



Project Bridge Newsletter

October, 2003

Solo Teaching Begins

Volume 1, Issue 3

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With the onset of October comes the preparation to 'solo' teach. What exactly does this 'solo' thing mean? How does it look when it is an MAT intern who is doing the 'solo' teaching? Based on my supervision of the members of Cohort I last year, I can share some of my thoughts about the experience.

The word 'solo' implies that the intern goes it alone in the classroom. The mentor teacher has an opportunity to go on that well-deserved vacation from his or her classroom while the intern does all of the planning, teaching, transitioning, grading, calling of parents and arranging of field trips, all of the faculty meetings and committee work — all that goes into being a full-

fledged teacher in a classroom, right? Wrong! Mentors, do not book your flights or pack your bags just yet.

Solo teaching in the MAT program means that the intern takes on the lead role in each of the areas listed above. The mentor becomes the passenger — occasionally, and as needed, a very polite backseat driver. The mentor offers guidance and direction and is always available, providing the safety net for the intern, but the intern is in the driver's seat.

Solo teaching might look different in every classroom. Some interns and mentors may choose to continue co-teaching during this phase; others may divide and conquer the day's curriculum —

the mentor continuing to teach a component or two and the intern taking over the others. In some classrooms the intern takes on the majority of the responsibilities but always with the mentor close by and ready, should a need arise.

The key to a successful solo teaching experience is open communication about what it looks like and how to make it happen. Mentors must find and maintain a balance between flexibly stepping back and being there. Interns must demonstrate a full range of skills so that the mentor is confident in handing over the class. With thoughtful discussion and planning, the solo teaching experience can be rewarding for both the intern and the mentor, with the children being the ultimate beneficiaries.

Teacher Tips:

Karen Ondich, a 3rd grade teacher at Guion Creek, shares these tips:

- ✓ Ask questions no matter how unimportant they may seem.
- ✓ Be creative — go with your ideas, but don't expect them all to work.
- ✓ Have a back-up plan in case something doesn't work.
- ✓ Beg, borrow, and steal ideas — don't reinvent the wheel.
- ✓ Be flexible!!

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Family Math

Dr. Susie Beesley, Professor of Elementary Education and Mathematics and Science Education at Marian College, will facilitate our Family Math Training on October 16,

2003. The training will be held in Stokely Mansion from 8:30 AM to 2:00 PM. Lunch and materials will be provided for all participants. MAT interns will attend, and mentors

or cooperating teachers are also invited. Please contact Cheryl Hertzner at chertzner@marian.edu or at 955-6087 if you'd like to attend this fun, free, interactive workshop.

October 2003

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----------------------------------|--|--|---------------------------------------|-----------------------------------|-----|
| | | | 1 School with Mentor Teacher | 2 MC Classes 8AM-4PM | 3 MC Classes 8AM-Noon | 4 |
| 5 | 6 MC Classes 8AM-4PM | 7 School with Mentor Teacher | 8 MC Classes 8AM-4PM | 9 School with Mentor Teacher | 10 MC Classes 8AM-Noon | 11 |
| 12 | 13 MC Classes 8AM-4PM | 14 School with Mentor Teacher | 15 MC Classes 8AM-4PM | 16 Family Math Training | 17 | 18 |
| 19 | 20 MC Classes 8AM-4PM | 21 School with Mentor Teacher | 22 School with Mentor Teacher | 23 Fall Break No School | 24 Fall Break No School | 25 |
| 26 | 27 Solo Teach- ing Phase-In | 28 Solo Teach- ing Phase-In | 29 Solo Teach- ing Phase-In | 30 Solo Teach- ing Phase-In | 31 Solo Teach- ing Phase-In | |

Schedule of Events

- ✓ October 1, 7, 9, 14, 21, 22 — At school with your mentor teacher
- ✓ October 27 — 31 — At school with your mentor teacher for Solo Teaching Phase-in
- ✓ October 2, 6, 8, 13, 15, 20 — Classes at Marian from 8 AM—4 PM
- ✓ October 3, 10 — Classes at Marian from 8 AM—Noon
- ✓ October 16— Family Math Training in Stokely Mansion from 8:30 AM to 2:00 PM
- ✓ October 23, 24 — Fall Break—No School!
- ✓ October 27 — Expected beginning of Ramadan

Culture Corner

Rosh Hashanah, the Jewish New Year, is celebrated the first and second days of Tishri, the seventh month of the Jewish calendar. This year, it begins on September 26 at sundown. It celebrates the creation of the world, and is a time for Jewish families to spend time together, have special meals, eat special foods, and spend time on reflection and self-evaluation.

