

## EXECUTIVE SUMMARY

**Title:** **Educational Interpreters and Transliterators Extension of Employment**

**Type of Executive Summary:**

- Action     
 Action on First Reading     
 Discussion     
 Information

**Policy Implications:**

- Constitution \_\_\_\_\_  
 General Statute # \_\_\_\_\_  
 SBE Policy # QP-C-001  
 SBE Policy Amendment  
 SBE Policy (New)  
 APA # \_\_\_\_\_  
 APA Amendment  
 APA (New)  
 Other \_\_\_\_\_

**Presenter(s):** Dr. Elsie Leak (Associate Superintendent, Curriculum and School Reform Services) and Mrs. Mary N. Watson (Director, Exceptional Children Division)

**Description:**

The current deadline for educational interpreters and transliterators to pass the required testing to work in the public schools is June 30, 2007. Individuals not passing the required test by that deadline will not be allowed to interpret in public schools. In late 2006, Boys Town Diagnostic Center implemented a new process that requires states to make reservations for their sign language interpreters to be evaluated. Boys Town is the only organization that evaluates the Educational Interpreter Proficiency Assessment required by the State Board of Education. Currently, no slots are available until August of 2007. Boys Town is currently working to create more slots. However, they have stated it will be impossible to test all interpreters in time to receive their scores required by current State Board policy.

The State Board previously granted 2 extensions due to the short amount of time LEAs had to come into compliance with State Board Policy. States are taking an average of 4 years to implement policy for standards in educational interpreting and transliterating. Because interpreters will not be able to test during the 2006-2007 school year, a final one-year extension is requested to provide interpreters and transliterators with the opportunity to take their respective assessments.

**Resources:**

NCDPI staff with the Exceptional Children Division and Individuals with Disabilities Education Act (IDEA) funding for training and assessment costs.

**Input Process:**

NCDPI staff with the Exceptional Children Division, community colleges with Interpreter Training Programs, Division of Services for the Deaf and Hard of Hearing staff, a random sampling of Exceptional Children Directors from both rural and urban settings, and NC Registry of Interpreters for the Deaf.

**Stakeholders:**

Students of North Carolina schools, interpreters, teachers of children and youth who are deaf, and school administrators.

**Timeline For Action:**

This item is presented for discussion the April State Board of Education meeting and will be presented for action at the May State Board of Education meeting.

**Recommendations:**

It is recommended that the State Board of Education approve a final one-year extension for interpreters and transliterators to pass the required test.

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Audiovisual equipment requested for the presentation:

Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_

Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_

Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

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Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_

Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: Tish Bynum

**NORTH CAROLINA STATE BOARD OF EDUCATION**  
**Policy Manual**

**Policy Identification**

**Priority:** Quality Teachers, Administrators, and Staff

**Category:** Qualifications and Evaluations

**Policy ID Number:** QP-C-001

**Policy Title:** Policy delineating the job classification for non-certified public school employees

**Current Policy Date:** 05/03/2007

**Other Historical Information:** Previous board dates: 02/01/1996, 08/05/1999, 09/16/1999, 10/07/1999, 05/03/2001, 11/07/2002, 6/02/2005, 05/04/2006

**Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:**

Please refer to the insert **Job Classifications for Non-Certified Public School Employees**. This manual is available from the:

NC Department of Public Instruction  
School Business Division  
School Personnel Support Section  
6334 Mail Service Center  
Raleigh, NC 27699-6334

Questions regarding the **Job Classifications for Non-Certified Public School Employees** should be directed to:

(919) 807-3365

The **Job Classifications for Non-Certified Public School Employees** manual is also available from the following link:

Job Class Specifications for Non-Certified Public School Personnel (400kb [pdf file](#) - get [Acrobat Reader](#) - or [HTML file](#))

# **EDUCATIONAL INTERPRETER / TRANSLITERATOR I (HEARING IMPAIRED)**

Salary Grade 62

## **NATURE OF WORK**

An employee in this class is responsible for transliterating/interpreting in the classroom or at school-related activities for students who are deaf or hard of hearing. Daily directions are provided by the general education teacher and/or the teacher of the deaf. The employee consults with the teachers when problems arise. Errors can seriously inhibit the progress of student learning. Limited supervision is provided.

## **ILLUSTRATIVE EXAMPLES OF WORK**

Facilitates communication between the student and his peers and the student and adults in the school environment.  
Studies the content of the lessons prior to class to ensure accurate representation of the lesson.  
Tutors students who are deaf or hard of hearing under the direction of the teacher.  
Provides feedback to teachers upon request.  
Serves as a liaison to promote positive and cooperative relationships within the school environment.  
May teach beginning sign language to students or staff.

