

DIFFERENTIATED PAY FOR HIGHLY EFFECTIVE TEACHERS

SECTION 8.41.(a) Intent. – It is the intent of the General Assembly to provide local boards of education additional State funds for local programs to provide differentiated pay for highly effective classroom teachers through funds appropriated from the North Carolina Education Endowment Fund as provided in Section 8.11(i) of this act.

SECTION 8.41.(b) Proposals. – Local boards of education shall submit proposals to establish a local program to provide differentiated pay for highly effective classroom teachers to the Senate Appropriations/Base Budget Committee, the House Committee on Appropriations, and the Joint Legislative Education Oversight Committee by January 15, 2015. Page 50 Session Law 2014-100 Senate Bill 744-Ratified

(1) Proposals may include any of the following types of differentiated pay for classroom teachers:

a. Performance-based salary increases for classroom teachers rated highly effective on the North Carolina Teacher Evaluation instrument based on successful performance relative to classroom instruction and student academic growth.

b. Differentiated bonuses for classroom teachers, including:

1. Hard-to-staff subject areas, such as science, technology, engineering, and mathematics (STEM) education and exceptional children.
2. Hard-to-staff schools.
3. Assignment of additional academic responsibilities and leadership roles.
4. Assignment as an instructional coach.

(2) Proposals shall limit eligibility for differentiated pay to the following employees of local boards of education:

a. Classroom teachers. – An eligible classroom teacher is a teacher who is employed as a teacher who spends at least seventy percent (70%) of his or her work time in classroom instruction and is not employed as instructional support personnel.

b. Instructional coach, as classified by the Department of Public Instruction, in a Title I school, as identified under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended.