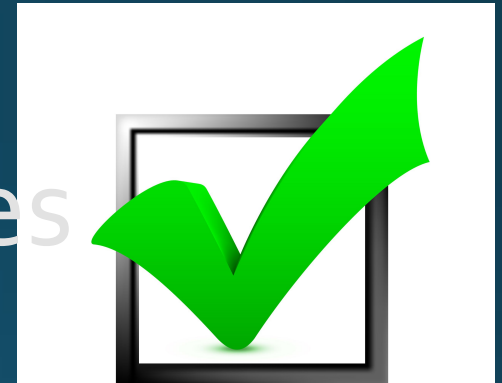


Hit Us With Your Best Shot

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"

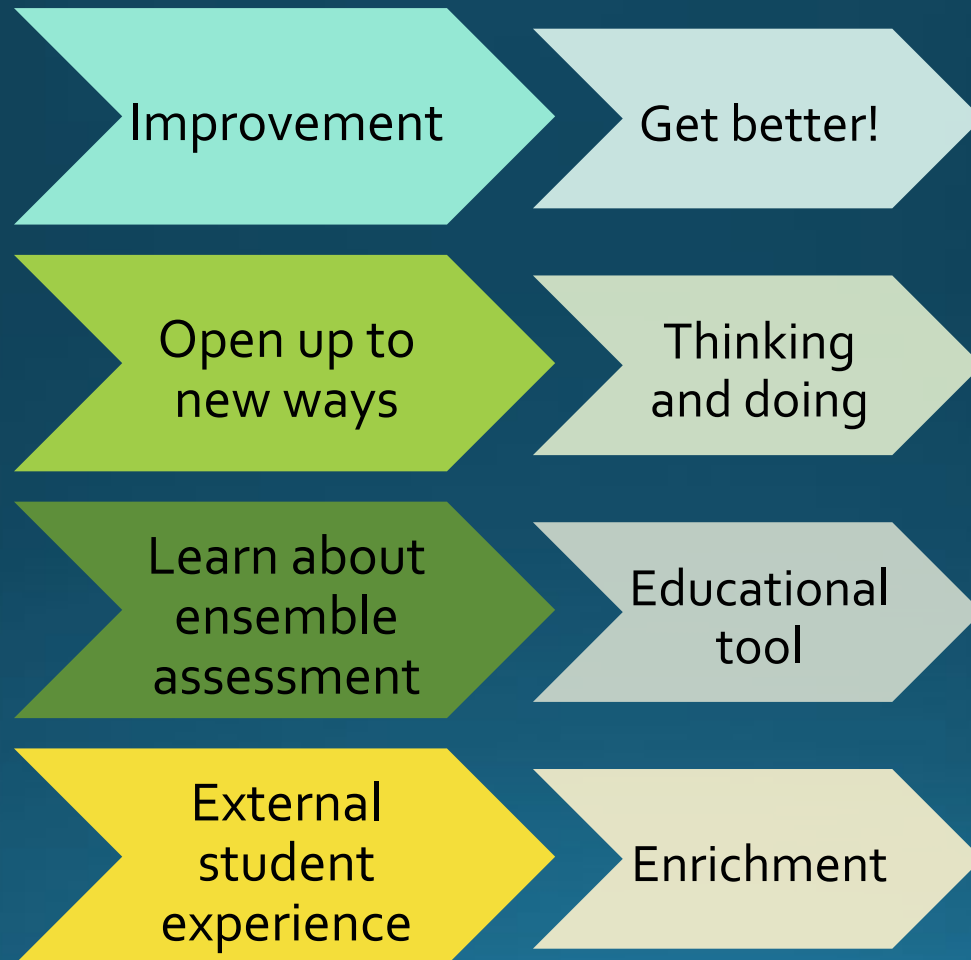
WHY? Curriculum

Illuminate areas of
strength

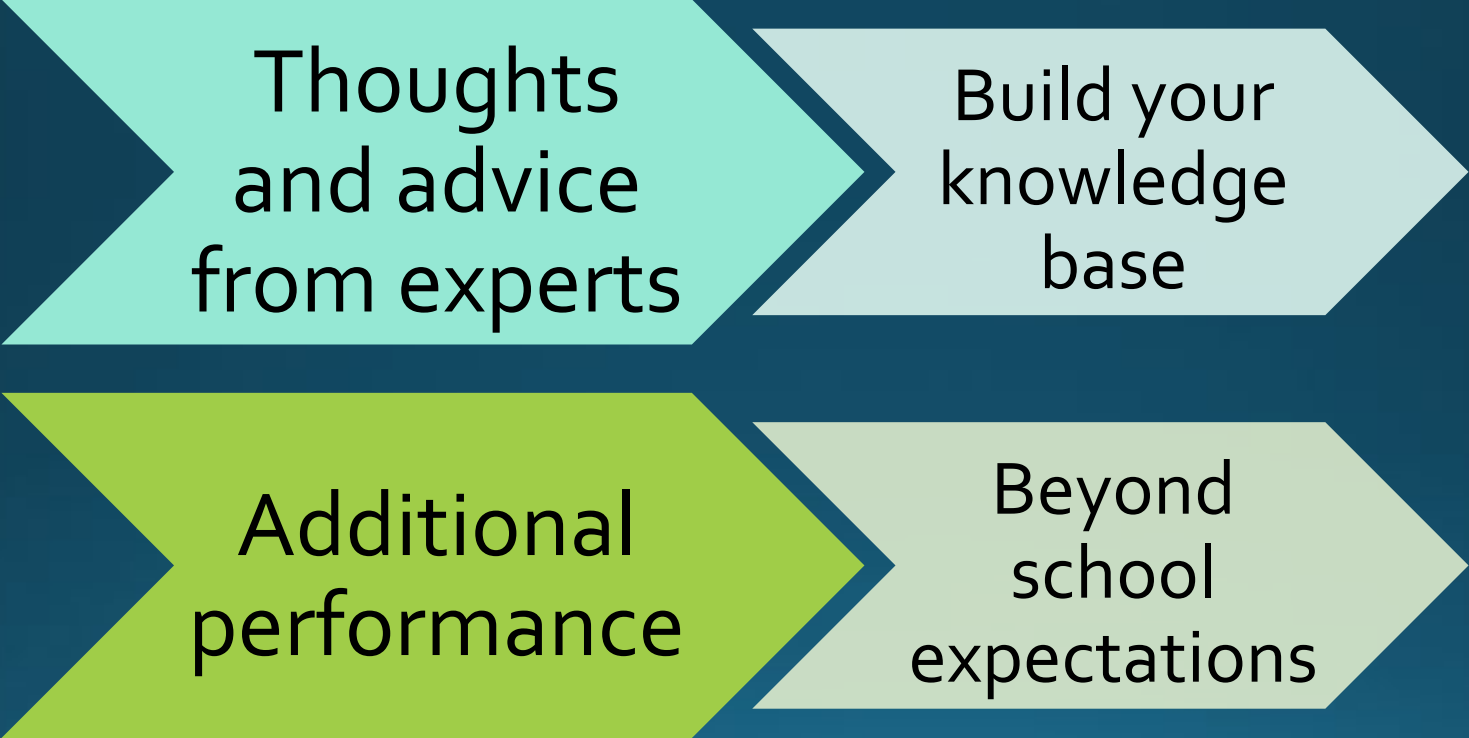
Illuminate areas of
weakness

Compare tools:
Teacher
Evaluation to
Student
