



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

**Date:** 02/14/2019

**Time:** 02:35 PM

**Location:** 309

**Committee:** House Lower & Higher  
Education

**Department:** Education

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

**Title of Bill:** HB 1530 RELATING TO EDUCATION.

**Purpose of Bill:** Establishes the Teacher Mentor Incentive Program within the  
Department of Education.

**Department's Position:**

The Department of Education (Department) supports the intent of HB1530, 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.

This bill appropriates \$250,000. 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](http://www.hawaiipublicschools.org).



david.miyashiro@hawaiikidscan.org  
hawaiikidscan.org

David Miyashiro  
Executive Director

February 14, 2019

Committee on Lower & Higher Education  
Rep. Justin H. Woodson, Chair  
Rep. Mark J. Hashem, Vice Chair  
Rep. Amy A. Perruso, Vice Chair

State Capitol  
415 South Beretania Street  
Honolulu, HI 96813

Aloha Chair Woodson, Vice Chairs Hashem and Perusso, and Members of the Committee,

**HawaiiKidsCAN strongly supports HB 1530**, 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 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 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

February 14, 2019

Committee on Lower & Higher Education  
Rep. Justin H. Woodson, Chair  
Rep. Mark J. Hashem, Vice Chair  
Rep. Amy A. Perruso, Vice Chair

State Capitol  
415 South Beretania Street  
Honolulu, HI 96813

Aloha Chair Woodson, Vice Chairs Hashem and Perusso, and Members of the Committee,

**I am writing in strong support of HB 1530**, 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. It is therefore absolutely essential that our mentors be fairly compensated.

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 and 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  
2011 Hawaii State Teacher of the Year  
Invested Public School Parent

**HB-1530**

Submitted on: 2/12/2019 5:32:52 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Lory	Individual	Support	No

Comments:

Dear Legislators,

I would like to respectfully submit testimony in support of HB1530.

I urge you to pass this critically important bill, which will establish a teacher mentor incentive program for Hawaii Department of Education classroom teachers who mentor beginning teachers. Mentors currently lack adequate compensation for the hours they spend on instructional mentoring which includes but is not limited to one-on-one lesson planning, debriefing and goal setting, analyzing student work, classroom observations, and modeling.

I have acted as a mentor many times over the course of my 17 years as a teacher. I feel being a mentor teacher is a wonderful way to build the profession from within by equipping beginning teachers with the tools, resources, and dispositions to not only become an effective teacher but to stay in the profession well beyond the challenging first years. That being said, recently I have started to think twice about volunteering to become a mentor. The time and energy that goes into one to one planning, writing reflections, giving thorough feedback to my mentee for little to no compensation has become unpalatable. With a family of my own to support, I thought rather than mentor, I could use the time to make more money for my family. That is why I was overjoyed to hear of this proposed bill.

This bill affects teacher retention because mentors build strong bonds with their mentees that last far beyond the formal mentorship period. A mentorship incentive will attract high quality mentors that will build relationships with their mentees and create a strong community of support for new teachers entering our schools. The positive impact of high quality mentorship on student learning and teacher retention is something that can not be replaced by any college course, seminar, or any other program. It is invaluable and irreplaceable. By passing this bill, high quality teachers will be paid what they deserve to build the teaching profession from within and will help create well prepared new teachers for our keiki and keep them in the profession.

It is for these reasons that I strongly support HB1530 Teacher Mentor Incentive Program.

Mahalo for the opportunity to testify,

Lory Peroff

Grade 4 Teacher

Waikiki Elementary School

**HB-1530**

Submitted on: 2/12/2019 7:40:45 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Erin Mendelson	Individual	Support	No

Comments:

HB1530 is a terrific step in the right direction to compensate and acknowledge the hard work and expertise of experienced public school teachers. I recently met a group of students at the College of Ed. at the University of Hawaii. I have taught special education for 12 years and greatly enjoyed sharing my ideas and journey with this upcoming crop of fabulous future educators. To build, retain and attract the best of the best, teachers need to collaborate and support each other. Yet, often the best teachers are overburdened with more and more responsibilities without proper monetary compensation. We want talented and effective teachers to mentor and become the guides for student teachers. This bonus is a significant gesture of goodwill and a sign of gratitude and appreciation for mentors' commitment and extra duties. A \$1500 bonus will encourage more mentors to take on this important role and ensure the knowledge is passed on to the next batch of selfless teachers.

