



Jonelle Hamilton, DCP Coordinator  
2951 Arrowsmith Drive  
Reynoldsburg, OH 43068  
614-863-0405  
[hamiltj2@nationwide.com](mailto:hamiltj2@nationwide.com)

June 4, 2012

RACHEL FANKHAUSER  
701 CLEMENT AVE.  
BELPRE, OH 45714

Dear RACHEL,

Enclosed is your progress report for DCP module testing completed so far and dates the tests were completed. The progress report indicates the scores you received on the modules completed and the modules yet to complete.

I am pleased to let you know that you have completed all the testing and the only requirements left are the 4 evaluations for Modules 4, 5, 8, and 10, Teaching, Management, Communication, and Rehearsal Planning, respectively. I will contact you by email concerning completing these last evaluations.

I look forward to continue working with you to attain your goal of Certified Director. Please let me know if there is anything else I can do to help you attain your goal.

In Harmony,

Jonelle Hamilton  
DCP Coordinator  
Region #4

cc: Emily Mlock – Music Services

~~Bev Miller~~ – Education Coordinator  
file

*Maureen Branche*



Jonelle Hamilton, DCP Coordinator  
2951 Arrowsmith Drive  
Reynoldsburg, OH 43068  
614-863-0405  
[hamiltj2@nationwide.com](mailto:hamiltj2@nationwide.com)

April 13, 2012

RACHEL FANKHAUSER  
701 CLEMENT AVE.  
BELPRE, OH 45714

Dear RACHEL,

Enclosed is your progress report for DCP module testing completed so far and dates the tests were completed. The progress report indicates the scores you received on the modules completed and the modules yet to complete.

Testing is available at most regional meetings. The next available testing will be at Leader's Retreat, Saturday, June 2, 2012. Watch the regional publications for more details on the testing times. If you wish to complete more testing during the Leader's Retreat, please let me know so I can have the appropriate testing materials with me.

I look forward to continue working with you to attain your goal of Certified Director. Please let me know if there is anything else I can do to help you attain your goal.

In Harmony,

Jonelle Hamilton  
DCP Coordinator  
Region #4

cc: Emily Mock – Music Services  
Bev Miller – Education Coordinator  
file

**Sweet Adelines International  
Director Certification Program  
Progress Report**

**CONFIDENTIAL**

Report for fiscal year 200\_\_ - 200\_\_

**CONFIDENTIAL**

DCP Member's Name RACHEL FANKHAUSER Region # 4  
Chorus Name VOICE OF AMERICA

Classification: ☐ Director/Co-Director ☒ Associate/Assistant Director ☐ Candidate

**DCP Coordinator:** Record the highest score received in each skill area and the date the score was achieved. The numbers listed below correspond to the DCP skill area tests. This report should be submitted to international headquarters immediately following the testing session.

**MUSICAL/TECHNICAL SKILLS**

7.8 1. **Directing** - 10 points possible for all classifications. Includes ictus, hand motions, beat pattern, tempo, body posture, ad lib style, attacks and releases, eye contact, facial expressions.  
Date of evaluation: 4/09

10 2. **Analytical Listening** - 10 points possible for all classifications. Ability to diagnose and develop a plan to correct problems in areas of balance, word flow, vibrato, section accuracy, synchronization, resonance, and vocal production.  
Date of evaluation: 1-20-12

8.1 6. **Judging Categories & Competition** - 10 points possible for all classifications. Knowledge and application of the four categories as outlined in the Judging Category Description Book.  
Date of exam: 4/10

6.5 7. **Vocal Production** - 10 points possible for all classifications. Understanding and practical application of components of good vocal skills.  
Date of exam: 4/10

8.8 9. **Music Theory** - 10 points possible for all classifications. Understanding of music notation, key signatures, time signatures, intervals, chord structures.  
Date of exam: 4/09

3 10. **Rehearsal Planning & Implementation** 10 points possible for director/co-director and associate/assistant director classifications; 5 points possible for candidates. Understanding of time scheduling, rehearsal pacing and variety, and long-range planning.  
Date of evaluation: 4/10  
Score Part 1: \_\_\_\_\_ Score Part 2: 3  
Enter appropriate score above.

