

Marlborough School

Department Head/Teacher Summative Evaluation Report

Teacher: Gleason Bauer

School Year: 2017-2018

Evaluator: Laura Hotchkiss

Associate Head of Academics/Director of Upper School

This evaluation uses as its basis "Criteria for a Good Teacher," and "Elements of Good Teaching" and therefore should evaluate the teacher according to the goals and qualities set forth in that document.

I. Commendations

A. Responsibilities to the Students

- Gleason is an exceptional teacher. In reviewing "Elements of Good Teaching", Gleason meets the standards in all areas. She sets clear standards for student expectations, provides understandable assessment structures, and organizes class time carefully and consistently.
- Gleason provides clear and timely feedback to her students on their daily work.
- Gleason creates an atmosphere of respect and openness. Students come to her with questions so that they can further their development. One student commented "Ms. Bauer relates what we are doing to everything else that we do. In other words, I understand the purposes of everything she teaches and how everything we learn is important for working and playing in the theatre."
- Gleason's approach to class and/directing demonstrates her passion for theater. One student said "Miss. Bauer shows so much enthusiasm in the class! It always makes me so excited to start the exercises!"
- Gleason has a clearly articulated plan for each day whether in class or in rehearsal.
- In her own words, Gleason has a deep commitment to her work and to the work that her students do not only as theater students but as citizens, "They also increase their self-knowledge, empathy and ability to communicate effectively. They come to see obstacles as opportunities that increase motivation and creativity, as well as character."
- I have observed the daily warm-up in Gleason's classes and again share her goals for this practice, which "provides the students with a diagnostic, a point of contemplation and awareness, out of which comes a grounding in self-trust. Through this grounding, learners find the freedom to move beyond intellectual reasoning and to value the wisdom of their bodies."
- Gleason has identified the following areas as "Role Model:"
 - I implement strategies designed to stimulate students' intellectual curiosity, active engagement, and love of learning.
 - Through structured activities and specific feedback, I encourage students to develop and practice necessary skills.

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B. Responsibilities to the School

- Gleason is an active member of the Professional Growth Committee and Equity and Inclusion.
- Gleason has provided support and feedback to the three new members of the Performing Arts Department. She has observed their work in the classroom and in rehearsals, met with them to insure they understand expectations, and followed up with feedback - positive and constructive.
- Gleason worked with the department on the design of the 7th and 8th grade Performing Arts Department electives and extracurricular programming. As well, she will be revising the Theater I and II courses to create a progression from the 7th and 8th grade class into 9th grade.
- Gleason engages readily in the process of problem solving, is willing to work with others on a range of issues, and always puts in the necessary time and effort.
- As Department Head, Gleason engages in the evaluation process of performing arts teachers with attention to individual goal setting and departmental needs. Gleason provides clear and consistent feedback to help teachers improve and to set clear expectations.

C. Responsibilities to one's Professional Self

- Gleason participated in the Stand and Deliver workshop on having “Powerful Conversations” which she has used throughout the year in developing her leadership skills and providing direct and clear feedback to teachers, administrators, and colleagues.
- Gleason attended and implemented strategies from the Department Chairs Program offered by CATDC.
- In August of 2017 I became a Certified Mindful Schools Instructor. This included successfully completing the 300-hour, *Year-long Certification Program and Teaching Practicum*.
- Gleason's list of professional growth is impressive from her own work as a performer to her commitment to equity and inclusion at Marlborough and beyond. The hours that she has dedicated to her own growth is a testament to her dedication to providing her students and colleagues with a wealth of information and perspective.
- Gleason is always willing to attend a conference or workshop to further her goals and the goals of her department.

II. Recommendations

A. Responsibilities to the Students/School

- As Co-Department Head, Gleason needs to examine the performing arts offerings to find ways to increase enrollments. Gleason and Mpambo should visit other schools like Marlborough, gather feedback from girls in the program and those opting out, and survey alumnae who were in the program. I would like to see enrollment increase so that the school can continue to support a diverse program and faculty.
- Gleason should continue to work with the administration on the play selection process in order to support school and department goals so that a 2-3 year plan is in place. As well the afterschool program is an opportunity to recruit more students into the program with an exciting, diverse, and accessible program.
- Gleason should provide department members with regular feedback on their practice and engage in a process to look at space usage, staffing, and duties.
- Gleason needs to continue to review after-school time commitments for performers to help create a balanced school-life experience.
- Gleason should continue to assess her practice and expectations for her students in regards to homework and classwork. Gleason expects the students to journal, view plays, read plays, and engage in the performing arts which can be a lot for students to handle on top of their academic classes.

