

EXHIBIT B
AFFIRMATIONS & AVAILABILITY CHECKLIST

CONSULTANT INFORMATION	
Bidder:	<hr style="border: none; border-top: 1px solid black; width: 100%;"/>

MINIMUM QUALIFICATIONS FOR MENTOR FACULTY AND/OR INDUCTION COACH

Please check all boxes that apply.

- ☐ Licensed to do business in the State of Washington. If not licensed, provide a written intent to become licensed in Washington within thirty (30) calendar days of being selected as the Apparently Successful Contractor.
- ☐ At least four (4) years' experience in education.
- ☐ At least two (2) years of experience as a mentor, coach, or comparable role (formal or informal).
- ☐ Has attended Mentor Academy 101 (May 2021 or later) or commit to attending it if selected for this position.

MINIMUM QUALIFICATIONS FOR MENTOR FACULTY – ESA SPECIALIST

Please check all boxes that apply.

- ☐ Licensed to do business in the State of Washington. If not licensed, provide a written intent to become licensed in Washington within thirty (30) calendar days of being selected as the Apparently Successful Contractor.
- ☐ At least four (4) years' experience in education as an Educational Staff Associate (e.g., counselor, nurse, psychologist, OT, PT, SLP, etc.).
- ☐ Has attended Mentor Academy 101 (May 2021 or later) or commit to attending it if selected for this position.

Consultants who do not meet the minimum qualifications noted above will be rejected as non-responsive and will not receive further consideration. Any proposal that is rejected as non-responsive will not be evaluated or scored.

ADDITIONAL DESIRED QUALIFICATIONS FOR MENTOR FACULTY

Please check all boxes that apply.

- ☐ A commitment to uprooting systems of oppression in education through advocacy for equitable, anti-racist policies and practices at all levels within the education system.
- ☐ An understanding of one's own identity, implicit biases, and role as an anti-racist leader in education, including a commitment to comprehensive systems of support for novice educators and their students.
- ☐ A commitment to and understanding of comprehensive systems of support for novice educators in order to improve learning outcomes for students.
- ☐ A commitment to on-going development of own mentoring skills and reflective practice.

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<input type="checkbox"/>	Engage responsively with teaching pedagogy and practice. Maintain intentional awareness of the many ways knowledge is relayed and received by learners and the learning community.
<input type="checkbox"/>	An understanding of OSPI's <u>WA State Standards for Mentoring</u> and ways the standards can promote mentor growth and development.
<input type="checkbox"/>	An ability to talk about and facilitate learning around issues of race, equity, and educational justice.
<input type="checkbox"/>	An ability to design culturally responsive professional learning that values and leverages assets.
<input type="checkbox"/>	An ability to facilitate learning-focused conversations that promote reflective practices and result in improved student learning and equitable outcomes.
<input type="checkbox"/>	Expertise in: Special Education, English Language Development, Racial Equity Training and Caucusing, Inclusionary Practices, Preservice.
<input type="checkbox"/>	Based in or bordering Washington State.

AVAILABILITY FOR MENTOR FACULTY

Please check all boxes that apply.

In order to foster a BEST Contractor Team that is culturally responsive, antiracist, and committed to lifelong learning, BEST contractors in both roles (Mentor Faculty and Induction Coach) are expected to participate in monthly, 90-minute Co-learning sessions. Contractors will be compensated for their participation in these meetings.

☐ I commit to making every effort to attend monthly, 90-minute Co-learning meetings. Similarly, in order to produce high-quality, timely, research-based content for Mentor Academies and Mentor Roundtables, BEST contractors in the Mentor Faculty role are expected to participate in quarterly, 90-to-120-minute planning and/or content meetings.

☐ I commit to making every effort to attend quarterly content meetings. Mentor Academy schedules vary but generally occur in 6-hour sessions. Most months, BEST hosts at least three (3) Mentor Academy events. Some months, BEST hosts upwards of 10 Mentor Academy events.

☐ I reviewed the draft Academy Schedule (Exhibit E) and understand the expectation of events in 2025-2026.

I anticipate having capacity to facilitate...

☐ 6 to 12 hours of Mentor Academy per month

☐ 12 to 18 hours of Mentor Academy per month

☐ 18 to 24 hours of Mentor Academy per month

☐ more than 24 hours of Mentor Academy per month

☐ I am not interested in facilitating Mentor Academy events

Mentor Roundtables occur in 2-hour monthly sessions, generally from September to May.

I anticipate having capacity to facilitate a monthly Mentor Roundtable...

