

Hannah Bradt

Mr. Speice

ISM 3A

28 September, 2016

Introducing: The Interviews

Weekly Report 9/26 to 9/30

Throughout the past week in Independent Study and Mentorship, the overall atmosphere of Reedy seemed to possess a large presence of stress, as the first six weeks of the 2016 and 2017 school year came to a close, and students were struggling to ensure that all work was submitted, and grades were suitable. For the upperclassmen of the school, an immense amount of pressure could be felt, as everyone has been repeatedly informed of the idea that junior year is by far the hardest, and the most important. As all students were rushing to submit late assignments, discuss extra credit opportunities with teachers, and deciding whether or not their lowest daily grades should be dropped, ISM students, including myself, experienced an even greater amount of stress, as we focused on scheduling, as well as attending, multiple interviews with professionals of our topics.

This week, I had the amazing opportunity to conduct two informational interviews with elementary music educators, both of whom were very interested in the ISM program, as well as in providing me with any information that I may have needed. These two interviews were performed on Thursday and Friday of the past week with Janis Dahl, who works at Smith Elementary School, and Laura Rohman, who works at Purefoy Elementary School. Both were very kind and open to the questions that I asked, providing very relevant information, which will

be used as assistance in my future experiences in both the shadowing process during the second semester of Independent Study and Mentorship, as well as opportunities functioning in my own classroom setting.

Although the interviews were both with people who I had previously known and trusted, I was extremely nervous going into both of the meetings. In order to combat my seemingly ever-present nerves, I utilized power poses and deep breathing exercises, similar to the practices that I used when attempting to reverse my nerves prior to beginning my cold calls. By using these methods, I was able to feel much more relaxed and comfortable around my interviewees, which helped in the overall productivity of the interviews. Power poses also allowed my professionalism to become more apparent, and increased the overall efficiency and positive delivery of the questions asked. By properly performing breathing exercises, I was able to control my stress levels and ultimately calm myself before entering the elementary schools.

While conducting interviews was very stressful, making cold calls and waiting for responses from various elementary teachers was also a large stressor this week. With my beginning cold calls, I contacted four different schools, two of these being Smith and Purefoy, where I conducted my two interviews this past week. Messages were also left for the elementary music teachers at both Rogers Elementary and Fisher Elementary, both of whom responded after the weekend had passed, questioning the meaning of the program and offering time possibilities for interviews; however, neither replied to any of the following emails requesting specific times to meet. This lack of response left me feeling both defeated and slightly frustrated. I plan to counter these feelings by remaining persistent in the continuation of cold calls, and to schedule

more interviews so that I may experience a greater variety of ideas based around ways to function in an elementary classroom.