Thank you,

Erin Mendelson

District Resource Teacher - Student Support



**HB-1530**

Submitted on: 2/12/2019 8:32:36 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Clinton Labrador	Individual	Support	No

## Comments:

Teacher retention is currently a statewide issue. In addition, there are record low numbers of students that are entering teaching programs and/or graduating to enter the teaching field. I believe that by passing HB1530, we are supporting current teachers in a way that encourages them to continue pursuing the teaching field and feel supported so that they transition smoothly. Schools in rural areas such as Molokai have high turnover rates and need effective ways to retain their teachers. By passing this bill, we are prioritizing the new teachers and thereby supporting areas with high teacher turnover rates. In addition, the areas with high turnover rates have high Native Hawaiian enrollment. By prioritizing this bill, we are prioritizing the Native Hawaiians, the Kanaka. As a teacher on Molokai, I support this bill and believe that it would make an impact on the future of our keiki and Hawaii. Mahalo, Clint Labrador

**HB-1530**

Submitted on: 2/12/2019 8:41:17 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Eileen Carr	Individual	Support	No

Comments:

Dear House Committee on Lower and Higher Education, Chair Woodson,

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, which has a hearing scheduled on February 14, 2019 at 2:35 pm.

This is a critically important bill, in that it establishes a teacher mentor incentive program for HIDOE classroom teachers who mentor beginning teachers. 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 is clearly important in a state which struggles with teacher recruitment and retention, because it 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., it is imperative for our state legislature to demonstrate that it values the critical work that educators are doing. I may earn \$25,000 less than my counterparts in New York City with commensurate professional and educational experience, but I work the same number of hours (if not more), I serve on just as many committees, and my vision and commitment to this life-altering profession are the same.

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**

Submitted on: 2/13/2019 7:43:45 AM

Testimony for LHE on 2/14/2019 2:35:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Kimberly Tadaki	DOE	Support	No

Comments:

February 12, 2019

Dear House Committee on Lower and Higher Education,

My name is Kimberly Tadaki and I would like to respectfully submit testimony in support of HB1530, which has a hearing, scheduled on February 14 at 2:35pm.

I am a kindergarten teacher and in my 23rd year of teaching. I kindly ask you to pass this important bill, which will establish a teacher mentor incentive program for Hawaii Department of Education classroom teachers who mentor beginning teachers.

As a previous mentor, I can say it lacks adequate compensation for the hours I spend on mentoring a college student. Mentoring involves but is not limited to one-on-one lesson planning, debriefing and goal setting, analyzing mentee's work, classroom observations, modeling, and filling out a mid and end evaluation.

A teacher mentorship incentive is necessary because teachers are valuable resources for a mentee. Mentoring plays a critical role for mentees to improve in his/her understanding of being a facilitator in the classroom and to gain professional knowledge and skills needed to teach with rigor and relevance.

Teachers already give more hours than what we get paid for. I urge you to pass this bill to give mentors a little incentive or reward in helping new teachers start off their career by having a strong foundation to teach the children of Hawaii.

Thank you for the opportunity to testify.

Kimberly Tadaki



**HB-1530**

Submitted on: 2/13/2019 8:35:33 AM

Testimony for LHE on 2/14/2019 2:35:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Stefanie Sweeney	Individual	Support	No

Comments:

Dear Legislators,

I would like to respectfully submit testimony in support of HB1530.

I urge you to pass this critically important bill, which will establish a teacher mentor incentive program for Hawaii Department of Education classroom teachers who mentor beginning teachers. Mentors currently lack adequate compensation for the hours they spend on instructional mentoring which includes but is not limited to one-on-one lesson planning, debriefing and goal setting, analyzing student work, classroom observations, and modeling.

I have been a mentor teacher for four years and entered into this position with goals of giving back to the education community because I was so positively affected by great mentor teachers. It is an honor to watch pre-service teachers explore the profession, reflect on their learning, and grow as educators. Teacher mentorship is a necessary part of learning to become a teacher because the students gain invaluable first-hand experience in the classroom, dialogue with a seasoned professional, and get to take important first steps in delivering lessons. Mentor teachers take on duties beyond the typical classroom responsibilities and I have often met with my student teachers before school, after school, and devoted my time over the weekend to provide feedback. Incentives are necessary for mentor teachers because we are in essence doing another job that we are not currently financially compensated for. The addition of responsibilities for teachers with no financial compensation is what contributes to teacher burnout and leaving the profession. To support our teachers and encourage them to stay in the field and continue doing important work as teachers and mentor teachers, fair compensation is needed.

