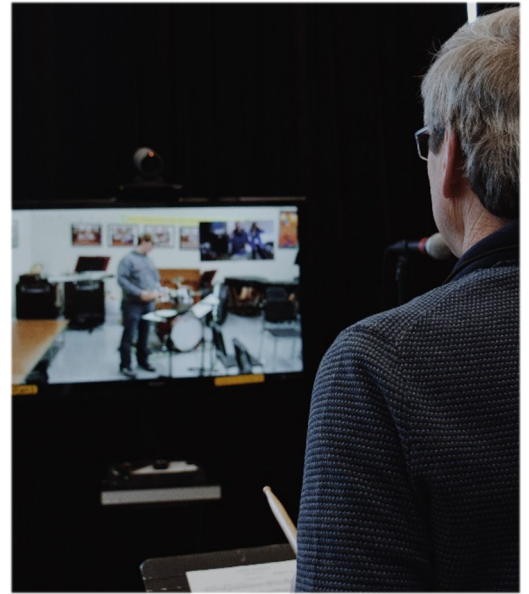# MacPhail Online Music Programming

2020-21 Evaluation Results for the Online School Partnerships and Sing Play Learn Programs

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Program overview

Online School Partnerships

The MacPhail Center for Music Online School Partnerships program aims to increase access to high-quality music education for students who attend schools in Greater Minnesota in order to improve student interest and knowledge in music, and to improve or maintain positive school engagement and non-academic skills. The MacPhail Teaching Artists work collaboratively with school music educators to develop curriculum, implement the Online School Partnerships program, and work with students individually, in sectionals, or in large group settings on their music lessons via the internet. Teaching Artists teach classes at the partner schools remotely and in real time through teleconferencing technology. Classes are typically 30-60 minutes in length, with a MacPhail Teaching Artist working with students on their repertoire for their ensemble or for an audition, as well as helping students as they develop their musical skills. All of the session content is based on what the partner schools' music educator would like the Teaching Artist to cover – the Teaching Artist then creates the session structure.

The Online School Partnerships program has been providing lessons and working with schools outside the Twin Cities metro region since 2011. In 2020-21, it had 23 Teaching Artists, partnered with 14 schools, and served more than 988 students. Schools involved in the partnership had a wide range of instructional time, between 4 and 291 hours for each school, totaling 1,352 hours of instruction; schools may choose the type of instruction (individual, sectional, or classroom) that makes sense for them, given the number of students they would like to have participate. This evaluation, however, focuses on ten schools who chose to participate in the evaluation in the 2020-21 school year by completing music skills assessments and student surveys: Buffalo High School, Detroit Lakes High School, John Marshall High School, Kingsland High School, Kerkhoven-Murdock-Sunburg High School, MACCRAY High School, Mayo High School, Pierz Healy High School, Rush City High School, Tri-County High School, Willmar High School, and YME Middle and High School. This evaluation focuses on individual and small group lessons with a MacPhail Teaching Artist. The types of lessons provided by the Online School Partnerships program are:

- **Group lessons:** These lessons are ongoing and built on method books, handouts, and sequential practice planning. The MacPhail Teaching Artists consult with the partnering music educators to create ongoing assignments that encourage musicianship and solid playing techniques for the group of students, with a focus on one particular instrument or voice type.

- **Sectionals:** In these lessons, MacPhail Teaching Artists work to boost the skills of specific sections of choir, band, or jazz bands. They work on repertoire that participating students are playing in large group. These students work on development of sound, rhythmic precision, general musical understanding, and performance skills.

- **Individual lessons:** These lessons offer one-on-one instruction with an instrument or vocal specialist to work on general tone and technique. Teaching Artists may also provide support as a student prepares for All-State band or choir and contest preparation.

Sixty-eight students took lessons through the Online School Partnerships program at the schools involved in this evaluation and all took individual lessons from Teaching Artists; no students took group or sectional lessons.

Sing Play Learn

Sing Play Learn with MacPhail® Online Early Childhood Music Partnerships strives to increase access to high quality music education for early childhood students in Greater Minnesota. Student participants benefit developmentally with gains in executive functioning, social-emotional skills, foundation in musical concepts, and cognition and language development through musical learning experiences. The virtual musical play experiences are customized to support classroom goals via collaboration with the early childhood classroom teachers and taught by MacPhail-trained early childhood music specialists. Classes range from 20-30 minutes with live, interactive musical activities. Additional opportunities include teacher workshops on music integration and parent education on the benefits of music on learning and development.

The program began serving Greater Minnesota in 2013. In 2020-21, the program had three Teaching Artists. It partnered with four schools and served 179 children. They provided a total of 139 hours of instruction overall. Partner schools included early childhood programs within the school districts of Gibbon-Fairfax-Winthrop, Kerkhoven-Murdock-Sunburg, New Richland-Hartland-Ellendale Geneva, and also Laker Prep, located in Detroit Lakes.

Evaluation approaches

Online School Partnerships

Wilder Research worked with the Online School Partnerships program to develop an evaluation design for the program. The evaluation includes implementation and outcome components, and gathers qualitative and quantitative data to answer the following research questions. (The Online School Partnerships program developed a logic model and these research questions reflect program activities and outcomes. See Appendix).

Implementation evaluation key questions

- How well is the Online School Partnerships program being implemented? What are aspects of the program, if any, that need to be adjusted over time?

- How well does the collaboration between MacPhail and the schools function, and how can it be strengthened?

Outcome evaluation key questions

- To what extent does student participation in the Online School Partnerships program affect their interest, motivation, knowledge, and skills in music?

- To what extent does student participation in the Online School Partnerships program affect their attitudes about school (school motivation and engagement) and student non-academic skills?

- To what extent does music educator participation in the Online School Partnerships program affect their growth as an educator, job satisfaction, and ability to handle many aspects of their work assignment?

Methods

MacPhail and Wilder Research staff worked collaboratively to complete this evaluation. Both MacPhail and Wilder staff completed data collection responsibilities, and Wilder Research staff completed data entry, data analysis, and reporting.

The following are the data collection instruments used in the evaluation.

- **Teaching Artist survey:** In spring 2021, Wilder conducted a web survey with the MacPhail Teaching Artists. This survey asked about the overall vision and goals of the program, the collaboration with the partner schools, successes of the Online School

Partnerships program, and areas for improvement. Twenty-three Teaching Artists completed the survey, for a response rate of 100%.

- **Music educator interviews:** Wilder conducted phone interviews with six school music educators involved with the Online School Partnerships program. In these interviews, educators were asked about the value and successes of the program, collaboration with MacPhail, and suggestions for improvement. Six of ten eligible educators were willing to be interviewed for this project (60%).

- **Student survey:** This survey was developed to measure student satisfaction with the Online School Partnerships program, perceptions of the lessons provided, and interest in music education and school generally. In spring 2021, 102 ninth- through twelfth-graders completed a survey, representing 24% of the 419 students in the program at schools that distributed the student survey.

- **Music skills assessments:** At the beginning and end of students' time with the Online School Partnerships program, the MacPhail Teaching Artist they worked with completed skills assessments, looking at a variety of components of students' performance abilities (tone quality, intonation, rhythm, etc.). Pre-post music skill assessments were completed for 41 out of 216 students (19%) involved in the Online School Partnerships program at schools that conducted the music skills assessment.

- **Parent interviews:** Wilder conducted phone interviews with two parents of children involved in the Online School Partnerships program. In these interviews, parents were asked about their family's satisfaction with the program, what they believe their child has gotten out of the experience, and how they believe the program could improve, among other things.

Sing Play Learn

Wilder Research worked with the Sing Play Learn program to develop an evaluation design for the program. The evaluation includes implementation and outcome components, and gathers qualitative and quantitative data to answer the following research questions.

Implementation evaluation key questions

- Do child development centers benefit from their partnership with the MacPhail Center for Music?

- Do classroom teachers and Teaching Artists develop useful and meaningful relationships?

Outcome evaluation key questions

■ To what extent does participation affect students' listening skills?

■ To what extent does participation affect students' self-regulatory skills?

■ Does students' level of engagement with the lessons grow over the course of the year?

Methods

MacPhail and Wilder Research staff worked collaboratively to complete this evaluation. Wilder Research designed the data collection tools in partnership with MacPhail, and Wilder Research staff conducted data collection, analysis, and reporting.

The following are the data collection instruments used in the evaluation.

■ **Classroom Teacher Survey:** In spring 2021, Wilder conducted a web survey of classroom teachers who partner with the Sing Play Learn program. This survey asked about the overall vision and goals of the program, the collaboration with the MacPhail Center for Music, successes of the Sing Play Learn program, and areas for improvement. Four classroom teachers completed the survey.

