

This program is divided into two sections: the tutorial, and the practice modules. The tutorial introduces you to the routine, provides video footage illustrating the routine in action, and concludes with an interactive component that guides you through the problem solving routine. The practice modules allow you to practice the routine while focusing on specific musical problems such as tone, diction, blend, balance, intonation, rhythm, and style. You will view videotaped segments of actual rehearsals, respond to a series of prompts, and receive guided feedback as you navigate through the practice modules. A special component of the practice modules encourages you to reflect on the possibility of multiple solutions. In this component, you will be able to view a videotape of the conductor as he/she discusses the decisions made during rehearsal. By comparing your decisions with those of the expert conductor, you may come to recognize alternative solutions and evaluate the effectiveness of your own choices accordingly.

To obtain the full benefit of this program, it is recommended that you begin with the tutorial and precede through parts I, II, and III. The practice modules should not be accessed until a thorough understanding of the problem solving routine has been accomplished.

## Module One: Introduction

<b>Terminal Objective:</b>	Upon completion of this module, the students will be able to: <ul style="list-style-type: none"><li>◆ Recognize, identify, and understand the overall purpose and usefulness of this program to enhance their professional development.</li></ul>
<b>Enabling Objective:</b>	Given specific background information, students will be able to: <ul style="list-style-type: none"><li>◆ Identify the characteristics of an effective and efficient Choral Trainer.</li><li>◆ List the purpose and benefits of this program.</li><li>◆ List the training tips that every Choral Trainer should know and be able to employ.</li></ul>

## Module Two: Tutorials

<b>Terminal Objective:</b>	Upon completion of this module, the students will be able to: <ul style="list-style-type: none"><li>◆ Develop a routine for problem solving common musical problems within a simulated choral rehearsal.</li></ul>
<b>Enabling Objective:</b>	Given a rehearsal scenario (guided practice), students will be able to: <ul style="list-style-type: none"><li>◆ Identify the components of a choral rehearsal problem solving routine.</li><li>◆ Describe the sequence of steps used in this routine.</li></ul>

- ◆ Explain some of the actions a conductor might take to accomplish each of the steps.
- ◆ Discuss (and reflect upon) circumstances, which might interfere with the conductor's ability to effectively follow this routine.
- ◆ Select appropriate conductor actions for the corresponding problem solving component.
- ◆ Identify obstacles preventing the conductor from following the problem solving routine.

## Module Three: Practice

### Terminal Objective:

Upon completion of these units, students will be able to:

- ◆ Identify, diagnose, and provide solutions for common musical problems in the following areas: tone, diction, blend & balance, intonation, rhythmic integrity, style and expression.

### Enabling Objective:

Given a live rehearsal scenario (self-directed), students will be able to:

- ◆ Identify common musical problems relating to each unit
- ◆ Diagnose the cause of the problem
- ◆ Choose a viable solution to the problem
- ◆ Given a video/audio clip of an actual high school choral rehearsal, students will listen to and view the rehearsal clip.
- ◆ Given a series of prompts coupled with guided instruction for each sub-unit, students will.
- ◆ Identify the specific problem by choosing the correct multiple-choice answer.
- ◆ Determine the probable cause of the problem by choosing the correct multiple-choice answer.
- ◆ Select an appropriate solution by choosing the correct multiple-choice answer.

**Note:** Guided instruction in the form of positive or negative feedback will allow students to reconsider less effective choices. Prompts designed to follow the problem solving routine presented in module one will reinforce students' acquisition of the routine.

## Module Four: Reflections

<b>Terminal Objective:</b>	Upon completion of this module, students will be able to: <ul style="list-style-type: none"><li>◆ Reflect on alternative problem-solving strategies in relation to their own choices.</li></ul>
<b>Enabling Objective:</b>	Given a specific problem, students will: <ul style="list-style-type: none"><li>◆ Engage in reflective practice as part of the problem solving process</li><li>◆ Use reflective practice to identify alternative problem solving strategies and enhance their problem solving skills</li><li>◆ Recognize the possibility of multiple solutions.</li><li>◆ Identify alternative solutions</li><li>◆ Provide a rationale for their choices</li><li>◆ Compare their solutions to those of an experienced conductor.</li></ul>

## Module Five: Assessment

<b>Terminal Objective:</b>	Upon completion of this module, students will be able to: <ul style="list-style-type: none"><li>◆ List the components of the problem solving routine.</li><li>◆ Identify common issues and problem through simulated rehearsals.</li><li>◆ Analyze musical problems in a specific context and prescribe alternative solutions.</li><li>◆ Effectively and efficiently employ the decision-making process to complex situations through simulation that can easily be transferred to real-world.</li><li>◆ Recognize the possibility of multiple solutions.</li><li>◆ Provide a rationale for their choices.</li><li>◆ Compare their solutions to those of an experienced conductor.</li></ul>
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