



LATE

STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 03/13/2019
Time: 02:45 PM
Location: 229
Committee: Senate Education

Department: Education

Person Testifying: Dr. Christina M. Kishimoto, Superintendent of Education

Title of Bill: HB 1530, HD1 RELATING TO EDUCATION.

Purpose of Bill: Establishes the Teacher Mentor Incentive Program within the Department of Education. (HB1530 HD1)

Department's Position:

The Department of Education (Department) continues to support the intent of HB1530, HD1 provided that it does not adversely impact priorities in the Department's Board of Education approved budget. We also offer the following comments.

A teacher mentorship program presently exists in the Department. The Department established a statewide Hawaii Teacher Induction Program (HTIP) and the Hawaii Teacher Induction Center (HTIC) in 2011 with support from the New Teacher Center, national leaders in teacher induction and mentoring. To date, all fifteen complex areas implement a comprehensive induction program for new teachers in their first three years in the profession. HTIP Standards guide complex areas in implementing and assessing their programs. The program pairs teachers with a trained instructional mentor for their first two years. The Standards of Mentoring Practice, adopted by the Department in 2018, ensure all beginning teachers and mentors engage in evidence-based mentoring practices throughout the school year for a minimum of three times a month totaling 180 minutes. Upon completion of implementing the Standards of Mentoring Practice, mentors receive a stipend.

A Memorandum of Understanding between the State of Hawaii, Board of Education, including the Department and Hawaii State Teachers Association on Mentor Stipends in School Year 2018-2019 outlines the details of this incentive for mentor teachers. This includes: a mentor stipend, mentor training, standards of mentoring practice, limit of one beginning teacher for a mentor, mentoring schedule, stipend amount and payment schedule.

Should this bill be approved, the Department notes necessary funding to support this mentor incentive of \$1,500 per mentor for the 600 mentors would require \$900,000 for FY20 and FY21. The Department will continue to meet with interested parties to further discuss future incentive

agreements and thanks the Legislature for recognizing the additional important work in which our teachers participate.

Currently there are no consistent, state adopted criteria or expectations for mentors who support marginal veteran or preservice teachers. This would require recruitment, training, coordination and collaboration between the department, HSTA and Hawaii teacher preparation programs, and additional fiscal and human resources. Until this is developed, we recommend focusing the bill on mentors of beginning teachers.

We offer these recommendations to amend the bill as follows:

- Section 1: Omit any language referencing pre-service mentees and marginal veteran teacher mentors.
- Section 1 & Section 2c: Use consistent language within the bill to align with the current department, BOE and HSTA MOU on Mentor Stipends, to read \$1,500 stipend instead of \$1,500 bonus.
- Section 2b: Change this section to read "The incentive program shall include rigorous mentoring expectations and requirements as outlined in the Standards of Mentoring Practice, in which carefully selected, trained instructional mentors assist mentees to accelerate the development of their teaching practice."
- Section 2d: Omit this section as it is addressed in Section 2b.
- Section 1: Include "Additionally, mentors and beginning teachers both recognize the challenge of sanctioned time for this work. Recent data from the Hawaii Teacher Induction Survey indicate 94% of beginning teachers report they most often work with their mentor before school, after school or during a prep period."
- Section 2d: Add another component in Section 2 to address the challenge of sanctioned time for beginning teachers to participate in the mentoring. Section 2d: "The department and HSTA shall collaborate to identify ways to ensure beginning teachers can participate in the mentorship program."
- Section 3: Include an appropriation of \$900,000 out of the general funds to cover mentor compensation for beginning teacher mentors only.

Thank you for the opportunity to testify on this measure.

The Hawaii State Department of Education seeks to advance the goals of the Strategic Plan which is focused on student success, staff success, and successful systems of support. This is achieved through targeted work around three impact strategies: school design, student voice, and teacher collaboration. Detailed information is available at www.hawaiipublicschools.org.



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

Corey Rosenlee
President

Osa Tui Jr.
Vice President

Logan Okita
Secretary-Treasurer

Wilbert Holck
Executive Director

TESTIMONY BEFORE THE SENATE COMMITTEE ON EDUCATION

RE: HB 1530, HD1 - RELATING TO EDUCATION

WEDNESDAY, MARCH 13, 2019

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Kidani and Members of the Committee:

The Hawaii State Teachers Association **supports HB 1530, HD1 with an amendment**, relating to education. **We ask for an amendment that the amount of this incentive will be subject to collective bargaining.**

HB 1530, HD1 would establish a Teacher Mentor Incentive Program within the Department of Education.

