



STANDARDS FOR
MENTORING AND INDUCTION
OF NEW TEACHERS,
SCHOOL COUNSELORS,
AND ADMINISTRATORS

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INTRODUCTION

To increase the number of certified teachers in areas of shortage, in support of Goal 7 of Michigan's Top 10 Strategic Education Plan, the Michigan Department of Education (MDE) has focused not only on recruiting new teachers to the profession but also on strengthening retention strategies. Mentoring and induction programs help to improve both instructional efficacy and satisfaction with working conditions, which leads to an improvement in student performance and increases teacher retention (Ingersoll et al., 2012). For decades, [MCL 380.1526](#) has required Michigan teachers in their first three years of employment in classroom teaching to be assigned a mentor and to receive an additional 15 days of professional learning for induction to the profession. To improve the quality of mentoring and induction programming required under law, MDE adopted Mentoring and Induction Standards in 2004. These six standards focused solely on new teachers and remained unchanged over the last 20 years.

The need for consistent, quality mentoring and induction programs designed to support and develop the expertise of new school practitioners who are acclimating to a new profession, role, or district has only grown. According to a recent report (Kilbride et al., 2025), this need has intensified in recent years due to several factors, such as a growing but less stable and experienced workforce, increased enrollment in alternative routes to the professions, and low retention rates of newly hired practitioners (MI School Data, 2024). Recognizing the importance of improving quality in programming, as well the need to extend support to other new practitioners, including administrators, school counselors, and potentially even board members, MDE advocated for funding to create new resources and to support district mentoring and induction programs.

In 2021, MDE recommended the inclusion of mentoring and induction programming into the State School Aid Act. Over the next few years MDE emphasized the need for the governor and legislature to include mentoring and induction funding in the budget. Progress was made with the passing of a revised educator evaluation law ([MCL 380.1249b](#)), which took effect July 1, 2024 and now requires administrators (excluding superintendents) to receive a mentor or coach for the first three years of a new administrative position. Around the same time, mentoring and induction grants for teachers, school counselors, and administrators were added to the fiscal year 2023-24 State School Aid Act ([MCL 388.1627h](#)) and included \$500,000 for the creation of the new mentoring and induction standards, curriculum, and professional learning; \$500,000 to conduct an evaluation of mentoring and induction programs; and \$49 million over the span of 5 years to go directly to districts to support mentoring and induction programs.

Through one of those grants, new standards, curriculum, and professional learning have been designed to support the mentorship and induction of three separate populations of new practitioners: teachers, school counselors, and administrators. These new resources build district capacity to provide more robust and accessible mentoring and induction programs. These resources also help to build bridges between educator preparation and professional practice, which is critical for the improvement and retention of early career educators and the success of the state's students.

To support these new practitioners, the standards in this document outline guidelines for quality induction programs, which should include (but are not limited to) a new practitioner orientation, professional growth opportunities, new professional learning communities, formal and informal networks of support, and strong mentor/new practitioner relationships. This document will provide district and program leadership with a set of standards designed to comply with the mentoring and induction law ([MCL 380.1526](#)) and educator evaluation law ([MCL 380.1249b](#)) and give new practitioners the best possible mentoring and induction experience within their first three years of practice. The Michigan Department of Education (MDE) welcomes the positive impact these new standards are expected to have on enhancing student outcomes by strengthening the effectiveness of new teachers, school counselors, and administrators. Additionally, MDE remains committed to advocating for ongoing improvement of mentoring and induction practices for superintendents and board members.

Development of the Standards

With the appropriated funds, MDE administered a competitive grant to assist with developing new standards and professional learning for mentoring and induction. The funds were awarded in June 2024 to a team from Western Michigan University, housed in the College of Education and Human Development, focused on induction and mentoring programs for administrators, school counselors, and teachers (Project IMPACT). The Project IMPACT team comprises scholars from multiple disciplines, including elementary and secondary education, teaching English to speakers of other languages (TESOL), special education, educational foundations, school counseling, and K-12 leadership. Project IMPACT team members bring experience working as induction coaches, collaborating with practicing teachers, school counselors, administrators, and conducting research in various fields in education.

