Hit Us With Your Best Shot

Meaningful Ensemble Adjudication Experiences

Deborah Confredo, Temple University
Mark Lortz, Stevenson University

The Plan

WHY? **Objectives**

Required v. voluntary

Personal assessment

External review

Expand learning opportunities for students

Measurable, implementable "take-aways"

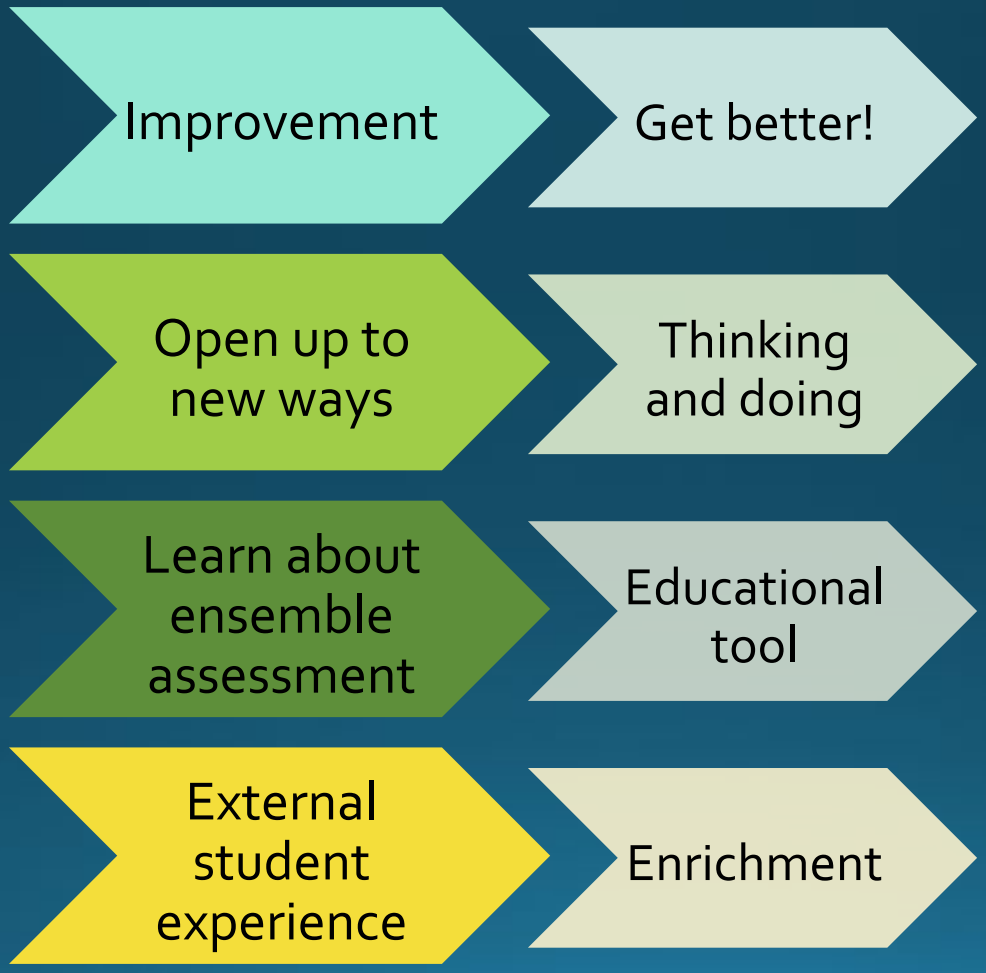
WHY? **Curriculum**

Illuminate areas of ***strength***

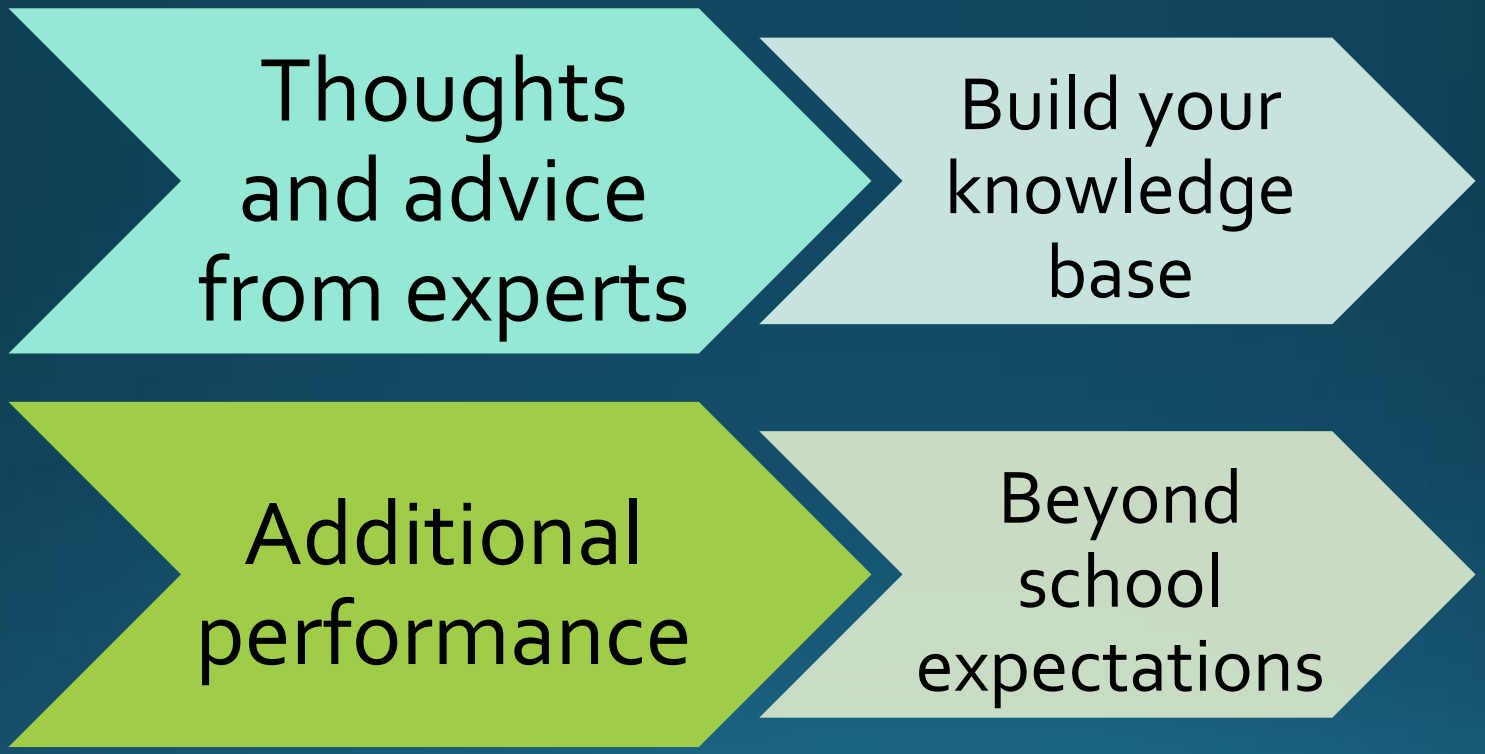
Illuminate areas of ***weakness***

Compare tools: Teacher Evaluation to Student Achievement

WHY? **Path Goal**

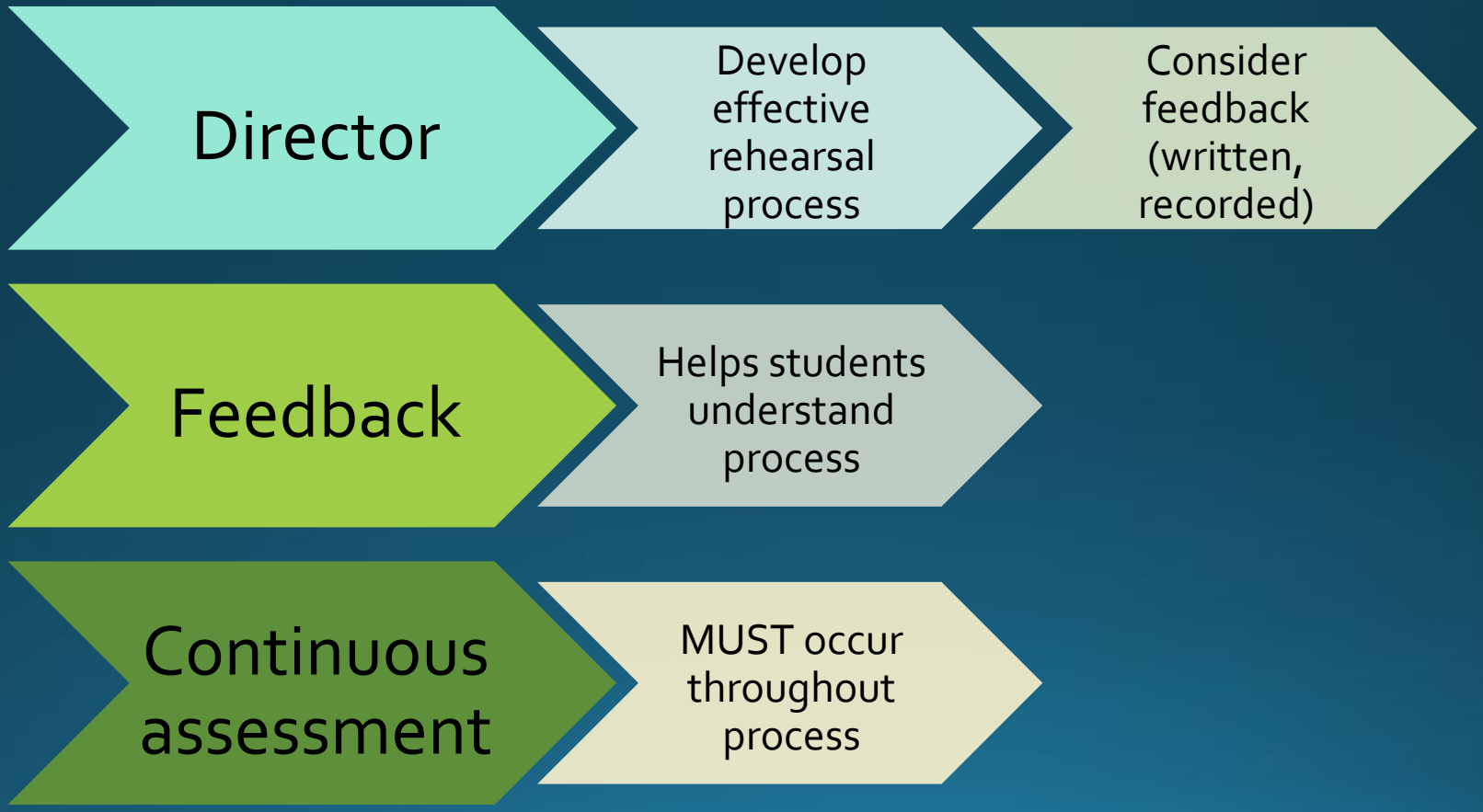


WHY? **For You**

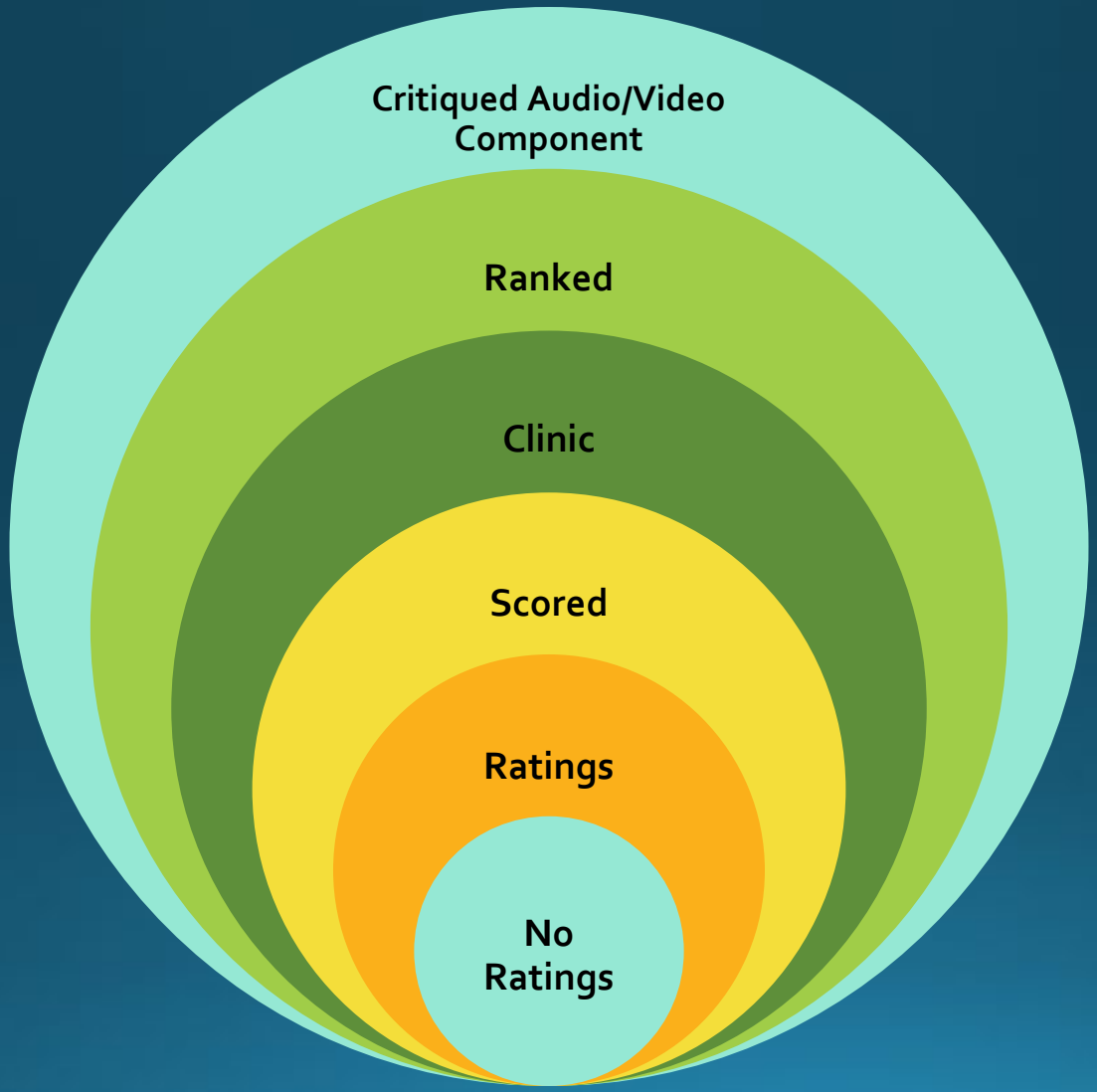

Thoughts and advice from experts
Build your knowledge base
Additional performance
Beyond school expectations

