

SKILL AREA 5, PART 1: MANAGEMENT SKILLS

COMPILATION OF RESULTS OF CHORUS EVALUATION

Participant's Name Debbie Thistle
Chapter White River Sound Date 12-2-05
Skill Area 5, Part 1 is to be completed for Director/Co-director and Assoc/Asst. director only.
Classification: Director/Co-director X 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>4 5 4 5 5 5 4 5 5 5 5 4 = 56</u>	<u>÷</u>	<u>12</u>	<u>= 4.7</u>
The participant provides training for the music staff members.	<u>4 5 5 5 5 5 5 5 5 4 5 4 = 57</u>	<u>÷</u>	<u>12</u>	<u>= 4.8</u>
The participant delegates duties to members showing strength in special areas.	<u>4 4 5 5 5 5 4 5 5 5 5 4 = 56</u>	<u>÷</u>	<u>12</u>	<u>= 4.7</u>
The participant works effectively with chapter administration.	<u>4 4 4 5 5 4 4 4 4 5 4 4 = 51</u>	<u>÷</u>	<u>12</u>	<u>= 4.3</u>
The participant develops, trains and utilizes a music team that makes it possible for each chorus member to receive individual assistance.	<u>4 5 5 5 5 4 5 5 4 5 4 4 = 55</u>	<u>÷</u>	<u>12</u>	<u>= 4.6</u>

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

Sum ITEM SCORES = 23.1 ÷ 5 = 4.6 TOTAL SCORE, Skill Area 5, Part 1

Evaluator Lita A. Jucker Date 12-2-05
ED Signature _____ Date _____

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

Participant's Name Debbie Thistle
Chapter White River Sound Date 11-11-05
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.

- +5
1. Always show up at rehearsals!
 2. Offer to lead warm ups or teach songs.
 3. Be available to do anything she asks.
 4. Offer to teach some songs.
 5. Offer to circulate during section rehearsals.

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

+3

You need strong section leaders that are willing to be in front for section rehearsals. They also need to be accurate singers. The visual team needs to be able to understand the gist of the music and work to complement the performance. We need to meet together along w/ the costume chairs to put together a cohesive package.

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

+3

Communication - The board needs to know that their job is to enable the music team and director to produce a great musical product - fund raising

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

x7 (1) 8-12 women elected by the membership w/
a president, etc. Committee chairs may
be separate with many women participating
meet monthly

(2) 8 women given a job title - she then
has various people under her. Director
is a part of team. Only meet when
necessary?

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

x5 (1) Director reports to board the
musical aspects of the chorus. Director
does not have to attend meetings and
has no vote.

(2) Director is a part of Team and must
go to meetings - has a "vote" for consensus -
(there really is no vote in consensus)

18 total points

Divide total points by 5 = 3.6 TOTAL SCORE, PART 2 (maximum 5)

Evaluator _____ Date _____

ED Signature _____ Date _____

SKILL AREA VII: VOCAL PRODUCTION KNOWLEDGE

(To be completed by program participant)

PARTICIPANT'S NAME Debbie Thistle CHAPTER White River Sound DATE 7/15/89Classification: Director _____ Ass't./Assoc. ✓ Other _____

INSTRUCTIONS: Write the letter of the correct answer in the blank to the left of each of the following items:

- b 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
- C 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 _____
a. swallowing b. abdominal c. intercostals d. diaphragm
e. sternum
- b 4. For proper resonance, the _____ must be open.
a. vocal cords b. soft palate c. intercostals d. larynx
e. diaphragm
- b 5. When we swallow, the "lid" that closes off the windpipe is called the _____
a. cricoid cartilage b. epiglottis c. glottis d. sphincter
e. soft palate
- da 6. Amplification of the voice is called _____
a. phonation b. articulation c. vibrato d. resonance
e. harmonics
- C 7. One of the muscles of inhalation is the _____
a. abdominal muscle b. vagus c. internal intercostals d. jaw
e. diaphragm
- a 8. Proper phonation is achieved by lifting the _____
a. abdominal muscles b. jaw c. phrenic nerve d. larynx
e. epiglottis
- a 9. Closure of the vocal cords is called _____
a. resonance b. articulation c. relaxation d. interference
e. approximation