Mahalo for the opportunity to testify,

Stefanie Sweeney, teacher at Waikiki Elementary School



**HB-1530**

Submitted on: 2/13/2019 9:48:02 AM

Testimony for LHE on 2/14/2019 2:35:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Cindy Reves	Individual	Support	No

Comments:

**Dear Legislators,**

**I would like to respectfully submit testimony in support of HB1530. I have been teaching 20+ years, but still remember the early years. I was alone and confused and needed a lot of help. New teachers need mentors. A semester of student teaching is not enough. Mentors need compensation. A teacher's job is hard enough without volunteering to do something that needs to be done. As a new teacher, I didn't need the added guilt of taking a fellow teacher's time.**

**Such a program would not only help young teachers; it would help those who have been working a long time. Working with new teachers gives us new perspectives. I love to take on student teachers and see my practice through their eyes, a service for which I get adequate compensation. Mentoring another teacher would do the same thing, but even more. Mentees often stay in the same school and the mentee-mentor will continue to be colleagues who have a relationship and this will benefit everyone.**

I urge you to pass HB1530.



**HB-1530**

Submitted on: 2/13/2019 9:49:20 AM

Testimony for LHE on 2/14/2019 2:35:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Kevin Matsunaga	Individual	Support	No

Comments:

Dear House Committee on Lower and Higher Education- Chair Woodson,

I'm in support of HB 1530 which has a hearing scheduled on Feb 14, 2:35pm. My name is Kevin Matsunaga and I am a digital media and yearbook teacher at Chiefess Kamakahelei Middle School on Kauai. As a 26 year veteran teacher in the Hawaii DOE, I've been a teacher mentor for my share of teachers. I was asked to be a part of the state's mentor program but the lack of any sort of compensation along with a restrictive program, caused me to drop out of it. I continued to mentor teachers though, all on my own time. Effective mentors give up a lot of their own time, time that could be spent on their own classrooms. Mentors deserve some sort of fair compensation. We already are the worst paid teachers in the nation and we can't comintue to work for free. Please support this bill and our mentor teachers.

Sincerely,

Kevin Matsunaga

**HB-1530**

Submitted on: 2/13/2019 10:05:03 AM

Testimony for LHE on 2/14/2019 2:35:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Ryan Darnell	Individual	Support	No

Comments:

I submit testimony in support of HB1530.

I urge you to pass this critically important bill, which will establish a teacher mentor incentive program for DOE classroom teachers who mentor beginning teachers. Mentors need adequate compensation for the hours spent instructional mentoring.

As a current mentor I see the effects that the mentoring process has on my mentees. Rather than having a lukewarm relationship with district/complex level mentors, I am on site and can carry a much more meaningful relationship with my mentee. It also helps to establish and further the trust that my mentee has for me, which allows for greater growth on their part.

When I was a beginning teacher, I was assigned a complex level mentor and a school mentor. My school level mentor truly understood the ins and outs of the school and was, therefore, much more reliable. I was also informally mentored by many other members of the faculty, and by being a mentor, it is my way of paying it forward.

The funding of the mentor program is more than just lip-service to its validity. The bottom line is that it shows a dedication to our new teachers. With the abysmal teacher retention we've experienced lately it is incumbent upon the DOE to take this matter seriously. Funding for mentor teachers, who are on the frontlines day-to-day, are the best support that the new teachers can have.

Let me be clear, the funding merely honors the contributions made by the mentors. In truth, the pay recieved pales in comparison to the time and dedication the average mentor provides. The funding of the mentor program acts as a symbol of the importance in nurturing our future educators.

Thanks for your time and consideration.

Aloha,

Ryan Darnell

Social Studies Teacher/Mentor

Roosevelt High School

**HB-1530**

Submitted on: 2/13/2019 10:25:52 AM

Testimony for LHE on 2/14/2019 2:35:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
dane	Individual	Support	No

Comments:

**HB-1530**

Submitted on: 2/13/2019 10:50:26 AM

Testimony for LHE on 2/14/2019 2:35:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Derek Govin	Individual	Support	Yes

Comments:

Hello ladies and gentlemen. I appreciate you taking the time to read this written testimony. I am in support of house bill 1530.

