

# MacPhail Online Music Programming

*2021-2022 Evaluation Results for  
the Online School Partnerships  
and Sing Play Learn Programs*

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**S E P T E M B E R 2 0 2 2**

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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 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. The session content is based on what the partner schools' music educator would like the Teaching Artist to cover, and the Teaching Artist creates the session structure based on the music educator's goals.

The Online School Partnerships program has been providing lessons and working with schools outside the Twin Cities metro region since 2011. In 2021-22, the program had 16 Teaching Artists, partnered with 10 schools, served about 350 students, and provided over 800 hours music 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 seven schools who chose to participate in the evaluation in the 2021-22 school year by completing student surveys: Buffalo High School, Detroit Lakes High School, Kingsland High School, Kerkhoven-Murdock-Sunburg 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.

## 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. The program is designed so that 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 2021-2022, the program had three Teaching Artists, partnered with three schools, and served 306 children. Teaching Artists provided a total of 145 hours of instruction. Partner schools included early childhood programs within the school districts of Gibbon-Fairfax-Winthrop, Kerkhoven-Murdock-Sunburg, 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 the many aspects of their work assignment?

### *Methods*

MacPhail and Wilder Research staff worked collaboratively to complete this evaluation. Both MacPhail and Wilder staff helped with data collection (Wilder developed the survey, MacPhail administered it), and Wilder Research staff completed data analysis and reporting.

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

- **Teaching Artist interview:** In spring 2022, Wilder conducted interviews with MacPhail Teaching Artists. This survey asked about the overall successes of the Online School Partnerships programs, benefits for the students and partner schools, and areas for

improvement. Eight out of 16 Teaching Artists completed the interview, for a response rate of 50%.

- **Music educator survey:** Wilder conducted a web survey with school music educators involved with the Online School Partnerships program. In the survey, educators were asked about the impact of the program on students, their collaboration with MacPhail, value and successes of the program, and suggestions for improvement. Three of ten eligible educators were willing to be interviewed for this project (30%).
- **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 2022, 17 9th-12th graders who participated in individual lessons completed a survey.

## 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.

There was a limited response to evaluation efforts for the Sing Play Learn program this year due to a number of factors. The following are the data collection instruments used in the evaluation.

- **Classroom teacher survey:** In spring 2022, 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. Two classroom teachers completed the survey, with one additional partial complete.
- **Teaching Artist survey and interview:** Wilder completed a survey and phone interview with one of the three Teaching Artists involved with the Sing Play Learn program. The Teaching Artist was asked about the value and successes of the program, collaboration with the partner schools, and suggestions for improvement.

## Results – Online School Partnership program

This section describes the outcome and implementation results for the Online School Partnership program. Results are reported in aggregate, across all schools that participated in the evaluation this year.

### Outcomes

#### ***Students gain musical skills, knowledge, and confidence***

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; 67% of respondents strongly agreed with the statement and another 33% agreed (Figure 6). Students also reported an increase in musical confidence, with 88% agreeing that, because Online School Partnerships, they are more confident in music ensembles (Figure 6).

Teaching Artists similarly reported seeing positive changes to their students’ musical abilities. Some spoke on specific music skills in which they’ve seen improvements, such as rhythm, intonation, range, dynamics, and music reading skills. Teaching Artists also mentioned seeing changes in their students’ musical confidence and overall musicianship. For example, students many have gotten more comfortable playing in front of others or developed more stage presence for performances.

*It's a little general, but I'd say they're developing aspects like improving their rhythmic competency, improving their ability to use the full range of the instrument, getting into higher positions and things like that. Playing what they might not have been comfortable with before. – MacPhail Teaching Artist*

*I did see a difference in their confidence with their performance, but also their ease and love for what they were doing seemed to improve. They weren't so nervous the more we worked together. – MacPhail Teaching Artist*

Similarly, of the three school music educators who participated in the survey, all agreed that their students’ musical skills, abilities, and confidence have improved.

#### ***Students show increased interest and appreciation for music***

Beyond improvement in musical abilities, students report positive changes in their overall attitude toward music and music ensembles. Nearly all students agreed they are interested in continuing to develop their musical skills, while 78% agreed that coming to online sessions increased their appreciation of music (Figure 9). Students also reported that because of Online School Partnerships, they were more motivated to do well on their instruments

(88% agreed), and more motivated to participate in their school music ensembles (83% agreed). Music educators also reported their students are more curious about music in general.

