



Clackamas
EDUCATION SERVICE DISTRICT

presents the third

Educational Interpreters & Translators of Oregon Conference

October 10, 2025

Agenda

- 8 00 Welcome
- 8 15 A Message from the Oregon Department of Education
- 8 30 Keynote with Olivia Abtahi
- 9 20 Break
- 9 35 Breakout Time 1
- 1 45 Transition
- 1 55 Breakout Time 2
- 1 05 Lunch & Book Signing
- 1 10 Breakout Time 3
- 2 20 Transition
- 2 30 Keynote with Halima Bibi
- 3 20 Closing & Raffle

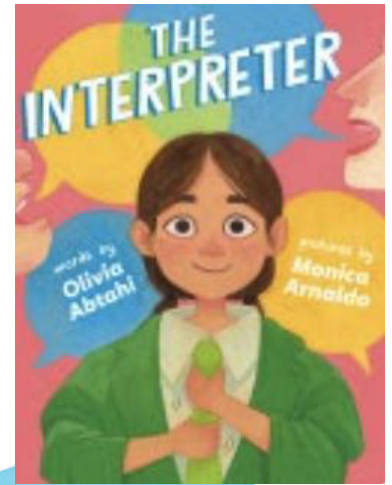
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Featured Keynote Speakers



Olivia Abtahi,
Author *The Interpreter*



Author Olivia Abtahi's parents met in Spain, where her mother was her father's asylum officer at the United Nations High Commissioner for Refugees during his escape from Iran. Her destiny as an interpreter was sealed when her family moved to the US and Olivia and her sister served as de facto translators in their Persian and Spanish-speaking families. From discussing her upbringing to outlining her use of multiple languages in her books, Olivia's fun and lively keynote will break down the need for not just literal translation but cultural and figurative interpretation, or code switching. We'll end the keynote with tips and tricks on how to make students feel safe and welcome to speak, to ask for help, and to advocate for themselves as they navigate a new language.

Halima Bibi,

Co-author *Learning How to Learn Languages*

"Where is my language?": Reflecting on the Legacy of Colonialism in Language Education and Language Professions through Open Pedagogy



Halima Bibi is a first-year PhD student in Linguistics at the University of Oregon with a Master's in Language Teaching Studies. Building on her teaching experience as an ESL instructor in Pakistan and as a Fulbright Foreign Language Teacher in the U.S., she brings a lived understanding of language hierarchies in education and seeks to address global challenges threatening multilingualism, minoritized languages, and communal ways of knowing. In this keynote presentation, she will draw on a nine-month collaborative project in the University of Oregon's Linguistics Department, in which a free, open-access textbook, *Learning How to Learn Languages*, was developed by a team of five undergraduate students, one graduate student, and a faculty member in 2024.

Breakout Session Descriptions

Session 1 9:35-10:45

What does the law say about interpretation and translation in school settings?

The Summit - Kim Miller and Jennifer Fontana

In this session, we'll outline the law as it pertains to translation minimums at schools focusing on Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them. Participants will explore the questions:

- What rights and privileges are afforded to families in Oregon at schools, in terms of language and understanding?
- What responsibilities do schools and districts have when it comes to translation and interpretation?
- How can we best serve linguistically diverse communities in our service?

The **workshop** will include opportunities to hear from partners across Oregon around how they make the delivery of service possible in different communities.

No Sabo

Community Room - Olivia Abtahi

In this session we'll discuss Olivia's next book, *No Sabo*, and how the main character doesn't speak Spanish despite coming from a Spanish-speaking family. We'll discuss how the protagonist uses circumlocution, body language, and educated guesses to understand Spanish. We'll also discuss the visual layout of balancing the page for different languages.

Ethics in Action - Guiding Principles for Bilingual Facilitators

The Refuge - Dr. Heather Huzefka and Patricia Martinez

Bilingual facilitators play a critical, often solitary role in bridging communication between families and schools. This interactive session highlights a typical day in their professional lives and explores why a clear, applicable code of ethics is essential. We will examine the ethical principles outlined by two national organizations—NAETISL and AAITE—comparing their descriptive and prescriptive models. Through real-world examples and practical tools, facilitators and administrators will deepen their understanding of ethical standards and walk away with ready-to-share resources to strengthen multilingual engagement and support systems in their schools.

They asked me to translate...now what?

Room 211 - Leah Hinkle

Maybe you applied for a job as an educational interpreter or maybe you interpret because you work in a school and happen to be bilingual. For many of us, interpreting and translating falls under "other duties as assigned." We never received any formal training or certifications, but we want to help students and families. This session is about the basics of educational interpreting and translating. We'll go over definitions, expectations, and self-advocacy.