- C 10. For good correct vocal production the _____ must be relaxed and free.
- a. intercostal muscles b. vagus nerve c. jaw d. hyoid bone
e. sternum
- b 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
- D 12. Vowels are formed primarily with the
- a. jaw b. soft palate c. vocal cords d. tongue
e. cheek muscles
- a 13. Intercostal muscles are the muscles which control the
- a. ribcage expansion b. diaphragm c. drop/lift d. shoulders
e. vocal cords
- a 14. The laryngo-pharynx is the area where pitches _____ are resonated.
- a. between middle "C" and the "C" an octave higher b. below middle "C"
c. above the "C" above middle "C"
- 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
- a. laryngo-pharynx b. naso-pharynx c. oro-pharynx
- b 18. The ventricular bands are
- a. vocal cords b. false vocal cords c. transverse abdominal muscles
d. tongue muscles e. jaw muscles
- C 19. The part of the body not involved in the swallowing mechanism is
- 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. evenly distributed on both feet
 - b. on the heels with the legs relaxed
 - c. forward on the balls of the feet.

To be completed by the DMA

Total points 15 ÷ 2 = Score 7.5

Signed: Mary Lynn Hoeckenburg, DMA Date 23 July 1989

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

Participant's Name Debbie Thistle
Chapter White River Sound Date 12-2-05
Skill Area 8, Part 1 is to be completed by Director/Co-Director and Assoc/Asst. director only.
Classification: Director/Co-director X 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>3 4 4 5 5 4 4 4 5 5 5 5</u> = <u>53</u>	<u>53</u>	<u>÷</u>	<u>12</u>	<u>= 4.4</u>
Gives clear instructions and communicates expectations.				
<u>4 5 5 5 5 4 5 5 5 5 5 4</u> = <u>57</u>	<u>57</u>	<u>÷</u>	<u>12</u>	<u>= 4.8</u>
Communicates in a positive manner.				
<u>4 5 4 5 5 4 4 5 5 5 5 5</u> = <u>56</u>	<u>56</u>	<u>÷</u>	<u>12</u>	<u>= 4.7</u>
Exhibits enthusiasm.				
<u>4 4 5 5 5 4 4 5 5 5 5 5</u> = <u>56</u>	<u>56</u>	<u>÷</u>	<u>12</u>	<u>= 4.7</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 5 5 5 5 5 5 5 5 5 5</u> = <u>59</u>	<u>59</u>	<u>÷</u>	<u>12</u>	<u>= 4.9</u>
Has consistent communication signals (i.e., eye contact, body language, voice).				
<u>5 5 4 5 4 4 5 4 5 5 5 4</u> = <u>55</u>	<u>55</u>	<u>÷</u>	<u>12</u>	<u>= 4.6</u>
Offers positive reinforcement.				
<u>5 4 4 5 5 5 4 5 5 5 5 5</u> = <u>57</u>	<u>57</u>	<u>÷</u>	<u>12</u>	<u>= 4.8</u>
Exhibits security and confidence in the position of director/co-director or associate/assistant director (whichever is applicable).				
<u>4 4 5 5 5 5 5 5 5 5 5 5</u> = <u>58</u>	<u>58</u>	<u>÷</u>	<u>12</u>	<u>= 4.9</u>
Accepts constructive criticism well.				
<u>4 5 5 4 5 4 4 4 5 5 5 5</u> = <u>55</u>	<u>55</u>	<u>÷</u>	<u>12</u>	<u>= 4.6</u>
Communicates positive expectations that the chorus can reach its goals.				
<u>4 5 5 5 5</u> = <u>4445</u> = <u>555</u> = <u>56</u>	<u>56</u>	<u>÷</u>	<u>12</u>	<u>= 4.7</u>

Maximum total score is 5 points.

Sum ITEM SCORES = 47.1 ÷ 10 = 4.7 TOTAL SCORE, Skill Area 8, Part 1

Evaluator John D. Fisher Date 12-2-05

ED Signature _____ Date _____

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

Participant's Name Debbie Thistle
Chapter White Pine Sound Date 11-11-05
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)

+2
1. By e-mail
2. By letter
3. By speaking to whole group
4. By speaking to Board
5. By speaking to individuals

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)

+3
I would probably have the entire chorus tape a song using our taping procedures. Her tape checker can then address some of those problems. If it continues after section help, I would speak with her individually.

