



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

THOMAS D. WATKINS, JR.
SUPERINTENDENT OF
PUBLIC INSTRUCTION

MEMORANDUM

DATE: December 29, 2003
TO: State Board of Education
FROM: Thomas D. Watkins, Jr., Chairman
SUBJECT: Approval of Teacher Induction and Mentoring Program Standards

In 1993, the Michigan Legislature, in Section 1526 of PA 335, mandated the New Teacher Induction/Teacher Mentoring Program.

Section 1526 states: *"For the first 3 years of his or her employment in classroom teaching, a teacher shall be assigned by the school in which he or she teaches to 1 or more master teachers, or college professors or retired master teachers, who shall act as a mentor or mentors to the teacher. During the 3-year period, the teacher shall also receive intensive professional development induction into teaching, based on a professional development plan that is consistent with the requirements of Section 3a of article II of Act No. 4 of the Public Acts of the Extra Session of 1937, being Section 38.83a of the Michigan Compiled Laws, including classroom management and instructional delivery. During the 3-year period, the intensive professional development induction into teaching shall consist of at least 15 days of professional development, the experiencing of effective practices in university-linked professional development schools, and regional seminars conducted by master teachers and other mentors."*

In 1994, the Michigan Department of Education began publishing supporting information to meet the needs of local school districts as they implemented this mandate. It soon became evident that a framework for developing teacher induction and mentoring programs was needed to ensure a strong teaching force and to limit the revolving door effect with new teacher employment.

In 2000, a working conference was convened and continued through the spring of 2001 to develop draft standards and benchmarks for the Teacher Induction and Mentoring Programs. The draft standards were disseminated to stakeholders across Michigan, including the Michigan Education Association, Michigan Association of School Administrators, Michigan Association

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of School Boards, Michigan Association of Colleges for Teacher Education, Michigan Association of Teacher Educators, Directors and Representatives of Teacher Education Programs, Michigan Federation of Teachers and School Related Personnel, Michigan Association of Nonpublic Schools, and to other professional organizations. Based on the feedback from members of these associations, a revised draft was created.

In the spring of 2003, educators were invited to attend an informational session presenting the Framework for Professional Development at one of eight regional sites across the state to receive updates on the Professional Development Vision and Standards as well as the revised Teacher Induction and Mentoring Program Standards. A notice of the revision and a request for responses were sent to all Michigan teacher preparation institutions, selected educational and professional organizations, all intermediate school districts, and a random sample of local school districts for review and comment. The responses from these informal reviews provided the impetus for revision and refinement of both sets of standards. As presented in Attachment 1, the standards reflect the feedback received. A formal review period began in August for the Teacher Induction and Mentoring Program Standards. Based on the responses from over two hundred reviewers attending the regional meetings and the formal review responses, the standards received overwhelming positive support. Additional information regarding the standards development and review process is provided in Attachment 2.

The proposal was reviewed on November 6, 2003, by the Board-appointed Professional Standards Commission for Teachers and is recommended for adoption by the State Board of Education.

If the Teacher Induction and Mentoring Program Standards are approved, it is proposed that they be disseminated to Michigan districts and educators to guide their choices and shape the design of teacher induction and mentoring programs and professional practices to ensure that during the induction period, new teachers will receive the support necessary to provide a consistent, well informed, and effective teaching force for Michigan students.

It is recommended that the State Board of Education:

1. approve the Teacher Induction and Mentoring Program Standards; and
2. direct the Superintendent of Public Instruction to disseminate the Teacher Induction and Mentoring Program Standards to Michigan schools, professional organizations, and other interested parties, as discussed in the Superintendent's memorandum dated December 29, 2003.

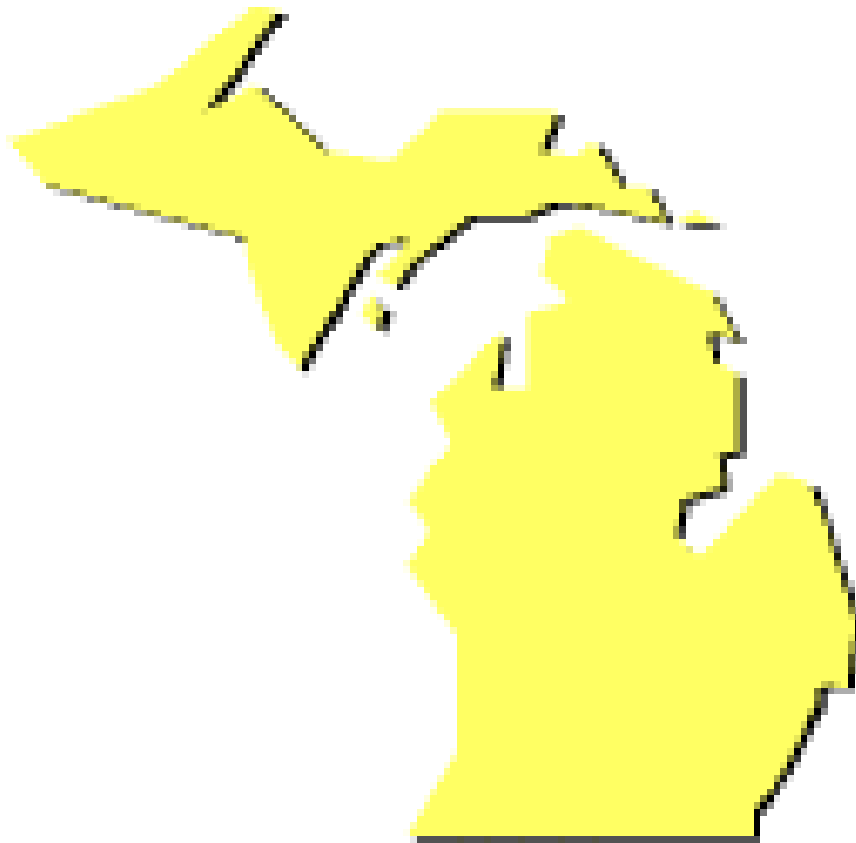
Proposal to the
Michigan State Board of Education
for Teacher Induction
and Mentoring Program Standards

