



A newsletter brought to you by the Oregon Administrator Scholars Program

**VOL. 1, ISSUE 9**



**OREGON  
PROFESSIONAL  
EDUCATOR FAIR**



**RECRUITMENT FAIR  
JANUARY 29, 2022  
AND  
FEBRUARY 26, 2022**



**BILINGUAL EDUCATOR  
VIRTUAL JOB FAIR  
JANUARY 21, 2022**

**DECEMBER, 2021**



**SPOTLIGHT: OASP  
SCHOLARSHIP  
RECIPIENT  
EZRA WHITMAN**

## OREGON PROFESSIONAL EDUCATOR FAIR

Don't miss the Oregon Professional Educator Fair on March 29, 2022 at the Oregon Convention Center in Portland, Oregon. Registration begins in December. For additional information or questions, contact: Oregon Professional Educator Fair information at [oregonedfair@gmail.com](mailto:oregonedfair@gmail.com). 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 2022. Graduates who are seeking first positions in school systems, private schools or community colleges. Experienced Teachers and Administrative Personnel who want to change school systems or relocate to other communities. School Administrators who want to recruit qualified candidates for classroom, special education, support staff and administrative positions. College and University Personnel who want to assist their graduates in the job search process as well as provide information about post-graduate opportunities. Scholarships available for diverse teacher candidates from TSPC.



## TEACHER OF COLOR RECRUITMENT JOB FAIR

Registration is open for this event. The Teacher of Color Recruitment is a NATIONAL recruitment service for teachers and administrators. They are currently accepting resumes from registered qualified candidates interested in teaching at K12 private, public and charter schools across the US. They are happy to receive and review resumes for possible circulation to registered TOC schools. College degrees are required.

To attend you must first register and submit your resume using the on the TOC website.

Each registered candidate receives a Google Drive Links to folders for TOC School Contacts and a list of TOC School Zoom Links to use during the Fairs. Candidates can make direct contact with all schools on the list.

For further info contact: Terry Williams, Forum Coordinator, 404-241-5003

## BILINGUAL EDUCATOR VIRTUAL JOB FAIR

Would you like to apply for school jobs? Get your resumes ready! Meet hundreds of educators and employers hiring at this event. For job seekers relocating to other states, this event will provide you with opportunity to connect with employers before you move.

This hiring event will focus on recruiting Bilingual Teachers, Dual Immersion Teachers, ELL Teachers, ESL Teachers to fill school jobs for all states. This event is online. Create your job seeker account, click the Enter Job Fair button and view list of employers. Choose the employer(s) you wish to interview with by clicking on chat/text or have a video interview with employer.

Employers hiring at this recruitment event include: Public schools, Private schools, Charter schools, Colleges, Trade schools, Vocational schools, Academies, Tutoring organizations, Universities and International schools.

Job seeker registrations: Register online at [teacherjobfairs.org](http://teacherjobfairs.org) and upload your resume. This event is free to job seekers.. For more information contact the sales team at 718-902-5926.

## EDUCATOR ADVANCEMENT COUNCIL—RJI FELLOWSHIP



Beginning January 2022, a small group of educators will come together to apply deep racial justice learning through projects in their own school communities. Fellows will receive a stipend and meet monthly as they develop and implement projects that aim to positively change school-level policy and practice towards improving conditions for students. If you would like to apply to the Fellowship, please check out the Fellowship Recruitment Letter and Application Form on the EAC website. Applications due January 10th.

## SPOTLIGHT: OASP SCHOLARSHIP RECIPIENT EZRA WHITMAN

I was nudged gently by mentors whom I hold in the highest regard to consider pursuing the Initial Administrator Licensure. These same mentors guided me through my teaching certification program and seemed to always have my back. So of course, I gave it considerable thought when invited to take on this daunting task. As an Indigenous person we are taught to pay close attention to the vision of our leader-mentor-educators, people who have worked diligently and often behind the scenes to open doors for the coming generations. It should come as no surprise that such trailblazing is most often spearheaded in our BIPOC communities by our grandmothers, mothers, aunties, and Auntie-mentors—women who model true grit, perseverance and the tact needed to create change.

I took the scenic route into the field of education. Growing up on the Nez Perce Indian Reservation in rural Idaho, the message was clear: comply with this American education in order to experience success and treat your Indigenous identity as an extracurricular. Of course, I followed this ideology and performed well in school, all the while steering clear of a critical lens through which to view the experience. I was the first in my family to graduate from college (not to disregard the multiple attempts made by all family members), and from there spent a decade as a healthcare worker gaining experience in a mix of acute care and clinical research (some of the most brilliant, driven, and instructive mentors I've ever had—all women.) It was a life that gainfully kept me separated from disparities experienced on the reservation. Often the guidance we received back then was to choose one way of life over another. As a young person with an impressionable and compliant mind, I thought the best way to someday become a resource person was to detach and establish myself away from the needs of my family. What I began experiencing over time was a sense of loss, grief, isolation and the associated nightmares and behaviors of trauma.

This is what brought me to education, to exploring the patterns, messages, and directives about my being, my identity, and my mind. It was through the gentle nudging of these mentors who tasked me to lean into those disparities, search out the “wheres” and “hows” through which communities can be uplifted or dismantled. In other words, go toe-to-toe with those needs I have failed to confront, and confront systems that benefit off of those needs.

The administrator program is now in full swing, and while I often question my resolve and my prerequisite experience, I rely on the experience of a life growing up in the American educational system as an outsider *and* insider. In other words, I am an Indigenous person experiencing, questioning, and intentionally speed-bumping a system that has always been predicated on extinguishing the Indigenous presence. This affirmation is “preliminary experience” *enough*. It is due time to confront that:

- At last count there are only nine Indigenous-identified administrators in the entire state of Oregon.
- Per ODE American Indian/Alaska Native (AI/AN) and Hawaiian Native students are “potentially in every classroom and every district.”
- Senate Bill 13 is Oregon legislative law from 2017 and schools are in need of support towards compliance with this new *law*.
- Less than 1% of teachers in Oregon are AI/AN.

ODE is invested in “addressing historic and current systemic inequities experienced by Latino/a/x and Meso-American Indigenous students.” While I feel pressure to perform well while also feeling precariously positioned next to failure—this has always been because of my own functioning and hang ups—I’ve thus far learned how important it is to have this self-awareness in leadership. I’ve also learned that as a representative of my various communities, my own Instructional Improvement Platform has to be specifically anti-racist and motivated by pro-Indigenous actions that confront anti-Indigenous traditions. At the basis of this is finding ways to open doors for greater representation of Indigenous folk within the educational landscape. We tow with us all of our intersectionalities—from the tribally recognized and unrecognized to the Afro-Indigenous, Meso-American, Urban, Rez, Two-Spirit and Sisters—and we all have a common interest and experience in dealing with the joys, strengths, traumas, disparities, and unique pedagogies that will define us in the rewritten history books as active participants in the American story.