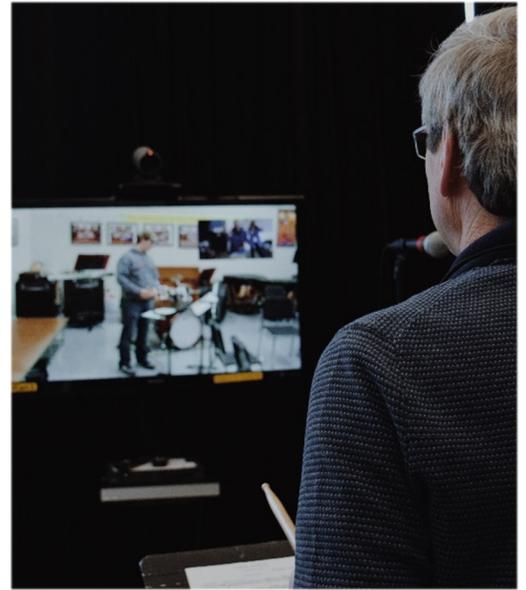


MacPhail Online Music Programming

2019-20 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 2019-20, it had 24 Teaching Artists, partnered with 13 schools, and served more than 500 students. Schools involved in the partnership had a wide range of instruction, between 12 and 267 hours for each school, totaling 1,479 hours of instruction; schools may choose the level of instruction 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 2019-20 school year by completing music skills assessments and student surveys: Buffalo High School, Detroit Lakes High School, Kerkhoven-Murdock-Sunburg High School, Kingsland Senior High School, Tri-County High School, MACCRAY High School, and Willmar High School. An additional school, Deer River High School, participated in music educator interviews. 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.

In 2019-20, the program had three Teaching Artists. It partnered with four schools and served 283 children. The participating schools had between 12 and 83 hours of instruction each, totaling 245 hours of instruction overall.

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 2020, 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. Seventeen Teaching Artists completed the survey, for a response rate of 57%.

- **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 nine educators were willing to be interviewed for this project (67%).
- **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 2020, 40 sixth- through twelfth-graders completed a survey, representing 59% of the 68 students in the program at these schools.
- **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 all 68 students (100%) involved in the Online School Partnerships program.

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 2020, 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. Teachers at three of the four partner schools (75%) completed a 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 four Teaching Artists participated in an interview, for a response rate of 100%.

Results – Online School Partnerships

This section describes the implementation and outcome results. 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. Nearly all students 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, although notably fewer students strongly agreed with the statement on ease of technology (Figure 4).

Similarly, all or nearly all respondents said they liked their Teaching Artist, that their Teaching Artist used class time well, and that 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 6). Students most commonly mentioned learning new musical skills and techniques, including having the opportunity to work on details they would not have otherwise been able to work on. Students also commonly mentioned liking their instructor, with some noting that the instructor was easy to connect with, patient, or a knowledgeable teacher. Some students spoke about the convenience or accessibility of the lessons.

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

Teaching Artists commonly spoke about how the Online School Partnerships program increases access for students who otherwise may not have access to quality, specialized music education. Specifically, some respondents noted that this program gives students one-on-one attention and instrument-specific instruction that they might not be able to get from a general ensemble director. A few Teaching Artists also mentioned that this program creates equity in music education between students in rural and urban areas, since rural areas are less likely to have quality, instrument-specific instruction.

Online School Partnerships level the playing field between students in the Metro Area and their outstate peers. I have All State students who I teach in person as well as ones that I teach via Online School Partnerships. While these students would be just as motivated, I believe that having access to specialists on their instrument is an invaluable and irreplaceable asset to the success of any instrumentalist.”

– Teaching Artist

Unquestionably they have incredible band directors at [these] schools, and it's great to see that these kids can be brought even further forward by specialists so that their band directors can focus on their specialty - ensemble playing, literature, and musical literacy. Looking at these...programs demonstrates how a long-term collaborative relationship can transform even already successful programs.

– Teaching Artist

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 their students benefit from having access to lessons from a specialist. These educators also spoke about how the benefits of participation extend beyond the individual participants, as they share what they have learned with their peers and elevate their band as a whole. Some educators spoke about the benefit of these lessons being low-cost to students; otherwise, many of their students would not be able to access private lessons. Beyond the musical benefits of these lessons, some spoke about the overall benefit of exposing students to Teaching Artists and musicians who live outside of their area and who are able to work as professional musicians.

Music educators also spoke about how this program benefits them, as they are spread thin across their myriad responsibilities as teachers. The program allows gifted students additional time and attention needed to excel in their instruments, which would otherwise be difficult for the music educator to provide. Music educators' connection to the network of expert teachers provides them with opportunities to ask questions and connect to additional resources and materials to use in their classes.

More students that maybe wouldn't do private lessons are able to. It brings our band to a new level because of that, and it also fosters their musical interests because it's accessible to them... People are so aware in our school what the MacPhail program is. It has become a regular part of our band curriculum, and that's a positive for our school. –Music educator

A lot of these kids haven't left [their county] in their lifetime. I just think that understanding of other people, which right now is an incredibly important thing, seeing other people and approaches, and the connectedness of it. The single oboe player here can feel isolated. But to know others are out there are how far they can go on their instrument, that's huge. –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 their relationship building. They reported turning to Teaching Artists when they had questions about the instrument the Teaching Artist specializes in or when looking for music for their students. Music educators spoke about how in-person gatherings, like an annual conference, allow essential face-to-face time for them to build relationships and have more meaningful conversations about the students they work with. In addition, some noted that many of their conversations happen when troubleshooting problems in lessons.