WHY? **For Students**

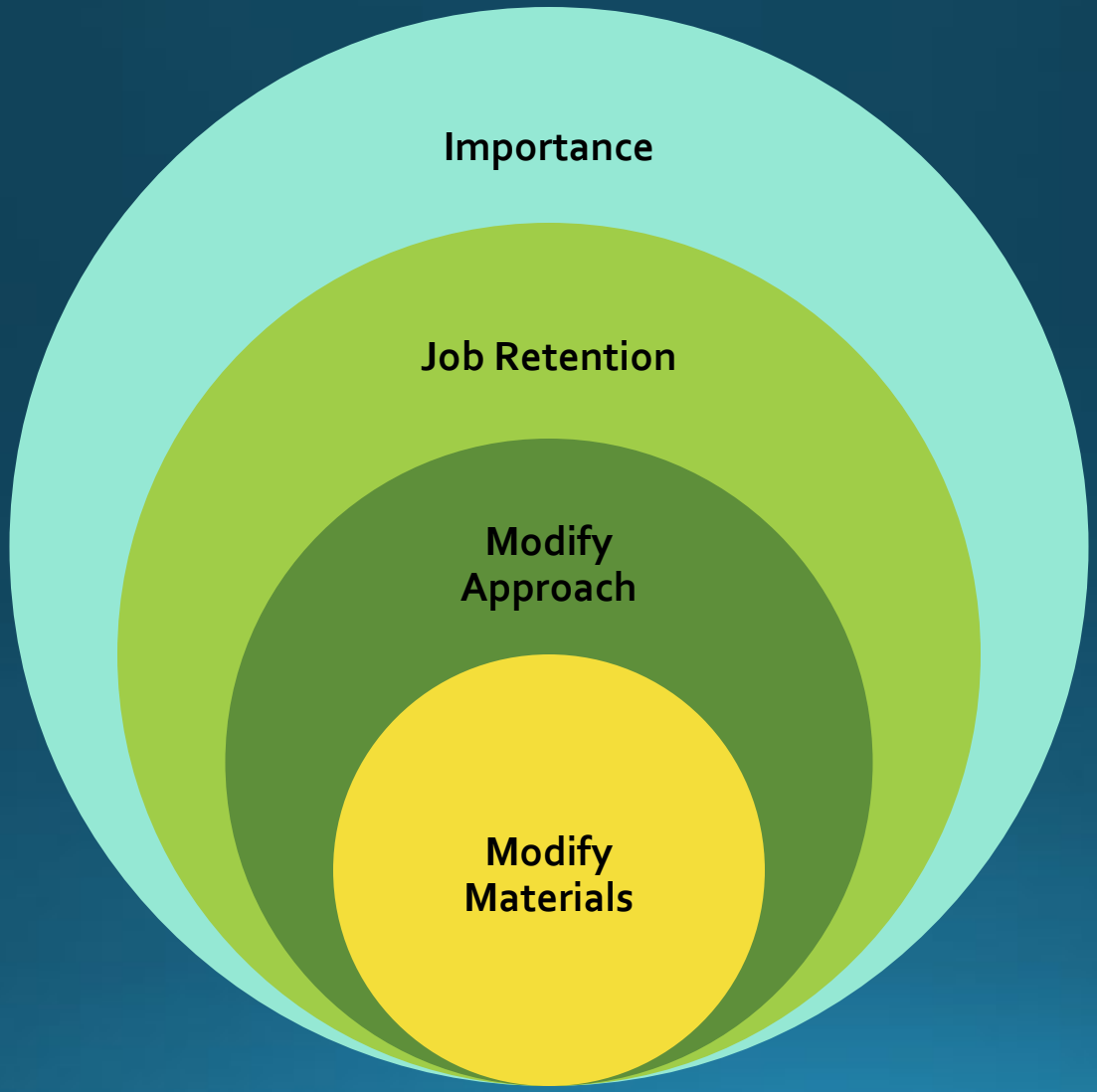
WHY? **Learning Enhancement**



WHAT? **Type**


Critiqued Audio/Video Component
Ranked
Clinic
Scored
Ratings
No Ratings

WHAT? **Curriculum**



HOW? **Function:** ***YOU***

HOW? **Continued Development**

Musical

Teaching

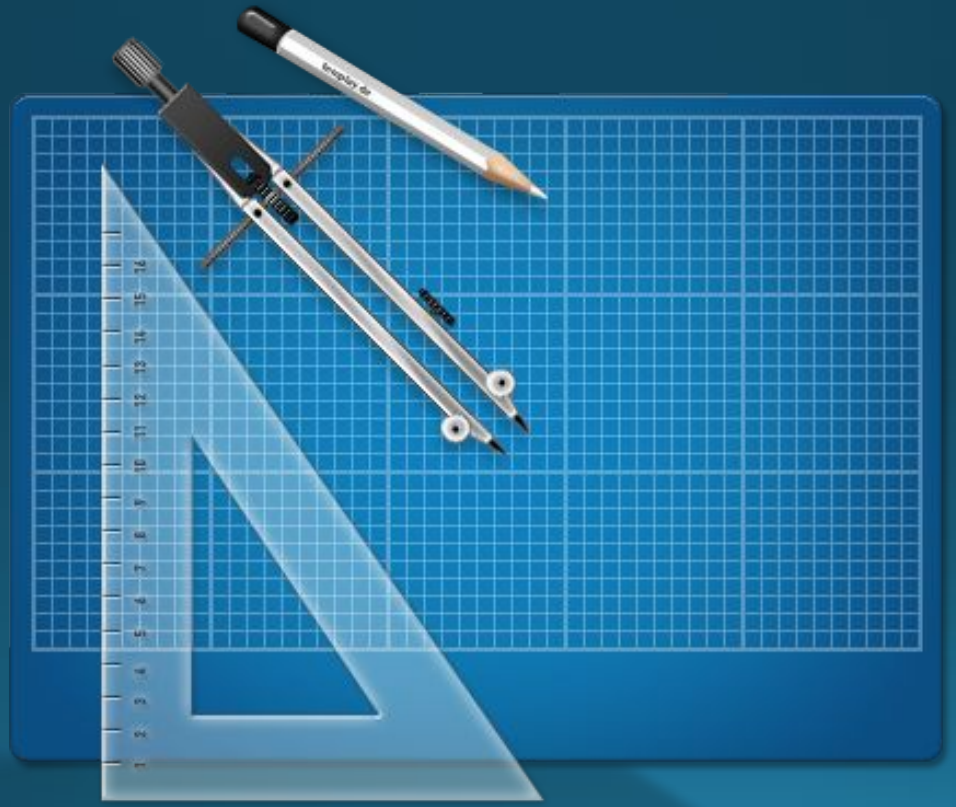
HOW? **Continued Development**

HOW? **Function:** ***STUDENTS***

HOW? **Continued Development**

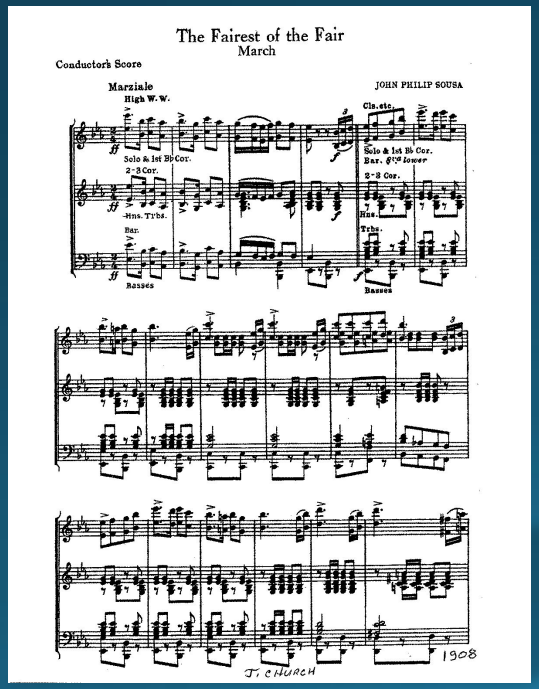
HOW? **Preparation**

Blueprint for success

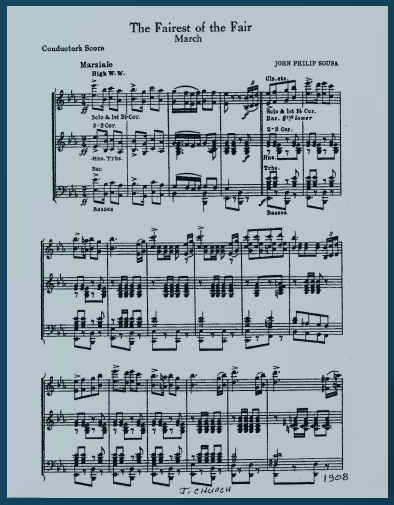


HOW? **Preparation**

Literature selection or timeline creation – chicken or egg?

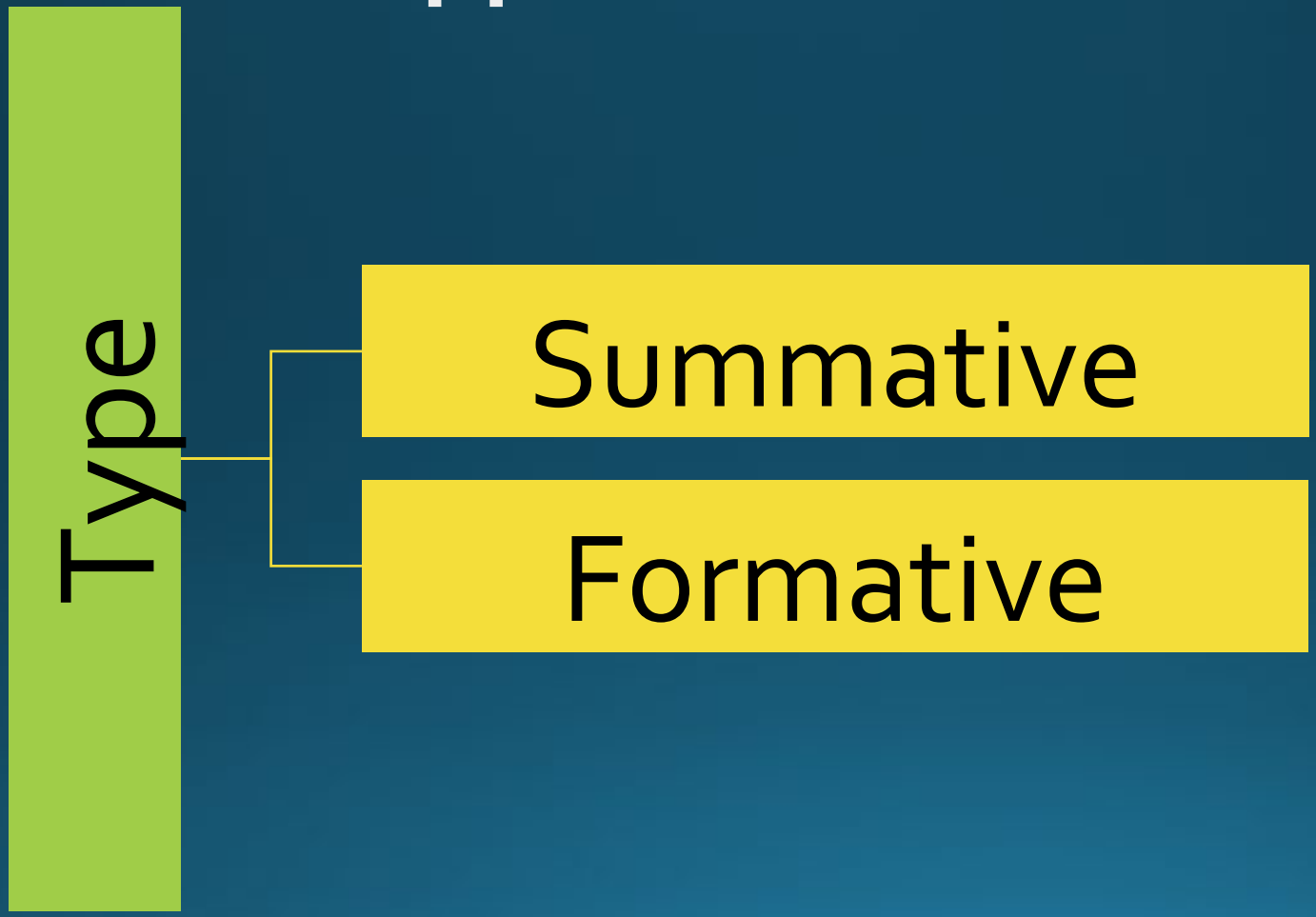


HOW? **Preparation**



- Literature
  - Relevant
  - Appropriate
  - Complies with Instructions
  - Strengths
  - Weaknesses