Looking to the future after high school, students were asked if they are interested in pursuing a college degree in music, participating in a college-level ensemble, and pursuing music on their own or through community groups (Figure 9). Most students agreed they are interested in pursuing music on their own or at the community level (83%), or in a college-level ensemble (72%). Just 12% indicated they are interested in pursuing a college degree in music, with half of students saying that didn't know whether they wanted to pursue a degree in music.

### ***Students show some increased positive attitude toward school***

Students reported a modest impact of Online School Partnership on their attitudes toward school. About two-thirds agreed the program made them more excited to come to school, while 28% disagreed (Figure 10). Similarly, when asked whether participating in the Online School Partnerships made them more motivated to do well in school, 61% agreed and 22% disagreed.

### ***Online School Partnerships has some positive impact on student mental health and social connections***

Another area of interest is the impact of Online School Partnerships on students' social connections and overall mental health. Again, students reported a modest impact of programming in these areas. Two-thirds agreed that participating in Online School Partnerships had a positive impact on their mental health (Figure 11), while 17% disagreed. One music educator shared their perception of how one student was using music as a way to cope with the difficulties of high school, writing, "I don't know how she would be doing without her connection to music and the success she feels." When students were asked how the program impacted their mental health, a few offered examples:

*My mental health has improved because I have learned new skills that helped me improve my musical performance and gave me more opportunities that I wouldn't have had before. – Online School Partnership student*

*I was more aware of mistakes and able to fix them so I became more confident in myself. – Online School Partnership student*

*My mental health has been greatly impacted by this program for the simple fact of each day when we would have lessons, it made me want to come to school so I could improve. – Online School Partnership student*

One student shared that OSP negatively impacted their mental health by adding additional stress. In terms of social connections, 61% of students agreed they feel more connected to other students in their music classes because of Online School Partnerships (Figure 11).

## **Teaching Artists report additional, non-music impacts for students**

When Teaching Artists were asked about the non-music impacts they see in their students, some talked about relationship-building and the interpersonal connections they have with their students. This is discussed further in the “Implementation” section, as a key finding of the evaluation is the value of the positive relationship between students and MacPhail Teaching Artists.

When Teaching Artists were asked what non-music student impacts or benefits they see in students, some shared seeing improvements in general leadership, time management skills, learning effective goal-setting, and using music as a way to broaden their worldview.

*Well, I think they set goals for themselves. I had several students who, they would not just rely on me to tell them what to play. They'd bring stuff in and say, "I want to learn how to play this." So they'll hear something they like and they'll set that goal, and I will help them get ready for that, say for a contest. And that's always really good to see someone thinking ahead like that and strategizing how to get to that goal. – MacPhail Teaching Artist*

*I think one main thing [students] get is something bigger than music, which is just exposure to ideas outside of their community ... it's a way to be exposed to someone who has seen more of the world and has different ideas, not necessarily better ideas, but maybe different ideas. And I think it's important for students to have that exposure to many different ideas. – MacPhail Teaching Artist*

## **Implementation**

### **Students enjoy their participation in the program, particularly building relationships with MacPhail Teaching Artists**

Students were asked about their satisfaction with the program in the survey. Respondents nearly all agreed they liked coming to the online sessions and they would recommend the program to other students, with about two-thirds saying they are interested in continuing with Online School Partnerships (Figure 1).

Students overwhelmingly shared positive feelings toward the MacPhail Teaching Artists. All respondents said they liked their Teaching Artist, while almost all said the Teaching Artist used class time well and set clear expectations for practicing and learning at home (Figure 3).

When asked what they liked most about participating in the Online School Partnerships program, students most frequently talked about positive interactions with Teaching Artists, such as having a knowledgeable or efficient teacher, having an instructor who is fun or

easy to connect with, and appreciating the time for one-on-one instruction (Figure A1). They also mentioned improvements to their musical skills and abilities.

*I enjoyed how our teacher made it fun to practice and was always welcoming.  
– Online School Partnership student*

*I could tell my teacher knew a lot about the instrument I play and he really taught me a lot about technique and other skills that have really helped me grow as a musician. – Online School Partnership student*

*The teacher helped with my range, hitting some of the high notes...The teacher also made it interesting to play and [showed me] what I could be if I practice more.  
– Online School Partnership student*

*I most liked the fact that the teacher always made me feel welcomed and always helped me better myself and my singing. – Online School Partnership student*

Similarly, when Teaching Artists were asked what they view as the benefits or impacts for students, a few mentioned the interpersonal or relationship-building component of the partnership. For example, the benefits of having another supportive adult in the students' lives or having someone to check-in with on a regular basis.

