

ONTARIO MINISTRY OF EDUCATION

SUPPORT FOR IMPLEMENTATION

THE NEW TEACHER INDUCTION PROGRAM (NTIP)

JUNE, 2006 REGIONAL SESSIONS

Summary of Feedback

August 15, 2006

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Introduction

The June, 2006 sessions, to support the implementation of the New Teacher Induction Program, were held on a regional basis hosted by the Ministry's local area office. Eight sessions were held: Barrie, London (2 sessions), North Bay/Sudbury, Ottawa, Toronto, Thunder Bay, and a session of French Language Boards held in Toronto. (*Note: NTIP: TPA training sessions for board expert teams were also held in June and July, 2006)

The goals for the sessions, which used the same format and agenda with some adaptations to the afternoon program to reflect specific regional needs, were to:

- review the expectations of the components of the NTIP
- articulate how these NTIP connections enhance the vision and goals of NTIP overall
- reflect on and analyze the impact of 2005-2006 NTIP activities on the successful implementation of NTIP, Ministry and school boards goals and initiatives, and possible NTIP partnerships
- develop an initial NTIP plan for 2006-2007 and beyond

A Participants Feedback Questionnaire was completed by participants to gather information about:

- Board readiness to implement the NTIP
- Issues, and Needs
- Evaluation of the Workshop

Participants demonstrated enthusiasm and openness to the NTIP but expressed concerns about the tight time lines for implementation and the amount of work that needs to be done to put in place their framework, develop processes and systems and provide training to all those involved in this program. The need for capacity building is great and boards, although willing to work on this, note the issue of time as a concern.

Participants strongly endorsed the use of discussion forums hosted by the Ministry similar to the April and June session. Two to three sessions held in regional settings would appear to meet most needs. These should be held in the fall, winter and/or spring but not in the month of June. Given the range of Board readiness and experience with NTIP there should be differentiated agendas for these sessions.

Participants indicated a very high level of satisfaction with the June sessions and a high level of appreciation for the facilitating role played by the Ministry. (See Appendix D for a summary of evaluations of the sessions)

Summary of Discussions

Vision

The visioning exercise proved to be very insightful and although the current focus seems to be on the immediacy of the implementation tasks participants indicated that it will be useful to continue the discussion about the longer term vision and goals for NTIP so that a common, cohesive vision of the program can be achieved. A vision shared by those implementing the program will make differentiation at the local level possible and better allow for creative approaches to emerge. (Appendix A provides a summary of the visions of the NTIP developed at each regional session)

Key questions

The responses from the questionnaires clearly provided information outlining the main issues and concerns that boards across the province have with regards to the implementation of the NTIP. (Appendix C)

Boards predominantly indicated that they were clear about the requirements for implementation for July 31, 2006, September 2006, and for the longer term implementation of the NTIP and that they were either very well prepared or somewhat ready with five boards stating that they are not ready. Ministry staff are in direct contact with boards that have indicated concerns at the readiness stage and will continue to work directly with them to assist in the implementation of the program. (Appendix D)

Participants noted their appreciation of all the information that was shared and the “outstanding accessibility of staff” noting that “they are a human face and incredibly helpful”. Inclusion and funding for LTO was a recurring theme as was the issue of TPA. (*Note the June sessions occurred prior to the TPA training sessions for board expert teams therefore boards had not yet received clear information around the Performance Appraisal for New Teachers)

Based on the feedback from the participants, it was clear that certain issues stood out as common across the province. They include: implementation of the mentoring element; time for and development of NTIP resources for PD and training; sharing of best practices, networking and communicating with education partners; funding and transfer payment dates; data collection and reporting; and program evaluation. This information has been consolidated in chart form and, in order to inform boards on each issue, the ministry response strategy and timelines have been provided. (Appendix B)

Appendix A: Vision of the NTIP by Region						
Barrie	London 1	London 2	Ottawa	Sudbury	Thunder Bay	Toronto
· Stronger links with coterminous boards and facilities	· Improved student learning	· System exists that supports both the new teacher and the mentor and principals	· Positive experience means new teacher finish NTIP ready to mentor	· Profession Learning Committee (PLC)	· Vibrant PLC	...next three years:
· Confident beginning teachers	· Collaboration among teaching staff	· Support for the new teacher is perpetuated beyond the first year	· Enhanced professional learning community	· PLC not onerous/overwhelming	· Structured mentoring	· PLCs
· Focus on PLC	· Embedded in school culture	· A layer of support exists for LTOs	· Differentiated model that supports LTOs	· Video conferencing – common	· PD – context of school	· Differences from school to school but consistent
· Future supports for LTO's	· Focus on student learning vs. survival	· Research will be conducted to demonstrate that change is taking place	· Continuity in assignments, location for new teachers	· Formalized principal involvement	· Less stress – all teachers	· Second layer of support – beginning teacher coaches
· Stable funding beyond 3 years	· Healthier teachers	Comprehensive induction program that has full 'buy in', and 'funding' by 'partners'	· Feel supported as new teachers	· Clear, separate mentoring & admin pieces	· Part of culture	· Consistent and equitable support – well developed program
· Consistent provincial supports for new teachers – ongoing	· Less isolated feeling	· A culture of being supportive of a new teacher	· Administrators embrace NTIP	· Principals true instructional leaders and are supported – consolidate initiatives	· Appropriate assignments	Development of the profession – culture shift

