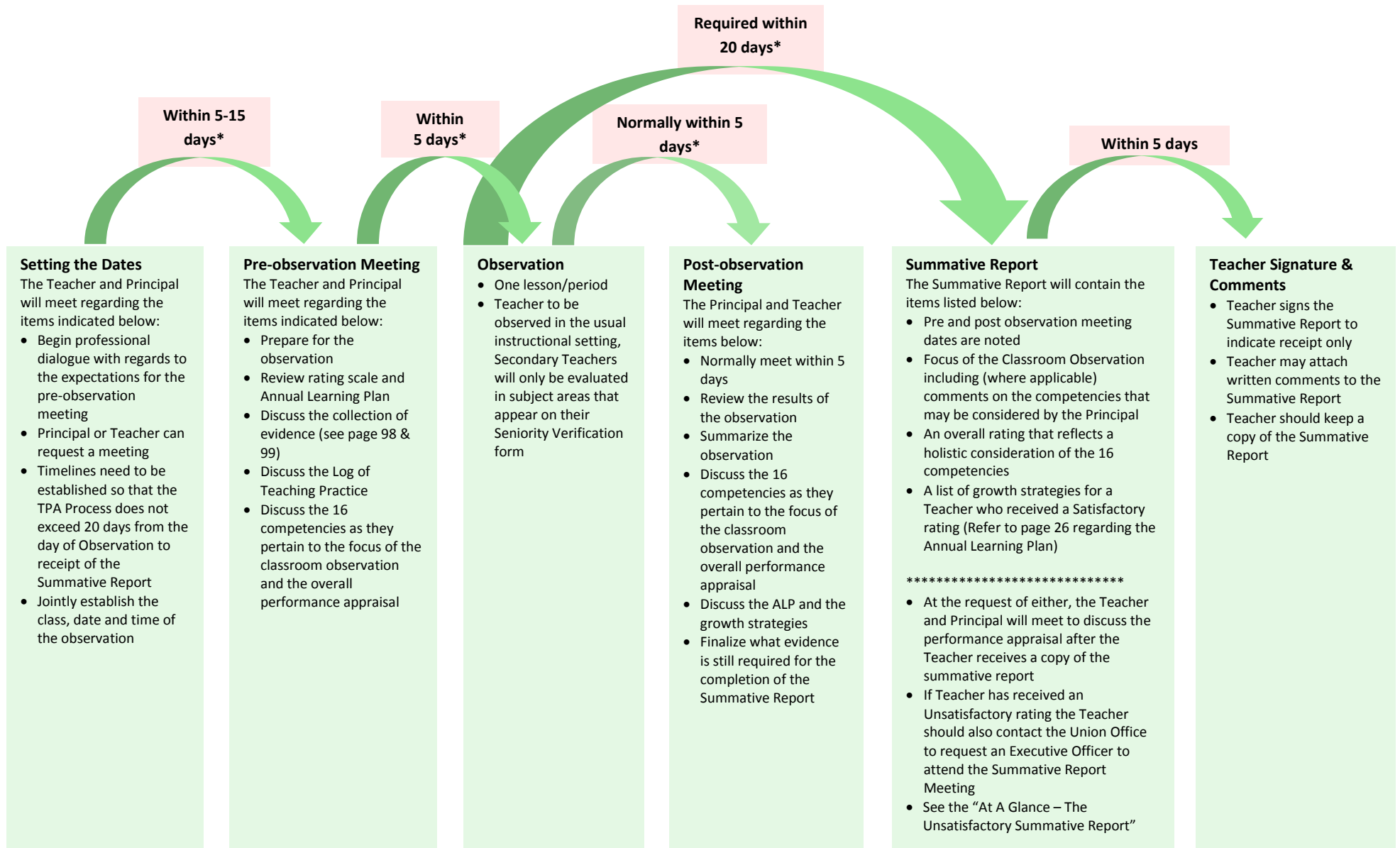
If the Pre-Observation meeting has to be cancelled and cannot be re-scheduled before the classroom observation, the classroom observation is deemed to be cancelled and another schedule will have to be set. If the classroom observation is cancelled, both the pre-observation meeting and the classroom observation will have to be re-scheduled.