*During COVID, there was a lot of back and forth of "I am really sick of being home. How about you?" And just asking, "So are you in school today, or are you not?" Because they were in and out of school as different things happened. Just letting them air their frustrations. Most of the time, I agreed with them. But whether I did or not, they got to air them, and I wasn't judgmental about it.  
– MacPhail Teaching Artist*

Music educators who participated in the survey agreed that their students look forward to their time with their MacPhail Teaching Artist, with one noting their student speaks of their Teaching Artist with "great reverence."

### ***The technology used for Online School Partnerships effectively facilitates programming, with some room for improvement***

The Online School Partnerships program relies on technology to implement its programming, particularly internet connection and video conferencing. According to Teaching Artists interviewed, this remote access to quality music instructors, despite the distance or location barriers, is a key accomplishment of the program. Of those surveyed, 84% of students and all three music educators said the technology used works well for these lessons (Figure 1). Teaching Artists also expressed appreciation, sometimes even surprise, for the success of technology in facilitating lessons and building relationships with their students. For example, some instructors shared that practicing musical rhythm is a skill that can easily be practiced either in-person or on-camera.

*[Virtual lessons] met more than my expectations. When I thought about teaching on Zoom, I thought, "Well, that's just not going to work real well and a half hour isn't going to work real well." But it has. – MacPhail Teaching Artist*

*Rhythm, you can do on Zoom or anywhere. I mean, even if the quality of the sound isn't good, you know if the reading rhythms is good and that is always such a huge thing to play accurately. – MacPhail Teaching Artist*

*The first time I went and visited a couple of schools in-person, I was so pleased to know that what I thought I was hearing online was pretty close to what I was hearing in person. That was really nice to know that the advice I'd been giving was right on. – MacPhail Teaching Artist*

While the technology used largely works well, a few students and Teaching Artists indicated some room for improvement. Some Teaching Artists shared issues with internet lag, audio quality, or difficulties working with a group of students remotely. When students were asked what could be improved about the programming, a few mentioned technology issues similar to those mentioned by Teaching Artists, such as internet connection, video and microphone quality, or video conference software timing out. A couple of students expressed that they preferred in-person lessons to online lessons.

*A better way to connect online because weather sometimes weakens internet connection and makes it hard to either join a call or stay in one.  
– Online School Partnerships student*

*It would be awesome to be able to be in the same space with that person to really hear in terms of tone characteristics and that, because sometimes we're limited by whatever audio input and output that we're dealing with. – MacPhail Teaching Artist*

*Varying levels of internet connectivity. Sometimes that can be limiting and you know, again, the audio-video interface sometimes can be a struggle but I think, by and large, we work through it. – MacPhail Teaching Artist*

### **MacPhail is a resource and partner to students, music educators, and schools in greater Minnesota**

Students who participate in Online School Partnerships had positive thoughts to share about their experiences with the program and the Teaching Artists. When Teaching Artists were asked what they view to be the biggest successes of the Online School Partnerships program, many shared the benefits of giving students access to specialized, one-on-one attention from an educator who is an expert in their area.

These benefits go beyond the individual student. Some Teaching Artists shared that they may relieve some burden from local music educators who are often juggling multiple responsibilities and often do not have the same level of expertise on every instrument. Since Teaching Artists also often work with students on pieces from their school ensembles, this further reinforces the instruction that local music educators are providing and can help strengthen school ensembles. When Teaching Artists were asked about their relationships

with music educators, most shared positive experiences and an effective level of communication. A few shared how they partner with music educators to act as a support system for students, such as letting each other know what a student was working on or checking in via email if a student seemed to be having a bad day.

Of the three school music educators who participated in the survey, all agreed that MacPhail is a helpful resource in their work as a music educator, that it is easy for them to collaborate with MacPhail, and that they have a good working relationship with the MacPhail Teaching Artist. When asked what have been the main benefits of partnering with MacPhail, one educator wrote “As a teacher in a small, rural school, I just don't have lesson time. Knowing [my student] is being taken care of for skill development takes a lot of stress off of me.”

### ***Evaluation participants had few suggestions to improve programming***

Students, school music educators, and MacPhail Teaching Artists were all asked about suggestions for improvements or recommendations. They had few suggestions to share. Of the suggestions made, some centered on improved technology to facilitate programming, as already mentioned above. Other suggestions included improving communication between Teaching Artists and music educators, and between Teaching Artists and students. For example, Teaching Artists and students could have increased direct contact with each other to keep abreast on any schedule changes. While Teaching Artists mostly shared that the level of communication between themselves and music educators is adequate, some suggested there is some variability and room for improvement, though this may be due to music educators' multiple responsibilities. Multiple Teaching Artists also shared a desire for expanding the programming, such as having more partner schools and more students.

