

Proposed ECELS Coordinator 09-05-2019

Coordinator: \_\_\_\_\_

Semester: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_

Position of Evaluator: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

TA'd *[Signature]* 11/21/18  
4 documents in packet

*[Signature]*  
*[Signature]*

**Coordinator**  
Tenure Review Evaluation

Listed below are the Coordinator responsibilities. Please rate the Coordinator on each item using the rating scale. If you are unable to rate an item, select UA (unable to answer). Comments may be made in the space provided.

4=Very Effective, 3=Effective, 2=Somewhat Effective, 1=Not Effective, UA=Unable to answer

<b>Coordinator duties</b>	4	3	2	1	UA	Comments
Follows and complies with all policies and procedures set forth in the Agreement between the Palomar Faculty Federation, CFT/AFT and Palomar Community College District ("PFF Contract") Appendix L and follows and implements District policies and procedures.						
Creates, follows, and complies with all policies and procedures set forth in the ECELS Parent Handbook and Operational Manual.						
Oversees maintenance and updates of ECE Lab School website, enrollment packets, parent contracts, and EZ Care program as needed.						
When requested the coordinator submits Facilities work orders and/or purchasing requests and follows up on it in a timely manner.						
In coordination with the site supervisor and teachers, works to maintain a safe environment for young children; inspects and reports replacement/repair needs to ensure that the physical plant is maintained in good repair; monitors outdoor play areas to ensure that children cannot gain access to unsafe or unsupervised areas.						

	4	3	2	1	UA	Comments
Demonstrates fiscal responsibility for ECELS by not overspending and still providing for enough supplies and materials.						
Demonstrates fiscal responsibility for ECELS by maintaining teacher:child ratios (based upon Title 5 and Title 22 regulations), while not overstaffing classrooms.						
Maintains ECELS program philosophy, goals and objectives. When needed, revises philosophy, goals and objectives in consultation with teachers and site supervisors.						
Oversees site supervisor's enrollment of children and in the absence of a site supervisor will enroll children to maintain a fully (as much as possible) enrolled program.						
Gives tours to parents as needed at one or both sites.						
Hires, supervises, trains, evaluates, disciplines, and terminates ECE Lab School staff under the guidance and functional direction of the Dean, Liaison to the ECELS, and HR and in accordance with TERB procedures.						
Distributes information and changes regarding staff, children and/or families to teachers in a timely manner.						
Provides orientations of new staff to ECE Lab School policies and procedures.						
Informs and trains staff, parents, and child development students of ECE Lab School policies and regulations.						
Provides appropriate in-service trainings to staff.						
Oversees and maintains compliance for the State of California, California Department of Education, Community Care Licensing, and Food Nutrition programs at both sites. Leads compliance meetings with agencies.						

	4	3	2	1	UA	Comments
Maintain all Community Care Licensing policies and procedures. Meets with licensing representatives when needed; submits reports; maintains current license.						
Oversees staffing plans for both sites. Schedules or assists in scheduling duties for classroom and kitchen with site supervisor at the beginning of each new term/semester.						
In the absence of ECE Lab School staff members, arranges for substitutes as needed, and if necessary, substitutes in the classroom for staff members to maintain child-staff ratios.						
When substituting in the classroom, maintains program policies and classroom rules.						
Develops and implements emergency procedures as required; provides information about emergency procedures and health, safety, and transportation policies to all ECE Lab School staff and parents; plans and assists with monthly fire and other emergency drills.						
Responsible for organizing and leading ECE Lab School bi-monthly staff meetings and staff in-service training days.						
Oversees the Parent Advisory Council (PAC). Leads or when necessary delegates responsibility of PAC regularly-scheduled meetings to site supervisor.						
Plans, organizes, and participates in ECE Lab School events and functions including, but not limited, to orientation, open house, end of the year party, and parent breakfast.						
Invites and encourages family participation, including distributing the monthly ECELS newsletter.						
	4	3	2	1	UA	Comments

When needed participates in parent-teacher conferences. Provides referrals when requested or necessary.						
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<b>Communication</b>	4	3	2	1	UA	Comments
Maintains confidentiality of child/family/staff conversations, records, and reports.						
Communicates clearly and concisely, both verbally and in writing.						
Establishes and maintains effective working relationships with those contacted in the course of work.						
Demonstrates positive interpersonal communications with children, parents and staff.						
When needed negotiates and uses appropriate conflict resolution skills.						