Appendix A: Vision of the NTIP by Region

Barrie	London 1	London 2	Ottawa	Sudbury	Thunder Bay	Toronto
supports						
· Common and consistent training expectations	· More supportive teaching environment	· Teachers in all classrooms supporting one another “open door”	· Seamless transition for new teacher to school....community	· Sustainable – beyond 1 year	· Improved retention	· Services available throughout the year
· Retention of new teachers	· Dialogue/ conversation between faculty of ed reps and school boards would be enriched and regular	· New teachers of today become mentors of the tomorrow	· Integrated support at system level	· Network	· Ongoing learning –all levels	· Building capacity thru infrastructure
	· Focus on students	· Will have well-trained teachers	· Links to facilities	· Provide PD without losing class time	· Collaboration	· New relationships, new culture through formal structure
· Mentoring – common training	· Enrich/enhance teacher practice	· Consistent messaging	· Increased capacity for classroom instruction	· Include LTO’s	· More sustainability	
· Collaborative spirit and cultural change	· Mentor teachers valued within the school as much as leader teacher/ department head	· Shared culture of learning	· Culture of openness and transparency	· New teachers outside current definition		
	· Transition from one role to another is supported	· Re-culture how people share and learn	· Formalized culture of mentoring so support is consistent, available school to school, board to board... no matter where you	· Support for EA’s – mentorship, etc.		

Appendix A: Vision of the NTIP by Region						
Barrie	London 1	London 2	Ottawa	Sudbury	Thunder Bay	Toronto
			go.			
	· Teaching assignments are appropriate for new teacher	· Learning opportunities for LTOs experience will enhance their opportunities for permanent teaching positions				
	· Cadre of trained mentors	· Student learning will improve and be enhanced				
	· Bringing LTO's into the NTIP experience	· Program and lessons learned would use to help inform faculty of education programs				
	· New administrators would clearly understand their role: supporting new teachers	· All newly hired teachers, no matter part or full time, will be fully supported				
		· Program will help new teachers to self-reflect on their teaching practice.				

Appendix B: Summary of Issues/Needs

Issues/Needs	Ministry Response Strategy	Timeline
Mentoring: resources, training modules, trainers, selection and matching processes	<ul style="list-style-type: none"> • Post existing board mentor training modules on NTIP website • Post and send electronic copies to boards of handbooks for principal, mentor, new teacher that will contain examples of best practice and checklists to support Induction elements • Boards needing training for mentors are invited to contact the ministry and ministry staff will facilitate opportunity for mentor-training teams to work with them. • Clarification of processes outlined in NTIP: Induction Elements Manual 2006 	<ul style="list-style-type: none"> • Upon receipt of materials from boards • Prior to end of August • Aug. 18 distribution of manuals
Time for: development of NTIP resources for PD and training	<ul style="list-style-type: none"> • E posting of “at a glance” handbooks for mentors, principals and new teachers that will contain examples of best practice and checklists to support Induction elements including PD core content specific to the needs of new teachers e.g. literacy/numeracy initiatives • Additional two P.A. days that can be used to provide additional time for NTIP participants • E models and resources to assist with PD 	<ul style="list-style-type: none"> • End of August • P.A. days Sept. 2006 • In development
Sharing of best practices, networking, conferences and communicating among boards, faculties, federations and ministry	<ul style="list-style-type: none"> • Boards have been invited to send resources to the ministry nicole.dekorte@ontario.ca for posting on the Ministry Web site • Regional sessions both teleconference and face to face are planned and will include other members of NTIP Steering Committees e.g. federations • Provincial/Regional NTIP board contact list available from Regional Office NTIP EO lead • Summary Report of MDP projects have been sent to all boards and are available through Regional Office contact • Visits to boards by Ministry staff to provide support will continue on an on going basis • NTIP board contacts will receive information regarding conferences e.g. Induction Conference –OISE in partnership with Ministry of Education • On going dialogue with education partners • Power Point presentations of June sessions shared electronically • Investigating possibility of networking between boards in a variety of formats 	<ul style="list-style-type: none"> • On going • Nov. 3-4