Some additional suggestions included: more opportunities for in-person visits, beginning of the year check-ins between Teaching Artists and school music educators, longer lesson times, and offering year-round lessons.

## **Summary and issues to consider**

This evaluation of the Online School Partnerships program indicates that the program was implemented well and produced positive outcomes. Students generally enjoyed their classes, progressed in their music education, and built important skills and relationships. Teaching Artists and music educators were likewise satisfied with the program and see it as an asset for their schools and potentially other schools across greater Minnesota.

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

- Continue to support Teaching Artists in building positive relationships with students and music educators. The relationships between students and Teaching Artists appeared to be a key success this year. Consider providing opportunities for in-person visits to further strengthen those relationships, or offering longer lesson times. For music educators, consider offering beginning-of-the-year check-ins between Teaching Artists and music educators for intentional time to connect and plan how they will work together throughout the school year.
- Continue to evaluate and update technology (internet, equipment, and software) to provide programming, and continue to support schools and students as much as possible in these areas. Almost all evaluation participants said the technology works well for this programming, but with some occasional issues related to internet connectivity, audio equipment, and software.
- To potentially expand programming, explore making connections and doing outreach with additional schools across greater Minnesota. Teaching Artists expressed a desire to have more students and more partner schools, and this year's highly positive evaluation results suggest that more schools might appreciate online music education programming through MacPhail.

## 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 surveys with 2-3 classroom teachers in partnering early childhood classrooms and one partnering MacPhail Teaching Artist. Due to this very small number of respondents, these findings may not be generalizable to the experiences of all classroom teachers or Teaching Artists; Wilder recommends revamping the data collection strategy for this part of the evaluation to promote more responses.

### Outcomes

#### *Students were engaged in online SPL lessons*

Classroom teachers and the MacPhail Teaching Artist agreed that students are engaged in the online Sing Play Learn lessons. For example, one respondent shared that the students were asking what they would be doing next in online lessons. The Teaching Artist also agreed that they saw students become more engaged over the course of the year, including seeing students becoming more confident or comfortable participating in lesson as the year continued.

#### *Students showed improvements in listening and self-regulatory skills*

When asked, classroom teachers and the MacPhail Teaching Artist agreed that online Sing Play Learn had improved their students' listening skills and self-regulatory skills. For example, respondents reported that over time in the program, students were better at listening and following directions as well as exhibited better impulse control. Further, respondents said that students got more familiar with the routine and were better able to handle transitions between tasks as the school year went on.

### Implementation

#### *Respondents identified benefits of the Sing Play Learn program for students*

In terms of benefits related to implementation, respondents shared that some their students got exposure to more and different kinds of music, particularly at their skill level. For example, seeing instruments they might not be able to see elsewhere or learning foundational music concepts like volume and range. Another benefit mentioned was access and convenience; participating students had access to music education they might not have

access to otherwise. The program also helped round out or complement classroom teachers' regular curriculum.

### ***MacPhail is a valuable partner and resource for early childhood classroom teachers***

Classroom teachers agreed that they find it easy to collaborate with MacPhail. They agreed that MacPhail is a helpful resource for them in their work as an early childhood educator and that they have learned new strategies to use music in their classrooms, such as ways to incorporate sounds, using music for turn-taking, and revisiting new instruments that Teaching Artists introduced in lessons. The MacPhail Teaching Artist agreed that the collaboration was easy; they provided resources to classroom teachers, and they were able to build relationships with teachers.

### ***Respondents offered few suggestions for improvement***

When asked for areas of growth or suggestions for improvement, respondents had few suggestions to share. One area for growth may be the use of technology. While the technology appears to work mostly well and has improved over the years, there are occasional internet issues or technology issues. Beyond that, MacPhail might consider additional uses or innovations for technology to facilitate programming.

Another potential area of growth is variation in the level of engagement and communication between MacPhail Teaching Artists and classroom teachers. Some classroom teachers may not be as invested as others, creating challenges to providing programming or classroom management.

## **Issues to consider**

This evaluation shows promising results of the program, despite the very small number of respondents. The classroom teachers and the MacPhail Teaching Artist at participating child development centers felt 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, classroom teachers, and students to meet in-person to allow for greater relationship building.
- Explore new or innovative uses of technology, such as specialized music software programs, or otherwise helping remote sessions feel like in-person lessons.

