



A newsletter brought to you by the Oregon Administrator Scholars Program

VOL. 2, ISSUE 1

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**OREGON PROFESSIONAL EDUCATOR FAIR**



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## OREGON PROFESSIONAL EDUCATOR FAIR—TUESDAY, MARCH 29, 2022—8:30 TO 4:00

OPEF is the Northwest's largest educator career fair that brings school districts, agencies, and professionally licensed candidates together, under one roof, to facilitate hiring. NEW THIS YEAR – Be seen by more hiring districts/agencies! All OPEF candidates, both in-person and virtual, are invited to submit their resume and a short video interview that will be grouped by professional area(s) of expertise. This gives both candidates and hiring districts/agencies more opportunities to connect and interact with good-fit prospects using the InterviewStream platform. Can't make it in-person? Virtual candidate registration includes all OPEF access and resources *except* the on-site face-to-face networking experience and in-person interviews. Virtual candidates are invited to submit their resume and a short video interview that will be shared with all participating OPEF districts/agencies using the InterviewStream platform. With many districts/agencies expanding their hiring to help students with lost learning, virtual candidates are highly valued by districts/agencies. Who Can Benefit by Attending OPEF? The OPEF event is open to all licensed teachers, specialists (special education teachers, physical therapists, occupational therapists, counselors, psychologists, social workers, etc.) and administrators or those who expect to be professionally licensed by the fall of 2023. The Fair will be held at the Oregon Convention Center. **OASP is providing scholarships for the \$45.00 registration fees for all OASP Scholarship recipients to attend. Contact Kirsten Plumeau for more information.**

## COSA—BOOK STUDY

Andrathesa Fritzgerald, Ed.S. has worked in education for nearly 20 years. She is a speaker, author and inclusive practices implementation consultant. Her life's work is to awaken, celebrate and activate brilliance by breaking barriers and stereotypes of teachers, leaders and students to actualize achievement wherever it seems impossible. Her new book *Antiracism and Universal Design for Learning: Building Expressways to Success* (CAST, 2020), is equipping teachers and leaders with the tools they need to make learning personal and possible for every child. This virtual Book Study will allow Oregon educators to build on their own learning while collaborating with others. Teachers and leaders will build expressways to success by examining their inclusive and equitable practices in light of the book *Antiracism and Universal Design for Learning: Building Expressways to Success*.



**Topics Covered:** Safety: Two Eyes - One Vision, Engagement: UDL and Culturally Responsive Teaching, Supported and Challenged: Honor in Action, Creating an Antiracist Community, Implementation, Planning, Moving Forward

**Dates & Times:** February 3, 2022 - 4:00 to 5:15; February 10, 2022 - 4:00 to 5:15; February 17, 2022 - 4:00 to 5:15; February 24, 2022 - 4:00 to 5:15; March 3, 2022 - 4:00 to 5:15  
**Cost:** \$175

## INTRODUCTION TO MINDFULNESS—OEA

In this introductory session, we will discuss skills, tools, and benefits of mindfulness. We will also introduce the concepts of genuine happiness and self-compassion. The session will include a one-minute and a five-minute guided meditation. It is appropriate for all member classifications and there is no previous experience or knowledge needed.

Live closed captions will be provided and one PDU is available for participating.

**Level:** Foundational

**Date and Time:** Tuesday, February 1 from 4:30-5:30 p.m.



## OASP SUMMIT—"LEADING FOR CHANGE" - MARCH 26, 2022

Coming soon! OASP is pleased to announce the first ever conference, "Leading for Change" on March 26<sup>th</sup>. The Summit will be held at the Keizer Community Center from 8:00 am to 4:00 pm, with an evening reception from 4:00 pm to 6:00 pm. REGISTRATION IS FREE FOR OASP SCHOLARSHIP RECIPIENTS. Use the following link to register: [Leading for Change - Scholar Registration - Google Forms](#). The committee is also calling for workshop presenters use [this application](#) to submit your proposal.

