Michigan

1. Teachers Served:
State policy should require that all teachers receive induction support during their first two years in the profession.

State law includes four requirements for new teachers that must occur during their first three years in the profession: (1) The assignment of one or more mentors; (2) The development of a professional development plan; (3) A structured new teacher induction program, and (4) The provision of 15 days of professional learning. [Michigan Compiled Law (MCL) Section 380.1526].

2. Administrators Served:
State policy should require that all school administrators receive induction support during their first two years in the profession.

State policy does not require new school administrators to receive induction support.

3. Program Standards:
The state should have formal program standards that govern the design and operation of local teacher induction programs.

Teacher Induction and Mentoring Program Standards were adopted by the Michigan State Board of Education in January 2004. The six standards guide induction programs to meet local and state teaching standards, to provide professional development opportunities for new teachers and mentors, to provide time and resources for successful program operation, to function as communities of learners, to address cultural proficiency, and to include evaluation as a program component.

4. Mentor Selection:
State policy should require a rigorous mentor selection process.

The state’s Teacher Induction and Mentoring Program Standards require local programs to articulate selection criteria for mentors, but state policy does not specify what those might include. State law specifies that a district may assign as a mentor, “one or more master teachers, or college professors, or retired master teachers.” [MCL Section 380.1526]

A guidance document from the Michigan Department of Education suggests that a “master teacher” may be defined as a professionally prepared and experienced educator who demonstrates expertise and commitment to the profession as identified by criteria established at the local level. The guidance document also suggests that the performance descriptors for the “integrating” and “innovative” categories of the Professional Standards for Michigan Teachers (PSMT) may be helpful in defining “master teacher.”
5. Mentor Training:
State policy should require foundational training and ongoing professional development for mentors.

State policy does not require foundational training or ongoing professional development for mentors. However, in its Teacher Induction and Mentoring Program Standards, the state provides guidance about mentor training. Though they do not provide specific guidance, Standards 1 and 2 specifically mention a support process for mentor teachers and the provision of professional development opportunities for mentors.

6. Mentor Assignment and Caseload:
State policy should address how mentors are assigned to beginning teachers, allow for manageable mentor caseloads, and encourage programs to provide release time for mentors.

State policy does not address mentor assignment and caseload apart from requiring that teachers in their first three years of employment be assigned one or more “master teachers, or college professors or retired master teachers.” Standard 3 of the Teacher Induction and Mentoring Program Standards calls for local administrative policy to provide time “to design, implement and maintain” the induction program.

7. Program Delivery:
State policy should identify key induction program elements, including a minimum amount of mentor-new teacher contact time, formative assessment of teaching practice, and classroom observation.

State law includes four major requirements for new teachers that must occur during their first three years in the profession: 1) The assignment of a mentor, 2) The development of a professional development plan, 3) A structured new teacher induction program, and 4) The provision of 15 days of professional learning. [MCL Section 380.1526]. Michigan Teacher Induction and Mentoring Program Standards, which broadly define key program elements, encourage districts to create structured teacher induction/mentoring programs.

8. Funding:
The state should provide dedicated funding to support local educator induction programs.

The state does not provide dedicated funding to support local educator induction programs.

9. Educator Accountability:
The state should require participation in and/or completion of an induction program to advance from an initial to a professional teaching license.

The state does not require new teachers to participate in an induction program in order to advance to a professional teaching license. However, the completion of an induction program may help teachers meet certification requirements. Credit hours obtained by a teacher may fulfill both the requirements for induction and the requirements for certification, but not necessarily. One Michigan Department of Education guidance document states, “It is NOT an automatic expectation that the school district’s responsibility to provide professional development and the teacher’s responsibility to meet ongoing certification requirements will align and work in a manner that meets both areas of responsibility with a single learning experience.”

10. Program Accountability:
The state should assess or monitor program quality through accreditation, program evaluation, surveys, site visits, self-reports, and other relevant tools and strategies.

Michigan Teacher Induction and Mentoring Program Standards call for an initial and ongoing evaluation as a local program component. Also, Michigan guidance documents state that programs may be randomly audited for compliance by the Michigan Department of Education.

Links:
Teacher Induction and Mentoring Program Resources: http://www.michigan.gov/mde/0,1607,7-140-6530_5683_5703-97354+-00.html


The Michigan Department of Education has reviewed this state summary.

This information is accurate as of March 2011.