# Figures – Online School Partnerships

## Implementation

### 1. 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.	18	39%	50%	6%	0%	6%
I would recommend these sessions to other students.	18	61%	33%	6%	0%	0%
I am interested in continuing with the MacPhail Online Partnerships Program.	18	44%	22%	0%	0%	33%

Note. Totals may not equal 100 due to rounding.

### 2. 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.	18	6%	78%	11%	6%	0%

Note. Totals may not equal 100 due to rounding.

### 3. Students' report of instructor

	N	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
I liked the Teaching Artist who led the class.	18	83%	17%	0%	0%	0%
The Teaching Artist used class time well.	18	56%	39%	6%	0%	0%
The Teaching Artist set clear expectations for practicing and learning at home.	18	33%	61%	6%	0%	0%

Note. Totals may not equal 100 due to rounding.

### 4. Students' satisfaction with Online School Partnerships program classes

What did you like most about the program? N=16	N	Percent
Positive interactions with Teaching Artist	14	88%
Improving musical skills and abilities	6	38%

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.

## 5. Students' suggestions for program improvement

What would you improve about the program? N=13	N	Percent
Improvements to technology	4	31%
Nothing to improve/no suggestions	3	23%
Prefer in-person lessons	2	15%

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

### 6. Students' report of musical skills, knowledge, and confidence

	N	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know
I learned new musical skills that helped me in band/choir.	18	67%	33%	0%	0%	0%
Because of Online School Partnerships, I am more confident in music ensembles.	18	44%	44%	0%	0%	11%

Note. Totals may not equal 100 due to rounding.

### 7. Students' report of participation in musical competitions

N	Participated in a competition
17	82%

### 8. Students' report of types of musical competitions participated in

N	Solo/Ensemble	Honor Band	All-State
14	79%	36%	36%

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.

## 9. 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.	18	39%	39%	11%	0%	11%
I am interested in continuing to develop my musical skills.	18	67%	28%	0%	0%	6%
I am interested in pursuing a college degree in music after graduating from high school.	18	6%	6%	22%	17%	50%
I am interested in participating in a college-level ensemble after graduating high school, such as a college band, orchestra, or choir.	18	22%	50%	6%	0%	22%
I am interested in continuing with my instrument outside of a college-level ensemble after graduating from high school, like a community group or practicing on my own.	18	22%	61%	0%	0%	17%
Because of Online School Partnerships, I am more motivated to do well on my instrument.	18	44%	44%	0%	0%	11%
Participating in Online School Partnerships made me more motivated to participate in my school music ensemble.	18	39%	44%	17%	0%	0%

Note. Totals may not equal 100 due to rounding.

## 10. Students' report of attitude towards school

	N	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Participating in the Online School Partnerships made me more motivated to do well in school.	18	28%	33%	22%	0%	17%
Participating in the Online School Program made me more excited to come to school.	18	11%	56%	28%	0%	6%

Note. Totals may not equal 100 due to rounding.

## 11. Students' report of impacts on connectedness and mental health

	N	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Because of Online School Partnerships, I feel more connected to other students in my music classes.	18	17%	44%	22%	0%	17%
Participating in Online School Partnerships has had a positive impact on my mental health.	18	17%	50%	17%	0%	0%

# Appendix

## A. Open-ended comments

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

#### All schools (N=17)

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Having really structured 1-on-1 time to get personal feedback, I feel like it was a really great opportunity for me.

---

How the instructor was able to quickly fix issues

---

I could tell my teacher knew a lot about the instrument I play and he really taught me a lot about technique and other skills that have really helped me grow as a musician. I like the convenience of being able to do it online and it doesn't take much time away from other classes.

---

I enjoyed how our teacher made it fun to practice and was always welcoming.

---

I learned a lot. The lessons were more tailored to myself and what I needed to learn and work on. Having one on one time was more engaging.

---

I like the opportunities offered to me by the program and my teachers. I am grateful that my teachers were willing to help me and support me when auditioning for ensembles and practicing for musical contests of all sorts.

---

I liked how the teacher was younger. I also liked how the teacher felt connected to each students.

---

I liked the enthusiasm.

---

I most liked the fact that the teacher always made me feel welcomed and always helped me better myself and my singing.

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I really enjoyed the variety of music we worked on and the expertise of my teacher.

---

I was very successful in learning techniques professionals use.

---

IDK

---

It was informative.

---

Learning new things and performing

---

She talked me through my nerves and helped me so much! I achieve more than I thought I could do this year with band!

