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**SENATE BILL 6138**

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**State of Washington**

**66th Legislature**

**2020 Regular Session**

**By** Senator Hasegawa

Prefiled 01/07/20.

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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