Achievement

WHY? Path Goal



WHY? For You



Thoughts
and advice
from experts

Build your
knowledge
base

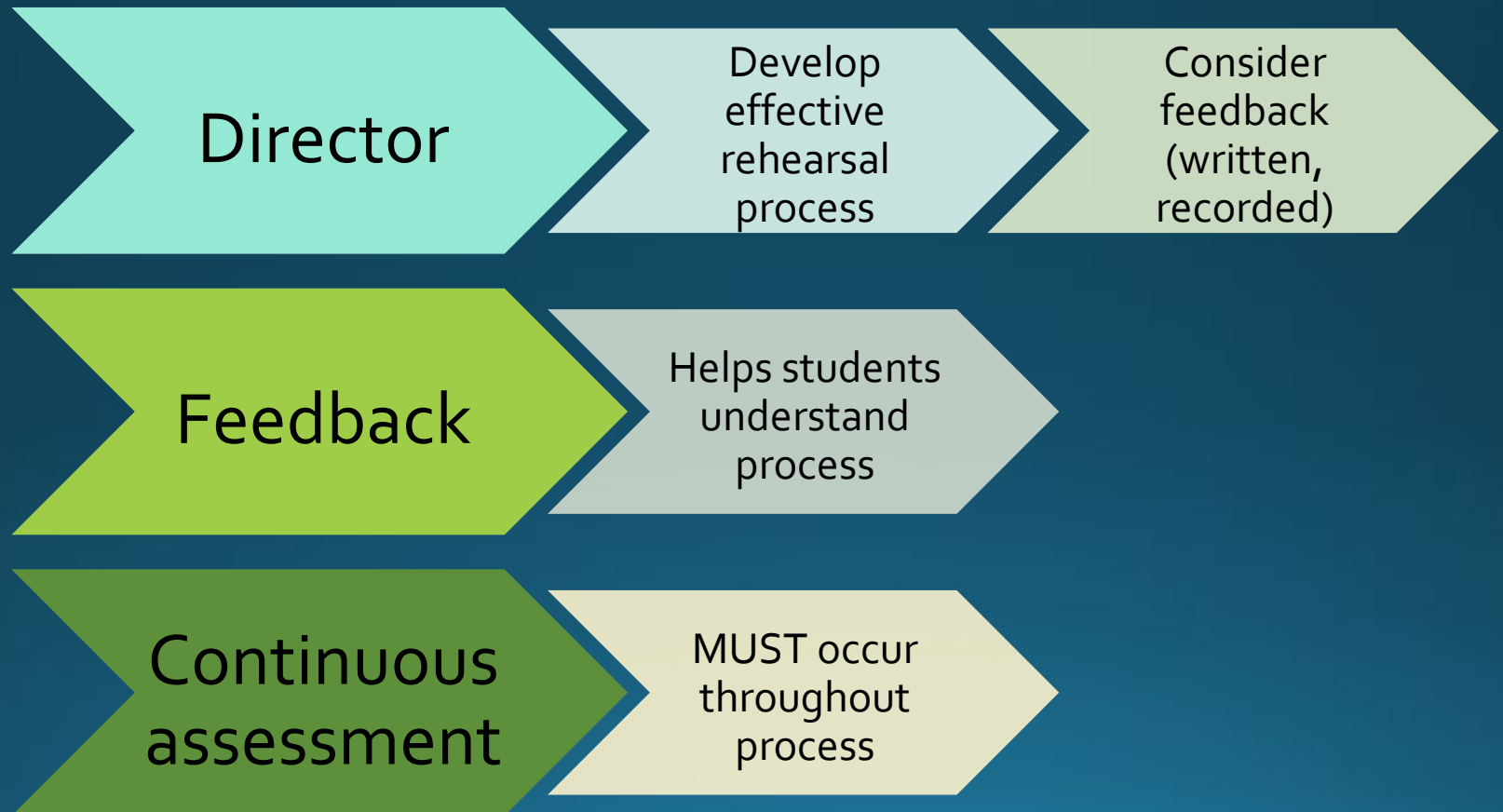
Additional
performance

Beyond
school
expectations

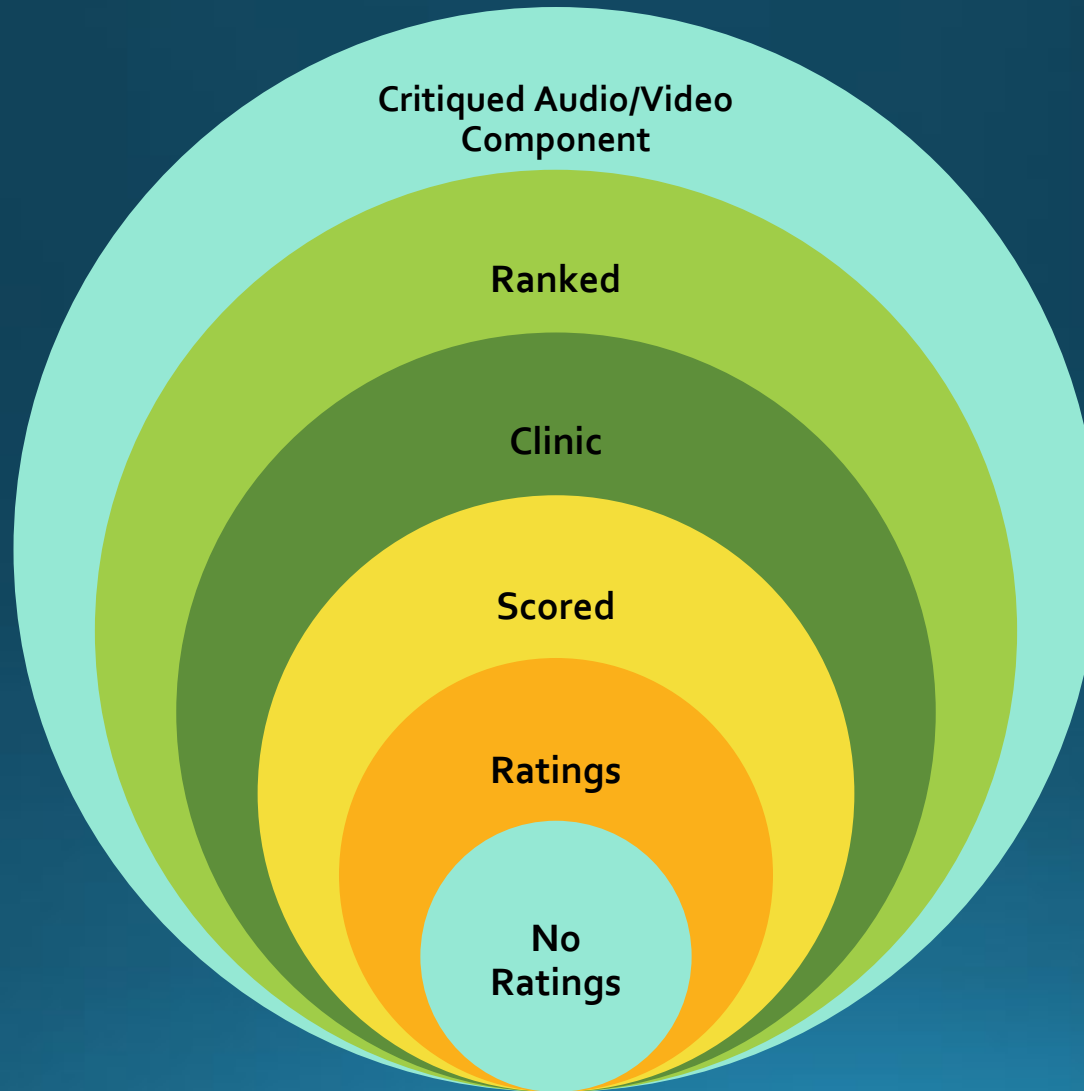
WHY? For Students



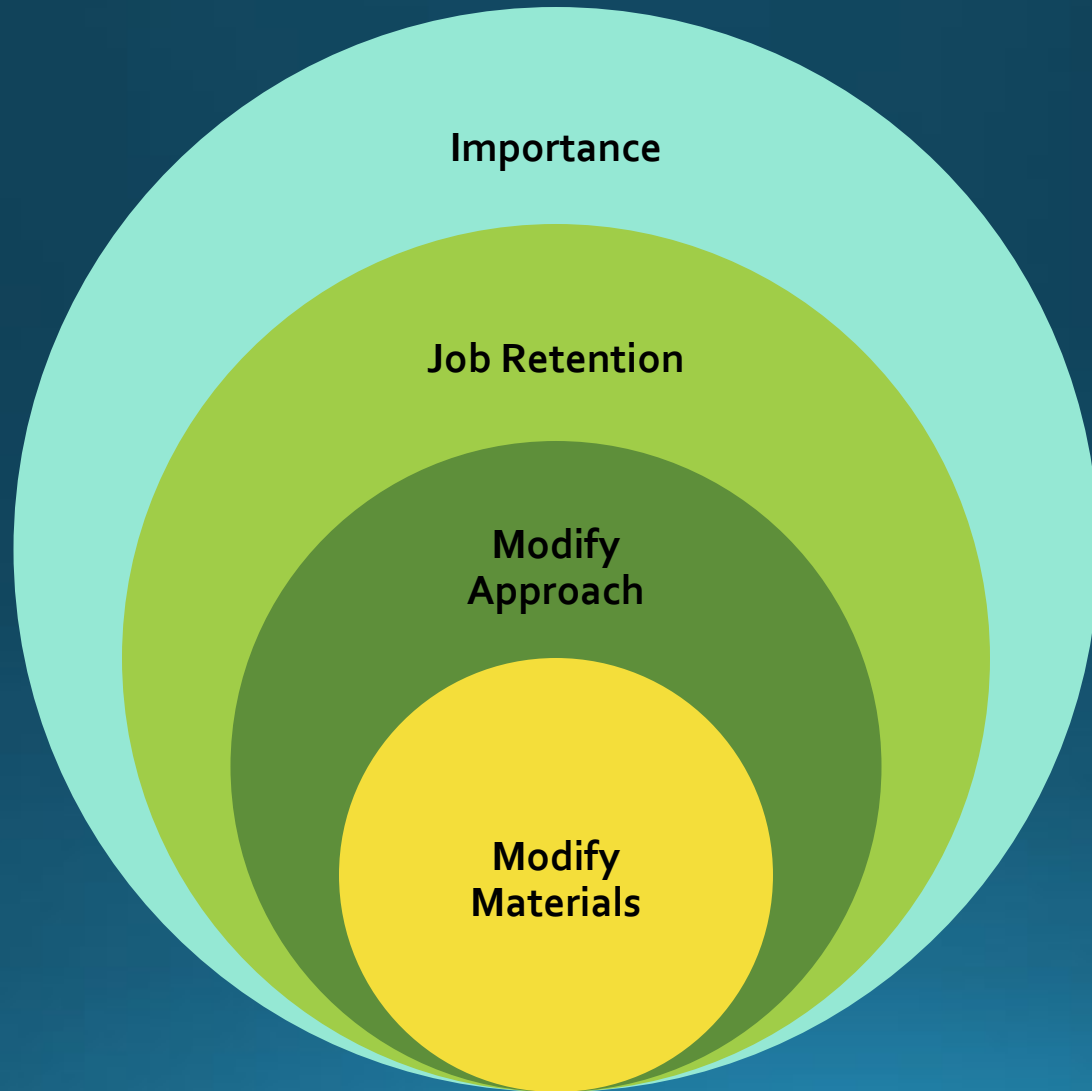
WHY? Learning Enhancement



