



Position Statement

Appropriate Fieldwork and Student Teaching Settings for Preservice Music Education Students *Michigan Society for Music Teacher Education*

The suggestions below were developed by members of the Michigan Society for Music Teacher Education (SMTE) in response to various inquiries and invitations for preservice students to teach in settings where there are no certified music teachers. These invitations are often brought to us in the name of appropriate experience for our students and this statement clarifies the criteria for degree-related experience with children.

1. Students should be placed only in schools or fieldwork settings where there is a certified (MI K-12 Music, JX or JQ) school music teacher.
2. Students should be supervised only by certified (K-12 Music, JX or JQ) school music teachers.
3. Students assigned fieldwork should be concurrently enrolled in a music education methods or techniques class, or the student and a university supervisor should meet a minimum of three times over the course of the fieldwork placement.
4. Students should document their fieldwork experiences by reflecting on their observations and/or teaching practices in either written or aural formats.
5. Students engaged in field work experiences related to their degree should not expect to be paid or compensated for providing services in fulfillment of the field work requirement.
6. Fieldwork experiences should enrich, enhance or extend school music offerings, not



supplant or replace them.

7. Fieldwork should be structured around a set of guiding principles, objectives or essential questions.

8. Ideally, students should be accompanied by university supervisors (faculty, graduate students)— if this is not possible, university students should not be left alone with P-12 students for any length of time.

9. School music teachers who host university students should be master teachers, and be made aware of the goals and expectations of the field work experience for the students.

10. Expectations for university students to be engaged in actively teaching P-12 students should be based on where they are in their degree programs; students in the early stages of degree completion (1st and 2nd year; pre-methods sequence) might be primarily observing, while upper division students (years 3-5) might be expected to take an active teaching role in the classroom.