■ **Teaching Artist Interviews:** Wilder conducted phone interviews with four Teaching Artists involved with the Sing Play Learn program. In these interviews, Teaching Artists were asked about the value and successes of the program, collaboration with the partner schools, and suggestions for improvement. All three Teaching Artists participated in an interview, for a response rate of 100%.

Results – Online School Partnerships

This section describes the implementation and outcome results for the Online School Partnership program. Results are reported across the schools given the small number of responses from each school.

Implementation

Successes

Students enjoy their lessons, particularly working with Teaching Artists.

Students were asked about their satisfaction with the program in a survey administered at the end of the school year. Of the students who answered the survey, 73%-83%agreed or strongly agreed that they liked coming to the online sessions (Figure 3), that they would recommend the program to other students (Figure 3), and that the technology used for the sessions made it easy to learn (Figure 4).

Similarly, students reported positive perceptions of and interactions with the Teaching Artist they worked with. Nearly all respondents said they liked their Teaching Artist and that their Teaching Artist used class time well, while 81% said the Teaching Artist set clear expectations for practicing and learning at home (Figure 5).

Students were asked in an open-ended question what they liked most about participating in the Online School Partnerships program (Figure 7). Students most frequently mentioned improving their musical skills, such as learning new skills or techniques. They also mentioned having positive interactions with the Teaching Artist, stating that they were a good teacher or just liking them in general.

> *This program helped me learn and improve, and I still had fun and was able to understand how to do new things. –OSP Student*
>
> *It helped me gain confidence in my abilities. –OSP Student*
>
> *The instructor was very engaged and offered technological tools to improve my musicianship. –OSP Student*
>
> *I liked how even though we were distanced you still grow a connection with your lesson teacher. –OSP Student*

In addition, some students reported a few issues with their Teaching Artist, stating that the Teaching Artist had some troubles using the online technology platform sessions, had poor internet connections, or was not fully present in the lesson as they delivered the lessons from home.

MacPhail is a resource and partner to schools and students in Greater Minnesota.

Teaching Artists were asked to describe what they believe the value of participating in the Online School Partnerships is for partner schools. Nearly all spoke about the program's impact on participants, specifically how the program increases access to high quality musical instruction that is otherwise unavailable to students. In particular, they noted that students have access to instructors who specialize in their instrument, rather than only having access to music instruction from generalists.

> *I love working with the students; sometimes they are from struggling band programs, other times they are from a strong program –everyone is eager to learn. I can bring individual help and my specialized knowledge of clarinet technique and performance to the students. Band directors are required to be generalists, so my skills enhance their leadership. –Teaching Artist*

Several Teaching Artists discussed the ways in which the program is a resource to music educators and schools. Music educators are able to learn new skills, methods, and approaches by observing lessons provided by the Teaching Artists. Teaching Artists are also able to support music educators in building more skilled student ensembles. Some noted that there are ripple effects of instruction, as individual students go back to their ensembles with new skills and techniques which increase the quality of the ensemble and allows the student to share with others what they have learned.

> *This program is an invaluable resource to music educators throughout the state. Through our online school partnerships program we are able to provide students with an unprecedented level of access to highly trained specialists. This frees up music educators to focus deeper into music literacy, ensemble skills, and artistic expression rather than focusing on esoteric pedagogy on instruments they are less familiar with. Students are provided with a more in depth education from both their individual teachers and their classroom instructors. –Teaching Artist*

Other benefits of participating include students' increase in their musical confidence and allowing students an opportunity to interact with others outside of their own community, potentially broadening their view of the world and what is available to them.

> *It gives the students a chance to interact with someone from outside their immediate community. This interaction may help broaden the students' worldview. –Teaching Artist*

In interviews, parents spoke about the importance of the program in giving their children access to music education that would not otherwise be available to them. They spoke about how their children were able to pursue music at the collegiate level, which otherwise might not have been possible if not for the advanced instruction they received through the Online School Partnerships program.

> *This is just an amazing opportunity for out-of-state kids. And I think it helps them compete better, with the kids who are in the Cities. Because [students who live in the Cities] kind of have a leg up – they've got proximity to MacPhail and there are more teachers available. So maybe it helps level the playing field… I don't know that [my child] would have had this awareness or skill level without MacPhail. I don't think he would have competed at the All State-level or competed for college scholarships without MacPhail. –Parent*

Music educators were asked to describe the benefits of participation in the Online School Partnerships for their school as a whole and how MacPhail serves as a resource to their school. Educators most commonly spoke about how the Teaching Artists serve as great resources to them when they have questions. For example, some music educators reached out to Teaching Artists with questions about curriculum, and some asked questions when students were looking to purchase a new instrument. Music educators also spoke about how MacPhail's coordination of the program was valuable to them, as they are stretched too thin with their existing work to do the type of coordination it would take to connect students to these types of lessons. Others spoke about how communication is strong between them and the Teaching Artists they work with and how Teaching Artists have provided other types of materials that are beneficial to students' learning.

Music educators also spoke about how this program benefits them; Teaching Artists serve as a resource for music educators, who can feel relatively isolated from their peers given their geographic distance to other music programs. Music educators can get feedback about their instruction from Teaching Artists, or turn to Teaching Artists with questions about instruments and curriculum. Music educators also noted that they benefit from the help in teaching the large number of students they see; while the music educator is not able to step away from the large group to focus on a particular skill or section of music, they are able to connect those students to that opportunity through the Online School Partnerships program. Many music educators use the program as an opportunity to connect the strongest players with additional opportunities so that they have the opportunity to grow through private, intensive lessons that may not otherwise be available to the student because of cost or distance to instructors.

> *Sometimes he'll catch me not interpreting the music correctly. It's something where I was interpreting the beats slightly wrong. He was right, in retrospect. What I was doing was working, but it was better his way—it made the performance more accurate. He's helped me as well, because as a teacher, I sing along. It's training for me as well, which I appreciate. It's helped me. –Music educator*
>
> *I learned things as I sat in. It gave me more tools in my toolbox. Like, "hey, let's try this." I was able to incorporate it into my classroom. –Music educator*

Music educators and Teaching Artists build relationships with one another.

In interviews, music educators were asked if they were able to build relationships with the Teaching Artists who instruct their students. All educators were very positive about the relationships they had built with the Teaching Artists they work with. They discussed the ways Teaching Artists were supportive and went above and beyond to help music educators and students, including listening to recordings of students playing outside of scheduled sessions, answering music educators' questions, and communicating with music educators about their goals and priorities for students. Some music educators commented

that they were able to have more communication with Teaching Artists when school was fully remote, as schedules got more hectic as students returned to school.

> *Before we started the program, I did a lot of communicating with [our Teaching Artist], saying, 'here are the goals, the parameters, and our class schedule.' We had a lot of communication." –Music educator*

Teaching Artists also spoke about how they have forged strong relationships with partner schools, with one commenting that their work together has gradually changed the culture of the partner school's music program for the better.

> *Our collaborations with schools have grown more successful by the year. The longer we work with individual programing the more the culture of a school's music program changes. A rising tide raises all boats. –Teaching Artist*

MacPhail supported students and educators during the shift to distance learning.

Public schools in Minnesota continued to use distance learning throughout most of the 2020-21 school year because of the COVID-19 pandemic. Music educators were asked how MacPhail supported their efforts in this second school year affected by the pandemic.

Music educators were positive about the support MacPhail provided as they continued to utilize distance learning, and for many, come back in-person at the end of the school year. Some noted that it was helpful that they had already worked with MacPhail prior to the shift to distance learning; because relationships and processes were already in place, it was easier to make the transition to students holding their lessons at home, or for music educators to make a plan for students to come into the school for their lesson. While the Online School Partnerships program inherently operates remotely, as Teaching Artists are based out of the Twin Cities metro and participating students live in rural areas of Greater Minnesota, it can still be challenging for students to participate in lessons from home. Many areas of Greater Minnesota do not have high quality internet access, especially in residential settings. These students benefited from having the option to come into the school building for their lessons.

Some music educators commented that the Online School Partnerships program, as well as their own school-based programs, are typically focused on preparation for concerts. Because concerts were cancelled during the pandemic, music educators and Teaching Artists had to be flexible in their teaching approach, since they had previously worked through concert pieces during their time together.

