

# Sweet Adelines International Educational Background

How many regional competitions have you attended as a:

☐ Competing chorus director ☒ Competing chorus member ☐ Spectator

Please list any international directors' seminars you have attended: 2005- IES

Please list any regional training programs you have attended: Sean Barford's directors workshop in Nov of 2005

Please list regional educational event(s) you have attended in the last 12 months: Winter Warmup-Jan, Leaders Retreat in May, my Chorus & I were coached by Key Seymour in Aug Camp Fa La La in July, Sean Barford's workshop in Nov.

## Personal Goals

What do you hope to gain from enrollment in this program? I hope to improve my directing & teaching skills. My Chorus is brand new & I want to learn how to teach them to become an A Level Chorus. I need more knowledge.

Signature

[Signature]

Date 12-28-05

Please complete and return this application to international headquarters, along with the \$50 application fee by check, money order (U.S. funds) payable to Sweet Adelines International or credit card. (This fee is non-refundable and non- transferrable.)

PLEASE NOTE: The application fee to enroll in the Director Certification Program does not include the DCP modules.

Please complete the following if using a credit card:

☒ VISA ☐ MasterCard ☐ Discover Card

Signature

[Signature]

Expiration Date 12/06

Sweet Adelines International • P.O. Box 470168 • Tulsa, Oklahoma 74147-0168  
918-622-1444 • 800-992-7464 • Fax 918-665-0894 • Internet: [sweetadelineintl.org](http://sweetadelineintl.org)

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

Participant's Name Susan Russell  
Chapter French Colony Date 3.24.07  
Classification: Director/Co-director X Assoc/Asst. dir. \_\_\_\_\_ Candidate \_\_\_\_\_

*Instructions to Evaluator:*

Evaluation based on (check one):

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

39 Total points

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

Evaluator Susan Hartmuth Date 3.24.07

ED Signature Susan Hartmuth Date 3.24.07

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

Participant's Name Susan Russell  
Chapter French Colony Date 1-18-08  
Classification: Director/Co-director Assoc/Asst. dir. \_\_\_\_\_ Candidate \_\_\_\_\_

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

1. The lack of tuning on the "way" chords is primarily a result of:  
X a. verticality of tonal line  
b. unmatched vowels  
c. lack of sufficient breath support  
d. (a) and (b) only  
e. (b) and (c) only
2. The chord on "rain-BOWS" in this section doesn't lock because:  
C a. the bari is too heavy  
b. the vowel is unmatched  
c. the song is in the wrong key  
d. the song is beyond the skill of the chorus  
e. the chord is not being sung in correct balance
3. The major problem with the singing of this introduction is:  
X a. expressive sound  
b. forward motion  
c. harmony accuracy  
d. dynamic variation  
e. balance
4. In this selection, chord clarity and lock-and-ring are affected by:  
C a. balance problems  
b. insufficiently developed vocal skills  
c. inaccurate intervals  
d. all of the above  
e. (b) and (c) only
5. In this selection, dropped phrase endings are usually caused by:  
C a. lack of sufficient breath support  
b. poor ear training  
c. tight-throated singing  
d. peppy tempos  
e. lack of attention to director



6. The pitch-taking technique for this song could be described as:
- X ☒ a. out of tune  
b. solid  
c. strong and accurate  
d. strong and inaccurate  
e. (a) and (d)
7. Besides work on individual vocal production, what is the best sequence of skill development for this chorus in sound?
- X ☒ a. tuning, accurate notes and intervals, chord balancing, synchronization  
b. chord balancing, accurate notes and intervals, tuning, synchronization  
c. accurate notes and intervals, tuning, synchronization, chord balancing  
d. synchronization, tuning, accurate notes and intervals, chord balancing  
e. accurate notes and intervals, synchronization, tuning, chord balancing
8. This introduction:
- C ☒ a. is generally in tune  
b. has good phrase flow  
c. demonstrates appropriate forward motion  
d. features strong bass singing  
e. all of the above
9. The singing here represents all of these practices *except*:
- X ☒ a. inaccurate intervals  
b. overly conservative tempo  
c. underdeveloped vocal skills  
d. individual voice parts apparent  
e. wrong notes
10. This tag is a good example of:
- C ☒ a. oversinging  
b. lack of synchronization  
c. good balance  
d. good tuning  
e. lack of forward motion

(Each correct answer is worth 1 point.)

