10 responses

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Summary

Identifier

School Committee Member Completing the Evaluation Form.

Michele Crane
Shirley Winer
Sarah Foley
Motterbeck
Tara Balboni
hmorgan@grsd.org
maustin@grsd.org
Terri Garfield
Ron Damon
Diane Dunn

Date evaluation completed.
5/24/2016
5/16/16
May 16, 2016
May 21, 216
05232016
5/23/2016
May 24th, 2016
5/25/16
5/25/2016

Overall Summative Performance

https://docs.google.com/a/grsd.org/forms/d/175Wl63e1JYZyAq_xpQilAsCIDArlQqZq1F4AhPBN1UM/viewanalytics
Step 3: Rate Overall Summative Performance

Unsatisfactory 0 0%
Needs Improvement 0 0%
Proficient 6 60%
Exemplary 4 40%

Step 4: Rate Impact on Student Learning (Check only one)

Low 0 0%
Moderate 3 30%
High 7 70%

Step 5: Add Evaluator Comments

Dr. Hopson is an exemplary superintendent who strives to create the ideal conditions for learning and a sense of community at Gateway. This is a difficult task with six towns in our region. The state formulas for funding regional schools are a big challenge for our district with its six small towns. The towns and the district are all struggling with budgetary concerns. Dr. Hopson does his best to support stakeholders and to provide the public with pertinent factual information. He has high standards for what he expects from students, administrators and staff. His decisions are based on what’s best for students. This is his most important quality. The Gateway district benefits everyday from Dr. Hopson’s many years of experience in education.

Whether the right word is Exemplary or Proficient- or meets or exceeds standard- it is not easy to choose. We do not see evaluations from other schools for a sense of comparison. Dr Hopson certainly meets standards and probably exceed them in many items.

Gateway alumni excel in the larger world and the emphasis on the whole child as well as
citizen involvement prove that this is no accident. Dr. Hopson leads a unique district that provides a nurturing and high quality education.

I feel that Dr. Hopson shows deep concern for both the success of students, as well as the district as a whole. His motives are never self serving, but rather deeply rooted in the community and lives of families. He is an active participant in the educational and social activities at Gateway and is always approachable and prepared to share on any topic regarding the district. He sets and outstanding example.

I remain impressed with Dr. Hopson's self-control and self-discipline. We are fortunate to have him.

Dr Hobson works very hard for the district and is a model of organization.

Step 1: Assess Progress Towards Goals - Administrator's Performance Goals.

Professional Practice Goal(s)

Action: Develop, in conjunction with the school committee, a budget process that provides: (a) timely and appropriate information for the public, (b) provides both estimates and actual numbers for state aid to the school district, (c) a budget adopted 45 days prior to the first town meeting.

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<td>Did Not Meet</td>
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<td>Some Progress</td>
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<td>Significant Progress</td>
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<td>Exceeded</td>
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Provide a professional culture through the use of technology, staff supervision, and appropriate student services to meet identified needs.
Professional Practice Goal(s) Comments.

The Job Dave does (Professional Practices) is not always appreciated or understood by town governments.

Dr. Hopson was particularly successful this year producing and responding to fiscal needs in order to come up with a budget that was passed by at least 4 of the member towns.

This was also accomplished without sacrificing student services.

Student Learning Goal(s)

Analyze data and work with grade level or individual teachers to develop action plans based on student needs which is driven by principal led, site based data teams and supported by the leadership team.
Student Learning Goal(s) Comments.


I-A: Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.

Unsatisfactory 0 0%
Needs Improvement 0 0%
Proficient 6 60%
Exemplary 4 40%

I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

Unsatisfactory 0 0%
Needs Improvement 0 0%
Proficient 7 70%
Exemplary 3 30%

Overall Rating for Standard I: The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Unsatisfactory 0 0%
Needs Improvement 0 0%
Proficient 7 70%
Exemplary 3 30%

Comments for Standard I: The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Student success and needs are closely monitored. Responses to their needs show student growth.

Dr Hobson has a very clear vision for the district.

II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.

- Unsatisfactory: 0, 0%
- Needs Improvement: 0, 0%
- Proficient: 2, 20%
- Exemplary: 8, 80%

II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.

- Unsatisfactory: 0, 0%
- Needs Improvement: 0, 0%
- Proficient: 6, 60%
- Exemplary: 4, 40%

II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.

https://docs.google.com/a/grsd.org/forms/d/175W165e1JYzYAg_aPQf6AxCDAkYfmlZqtF4AhPBNfUM/viewanalytics
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.
Unsatisfactory 0 0%
Needs Improvement 0 0%
Proficient 3 30%
Exemplary 7 70%

Overall Rating for Standard II: The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Unsatisfactory 0 0%
Needs Improvement 0 0%
Proficient 4 40%
Exemplary 6 60%

Comments for Standard II: The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Gateway continues to show exceptional maintenance of its grounds and buildings. It's safety protocol is emulated by other districts. The budget creatively managed to meet student needs in difficult times.

Dr. Hopson provided compassionate, consistent and expert guidance for the district through tumultuous change and has created a budget that exceeded the demands of the community while maintaining the quality and the integrity of the education. The longevity of the average district employee is a testament to the professionalism and quality of the environment and the support provided by the administration.


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III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.

Unsatisfactory 0 0%
Needs Improvement 0 0%
Proficient 6 60%
Exemplary 4 40%

III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.

Unsatisfactory 0 0%
Needs Improvement 0 0%
Proficient 7 70%
Exemplary 3 30%

III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.

Overall Rating for Standard III: The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.
Comments for Standard III: The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.

Parents and community members are engaged in a variety of ways. Dr. Hopson has encouraged school committee members to attend school council meetings in order to facility parent involvement. The district's use of the auto-dialer system, social media, and website continue to inform parents and community. Regular columns in the Country Journal as well as the Westfield News reach out to local communities and beyond.

With the administration's open door policy to every student, family and employee at every level, and the compassion and consideration given to concerns of individuals and community groups alike, I see a true commitment in creating a supportive, caring environment for all at GRSD.


IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.

IV-B. Cultural Proficiency: Ensures that policies and practices enable staff
members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

![Pie chart showing distribution of scores]

Unsatisfactory 0 0%
Needs Improvement 0 0%
Proficient 6 60%
Exemplary 4 40%

IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.

![Pie chart showing distribution of scores]

Unsatisfactory 0 0%
Needs Improvement 0 0%
Proficient 7 70%
Exemplary 3 30%

IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.

IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.
Overall Rating for Standard IV: The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.

Unsatisfactory 0 0%
Needs Improvement 0 0%
Proficient 6 60%
Exemplary 4 40%

Comments for Standard IV: The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.

I have only been on the school committee for one year, but so far I have observed Dr Hobson being very polite and honest with people who strongly disagree with his vision for the district.

Thanks for completing the administrative evaluation form.