> *At the time we started our MacPhail partnership, we were in distance learning without any concerts on the horizon at all. I think maybe that threw some of the MacPhail staff off a little bit, because it's just something they hadn't been used to. –Music educator*

When asked, all Teaching Artists agreed that they had enough information and guidance from MacPhail program leaders to support them during distance learning in the 2020-21 school year. Teaching Artists were asked how MacPhail program leaders can better support them as they teach students who are doing distance learning. Most commonly, Teaching Artists commented that they felt supported and had no suggestions for improvements. Teaching Artists also spoke about how important communication is; several noted that they would simply like MacPhail to continue with the level of communication they have already established, and a couple of Teaching Artists suggested that there be more support in connecting Teaching Artists to the schools they serve, either by having an email or cell phone number for someone at the school they can contact on short notice, or having it established early on in the partnership that the Teaching Artist might directly reach out to the school if necessary.

> *I really appreciate how lessons continued for throughout the pandemic, even from students' homes. Continuity was maintained which I was important for them and me!*
> *–Teaching Artist*

> *I think having a clear line of open communication would be helpful. While I did feel confident reaching out, I didn't feel like the line was open directly to me.*
> *–Teaching Artist*

After this, Teaching Artists suggested MacPhail continue to search for technologies that allow for smooth facilitation and scheduling of online lessons. Other suggestions include MacPhail providing more support for Teaching Artists who shift the types of lessons they provide (from individual to ensemble lessons, for example), that MacPhail continue online-only performances after the pandemic is over, and that MacPhail provide a toolkit of best practices for online lessons to be shared with partner schools.

Students who indicated they had completed at least some or all of their online lessons at home over the year were asked about their experience (Figure 6). Nearly all agreed their internet at home was high enough quality and reliable enough for online lessons and that they had available space to participate in the lessons at home. Approximately half of students agreed having lessons at home was as easy as having lessons at schools but over 38% disagreed with the statement.

Opportunities for improvement

Teaching Artists and students wish to have better internet connections, equipment, and technology support.

When asked how the program could improve, a few Teaching Artists and students mentioned difficulties with technology and equipment (see Figure 8 for student responses). Both groups noted the need for improved internet connection in particular, as well as technical issues

with Skype and the need for improved microphones. While only a few mentioned these technology issues, they seem essential to delivering online instruction.

> *I think continued research into new technologies will be key to continued improvement. –Teaching Artist*

Opportunities for occasional in-person visits would strengthen relationships.

When asked how MacPhail could improve its collaboration with partner schools, Teaching Artists most frequently suggested there be opportunities to meet in person with the students they teach. They suggested that this could happen either by visiting the communities in Greater Minnesota that they work with, or by having funding available for students to come to the Twin Cities to meet and practice with their Teaching Artist. Some music educators also spoke in interviews about their desire to have in-person visits with the Teaching Artists they work with.

> *I would love to have the resources to visit the schools in person, at least once a year for each partnership. Sometimes schedules don't connect, but when I have been able to visit the students, our connection has been improved. The students feel valued because we have taken time to travel to meet them. We learn about their school and their community, which makes us better teachers. Even before the pandemic, I found value in confirming that what I hear online is what I hear in-person. When we visit, the students can learn the same. –Teaching Artist*

In interviews, one parent spoke about how it would be nice for participants and their families to have the opportunity to meet their Teaching Artist in person to further solidify the connection between the two.

Expanding curriculum with different styles and genres would enrich the program.

A couple of Teaching Artists suggested changes to the curriculum. Specifically, they noted that it would be beneficial to include music theory and relevant history and literature lessons alongside their traditional lessons, or that it would be beneficial to offer different styles and genres of music, noting that different instructors who have that knowledge would likely need to be brought in to the program by MacPhail.

> *It would be great to offer sessions on different styles and genres of music through this program. Funding to bring in teachers versed in diverse genres would be needed. –Teaching Artist*

Improved communication and relationship building would improve collaboration.

Teaching Artists also spoke about ways to improve the relationship between themselves and music educators in the program. A couple of Teaching Artists suggested ways that communication between them and the partner schools could be improved: one suggested that Teaching Artists and music educators have regularly scheduled meetings, and another

suggested that music educators copy Teaching Artists on emails to their band, orchestra, and choir students so that the Teaching Artist is kept in the loop. One noted that they would like their partner schools to view them as a long-term support in creating well-rounded student musicians, rather than a one-off coach.

> *If the partnership ensemble teachers included the MacPhail instructors on any group emails that they sent out to their band or orchestra or choir students, that could help MacPhail faculty stay informed as to what each students' ensemble director is prioritizing that week and in the near future to be able to better focus lesson time on repertoire or skills that the ensemble is focused on as a whole. –Teaching Artist*

Additional resources would benefit music educators and students and their families.

Music educators were asked what other tools or resources MacPhail could provide to help music educators and schools in Greater Minnesota. Overall, music educators were very positive about the tools and resources already available to them through the program; some noted that they should do more to utilize everything already available to them through MacPhail. Some educators noted that funding the program can be challenging for them. Others noted that video tutorials for students are beneficial and requested that MacPhail create these. For example, one music educator requested that Teaching Artists create a tutorial for students about how to clean their instrument.

> *One thing is if the instructors ever came up with how to clean your instrument videos…That would be an incredible time saver. I have high schoolers 26 minutes each day. We don't have much time. We can't clean during class. – Music educator*

Parents were also asked what resources MacPhail could provide that would be beneficial for their families. One parent suggested that Teaching Artists offer more guidance on the process students would go through to apply for music scholarships as they go through the college application process, including how to create a music resume. One parent suggested that MacPhail offer financial support to families to help them pay for instruments, which can be difficult to afford for many families.

Setting appropriate expectations can be challenging for Teaching Artists.

Teaching Artists noted that it can be hard to set reasonable expectations for students who are not as motivated to improve their skills as others; one Teaching Artists noted that they want to push the student to progress, but not too hard so as to push the student to quit.

> *Some students move pretty slowly in their progress. I sense if you clamp down and insist on more progress, they likely would quit, so maintaining an interest in the lessons is the highest priority. But it seems for some, itis a lower expectation at the high school level. –Teaching Artist*

Other programmatic recommendations varied.

Teaching Artists provided a wide range of ideas to improve the impact of the program. These included enrolling more students, holding more lessons, reducing the paperwork burden for Teaching Artists, and strengthening funding for the program for the full academic year.

Some music educators mentioned that the program has grown and evolved over time, and that MacPhail has been open to learning from experience and adapting as new resources, especially technology, becomes available.

Some music educators noted that Teaching Artists sometimes have higher expectations than may be reasonable for high school students, and that they should work to find a happy medium in which they are still pushing students to learn and grow but not putting too much pressure on them.

Many music educators did not offer suggestions to improve the program, instead praising MacPhail for how flexible and accommodating they are with the program. Many spoke about how helpful it is to have MacPhail coordinate logistics for the program and mentioned specific staff and Teaching Artists who have made participation in the program easy, useful, and pleasant for their schools.

Outcomes

Benefits to students in music

Students gain musical skills and knowledge.

When students were asked to how much they agree with the statement "I learned new musical skills that helped me in band/choir," students were overwhelmingly positive; 28% of respondents strongly agreed with the statement and another 56% agreed (Figure 9).

Teaching Artists assessed students' musical skills at the beginning and end of their time with the Online School Partnerships program. Students were assessed on a scale of 1-5 in a variety of areas: tone quality, intonation, rhythm, technique, musical expression, bowing (for string students) execution, articulation, and music reading skills (Figures 10-18).

On average, students were rated highest in rhythm (3.6), followed by tone quality, intonation, and execution (3.5 in all; Figure 1) at post assessments. Staff ratings show that on average students moved from 'good' at the beginning of the program to between 'good' and 'excellent' at the end of the program.

