

# SKILL AREA 4, PART 1: TEACHING SKILLS

## COMPILATION OF RESULTS OF CHORUS EVALUATION

Participant's Name Kathy Watkins  
Chapter Cincinnati Sound Date 11-25-08  
Classification: Director/Co-director \_\_\_\_\_ Assoc/Asst. dir. ☒  
To be completed for Director/Co-director or Assoc/Asst. director only

1. Enter the corresponding value from each individual evaluation.
2. Add all values to get total points.
3. Divide by the number of non-blank responses (12 or fewer) to get the score for each item.

	total points	divided by	no. of responses	ITEM SCORE
Methods of teaching a song				
<u>4 5 4 4 5 4 4 4 4 2</u> = <u>40</u>	<u>40</u>	<u>÷</u>	<u>10</u>	<u>= 4.0</u>
Methods of teaching vocal skills				
<u>4 5 4 5 5 5 4 5 3 4</u> = <u>44</u>	<u>44</u>	<u>÷</u>	<u>10</u>	<u>= 4.4</u>
Methods of teaching section work				
<u>4 5 4 4 5 - 4 5 - 4</u> = <u>35</u>	<u>35</u>	<u>÷</u>	<u>8</u>	<u>= 4.4</u>
Methods of teaching barbershop craft and style				
<u>3 5 4 5 4 4 - 5 3 4</u> = <u>37</u>	<u>37</u>	<u>÷</u>	<u>9</u>	<u>= 4.1</u>
Clarity of language				
<u>5 5 4 5 4 5 4 5 4 5</u> = <u>46</u>	<u>46</u>	<u>÷</u>	<u>10</u>	<u>= 4.6</u>
Follows a logical progression and pacing in teaching and rehearsal planning				
<u>4 5 4 4 4 5 - 5 3 2</u> = <u>36</u>	<u>36</u>	<u>÷</u>	<u>9</u>	<u>= 4.0</u>
Vocal inflection				
<u>4 5 4 4 5 4 4 5 4 2</u> = <u>41</u>	<u>41</u>	<u>÷</u>	<u>10</u>	<u>= 4.1</u>
Body language and energy, including facial expression				
<u>5 5 4 5 3 4 4 5 5 5</u> = <u>45</u>	<u>45</u>	<u>÷</u>	<u>10</u>	<u>= 4.5</u>
Maintains attention and control of the group				
<u>4 5 4 4 4 4 4 5 5 1</u> = <u>40</u>	<u>40</u>	<u>÷</u>	<u>10</u>	<u>= 4.0</u>
Presentation of material is appropriate to the level of the group and meets the needs of the various learning styles of the group				
<u>4 5 4 5 5 5 4 5 3 2</u> = <u>42</u>	<u>42</u>	<u>÷</u>	<u>10</u>	<u>= 4.2</u>

Maximum total score is 10 points.

Sum ITEM SCORES = 42.3 ÷ 5 = 8.5 TOTAL SCORE, Skill Area 4

Evaluator Rita A. Tucker Date 11-25-08  
ED Signature \_\_\_\_\_ Date \_\_\_\_\_

## SKILL AREA 5, PART 1: MANAGEMENT SKILLS

### COMPILATION OF RESULTS OF CHORUS EVALUATION

Participant's Name Kathy Watkins  
Chapter Cincinnati Sound Date 11-25-08  
Skill Area 5, Part 1 is to be completed for Director/Co-director and Assoc/Asst. director only.  
Classification: Director/Co-director \_\_\_\_\_ Assoc/Asst. dir. ☒

1. Enter the corresponding value from each individual evaluation.
2. Add all values to get total points.
3. Divide by the number of non-blank responses (12 or fewer) to get the score for each item.

