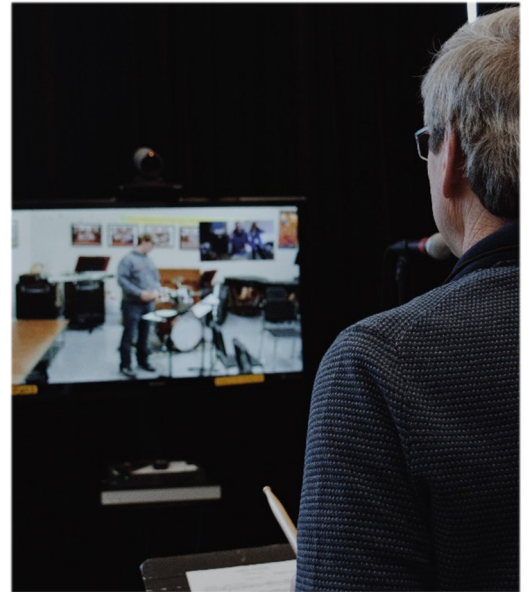


# MacPhail Online School Partnerships

## *2018-19 Evaluation Results*

Authors: Emma Connell and Julia Miller



**OCTOBER 2019**

451 Lexington Parkway North | Saint Paul, Minnesota 55104  
651-280-2700 | [www.wilderresearch.org](http://www.wilderresearch.org)

**Wilder  
Research**  
Information. Insight. Impact.

# Contents

Program overview.....	1
Evaluation.....	3
Implementation evaluation key questions.....	3
Outcome evaluation key questions.....	3
Methods.....	3
Results.....	5
Implementation.....	5
Outcomes.....	7
Issues to consider.....	10
Tables.....	11
Implementation.....	11
Outcomes.....	12
Appendix.....	16
Open-ended comments.....	16
Logic model.....	18
MacPhail Online School Partnerships Logic Model.....	18
Survey instruments.....	19

## Figures

1. Musical skill growth .....	8
2. Mean scores .....	8
3. Musical attitude.....	9
4. Students' general satisfaction with the Online School Partnerships program .....	11
5. Students' satisfaction with technology used .....	11
6. Students' report of instructor .....	11
7. Student satisfaction with Online School Partnerships program classes.....	12
8. Student suggestions for program improvement .....	12
9. Students' report of musical skills and knowledge .....	12
10. Tone quality before and after online sessions.....	12
11. Intonation before and after online sessions.....	13
12. Rhythm before and after online sessions .....	13
13. Technique before and after online sessions .....	13
14. Musical expression before and after online sessions .....	13
15. Bowing (Strings).....	13
16. Execution .....	13
17. Articulation .....	14
18. Reading skills.....	14
19. Confidence .....	14
20. Ability to Focus.....	14
21. Competition participation .....	14
22. Types of musical competitions participated in .....	14
23. Students' report of musical interest .....	15
24. Students' report of work in school.....	15

## Program overview

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 2018-19, it had 30 Teaching Artists, partnered with 21 schools, and served more than 800 students. Schools involved in the partnership had a wide range of instruction, between eight and 348 hours each, totaling 1,479 hours of instruction. This evaluation, however, only focuses on 10 schools who chose to participate in the evaluation in the 2018-19 school year: Braham Area High School, Buffalo High School, Detroit Lakes High School, Kerkhoven-Murdock-Sunburg High School, Kingsland Senior High School, Tri-County Public Schools, MACCRAY High School, Vermilion Country School, Willmar High School, and Yellow Medicine East High School. Twenty-two Teaching Artists from MacPhail were involved in the Online School Partnerships program for the schools participating in this evaluation. 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 described as follows:

- **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 the 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.

Seventy students took lessons through the Online School Partnerships program at the schools involved in this evaluation. These schools had between twelve and 347 hours of instruction, totaling 1,213 hours of instruction throughout the 2018-19 school year. The average number of instruction hours at these schools was 121.35 hours, and the median was 65.75 hours. All of the students involved in this evaluation took individual lessons from Teaching Artists through the Online School Partnerships program.

