

2025 BEST Grantee Convening

“What we do for educators, we do for their students.

What we fail to do for educators, we fail to do for their students.”

-Marcy Yoshida

PURPOSE OF CONVENING

BEST Grantees will interact and engage in promising practice examples to enrich their work to provide, build, enhance and extend comprehensive induction supports to early career educators in Washington State.

INTENDED OUTCOMES

- Grantees will share and learn about beginning educator support practices across Washington State.
- Grantees will connect practices with Washington Standards for Mentoring and Standards for Beginning Educator Induction.
- Grantees will consider their stage for induction growth and plan for enhancing their comprehensive system to support early career educators.

8:30-9:00 Opening General Session Hosted by BEST

8:50-9:00 Transition

9:00-9:45 Session 1 Presentations

9:45-10:00 Transition

10:00-10:45 Session 2 Presentations

10:45-11:00 Transition

11:00-11:45 Session 3 Presentations

11:45-12:00 Transition

12:00-12:30 Closing General Session Hosted by BEST



Opening General Session Hosted by BEST

8:30-9:00

Welcome Message from BEST

- Land Acknowledgement
- Purpose and intended outcomes
- BEST Program Staff Introduction
- BEST Program Highlights

Convening Program Preview

- Schedule Overview
- BEST Learning Pathways

Convening Housekeeping/ Resource sharing

- Schedule and access for presentation sessions
- Note taking template
- Directions for support
- Clock hours
 - Attendance will be taken at the end of the convening
 - To receive clock hours, participants need to register on pdEnroller [here](#).

Questions

Session 1 Presentations

9:00-9:45

Session Code	Essential Question/Standards Addressed	Presenter	Intended Audience	Zoom Link
1.1 Mentor Faculty-Feedback for Formative Assessment	How might Mentors envision feedback from the recipient lens? (based on the text, Thanks for the Feedback by Douglas Stone and Sheila Heen). <i>Induction Standard: Mentoring, Feedback for Formative Assessment; Standards for Mentoring: 1, 2</i>	BEST Mentor Faculty Hilari Anderson	Mentors and Induction Leaders	TBA
1.2 Mentor Faculty Mentoring- Equity	What unique supports and considerations must exist for mentors/mentor programs supporting BIPOC educators? <i>Induction Standard: Mentoring; Standards for Mentoring: All Mentor Standards</i>	BEST Mentor Faculty Tanisha Brandon Felder	Mentors and Induction Leaders	TBA
1.3 Mentor Faculty - Mentoring	How might we increase novice educators' sense of support and social emotional well-being as they navigate the difficult and challenging transitions throughout their first years of teaching? <i>Induction Standard: Mentoring; Standards for Mentoring: 1a, 1f</i>	BEST Mentor Faculty Kjell Stromer-Rowe	Mentors and Induction Leaders	TBA
1.4 Mentoring - SPED	How do BEST mentors collaborate with SPED educators and directors as well as building level TOSA's to provide support to new special education teachers when we as BEST mentors do not have a background in special education? <i>Induction Standard: Mentoring</i>	Yakima School District Tanya Randolph , BEST District TOSA; Megan Anderson-Reilly , BEST District TOSA; Kim Newell , HR Director	Induction Leaders	TBA
1.5 Orientation and Professional Learning	How to continue to provide necessary induction information throughout the year to accommodate late hires? <i>Induction Standard: Orientation, Professional Learning</i>	Tacoma School District Michelle Tyson , BEST Program Coordinator	Induction Leaders	TBA
1.6 Mentoring, Professional Learning and Feedback for Formative Assessment	How can structured mentor learning models, such as the Challenge Mosaic, enhance mentors' abilities to analyze teacher data collaboratively, to promote reflective practices and instructional growth? <i>Induction Standards: Mentoring, Professional Learning, Feedback for Formative Assessment</i>	Bethel School District Sophia Monge , Assistant Director Elementary T&L; Lori Honig , Assistant Director Secondary T&L	Mentors and Induction Leaders	TBA

Session Code	Essential Question/Standards Addressed	Presenter	Intended Audience	Zoom Link
1.7 Feedback for Formative Assessment	<p>How might mentors leverage AI tools to analyze conversations, deepen reflection, and enhance their ability to facilitate learning-focused discussions with mentees?</p> <p><i>Induction Standards: Feedback for Formative Assessment</i></p>	<p>Puyallup School District Amanda Kraft, Induction Leader; Jenn Chaves, Release Mentor</p>	<p>Mentors and Induction Leaders</p>	<p>TBA</p>
1.8 Comprehensive Induction	<p>How might a Rural and Remote grantee support comprehensive induction? What resources are available, and how might a consortium support smaller systems with limited resources?</p> <p><i>Induction Standards: All Standards</i></p>	<p>NEWESD 101 Dianna Harrington, Project Coordinator BEST Consortium Lead; Erik Wolfrum, Teaching and Learning Director</p>	<p>Induction Leaders</p>	<p>TBA</p>