	total points	divided by	no. of responses	ITEM SCORE
The participant selects and utilizes chorus members to assist her in the chapter's musical program.	<u>3 3 3 4 = 4 = 5 3 3</u>	<u>= 28</u>	<u>÷ 8</u>	<u>= 3.5</u>
The participant provides training for the music staff members.	<u>3 3 2 4 = 4 = 5 = 2</u>	<u>= 23</u>	<u>÷ 7</u>	<u>= 3.3</u>
The participant delegates duties to members showing strength in special areas.	<u>4 4 4 4 5 5 = 5 = 3</u>	<u>= 34</u>	<u>÷ 8</u>	<u>= 4.3</u>
The participant works effectively with chapter administration.	<u>5 5 4 5 5 5 = 5 5 5</u>	<u>= 44</u>	<u>÷ 9</u>	<u>= 4.9</u>
The participant develops, trains and utilizes a music team that makes it possible for each chorus member to receive individual assistance.	<u>3 4 3 5 = = = 5 = 2</u>	<u>= 22</u>	<u>÷ 6</u>	<u>= 3.7</u>

Maximum total score, Skill Area 5 — Part 1 is 5 points.

Sum ITEM SCORES = 19.7 ÷ 5 = 3.9 TOTAL SCORE, Skill Area 5, Part 1

Evaluator Lita A. Tucker Date 11-25-08  
ED Signature \_\_\_\_\_ Date \_\_\_\_\_



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

Participant's Name Kathy Watkins  
Chapter Seven Hills Chapter Date 1-21-05  
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.

x5  
1. assist with planning chorus rehearsals  
2. assist with implementing rehearsal (warm-up stretching)  
3. review repertoire with chorus / direct sign-offs  
4. work with 2 sections while director works with 2  
5. assist with the music choices to be learned by chorus

2. Describe how you would develop an effective music team if you were the director of a 65-voice chorus.

x5  
I would appoint at least 2 assistant directors.  
I would appoint section & co section leaders for each section. I would develop a vocal team consisting of choreographers, costumer, assistant directors & director. I would meet monthly with this group to develop the plan for the effective selection of the chorus.

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

x5  
Honesty & direct communication. To keep one another well informed of what each would like to see happen with the chorus. To work collaboratively, effectively & positively for the good of the chorus. Each must support the other & display this with the chorus.



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

- 15 — Board of Directors is made up of 8 or 12 members voted on by the membership. All 12 members have a vote. The Director does not have a vote. 4 offices voted by the board (members) (voted in by chorus members).
- Integrated management works toward consensus. They keep discussing until mutual agreement is found. When voting the director has a vote.
5. Describe the differences and/or similarities in the director's role in each type of chapter administration.

- 15 — As stated above in a Board the director does not have a vote. The director is encouraged but not required to attend board meetings.
- Integrated management the director is part of the team & required to attend all meetings & have a voting power.

25 total points

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

Evaluator Lita A. Tucker Date 11/21/05

ED Signature \_\_\_\_\_ Date \_\_\_\_\_

**DIRECTOR CERTIFICATION PROGRAM  
SKILL AREA 7 EVALUATION  
VOCAL PRODUCTION**

Participant's Name Kathy Watkins  
Chapter Cincinnati Sound Chorus Date 5-16-08  
Classification: Director/Co-director \_\_\_\_\_ Assoc/Asst. dir. \_\_\_\_\_ Candidate ☒

*Instructions to participant:*

Write the letter of the correct answer in each blank.

d 1. When we are not singing or speaking, the vocal cords are open. We refer to the space between them as the:

- a. epiglottis                      b. larynx                      c. soft palate  
d. glottis                          e. cricoids

A 2. The primary resonator in the human voice is the:

- a. hyoid bone                      b. larynx                      c. pharynx  
d. diaphragm                      e. external and internal intercostals

A 3. In singing, muscles that interfere with vocal freedom are the \_\_\_\_\_ muscles.

- a. swallowing                      b. abdominal                      c. intercostals  
d. diaphragm                      e. sternum

B 4. For proper resonance, the \_\_\_\_\_ must be lifted.