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)

+2
I would ask her to try some simple warm-up activities to get her comfortable being up front. I would then ask her to teach or lead a tag. Then ask her to direct a repetitive song.

Participant: Leave the rest of this page blank.

7.0 total points

Divide total points by 2 = 3.5 TOTAL SCORE, PART 2 (maximum 5)

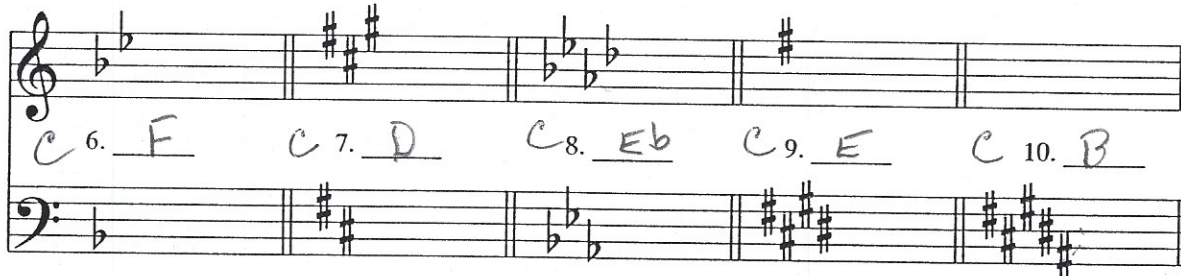
Evaluator Lita Juarez Date 11-11-05
ED Signature _____ Date _____

DIRECTOR CERTIFICATION PROGRAM
SKILL AREA 9 EVALUATION
MUSIC THEORY

Participant's Name Debbie Thistle
Chapter White River Sound Date 11-11-05
Classification: Director/Co-director ☒ Assoc/Asst. dir. ☐ Candidate ☐

PART I — KEY SIGNATURES: Identify each key signature. Write the correct answer in the blank above each key signature (major keys only).

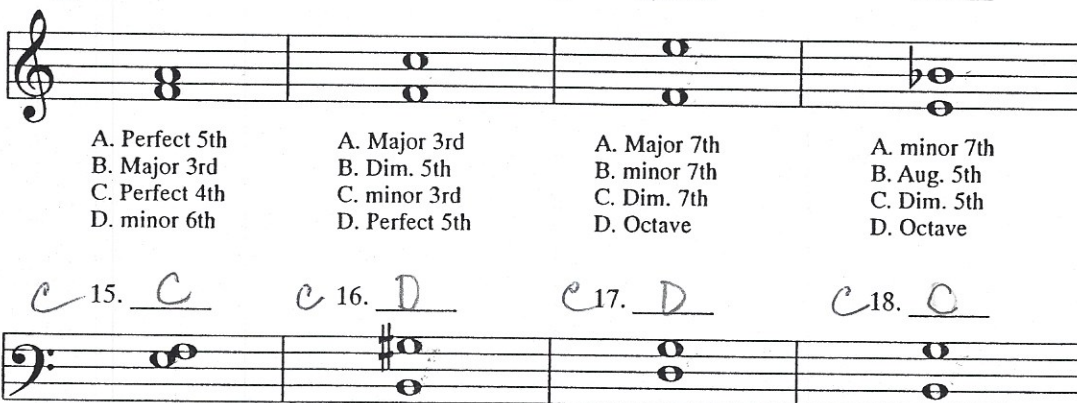
C 1. B \flat C 2. A C 3. A \flat C 4. G C 5. C



C 6. F C 7. D C 8. E \flat C 9. E C 10. B

PART II — INTERVALS: Identify each interval. Select the correct answer and place its letter in the blank above each interval.