**MANAGEMENT/COMMUNICATION SKILLS**

6.5 3. **Organizational Knowledge & Director Resources** - 10 points possible for all classifications. International and regional structure, appointees, elected officials, committees and their duties; organizational philosophy, policies, terminology.  
Date of exam: 1-20-12

\_\_\_\_ 4. **Teaching** - 10 points possible for director/co-director and associate/assistant director classifications - take Part 1 only; 5 points possible for candidates - take Part 2 only. Style of presentation, methods of teaching music, vocal skills, section unity, barbershop style.  
Date of evaluation: \_\_\_\_\_  
Score Part 1: \_\_\_\_\_ Score Part 2: \_\_\_\_\_  
(Max. 10 pts.) (Max. 5 pts.)  
Enter Part 1 or Part 2 above. **Do not total both scores.**

\_\_\_\_ 5. **Management** - 10 points possible for director/co-director and associate/assistant director classifications - take both Parts 1 & 2. 5 points possible for candidates - take Part 2 only. Selecting, training, utilizing musical leaders, working with chapter administration.  
Date of evaluation: \_\_\_\_\_  
Score Part 1: \_\_\_\_\_ Score Part 2: \_\_\_\_\_  
(Max. 5 pts.) (Max. 5 pts.)  
Enter appropriate score above.

\_\_\_\_ 8. **Communication** - 10 points possible for director/co-director and associate/assistant director classifications - take both Parts 1 & 2; 5 points possible for candidates - take Part 2 only. Application of effective communication skills with administrative leaders, musical leaders, chorus members and others.  
Date of evaluation: \_\_\_\_\_  
Score Part 1: \_\_\_\_\_ Score Part 2: \_\_\_\_\_  
(Max. 5 pts.) (Max. 5 pts.)  
Enter appropriate score above.



SCORE AND ADVANCEMENT REQUIREMENTS

Approved Director: Self-evaluation form is on file with the ED/DCP Coordinator; combined scores of at least 50 points in all ten skill areas; must have attended a regional director education training session or participated fully in the director's tract at IES (International Education Symposium) within the last 12 months

Certified Director: Combined scores of at least 66 points in all ten skill areas, with a minimum of 7 points in the area of directing skills, a combined minimum score in the five remaining musical/technical areas of at least 33 points and a minimum of 6 points in each area, and at least 26 points in management/communications skills with a minimum of 4 points in each area; must have attended a regional or international educational event during the past 12 months; and must be currently serving as director/co-director or associate/assistant director of a chartered Sweet Adelines International chorus

Master Director: Must have achieved the level of Certified Director and then a minimum of 600 points in a regional chorus competition or 1200 points in an international chorus competition, excluding bonus points, and must have been the chorus' director for at least one year

44.2 Total score received in musical/technical skills  
6.5 Total score received in management/communication skills  
50.7 Total score received in all skills

List attendance at regional/international education events in the last 12 months.

Please give specific dates for each event: Winter Warm-up 1/2012

COMMENTS BY DCP COORDINATOR: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

STATUS

2-17-09 Date applied to DCP  
\_\_\_\_\_ Date advanced to Approved Director  
\_\_\_\_\_ Date recommended to Certified Director  
\_\_\_\_\_ Date recommended to Master Director  
\_\_\_\_\_ Date reaffirmed at current status

Date: 4-15-12 Signed: Jonelle Hamilton Region # 4  
DCP Coordinator

cc: DCP Participant  
Music Services Department  
DCP Coordinator

FOR OFFICE USE ONLY

Date verified classification: \_\_\_\_\_ Chapter # \_\_\_\_\_  
DCP Member \_\_\_\_\_ Chapter President \_\_\_\_\_  
Address \_\_\_\_\_ Address \_\_\_\_\_

**DIRECTOR CERTIFICATION PROGRAM  
SKILL AREA 5 EVALUATION — PART 2  
MANAGEMENT SKILLS**

Participant's Name Rache/Fankhauser  
Chapter Voice of America Date 6-1-12  
Classification: Director/Co-director \_\_\_\_\_ Assoc/Asst. dir. ☒ Candidate \_\_\_\_\_  
Skill Area 5 Evaluation — Part 2 is to be completed by all classifications.

