
HOUSE BILL 1601

State of Washington

65th Legislature

2017 Regular Session

By Representative Santos; by request of Office of the Governor

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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