Although the HIDOE currently has a mentor program, the incentives fluctuate each year. The Hawaii State Teachers Association doesn't believe our mentors are rewarded enough for the extra hours and responsibilities they put in to help and support their mentees. On top of their own teaching duties, they go above and beyond to support their mentees with little reward. In some districts in other states, such as some districts in New York, mentors, named "Master Teachers" were paid an additional \$60,000 over a four year period, for the valuable work they do. That is \$15,000 per year. This bill doesn't ask for nearly that much, and maybe it should be more, but the \$1,500 it does ask for will help reward mentor teachers and hopefully attract other teachers to put in the extra time required to support other teachers. Money is not everything, but it will definitely help our mentor teachers. Sure, they will probably spend it on their students, but at least they will have that extra money they need instead of taking it out of their own pockets.

HSTA believes mentors should be rewarded for their extensive time spent mentoring other teachers. Mentors put in an additional workload of an average of 75 additional hours or more. They are responsible for a variety of tasks from in-class observations, collaboratively assisting mentees to design instruction and assessments, providing written feedback to their mentees as they guide them through best practices of high-quality interactions with students and successful



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learning experiences for their students, and attending professional development opportunities with their mentees. They give their all to their mentees.

Mentoring is an invaluable support system for mentees as it helps to ensure that they are prepared for the task of being an educator. It gives the mentee real world experience from a qualified and supportive mentor by their side that not only helps them navigate the system, but sets them up for success.

The incentive program will help recruit additional quality tenured teachers to volunteer for the mentoring program and compensate them more for the extra time they devote to their mentees. It will also show that the state values their engagement in this essential program.

The Hawaii State Teachers Association asks your committee to **support** HB 1530, HD1.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
Senate Committee on Education
Wednesday, March 13, 2019 at 2:45 pm

By

Dr. Nathan Murata

Dean, College of Education

And

Michael Bruno, PhD

Interim Vice Chancellor for Academic Affairs

University of Hawai'i at Mānoa

HB 1530 HD1 – RELATING TO EDUCATION

Chair Kidani, Vice Chair Kim and members of the committee:

Thank you for the opportunity to provide testimony on HB 1530 HD1, which establishes the teacher mentor incentive program within the Department of Education.

The University of Hawai'i at Mānoa, College of Education supports the intent of HB 1530 HD1 which would establish a teacher mentoring incentive program. Experienced classroom teachers have a lot to offer to student and induction teachers. These experienced classroom teachers devote an extraordinary amount of time to assist, support, and contribute to the continued development of others. An incentive program would motivate and encourage classroom teachers to engage and participate in a mentoring program. In addition, this program will complement our existing mentoring program for induction and special education teachers.

Thank you for allowing our testimony on HB 1530 HD1.



david.miyashiro@hawaiikidscan.org
hawaiikidscan.org

David Miyashiro
Executive Director

March 13, 2019

Committee on Education
Senator Michelle N. Kidani, Chair
Senator Donna Mercado Kim, Vice Chair

State Capitol
415 South Beretania Street
Honolulu, HI 96813

Aloha Chair Kidani, Vice Chair Mercado Kim, and Members of the Committee,

HawaiiKidsCAN strongly supports HB 1530 HD1, which would establish the Teacher Mentor Incentive Program in order to grow a mentor pool of teachers who are in the classroom.

Founded in 2017, HawaiiKidsCAN is a nonprofit organization committed to ensuring that Hawaii has an excellent and equitable education system that reflects the true voices of our communities and, in turn, has a transformational impact on our children and our state. Given that our priorities include increasing innovation and excellence in our public education system, we recognize that Hawaii needs an educator workforce that is equipped with the skills and supports to provide transformational learning experiences for students.

HB 1530 HD1 represents an important investment in our teachers, and therefore, our students and state. This bill will ensure that teacher leaders who take on the critical role of mentors through the Department of Education and higher education system will have adequate compensation for the many additional hours they spend on instructional mentoring, one-on-one lesson planning, debriefing and goal setting, analyzing student work, classroom observations, and modeling.