# Evaluation

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, their 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 2019, Wilder conducted a web survey with the MacPhail Teaching Artists. This survey asked about the overall vision and goals of the program, the collaboration with the partner schools, successes of the Online School Partnerships program, and areas for improvement. Twenty Teaching Artists completed the survey, for a response rate of 91%.

- **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 2019, nine seventh- through twelfth-graders completed a survey, representing 13% of the 70 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 64 of 70 students (91%) involved in the Online School Partnerships program from Braham Area High School, Buffalo High School, Detroit Lakes High School, Kingsland Senior High School, Tri-County Public Schools, MACCRAY High School, Vermilion Country School, Willmar High School, and Yellow Medicine East High School.

# Results

This section describes the implementation and outcome results. Results are reported across the schools, and separately when appropriate. Results should be interpreted with caution given the small sample size.

## Implementation

### Successes

#### **Students enjoy their lessons and working with Teaching Artists.**

Students were asked about their satisfaction with the program in a survey administered at the end of the school year. All students agreed that they liked coming to the online sessions, and eight of the nine responding students said they would recommend the sessions to other students (Figure 6). All students agreed that the technology used for the sessions made it easy to learn, though fewer students identified that they strongly agree than on many other questions (Figure 7).

Similarly, all responding students reported that they liked the Teaching Artist who led the class and that their Teaching Artist spent the time well (Figure 8). Eight of the nine students reported that their Teaching Artist set clear expectations for practicing and learning at home.

Students were asked in an open-ended question what they liked most about participating in the Online School Partnerships program. Most commonly, students spoke about the convenience or accessibility of the lessons and how they gained new skills and knowledge or improved their technique by participating in their sessions (Figure 9). Most students could not think of suggestions for the program when asked (Figure 10). Two students noted that the technology used for the sessions could be improved, though no specific suggestions were provided.



## **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 would not otherwise have access to specialized and high-quality instruction. Students in Greater Minnesota lack the same access to this type of musical instruction that students in the Twin Cities have, as they typically only have access to school-based music instructors, who must be generalists. This musical instruction opens up opportunities for other benefits, such as improved musical skills, new relationships, and a broader understanding of what students' musical futures might hold.

*I believe the biggest success for the OSP program is the amount of arts access that it has been able to grant to the surrounding Minnesota communities and the children that live in those communities.*  
– Teaching Artist

*This is an outstanding resource for band directors around the state. Sometimes it's impossible for band directors to find an expert to an instrument to help his students.*  
– Teaching Artist

More broadly, some Teaching Artists also highlighted the importance of MacPhail being known as a resource and willing partner for schools in Greater Minnesota.

*I think the biggest successes are the relationships that have been established. MacPhail [is] becoming a known resource for schools outside the metro area. The individual accomplishments of the students who had benefited from the partnership are of course important, but establishing the longer-term relationships with those schools and, in turn, the schools they pass the word on to is, I feel, the biggest success so far.*  
– Teaching Artist

## **Opportunities for improvement**

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

Teaching Artists were asked how the program could improve. Similar to previous years, respondents most frequently discussed issues around the technology used for lessons. Technology problems result in lost lesson time and frustration for both the Teaching Artist and the student.

*Some technical problems. Transmission in buried practice rooms in remote locations is sometimes dicey – some lessons are spent re-establishing contact and then resorting sometimes to FaceTime sessions on students' devices.*  
– Teaching Artist

## **Improved communication can improve program impact.**

Some Teaching Artists discussed opportunities for better communication between MacPhail, Teaching Artists, and participating schools. Teaching Artists discussed challenges with getting full buy-in from students when the music educators at their school are not fully engaged in the program.

*When communication and involvement from the band directors is minimal, it is difficult to engage the students fully.* – Teaching Artist

## **Programmatic recommendations varied.**

Teaching Artists provided a wide range of ideas to improve the impact of the program. These included having incentives or goals for students, providing group programming, holding occasional face-to-face lessons, providing lessons during the summer, collaborating with the School Partnerships work of MacPhail, and making programming more consistent across schools.