I'm the only band director, so when I have questions or need support... I can't know everything. I really rely on these relationships, and they've really helped me with music, instruments, and nuances. They're so approachable for anything. – Music educator

When asked what changes could be made to allow for more relationship-building, music educators suggested that Teaching Artists make short introductory videos for students and music educators that gives some information about their musical background as well as other information to allow everyone to get to know another better. They also mentioned the helpfulness of seeing Teaching Artists in person at some point in the year.

When we first started we were able to get them in-house once a year. I know some of the funding has gone away for that, and that's one component that I do miss. Having that in-person connection from time to time I think would be one thing I would like to see again. I think it would promote MacPhail, but also would give our audience more musical depth to hear musicians from our little area that we have. That would really enhance our musical community. –Music educator

Teaching Artists were also asked about relationship building; a few reported forming bonds with the music educators they partner with. They mentioned how this is beneficial for their own personal development and for the growth of the students they mutually teach.

Specifically, I feel like I've formed a real bond with the band directors at two of the programs I work with...I think of them as teammates/colleagues in our mutual education of our students. I am so appreciative of the incredible support they give my...students, and feel a sense of mutual care for these kids as both artists and people. – Teaching Artist

"In turn, I have a deeper understanding of what it means to live in the outstate areas. Resources of time, equipment, and student availability are challenged in different ways than in the Twin Cities." – Teaching Artist

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

In March 2020, the COVID-19 pandemic reached Minnesota. In response, Minnesota residents shifted as much as possible to working and learning from home. This included public education in Minnesota, which shifted to distance learning for the rest of the school year. Music educators were asked how that shift to distance learning affected their work and how MacPhail supported their efforts.

While the Online School Partnerships program normally functions by using teleconferencing software, students participate in their lessons at school. While many students had wrapped up their lessons or were close to doing so, some students continued their lessons from home. This required students to have functioning internet at home, which was a challenge for some. High-quality internet access continues to be unavailable to many rural areas of Greater Minnesota. Students who live in very rural communities sometimes only have access to the internet through their school or local community centers, like local libraries. Others rely on internet provided by local businesses, like fast food restaurants. As these areas shut down to the public, many students lost reliable access to the internet. Music

educators were unsure of what the school year would look like at the time of their interviews; they anticipated lessons being disrupted to a greater extent in the fall of 2020.

Because it was the case that a lot of students live in poverty and don't have access to great internet, there wasn't really an opportunity to continue it during distance learning. – Music educator

Music educators noted that MacPhail helped with the transition to distance learning as much as possible. Some educators noted that they were so overwhelmed by the transition that they did not seek out MacPhail or attempt to extend lessons into distance learning. Those who did work with MacPhail noted that staff were flexible and accommodating to ensure music educators felt supported during the transition.

When asked how MacPhail could have better supported them during the transition to distance learning, music educators repeated their suggestion that MacPhail provide short skill lessons that are downloadable with accompanying exercises. They noted that students with limited access to the internet could download several lessons and exercises at once when they did have access to the internet, allowing them to work offline. Most frequently, though, music educators stated that the problem was too big for MacPhail to handle; limited internet access through Greater Minnesota is a statewide problem that has been amplified by distance learning.

It's hit and miss for internet [access]. If you're not in town, your internet is awful. I don't know how MacPhail could have helped with that... It's a "get broadband to everyone" kind of conversation. –Music educator

Opportunities for improvement

High-quality and consistent technology continues to be a struggle for schools.

When asked how the program could improve, both Teaching Artists and students mentioned difficulties with technology and equipment (see Figure 7 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.

Technology and the freezing of the screen - most of my lessons are in a remote, hidden, small practice room with usually very bad wi-fi or reception. It is highly frustrating for the screen to freeze, and we spend many minutes saying "can you hear me now?"- Teaching Artist

Opportunities for occasional in-person visits would strengthen relationships.

When asked about ways to improve the collaboration, Teaching Artists also mentioned opportunities for occasional in-person visits. Suggestions included opportunities for Teaching Artists to visit partner schools and for students to visit MacPhail in Minneapolis.

They noted this would help build bonds between Teaching Artists and students, as well as give opportunities to address musical skills or techniques that are more difficult to teach virtually.

It would be amazing to provide teachers with the opportunity to go work with these kids in person at least once. I have students I've worked with for years that I would love to meet in person. There are a few things I can't do over a computer (though admittedly fewer than you would expect) that it would be great to work on them with. – Teaching Artist

Music educators also reported interest in having more in-person visits with Teaching Artists involved in the program. They mentioned ways the ways that they had previously gotten to connect with Teaching Artists, like at annual conferences in the Twin Cities. They mentioned that these opportunities were helpful to get to know one another better and to speak in more depth about the students they both teach.

Usually during the music conference in February, we've been able to talk about students. For example, one teacher I was talking to thought one student was a lot older, and as we were talking, they changed expectations for that student. They expected her to know a bit more. They thought she was in 8th grade, when she was actually a very advanced 6th grader. So when they realized the student was only playing for a year, year and a half, it made sense that this student can't do this or that. Having that conversation worked well. – Music educator

Additional resources would benefit students and music educators.

Music educators were asked what other tools or resources MacPhail could provide to help music educators and schools in Greater Minnesota. Similar to their suggestions about teaching during distance learning, music educators suggested that MacPhail create or compile a series of video tutorials that could be accessed at any time for students, each focusing on a different technique or skill. Some noted that it would be especially helpful for Teaching Artists to put together exercises for students to practice after viewing the videos.

