

**DEPARTMENT OF EDUCATION**  
**PROFESSIONAL STANDARDS BOARDS**  
**1500 Professional Standards Board**

**1503 Comprehensive Educator Induction Programs**

**1.0 Content**

This regulation shall apply to comprehensive induction programs, including mentoring and professional development activities required of licensed Educators in Delaware public schools, pursuant to 14 **Del.C.** Ch. 12.

**14 DE Reg. 30 (07/01/10)**

**17 DE Reg. 726 (01/01/14)**

**25 DE Reg. 82 (07/01/21)**

**2.0 Definitions**

The following words and terms, when used in this regulation, shall have the following meaning:

**"Administrator Mentor"** means a certified administrator who holds a Continuing License, is currently employed as an administrator, performs the duties and responsibilities in the State's administrator mentor program, and is rated as satisfactory on the State's current evaluation system or the equivalent thereof on a state-approved alternative educator evaluation system. A certified administrator is an Educator who holds at least one of the following Standard Certificates: School Principal and Assistant School Principal Standard Certificate (14 **DE Admin. Code** 1591), Certified Central Office Personnel Standard Certificate (14 **DE Admin. Code** 1592), Superintendent and Assistant Superintendent Standard Certificate (14 **DE Admin. Code** 1593), and Special Education Director Standard Certificate (14 **DE Admin. Code** 1594).

**"Approved Comprehensive Induction Program"** means an educator induction program approved by the Department to provide mentoring and professional development for Educators.

**"Contact Hours"** means the face-to-face time a Teacher or Specialist Mentor spends with the mentor's mentee working specifically on mentoring activities, which may include a combination of in-school and after school time and virtual or electronic communication.

**"Department"** means the Delaware Department of Education.

**"Educator"** means a person who holds an active license issued by the Department under 14 **Del.C.** Ch. 12 to engage in the practice of instruction, administration or other related professional support services in Delaware public schools, including charter schools and is currently employed by a district or charter school.

**"Employing Authority"** means any entity which employs Educators, and includes school districts, charter schools, boards of directors, and management companies.

**"Mentoring"** means activities, training and service in mentoring support or assistance provided through a formally organized approved comprehensive induction program or such supplemental mentoring programs as required by regulation or by the Educator's Employing Authority. Mentoring includes, but is not limited to the mentoring that occurs in the approved comprehensive induction programs required for Educators during their four year Initial Licensure period, Continuing Licensure period, or any other mentoring program as required by law.

**"Site Coordinator"** means an individual appointed by an Employing Authority to oversee an Approved Comprehensive Induction Program for teachers and specialists at the district or charter school.

**"Specialist"** is an Educator other than a teacher or administrator.

**"Teacher or Specialist Lead Mentor"** means a teacher or specialist who holds a Continuing or Advanced License, has participated in the training approved by the Department for Teacher or Specialist Lead Mentors, is employed by an Employing Authority as a Teacher or Specialist Lead Mentor, and performs the duties and responsibilities assigned that position. Educators serving as Teacher or Specialist Lead Mentors are those that have all satisfactory evaluations on the State's current evaluation system, or the equivalent thereof on a state-approved alternative educator evaluation system, during the school year in which they are mentors and may not be on an improvement plan, or the equivalent thereof in a state-approved alternative educator evaluation system. Teacher or Specialist Lead Mentors oversee the comprehensive induction program at the building level, train Teacher or Specialist Mentors, and provide support to teachers or specialists in years three and four

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of the program as provided in Section 13.0. Teacher or Specialist Lead Mentors may mentor an Educator in years one and two of the program as provided in Sections 4.0 and 5.0.

“**Teacher or Specialist Mentor**” means an Educator who holds a Continuing or Advanced License and has participated in the training for mentors of teachers and specialists specified by the Department and the Employing Authority. Educators serving as Teacher or Specialist Mentors are those that have satisfactory evaluations on the State’s current evaluation system, or the equivalent thereof on a state-approved alternative educator evaluation system, during the school year in which they are mentors and may not be on an improvement plan, or the equivalent thereof in a state-approved alternative educator evaluation system. Teacher or Specialist Mentors provide one-to-one support for Educators in years one and two of the program and may be eligible for an additional responsibility assignment salary supplement as provided in Section 14.0.