HOW? **Assessment: Student Approach**



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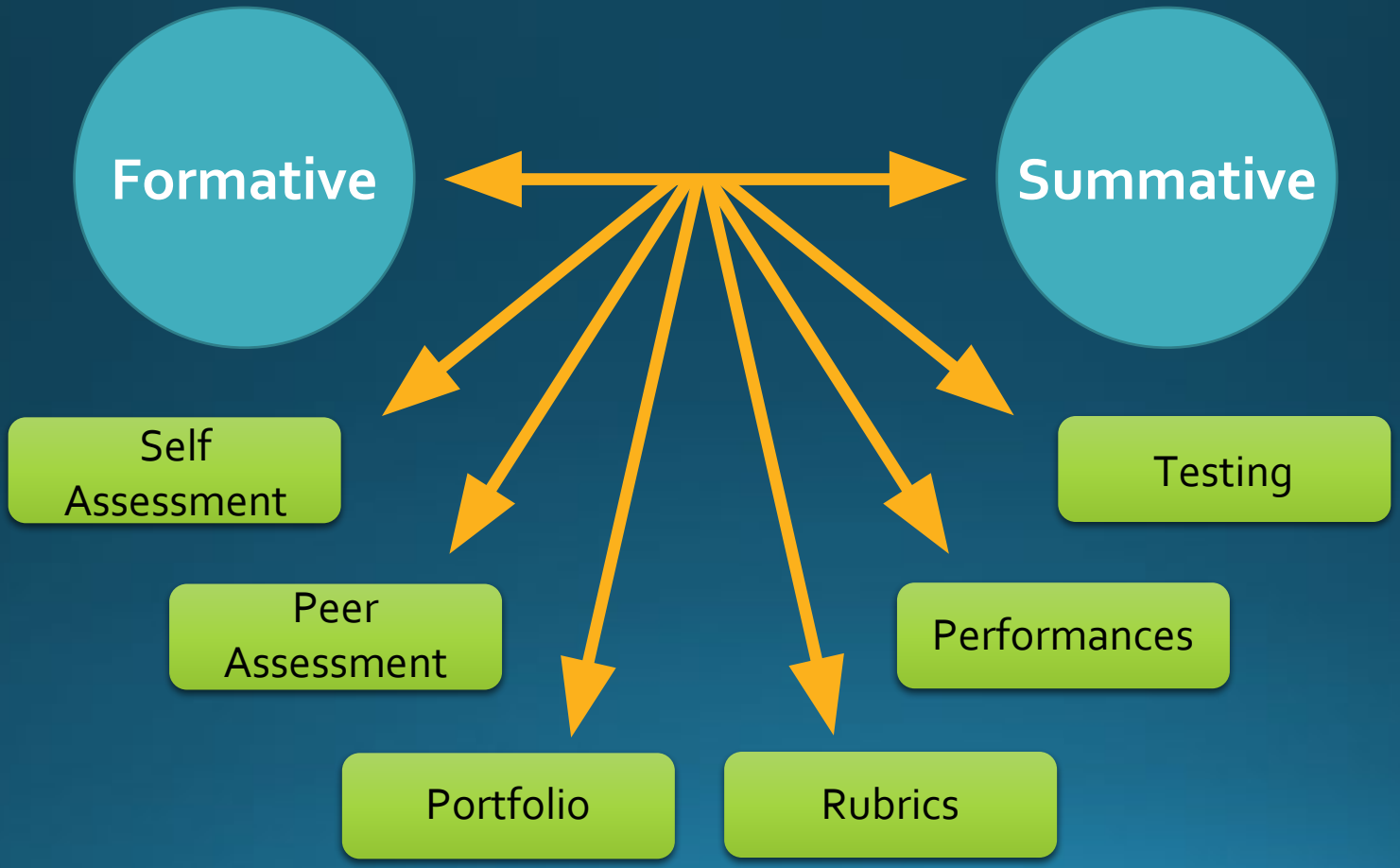