The process for building the standards began with a deep dive into the literature on mentoring and induction, including best practices and similar state and national standards. Project IMPACT then drafted a set of standards that drew from the research and reflected the state goals and context. In collaboration with MDE, Project IMPACT assembled an advisory board that included education professionals from pre-K-12 schools and districts, intermediate school districts, educator preparation programs, established education organizations, and the education research community. The advisory board met several times to review the drafts and provide feedback. Additional feedback was solicited from professional organizations representing teachers, school counselors, and administrators. Contributors played a critical role in the development process, and Project IMPACT reviewed all feedback for refinement of the drafted standards. The standards were released for public comment through an online survey from November 13 to December 22, 2025. Fourteen individuals provided 34 detailed comments on the standards. The comments were reviewed by both MDE and the Project IMPACT team, which made revisions based on feedback.

Preface to the Standards

The construction of these standards is based on several scholarly sources and existing mentoring and induction standards from other states. Reviewed literature includes, but is not limited to: Goldrick et al. (2012) and Schmidt et al. (2020) for their work on successful induction programs; Feiman-Nemser (1998, 2001, & 2012) on quality mentoring; Kraft et al. (2018) on the effect of teacher coaching on instruction and achievement; Curry and Bickmore (2012) on the significance that new school counselors feel that the work they do matters; and finally Smith and Ingersoll (2004) on the effects of induction and mentoring on beginning teacher turnover.

Existing standards for mentoring and induction programs were researched from the states of Georgia, Massachusetts, Michigan, Minnesota, Missouri, Ohio, Rhode Island, South Carolina, and Virginia. Related standards from both state and national organizations were reviewed, including Michigan School Counselor Professional Development Standards, Michigan Association of Secondary School Principals (MASSP) Mentoring and Leadership Development Guidelines, National Education Leadership Program (NELP) Standards, Professional Standards for Education Leaders, and the New Teacher Center Induction Program Standards.

The most noteworthy difference between Michigan's new mentoring and induction standards and those of other states is the inclusion of a specific category for professional well-being. The new standards are also more comprehensive than other existing standards because they encompass three populations of new practitioners: teachers, school counselors, and administrators. State standards in mentoring have been designed for one or sometimes two of these groups, but never all three together. The decision to combine these groups comes from the recognition that there is a pressing need to support a broader range of practitioners working in our schools in an intentional and holistic manner.

The standards are organized into three broad domains. The first two, Foundations and Structures, provide program leadership with content related to research-based best practices for establishing an effective mentoring and induction program, including intentionality in aim and structure, effective selection and training of mentors, and continuous improvement of programming. The Foundations and Structures categories invite the program leadership to select content and strategies that best align with their district's respective needs and values. The third category – Practices – provides mentors and the program leadership with research-based best practices for mentoring focused on instructional practices, including relationship building, well-being and belonging, and school and community culture. In addition to general standards that speak to all three populations (teachers, school counselors, administrators), these standards also have additional sections, where appropriate, to meet the specific field's needs.

Good mentors are collaborative (Cochran-Smith & Paris, 1995) because the deepest and most powerful learning occurs when new practitioners take ownership of the process. Mentors must be willing to encourage the new practitioner to ask questions and engage in self-reflection about goals, strengths, and areas of growth. Just as no induction program is the same, no new practitioner is the same; good mentors understand that there are different ways to excel in the profession, and they adapt their mentoring to the individual needs of their new practitioner to provide flexible guidance and deep supports

(Newburgh, 2019). Ideally, collaboration is reciprocal in that the mentor will also gain insight and valuable knowledge from the experience of working with their new colleague.

Good mentors are also educative (Feiman-Nemser, 2001) because they are best positioned to draw from their broader experience and understanding of the school and the profession to promote continual growth of the new practitioner. Mentors should not only create or frame challenging and meaningful experiences that encourage new practitioners to continually develop their craft, but they should also provide adequate support so that the new practitioners' efforts will promote positive growth and a strengthened commitment and responsiveness to undergoing new challenges.