**14 DE Reg. 30 (07/01/10)**

**17 DE Reg. 726 (01/01/14)**

**20 DE Reg. 718 (03/01/17)**

**24 DE Reg. 146 (08/01/20)**

**25 DE Reg. 82 (07/01/21)**

### **3.0 Comprehensive Educator Induction Programs for Teachers and Specialists**

- 3.1 The Department shall develop and approve comprehensive educator induction programs for teachers and specialists:
  - 3.1.1 The teachers’ program shall be aligned with applicable state standards for teachers and shall include training and support of the components of the State’s current evaluation system or a state-approved alternative educator evaluation system, including descriptive, non-evaluative feedback.
  - 3.1.2 The specialists’ program shall be aligned with applicable national standards for specialists and shall include training and support of the components of the State’s current evaluation system or a state-approved alternative educator evaluation system, including descriptive, non-evaluative feedback.
- 3.2 An Employing Authority may develop and then implement a distinct comprehensive induction program for teachers and specialists as specified in Sections 4.0, 5.0, 6.0, 7.0, 8.0, and 13.0 of this regulation.
  - 3.2.1 Each comprehensive induction program shall meet the requirements in the distinct mentoring programs as specified in Sections 4.0, 5.0, 6.0, 7.0, 8.0, and 14.0 of this regulation.
  - 3.2.2 The Employing Authority shall submit each distinct comprehensive induction program plan to the Department for review and consideration of approval according to the application procedure and timelines set by the Department.
- 3.3 An Educator is required to complete either the State’s program or the Educator’s Employing Authority’s program that has been preapproved by the Department. Failure by the Educator to successfully complete the requirements of an Approved Comprehensive Induction Program may result in the denial of an application for a Continuing License or disciplinary action as provided in 14 **DE Admin. Code** 1510 Initial License and 14 **DE Admin. Code** 1511 Issuance and Renewal of Continuing License.
- 3.4 The Department shall also develop a training for Teacher or Specialist Lead Mentors. Teacher or Specialist Lead Mentors are required to complete the training yearly in order to receive an additional responsibility salary supplement as provided in 14 **DE Admin. Code** 1501 Salary Supplements for Educators.

**14 DE Reg. 30 (07/01/10)**

**17 DE Reg. 726 (01/01/14)**

**20 DE Reg. 718 (03/01/17)**

**25 DE Reg. 82 (07/01/21)**

### **4.0 Year One of the Comprehensive Educator Induction Program for Initial License Holders (Teachers and Specialists)**

- 4.1 In year one of the program, the Educator shall:
  - 4.1.1 At a minimum, have weekly Contact Hours with the Educator’s Teacher or Specialist Mentor.
    - 4.1.1.1 The Teacher or Specialist Lead Mentor or Site Coordinator shall match the Educator with a Teacher or Specialist Mentor.

- 4.1.1.2 The Teacher or Specialist Mentor shall assist the Educator in becoming acclimated to the role, the school or other setting, the Delaware content standards, and the applicable state standards for teachers or national standards for specialists.
- 4.1.2 Complete the requirements of an ethics course that has been approved by the Department.
- 4.1.3 Be observed a minimum of four times by the Educator's Teacher or Specialist Mentor.
- 4.1.4 Participate in a minimum of two professional learning experiences designed to provide new teachers or specialists with the support necessary to become familiar with school and district policies and procedures, hone their professional skills, help them evaluate and reflect upon their own professional performance, and develop an individualized growth plan to improve their effectiveness as planned by the Department or the Employing Authority.
- 4.1.5 Observe licensed and certified Educators who exemplify best practices a minimum of four times, reflecting upon what was seen, implementing strategies learned, and reflecting upon the Educator's own performance.

