

## NTIP Longitudinal Research – Key Findings

Through longitudinal research over the past 3 years, Christine Frank & Associates (CFA) has found that new teachers have made meaningful and sustained improvements in all four of the core goal areas of NTIP (confidence, efficacy, instructional practice and commitment to continuous learning).

So what are the key factors that make a difference for new teachers? The clickable chart below summarizes the research findings and includes direct links to relevant resources. All of the links below, along with the *CFA Year 3 Highlights Report* can be accessed at: <http://mentoringmoments.ning.com>.

### QUALITY OF MENTORSHIP

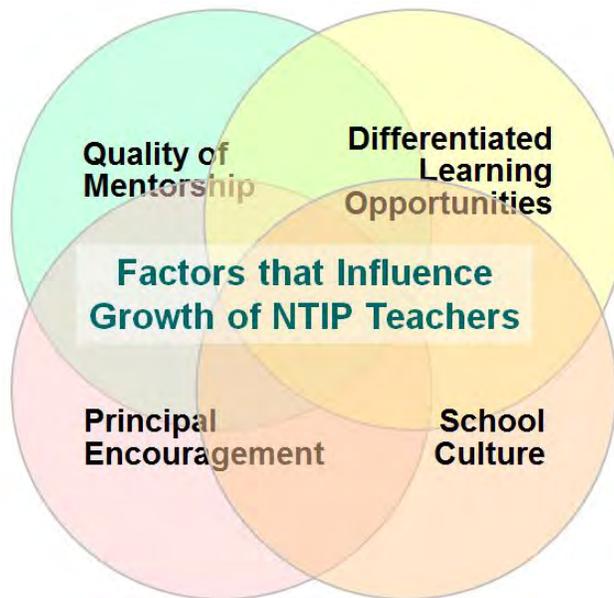
*Having a formally assigned mentor is not linked to growth – being mentored is*

- [Powerful Designs for Mentorship](#)
- [Classroom Observation & Debriefing](#)
- [Learning Focused Conversations](#)

### DIFFERENTIATED LEARNING OPPORTUNITIES

*High growth new teachers accessed 5 to 7 different NTIP supports*

- [Constructing a Menu of Authentic Learning via Joint Release Days](#)
- [Illustrative Examples from Boards](#)



### PRINCIPAL ENCOURAGEMENT

*Ongoing feedback and encouragement from the Principal was strongest predictor of growth in NTIP*

- [Power of Listening](#)
- [Providing Meaningful and Growth Oriented Feedback](#)

### SCHOOL CULTURE

*A collaborative school culture was an important factor in building a sense of confidence and efficacy*

- [Building a Mentoring Web via Multiple Models of Mentorship](#)
- [Mentoring for All](#)



## NTIP Board Visits – Key Findings

The Teaching Policy and Standards Branch (TPSB) in collaboration with Regional Education Officers have been privileged to conduct 60 NTIP Board visits from 2012 – 2015 as part of the 5 year visit cycle.

At each visit focus group participants were asked what aspects of NTIP were most meaningful to their professional growth and how NTIP could be even more effectively implemented. Using “dotmocracy” participants identified the ideas that they felt had the greatest resonance with their lived experiences.

**HOW CAN NTIP BE EVEN MORE EFFECTIVELY IMPLEMENTED?  
(Dotmocracy – Brainstorm / Prioritize / Action Plan)**

In a sense the dotmocracy results are like a mirror held up to each NTIP team. This mirror reflects both the strengths of the current program and the voices of new and experienced educators as they seek to personalize and construct an authentic and meaningful NTIP that enhances the learning and growth of all.

### BUILD A MENTORING WEB

- *Create a mentoring web with multiple models of mentorship both within and beyond the school*

### MENTOR OUR MENTORS

- *Support mentors as they are critical to the success of NTIP*



### MORE JOINT RELEASE DAYS TO SUPPORT COLLABORATION

- *Increase number of joint release days and allow them to be used with multiple mentors*

### PROVIDE CHOICE FROM AN AUTHENTIC LEARNING MENU

- *Provide greater choice and voice in learning as it acknowledges the vast array of prior experiences many NTIP teachers bring and allows for differentiation of supports based on authentic learning needs*



### LOOKING AHEAD TO 2015/16 – PROFESSIONAL LEARNING RESOURCES FOR BOARD NTIP TEAMS

- <http://mentoringmoments.ning.com/group/mentoring-mentors/page/ntip>