B. Responsibilities to one's Professional Self

- Gleason pursues interesting and relevant professional growth on a regular basis. I will happily support any of her professional development requests.
- Gleason should continue to find balance with her classroom/after-school and personal obligations. She does this with ease and seems to have her life under control, but it is always a good reminder:).
- I would like to support Gleason in her ongoing growth as a leader. One way of getting outside Marlborough is to participate on a CAIS/WASC Accreditation team to see another school in action.

Observations

Observations	Date
Theater I	11/1/2017
TWOL - attended play	3/16/2018
Open Studio	12/6/2017

Departmental Feedback

Areas of Strength:

- Gleason is extremely communicative and thoughtful in our conversations. She offers valuable feedback and is always quick to respond to e-mails. I sincerely appreciate her professional leadership and advocacy for the performing arts department.
- Gleason is a serious advocate of the arts. She is compassionate and caring. She is efficient in overseeing the budget. She is a very caring teacher.
- Long-term Vision for the department, Depth of Knowledge of all disciplines in the department, the ability to reach each department member on their level own level, and the ability to address difficult subjects with the total respect of the department.
- A very well respected instructor
- Gleason is rigorous in her commitment to provide girls with relevant and challenging material. She is demanding and consistent and always willing to find time to discuss ideas and curriculum. She cares deeply about her work and is committed to the values of an education in the performing arts. She is also one of the most detailed oriented people I've ever encountered.
- Gleason strikes a nice balance between leading with kindness and compassion and being willing to directly address problems and ask difficult questions. Our department is non-competitive and non-combative, seeking always to support each other. This is in great part because of the way that Gleason runs department meetings, production meetings and production post-mortems. She creates space for us to speak about successes as well as failures, seeing these as opportunity for growth. I respect Gleason for her work as an administrator, a designer, a teacher and a director. She is thorough with her own work and she has high expectations for all of us in the department. This makes me want to present my best work and continue to develop my teaching and directing skills.
- Gleason is a wonderful teacher. Her work with mindfulness in the classroom reflects her own desire for a mindful life and thus she acts as an example for both her students and her colleagues, practicing what she teaches.
- We are a hard working passionate group of people who take the role of educators very seriously. We see the role of art and the practice of it as primary to any individual life, and we foster not only performers, but human beings who are able to access and have empathy for the human condition in all of its manifestations. We are invested in each and every student, and work only for their individual growth and development.

Issues for Consideration/Areas for Focus

- Space - how we use it and share it

- The scheduling of the events are a problem. Spreading the events out would be easier since we all have to depend on using Caswell.
- Intro to Performing Arts: we need to reassess the curriculum. There are areas that can be fine tuned, and others that need re-thinking. We did a good job in generating interest for the arts, but we do need to solidify a cross disciplinary curriculum.
- Scheduling and planning
 - Simplify the role of the producer and create organizational systems that may help by creating a production calendar, scheduling meetings, and creating lines of communication between the different areas of a show.
 - We check in at our weekly meetings so whatever issues come up tend to be resolved in a timely manner. A regular challenge is juggling space.
 - Organization and structured communication in productions (from the producer)
- Department dynamics
 - Create more community across disciplines. Theater, dance, and choral seem to be worlds apart. Holding a Performing Arts Picnic or some such event would help bring students and teachers together.
 - The department often seems to revolve around drama. There needs to more consideration and compromise when it comes to Caswell and events.
 - As a department, we could use some open time (where we don't feel rushed with production needs) to look closely at how we can function best as a new team.
 - There have been a lot of changes in staffing in the last couple years and we need to cultivate a new dynamic as a department.
 - We need to take time to rethink the way things are and look at how things can be different given our new colleagues so that we can be a healthy and strong team.
 - In a year where we have two new hires, it is paramount to be vigilant in ensuring that they have what they need to succeed.
 - We need to assess staffing and make decisions on how to move forward. Our culture is very specific and it takes time to understand the nuances .