Hawaii continues to face a persistent teacher shortage, with our most pronounced challenge coming from the turnover of teachers within their first five years of teaching. [Research shows](#) that mentorship improves the performance of novice teachers and lowers their attrition rate, while also benefiting mentors by allowing them to help others, improve themselves, receive respect, develop collegiality, and learn from the novice teachers' fresh ideas and energy.

HawaiiKidsCAN supports HB 1530 HD1 as an important initiative to strengthen our public schools from within, and we expect this investment to pay dividends for years to come.



Mahalo for the opportunity to testify,

David Miyashiro
Founding Executive Director
HawaiiKidsCAN

HB-1530-HD-1

Submitted on: 3/9/2019 3:48:56 PM

Testimony for EDU on 3/13/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Erin Mendelson	Individual	Support	No

Comments:

To Chair Kidani and Education committee members,

I'm in support of **HB 1530** which has a hearing scheduled on **3/13/19 at 2:45 PM**. As a special education resource teacher for the Central District, I have experienced and worked with new teachers throughout this school year. Feelings of exhaustion, frustration and stress are high at the school level for special education teachers who are frequently bombarded with paperwork and the task of supporting students with a variety of abilities. Superintendent Dr. Kishimoto has supported mentors at the school level. This innovative mentoring program needs to be scaled up so that all new 0-3 year teachers receive support and guidance from a designated mentor at their schools. HB1530 promotes school leadership, encourages professional collaboration, and invests in both new and expert teachers.

Recruiting and retaining new special education teachers is a priority for Leilehua, Mililani and Waialua complex. Overall, most new special education teachers are undervalued, overworked, and undertrained to deal with the litigious IEP process and handling students with challenging behaviors. Building the capacity of teachers to be leaders on their campuses is a solution. By supporting teacher to teacher mentoring, schools will create and sustain a culture of cooperation and kokua. Expert teachers need to be recognized for their talents and be asked to contribute to the development of new teachers. The entire school will benefit when teachers are looking out and supporting each other.

I appreciate that Hawaii's government representatives are scrutinizing and hopefully passing policies that invest more in public education. Teachers need your support.

Sincerely,

Erin Mendelson, Student Support Resource Teacher

HB-1530-HD-1

Submitted on: 3/9/2019 9:28:49 PM

Testimony for EDU on 3/13/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Kecia McDonald	Individual	Support	No

Comments:

To Chair Kidani and Education committee members,

I am in support of HB 1530 which has a hearing scheduled on 3/13/19 at 2:45 pm.

My name is Kecia McDonald and I am a teacher at Kealakehe Intermediate School.

I am a new teacher and benefitted greatly from being a part of a mentoring program in West Hawaii. New teachers often struggle with all the professional duties, personal struggles and the sheer time and energy required to be an effective in the classroom. Having an assigned mentor makes a huge impact on the quality of the experience of the first years of teaching, adding that "real life" component to the education that a new teacher acquires for certification. No university, class or training can replace the kind of wisdom and first hand knowledge that a veteran teacher possesses.

The number one determiner of the quality of education a child receives is not the budget, the curriculum, or school design...it is the teacher in the room. If Hawaii wants to attract and retain quality teachers, the best support for them possible is the pool of homegrown talent already present at a site. Veteran teachers understand the tasks, the requirements, the school culture and, most importantly, the population of students being served at that site. That kind of guidance is truly invaluable to new teachers.

As I said, I benefitted greatly from having an assigned mentor. She devoted hours and hours of her own time to helping my journey and improving my professional practice. All teachers have numerous responsibilities and finding the time to accomplish everything on a teacher's plate is incredibly difficult. I am so grateful that she was willing to take on the role of mentor despite having so little personal time in between all her professional responsibilities. Without a doubt it was her support that led to my decision to stay in the profession and to continue to seek professional learning opportunities even after our formal mentor/mentee relationship came to an end.

Although it would be impossible to fix a monetary value on the assistance she gave me, I support compensation for mentor teachers. There are already so many things that come out of a teacher's personal pocket and I hate to think that helping our schools and our haumana has to come at the personal expense of a teacher who is already stretched so thin. Children really are the future of this great state and this fragile

ecosystem we live in. Education is the cornerstone of a true democracy and a healthy society. There is no question that we all want what is best for our keiki, the question is always how to accomplish this. A mentoring program to support new teachers is one of the most effective ways to increase retention and improve the quality of the teacher in the room, thereby improving the school experience for Hawaii's children.

