



Project Bridge Newsletter

August, 2003

Welcome Cohort 2!

Volume 1, Issue 1

On June 4, the second Cohort was welcomed and introduced to the Project Bridge to Achievement Program at the MAT Orientation. The 16 students in the 2003-2004 Cohort were accepted from among a highly competitive and skilled applicant pool. They include a diversity of professional backgrounds, including microbiology, medical administration, education (both administrative and classroom), Peace Corps, and interior design. Each student's participation in this intensive transition to teaching program demonstrates a strong commitment to making valuable contributions in the

field of education.

Cohort 2 has already been quite busy. On June 6 they began their busy class schedule, and July 18 marked the completion of their first block of classes. On August 11 they will begin the exciting process of hands-on classroom learning with their mentors.

In addition to attending Marian Mosaic workshops, the students have participated in many activities. Some of these include Black Expo, Spanish Mass, Native American Celebration at the Eiteljorg, and African Unity Fest. They have also been dining at a variety of international restaurants to learn more

about the cuisine and culture of the countries represented in our community.

We are delighted to have such a wonderful and talented group of students in the 2003-2004 Cohort!



Members of Cohort 2 at the First Annual Research Exhibition

Teacher Tips:

As the interns prepare to enter the classroom, Mark Mull from Chapel Glenn Elementary has this to share:

- ✓ Don't try to be the students' friend: they need to respect you.
- ✓ Be prepared: have your plans done and ready.
- ✓ Be flexible when things change.
- ✓ Keep a sense of humor!

What is the Project Bridge Newsletter?

The Project Bridge Newsletter is a monthly review designed to keep everyone connected with the Project Bridge to Achievement program informed about events, academic issues, and each other. Events may

be sponsored by Project Bridge, Marian College or our partner schools, or they may be events happening in our area such as conferences or festivals. In addition to keeping you up to date on events and academic

issues, we want to profile participants in the program and give everyone a sense of who we all are and why we're involved with Project Bridge.

Inside this issue:

August Calendar	2
Cohort 1 Graduation	2
Marian Mosaic Workshops	2
First Annual Research Seminar	3
Mentor and Intern Orientation	3
Culture Corner	3
Teacher Profile	4
Welcome!	4

August 2003

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5 9-4 ENL Workshop	6 9-4 Culture Workshop	7 10-4 Orientation	8 MAT Classes at Marian	9
10	11 Interns at	12 School	13 with	14 Mentor	15 Teachers	16
17	18 Interns at	19 School	20 with	21 Mentor	22 Teachers	23
24	25 School with Mentor	26 Classes at Marian 8-4	27 School with Mentor	28 Classes at Marian 8-4	29 Classes at Marian 8-noon	30
31						

Schedule of Events

- ✓ August 5 — Optional ENL Workshop; 9 am — 4pm in Stokely Mansion
- ✓ August 6 — Optional Culture Workshop; 9am — 4pm in Stokely Mansion
- ✓ August 7 — Orientation for Mentors and Interns; 10am — 4pm in Stokely Mansion
- ✓ August 8, 26, 28, 29 — MAT Classes; 8am — 4pm
- ✓ August 11-25, 27 — Interns report to school with mentors

On May 10, the first Project Bridge MAT Cohort graduated from Marian College. We are proud of each and every one of them. Way to go!!!!



Marian Mosaic Programs

This summer saw the first annual Marian Mosaic program. The program consists of a series of workshops designed to enrich the professional development of teachers.

On June 19, Mr. Byron Salguero, Hispanic Program Clinician, and Ms. Marlene Arellano-Dotson, Constituent Liaison of Latino Program for Congresswoman Julia Carson were the featured speakers at the "Culture Workshop." Ms. Arellano-Dotson spoke about Congresswoman Carson's Latino Program, which was created to serve as a liaison to the Latino community to, "...identify initiatives, plans and projects directed toward improving the life of the Latino people in Indianapolis." Mr. Salguero's presentation cov-

ered a range of issues including a general introduction to Latino culture, home and school dynamics, the importance of respect in the Latino community and the effects of Machismo on the Latino family. The presenters provided valuable information to the audience for use in developing relationships with Latino students and their families.

Ms. Lauren Harvey, Education Consultant for the Indiana Dept. of Education, and Dr. Rosie Garcia-Belina, of the Region VII Comprehensive Center were the featured speakers at the July 8 "ENL Workshop." Ms. Harvey brought the audience up to date on legislation affecting Indianapolis area educators. Dr. Garcia-Belina presented a vast array of helpful ac-

tivities, games and exercises that educators with English Language Learners in mainstream classrooms can use to improve performance in a number of subjects. The audience had a great time experiencing these for themselves!

This year there will be additional ENL and Culture Workshops (see Calendar above) to accommodate those who were not able to attend those discussed in this article.



ENL Workshop Audience

First Annual Project Bridge Research Seminar

The first annual Project Bridge Research Seminar was held on May 10. The first Cohort presented their research projects to members of the second cohort, faculty, mentors and cooperating teachers. Examples of the presentations include: "ESL Students in the Mainstream Classroom" by Kim Irvin; "Influence of Drawing on Reading Comprehension of Students Below Grade Level" by Isabella Gabbard; and "Effects of Small Group Differentiation on The Language Usage Curriculum" by Michael Shoulders.

