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FISCAL IMPACT REPORT

ORIGINAL DATE 01/26/10

SPONSOR Lovejoy LAST UPDATED _____ HB _____

SHORT TITLE Study Internship Teaching License SJM 22

ANALYST Pava

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY10	FY11		
	NFI	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Office of Education Accountability (OEA)

Higher Education Dept (HED)

Public Education Dept (PED)

SUMMARY

Synopsis of Bill

Senate Joint Memorial 22 requests that the PED and OEA conduct a study related to the issues of the internship licensure, including whether internship-licensed teachers receive sustained, classroom-focused professional development before and while teaching; if they participate in intensive supervision or a mentoring program. The study is to be presented to Legislative Education Study Committee (LESC) prior to the first session of the fiftieth Legislature.

FISCAL IMPLICATIONS

There is no appropriation or fiscal impact.

Regarding PED FTE to participate in the study, it's estimated to require approximately 160 hours x \$25.50 x 30% additional in salaries and benefits at a staff manager level, or \$5,304. Currently, PED does not have the resources to conduct this study and is operating under a staff shortage and hiring freeze.

SIGNIFICANT ISSUES

NM law provides for an alternative route to a level one teaching license and provides for a mentorship program for beginning teachers. PED rules establish an internship teaching license for persons who do not yet meet the requirements for an alternative level one teaching license as prescribed in state law. State law does not define or provide for an internship license. It is unknown whether all internship licensed teachers are participating in professional development and supervision or mentorship as required in federal regulations. PED has reported 684 hundred internship licensed teachers statewide in school year 2008-2009. The sources of funding for professional development and supervision or mentorship of internship licensed teachers are uncertain.

SJM 22 requests a review of the requirements and provisions of the PED regulatory internship license in terms of their compliance with state and federal laws and regulations; the number of and kind of mentorship services; their sources of funding and which agencies should receive this funding to distribute; and a review of how the Internship License allows a teacher to be considered “highly qualified”;

HED indicated the following:

Alternative licensure programs were statutorily created by SB581 “Alternative Teacher Certification Process” in 1999. Following the passage of the federal “No Child Left Behind Act” in 2002, NM developed regulations that allow participants in alternative licensure programs to be eligible for “Internship Licenses” that grant them the status of “highly-qualified teachers” so they can work as regular classroom teachers while completing the alternative licensure program.

NM offers alternative licensure programs in seven of the public four-year postsecondary institutions and in at least four independent community colleges and several private institutions. There is also a program called Transition to Teaching (NMT2T) by PED that provides an “Online Portfolio for Alternative Licensure.”

OEA indicated the following:

The Internship Teaching license is a three-year non-renewable license issued by the PED to teach by individuals who have not completed requirements for either a Level 1 or Alternative Level 1 teaching license as detailed in NMAC 6.60.3.7.I. Details about the Internship Teacher Licensure are in NMAC 6.60.3.10.

Alternative licensure addressed the teacher shortage in NM prior to establishing the three-tiered licensure system. Teachers who hadn’t completed all requirements could be issued an Internship Teaching license with strict compliance and non-renewal rules.

A report on beginning teacher mentorship and who was providing it was presented to the LESC 11/09. Teachers are to be provided ongoing professional development that should be documented to move to higher licensure and for performance reviews.

PED indicates the following:

In 2008, LESC, PED, HED and OEA formed the LESC Mentorship Model Work Group. Their findings included: the law should be amended to extend the mentorship requirements

to teachers with Internship Licenses; according to PED rule, a candidate for alternative Level I licensure may be permitted to pursue the functions of Level I; 897 individuals held Internship Licenses, 3,821 held Level 1 Licenses, for a total of 4,718 new teachers; intern teachers represent 4% of all licensed teachers, however they represented 19% -- nearly 1/5 -- of all beginning teachers.

It's possible to argue that Internship-licensed teachers don't have full state certification. It also extends the probationary period of a Level I License that can extend the probationary period from five to eight years. A LESC staff brief noted the PED rule of the internship license is tantamount to a fully certified classroom teacher, despite lacking the minimum credential in the statutory three-tiered licensure system. In the absence of a prohibition in the PED rule on the Internship license, it would seem possible that a teacher with an Internship license may be assigned to a school in need of improvement.

Since 2000, Legislature has appropriated approximately \$10 million for mentorship. Included are internship and Level I licenses.

PERFORMANCE IMPLICATIONS

SJM 22 supports the Making Schools Work policy framework at Task 1.6 - Ensure that all students are taught by qualified teachers. This bill supports the PED's Public School Performance Measures. The results of this study could assist colleges and universities in improving the quality of their alternative licensure programs, and thus the overall quality of education in NM.

ADMINISTRATIVE IMPLICATIONS

Both PED and OEA will need to make staff and resource commitments to complete this project and collaborate with HED and other key educational partners. Currently, PED does not have the resources to conduct this study.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

The Legislature and education related agencies will not have clarification and confirmation on the nature and extent of professional development services and mentoring provided to individuals with internship teacher licenses.

CP/mt