My name is Derek Govin and I am a Special Education Teacher at Roosevelt High School. I am also a proud fellow of a national non-profit organization known as Hope Street Group. Within this group, teachers are empowered to leverage their professional experience and voice their expertise to elevate the teaching profession. One aspect of the profession that has been considered and studied within Hope Street Group is teacher retention in Hawaii. The data shows that teachers are leaving the teaching profession in Hawaii by the fifth year. With this being said, one movement that has been successful according to data collection and teacher input is partnering with the New Teacher Center to mentor beginning teachers in their first and second years of professional practice here in Hawaii. This program requires classroom mentors to be trained through eight professional development days, and requires a lot of time to effectively mentor teachers to improve teacher retention in the education profession. Classroom mentor teachers deserve for their work to be recognized and should be compensated accordingly for assisting in improving teacher retention rate as it directly impacts student achievement.

**HB-1530**

Submitted on: 2/13/2019 11:12:52 AM

Testimony for LHE on 2/14/2019 2:35:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Daphne Okunaga	Individual	Support	No

Comments:

**Dear Legislators,**

**I would like to respectfully submit testimony in support of HB1530.**

**I urge you to pass this critically important bill, which will establish a teacher mentor incentive program for Hawaii Department of Education classroom teachers who mentor beginning teachers. Mentors currently lack adequate compensation for the hours they spend on instructional mentoring which includes but is not limited to one-on-one lesson planning, debriefing and goal setting, analyzing student work, classroom observations, and modeling.**

**A teacher mentorship incentive is necessary because strong, veteran teachers are more likely to mentor if there is an incentive. Otherwise, many of those types of teachers get part time jobs to supplement their income. In the past, I've mentored teachers without incentives and may be willing to do so in the future. However, if my workload increases (e.g. increase in the amount of "preps," taking on different volunteer roles at the school like Academy Lead), mentoring would be the first to be removed from my volunteer duties if there is no incentive. I strongly feel like teachers should be compensated for teaching each other as well!**

**Mahalo for the opportunity to testify,**

**Daphne "Kaji" Okunaga**

**HB-1530**

Submitted on: 2/13/2019 12:13:30 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Stephanie Buelow	Individual	Support	No

Comments:

Dear House Committee on Lower and Higher Education- Chair Woodson,

My name is Stephanie Buelow and I am an Associate Professor of Elementary Reading and Literacy in the Institute for Teacher Education at the University of Hawaii at Manoa. I write this testimony as an individual citizen, however provide my professional title and position to provide context for this testimony.

I'm in support of HB 1530, which has a hearing scheduled on February 14, 2:35 pm. In my work preparing preservice elementary teachers, I work extensively with mentor teachers in local classrooms. These teachers open their classrooms and teaching practice to provide safe learning environments for preservice teachers to learn how to teach. Without the support of these mentor teachers, the teacher candidates would lack the practical application they gain from these clinical experiences. Mentor teachers spend time each week to provide lesson planning support, lead the teacher candidate through debriefing and focused reflection, and remain in close contact with me to ensure we are adequately supporting the teacher candidate for future success. Mentor teachers do all of this on time that goes beyond their work day and for little to no compensation.

As a former HODOE teacher and a current teacher educator, I support HB1530.

Sincerely,

Stephanie Buelow

**HB-1530**

Submitted on: 2/13/2019 12:22:52 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Shelli Tottori	Individual	Support	No

Comments:

**February 13, 2019**

**Dear House Committee on Lower and Higher Education- Chair Woodson,**

**I am testifying as an individual in support of HB 1530. As a former school level mentor coordinator and mentor for several years at a public high school, I can attest to how difficult it is to secure and maintain a staff of competent school level mentors. It is a hard-sell to ask teachers to give up hours of our their prep and lunch times on campus, to make substitute teacher plans to attend hours of mentor training off-campus during school hours, to strategize and create mentee support plans on their own time after school hours, and to do all this for a whole school year without any compensation. The monetary incentive specified in HB 1530 for teacher mentors can provide a “pat on the back” for their heartfelt efforts as well as some monetary compensation for the time they spend on mentoring.**



**HB-1530**

Submitted on: 2/13/2019 12:36:42 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Ryan Mandado	Individual	Support	No

Comments:

Dear Chairman Woodson,

My name is Ryan Mandado and I'm the current Special Education Department Head at Campbell High School, the largest public school in the State of Hawaii. I'm in full support of this bill. I strongly support providing more incentives for teacher mentors across this state. I currently support 30 teachers in Special Education. Teacher mentors spend a lot of time beyond their contractual hours helping others refine lesson plans, plan engaging activities for students, and think of innovative ways to ensure students receive an excellent education. This incentive will help sustain the work for teacher mentors and get paid for their contribution to ensuring great teachers are in Hawaii's classroom.