**Teacher Induction
and
Mentoring Program Standards**

Submitted by the
Office of Professional Preparation Services

December 29, 2003

Teacher Induction and Mentoring Program Standards



Adopted by the Michigan State Board of Education
January 13, 2004

Teacher Induction and Mentoring Program Standards

Preface

Development of the Proposal

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these informal reviews provided the impetus for revision and refinement of both sets of standards. A formal review period began in August for the Teacher Induction and Mentoring Program Standards. Based on the responses from over two hundred reviewers attending the regional meetings and the formal review responses, the standards received overwhelming positive support. The Professional Standards Commission for Teachers (PSCT) approved the draft on November 6, 2003.

Teacher Induction and Mentoring Standards

Standard 1: The teacher induction and mentoring program is designed and implemented to specifically meet local and state standards for teaching and learning.

The Teacher Induction and Mentoring Program:

- Provides a clearly stated vision, mission, and set of purposes and goals;
- Articulates selection criteria and a support process for mentor teachers;
- Connects the teacher induction and mentoring program, as adopted by a locally agreed upon representative group of stakeholders, with identified local context reflected in the school setting;
- Identifies the roles and responsibilities of participants and stakeholders;
- Focuses on assistance and support of the new teacher;
- Articulates a program that is a multi-year effort and part of a continuum of learning;
- Builds on a vision and philosophy of teacher growth and development that addresses unique teacher needs and learning styles; and
- Focuses on the teaching and learning standards as reflected in Michigan's documents.

Standard 2: Professional development opportunities for new teachers and mentors meet quality professional development standards.

The Teacher Induction and Mentoring Program:

- Focuses teacher's learning toward and supports student learning;
- Offers a variety of effective professional development strategies used to meet a teacher's continuous learning cycle;
- Demonstrates a connection to the best teaching and learning practice and research on effective teacher induction, including a developmental approach to the coaching and support of teachers; and
- Provides an Individual Professional Development Plan through a coordinated record-keeping and accountability system.

Standard 3: Administrative policy is explicit in providing time, equity of responsibility, and personnel to design, implement, and maintain the local teacher induction and mentoring program.

The Teacher Induction and Mentoring Program:

- Implements essential and effective policy and practice at the building and district level to support mentoring and induction programs;
- Provides oversight of adequate time, equitable responsibility, and experienced personnel at the building level to ensure the success of the mentoring program;
- Assures all policies recognize and respect the confidentiality essential to the mentor/mentee relationship.

Standard 4: The teacher induction and mentoring program is comprised of, and functions through, a well-informed community of learners.

The Teacher Induction and Mentoring Program:

- Identifies roles, responsibilities, and expectations of all stakeholders;
- Articulates and promotes the benefits of teacher induction and mentoring support to all stakeholders;
- Describes a plan for continuous learning, reflection, and dialogue that occurs throughout the learning community; and
- Provides assurance that all interaction between mentor and new teacher is held in confidence.

Standard 5: Cultural proficiency, which means esteeming cultures, knowing how to learn about individual and organizational culture, and interacting effectively in a variety of cultural environments, is a program component.

The Teacher Induction and Mentoring Program:

- Encourages the adaptation of an individual's values and behaviors and the organization's policies and practices to acknowledge, accept, and respect differences;
- Assesses one's own and the organization's (district, school, classroom) culture; and
- Attends to and manages the dynamics of difference.

Standard 6: Initial and ongoing evaluation of the teacher induction and mentoring process is a program component.

The Teacher Induction and Mentoring Program:

- Presents a well-defined evaluation plan inclusive of multiple data types;
- Provides a timeline for preparation and presentation of evaluation reports; and
- Describes the process for gathering, reviewing, and analyzing evaluation data and providing timely program adjustments.