Total points = 50 = TOTAL SCORE (maximum 10)

Evaluator Lita Jackson Date 2/2/08  
ED Signature \_\_\_\_\_ Date \_\_\_\_\_

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

Participant's Name Susan Russell  
Chapter French Colony  
Classification: Director Co-director X Assoc/Asst. dir.        Date 1-18-08  
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>X</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                              |
| E. International Board of Directors      | N. The quantity you've paid for               |
| F. Leadership Development Committee      | O. The quantity you need                      |
| G. Education Direction Committee         | P. Copyright holders                          |
| H. Marketing/Membership Coordinator      | <del>Q</del> . Music Services Department      |
| <del>X</del> . Music Education Committee | <del>R</del> . Arrangers                      |

- E 1. The governing body of Sweet Adelines International
- ~~X~~ I 2. Who is responsible for overseeing the musical excellence of the region?
- ~~X~~ B 3. Who is responsible for supervising and evaluating both the musical and educational programs of Sweet Adelines International?
- Q 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.
- ~~X~~ G 6. One of the three elected members of the Regional Management Team.
- ~~X~~ D 7. For a Ready, Set...Grow program, how many copies of music may you make for those attending?
- ~~X~~ R 8. The primary intent of copyright laws is to protect \_\_\_\_.
- K 9. What is the name of the official publication of Sweet Adelines International?
- ~~X~~ J 10. Who is responsible for supervising the internal development of prospective chapters in the region?

Fill in the blanks:

11. The purpose of Sweet Adelines International is to educate  
its members in the singing of Barb music
12. What is the name of the International President? Pat
- X 13. What is your Communications/Technology Coordinator's name? Wendy
14. What is your ED's name? Lynn Hart.
15. What is your Events Coordinator's name? Roxy
16. What is the name of the international program designed to introduce young women to the barbershop art form? Young Women In Harmony
17. Of the eight regional leaders, to whom would you go for:
  - X a. approval of chapter standing rules? Leadership
  - b. help in finding a coach? Education Coord.
  - c. help with membership retention? marketing + Membership Chair

Participant: Leave the rest of this page blank.

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

Divide total points by 2 = 6.0 TOTAL SCORE (maximum 10)

Evaluator Lita A. Jackson Date 2/2/08

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



# SKILL AREA 4, PART 1: TEACHING SKILLS

## COMPILATION OF RESULTS OF CHORUS EVALUATION

Participant's Name Susan Russell  
Chapter French Colony Date 4/30/07  
Classification: Director/Co-director X 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 5 5 4 4 4 5 5 4 4 5 = 54</u>	<u>÷</u>	<u>12</u>	<u>= 4.5</u>
Methods of teaching vocal skills	<u>4 5 5 5 5 4 5 5 5 5 4 5 = 57</u>	<u>÷</u>	<u>12</u>	<u>= 4.8</u>
Methods of teaching section work	<u>5 5 5 5 4 4 5 4 5 4 4 5 = 55</u>	<u>÷</u>	<u>12</u>	<u>= 4.6</u>
Methods of teaching barbershop craft and style	<u>4 5 5 5 5 5 5 5 5 5 5 5 = 59</u>	<u>÷</u>	<u>12</u>	<u>= 4.9</u>
Clarity of language	<u>4 5 5 5 5 5 4 5 5 5 4 5 = 57</u>	<u>÷</u>	<u>12</u>	<u>= 4.8</u>
Follows a logical progression and pacing in teaching and rehearsal planning	<u>5 5 5 5 5 4 4 5 5 5 4 5 = 57</u>	<u>÷</u>	<u>12</u>	<u>= 4.8</u>
Vocal inflection	<u>5 5 5 5 5 5 5 5 5 5 4 5 = 59</u>	<u>÷</u>	<u>12</u>	<u>= 4.9</u>
Body language and energy, including facial expression	<u>5 5 5 5 5 5 5 5 5 5 5 5 = 60</u>	<u>÷</u>	<u>12</u>	<u>= 5.0</u>
Maintains attention and control of the group	<u>5 5 5 5 5 4 5 5 5 4 5 5 = 58</u>	<u>÷</u>	<u>12</u>	<u>= 4.8</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>5 5 5 5 5 4 5 5 5 5 5 5 = 59</u>	<u>÷</u>	<u>12</u>	<u>= 4.9</u>

Maximum total score is 10 points.