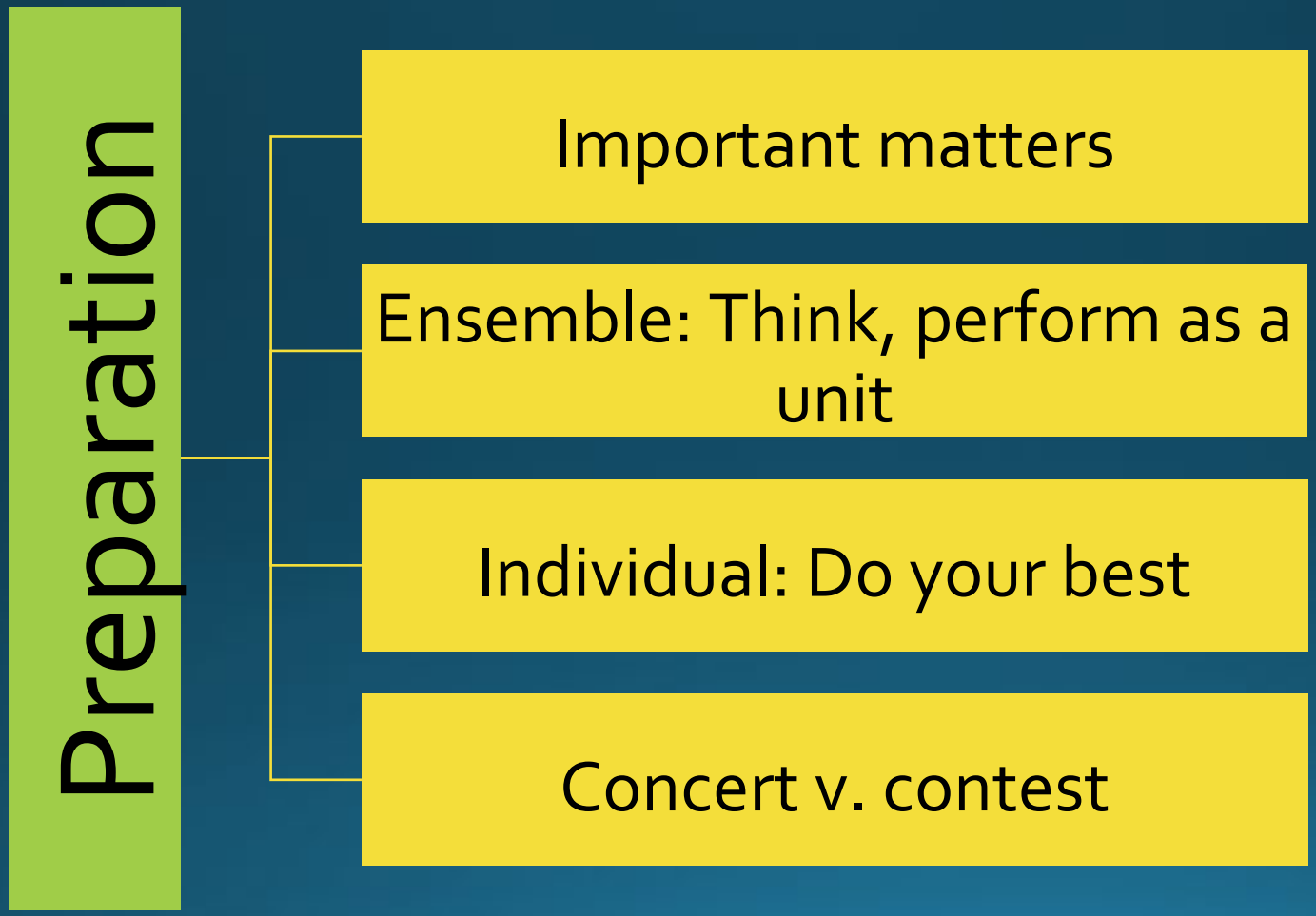
HOW? **Assessment: Student Approach**

Purpose

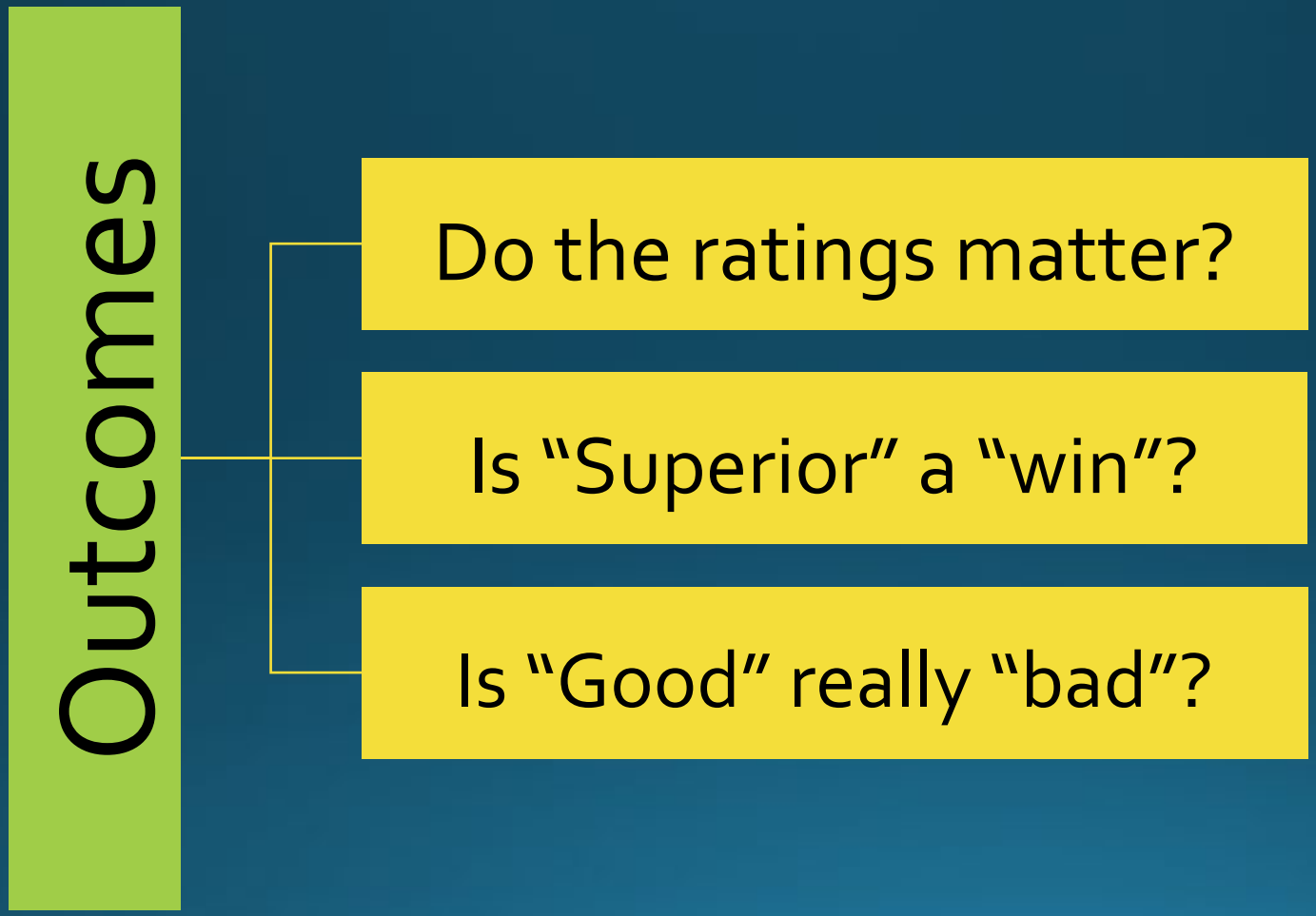
- Grade
- Development
- Motivation

HOW? **Shape the Experience**

HOW? **Shape the Experience**