*Consistency of programming is an area that could be improved upon. This would greatly benefit from longevity of the program in various schools... if the OSP program had solid funding from the state or otherwise, it would allow for the programs to consistently build in each district.* – Teaching Artist

*More offerings in the summer.* –Teaching Artist

## **Outcomes**

### ***Benefits to students in music***

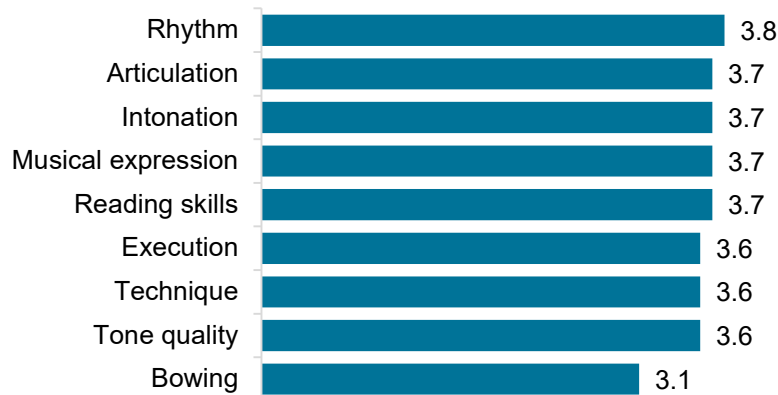
#### **Students gain musical skills and knowledge.**

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 positive; eight of nine respondents reported that they “strongly agree” with the statement (Figure 11).

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 12-20).

Overall, students showed moderate growth in most skills. Students on average grew .5 points in five areas: bowing, technique, rhythm, articulation, and reading skills (where 1=poor, 2=fair, 3=good, 4=excellent, and 5=superior; Figure 1). These were the areas with the most improvement.

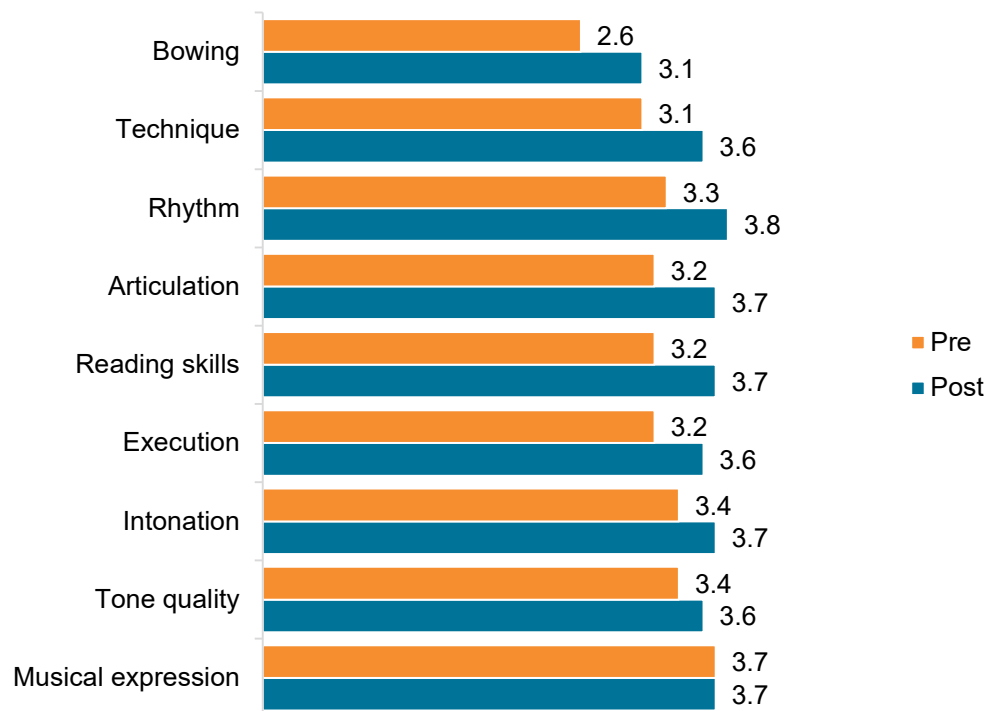
## 1. Musical skill growth



Note. This chart shows change in mean scores for all Online School Partnerships program participants included in this evaluation from pre- to post- skills assessments. 1=poor, 2=fair, 3=good, 4=excellent, and 5=superior.