Sum ITEM SCORES = 48 ÷ 5 = 9.6 TOTAL SCORE, Skill Area 4

Evaluator [Signature] Date 4/30/07  
ED Signature \_\_\_\_\_ Date \_\_\_\_\_

## SKILL AREA 5, PART 1: MANAGEMENT SKILLS

### COMPILATION OF RESULTS OF CHORUS EVALUATION

Participant's Name Susan Russell  
Chapter French Colony Date 4/30/07  
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>5 5 5 5 5 4 5 5 5 2 5 5 = 56</u>	<u>÷</u>	<u>12</u>	<u>= 4.7</u>
The participant provides training for the music staff members.	<u>5 5 5 4 4 4 5 5 5 3 5 5 = 55</u>	<u>÷</u>	<u>12</u>	<u>= 4.6</u>
The participant delegates duties to members showing strength in special areas.	<u>5 5 5 5 5 4 5 5 5 4 5 5 = 58</u>	<u>÷</u>	<u>12</u>	<u>= 4.8</u>
The participant works effectively with chapter administration.	<u>5 5 5 5 5 4 5 5 5 4 5 5 = 58</u>	<u>÷</u>	<u>12</u>	<u>= 4.8</u>
The participant develops, trains and utilizes a music team that makes it possible for each chorus member to receive individual assistance.	<u>5 5 5 5 5 4 5 4 5 3 5 5 = 56</u>	<u>÷</u>	<u>12</u>	<u>= 4.7</u>

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

Sum ITEM SCORES = 23.6 ÷ 5 = 4.7 TOTAL SCORE, Skill Area 5, Part 1

Evaluator Lita A. Jean Date 4/30/07  
ED Signature \_\_\_\_\_ Date \_\_\_\_\_



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

Participant's Name Susan Russell  
Chapter French Colony Chorus Date 1-20-06  
Classification: Director/Co-director X 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. help pick or be involved with the music team.  
2. Do vocal warmups.  
3. Do PVI's + work with individuals who need extra help.  
4. Back the decisions of the director.  
5. Be a friend to the director & help lift his spirits when there are problems.  
2. Describe how you would develop an effective music team if you were the director of a 65-voice chorus.

x3  
First, I would hope I know the chorus members well enough to pick the best singers who can teach. Then I would look for ladies who had the same "vision" for the chorus as I did. A music team is vital for a chorus to excel.

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

x5  
The director must keep an open mind. The Board is responsible for the running of the chorus and the director is there to help make decisions that concern the music & educational part. These are two separate jobs but the two must work together for the betterment of the chorus.

**DIRECTOR CERTIFICATION PROGRAM  
SKILL AREA 6 EVALUATION  
JUDGING CATEGORIES & COMPETITION**

Participant's Name SUSAN RUSSELL  
Chapter French Colony Chorus Date 6-15-07  
Classification: Director/Co-director X Assoc/Asst. dir.        Candidate       

*Instructions to participant:*

Write the correct answer in each blank. Each answer worth four (4) points, except where noted.

1. In the sound category, 70 % of your score relates to artistic sound.
2. In the music category, 30 % of your score has to do with the arrangement.
3. In the expression category, lyric interpretation accounts for 60 % of your score.
4. In the showmanship category, 70% of your score is focused on Vocal Artistry.
5. Describe the importance of unity and how it relates to *each* category.

Sound - to keep the cone intact - ring a chord.

Music - ~~conductor~~ swinging together

Expression - ~~flow~~ flow of the music

Showmanship - in characterization of movements

6. The total points available for a two-song performance in a regional competition is 200.
7. List two ways a director might detract from the visual performance as described in the showmanship category. (Each part worth 4 points.)  
x
  - a. entrance & exits
  - b. accepting applause

} she needs to look confident and in control.
8. How many categories are affected by harmony accuracy? 4
9. Which category scoresheet has a picture of the barbershop cone? Sound.
10. In case of a tie score, the score in the Sound category breaks the tie.
11. Who is the only judge evaluating how a chorus takes pitch? Sound.