



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

Date: 02/21/2019
Time: 12:30 PM
Location: 308
Committee: House Finance

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) supports 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 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 teacher 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, 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.

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 HOUSE COMMITTEE ON FINANCE

RE: HB 1530, HD1 - RELATING TO EDUCATION

THURSDAY, FEBRUARY 21, 2019

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

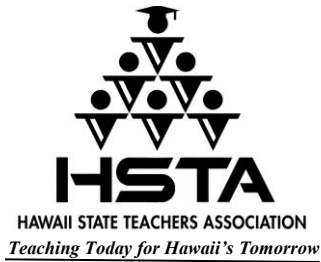
Chair Luke, and Members of the Committee:

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

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

Although the HIDOE currently has a variety of mentor programs, 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.

HB-1530-HD-1

Submitted on: 2/20/2019 12:11:43 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Melodie Aduja	O`ahu County Committee on Legislative Priorities of the Democratic Party of Hawai`i	Support	No

Comments:

HB-1530-HD-1

Submitted on: 2/18/2019 10:45:08 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Erin Mendelson	Individual	Support	Yes

Comments:

Dear Sylvia Luke of House Finance Committee,

I am writing in support of HB1530HD1. The hearing is 2/21 at 12:30 pm. Mentor teachers play an essential and positive role on teacher candidates and student teachers. Most undergraduate programs require one to four semesters in mentor teachers' classrooms. Under their tutelage, mentees learn best practices, gain practical experience and model what they see. Mentors are critical as they serve as career examples to people who are new to a subject or skill.

The State of Hawaii is so fortunate to have selfless and passionate educators who take on mentorship roles out of love and sometimes on principal's request. Currently, University of Hawaii Elementary Education Program mentors receive \$100 to \$200 a semester. Yet, the list of requirements are significant and time consuming. For example, according to [its website](https://coe.hawaii.edu/students/ite-elementary/program-handbooks/bed-elementary-education/information-mentor-teachers-partner-schools/welcome), <https://coe.hawaii.edu/students/ite-elementary/program-handbooks/bed-elementary-education/information-mentor-teachers-partner-schools/welcome>

To serve as a mentor teacher (cooperating teacher) for either field experience (OP) or student teaching, a teacher must:

- share their practice and classroom with teacher candidates, work and talk with teacher candidates to provide guidance, feedback, and the benefit of their teaching experience, allow candidates to gradually increase their teaching participation in a safe environment, and ensure that students (children) learn as demonstrated through a wide-variety of formative and summative assessments.

Daily, to find the time to communicate and plan together, the website states, "Almost all students and mentors find that they need additional planning and discussion time before 7:45 a.m. and after 2:45 p.m.." HB1530 HDI provides incentive for the best teachers to take on these mentorship roles. Too often, the most effective teachers are overburdened with more responsibilities each school year because the administration can count on them. However, most leadership roles at the school level bring no additional monetary compensation for teachers. If we want to build the capacity of our future teachers, it is so important to invest in their path and to continue to acknowledge the expertise of our current teachers. Programs would be able to pick and choose the

most qualified teachers to serve as mentors as this role would become competitive.
HB1530 HDI is a terrific investment into Hawaii's future teachers.

Sincerely,

Erin Mendelson, Student Support Resource Teacher, Central District, Oahu

HB-1530-HD-1

Submitted on: 2/20/2019 7:46:10 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Derek Govin	Individual	Support	No

Comments:

Representative Sylvia Luke of Finance Committee

I am in support of HB1530HD1. The hearing date for this bill is February 21, 2019 at 12:30pm.

My name is Derek Govin. I am a Special Education Teacher at Roosevelt High School and also a Hope Street Group Fellow for Hawaii. I am testifying as an individual who is in support of this bill to improve mentoring new teachers.

February 20, 2019

Committee on Finance
Rep. Sylvia Luke, Chair
Rep. Ty Cyllen, Vice Chair

State Capitol
415 South Beretania Street
Honolulu, HI 96813

Aloha Chair Luke, Vice Chair Cullen, and Members of the Committee,

I am writing in strong support of HB 1530 HD1, which would establish 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: 2/20/2019 11:08:24 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Stephanie Buelow	Individual	Support	No

Comments:

To Sylvia Luke of the House Finance Committee:

My name is Stephanie Buelow and I am a faculty member in the Institute for Teacher Education from the College of Education at UH Manoa. I share my position to provide context for this testimony, however I am testifying as an individual citizen.

I support HB1530HD1 Teacher Mentor Incentive Program. Mentor teachers are at the core of effective teacher preparation, new teacher support, and the future of the profession. Mentors work to prepare, retain, and support high quality teachers and often spend countless hours doing so with minimal to no monetary incentives. By supporting this bill, you are supporting teacher preparation, teacher retention, and ultimately the children of Hawaii by ensuring high quality teachers are in each classroom.