Appraisals outside the Evaluation Cycle

A Principal may decide to conduct a performance appraisal during a non-evaluation year. This will occur if a Principal has a number of ongoing concerns about a Teacher's performance. In this circumstance, the Principal will meet with the Teacher to outline the concerns and advise the teacher to contact her/his union representative. The Principal will set up an informal process which will include two informal observations and feedback after each observation. Support will be provided to address the concerns. The duration of this informal process will be over a three month period of time. If no discernible improvement occurs at the end of the three-month informal process, the Principal will inform the Teacher that he/she is being added to the school's list of Teachers to be evaluated under the formal TPA process. The Principal will give the Teacher a letter to this effect and forward a copy of the letter to the Learning Network Superintendent and to Employee Services – appropriate Teaching Office.



"AT A GLANCE" EXPERIENCED TEACHER - TPA



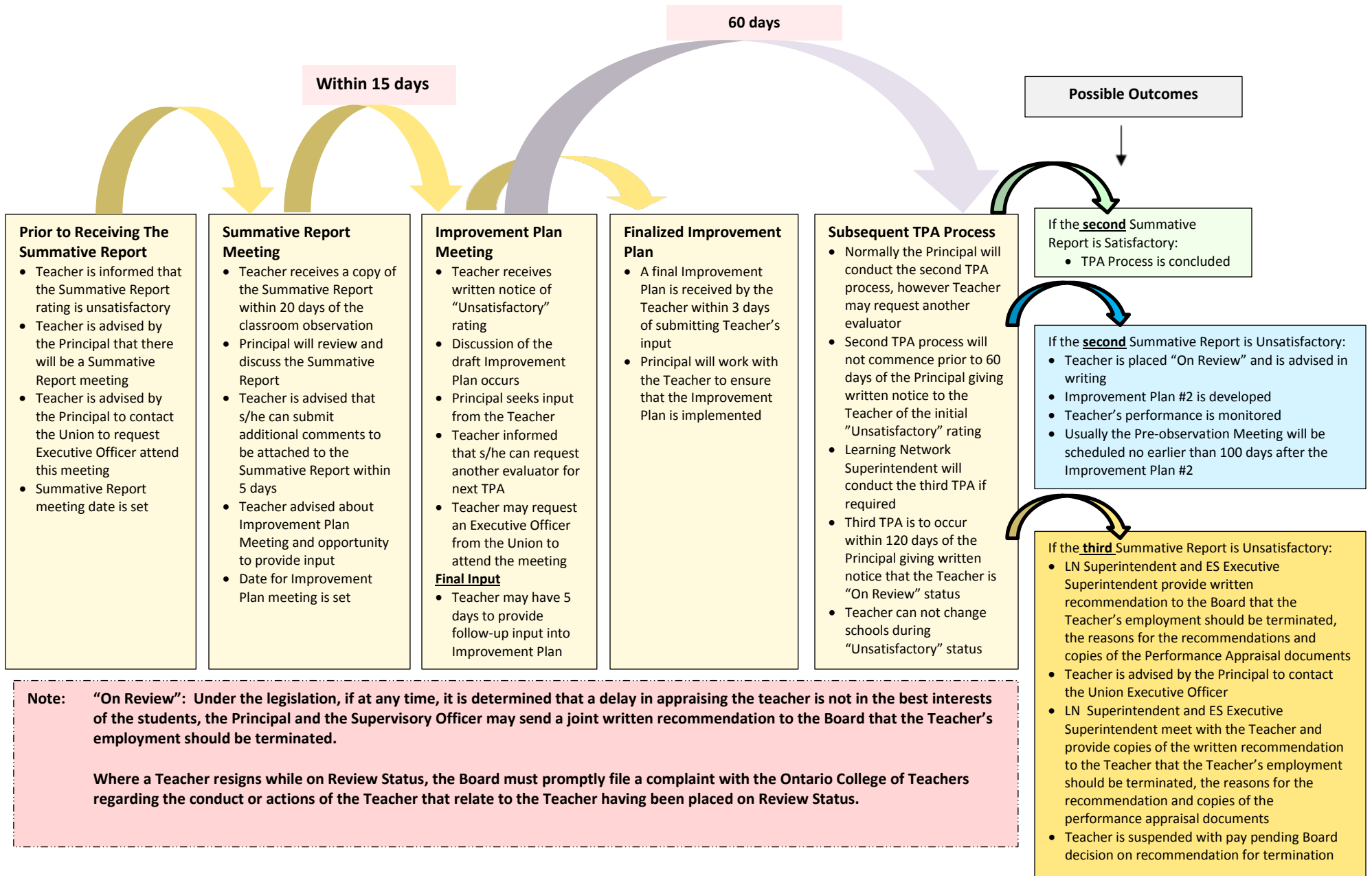
Note: This chart forms part of the TDSB TPA Manual

