



2016 Music Education Advocacy Day

Legislative Asks

1. Mandate for elementary music instruction

- The state of Michigan is **one of only five statesⁱ** without an instructional mandate for elementary music. School districts in the state of Michigan are therefore under no obligation to provide consistent, sequential music education experiences in elementary school, a crucial stage in children's musical development. Given the recent adoption of the Every Student Succeeds Act, which calls for a well-rounded education (including music) for all students, and which allows for the use of federal dollars to fund these experiences for students, we encourage you to consider supporting the pending legislative bills HB 5284 and SB 718. If enacted, this ESSA aligned legislation would authorize best practice guidelines for K-5 general music contact time, teacher certification requirements, and for the elementary music classroom-teaching environment, and would ensure the preservation and continuous development of high quality music education experiences for *all* Michigan students.

2. Requirement that music classes (PreK-12) be taught by a certified (JX or JQ) music educator

- As a result of current language in the state's administrative code, educators with an all subjects certification (K-5 or K-8) are considered "qualified" to teach music in Michigan elementary schools, as compared to music certified (JX or JQ) teachers who spent 4+ years specifically studying music education at the collegiate level. Teachers with all subjects certification usually have taken only one college course on methods of integrating the performing arts into K-5 classroom instruction. Research on K-5 or K-8 certified educators teaching music is clear: most general education teachers are not interested in teaching sequential music skills and knowledge, are unable or unwilling to deliver music instruction, and understandably, do not feel confident teaching musicⁱⁱ. In the great state of Michigan, we are home to some of the most musically talented students who have been nurtured by outstanding and bright music educators committed to excellence. With the recent adoption of the Every Student Succeeds Act, which includes enumeration of music as a well-rounded subject, we encourage consideration of legislation which ensures that all Michigan students are provided with music instruction led by a certified (JX or JQ endorsed) music teacher. Our students, our communities, and our state are worthy of the best music education opportunities we can provide!

MMEA, MSVMA and MSBOA are united in their support for quality music education in Michigan. With help from our colleagues at the Partnership for Music Education Policy Development (PMEPD), we are here to help make these legislative asks a reality. Please call/email Cory Micheel-Mays (MMEA Executive Director) with questions or for additional research-based support for these initiatives: cmicheelmays@sbcglobal.net OR (517) 748-6518.



CITATIONS

ⁱ Arts Education Partnership. (2015). ArtScan database. Retrieved from <http://www.aep-arts.org/research-policy/artscan/>

ⁱⁱ See Byo, S. J. (1999). Classroom Teachers' and Music Specialists' Perceived Ability to Implement the National Standards for Music Education. *Journal of Research in Music Education*, 47(2), 111–123. <http://doi.org/10.2307/3345717>; Colwell, C. M. (2008). Integration of Music and Core Academic Objectives in the K–12 Curriculum Perceptions of Music and Classroom Teachers. *Update: Applications of Research in Music Education*, 26(2), 33–41. <http://doi.org/10.1177/8755123308317954>; De Vries, P. (2013). Generalist teachers' self-efficacy in primary school music teaching. *Music Education Research*, 15(4), 375–391. <http://doi.org/10.1080/14613808.2013.829427>; Giles, A. M., & Frego, R. J. D. (2004). An Inventory of Music Activities Used by Elementary Classroom Teachers: An Exploratory Study. *Update: Applications of Research in Music Education*, 22(2), 13–22. <http://doi.org/10.1177/87551233040220020103>; Whitaker, N. L. (1996). Elusive Connections: Music Integration and the Elementary Classroom. *Bulletin of the Council for Research in Music Education*, (130), 89–99.; Wiggins, R., A., & Wiggins, J. (2008). Primary music education in the absence of specialists. *International Journal of Education & The Arts*, 9(12).