March 13, 2019

Senate Committee on Education
Senator Michelle Kidani, Chair
Senator Donna Mercado Kim, Vice Chair

State Capitol
415 South Beretania Street
Honolulu, HI 96813

Aloha Chair Kidani, Vice Chair Mercado Kim, and Members of the Committee,

I am writing in strong support of HB 1530 HD1, which has a hearing scheduled on 3/13/19 at 2:45 pm. HB 1530 HD1 would strengthen the Teacher Mentor Incentive Program in order to grow a highly effective school based mentor pool for pre-service and beginning teachers.

Speaking as an individual and former Hawaii Department of Education teacher and mentor to both teacher candidates and beginning teachers, I personally know the positive effect that strong instructional mentoring has on the retention and growth of teachers. With Hawaii's persistent teacher shortage and 43% of our current teachers having 0-5 years of experience, **the need for mentors is tremendous.**

School based, trained mentors spend approximately 60 minutes each week, outside of their other job responsibilities, with their mentees. Mentor responsibilities include but are not limited to collaborative lesson planning, goal setting, analyzing student work, modeling, and conducting classroom observations. The work of mentors improves not only the instructional practices of preservice and beginning teachers, but also the quality of education that our students receive. The Department has established strong mentor requirement guidelines to ensure that all beginning teachers receive consistent, effective mentoring. However, without a larger incentive to take on this additional role of mentoring, I fear that fewer and fewer teachers will be able and willing to put in the time and energy needed to meet these requirements. **Because mentor requirement guidelines are so rigorous (they include 8 full days of mentor training, approximately 60 minutes weekly of one-one-one mentoring, and additional hours each month finding and sharing resources, preparing for mentor meetings, and recording interactions), it is absolutely essential that there be an increase in compensation.** Currently, mentors are compensated either \$750 (first year mentors) or \$1,000 (second year and beyond mentors) a year for their work. **Even at the highest level of current compensation, mentors are working for approximately \$13 an hour**, and that is with a conservative estimate of the time they are spending mentoring. **The proposed \$1,500 per year stipend would get mentors close to the typical part-time teacher salary of \$21 per hour.**

There is great value in investing in our school-based mentors. These mentors understand the complex work that happens at their schools and are

therefore able to provide unique, school-specific support to their mentees. Administrators can also use the larger monetary incentive to appeal to their strongest teachers to be trained and to serve as mentors. As the number of mentors grow on a campus, the culture of that school also benefits. Teachers who serve as mentors are leaders, and they see themselves as leaders who are empowered to lead positive changes and elevate their school communities for the benefit of their students.

I clearly remember my first years as a teacher, and I clearly remember that it was the teacher next door, my mentor, who lifted me up on a daily basis. The way that she inspired, empathized, challenged, and celebrated with me not only kept me in the classroom, but kept me growing in all the right ways. I write and submit this testimony for her, for all of the mentors doing this good work, and for all of their mentees who are better because of them.

Mahalo for the opportunity to testify,

Kristen Brummel

National Board Certified Teacher (certified in 2009, renewed in 2018)

2011 Hawaii State Teacher of the Year

Proud and invested public school parent

HB-1530-HD-1

Submitted on: 3/11/2019 1:47:59 PM

Testimony for EDU on 3/13/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Piikea Kalakau	Individual	Support	No

Comments:

HB-1530-HD-1

Submitted on: 3/11/2019 5:11:51 PM

Testimony for EDU on 3/13/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Ryan Mandado	Individual	Support	No

Comments:

Aloha Chairwoman Kidani and Members of the Committee,

My name is Ryan Mandado and I'm the Special Education Department Head at James Campbell High School, the largest school in the State of Hawaii. Part of my responsibilities is to ensure I provided quality mentoring services to over 30 SpEducators in my department. My department services about 300 students with special needs. It's important to have good teacher mentors to continue ensuring excellent teaching and learning in the classroom. Mentoring other teachers can be a very challenging task and often comes with no extra compensation. There are many times when I meet with other teachers, especially first year educators, after contractual hours to share ideas about how to show up best for kids the next day. Our mentor sessions go on for a long time and takes up my nights and weekends.

