

MICHIGAN LAW

Probationary teachers will be assigned mentors to aid them in reaching the goals of their individualized development plan as defined in PA 335 and PA 289

PA 335 (December 31, 1993) and PA 289 (July 1, 1996)

Sec. 1526 Teacher in first 3 years of employment; assignment to master teacher; intensive professional development induction.

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. [History: Add. 1993, Act 335, Imd. Eff. Dec. 31, 1993; Am. 1995, Act 289, Eff. July 1, 1996.]

Sec. 1527 Teacher professional development; number of days.

The board of each school district, intermediate school district, or public school academy shall provide at least 1 day of teacher professional development in the 1997-1998 school year, at least 2 days of teacher professional development in the 1998-1999 school year, at least 3 days of teacher professional development in the 1999-2000 school year, at least 4 days of teacher professional development in the 2000-2001 school year, and at least 5 days of teacher professional development in the 2001-2002 school year and each school year after the 2001-2002 school year. Professional development days provided under this section shall not be counted toward the professional development required under section 1526. [History: Add. 1995, Act 289, Eff. July 1, 1996.]

All probationary teachers will be formally evaluated twice yearly

TENURE LAW CHANGES IN HB 4112 (Signed 6/11/93)— Article II

§38.81 Teachers' probationary period; authority of controlling board to grant continuing tenure.

- Sec 1 (1) Subject to subsections (2) and (3), a teacher is in a probationary period during his or her first 4 full school years of employment.
- (2) A teacher under contract but not on continuing tenure as of the effective date of this amendatory act that added this subsection is in a probationary period during his or her first 2 full school years of employment.
- (3) A teacher on continuing tenure as of the effective date of the amendatory act that added this subsection continue to be on continuing tenure even if the teacher has not served for at

least 4 full school years of employment. [History: Am. 1993, Act 59, Imd. Eff. June 11, 1993]

§38.83 Controlling board; statement of performance and notices of dismissal, issuance to probationary teachers.

Sec 3 At least 60 days before the close of each school year the controlling board shall provide the probationary teacher with a definite written statement as to whether or not his work has been satisfactory. Failure to submit a written statement shall be considered as conclusive evidence that the teacher's work is satisfactory. Any probationary teacher or teacher not on continuing contract shall be employed for the ensuing year unless notified in writing at least 60 days before the close of the school year that his services will be discontinued.

Sec. 3 (1) If a probationary teacher is employed by a school district for at least 1 full school year, the controlling board of the probationary teacher's employing school district shall ensure that the teacher is provided with an individualized development plan developed by appropriate administrative personnel in consultation with the individual teacher and that the teacher is provided with at least an annual year-end performance evaluation each year during the teacher's probationary period. The annual year-end performance evaluation shall be based on, but is not limited to, at least 2 classroom observations held at least 60 days apart, unless a shorter interval between the 2 classroom observations is mutually agreed upon by the teacher and the administration, and shall include at least an assessment of the teacher's progress in meeting the goals of his or her individualized development plan. The subsection does not prevent a collective bargaining agreement between the controlling board and the teacher's bargaining representative under Act No. 336 of the Public Acts of 1947, being sections 423.201 to 423.216 of the Michigan Compiled Laws, from providing for more performance evaluations or classroom observations in addition to those required under this subsection. Except as specifically stated in this subsection, this section does not require a particular method for conducting a performance evaluation or classroom observation or for providing an individualized development plan.

