

HOUSE BILL REPORT

HB 2066

As Reported by House Committee On:

Education

Title: An act relating to educator preparation and mentoring.

Brief Description: Enhancing educator preparation and mentoring.

Sponsors: Representatives Keiser, Talcott, Quall, Anderson, Haigh, Romero, Ericksen, D. Schmidt, Conway, Pearson, Schindler, Cox, Edmonds, Santos and Kenney.

Brief History:

Committee Activity:

Education: 2/21/01, 2/26/01 [DPS].

Brief Summary of Substitute Bill

- The teacher assistance program is redesigned as a peer mentor program for beginning teachers; program elements are defined and strong mentoring and collaboration are required.
- The Superintendent of Public Instruction (SPI) will operate a mentor academy to train experienced teachers in effective ways to help their new and struggling colleagues.
- If money is provided for this purpose, the SPI will provide stipends to teachers who are supervising student teachers.

HOUSE COMMITTEE ON EDUCATION

Majority Report: The substitute bill be substituted therefor and the substitute bill do pass. Signed by 14 members: Representatives Quall, Democratic Co-Chair; Talcott, Republican 'Co-Chair; Anderson, Republican Vice Chair; Haigh, Democratic Vice Chair; Cox, Ericksen, Keiser, McDermott, Pearson, Rockefeller, Santos, Schindler, D. Schmidt and Schual-Berke.

Staff: Susan Morrissey (786-7111).

Background:

Mentor Teachers

The state provides funding to school districts to support the Teacher Assistance Program (TAP), a program that provides mentors, training, and other types of help to beginning teachers. The program has been in existence since 1985.

In August of 1999 the Washington State Institute for Public Policy (WSIPP) studied the state's teacher preparation and development programs, including the TAP. The study found that the program does not reach all teachers and that the type of assistance offered tends to be emotional support and help with basic teaching skills. The institute surveyed beginning teachers and their principals to ascertain their level of satisfaction with the types of assistance offered through the program. The survey result indicated that half of the teachers and three-quarters of the principals who responded thought that the program made a difference in helping teachers get through their first year of teaching. However, those surveyed were less positive about the impact of the program on helping beginning teachers improve specific skills such as classroom management and the incorporation of the essential academic learning requirements into classroom instruction. In addition, beginning teachers reported that the amount of time provided for observation was too limited.

The WSIPP found that the state has not adopted expectations for the types of accomplishments expected from the program. In addition, it found that the program had not been changed to reflect increased expectations for student learning.

The 1999-01 budget provides \$6,818,000 for the TAP. Funding is allocated to districts based on the number of beginning teachers in the district. The 2000 supplemental budget cited the WSIPP study on the program and directed the Superintendent of Public Instruction (SPI) to submit a report to the education and fiscal committees of the Legislature documenting the outcome of program changes implemented in response to the study. The report is due by November 15, 2001.

Cooperating Teachers

In order to graduate from an approved teacher education program in Washington, students must participate in an internship, usually called student teaching. The student teaching internship usually lasts between ten weeks and one academic term. Each student teacher spends those weeks observing an experienced teacher and teaching classes under the supervision of that teacher. The supervising teacher is often called a cooperating teacher. In addition to supervision by the cooperating teacher, student teachers are also observed and assisted by professionals from the colleges that the students attend. Although the student teaching model usually involves one cooperating teacher working with one student teacher, some colleges are moving toward different student teaching

models. In one model that is becoming increasingly popular, the student teaching experience lasts much longer than 10 or so weeks, sometimes up to an entire school year. In another, a team of cooperating teachers works with teams of student teachers.

School districts and institutions of higher education usually adopt agreements that define the level of compensation that the institutions will provide to the school district for the work of the cooperating teachers. School districts then determine the level of compensation cooperating teachers receive for that work. As a result, stipends for cooperating teachers vary significantly across the state.

Summary of Substitute Bill:

Mentor Teacher Program

The teacher assistance program is renamed and its requirements are completely revised. The peer mentor program is established in its stead. The purpose of the peer mentor program: to nurture professional growth and excellence in beginning teachers through special training and assistance from experienced and trained peer mentors.