On average, Students were rated highest in rhythm (3.8), followed by articulation, reading skills, intonation, and musical expression (3.7 in all; Figure 2) in post assessments.

## 2. Mean scores



Note. This chart shows mean scores at the end of lessons for all Online School Partnerships program participants included in this evaluation from pre- to post- skills assessments. 1=poor, 2=fair, 3=good, 4=excellent, and 5=superior.

The music skills assessment also asked Teaching Artists to provide ratings in a student’s musical confidence and ability to focus (Figures 20 and 21). Students made improvements in mean scores of 0.5 points in confidence (from mean scores of 3.5 to 4.0) and 0.2 points in ability to focus (from mean scores of 4.1 to 4.3; Figure 3).

### 3. Musical attitude



Note. This chart shows mean scores at the end of lessons for all Online School Partnerships program participants included in this evaluation from pre- to post- skills assessments. 1=poor, 2=fair, 3=good, 4=excellent, and 5=superior.

Students were asked if they participated in any musical competitions or scholarship auditions in the previous school year. All nine respondents had participated in a musical competition, and four had participated in a scholarship competition (Figure 23). All nine responding students participated in Solo and Ensemble, six participated in Honor Band, and one student participated in All-State (Figure 24).

### 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. This instruction leads to improved musical skills and increased confidence among participants.

*Helping students to advance their musicianship and give them the confidence to participate in musical activities that they might not otherwise have tried for, such as solo and ensemble contest, a collegiate music scholarship, or an All-State ensemble seem like worthwhile successes to me.*  
– Teaching Artist

### Students show interest and motivation in music.

All responding students reported they either “agree” or “strongly agree” that coming to the online sessions increased their appreciation of music (Figure 25). All students strongly agreed that they are interested in continuing to develop their musical skills. All students reported interest in participating in a college band or orchestra, seven of the nine responded that they are interested in pursuing a college degree in music, and eight of the nine

reported that they were interested in continuing their instrument on an informal basis after graduating high school.

### **Students show increased interest in school.**

All students agreed to the statement “I work hard in school,” with eight of the nine strongly agreeing with the statement (Figure 26). Seven of the nine students reported that participating in the Online School Partnerships made them more motivated to do well in school.

## Issues to consider

This evaluation of the Online School Partnerships program indicates that participants are doing well in the program. Students generally enjoy their classes and are actively engaged and progressing in their music education. Teaching Artists are satisfied with the program and see it as an asset for schools across Greater Minnesota.

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

Going forward, MacPhail could consider the following improvements:

- Work with evaluators to find ways to increase response rates for the student survey.
- Work with evaluators to include more feedback from school principals, music educators, classroom teachers, and parents of program participants.
- Work with evaluators to dig deeper into the technology aspect of programming; students replied that the technology used for programming made it easier to learn, though technology issues are the most common issues discussed for the program. Future evaluation could learn more about the benefits of the existing use of technology, difficulties in using it, and potential options for MacPhail and partner schools to explore. We understand that MacPhail is exploring a variety of alternative platforms, and will be testing a new platform in the coming year.
- Encourage greater communication between MacPhail, Teaching Artists, and schools participating in the program
- Expand access to the program by securing additional funding. We understand that the program has recently been granted funds from the Minnesota Department of Education; we anticipate this will assist greatly in expanding access.