C 11. B C 12. D C 13. A C 14. C

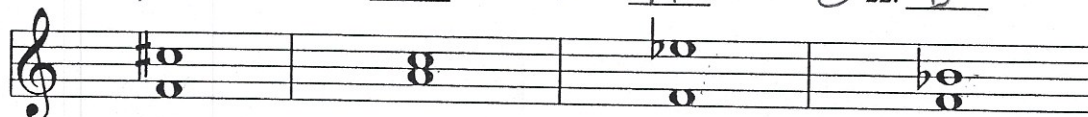


A. Perfect 5th	A. Major 3rd	A. Major 7th	A. minor 7th
B. Major 3rd	B. Dim. 5th	B. minor 7th	B. Aug. 5th
C. Perfect 4th	C. minor 3rd	C. Dim. 7th	C. Dim. 5th
D. minor 6th	D. Perfect 5th	D. Octave	D. Octave

C 15. C C 16. D C 17. D C 18. C

A. Major 3rd	A. Major 9th	A. Major 3rd	A. minor 7th
B. Major 2nd	B. minor 7th	B. minor 3rd	B. minor 3rd
C. minor 2nd	C. minor 6th	C. Aug. 5th	C. minor 6th
D. Octave	D. Major 6th	D. Perfect 4th	D. Major 6th

19. A 20. B 21. A 22. D



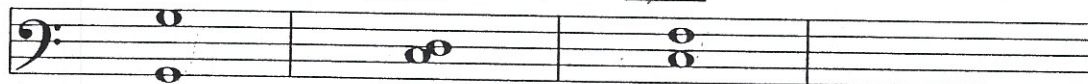
- A. Aug. 5th
B. Dim. 5th
C. Perfect 5th
D. minor 6th

- A. Major 3rd
B. minor 3rd
C. Major 2nd
D. minor 2nd

- A. minor 7th
B. Octave
C. Major 7th
D. Major 6th

- A. minor 3rd
B. Major 3rd
C. Perfect 5th
D. Perfect 4th

23. C 24. D 25. A




- A. Major 9th
B. minor 7th
C. Octave
D. Major 7th

- A. Perfect 3rd
B. Octave
C. minor 2nd
D. Major 2nd

- A. Perfect 5th
B. Perfect 4th
C. Major 3rd
D. Aug. 4th

PART III — TIME SIGNATURES: Identify each time signature. Select the correct answer and place its *letter* in the blank above the passage.

26. A 27. B 28. C

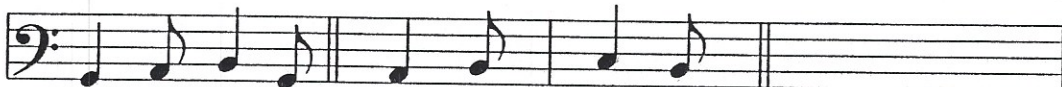


- A B C
4 3 12
4 4 8

- A B C
5 3 12
8 4 8

- A B C
2 4 12
2 4 8

29. A 30. C



- A B C
6 4 3
8 4 2

- A B C
5 6 3
8 8 8

PART IV — CHORD RECOGNITION: Identify each chord. Select the correct answer and place its *letter* in the blank above the measure.

31. A 32. C 33. B 34. C 35. B

- | | | | | |
|-----------------|-----------------|-----------------|----------------|-------------------|
| A. Dominant 7th | A. Major triad | A. Dominant 7th | A. minor triad | A. Dominant 7th |
| B. Major 7th | B. Major 9th | B. minor 7th | B. Major 9th | B. Major triad - |
| C. minor 3rd | C. minor triad | C. Major 6th | C. minor 7th | C. minor 6th |
| D. minor 7th | D. Dominant 9th | D. Dominant 9th | D. Major 7th | D. Diminished 7th |