## **KNOWLEDGE, SKILLS AND ABILITIES**

Competence in the communication modality used by the student who is deaf or hard of hearing.  
Competence in English grammar, including syntax, spelling and punctuation.  
Working knowledge of typical language development.  
Strong interpersonal skills in relating to students and adults.  
Working knowledge of subjects being interpreted.  
Understanding of deafness and its impact on language development.  
Skill in expressive transliterating/interpreting at a rate commensurate with conversational speech and class lectures.  
Adequate reverse interpreting/translating skill while maintaining the integrity of the message.  
Ability to work as part of an Individualized Education Program team.

## **TRAINING AND EXPERIENCE**

Educational Interpreter/Transliterating I working with sign language requires a minimum of Level 3 on the Educational Interpreter Proficiency Assessment or a passing score on a state level interpreting evaluation and a minimum of a high school diploma. No prior experience is required. Persons serving as Interpreter/Transliterating I must annually complete 15 hours of training related to interpreting that has been approved by the local education agency.

Educational Interpreter/Transliterating I working with cued speech requires a minimum of Level 3 on the State Testing, Evaluation and Certification Unit (TEC Unit) Assessment and a minimum of a high school diploma. No previous experience is required. Persons serving as Interpreter/Transliterating I must annually complete 15 hours of training related to transliterating that has been approved by the local education agency.

**NOTE:** The current educational interpreters who do not meet the new Level I standards have up to July 1, 2008 to meet the standards and are paid at the Salary Grade 59 until they meet the Level I standards. The new standards are effective July 1, 2003.

*This specification has been designed to represent the general nature and level of work found in positions in this class. As such it is not intended to contain all of the duties and qualifications required of an employee in a single position (job). Consequently, it is not to be perceived as a position (job) description or as identification of essential functions as required by ADA.*

## **EDUCATIONAL INTERPRETER /TRANSLITERATOR II (HEARING IMPAIRED)**

Salary Grade 64

### **NATURE OF WORK**

An employee in this class is responsible for transliterating/interpreting for students who are deaf or hard of hearing in the classroom or at school-related activities. Daily directions are provided by the general education teacher and/or the teacher of the deaf. The employee consults with the teachers when problems arise. Errors can seriously inhibit the progress of student learning. Limited supervision is provided.

### **ILLUSTRATIVE EXAMPLES OF WORK**

Facilitates communication between the student and his peers and the student and adults in the school environment.  
Studies the content of the lessons prior to class to ensure accurate representation of the lesson.  
Tutors students who are deaf or hard of hearing under the direction of the teacher.  
Provides feedback to teachers upon request.  
Serves as a liaison to promote positive and cooperative relationships within the school environment.  
May teach beginning or intermediate sign language classes to students or staff.

### **KNOWLEDGE, SKILLS AND ABILITIES**

Mastery of the communication modality used by the student who is deaf or hard of hearing.  
Mastery of English grammar, including syntax, spelling and punctuation.  
Working knowledge of typical language development.  
Strong interpersonal skills in relating to students and adults.  
Working knowledge of subjects being interpreted.  
Understanding of deafness and its impact on language development.  
Superior skill in expressive transliterating/interpreting at a rate commensurate with conversational speech and advanced level class lectures.  
Superior skill in reverse interpreting/transliterating while maintaining the integrity of the message.  
Ability to work as part of an Individualized Education Program team.

### **TRAINING AND EXPERIENCE**

Educational Interpreter/Transliterator II working with sign language requires (1) a minimum of an AA degree in Educational Interpreting from an accredited program, a minimum of two years experience in an educational setting and a score of Level 3 on the Educational Interpreting Proficiency Assessment or (2) licensure from the Registry of Interpreters for the Deaf, Inc. (RID) or the National Association for the Deaf (NAD) and a minimum of two years of experience in an educational setting. Persons serving as Educational Interpreter/Transliterator II must annually complete 15 hours of training related to interpreting that has been approved by the local education agency.

Educational Interpreter/Transliterator II working with cued speech requires national certification from the Training, Evaluation and Certification Unit (TEC Unit) and a minimum of two years of transliterating experience in an educational setting. Persons serving as Educational Interpreter/Transliterator II must annually complete 15 hours of training related to transliterating that has been approved by the local education agency.

NOTE: An Educational Interpreter/Transliterator II without two years of experience interpreting or transliterating in an educational setting will be classified as Educational Interpreter/Transliterator I.

*This specification has been designed to represent the general nature and level of work found in positions in this class. As such, it is not intended to contain all of the duties and qualifications required of an employee in a single position (job). Consequently, it is not to be perceived as a position (job) description or as identification of essential functions as required by ADA.*