1. **Educators Served**

State policy should require that all beginning teachers, principals, and administrators receive induction support during their first two years in the profession.

New teachers, teaching specialists (nurses, school counselors and school psychologists), and school administrators are required to receive induction support during their first three years in the profession. First-year educators must receive at least 30 documented hours of support provided by a mentor; additional mentoring assistance is provided in year two and three at the discretion of the local education agency (LEA), based on the educator’s performance, but LEAs are required to provide “continuing support” to second- and third-year educators. Additionally, experienced teachers and administrators new to the state or new to a licensure category are also required to receive 30 hours of mentoring support during their first year of employment. [14 Education Code § 1503.4.0]

The state established the Comprehensive Induction Program Grant (CIP Grant) to provide a framework, resources, and support to help local education agencies develop and implement comprehensive induction programs that meet the needs of new educators and align with state and local initiatives.

2. **Mentor Quality**

State policy should require a rigorous mentor selection process and foundational training and ongoing professional development for mentors. State policy should also establish criteria for how and when mentors are assigned to beginning educators and allow for a manageable caseload of beginning educators and the use of full-time teacher mentors.

State policy defines minimum requirements for serving as a “Lead Mentor” or a “Mentor.” [14 Education Code § 1503.7.0] Lead mentors must be teachers, specialists, or administrators who hold a Continuing or Advanced License; have successfully completed training approved by the Delaware Department of Education (DDOE) for lead mentors; are employed as lead mentors; and must be rated as highly effective or effective on the state’s educator performance system. Mentors must hold a Continuing or Advanced License; have successfully completed mentor training approved by the DDOE; and must be rated as highly effective or on the state’s educator performance system.

State policy requires the DDOE to develop a mentor-training program for Lead Mentors and for Administrator Lead Mentors. [14 Education Code § 1503] The state requires that all Lead Mentors and Mentors complete an annual approval process defined by the DDOE. Teacher mentors must also “satisfactorily complete” training in mentoring and coaching development aligned with the Danielson’s Framework for Teaching, and attend structured meetings concerning the comprehensive induction program. Mentors may not be assigned to more than three new teachers at a time. [14 Education Code § 1503.7] Administrator mentors must “satisfactorily complete” training in mentoring and coaching development based on the Delaware Administrator Standards and aligned with the Danielson Framework and the Delaware Performance Appraisal System. They must also attend a minimum of three structured meetings with mentees. [14 Education Code § 1503.7] However, the focus on administrator mentoring has not been as strong as that on teacher and specialist programs. The DDOE is currently redefining the overall school leadership strategy which will include a more robust induction support system for new school leaders.

3. **Time**

State policy should encourage programs to provide release time for teacher mentor and dedicated mentor-new teacher contact time.

State policy requires Lead Mentors to work a minimum of 45 documented hours per school year on activities that may include a combination of in-school and after-school time per year in program leadership, planning mentor training, providing mentor training, assisting mentors with specific issues, and other responsibilities. Mentors must facilitate 30 documented contact hours for first-year teachers, which may include a combination of in-school and after-school time. [14 Education Code § 1503.7.0] The state mandates a minimum of 30 contact hours between mentors and first-year teachers (and no more than 60 hours total of induction activities), and no more than 30 hours of program activities for second- and third-year teachers.

4. **Program Quality**

State policy should address the overall quality of induction programs by requiring regular observation of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers’ classrooms; encouraging a reduced teaching load for beginning teachers; and encouraging participation of beginning educators in a learning community or peer network.

Delaware utilizes an induction program model aligned with the Delaware Professional Teaching Standards and the Danielson Framework for Teaching, and designed to support the Delaware Performance Appraisal System. The overall program is built upon a three-year mentoring framework divided into cycles.
5. Program Standards

The state should adopt formal program standards that govern the design and operation of local educator induction programs.

The state does not have formal induction program standards. Delaware utilizes the Delaware Professional Teaching Standards, the Danielson Framework, and the Delaware Performance Appraisal System to guide mentoring and induction.