HOW? **Learning from the Experience**



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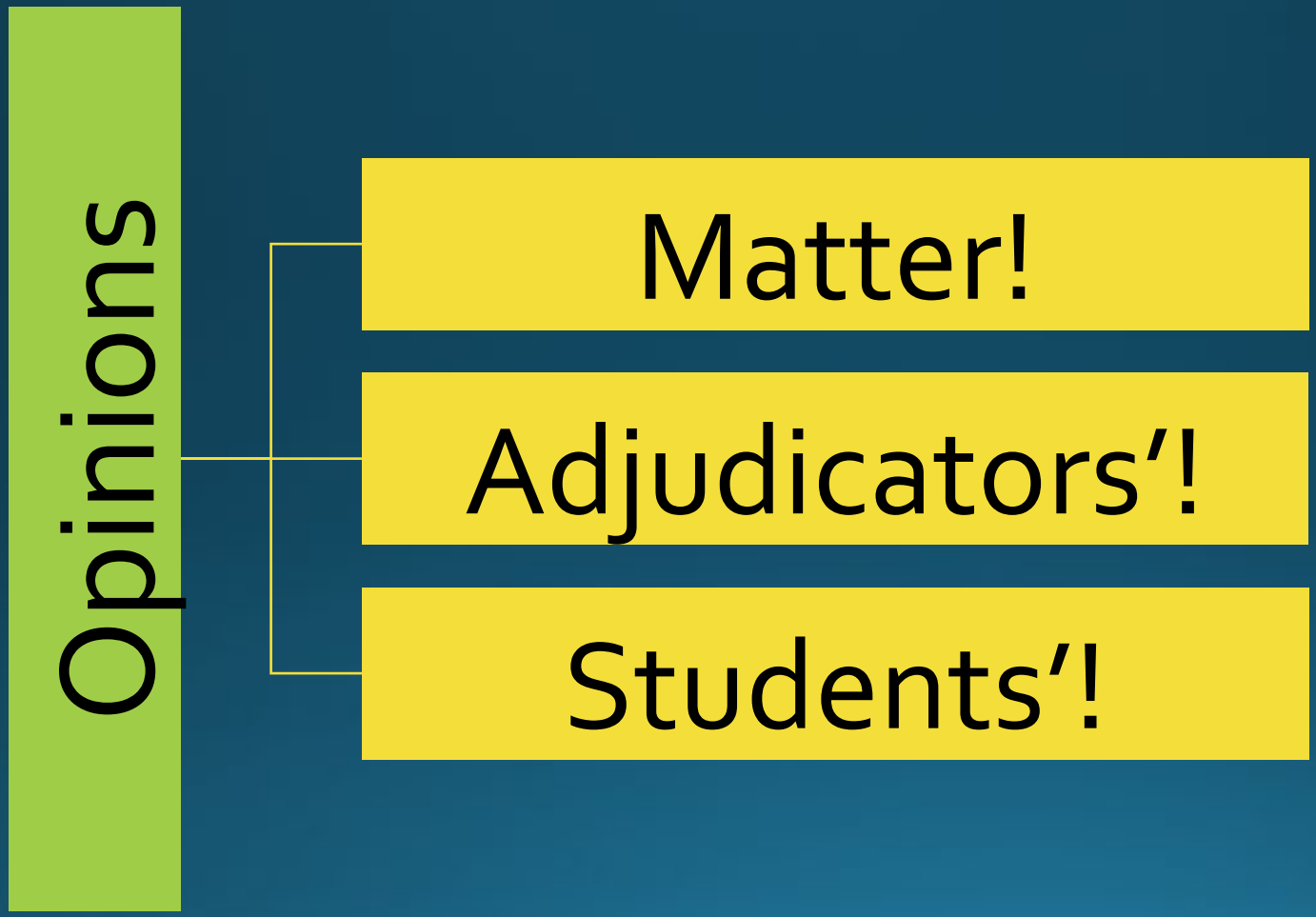

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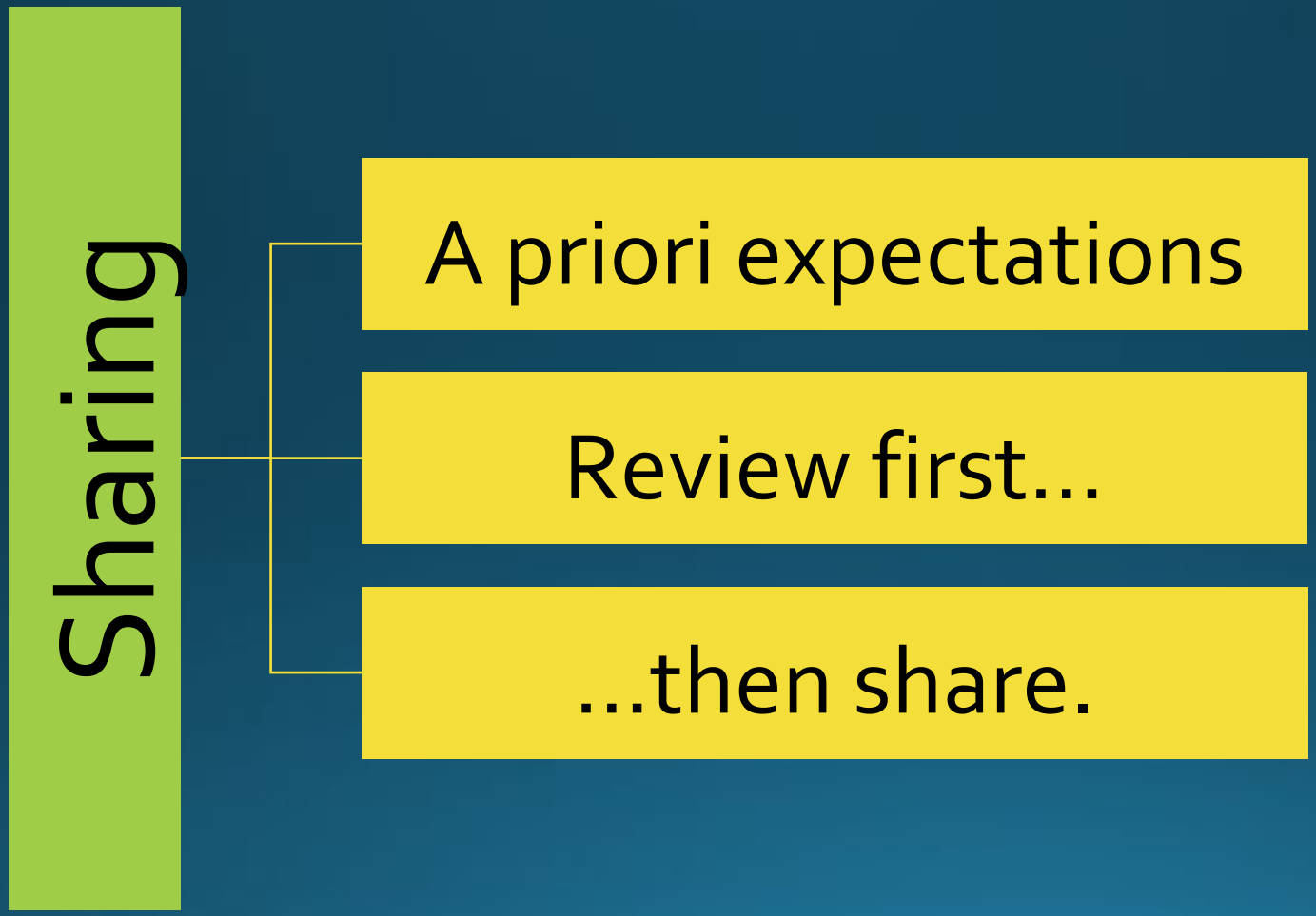

