Metropolitan Opera: 
HD Live in Schools 
2013-14 Season 
Final Evaluation Report

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A sample of tag lines created by students to describe to a friend their HD Live in Schools experience …

- It was really cool! You would actually be pretty amazed at all of the elements that went into the production.
- It was remarkable and it was a great performance. I felt like I was there.
- The Met Opera is not boring like you might think.
- It was a very funny opera. Made me want to see another one since this was my first.
- It was surprisingly interesting.
- This is a great experience. If I was able to I would be a part of it again.
- The opera was crazy and a little weird but I would go again because it was VERY entertaining.
- It was fun to watch the workmen take down the old stage and put up the new stage.
- It was amazing. The performance was amazing and the camera work made you really feel like you were at the Met.
- I had no idea what to expect and I really enjoyed it! I really appreciated that there were subtitles so even though I didn't know French I could not only enjoy the costumes, set and singing but I could enjoy the storyline.
- The performers deliver a great performance. The music gave me chills.
- This opera was so good, it was like a movie.
- It was a blast! It had wonderful music and I love everybody’s costumes!
- Opera is so much better than you think it is; it is such a good experience that you shouldn't miss.
- It's like the opera but with a backstage pass to see how it's all done, but with popcorn. You also don't need to really dress up for it.
- It was a mind-blowing experience and would love to attend another one anytime.
- It was awesome! It took me back to the time period presented in the opera and it felt realistic. Great experience.
- It was a really great experience. I never knew how amazing opera was until I went to see one.
- Some operas are sad, some are funny, but my experience was both. They have a little of both and it was awesome.
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First, we offer our sincere appreciation to the Education team at the Metropolitan Opera: Marsha Drummond, Cordelia Istel, and Victoria Rey, who were exceedingly helpful in facilitating our site visit to the Educator Conference and our access to online materials and resources as well as the evaluation overall.

We would also especially like to thank the educator liaisons for their patience and forbearance in forwarding the many reminders and survey links to teachers as well as filling out surveys themselves.

Finally, we thank the 2013-14 cohort of teachers, particularly Kevin Cleary, and students for providing the data to help us learn about their experiences with Metropolitan Opera’s HD Live in Schools during this academic year.
EXECUTIVE SUMMARY

2013-14 was the seventh season of the Metropolitan (Met) Opera’s *HD Live in Schools* program, an initiative developed to bring opera to life in middle and high school classrooms that is now in 32 markets, including three new ones. Goodman Research Group, Inc. (GRG) conducted an external evaluation of the program, including online surveys of 1,080 students before they participated in the season and of 383 of those after their last *HD Live in Schools* experience. GRG also surveyed 98 teachers at the end of the season.

FINDINGS

- **Students learned from *HD Live in Schools***. Participating students learned about opera as an art form and about music, drama, and theater. They also learned about relevant aspects of history, culture, politics, literature, and rhetoric, drawing connections between things they had learned in *HD Live in Schools* and their coursework in core subject areas.

- **Students were extremely engaged by the opera broadcasts and by the pre- and post-opera activities**. They very much enjoyed the opera broadcasts, especially the performers, performances, and stage sets. Their attitudes about opera improved, and they were more likely to reject stereotypes and negative beliefs about opera as well as to seek out additional opera experiences in the future.

- ***HD Live in Schools* had excellent reach in some areas, but Met Opera could expand its reach in other ways**. The program’s reach to groups historically underrepresented in arts patronage is remarkable. The program currently reaches twice as many girls as boys, though, and about 40% of the students reached for the first time this season had already had at least some exposure to opera.

- **Students appreciated the *HD Live in Schools* program**. The majority would recommend it to a friend, and most would describe it quite positively to a friend. They also believed that the activities were effective in helping them get the most out of their opera experience.

- **Teachers were extremely enthusiastic about the *HD Live in Schools* program**. They were impressed with the Educator Guide activities, especially their learning potential, linkage to Common Core State Standards (CCSS), and ability to engage their students. This was true even of teachers who were new to the program, as well as those without a great deal of background in opera. Teachers also appreciated the flexibility of the program in linking with a number of different subject areas.
RECOMMENDATIONS

- **Continue expanding HD Live in Schools to new markets.** The program is very successful and works well; teachers and students agreed that more students deserve to experience the special and powerful opportunity that it offers.