*All timelines are school days

The TPA should occur between October and the end of the first week of June

Refer to the TDSB TPA Manual for more detailed information

“AT A GLANCE” EXPERIENCED TEACHER – TPA – Unsatisfactory Report Received



Note: “On Review”: Under the legislation, if at any time, it is determined that a delay in appraising the teacher is not in the best interests of the students, the Principal and the Supervisory Officer may send a joint written recommendation to the Board that the Teacher’s employment should be terminated.

Where a Teacher resigns while on Review Status, the Board must promptly file a complaint with the Ontario College of Teachers regarding the conduct or actions of the Teacher that relate to the Teacher having been placed on Review Status.

“NEW TEACHER INDUCTION PROGRAM”

TEACHER PERFORMANCE APPRAISAL

The Elementary Teachers of Toronto (ETT), District 12 OSSTF Toronto Teachers Bargaining Unit (TTBU) and The Toronto District School Board (Board) have reviewed the Ontario Ministry of Education’s “*Manual for Performance Appraisal of New Teachers 2010*” (*Manual*) and have endorsed its use as the guideline for directing TPA practice for new Teachers.

It is the expectation of the Board, ETT and OSSTF that the New Teacher Induction Program-TPA will foster collaboration and relationship building that is essential to creating and sustaining a professional learning community.

ETT, OSSTF and the Board expect that the Teacher Performance Appraisal process will strongly reflect the following key components.

Philosophy

The new Teacher Performance Appraisal practices should:

- ✚ support and promote the continued growth and development of new Teachers;
- ✚ foster the collaboration and relationship building that is essential to create and sustain a professional learning community in schools; and
- ✚ promote a professional learning community culture based on sharing, trust and support.

Principals and Teachers should refer to sections 2.1 & 2.2 as outlined in the *Manual* with regards to the professional learning community.

Responsibility

Through building supportive relationships, schools have the potential to become “professional learning communities” that share in the support of new Teachers. The TDSB NTIP Steering Committee comprised of Board, ETT and OSSTF representatives will guide and monitor the implementation of the New Teacher Induction Program. As well, the Board, ETT and OSSTF



will provide additional support for Teachers who have been rated as “Development Needed” or “Unsatisfactory”. Teachers receiving a rating of “Development Needed” and/or “Unsatisfactory” may request a representative from ETT or OSSTF to attend subsequent meetings. See Performance Rating and Rubric section below for further direction.

Requirements and Timelines

In September all new Teachers are to receive a copy of the TDSB-TPA Manual and will participate in a dialogue regarding the requirements and expectations of the TPA process. All new Teachers will receive two Teacher Performance Appraisals within the first twelve months of employment. Teachers will be observed in an instructional setting. Secondary Teachers will only be evaluated in the subject area(s) of their certification.