Yom Kippur, the Day of Atonement, is observed on the tenth day of Tishri, which is October 5 this year. It is a solemn day of fasting, reflection, and prayers. You can learn more about Rosh Hashanah and Yom Kippur from the website at www.holidays.net. The Jewish calendar year is not the same as the Gregorian calendar used by most people throughout the western world. Therefore, the dates of Jewish holidays seem to "change" each year. You can find the dates for Rosh Hashanah and Yom Kippur through 2005, at <http://www.holidays.net/highholydays/dates.htm>. For more information about the calendar, go to <http://www.jewfaq.org/calendar.htm>.

Muslims also have a calendar that differs from the Gregorian calendar that most people in the United States use. The ninth month of the Islamic calendar is Ramadan, and Ramadan is expected to begin on October 27 this year. Muslims use a lunar calendar that is about 11 days shorter than the Gregorian calendar. Each Muslim month begins with the sighting of the new moon, which makes Islamic holidays seem to "move" each year. In 2004, Ramadan will begin on October 15.

For more than a billion Muslims around the world—including some 8 million in North America—Ramadan is a "month of blessing" marked by prayer, fasting, and charity. This year Ramadan precedes Christmas and overlaps Hanukkah. During Ramadan, Muslims focus on self-sacrifice and devotion to Allah (God). During Ramadan, Muslims fast during the daylight hours. They do not eat or drink anything from dawn until dusk. In the evening, they eat their meal, called "iftar," and they visit with family and friends. If a Muslim

family invites you to share "iftar" with them, they have invited you to a very special meal. Enjoy it!

Muslims expect their children to begin fasting during Ramadan when they reach puberty. However, many younger children also fast, sometimes for half of the day, in order to learn how to participate in this special time. If you have Muslim children in your classroom, be sure to ask them if they need a place other than the cafeteria where they can wait during lunch. Some students who are fasting prefer not to go to the cafeteria; others don't mind, and they prefer to stay with their friends, even when they are fasting.

Go to <http://www.factmonster.com/ipka/A0760942.html> for a look at the Muslim holidays through 2006 (A.H. 1423 – 1426). You can learn more about Ramadan by going to <http://www.holidays.net/ramadan/>. If you'd like to hear a song about Ramadan, go to <http://www.nancymusic.com/Ramadan.htm>. (You will find it with the "Songs of the Month" for De-

Learning and Counseling Center

Marian's Learning & Counseling Center, located in Fisher Hall, is a comprehensive campus resource that provides support for a multitude of student needs. Marjorie Batic, Director of Academic Support Services, describes the Center as a "fabulous and free resource to ALL Marian College students."

The Center has 2 primary divisions: academic support and counseling. The academic division consists of many resources, including peer tutoring, arranging accommodations for students with disabilities, workshops focusing on a variety of skills development, standardized test preparation, and a library of helpful books, cd's, and audio and video-

tapes, all of which can be checked out or used on site. These include help with relaxation, stress management, and even smoking cessation. Workshops include topics such as academic planning and time management, organizational skills, test-taking strategies, note-taking skills, and testing anxiety.

For students with physical, psychological, or learning disabilities, the Center can arrange for classroom accommodations. The student's learning or psychological diagnosis must be current: for learning disabilities, the most current diagnosis must have been made after age 18; psychological diagnoses must be updated yearly.

The counseling division offers free, confidential personal support for students. The counseling division works with a wide range of issues, from home-sickness to major psychological disabilities.

MAT students can benefit from many of the resources offered by the Center. Their workshops are offered at noon and in the evenings to accommodate for busy schedules. They have PRAXIS preparation literature, and are working in conjunction with Project Bridge to add computer-based PRAXIS preparation tools. Stop by the Learning and Counseling Center and see what they have to offer that might be helpful for you!