- **Build on and publicize links to CCSS.** Continue to work on aligning instructional materials to CCSS. Teachers appreciate this, and it helps them make the case for the program to administrators and other teachers. Further, publicizing the alignment could increase uptake in core subjects such as history and ELA/literature, which, in turn, could increase the program’s reach beyond arts students and perhaps to more boys.

- **Expand the use of Google Hangouts and other interactive and social media elements.** Google Hangouts could be extended to additional classrooms, more of the Met’s productions, and more people working behind the scenes at the Met. Further, Met Opera should consider further expanding the social media component of the program to channels such as Instagram and Vine, which has the potential to attract more students and give them additional ways to continue to engage with and about opera in the future.

- **Continue to address the needs of younger students.** As in prior years, teachers are interested in using the program and instructional materials with younger students. They appreciate how easy it is for them to use activities “right out of the box” with high schoolers, and would love to have more activities adapted to younger students. Similarly, to the extent possible given the nature of the operatic repertoire, teachers would like to see the HD Live in Schools program continue to include the more “child-friendly” operas of those scheduled to be broadcast that season.
INTRODUCTION

In Spring 2014, Goodman Research Group, Inc. (GRG), an educational evaluation and research firm in Cambridge, MA, evaluated the seventh season of the Metropolitan (Met) Opera’s **HD Live in Schools** program, an initiative developed by the Met Opera Education Department to bring opera to life in middle and high school classrooms. This season, the Education Department requested that the evaluation focus particularly on student outcomes, with teachers providing supplementary data.

The **HD Live in Schools** program builds on the Met’s Peabody Award-winning **Live in HD** series by providing teacher training, educator guides and resources, and free tickets for students, teachers, and administrators across the country to attend free live HD broadcasts of operas at local movie theaters. The program is now in 32 markets, including three new ones, in 24 states; the program’s aim continues to be a presence in all 50 states.

The 2013-14 season kicked off in October with the annual training conference for educators at the Met. This season, there was an increased focus on aligning the instructional materials with the Common Core State Standards (CCSS). Attendees went back to their districts and trained others and implemented the program with their own students. Participating educators were allotted 50-75 tickets per performance for four operas of their choosing from the following:

- December 14, 2013: *Falstaff* (Verdi)
- February 8, 2014: *Rusalka* (Dvořák)
- March 15, 2014: *Werther* (Massenet)
- April 5, 2014: *La Bohème* (Puccini)
- May 10, 2014: *La Cenerentola*/Cinderella (Rossini)

*Falstaff, Rusalka,* and *Werther* were new operas to the **HD Live in Schools** program, whereas *La Bohème* and *La Cenerentola* were featured in previous seasons.

This was the second season of the program to include Google Hangout video chats that connected Met performers with students from selected districts. This year, there were chats before the broadcasts of *Werther* and *La Cenerentola.*
This report describes GRG’s findings from the evaluation of the 2013-14 *HD Live in Schools* season. GRG conducted online surveys with students in 15 of the 32 participating districts before they participated in any of this season’s opera-related activities (N=1,080) and again after their last *HD Live in Schools* experience (N=383 from 12 districts). We also surveyed 98 teachers from 30 districts after they had completed their participation for this season. (See Appendices A-C for further details on the methodology and for complete annotated copies of student and teacher surveys.) GRG representatives also attended the educator conference and observed the Google Hangout with Joyce DiDonato before *La Cenerentola* for context.

1 Together with the Met Opera team, GRG selected these 15 districts because they represented a range of geographic locations and district sizes, included some districts that were brand-new to the program, and included districts that were using the program with students younger than high school age.
FINDINGS

STUDENT LEARNING

Students who participated in the *HD Live in Schools* program learned about opera as an art form and about music, drama, and theater. They also learned about relevant aspects of history, culture, politics, literature, and rhetoric. Students were able to draw connections between things they had learned in *HD Live in Schools* and their coursework in core subject areas.

Students Learned from *HD Live in Schools*

The *HD Live in Schools* program successfully increased student knowledge about aspects of opera, such as music, libretto, sets, and costumes, as well as aspects of history, culture, and politics that were relevant to the opera. After participating in the program, most students (79-91%) found the program *somewhat* or more successful in increasing their knowledge of these things, and at least half (48-68%) rated the program as *very* or *extremely* successful in giving them these types of knowledge.

