

New Teacher Induction/Teacher Mentoring Guidelines at a Glance

NEW TEACHER INDUCTION/TEACHER MENTORING GUIDELINES AT A GLANCE

LEGISLATION: PA 335 (1993) as amended by PA 289 (1995) Section 1526--Requires all new classroom teachers in the first 3 years of classroom teaching experience to be mentored by one or more master teachers and 15 days of intensive professional development.

MICHIGAN STATE BOARD OF EDUCATION POSITION STATEMENT

The SBE believes that the New Teacher Induction/Teacher Mentoring process is a cooperative arrangement between peers in which new members of the teaching profession are provided ongoing assistance and support by one or more skilled and experienced teachers. This relationship should be collegial in nature, and all experiences should be directed toward the development and refinement of the knowledge, skills and dispositions necessary for effective learning. This process is expected to be mutually beneficial for all parties involved and to result in improved instructional practice and professional performance.

THOSE WHO SHOULD BE INCLUDED IN NEW TEACHER INDUCTION/MENTORING:

	YES	NO	Optional	District May Require/Provide
New Teacher - New to the profession beginning Fall '94	x			
New Hire--1 or more years of experience prior to Fall '94			x	
New Hire--Transfer from private school or adult ed. with more than 3 years of experience			x	x
New Hire--Out-of-state w/more than 3 years of experience			x	x
School Counselor--New to the profession	x			
School Librarian--new to the profession	x			
Speech Pathologist--new to the profession	x			
School Psychologist		x		
School Nurse		x		
School Social Worker		x		

CRITERIA FOR SELECTION OF TEACHER MENTORS: It is strongly recommended that teacher mentors be selected by a district/school committee using operational guidelines developed at the local level. It is also recommended that the teacher mentor volunteer willingly for their responsibility.

IMPORTANT CHARACTERISTICS OF MENTORS: Demonstrated excellence in teaching, participation in professional development activities, same certification or specialty area as the new teacher and be located in same building (if possible), active and open listener.

TRAINING FOR MENTORS: Should receive training for role as mentor (p. 9 of Recommended Guidelines).

CORE EXPERIENCES FOR NEW TEACHERS: Knowledge of community, classroom management, parent/ guardian interaction, alignment of curriculum, diversity in the classroom, networking, knowledge of teacher evaluation, use of volunteers, time management, knowledge of how to use resources, knowledge

of legal issues (pp. 11-12 of Recommended Guidelines).

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