

Compilation = 4.5

**DIRECTOR CERTIFICATION PROGRAM
SKILL AREA 8 EVALUATION — PART 1
COMMUNICATION SKILLS**

Participant's Name Susan Clark
Chapter Scenic City Date 6/17/15

Classification: Director/Co-director _____ Assoc/Asst. dir. ☒

Skill Area 8 Evaluation — Part 1 is to be completed for Director/Co-director and Assoc/Asst. director only.

(Candidates are not eligible for Skill Area 8 — Part 1.)

Instructions to chorus member:

Please complete this questionnaire in accordance with the directions provided by your president. **The information on this evaluation form is confidential and should not be discussed with the president, the participant, or any other chorus member.**

Evaluate the participant's communication skills by assigning a numerical rating of 1-5 for each item (5 = highly effective, 1 = ineffective).

The participant:

- _____ handles input from chorus members in a positive manner.
- _____ gives clear instructions and communicates expectations.
- _____ communicates in a positive manner.
- _____ exhibits enthusiasm.
- _____ 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.
- _____ has consistent communication signals (i.e., eye contact, body language and voice).
- _____ offers positive reinforcement.
- _____ exhibits security and confidence in the position of director/co-director or associate/assistant director (whichever is applicable).
- _____ accepts constructive criticism well.
- _____ communicates positive expectations that the chorus can reach its goals.

see back

Compilation = 4.64

**DIRECTOR CERTIFICATION PROGRAM
SKILL AREA 10 EVALUATION — PART 1
REHEARSAL PLANNING & IMPLEMENTATION**

Participant's Name Susan Clark
Chapter Scenic City Date 6/17/10

Classification: Director/Co-director _____ Assoc/Asst. dir. ☒
Skill Area 10 Evaluation — Part 1 is to be completed for Director/Co-director and Assoc/Asst. director only.

(Candidates are not eligible for Skill Area 10 Evaluation — Part 1.)

Instructions to chorus member:

Please complete this questionnaire in accordance with the directions provided by your president. The information on this evaluation form is confidential and should not be discussed with the president, the participant or any other chorus member.

Evaluate the participant's skills in planning and conducting rehearsals by assigning a numerical rating of 1-5 (5 = highly effective, 1 = ineffective) for each item.

- _____ Begins rehearsal on time.
- _____ Includes time for the associate/assistant director(s) and choreographers, as needed.
- _____ Provides sufficient vocal warm-up.
- _____ Planned schedule for rehearsals is evident.
- _____ Provides a challenging pace and variety for the rehearsal format.
- _____ Rehearses existing repertoire.
- _____ Works on new repertoire.
- _____ Provides time for introduction and acknowledgment of guests.
- _____ Appears to know the music thoroughly.
- _____ Ends rehearsal on time.
- _____ Gives criticism and praise appropriately.
- _____ Seems to spend the proper amount of time on each activity.
- _____ Demands an appropriate level of achievement from chorus.
- _____ Provides appropriate rest periods.
- _____ Maintains an even temperament.

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

Participant's Name Susan Clark
Chapter Scenic City Chorus Date 9-26-14
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.
 - conduct rehearsal in her absence
 - lead section rehearsals
 - conduct chorus vocal warm-ups
 - do voice placement for new guests
 - assist in music selection
2. Describe how you would develop an effective music team if you were the director of a 65-voice chorus. *I would look for members with a strong music theory background. I would also look for those with a good barbershop background. Section leaders would be included. I would be sure all music team members understood the goals of the chorus and understood the members individual talents and abilities.*
3. What are the key ingredients of a good working relationship between the chorus director and board of directors?
Communication is the first thing. The director must let the board know what she needs. The board must let the director know what is feasible. They need to trust each other, also. The director should remember that she works for the board. But the board needs to be sure they understand why the director wants something to be a certain way. The director should provide a good musical justification for anything she wants the chorus to do.

4. Briefly describe the two different types of chapter administration:

(1) Board of Directors and (2) Integrated Chapter Management.

9 pts
The director does not serve on the board, but she is on the management team.

Board members are elected by the members.

ICM members are selected by team leaders.

ICM members can "run for" a specific team position so they can focus on their primary talents and areas of interest.

More members can be involved in ICM because there are many teams rather than just one person representing a faction of the board.

Example - a publicity team might include a graphic →

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

The director is a voting member of the integrated chapter management team. She is an "equal" or peer.

In a board-driven administration, she works for the board, not "with" them.

Many of the other things a director does are the same in both types of administrations.

The director is still the music team leader in both types.

The director is not required or expected to attend board of director meetings. But she is expected to attend Management team meetings and have input.

22 total points

Divide total points by 5 = *4.4* TOTAL SCORE, PART 2 (maximum 5)

Evaluator

Katherine Coleman

Date

9/28/14

ED Signature

Date

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

Participant's Name Susan Clark
Chapter Scenic City Chorus Date 9-26-14
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) express goals/expectations for the chorus to them frequently and clearly
2) give feedback to them at every rehearsal — both positive and negative
3) use humor and positive statements when correcting →
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) Very politely and PRIVATELY talk to this person.
Ask her first to describe how she learns a song — by reading the music or listening to the tracks. Ask her if she is having trouble accessing the learning media →
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 give this person a private lesson first to be sure she understands the basics of conducting.
If she does, give her small directing assignments such as leading a warm-up exercise or a tag in rehearsal. →

Participant: Leave the rest of this page blank.

10 total points

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

Evaluator D. Patrick Allen Date 9/28/14
ED Signature _____ Date _____

1. Thrup in the music
- 4) express appreciation and recognition to individuals in the choir when they contribute to the choir musically or emotionally or physically (people who do the "grunt" work need recognition!)
- 5) know the members as individuals; ask them about themselves + their families; know when something is going on with a member that may affect that member's attitude or attendance + talk to that person

2. on the sheet music, tell her that there are some wrong notes that are unfortunately, leading some surrounding singers astray and find out if she realizes she is singing wrong notes.
Get her section leader involved in helping her correct the wrong notes.

3. I would enlist a few very select members to let them know of the assistant's confidence level. Ask them to honestly give her positive feedback whenever possible. I would personally praise her publicly whenever possible. I would also have her direct a new hymn song in rehearsal.