



A newsletter brought to you by the Oregon Administrator Scholars Program

VOL. 2. ISSUE 4



**OASP SUMMIT  
LEADING FOR CHANGE  
A HUGE SUCCESS!**



**CELEBRATING OALA'S  
PROTÉGÉ COHORTS**



**CONGRATULATIONS  
TO ALL PAST, PRESENT,  
AND FUTURE OALA  
COHORT MEMBERS**

APRIL, 2022



**COSA/OASP  
SCHOLARSHIP FOR  
ASPIRING  
SUPERINTENDENTS**

## OASP SUMMIT—A HUGE SUCCESS!

The Oregon Administrator Scholars Program Summit, "Leading for Change" was a huge success. With almost 80 attendees, the Summit included keynote speakers Dr. Anthony Rosilez, Executive Director of Oregon Teacher Standards and Practices Commission and Dr. Kimberly Matier, Executive Director of the Oregon Educator Advancement Council. Focused on the strands; Leading for Change, Collaborating for Growth, Disrupting for Transformation, and Healing for Perseverance, the Summit included 8 breakout sessions.

## OREGON ASSOCIATION OF LATINO ADMINISTRATORS PROTÉGÉ COHORT

In 2015 the Oregon Association of Latina Administrators began a mentoring program to assist Latino(a) educators interested in becoming a school administrator. They are now on their eighth cohort. Called the "New and Aspiring Administrator Leadership Program," the program attempts to provide tools that aren't necessarily provided in traditional master's or administrative licensure programs. The signature piece of the program is each protégé is provided with a Latino(a) mentor. These experienced Latino(a) leaders provide guidance, as well as valuable insights on the challenges of leading in a predominately white field.

The Oregon Administrator Scholars Program is proud to provide scholarships to seven of this year's new cohort members to cover their registration fees and release time from school. Congratulations to Adilene Montejano, Alma Lucinda Philipp, Claudia Raffaele, Oscar Campos, Shirley Valladares, Patty Schmitz, and Debra Tavares. All are OASP Scholars and members of the newest Protégé Cohort.

Last year's cohort included three OASP Scholars; Martha Molina, Maribel Pena-Herrera, and Antonio Ramos. Previous cohort members who are OASP Scholars include Daisy Heredia, Juan Carlos Gomez Giraldo, Miriam Elizabeth Ambriz Garcia, Yuilana Rodarte, Alma Hernandez, Isidro Leonardo Interian Ucan, Mariela Mireles, Leticia Duran, Alma D. Velazquez, Alesia Valdez, David Jaimes, Victoria Aguilar, and Elvira Alcantar. Below, some of these amazing educators are spotlighted.

## COSA AND OASP PARTNER IN A SCHOLARSHIP PROGRAM FOR ASPIRING SUPERINTENDENTS

The Oregon Administrator Scholars Program (OASP) and the Coalition of Oregon School Administrators (COSA) are pleased to announce an exciting opportunity for Aspiring Superintendents to earn both their Professional Administrator license and their Education Specialist (Ed.S.) degree with scholarship and mentorship support. Funded by the Educator Advancement Council, selected applicants will receive up to \$10,000 each for two years to be used for tuition and related expenses.

Successful candidates will participate in a cohort model while moving through a two-year program which includes 24 credits of course work and 6 credits of internship. All 30 credits in the Ed.S. program may be transferred into one of two doctoral programs – an Ed.D. or Ph.D. degree program.

For more information please contact: Kirsten Plumeau at [Kirsten.plumeau@tspc.oregon.gov](mailto:Kirsten.plumeau@tspc.oregon.gov) or Krista Parent at [krista@cosa.k12.or.us](mailto:krista@cosa.k12.or.us) or

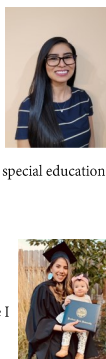
## SPOTLIGHT: OREGON ASSOCIATION OF LATINO ADMINISTRATORS PROTÉGÉ COHORT

### Shirley Valladares

Hello! My name is Shirley Valladares. I am a first-generation student and the oldest sibling of three. This is my sixth year in the special education field. I moved from Chicago to Oregon last year. In Chicago, I was a bilingual special education teacher within the Chicago Public Schools District. This year I am a Bilingual Special Education Teacher on Special Assignment with a focus on Dual Language Immersion programs at North Clackamas School District.

My personal experiences and relationship with my younger sister with Down syndrome led me to studying and graduating from the University of Illinois at Urbana-Champaign with a bachelor's in Special Education and completing my master's degree in Special Education at the University of Illinois at Chicago. My amazing mother speaks a limited amount of English and I started supporting her with navigating the special education system, interpreting, and translating information at a very young age. Throughout my teaching career, I saw many Latino parents like my mother. This grew a passion in me to increase access to information, parents' advocacy skills, and support for all parents. I am now pursuing a special education administrator role to have more of an impact on change, so I can further help the students, families, and communities I support.

Some of the values most meaningful to me and drive my work include equity, diversity, partnerships, family, collaboration, and continuous development. I am a special education leader, a sister, a Latina, and an advocate for all individuals with disabilities and their families.



### Adilene Montejano

My name is Adilene Montejano and I am a proud daughter of immigrant parents. My parents met and married in Michoacán, México and came to the United States over 30 years ago. My four siblings and I were born and raised in Oregon and have been in the Pacific Northwest our entire lives. I come from a very hardworking and loving family of seven. On the weekends, I enjoy spending time with my family and going on walks to the park with my 2-year-old daughter and husband.