Writing Center

The Marian College Writing Center, located in the Library's basement, is more than just a place to get help with grammar and sentence structure — it is a conversation place about writing. The Writing Center specializes in assisting at all stages of the writing process, from discussing ideas to the finished product.

The Center's tutors come from various Marian disciplines, including Science, Education, Nursing, and English; 2 of the tutors specialize in working with ESL learners. The tutors view working with others during the writing process as an enjoyable challenge, and as a way to uphold Marian's emphasis on supporting one's peers. Tutors are often approached for help outside the Center, and this is a signal of the Center's success. Another measure of success is repeat busi-

ness; clients are often people who have benefited from the Center's help in the past.

In general, the Writing Center staff see the purpose of peer tutoring as an effort to strengthen Marian as a community of writers, a goal which is supported by Marian faculty. Cliff Oldham, the Center's Director, and Marian faculty work together in a number of ways to achieve this goal. For instance, Marian's Science faculty are supportive of writing, and 8 Science course sections are requiring visits to the Center. Also, faculty assist in the training of the Center's tutoring staff. In addition to students, Marian faculty and staff often bring their writing to the Center for a reading by a "fresh

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eye."

Mr. Oldham describes the Writing Center as a "natural outgrowth of Marian values." This view is supported by the Center's philosophy of its purpose. Rather than simply a source of remediation for Marian students, the Center recognizes the dignity of the individual, and is able to provide something for everyone. According to Mr. Oldham, "All writers can use a trained ear. The only difference is at what stage of the process they prefer the help."

MAT students can definitely benefit from what the Writing Center has to offer. They have a wide range of conference times (including evening hours), and are able to accept walk-ins when time is available. Call 955-6244 to set up a Writing Center conference today!

Historic Irvington Halloween Festival

The 52nd annual historic Irvington Halloween Festival will be held on Saturday, October 25 from 9AM to 5PM on East Washington St. between Arlington and Ritter Avenues. Some events associated with the festival are the Pleasant Run Run (see http://www.tuxbro.com/pleasant_run_run%20info%20page.htm), the Ellenberger Park Pumpkin Painting and Carving Contest, and the children's costume parade. Expect food and craft vendors, games, programs for children, and entertainment for all ages. This is the longest continually running community street fair in Indianapolis. Admission is free!

Project Bridge to Achievement

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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 Hertzner. Thank you for your interest and participation!

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Info sessions for prospective students

Do you know anyone who would be a good MAT candidate? Then recommend a Project Bridge Information Session! At each session, application packets will be distributed*, the program will be described, and the application and selection process will be explained. Refreshments will be served. Please call Cheryl Hertzner (955-6087) to make a reservation for one of the following dates; all sessions 6-8 PM in Allison Mansion:

- October 22
- October 29
- November 4
- December 8
- January 14

*All application materials are due on February 1, 2004 to be considered for the 2004-2005 Cohort.

Mentor Profile: Holly Cooney

Holly Cooney, a 3rd grade teacher at Chapel Glen Elementary in Wayne Township, is in her tenth year of teaching. She is an alumna of Marian, and aspires to someday teach at the college level. She finds that working with the MAT program gives her "a little window into that type of teaching."

Holly was approached by Project Bridge to lend her talents as a mentor. She had previously been trained as a mentor in a program called "Pathwise," and that training made her an excellent choice to mentor MAT students. She enjoys working with Project Bridge and with the Marian Department of Education in general. She particularly appreciates the

opportunity to contribute to her profession by "modeling appropriate practice for new teachers — I hope!"

Holly's "philosophy of teaching" reflects an emphasis on mutual enjoyment and trust between the teacher and the students. She believes that if one teaches with respect, then respect will be received in return. She is a proponent of allowing one's students to enjoy their instruction; ultimately, Holly believes they will get more out of the experience if they've had fun along the way. And, finally, she embraces loving what

"By having a 'family' atmosphere, you will accomplish much more throughout the year!"

you do because "if you don't, it will show — especially to the children."

When Holly is mentoring, she makes sure her interns know that the backbone of successful teaching is solid classroom management. She also teaches that good relationships are critical — between the teacher and the class, and between the students themselves. Holly wants her interns to know that, "By having a 'family' atmosphere, you will accomplish much more throughout the year!"

We are grateful to have Holly as a Project Bridge mentor, and wish her continued success throughout her career!