☐ on a weekday morning (for 2 hours between 8:00am and noon)

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<input type="checkbox"/> on a weekday afternoon (for 2 hours between noon and 3:30pm)
<input type="checkbox"/> on a weekday after-school (for 2 hours between 3:30pm and 6:30pm)
<input type="checkbox"/> I am interested in facilitating more than one roundtable per month
<input type="checkbox"/> I am not interested in facilitating Mentor Roundtable events
Some Mentor Academy and/or Roundtable events contain content for specific areas of need.
<i>I consider myself to have expertise in...</i>
<input type="checkbox"/> Special Education
<input type="checkbox"/> English Language Development
<input type="checkbox"/> Racial Equity Training and Caucusing
<input type="checkbox"/> Inclusionary Practices
<input type="checkbox"/> Preservice
<input type="checkbox"/> Other: Area of expertise

DESIRED QUALIFICATIONS FOR MENTOR FACULTY – ESA SPECIALIST
<i>I affirm that I am...</i>
<input type="checkbox"/> Based in or bordering Washington state.
<i>I affirm that I have...</i>
<input type="checkbox"/> An understanding of one’s own identity, implicit biases, and role as an anti-racist leader in education, including a commitment to comprehensive systems of support for novice educators and their students.
<input type="checkbox"/> A commitment to and understanding of comprehensive systems of support for novice educators in order to improve learning outcomes for students.
<input type="checkbox"/> Commitment to on-going development of own mentoring skills and reflective practice.
<input type="checkbox"/> Understanding of OSPI’s WA State Standards for Mentoring and ways the standards can promote mentor growth and development.
<input type="checkbox"/> Ability to talk about and facilitate learning around issues of race, equity, and educational justice.
<input type="checkbox"/> Ability to design culturally responsive professional learning that values and leverages assets.
<input type="checkbox"/> Ability to facilitate learning-focused conversations that promote reflective practices and result in improved student learning and equitable outcomes.

AVAILABILITY FOR MENTOR FACULTY – ESA SPECIALIST

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In order to foster a BEST Contractor Team that is culturally responsive, anti-racist, and committed to lifelong learning, BEST contractors are expected to participate in monthly, 90-minute co-learning meetings. Contractors will be compensated for their participation in these meetings. Meeting schedules will be negotiated with the Apparently Successful Bidders.

☐ I commit to making every effort to attend monthly, 90-minute Co-learning and Racial Caucus meetings.

Similarly, in order to produce high-quality, timely, research-based content for Mentor Academies and Mentor Roundtables, BEST contractors in the Mentor Faculty role are expected to participate in quarterly, 90-to-120-minute planning and/or content meetings.

☐ I commit to making every effort to attend content meetings.

Mentor Academy schedules vary but generally occur in 6-hour sessions.

☐ I reviewed the draft Academy Schedule (Exhibit E) and understand the expectation of events in 2025-2026.

Mentor Roundtables occur in 2-hour monthly sessions, generally from September to May.

I anticipate having capacity to facilitate a monthly Mentor Roundtable...

☐ on a weekday morning (for 2 hours between 8:00am and noon)

☐ on a weekday afternoon (for 2 hours between noon and 3:30pm)

☐ on a weekday after-school (for 2 hours between 3:30pm and 6:30pm)

☐ I am interested in facilitating more than one roundtable per month.

☐ I am not interested in facilitating Mentor Roundtable events.

ADDITIONAL DESIRED QUALIFICATIONS FOR INDUCTION COACH

Please check all boxes that apply.

☐ A commitment to uprooting systems of oppression in education through advocacy for equitable, anti-racist policies and practices at all levels within the education system.

☐ An understanding of one's own identity, implicit biases, and role as an anti-racist leader in education, including a commitment to comprehensive systems of support for novice educators and their students.

☐ A commitment to and understanding of comprehensive systems of support for novice educators in order to improve learning outcomes for students.

☐ A commitment to on-going development of own mentoring skills and reflective practice.

☐ An understanding of and ability to use coaching skills to promote growth.

☐ An understanding of the Standards for Beginning Educator Induction, potential use for district growth, and their impact on conditions for novice educators and their students.

☐ An ability to facilitate reflection in service of culturally responsive, antiracist, equitable policies and practices.

☐ An ability to engage others in systems-thinking to improve comprehensive induction.

☐ Knowledge of district induction work beyond a single school district

☐ Leadership experience within the area of BEST induction work in Washington.

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☐ Based in or bordering Washington State.

AVAILABILITY FOR INDUCTION COACHES

Please check all boxes that apply.

BEST districts are coached by Induction Coaches two (2) or three (3) times a year (in the fall, sometimes winter, and spring), generally in 60 to 90-minute coaching sessions, for an estimated commitment of four (4) hours per district per year.

I anticipate having capacity to coach...

- ☐ 1 – 4 districts per year
- ☐ 5 – 8 districts per year
- ☐ 9 – 12 districts per year
- ☐ 13 – 16 districts per year
- ☐ More than 16 districts per year

I certify under penalty of perjury of the laws of the State of Washington that the foregoing is true and correct.

Signature of Bidder

Date

Place Signed (City, State)

Printed Name

Title

Organization Name