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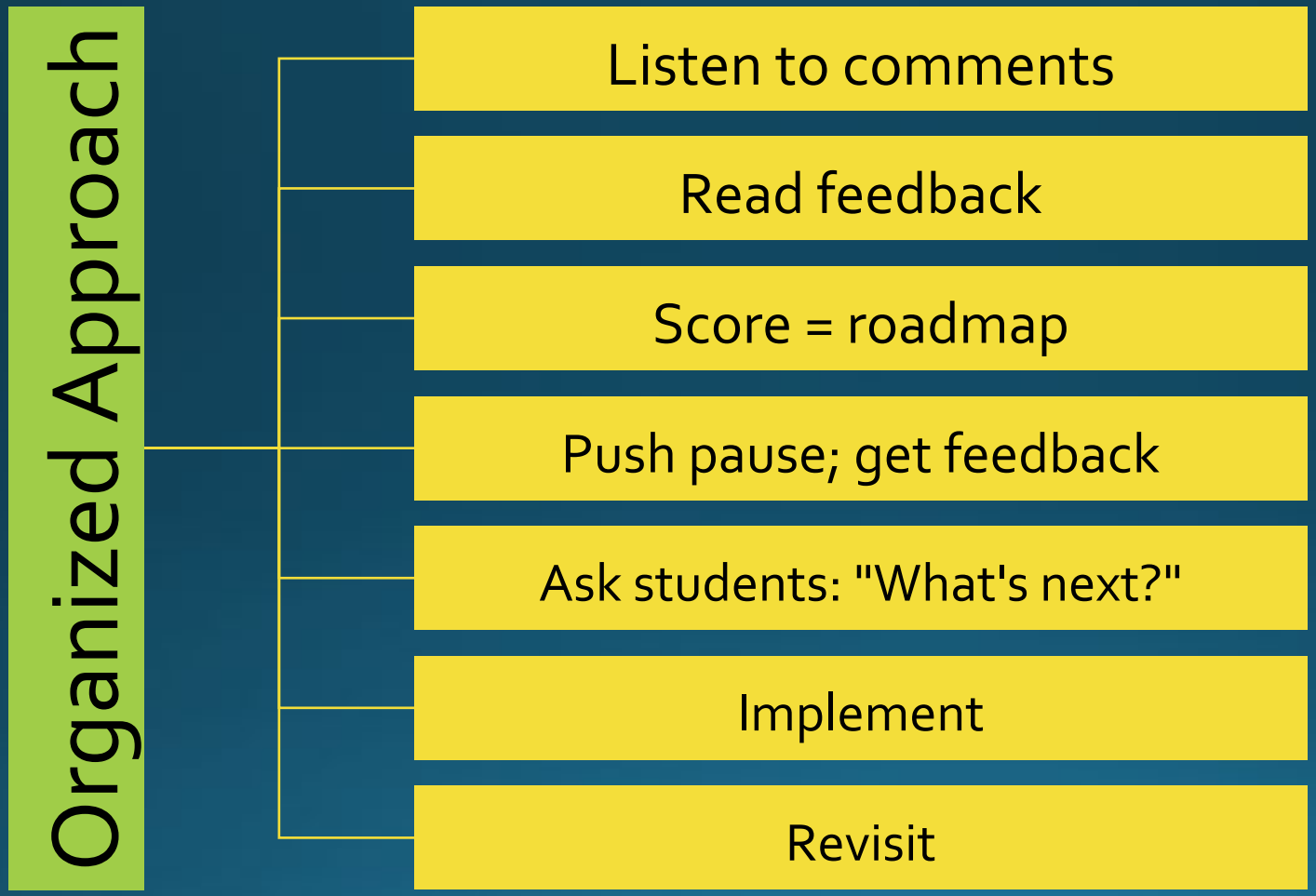

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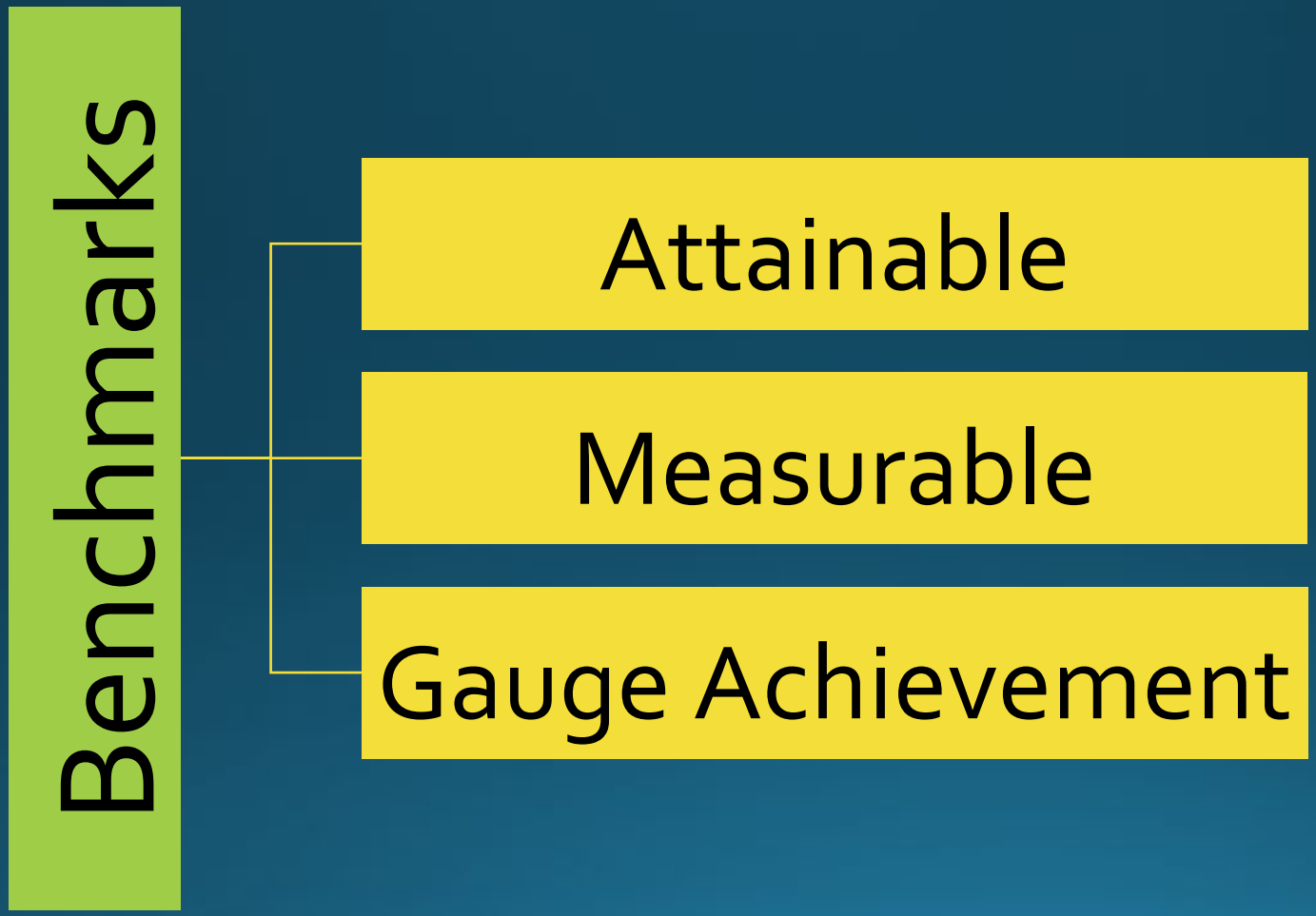


WHO?

For Profit

Non-Profit

WHO?

FUN!