*Instructions to participant:*

Write a brief response to each question. Each question is worth 5 points.

- ✓ 1. List five (5) ways you could assist your director if you were an associate/assistant director of a 40-voice chorus.

- 1) Be able to step in + direct in the director's Absence
  - 2) Help with new member Auditions
  - 3) Be on the music team + help with music selection
  - 4) Set a good example to other Chorus members (not talking on the risers, Attendance)
  - 5) Help with vocal teaching (in warm ups + Sectionals)
  - 6) Work with Section Leaders.
2. Describe how you would develop an effective music team if you were the director of a 65-voice chorus.

✓ -1 Use the help of your assoc./Asst. directors + have at least 2 section leaders per part.

- ✓ 3. What are the key ingredients of a good working relationship between the chorus director and board of directors?

- ① Good communications.
- ② Understanding what the goals of the Chorus are.
- ③ Appreciation of Each other.
- ④ Set goals.



- ✓ 4. Briefly describe the two different types of chapter administration:  
(1) Board of Directors and (2) Integrated Chapter Management.

1) Board run Chorus has a president, secretary, treasurer + other appointed offices. The director is not a member of the board, but hopefully the board makes choices with the best interest of the Chorus + director in mind.

2) Integrated (or Team) run Chorus: The director is a part of the team + has a say in what happens more so than when it is board run. The Team doesn't have a president or other officers. Things are not put to a vote, but are by consensus.

- ✓ 5. Describe the differences and/or similarities in the director's role in each type of chapter administration.

1) With the board run Chorus, the director is in charge of the Music team but is not on the board. They can come to the meetings but don't really have a vote. They need to convey their wishes to the president.

2) The director of a Team run Chorus is a member of the team + has a say in the choices that are made. The director attends all the meetings they can.

20

total points

Divide total points by 5 = 4 TOTAL SCORE, PART 2 (maximum 5)

Evaluator

Janelle Hamilton

Date

6-1-12

ED Signature

Date

**DIRECTOR CERTIFICATION PROGRAM  
SKILL AREA 8 EVALUATION — PART 2  
COMMUNICATION SKILLS**

Participant's Name Rachel Fankhauser  
Chapter Voice of America Date 6-1-12  
Classification: Director/Co-director \_\_\_\_\_ Assoc/Asst. dir. ☒ Candidate \_\_\_\_\_  
Skill Area 8 Evaluation — Part 2 is to be completed by all classifications.

*Instructions to participant:*

Write a brief response to each question.

1. List five (5) ways a Sweet Adelines International director can communicate effectively with the chorus. (5 points possible)

1) Eye Contact

2) Body language

3) make yourself available to members

4) be a role model (example) be on time

5) Call people by name

6) Touch

2. An individual member consistently makes singing errors and is upsetting to those around her. What communication skills would you utilize in handling this problem? (3 points possible)

Talk to her in private (never in front of anyone)

Be careful of the way you say things. Tell her that you have noticed there are wrong notes being sung + ask if there is any way you can help her with them. Have her work with her section leader to get them right.

3. As a director of a 40-voice chorus, what communication skills would you use to help an insecure assistant director become more confident? (2 points possible)

Always praise in front of others. Encourage her + tell her what she is doing right. Help teach her what you want from her. Communicate with her + make yourself available for her to come to.

Participant: Leave the rest of this page blank.

8 total points

Divide total points by 2 = 4 TOTAL SCORE, PART 2 (maximum 5)

Evaluator Jonelle Hamilton Date 6-1-12  
ED Signature \_\_\_\_\_ Date \_\_\_\_\_



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April 13, 2012

RACHEL FANKHAUSER  
701 CLEMENT AVE.  
BELPRE, OH 45714

Dear RACHEL,

Enclosed is your progress report for DCP module testing completed so far and dates the tests were completed. The progress report indicates the scores you received on the modules completed and the modules yet to complete.

