

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 WAYS AND MEANS

RE: HB 1530, HD1, SD1 - RELATING TO EDUCATION

WEDNESDAY, APRIL 3, 2019

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

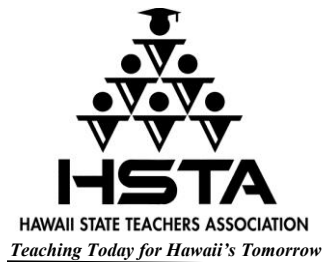
Chair Dela Cruz, and Members of the Committee:

The Hawaii State Teachers Association **supports HB 1530, HD1, SD1**, relating to education.

HB 1530, HD1, SD1 would establish a Teacher Mentor Incentive Program within the Department of Education.

Although the HODOE 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. In the original bill the requested amount was only \$1,500 a year. Although the amount is subject to collective bargaining, we believe the amount should be near what the initial bill requested 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



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through best practices of high-quality interactions with students and successful 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, SD1.



UNIVERSITY OF HAWAI'I SYSTEM

Legislative Testimony

Testimony Presented Before the
Senate Committee on Ways and Means
Wednesday, April 3, 2019 at 10:30 a.m.

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 SD1 – RELATING TO EDUCATION

Chair Dela Cruz, Vice Chair Keith-Agaran and members of the committee:

Thank you for the opportunity to provide testimony on HB 1530 HD1 SD1, 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 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 SD1.

HB-1530-SD-1

Submitted on: 3/31/2019 8:54:25 PM

Testimony for WAM on 4/3/2019 10:20:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Lorna Baniaga-Lee	Testifying for Hawaii DOE - James Campbell High School	Support	No

Comments:

3/31/19

To Chair Dela Cruz and Ways and Means committee members:

My name is Lorna Baniaga-Lee, an English teacher at James Campbell High School. In addition to my full time job as a classroom teacher, I am also the Lead Mentor for Induction and Mentoring (I&M) program at our school. I'm in support of HB 1530 which has a hearing scheduled on Wed., 4/3/19 at 10:20AM.

My primary job as a lead mentor for our school is to ensure that all teachers new to the teaching profession as well as to our school is provided a mentor. The support that our classroom mentors provide for our new teachers is invaluable. Mentors who have been selected to mentor do not do it primarily for the compensation, rather many will do it to help others, just as they were helped when they were a beginning teacher.

With the increasing demands as a classroom teacher, it is becoming more difficult to find those who are willing to become mentors due to the extra hours to effectively mentor. The trainings that they are required to take to become an effective mentor require days away from the classroom, resulting in hours in creating sub plans. Although they are tasked to be instructional mentors, it is not uncommon that many of them go beyond the instructions and the normal school hours. Many mentors provide support in the evening and on weekends through text, phone class or emails.

Data have shown that beginning teachers who were effectively mentored will remain in the profession longer. Data also have shown that teachers who have been mentored show greater student achievements. Investing in mentors is investing in our students. I ask that you do everything you can to pass this bill. Our students deserve it.

**Sincerely,
Lorna Baniaga-Lee
James Campbell High School
English Teacher
I&M Lead Mentor**



david.miyashiro@hawaiikidscan.org
hawaiikidscan.org

David Miyashiro
Executive Director

April 3, 2019

Committee on Ways and Means
Senator Donovan M. Dela Cruz, Chair
Senator Gilbert S.C. Keith-Agaran, Vice Chair

State Capitol
415 South Beretania Street
Honolulu, HI 96813

Aloha Chair Dela Cruz, Vice Chair Keith-Agaran, and Members of the Committee,

HawaiiKidsCAN strongly supports HB 1530 HD1 SD1, 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 SD1 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 SD1 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-SD-1

Submitted on: 3/30/2019 10:45:39 AM

Testimony for WAM on 4/3/2019 10:20:00 AM

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

Comments:

In Support of HB 1530: Stipend for Teacher Mentorship

“RUN. I don’t mean run from teaching, but run toward the teachers who support, mentor and build-up. The key to staying in the profession is finding the teachers who love their jobs.” ~Veteran Educator Lisa McDougal

I’m the teacher I am today, 13 years later, because of my mentor-teacher Janine. At 21, I came into this profession with “save the world” energy, before I knew the realities of just how hard this important work can be. I was hired to teach 3rd grade in October, as an emergency hire. I held it together each day until the kids went to electives or the end of day bell rang, and then I often sobbed under my small group table.