WHAT? Type



WHAT? Curriculum



HOW? Function: *YOU*

HOW? Continued Development

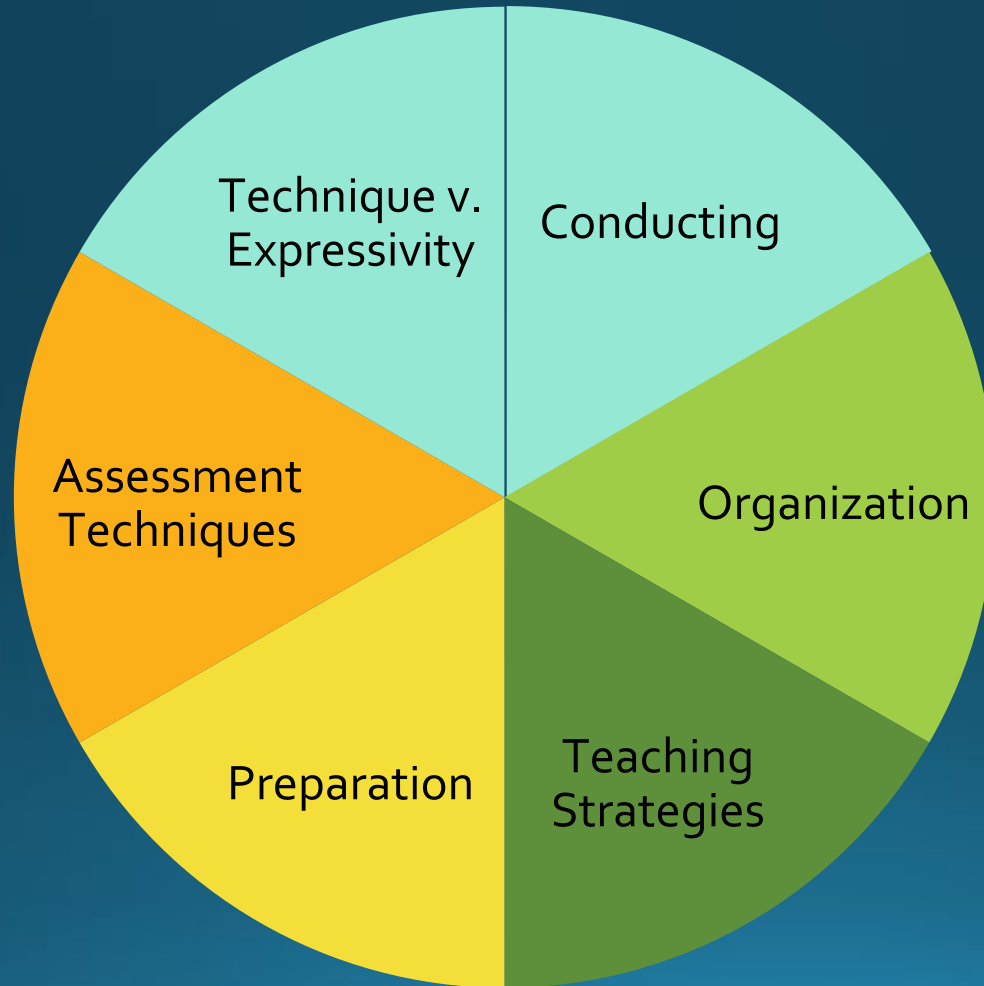


Musical



Teaching

HOW? Continued Development



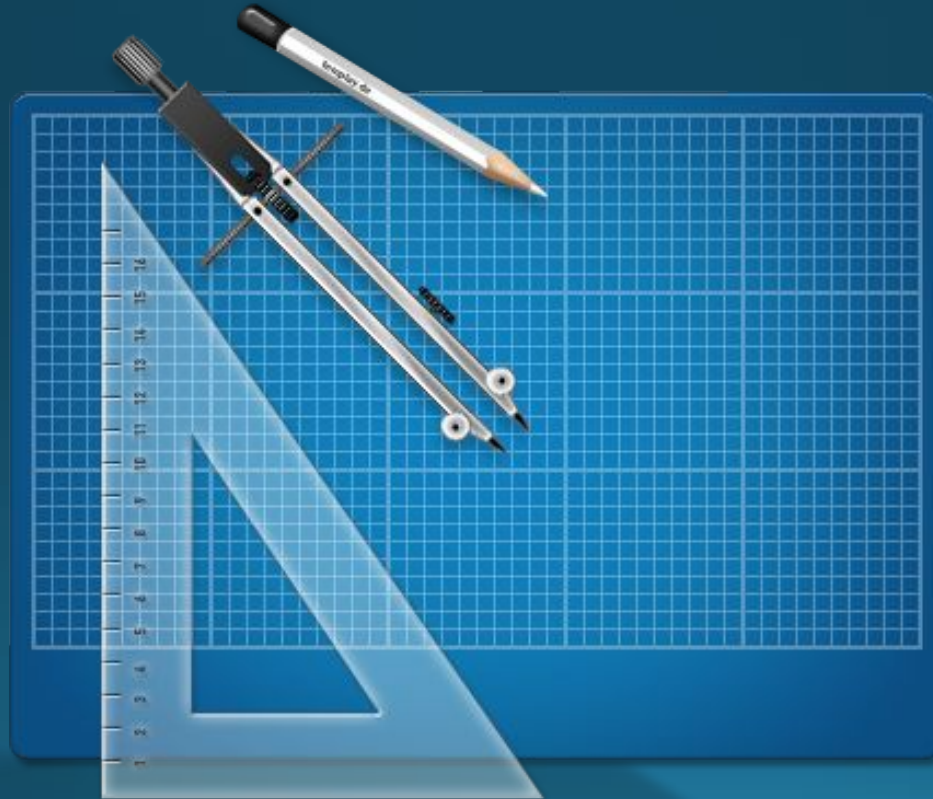
HOW? Function: *STUDENTS*

HOW? Continued Development



HOW? Preparation

Blueprint for success



A fluffy yellow chick stands next to a large orange egg. The chick is positioned to the right of the egg, with its right foot resting on the egg. The chick has a bright orange beak and feet. The egg is a vibrant orange color. The background is a solid, bright white.

The Fairest of the Fair
March

Conductor's Score

Marziale
High W.W.