Testing is available at most regional meetings. The next available testing will be at Leader's Retreat, Saturday, June 2, 2012. Watch the regional publications for more details on the testing times. If you wish to complete more testing during the Leader's Retreat, please let me know so I can have the appropriate testing materials with me.

I look forward to continue working with you to attain your goal of Certified Director. Please let me know if there is anything else I can do to help you attain your goal.


In Harmony,

Jonelle Hamilton  
DCP Coordinator  
Region #4

cc: Emily Mock – Music Services  
Bev Miller – Education Coordinator  
file





Re: DCP Testing   
Jonelle P Hamilton to: Rachel Fankhauser

03/07/2012 12:34 AM

My current Progress Report on you indicates that you still need to take 4 (Teaching - Part 1), 5 (Management - Parts 1 and 2), and 8 (Communication - Parts 1 and 2). I also show that you still need to take #10 (Rehearsal Planning & Implementation - Part 1), Part 2 was completed 2/6/10. If you show something different, please let me know. Your total points in all skills is 50.7. We only administer the tests at Regional educational events. It is really just too busy to do at Competition. The next opportunity will be at Leaders Retreat. However, in the meantime, let's email about what we can get done before Leaders Retreat, meaning the evaluations given by your chorus members. Let's get those out of the way. Also, I have the Modules for 4,5,8, and 10 and also sample tests. I can copy, scan, and send to you. I'll try to get those to you within a couple weeks. Sorry, just can't promise those sooner. Sound like a plan? I really think that you can get this completed at Leaders Retreat! Woo Hoo! Let's just keep plugging away. Thanks much!  
Jonelle

"Rachel Fankhauser" Thanks so much. If my figures are right, I still... 03/07/2012 12:06:15 AM

From: "Rachel Fankhauser" <rlf@suddenlink.net>  
To: <HAMILTJ2@nationwide.com>  
Date: 03/07/2012 12:06 AM  
Subject: Re: DCP Testing

Thanks so much. If my figures are right, I still have to take 4. 5. and 8. and as of now I have a score of 50.7. I need a score of 66 to get the certification. If that is different than what you have please let me know. I was wondering if I can buy those 3 from international to study? Also was wondering if we can take any tests at contest or do you think it will be to busy.

Thanks again. You're the Best!!!

Rachel

From: [HAMILTJ2@nationwide.com](mailto:HAMILTJ2@nationwide.com)  
Sent: Tuesday, March 06, 2012 10:35 PM  
To: [rlf@suddenlink.net](mailto:rlf@suddenlink.net)  
Subject: DCP Testing

Hi Rachel!

I wanted to go ahead and let you know that you passed both tests at Winter Warm-up. On Module #3, Organizational Knowledge & Director Resources, you scored 6.5 and on Module #2, Analytical Listening, you scored 10. I am waiting on some official forms in order to mail your updated progress report to you. Hopefully, that will be within a few days.  
Congrats! I'll be in touch.  
Jonelle

**DIRECTOR CERTIFICATION PROGRAM  
SKILL AREA 1 EVALUATION  
CONDUCTING SKILLS**

Participant's Name RACHEL FRANKHAUSER  
Chapter CITY OF FLAG Date 3-30-09  
Classification: Director/Co-director \_\_\_\_\_ Assoc./Asst. dir. \_\_\_\_\_ Candidate ☒

*Instructions to Evaluator:*

Evaluation based on (check one):

☒ actual observation \_\_\_\_\_ videotaped example

Based on your observation, evaluate the participant's conducting skills by assigning a numerical rating of 1 - 5 (5 = highly effective, 1 = ineffective) for each item.