# Tables

## Implementation

### 4. Students' general satisfaction with the Online School Partnerships program

	<b>N</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
I like coming to the online sessions.	9	4/9	5/9	0/9	0/9	0/9
I would recommend these sessions to other students.	9	6/9	2/9	0/9	0/9	1/9

### 5. Students' satisfaction with technology used

	<b>N</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
The technology used for these sessions made it easy to learn.	9	3/9	6/9	0/9	0/9	0/9

### 6. Students' report of instructor

	<b>N</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
I liked the Teaching Artist who led the class.	8	6/8	2/8	0/8	0/8	0/8
The Teaching Artist used class time well.	9	7/9	2/9	0/9	0/9	0/9
The Teaching Artist set clear expectations for practicing and learning at home.	9	6/9	2/9	0/9	0/9	1/9

Note. Totals may not equal 100 due to rounding

## 7. Student satisfaction with Online School Partnerships program classes

What did you like most about this class? N=9	N	Percent
Convenience/accessibility of lessons	4	4/9
New skills/technique/knowledge	4	4/9
Experiences with Teaching Artist	2	2/9
Other	1	1/9

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

## 8. Student suggestions for program improvement

What would you improve? N=9	N	Percent
No suggestions	6	6/9
Technology improvements	2	2/9
Other	1	1/9

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.

## Outcomes

### 9. Students' report of musical skills and knowledge

	N	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know
I learned new musical skills that helped me in band/choir.	9	8/9	1/9	0/9	0/9	0/9

### 10. Tone quality before and after online sessions

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	64	13%	44%	41%	2%	2%	3.6	+0.3
Pre	64	14%	25%	47%	11%	3%	3.4	

### 11. Intonation before and after online sessions

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	58	10%	50%	36%	2%	2%	3.7	+0.3
Pre	58	10%	35%	38%	16%	2%	3.4	

### 12. Rhythm before and after online sessions

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	64	17%	48%	28%	5%	2%	3.8	+0.4
Pre	64	11%	31%	41%	14%	3%	3.3	

### 13. Technique before and after online sessions

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	65	12%	42%	42%	3%	2%	3.6	+0.5
Pre	65	8%	28%	34%	29%	2%	3.1	

### 14. Musical expression before and after online sessions

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	64	20%	38%	36%	5%	2%	3.7	+0.6
Pre	64	17%	17%	30%	33%	3%	3.1	

### 15. Bowing (Strings)

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	8	0/8	2/8	5/8	1/8	0/8	3.1	+0.5
Pre	8	0/8	2/8	2/8	3/8	1/8	2.6	

### 16. Execution

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	64	16%	41%	38%	5%	2%	3.6	+0.4
Pre	64	8%	28%	42%	20%	2%	3.2	



### 17. Articulation

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	64	16%	44%	38%	3%	0%	3.7	+0.5
Pre	64	8%	27%	41%	25%	0%	3.2	

### 18. Reading skills

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	59	29%	25%	37%	7%	2%	3.7	+0.5
Pre	59	9%	31%	36%	22%	3%	3.2	

### 19. Confidence

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	65	26%	51%	19%	3%	2%	4.0	+0.5
Pre	65	25%	26%	29%	17%	3%	3.5	

### 20. Ability to Focus

	N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Post	66	47%	38%	11%	5%	0%	4.3	+0.2
Pre	66	41%	35%	17%	8%	0%	4.1	

### 21. Competition participation

N	Scholarship competitions	Musical competitions
9	4/9	9/9

### 22. Types of musical competitions participated in

N	Solo/Ensemble	Honor Band	All-State
9	9/9	6/9	1/9

### 23. Students' report of musical interest

	<b>N</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
Coming to the online sessions increased my appreciation of music.	9	4/9	5/9	0/9	0/9	0/9
I am interested in continuing to develop my musical skills.	9	9/9	0/9	0/9	0/9	0/9
I am interested in pursuing a college degree in music after graduating from high school.	9	2/9	5/9	1/9	0/9	1/9
I am interested in participating in a college band or orchestra after graduating from high school.	9	7/9	2/9	0/9	0/9	0/9
I am interested in continuing with my instrument on an informal basis after graduating from high school.	9	6/9	2/9	0/9	0/9	1/9
I am more motivated to do well on my instrument.	9	8/9	1/9	0/9	0/9	0/9

### 24. Students' report of work in school

	<b>N</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
I work hard in school.	9	8/9	1/9	0/9	0/9	0/9
Participating in the Online School Partnerships made me more motivated to do well in school.	9	2/9	5/9	2/9	0/9	0/9

# Appendix

## Open-ended comments

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

#### All Schools (N=9)

---

##### Accessibility/convenience (4)

---

I like the accessibility of online lessons.