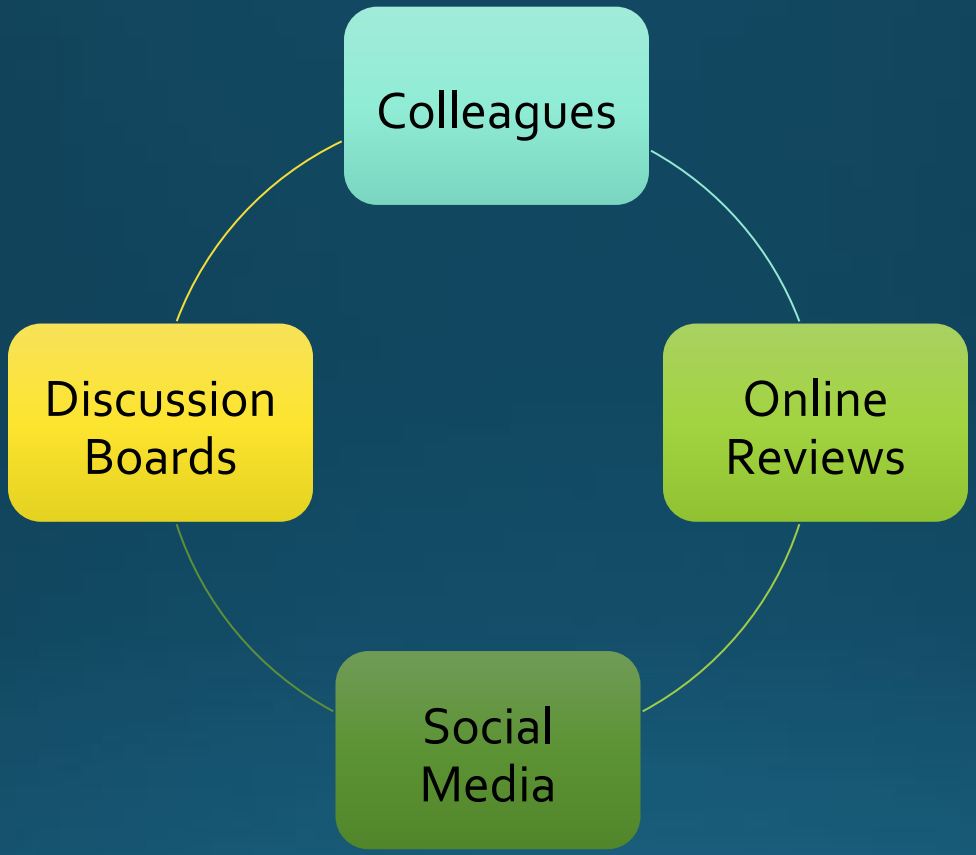
CURRICULAR!

MUTUALLY EXCLUSIVE?

WHO?

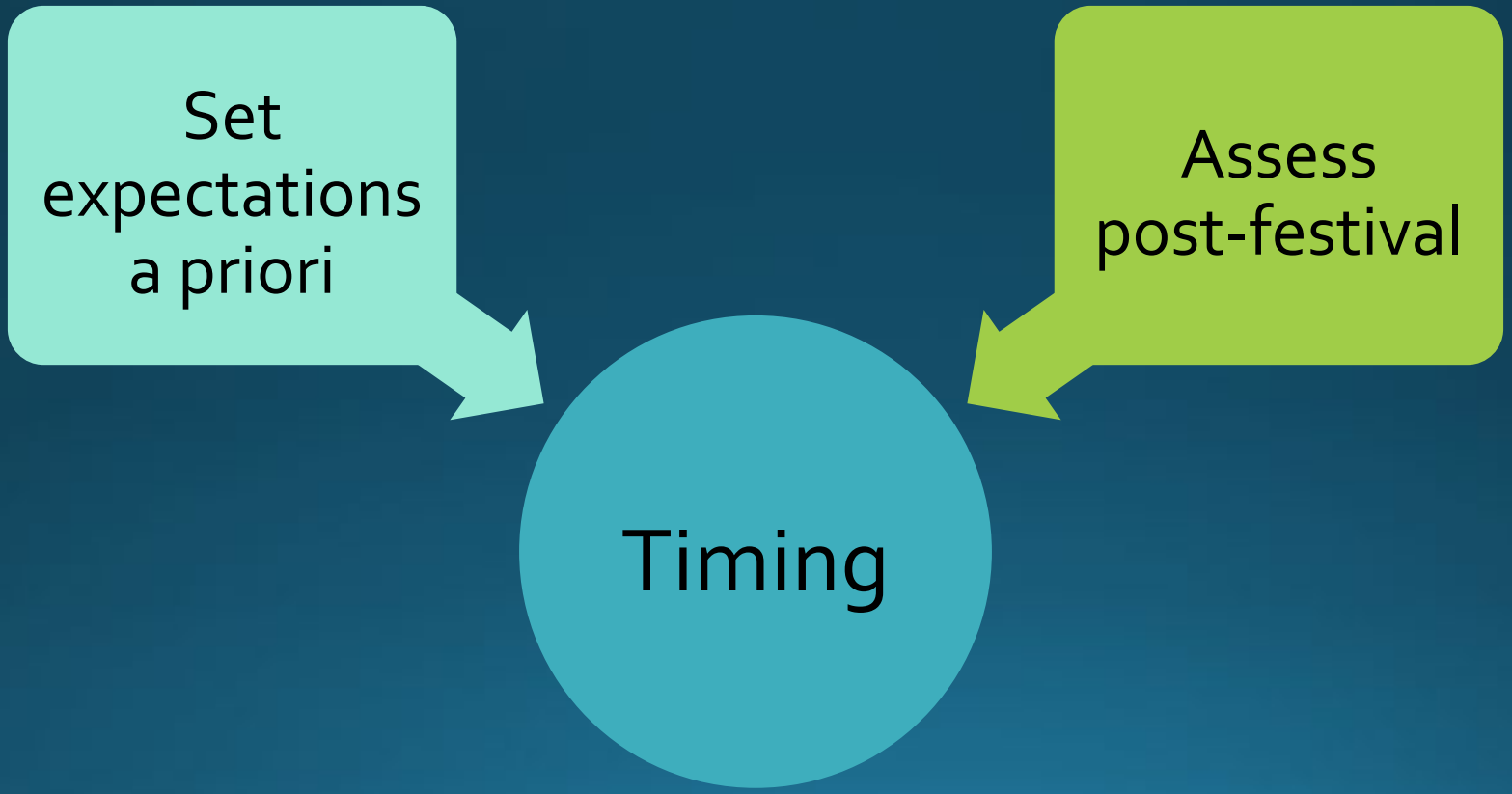
PHILOSOPHY

WHO?


Colleagues
Online Reviews
Social Media
Discussion Boards

VETTING

NOW WHAT? **Expectations: Experience**



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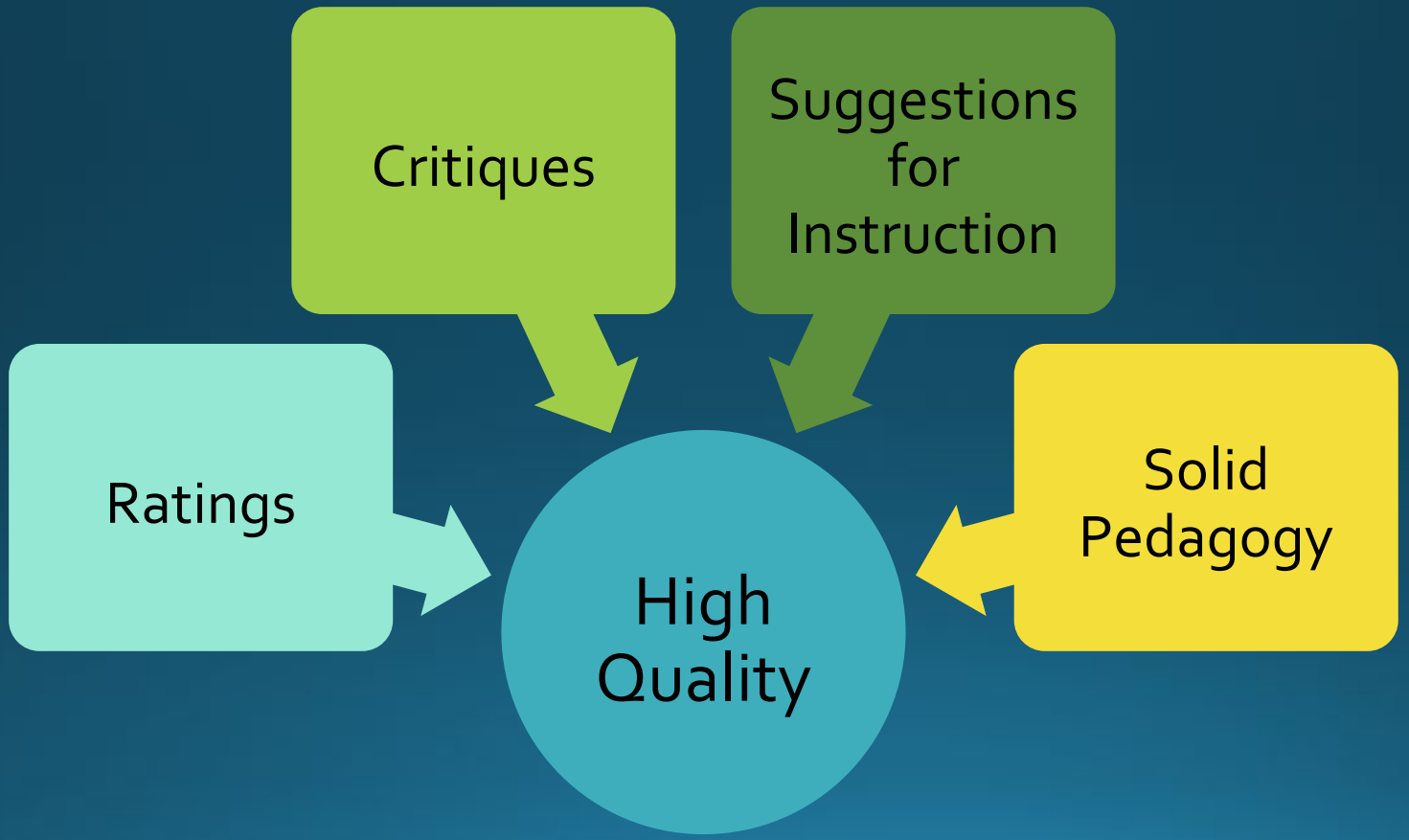