- 4 Demonstrates understanding of ictus through appropriate breaths and downbeats
- 3 Demonstrates ability to keep a steady tempo in an uptune
- 3 Demonstrates *rubato* technique appropriate to the interpretation of a barbershop ballad
- 3 Demonstrates ability to indicate attacks and releases clearly
- 3 Exhibits congruency between mouth posture and hand motions
- 5 Exhibits body posture appropriate for good singing
- 5 Avoids body posture distractions
- 5 Maintains eye contact with the performing unit
- 4 Exhibits facial posture appropriate for expressive singing
- 4 Demonstrates ability to communicate dynamics effectively

39 Total points

Divide total points by 5 = 7.8 TOTAL SCORE (maximum 10)

Evaluator [Signature] Date 3-30-09  
ED Signature [Signature] Date 4-09

**DIRECTOR CERTIFICATION PROGRAM  
SKILL AREA 2 EVALUATION  
ANALYTICAL LISTENING SKILLS**

Participant's Name Rachel FonKhauser  
Chapter City of Flags Date 9-17-10  
Classification: Director/Co-director \_\_\_\_\_ Assoc/Asst. dir. \_\_\_\_\_ Candidate ☒

*Listen to each recorded example and circle the correct answer.*

1. This selection would be greatly improved if:
- a. It were in synch
  - ☒ b. Forward motion was evident throughout
  - c. Individual voices didn't pop out
  - d. The tempo was faster

- ~~2.~~ The major problem with this part of the tag is:
- ☒ a. Clarity of words
  - b. Breath support
  - c. Over singing
  - d. Harmony accuracy

3. Your first priority to improve in this selection should be:
- ☒ a. Synchronization
  - b. Chord clarity
  - c. Dynamic variation
  - d. Phrase endings

- ~~4.~~ This selection is a good example of:
- a. Inaccurate intervals
  - b. Consistent tempo
  - c. Unmatched vowels
  - ☒ d. Ringing chords

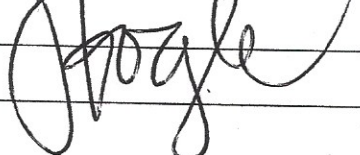
- ~~5.~~ The balance problem in this selection is:
- ☒ a. Bass predominance
  - b. Bari predominance
  - c. Tenor predominance
  - d. Lead predominance



- ~~6.~~ This tag is a shining example of:
- a. Well developed vocal skills
  - b. Synchronization errors
  - ☒ c. Tuning problems
  - d. Over singing
7. In this example, to improve the balance you would:
- ☒ a. Strengthen the lead line
  - b. Strengthen the bari line
  - c. Strengthen the bass line
  - d. Tell the tenors to pipe down
8. The pitch-taking for this song could be described as:
- a. Strong and accurate
  - b. Tentative and weak
  - ☒ c. Out of tune
  - d. Good solid foundation to begin on
9. The synchronization at the start of this selection:
- a. Is strong and together
  - ☒ b. Creates chord and word clarity issues
  - c. Impedes the forward motion
  - d. Sets the tempo
- ~~10.~~ As the stomp section is begun:
- a. There is solidity in the sound
  - ☒ b. Bases are singing faster than the rest
  - c. The expression wanes
  - ☒ d. The vocal quality loses its resonance and depth

(Each correct answer is worth 1 point.)

Total points = 5 = TOTAL SCORE (maximum 10)

Evaluator \_\_\_\_\_ Date 9/19  
ED Signature  Date \_\_\_\_\_

**DIRECTOR CERTIFICATION PROGRAM**  
**SKILL AREA 2 EVALUATION**  
**ANALYTICAL LISTENING SKILLS**

Participant's Name Rachel Fankhauser  
Chapter Voice of America Date 1-20-12  
Classification: Director/Co-director \_\_\_\_\_ Assoc/Asst. dir. ☒ Candidate \_\_\_\_\_

*Listen to each recorded example and circle the correct answer.*

1. This selection would be greatly improved by:

- ✓
- a. Better synch
  - ☒ b. Better forward motion
  - c. Better unity
  - d. Better note accuracy