It's convenient.

It's a way for me to get lessons from a bassoon professional when there aren't any in my area.

I wouldn't be able to do lessons without the program (I live about an hour away from the closest private lessons teachers for strings).

##### Skill development opportunity (4)

---

The individual session allowed me to assess and improve my skills.

Without them I would not be able to play at the level I'm at now.

That I should get individual help on things I personally was having trouble with.

The lessons associated with this program have helped me increase my musical range greatly and have made me more comfortable and brave with playing my instrument.

##### Teaching Artists (2)

---

Professional teachers.

My teacher was really nice.

##### Other (1)

---

You could go at your own pace and not be ahead or behind others.

Note. Responses may have been broken up to fit in respective categories.

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

**All Schools (N=9)**

---

**Nothing (6)**

---

I cannot think of anything I would improve.

---

There’s really not much to improve. I like it a lot.

---

Nothing comes to mind.

---

None

---

Nothing.

---

Nothing. I enjoy it a lot.

---

**Technology (2)**

---

Skype was not the best method of communication; it froze multiple times.

---

Personally I would improve the technology, but that’s just because of the computer our school uses. I have no issues with the current program.

---

**Other (1)**

---

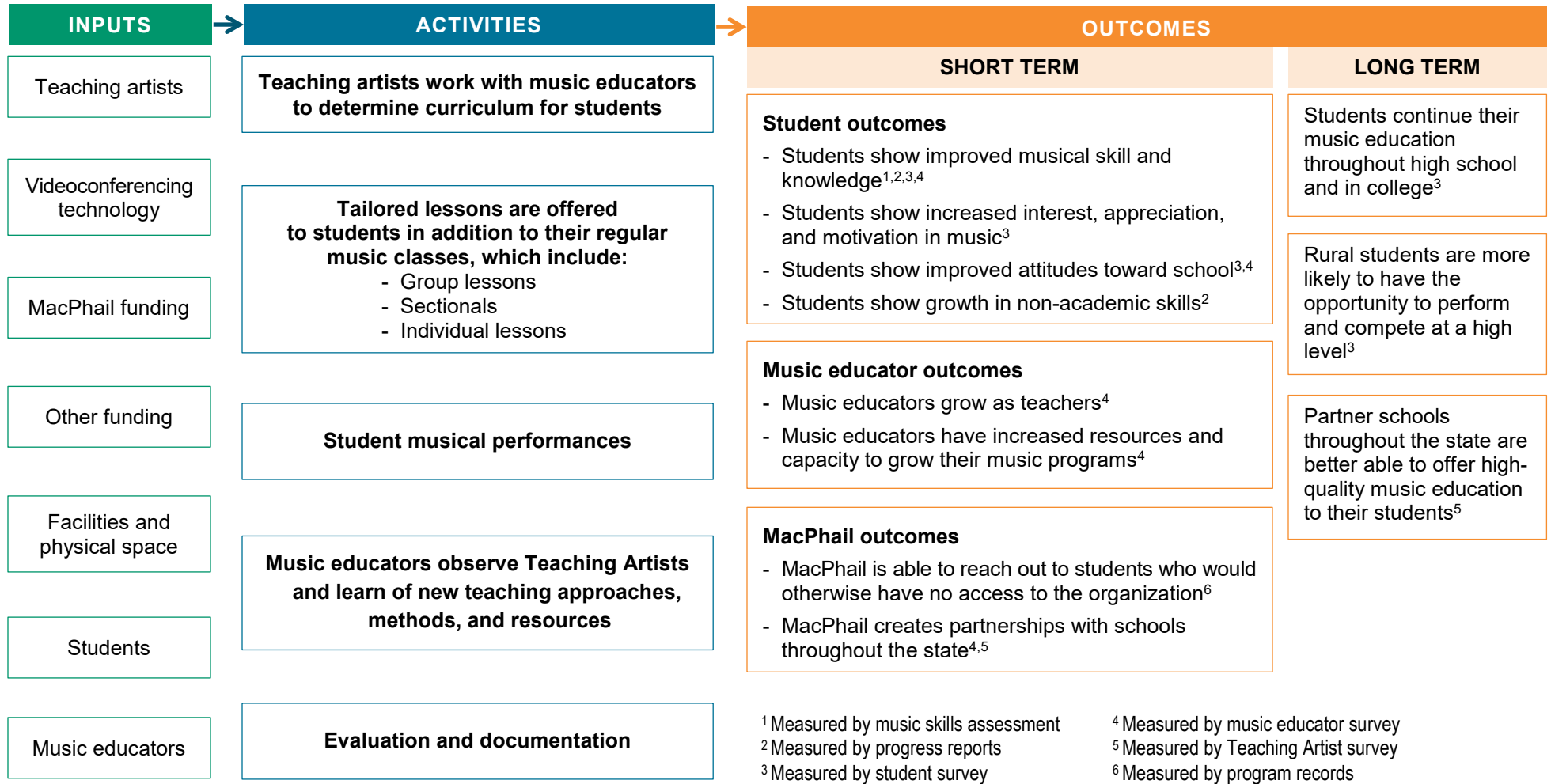
Price.