- a. vocal cords                      b. soft palate                      c. intercostals  
d. larynx                          e. diaphragm

B 5. The "lid" that closes off the windpipe when we swallow is called the:

- a. cricoid cartilage                      b. epiglottis                      c. glottis  
d. sphincter                          e. soft palate

D 6. Amplification of the voice is called:

- a. phonation                      b. articulation                      c. vibrato  
d. resonance                      e. harmonics

C 7. Muscles that are *not* involved in breathing include:

- a. intercostals                      b. diaphragm                      c. epigastrium  
d. mylohyoid                      e. abdominal

- A 8. Proper phonation is achieved by lifting the:  
a. abdominal muscles    b. jaw    c. phrenic nerve  
d. larynx    e. epiglottis
- ✓ C 9. Closure of the vocal cords is called:  
a. resonance    b. articulation    c. relaxation  
d. interference    e. approximation
- C 10. For correct vocal production the \_\_\_\_\_ must be relaxed and free.  
a. intercostal muscles    b. vagus nerve    c. jaw  
d. hyoid bone    e. sternum
- ✗ A 11. Every sound that is produced, no matter what the source, must have three elements: an actuator, a \_\_\_\_\_ and a resonator suitable to the frequency or pitch produced.  
a. articulator    b. vibrator    c. reflex action  
d. approximator    e. transmitter
- ✗ C 12. Vowels are formed primarily with the:  
a. jaw    b. soft palate    c. vocal cords  
d. tongue    e. cheek muscles
- ✗ C 13. Intercostal muscles are the muscles that control the:  
a. ribcage expansion    b. diaphragm    c. abdominal lift  
d. shoulders    e. vocal cords
- ✗ d 14. Which of the following is *not* an articulator?  
a. lips    b. tongue    c. jaw  
d. teeth    e. hard palate
- ✗ C 15. The vocal cords are attached to the:  
a. soft palate    b. hyoid bone    c. pharynx  
d. epiglottis    e. thyroid cartilage
- A 16. The "middle voice" is used for producing tones:  
a. between middle C and the C an octave higher  
b. below middle C  
c. above middle C
- B 17. The area of the pharynx that is closed by the soft palate is the:  
a. laryngo-pharynx    b. naso-pharynx    c. oro-pharynx



- ✓      18. The ventricular bands are:  
a. vocal cords                      b. false vocal cords                      c. tongue muscles  
d. jaw muscles                      e. transverse abdominal muscles
- C 19. The part of the body not involved in the swallowing mechanism is the:  
a. jaw                                      b. tongue                                      c. diaphragm  
d. lips                                      e. larynx
- C 20. Proper posture for singing is an upright stance with body weight primarily:  
a. on the outside (downstage) foot  
b. on the heels with the legs relaxed  
c. forward on the balls of the feet

*Participant: Leave the rest of this page blank.*

11 total points (maximum 20 total points)

Divide total points by 2 = 5.5 TOTAL SCORE (maximum 10)

Evaluator Lita Jackson

Date 5/30/08

ED Signature \_\_\_\_\_

Date \_\_\_\_\_

**SKILL AREA 8, PART 1: COMMUNICATION SKILLS**  
**COMPILATION OF RESULTS OF CHORUS EVALUATION**

Participant's Name Kathy Watkins  
Chapter Cincinnati Sound Date 11-25-08  
Skill Area 8, Part 1 is to be completed by Director/Co-Director and Assoc/Asst. director only.  
Classification: Director/Co-director \_\_\_\_\_ Assoc/Asst. dir. ☒

1. Enter the corresponding value from each individual evaluation.
2. Add all values to get total points.
3. Divide by the number of non-blank responses (12 or fewer) to get the score for each item.

