State Policy Review: New Educator Induction

**Michigan**

### 1. Educators Served

State policy should require that all beginning teachers, principals, and administrators 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]. The 15 days of professional learning must occur in addition to the five days annually that all teachers must receive. [MCL Section 380.1527]

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

### 2. Mentor Quality

State policy should require a rigorous mentor selection process and foundational training and ongoing professional development for mentors. State policy should also establish criteria for how and when mentors are assigned to beginning educators and allow for a manageable caseload of beginning educators and the use of full-time teacher mentors.

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]

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.

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.” [MCL Section 380.1526]

### 3. Time

State policy should encourage programs to provide release time for teacher mentors and dedicated mentor-new teacher contact time.

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.

### 4. Program Quality

State policy should address the overall quality of induction programs by requiring regular observation of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers’ classrooms. It should encourage a reduced teaching load for beginning teachers; and encourage the participation of beginning educators in a learning community or peer network.


### 5. Program Standards

The state should adopt formal program standards that govern the design and operation of local educator 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.
6. Funding

The state should authorize and appropriate dedicated funding for local educator induction programs; and/or establish competitive innovation funding to support high-quality, standards-based programs.

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

7. Educator Certification/Licensure

The state should require beginning educators to complete an induction program to move from an initial teaching license.

The state does not require new teachers to participate in an induction program in order to advance to a professional teaching license.

8. Program Accountability

The state should assess and monitor induction programs through strategies such as program evaluation, program surveys, and peer review.

Michigan Teacher Induction and Mentoring Program Standards call for an initial and ongoing evaluation as a local program component. This component should present “a well-defined evaluation incorporating multiple data types;” provide “a timeline for preparation and presentation of evaluation reports;” and describe the “process for gathering, reviewing, and analyzing evaluation data and providing timely program adjustments.”

9. Teaching Conditions

The state should adopt formal standards for teaching and learning conditions; conduct regular assessments of such conditions; and incorporate the improvement of such conditions in school improvement plans.

State policy does not address teaching and learning conditions.

Links


The Michigan Department of Education has reviewed this state summary.

This information is accurate as of January 2016.