



Facilitator Guide

Part 1. Best Practices for Translation in Education

What's the purpose of the training?

To provide an overview of general principles and best practices for translating education-related documents, such as letters to families, reports, and IEPs.

Who is the audience?

Bilingual school staff responsible for translating documents and their supervisors. Since the content of the training is language neutral, the audience may include bilingual staff representing different languages.

How can this video training be used?

The training is designed to be used in a group setting by a facilitator who has previewed the video and is prepared to lead activities and discussions. If possible, the facilitator should be an individual who has at least some formal training and experience in translating.

How long will the training take?

Depending on the size of the group and the discussion questions raised, plan on approximately 90 minutes. The video is about 18 minutes long and contains five (5) opportunities to pause for discussion and activities.

What is the role of the facilitator?

The facilitator should...

- Preview the video to become familiar with the content.
- Be prepared to pause the video 5 times during the viewing to conduct embedded discussions or activities. Visual and oral cues are given for when pauses should be made.
 - **Discussion 1** – Group members discuss their experiences with translation, including literal translation.
 - **Discussion 2** – Group members note and discuss the skills they think are key to translating effectively.
 - **Discussion 3** – Group members preview the short version of [NAETISL Code of Ethics – Short Form](#). (The facilitator should have this document ready for display or distribution.)





- **Discussion 4** – Group members discuss how they might handle various ethical dilemmas (see attached list of dilemmas).
- **Discussion 5** – Group members view several documents that the district or school make available to parents and discuss features of the documents and how they would apply best practices to complete their translations. (The facilitator should pre-select documents for display or distribution.)
- Be aware of time limitations and manage the group effectively.
- Check that video displays can be easily seen and heard.

Suggestions for continued professional development activities:

- Follow up with translators by continuing with Parts 2 and 3 of this series.
- Schedule regular meetings with translators for practice and discussion.
- Share the NAETISL document: [Best Practices for Translating Documents](#)
- Support attendance at translation conferences and professional development sessions

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Discussion Activity 4

Ethical Dilemmas in Translation

1. A bilingual staff member who has excellent oral and written communication skills sees a letter to parents that is about to be sent in their home language. They read the letter and immediately see at least three errors related to grammar and meaning. The staff member is fairly certain who was asked to complete the translation but does not know this person well. What should the staff member do?
2. A bilingual staff member who is employed in the front office is sometimes asked by school leaders to translate reports done by the school social worker for special education evaluation. The district-based social worker writes clear and concise reports that are objective and professional. This time, however, the report was written by a contracted social worker who describes the family in negative terms, noting how the family members are grossly overweight and seem lazy. The staff member believes the special education team would not want the parents to read this report as written. How should the staff member proceed?
3. A newly hired bilingual staff member has been given several announcements to translate. Translating documents was never mentioned in the interview or job description. While the staff member has good oral skills in the language, they have no formal education in the language and little experience reading or writing the language. What should the staff member do?