1. Mean musical skill scores, pre-program to post-program
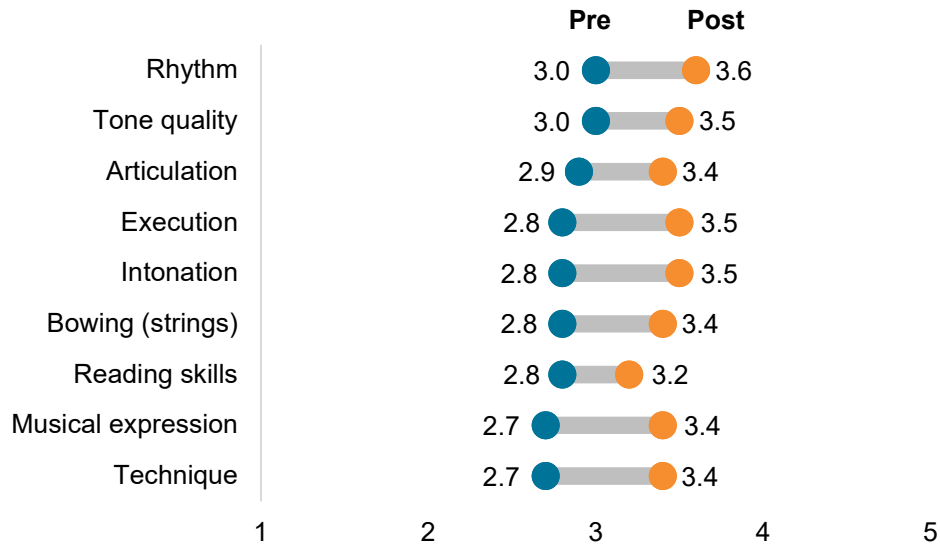
	Pre	Post
Rhythm	3.0	3.6
Tone quality	3.0	3.5
Articulation	2.9	3.4
Execution	2.8	3.5
Intonation	2.8	3.5
Bowing (strings)	2.8	3.4
Reading skills	2.8	3.2
Musical expression	2.7	3.4
Technique	2.7	3.4

Note. This chart shows mean scores at pre- and post-assessments of all Online School Partnerships program participants. 1=poor, 2=fair, 3=good, 4=excellent, and 5=superior.

Teaching Artists assessed students' musical confidence and ability to focus before and after the program (Figures 19 and 20). On average, students made improvements in confidence (from mean scores of 3.0 to 3.7) and in ability to focus (from mean scores of 3.7 to 4.0; Figure 2) from pre- to post-assessments.

2. Musical attitude
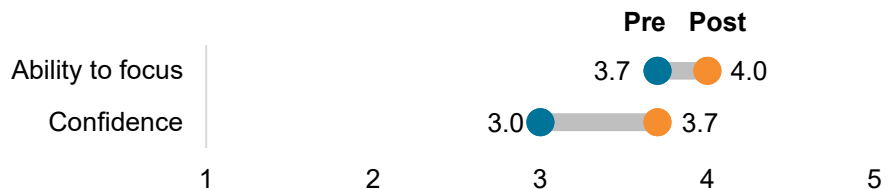
	Pre	Post
Ability to focus	3.7	4.0
Confidence	3.0	3.7

Note. This chart shows mean scores at pre- and post-assessments of all Online School Partnerships program participants. 1=poor, 2=fair, 3=good, 4=excellent, and 5=superior.

Teaching Artists also had the opportunity to include additional comments to the post-program assessments. Nearly all comments were positive, noting musical changes or improvements in students, that students were a pleasure to work with, or students were able to audition for competitions or college scholarships.

> *The All-State audition materials were quite a step up in difficulty. [This student] learned a great deal, and while she didn't play them perfectly, her improvement during the year was significant.*

> *[This student] is a wonderful success story. Over the past two years that we've worked together, he has transformed from someone who passively plays in band to some who actively enjoys music and strives to improve. This has been excellent for his self-confidence and his overall sense of self.*

The student prepared for college entrance auditions, and the schools she applied to included scholarship eligibility in the entrance audition process. She won a music scholarship to [local college].

Parents were asked in interviews if they had seen changes in their child's musical skills because of their participation in the program. Both parents reported that they had; they said their children were pushed by the program beyond what their school's band could provide, including learning new musical skills and playing more challenging pieces than they otherwise would have. One of the parents spoke about how their child was given a scholarship to participate in a college band, which they believed would not have been possible if not for the Online School Partnerships program.

Students were asked if they participated in any competitions in the previous school year, and 18% reported they had (Figure 21). Of those, 60% had participated in a solo or ensemble competition, 29% participated in All-State, and 12% participated in an Honor Band competition (Figure 22).

Students' musical skills, appreciation of music, and confidence in playing grew as a result of participation in the Online School Partnerships program.

Students participating in the Online School Partnerships program have access to specialized and high-level musical instruction that otherwise would not be available to them because of cost and the physical distance between their rural communities and instructors who specialize in students' instruments. Teaching Artists and music educators consistently described increased access to high-quality music instruction as one of the major successes of the program.

In a small town, lessons are $15 for a half hour. If there was no grant to help, there's no way. We're a very poor school – it wouldn't work. There are maybe two families that could do it. –Music educator

We know that in music education, kids that study privately are going to typically be much more successful than those who don't, but it's a relatively small percentage that follow through with private lessons for various reasons, including cost. –Music educator

In interviews, music educators were asked what changes they have seen in students' musical skills and ability due to their participation in the Online School Partnerships. Music educators were quite positive about the musical growth their students had seen because of their participation in the Online School Partnerships program. Most commonly, they highlighted the importance of students learning from someone who has specialized in the student's instrument. They oftentimes spoke about how they are musical generalists outside of their own primary instrument, which can be challenging as high school students grow on their instruments and could benefit from the technical knowledge of an instrument that only comes from specializing in it.

The horns were really getting into hand placement in the bell… Spending some time on that and really thinking about the extent to which their right hand in the horn bell impacts their tone quality, their intonation, all that sort of stuff. That's information they maybe wouldn't have gotten [otherwise]. –Music educator

Music educators also spoke about the ways in which the format of the programming leads to musical improvements for participating students. Some noted that private lessons are critical for students to make substantial improvements in their musical skills, but that very few students have that option available to them. Many music educators use the program as a way to bring private lessons to these students. Students have additional time with a music instructor who is able to listen closely to identify areas for improvement and provide tailored feedback; this is not feasible in large group settings like full band or choir practice or even in ensembles. By being able to receive tailored feedback, students can progress in their abilities and do so more quickly than they can in larger group settings. Music educators also noted that Teaching Artists are able to teach students what to listen for in their own playing to identify areas for improvement; this skill allows students to make greater progress in their own solo practice.

> *The vision is that kids who normally wouldn't have access to private instruction have access to private instruction. –Music educator*

Additionally, music educators spoke about the ways in which the program has improved their students' confidence in their musical abilities, which in turn improves the quality of their music.

> *There's one kid in particular that I'm thinking of. I mean, he's always played well, but it's just given him a lot more confidence in his ability. – Music educator*

Students show interest and motivation in music.

Nearly all students reported that they are interested in continuing to develop their musical skills (Figure 23). In addition, 70% of students reported that coming to the online sessions increased their appreciation of music and 56% reported that they are more motivated to do well on their instrument. Thinking of long-term music involvement after high school, 73% reported they are interested in continuing with their instrument on an informal basis, 58% in participating in a college level band or orchestra, and 14% in pursuing a college degree in music.

Music educators spoke about the ways in which the Online School Partnerships program serves as a motivator for students to do well and continue with their music. One music educator spoke about how the program best served students who were eager to improve, and specifically to get in to a band that requires an audition, because it gives them the tools they need to see marked improvement on their instrument.

> *I think it was, in a difficult year, a bright spot. –Music educator*
>
> *I have one student that's taking lessons… she hauls her instrument home every day and brings it back, even though I have another one. She's happy to carry it. –Music educator*

In interviews, parents spoke about how their children's interest in and dedication to music increased because of their participation in the program – by being challenged, students were able to see that more was possible for them musically and became more determined to do well on their instruments.

Students gain life skills and show increased interest in school.

Music educators noted in interviews that they often use the Online School Partnerships program as a gifted and talented program for their most committed students; these students also tend to be committed to excelling in school. This is supported in student survey data, as 95% students agreed they work hard in school (Figure 24). Still, music educators noted benefits of program participation that extend to students' experiences within school. They spoke about how the program helps students mature and understand life more, as they are exposed to new things and people from a different community that is outside of their "bubble." Music educators also spoke about how students learn to be held accountable and to stay on a schedule. They said that these skills and perspectives translate to other areas of life, including their performance in and attitude about school.

Notably, 43% of students reported that participating in Online School Partnerships motivates them to do better in school while 25% of students disagreed (Figure 24). This level of agreement is not as high as in other questions, which may be attributed to the high number of students that agree they work hard in school to begin with and leaves little room for improvement due to Online School Partnerships specifically. Similarly, about half of students agreed that participating in Online School Partnerships made them more excited to go to school (Figure 24).

Parents were asked in interviews if they had seen changes in their child's attitude toward school and academic skills. Both parents noted that their children were already dedicated students, but did speak about how the program motivated their children to push themselves to do even better in school and have a positive attitude about tacking academic challenges.

One noted that the confidence that comes from participation in the program spills over into academic performance.

