

DEPARTMENT OF EDUCATION
1500 Professional Standards Board (Licensure, Certification and Professional Development)

1503 Educator Mentoring

1.0 Content

This regulation shall apply to comprehensive induction programs, including mentoring and professional development activities required of educators, pursuant to 14 Del.C. Ch. 12.

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

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

2.0 Definitions

The following words and terms, when used in this regulation, shall have the following meaning unless the context clearly indicates otherwise:

"Approved Comprehensive Induction Program" means all educator induction programs, including mentoring and professional development, approved by the Department to provide mentoring and professional development for educators.

"Contact Hours" means the face-to-face time a Mentor or Lead Mentor spends with his or her mentee working specifically on mentoring activities.

"Department" means the Delaware Department of Education.

"DPAS II" means Delaware Performance Appraisal System II, an approved State educator performance evaluation system pursuant to 14 Del.C. Ch. 12, Subchapter VII.

"Educator" means a person licensed and certified by the State 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, pursuant to rules and regulations promulgated by the Standards Board and approved by the State Board.

"Employing Authority" means any entity which employs educators, and includes, but is not limited to, school districts, charter schools, boards of directors, and management companies.

"Experienced Educator" is an educator who holds a Continuing or Advanced License.

"Lead Mentor" means a teacher, specialist, or administrator who holds a Continuing or Advanced License, has participated in the training approved by the Department for Lead Mentors, is employed by an employing authority as a Lead Mentor, and performs the duties and responsibilities assigned that position. Educators serving as Lead Mentors must be rated as Highly Effective or Effective on DPAS II evaluations, or the equivalent thereof on a state-approved alternative educator evaluation system, and may not be on a DPAS II improvement plan, or the equivalent thereof in a state-approved alternative educator evaluation system.

"License" means a credential which authorizes the holder to engage in the practice for which the license is issued.

"Mentor" means an educator who holds a Continuing or Advanced License and has participated in the training for Mentors specified by the Department and the employing authority. Educators serving as Mentors must be rated as Highly Effective or Effective on DPAS II evaluations, or the equivalent thereof on a state-approved alternative educator evaluation system, and may not be on a DPAS II Improvement Plan, or the equivalent thereof in a state-approved alternative educator evaluation system.

"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 (4) year Initial Licensure period, Continuing Licensure period, or any other mentoring program as required by law.

"New to an Area" means that an educator has moved from the position of a teacher to the position of either a specialist or an administrator; 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, an administrator, or to a different type of certificated specialist position. Examples include but are not limited to a teacher changing

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positions to a school nurse, or a teacher changing positions to a principal or assistant principal, or a school nurse changing positions to a school counselor, or a teacher changing positions to a school counselor.

“**Novice Educator**” means an educator who holds an Initial License.

“**Site Coordinator**” means an individual appointed by an employing authority to oversee an approved comprehensive induction program.

“**Specialist**” is an educator other than a teacher or administrator and includes, but is not limited to, School Counselors, Library Media Specialists, School Psychologists, and School Nurses.

“**Standards Board**” means the Professional Standards Board established pursuant to 14 **Del.C.** §1201.

“**State Board**” means the State Board of Education pursuant to 14 **Del.C.** §104.

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)

3.0 Comprehensive Educator Induction Programs

- 3.1 The Department shall develop and approve comprehensive educator induction programs for the following:
 - 3.1.1 The teachers’ program shall be aligned with Delaware Teaching Standards set forth in 14 **DE Admin. Code** 1597 Delaware Professional Teaching Standards and shall include training and support of the components of DPAS II 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 specialist standards and shall include training and support of the components of DPAS II or a state-approved alternative educator evaluation system, including descriptive, non-evaluative feedback.
 - 3.1.3 The administrators’ program shall be based on 14 **DE Admin. Code** 1590 Delaware Administrator Standards and shall include training and support of the components of DPAS II 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 as specified in Sections 4.0, 5.0, 6.0, 7.0, 8.0, and 9.0 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 9.0 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 Failure by an educator to successfully complete the requirements of an Approved Comprehensive Induction Program shall result in the denial of the Continuing License or suspension of the license as provided in 14 **DE Admin. Code** 1511 Issuance and Renewal of Continuing License.
- 3.4 The Department shall also develop the following programs:
 - 3.4.1 A training program for Lead Mentors, and
 - 3.4.2 A training program for Administrator Lead Mentors.

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4.0 Novice Educators in Their First Year of Employment

- 4.1 In accordance with 14 **Del.C.** §1210(c), an educator who holds an Initial License as his or her first license and intends to apply for a Continuing License shall complete the professional development and mentoring activities specified in subsection 4.2 of this regulation within the educator’s first year of employment.
- 4.2 Within the first year of employment, the Novice Educator shall:
 - 4.2.1 At a minimum, meet weekly with his or her assigned Mentor, which may include a combination of in-school and after school time and virtual or electronic communication.
 - 4.2.1.1 The employing authority shall assign the Novice Educator a Mentor.

4.2.1.2 The Mentor shall assist the Novice Educator in becoming acclimated to the role, the school or other setting, the Delaware content standards, and the Delaware Professional Teaching Standards or applicable national specialist standards.

4.2.2 Complete the requirements of an ethics course that has been approved by the Department.

4.2.3 Be observed a minimum of four (4) times by his or her assigned Mentor.

4.2.4 Participate in a minimum of two (2) professional learning experiences designed to provide new educators 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.

4.2.5 Observe experienced educators in practice a minimum of four (4) times, reflecting upon what was seen, implementing strategies learned, and reflecting upon the Novice Educator's own performance.

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

5.0 Novice Educators in Their Second Year of Employment

5.1 In accordance with 14 Del.C. §1210(c), an educator who holds an Initial License and intends to apply for a Continuing License shall complete the professional development and mentoring activities specified in subsection 5.2 of this regulation within the educator's second year of employment.