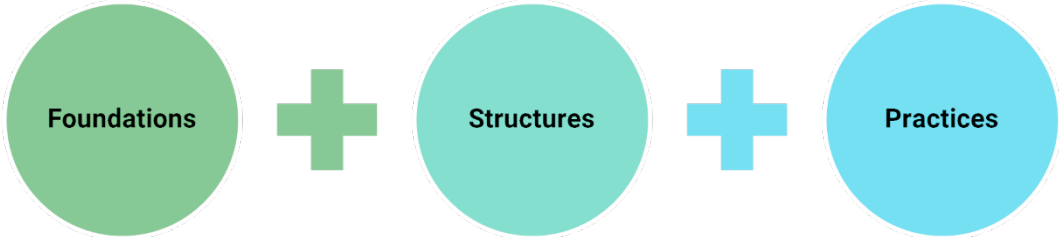
Finally, good mentors recognize the holistic nature of the challenges facing new practitioners (Aguilar, 2024; Feiman-Nemser, 2001; Kaplan, 2022; Farber & Metro-Roland, 2020; Santoro, 2018). While there is something valuable about targeted instruction on a particular practice or technique, mentors should also introduce new practitioners to the school culture, encourage a strong sense of belonging and commitment to the greater community, and strengthen and nurture the confidence, professional autonomy, and well-being of their new practitioners. This last responsibility is critical for effectively addressing not only practitioner burnout, but also practitioner demoralization – when the new practitioner doesn't feel that their day-to-day efforts are impactful or adequately aligned with their own notions of professional integrity and identity. Michigan's Standards for Mentoring and Induction of New Teachers, School Counselors, and Administrators are premised on the importance of these broad mentoring aims and responsibilities.

These standards have been created with the understanding that districts have varying needs and resources. Not every quality induction program will look the same because not every educator or district is the same. At the same time, while there is no one-size-fits-all blueprint, quality mentoring and induction programs share some basic characteristics. Successful programs have intentionality in aim and structure, strong program leadership and culture, well-invested resources, and of course, well-qualified and supported mentors who effectively collaborate with new practitioners in addressing the many challenges that come with being in a new profession, new role, or new district (Feiman-Nemser & Carver, 2012; Smith, T.M., & Ingersoll, R.M., 2004).

MICHIGAN STANDARDS FOR MENTORING AND INDUCTION

Design of the Standards

The Michigan Standards for Mentoring and Induction are organized into three domains. Standards 1, 2, and 3 are considered Foundations, where program leaders are tasked with creating overarching goals and values for the mentoring and induction program. Standards 4, 5, and 6 address Structures. Structures are derived from the Foundations and provide specific recommendations that program leaders should follow in setting up the mentoring and induction program. Finally, Standards 7, 8, 9, and 10 revolve around both shared and unique mentoring practices for each of the three professional areas—teachers, school counselors, and school administrators.



Foundations	<ol style="list-style-type: none">1. Mission, Vision, and Goals2. Program Leadership3. Program Resources
Structures	<ol style="list-style-type: none">4. Mentor Selection, Assignment, Matching, and Meeting Frequency5. Mentor Professional Growth6. Continuous Program Improvement
Practices	<ol style="list-style-type: none">7. Supporting a Successful Mentor and New Practitioner Relationship8. Supporting Well-Being and Belonging9. Supporting Culture and Community10. Supporting Teaching and Learning

FOUNDATIONS

Foundations serve as the blueprint for designing a mentoring and induction program. These foundations reflect the values and beliefs surrounding professional growth and the journey toward building expertise and professional competence. When developing a mentoring and induction program's mission, vision, and goals, it is essential to embrace transformative, strengths-based approaches that prioritize collaboration and capacity-building. Moreover, the program's resources and leadership must align consistently with the unique needs of the school and district, ensuring a supportive environment for new practitioners and mentors of varied backgrounds.