NOW WHAT? **Expectations: Adjudicators**

NOW WHAT? **Using What You Learn**

Track results from each experience

NOW WHAT? **Using What You Learn**

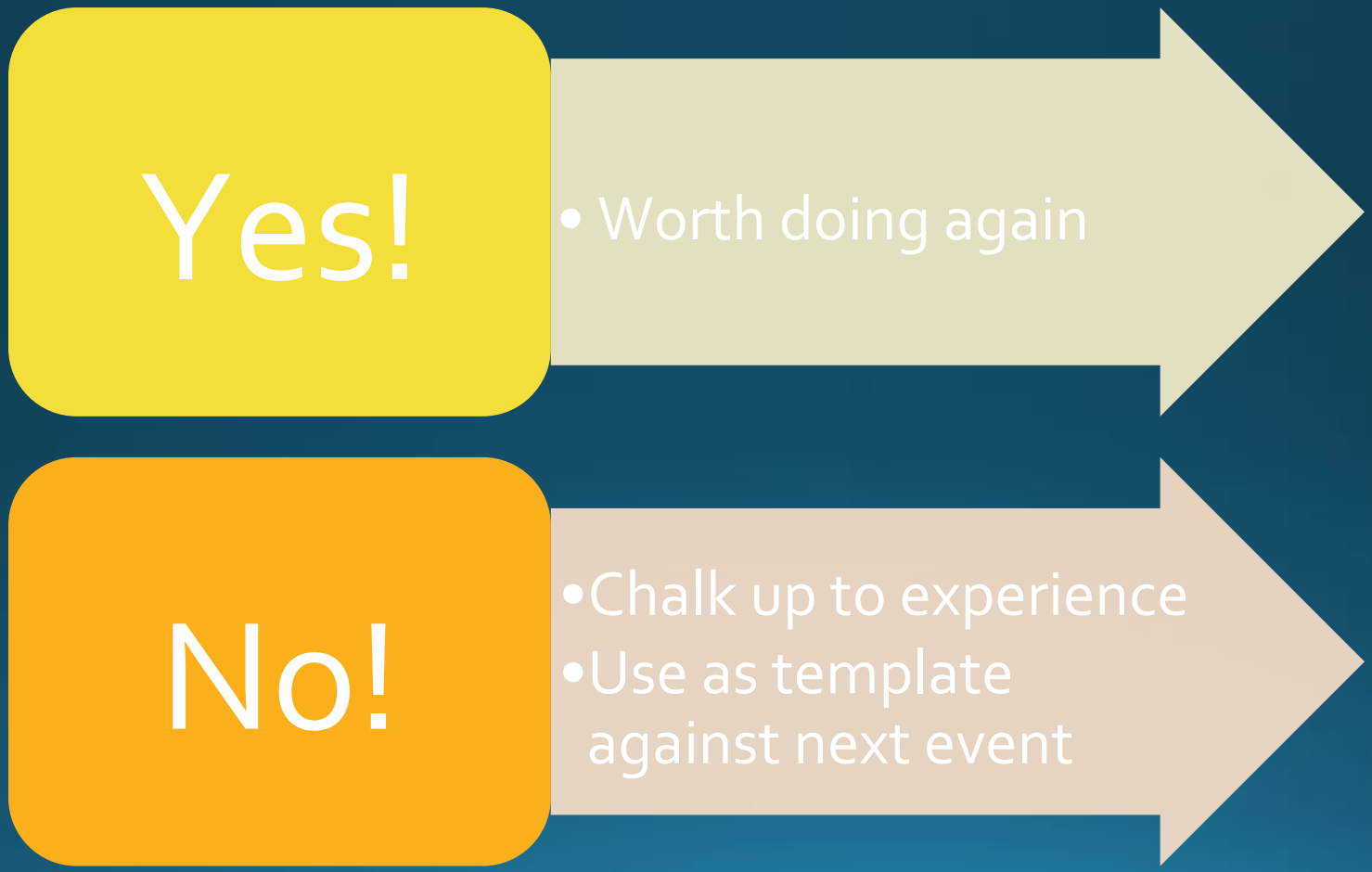
NOW WHAT? **Using What You Learn**

Teacher evaluation / validation of instructional success

NOW WHAT? **Using What You Learn**

Revise instruction / implement

NOW WHAT? **Experience = Expectations?**



NOW WHAT? **Transformed Teaching**

Good preparation → Better planning → Implementation practices

NOW WHAT? **Transformed Teaching**

Conducting → Greater communication → Better musical expression

NOW WHAT? **Transformed Teaching**

Rehearsal

Focus on feedback issues

NOW WHAT? **Transformed Teaching**

Time management

Effect of better management on instruction

NOW WHAT? **Transformed Conducting**

NOW WHAT? **Transformed Conducting**

Reflection on basics

Greater effectiveness

NOW WHAT? **Transformed Conducting**

Conducting is teaching

Feedback refers to your teaching effectiveness

NOW WHAT? **Transformed Conducting**

Focus on specifics

How can these be taught through gesture?

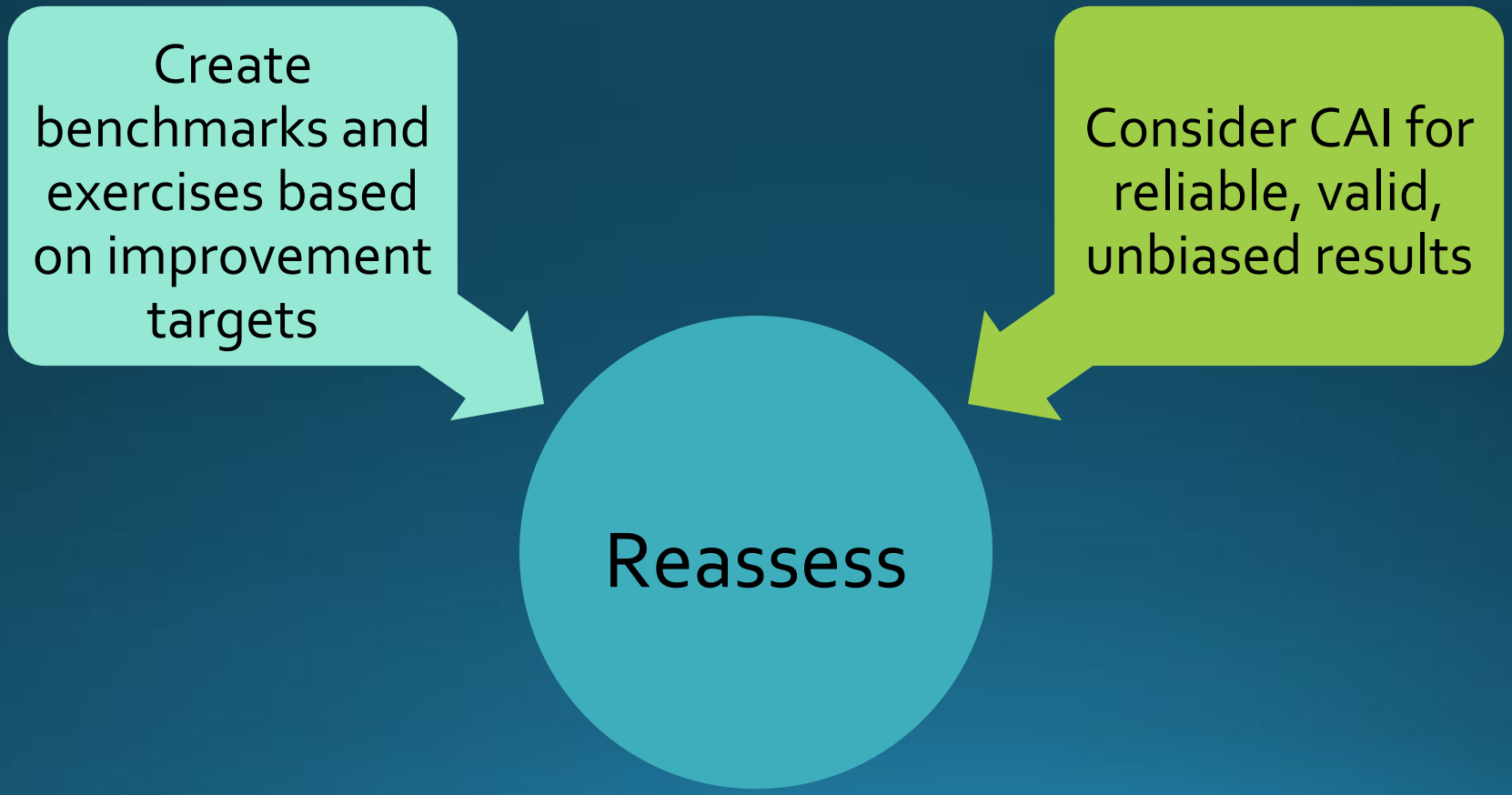
NOW WHAT? **Help Students to Implement**

Review recordings, notes with students

Create 3-5 areas for improvement

NOW WHAT? **Help Students to Implement**

Develop achievable goals to implement ***NOW***

Develop ***LONG RANGE*** goals to implement as skills improve

NOW WHAT? **Following Implementation…**