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ISM 3A

Mr. Speice

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The Struggles of the Portfolio

Weekly Report 10/17 to 10/23

This week in Independent Study and Mentorship, the main focus remained on the completion of both the digital portfolio and binder portfolio. Because of upcoming due dates, major tests, and outside events, the nearing deadlines for both projects continued to be pushed back, finally falling on Friday. Digital portfolios were required to be completed on Thursday, and checked in class, ensuring that all aspects had been included, while binders were to be brought to the ISM classroom before a designated time with a completed checklist, in order to be submitted for grading.

Prior to the original deadline, set weeks ago, I had completed both portfolios to the best of my knowledge; however, I later realized that I had not included a small amount of information, and that I did not have the correct clear tabs, but rather just plain dividers. This taught me a lesson that I can learn from in that I should always double, and even triple, check to make sure that all aspects of a project are completed thoroughly and successfully, and that this should be done well before the project is due. Although I felt that I had been previously prepared, I struggled with being able to complete my portfolio on Thursday night, mainly because of the difficulty that I faced in attempting to place each paper separately into its own

sheet protector. I ran into the issue of my sheet protectors being too small for the papers that I was using, which was a large and very unforeseen problem. Because of this, I was not able to insert all of my annotated articles into protectors; however, upon talking to Mr. Speice, I learned that simply three-hole punching the articles and placing them directly into the rings of my binder portfolio was acceptable, as having each article page individually in its own protector would have been a drastic measure. Late on Thursday night, I was finally able to complete my portfolio in a way that would allow me to receive the grade that I was looking for. In the following weeks and months as new projects are due, I plan to check the requirements and instructions more often, and to be sure that I am certain that I am following them specifically, rather than making assumptions based off of what I have heard or seen from others. In this way, I will create a less stressful environment for myself.

Through this week, students of the ISM program have begun to enter the phase in which they ask those who they have interviewed with if they would be willing to mentor the students in their topic of study. Because this had begun, I realized that it would be very beneficial and important for me to begin this stage of ISM as well. I have reached a decision based on who I plan to ask whether or not she is willing to act as a mentor for me as I study elementary music education. The choice that I have made was formed mainly around the amount of passion that this teacher has for her job, as well as her views on shame and guilt in a classroom, along with praise of positive behaviors.

I look forward to having the great opportunity of studying under the mentorship of a professional who is so passionate about this field, and to learning more of what it means to be an elementary music teacher.