I'd really enjoy a 2-5 minute introduction on how to do something, like crossing the break for clarinet, or double tonguing on flute. Those would be nice to point my students in that direction and say, let's watch this video, because sometimes kids view a YouTube video as more authoritative than their teacher. –Music educator

Other suggestions included MacPhail helping educators by showing them non-traditional methods for teaching, for example, showing educators how they could teach a “rock band” class or what resources they could turn to if they were interested in teaching a class focused on musical content and context (for example, the history of a musical genre) rather than a performance-based class. Music educators also asked that MacPhail help them with diversity

and equity work, including help with changes in pedagogy to be more inclusive and ideas for music to teach that comes from more diverse cultures and backgrounds.

I feel that we really need, especially in rural Minnesota and our area, we need help in the diversity and equity component. They could provide resources, some ideas of different composers, and help guiding us through how to do better in the diversity of our music choices. –Music educator

Other programmatic recommendations varied.

Teaching Artists provided a wide range of ideas to improve the impact of the program. These included:

- Improving outreach to other students and other schools to increase awareness and participation
- Improving communication among Teaching Artists, music educators, and students to streamline lesson scheduling and prevent last-minute cancellations
- Extending the lesson schedule throughout the school year and summer
- Facilitating virtual Online School Partnerships performances
- Establishing program guidelines with students at the beginning of the school year to improve program participation
- Providing financial resources for schools to purchase new sheet music, or providing schools with new sheet music

Some music educators suggested moving away from Skype to a platform that runs more smoothly, providing more real-time feedback about what students should be working on and where they are showing progress, and maintaining funding to ensure the lessons are low-cost to participating students.

Some music educators noted that it would be helpful for Teaching Artists to work to better understand the challenges some students face; for example, students who are chastised for having cheap reeds or instruments are likely not able to afford better. Teaching Artists often come from higher socioeconomic backgrounds and have greater access to high-quality materials and resources than their students do; it would improve relationships between Teaching Artists and their students for teachers to think through the context their students live within and empathize with their challenges.

Many music educators did not offer suggestions to improve the program, instead noting that MacPhail is very flexible and accommodating and that communication is strong between educators, Teaching Artists, and those at MacPhail administering the program.

Outcomes

Benefits to students in music

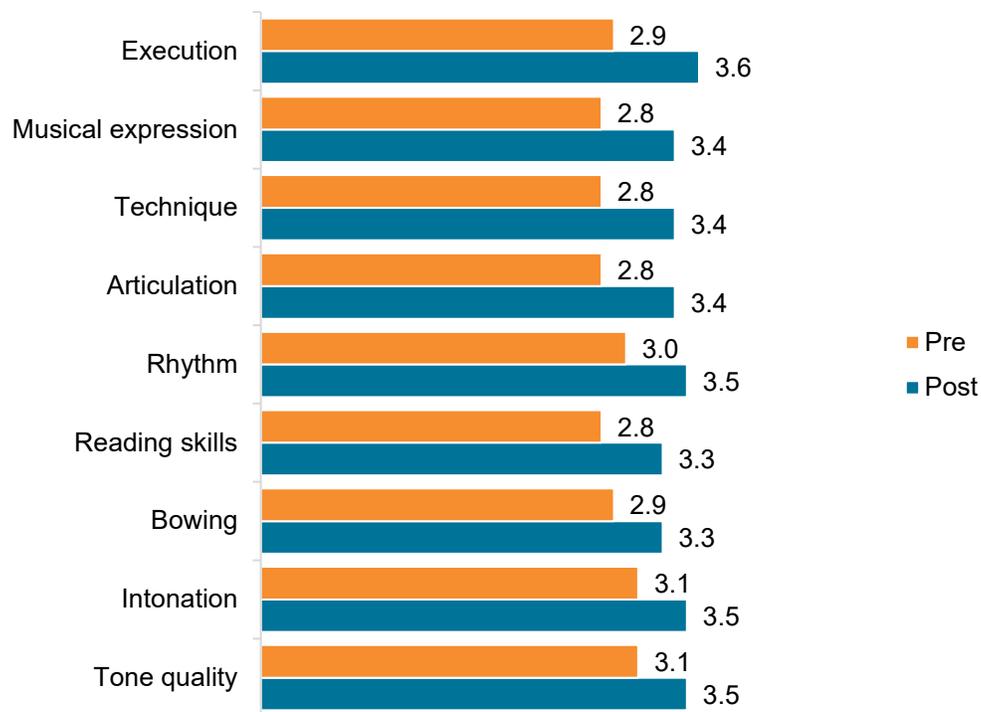
Students gain musical skills and knowledge.

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; 63% of respondents strongly agreed with the statement and another 35% agreed (Figure 8).

Teaching Artists assessed students’ musical skills at the beginning and end of their time with the Online School Partnerships program. Students were assessed in a variety of areas: tone quality, intonation, rhythm, technique, musical expression, execution (for percussion students), articulation (for wind students), and music reading skills (Figures 9-17).

On average, students were rated highest in execution (3.6), followed by tone quality, intonation, and rhythm (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



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 18 and 19). On average, students made improvements in confidence (from mean scores of 3.1 to 3.8) and in ability to focus (from mean scores of 3.6 to 4.1; Figure 2) from pre- to post-assessments.

2. Musical attitude



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.

Students were asked if they participated in any competitions in the previous school year, and 69% reported they had (Figure 20). Of those, 85% had participated in a solo or ensemble competition, 31% participated in an Honor Band competition, and 20% participated in an All-State competition (Figure 21).