Mahalo,

Ryan Mandado

**HB-1530**

Submitted on: 2/13/2019 12:15:51 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

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

Comments:

**HB-1530**

Submitted on: 2/13/2019 1:02:17 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Kara Yasui	Individual	Support	No

Comments:

February 13, 2019

Dear House Committee on Lower and Higher Education, Chair Woodson,

My name is Kara Yasui and I would like to respectfully submit testimony in support of HB1530, which has a hearing, scheduled on February 14, 2019 at 2:35 pm.

I am a kindergarten teacher and in my 23rd year of teaching (16 years teaching Kindergarten and 7 years teaching grade 4).

As a previous mentor, I have spent countless hours helping beginning teachers prepare to enter the field of education through lesson plan and curriculum development, observations, and mentor/mentee debriefing (after each mentee lesson). In addition, I have used my personal time outside of the classroom to analyze mentee lesson plans and provide lesson feedback, as well as complete narrative mid and end evaluations for the mentee.

Teachers dedicate more hours to the profession than what they are paid for. A teacher mentorship incentive is necessary because it would provide mentor teachers with some compensation for the additional time outside of the classroom that is dedicated to help those entering the profession.

Thank you for the opportunity to testify.

Kara Yasui

**HB-1530**

Submitted on: 2/13/2019 1:53:20 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
KARLEEN SATO	Individual	Support	No

Comments:

Dear Legislators,

I would like to respectfully submit testimony in support of HB1530.

I urge you to pass this critically important bill, which will establish a teacher mentor incentive program for Hawaii Department of Education classroom teachers who mentor beginning teachers. Mentors currently lack adequate compensation for the hours they spend on instructional mentoring which includes but is not limited to one-on-one lesson planning, debriefing and goal setting, analyzing student work, classroom observations, and modeling. Without a quality mentor, new teachers often feel extremely stressed out and alone. A mentor provides reassurance and steps in when things become too overwhelming. This is especially important when there is such a high amount of new teachers leaving the DOE.

Mahalo for your time.

February 14, 2019

Committee on Lower & Higher Education  
Rep. Justin H. Woodson, Chair  
Rep. Mark J. Hashem, Vice Chair  
Rep. Amy A. Perruso, Vice Chair

State Capitol  
415 South Beretania Street  
Honolulu, HI 96813

Aloha Chair Woodson, Vice Chairs Hashem and Perusso, and Members of the Committee,

**I am writing in strong support of HB 1530**, 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. It is therefore absolutely essential that our mentors be fairly compensated.

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 and 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  
2011 Hawaii State Teacher of the Year  
Invested Public School Parent

**HB-1530**

Submitted on: 2/13/2019 2:08:24 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Kristilyn Oda	Individual	Support	No

Comments:

Committee: House Lower and Higher Education Committee

Attn: Rep. Justin H. Woodson, Rep. Mark J. Hashem, Vice Chair, and Rep. Amy A. Perusso, Vice Chair

Teacher Mentor Incentive Program HB1530 Hearing: Feb. 14, 2:35pm.

I am a classroom teacher, educating fourth graders at Holomua Elementary School for 22 years. I am wholeheartedly supporting HB 1530 to address needs of recruitment and retention. I have mentored many pre-service university students throughout the years. My mentor teacher taught 50 student teachers before me. One each semester for 25 years. Because of her example and wisdom, I have been able to soar as a highly effective, highly satisfied national board certified teacher.

Problem: Both secondary and elementary school teachers don't get paid or we only receive a few hundred dollars from local universities for taking on mentees. However, as an elementary school teacher, I also don't receive compensation time or 'prep' periods to mentor. Starting this year, we were asked to take a week-long Induction and Mentoring class, in order to receive a stipend. While valuable, this is at the expense of also leaving a classroom of students in the hands of a sub and many hours spent on lesson plans. Many have decided not to take the infrequently scheduled Mentoring class and do it without pay. But only for this year.