I love my job and many other teacher mentors love their jobs as well. I hope you consider passing this bill to ensure our teacher mentors have more of an incentive to stay in the profession.

Mahalo,

Ryan Mandado

HB-1530-HD-1

Submitted on: 3/12/2019 2:31:20 PM

Testimony for EDU on 3/13/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Kristilyn Oda	Individual	Support	No

Comments:

Senator Kidani and members of the Committee on Education,

Re: HB1530 Teacher Mentor Incentive Program Hearing scheduled on March 13, 2:45PM

I've been educating fourth graders at Holomua Elementary School for the past 22 years and I wholeheartedly support HB 1530 to establish the Teacher Mentor Incentive Program which addresses a growing issue of DOE teacher recruitment and retention. Lack of quality mentors, specifically in rural, leeward and other high-need areas will destroy economic mobility and is causing broader community inequities. If legislators act now to efficiently and effectively maintain a strong mentor pool, it can stop a looming crisis. New teachers begin careers in DOE schools and once trained with a proven track record, they often feed into private schools who don't need to train teachers from the start. Therefore, veteran DOE teachers become the primary mentors for nearly all teachers in Hawaii schools. If we fall short of quality mentors, this affects the entire state's education and economic well-being.

Teacher mentors bring a strong voice to leading and influencing the next generation of teachers. By establishing valuable relationships with mentees, we pave the way for an equipped, successful and satisfied workforce. When a classroom mentor notices the strengths and weaknesses of mentees, in daily action, we better guide a colleague or pre-service teacher. Much of the work to be done is building up mentees' soft skills as well as content/grade-specific planning and assessments. Highly capable 'mentoring type' of teachers are asked to volunteer to 'host' mentees while juggling other school-wide responsibilities. Elementary school mentors aren't even compensated time or prep periods like secondary teachers. Additionally, mentors need to take a week-long Induction and Mentoring class, in order to receive a stipend, which was just recently increased a bit. While valuable, this is at the expense of leaving a classroom of students in the hands of a substitute & many hours spent on lesson plans. Because of this past practice of low paid mentors, the classroom mentors who contribute extra hours are relatively inexperienced and burdened. Many opt to skip the IM class and do it without pay but only for this year. Many won't return next year and this is why we need to act now.

I teach, plan and communicate with parents, staff, attend meetings, align and integrate new curriculum of 100s of standard benchmarks for my grade level, and calculate 400 grades per class for quarterly report cards. Then I mentor university students in my 'free' time. When I say free time, I mean 2 hrs a week for 36 school weeks is 72 hours after school, plus on-the-job time with classroom students. Hawaii colleges currently offer \$0-\$150 for teacher mentors. Because of the low incentives for both college and new teachers, mentoring time also competes with part-time jobs teachers prefer to secure instead of utilizing high-demand skills possessed that would greatly contribute to mentoring. Mentees need the kind of mentors who can navigate through to reach the multitude of diverse students. We give guidance, model lessons, planning and allow opportunities for reflection. Mentors provide observation feedback, analyze instructional resources, explain school systems, appropriate student and colleague interaction, designing an optimal learning environment, and grading rationale. Mentors help mentees adapt to constantly changing technology, current research/pedagogy, new curriculum/standards and fueling system shifts. Mentors help ease the burdens of the immense challenge of transitioning to becoming a full-time teacher. With an incentive, many teachers will eagerly become mentors instead of obligated. With a consistent commitment to mentoring instead of dragged down by the weight of additional duties without fair compensation, Hawaii schools will maintain a quality pool of experienced classroom mentors who can provide beginning teachers and students access to an equitable education.

Respectfully submitted,

Kristilyn Oda, NBCT

LATE

HB-1530-HD-1

Submitted on: 3/12/2019 3:33:50 PM

Testimony for EDU on 3/13/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Aisha Heredia	Individual	Support	No

Comments:

Dear Chair Senator Kidani, and Vice-Chair Senator Mercado Kim,

I'm respectfully submitting testimony in strong support of HB1530 HD1, because all new educators have learning curves, and our support systems are limited if not over-worked as it is. HB1530 HD1 will help alleviate the challenges that come with being a new educator by helping new teachers feel supported by constructive mentors. Their mentors should feel valued for their service with adequate compensation.