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. Teaching Artists described increased access to high-quality music instruction as one of the major successes of the program. Many Teaching Artists highlighted students’ musical success, noting that they saw students improve in their musical skills, grow in their level of motivation and confidence, successfully audition for All-State competitions, and gain acceptance to college music programs.

The biggest successes are the students' achievements and improvements. Some students have done very well at solo and ensemble contest. Others have been accepted as music minors at their future universities. –Teaching Artist

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. All educators spoke about seeing consistent improvements in students’ skills and technique. One noted that the level improvement they saw in their students was on par with the level of improvement that would come from in-person private lessons. Throughout their interviews, music educators spoke about the benefit of being able to connect students with Teaching Artists who specialize in their instrument. They noted that as music educators, they are familiar with all instruments they teach, but have specialized in one or two instruments that they

have played consistently throughout their musical career. In rural communities, it can be difficult or impossible to find an expert in certain musical instruments; the Online School Partnerships program can connect students with specialists they need to make substantial gains in their skills on their instrument.

To maintain their level of playing [at a] high [level], I think that's where MacPhail has really helped us in getting their technique stronger, their tone better. Their technique... is just at a higher level than it has been. –Music educator

I have seen students go beyond my knowledge of that instrument. I often tell people as a band director, I know a little bit about a lot of instruments... [They benefit] when they're working with a specialized teacher of that instrument. –Music educator

Students show interest and motivation in music.

Nearly all students reported agreed or strongly agreed that they are interested in continuing to develop their musical skills (Figure 22). About 90% of students also agreed that coming to the online sessions increased their appreciation of music and that they are more motivated to do well on their instrument. Over two-thirds reported they are interested in continuing with their instrument on an informal basis after graduating high school or participating in college level ensembles. Thirty-one percent reported they are interested in pursuing a college degree in music.

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 all students agreed they work hard in school (Figure 23). Still, music educators noted benefits of program participation that extend to students' experiences within school. Participation in the program allows students an opportunity to build their confidence and discover an area in which they excel. This can lead students to feel more excited about coming to school. Students also gain a variety of life skills from participating in the program that extend to other areas of their schooling and may ultimately serve them well in life. Music educators spoke about their students becoming more mature and serving as leaders to their peers because of their participation. Students also gain time management and scheduling skills by being given the responsibility to know when they need to leave the large group to begin their private lesson and otherwise managing their schedule.

Notably, two-thirds of students reported that participating in Online School Partnerships motivates them to do better in school (Figure 23). 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.

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.

- Consider different software platforms for lessons to allow for smoother lessons with fewer technical difficulties.
- Encourage greater communication between Teaching Artists and music educators so that both are up-to-date on student progress and areas to focus on.
- Expand access to the program by securing additional funding.
- Continue to support efforts to expand high quality internet access in Greater Minnesota, including working with schools and school districts to ensure students have consistent access to the internet. The COVID-19 pandemic has highlighted regional disparities in internet access and the implications that has for K-12 distance learning. Even after the close of the pandemic, high quality internet access will continue to be deeply important in ensuring educational equity across the state of Minnesota.
- 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.
- Create an archive of videos to be available to students for independent learning.

Results – Sing Play Learn

Implementation

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

Teaching Artists were asked to describe the overall benefits of online Sing Play Learn programming. Teaching Artists spoke about social emotional learning skills that are bolstered by the programming, including listening skills, learning to calm oneself, and working together. Teaching Artists also spoke about the ways in which they can support academic skill building through music, especially when they are able to coordinate with classroom teachers to know what lessons are being taught each week and build their lesson curriculum around the general classroom curriculum. One Teaching Artist noted that music supports memory skills, which in turn supports academic skills that students are learning in the classroom. Teaching Artists noted that reinforcing routines for students benefits both their academic and self-regulatory skills. Additionally, they spoke about how Sing Play Learn provides an opportunity for students living in rural communities who would otherwise struggle to access music education.

We do things like build emergent math skills and literacy skills. On the music education side of things, they're memorizing things and pitch matching. Kids are able to identify the song. That's a concrete musical memory skill we're building, which has huge benefits --categorizing a sound as meaning something and dedicating something to memory. –Teaching Artist

With the partnerships, we're in smaller communities where they don't have a music program in the school. It's a great opportunity to get music instruction in their classroom. –Teaching Artist

Classroom teachers were similarly asked what they consider to be the greatest benefits of the online Sing Play Learn program. All three who participated in the survey were very positive about the impact of the musical education on the children they teach. They stated that their students learn about music and have new experiences because of the musical exposure the program provides. One noted that the program helps students learn to sing and move their bodies in new ways, as well.

We absolutely LOVE it! It is age appropriate, engaging, and offers the children additional experiences through music. –Classroom teacher

When asked what they consider the biggest successes of online Sing Play Learn programming, Teaching Artists spoke about how the program brings music to areas where it otherwise would not be as prevalent for young students. One specifically noted how this program reinforces the importance of music education for young children as a

core component of learning, rather than an elective. They also spoke about the outcomes for students as being the biggest success of the program; students are eager and excited to participate in lessons, and aren't realizing all of the academic and social-emotional skills they walk away with. A couple of Teaching Artists spoke about the ways the program teaches them to be creative in how they teach children, which builds skills for them as educators and music instructors.

Classroom teachers were also asked what they thought were the greatest successes of the online Sing Play Learn lessons. Teachers mentioned that the program introduces their students to new experiences and cultures, including the introduction of new songs, vocabulary, and instruments. One teacher discussed the opportunity they have to be engaged from the students' point of view, which allows them to better understand the students in their classroom.