Continue to next page for Session 2

Session 2 Presentations

10:00-10:45

Session Code	Essential Question	Presenter	Intended Audience	Zoom Link
2.1 Mentor Faculty-Mentoring	<p>How might a grantee comprehensively support novice school nurses and their mentors?</p> <p><i>Induction Standards: Mentoring; Standards for Mentoring: All Standards</i></p>	<p>BEST Mentor Faculty Katie Johnson</p>	Mentors and Induction Leaders	TBA
2.2 Mentor Faculty-Mentoring	<p>How might we differentiate induction supports and evaluative practices for Special Education ESA Mentees when serving as dual-role mentor?</p> <p><i>Induction Standards: Mentoring Standards for Mentoring: All Standards</i></p>	<p>BEST Mentor Faculty Alicia Bennett-Veitch</p>	Mentors and Induction Leaders	TBA
2.3 Orientation and Mentoring	<p>How might a system enhance classroom set-up to better support inclusive environments and connections to the system's instructional framework?</p> <p><i>Induction Standards: Orientation and Mentoring</i></p>	<p>Bellingham Public Schools Andrea Quigley, Mentor TOSA; Jessica Wallace, Mentor TOSA</p>	Induction Leaders	TBA
2.4 Mentoring	<p>Using Liberation Focused Goal Setting with Mentees to Guide the Work: How do mentors facilitate mentees in building and enacting equity goals for an equity centered classroom?</p> <p><i>Induction Standards: Mentoring</i></p>	<p>Lake Washington School District Rachelle Horner, Consulting Teacher; Zack Daniels, Consulting Teacher</p>	Mentors and Induction Leaders	TBA
2.5 Professional Learning	<p>How do we support novice educators in times of instability and turmoil?</p> <p>Whether it's a budget crisis, shifting student needs, or curricular demands (or something else), novice educators need extra support and strategies to weather storms that veteran educators have faced in the past or are coping with for the first time.</p> <p><i>Induction Standards: Mentoring</i></p>	<p>Bainbridge Island School District Melissa Dupre, School District Induction Leader/New Educator Support Specialist</p>	Induction Leaders	TBA
2.6 Mentoring and Professional Learning	<p>Differentiated Supports based on Phases of a First Year Teacher</p> <p><i>Induction Standards: Mentoring and Professional Learning</i></p>	<p>NWESD 189 Laqueta Williams Regional Literacy Coordinator/BEST Coordinator</p>	Induction Leaders	TBA

Session Code	Essential Question	Presenter	Intended Audience	Zoom Link
2.7 Program Assessment	<p>How might a coherent induction system use meaningful program assessment to move beyond compliance-driven checklists and create integrated, equity-centered support that strengthens educator retention, instructional quality, and professional growth?</p> <p>Induction Standards: Program Assessment</p>	<p>ESD 105 Dr. Hernandez, BEST Grant Coordinator and Regional Literacy Coordinator</p>	<p>Induction Leaders</p>	<p>TBA</p>
2.8 Professional Learning	<p>How can we effectively support first- and second-year special education resource room teachers in planning and delivering units that not only align with academic standards but also engage students cognitively and emotionally?</p> <p>Induction Standards: Professional Learning</p>	<p>Everett School District Shelly Bratton, Professional Learning Facilitator/ BEST Instructional Coach; Kat Gomez, Special Services Facilitator; Jana Sanchez, P-5 Instructional Facilitator</p>	<p>Induction Leaders</p>	<p>TBA</p>
2.9 Feedback for Formative Assessment	<p>What are some ways to coordinate language and practices for observation and feedback across our systems (induction, evaluation, central office, etc.) so that teachers' experiences with feedback are more consistent and impactful?</p> <p>Induction Standard: Feedback for Formative Assessment</p>	<p>Seattle Public Schools Kate Byers-Jensen, PGES Consulting Teacher Program Manager; Drew Dillhunt, Peer Assistant Review Coordinator; Tia Nguyen, TPEP Professional Development Specialist</p>	<p>Induction Leaders</p>	<p>TBA</p>