## SPOTLIGHT: OASP SCHOLARSHIP RECIPIENT TERESA JARAMILLO

My professional work as an educator began about 18 years ago, where I had many opportunities to work in various roles in various districts. I first started my career in education at the age of 19, where I held many positions that included: bilingual instructional assistant, special education instructional assistant, discipline secretary, and athletic secretary. Through those various roles, I gained experience at all levels of public education from PreK to 12th grade. I eventually became a teacher in 2014, where I taught kindergarten in Oregon City School District for five years in a Dual Language Immersion (DLI) program. In 2019 I moved to North Clackamas School District, where I taught 3rd-grade DLI for two years, and now I am in my first year as an Instructional Coach. I had many amazing people who continued to encourage me throughout the years, planting seeds that I would be a great administrator one day.



I graduated from George Fox on December 18, 2021, earning my Master's in Educational Leadership. As I celebrated with my family, I reflected on my journey and my parents' journey because I would not be the person I am today without them. I speak of my parents because they left their country to create a better future for themselves and their families. Before I can share my story, I must convey my parents' story so that you will better understand who I truly am. My parents, Maria and Vicente, were born in Michoacán, Mexico, and they did not meet until they were in the United States at the age of 18 and 19. Both of my parents come from impoverished families where they did not have the opportunity to go to school. My mom only went to the first semester of kindergarten and first grade. My mom was pulled out of school to help her mother with her young siblings. Her mother always reminded her that "school was only for boys."

On the other hand, my dad was too poor and had to work in the fields to help support his family. He went off and on to school through first grade, and by the time he was nine, he tried to go back but was placed in a first-grade class again; he was too embarrassed to go to school with kids younger than him, so he stopped going to school. Both of my parents were illiterate when they immigrated to the United States. Through my parents' adversities, they instilled high regard for my education. My parent's journey is why my cultural and racial identity influences my actions because of my lived experiences as a first-generation Mexican-American, educated woman.

Although my educational experiences were not as severe as my parents', my experience as a minority student was traumatizing when I experienced racism beginning in kindergarten. I was evaluated for SPED services simply because I did not speak English. As a student, I struggled tremendously academically, and I did not feel supported by my teachers. My elementary school experiences have shaped who I have become as an educator, where I value inclusivity, equity, and culturally responsive teaching. My cultural and racial identity drive my actions in everything I do, especially in creating a culturally proficient learning environment and school community where all students, teachers, families, and community members feel valued.

My cultural identity has shaped my teaching philosophy by removing bias and barriers to implement culturally responsive teaching and equitable access to education to all students regardless of their cultural heritage, race, gender identity, religion, disability, or socioeconomic status. They are learning in a culturally responsive classroom environment that promotes social justice and fosters social-emotional learning, creating critical thinkers and problem solvers who have developed communication skills. Building genuine relationships through morning meetings, my students feel valued in a classroom that promotes culturally responsive teaching with clear communication; as a class community, we are transparent and empathetic listeners. We listen with intent, and I don't always create an automatic response. My caring for my students through building strong relationships provides multiple opportunities for them to learn and grow as individuals and develop autonomy as I set high expectations and hold them accountable. They feel safe in the class community because they trust and respect me. Most importantly, they trust and respect each other and feel secure in taking academic risks and making mistakes. Using an equity lens, differentiated instruction, and creating a classroom community based on trust and strong relationships, I can create an inclusive classroom environment for all my students' learning needs through culturally responsive teaching.

I am passionate about equity and advocating for typically marginalized students. I have created PD for my school based on anti-racism so that teachers can learn how to have difficult conversations about anti-racism to promote social justice at all grade levels from K-5. I have created an equity team that always puts our students first. I am also passionate about removing barriers that come with standardized assessments. I am part of a State-Wide Assessment Group (SWAG) put together by an Oregon Senator to help shift standardized testing. A group of educators from across Oregon meets to challenge the bias of standardized testing. There is still a lot of work to do, but I hope we can make some changes in the near future. I am also very involved in a PreK advisory team for North Clackamas School District, where I am facilitating meetings from community members to help create a PreK program that is culturally sustaining and inclusive.



"Last but not least: I want to thank me. I want to thank me for believing in me. I want to thank me for doing all this hard work. I want to thank me for having no days off. I want to thank me for never quitting. I want to thank me for always being a giver and trying to give more than I receive. I want to thank me for trying to do more right than wrong. I want to thank me for just being me at all times." -Snoop Dogg  
¡SI SE PUDO!