Figure 1
Students Learned from *HD Live in Schools*

N=376-379
Note: Students were asked how successful the *HD Live in Schools* program as a whole was in achieving various objectives.
Teachers agreed that the *HD Live in Schools* program was successful in enhancing student knowledge and understanding. Teachers assessed knowledge in a broader set of domains than did students, as shown below. In addition to assessing knowledge gains about opera and its political, historical, and cultural relevance, teachers also assessed knowledge gains about music, about history and culture in general, and about literature and rhetoric in general. Almost all teachers (95-100%) found the program *somewhat* or more successful in increasing student knowledge in all five areas, and the great majority (75-95%) rated it as *very* or *extremely* successful in helping students gain these types of knowledge.

Figure 2

*HD Live in Schools* Conveyed Broad Knowledge to Students

![Knowledge of various domains](chart.png)

N=94-96

Note: Teachers were asked how successful the *HD Live in Schools* program as a whole was in achieving various objectives. No teachers selected *not at all* for any area of knowledge, and only 2-5% selected *only a little*. 
After their last opera, 331 students shared one new thing they learned from the *HD Live in Schools* program that they could relate to their coursework. Students described learning about opera itself or about how opera contributes to their classes. Many students (N=88) reported an increased understanding or appreciation of opera as a result of the program. Other students described how what they learned through the program related to the following classes, as shown below. Only a very few students (N=7) reported not learning anything or not being sure about what they learned.

Table 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Students</th>
<th>Sample Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>50</td>
<td>“It really had a lot you could get out of it in terms of how music itself can be used to tell a story and express emotion.”</td>
</tr>
<tr>
<td>Drama, theater</td>
<td>10</td>
<td>“Me being a drama student, I loved going and seeing this opera because it definitely will help me apply new and creative acting skills to all of my performances.”</td>
</tr>
<tr>
<td>ELA, Literature</td>
<td>13</td>
<td>“It gave me a better appreciation of opera. The time period and <em>Falstaff</em> being based on Shakespeare’s “Merry Wives of Windsor” would tie into both English and history class.”</td>
</tr>
<tr>
<td>Foreign language, language arts</td>
<td>69</td>
<td>“I learned that operas use European languages that you can learn throughout different courses of school.”</td>
</tr>
<tr>
<td>History</td>
<td>46</td>
<td>“Each opera has their own culture and customs; exposure to those customs helps one understand the history of the country the opera was set in.”</td>
</tr>
<tr>
<td>Social/cultural studies</td>
<td>36</td>
<td>“It seems that older civilizations used folklore such as <em>Rusalka</em> to teach their children lessons that they needn’t learn by experience. This I found rather interesting, as we don’t do this very much anymore.”</td>
</tr>
</tbody>
</table>

N=331
Students greatly enjoyed the Live in HD opera broadcasts, especially the performers, performances, and stage sets. Students opened their minds to opera, rejecting some misconceptions and negative beliefs. Many reported that they intended to continue to pursue experiences with opera.

Students Loved the Live in HD Opera Broadcasts

Students gave extremely high ratings for their enjoyment of different aspects of the opera broadcasts, including the costumes, sets and backdrops, and performers and performances. Taking into consideration students’ enjoyment of all of the operas they attended, close to two-thirds (63%) of the students enjoyed their opera experience quite a bit or a great deal (the two highest possible ratings on a five-point scale). Similarly, most of the teachers (87%) reported that their students were very or extremely engaged across all the operas they watched (again, the two highest possible ratings on a five-point scale).

The students most enjoyed the performers and performances and the sets and backdrops, with over 80% saying they enjoyed them quite a bit or a great deal. About three-quarters enjoyed the costumes, storylines, and music. Fewer were as enthusiastic about the interviews and backstage tour that took place during the intermission.

Figure 3
Students Enjoyed Many Features of the Live in HD Opera Broadcasts

N=373-378
Note: Students were asked to rate how much they enjoyed various aspects of the opera and the Live in HD broadcast. Percentages represent the numbers reporting enjoying these aspects quite a bit or a great deal (two highest ratings) across all operas they attended.
Students Opened Their Minds to Opera

The *HD Live in Schools* program successfully improved student attitudes toward opera in terms of their emotional and intellectual responses as well as their future intentions to see more opera and to seek information on the performing arts in general. Almost all students (81-90%) found the program at least *somewhat* successful in these ways, and the majority (55-71%) rated it as *very* or *extremely* successful at changing their attitudes.