Given that new Teachers will generally need some time prior to the first TPA to establish teaching-learning practices and classroom routines, the first TPA process should occur no earlier than 30 school days following the Teacher’s first day in the classroom. The new Teacher, however, may request to have the TPA scheduled earlier.

The first appraisal should occur before December for Elementary and January for Secondary. The second TPA will occur before the end of the first week in June. The individual TPA process will vary in length, but will adhere to the 20 day timeframe from the date of the observation to the receipt of the Summative Report. The Principal and Teacher will work out the timelines between the pre-observation meeting and the observation date. Attached are charts of the process with a range of expected timelines. For further scheduling information refer to the *Manual* page 21, Section 6 Scheduling Requirements. The TPA process should occur no earlier than 30 school days following a Teacher returning from a Leave of Absence. Within the first 10 school days of returning from a leave, a Teacher will be reminded in writing of his/her NTIP status and the pending TPA process.

Performance Appraisal Meetings

Professional dialogue is an important component of the TPA process and therefore the Pre-Observation and Post-Observation meetings are mandatory (refer to pages 29-33 in the *Manual*). The rating scale (please see page 34 to 36 of the *Manual*) should be reviewed at the Pre and Post-Observation Meetings. As indicated in the *Manual*, these meetings provide opportunities for



reflection and collaboration to promote growth and assist in sustaining a learning community. The Pre-observation and Post-observation Meetings will also provide opportunities for the Principal and Teacher to discuss the 8 competencies as they pertain to the focus of the classroom observation and the overall performance appraisal.

Collection of Evidence

The collection of evidence is critical to the overall success of the Teacher Performance Appraisal process. As indicated in the *Manual*, “for the overall rating decision to be sound, it should be informed by a rich body of evidence gathered over time”. The Teacher and Principal must discuss the collection of evidence in the Pre-Observation meeting and determine the evidence to be collected for the TPA process. To assist with this discussion, where applicable, it is suggested that the Teacher bring a lesson plan, overview of unit plan, student assessment records, samples of student assessment activities and other relevant evidence. The “Evidence Log” and “Possible Sources of Evidence” on in Appendix F, pages 78-79, are to be reviewed as part of that Pre-Observation discussion.

NTIP Strategy Form and Growth Strategies

During the Post-observation meeting, the Principal and Teacher will discuss areas for growth and based on this input from the Teacher, the Principal will develop growth strategies that will be articulated in the Summative Report. The NTIP Strategy Form should be reviewed during the post-observation meeting.

Performance Rating & Rubric

Teachers rated as “Development Needed” or “Unsatisfactory” will be supported by the Board, ETT and OSSTF as “Enrichment” or “Improvement” Plans are developed. Prior to the Summative Meeting, the Principal is to advise the Teacher who has been rated as “Development Needed” or “Unsatisfactory” to contact ETT (416 393-9930) or OSSTF (416 393-8900) Office and consult with a Union Executive Officer. It is critical for the Teacher and Principal to review the “Rubric” on pages 34 and 35 of the *Manual* and to discuss the differentiation between “considerable” and “some” in terms of “Levels of Performance”. The competencies and the goals of the Enrichment or Improvements Plans must be addressed within the subsequent Summative Report. When the rating is “Unsatisfactory”, the Learning Network Superintendent will normally implement the remainder of the TPA process.



Enrichment Plan/Improvement Plan

When a Teacher's performance appraisal has resulted in a rating of "Unsatisfactory", the Principal or designate will inform the teacher about the Enrichment Plan/Improvement Plan meeting, and that they may request an Executive Office from the Union Office to attend the meeting. The Principal or designate will develop a draft Enrichment Plan/Improvement Plan for the meeting. The Teacher will have the opportunity to provide input into the Enrichment Plan/Improvement Plan. The teacher will receive the final Enrichment Plan/Improvement Plan that takes into consideration the input of the Teacher within the three days of the submission of the Teacher's input.

