Making a Mixed Mentoring Model Work: Lessons from Hawaii’s 3-Year Pilot

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Moʻolelo

Moʻo (n.) succession, series, lineage

ʻOlelo (n.) language, word, speech
(v.) to speak, say, converse

Moʻolelo (n.) story, tale, history, legend, journal, chronicle
Moʻolelo: The Story of Teacher Induction in Hawaii

Hawaii Structure:
1 School District - 180,000 students
15 Complex Areas - 1,300 BTs (Yr1-3) supported by 600 MTs
20 FRMs, 580 SLMs

Hawaii Teacher Induction Program Standards
BOE Policy
HSTA Memorandum
Connector

Moʻolelo ou kou (your story)

- Who are you?
- Where are you from?
- What brings you to this session?
Moʻolelo: Hawaii Mentor Pilot Project

Key Points

➢ Design, test, and draw scalable lessons from 3 induction program enhancements.
➢ Awarded $1.66M over 3 years
➢ DOE matched funds & positions

Partners

➢ Hawaii Community Foundation
➢ Harold K.L. Castle Foundation
➢ New Teacher Center
➢ Hawaii DOE
<table>
<thead>
<tr>
<th>Two Complex Area Models</th>
<th>Full-Release Model</th>
<th>Mixed Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teachers</td>
<td>95</td>
<td>200</td>
</tr>
<tr>
<td>Full Release Complex Mentors</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Partial Release Complex SPED Mentor</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Full Release School-Level Mentors</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Partial Release School-Level Mentors</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>School-Level Mentors</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>I &amp; M Site Leads (1 per school)</td>
<td></td>
<td>17</td>
</tr>
</tbody>
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Na mea i aʻo ʻia (The Things We Learned)

What we learned about making a mixed mentoring model work:

● Sanctioned time for mentor-teacher meetings is critical to success in either model

● Managing fidelity of implementation and quality under a mixed model proved difficult and required new approaches

● On-going and intentionally designed mentor forums and peer coaching are necessary for mentor development and growth

● Investing time to engage CASs and principals is critical to success.
The Full Release model still leads in perceived student impact, but Mixed Model gained ground

“Work by the mentors impacts student learning”

% Strongly Agree/Agree
The Full Release still leads on teacher effectiveness, but Mixed Model narrowed the gap in Year 2
Little change in principal satisfaction, and Full Release model continues to be rated highest.
More rigorous implementation continues under Full Release model, but Mixed model made gains
Learning Stations

1. Improving Mentor Quality & School-Level Capacity
2. Using Data for Strategic Program Adaptations
3. Engaging Principals to Increase Program Support
4. Cost Analysis, Advocacy and Communication for Sustainability
Share out & Closure