For that 30 minutes, I can sit on the rug (or dance on the rug!) with my students and interact and do everything with them, while not really being in charge. I am very engaged during this time, but because I am not doing the actual teaching, it gives me a different perspective. I am seeing everything from a student's point of view, and I can watch them and get to know more about my students and why they behave in certain ways. I learn a lot during this time! –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. They most commonly spoke about how educators have new tools to utilize even outside of music lessons, for example, songs to use when students need to assemble in a line or transition from one activity to another. One Teaching Artist noted that teachers will come to them asking for songs to achieve a particular goal; Teaching Artists can serve as that resource for classroom teachers. Teaching Artists also discussed how the co-teaching environment allows classroom teachers to step back from facilitating an entire group of students, which can be beneficial for the teacher him or herself, and also allows the teacher to provide one-on-one support to students as needed.

In survey responses, all three classroom teachers agreed or strongly agreed that MacPhail is a helpful resource for them in their work as an early childhood educator. All three teachers strongly agreed 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. All three reported using music as a way to ease transitions between activities during the day or during previously non-musical activities, like math lessons.

Some noted that the use of music helps students to manage their emotions and energy.

We use [new vocabulary] when singing songs and poems, and use music as a transition, or extension to math and literacy (i.e. using scarves to practice one-to-one counting). –Classroom teacher

Child Development Centers easily partner with MacPhail.

All three classroom teachers who participated in a survey agreed or strongly agreed that it is easy for them to collaborate with MacPhail. They were asked to provide recommendations for how this collaboration could be improved. Their recommendations were to start each class with a short expectation conversation with students, as they are used to this in other classes, and to share a plan with the classroom teacher of different class topics and themes. The classroom teacher could use this list to coordinate with the Teaching Artist about which themes go best with the class's planned curriculum.

Teaching Artists and classroom teachers build relationships.

All Teaching Artists said that they had been able to effectively build relationships with classroom teachers. They noted that regular communication and check-ins help with relationship building in addition to helping to determine the lesson plans and specific goals for students. Once Teaching Artists and classroom teachers have built that rapport, they're better able to work in unison and provide additional support to students who need it, and they're more likely to share resources.

Teaching Artists offered suggestions for how MacPhail could better support relationship building between Teaching Artists and classroom teachers. Several Teaching Artists noted that while budget constraints are difficult, an in-person meeting between Teaching Artists and the classes they work with would be helpful for relationship building. Teaching Artists felt it was beneficial to connect with classroom teachers outside of actual classroom time in order to discuss plans and give updates on how students are doing, including strategizing about how to help students that need extra attention. One Teaching Artist spoke about the importance of MacPhail staff initiating the first introductions between Teaching Artists and classroom teachers, and felt that MacPhail could help by requesting some things that help Teaching Artists as they begin lessons, specifically lesson plans and a class photo with students' names. One Teaching Artist noted that it may be helpful for school leadership to be involved in program planning for the year ahead to ensure buy in from leadership on both sides of the partnership.

Teaching artists had suggestions for program improvement.

When asked what could be done to improve the online Sing Play Learn program, Teaching Artists suggested that additional resources be provided to schools to allow for smoother lessons. This included schools having better technology, like Smart Boards, and having supplies for students, specifically rhythm sticks, egg shakers, and scarves. Additional suggestions included MacPhail facilitating more information sharing from classroom teachers to Teaching Artists about their lesson plans and goals, expanding the reach of the program to provide access to more students, allowing for Teaching Artists to visit classrooms in-person, and better utilizing community resources like high school bands and orchestras to provide learning opportunities for students. Some Teaching Artists noted that all of these resources are dependent on additional funding.

When asked about how the program could be improved, classroom teachers reiterated how it would be helpful for Teaching Artists to provide a list of lesson themes, etc. that classroom teachers could choose from and suggested technology changes to allow the camera to follow the Teaching Artist as they move and dance.

Outcomes

Classroom teachers were asked to share stories they thought demonstrated the impact of the online Sing Play Learn program. Two teachers highlighted the benefits of the program for special needs students, and the other teacher shared how students continue to sing what they have learned in their music sessions throughout the week.

We have a special needs student who has a hard time communicating, but when we are doing our music class he never gets “lost.” He is always part of the group.
–Classroom teacher

Throughout my several years with MacPhail, I have seen my special education students engaged at a higher level during our music time together. They connect with the music and it changes them and draws them out. There are fewer behavioral concerns during this time as well, and they feel successful. It is wonderful to see!
–Classroom teacher

On a weekly basis, the kids continue to sing the songs and poems that are sung during music class, so that says to me how much they love it! –Classroom teacher

Students are engaged in the lessons.

Classroom teachers were asked if their students are engaged in the online Sing Play Learn lessons. Two strongly agreed that their students are engaged, and one agreed that they are. Teachers were asked in a follow-up question whether or not their students became more engaged in the lessons as the year went on. All teachers agreed that their students had become more engaged, with two noting that the consistent use of some songs allows

students to feel knowledgeable about what is going on in the lessons, which leads to better engagement. One teacher noted that individualization within the lessons helps with engagement; for example, when the Teaching Artist calls out students by name, they are engaged and listening for their own name and their neighbor's name.

Being able to call [the students] by name helped them stay engaged on a daily basis. Some songs were sung throughout the year, which the kids liked because they knew the songs, but [our Teaching Artist] added new seasonal or theme songs during the year to keep things fresh and interesting. –Classroom teacher

Teaching Artists provided a similar assessment of students' engagement in the lessons and offered descriptions of the ways in which they encourage student engagement. They discussed making lessons personal (for example, singing students' names in a Welcome Song or celebrating birthdays), and how classroom teachers' engagement in the lessons is very helpful with student engagement, as well.