36. A 37. B 38. C 39. A 40. D

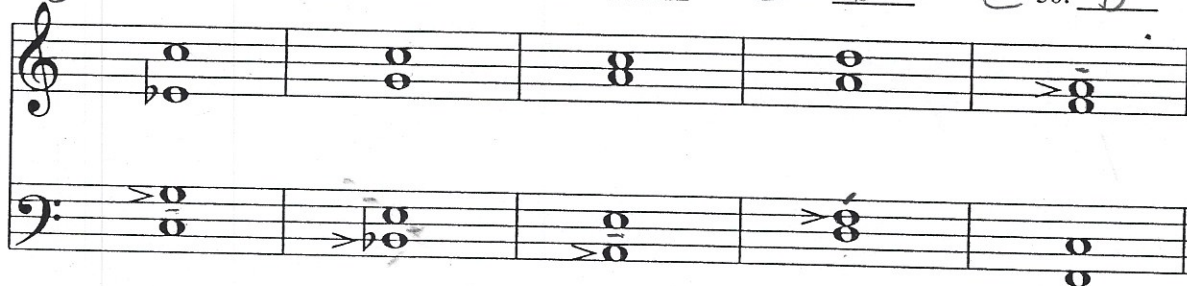
- | | | | | |
|-----------------|-----------------|-----------------|----------------|-----------------|
| A. Dim. 7th | A. Major triad | A. Major 7th | A. Major triad | A. Dominant 7th |
| B. minor 7th | B. Dominant 7th | B. minor 7th | B. Major 9th | B. minor triad |
| C. Dominant 7th | C. Major 7th | C. Dominant 7th | C. minor 7th | C. Major 7th |
| D. Major 7th | D. minor triad | D. Dim. 7th | D. minor 6th | D. Major triad |

PART V — PARTS OF CHORDS: In each chord, an arrowhead points to one part of the chord. Select the correct answer and place its *letter* in the blank above the chord.

41. B 42. A 43. B 44. A 45. C

- | | | | | |
|------------|------------|------------|------------|------------|
| A. Root | A. Root | A. Root | A. Root | A. Root |
| B. Third | B. Third | B. Third | B. Third | B. Third |
| C. Fifth | C. Fifth | C. Fifth | C. Fifth | C. Fifth |
| D. Seventh | D. Seventh | D. Seventh | D. Seventh | D. Seventh |

46. C 47. D 48. A 49. B 50. B



A. Root
B. Third
C. Fifth
D. Seventh

A. Root
B. Third
C. Fifth
D. Seventh

A. Root
B. Third
C. Fifth
D. Seventh

A. Root
B. Third
C. Fifth
D. Seventh

A. Root
B. Third
C. Fifth
D. Seventh

Participant: Leave the rest of this page blank.

47 total points (Each correct answer is worth 1 point.)

Divide total points by 5 = 9.5 TOTAL SCORE (maximum 10)

Evaluator Lita J. Green Date 11-11-05

ED Signature _____ Date _____

SKILL AREA 10, PART 1: REHEARSAL PLANNING & IMPLEMENTATION
COMPILATION OF RESULTS OF CHORUS EVALUATION

Participant's Name Debbie Thistle
Chapter White River Sound Date 12-2-05
Skill Area 10, Part 1 is to be completed for Director/Co-director and Assoc/Asst. director only.
Classification: Director/Co-director X 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>3 4 5 5 5 4 5 5 5 5 4 4 = 52</u>	÷	<u>12</u>	= <u>4.3</u>
Includes time for the associate/assistant director(s) and choreographers, as needed.	<u>4 5 5 5 5 4 4 5 5 5 5 4 = 56</u>	÷	<u>12</u>	= <u>4.7</u>
Provides sufficient vocal warm-up.	<u>4 4 5 5 5 4 4 5 5 5 5 4 = 55</u>	÷	<u>12</u>	= <u>4.6</u>
Planned schedule for rehearsals is evident.	<u>4 5 5 5 4 4 4 5 5 5 5 4 = 55</u>	÷	<u>12</u>	= <u>4.6</u>
Provides a challenging pace and variety for the rehearsal format.	<u>4 5 5 5 5 3 5 5 5 4 5 5 = 56</u>	÷	<u>12</u>	= <u>4.7</u>
Rehearses existing repertoire.	<u>3 4 4 4 4 4 4 3 3 4 4 = 45</u>	÷	<u>12</u>	= <u>3.8</u>
Works on new repertoire.	<u>4 5 5 5 5 4 5 5 5 5 5 5 = 58</u>	÷	<u>12</u>	= <u>4.8</u>
Provides time for introduction and acknowledgment of guests.	<u>4 5 5 5 5 4 5 5 5 5 5 5 = 58</u>	÷	<u>12</u>	= <u>4.8</u>
Appears to know the music thoroughly.	<u>5 5 5 5 5 5 5 5 5 5 5 5 = 60</u>	÷	<u>12</u>	= <u>5.0</u>
Ends rehearsal on time.	<u>5 5 5 5 5 4 5 5 5 5 5 5 = 59</u>	÷	<u>12</u>	= <u>4.9</u>