5.2 Within the second year of employment, the Novice Educator shall:

5.2.1 At a minimum, meet weekly with his or her assigned Mentor, which may include a combination of in-school and after school time and virtual or electronic communication.

5.2.1.1 The employing authority shall assign the Novice Educator a Mentor.

5.2.1.2 The Mentor shall assist the Licensee in becoming acclimated to the role, the school or other setting, the Delaware content standards, and the Delaware Professional Teaching Standards or applicable national specialist standards.

5.2.2 Be observed a minimum of four (4) times by his or her assigned Mentor.

5.2.3 Participate in a minimum of two (2) professional learning experiences designed to provide new educators 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.

5.2.4 Observe experienced educators in practice a minimum of four (4) times, reflecting upon what was seen, implementing strategies learned, and reflecting upon the Novice Educator's own performance.

5.3 The assignment of a Mentor beyond the second year of employment in Delaware is at the discretion of the employing authority, based upon a review of the Novice Educator's performance.

5.4 Notwithstanding subsection 5.3 of this regulation, the employing authority shall provide continuing support to the Novice Educator beyond his or her second year of employment until the Novice Educator's Initial License has expired, including, but not limited to, ensuring a Lead Mentor monitors the educator's progress toward meeting the requirements set forth in subsection 6.2 of this regulation.

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6.0 Novice Educators in Their Third and Fourth Years of Employment

6.1 In accordance with 14 Del.C. §1210(c), an educator who holds an Initial License and intends to apply for a Continuing License shall complete the professional development and mentoring activities specified in subsection 6.2 of this regulation within the educator's third and fourth years of employment.

6.2 The Novice Educator shall:

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- 6.2.1 Within his or her third year of employment, participate in a Professional Learning Community (PLC) specific to the statewide mentoring program that focuses on using data to make instructional decisions that best meet the needs of his or her students.
- 6.2.2 Within his or her fourth year of employment:
 - 6.2.2.1 Conduct a self-analysis to assess his or her professional development needs in content knowledge and pedagogical skills; and
 - 6.2.2.2 Develop and implement a personalized professional growth plan that addresses his or her individual needs identified through the self-analysis.

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

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

7.0 Experienced Educators New to the State of Delaware

- 7.1 Experienced educators new to the State of Delaware who hold a Continuing or Advanced License shall, within the first year of employment, participate in, and successfully complete, an approved comprehensive induction program. The educator shall either:
 - 7.1.1 Participate in a Professional Learning Community (PLC) as provided in subsection 6.2.1 of this regulation; or
 - 7.1.2 Conduct a self-analysis and develop and implement a personalized professional growth plan as provided in subsection 6.2.2 of this regulation.

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8.0 Experienced Educators New to an Area

- 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 or an administrator's position within the district or charter school and is aligned to State and national standards.
- 8.2 Within the first year of employment, an experienced educator who is new to an area shall:
 - 8.2.1 At a minimum, meet weekly with his or her assigned 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 assign the educator 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 Delaware Professional Teaching Standards or applicable national specialist or administrator standards.
 - 8.2.2 Be observed a minimum of four (4) times by his or her assigned Mentor.
 - 8.2.3 Participate in a minimum of two (2) 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 (4) times, reflecting upon what was seen, implementing strategies learned, and reflecting upon the educator's own performance.

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

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9.0 Duties and Responsibilities of Mentors

- 9.1 Lead Mentors shall:

- 9.1.1 Complete the annual approval process as defined by the Department.
- 9.1.2 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.
- 9.1.3 Teacher and Specialist Lead Mentors shall satisfactorily complete training in mentoring and coaching development approved by the Department for Lead Mentors. A minimum of one (1) Lead Mentor per district or charter school shall be trained in the applicable Department approved specific specialist mentoring program.
- 9.1.4 Administrator Lead Mentors shall satisfactorily complete training in mentoring and coaching development approved by the Department and based on 14 **DE Admin. Code** 1590 Delaware Administrator Standards.
- 9.2 Educator Mentors shall:
 - 9.2.1 Complete the annual approval process as defined by the Department.
 - 9.2.2 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 new teacher or specialist acquire additional skills and knowledge appropriate to their specific positions.
 - 9.2.3 Submit contact log documentation accounting for all mentoring activities provided during the specified time period to their Site Coordinator by May 15.
 - 9.2.4 Teacher and Specialist Mentors also shall:
 - 9.2.4.1 Satisfactorily complete training in mentoring and coaching development aligned with the appropriate Department approved specific teacher or specialist mentoring program provided by the Lead Mentors.
 - 9.2.4.2 Attend structured meetings concerning the approved comprehensive induction program as directed by the employing authority.
 - 9.2.5 Administrator Mentors also shall:
 - 9.2.5.1 Satisfactorily complete training in mentoring and coaching development based on 14 **DE Admin. Code** 1590 Delaware Administrator Standards and aligned with DPAS II or a state-approved alternative educator evaluation system.
 - 9.2.5.2 Satisfactorily complete training in DPAS II or a state-approved alternative educator evaluation system.
 - 9.2.5.3 Attend a minimum of three (3) structured meetings with mentees, including but not limited to, team-level, school-level, district-level, and community-level meetings or events.

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10.0 Payment of Salary Supplement

Mentors and Lead Mentors who are paid in accordance with the provisions of 14 **Del.C.** §1305 shall be paid an additional responsibility salary supplement annually, upon documentation of satisfactory fulfillment of duties and responsibilities.

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

11.0 Reporting

The Department shall require and collect data used to evaluate the Approved Comprehensive Induction Programs and shall provide an annual presentation to the Professional Standards Board. 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)

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