I. Theoretical analysis: Categories for assessing effects from Coaching and Further Education for Generalist Primary Music Teachers (Intervention Study)

Teachers’ readiness and abilities: Are generalist music teachers willing and capable to make effective use of the informed music practice in their classroom performances (after the intervention)?

Impact in the classroom: Are adequate and innovative ideas for classroom performances of the informed music practice implemented in the primary music lessons?

Reflection and professional development: Is sensitivity about classroom performances and teaching features increasing? Do teachers develop and deal with the informed music practice and other innovative ideas?

II. Instruments: Focus, data gathering and data analysis of Coaching and Further Education Measures for Generalist Primary Music Teachers

Focus | n | Design | Method
--- | --- | --- | ---
Musical Self-Concept (MUSCI) of generalist primary music teachers (Spychiger et al., 2009). Scales: About Management (MUSCI 1), Centrality (MUSCI 2), Technique and Information (MUSCI 3), Musicality (MUSCI 4), Movement and Dance (MUSCI 5), Adaptation-Self (MUSCI 6), and Adaptive Music Self (MUSCI 7). | 24 | Longitudinal 2014-2015 | Questionnaire, descriptive analysis
Music lesson videos of specialist and generalist primary music teachers’ classroom performances | 24 | Longitudinal 2014-2015 | Qualitative and quantitative video content analysis of classroom performances of informed music practice, interrater-reliability (team: n = 3; videos: n = 3); Cohen’s Kappa

Teachers’ attitudes and perceptions as context variables for classroom performances (teaching practice) and changes in their Musical Self-Concept | 16 | Longitudinal 2014-2015 | Individual coaching sessions/transcripts qualitative content analysis (24 categories), interrater-reliability (team: n = 2); Cohen’s Kappa

III. Pre-Test: Video based Qualitative Content Analysis of Informed Music Practice (Kaiser, 2001)
Comparing two groups of Generalist Music Teachers’ Classroom Practice with Max Maps

Interrater-reliabilities of Video Analysis

<table>
<thead>
<tr>
<th>classroom practice and didactic teacher support</th>
<th>Cohen’s Kappa</th>
<th>% agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>counting them in</td>
<td>.957</td>
<td>98.6</td>
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<tr>
<td>practicing music</td>
<td>.982</td>
<td>99.1</td>
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<tr>
<td>interrupting</td>
<td>.940</td>
<td>97.7</td>
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<tr>
<td>feedback and guidance</td>
<td>.954</td>
<td>98.3</td>
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</table>

Intermediate Result for Generalist Music Teachers’ Informed Music Practice in the Music Classroom

Pre-Test: limited use of informed music practice
Post-Test: more balanced use of informed music practice

III. Qualitative Content Analysis of Video Lessons Using Max QDA Tools

Pre-Test vs. Post-Test: Video based Quantitative Content Analysis of Informed Music Practice (Kaiser, 2001)
Comparing two groups of Generalist Music Teachers’ Classroom Practice with Max Stats