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SENATE BILL 5459

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State of Washington

65th Legislature

2017 Regular Session

By Senators Rolfes, Zeiger, Billig, and Frockt; by request of Request of the Governor

Read first time 01/25/17. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to the beginning educator support team program;  
2 amending RCW 28A.415.265; and creating a new section.

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

4 NEW SECTION. **Sec. 1.** INTENT. (1) The legislature finds that  
5 support and mentoring from exemplary educators for beginning teachers  
6 and principals improves the ability of beginning teachers and  
7 principals to meet the needs of an increasingly diverse population  
8 and has strong positive effects on student learning.

9 (2) The legislature further finds that the state's beginning  
10 educator support team (BEST) program has proven effective and is in  
11 high demand by school districts across the state.

12 (3) Therefore, the legislature intends to expand the beginning  
13 educator support team program for teachers and to add a program  
14 component for beginning principals.

15 **Sec. 2.** RCW 28A.415.265 and 2016 c 233 s 11 are each amended to  
16 read as follows:

17 (1) For the purposes of this section, a mentor is an educator who  
18 has ((~~achieved appropriate~~)) successfully completed training in  
19 assisting, coaching, and advising beginning principals, teachers, or  
20 student teaching residents as defined by the office of the

1 superintendent of public instruction(~~(, such as national board~~  
2 ~~certification or other specialized training)~~); been selected using  
3 mentor standards developed by the office of the superintendent of  
4 public instruction; and is participating in ongoing mentor skills  
5 professional development.

6 (2)(a) The beginning educator support team program is established  
7 to provide professional development and (~~(mentor support)~~) mentoring  
8 for beginning (~~(educators)~~) principals, teachers, and candidates in  
9 alternative route teacher certification programs under RCW  
10 28A.660.040(~~(, and educators on probation under RCW 28A.405.100, to~~  
11 ~~be composed of the beginning educator support team for beginning~~  
12 ~~educators and continuous improvement coaching for educators on~~  
13 ~~probation, as provided in this section)~~).

14 (b) The superintendent of public instruction shall notify school  
15 districts about the beginning educator support team program and  
16 encourage districts to apply for program funds.

17 (3) Subject to the availability of amounts appropriated for this  
18 specific purpose, the office of the superintendent of public  
19 instruction shall allocate funds for the beginning educator support  
20 team program on a competitive basis to individual school districts or  
21 consortia of districts. School districts are encouraged to include  
22 educational service districts in creating regional consortia. In  
23 allocating funds, the office of the superintendent of public  
24 instruction shall give priority to:

25 (a) School districts with low-performing schools identified under  
26 RCW 28A.657.020 as being challenged schools in need of improvement;  
27 (~~(and)~~)

28 (b) School districts with a large influx of beginning classroom  
29 teachers; and

30 (c) School districts that demonstrate an understanding of the  
31 research-based standards for beginning educator induction developed  
32 by the office of the superintendent of public instruction.

33 (4) A portion of the appropriated funds may be used for program  
34 coordination and provision of statewide or regional professional  
35 development through the office of the superintendent of public  
36 instruction.

37 (5) A beginning educator support team program must include the  
38 following components:

- 1 (a) A paid instructional orientation or individualized assistance  
2 before the start of the school year for (~~beginning educators~~)  
3 program participants;
- 4 (b) Assignment of a trained and qualified mentor for (~~the~~  
5 ~~first~~) up to three years for (~~beginning educators~~) program  
6 participants, with intensive support in the first year and decreasing  
7 support over the following years (~~depending on the needs of the~~  
8 ~~beginning educator~~);
- 9 (c) A goal to provide (~~beginning teachers~~) program participants  
10 from underrepresented populations with a mentor who has strong ties  
11 to underrepresented populations;
- 12 (d) Ongoing professional development for (~~beginning educators~~)  
13 program participants that is designed to meet their unique needs for  
14 supplemental training and skill development;
- 15 (e) Initial and ongoing professional development for mentors;
- 16 (f) Release time for mentors and (~~their designated educators~~)  
17 program participants to work together, as well as time for  
18 (~~educators~~) program participants to observe accomplished peers;  
19 (~~and~~)
- 20 (g) When possible, an assignment for beginning principals and  
21 teachers that is less challenging than that of more experienced  
22 colleagues;
- 23 (h) Nonevaluative observations with written feedback for program  
24 participants;
- 25 (i) Support in understanding and participating in the state and  
26 district evaluation process and using the instructional or leadership  
27 framework, or both, to promote growth;
- 28 (j) Adherence to research-based standards for beginning educator  
29 induction developed by the office of the superintendent of public  
30 instruction; and
- 31 (k) A program evaluation using a standard evaluation tool  
32 provided from the office of the superintendent of public instruction  
33 that measures increased knowledge, skills, and positive impact on  
34 student learning for program participants and identified areas of  
35 program development, including increased retention of beginning  
36 principals and teachers.
- 37 (6) Subject to the availability of amounts appropriated for this  
38 specific purpose, the beginning educator support team program  
39 components under subsection (3) of this section may be provided for

1 continuous improvement coaching to support educators on probation  
2 under RCW 28A.405.100.

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