**20 DE Reg. 718 (03/01/17)**

**24 DE Reg. 146 (08/01/20)**

**25 DE Reg. 82 (07/01/21)**

#### **5.0 Year Two of the Comprehensive Educator Induction Program for Initial License Holders (Teachers and Specialists)**

- 5.1 In year two of the program, the Educator shall:
  - 5.1.1 At a minimum, hold weekly Contact Hours with the Educator's Teacher or Specialist Mentor.
    - 5.1.1.1 The Teacher or Specialist Lead Mentor or Site Coordinator shall match the Educator with a Teacher or Specialist Mentor if the Educator's previous Teacher or Specialist Mentor is not able to continue or is not an appropriate match.
    - 5.1.1.2 The Teacher or Specialist Mentor shall assist the Educator in becoming acclimated to the role, the school or other setting, the Delaware content standards, and the applicable state standards for teachers or national standards for specialists.
  - 5.1.2 Be observed a minimum of four times by the Educator's Teacher or Specialist Mentor.
  - 5.1.3 Participate in a minimum of two professional learning experiences designed to provide new teachers or specialists with the support necessary to become familiar with school and district policies and procedures, hone their professional skills, help them evaluate and reflect upon their own professional performance, and develop an individualized growth plan to improve their effectiveness as planned by the Department or the Employing Authority.
  - 5.1.4 Observe licensed and certified Educators who exemplify best practice a minimum of four times, reflecting upon what was seen, implementing strategies learned, and reflecting upon the Educator's own performance.
- 5.2 The assignment of a Teacher or Specialist Mentor beyond year two of the program is at the discretion of the Employing Authority, based upon a review of the Educator's performance.
- 5.3 Notwithstanding subsection 5.2 of this regulation, the Employing Authority shall provide continuing support to the Educator beyond the Educator's year two of the program until the Educator's Initial License has expired, including ensuring a Teacher or Specialist Lead Mentor monitors the Educator's progress toward meeting the requirements set forth in subsection 6.1 of this regulation.

**14 DE Reg. 30 (07/01/10)**

**17 DE Reg. 726 (01/01/14)**

**20 DE Reg. 718 (03/01/17)**

**24 DE Reg. 146 (08/01/20)**

**25 DE Reg. 82 (07/01/21)**

#### **6.0 Third and Fourth Years of the Comprehensive Educator Induction Program for Initial License Holders (Teachers and Specialists)**

- 6.1 The Educator shall:

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- 6.1.1 During year three of the program, the Educator shall participate in a Professional Learning Community (PLC) specific to the statewide or an alternative mentoring program that focuses on using data to make instructional decisions that best meet the needs of the Educator's students.
- 6.1.2 During year four of the program, the Educator shall:
  - 6.1.2.1 Conduct a self-analysis to assess the Educator's professional learning needs in content knowledge and pedagogical skills; and
  - 6.1.2.2 Develop and implement a personalized professional growth plan that addresses the Educator's individual needs identified through the self-analysis.

**20 DE Reg. 718 (03/01/17)**

**24 DE Reg. 146 (08/01/20)**

**25 DE Reg. 82 (07/01/21)**

#### **7.0 Comprehensive Educator Induction Program for Continuing or Advanced License Holders Who Are New to the State (Teachers and Specialists)**

7.1 The Educator shall either:

- 7.1.1 Participate in a Professional Learning Community (PLC) as provided in subsection 6.1.1 of this regulation; or
- 7.1.2 Conduct a self-analysis and develop and implement a personalized professional growth plan as provided in subsection 6.1.2 of this regulation.

**14 DE Reg. 30 (07/01/10)**

**17 DE Reg. 726 (01/01/14)**

**20 DE Reg. 718 (03/01/17)**

**25 DE Reg. 82 (07/01/21)**

#### **8.0 Comprehensive Educator Induction Program for Continuing or Advanced License Holders Who Are New to an Area (Teachers and Specialists)**

8.1 Experienced Educators who are new to an area shall, within the first year of employment, be assigned a mentor and participate in and complete an Approved Comprehensive Induction Program consisting of the professional development and mentoring activities specified in subsection 8.2 of this regulation, which address the Educator's specific needs and which focus on current best practices in curriculum, instruction, assessment or a specialist's position within the district or charter school and is aligned to State or national standards. An Educator is new to an area if the Educator has moved from the position of a teacher to the position of a specialist; has moved from the position of an administrator to the position of a teacher or a specialist; or has moved from the position of a specialist to the position of a teacher or to a different type of certificated specialist position. Examples include a teacher changing positions to a school nurse, a school nurse changing positions to a school counselor, or a school counselor changing positions to a teacher.

