

**LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS**

Bill Number: SJM 22

49th Legislature, 2nd Session, 2010

Tracking Number: .180740.1

Short Title: Study Internship Teaching License

Sponsor(s): Senators Lynda M. Lovejoy and Cynthia Nava

Analyst: Eilani Gerstner

Date: February 10, 2010

FOR THE LEGISLATIVE EDUCATION STUDY COMMITTEE

Bill Summary:

SJM 22 requests that the Public Education Department (PED) and the Office of Education Accountability (OEA) of the Department of Finance Administration study issues relating to the PED regulatory internship license, including:

- examining whether internship licensed teachers:
 - receive sustained, intensive, and classroom-focused professional development before and while teaching; and
 - participate in a program of intensive supervision or a teacher mentoring program; and
- determining the number of internship licensed teachers receiving mentorship services in school districts and state-chartered charter schools in school year 2009-2010 and the sources of funding for those mentorship services.

The memorial further requests that the findings and recommendations of the study be presented to the Legislative Education Study Committee (LESC) prior to the first session of the 50th Legislature.

Fiscal Impact:

Memorials requesting that state agencies conduct studies are likely to have a fiscal impact in terms of staff time, travel, office supplies, and other items. This impact could be especially pronounced if the agencies are experiencing budget reductions or staff furloughs.

According to the PED analysis, the cost to PED to participate in the study is approximately \$5,300. PED reports that the department does not have the resources to conduct the study and is currently under a hiring freeze.

The OEA analysis states that it is not yet possible to estimate the fiscal impact on the agency.

Substantive Issues:

The LESC has heard reports on beginning teacher mentorship programs each interim since 2007. During several work group meetings held to study mentorship programs, concerns were raised regarding the quality and availability of mentorship services for internship licensed teachers, who are allowed by PED regulation to teach full-time while pursuing an alternative route to a Level 1 teaching license.

Federal regulations allow such individuals to be considered highly qualified teachers if, among other requirements, they:

- receive sustained, intensive, and classroom-focused professional development before and while teaching; and
- participate in a program of intensive supervision or a teacher mentoring program.

Based upon the concerns raised by work group members in the 2007 and 2008 interims, the LESC requested a study of mentorship for internship licensed teachers during the 2009 interim. The results of the study were presented to the LESC in November 2009; however, the study did not answer the question whether internship teachers are meeting these federal regulations that allow them to be considered highly qualified.

Related Bill(s):

HB 71a *Mentorship Requirements for Level 1 Teachers*