Proposed ECELS Site Supervisor-Leadership 09-05-2019

Site Supervisor Leadership: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_

Semester: \_\_\_\_\_

Position of Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

**Site Supervisor-Leadership**  
Tenure Review Evaluation

Listed below are the Site Supervisor-Leadership responsibilities. Please rate the Site Supervisor-Leadership on each item using the rating scale. If you are unable to rate an item, select UA (unable to answer). Comments may be made in the space provided.

4=Very Effective, 3=Effective, 2=Somewhat Effective, 1=Not Effective, UA=Unable to answer

<b>Site Supervisor-Leadership duties</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>UA</b>	<b>Comments</b>
Complies, assists with creation, and implements updates of the ECELS Parent Handbook and Operational Manual.						
Maintains and updates ECE Lab School website, enrollment packets, parent contracts, and EZ Care program as needed.						
In the absence of the coordinator or in coordination with the coordinator submits work orders and purchasing requests as needed.						
In coordination with the coordinator and teachers, works to maintain a safe environment for young children; inspects and reports replacement/repair needs to ensure that the physical plant is maintained in good repair; monitors outdoor play areas to ensure that children cannot gain access to unsafe or unsupervised areas.						
Demonstrates fiscal responsibility for ECELS by maintaining teacher:child ratios (based upon Title 5 and Title 22 regulations), while not overstaffing classrooms.						

Proposed ECELS Site Supervisor-Leadership 09-05-2019

	4	3	2	1	UA	Comments
Assists in developing program philosophy, goals and objectives, in coordination with the coordinator and teachers.						
Oversees child enrollment. Completes the application process for current and new families; enrolls families to maintain a fully enrolled program (as much as possible) and provides ECELS information and gives parent tours.						
In coordination with the coordinator, oversees supervision of staff, families, and children of an assigned site. Assists with staff evaluations.						
Distributes information and changes regarding staff, children and/or families to teachers in a timely manner.						
Assists with orientation of new staff to ECE Lab School policies and procedures.						
Informs staff, parents, and child development students of ECE Lab School policies and regulations.						
Assists in providing in-service training for staff.						
Gathers documentation for the State of California, California Department of Education, Community Care Licensing, and Food Nutrition; assists with compliance meetings with these agencies.						
Maintains all Community Care Licensing policies and procedures. Meet with licensing representative as needed and submits reports as necessary.						
In coordination with the coordinator, creates staffing plans for individual site. Schedules classroom, kitchen, and break teachers and staff at the beginning of each new term/semester.						

Proposed ECELS Site Supervisor-Leadership 09-05-2019

	4	3	2	1	UA	Comments
In the absence of ECE Lab School staff members, arranges for substitutes as needed, and if necessary, substitutes in the classroom for staff members to maintain child-staff ratios.						
When substituting in the classroom, maintains program policies and classroom rules.						
Attends and participates in regular site and ECE Lab School staff meetings; in the absence of the Coordinator, leads staff meetings when necessary or for site.						
Assists and participates in regular Parent Advisory Council (PAC) meetings. When delegated, plans, organizes and leads PAC meetings.						
Participates and assists in planning of ECE Lab School events/functions including, but not limited, to orientation, open house, end of the year party, and parent breakfast.						
Invites and encourages family participation, including writing and organizing the ECELS monthly newsletter.						
When needed participates in parent-teacher conferences. Provides referrals when requested or necessary.						

<u>Communication</u>	4	3	2	1	UA	Comments
Maintains confidentiality of child/family/staff conversations, records, and reports.						
Communicates clearly and concisely, both verbally and in writing.						
Establishes and maintains effective working relationships with those contacted in the course of work.						
Demonstrates positive interpersonal communications with children, parents and staff.						
When needed negotiates and uses appropriate conflict resolution skills.						

**Student Ratings of Counselor [Behavioral Health Services]**

1. I felt that my counselor conveyed interest and enthusiasm.
2. I felt respected by my counselor.
3. I felt my counselor heard and understood me.
4. I felt a sense of trust and safety in the therapeutic relationship with my counselor.
5. I felt my counselor was listening to me and that we shared common goals/purpose in my counseling experience.
6. My counselor helped me feel a sense of hopefulness.
7. I felt that my counselor adhered to the schedule for my appointment.
8. My counselor's techniques and approaches were effective for our work together.
9. My counselor was culturally sensitive and informed.
10. My counselor suggested strategies that could help me improve my well-being.
11. I felt that my counselor encourages students to utilize additional resources (i.e., career center, library).
12. I felt that my counselor provides a non-biased environment for students from diverse backgrounds.
13. I felt that my counselor is easy to approach, patient, and willing to help.
14. I would recommend my counselor to a friend.
15. Would you ever use Behavioral Health Counseling Services in the future? (Yes or No)

\*  
Approved: TERB Sept 2019 | PFF Nov 2019

What was most helpful about your counselor?