---

The teacher helped with my range, hitting some of the high notes. I could barely play, I was holding easily after these lessons. The teacher also made it interesting to play and what i could be if I practice more.

---

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=17)

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A better way to connect online because weather sometimes weakens internet connection and makes it hard to either join a call or stay in one.

---

Checking mainly during winter to see if school got canceled or we had 2-hour late starts so we wouldn't miss lesson.

---

I really don't have anything to change.

---

I think the program was well made and served its purpose during the lessons. I do not think that the program needs many improvements. Keep up the good work!

---

I wouldn't have it online, but instead in person.

---

I'm not really sure what I would change about the program

---

IDK

---

It was hard online to keep our Zoom call going, it kept timing out.

---

Maybe try to get longer Zoom lessons so that the Zoom call doesn't end half way through.

---

More sessions, I feel like I could've gotten a lot better if I continued with lessons.

---

Not a fan of the online lessons

---

Not sure

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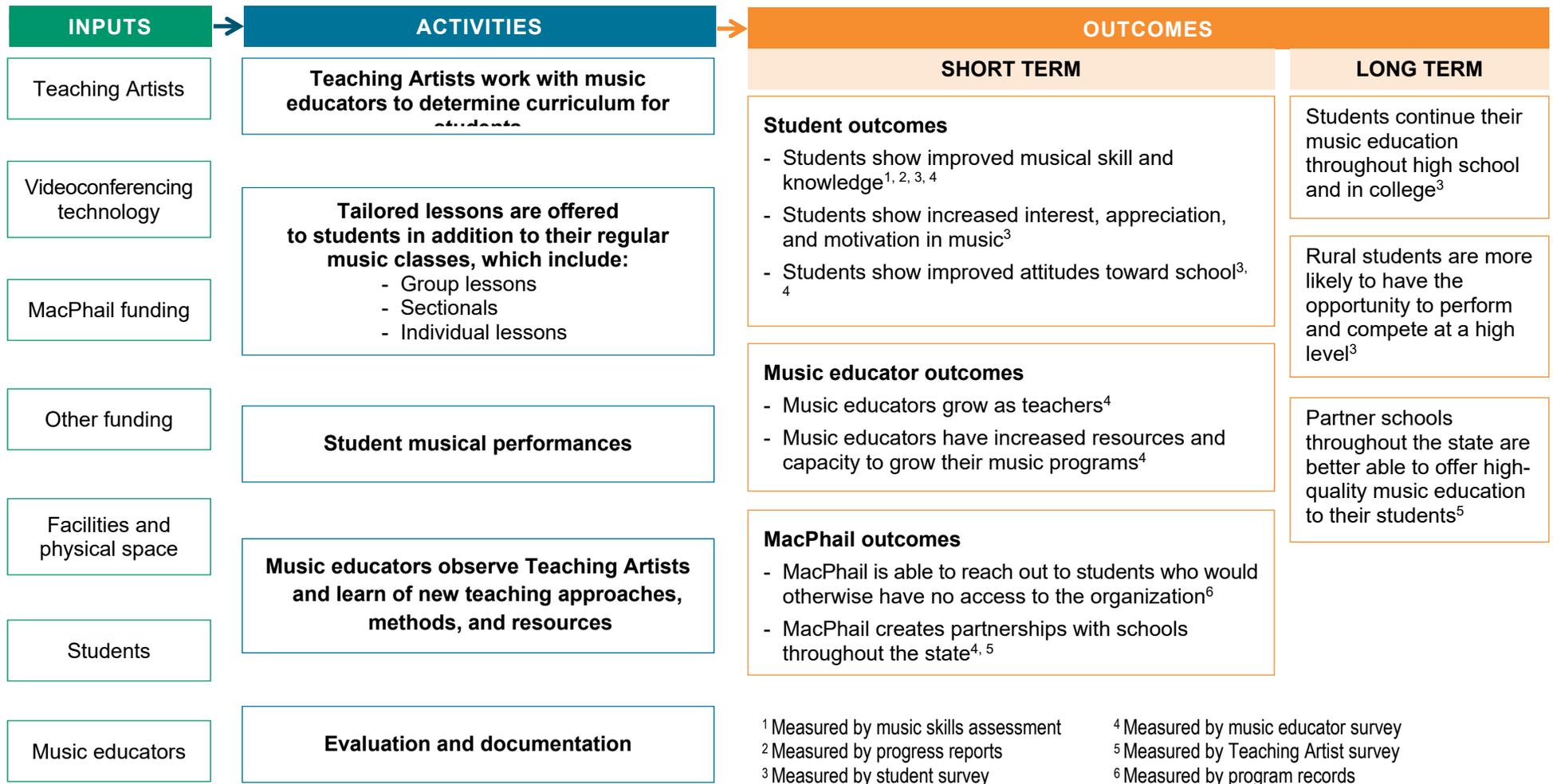
Video and mic quality

---

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

## B. 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.



## MacPhail Online School Partnerships Music Educator Survey Spring 2022

Wilder Research is working with the MacPhail Center of Music to evaluate its Online School Partnership program. We are asking you, as a music educator who works with the program, to share your thoughts and feelings about the program.