6. Funding

The state should authorize and appropriate dedicated funding for local educator induction programs; and/or establish competitive innovation funding to support high-quality, standards-based programs.

State policy provides for the provision of mentor stipends that are subject to annual appropriations. State law authorizes “an extra responsibility salary supplement annually” for Lead Mentors and Mentors who document satisfactory fulfillment of duties and responsibilities. [14 Delaware Code § 1305ln] In the 2015-2016 school year, qualified lead mentors receive a salary supplement of $1,500 and mentors receive a stipend depending on the number of new teachers mentored ($750 for mentoring one new teacher, $1000 for mentoring two new teachers, and $1250 for mentoring three new teachers).

At the end of each school year, the LEAs verify the list that DDOE keeps electronically of Mentors and Lead Mentors and then the LEAs submit their stipend requests. Through the State’s Delaware Educator Data System (DEEDS), the DDOE can track the mentor/mentee connections and determine final stipend amounts.

Additionally, Delaware is currently in the third-round implementation of the CIP Grant and launched round four in February 2016. Through this grant opportunity, LEAs are eligible to submit proposals to the DDOE to receive funding for the development and/or delivery of innovative induction program models for new educators. Over the first three rounds, DDOE has awarded a total of $588,741 to 18 districts and charter schools. This funding is in addition to the mentor and lead mentor stipends mentioned above.

7. Educator Certification/Licensure

The state should require beginning educators to complete an induction program to move from an initial teaching license.

The state requires new teachers and school administrators to complete mentoring requirements, including a prescribed number of contact hours with a mentor, to advance from an Initial to a Continuing license. Mentors must submit contact log documentation accounting for all mentoring activities provided during the specified time period to the state at the school year’s end. [14 Education Code § 1503.3.3]

8. Program Accountability

The state should assess or monitor induction programs through strategies such as program evaluation, program surveys, peer review, and accreditation.

State policy requires LEAs to submit a mentoring program plan to the Department of Education for review and consideration of approval according to the application procedure and timelines set by the Department. These requirements are specific to any LEA that chooses to develop and implement a comprehensive induction program. [14 Education Code § 1503.3.2]

Additionally, as part of the CIP Grant application, LEAs must clearly articulate their plan for evaluating their induction program. The DDOE conducts two site visits during the year and requires an end-of-year report to be submitted as part of the grant process. State policy requires the DDOE to collect data used to evaluate the CIP and provide quarterly reports to the Professional Standards Board. The data must include, at a minimum, an assessment of the implementation of the CIP and mentors’ and mentees’ compliance and delivery. [14 Education Code § 1503.9]

9. Teaching Conditions

States should adopt formal standards for teaching and learning conditions; conduct regular assessments of such conditions; and incorporate the improvement of such conditions in school improvement plans.

Delaware does not have formal standards for teaching and learning conditions. However, in 2013, the state worked with New Teacher Center to administer the state’s first Teaching, Empowering, Leading, and Learning (TELL) Delaware survey using Race to the Top grant funding. The survey includes questions regarding: community engagement and support, teacher leadership, school leadership, managing student conduct, use of time, professional development, facilities and resources, instructional practices and support, and new teacher support.

The state incorporates results from the TELL Delaware survey in professional learning, and in the design and evaluation of school and district improvement plans. Furthermore, TELL survey results are analyzed to determine the success and to identify needed revisions of teacher induction programs for district recipients of a state-funded CIP Grant.

The state’s teacher-equity plan, approved by the U.S. Department of Education in 2015, includes various strategies to improve teaching and learning conditions.
Links

State of Delaware – Comprehensive Induction Program (CIP) - http://www.doe.k12.de.us/Page/226

Teaching, Empowering, Leading and Learning (TELL) Delaware - http://www.telldelaware.org


The Delaware Department of Education has reviewed this state summary.

This information is accurate as of January 2016.