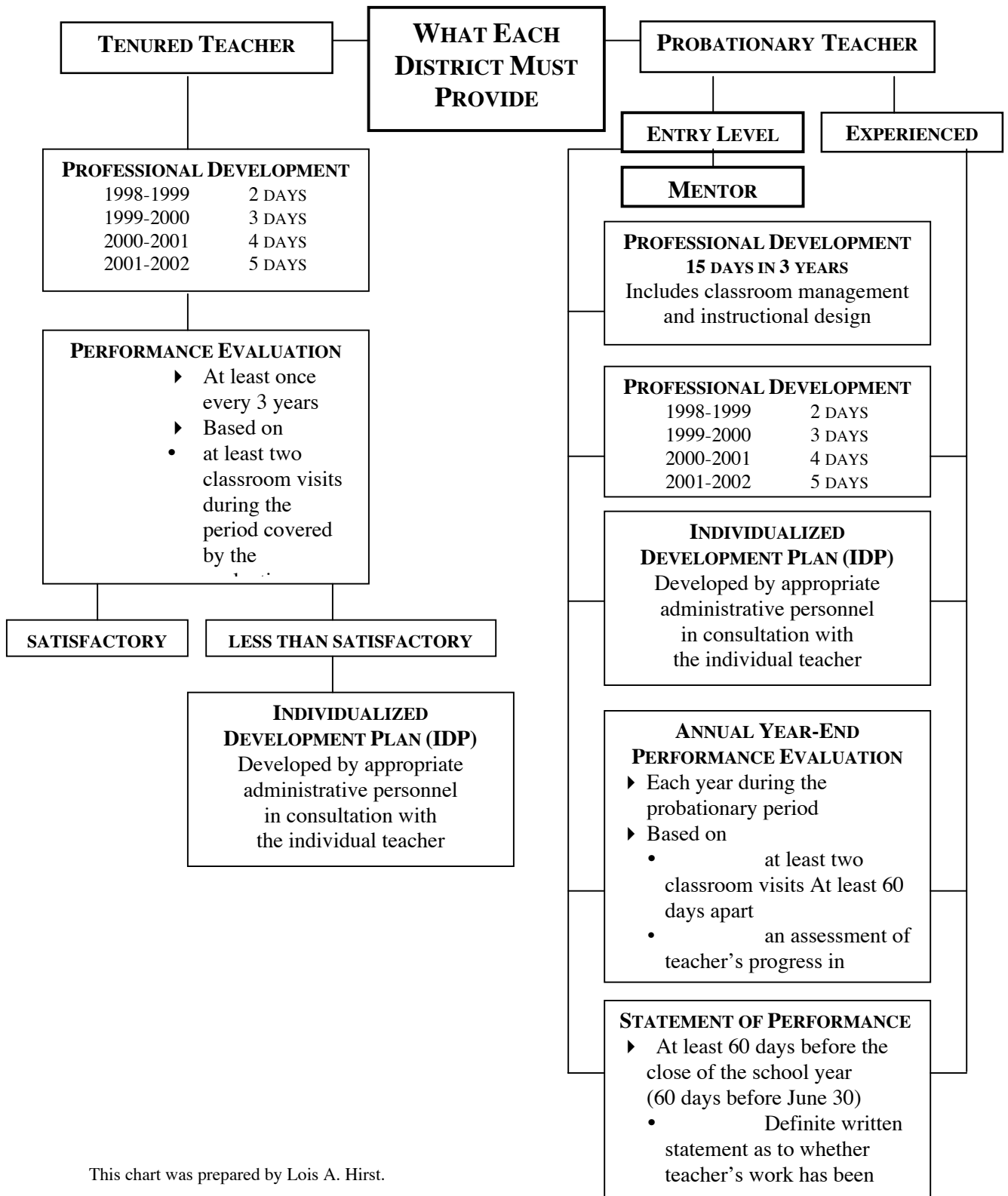
(2) Failure of a school district to comply with subsection (1) with respect to an individual teacher in a particular school year is conclusive evidence that the teacher's performance for that school year was satisfactory. [History: Am. 1993, Act 59, Imd. Eff. June 11, 1993]

§38.93 Teacher on continuing tenure; individualized development plan; performance evaluation; failure to comply with subsection (1) as evidence of satisfactory performance.

Sec. 3 (1) The controlling board of the school district employing a teacher on continuing tenure shall ensure that the teacher is provided with a performance evaluation at least once every 3 years and, if the teacher has received a less than satisfactory performance evaluation, the school district shall provide the teacher with an individualized development plan developed by appropriate administrative personnel in consultation with the individual teacher. The performance evaluation shall be based on, but is not limited to, at least 2 classroom observations conducted during the period covered by the evaluation and, if the teacher has an individualized development plan, shall include at least an assessment of the teacher's progress in meeting the goals of his or her individualized development plan. This section does not prevent a collective bargaining agreement between the controlling board and the teacher's bargaining representative under Act No. 336 of the Public Acts of 1947, being sections 423.201 to 423.216 of the Michigan Compiled Laws, from providing for more performance evaluations or classroom observations in addition to those required under this subsection. Except as specifically stated in this subsection, this section does not require a particular method for conducting a performance evaluation or classroom observation or for providing an individualized development plan.

(2) Failure of a school district to comply with subsection (1) with respect to an individual teacher in a particular 3-year period is conclusive evidence that the teacher's performance for that period was satisfactory. [History: Add. 1993, Act 59, Imd. Eff. June 11, 1993.]

**PA 335—MENTORS AND PROFESSIONAL DEVELOPMENT
TENURE ACT—EVALUATION & INDIVIDUALIZED DEVELOPMENT PLANS**



This chart was prepared by Lois A. Hirst.