Janine picked me up, got me back to work. Janine made sure I was eating my lunch. When I just couldn’t get my grades in on time, or my lesson plans done, Janine would call her own family to say she was staying late with me. Janine wouldn’t let me quit. Janine’s mentorship made me a better teacher.

Now, as a seasoned educator, I mentor other new teachers to pay-it-forward in memory of Janine. The beautiful thing about teacher mentorship is that working with first year teachers, reminds me why I do this work. They’re so passionate, have new ideas, and oh so much energy.

Teacher mentorship is a vital part of growing the profession. Full-time formal mentorship, with all it gives back to the mentor, is a great deal of work. Looking back, I have no idea how Janine ran her own classroom, while she was constantly helping me run mine.

The stress of teaching other teachers, often causes experienced teachers to give up mentoring. If the state wants to promote teacher retention, we must support our mentors while they support these new educators. Stipends support mentors, but more than that, a stipend helps professionalize and honor mentorship as a role our state values. We need more Janines; I fully support HB 1530.

Sarah Milianta-Laffin

7th Grade STEM Teacher

Ilima Intermediate School, Ewa Beach

Campbell-Kapolei Complex, Leeward District

HB-1530-SD-1

Submitted on: 3/30/2019 4:14:06 PM

Testimony for WAM on 4/3/2019 10:20:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Jill Fletcher	Individual	Support	No

Comments:

To Chair Kidani and Education Committee members,

I'm in support of HB 1530 which has a hearing scheduled on Wed., 4/3/19 at 10:20AM.

I am a public school teacher in Kapolei-Cambell complex. Being a new teacher in 2010 with no mentor support was challenging. I considered leaving education in my first year as a middle school teacher. My colleagues the following year did have the benefit of a full-release mentor from the district who was a nice support. But as you many know from your own experience, there is no making up for a mentor who is there in person, day to day, who can support your personal growth and challenges.

It's important that we support new teachers, and those who support them. I want to advocate for new teachers to the profession to have formal in-school mentors who have the practical knowledge of how to not only be an exceptional teacher, but also to share the wisdom of how to care for yourself in a profession that expects teachers to be all things to all students. An in-school mentor, is a teacher, too, and needs an incentive to keep taking on the workload of being a formal mentor.

Thank you for considering this measure.

Jill Fletcher, public school teacher

HB-1530-SD-1

Submitted on: 4/1/2019 3:44:12 PM

Testimony for WAM on 4/3/2019 10:20:00 AM

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

Comments:

Aloha Members of the WAM Committee,

My name is Ryan Mandado and I'm the Special Education Department Head at the largest school in the State of Hawaii, James Campbell High School. I'm writing to you all today in support of HB 1530. Mentoring and/or coaching is a very important part of any professional. Building a culture of coaching and mentoring builds stronger mindsets to make organizations better. In education, coaching and mentoring is important in order to continuing building stronger classroom activites that will be executed by strong teachers.

I work with 30 SpEducators in my department, the largest Special Education department in the state. This year, I have five new first year teachers. They all have mentors assigned to them but I act as their mentor for Special Education tasks (IEP writing, data collection, IEP progress reports, etc.). All this extra tasks Special Education teachers have to do is done after contractual hours. I spend my time, after contractual hours, to help my SpEducators plan lessons, follow up on lessons and activities, and plan more to ensure that we provide an excellent education to students with special needs.

Most often, mentors, especially in Special Education, work extra hours in order to ensure our classrooms are excellent for students. Passing this bill will help to honor the amazing work that mentors are doing for their teachers. It will also change school culture to make schools more open to feedback to ensure all our kids have access to excellent teaching and instruction.

Please support and pass HB 1530.