Getting Started with AI: What It Is, What It Isn't, and Why It Matters

Room 213 - Cat Nostrand

This session offers a clear, beginner-friendly introduction to what artificial intelligence is—and isn't. We'll explore how free tools like ChatGPT, Gemini, and Google Translate work, and discuss when (and when not) to use them in educational interpreting and translation.

Breakout Session Descriptions

Session 2 10:55-12:05

How does Oregon's Multilingual Learner Strategic Plan advocate for authentic and responsive family and caregiver engagement and partnership?

The Summit - Kim Miller and Jennifer Fontana

In this session, participants will have the opportunity to do a deep dive into Oregon's Multilingual Learner Strategic Plan with an intentional focus on Priority Area 1: Authentic and responsive community engagement and partnerships. The workshop session will include active engagement strategies that promote participants' participation and collaboration with one another around how students, families and caregivers have consistent access to high-quality interpretation and translation services that support families' engagement as authentic partners.

Introduction to Building a Supervision Community of Practice Part I: Using Demand-Control Schema as Shared Professional Practice

Community Room - Erin Trine

This workshop will cover the basics of Demand-Control Schema Supervision and reasons it is a valuable tool for building a community of practice that fosters support and excellence for consumers. Participants will interact as a large group and in smaller groups, discuss interpreting scenarios and reflect on their needs and goals to better serve students.

What Administrators Need to Know About Language Access

The Refuge - Dr. Heather Huzefka and Patricia Martinez

This session highlights the essential role of Bilingual Facilitators and the importance of establishing clear, supportive working relationships with the monolingual staff and administrators they assist. Without structured guidance, facilitators often navigate interpretation and translation tasks alone, leading to inconsistent practices. Participants will explore the profession's unique challenges, fears, and limitations, while learning how to create effective language access plans. Designed for administrators and school teams, this session offers practical strategies to improve communication systems, enhance collaboration, and ensure multilingual families receive accurate, equitable, and culturally responsive support across all school settings. You will be provided with ready-to-share resources to strengthen multilingual engagement and support systems in your schools.

