

Marlborough School
Department/Division Head Summative Evaluation Report

Teacher: Gleason Bauer

School Year: 2012-2013

Evaluator: Anne Scarbrough

Title: Performing Arts
Department Head and Artistic Director

This evaluation should use as its basis “Criteria for a Good Teacher,” and therefore should evaluate the teacher according to the goals and qualities set forth in that document.

In addition to Gleason’s significant growth as a teacher, as a community member and as an artist over the past five years, many of the qualities and skills she was commended for in her last summative evaluation are still worthy of commendation in present time. They, along with recommendations, are as stated below followed by additional comments appearing in bold type.

I. Commendations

A. Responsibilities to the Students

- Gleason has a strong command of the material she teaches. She not only understands the pedagogy intellectually, but it also able to effectively model it. If she feels she is weak in her own command of the material at any level, she will purposefully and swiftly seek growth. Her self-expectations are quite high.
- Gleason encourages students to cultivate the natural abilities they possess without direct comparison to the abilities of others and expects students to compete against their own limitations. Her students generally seem to feel empowered.
- Gleason cultivates in her students a philosophy for a lifetime of growth, of seeking personal truth and she helps provide the tools for a vigilant artistic practice.
- Gleason expects and nurtures absolute presence, delayed understanding and helps students unlock previously inaccessible ways of thinking. She fosters in her students commitment to the task, investment in the exercise, deep concentration, and attention to detail.
- Gleason provides students with a language for conveying theatrical meaning, but also a way to discover meaning in the world the stage is reflecting.
- Gleason offers her students opportunities to free the memory of the body and to learn from its wisdom. She guides students through processes

constructed to liberate actors, and to supply them freedom within structure.

- Gleason writes extremely clear, thoughtful and personal student comments.
- **When questions arise for students, Gleason challenges them to first ask the question within the work before releasing the question to be considered by teachers or classmates. This method helps her students gain great confidence in their own judgment and helps them also gain confidence that will allow them to turn to their artistic practice for answers, solutions or for the next question.**
- **Gleason helps train and nurture socially engaged artists. She asks her students to see art as a mess worth making and helps them to become secure with the messy processes a performing artist employs.**

B. Responsibilities to the School

- Gleason is a highly contributing member of the department. Once Gleason commits to take on a responsibility she consistently follows-through.
- Gleason represents herself and the department on the Diversity Committee. She is committed to helping the school engage in a meaningful dialogue that will result in a more diverse community and a greater mutual respect and understanding amongst community members.
- **Gleason challenges the status quo in a positive and healthy manner. Her willingness to examine accepted premises and to diplomatically ask others to do so in the context of the larger interests of the School is an asset to her Department, to her students and to the School.**
- **As a producer for the Middle School Play, Gleason demonstrates strong organizational skills, is an excellent diplomat and creates generally harmonious and highly-functioning creative teams that well-serve the needs of our students and our larger community.**
- Gleason is held in high esteem by her peers. **She regularly shows specific appreciations to her colleagues and supports their artistic growth. Her colleagues generally feel “seen” by her.**
- **Gleason’s theatrical productions are socially engaged, relevant and challenge the community in ways the community is prepared to be challenged. She participates in meaningful community conversations through the art she makes.**

- **Gleason does a great job of finding highly skilled guest artists who enhance the training of her students and who promote her own professional growth and the growth of her colleagues.**

C. Responsibilities to one's Professional Self

- Gleason willingly seeks out meaningful professional growth opportunities that are relevant to her goals and to the needs of the school.
- Gleason's self-evaluations show unusual self-awareness. She completes that document and most of her tasks thoughtfully and thoroughly.
- Gleason responds with an open heart and mind to constructive criticism and generally makes appropriate adjustments when needed.
- **Gleason's commitment to striking a healthy work/life balance and her mindfulness toward that goal has rewarded her with a much more sustainable professional life at Marlborough.**
- **Gleason invested time and care into her growth as a teacher of Shakespeare and made good use of professional growth funds toward that goal. It has materialized in her greater self-confidence as a classical teacher and in the strong support she is able to offer her students in Theatre IV as well as other students who participate in the Shakespeare Competition each year.**
- **Gleason's seriousness of purpose toward liberation work as a part of her diversity training has helped to grow her as a fair and balanced ally for her students and her colleagues and allows her to more significantly impact the larger conversations on the Diversity Committee and in the general School community.**

II. Recommendations

A. Responsibilities to the Students

- Gleason's work with the students helps them to begin to be able to respond to stimulus with an immediacy of action. It is recommended that she continue to find new ways to help the students become more capable at the juncture where structured language meets unconscious emotion, and to help them discover more ways to help her students animate the text. **Gleason has made progress toward this goal, but is encouraged to continue looking for methods to compliment the psychophysical training, deep listening skills and strong artistic unity of an ensemble with a bridge that enlivens her student's relationship with the text while maintaining the deep exploration of relationships between physical stimuli and sensory response.**

- Gleason may benefit from developing a greater understanding where middle school girls are expected to be in their cognitive and emotional development. It is recommended that she seek professional growth support for that in the coming year.
- Some students express a need for greater attention to balance between constructive criticism and positive reinforcement and between allowing them opportunities for delayed understanding and helping them feel fully supported in their quest for understanding. Gleason is encouraged to partner with her Department Head to examine that balance in the coming year and should propose a plan of action and a timeline for investigation before mid-September of 2013.

B. Responsibilities to the School

- As the larger Marlborough community renews its commitment to the uniform code, it is recommended that Gleason consider why school expectations such as the uniform code and dressing room protocols may be essential to the overall functionality of the community and the development of the students and how she may best support those expectations.
- Colleagues and students note that Gleason should pay greater attention to ending class with enough time left for her students to change clothes and properly transition to their next commitment. Doing so may help her students and her colleagues maintain their own delicate balance of classes and activities – the same type of balance Gleason is trying to achieve for herself.
- The School asks Gleason to remain available to input from the School in regard to play selection. She should partner with the Artistic Director to properly consider input from Division Heads, the Director of Admissions and the larger community.

C. Responsibilities to one's Professional Self

- Gleason is encouraged to seek professional growth funds to support her growth as a set designer.
- Gleason is encouraged to consider taking a class in improvisational techniques.
- Gleason is encouraged to take a music class of some kind and may wish to particularly consider taking voice lessons.

Observations and Conferences

Peer Evaluator: Chelsea Dean

Observations and Conferences

Observations: Class	Date	Conference: Date
Anne Scarbrough, Gleason Bauer		9/5/12
Gleason Bauer, Anne Scarbrough, Robert Bryan		10/5/12
Anne Scarbrough, B Period, Theatre III	10/17/12	
Chelsea Dean, B Period, Theatre III	11/28/12	
Anne Scarbrough, Avenue Q Rehearsal	10/23/12 and 11/9/12	
Robert Bryan, C Period, drama I	11/7/12	
Robert Bryan, C Period Drama II	1/31/13	
Chelsea Dean, C Period, Theatre IV	4/18/13	
Gleason Bauer, Robert Bryan, Anne Scarbrough		5/22/13

Department Head

Division Director

Teacher*

*Teacher signature acknowledges receipt and discussion of this completed report. If a teacher wishes to respond to its contents, her or she may do so in writing and attach the response to this form.