	total points	divided by	no. of responses	ITEM SCORE
Handles input from chorus members in a positive manner.				
<u>4 5 4 4 5 5 3 4 5 2</u> _____ = <u>41</u>	<u>41</u>	<u>÷</u>	<u>10</u>	<u>= 4.1</u>
Gives clear instructions and communicates expectations.				
<u>4 5 4 5 5 5 3 5 4 2</u> _____ = <u>42</u>	<u>42</u>	<u>÷</u>	<u>10</u>	<u>= 4.2</u>
Communicates in a positive manner.				
<u>4 5 4 4 3 5 3 3 4 5</u> _____ = <u>35</u>	<u>35</u>	<u>÷</u>	<u>10</u>	<u>= 3.5</u>
Exhibits enthusiasm.				
<u>5 5 4 5 4 5 3 3 5 5</u> _____ = <u>44</u>	<u>44</u>	<u>÷</u>	<u>10</u>	<u>= 4.4</u>
Demonstrates ability to work with a coach (or other outside assistance), to accept suggestions and to work effectively with the chorus in such a situation.				
<u>4 5 4 5 5 5 4 5 5 4</u> _____ = <u>46</u>	<u>46</u>	<u>÷</u>	<u>10</u>	<u>= 4.6</u>
Has consistent communication signals (i.e., eye contact, body language, voice).				
<u>4 5 4 5 5 5 4 5 5 2</u> _____ = <u>44</u>	<u>44</u>	<u>÷</u>	<u>10</u>	<u>= 4.4</u>
Offers positive reinforcement.				
<u>4 5 4 4 4 5 4 4 4 4</u> _____ = <u>42</u>	<u>42</u>	<u>÷</u>	<u>10</u>	<u>= 4.2</u>
Exhibits security and confidence in the position of director/co-director or associate/assistant director (whichever is applicable).				
<u>4 5 4 4 3 4 3 5 3 2</u> _____ = <u>37</u>	<u>37</u>	<u>÷</u>	<u>10</u>	<u>= 3.7</u>
Accepts constructive criticism well.				
<u>4 5 4 5 5 5 4 4 5 3</u> _____ = <u>44</u>	<u>44</u>	<u>÷</u>	<u>10</u>	<u>= 4.4</u>
Communicates positive expectations that the chorus can reach its goals.				
<u>4 5 4 5 5 5 4 4 4 3</u> _____ = <u>43</u>	<u>43</u>	<u>÷</u>	<u>10</u>	<u>= 4.3</u>

Maximum total score is 5 points.

Sum ITEM SCORES = 41.8 ÷ 10 = 4.2 TOTAL SCORE, Skill Area 8, Part 1

Evaluator Rita A. Juenke Date 11-25-08  
ED Signature \_\_\_\_\_ Date \_\_\_\_\_



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

Participant's Name Kathy Watkins  
Chapter Seven Hills Date 1-21-05  
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)

*Enthusiasm, knowledgeable, well prepared, honesty, open communication & sincerity. Also, make sure to be seen, heard, & understood. (lots of positive body language)*

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)

*I would handle this issue in private & in person. I would sing the part with her & then say "let's see how we can improve or make this better". I would be highly sensitive & gentle not to offend but firm in explaining the importance of correct notes & would offer as much help as needed.*

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)

*I would encourage her to work on non verbal skills first. To make her look confident - stand tall, make eye contact & speak clearly. I would give her ample opportunity to practice.*

Participant: Leave the rest of this page blank.

9 total points

Divide total points by 2 = 4.5 TOTAL SCORE, PART 2 (maximum 5)

Evaluator Lita D. Jucan Date 1/24/05  
ED Signature \_\_\_\_\_ Date \_\_\_\_\_

#3 - these skills on a weekly basis. I would invite her to start building confidence by taking the breathing & vocal warmups which only I lost @ 10 or 15 minutes. I would get input from her to make sure she was comfortable with this responsibility. I would also encourage her practice at home.

I would model & demonstrate to her, or for her exactly what I am asking of her. Stand tall, smile, be positive, make positive eye contact, be ~~breathed & speak~~ clear, his.



