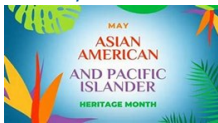




A newsletter brought to you by the Oregon Administrator Scholars Program

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**CELEBRATING ASIAN  
AMERICAN AND  
PACIFIC ISLANDER  
MONTH**

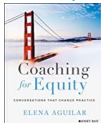


**CHOOSE KINDNESS  
FOUNDATION  
SCHOOL  
CHALLENGE**



**EDUCATOR  
EMPOWERMENT  
ACADEMY  
OEA**

MAY, 2022



**COACHING FOR  
EQUITY  
BOOK STUDY  
OEA**

## ASIAN AMERICAN AND PACIFIC ISLANDER HERITAGE MONTH

Asian American and Pacific Islander Heritage Month (AAPI) recognizes the heritage of the countries within the Asia continent and the Pacific islands of Melanesia, Micronesia, and Polynesia. During this month, we honor the contributions and influence of Asian Americans and Pacific Islander Americans to the history, culture, and achievements of the United States. The Oregon Administrator Scholars Program is proud to honor some of our scholarship recipients.

## SPREADING KINDNESS SCHOOL CHALLENGE

The Choose Kindness Foundation is offering elementary, middle, and secondary schools in Oregon \$750.00 per school to fund kindness focused activities for students and staff. The kindness funds may be used for classroom and/or schoolwide kindness events or celebrations as well as specific Teacher Wellness through Kindness activities. Schools are invited to develop Spreading Kindness plans that fit their unique needs and priorities. Grant activities may include any or all the following:

Integrate teaching and rewarding of kindness skills within schoolwide expectations including teaching kindness in classrooms and all school settings, as well as schoolwide kindness campaign kickoff and celebrations. Develop peer-mediated or student led kindness groups (e.g., Kindness Crew) to plan and engage in kindness focused activities in school and communities. Develop Teacher Wellness through Kindness activities to promote staff self-care and wellness.

### Requirements:

- Submit complete Grant Application including budget proposal June 30, 2022.
- Complete and submit Grant Project Report by June 2023.
- Successful schools will be notified via email upon approval of their grant project.
- Visit the Choose Kindness Foundation website for more information.

## COACHING FOR EMPOWERMENT ACADEMY- OREGON EDUCATION ASSOCIATION

This Academy is designed to build participants' knowledge and skills to support union, school, or district teams as they tackle specific problems in their own context. Using OEA's Empowerment Process, Academy participants will:

- Deepen their understanding of the principles and mindsets of continuous improvement, community-based organizing, and human-centered design, while learning ways to operationalize and center equity, attending to dynamics of race, culture, class, and power.
- Increase facilitation, coaching, and leadership skills to work with diverse groups of adults.
- Be prepared to facilitate teams through an entire empowerment journey.

If you are ready to apply, there is a short application for you to fill out if you would like to join us. Applications are due June 30, 2022. Up to twenty OEA members will be selected from qualified applicants and notified of participation by July 15. We will be looking for a diverse cohort of candidates that collectively will represent a wide array of lived experiences. To qualify, participants must complete the application and meet the requirements outlined in this invitation. Other qualified applicants will be placed on a waiting list.

## COACHING FOR EQUITY BOOK STUDY- OEA

Are you interested in learning conversation skills and strategies for talking about race, power, and systems of oppression? Join us in a virtual book study to discuss Coaching for Equity by Elena Aguilar. From the author's website: "This book is for teachers, leaders, and coaches who accept responsibility for interrupting inequities in schools and who want to build the knowledge and skills to coach for equity. Coaching for Equity contains an updated Transformational Coaching framework and the tools and rubrics that are necessary to implement this model of coaching. In addition, personal narratives demonstrate what coaching for equity looks like and help us see how we can make every conversation count towards building a more just and equitable world."

Books will be provided. Participants who don't attend at least three sessions will be required to return the book to OEA.

Level: Intermediate/Advanced

Dates and Times: June 28-July 26. Live sessions (5) on Tuesdays at 9:30 a.m.

Cost: Members: \$0, free as a benefit of membership; Non-members: \$75.00

## SPOTLIGHT: RACHEL ALPERT, VIVIAN NGO, ANH NGUYEN-JOHNSON, AND KRISTINA PEMBERTON

### RACHEL ALPERT

Rachel Alpert is an Oregon school administrator deeply committed to public education and the advancement of educational equity. Rachel earned a BA in philosophy from UCLA, an MAT from Oregon State University, a special education license from Western Oregon University, and an administrative license from George Fox University. She is currently pursuing her PhD in educational leadership. She is a passionate advocate for students and staff and aims to elevate student and teacher voice, as well as strengthen and diversify the teacher workforce. Rachel will be the Director of Teaching at Learning for Dallas School District beginning 2022-23.



