

# OEA Members Share Expertise on Mentoring and Diversity

## Because No One Gets There Alone

### *OEA and George Fox University Create a Mentoring Partnership*

*By Gary Kilburg, Director of The Center for Excellence in Mentoring*

Persistence! Hard work! Dedication! Collaboration! These are all part of the mentoring process, whether developing and designing a mentoring program, or participating on a mentoring team. All require the same high level of commitment.

Earlier this year, ten members of the Oregon Education Association (OEA), all veteran mentor teachers from eight Oregon school districts, dedicated themselves to the cause at George Fox University's first Mentoring Institute, July 15-19. They came together for a week of intense work for a single purpose: to form a cadre of teachers that will assist the Center for Excellence in Mentoring at George Fox University in developing mentoring programs for school districts in Oregon.

The energy level at last summer's Institute was high. Questions came from every direction. Discussions regarding inservice activities and workshop design, mentor and new teacher guidebook development, and designing mentoring programs for specific school districts were lively.

Underwritten by OEA, the Mentoring Institute was developed by Dr. Gary Kilburg, Director of the Center for Excellence in Mentoring, Eloise Hockett, a member of the Center's training team and Director of Placement in the School of Education, and Clark Peters, a retired OEA Uniserv consultant who now works with the Center. All three helped deliver the training.

The Institute is an outgrowth of a partnership that OEA and George Fox University have developed over the past year to address the need for mentoring programs in Oregon's public schools. The partnership is designed to accomplish two tasks: (1) support and encourage the development of mentoring programs for beginning teachers in Oregon schools; and (2) develop a cadre of teachers who will be trained to develop and design

"I was given excellent mentoring my first year of teaching. Over the years as I have developed my skills as a teacher, I have really recognized the value of that mentoring and the profound effect it had on me as a teacher. I really want to be able to give back to our new teachers and give them the possibility to get good sound attention so they can develop their skills, too."

**Carolyn Clontz,**

*District Science Program Developer and Mentor Program Director  
Bend-LaPine Education Association  
Member of OEA Mentor Cadre*



*Mentoring Institute Participants:*

*Back Row (L-R): Don Cruise, Gary Kilburg, Kristy Rawls, Jonathan Pahukula.*

*Middle Row (L-R): Eloise Hockett, Roberta Barnes, Sherie Barlow Vandergaw,  
Carolyn Clontz, Karen Weiseth*

*Front Row, Seated (L-R): Lori Oliver, Becky Kalish, Donna Mackie*

*Continued on page 26*

mentoring programs for school districts statewide. The Mentoring Institute served as this cadre training. The ten members of the cadre will now expand the reach of the Center as it reaches out to school districts and local education associations to encourage the development of mentoring programs statewide.

The eleven participants that attended the Mentoring Institute on the George Fox campus included Don Cruise, Philomath School District; Donna Mackie, Albany School District; Jonathan Pahukula, Hillsboro School District; Becky Kalish, Hillsboro School District; Carolyn Clontz, Bend School District; Roberta Barnes, Bend-LaPine School District; Kristy Rawls, Sherwood School District; Karen Weiseth, Medford School District; Sherie Barlow Vandergaw, Grants Pass School District; Lori Oliver, Salem-Keizer School District; and Teresa Carter, staff member in OEA's Center for Teaching and Learning.

During the Institute, cadre members collaborated with one another to design a mentoring program for a school district in Oregon. Our purpose was to learn how to apply the steps, techniques and strategies in developing a two-year action plan for a district. The first year of the plan outlines all of the steps a district needs to accomplish in order to actually implement the mentoring program the second year. The plan includes developing a needs assessment; identifying philosophy and goals; selecting mentors; designing appropriate inservice activities for both new teachers and mentors; designing workshops;

designing guidebooks for mentoring team participants; identifying language that needs to be in a collective bargaining agreement between district and staff; and determining how to carry out formal assessments of a mentoring program.

By week's end, the cadre members had developed and demonstrated an excellent understanding of how to design and implement mentoring programs for school districts in Oregon. In addition, cadre members from around the state became acquainted and shared challenges as well as practices with one another. Because of this important networking opportunity provided by the Mentoring Institute, cadre members left the training as resources for school districts and for each other.

The Mentoring Institute graduates will now work with Center staff and OEA to provide local education associations and their partner school districts with resources that will assist them in developing and designing their own mentoring programs on a cost-effective basis. Meanwhile, the George Fox Center for Excellence in Mentoring continues its mission. The Center believes that to retain quality teachers in our classrooms, the education community must make new teacher training, support, and retention a top priority. School districts that develop and implement new teacher induction programs send a message to teachers that the district values them, wants them to excel, and hopes they will stay.

*Diversity Continued*

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power and entitlement. The "hot buttons" activity helps participants to identify things that people say or do that make them angry or annoyed. They are guided through a discussion to help them process these "hot buttons" and begin thinking towards personal and organizational action for equity.

The fourth workshop, Valuing Differences, examines how valuing cultural differences and interactions with people who are different can contribute to cooperation and equity. Participants engage in an activity where they analyze, consider options and arrive at a group decision acceptable by all. They also discuss varied communication styles and learn about team building.

The OEA members who serve on this team of cadre are Chris Blackman from Milton Freewater, Aurora Cedillo from Salem, Kathy Fraser from Prineville, Kristen Garrison from

Portland, Holly Garrow from Albany, Janet McIntire from Salem, Donna Newcomb from Parkrose, Sue Priest from Scio, Debra Robinson from Parkrose, Lisa Romero from Salem, Roseanne Saunders from Woodburn, Ali Shapiro from Florence, Mindy Simons from Beaverton, and Pamela Vasquez from Cascade.

The Education for All Diversity Training is now available to local Associations affiliated with OEA, as well as school and community organizations. This training is free of charge to OEA members or student members. Any members, schools, community organizations and university programs interested in the diversity workshops should contact the Center for Teaching & Learning at 1-800-858-5505 or send e-mail to Sharon Carter at [sharon.carter@oregoned.org](mailto:sharon.carter@oregoned.org).