Funding: timely information	<ul style="list-style-type: none"> Boards to be informed of allocation (for planning purposes boards may use 2005-06 allocation if the # of new teachers is the same) 	<ul style="list-style-type: none"> End of Oct.
Transfer payment dates	<ul style="list-style-type: none"> 2006-07 payments will be spread throughout the year 	<ul style="list-style-type: none"> August 06, December 06, March 07, September 07
Data collection and Reporting	<ul style="list-style-type: none"> Streamlined Action Plan that includes year at a glance reporting 	<ul style="list-style-type: none"> Aug.
Program evaluation	<ul style="list-style-type: none"> Ministry will be contracting with a researcher, through an RFP process, to evaluate the impact of the program 	<ul style="list-style-type: none"> Sept.- ongoing

Appendix C: Questions/Key Ideas by Region

	<i>What Role should the school principal play in the selection of mentors?</i>	<i>What role should the board play in the selection of mentors?</i>	<i>How should mentors and mentees be matched in order to build the most effective team?</i>	<i>What should be considered when monitoring the effectiveness of mentoring relationships?</i>	<i>What innovative strategies could be used to provide the release time needed by each mentor/mentee team?</i>
Barrie	<ul style="list-style-type: none"> Principal is fully engaged in a “gatekeeper” role 	<ul style="list-style-type: none"> Work with principals in terms of effective process in selection, reassignment, outlining policies for confidentiality by principal 	<ul style="list-style-type: none"> PLC and/or mentor team 	<ul style="list-style-type: none"> Parties agree 	<ul style="list-style-type: none"> NTIP funding
	<ul style="list-style-type: none"> Foster a professional learning community where all staff are responsible for new teachers 	<ul style="list-style-type: none"> Roles and responsibilities of board personnel in NTIP process 	<ul style="list-style-type: none"> Principal needs to be involved with all aspects: responsible & accountable 	<ul style="list-style-type: none"> Ongoing monitoring 	<ul style="list-style-type: none"> Creative timetabling
		<ul style="list-style-type: none"> Integrating mentoring into board goals. 	<ul style="list-style-type: none"> Clear selection criteria 	<ul style="list-style-type: none"> Non-evaluative 	<ul style="list-style-type: none"> Prescriptive PA days
				<ul style="list-style-type: none"> Needs assessment 	<ul style="list-style-type: none"> “Paired Rotation”
					<ul style="list-style-type: none"> organize web-based conferencing/chat/discussion groups/video conferencing/online PD
London 1	<ul style="list-style-type: none"> Recommend teachers who have the appropriate characteristics to volunteer 	<ul style="list-style-type: none"> Establish parameters based on legislation 	<ul style="list-style-type: none"> A good match is critical 	<ul style="list-style-type: none"> Connection 	<ul style="list-style-type: none"> Creativity, flexibility, skill with timetabling

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	· modeling characteristics of a mentor.	· Support the principals especially as they get up to speed	· Input – an important part of the process	· Sharing of best practices	
		· Align and articulate NTIP is part of overall strategy		· Reflection essential	
		· Develop policy		· Reciprocal commitment to continue relationship	
London 2	· Present mentorship as a positive vehicle for success	· Boards establish activities and strategies to recognize and value mentors	· In the same school/similar assignment	· Reflection process	· Joint planning is done up front before start of year in the timetabling
	· Collaboration	· Establish guidelines, process and framework	· Input from the mentor/mentee	· Retention of mentors	· Using special event time
	· Selection process		· Team of mentors (2 layers)	· Retention of new teachers	· Find ways to use the money for mentor-new teacher time together (i.e. personalizing PD what they chose.)
	· Identifying criteria			· Establishment of benchmarks/criteria	
	· Communication				
	· “Being a facilitator”				

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Ottawa	· Needs assessment process required	· Set the framework	· The matching is facilitated through the school-based administration	· Feedback from NT and Mentor (formal and informal)	· Shared prep time
	· be the 'safety value'	· Communicate with partners	· Balance of:	· Conduct review with voluntary participants	· Legitimizing other time (social)
	· provide process for 'graceful' exit in special circumstances	· Monitor	· Volunteer		· Federation funds (2nd year)
		· Collect data	· Self selection		
		· Report to Ontario College of Teachers	· Personal info sheets		
Sudbury	· Communicate	· Promotion of the program	· Style matches	· Social	· Flexible scheduling
	· Facilitate	· Timing and format	· Strength and needs matches	· School/community culture	· Embedded release time
	· Support	· District strategies to make it work	· Geographic proximity	· Priorities (school, board i.e. character education)	· Funding for time
		· Sensitivity to other responsibilities	· Division/subject similarity	· Address individual needs	
		· Financial support to enhance NTIP/mentoring		· Teacher tool box (curriculum, planning, resources, assessment strategies)	