I would personalize it – we'd sing hello or goodbye to everyone. They'd wait to hear their name and their neighbor's name. Making things personal, talking about the weather, singing about concepts they were learning in school – these things help. –Teaching Artist

Students show improvements in listening skills.

Classroom teachers were asked if online Sing Play Learn lessons had improved their students' listening skills. One strongly agreed and one agreed that their students' listening skills had improved because of the lessons, and one teacher responded that they didn't know if they had or not.

When asked if Teaching Artists noticed improvements in listening skills over the year, all agreed that they had and pointed to specific aspects of programming that support listening skill development. Many noted that as students become more familiar with the program and absorbed in its routine, they listened more. Some Teaching Artists pointed to specific tools they used to improve listening skills, such as specific songs that require listening (for example, songs that tell students to stop and start moving or songs that position one student as the conductor for others to follow). One Teaching Artist noted that this was one aspect of programming that became difficult during remote learning in the midst of the COVID-19 pandemic; students were thrown off from their routines and could sense that the adults were doing things out of the ordinary, and had a more difficult time listening and staying engaged because of this.

The children really seemed to know me and enjoy that I was coming to their classroom. They really seemed to listen, they really thought [the class] was important.

Students show improvements in self-regulatory skills.

Classroom teachers were asked to what extent they agree or disagree with the statement “online Sing Play Learn lessons have improved my students’ self-regulatory skills.” Two of three strongly agreed with the statement, with one responding that they didn’t know.

Teaching Artists spoke about different methods and songs they utilize to teach these skills. These included using music to guide activity transitions to reduce chaos and instability and teaching bodily awareness through songs. Some noted that over the course of the year, Teaching Artists could utilize more complex songs and instructions as they built on previous skills.

Issues to consider

This evaluation shows that 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 the results available to date, the following are actions that MacPhail could consider in future programming.

- Provide increased assistance in introducing Teaching Artists and classroom teachers, including suggesting materials that could be shared by both parties to assist with lesson planning.
- Supply additional resources to participating child development centers, like scarves or shakers, and to Teaching Artists, like different camera options, to improve the facilitation of the sessions and ensure all students have materials that are helpful for learning.
- Facilitate opportunities for Teaching Artists and music educators to meet in-person, when safe to do so, to allow for greater relationship building.
- Continue to incorporate culturally relevant songs into music programming. Teaching Artists and classroom teachers were positive about the ways in which songs in Spanish and Norwegian had been incorporated into lessons; this could be expanded to include songs from cultural communities that have recently immigrated to Minnesota.
- Consider more ways to encourage family engagement, including virtual events or in-person events when it is safe to do so.

Figures – Online School Partnerships

Implementation

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

	N	Strongly agree	Agree	Disagree	Strongly disagree
I like coming to the online sessions.	39	39%	54%	5%	3%
I would recommend these sessions to other students.	39	51%	44%	3%	3%

Note. Totals may not equal 100 due to rounding.

4. Students’ satisfaction with technology used

	N	Strongly agree	Agree	Disagree	Strongly disagree
The technology used for these sessions made it easy to learn.	38	24%	66%	11%	0%

Note. Totals may not equal 100 due to rounding.

5. Students’ report of instructor

	N	Strongly agree	Agree	Disagree	Strongly disagree
I liked the Teaching Artist who led the class.	39	74%	26%	0%	0%
The Teaching Artist used class time well.	39	72%	26%	0%	3%
The Teaching Artist set clear expectations for practicing and learning at home.	39	54%	41%	3%	3%

Note. Totals may not equal 100 due to rounding.

6. Students' satisfaction with Online School Partnerships program classes

What did you like most about the program? N=40	N	Percent
Learned new musical skills or techniques	22	55%
Liked the instructor	15	38%
Accessibility of lessons	7	18%
Didn't appear to like the program	2	5%
Other	5	13%

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.

7. Students' suggestions for program improvement

What would you improve about the program? N=33	N	Percent
No suggestions	15	45%
Technology improvements	7	21%
Changes to lesson structure	5	15%
Changes to lesson content	3	9%
Other	3	9%

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

8. 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.	40	63%	35%	3%	0%	

Note. Totals may not equal 100 due to rounding.

9. Tone quality before and after online sessions

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	63	8%	43%	44%	3%	3%	3.5	+0.4
Pre	63	6%	24%	49%	18%	3%	3.1	

Note. Totals may not equal 100 due to rounding.

10. Intonation before and after online sessions

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	61	8%	46%	38%	7%	2%	3.5	+0.4
Pre	61	7%	20%	51%	20%	3%	3.1	

Note. Totals may not equal 100 due to rounding.

11. Rhythm before and after online sessions

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	68	4%	49%	37%	9%	2%	3.5	+0.5
Pre	68	7%	19%	49%	21%	4%	3.0	

Note. Totals may not equal 100 due to rounding.

12. Technique before and after online sessions

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	68	7%	37%	50%	4%	2%	3.4	+0.6
Pre	68	4%	15%	46%	31%	4%	2.8	

Note. Totals may not equal 100 due to rounding.

13. Musical expression before and after online sessions

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	68	6%	43%	37%	13%	2%	3.4	+0.6
Pre	68	4%	18%	46%	21%	12%	2.8	

Note. Totals may not equal 100 due to rounding.