Some of us are asked to volunteer and juggle other responsibilities as the highly capable 'mentoring type' of teachers. My days are spent differentiating for a range of needs of 8-9 year olds and integrating the subjects I teach: math, life science, engineering, technology, reading, speaking and listening, writing, language, history, economics, political science, cultural anthropology, health, visual arts, performance arts, and yes, weekly physical education. I communicate with parents, staff, attend a lot of meetings and calculate 400 grades per class for quarterly report cards. Then I mentor in my 'free' time.

Mentoring is rewarding because I am investing in my future/current colleagues and pass on wisdom of what I learned through the years to meet their needs, and ultimately those of students who will be served. I know it makes a difference and I care about what

happens to my mentees beyond our official time together. As a classroom leader, I know how to mentor best because I am present with children daily, adapting to constantly changing technology, current research/pedagogy, new curriculum/standards and fueling system shifts. Mentees need the kind of mentors who can navigate through to reach the multitude of diverse students.

Mentoring has many valuable aspects. We give guidance, model lessons, planning and allow opportunities for reflection. We providing observation feedback, analyze instructional resources, explain school systems and how to interact with students and colleagues, designing an optimal learning environment, and grading rationale. We often offer a social-emotional component to help ease the burdens of the immense challenge of transitioning to a full-time teacher. Being an elementary school educator and mentor is extremely complex and worthwhile. With proper guidance, the next generation of teachers can be equipped, successful and stay in the classroom.

Example: When I asked my daughter what she thought about having a pre-service teacher and how she was helped, she said she was happy that her teacher helped Ms. E. She said if Ms. E didn't have her teacher to learn from, she wouldn't get more than one chance to learn things. Can you imagine what it would be like if a beginning teacher starts teaching with only one strategy and a weak understanding of the demands that they will face in the classroom? With an incentive, many teachers will eagerly become mentors instead of obligated to say yes, dragged down with the weight of additional duties without compensation.

A teacher mentor incentive is necessary to retain quality classroom mentors. By doing so, we can bring solutions and address our gaps in educating our pre-service/new teachers. I ask for your strong support of the HB 1530 Teacher mentor incentive program.

Respectfully submitted,

Kristilyn Oda, NBCT

PUPUKAHI I HOLOMUA: Unite to move forward; By working together, we make progress!

**HB-1530**

Submitted on: 2/13/2019 2:09:24 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Cecilia Chung	Individual	Support	No

Comments:

*Dear Legislators,*

*I would like to respectfully submit testimony in support of HB1530.*

*Teachers who mentor are teachers who believe in the longevity and bigger picture of teaching and learning. They are critical in helping beginning teachers believe in the profession and stay in the profession.*

*I urge you to pass this critically important bill, which will establish a teacher mentor incentive program for Hawaii Department of Education classroom teachers who mentor beginning teachers. Mentors currently lack adequate compensation for the hours they spend on instructional mentoring which includes but is not limited to one-on-one lesson planning, debriefing and goal setting, analyzing student work, classroom observations, and modeling.*

*Mahalo for the opportunity to testify,*

*Cecilia Chung*



**HB-1530**

Submitted on: 2/13/2019 2:15:06 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Erin Imamura	Individual	Support	No

Comments:

Dear House Committee on Lower and Higher Education, Chair Woodson

Erin Imamura, teacher, Holomua Elementary School (DOE)

I'm in support of HB 1530 which has a hearing scheduled on **Feb 14, 2:35pm.**

**HB-1530**

Submitted on: 2/13/2019 2:18:22 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Chelsey	Individual	Support	No

Comments:

**Dear Legislators,**

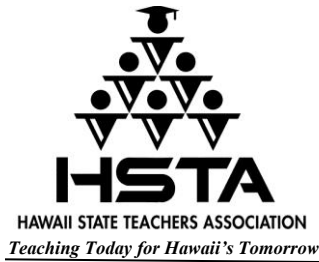
**I would like to respectfully submit testimony in support of HB1530.**

**I urge you to pass this critically important bill, which will establish a teacher mentor incentive program for Hawaii Department of Education classroom teachers who mentor beginning teachers. Mentors currently lack adequate compensation for the hours they spend on instructional mentoring which includes but is not limited to one-on-one lesson planning, debriefing and goal setting, analyzing student work, classroom observations, and modeling.**

**I've been a mentor teacher through UH of Hawai'i at Manoa for the past 5 years. I enjoy supporting teacher candidates and helping them to develop a passion for teaching, though it is a lot of extra work. I'm not sure if I will continue it in the future, but given a compensation would help a lot. I believe this would motivate other highly-qualified teachers to serve as a mentor teacher in the future.**