To the extent that funding is provided for the program, the SPI will distribute funding to peer mentor programs that serve beginning teachers and meet other program requirements. To be eligible for state funding, each peer mentor program must provide the following types of assistance to beginning teachers:

- An orientation process and assistance in preparing for the start of a school year. The assignment of a peer mentor who will provide constructive feedback, the modeling of instructional strategies, frequent meetings and other forms of contact, and strategies, training, and guidance in critical areas such as classroom management, assessment, student discipline, and other areas.
- The provision of release time, substitute, mentor training, and other measures for both the beginning and mentor teachers, to allow each an adequate amount of time to observe the other.
- Assistance in the incorporation of the essential academic learning requirements into instructional plans and in the development of complex teaching strategies. Guidance and help with the development and implementation of professional growth plan that includes a professional self evaluation component and one or more informal performance assessments.

Each peer mentor program will include strong collaboration among the peer mentor, beginning teacher, and the beginning teacher's principal. It will also include stipends for

peer mentors and, at the option of the school district, it may include stipends for beginning teachers. The programs may serve more experienced teachers, if assistance to beginning teachers is not adversely impacted and the experienced teacher has requested the assistance.

By December 1, 2001 districts must incorporate these elements into their state funded assistance programs for beginning teachers. Districts that have not incorporated all these elements into their beginning teacher assistance programs may receive state funds to assist beginning teachers until that date.

To the maximum extent possible, the SPI will simplify and minimize reporting requirements for the program. However, the SPI will develop a system to track data on the teaching assignments, retention, and mobility of beginning teachers. Participating districts will report that information to the SPI. The SPI will use the information to evaluate the program and its impacts on beginning teachers. It will report that information to the Governor and the legislative committees by October 31 of each even-numbered year.

If funding is provided, the SPI will operate a peer mentor academy to help districts provide effective training for peer mentors. School districts are encouraged to include training for peer mentors in their peer mentor programs.

The terms peer mentor,– beginning teacher,– mentor academy,– and district– are defined.

Cooperating Teachers' Stipends

The SPI will distribute funding for cooperating teacher stipends if money for this purpose is provided in the state budget. The SPI will provide the funding to school districts or educational service districts, as appropriate, for distribution to the cooperating teachers. If the stipends are funded directly through the budget, the money will be used to supplement money currently provided to cooperating teachers by colleges and universities with approved teacher education programs. The cooperating teachers may receive stipends for working with student teachers who are attending either public or private colleges as long as the students are student teaching in the public schools. The colleges and universities must continue to support cooperating teachers with stipends and other forms of monetary assistance at no less than the level of support provided the previous year. The additional money may be used for higher stipends, material and supplies, and tuition assistance or academic scholarships.

The following terms are defined: cooperating teacher, student teacher, and student teaching.

Null and Void Clauses

If by June 30, 2001 the biennial budget does not include both a reference to this legislation by section and funding for the mentor teacher program, the revisions to the teacher assistance program and the creation of an academy to train mentor teachers will not take effect.

If by June 30, 2001 the biennial budget does not include both a reference to this legislation by section and funding for cooperating teachers, the section of this act that creates state funded stipends for cooperating teachers will not take effect.

Substitute Bill Compared to Original Bill:

The SPI will rather than may follow the results of the peer mentor program. The agency will report on program results every two years. The definition of peer mentor was refined to clarify the role of classroom teachers and to strengthen the role of the building principal in the selection of peer mentors.

Appropriation: None.

Fiscal Note: Requested February 21, 2001.

Effective Date of Substitute Bill: Ninety days after adjournment of session in which bill is passed.

Testimony For: This legislation consolidates two bills that together help create a strong, coordinated, and seamless system of assistance for student teachers, beginning teachers, and other teachers who seek help from experienced colleagues. Each bill had strong support on its own. When placed together they send a message about the importance the Legislature places on excellent teaching. The legislation also recognizes the critical role that excellent and experienced teachers play in providing guidance for and assistance to their less experienced colleagues. The role of the mentor academy in training these teachers is critical to the success of this system.

(Concern with original bill) The role of the principal needs to be strengthened in the selection process of the peer mentors.

Testimony Against: None.

Testified: (In support) Representative Keiser, prime sponsor; Rainer Houser, Association of Washington School Principals; Patty Martin, State Board of Education; Karen Davis, Washington Education Association; and Greg Williamson, Office of the Superintendent of Public Instruction.