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Thunder Bay	· Encourage the “right” mentor	· Criteria known	· Compatibility	· Be open to consider other activities that will build the mentor/protégé relationship	· Feed them...during lunch break
	· Principals have to be a mentor model!	· Support and involvement of all partners	· Subject/grade/division		· Scheduling
		· Offer incentive	· Based on new teacher’s needs		· Funding alternatives.
			· Location		
Toronto	· Role in recruiting and selecting	· Provide the framework	· Ask mentee who they would like to work with	· Frequency of meetings	· Allocate portion of staff meeting
	· Must be part of school culture	· Foundation training for administrators and mentors	· Identify interested mentors	· Content of the meetings	· Assemblies – mentor/mentee freed up to meet together
	· Principal needs to be facilitator and evaluator	· Establish network of identified trained mentors	· Develop bank of mentors	· attitude of mentors and protégés	· Buddy classes.
		· Set agreed upon criteria	· Subject specific/division	· shared ownership	· Divisional meetings
			· Balanced, integrated styles	· Understanding of shared goals.	· Administration covers classes
					· Use of supply teachers
					· Creative timetabling

Appendix D: Evaluation of Workshop

Part C of the questionnaire sought evaluative information on the workshops.

128 responses were received in total. For the most part boards provided a combined response for their board. It was thus determined that for those boards, where there was more than one response, the average of the responses would be used. Responses were also submitted by participants from Faculties of Education and Teachers Federations and these responses are also included in the total number of responses.

Question 1: Overall, the session provided an excellent opportunity to exchange information with other participants

Question 2: The morning sessions were very informative

Question 3: The afternoon sessions were very useful

Question 4: The sessions allowed me to express my views and ideas

Question 5: The facilitators kept the process on track, but did not stifle participants

Question 6: The facilities and refreshments helped to make for a productive session

The following chart provides a summary of the responses to the above noted 6 questions. Participant responses indicate a very high level of satisfaction.

Question	Strongly Disagree		Somewhat Disagree		Undecided		Somewhat Agree		Strongly Agree		Total # Responses to Question	Total Somewhat Agree/Strongly Agree	
	#	%	#	%	#	%	#	%	#	%		#	%
1	1	1			1	1	19	26	53	72	74	72	99
2	1	1			2	3	29	38	44	58	76	73	96
3					2	2	28	38	44	59	74	72	97
4							21	28	54	72	75	75	100
5					1	1	12	16	63	83	76	75	99
6							11	15	61	85	72	72	100

Question 7: Were the learning expectations of the session clear

71 responses were provided for this question. 70 or 98.5 % of participants reported that the learning objectives were clear.

Question 8: To what extent did this session meet the proposed learning expectations?

Five learning objectives were set for the sessions:

1. Review the expectations of the components of the NTIP
2. Articulate how these NTIP connections enhance the vision and goals of NTIP overall
3. Reflect on and analyse the impact of 2005-2006 NTIP activities on the successful implementation of NTIP, Ministry and school boards goals and initiatives, and possible NTIP partnerships
4. Develop an initial NTIP plan for 2006-2007 and beyond

Participants were asked to note the extent to which the session met the proposed learning expectations. The following chart provides a summary of the responses. Participant responses indicate that the learning expectations were met.

Learning objectives	Did not Meet		Partially Met		Completely Met		Responses to Question	Total Partially/Completely Met	
	#	%	#	%	#	%		#	%
1			15	20	61	80	76	76	100
2	1	1	23	31	50	68	74	73	99
3			21	27	58	73	79	79	100
4	1	2	22	37	37	62	60	59	98
5	3	4	32	48	32	48	67	64	96

Question 9: What were your expectations for the session? Were these met?

Participants reported that their expectations included getting clarification about the expectations for 2005-06 or 2006-07, getting more information about the program, learning about other programs to hear and compare goals and approaches, networking, detailed info to establish a program, sharing information and resources, collaboration with other boards, examining best practices and hearing about success and failures. A number of participants were new to the program and were looking for introductory information. Some participants were looking for deeper discussions about issues and options.

Participant responses indicate that for most their expectations were very well met.

Question 10: What are some features of the workshop that you particularly liked?

Participant responses indicate they liked the:

- Interactive discussion and sharing
- Program and exercises (particularly the graffiti). The session was fast paced and energized, combining information sharing and information processing
- Tone of the session and the relaxed collaborative approach
- Samples from demonstration boards