JOHN PHILIP SOUSA

Clar. in C
Solo & 1st Bb Cor.
2-3 Cor.
Hrns. Tuba.
Bass.
Basses

Solo & 1st Bb Cor.
2nd & 3rd Lower
2-3 Cor.
Hrns.
Tuba.
Bass.
Basses

1908
J. CHURCH



HOW? Preparation

Literature

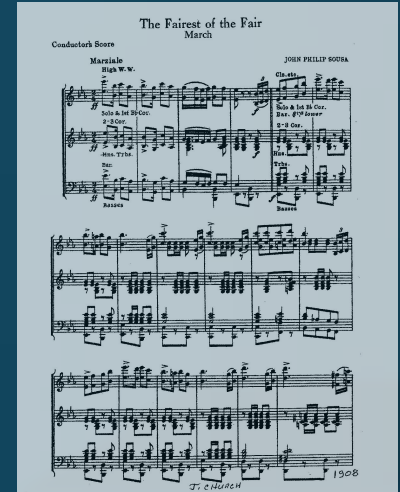
Relevant

Appropriate

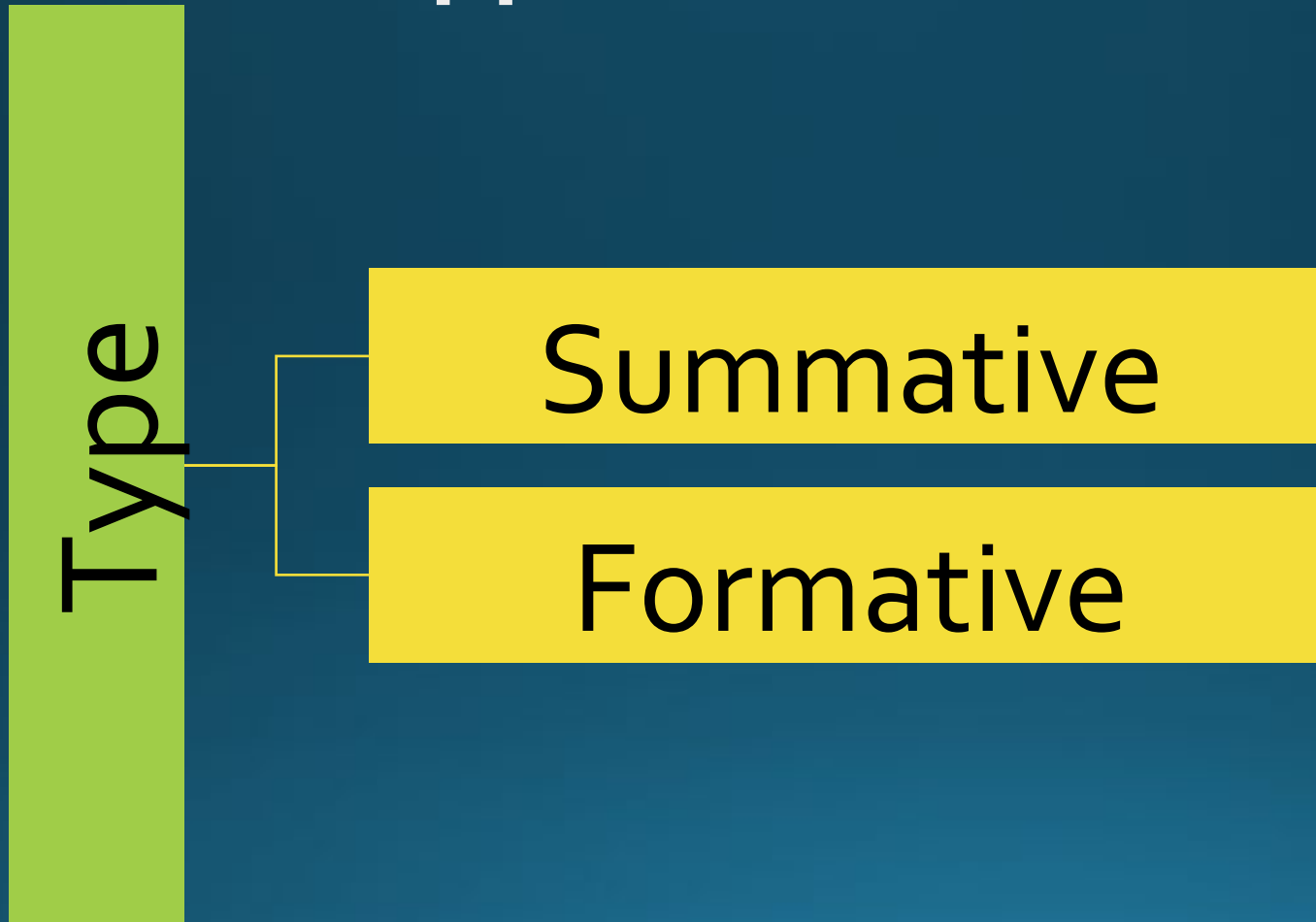
Complies with Instructions

Strengths

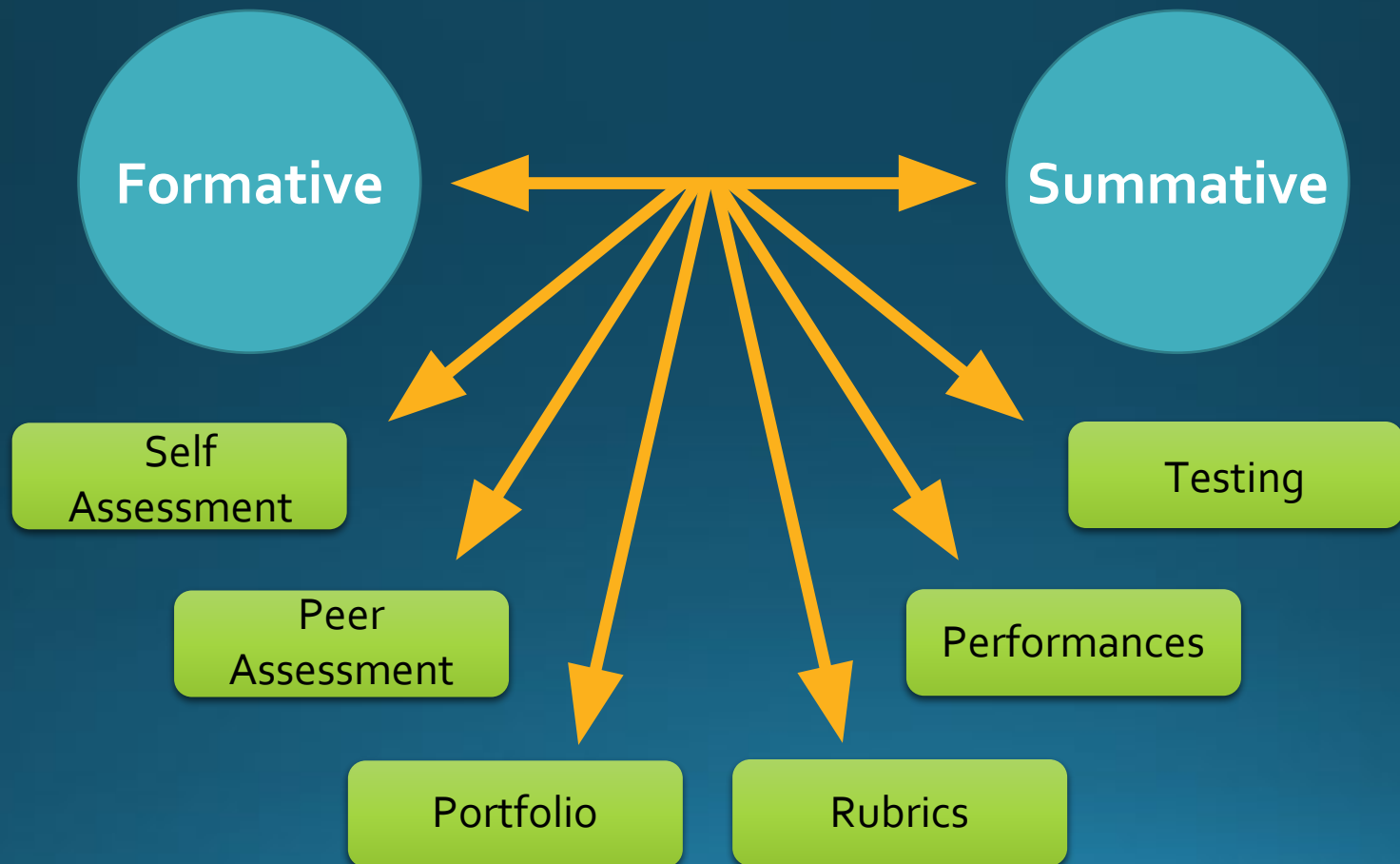
Weaknesses



HOW? Assessment: Student Approach



HOW? Assessment: Student Approach



HOW? Assessment: Student Approach



Purpose

Grade

Development

Motivation

HOW? Shape the Experience



HOW? Shape the Experience

Preparation

```
graph LR; A[Preparation] --- B[Important matters]; A --- C[Ensemble: Think, perform as a unit]; A --- D[Individual: Do your best]; A --- E[Concert v. contest];
```

Important matters

Ensemble: Think, perform as a unit

Individual: Do your best

Concert v. contest

HOW? Learning from the Experience

Outcomes



```
graph LR; Outcomes --- Q1[Do the ratings matter?]; Outcomes --- Q2[Is "Superior" a "win"?]; Outcomes --- Q3[Is "Good" really "bad"?];
```

Do the ratings matter?

Is "Superior" a "win"?

Is "Good" really "bad"?