1. What partner school are you with?

2. What type of programming does MacPhail provide for your students? *(Check all that apply.)*

<sup>1</sup> Individual student lessons

<sup>2</sup> Sectionals

<sup>3</sup> Full class instruction

3. Please tell us how much you agree or disagree with the following statements.

*Due to participating in Online School Partnership...*

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't Know</b>
a. My students' musical skills and abilities have improved.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>-8</sup>
b. My students look forward to their time with MacPhail Teaching Artist(s).	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>-8</sup>
c. My students' musical confidence has improved.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>-8</sup>
d. My students' time management has improved.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>-8</sup>
e. My students are more engaged in my class.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>-8</sup>
f. My students are more curious about music in general.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>-8</sup>
g. My students are more connected to each other.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>-8</sup>

4. [If R selects strongly agree or agree to 3a] Can you describe the improvements in musical skill or ability you've seen in students that work with MacPhail?

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5. Beyond improvements in musical skill or ability, what has been the main benefit of participating in Online School Partnership for your students?

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6. [If R selects strongly agree or agree to 3g] What are some ways you've seen students become more connected to each other?

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7. Please tell us how much you agree or disagree with the following statements.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't Know</b>
a. MacPhail is a helpful resource for me in my work as a music educator.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> -8
b. It's easy for me to collaborate with MacPhail.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> -8
c. MacPhail has provided me with new tools and resources to use in my classroom or lessons.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> -8
d. The technology works well for MacPhail lessons.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> -8
e. I have a good working relationship with the MacPhail Teaching Artist(s) that work with me/my students.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> -8

8. What have been the main benefits of partnering with MacPhail for you as a music educator?

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9. [If R selects strongly agree or agree to 7c] What new strategies, tools, or resources have you learned to use in the classroom from your involvement in Online School Partnership?

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Finally, we have a few more general questions about your partnership with MacPhail.

10. If budget was not a factor, what additional support or resources from MacPhail would be helpful for you or your school?

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11. How could MacPhail improve Online School Partnerships for you or your school?

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12. Please provide any other comments or thoughts you'd like to share.

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**Thanks for your time!**

**MacPhail Online School Partnership Student Survey  
Spring 2022**

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.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2. I like coming to the online sessions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3. I liked the Teaching Artist who led the class.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4. Coming to the online sessions increased my appreciation of music.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5. The Teaching Artist used class time well.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6. The Teaching Artist set clear expectations for practicing and learning at home.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7. I am interested in continuing with the MacPhail Online Partnership program.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8. I am interested in continuing to develop my music skills.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9. I am interested in pursuing a college degree in music after graduating from high school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
10. I am interested in participating in a college-level ensemble after graduating high school, such as a college band, orchestra, or choir.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
11. I am interested in continuing with my instrument outside of a college-level ensemble after graduating from high school, like a community group or practicing on my own.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

12. Because of Online School Partnerships, I am more motivated to do well on my instrument.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
13. Because of Online School Partnerships, I am more confident in music ensembles.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
14. Because of Online School Partnerships, I feel more connected to other students in my music classes.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
15. The technology used for these sessions made it easy to learn.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
16. I would recommend these sessions to other students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
17. Participating in Online School Partnerships made me more excited to come to school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
18. Participating in Online School Partnerships has had a positive impact on my mental health.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
19. Participating in Online School Partnerships made me more motivated to do well in school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
20. Participating in Online School Partnerships made me more motivated to participate in my school music ensemble.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Don't Know</b>
21. It is as easy to do my lessons at home as it is at school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
22. I have space available to do my lessons at home.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
23. My family has access to home internet that is high quality and reliable enough for my lessons.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

24. What did you like most about the program?

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25. What would you improve about the program?

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26. How has your mental health been impacted by participating in Online School Partnerships, if at all?

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27. Did you participate in a competition or auditions this year?