14. Bowing (Strings)

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	7	0%	29%	71%	0%	0%	3.3	+0.4
Pre	7	0%	29%	29%	43%	0%	2.9	

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

15. Execution

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	67	8%	54%	34%	3%	2%	3.6	+0.7
Pre	67	3%	19%	48%	22%	8%	2.9	

Note. Totals may not equal 100 due to rounding.

16. Articulation

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	68	6%	40%	49%	4%	2%	3.4	+0.6
Pre	68	4%	16%	43%	32%	4%	2.8	

Note. Totals may not equal 100 due to rounding.

17. Reading skills

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	66	3%	41%	42%	12%	2%	3.3	+0.5
Pre	66	3%	21%	41%	20%	15%	2.8	

Note. Totals may not equal 100 due to rounding.

18. Confidence

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	68	19%	46%	32%	2%	2%	3.8	+0.7
Pre	68	6%	32%	29%	29%	3%	3.1	

Note. Totals may not equal 100 due to rounding.

19. Ability to focus

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	68	37%	40%	19%	3%	2%	4.1	+0.5
Pre	68	15%	41%	32%	10%	2%	3.6	

Note. Totals may not equal 100 due to rounding.

20. Students' report of participation in musical competitions

N	Participated in a competition
39	69%

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

N	Solo/Ensemble	Honor Band	All-State
26	85%	31%	20%

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.

22. Students' report of musical interest

	N	Strongly agree	Agree	Disagree	Strongly disagree
Coming to the online sessions increased my appreciation of music.	39	41%	51%	8%	0%
I am interested in continuing to develop my musical skills.	39	49%	49%	3%	0%
I am interested in pursuing a college degree in music after graduating from high school.	38	18%	13%	55%	13%
I am interested in participating in a college band or orchestra after graduating from high school.	39	39%	36%	21%	5%
I am interested in continuing with my instrument on an informal basis after graduating from high school.	39	31%	51%	15%	3%
I am more motivated to do well on my instrument.	39	39%	51%	8%	3%

Note. Totals may not equal 100 due to rounding.

23. Students' report of work in school

	N	Strongly agree	Agree	Disagree	Strongly disagree
I work hard in school.	39	62%	39%	0%	0%
Participating in the Online School Partnerships made me more motivated to do well in school.	39	18%	49%	33%	0%

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=40)

Being able to be challenged in lessons and playing music that helped advance my musical abilities.

Being able to learn tips and ways to practice on how to play difficult pieces.

Bob was really cool.

Everything.

Getting to see and laugh with my teacher and learning in great ways.

How I got to learn more that could help me in class and individual.

How it was fun and you still learned things at the same time.

How understanding they were and able to move around with lesson times.

I appreciated his positive attitude during the sessions and his patience.

I could play more challenging music than before.

I enjoyed working one on one with someone to directly improve my playing and posture.

I learned a few techniques that made certain things infinitely easier during performance.

I like being able to take lessons anywhere, it's nice and I like being able to connect and learn from someone who's better at my instrument.

I like that I was able to learn things I wanted to learn and I was able to get the help I needed to grow. I was able to ask questions and learn more about music, my instruments, etc. I like that I get to leave class and learn. I get more out of lessons than in class. I am really grateful for Macphail.

I liked how easy it was to take a lesson

I liked how I could do some in-person lessons and online lessons! MacPhail has been very accommodating to my needs this whole time.

I liked how it was able to fit in with my schedule.

I liked how much I worked on subtleties in the music.

I liked how the instructor was patient.

I liked that I got to learn new techniques on how to sound better.

I loved the different techniques used and taught to me through the program, which gave me a different perspective of my instrument.

I was able to work on a solo that would be performed later on in the year. My teacher really helped me to improve the little details of it.

It helped me improve and see what I needed to do better.

It was easy to communicate with my teacher and he was flexible with my schedule as a student.

It was something new.

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

All Schools (N=40)

Learning new skills and being able to talk to someone who is very good and experienced in what they do.

Learning to succeed in my musical areas and learning new skills.

Meh.

Overall I didn't have a great experience, there wasn't much I liked.

She took some time to get to know us before we started playing, she also took time to make sure we could each do the exercises individually.

The director giving us tips and pointers on how to perform better.

The dude was really cool, taught me useful stuff not just stuff I hear every day.

The fact that it was a time to strengthen my music skills with a professional one on one and the opportunity to learn more about my instrument was pretty cool.

The flexibility it had.

The interaction with my teacher.

The teacher.

The teacher and effectiveness of his teaching.

The teacher I had!!

Very well set up.

What I liked most about the lessons was the teacher.

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=33)

Better connections internet-wise.

Couldn't say.

Easier lessons.

Have longer lesson times, other than that I think it's a great program!

I cannot say.

I don't think there is anything to improve on.

I have no improvements.

I know it's online so it's limiting, but it feels like I'm missing out on certain tips on posture or instrument placement that physical lessons would merit.

I think it is better to have a group of 1 or 2 rather than 3 or 4. When in a group, the instructor focuses more on the 2 people rather than the whole group.

I would have more theory learning type things and more group classes. I love this program!

I would improve the technology, I feel like it wasn't enough "in person" to learn as much as I could.

I would prefer doing multiple sessions each week for shorter segments of time rather than one long session once a week.

I'm not sure, maybe a longer lesson time because sometimes it takes a minute to figure out the technology and everything and there isn't a lot of wiggle room in the time to do that.

If possible, not have Monday sessions. Mondays seem to be the least energetic day, which was why I never looked forward to going.

Meh.

N/A

Nothing.

Nothing.

Nothing. I think it went really well.

Nothing. Liked it the way it is.

Nothing! I really enjoy how the lessons are set up.