1. Mission, Vision, and Goals

The mentoring and induction program creates conditions for three populations of new practitioners (defined as new teachers, school counselors, and administrators) to thrive and grow. The mission, vision, and goals of the mentoring and induction program are guided by current research on new practitioner development, best practices in mentoring and induction as established by state and national professional organizations, the Michigan State Board of Education-approved teacher preparation standards, American School Counselor Association, National Educational Leadership Preparation (NELP) Standards, and components of the educator evaluation system. Mentoring and induction programs should provide the support needed for the development and retention of new practitioners, and the provision of high-quality services contributing to improved student learning.

1.1 The mission, vision, and goals for the mentoring and induction program are established, clearly communicated, and aligned with relevant standards.

1.2 Mentoring and induction program goals and outcomes are reviewed and revised as necessary, based on multiple sources of program evaluation, including feedback from program leaders and participants.

1.3 Mentoring and induction program activities are included in the district and school continuous improvement plans and individualized development plans (IDP) for new practitioners as required by [MCL 38.83a](#).

1.4 Mentoring and induction program goals and activities focus on the unique strengths and growth opportunities of new practitioners.

2. Program Leadership

The mentoring and induction program has a clear administrative structure with specified leaders who plan, implement, evaluate, and refine the program through communication with collaborators, data analysis, and program evaluation linked to relevant standards.

2.1 Program leadership collaborates with all staff to develop a nurturing school culture and climate that positively supports the development of new practitioners.

2.2 Program leadership builds programs and activities that are informed by Michigan's mentoring and induction standards, contemporary research, current standards and practices in educator preparation, the unique needs and challenges of new practitioners in their local context, and applicable local and state policy.

2.3 Program leadership clearly defines roles for program participants (mentors, new practitioners, and leaders) in alignment with Standard 7 and ensures each individual's understanding of the roles.

2.4 Program leadership participates in ongoing communication with mentors and new practitioners to ensure the efficacious implementation of programming, including ensuring standards are met, progress toward goals is made, and that the mentor and new practitioner relationship is mutually beneficial.

2.5 Program leadership facilitates the integration of mentoring practices into broader professional growth and comprehensive induction initiatives for all new practitioners.

2.6 Program leadership engages in ongoing professional learning focused on effectively supporting new practitioners, including but not limited to best practices in mentoring, understanding the intersecting characteristics of personal development and professional identity, fostering professional growth, and creating a learning environment where all educators from varied backgrounds can thrive.

3. Program Resources

The mentoring and induction program requires committed resources, including structured time for ongoing cycles of observations and feedback, designated funding, and access to professional growth tools and opportunities. Resources should include systems for data collection and analysis to evaluate program outcomes.

3.1 Program leadership and relevant collaborators jointly negotiate to acquire necessary resources for the mentoring and induction program.

3.2 Program leadership ensures adequate resource allocation to support the fidelity of the mentoring and induction program (e.g., dedicated time for mentoring activities,

professional consultation and learning for mentors, mentor compensation, and/or professional learning credit).

3.3 Program leadership works with relevant collaborators to ensure the sustainability of adequate resource allocation throughout the mentoring and induction program.

STRUCTURES

Structures represent the roles and responsibilities of program leaders to instill the framework and systems that define how the mentoring and induction program operates. These include the rules, roles, procedures, and continuous improvement processes that enable the program to function efficiently and effectively. By providing a solid organizational foundation, structures ensure the mentoring and induction program remains functional, adaptable, and responsive to feedback. To achieve this, it is advisable to engage professional associations, school improvement teams, and union representatives, fostering collaboration and alignment with school, district, and state priorities.

4. Mentor Selection, Assignment, Matching and Meeting Frequency

The criteria for selection, assignment, and matching must be specified by program leadership.

4.1 There is a formal process for recruiting and selecting well-qualified mentors. Quality indicators of the mentor include, but are not limited to, evidence of:

- Teacher, administrator, and/or school counselor content knowledge and skills appropriate to fulfill their respective roles and responsibilities and to meet the needs of the student population they serve.
- Effective skills, strategies, or training for working with adult learners.
- Strong intrapersonal, interpersonal, and intercultural skills, including the ability to reflect on their own practice and background and to respond to the needs of new practitioners.
- Pedagogical knowledge, knowledge of social contexts, and the varied learning needs of both new practitioners and their students.