HB-1530-HD-1

Submitted on: 2/20/2019 11:49:58 AM

Testimony for FIN on 2/21/2019 12:30:00 PM

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

Comments:

To: Chair Sylvia Luke and Finance Committee House Representatives

Bill: HB1530 HD1 Teacher Mentor Incentive Program

Hearing: Feb. 21, 12:30pm

I've been educating fourth graders at Holomua Elementary School for the past 22 years. I wholeheartedly support HB 1530 HD1 to establish the Teacher Mentor Incentive Program to address 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 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. 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. 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 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, NBCT

To Representative Sylvia Luke of Finance Committee,

My name is Dr. Dana Tanigawa and I am in support of HB1530D1 that has a hearing on Feb. 21, 2019 at 12:30pm. 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

HB-1530-HD-1

Submitted on: 2/20/2019 12:54:54 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Eileen Carr	Individual	Support	No

Comments:

Dear House Committee on Lower and Higher Education, Chair Woodson and Representative Sylvia Luke of Finance Committee,

My name is Eileen Carr, and I am a classroom teacher with the Hawai'i Department of Education. I have been teaching for 19 years, and I'm writing in support of HB 1530 HD1, which has a hearing scheduled on February 21, 2019 at 12:30 pm.

This is a critically important bill, in that it would establish a teacher mentor incentive program for HIDOE classroom teachers who mentor beginning teachers in their schools. Effective teacher mentoring is a crucial part of ensuring that the HIDOE produces and retains high quality teachers. Teacher mentoring programs equip new teachers with the skills, support, and stamina they will require to remain teachers in Hawai'i public schools for the long haul.

Clearly, the HIDOE is struggling with both teacher recruitment and retention, and this bill constructively addresses both of these issues. New teachers are provided skills they need to survive and thrive in one of the nation's largest yet most underpaid school districts. Veteran teachers are provided a financial incentive that honors their professional expertise and allows them to get closer to the status quo in a state that ranks 51st in terms of teacher pay and teacher support. (<http://www.hawaiinewsnow.com/story/39161635/report-hawaii-worst-state-for-teachers-and-not-just-because-of-low-pay/>)

Mentor teachers currently lack adequate compensation for the time and energy they spend with their mentees lesson planning, conducting classroom observations, debriefing, setting meaningful goals, revising lesson plans, collaboratively analyzing student data, modeling, devoting hours to important yet time-consuming communications, and more.

Teacher mentorship prioritizes the invaluable learning that takes place in an active classroom setting. Teaching is a profession that requires its practitioners to comprehend, manage, and juggle a plethora of tasks and moving pieces, from pedagogy to psychology to counseling to communications and beyond. Good

teaching is an art form, and can best be learned from trial and error, immediate and substantial feedback, and strong, invested mentorship.

As a veteran teacher who is earning less than teachers in 50 other states in the U.S., and who took a \$25,000 pay cut to relocate from the New York City Department of Education to the HIDOE, it is imperative for our state legislature to demonstrate that it values the critical work that educators are doing.

Quality education is the foundation of a strong, sustainable future for Hawai'i, and I believe that our state legislators will make the right choice in choosing to support Hawai'i's teachers with a financial incentive for the invaluable extra hours they spend mentoring the next generation of HIDOE educators.

Mahalo for the opportunity to testify,

Eileen Carr

HB-1530-HD-1

Submitted on: 2/20/2019 4:25:26 PM

Testimony for FIN on 2/21/2019 12:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Dale Matsuura	Individual	Support	No

Comments:

February 20, 2019

The Honorable Sylvia Luke

Hawaii State Capitol, Room 306

Honolulu, HI 96813

Re: House Bill 1530D1

Dear Representative Luke:

I am writing in support of HB 1530D1. The Department of Education is at a crisis with its recruitment and retention of teachers. According to research, mentoring is crucial component to teacher success and teacher retention. HB 1530D1 will established an incentive program for teacher mentors. The compensation will acknowledge the long hours mentors spend developing new teachers. This compensation will in turn support beginning and thus support the students in the classroom.

I am a Student Services Coordinator at Roosevelt High School, a member of the Special Education Advisory Council (SEAC) and an on-going mentor of Special Education teachers at Roosevelt High School. Prior to my employment at Roosevelt High School, I lead the Induction and Mentoring Committee at Kawanānakoā Middle School and have mentored 10 Special Education Teachers. I am writing as an individual because I see the importance of mentoring.

Almost three years ago I was able to mentor a new teacher at Roosevelt High School. She was struggling with classroom management, grading papers, completing her IEP paperwork and conducting her IEP meetings. As a mentor, I worked with her outside of school hours to help her write IEPs, worked with her to organize and facilitate IEP meetings to run smoothly and efficiently, trained her assessment protocols and most importantly trained her on the importance of documentation and communication with parents. Today this teacher is almost at the end of her probationary period. She "made it" and is able to complete almost all of the above independently and strives to continue her growth. I know this would not have happened without mentoring.

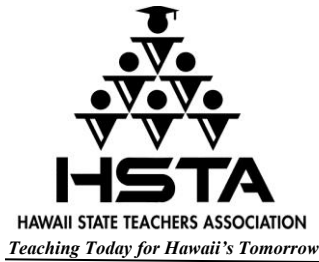
Thank you for your commitment to teachers, educators, and most importantly students. Legislators, teachers and students all need to work together for the benefit of our keiki.

Sincerely,

Dale Matsuura

3403 Keahi St

Honolulu, HI 96822



LATE

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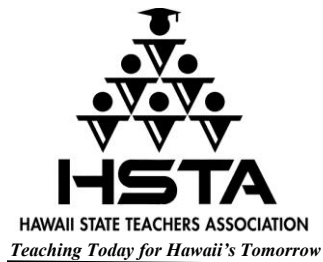
Chair Luke and Members of the Committee:

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 HDOE 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.

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