Continue to next page for Session 3

Session 3 Presentations

11:00-11:45

Session Code	Essential Question	Presenter	Intended Audience	Zoom Link
3.1 Mentor Faculty-Professional Learning	How does teaming up with district departments during ongoing professional learning provide timely, rigorous and responsive content for new teachers? <i>Induction Standard: Mentoring</i>	BEST Mentor Faculty Linda Cowan, Andrea Schneider	Induction Leaders	TBA
3.2 Mentor Faculty-Mentoring	How might a grantee comprehensively support novice School Counselors and their mentors? <i>Induction Standard: Mentoring</i>	BEST Mentor Faculty/WSCA Lauren Mendez	Mentors and Induction Leaders	TBA
3.3 Mentor Faculty-Mentoring and Ongoing Mentor Learning -	How can ongoing mentor learning through collaborative structures, like the BEST Mentor Round Table, enhance mentoring effectiveness and support new educator growth? <i>Induction Standards: Professional Learning and Mentoring</i>	BEST Mentor Faculty Mary Kirby, Kjell Stromer-Rowe	Mentors and Induction Leaders	TBA
3.4 Mentoring and Professional Learning	How might a system create accountability and support structures for more consistent and impactful mentor/mentee meetings? <i>Induction Standards: Professional Learning and Mentoring</i>	Renton School District Dr. Becca L'Amour , Teacher Induction Facilitator and Mentor; Dr. Bob Ettinger , Director of Curriculum and Instruction	Mentors and Induction Leaders	TBA
3.5 Professional Learning	How can observing experienced teachers in action provide new educators with meaningful, real-time professional learning and foster growth through a mentorship program? <i>Induction Standard: Professional Learning</i>	Mt. Vernon School District Mary Ellen Huggins , District Instructional Coach/BEST Grant and Program Facilitator; Andrea Sundberg , Middle School Math Coach/Secondary Mentor	Induction Leaders	TBA

Session Code	Essential Question	Presenter	Intended Audience	Zoom Link
3.6 Mentoring	Coaching for Collaboration & Capacity: How can mentors and leaders within the system support novice special education teachers in building effective partnerships and inclusionary practices that result in positive outcomes for students and mentees? Induction Standard: Mentoring	Lake Washington School District Nora Starosky , Consulting Teacher; Heidi Holtzclaw , Consulting Teacher	Mentors and Induction Leaders	TBA
3.7 Professional Learning Feedback for Formative Assessment	How might a system provide more continuous and timely support to new teachers and ESAs throughout the year? Induction Standards: Professional Learning and Feedback for Formative Assessment	Pasco School District Sarah Garza , New Teacher Mentor; Melanie Primus , New Teacher Mentor; Leticia Cruz , New Teacher Mentor; LeAnn Nunamaker , Director of Curriculum & PD	Mentors and Induction Leaders	TBA
3.8 Professional Learning	How might a yearlong professional learning series for new educators foster growth, confidence, and instructional excellence? Learn how a comprehensive induction series empowers educators from day one. This session explores a structured yearlong model with targeted development and flexible breakout sessions, designed to promote growth, confidence, and a strong sense of professional belonging. Induction Standard: Professional Learning	Puyallup School District Candice McGregor , Induction Leader; Jessica Miller , Released Mentor; Maria Boyd Atkinson , Released Mentor	Induction Leaders	TBA
3.9 Induction Program Assessment	How might a district engage in high quality reflection of inductions supports? Lindsey and I are offering to facilitate a session on the Induction analysis tool that invites districts and schools to engage in program reflection and plan for induction improvements with the goal of increasing teacher retention, efficacy, and sense of belonging. This tool was developed with guidance from the OSPI Standards for Beginning Educator Induction. Induction Standard: Program Assessment	Capital Region ESD 113 Jen Flo , Regional Administrator, Advanced Learning/Educator and System Support; Lindsey Drake , Professional Learning Coach	Induction Leaders	TBA

Closing General Session Hosted by BEST

12:00-12:30

Appreciation

Reminders

- Attendance survey for Clock Hours

Resource sharing

- BEST Monthly Newsletter: Mentor Tips
- BEST Induction Leader Collaboratives
- BEST Learning Pathways
 - Foundational Learning
 - Extended Learning
 - Ongoing Learning (Roundtables)
- 2025.2026 Grant Information
 - Grants Assurances
 - Grant Progressions
 - PDF of Grant Questions
 - Tips to Complete EGMS Application

Questions