Figure 4
*HD Live in Schools* Improved Student Attitudes Toward Opera

N=376-381
Note: Students were asked how successful the *HD Live in Schools* program as a whole was in achieving various objectives.

Their teachers agreed, with almost all reporting that the *HD Live in Schools* program was *very* or *extremely* successful at enhancing student enjoyment of opera (91%), improving student attitudes toward opera (97%), and encouraging students to see or listen to more opera (93%).
Students Rejected Opera Stereotypes After *HD Live in Schools*

Students rejected significantly more stereotypes and other negative beliefs about opera after participating in the *HD Live in Schools* program than beforehand.² On average, students rejected an additional 17% of the stereotypes, from rejecting almost half (47%) before the program to almost two-thirds (64%) afterwards.

The biggest gains were in rejecting the ideas that students won’t understand opera and that opera doesn’t relate to them. There were much smaller gains in rejecting the stereotypes that opera singers are big, screaming people and that opera is for old people, as most students already rejected those ideas before the program. These findings match teacher reports: Almost all (93%) rated the program as very or extremely successful at dispelling students’ opera stereotypes.

A few groups of students made larger gains than others in terms of rejecting stereotypes and negative beliefs about opera:³

- Students with no previous opera experience,
- Students who rated the program as successful, and
- Female students.

Figure 5

Students Reject More Opera Stereotypes After *HD Live in Schools*

<table>
<thead>
<tr>
<th>Myth</th>
<th>Reject myth at baseline</th>
<th>Gain after program</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don't understand it</td>
<td>42%</td>
<td>28%</td>
</tr>
<tr>
<td>It doesn't relate to me</td>
<td>38%</td>
<td>23%</td>
</tr>
<tr>
<td>You have to dress up</td>
<td>33%</td>
<td>18%</td>
</tr>
<tr>
<td>It is boring</td>
<td>53%</td>
<td>16%</td>
</tr>
<tr>
<td>It is expensive</td>
<td>18%</td>
<td>16%</td>
</tr>
<tr>
<td>Singers are big &amp; scream</td>
<td>68%</td>
<td>15%</td>
</tr>
<tr>
<td>It's for old people</td>
<td>68%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Background N=1,072-1,077; Post-Program N=376-377

Note: Students rated their agreement with stereotypes about opera. Percentages represent the number of statements with which students disagreed or strongly disagreed, with the light aqua portion of each bar representing the baseline score and the dark green portion representing the additional increment in the score after program participation.

² We conducted a repeated measures _t_-test of the difference between background and post-program survey scores for the 185 students who took both surveys.

³ We conducted a linear multiple regression to assess the independent effects of five predictors: grade, gender, previous opera experience, whether students did pre- or post-opera activities in class, and student ratings of the successfulness of the *HD Live in Schools* program.
Students Planned Continued Engagement with Opera After *HD Live in Schools*

After participating in the *HD Live in Schools* program, a sizeable percentage of the students were *very* or *extremely* likely to engage with the opera again in the next six months, especially by:

- attending a *Live in HD* opera broadcast (43%),
- discussing the story or plot of an opera (40%), and
- discussing the acting in an opera (39%).

About two-thirds of the students were at least *somewhat* likely to engage with opera in these ways in the future.

A few groups of students were more likely to engage with opera in the future than were others:

- Students who rated the program as successful, and
- Students who enjoyed the opera broadcasts more.

There was also a trend for female students to report a greater likelihood of engaging with opera in the future.

Figure 6

Likelihood of Students Continuing to Engage with Opera in the Future

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not at all</th>
<th>Only a little</th>
<th>Somewhat</th>
<th>Very</th>
<th>Extremely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend HD Live broadcast</td>
<td>20%</td>
<td>19%</td>
<td>24%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss story or plot of opera</td>
<td>26%</td>
<td>25%</td>
<td>15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss acting in opera</td>
<td>26%</td>
<td>23%</td>
<td>16%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N=376-379

Note: Students were asked how likely they were to engage with opera in various ways in the next six months.