4.2 Mentors and new practitioners are matched based on relevant professional criteria, including content expertise, shared vision and values, licensure/certification, grade-level experience, teaching/clinical/administrative background, personal and professional identity, geographic proximity, and professional compatibility.

4.3 Program leadership systematically monitors new practitioner and mentor pairings, addressing necessary adjustments through established processes and incorporating feedback from mentors and new practitioners.

4.4 Mentors' workload and/or compensation are adjusted to account for their responsibilities as mentors to maximize the growth of the new practitioners.

4.5 Program leadership collaborates with mentor to establish guidelines of meeting frequency with mentors and new practitioners based on the experience of the new practitioner and needed supports.

5. Professional Growth for Mentors

Professional growth refers to mentors' ongoing learning about evidence-based practices that promote emotional, intellectual, physical, and professional well-being of new practitioners.

5.1 Program leaders ensure that mentors are thoroughly prepared for their roles before working with new practitioners by providing targeted professional learning on effective mentoring strategies, clear expectations and guidelines, and relevant tools such as mentoring handbooks, goal-setting templates, and communication protocols.

Professional learning expectations and resources should emphasize a collaborative, strengths-based approach.

5.2 Program leaders provide mentors with ongoing opportunities to engage in peer collaboration to share successes, problem-solve needed improvements, and support the continuous development of effective, strengths-based mentoring practices. These opportunities emphasize reciprocal relationships and shared learning, enabling mentors to reflect, problem-solve, and grow together in a variety of educational settings.

5.3 Program leaders provide the latest resources and opportunities to support mentors' ongoing professional growth. These include available resources from the Michigan Department of Education, state-approved educator preparation programs, and national and state professional education associations.

6. Continuous Program Improvement

Continuous improvement is critical for assessing the effectiveness of the mentoring and induction program. This includes gathering data about new practitioner-mentor interactions, new practitioner performance, and overall program outcomes. Continuous improvement should be used to refine mentoring strategies, address gaps, and celebrate successes. A variety of measures (e.g., surveys, observations) should be used to ensure a well-rounded evaluation process

6.1 Program leaders gather both quantitative and qualitative data about new practitioner and mentor satisfaction, new practitioner retention, and new practitioner effectiveness.

6.2 Program leaders actively analyze the quality and effectiveness of the mentoring and induction program through data gathered in 6.1 as well as student success, new practitioner efficacy and job satisfaction, and school culture.

PRACTICES

These practices describe how mentors engage with and support new practitioners. Mentors provide support in four primary domains: Mentor and New Practitioner Relationships, Well-Being and Belonging, Community and Culture, and Teaching and Learning. The mentor assists the new practitioner in identifying professional and personal learning goals and objectives within each domain. Mentors should also understand the new practitioner's previous experience and preparation, as part of identifying additional needs.

These practices are predicated on the need for new practitioners to stay informed of current methodologies by seeking out and consuming contemporary research that explores evidence-based practices, networking within professional communities, and developing self-awareness about their needs and challenges as new practitioners.

Common standards that apply to all school professionals are introduced first. Specific standards for each professional group follow.

7. Supporting a Successful Mentor and New Practitioner Relationship

Mentors foster a strong, collaborative partnership with new practitioners that honors confidentiality, supports goal-setting, and encourages continuous professional growth.

7.1 Mentors establish a supportive, nonjudgmental, and trusting relationship that promotes professional growth and prepares new practitioners to share, take risks, and engage in self-reflection.

7.2 Mentors understand their role is non-supervisory and non-evaluative and maintain confidentiality in the mentor relationship.

7.3 Mentors consider the new practitioner's previous experience and preparation while identifying needs, individualizing supports, and deciding on meeting frequency.

7.4 Mentors assist new practitioners in identifying professional and personal goals, objectives, and action plans to strengthen practice.

7.5 Mentors and new practitioners, as part of a shared growth process, regularly review progress and update goals, to establish relevant activities and connect new practitioners to resources, supports, and personnel as needed.