> *It's just that self-confidence… I would read into that, that it would certainly be a boost academically. It also instills in them that they have to do hard work to reach their goal… It instills in them that if you put in the time and effort, you can succeed at whatever it is, whether it's music or academics. -Parent*

Students are happier and see social benefits from participation in the program.

In interviews, both parents spoke about how participation in the Online School Partnerships program helped their child cope with the isolating aspects of the COVID-19 pandemic.

> *This year was very difficult with the pandemic, and she was isolated while learning from home. But she looked very happy even though she was practicing her instrument for long hours every day. -Parent*

Issues to consider

This evaluation of the Online School Partnerships program indicates that the program was implemented well and produced positive outcomes. Students generally enjoy their classes and are actively engaged and progressing in their music education. Teaching Artists and music educators are satisfied with the program and see it as an asset for their schools and potentially other schools across Greater Minnesota. Music educators believe that the program has increased access to quality, specialized music education for some students who could not afford it.

Based on the results available to date, the following are a few points to consider in future programming.

- Continue to provide logistical support to Teaching Artists and music educators; they found this to be incredibly helpful and a key reason for the program's success.

- Find ways for music educators and Teaching Artists to have more time for conversation and relationship building, including more in-person opportunities to connect with one another once it is safe to do so. Consider ways to build opportunities for students and Teaching Artists to meet in-person as well.

- Provide guidance to Teaching Artists about expectation setting with students to ensure students are clear about expectations and are being pushed to improve without being discouraged or becoming burned out.

- Raise awareness among participants and their families about how to apply for music scholarships and how students and their families can set themselves up to be competitive for music scholarships.

- Offer financial assistance to families to help them afford musical instruments for their child.

Results – Sing Play Learn

The following section reviews the evaluation results of Sing Play Learn with MacPhail® Online Early Childhood Music. As mentioned above, the evaluation of this program is based on interviews with all three Teaching Artists and surveys with four classroom teachers in partnering early childhood classrooms.

Implementation

Teaching Artists and classroom teachers identified many benefits of the Sing Play Learn program.

During interviews, Teaching Artists were asked to describe the overall benefits of online Sing Play Learn programming. They spoke on the benefits for the partner schools of having trained music educators provide classroom music education. While classroom teachers may be able to provide some music education on their own, partnering with MacPhail Teaching Artists gives teachers access to resources and activities they may not otherwise have access to. Since the program is online, it also avoids barriers such as location and transportation. Teaching Artists also mentioned that resources or opportunities for music education may be limited in smaller towns in greater Minnesota, particularly for this age range.

Teaching Artists also spoke on the benefits of having music as an additional educational component. It can be an added enrichment activity that helps children gain music skills, like rhythm and tone, as well as support learning non-musical skills, such as following directions and social-emotional skills. This can help support classroom teachers in their day-to-day work with students.

Another mentioned benefit was the impact for the Teaching Artists themselves. One Teaching Artist mentioned that Sing Play Learn is an opportunity for them to learn and work in a different environment.

> *I think, my understanding is that there is not a center like MacPhail in these communities, where somebody could be going into the school system to do live in-person classes with the support that I, as a teacher here in the Twin Cities at MacPhail have at my disposal… Certainly not to say that there's nobody capable in these communities to do musical learning with kids. I think it has to do with the support behind what I do, is something that is unique to me being a teacher in the Twin Cities, and being able to connect with the kids in out-state Minnesota. I continue to be just delighted by how well the online format works, watching them build musical skills, which help all the other skills that are on the list of what preschoolers are needing to learn, and how they need to develop, is just good to see. –Teaching Artist*

Classroom teachers were similarly asked what they consider to be the greatest benefits of the online Sing Play Learn program. All who participated in the survey were positive about the impact of the program on the children they teach. They shared the importance of having music education so students can learn music fundamentals, and appreciated how the program ties into what they're learning in class. Two teachers also mentioned that the students are engaged and look forward to Sing Play Learn.

Classroom teachers were also asked what they thought were the greatest successes of the online Sing Play Learn lessons. Teachers again mentioned that the children are engaged, enjoy the program, and look forward to it. One teacher mentioned the importance of young children having access to music education.

> *The classes are incredibly developmentally appropriate and catered to the needs of our classroom. We have really enjoyed being able to connect what we are learning in the classroom to different themes in music. –Classroom teacher*
>
> *They make it interesting and fun for the students. –Classroom teacher*

The Child Development Centers that partner with MacPhail benefit from the collaboration.

Teaching Artists were asked what they believe the benefits of the program are for the participating childhood development centers. Teaching Artists most often spoke about being an additional support or resource for classroom teachers. For example, classroom teachers in preschool often incorporate some musical components on their own. By having set time for music with MacPhail Teaching Artists, they are able to dive in further and learn songs or activities that are different than the normal day-to-day. Teaching Artists are also able to partner with classroom teachers to aid in child development. As mentioned previously, while Sing Play Learn may have an impact on music skills, it may also have an impact on non-musical skills such as literacy, math, and social-emotional skills. All of these skills are important for child development. In this way, Teaching Artists and classroom teachers are working together towards a common goal of providing rounded child development opportunities.

> *A lot of times we're working on different skills, school readiness skills, literacy skills, impulse control, executive functioning skills. Ideally it'll fit into what they're already learning at their center... That child development piece is at the center of what we do. Of course we want people to know and love music, but we want them to be fully developed humans and good citizens of the world too. –Teaching Artist*

In survey responses, all four classroom teachers agreed or strongly agreed that MacPhail is a helpful resource for them in their work as an early childhood educator, that they have learned new strategies to use music in their classroom, and that MacPhail has provided them with new tools and resources to do so. These teachers were asked to describe what strategies, tools, or resources they had learned to use in the classroom through Sing Play Learn.

Teachers mentioned the value or learning new songs, particularly to help during class transitions or grabbing the students' attention. One teacher mentioned the transition songs can be particularly beneficial for students who tend to struggle with transitions.

> *We use a few of the songs in the classroom as attention getters or transition songs, they are really catchy and the preschoolers enjoy singing along with them.*
> *–Classroom teacher*

Child Development Centers easily partner with MacPhail.

All four classroom teachers who participated in a survey agreed or strongly agreed that it is easy for them to collaborate with MacPhail; three out of the four strongly agreed. They were asked to provide recommendations for how this collaboration could be improved and they had few recommendations. One teacher mentioned that it may be appropriate to transition to a kindergarten level after Christmas. Another teacher mentioned the switch from Skype to Google Meet has been better for their class.

Teaching Artists and classroom teachers build relationships.

All Teaching Artists said they have been able to effectively build relationships with classroom teachers. They noted that there is often great communication with the teachers and that they work together to plan and provide lessons for the children. Two of the Teaching Artists mentioned they were originally surprised at how well they've been able to build relationships in an online format, with one noting they might have an even better relationship with their online Sing Play Learn partners than their in-person partners due to the level of planning and communication that needs to happen for online classes.

Teaching Artists offered suggestions for how MacPhail could better support relationship building between Teaching Artists and classroom teachers. One suggestion was to have more opportunities for in-person connection, not just with the class that's participating but potentially an entire school or community. For example, hosting an event at a local community or recreation center and opening it up to everyone. Another suggestion was to be more intentional at the beginning or introductory phase of partnership. Beginning a new partnership can be difficult or take time, so any additional steps taken to help foster that new partnership will be helpful. For example, having a warm hand-off email or kick-off meeting between a MacPhail coordinator, the Teaching Artist, and a classroom teacher to begin the partnership may help establish better rapport sooner.

Teaching Artists and classroom teachers had few suggestions for program improvement.

When asked for suggestions for program improvement, both classroom teachers and Teaching Artists had few, if any, suggestions. A few noted that the change from Skype to Google Meet has been a good change. A few Teaching Artists noted that they are in the process of creating a set curriculum for partner teachers and they are looking forward to having that available.

Outcomes

Students are engaged in the lessons.

Classroom teachers were asked if their students are engaged in the online Sing Play Learn lessons. Three agreed and one strongly agreed that their students are engaged. Teachers were asked in a follow-up question whether or not their students became more engaged in the lessons as the year went on. Teachers shared that for the most part, students become more engaged as the year went on. They mentioned that as students became more comfortable with the activities and expectations, they became more engaged. Three of the four also mentioned that their students connected with their Sing Play Learn teacher and looked forward to spending time with them. A few did mention that some students struggled to stay on task from week-to-week or activity-to-activity.