HOW? Learning from the Experience

Opinions

```
graph LR; A[Opinions] --- B[Matter!]; A --- C[Adjudicators'!]; A --- D[Students'!];
```

Matter!

Adjudicators'!

Students'!

HOW? Learning from the Experience

Sharing

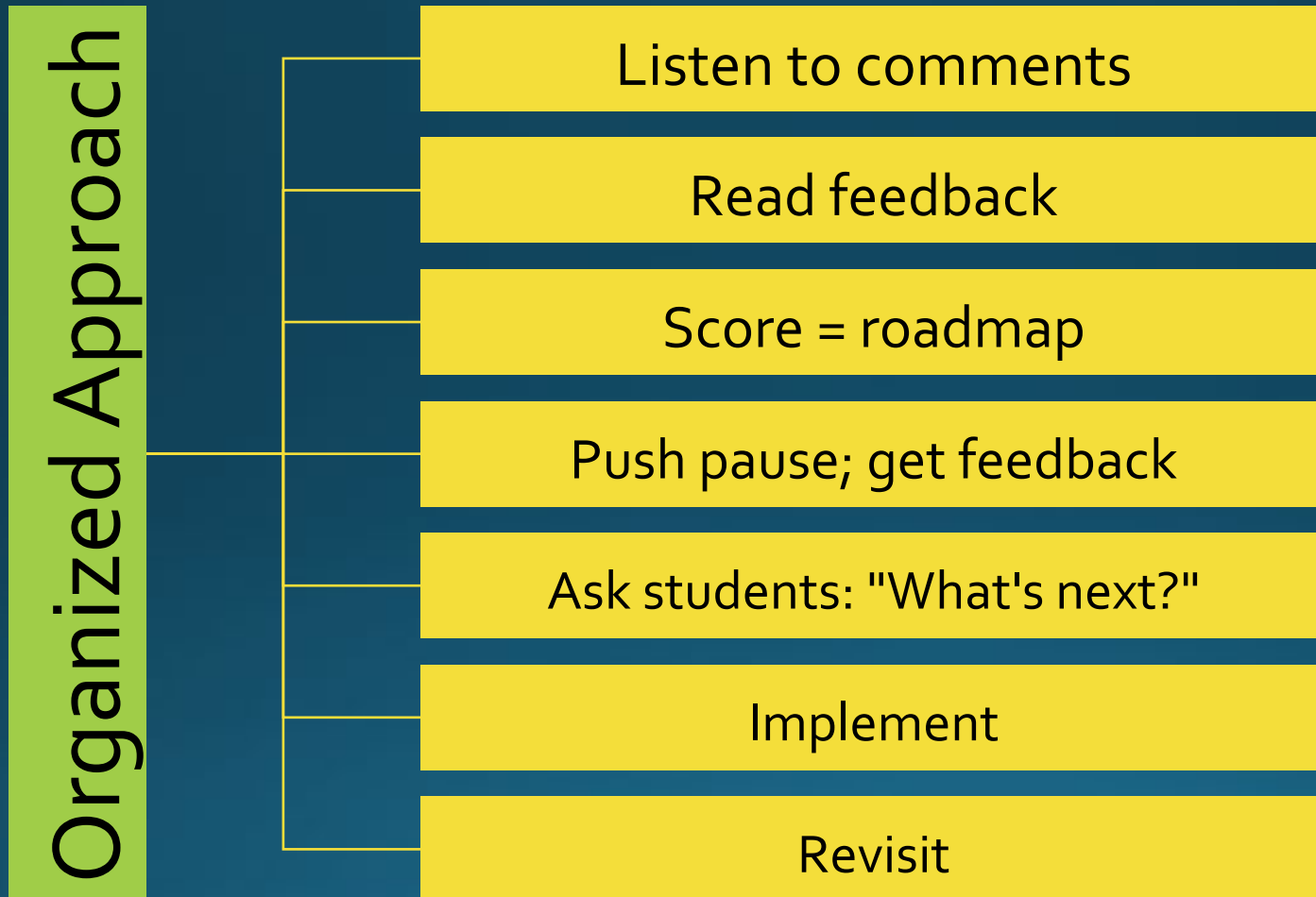
```
graph LR; S[Sharing] --- L1[A priori expectations]; S --- L2[Review first...]; S --- L3[...then share.]
```

A priori expectations

Review first...

...then share.

HOW? Learning from the Experience



HOW? Learning from the Experience

Benchmarks



```
graph LR; A[Benchmarks] --- B[Attainable]; A --- C[Measurable]; A --- D[Gauge Achievement]
```

Attainable

Measurable

Gauge Achievement

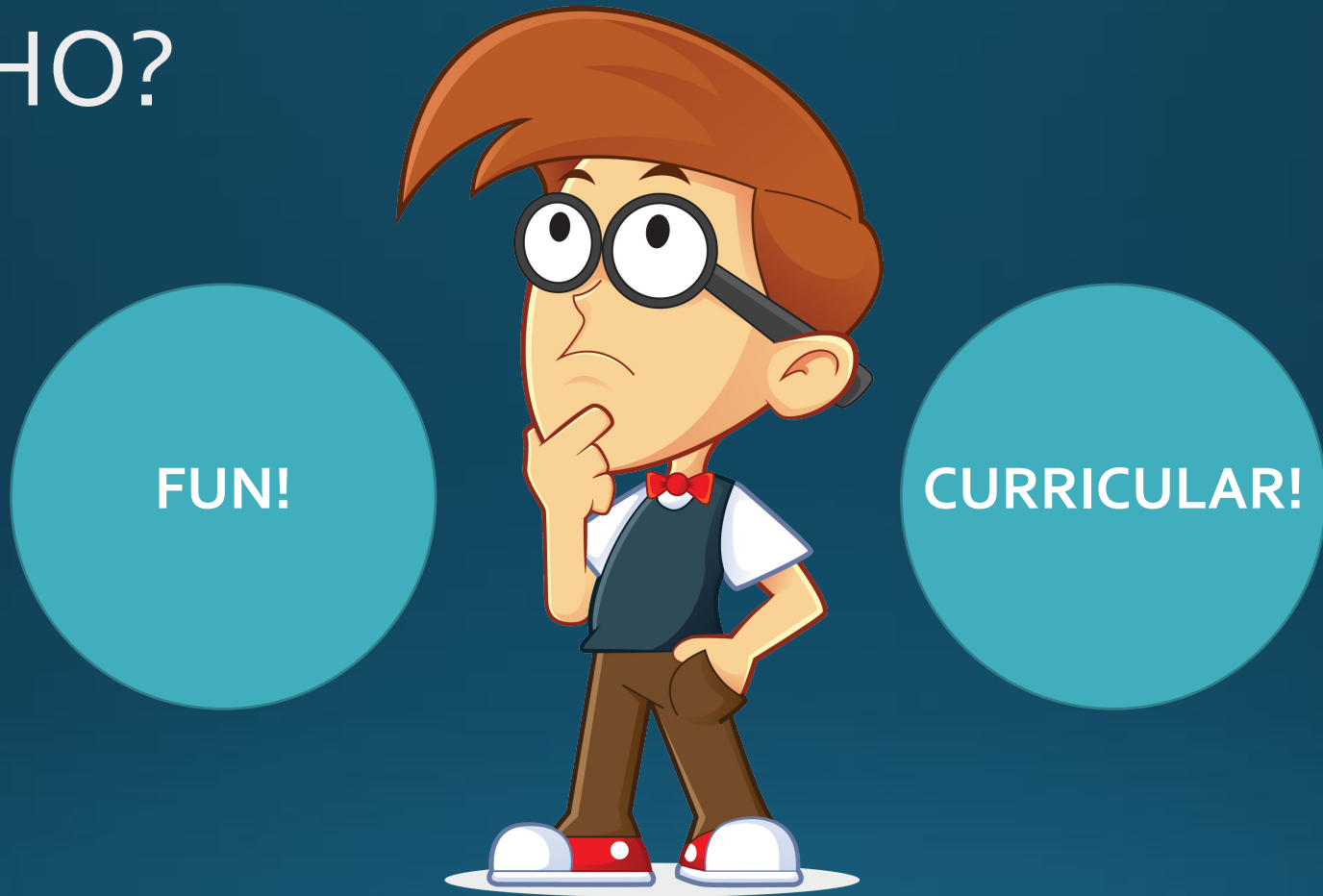
WHO?

