

Guidelines for National Board for Professional Teaching Standards (NBPTS) Pay Differential 115C-296.2

For certification information and application, visit the NC DPI Educator Recruitment and Development National Board Certification website at www.ncpublicschools.org/recruitment/nationalboardcertification/.

There are four categories of individuals who may be paid the 12% NBPTS salary differential:

Classroom teachers:

115C-296.2

Teachers must spend at least 70% of the work time in classroom instruction. Most of the remaining 30% of the time should be spent in areas such as mentoring teachers, doing demonstration lessons, writing curricula, developing and leading staff development programs. See "Definition of Classroom Instruction" below.

Media Coordinators, Guidance Counselors and Career Development Coordinators:

These individuals must have a clear license (in media, guidance or CDC), provisionally licensed individuals are not eligible for NBPTS differential pay.

(Began July 1 2002 for media coordinators, began July 1 2003 for guidance and career development coordinators)

What kind of certification is eligible?

The following are scenarios that describe teachers who qualify for a salary differential related to the NBPTS pay:

- If a teacher is NBPTS certified in Spanish and is reassigned to math, they continue to receive NBPTS pay.
- If a teacher is NBPTS certified in a classroom subject e.g. English, and chooses to move to an instructional support that is NBPTS certified (i.e. the media center), they will receive the NBPTS pay, **if** they are NC State certified in media (no provisional).
- If a teacher is NBPTS certified in media and chooses to move to classroom instruction, they will receive their NBPTS pay.
- If a NBPTS certified teacher is a teacher-on-loan, they will receive the NBPTS pay.
- If a teacher does not work 70% of his/her time in classroom instruction as described below, for example a coordinator, an assistant principal or a principal, they will NOT receive NBPTS pay.

Definition of Classroom Instruction

The decision of whether a person is providing direct classroom instruction involves consideration of all the individual's duties, obligations and activities, including but not limited to:

- Teach the NC Standard Course of Study.
- Teach the same students either in a classroom or a pullout program, on a regular schedule (daily or weekly.)
- Develop and implement unit lessons and daily lesson plans.
- Be responsible for grading and evaluating the students' performance in the curriculum.
- Provide substantial input on retention and promotion of assigned students.
- Communicates with the parents about their child's progress.
- Is evaluated utilizing a teacher's performance appraisal/evaluation process.
- Perform the duties of a teacher as defined in GS 115C-307.
- Be required or eligible to have a substitute, if absent.
- If special needs children are assigned, the teacher is primarily responsible for the implementation of the students' individual education plan.
- Individuals should be coded to a school number, not the central office.

Teacher assignments that meet the above criteria may include itinerant teaching, inclusion models of instruction, alternative school setting, team teaching, exceptional children pullout programs or distance learning instruction.

The following do not meet the criteria: tutoring, following lesson plans developed by other staff, supervising of study periods, administrative duties, periodic demonstration teaching or coordinating teacher activities, planning or in school suspension.

LEA and State Oversight

It is the responsibility of the LEA central office to ensure that the teachers receiving NBPTS pay meet the above criteria. DPI may request documentation and a letter from the central office, substantiating the criteria for NBPTS pay. In the event that DPI concludes that a teacher is not appropriately paid, the LEA will be required to refund the State for the entire amount of the exception.