The Enrichment Plan/Improvement Plan must "provide a written explanation of what is lacking in the teacher's performance and set out the recommended steps and actions the teacher should take to improve it." *

The Principal will facilitate opportunities for feedback and professional dialogue on a regular basis.

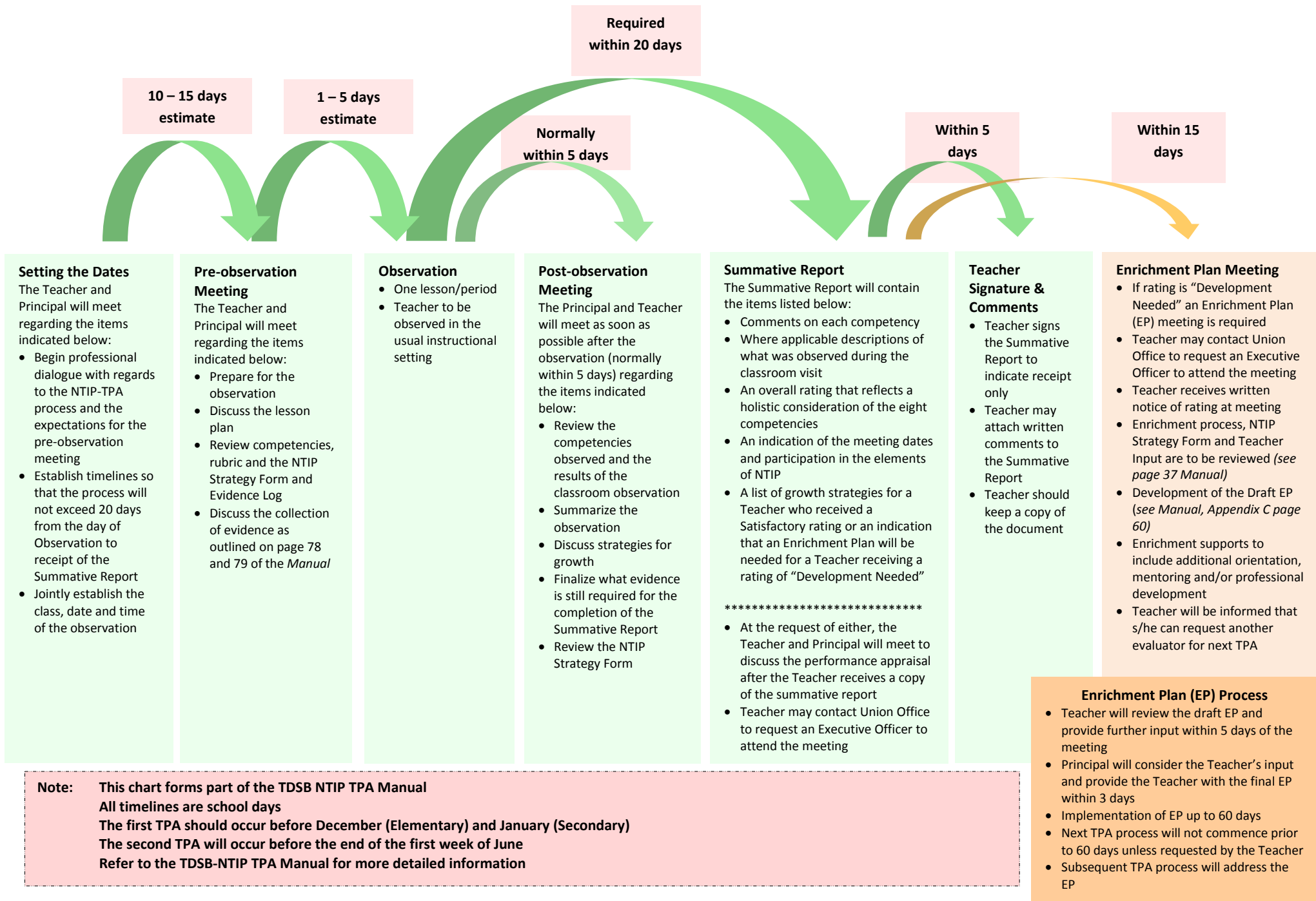
*Ministry of Education, *TPA Technical Requirements Manual*, p. 41