> *Once my students knew what the expectations were during music class, they were able to attend better. They love their teacher and look forward to classes with her. –Classroom teacher*

> *Certain weeks were more challenging than others if they would be active on the carpet- sometimes towards the end they would be less engaged, but overall they are engaged. -Classroom teacher*

Teaching Artists provided a similar assessment of students' engagement in the lessons. They shared that as students become more comfortable with the class and the teacher, they become more engaged. Some students that were a bit shy or less familiar at the beginning come out of their shell to participate. Students start to ask for certain songs or activities, suggesting they feel comfortable and interested enough to take ownership of the class. One Teaching Artist shared some students may even wake up from a nap for Sing Play Learn because they do not want to miss it. Another Teaching Artist shared that due to COVID-19 and working from home, the students had an extra opportunity to get to know her and her family, which encouraged more engagement and relationship building between her and the students.

Students show improvements in listening skills.

Classroom teachers were asked if online Sing Play Learn lessons had improved their students' listening skills and all four agreed that their students' listening skills had improved because of the lessons. Teaching Artists also spoke on changes in listening skills, particularly as students become more comfortable and engaged in class. They noted that Sing Play Learn develops listening skills because it involves following directions, call-and-response activities, and listening closely to a song to follow along. These listening skills are important for school readiness and for social-emotional learning.

> *There's a very clear line to musical activities promoting those skills. So when we're doing an echo song, for example, we are listening to a teacher, and responding, they're listening for a melodic or rhythmic pattern, and imitating that directly in their response. –Teaching Artist*

Students show improvements in self-regulatory skills.

Classroom teachers were also asked to what extent they agree or disagree that online Sing Play Learn lessons improved their students' self-regulatory skills. All four agreed with the statement.

Similar to improvements in listening skills, Teaching Artists shared they believe Sing Play Learn helps develop self-regulatory skills through the nature of activities. Students are building impulse control and executive functioning skills through learning how to follow along, echo after someone, and participate in a social activity with others.

Issues to consider

This evaluation shows promising results of the program. MacPhail's Teaching Artists and classroom teachers at participating child development centers feel positively about the partnerships they have established and the outcomes for participating children.

Based on these results, the following are actions that MacPhail could consider in future programming.

- When safe to do so, facilitate opportunities for Teaching Artists, and classes to meet in-person to allow for greater relationship building. Consider creating opportunities for in-person community events as well.

- Continue to build structured curriculum to share with classroom teachers as a shared resource and avenue to have conversations about shared goals and plans for the school year.

- Consider ways to help facilitate relationships between Teaching Artists and classroom teachers, with a particular focus on helping these relationships get started at the beginning of the school year.

- Continue to utilize music that is engaging and exciting for participating students. Consider incorporating or expanding the use of music from other cultures, including the cultural backgrounds of participating students.

- Consider more ways to encourage family engagement, including virtual events or in-person events when it is safe to do so.

- Consider to have Teaching Artists share musical resources with classroom teachers that are age-appropriate and engaging for students.

Figures – Online School Partnerships

Implementation

3.   Students' general satisfaction with the Online School Partnerships program

	N	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
I like coming to the online sessions.	102	20%	63%	5%	2%	11%
I would recommend these sessions to other students.	96	29%	54%	5%	1%	10%
I am interested in continuing with the MacPhail Online Partnerships Program.	100	13%	30%	24%	2%	31%

Note. Totals may not equal 100 due to rounding.

4.   Students' satisfaction with technology used

	N	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The technology used for these sessions made it easy to learn.	96	16%	57%	10%	2%	15%

Note. Totals may not equal 100 due to rounding.

5.   Students' report of instructor

	N	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
I liked the Teaching Artist who led the class.	102	43%	48%	4%	1%	4%
The Teaching Artist used class time well.	102	42%	50%	4%	0%	4%
The Teaching Artist set clear expectations for practicing and learning at home.	102	34%	47%	9%	1%	9%

Note. Totals may not equal 100 due to rounding.

6.   Students' report of online lessons while distance learning

	N	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
It is as easy to do my lessons at home as it is at school.	82	26%	26%	29%	9%	11%
I have space available to do my lessons at home.	82	39%	54%	5%	1%	1%
My family has access to home internet that is high quality and reliable enough for my lessons.	82	42%	54%	2%	0%	2%

Note. Totals may not equal 100 due to rounding.

7. Students' satisfaction with Online School Partnerships program classes

What did you like most about the program? N=63	N	Percent
Improving musical and/or instrumental skills	36	57%
Positive interactions with the instructor	35	56%
Lessons were accessible	4	6%
Other	7	11%

Notes. Students may have noted more than one thing they liked most about the class, resulting in a total >100%.
Percentages given reflect the number of times a response was given divided by the total number of responses.

8. Students' suggestions for program improvement

What would you improve about the program? N=54	N	Percent
No suggestions	26	48%
Changes to lesson or sectional structure	8	15%
Improving technology or fixing technology issues	5	9%
Improved organization	5	9%
Other	11	20%

Notes. Students may have noted more than one thing they would improve, resulting in a total >100%. Percentages
given reflect the number of times a response was given divided by the total number of responses.

Outcomes

9. Students' report of musical skills and knowledge

	N	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know
I learned new musical skills that helped me in band/choir.	102	28%	56%	8%	2%	6%

Note. Totals may not equal 100 due to rounding.

10. Tone quality before and after online sessions

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	41	12%	32%	46%	10%	0%	3.5	+0.5
Pre	41	7%	20%	46%	22%	5%	3.0	

Note. Totals may not equal 100 due to rounding.

11. Intonation before and after online sessions

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	37	14%	30%	49%	8%	0%	3.5	+0.7
Pre	37	5%	14%	43%	35%	3%	2.8	

Note. Totals may not equal 100 due to rounding.

12. Rhythm before and after online sessions

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	41	12%	39%	42%	7%	0%	3.6	+0.6
Pre	41	2%	22%	49%	24%	2%	3.0	

Note. Totals may not equal 100 due to rounding.

13. Technique before and after online sessions

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	41	12%	24%	51%	12%	0%	3.4	+0.7
Pre	41	2%	15%	37%	39%	7%	2.7	

Note. Totals may not equal 100 due to rounding.

14. Musical expression before and after online sessions

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	41	10%	39%	34%	17%	0%	3.4	+0.7
Pre	41	0%	20%	37%	37%	7%	2.7	

Note. Totals may not equal 100 due to rounding.

15. Bowing (Strings)

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	5	0%	60%	20%	20%	0%	3.4	+0.6
Pre	5	0%	20%	60%	0%	20%	2.8	

Note: This skill only applies to students who play stringed instruments, resulting in a smaller N. Totals may not equal 100 due to rounding.

16. Execution

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	40	13%	35%	45%	5%	3%	3.5	+0.7
Pre	40	0%	20%	43%	33%	5%	2.8	

Note. Totals may not equal 100 due to rounding.

17. Articulation

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	39	5%	39%	46%	10%	0%	3.4	+0.5
Pre	39	5%	18%	39%	36%	3%	2.9	

Note. Totals may not equal 100 due to rounding.

18. Reading skills

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	39	8%	28%	39%	26%	0%	3.2	+0.4
Pre	39	5%	23%	28%	39%	5%	2.8	

Note. Totals may not equal 100 due to rounding.

19. Confidence

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	41	17%	41%	39%	0%	2%	3.7	+0.7
Pre	41	5%	27%	37%	29%	2%	3.0	

Note. Totals may not equal 100 due to rounding.

20. Ability to focus

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	41	29%	46%	20%	5%	0%	4.0	+0.3
Pre	41	17%	46%	24%	10%	2%	3.7	

Note. Totals may not equal 100 due to rounding.

21. Students' report of participation in musical competitions

N	Participated in a competition
93	18%

22. Students' report of types of musical competitions participated in

N	Solo/Ensemble	Honor Band	All-State
17	60%	12%	29%

Notes. Students could check all that apply, resulting in a total >100%. Percentages given reflect the number of times a response was given divided by the total number of responses.

23. Students' report of musical interest

	N	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Coming to the online sessions increased my appreciation of music.	102	21%	49%	11%	1%	19%
I am interested in continuing to develop my musical skills.	99	43%	51%	0%	0%	6%
I am interested in pursuing a college degree in music after graduating from high school.	100	4%	10%	39%	18%	29%
I am interested in participating in a college band, orchestra, or choir after graduating from high school.	100	21%	37%	10%	5%	27%
I am interested in continuing with my instrument on an informal basis after graduating from high school.	100	22%	51%	5%	3%	19%
I am more motivated to do well on my instrument.	96	16%	40%	23%	3%	19%

Note. Totals may not equal 100 due to rounding.