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4 We conducted a linear multiple regression to assess the independent effects of six predictors: grade, gender, previous opera experience, whether students did pre- or post-opera activities in class, student ratings of the successfullness of the *HD Live in Schools* program, and student enjoyment of various aspects of the operas they saw.
HOW HD LIVE IN SCHOOLS UNFOLDED IN 2013-14

HD Live in Schools showed remarkable reach to students from groups historically underrepresented in arts patronage and continued to expand its reach to students younger than high school age. The program was more likely to reach students already enrolled in arts classes and, perhaps correspondingly, girls. Teachers are most likely to use the program in music/choir classes, followed by ELA/literature.

In terms of who was reached by the HD Live in Schools program in 2013-14, teachers reported that two-thirds of their students were girls or women. Two-thirds of the teachers worked with high schoolers, about a quarter (23%) worked with middle schoolers in grades 6-8, and the remaining 11% worked with elementary students in grades 1-5. According to students who completed the background survey, fully 42% belonged to racial or ethnic groups historically underrepresented in patronage of the arts.\(^5\)

However, a large number — about half (49%) — had past experience with opera prior to the 2013-14 season of HD Live in Schools, most commonly listening to or watching video of an opera (68%) and discussing the story or plot of an opera (67%).

This figure drops somewhat when we narrow our focus to just those students who were first-timers to the HD Live in Schools program in 2013-14. Still, though, before the current season began, some 42% of these new-to-the-program students reported past experience with opera, again most commonly listening/watching (69%) and discussing plot (65%). This is likely due to the large percentage of teachers — 61% — using the HD Live in Schools program in music and choir classes, which are already likely to expose students to opera in different ways.

After music/choir, the second most popular course for HD Live in Schools is ELA/literature (30%). For example, as one teacher noted:

*The HD Live in Schools program is an excellent way to teach students how literary devices such as plot, perspective, cause and effect, and countless other devices, can be used in a real-world setting to bring a story to life.*

Of the teachers, just over a third (37%) were new to the program in the 2013-14 season. On average, teachers had three seasons of experience with the program, including 2013-14. Three-quarters (76%) of the teachers were women.

The teachers took their students to see three operas, on average. The most popular was *La Cenerentola* (76%), followed by *Falstaff* and *Rusalka* (63%)

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\(^5\) Black/African American, Hispanic/Latino, American Indian/Alaska Native, or Native Hawaiian/Other Pacific Islander.
each), *La Bohème* (59%), and, bringing up the rear, *Werther* (14%), likely due to the mature nature of its subject matter.

The most popular activities, used by at least 40% of the teachers who took their students to see that opera, were:

- Post-Show Discussion: “Little Mermaids: Differing Versions of the Rusalka Story” (57%)
- Post-Show Discussion: “Universal Story: The History of Cinderella” (49%)
- Classroom Activity: “Getting to Know Her — and Him: Assessing Two Characters in La Bohème” (47%)
- Classroom Activity: “A Life in Letters: Unrequited Love in Werther” (46%)
- Classroom Activity: “Word of Honor: The Character of Falstaff in Verdi and Shakespeare” (44%)
- Classroom Activity: “Beneath the Surface: The Fairy Tale as Allegory”, Rusalka (43%)
PARTICIPANT ASSESSMENTS OF *HD LIVE IN SCHOOLS*

Students were appreciative of the *HD Live in Schools* program and found the activities effective in helping them maximize their opera experience. Teachers were even more enthusiastic. They were particularly impressed with the quality and ease of use of the instructional activities and with the flexibility of the program in connecting to many different subject areas.

**Students Gave A Thumbs Up to the *HD Live in Schools* Program**

The majority of students (62%) would recommend the *HD Live in Schools* program to a friend, a sibling, or another student. Another third (32%) might do so, and only 5% would not recommend it. The students also found the pre- and post-opera activities very effective in helping them understand various aspects of the operas they saw.

