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ISM 3A

Mr. Speice

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Interview Assessment 2

Laura Rohman

Elementary Music Educator

Purefoy Elementary School

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The second interview of my ISM career, I chose to meet with Ms. Laura Rohman, who is the elementary music teacher at Purefoy Elementary School. Because my previous interview was extremely successful, I was hoping to maintain my one out of one success rate, and to have a positive experience while learning helpful information for my future career, while at the same time attempting to evaluate Ms. Rohman as a potential mentor.

As I had already conducted my first professional interview, I did not feel as nervous as I had when going into my first meeting with a professional in my field of study. In my interview, I was able to learn that Ms. Rohman was not originally an elementary music teacher, instead receiving a college degree only in classroom and grade level education, rather than being certified specifically for a special form of education, such as music, art, and physical education. Because of this, I felt that the passion that Mrs. Dahl had towards her job was not as greatly present in Ms. Rohman. Some amount of passion, however, was present, as she did seem to thoroughly enjoy her career.

Throughout this interview, I decided to focus on questions similar to those of my first interview, mainly highlighting the importance of deciphering between shame and guilt in a classroom setting, incorporating praise for positive behaviors, and finally how to incorporate entertainment into curriculum that may not seem to be interesting for young students. The information that was provided to me was not as specific as it had been in my previous interview, as I was provided with specific examples such as activities and books used in Mrs. Dahl's classroom setting; however, the information that I was given was still very useful and beneficial to my overall understanding of the topics. When asked about disciplinary measures taken in the classroom, more specifically based on age group, Ms. Rohman provided a fairly general answer, explaining that, for the younger children, repetition is very important to their understanding of the concept of classroom rules, as they may not be accustomed to rule following, or may be too excited to be in a different environment than their assigned teacher classroom. If a child is acting out, he or she is reminded of the set rules. If a child is behaving properly, he or she is praised for this behavior. Separately, for the older and more experienced students, positive behavior is expected in the music classroom, as they have had a greater opportunity to interact in a controlled classroom setting. Poor behavior is recognized, and consequences are set for certain behaviors. I did not learn any specific consequences, but from memory of elementary school, they could include a note or phone call to a child's parents, or being sent to the principal's office.

In my second interview, I also hoped to learn the ways in which Ms. Rohman selected students for different roles in productions or performances. When I asked this question, I learned that while each grade level does a separate performance at some point in the school year, the pieces chosen typically do not contain specific solo parts or sections in which a single student

would perform by themselves. Because of this, there is no need to worry about a student feeling ashamed if they are not chosen for a part in any performance, instead leaving all students feeling equal to one another. Based on this information, I support the ideas from my interview with Mrs. Dahl, mainly because if students are allowed to have their own roles in a production or performance, they are rewarded for their hard work, while other students are motivated to participate at a higher level, and work towards a goal of being given a part.

As a whole, this interview was successful, although some viewpoints were not an exact match with mine. This did, however, teach me the lesson that not every person will have ideas that match perfectly with mine. I am grateful for the opportunity to receive a variety of opinions and answers to my questions. In future interviews, I plan to continue searching for evidence in my question of deciphering guilt and shame in a classroom setting, as well as learning more based around how to ensure that the curriculum that I will potentially be teaching is communicated effectively, while maintaining students' attention.