Final Comments:

- I am very happy that we seem to be finding a balance in choosing material for plays and musicals. I think that after what I imagine will be the resounding success of Singing in the Rain, we will be able to create a varied repertoire that includes not only thought provoking themes, but entertainment that lifts the spirit in simple ways. I think the lesson learned during the sometimes difficult conversations around play choice is that we need not throw out the baby with the bath water.
- Among other things, Gleason is a fantastic producing director. She holds the bigger picture very well and navigates all the aspects of producing with grace and determination.

With her in that position, I always feel taken care of, and that no problem is insurmountable.

- I'm inspired by Gleason's commitment to her work. She is never one to take an easier path. She is fully present as an administrator, teacher and creator. She is easy to talk to and a supportive colleague willing to give her time and energy to everyone's needs. She is dedicated to bringing intellectually challenging material to her classes/productions and is uncompromising in the passionate exploration of her work.
- As I have only begun my involvement with classes and curriculum, I feel I can best speak to my experience with Gleason as a producer. As a department head, she has been great with checking in with me about classes.
- Sometimes Gleason's discouragement is palpable and I wonder if there are ways that she could delegate so that she is not so burdened with administrative weight and worry. I am sometimes concerned that she puts care for herself last, which, while noble in theory, is unsustainable and somewhat unstable. I would love to think that she enjoys her job, but I'm not sure if the magnitude of her responsibilities allow her to do that. Her students deserve the best of her, as she's a remarkably intelligent and insightful teacher.
- Gleason seems to have a high level of self awareness that keeps her on top of all of her responsibilities. We had a couple of minor snafus in our producer/director duties for the dance concert in the fall and we met after the concert for a thorough debrief. I feel confident moving forward that we have settled any issues. Despite a couple of minor things, I appreciate working with Gleason as producing director. It's great to have her support and feedback during the process of being in production.
- Gleason is one of the best educators I know. She is insightful, caring, creative and it is a pleasure to work with her.

Wrap-Up:

Gleason has been in her role as co-department head for 2.5 years. She collaborates and coordinates well with Mpambo, creating a shared leadership model. As reported by her department members, she is an inspiring teacher, strong collaborator, and master of all details.

In her role as co-department head, she oversees the curricular and co/extra-curricular program. As producing artistic director, she helps the directors with the many tasks associated with putting on a show. Her department members appreciate her support and willingness to help out.

In reviewing goals from her self-evaluation (past and current), Gleason has consistently accounted for her progress, assessed her needs, and set her path for next steps. This year she has continued to work on her role as Department Head in communicating and advocating effectively on behalf of the department. Onboarding three new employees has taken considerable time. Gleason has spent time with each member, worked closed with Mpambo on providing feedback,

and communicated with me about concerns. There have been some challenges for all three as well as with the departure of a long time faculty member that needed to be handled with clarity and care. While decisions for next year are still pending, Gleason has been clear and timely with her feedback to encourage each employee to finish the year strong for the girls.

In designing curriculum whether Intro to Performing Arts or the 9-12 sequence, Gleason is reflective and creative. At this time, Gleason and Mpambo need to examine the performing arts offerings to find ways to increase enrollments. I would suggest visiting other schools like Marlborough, getting feedback from girls in the program and those opting out, and surveying alumnae who were in the program. I would like to see enrollment increase so the the school can continue to support a diverse program and faculty.

In Gleason's self-evaluation she states a need to review the performing arts sequence given the change in $\frac{7}{8}$ electives. I am in support of this as the department looks at issues of enrollment and curricular articulation. In addition, Gleason has used the Design Framework in her curricular work which looks at problems from the user perspective.

I am always impressed by Gleason's thoughtful approach to her professional development. I am interested in opportunities that directly relate to creating a meaningful curriculum for all of the Performing Arts students.

Review of Recommendations:

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Gleason is someone who is willing to serve on committees, work on issues of Equity and Inclusion, and find ways to address work life balance. Gleason questions, listens, participates, and engages. When working on a problem or initiative, she starts from a student-centered mindset and finds solutions to serve the girls. Gleason has participated in professional growth to hone her leadership skills and expand her artistic reach.

Evaluator Signature _____

Date: _____

Department Head Signature _____