For Profit

Non-Profit



WHO?



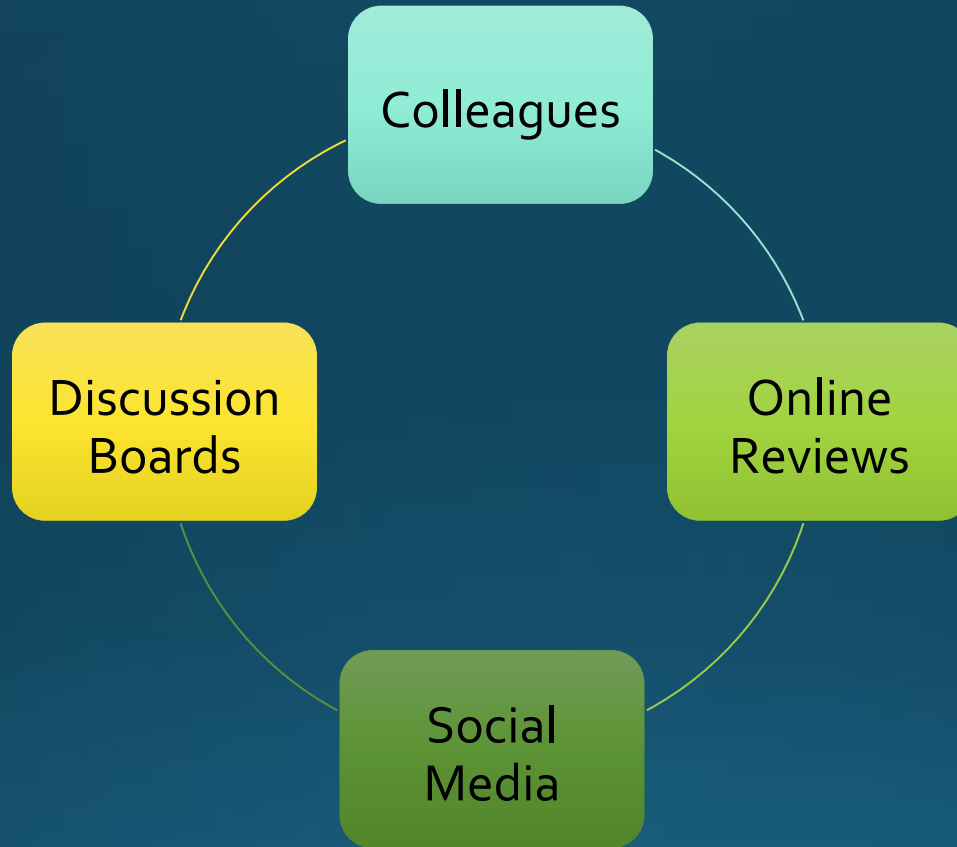
MUTUALLY EXCLUSIVE?

WHO?



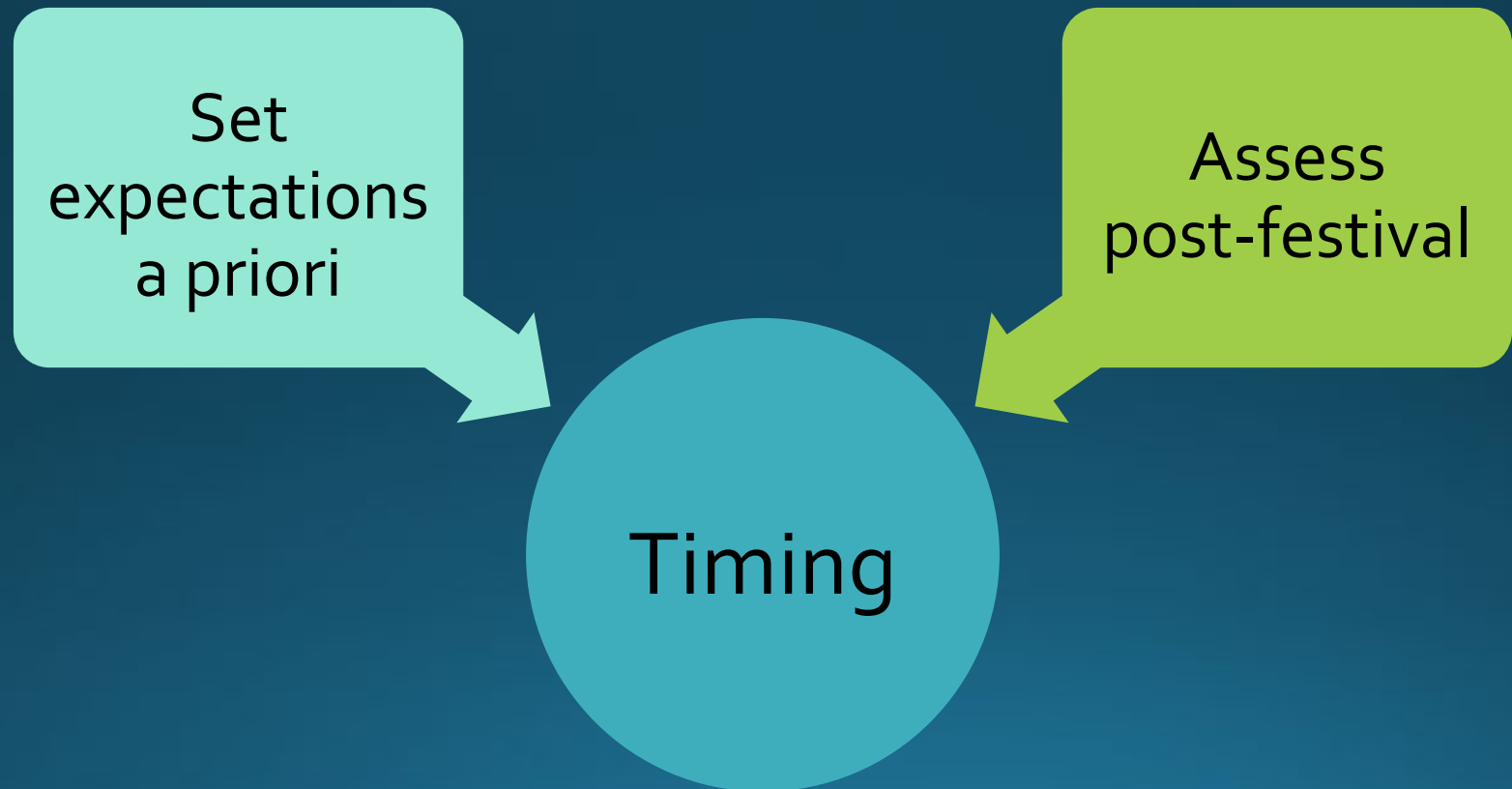
PHILOSOPHY

WHO?