# SKILL AREA 10, PART 1: REHEARSAL PLANNING & IMPLEMENTATION

## COMPILATION OF RESULTS OF CHORUS EVALUATION

Participant's Name Kathy Watkins  
Chapter Cincinnati Sound Date 11-25-08  
Skill Area 10, Part 1 is to be completed for Director/Co-director and Assoc/Asst. director only.  
Classification: Director/Co-director \_\_\_\_\_ Assoc/Asst. dir. ✓

1. Enter the corresponding value from each individual evaluation.
2. Add all values to get total points.
3. Divide by the number of non-blank responses (12 or fewer) to get the score for each item.

	total points	divided by	no. of responses	ITEM SCORE
Begins rehearsal on time.				
<u>4-5 1 4 5 4 4 5</u> = <u>32</u>	÷	<u>8</u>	=	<u>4.0</u>
Includes time for the associate/assistant director(s) and choreographers, as needed.				
<u>5-4 3 4 5 4 4 5</u> = <u>34</u>	÷	<u>8</u>	=	<u>4.3</u>
Provides sufficient vocal warm-up.				
<u>5 4 5 3 4 5 4 5 5</u> = <u>40</u>	÷	<u>9</u>	=	<u>4.4</u>
Planned schedule for rehearsals is evident.				
<u>- - 5 - 4 5 4 5 5</u> = <u>28</u>	÷	<u>6</u>	=	<u>4.7</u>
Provides a challenging pace and variety for the rehearsal format.				
<u>4 - 5 2 4 5 4 4 -</u> = <u>28</u>	÷	<u>7</u>	=	<u>4.0</u>
Rehearses existing repertoire.				
<u>4 - 3 3 4 5 4 3 -</u> = <u>26</u>	÷	<u>7</u>	=	<u>3.7</u>
Works on new repertoire.				
<u>- - 4 - 4 5 4 4 -</u> = <u>21</u>	÷	<u>5</u>	=	<u>4.2</u>
Provides time for introduction and acknowledgment of guests.				
<u>- - 5 - 4 5 4 5 -</u> = <u>23</u>	÷	<u>5</u>	=	<u>4.6</u>
Appears to know the music thoroughly.				
<u>5 4 5 2 4 5 4 3 3</u> = <u>35</u>	÷	<u>9</u>	=	<u>3.9</u>
Ends rehearsal on time.				
<u>- - 5 - 4 5 4 4 5</u> = <u>27</u>	÷	<u>6</u>	=	<u>4.5</u>

(tabulation sheet continued on next page)

Gives criticism and praise appropriately.

5 3 3 4 4 4 5 5 4 = 41 ÷ 9 = 4.6

Seems to spend the proper amount of time  
on each activity.

5 4 3 4 4 5 5 4 = 34 ÷ 8 = 4.3

Demands an appropriate level of achievement  
from the chorus.

5 4 5 2 4 4 5 4 = 33 ÷ 8 = 4.1

Provides appropriate rest periods.

5 4 5 2 4 4 5 4 = 33 ÷ 8 = 4.1

Maintains an even temperament.

5 3 5 3 4 4 5 5 4 = 38 ÷ 9 = 4.2

Maximum total is 5 points.

Sum ITEM SCORES = 63.5 ÷ 15 = 4.2 TOTAL SCORE, Skill Area 10, Part 1

Evaluator

Rita D. Jackson

Date

11-25-08

ED Signature

Date



**DIRECTOR CERTIFICATION PROGRAM  
SKILL AREA 10 EVALUATION — PART 2  
REHEARSAL PLANNING & IMPLEMENTATION**

Participant's Name

Chapter

Skill Area 10 Evaluation — Part 2 is to be completed by all classifications.

Classification: Director/Co-director

Assoc/Asst. dir.

Candidate

Instructions to participant:

The time is six weeks before regional competition and three months before the annual chapter show. The chorus is competing. Write your plan for one regularly scheduled, three-hour evening rehearsal.

7- 7:15 - physical + vocal warm-ups  
7:15 - 8:00 - sectionals. Each part to review <sup>comp.</sup> song for interpretation + notes + breaths. Work on vocal production as well.  
8:00 - 8:30 - Chorus units on roses + runs the two competition songs. Director stopping when he is not satisfied with V.P. + interp. Sing thru several times for planning as well.  
8:30 - 8:45 - Run 2 contest songs with choreography. Clean up moves + work on faces.  
8:45 - 8:55 - break

(Possible points = 5)

5 TOTAL SCORE, PART 2 (maximum 5)

Evaluator

Lita A. Juarez

Date

1/24/05

ED Signature

Date