



A newsletter brought to you by the Oregon Administrator Scholars Program

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**Using Anti-Bias
Principles in the
Classroom**



**Equity Academy
Sponsored by
COSA and OCEE**



**REAL TALK
Podcast
#JMJRealTalk**



**Spotlight:
OASP Scholarship
Recipient
Muhammad Rahman**

USING ANTI-BIAS PRINCIPLES IN THE CLASSROOM—OREGON EDUCATION ASSOCIATION

The Anti-Defamation League's Western Division invites you to a series of three webinars that aim to demystify Critical Race Theory and explore how school communities address and confront bias and discrimination. Each session will highlight ADL Education tools and resources that support continued dialogue to disrupt bias and promote inclusion. This is the third session of the series. Educators are currently encouraged to implement anti-bias and anti-racist principles and strategies into their teaching, but what does this look like in the classroom? Join us to hear from educators about the importance of discussions around bias, race, and racism with young people. Explore how students and educators address systems of bias in their learning and how curriculums like Ethnic Studies promote personal and collective responsibility to create a more just society. August 19, 2021—12:00 pm to 1:00 pm Register at OEA

EQUITY ACADEMY - COSA AND OCEE

In collaboration with the Oregon Center for Educational Equity (OCEE), COSA is pleased to announce the Equity Academy, an initiative to support administrators who want to improve their educational settings by taking a lead on equity. The academies, which consist of three one-day sessions scheduled before major COSA conferences, offer two different levels of instruction for administrators: initial and advanced. OCEE staff will lead the sessions, creating a space and delivering a curriculum that supports educational leaders as they reflect on and transform their practice. The focus on working from the inside out will challenge participants to step out of their comfort zone and create new entry points for becoming aware of and interrupting inequitable beliefs, policies and practices. The other sessions will be virtual and we anticipate sessions 2 and 3 to be face-to-face. Equity Academy I is an introductory course for education leaders who want to learn how to help their students meet high expectations equitably, regardless of social indicators. During the three-day class series, participants are expected to develop a deeper personal awareness about how who they are impacts how they teach and lead. Cost for the three-part initial series: \$495. Advanced instruction in Equity Academy II will go deeper to support practicing administrators in examining and improving their effectiveness in addressing issues of equity, diversity and inclusion. Administrators do not need to have completed Equity Academy I, but should be familiar with basic terminology and concepts around the nature of prejudice, discrimination, micro aggressions, implicit bias, and systemic oppression. Participants need to possess a genuine commitment to actively addressing inequities in school systems and changing beliefs, behaviors, practices, policies and structures to serve each student and family well. Cost for the three-part advanced series: \$495.

Sessions for both academies are held the Wednesday before major COSA conferences:

- Wednesday, October 6, 2021 - 8 a.m.- 12 p.m. (before Special Ed Conference)
- Wednesday, December 1, 2021 - 8 a.m.- 4 p.m. (before COSA Law Conference)
- Wednesday, March 9, 2022 - 8 a.m.- 4 p.m. (before COSA ELA Conference)

Capacity is limited and registration is on a first-come, first-served basis.



OASP UPDATE - 153 SCHOLARSHIPS AWARDED

Through the generous support of the Education Advancement Council (EAC), Teacher Standards and Practices Commission (TSPC) has been able to award \$10,000 scholarships to 153 diverse educators pursuing their administrative licensure. Recipients of this award represent 44 different school districts across the state of Oregon, including both urban and rural communities. Supported by the seven educator preparation programs; Portland State University, COSA/Concordia University, University of Portland, Southern Oregon University, George Fox University, and Lewis and Clark, each recipient is enrolled in an administrative licensure program and on the path towards becoming an educational leader in Oregon. The date for the next round of scholarship applications will be posted in October. Information will be available on the TSPC website.



REAL TALK PODCAST

JMJ Real Talk LCC is a podcast that promotes adult mindset growth and change responding to upset in both adults and children by teaching worthiness and empowerment to it's listeners. The podcast is facilitated in part by OASP Scholarship recipient Maria Davis. <https://linktr.ee/jmjrealtalk>

Spotlight on Success—Muhammad Rahman

I write this letter from a position of wanting to listen to the passion of the people I serve. Those I serve are the children of the David Douglas community in my role as an educator reaching students in math, history, historical film, social emotional growth, awareness, and coaching basketball. Those I serve are the stakeholders of the David Douglas community; the parents, the structural organizations helping our children, and my fellow educators working tirelessly to provide opportunities for all of us to make a difference in our community.

I have had the opportunity over my career thus far to delve into many aspects of the district. Working with my FL colleagues as leader of the newly formed Equity Team has allowed me opportunities to grow as a leader while implementing much needed ideas in relation to equitable and anti-racist practices. Being a (founding) member of the Racial Equity Subcommittee of the David Douglas School Board has given me a much needed 'birds eye view' of how policies and initiatives are crafted, voted upon, implemented, and sustained. Specifically having worked on the racial equity policy and seen the amount of work that goes into policy initiatives, I am much more aware of time frames as it relates to creating systemic change. I am still impatient.



Currently working on the 4 commitments on the subcommittee (student achievement; student discipline; systems accountability; and workforce policies) has afforded me opportunity to actually see how change comes about, from revamping the referral process, to creating our own GYO program for our students to come back and commit to the community, to creating more PD opportunities driven by our own staff, lots of changes are afoot.

From a regional perspective, I've represented David Douglas well as both member of the Distinguished Educators Council (defunct) and current member of the MCREN (Multnomah Clackamas Regional Educators Network) which is working to bring equitable change to our region as well, and to which some PDSA improvement cycles/grants have already been granted to two groups in our district.

Let me be clear though, ultimately none of this matters if I am not adept at building relationships with my colleagues, our students, and our families. I believe that I have learned quite a bit as an educator in the David Douglas School district, not just as an educator and motivator but as a parent. I've picked up many conflict resolution skills and practices from my colleagues to build a classroom environment that is calm and productive, at times noisy and exciting, but most of all inviting for my students to be in. Communication is key. Ask any of them. Well maybe not. I digress.



Just as I try to "teach as if my class is optional" and stick to the maxim of "when a flower doesn't bloom you fix the environment in which it grows, not the flower", I will treat my duties as an administrator in the same manner. I've grown both in my personal and professional life and am ready for this next chapter in my journey. This next chapter includes me attending George Fox starting this May to gain my admin license as well as possible EdD degree. This next chapter also includes working with the David Douglas community at large to assist, serve, counsel, and supervise the rise and growth of our David Douglas community as we know it.

As an African American male and growing up Muslim, the intersection of my life experiences growing up and that of my students provides a robust and rich opportunity to build a culture that will push forward a shared instructional vision, high quality feedback cycles, and personalize professional development for my teachers when I am an administrator. Helping build a culture in David Douglas High School and whatever school I end up at as an administrator will be important in order to strategize a culturally responsive and anti-racist framework that will imbue teacher's instruction to unlock kids' creativity and critical thinking moving forward in the 21st Century.