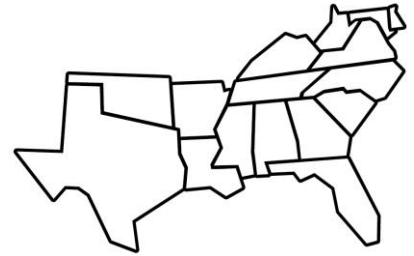


# Snapshot of Major 2016 Legislation

State policymakers are reviewing their evaluation and professional learning strategies, spurred by the dissolution of ESEA waivers and extensive feedback provided by local implementers. State legislatures play an integral role in this process by resetting or reaffirming strategic priorities related to educator effectiveness. This document summarizes 2016 legislation passed in SREB states.



## Evaluation and Professional Growth

- Delaware [HB399](#) clarifies the structure and weighting of the student improvement component of the state's educator evaluation system. In response to feedback that the application and understanding of the previous student growth measures were confusing and counterproductive, the legislature now requires educators to develop two professional goals: one tied to the school or district improvement document, the other tied to a student assessment approved by the SEA.
- Florida [HB 287](#) creates a pilot program authorizing select districts to install highly effective principals in low-performing schools while granting them increased instructional and operational autonomy. Pilot schools will receive training on how to implement the University of Virginia School Turnaround Program. Participating school leaders will receive a \$10,000 salary supplement.
- Georgia [SB 364](#) creates a third evaluation system component around teacher professional growth. This professional growth measure will be weighted at 20 percent, reducing the student growth component weight from 50 percent to 30 percent. The act also authorizes districts to develop a tiered evaluation system that reduces the number of required observations for teachers who mentor novice and struggling teachers.
- Louisiana [SB 262](#) prohibits the use of statewide assessment data to evaluate teacher performance during the 2016-17 school year.
- Louisiana [SB 477](#) reduces the percentage of the composite evaluation that is derived from value-added models from 50 percent to 35 percent.
- North Carolina [HB 1030](#) creates a three-year pilot program to develop advanced teaching roles that link teacher performance and professional competence with salary increases.
- Oklahoma [HB 2957](#) revises the statewide evaluation framework by repealing the requirement that districts implement student growth measures. Additionally, the act requires districts to develop a system of individualized professional development for educators. Through these individualized systems, teachers will develop at least one professional growth goal based on an area addressed in classroom observations.
- Oklahoma [HB 3114](#) authorizes districts to apply to the SEA to implement a career path and compensation framework. The act specifies five career rungs and the requirements for advancement. The act also stipulates coaching and professional learning requirements for both novice and career teachers.
- Tennessee [SB 2508](#) excludes student growth scores generated from statewide assessments in overall evaluation scores if it would result in a lower evaluation rating.
- West Virginia [HB 4301](#) requires the State Board of Education to consider changes to teacher and principal leadership strategies. Proposed strategies include changes to salary schedules, development of career lattices and processes for preparing school leader candidates.

## Preparation and Induction

- Maryland [SB 493](#) creates an induction pilot program. The act requires participating districts to commit at least 20 percent more time during the week to mentoring, peer observation and planning assistance. The act also increases the state salary supplement for National Board Certified teachers from \$2,000 to \$4,000.

## Recruitment and Retention

- Oklahoma [HB 2967](#) authorizes districts with one or more high-needs schools to enter into temporary contracts with student teachers. Once certified, the contract for the ensuing school year becomes binding.
- South Carolina [HB 4938](#) requires the SEA to survey teacher candidates about their willingness to teach in rural and economically disadvantaged districts, including asking about which types of incentives would entice them to work there.
- Virginia [SB 360](#) requires the Superintendent of Public Instruction to develop a system to track teacher turnover, which may include the use of exit questionnaires.

## Certification and Licensure

- Delaware [SB 199](#) creates a one-year provisional license for applications who have not met the performance assessment requirement.
- Florida [HB 189](#) creates a new certificate for teachers who (1) hold an advanced college degree in a STEM field, (2) teach a high school course in the same subject, (3) achieve a passing score on the professional competency exam, and (4) rate as highly effective as determined by their performance evaluation.
- Louisiana [HB 217](#) authorizes the State Board of Elementary and Secondary Education to provide an educational leadership certificate for all who meet the eligibility criteria.
- Virginia [HB 261](#) requires the State Board of Education to issue provisional licenses to veterans who have the appropriate level of training but do not meet the requirements for renewable teacher licenses.
- Virginia [HB 279](#) requires the State Board of Education to create adjunct licenses for qualified individuals to teach high school STEM courses on a part-time basis.

## Compensation and Employment

- Alabama [HB 121](#) increases the base salary of certified personnel by four percent for those making less than \$75,000 per year, and by two percent for those making more than \$75,000 per year. The act requires these increases to be reflected in the state's salary schedule.
- Kentucky [HB 184](#) authorizes certain districts to select principals through school councils.
- North Carolina [HB 1030](#) creates a pilot program that encourages districts to develop advanced teaching roles that link teacher performance to pay increases. The act appropriates \$9.8 million for this purpose.
- Oklahoma [HB 3114](#) authorizes districts to create a career path and compensation framework that includes five career rungs.
- Virginia [HB 524](#) requires the inclusion of state or district evaluation results in employment files, but prohibits public disclosure of data.
- West Virginia [HB 4566](#) alters the deadline for contract non-renewal and termination of continuing contract status from March 1 to May 1.