- <sup>1</sup> Yes
- <sup>2</sup> No

27b. [If yes]: Which competitions or auditions did you participate in? *(Check all that apply)*

- <sup>1</sup> Solo/Ensemble
- <sup>2</sup> Honor Band
- <sup>3</sup> All-State
- <sup>4</sup> Other (please specify): \_\_\_\_\_

27c. [if yes] Did you participate in any of the following honor ensembles? *(Check all that apply)*

- <sup>1</sup> Regional
- <sup>2</sup> All-state
- <sup>3</sup> National
- <sup>4</sup> Other (please specify): \_\_\_\_\_
- <sup>5</sup> None

28. [Seniors only] Did you prepare for or participate in a music scholarship audition for a college or university?

- <sup>1</sup> Yes
- <sup>2</sup> No

**THANK YOU FOR COMPLETING THE SURVEY!**

## MacPhail Online Sing Play Learn Classroom Teacher Survey Spring 2022

Name: \_\_\_\_\_

Wilder Research is working with the MacPhail Center of Music to evaluate its online Sing Play Learn programming. We are asking you, as a classroom teacher who works with the program, to share your thoughts and feelings about the program.

1. Overall, what do you think is the value of participating in online Sing Play Learn for your school?

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2. Please tell us how much you agree or disagree with the following statements.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't Know</b>
a. MacPhail is a helpful resource for me in my work as an early childhood educator.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>-8</sup>
b. It's easy for me to collaborate with MacPhail.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>-8</sup>
c. I've learned new strategies to use music in my classroom.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>-8</sup>
d. MacPhail has provided me with new tools and resources to use music in my classroom.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>-8</sup>
e. The COVID-19 pandemic made participating in online Sing Play Learn more challenging.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>-8</sup>

3. [If respondent selects strongly agree or agree to 2c or 2d] What new strategies, tools, or resources have you learned to use in the classroom from your involvement in online Sing Play Learn?

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4. What recommendations do you have to improve the collaboration between your school and the MacPhail Center for Music?

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5. Please tell us how much you agree or disagree with the following statements.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't Know</b>
a. Online Sing Play Learn has improved my students' self-regulatory skills.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> -8
b. Online Sing Play Learn has improved my students' listening skills.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> -8
c. My students are engaged in the online Sing Play Learn music classes.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> -8

6. Did your students become more engaged with online Sing Play Learn classes as the year went on? Please describe.

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7. What do you think are the biggest successes of online Sing Play Learn to date?

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8. Do you have any stories or examples you'd like to share about the impact online Sing Play Learn has had on your students?

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9. How has the COVID-19 pandemic impacted online Sing Play Learn?

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10. What suggestions do you have for MacPhail to improve online Sing Play Learn?

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11. Please provide any other comments here:

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## MacPhail Online Sing Play Learn Teaching Artist Survey Spring 2022

Name: \_\_\_\_\_

Wilder Research is working with the MacPhail Center of Music to evaluate its online Sing Play Learn programming. We are interested in learning from educators and Teaching Artists about the current benefits and challenges of Sing, Play, Learn, ideas for improvement, and more about the relationships between MacPhail and partnering centers overall.

We are asking you Teaching Artist with the program to share your thoughts and feelings about the program.

1. Please tell us how much you agree or disagree with the following statements for the children you interact with through online Sing Play Learn.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't Know</b>
a. I have seen improvements in the children's self-regulatory skills.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> -8
b. I have seen improvements in the children's listening skills.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> -8
c. The children are engaged during the online Sing Play Learn music classes.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> -8
d. I have seen the children become more engaged in online Sing Play Learn over the year.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> -8

2. Overall, what do you think are the benefits of online Sing Play Learn for the children that participate?

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3. Do you have any stories or examples you'd like to share about the impact online Sing Play Learn has had on your students?

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4. Please tell us how much you agree or disagree with the following statements for the centers and classroom teachers your partner with through online Sing Play Learn.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't Know</b>
a. Online Sing Play Learn provides helpful resources to the classroom teachers we partner with.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> -8
b. I am able to collaborate easily with classroom teachers.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> -8
c. I have built relationships with classroom teachers I interact with.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> -8
d. As a Teaching Artist, I feel supported by MacPhail in my work with our partners.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> -8
e. The COVID-19 pandemic made partnering for online Sing Play Learn more challenging.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> -8

5. Overall, what do you think are the benefits of online Sing Play Learn for the centers and classroom teachers your partner with?

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6. How has the COVID-19 pandemic impacted online Sing Play Learn?

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7. What suggestions do you have for MacPhail to improve online Sing Play Learn?

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8. Please provide any other comments here:

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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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