8.2 During the first year of employment in a new area, the Educator shall:

8.2.1 At a minimum, meet weekly with the Educator's mentor, which may include a combination of in-school and after school time and virtual or electronic communications.

8.2.1.1 The Employing Authority shall match the Educator with a mentor.

8.2.1.2 The mentor shall assist the Educator in becoming acclimated to the role, the school or other setting, the Delaware content standards, and the applicable state standards for teachers or national standards for specialists.

8.2.2 Be observed a minimum of four times by the Educator's mentor.

8.2.3 Participate in a minimum of two professional learning experiences designed to provide Educators who are new to an area with the support necessary to become familiar with school and district policies and procedures, hone their professional skills, help them evaluate and reflect upon their own professional performance, and develop an individualized growth plan to improve their effectiveness as planned by the Department or the Employing Authority.

8.2.4 Observe Educators who have experience in the area in practice a minimum of four times, reflecting upon what was seen, implementing strategies learned, and reflecting upon the Educator's own performance.

**14 DE Reg. 30 (07/01/10)**

**17 DE Reg. 726 (01/01/14)**

**20 DE Reg. 718 (03/01/17)**

**25 DE Reg. 82 (07/01/21)**

**9.0 Comprehensive Educator Induction Programs for Administrators**

- 9.1 The Department shall develop and implement comprehensive educator induction programs for administrators. The administrators' program shall be based on the applicable national standards for administrators.
- 9.2 An Employing Authority may develop and then implement a distinct comprehensive induction program for administrators as specified in Sections 8.0, 10.0, 11.0, 12.0, and 13.0 of this regulation.
- 9.2.1 Each comprehensive induction program shall meet the requirements in the distinct mentoring programs as specified in Sections 8.0, 10.0, 11.0, 12.0, and 13.0 of this regulation.
- 9.2.2 The Employing Authority shall submit each distinct comprehensive induction program plan to the Department for review and consideration of approval according to the application procedure and timelines set by the Department.
- 9.3 All Educators who are new to administration or who are new to the state and hold a Continuing or Advanced License, regardless of the standard certificates held, shall complete year one of the program.
- 9.4 For Educators who are new to the state and hold an Initial License, regardless of the standard certificates held, shall complete year one through year four of the program.
- 9.5 An Educator is required to complete either the State's program or the Educator's Employing Authority's program that has been preapproved by the Department. Failure by the Educator to successfully complete the requirements of an Approved Comprehensive Induction Program may result in the denial of an application for a Continuing License or disciplinary action as provided in 14 **DE Admin. Code** 1510 Initial License and 14 **DE Admin. Code** 1511 Issuance and Renewal of Continuing License.
- 9.6 The Department shall provide a program for all Administrator Mentors regardless of whether their Employing Authority develops and implements a program as provided in subsection 9.2. Administrator Mentors are required to complete the program yearly in order to receive an additional responsibility salary supplement as provided in 14 **DE Admin. Code** 1501 Salary Supplements for Educators.

**25 DE Reg. 82 (07/01/21)**

**10.0 Year One of the Comprehensive Educator Induction Program for Administrators**

- 10.1 During year one of the program, the Educator shall:
- 10.1.1 Attend at least 12 hours of the approved professional learning that is aligned to the approved national standards for administrators.
- 10.1.2 At a minimum meet once monthly with the Educator's mentor to complete the requirements included in the Administrator Mentor Program.

**25 DE Reg. 82 (07/01/21)**

**11.0 Year Two of the Comprehensive Educator Induction Program for Initial License Holders (Administrators)**

During year two of the program, the Educator shall complete 20 hours of coaching activities aligned to the approved national standards for administrators.