Mahalo,

Ryan Mandado

HB-1530-SD-1

Submitted on: 4/2/2019 4:48:20 AM

Testimony for WAM on 4/3/2019 10:20:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Kristilyn Oda	Individual	Support	Yes

Comments:

Dear Chair Sen. Dela Cruz and Ways and Means Committee,

HB1530 Teacher Mentor Incentive Program Hearing on Wed. April 3 at 10:20 AM

I've been educating fourth graders at Holomua Elementary School for the past 22 years. I wholeheartedly support HB 1530 in order to establish the Teacher Mentor Incentive Program to address a growing issue of HIDOE 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 feed into private schools who don't need to train teachers from the start. Therefore, veteran HIDOE 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 during school and afterschool. 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. 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. Many opt to skip the 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. Because of the low incentives for both college candidates 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. This is an opportunity to invest in career pathways of quality teacher mentors.

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 and how to interact with students and colleagues, 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 and consistently commit to mentoring instead of dragged down with the weight of additional duties without fair compensation. With the passing of HB 1530, community schools will have a pool of quality mentors who know the student population and give all students access to an equitable education.

Respectfully submitted,

Kristilyn Oda

Middle Childhood Generalist, National Board Certified Teacher 2003

Fourth grade teacher

April 3, 2019

Senate Committee on Ways and Means
Senator Donovan Dela Cruz, Chair
Senator Gilbert Keith-Agaran, Vice Chair

State Capitol
415 South Beretania Street
Honolulu, HI 96813

Aloha Chair Dela Cruz, Vice Chair Keith-Agaran, and Members of the
Committee,

I am writing in strong support of HB 1530 HD1 SD1, which has a hearing scheduled on 4/3/19 at 10:20am. HB 1530 HD1 SD1 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-SD-1

Submitted on: 4/2/2019 7:35:12 AM

Testimony for WAM on 4/3/2019 10:20:00 AM

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

Comments:

To Sen. Dela Cruz of Ways and Means,

I am in support of HB 1530.

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.

HB-1530-SD-1

Submitted on: 3/31/2019 4:14:34 PM

Testimony for WAM on 4/3/2019 10:20:00 AM

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

Comments:

To Chair Dela Cruz and Ways and Means committee members,

I am in support of HB 1530 which has a hearing scheduled on Wed., 4/3/19 at 10:20AM.

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-SD-1

Submitted on: 4/2/2019 6:44:17 AM

Testimony for WAM on 4/3/2019 10:20:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Dana Tanigawa	Individual	Support	No

Comments:

To Chair Donovan Dela Cruz and members of the Ways and Means committee,

My name is Dr. Dana Tanigawa and I am in support of HB1530 that has a hearing on April 3, 2019 at 10:20am. 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 bring 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 explained 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 particularly 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 pre-service 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. HIDEOE 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 a 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 burdens 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

LATE

DAVID Y. IGE
GOVERNOR



DR. CHRISTINA M. KISHIMOTO
SUPERINTENDENT

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

Date: 04/03/2019

Time: 10:20 AM

Location: 211

Committee: Senate Ways and Means

Department: Education

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

Title of Bill: HB 1530, HD1, SD1 RELATING TO EDUCATION.

Purpose of Bill: Establishes and appropriates funds for the Teacher Mentor Incentive Program within the Department of Education. Effective 7/1/2050. (SD1)

Department's Position:

The Department of Education (Department) strongly supports HB1530, SD1. We also offer the following comments:

A teacher mentorship program presently exists in the Department. 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, ensures 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, 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 estimates necessary funding to support a mentor incentive of \$1,500 per mentor for the 600 mentors would require \$900,000 for FY20 and FY21.

If the committee is amenable, the Department offers these recommendations to amend the bill as follows:

- Section 1 & Section 2c: Use consistent language within the bill to align with current HIDOE, Hawaii BOE and HSTA MOU on Mentor Stipends, to read "stipend" instead of "bonus."
- Section 3: Include an appropriation of \$900,000 out of the general funds to cover mentor compensation for beginning teacher mentors.

Thank you for the opportunity to submit testimony 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.