(tabulation sheet continued on next page)

Gives criticism and praise appropriately.

$$\underline{3} \underline{4} \underline{5} \underline{5} \underline{5} \underline{4} \underline{4} \underline{5} \underline{5} \underline{5} \underline{4} \underline{5} = \underline{54} \div \underline{12} = \underline{4.5}$$

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

$$\underline{4} \underline{4} \underline{5} \underline{4} \underline{5} \underline{4} \underline{5} \underline{5} \underline{5} \underline{5} \underline{5} \underline{5} = \underline{50} \div \underline{12} = \underline{4.7}$$

Demands an appropriate level of achievement
from the chorus.

$$\underline{4} \underline{4} \underline{5} \underline{5} \underline{5} \underline{4} \underline{5} \underline{5} \underline{5} \underline{5} \underline{5} \underline{5} = \underline{57} \div \underline{12} = \underline{4.8}$$

Provides appropriate rest periods.

$$\underline{3} \underline{4} \underline{5} \underline{4} \underline{5} \underline{3} \underline{4} \underline{4} \underline{4} \underline{4} \underline{5} \underline{5} = \underline{50} \div \underline{12} = \underline{4.2}$$

Maintains an even temperament.

$$\underline{4} \underline{5} \underline{5} \underline{5} \underline{5} \underline{4} \underline{4} \underline{5} \underline{5} \underline{5} \underline{5} \underline{5} = \underline{57} \div \underline{12} = \underline{4.8}$$

Maximum total is 5 points.

Sum ITEM SCORES = 19.2 $\div 15 =$ 4.6 TOTAL SCORE, Skill Area 10, Part 1

Evaluator

Lita Jackson

Date

12-2-05

ED Signature

Date

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

Participant's Name Debbie Thistle
Chapter White River Sound Date 11-11-05
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.

7-7:10 - Physical warm-ups
7:10-7:30 Vocal warm-ups
7:30-8:00 Repetitive work for show
8-8:30 Possible section rehearsals for show for contest
8:30-9:30 Contest prep including chores
9:30-9:45 - Perform contest package 3x in a row
9:45-10 Business

(Possible points = 5) 4.5 TOTAL SCORE, PART 2 (maximum 5)

Evaluator Lita Jackson Date 11-11-05
ED Signature _____ Date _____

LAST NAME: <u>THISTLE</u>	TEST I: <u> </u>
FIRST NAME: <u>DEBBIE</u>	TEST II: <u> 6 </u>
MI: <u> </u>	TEST III: <u> 10 </u>
TITLE: <u>MS</u>	TEST IV.I: <u> </u>
ADDRESS 1: <u>4343 Saffron Dr</u>	TEST IV.II: <u> </u>
ADDRESS 1: <u>3604 HOLLY CIRCLE</u>	TEST V.I: <u> </u>
ADDRESS 2: <u> </u>	TEST V.II: <u> </u>
CITY: <u>INDIANAPOLIS</u>	TEST VI: <u> 6 </u>
STATE: <u> </u> IN <u> </u>	TEST VII: <u> 10 </u>
COUNTRY: <u>USA</u>	TEST VIII.I: <u> </u>
ZIP: <u> </u> ³ <u>46227</u>	TEST VIII.II: <u> </u>
PHONE (H): <u>(317)882-0560</u>	TEST IX: <u> </u>
PHONE (A): <u>(317)783-9216</u>	TEST X.I: <u> </u>
REGION: <u>04</u>	TEST X.II: <u> </u>
CHAPTER: <u>WHITE RIVER SOUND</u>	TOTAL: <u> 32 </u>
DIR/CO: <u> </u>	M/T: <u> 22 </u>
ASST/ASSO: <u>X</u>	M/C: <u> 10 </u>
CAND.: <u> </u>	REG SCORE: <u> </u>
N/M: <u> </u>	INTL SCORE: <u> </u>
CHORUS: <u> </u>	PROG RPT: <u> 02-88 </u>
APPLICANT: <u> </u> 01-88 <u> </u>	EDUCATION EVENT: <u> </u>
APPROVED: <u> </u>	
CERTIFIED: <u> </u>	
MASTER: <u> </u>	