Parental and Student Input

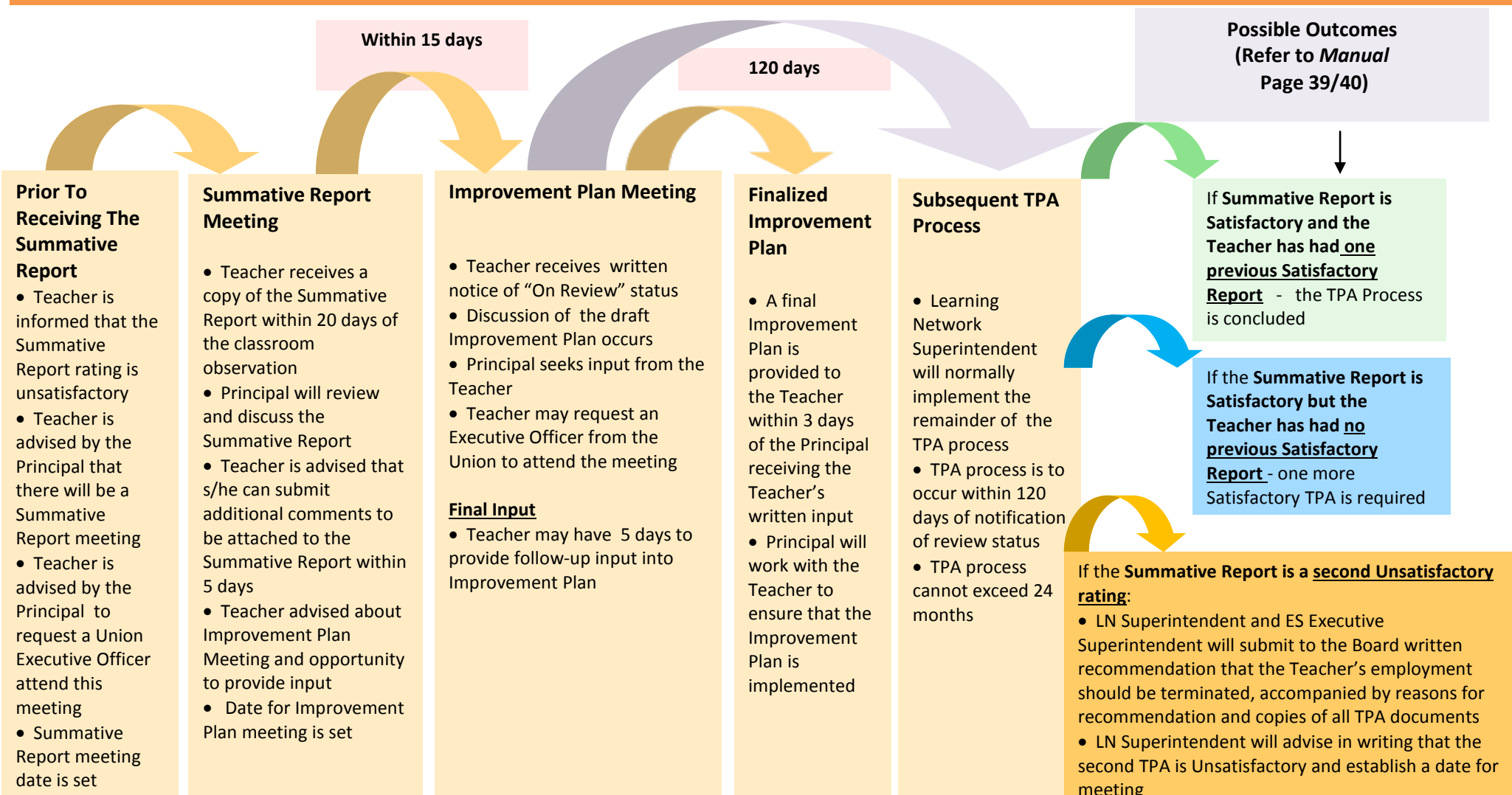
Section 8 of the Manual – Parental and Student Input is no longer part of the TPA process for Teachers, effective April 2007 as indicated by the Ministry of Education.