7.6 Mentors regularly observe new practitioner practice to provide formative feedback aligned with the goals of the new practitioner.

8. Supporting Well-Being and Belonging

Mentors directly support the well-being and success of new practitioners by offering guidance and assistance that fosters a sense of belonging, encourages resiliency, and promotes the development of social-emotional competency, enabling them to thrive and flourish in their respective professions.

All mentors demonstrate and cultivate how to:

8.1 Prioritize wellness and physical and mental health by fostering a preventative wellness approach with self-care strategies and resilience practices, recognizing when assistance is needed and how to connect to available resources.

8.2 Establish a work-life balance, including balancing time and various personal responsibilities, monitoring professional commitments, and selecting relevant and engaging professional learning opportunities.

8.3 Manage stress, prevent burnout, and foster emotional resilience by navigating job-related pressures, including but not limited to, role and responsibility clarity, high workloads, limited resources, emotional exhaustion, external demands, and isolation.

8.4 Build trust-based, respectful, and caring relationships with school staff and professional networks, creating opportunities to ask questions, share frustrations, celebrate successes, and foster a strong sense of belonging.

8.5 Develop a strong professional identity, including joining professional organizations, attending conferences, and building professional networks to support personal and professional learning and growth.

8a. Supporting Well-Being and Belonging for Teachers

Mentors of teachers demonstrate and cultivate how to:

8a.1 Align principles with realities of the classroom while fostering autonomy, self-efficacy, and growth, based on professional goals.

8a.2 Acknowledge teaching experiences that cause frustration and celebrate contributions to student success to build on new practitioner strengths and develop professional tenacity.

8b. Supporting Well-Being and Belonging for School Counselors

Mentors of school counselors demonstrate and cultivate how to:

8b.1 Clarify roles and responsibilities to minimize role ambiguity, role conflict, and role incongruity. This involves working with administrators to align use of time with building goals, direct student services, and the American School Counselor Association (ASCA) National Model.

8b.2 Prioritize self-care, structured debriefing, and access to consultation following involvement in crisis response, critical incidents, or emotionally demanding situations.

8c. Supporting Well-Being and Belonging for School Administrators

Mentors of administrators demonstrate and cultivate how to:

8c.1 Network with fellow administrators across district, county, region, and state to support professional learning, collaboration, connection, and growth.

8c.2 Reflect on leadership experiences to help foster a climate of resilience, provide structure for agency amongst staff, and encourage urgency and dedication to student success.

9. Supporting Culture and Community

Mentors emphasize the importance of a positive culture and community. Mentors provide direct support for new practitioners to actively participate in the school or district culture and community and create a collaborative and positive learning environment.

All mentors demonstrate and cultivate how to:

9.1 Build meaningful relationships with all parents/guardians and families, including advocating for policies, procedures, and practices that support all learners and families to feel welcomed and included within the school community.

9.2 Develop strong, collaborative relationships with the community by promoting a shared understanding of the community's unique strengths, history, culture, and values.

9.3 Participate in a collaborative and welcoming school culture, strengthening relationships between colleagues and expanding formal and informal networks of support and resources.

9.4 Contribute to the school and community, including but not limited to, supporting new initiatives and promoting collaborative opportunities.

9.5 Promote health and safety prevention programs within the school community. Such prevention programs could include, but are not limited to, bullying, harassment, discrimination, violence, abuse, mental illness, suicide, and substance use.

9.6 Implement strategies that foster student success by promoting student self-advocacy, problem-solving skills, and trusting relationships within a safe and supportive school environment.

9.7 Facilitate connections with colleagues who provide specialized knowledge, skills, or coaching when additional expertise is needed.

9a. Supporting Culture and Community for Teachers

Mentors of teachers demonstrate and cultivate how to:

9a.1 Create a caring classroom culture and learning environment that is student-centered; intellectually, physically, and emotionally safe; equitable; representative of students' and their identities; and responsive to different cultures, levels of ability, and identity.

9a.2 Implement restorative practices designed to cultivate mutual respect, student engagement, and the social and emotional intelligence and well-being of learners.