**Figure 7**
Activities Help Students Get the Most from Their Opera Experience

<table>
<thead>
<tr>
<th>Activity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand use of music &amp; dialogue to tell story</td>
<td>64%</td>
</tr>
<tr>
<td>Think differently about use of language in opera</td>
<td>61%</td>
</tr>
<tr>
<td>Understand cultural context of the opera</td>
<td>59%</td>
</tr>
<tr>
<td>Understand &amp; appreciate details of music</td>
<td>59%</td>
</tr>
<tr>
<td>Understand historical &amp; political context of the opera</td>
<td>50%</td>
</tr>
</tbody>
</table>

N=299-301

Note: Students were asked to rate how much the pre- and post-opera activities helped in a variety of areas. Percentages represent the numbers rating the activities as helping *quite a bit* or *a great deal* in these areas across all operas they attended.
Students were asked to share how they would describe the *HD Live in Schools* program to a friend. The vast majority of students (80% of the 379 students who responded to the question) described their experience very positively. These students most frequently described the program and the opportunity to watch opera as fun, unique, and educational:

*It was really an outstanding opportunity. I'm just a student in high school in Reno, Nevada, but because of this program I got to see a world class production in New York. It's not a side of the arts I'm all that familiar with, and it was really eye-opening (in part) because of that.*

*A truly cultural experience. It exposes one to a whole new side of music, and you have fun with friends at the same time.*

*The Met Opera was a great experience. It gave me a better idea of how operas run and how interesting they can be when you understand the story beforehand.*

*The Met Opera is a wonderful program that inspires you to be creative.*

Only about 10% of students described a lukewarm experience with the program, most of whom explained that they enjoyed watching the opera but that the show was too long or boring in some parts. Fewer than 5% of students described a completely negative experience, most often citing the length of opera. Based on teacher comments, the students complaining of length may have been the younger ones.
Teachers Gave Rave Reviews to the *HD Live in Schools* Program

Like their students, the teachers were very pleased with the Educators Guide activities they used, as shown below. They were especially impressed with the learning potential of the activities and their linkage to CCSS. Further, three-quarters (77%) said their students were very or extremely engaged in activities. Several commented on the ease of use of the materials; for example:

> I love what you are doing...I appreciate how accessible the materials are. It's difficult to keep ADDING stuff to the plate of a teacher and someone at the Met has realized how to make it doable! THANKS.

Figure 8
Teachers Rate Educator Guide Activities Very Highly

<table>
<thead>
<tr>
<th>Potential for student learning</th>
<th>85%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Link to Common Core Standards</td>
<td>80%</td>
</tr>
<tr>
<td>Support for course curriculum</td>
<td>73%</td>
</tr>
<tr>
<td>Ease of conducting activities</td>
<td>70%</td>
</tr>
<tr>
<td>Ease of preparation</td>
<td>70%</td>
</tr>
</tbody>
</table>

N=90-93
Note: Teachers were asked to rate these aspects of the Educator Guide activities they used in this season of *HD Live in Schools*. Percentages represent those rating these aspects as very good or excellent.

Notable were several positive reviews from teachers who were new to the program and who did not necessarily have much opera background:

> Materials are easy to use. This was our first year, and the positive response of the students far exceeded my wildest hopes.

> This program is a perfect example of how integrating music, literature, writing, performing arts, culture, and history works with meeting the CCSS while giving students something to love and appreciate for a lifetime. The support materials are fantastic and you can feel confident — with some training — in teaching your students and, as in my case, learning right along with them.
Asked how they would describe the *HD Live in Schools* program to another teacher, several elaborated on its flexibility and linkages with a number of different subject areas:

Absolutely incredible. Teaches about different cultures, enhances students’ understanding of the world and also about a very complex art form. The multitude of facets from which lessons can be launched is virtually limitless (economics = ticket sales, visual arts = costumes and set design, carpentry = set design, foreign languages = libretto, music = vocal, instrumental, literacy = plot, theme, characters, business = promotion of the opera, playbills, etc., and so on and so on). INCREDIBLE experience for ANYone of any age!

Your students could learn so much more than you could possibly imagine and become engaged to a level you never thought possible if you participate in this program. We have cutting-edge innovative techniques that really reach children, and inspire in them the desire to learn. From the Metropolitan Opera, we’ve been blessed with classroom activities and learning methods which can be utilized in almost any classroom to enhance interest and connectivity to your area of study. At the same time, incorporating the study of opera into your classroom means you are giving them access to FEELING history, languages, music, classical art, social science, literature and so much more. Attending a Met performance is icing on the cake where they get to see what they’ve learned about all come together in a multimedia superstar-studded extravaganza unlike anything they have ever seen before.