---

# 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

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

MacPhail Teaching Artist: \_\_\_\_\_

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
<b>Tone Quality</b> Clarity, consistency, control, focus, warmth		
<b>Intonation</b> Accuracy, consistency of pitch		
<b>Rhythm</b> Accuracy of note and rest values, correctness of meters, duration, pulse, steadiness		
<b>Balance Blend</b> Accompaniment, awareness of ensemble, likeness of qualities, matching of registers (if applicable)		
<b>Technique (facility/accuracy)</b> Attacks, releases, control of ranges, mechanical skill		
<b>Interpretation/Musicianship</b> Dynamics, emotional involvement, artistry, phrasing, style, tempo		
<b>Diction – Vocal</b> <b>Bowing – Strings</b> <b>Articulation – Winds</b> <b>Execution - Percussion</b>		
<b>Other Performance Factors</b> General conduct, mannerisms, poise, posture, etc.		
<b>TOTAL POINTS</b>		

Signature of Teaching Artist: \_\_\_\_\_

Date: \_\_\_\_\_

**MacPhail Online School Partnership Student Survey  
Spring 2016**

Name:	Student ID #:
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 participated 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"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
2. I like coming to the online sessions.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
3. I liked the Teaching Artist who led the class.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
4. Coming to the online sessions increased my appreciation of music.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
5. The Teaching Artist used class time well.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
6. The Teaching Artist set clear expectations for practicing and learning at home.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
7. I am interested in continuing with the MacPhail Online Partnership program.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
8. I am interested in continuing to develop my musical skills.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
9. I am interested in pursuing a college degree in music after graduating from high school.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
10. I am more motivated to do well on my instrument.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
11. The technology used for these sessions made it easy to learn.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
12. I would recommend these sessions to other students.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
13. I work hard in school.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

15. What did you like most about this class?

---

---

---

16. What would you improve about this class?

---

---

---

17. Did you participate in a competition this year?

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

If yes, check all that apply:

- <sup>3</sup> Solo/Ensemble  
<sup>4</sup> Honor Band/Choir  
<sup>5</sup> All-State

**THANK YOU FOR COMPLETING THE SURVEY!**



## Acknowledgements

The authors would like to thank MacPhail Center for Music's President and COO, Paul Babcock, and the School Partnerships Manager, Anna Ostroushko, for their partnership and contributions to the ongoing evaluation and this report. We also wish to thank other MacPhail Teaching Artists, parents, and students for their support of the program and the study.

The following Wilder Research staff helped in guiding the evaluation, processing and analyzing data, and producing this report:

Walker Bosch  
Jen Collins  
Edith Gozali-Lee  
Bunchung Ly

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.

451 Lexington Parkway North  
Saint Paul, Minnesota 55104  
651-280-2700 | [www.wilderresearch.org](http://www.wilderresearch.org)

**Wilder Research**<sup>®</sup>  
Information. Insight. Impact.