9b. Supporting Culture and Community for School Counselors

Mentors of school counselors demonstrate and cultivate how to:

9b.1 Create connections with community partners to support academic and career development, including college and career readiness programs.

9b.2 Design and facilitate processes that support successful student transitions, including level-to-level changes, school transfers, mid-year enrollments, re-entry following extended absence or crisis, and transitions to postsecondary pathways.

9b.3 Gather feedback from students, families, staff, school leaders, and community members to align school counseling programmatic decisions with student needs and building priorities.

9c. Supporting Culture and Community for School Administrators

Mentors of school administrators demonstrate and cultivate how to:

9c.1 Nurture a school culture that upholds high expectations for all, fosters a collective commitment to ongoing improvement, and honors and staff student culture and identity.

9c.2 Develop systems to support connectedness with students, families, and community that incorporates the unique goals, values, and traditions of these groups.

9c.3 Ensure that leadership practices and expectations support district goals while avoiding staff overload from excessive committee involvement or additional responsibilities.

10. Supporting Teaching and Learning

Mentors understand that the primary goal of schools is to promote quality teaching and learning. Mentors provide direct support for the improvement of instructional/counseling/administrator leadership practices through collaboration, observation, and feedback. Mentors also help new practitioners reflect on their teaching/counseling/leading to develop solutions to the challenges that emerge in the course of their daily practice.

All mentors demonstrate and cultivate how to:

10.1 Promote high expectations, successful engagement, and achievement for all students, including learners with exceptionalities. Examples may include designing, managing, and/or supporting the implementation of standards-based content instructions, high-quality instructional strategies, experiences, and general practices.

10.2 Provide or support instructional experiences that represent the contributions and experiences of all people throughout society.

10.3 Understand data to inform decision-making, including collecting various data sources to improve student achievement and outcomes, close opportunity gaps, inform instruction and program services, and demonstrate instructional and program effectiveness.

10.4 Partner with school personnel and community organizations to support the whole child, with a focus on cultural awareness, social emotional well-being, student engagement, and academic achievement.

10.5 Meet the needs of learners with disabilities by helping navigate and uphold national and state laws, procedures, and systems – including compliance with the Individuals with Disabilities Education Improvement Act (IDEA), Section 504 of the Federal Rehabilitation Act, and Americans with Disabilities Act (ADA) – and by providing and exploring resources that will benefit individual learners with special needs, navigating the pre-referral process and special education evaluations, participation in the multidisciplinary evaluation team, and development and implementation of high-quality Individualized Education Programs (IEPs) and 504 plans.

10.6 Maintain and navigate the ethical and legal standards of professional conduct consistent with [Michigan's Code of Educational Ethics](#) and those of the new practitioner's professional organization(s).

10.7 Participate in coaching, professional learning, and reflective practice that supports practitioner growth and student achievement.

10a. Supporting Teaching and Learning for Teachers

Mentors of teachers demonstrate and cultivate how to:

10a.1 Create an enriching classroom environment that is conducive to teaching and learning, through establishing expectations and routines, responding to individual student needs, respecting student's personal history and abilities, and incorporating student interests.

10a.2 Plan instruction by identifying measurable learning objectives aligned to grade-level standards, applying content knowledge, and incorporating a variety of evidence-based instructional methods and engagement strategies.

10a.3 Engage students with instructional delivery that includes a variety of student engagement strategies, instructional feedback, appropriate pacing, timely, well-placed questioning, and active supervision.

10a.4 Assess student learning both formally and informally, including checking for understanding, monitoring student progress, informing instruction (i.e., formative assessment), and determining when learners have achieved learning objectives (i.e., summative assessment). This includes developing a well-articulated evaluation system and instruction that aligns with assessments.

10a.5 Meet the needs of all learners through scaffolding, differentiation, universal design for learning, culturally responsive strategies, and establishing high expectations for all learners.

10b. Supporting Teaching and Learning for School Counselors

Mentors of school counselors demonstrate and cultivate how to:

10b.1 Ensure the implementation of a comprehensive school counseling program aligned with the ASCA National Model to promote academic success, college and career readiness, and social-emotional development.