MAT students begin work on their research projects very early in the

program, and compile their research throughout their studies and professional development experiences. Dr. Sue Blackwell, Chair of the Education Department, states, "The inquiry component of the program gives students a richer understanding of the journey they have undertaken. Doing inquiry allows them to reflect upon their own development, hone their observational and descriptive skills, and develop their self-images as professionals.

Having the opportunity to share their results with their peers, instructors, mentors and the incoming class was a rewarding experi-

ence. As for the audience, it was very impressive to see the results of such hard work!



Members of Cohort 1 at the Research Seminar with their portfolios

Orientation for Mentors and Interns

Orientation for Mentors and Interns will be held on August 7 in Stokely Mansion from 10am—4pm. For those Mentor/Intern pairs who have not yet met, this is an opportunity to get to know one another and begin to negotiate your classroom relationships.

Many valuable discussions and exercises are planned that will introduce some of the important

issues that may come up during your work together during both the Fall and Spring semesters. Topics include: traditional stu-



Some of our Mentors and Cooperating Teachers

dent teaching and mentoring; conflict resolution; the MAT calendar and handbook; MAT course information; philosophy of Project Bridge; roles and responsibilities of participants; program and participant assessments; habits of successful teachers; Mentor and Intern relationships; and the ESL connection.

Lunch will be served.

Culture Corner

Families, communities and cultures have different expectations for student behavior and school achievement. Mexicans and many other Latinos are from cultures that value collectivism. For example, they value family over the individual. This produces a conundrum when we consider that schools in the U.S. promote the individual over the collective. Helpfulness is

highly valued from a collectivistic perspective, and many Latinos expect children to help each other. Teachers can respect this orientation by assigning pairs of students to complete classroom tasks, rather than assigning individual jobs. For more information about individualism and collectivism, read the article "Bridging cultures with class-

room strategies" by Carrie Rothstein-Fisch, Patricia M. Greenfield, and Elise Trumbull that was printed in *Educational Leadership*. The article can be retrieved from <http://www.ascd.org/readingroom/edlead/9904/fisch.html>.

"Mexicans and many other Latinos are from cultures that value collectivism."

Project Bridge to Achievement

Marian College
Department of Education
3200 Cold Spring Road
Indianapolis, IN 46222
Fax: (317) 955-6448

Newsletter Contact List

Cheryl Hertzler
Program Director
317-955-6087
chertzler@marian.edu

Carmen Polk
EDU Department Secretary
317-955-6089
cpolk@marian.edu

Jenny M. Witcher
Project Bridge Assistant
317-955-6095
jmwitcher@marian.edu

Readers, this is your newsletter. We welcome any contributions you wish to make. If you have a news item, a suggestion or a correction, please contact Jenny M. Witcher by phone or email. If you are a mentor or student and would like to volunteer to be profiled in subsequent issues, or if you would like to contribute a "Teacher Tip," please contact Jenny, Carmen Polk or Cheryl Hertzler. Thank you for your interest and participation!

Welcome Karen Bevis to the Program!

Karen Bevis has joined the Education Department to help supervise MAT students during their classroom experience. In her 22 years as an educator, Mrs. Bevis has been a teacher, principal, educational consultant and college instructor. She says that, "Having the opportunity to share with future teachers my ideas gained from my experiences as an educator is so great!" We are glad to have her join us, and we welcome her to Project Bridge!

Teacher Profile: Kelly Bradbury

Kelly Bradbury has been a teacher for 7 years. For the last six years, she has taught 3rd and 5th grades at IPS School #60. Next year holds a new challenge for Kelly: she will be an "Instructional Coach" at School #54. An "Instructional Coach" has responsibility in multiple classrooms, helping other teachers.

As a student in the EDU 580 class ("English Language Learners in the Mainstream Classroom"), she is increasing her understanding of ELL's needs and how to meet them. Kelly has taught in a classroom with a large ELL population and has worked with "...a wonderful ESL teacher." About her experience in EDU 580, she says, "The most exciting part of the class has been enter-

ing into discussions with teachers from around the area....Teachers have such a huge impact on children and without understanding the information learned in this class, it is difficult to teach ESL students effectively."

Kelly's "philosophy of teaching" embraces progressivism, and promotes a student-centered, practical approach to educating children. She is strongly attuned to the necessity of variation in teaching methods to accommodate the needs of a variety of learners, both cultural and stylistic. Kelly is a proponent of incorporating technology in the classroom to enhance the students' skills in a variety of ways. Kelly herself has learned HTML and created a website for her class!

To view the site, go to www.ips.k12.in.us/ms060/kbradbury.

Kelly has a few pearls of wisdom to share with new teachers: "Accepting and celebrating all cultures is a necessity;" "View the students' wide ranges of abilities, learning styles, cultures and intelligences as your greatest opportunity and your greatest reward;" "Try to be creative and make learning exciting by using many approaches;" and "Enjoy your job!" We thank Kelly for her advice and for contributing to the newsletter!

"Accepting and celebrating all cultures is a necessity."