**Teacher Suggestions for Improvement**

Many of the teachers’ suggestions for improving *HD Live in Schools* reflect their enthusiasm for the program in that they want to make it available to more students. Two shared specific ideas for how this might happen:

Consider making the On Demand service available at a discounted rate for schools, or distribute a complimentary copy of one of the past broadcasts on DVD.

How quickly does the performance come out on DVD? It would be great to have a special repeat performance at school where those who could attend the event would cohost and explain what they learned from attending the live broadcast.

Several of the teachers are also interested in continuing to expand the program to earlier grades by selecting operas with age-appropriate content, paying attention
to reading level, and offering more materials and activities for younger students. As one teacher noted:

*The lesson plans are very appropriate for middle school/high school students. I plan on using these plans in the future, but with some modifications. Maybe we can have some alternate plans for each age group, printouts, worksheets, activities that are appropriate for elementary students.*

Teachers were enthusiastic about the Google Hangouts and wanted to see them expanded even further, such as by including professional stagehands and technical artists as well as principals at the Met and working to troubleshoot technical glitches with the Hangouts. Teachers were also interested in using Google Hangouts and other methods such as blogs for participating classrooms to interact with each other and exchange ideas. As one teacher suggested:

*I would love to collaborate via Google Hangouts with classes from other states/districts. Maybe a Google Hangout post-opera to talk about the opera we saw.*

The teachers had other interesting suggestions that can be found in Appendix C.
RECOMMENDATIONS

CONTINUE EXPANDING HD LIVE IN SCHOOLS TO NEW MARKETS

Given the continuing success of the Met Opera’s HD Live in Schools program, as demonstrated by all of GRG’s evaluations to date, it is recommended that Met Opera continue expanding the program into additional markets, as is planned. Teachers and students alike agreed that the HD Live in Schools program is a special and powerful opportunity that more students deserve to experience. As one teacher noted:

You have made such an impression on both young and old in my community. Please know that your efforts have given a group of children who come from very difficult situations a chance to experience something enchanting and the knowledge that they are worth it.

BUILD ON AND PUBLICIZE LINKS TO CCSS

The 2013-14 season saw an increased focus on aligning HD Live in Schools instructional materials to the CCSS, and this work should continue. Teachers appreciate these linkages, which also help them to make the case for the program to district and school administrators as well as to other teachers.

Additionally, however, publicizing the CCSS alignment more broadly has the potential to increase uptake by educators teaching core subjects such as history, social studies, ELA/literature, foreign languages, and so on. Expanding the program into core subjects will increase its reach to students beyond those who are already interested in the arts, and may have the potential to increase the program’s reach to boys, which was a recommendation GRG made in prior evaluations.

EXPAND THE USE OF GOOGLE HANGOUTS AND OTHER INTERACTIVE ELEMENTS

The Google Hangouts were popular and should be expanded to additional classrooms, to more of the HD Live in Schools operas, and to more of the people working behind the scenes at the Met, including stagehands, pyrotechnic specialists, costumers, and so on.
Met Opera should also consider further expanding the social media component of the program. One of the teachers noted that she and her students loved using Twitter and Facebook to communicate about their *HD Live in Schools* experiences. Adding ways to use additional channels that are popular with youth — for example, Instagram and Vine — might increase student engagement and give them additional ways to continue to engage with and about opera in the future.

**CONTINUE TO ADDRESS THE NEEDS OF YOUNGER STUDENTS**

As in prior years, teachers were very interested in using the *HD Live in Schools* program with students younger than high school age. Although not originally designed for use with middle and elementary students, some of the operas and activities this season — for example, the activity “La Cenerentola and the History of Cinderella” — worked very well with younger age groups. Teachers are very appreciative of the ease with which they can use Met Opera activities “right out of the box” with high school students, and would love to have more activities adapted to younger students. Similarly, to the extent possible given the nature of the operatic repertoire, teachers would like to see the *HD Live in Schools* program continue to include the more “child-friendly” operas of those scheduled to be broadcast that season.
LIST OF APPENDICES

APPENDIX A: STUDY METHODOLOGY
APPENDIX B: ANNOTATED STUDENT SURVEYS
APPENDIX C: ANNOTATED TEACHER SURVEY