Translation & Interpretation (T&I) 
Considerations for School Staff

1) There are many different levels of being bilingual. Keep this in mind when assigning a T&I assignment to bilingual staff members.
   - Level 1 Formal education in the non-English language equivalent to an association degree or above
   - Level 2 Some formal education in the foreign language equivalent to high school or technical preparation
   - Level 3 Non-academic verbal fluency and written skills
   - Level 4 Informal acquisition of foreign language.

2) Being bilingual does not make you a translator/interpreter; that expertise requires training. Especially when interpreting IEPs, SARBs, Expulsion Hearings, SSTs, and any meeting with an advocate/lawyer, interpreters need training in:
   - Standards of professional conduct for interpreters
   - Context-specific vocabulary
   - Different modes of interpreting (simultaneous, consecutive & sight translation)

3) Good interpretation is a TEAM effort, not the sole responsibility of the translator/interpreter.
   - Staff should be trained to work with interpreters to achieve meaningful communication with parents

4) A trained translator does not change the level (register) of a letter or flyer. A translator can choose from an array of less complicated word choices, if possible, but changing the entire register will make him the author of that document, not the translator. In other words, it’s the author’s job to convey his message in a parent-friendly manner.

5) Translators/Interpreters need on-going training in topics such as:
   - Grammar, spelling, composition
   - Simultaneous, consecutive & sight translation
   - Computer skills
   - Context-specific vocabulary