"AT A GLANCE" NTIP – NEW TEACHER - TPA



“At A Glance” NTIP New Teacher TPA - Unsatisfactory Report Received “On Review” Status



Prior To Receiving The Summative Report

- Teacher is informed that the Summative Report rating is unsatisfactory
- Teacher is advised by the Principal that there will be a Summative Report meeting
- Teacher is advised by the Principal to request a Union Executive Officer attend this meeting
- Summative Report meeting date is set

Summative Report Meeting

- Teacher receives a copy of the Summative Report within 20 days of the classroom observation
- Principal will review and discuss the Summative Report
- Teacher is advised that s/he can submit additional comments to be attached to the Summative Report within 5 days
- Teacher advised about Improvement Plan Meeting and opportunity to provide input
- Date for Improvement Plan meeting is set

Improvement Plan Meeting

- Teacher receives written notice of “On Review” status
- Discussion of the draft Improvement Plan occurs
- Principal seeks input from the Teacher
- Teacher may request an Executive Officer from the Union to attend the meeting

Final Input

- Teacher may have 5 days to provide follow-up input into Improvement Plan

Finalized Improvement Plan

- A final Improvement Plan is provided to the Teacher within 3 days of the Principal receiving the Teacher’s written input
- Principal will work with the Teacher to ensure that the Improvement Plan is implemented

Subsequent TPA Process

- Learning Network Superintendent will normally implement the remainder of the TPA process
- TPA process is to occur within 120 days of notification of review status
- TPA process cannot exceed 24 months

Possible Outcomes (Refer to Manual Page 39/40)

If Summative Report is Satisfactory and the Teacher has had one previous Satisfactory Report - the TPA Process is concluded

If the Summative Report is Satisfactory but the Teacher has had no previous Satisfactory Report - one more Satisfactory TPA is required

If the Summative Report is a second Unsatisfactory rating:

- LN Superintendent and ES Executive Superintendent will submit to the Board written recommendation that the Teacher’s employment should be terminated, accompanied by reasons for recommendation and copies of all TPA documents
- LN Superintendent will advise in writing that the second TPA is Unsatisfactory and establish a date for meeting
- Teacher will be advised to contact a Union Executive Officer to be present at meeting
- LN Superintendent and ES Executive Superintendent will meet with the Teacher and provide a copy of the written recommendation of termination of employment that will go to the Board accompanied by reasons for recommendation and copies of the all TPA documents
- Teacher is suspended with pay pending Board decision on recommendation for termination

Note:

1. **“On Review”:** Under the legislation, if at any time, it is determined that a delay in appraising the Teacher is not in the best interests of students, the Principal and the Supervisory Officer may send a joint written recommendation to the Board that the Teacher’s employment should be terminated.
2. Where a Teacher resigns while “On Review” status, the Board must promptly file a complaint with the Ontario College of Teachers regarding the conduct or actions of the Teacher that relate to the Teacher having been placed “On Review” status.



The Individual NTIP Strategy Form

The following is an excerpt from the *NTIP: Induction Elements Manual, Section 3.2, 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 introduce 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 this manual) and requirements related to participation in the NTIP (section 2.2 of this manual), 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 will cover, timeframes, 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 it, arrange or the supports, and allocate the appropriate resources.

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.

In the event that a new teacher changes schools or boards prior to completing the NTIP, the *Individual NTIP Strategy* form will serve to indicate the elements of the program that have already been completed.