24. Students' report of work in school

	N	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
I work hard in school.	96	56%	39%	0%	0%	5%
Participating in the Online School Partnerships made me more motivated to do well in school.	97	10%	33%	25%	9%	23%
Participating in the Online School Program made me more excited to come to school.	96	9%	43%	21%	5%	22%

Note. Totals may not equal 100 due to rounding.

Appendix

Open-ended comments

A1. Student survey open-ended comments: "What did you like most about the program?"

All Schools (N=63)

Actually playing along with the person.

Being able to join from home.

Don't know

Getting better at my instrument

He gave good insight on practice and practice skills.

How I learned how to fix my errors in order to correct myself and learn ways to get better from making those errors.

How I was able to get things that I wanted to get done and I had control over what was being done.

How it got everyone involved

How we got to have someone specialized in our instrument.

I enjoyed getting some insight into my instrument that I didn't know before.

I enjoyed improving difficult music the most.

I enjoyed the interaction between the instructor and me, which allowed me to learn more quickly than in a full band.

I enjoyed the one-on-one time within the sectional.

i learned a lot

I learned how to play my instrument better.

I learned more about my instrument and how to hold/play it better

I like how accessible music mentorship is.

I like how the teacher's lessons depended on what questions were on the minds of their students in the sessions. They fit their agenda to answer any unsolved questions the students had.

I like our teacher because he was upbeat and fun.

I like that I didn't have to go way out of my way to get lessons.

I like the amount of work I am given each week and the way my teacher is instructing me.

I liked being able to hear how the teacher was playing while he was also explaining it.

I liked being able to learn new things.

I liked hearing about the experience of our master class teacher and the advice that she had to offer.

I liked hearing from a professional musician. I am more proficient now then before the classes.

I liked how clear the instructions were and how the teacher used class time efficiently

I liked how even though we were distanced you still grow a connection with your lesson teacher.

Note. Responses may have been slightly edited for clarity and confidentiality.

A1. Student survey open-ended comments: "What did you like most about the program?" (continued)

All Schools (N=63)

I liked learning about little tips and tricks to help me play faster and clearer.

I liked my teacher and how he taught.

I liked that the teacher helped answer all my questions which help improved me playing and that I also learned new things about my [instrument].

I liked the instructor, he was nice and had some good information.

I liked the [teaching artist]. Also I like some of the warmup things that he taught us

I loved learning new skills and techniques with my instrumental as well as new things about music theory. My teacher was also very nice and motivational.

I mostly liked the one on one time that helped me improve my skills as an individual.

I only went to one session, but it was fun and i enjoyed it

I think it is a great program for people who are more committed to music than I am.

It gave a good sense of individual help with different parts of overall playing and technique.

It helped me gain confidence in my abilities.

It helped me get better at the music I was playing and was easy to do.

It helped us improve on what we needed to work on.

It taught me skills that I never knew I'd need. They also helped teach me how to tongue on my instrument when I never knew how. They also would give me tips on music that wasn't my solo to help me in concert band as well.

It was a very solid base for me to use.

It was informational and gave me good advice.

just how quickly the instructor picked up on our skill level and based the sectional on our level of skill

learning more skills and techniques on the vibraphone that I can use to learn more solos for fun or performing and that I can use college to be a good asset to the band.

My [teaching artist]! She's THE BEST! SO SWEET! so encouraging and helpful!!

[Teachign artist] is a very good teacher.

Not sure.

Sectionals with the class were a lot of fun. In a way, it felt very personable even with the online barriers.

That it was with just the Trumpet section so we could work better.

The ability to have a near one on one connection with an expert was great.

The instructor was nice

The instructor was very engaged and offered technological tools to improve my musicianship.

The skill that we're taught

The teacher taught us about playing in tune by showing us how to adjust the mouthpiece of our instruments.

The teachers and being also to learn stuff I wouldn't in school

Note. Responses may have been slightly edited for clarity and confidentiality.

A1. Student survey open-ended comments: "What did you like most about the program?" (continued)

All Schools (N=63)

The teachings

The thing that I liked in the program is the overall little tips and tricks about my sections instrument.

This program helped me learn and improve, and I still had fun and was able to understand how to do new things.

We played along with the teacher in exercises and pieces. We did a lot of different things to improve our playing.

We were taught better techniques for articulation

What they teach us and ways we can get better with our instruments

Working with [teaching artist] was super fun and I learned a ton.

Note. Responses may have been slightly edited for clarity and confidentiality.

A2. Student survey open-ended comments: "What would you improve about this class?"

All Schools (N=54)

Being a little more patient while doing the lesson

Better educate the teachers about the technology used in online school.

Can not think of anything

Don't know

Either a bit more time or more efficient use of time.

Get everyone EVERYONE in the group involved and feel welcomed

Have a better planned out agenda for the session.

How disorganized it was

I can't think of anything at the moment.

I can't think of anything right now because I joined a little later and not for very long.

I do not have any input about the improvement of the program.

I don't have any ideas for improvement.

I don't have any improvements to make.

I don't know

I don't know

I mean learning from home was less than ideal but after Covid is all over it will be cool to learn from the dudes in person.

I really liked the program and I can't think of any way on making it better.

I think this program is really good and doesn't need much more improving.

I thought it was all very good.

I would change how confusing the dates are. A better calendar or something to see when I have lessons.

I would devote more time to lessons, and less times to him just playing things

I would do more centered around how to do specific things from the song we are playing instead of just general things.

I would have like to have a more focused rehearsal either on marching or concert percussion.

idk

I'm not sure.

It might be more rewarding to have more people in our section when we do the master class or meet people from our section at other schools.

it's a little pricey

Make sectionals a little longer so there's more time for individual growth.

Make the time longer

Note. Responses may have been slightly edited for clarity and confidentiality.

A2. Student survey open-ended comments: "What would you improve about this class?" (continued)

All Schools (N=54)

Maybe the instructors knowledge on the programs they are using like google meet, at the beginning it was a bit technological rough, but it all worked out, but other than that I have nothing else

Maybe what is taught in the time frame could be more useful.

Maybe work on a wider variety when working with sections

More consistency and better communication.

More interactive, we just kind of sat there, and did what he said, but it wasn't that bad

More specific technique advice for individual students

N/A

N/A

N/A

Not sure.

Not sure.

Not sure.

Nothing

Nothing

Nothing because they did the best they could with the circumstances.

Nothing really

Nothing really.

Nothing, I believe it's a great program

Nothing. It worked well when the internet was working.

One on one time would probably be more impactful than sectionals.

One thing that this program can do better is a little more playing during the session.

Probably a little more time for the lessons.

The only thing I didn't enjoy was that it was online because there was some lag and audio issues. We would sometimes freeze on both sides which made it a little frustrating.