The What, Why, and How of Simultaneous Interpreting

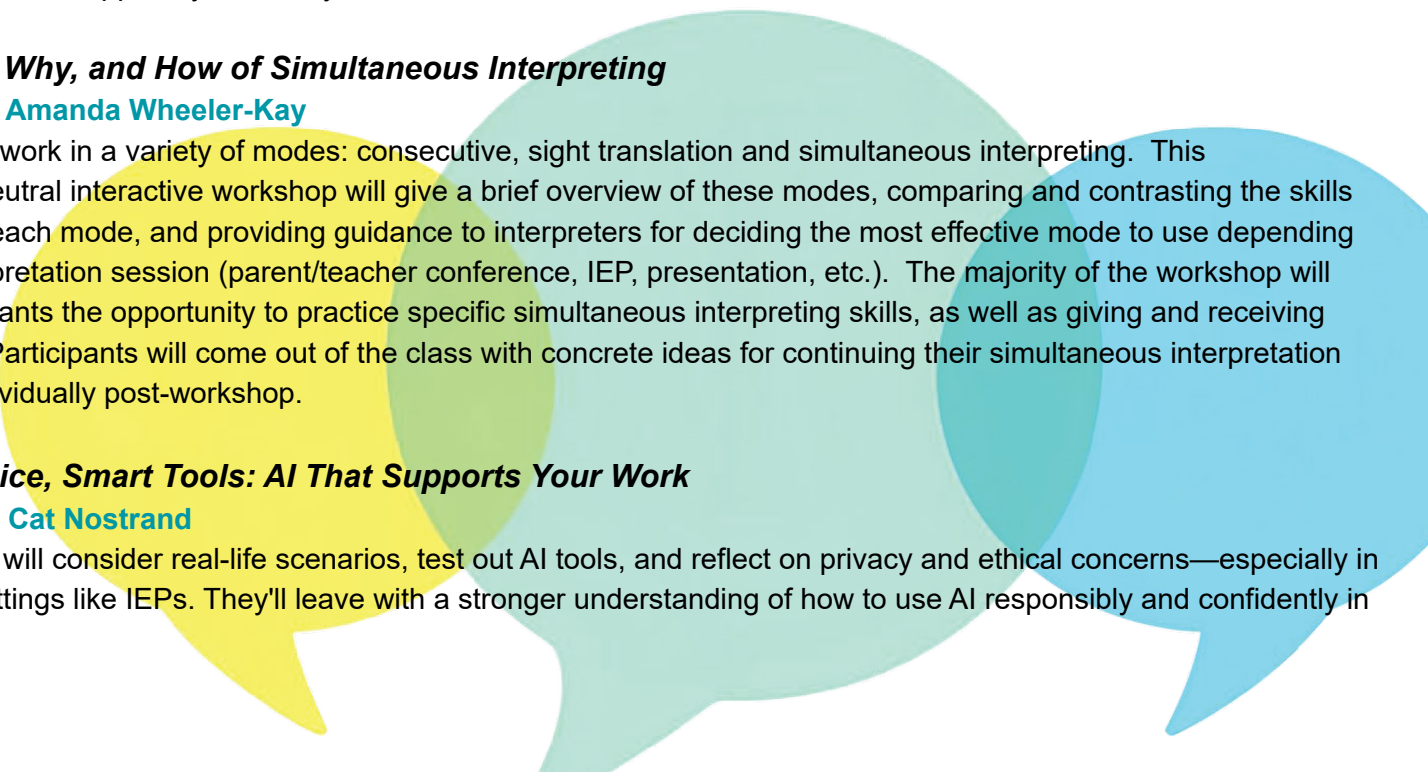
Room 211 - Amanda Wheeler-Kay

Interpreters work in a variety of modes: consecutive, sight translation and simultaneous interpreting. This language-neutral interactive workshop will give a brief overview of these modes, comparing and contrasting the skills involved in each mode, and providing guidance to interpreters for deciding the most effective mode to use depending on the interpretation session (parent/teacher conference, IEP, presentation, etc.). The majority of the workshop will give participants the opportunity to practice specific simultaneous interpreting skills, as well as giving and receiving feedback. Participants will come out of the class with concrete ideas for continuing their simultaneous interpretation practice individually post-workshop.

Human Voice, Smart Tools: AI That Supports Your Work

Room 213 - Cat Nostrand

Participants will consider real-life scenarios, test out AI tools, and reflect on privacy and ethical concerns—especially in sensitive settings like IEPs. They'll leave with a stronger understanding of how to use AI responsibly and confidently in their role.



Breakout Session Descriptions

Session 3 1:10-2:20

Bilingual Books: Best of Both Worlds

The Summit - Rachel Kimbrow

With 20 years of experience in multilingual education in both the US and Latin America, Rachel now dedicates her time to running Linda Letra Bilingual Books to support schools and programs with the best bilingual and Spanish children's literature! In this session, participants will learn to identify and articulate different types of bilingual books and how they can be used with students. Examples will be with Spanish and English books, but the ideas can be applied to all languages. Expect a book raffle!

Introduction to Building a Supervision Community of Practice Part II: Demand-Control Schema Supervision Session Demonstration

Community Room - Erin Trine

This session will invite participants to experience a Demand-Control Schema Supervision session in real time. Participants will be invited to share and contribute during the session. This session showcases how supervision can be used to support colleagues, build a community of practice, and improve our work as interpreters to better serve consumers. Resources for further practice will be shared.

Ethics in Action – Real Scenarios and Dilemmas for Bilingual Facilitators

The Refuge - Dr. Heather Huzefka and Patricia Martinez

Bilingual Facilitators face daily situations that require quick thinking, ethical judgment, and professionalism. This interactive session explores real-world scenarios—ranging from routine to complex—using a code of ethics for an educational setting. Participants will reflect on their personal and organizational approaches to decision-making, examine legal protections, and discuss practical strategies for handling ethical dilemmas. Whether or not you attended Session 1, this session stands alone and offers a rich opportunity to deepen ethical understanding, build confidence, and gain tools to support effective and equitable communication with your families in school settings. You will walk away with ready-to-share resources to strengthen multilingual engagement and support systems in your schools.

Bilingual Service Provider and Interpreter: What's the Difference?

Room 211 - Amanda Wheeler-Kay

Professionals who speak more than one language are often expected to manage multiple roles, including directly communicating in any of their languages and facilitating communication for others as interpreters. It can be difficult to figure out specific responsibilities related to each of these distinct jobs. This workshop will begin with participants identifying responsibilities of their current positions, their role and specific tasks that they are asked to do. As a class, we will then categorize which activities are related to bilingual service provision or interpreting. We will consider power dynamics and their impact on what bilingual school employees are asked to perform, and practice ways to facilitate handling requests to align with either role.

Standardizing our District Interpretation Process

Room 213 - Ismael Gonzalez

This presentation outlines the district's standardized interpretation process, highlighting the roles of interpreters, translators, and cultural liaisons. It showcases how language services support diverse families through event assistance, on-call and phone interpreting, and technology tools. The department also emphasizes ongoing training and certification to ensure equitable access and clear communication across the district."