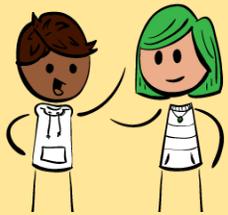


# A Quick Guide for Working with Pre-Service Music Teachers



**Expert.** You are the expert and they are the apprentice so take the lead role in every aspect of the relationship but definitely utilize their strengths as soon as you both feel comfortable.

For the student teaching experience, the **University Supervisor** is there for you *and* the pre-service teacher so utilize them to support you in your work.



## MODEL EVERYTHING

From inception to implementation, provide a first-hand look at every aspect of your job including: class set-up, short and long-term planning, teaching strategies, assessments, and self-reflection. As you relinquish more responsibilities to the pre-service teacher, what you model can be streamlined to areas they most need help improving.



Each pre-service teacher is different in their musical and pedagogical strengths; because of this, there is no quick-fast rule to when cooperating teachers should relinquish duties to them.

**BEST PRACTICE:** Depending on placement length, use the first days for the pre-service teacher to observe and ask questions about your learning space, expectations, etc. Provide them with increasing chunks of responsibility until they are planning, presenting, and assessing on their own. Whether that's one grade or all classes depends on EPP requirements, recommendations, and time.



**Feedback** on pre-service teachers performance should be ongoing and while you do not want to overwhelm the pre-service teacher, you do want the experience to bring about noticeable change in performance and confidence.

### Be Specific

What did they do? How did they do it? What was the effect on student learning?

### Encourage Reflection

Ask them specific questions related to their performance or use a pre-scripted reflection form.

### Provide Critiques with Suggestions

There is always something to improve and multiple ways to improve it. Provide them with 1 suggestion and encourage them to come up with more.

## TECH TIPS

- ❖ Utilize free educational apps, such as [Kahoot](#) and [Edmodo](#), for engagement in the VLE that are also effective in a face-to-face space.
- ❖ Record all interactions the pre-service teacher has with students. Viewing themselves helps them understand comments related to verbal and non-verbal behaviors when they can see it directly.
- ❖ For **Feedback**, use digital technologies, such as shared documents, to provide ongoing thoughts and suggestions that can be revisited and refined.
- ❖ Don't assume the pre-service teacher is more technologically savvy than you. Share the new digital technologies you've discovered and demonstrate how you use them, especially in the VLE.

### Additional NAFME Resources

<https://nafme.org/helpful-tips-first-time-cooperating-teachers-music/>

<https://nafme.org/tips-student-teaching/>

We want to hear about your work with pre-service music teachers.  
Post your stories and suggestions below.