2. The major problem with this part of the tag is:

- ✓
- a. Clarity of words
  - b. Breath support
  - c. Over singing
  - ☒ d. Harmony accuracy

3. Your first priority to improve in this selection should be:

- ✓
- ☒ a. Synchronization
  - b. Chord clarity
  - c. Dynamic variation
  - d. Phrase endings

4. This selection is a good example of:

- ✓
- a. Inaccurate intervals
  - ☒ b. Consistent tempo
  - c. Unmatched vowels
  - d. Ringing chords

5. The balance problem in this selection is:

- ✓
- a. Lack of bass
  - b. Lack of bari
  - ☒ c. Lack of lead
  - d. Lack of tenor

✓ 6. This intro is a shining example of:

- a. Well developed vocal skills
- b. Synchronization errors
- c. Tuning problems
- ☒ d. Over singing

✓ 7. In this example, to improve the balance you would:

- ☒ a. Strengthen the lead line
- b. Strengthen the bari line
- c. Strengthen the bass line
- d. Tell the tenors to pipe down

✓ 8. The pitch-taking for this song could be described as:

- a. Strong and accurate
- b. Tentative and weak
- ☒ c. Out of tune
- d. Good solid foundation to begin on

✓ 9. The quality of synchronization at the start of this selection:

- a. Is strong and together
- ☒ b. Creates chord and word clarity issues
- c. Impedes the forward motion
- d. Sets the tempo

✓ 10. As the stomp section is begun:

- a. There is solidity in the sound
- b. Basses are singing faster than the rest
- c. The expression wanes
- ☒ d. The vocal quality loses its resonance and depth

(Each correct answer is worth 1 point.)

Total points = 10 = TOTAL SCORE (maximum 10)

Evaluator

Gonelle Hamieton

Date \_\_\_\_\_

ED Signature

Date \_\_\_\_\_



**DIRECTOR CERTIFICATION PROGRAM**  
**SKILL AREA 3 EVALUATION**  
**ORGANIZATIONAL KNOWLEDGE & DIRECTOR RESOURCES**

Participant's Name Rachel Fankhauser  
Chapter Voice of America Chorus Date 1-20-12  
Classification: Director/Co-director \_\_\_\_\_ Assoc/Asst. dir. ☒ Candidate \_\_\_\_\_

*Instructions to Participant:*

Write the letter corresponding to the item in the list below that correctly matches each of the numbered descriptions that follow. No term is used more than once.

- |  |  |
|--|--|
| A. Worldwide Liaison                           | <del>J.</del> Prospective Chapter Supervisor |
| <del>B.</del> Education Coordinator            | <del>K.</del> <i>The Pitch Pipe</i>          |
| C. Coronet Club                                | L. Directors' Coordinator                    |
| <del>D.</del> 2                                | <del>M.</del> 3                              |
| <del>E.</del> International Board of Directors | <del>N.</del> The quantity you've paid for   |
| F. Leadership Development Committee            | O. The quantity you need                     |
| G. Education Direction Committee               | <del>P.</del> Copyright holders              |
| H. Membership Coordinator                      | Q. Music Services Department                 |
| <del>X.</del> Music Education Committee        | <del>R.</del> Arrangers                      |

- E. (1.) The governing body of Sweet Adelines International
- I. 2. Who is responsible for overseeing the musical excellence of the region?
- G. Q. 3. Who is responsible for supervising and evaluating both the musical and educational programs of Sweet Adelines International?
- Q. R. 4. Whom would you contact to determine if an arrangement has been copyright cleared?
- M. (5.) A chapter must compete at least once every \_\_\_\_ years in order to renew its charter.
- L. B. 6. One of the two elected members of the Regional Management Team.
- N. (7.) For a Ready, Set...Grow program, how many copies of music may you make for those attending?
- P. (8.) The primary intent of copyright laws is to protect \_\_\_\_\_.
- K. (9.) What is the name of the official publication of Sweet Adelines International?
- H. J. 10. Who is responsible for supervising the internal development of prospective chapters in the region?