**25 DE Reg. 82 (07/01/21)**

**12.0 Years Three and Four of the Comprehensive Educator Induction Program for Initial License Holders (Administrators)**

- 12.1 During years three and four of the program, the Educator shall:
- 12.1.1 Conduct a self-analysis to assess the Educator's professional learning needs in content knowledge and pedagogical skills; and
- 12.1.2 Develop and implement a personalized professional growth plan that addresses the Educator's individual needs identified through the self-analysis.

**25 DE Reg. 82 (07/01/21)**

**13.0 Duties and Responsibilities of Mentors**

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- 13.1 Teacher or Specialist Lead Mentors shall:
- 13.1.1 Complete the annual approval process as defined by the Department.
  - 13.1.2 Oversee the school-level implementation of an Approved Comprehensive Induction Program, including but not limited to, a combination of in-school and after school activities, serving in a leadership role within the program, monitoring Educators' progress toward meeting the requirements of Sections 4.0, 5.0, 6.0, 7.0, and 8.0 of this regulation, planning mentor training, providing mentor training to aspiring mentors, assisting mentors with specific issues, and other responsibilities as directed by the Site Coordinator.
  - 13.1.3 Teacher or Specialist Lead Mentors shall satisfactorily complete training in mentoring development approved by the Department for Teacher or Specialist Lead Mentors. A minimum of one Teacher or Specialist Lead Mentor per district or charter school shall be trained in the applicable Department approved specific specialist mentoring program.
- 13.2 Teacher or Specialist Mentors shall:
- 13.2.1 Complete the annual approval process as defined by the Department.
  - 13.2.2 Facilitate mentoring activities as specified in Sections 4.0, 5.0, and 8.0 of this regulation, which may include a combination of in school and after school time and virtual or electronic communication with their mentees annually which are designed to help the teacher or specialist acquire additional skills and knowledge appropriate to their specific positions.
  - 13.2.3 Submit contact log documentation accounting for all mentoring activities provided during the specified time period to their Site Coordinator.
  - 13.2.4 Teacher or Specialist Mentors also shall:
    - 13.2.4.1 Satisfactorily complete training in mentoring and development aligned with the appropriate Department approved specific teacher or specialist mentoring program provided by the Teacher or Specialist Lead Mentors.
    - 13.2.4.2 Attend structured meetings concerning the Approved Comprehensive Induction Program as directed by the Employing Authority.
- 13.3 Administrator Mentors shall satisfactorily complete all of the requirements of the mentor program provided by the Department.
- 14 DE Reg. 30 (07/01/10)**  
**17 DE Reg. 726 (01/01/14)**  
**20 DE Reg. 718 (03/01/17)**  
**25 DE Reg. 82 (07/01/21)**

**14.0 Payment of Salary Supplement**

Administrator Mentors, Teacher or Specialist Lead Mentors, and Teacher or Specialist Mentors in years one and two of the program who are paid in accordance with the provisions of 14 **Del.C.** §1305 may be paid an additional responsibility assignment salary supplement annually, upon documentation of satisfactory fulfillment of duties and responsibilities, as provided in 14 **DE Admin. Code** 1501 Salary Supplements for Educators. A Teacher or Specialist Mentor is not eligible for and shall not be paid an additional responsibility assignment salary supplement if the mentor is assigned to an Educator who, at the Employing Authority's discretion, is required to repeat year one or year two of the program or is assigned beyond year two of the program.

- 20 DE Reg. 718 (03/01/17)**  
**25 DE Reg. 82 (07/01/21)**

**15.0 Reporting**

The Department shall require and collect data used to evaluate the Approved Comprehensive Induction Programs and shall present the data to the Professional Standards Board upon request. These data will include at a minimum, an assessment of the implementation of the Approved Comprehensive Induction Program and mentors' and mentees' compliance and delivery.

- 8 DE Reg. 347 (08/01/04)**  
**Renumbered effective 06/01/07 - see Conversion Table**  
**13 DE Reg. 1260 (04/01/10)**  
**14 DE Reg. 30 (07/01/10)**

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