VETTING

NOW WHAT? Expectations: Experience



NOW WHAT? Expectations: Experience



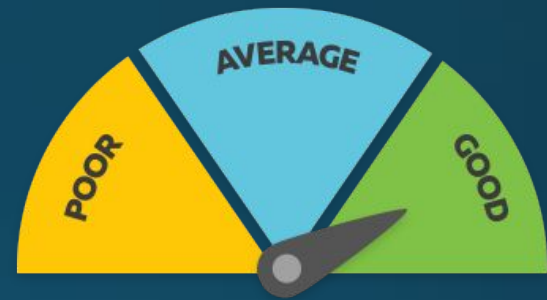
NOW WHAT? Expectations:
Adjudicators



DITTO

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?

Yes!

- Worth doing again

No!

- Chalk up to experience
- Use as template against next event

NOW WHAT? Transformed Teaching



NOW WHAT? Transformed Teaching



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

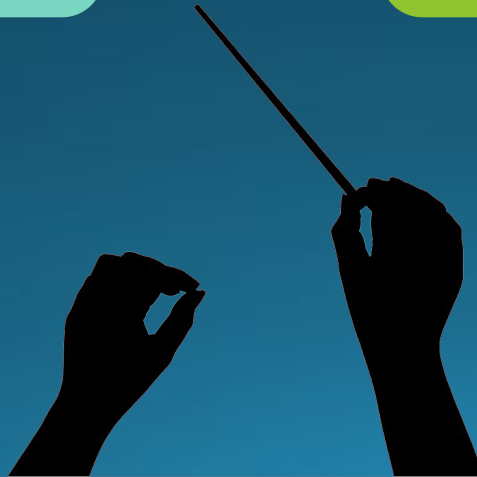


NOW WHAT? Transformed Conducting

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***

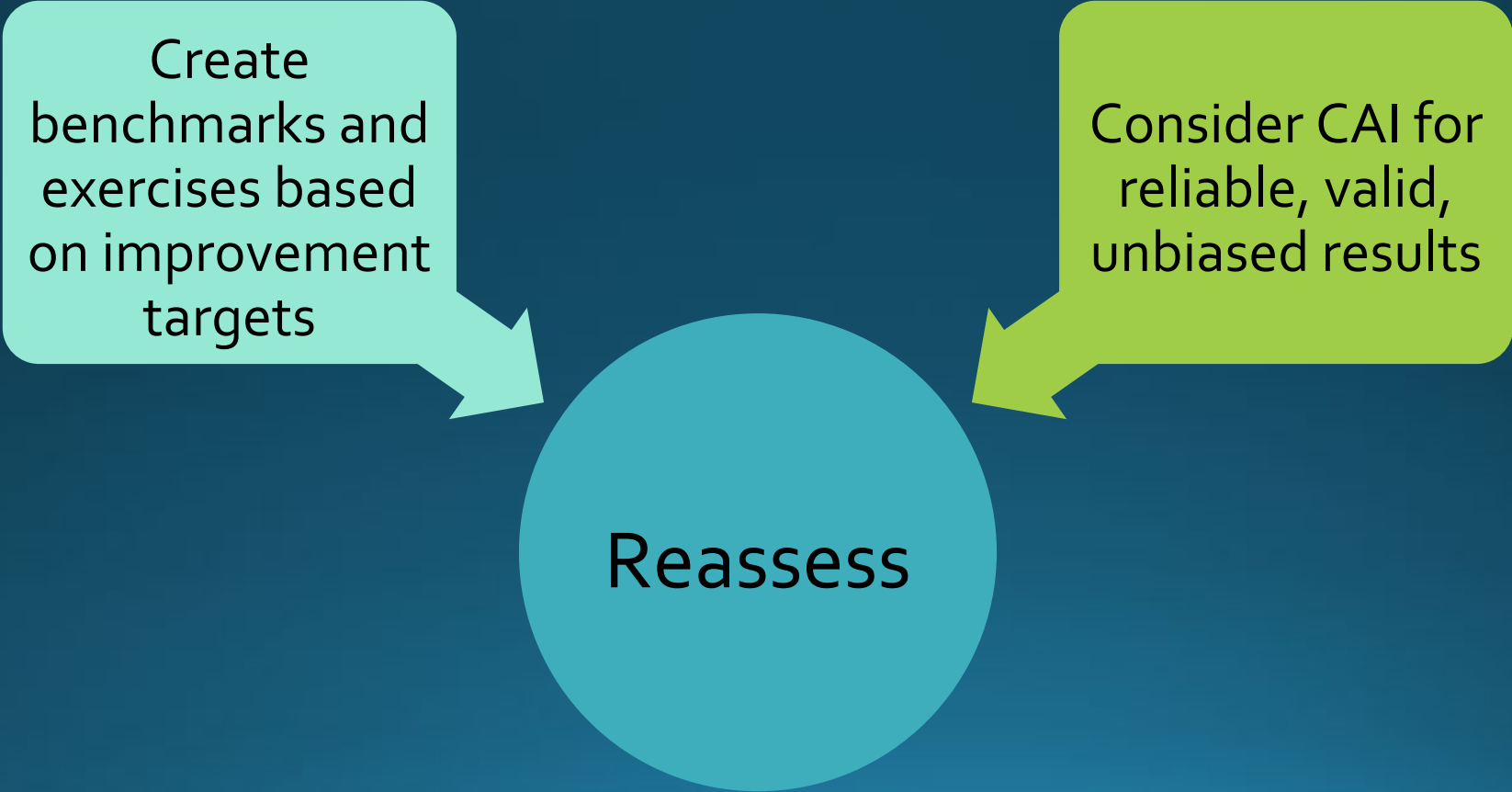


Develop ***LONG RANGE*** goals to implement as skills improve



NOW WHAT? Following Implementation...

Create benchmarks and exercises based on improvement targets



```
graph TD; A[Create benchmarks and exercises based on improvement targets] --> C((Reassess)); B[Consider CAI for reliable, valid, unbiased results] --> C;
```

Consider CAI for reliable, valid, unbiased results

Reassess