### VIVIAN NGO

My name is Vivian Ngo and I am a first generation Vietnamese American and I am a child of refugees and boat people. My parents risked their lives to come to America and were lucky enough to meet each other in a refugee camp.



From a young age, I was taught that education was a gift and privilege. However, as a young student who did not speak English -- I learned from an early age that not everybody had the same advantages in life. I was almost held back in first grade because of my lack of reading comprehension and understanding. You would think that I would give credit for overcoming this challenge to a Native English Speaker, but that was not the case. My father, a man who barely understood the English language at the time taught me how to read and helped me gain the skills I needed to pass first grade.

In high school, I translated and helped newcomers learn and pass their classes. My father's ability to help me taught me that we should never leave anyone behind education wise just because of the differences in comprehension. Since then, I have tried to apply concepts of differentiation to my classroom as a science teacher.

I love the classroom because that is my element. However, I want to step into an administrator role because I want to do more and do better by our students. As a teacher and coach, I have been mistreated because of my heritage and culture, judgements have been passed about me because of something I have no control over. However, I am a proud Vietnamese American Woman. I am loud and unconventional, and I want students to see that there is an educational system that allows everyone from different backgrounds to be given opportunities because that is how it should be.



### ANH NGUYEN-JOHNSON, SUBMITTED BY REGINA SUN

Portland Public Schools (PPS) is incredibly blessed to have Anh Nguyen-Johnson, a Vietnamese speaking school administrator, directly supporting PPS' Vietnamese Dual Language Immersion Program and the greater community at Rose City Park Elementary. She also shares over two decades of educational and leadership experience and expertise by currently representing Assistant Principals across the district as a Board Member for the Portland Association of Public School Administrators (PPS' school administrators' union). Since joining PPS in 2004, Anh has served in numerous roles at the district office and in schools including principal at Access Academy, assistant principal, and interim principal at Mt. Tabor Middle School. Her care, dedication and work ethic are inspirational!



### KRISTINA PEMBERTON

Hello, my name is Kristina Pemberton, and I am currently an English Language Arts and AVID teacher at Early College High School in Salem, Oregon. I grew up in Turner, Oregon with my 5 siblings. I was adopted at 18 months from South Korea and have lived all my life, otherwise, in Turner and Salem. You would definitely say that I am an Oregonian in my heart. My path to education was fairly smooth. Originally, I desired to be a doctor so I flew all the way to Eckerd College in St. Petersburg, Florida to major in Biology. Once I started classes, I realized that while I could pursue a career as a doctor, my passion was really for literature. After a tearful call home that I was changing my major, I switched majors to Literature and never looked back. This was a huge piece of learning for me and a story that I tell seniors when they worry about majors and next steps. For me, high school was a place of opportunity and a welcome group of students who I could converse with and learn from. This led me to my first teaching position. I won a "teach off" to land my first job at The 21st Century Community Schoolhouse, a charter school in the Salem-Keizer School District. It was an amazing program that focused on thematic lessons, team teaching across the curriculum, and yearly school-wide integrated projects. My five years at the Schoolhouse really helped me develop my foundational belief systems about education and student learning. I learned that small schools can have an amazing impact on students. I learned that a small group of dedicated teachers can change education for the better. I learned that the appearance of a student is nothing compared to the vastness of their lived experience. I learned that my job is more than just passing on knowledge; my job is to connect with students, to connect their learning to themselves and the world around them, and to connect their ambition and goals into tangible reality. The students ultimately taught me who I was becoming as a teacher and I couldn't ask for a better place to begin my career.

Eventually, the Schoolhouse was absorbed into the Salem-Keizer alternative education programs, and I began my next teaching assignment: Early College High School. Around this time I also started my family with my husband, Kyle. I have remained at ECHS for the last 15 years, and again, I was blessed with this opportunity and teaching assignment. During the 15 years, I have been a Language Arts and AVID teacher, but I have also served as teacher leader, TAG advocate, AVID coordinator, worked on various committees including PBIS and district curriculum, scored writing samples for the state and SBAC, and led our 9th Grade Success Team. Additionally, I was an Instructional Coach for three years during the School Improvement Grant era. At ECHS, I've been able to spread my wings while continuing to grow more thoughtful about our educational systems. I am currently on our Roberts High School/Early College High School Equity Team which has allowed me to notice and be able to do something about inequitable systems present in our organization. It has been tough, challenging work, but I have loved rolling up my sleeves and starting it. My future plans along with my experience in that I would like to become an Assistant Principal and then Principal in a smaller school setting. I've worked my entire teaching career in small schools, and I have seen the remarkable value in these personable, close settings. Eventually I would love to bring alternative education more directly into our larger high schools and middle schools so that we are providing support and allowing access to some of our marginalized students. I want to be able to know my students, I want them to know me, and I want to be a leader who inspires and pushes on them and myself. I have loved the first half of my career, and I am ecstatic for the second half.