I am a former educator, I taught 6th through 8th grade STEM classes. In my first year teaching, finding my stride as an educator was super challenging, and I could not have kept my hopes up if I did not have the support of a mentor whom I could off-load my frustrations, brainstorm new innovative ways to reach our kids, and have genuine conversations on how we were doing--the internal stuff that helps keep hopes high. Please pass HB1530 HD1 so we can have a strong net of support between teachers, one that will help pass thoughtful, constructive knowledge between mentors and mentees and help retain teachers in the classroom.

Mahalo,

Aisha Heredia

Honolulu, HI

LATE

HB-1530-HD-1

Submitted on: 3/12/2019 4:45:29 PM

Testimony for EDU on 3/13/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Sarah Milianta-Laffin	Individual	Support	No

Comments:

LATE

HB-1530-HD-1

Submitted on: 3/12/2019 6:33:01 PM

Testimony for EDU on 3/13/2019 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Robert Laffin	Individual	Support	No

Comments:

My wife is a mentor teacher. She works tirelessly to support the new teachers. On top of the time spent helping them in the classroom, she answers frantic phone calls and texts at all hours of the night from these new teachers and talks them down when they feel like failures.

If a teacher is struggling with a behavior problem, my wife will bring her over to our house and create big chart on our dining room table. She'll go cover another teacher's class on her own time if that teacher just needs a break; she'll even babysit the new teachers kids so that teacher can take some self-care time. She's very good at what she does.

Now, I work in the corporate world, so it's crazy to me how much unpaid work teachers ultimately do and that we as society expect them to do. My wife took a huge paycut coming to teach in Hawaii after I got a position with Verizon. She now makes \$49,000 compared to the \$69,000 she was making in Texas. Money is tight and every little bit helps. I believe her work, and the work of all mentor teachers, deserves to be compensated. Therefore, I support the stipend and HB 1530.

Sincerely,

Robert M. Laffin

(Teacher Husband to Sarah Milianta-Laffin (Ilima Intermediate 7th grade teacher))

LATE

To Chair Kidani and Education committee members,

My name is Dr. Dana Tanigawa and I am in support of HB1530 that has a hearing on March 13, 2019 at 2:45pm. I am testifying as an individual.

I am currently a curriculum content coach at Waipahu Elementary School and have been a mentor for three years. I have seen the positive impact mentoring has on beginning teachers. I have also experienced the extra work others don't want to be burdened with but brings fulfillment in our thankless profession.

Mentoring involves knowing the multi-faceted education system, the ins and outs of the local school, and of course, the art of effective teaching.

Over the last three years, I've tried to explain the Hawaii Department of Education system, who to contact when you need a specific type of answer, how to attain professional development credits to move up in the pay scale, developing a class schedule, how to run a conference and tips on conversing with parents. The most intensive work comes when we discuss teaching. Many beginning teachers need a lot of support in foundational reading and math skills in order to address students' needs. Response to Intervention has been a huge part of addressing instruction in order to bridge a student's learning gap. We read professional texts, analyze student work, discuss learning progressions, and develop instructional plans.

After a particular rough day, one of my mentees shared, "Some people on my grade level said not to come and see you because you give lots of work, but I'm thankful that we meet because I always leave feeling a little more confident for my next day of teaching."

This semester I am a mentor to a University of Hawaii College of Education preservice teacher. We discuss who we are and our identity as a teacher by telling our story and expanding our professional learning network (PLN) to grow as a learner. I think this is a fantastic opportunity to connect with preservice teachers in order to lay a stronger teaching foundation. Her love for children and willingness to listen and grow is amazing. This mentorship may build better relationships for beginning teachers. HDOE data shows that a majority of our teachers have been teaching between 1-5 years. The relationships can strengthen their PLN when they need support, have questions or just need someone to talk to.

My mentee is so eager and willing to learn. She expressed the fact that we have to meet after work hours and is so grateful for this time.

Being a mentor isn't just an after-hours job. It goes hand in hand with the full-time teaching job. I find ways to entwine the two but there is always "extra" work to be done because I know students will ultimately benefit and succeed from this work.

Through my experiences, I believe this bill will ease some of the burden of mentoring while also enhancing students' success. HB1530D1 should be passed to compensate mentors for all of

their hard work and dedication to developing teachers' and students' full potential and aspirations.

Respectfully submitted,

Dr. Dana Tanigawa, NBCT
Content Curriculum Coach
Waipahu Elementary School