After high school, I attended Chemeketa Community College where I completed my AAOT. After Chemeketa, I continued to Western Oregon University where I earned my bachelor's in Education. I have been teaching Heritage Spanish at McKay High School since 2016 and have enjoyed growing and learning alongside my students ever since. In 2018, I decided it was time to go back to school. Two years later in 2020, I completed my Master's in Curriculum and Instruction at Portland State University. At the start of the 2021-2022 school year, I began thinking about my next steps in my professional career. My husband and sisters were my biggest motivators, encouraging and pushing me to continue learning and growing as an educator. Thanks to their support, I began my administrative program at PSU a few weeks ago and am very excited to continue down my professional growth journey.

Staying close to my Latinx roots is of utmost importance to me. When I made my decision to go back to school and pursue an administrative license, I did some research regarding resources that may be beneficial to me during my admin program. One of those resources is OALA - Oregon Association of Latino Administrators. The Oregon Association of Latino Administrators was formed in April 2002 in an attempt to create a vehicle to support and mentor Latino administrators as well as Latino educators who aspire to become administrators in the state of Oregon. One of the many benefits of being a OALA member is the Aspiring Administrators Program. This program is specifically designed to increase the success of Latina/o/x Aspiring Administrators. I am very happy to announce that I have been accepted into OALA's Aspiring Administrators Protégé Cohort 8 and could not be more excited to learn alongside and network with other Latinx educators/administrators in Oregon.

Thank you to the Oregon Administrators Scholars Program for the support. I am also very blessed and thankful for my parents (Jorge and Teresa Montejano), my siblings (Jorge, Lupita, Paulina and Lili) and my husband and daughter (Adrian and Valentina) for always pushing and encouraging me to pursue my dreams. I am very grateful and beyond excited to continue down this new path.



### Debra Tavares

In her 11th year of teaching language arts, Debra Tavares is refining her practice at Wilson River School, a small alternative school in rural Tillamook, Oregon.

Debra also has extensive experience at a large suburban school teaching English Language Learners and mentoring students through after school programs. She ensures rigor in writing while making it practical, accessible, and relevant; and integrates literacy with gardening, surf and culinary programs. Story exchanges are used as a tool to foster empathy by combining it with other scaffolded social emotional learning. She centers student voice in the planning and application of equitable practices within the curriculum and beyond the school building. She co-wrote "Shared Acts of Vulnerability (The Significance of Stories)" about the impact of story exchanges and service learning in a chapter from the Journal of General Education entitled, "Begin it Now: Critical Service Learning in the First Year of College" and "Transforming Ordinary Spaces into Hopeful Spaces" from *Global South Scholars in the Western Academy: Harnessing Unique Experiences, Knowledge, and Positionality in the Third Space*.



### Oscar Campos

Hello, I am Oscar Campos. I have two boys, Tomás Jaguar and Emilio Aguilá. They are my joy. My extended family is very large. I am one of 9 siblings and the third oldest. In 1992, I came to Oregon from California. While in Oregon, I started to get more attuned to my Mexican roots. Because of the move to Oregon, I began to listen to more Mexican music, attend quinceañeras, worked as a farmworker, and hang out with more native Spanish speakers. To this day, I am still on this never-ending journey of discovering who I am.

This is my second year in education. For the last two years, I have been a school counselor. Last year I had a half-time position at a middle school and a half-time position at a high school. This year I am full-time at a high school. Prior to a career in education, I was in sales and in architecture. Though I do not have many years in the educational field, I have been surrounded by loved ones that were/are educators. Along with raising 9 children, my mom was able to make time to get her GED and became an Instructional Assistant for several years. I have a sister that was a stereotypical kindhearted kindergarten teacher. My other sister started her career in business but then transitioned into education. Now she is a principal in the Salem Keizer School District. Until recently, I was partnered for 23 years to an educator. She is still a principal in the Portland Public School District. Though their educational journey is theirs, they have provided a glimpse of the struggle that students of color face and how we need to take care of ourselves to last in this career. Since I am coming into this field later in life, I feel like I have the energy to contribute to the changes that need to happen to support our brown and black students.

I am proud to say that of the nine siblings, all nine have some post-high school education. One brother is almost done with his trade school, three other ones are already done. One has a bachelor's and 3 of us have our master's. Both of my parents emphasized pursuing higher education. My mom showed me through her strong Catholic faith, persistence, and her belief that she needed to take her education into her own hands. My dad showed me through his strong work ethic, and his ability to learn new trades/skills to make money for the family.

I was drawn to education because I want to provide acts of service in my community. When I talk to high school students, I let them know that I view my career in architecture as the same as an educator. They would be confused after this statement. To me, they are both parts of a larger picture to give back to my community. I wanted to be an architect to design dignified affordable housing complexes. Growing up, I was a recipient of government housing assistants and wanted to give back. As an educator, I am also giving back to my community. My "why" is to empower people, be the advocate for people that are not at the table where decisions are being made and be a mentor/resource for historically underserved people.

Within my two years as a counselor, I feel like I am already fulfilling my role as an educational leader. As a building administrator, I will have more influence in guiding the school culture for the students, teachers, and stakeholders.

Thank you TSPC and the other organizations that have helped me and other educators of color fulfill our dreams.



### Patty Schmitz

My name is Patty Schmitz. I reside in Prineville with my amazing family. My husband and I have three children ages 13, 5, and 2.5 years. All three kids keep me on my toes and on point. I currently work as a Vice Principal for High Desert Christian Academy and am hopeful to continue learning all the intricacies to the job. I have been blessed to know many professionals in my school district who are always willing to lend a hand. I am thankful for all the support that I have received to this date and because of them I continue to climb the ladder and hope that one day I can be a role model to others as others have been to me. When I am not working or doing school homework, I am attending my children's sport events or getting a workout. I love my family and community and know that God will place me in a school where I can contribute and support the growth of our future generations.

