



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, *Superintendent of Public Instruction*

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TO: Exceptional Children Directors
Exceptional Children Coordinators
Directors, State Operated Programs
Directors, Education Services for the Deaf and Blind

FROM: William J. Hussey *WJH*

SUBJECT: Educational Sign Language Interpreters and Cued Language Transliterators

This memo serves to clarify information regarding current requirements for educational interpreters and cued language transliterators and considerations for increasing the minimum score requirement for educational interpreters working in NC public schools, including charter schools.

State Board of Education policy, QP-C-001, effective November 7, 2002, requires Level I and Level II educational interpreters to receive a minimum passing score on the performance portion of the Educational Interpreter Performance Assessment (EIPA) of a 3.0. Nationally certified educational interpreters may also be considered for Level II. Level I cued language transliterators must receive a minimum passing score on the performance portion of the Testing, Evaluation, and Certification Unit (TECUnit) assessment of a 3.0 and pass the written exam; Level II cued language transliterators must receive a minimum passing score on the performance portion of the TECUnit of a 4.0 and pass the written exam. All Level I and Level II professionals are required to complete 15 hours of training related to interpreting/transliterating annually. An increase of the Educational Interpreter Performance Assessment (EIPA) score requirement from a 3.0 for educational interpreters is being considered but has not been determined at this time. For cued language transliterators, a stakeholder meeting will be held to discuss minimum score requirements.

Students who use visual communication of sign language or cued language must receive instruction in that modality from qualified personnel. Dependent upon the unique needs of the student and the specially designed instruction and related services required, instruction could be provided by:

- A licensed Teacher of the Deaf/Hard of Hearing providing direct instruction using the visual modality;
- A licensed Teacher of the Deaf/Hard of Hearing utilizing a qualified interpreter or cued language transliterator;
- A licensed EC Teacher utilizing a qualified interpreter or cued language transliterator; or
- A licensed General Education Teacher utilizing a qualified interpreter or cued language transliterator.

EXCEPTIONAL CHILDREN DIVISION

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

The use of an assistant who has not met the criteria above to be considered an interpreter or transliterator and uses sign language or cued language to provide instruction would not be appropriate.

The Sensory Support and Assistive Technology (SSAT) section has been working with a diverse stakeholder group to assess the current requirements for educational interpreters and come up with recommendations. This group is following the Implementation Science framework, a three to five-year process that supports systems change. The stakeholder group is currently in year two of this process. Complete information about the stakeholder group, including members, the Implementation Science framework, meeting minutes, and more can be found here: <http://ncitp.ncdpi.wikispaces.net>.

Four main areas have been identified as concerns and the stakeholder group is looking at each one to see how needs can be addressed across the state. One of the areas identified was professional development and coaching. To address the needs in this area, a plan was developed where a cohort of educational interpreters will work with a coach to help address the areas of weakness identified via the EIPA. Additionally, the EC Division will offer specific skill development workshops for all educational interpreters throughout the year to help address global needs that have been identified. The first cohort is comprised of 27 interpreters from all eight regions of the state. A cohort of cued language transliterators will also work with a coach and receive specific professional development. Additional cohorts will be developed soon. Working with a cohort does not affect work performance evaluations or positions currently held within an LEA.

Should a recommendation be made to increase the minimum score requirement on the EIPA or not, a structure of supports is being developed to ensure that educational interpreters and cued language transliterators have the appropriate knowledge, skills, and abilities to effectively deliver an interpreted or transliterated education that will result in improved outcomes for students.

For more information or if you have questions, please contact, Antwan Campbell, Interpreter/Transliterator Specialist, Antwan.campbell@dpi.nc.gov, 919-807-3855.

WJH/AC/tt