The teacher had internet issues and was not present for most of the meetings.
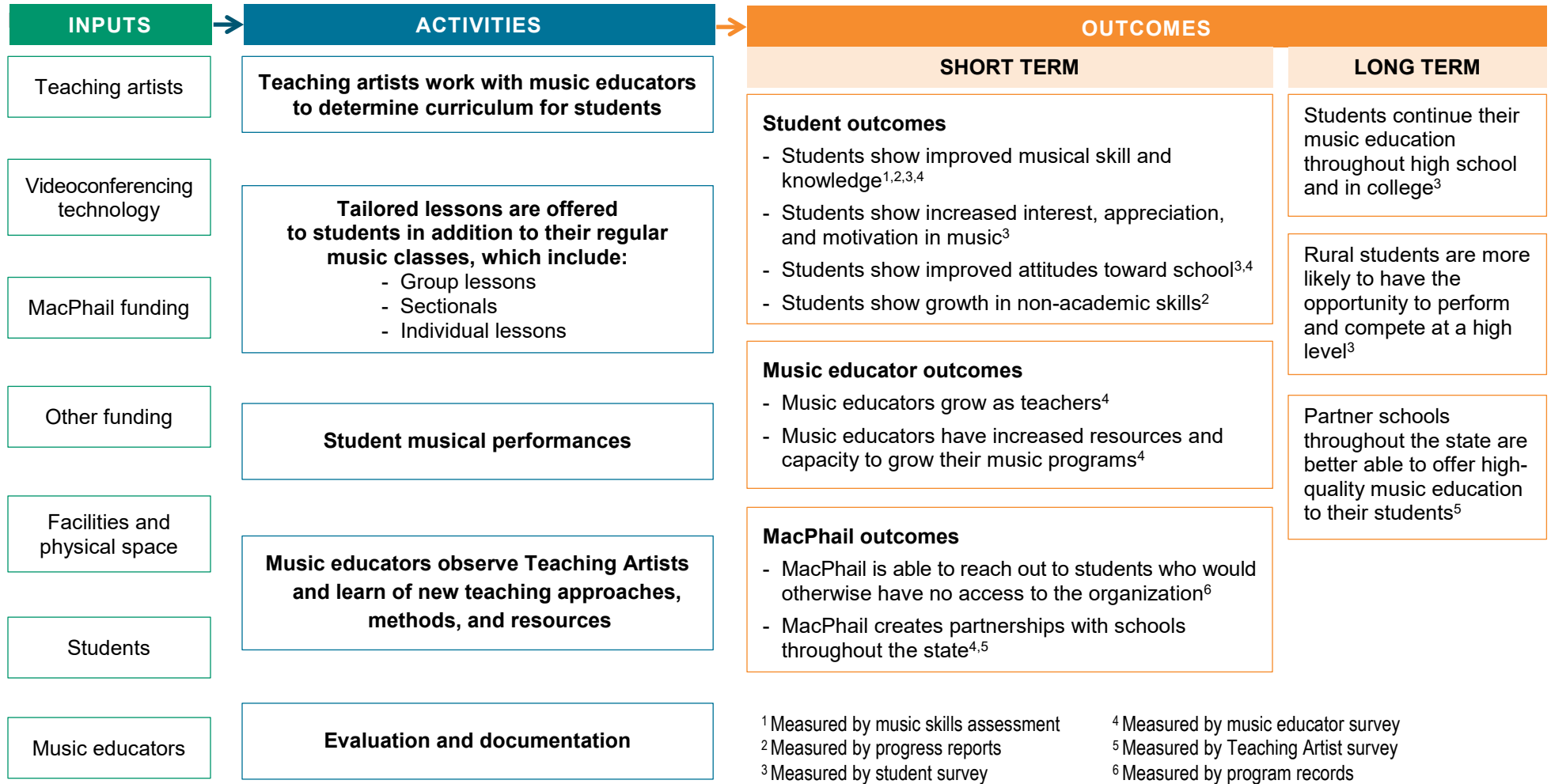
Unfortunately, nothing can beat an in-person lesson.

Note. Responses may have been slightly edited for clarity and confidentiality.

Logic model

MacPhail Online School Partnerships Logic Model

Overview: The MacPhail Online School Partnerships was established to partner with schools in greater Minnesota to support their music program's goals by providing MacPhail faculty to teach students remotely. By teaching classes remotely, MacPhail aims to increase students' skills, knowledge, and interest in music, and provide the resources for music educators to grow professionally.

INPUTS	ACTIVITIES	OUTCOMES	
		SHORT TERM	**LONG TERM**
Teaching artists	**Teaching artists work with music educators to determine curriculum for students**	**Student outcomes** - Students show improved musical skill and knowledge[1,2,3,4] - Students show increased interest, appreciation, and motivation in music[3] - Students show improved attitudes toward school[3,4] - Students show growth in non-academic skills[2]	Students continue their music education throughout high school and in college[3]
Videoconferencing technology	**Tailored lessons are offered to students in addition to their regular music classes, which include:** - Group lessons - Sectionals - Individual lessons		Rural students are more likely to have the opportunity to perform and compete at a high level[3]
MacPhail funding		**Music educator outcomes** - Music educators grow as teachers[4] - Music educators have increased resources and capacity to grow their music programs[4]	
Other funding	**Student musical performances**		Partner schools throughout the state are better able to offer high-quality music education to their students[5]
Facilities and physical space	**Music educators observe Teaching Artists and learn of new teaching approaches, methods, and resources**	**MacPhail outcomes** - MacPhail is able to reach out to students who would otherwise have no access to the organization[6] - MacPhail creates partnerships with schools throughout the state[4,5]	
Students			
Music educators	**Evaluation and documentation**	[1] Measured by music skills assessment [4] Measured by music educator survey [2] Measured by progress reports [5] Measured by Teaching Artist survey [3] Measured by student survey [6] Measured by program records	

Survey instruments

MacPhail
CENTER FOR MUSIC

MacPhail Teaching Artist: _____

Student(s):
School:
Director:
Instrument(s):

Please place one of these numbers in each box below; then total. 5 = superior; 4 = excellent; 3= good; 2=fair; 1=poor		
Performance Factors		**Comments**
Tone Quality Clarity, consistency, control, focus, warmth		
Intonation Accuracy, consistency of pitch		
Rhythm Accuracy of note and rest values, correctness of meters, duration, pulse, steadiness		
Balance Blend Accompaniment, awareness of ensemble, likeness of qualities, matching of registers (if applicable)		
Technique (facility/accuracy) Attacks, releases, control of ranges, mechanical skill		
Interpretation/Musicianship Dynamics, emotional involvement, artistry, phrasing, style, tempo		
Diction – Vocal **Bowing – Strings** **Articulation – Winds** **Execution - Percussion**		
Other Performance Factors General conduct, mannerisms, poise, posture, etc.		
TOTAL POINTS		

Signature of Teaching Artist: _____

Date: _____

MacPhail Online School Partnership Student Survey
Spring 2021

Name:	
School:	Grade:
Choir/Band Teacher:	Where do you do your online sessions? (Home, school, both):
	Type of session (individual, sectional, or class):

This survey will ask you questions about you and the music sessions you participating in this semester. We are interested in your honest thoughts and ideas, so there are no right or wrong answers.

Your answers are important. Please indicate how much you agree with each of these statements and fill out all parts of the survey.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't Know
1. I learned new musical skills that helped me in band/choir.	☐1	☐2	☐3	☐4	☐5
2. I like coming to the online sessions.	☐1	☐2	☐3	☐4	☐5
3. I liked the Teaching Artist who led the class.	☐1	☐2	☐3	☐4	☐5
4. Coming to the online sessions increased my appreciation of music.	☐1	☐2	☐3	☐4	☐5
5. The Teaching Artist used class time well.	☐1	☐2	☐3	☐4	☐5
6. The Teaching Artist set clear expectations for practicing and learning at home.	☐1	☐2	☐3	☐4	☐5
7. I am interested in continuing with the MacPhail Online Partnership program.	☐1	☐2	☐3	☐4	☐5
8. I am interested in continuing to develop my music skills.	☐1	☐2	☐3	☐4	☐5
9. I am interested in pursuing a college degree in music after graduating from high school.	☐1	☐2	☐3	☐4	☐5
10. I am interested in participating in a college band, orchestra, or choir after graduating from high school.	☐1	☐2	☐3	☐4	☐5

	Strongly disagree	Disagree	Agree	Strongly agree	Don't Know
11. I am interested in continuing with my instrument on an informal basis after graduating from high school.	☐1	☐2	☐3	☐4	☐5
12. Because of Online School Partnerships, I am more motivated to do well on my instrument.	☐1	☐2	☐3	☐4	☐5
13. The technology used for these sessions made it easy to learn.	☐1	☐2	☐3	☐4	☐5
14. I would recommend these sessions to other students.	☐1	☐2	☐3	☐4	☐5
15. I work hard in school.	☐1	☐2	☐3	☐4	☐5
16. Participating in the Online School Program made me more excited to come to school.	☐1	☐2	☐3	☐4	☐5
17. Participating in the Online School Program made me more motivated to do well in school.	☐1	☐2	☐3	☐4	☐5

[For students who indicate they take lessons at home]
Please indicate how much you agree with these statements.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't Know
18. It is as easy to do my lessons at home as it is at school.	☐1	☐2	☐3	☐4	☐5
19. I have space available to do my lessons at home.	☐1	☐2	☐3	☐4	☐5
20. My family has access to home internet that is high quality and reliable enough for my lessons.	☐1	☐2	☐3	☐4	☐5

21. What did you like most about the program?

_____

_____

_____

22. What would you improve about the program?

_____

_____

_____

23. Did you participate in a competition this year?

☐[1] No

☐[2] Yes

    23b. [If yes]:Which competitions did you participate in? *(Check all that apply)*

☐[3]   Solo/Ensemble

☐[4]   Honor Band

☐[5]   All-State

☐[5]   Other (please specify): _____

THANK YOU FOR COMPLETING THE SURVEY!

Wilder Research, a division of Amherst H. Wilder Foundation, is a nationally respected nonprofit research and evaluation group. For more than 100 years, Wilder Research has gathered and interpreted facts and trends to help families and communities thrive, get at the core of community concerns, and uncover issues that are overlooked or poorly understood.

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