
SENATE BILL 6138

State of Washington

66th Legislature

2020 Regular Session

By Senators Hasegawa, Nguyen, and Wilson, C.

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1 AN ACT Relating to supports for beginning educators and mentors;
2 and amending RCW 28A.415.265.

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

4 **Sec. 1.** RCW 28A.415.265 and 2019 c 295 s 302 are each amended to
5 read as follows:

6 (1) For the purposes of this section, a mentor educator is a
7 teacher, educational staff associate, or principal who:

8 (a) Has successfully completed training in assisting, coaching,
9 and advising beginning principals, beginning educational staff
10 associates, beginning teachers, or student teachers as defined by the
11 office of the superintendent of public instruction;

12 (b) Has been selected using mentor standards developed by the
13 office of the superintendent of public instruction; and

14 (c) Is participating in ongoing mentor skills professional
15 development.

16 (2)(a) The beginning educator support team program is established
17 to provide (~~professional~~):

18 (i) Professional development and mentoring for beginning
19 principals, beginning educational staff associates, beginning
20 teachers, and candidates in alternative route teacher certification
21 programs under chapter 28A.660 RCW; and

1 (ii) Support for mentor educators and beginning educators of
2 underrepresented populations.

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

6 (3) Subject to the availability of amounts appropriated for this
7 specific purpose, the office of the superintendent of public
8 instruction shall allocate funds for the beginning educator support
9 team program on a competitive basis to individual school districts,
10 consortia of districts, or state-tribal compact schools. In
11 allocating funds, the office of the superintendent of public
12 instruction shall give priority to:

13 (a) Schools and districts identified for comprehensive or
14 targeted support and improvement as required under the federal
15 elementary and secondary education act;

16 (b) School districts with a large influx of beginning principals,
17 beginning educational staff associates, or beginning classroom
18 teachers; ~~((and))~~

19 (c) Schools and districts that have taken action or have specific
20 plans in place to provide program participants from underrepresented
21 populations with a mentor who has strong ties to underrepresented
22 populations; and

23 (d) School districts that demonstrate an understanding of the
24 research-based standards for beginning educator induction developed
25 by the office of the superintendent of public instruction.

26 (4) A portion of the appropriated funds may be used for program
27 coordination and provision of statewide or regional professional
28 development through the office of the superintendent of public
29 instruction.

30 (5) A beginning educator support team program must include the
31 following components:

32 (a) A paid instructional orientation or individualized assistance
33 before the start of the school year for program participants;

34 (b) A trained and qualified mentor assigned to each program
35 participant for up to three years, with intensive support in the
36 first year and decreasing support in subsequent years;

37 (c) A goal to provide program participants from underrepresented
38 populations with a mentor who has strong ties to underrepresented
39 populations;

1 (d) Ongoing professional development designed to meet the unique
2 needs of each program participant for supplemental training and skill
3 development;

4 (e) Initial and ongoing professional development for mentors;

5 (f) Release time for mentors and program participants to work
6 together, as well as time for program participants to observe
7 accomplished peers;

8 (g) To the extent possible, a school or classroom assignment that
9 is appropriate for a beginning principal, beginning educational staff
10 associate, or beginning teacher;

11 (h) Nonevaluative observations with written feedback for program
12 participants;

13 (i) Support in understanding and participating in the state and
14 district evaluation process and using the instructional framework,
15 leadership framework, or both, to promote growth;

16 (j) Adherence to research-based standards for beginning educator
17 induction developed by the office of the superintendent of public
18 instruction; and

19 (k) A program evaluation that identifies program strengths and
20 gaps using the standards for beginning educator induction, the
21 retention of beginning educators, and positive impact on student
22 growth for program participants.

23 (6) The beginning educator support team program components under
24 subsection (5) of this section may be provided for continuous
25 improvement coaching to support educators on probation under RCW
26 28A.405.100.

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