**Mahalo for the opportunity to testify,**

**Chelsey Villamin**



Corey Rosenlee  
President  
Osa Tui Jr.  
Vice President  
Logan Okita  
Secretary-Treasurer  
Wilbert Holck  
Executive Director

TESTIMONY BEFORE THE HOUSE COMMITTEE ON  
LOWER AND HIGHER EDUCATION

RE: HB 1530 - RELATING TO EDUCATION

THURSDAY, FEBRUARY 14, 2019

COREY ROSENLEE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

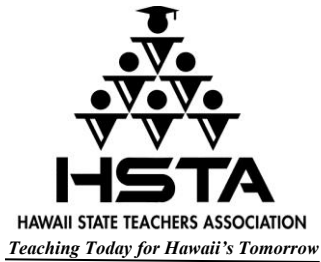
Chair Woodson and Members of the Committee:

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

HB 1530 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.

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



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

Corey Rosenlee  
President

Osa Tui Jr.  
Vice President

Logan Okita  
Secretary-Treasurer

Wilbert Holck  
Executive Director

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.

**LATE**

**HB-1530**

Submitted on: 2/14/2019 6:24:08 AM

Testimony for LHE on 2/14/2019 2:35:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Deborah Morrow	Individual	Support	No

Comments:

**Dear House Committee on Lower and Higher Education, Chair Woodson**

Deborah Morrow, teacher, Kailua Elementary School

I'm in support of HB 1530 which has a hearing scheduled [on Feb 14, 2:35pm](#). It is important to incentivize good teachers to take on the added work of training and mentoring new or struggling teachers in order to improve the practice of all. Thank you.

# LATE TESTIMONY

Testimony Presented Before the  
House Committee on Lower and Higher Education  
Thursday, February 14, 2019 at 2:35 p.m.

Nathan Murata, Dean  
College of Education

## HB1530 – RELATING TO EDUCATION

Chair Woodson, Vice Chairs Hashem and Perruso and members of the committee:

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

Thank you for allowing our testimony.

# LATE TESTIMONY

Dear Representative Woodson, Chair of the Lower and Higher Education Committee,

My name is Jennifer Howe. I am testifying in my capacity as an individual. I am a teacher at Roosevelt High School where I have served as mentor to beginning teachers for two years. I also received mentoring services from the Hawaii Department of Education (HIDOE) in my first two years of teaching.

I submit testimony in support of HB1530.

I urge you to pass this critically important bill, which will establish a teacher mentor incentive program for HIDOE classroom teachers who guide beginning teachers. Mentors deserve compensation for the hours spent instructional mentoring.

Currently, the HIDOE offers a \$250 per semester stipend for first year mentors, given that all requirements are met. For mentors in their second or subsequent years, one may qualify for a \$500 per semester stipend. To qualify for this stipend, mentors must meet with their mentees for at least 180 minutes per month or 900 minutes per semester, with five months in one semester, resulting in about 15 hours total.

In order to process the stipend, mentors are required to submit two logs for each meeting, a Collaborative Assessment Log and Interaction Log. Additionally, per semester, they must submit a pre-observation tool, an observation document, a post-observation co-analysis, and documentation of an analysis of student learning. Therefore, mentors and beginning teachers must schedule regular meeting times and complete a lot of paperwork in order for a mentor to fulfill these requirements. Many mentors and their mentees do not share a common period within the regular school day, so this time is often scheduled outside of the school day.

Quality mentors support new teachers in many ways including their acclimation to a new school and career, planning, instruction, assessment, professionalism, and the emotional aspects of teaching. I had one of the best mentors at my school campus and she helped me with a variety of responsibilities like email etiquette, best practices for academic discussions, how to become a self-advocate, and effective grading practices. Due to other hardships in my first few years of teaching, I would have left the school if it had not been for my wonderful, supportive mentor.

Teacher retention is a timely issue integral to the success of Hawaii State. A \$1500 stipend would support retention of new teachers, and demonstrate the State's and Department's value of veteran teachers for their time and experience for mentoring.

Thank you,  
Jennifer Howe  
1821 Keeaumoku St. Apt. 203  
Honolulu, HI 96822

**LATE**

**LATE**

**HB-1530**

Submitted on: 2/14/2019 2:17:56 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Kecia McDonald	Individual	Support	No

Comments:

I am a new teacher and benefitted greatly from being a part of the 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 theory/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. She did this without recompense. 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.