The Individual NTIP Strategy Form

Principal	New Teacher	Beginning LTO 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, 2010</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 school level orientation, the beginning LTO teacher receives information on the NTIP: orientation, professional development and training, mentoring, and evaluation processes. (if applicable) ■ The beginning LTO teacher receives the NTIP form from the principal along with an explanation of its use ■ The beginning LTO teacher is responsible for the Individual NTIP Strategy Form. ■ Once the beginning LTO teacher understands which category he/she is in and in which elements he/she must participate, the beginning LTO 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 beginning LTO teacher shares the plan with the principal so that the principal can approve and allocate the appropriate resources. ■ The beginning LTO teacher continues to collaborate with the mentor to work through the plan, making adjustments if necessary. ■ The beginning LTO teacher is in conversation on an on-going basis with the principal and mentor as they progress through the plan. <p>*Beginning full-time continuing education teachers who are participating in the induction elements of NTIP should also use the INS Form.</p>	<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 or the beginning LTO teacher to determine what participation in the elements will look like including topics, strategies, timelines, etc. ■ The mentor meets with the new teacher or the beginning LTO teacher to work through the plan, suggesting adjustments if necessary. ■ The mentor continues to collaborate with the new teacher or the beginning LTO 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*
<p>*The principal only needs to initial the elements in which the new teacher /beginning LTO teacher has participated in the event that the new teacher transfers schools/boards before completing the NTIP</p>			
Orientation			
Board level (See section 4.3 in NTIP Induction Elements Manual)			
School level (See section 4.3 in NTIP Induction Elements Manual)			
<p>Professional Development and Training - <i>These opportunities must be differentiated to meet the needs of the teachers' specific assignments (e.g., rotary, itinerant, self-contained, elementary, secondary...etc.)</i> Opportunities might address: Classroom Management; Planning, Assessment and Evaluation; Communication with Parents; Teaching Students with Special Needs and other Diverse Learners; Education Priorities (e.g., Literacy and Numeracy strategies, Student Success, Safe Schools, PAL, FSL, Early Learning, Equity and Inclusive Education)</p>			
<p><u>Area of PD and Training</u></p> <p>• e.g., Classroom Management</p>	<p><u>Professional Learning Goals</u></p> <p>e.g., Developing effective classroom routines.</p>	<p><u>Strategies for meeting my goals</u></p> <p>e.g., Attend workshop; meet with mentor; dialogue with colleagues.</p>	

Mentoring – Development of NTIP Individual Strategy with Mentor; Mentoring activities (e.g., planning, dialogue, professional development, other)

<u>Mentoring Activity</u>	<u>Professional Learning Goals</u>	<u>Strategies for meeting my goals</u>	
<ul style="list-style-type: none"> e.g., Conference Marking/ Teacher Moderation 	<ul style="list-style-type: none"> e.g., Develop effective strategies to ensure consistency in evaluation of student work 	<ul style="list-style-type: none"> e.g., Working collaboratively with mentor and/or colleagues to compare student work and assign benchmark levels 	

Release Time – In-school observation and debrief, co-planning with mentor

<u>Release Time Activity</u>	<u>Professional Learning Goals</u>	<u>Strategies for meeting my goals</u>	
<ul style="list-style-type: none"> e.g., Observation and Debrief 	<ul style="list-style-type: none"> e.g., Develop effective strategies to maximize quality instructional time 	<ul style="list-style-type: none"> e.g., Observe mentor; engage in pre and post observation debrief with mentor. 	

SIGNATURES ARE REQUIRED UPON COMPLETION OF THE NTIP.

I have participated in the NTIP elements described above.

Teacher* Signature: _____

Date: _____

*The new teacher should keep a copy of the completed form.

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: _____

Principals: Because boards must submit names of new teachers who complete the NTIP, please forward this completed form to the superintendent designated for the NTIP as soon as possible. (See section 5.2 and 5.3 of the New Teacher Induction Program Induction Elements Manual 2010)