Nothing, it was great.

Nothing.

Nothing. I enjoyed everything.

Nothing. It worked well for me.

Skype was not really the best choice of communication. Perhaps choosing a better platform with less glitches would be.

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

All Schools (N=33)

Something I would improve is maybe the content in the lessons. Maybe mix it up sometimes or try new things every once in a while.

The internet connection wasn't always reliable.

The only thing that was bad was the fact that sometimes Skype was a little glitchy.

There is nothing I would improve.

Try finding a better site if so that wouldn't lag too bad, but it was okay to me.

Uhhh, the latency was kind of bad.

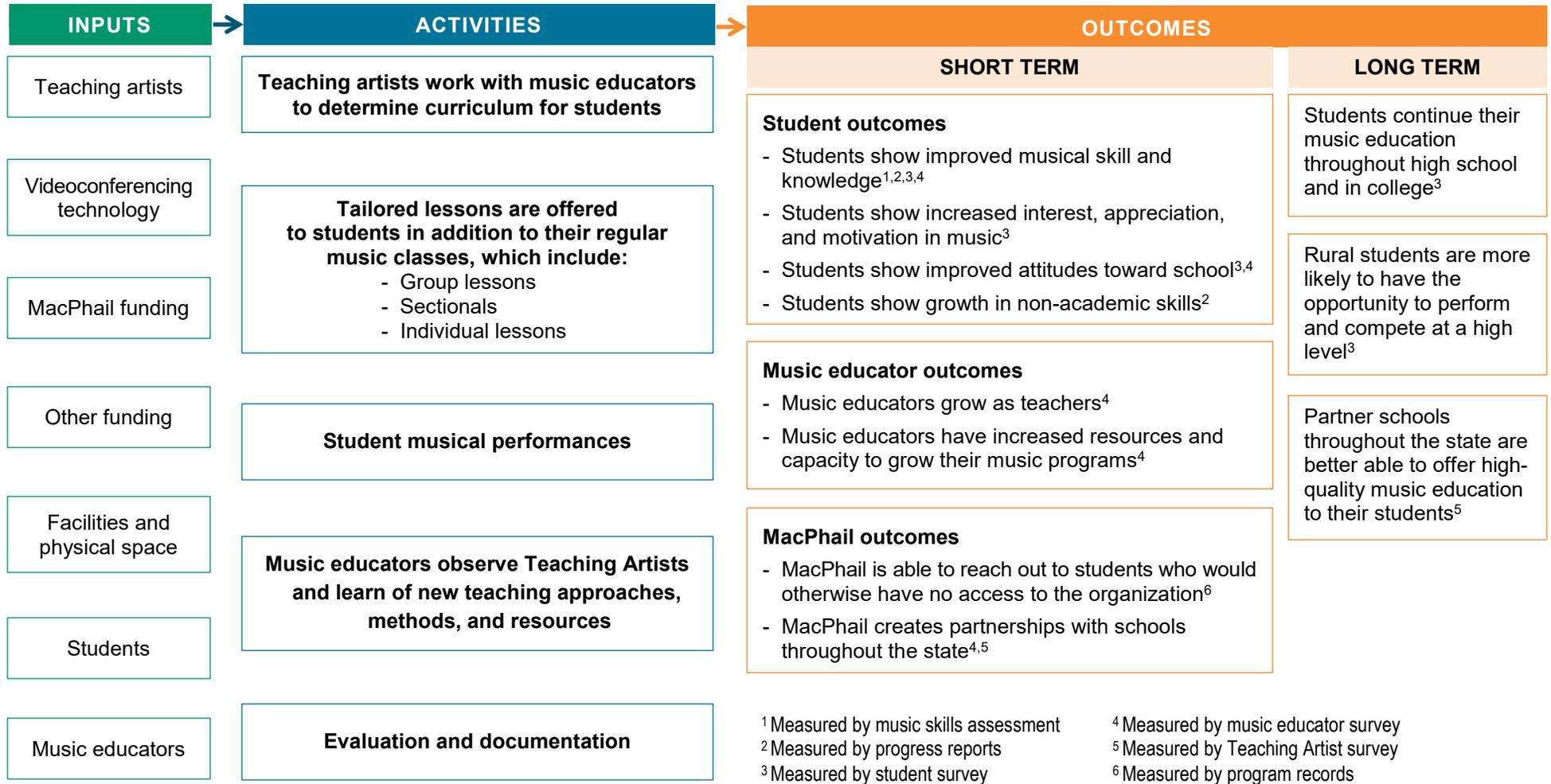
Well, the fact that every other week my instructor would just skip or forget to call me which was very annoying because I would wait for 20 minutes for him to call me, which is time I could be rehearsing with my class. I think the program needs to find better and more dedicated teachers who won't forget to call and take a lesson seriously.

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.



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 Partnerships Student Survey Spring 2020

Name:	
School:	Grade:
Choir/Band Teacher:	Today's date: _____
MacPhail Teaching Artist:	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 Partnerships 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 musical 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 band or orchestra 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
11. I am interested in continuing with my instrument on an informal basis 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

	Strongly disagree	Disagree	Agree	Strongly agree	Don't Know
12. 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. 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
14. 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
15. I work hard in school.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵
16. Participating in the Online School Program 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
17. Participating in the Online School Program 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

18. What did you like most about the program?

19. What would you improve about the program?

20. Did you participate in a competition this year?

- ¹ No
² Yes

If yes, check all that apply:

- ³ Solo/Ensemble
⁴ Honor Band
⁵ All-State

THANK YOU FOR COMPLETING THE SURVEY!

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