10b.2 Integrate the ASCA Student Standards: Mindsets and Behaviors for Student Success into comprehensive school counseling program activities to support teaching and learning through the development of learning strategies, self-management skills, and social skills.

10c. Supporting Teaching and Learning for School Administrators

Mentors of administrators demonstrate and cultivate how to:

10c.1 Model and guide staff in the use of instructional practices that boost student achievement, promote continued growth, and utilize data to inform instructional practices.

10c.2 Encourage the creation and support of professional learning communities that foster shared leadership, lifelong learning, and collaboration among staff members.

CONTRIBUTORS

Project IMPACT at Western Michigan University

- Dr. Kristal Ehrhardt, senior associate dean & director of teacher education and professor of special education
- Dr. Allison Hart-Young, professor of secondary education
- Kerry Hegele, faculty specialist in elementary education
- Dr. Kwangmin Lee, assistant professor of teaching English to speakers of other languages
- Dr. Dini Metro-Roland, professor of educational foundations
- Dr. Olivia Ngadjui, assistant professor of counselor education
- Dr. Glinda Rawls, associate professor of counselor education
- Dr. Wayne Stitt, faculty specialist II in K-12 educational leadership
- Dr. Rena VanDerwall, assistant professor of special education
- Connor Thompson, graduate assistant

Project IMPACT Administrator Subgroup

- Mariah Black-Watson, graduate assistant in K-12 education leadership and graduate student in evaluation, measurement & research
- Brent Cole, graduate student in K-12 education leadership and principal, Climax-Scotts Community Schools
- Dr. Brian Davis, part-time instructor in K-12 education leadership and educational consultant
- Angela Pilbeam, graduate student in K-12 education leadership
- Colin Ripmaster, part-time instructor in K-12 education leadership and associate director

Advisory Board

- Dr. Chasity Bailey-Fakhoury, associate dean of College of Education and Community Innovation, Grand Valley State University
- Dr. Shawn Bishop, associate executive director, Michigan Association of Superintendents and Administrators
- Dr. Susan Brondyk, education department chairperson and Irwin B. and Margie E. Floyd endowed associate professor, Hope College
- Dr. Cynthia Carver, professor of teacher education, Oakland University
- Holly Carruthers, education consultant, Michigan Department of Education
- Annette Christiansen, UniServ consultant/professional issues organizer

- Dr. Kathryn Dirkin, director of partnerships and programming, Michigan Consortium for Addressing Rural Education Expansion and Retention and faculty member, Central Michigan University
- Nix Henry, curriculum and instructional coordinator, Saginaw Chippewa Indian Tribe
- Jamie Hess, school counselor, Calhoun Area Career Center
- Dr. Christopher Lee, teacher recruitment, induction & mentoring consultant, Oakland Schools
- Dr. Curtis Lewis, founder & CEO, Boldly Moving Education Ahead
- Melissa MacLaren, program director, Professional Innovators in Teaching
- Cheryl-Marie A. Manson, project manager, Michigan Association of Administrators of Special Education
- Dr. Rudy Ruiz, founder & CEO, Edifying Teachers
- Martin Snitgen, education consultant, Michigan Department of Education
- Carla Strome, general education director, Copper Country ISD
- Laurie VanderPloeg, associate executive director of professional affairs, Council for Exceptional Children
- Dante Watson, manager, Office of Educator Excellence, Michigan Department of Education

Contributing Organizations

- Directors and Representatives of Teacher Education Programs in Michigan
- Michigan Alternative Route Network
- Michigan Association of Administrators of Special Education
- Michigan Association of Intermediate School Administrators
- Michigan Association of Public School Academies
- Michigan Association of Superintendents and Administrators
- Michigan Association of Secondary School Principals
- Michigan Education Association
- Michigan Elementary and Middle School Principals Association
- Michigan Mentoring and Teacher Induction Network
- Michigan School Counselor Association
- Michigan Teacher Leadership Advisory Council
- MASA Region 7 Superintendents and ISD Superintendents
- Professional Innovators in Teaching
- Talent First

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