What do you believe might have been done to improve your counseling session?

Do you have any additional comments?

**PALOMAR COLLEGE**  
**Part-Time Counseling Faculty Review Report**

Part-Time Counseling Faculty Evaluatee: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Department: \_\_\_\_\_

Semester/Year of Evaluation: \_\_\_\_\_

After reviewing student evaluations, the classroom observation form, and the Department Chair's form, the Evaluator (Department Chair/Director/Designee) will complete the following report. A copy of this signed Evaluation Report, along with the other materials noted on the Evaluations Checklist, must be given to the evaluatee, and another copy must be sent to the TERB Office. Evaluatees have 10 business days; beginning on the date the report was signed by the evaluatee, to add a response to their evaluation by sending it to the TERB Office (AA-112). After the 10-day comment period, this report and any evaluatee comments become part of the evaluatee's personnel file maintained in the Human Resources Office.

***Definitions of evaluation categories:***

*(Standards of Performance for Faculty, Faculty Manual)*

***High Professional Performance*** - Frequently exceeds accepted standards of professional performance. (Check this box when the instructor's professional performance is beyond what is reasonably expected.)

***Standard Professional Performance*** - Regularly meets accepted standards of professional performance. (This is the standard of performance that is expected of all instructors when they are hired and they are expected to maintain this level of performance throughout their tenure at Palomar College.)

***Performance Needs Improvement*** - Does not consistently meet accepted standards of professional performance.

***Unsatisfactory Performance*** - Does not meet minimal standards of professional performance.

**Comments are required for all questions.**

1. The counselor demonstrates depth of knowledge, experience, and competency in personal counseling.

☐ High Professional Performance

☐ Standard Professional Performance

☐ Needs Improvement

☐ Unsatisfactory Performance

**Comments:**

2. The counselor demonstrates proficiency in integrating relevant material, resources, and ideas into the counseling session.

☐ High Professional Performance      ☐ Standard Professional Performance  
☐ Needs Improvement      ☐ Unsatisfactory Performance

**Comments:**

3. The counselor presents and communicates information in a clear, well-organized and informative manner, using appropriate methods and materials.

☐ High Professional Performance      ☐ Standard Professional Performance  
☐ Needs Improvement      ☐ Unsatisfactory Performance

**Comments:**

4. The counselor is effective in establishing rapport with students as demonstrated by a strong therapeutic alliance (a therapeutic alliance is evident when the client feels comfortable with the counselor, has a sense of common goals or purpose with the counselor, and feels a sense of safety and trust in the counseling process).

☐ High Professional Performance      ☐ Standard Professional Performance  
☐ Needs Improvement      ☐ Unsatisfactory Performance

**Comments:**

5. The counselor establishes rapport with the student by demonstrating interest, enthusiasm and patience, showing respect for the student, and engaging the student in the counseling session.

☐ High Professional Performance      ☐ Standard Professional Performance  
☐ Needs Improvement      ☐ Unsatisfactory Performance

**Comments:**

APPROVED: TERB Aug 2019 | PFF Nov 2019 |

**Summary Comments: (Required)**

**Overall Recommendation: (Required)**

- ☐ High Professional Performance
- ☐ Standard Professional Performance
- ☐ Performance Needs Improvement
- ☐ Unsatisfactory Performance

**Signatures:**

Department: \_\_\_\_\_

Evaluator : \_\_\_\_\_ Date: \_\_\_\_\_  
(print name): \_\_\_\_\_

Department Chair (see form attached: \_\_\_\_\_ Date: \_\_\_\_\_  
(print name): \_\_\_\_\_

My signature acknowledges that I have met with my evaluator and reviewed my evaluation. It does not mean that I agree or disagree with the review report. I am aware that within ten business days after signing this report, I have the right to submit a response to this evaluation to the TERB Office (AA-112). I am also aware that this evaluation and my response, if any, will become part of my personnel file maintained in the Human Resources Office.

Part-Time Faculty Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_  
(print name): \_\_\_\_\_

**Administrative Signature**

My signature acknowledges that I have read the Part-time Counselor Review Report.

Division Dean: \_\_\_\_\_ Date: \_\_\_\_\_  
(print name): \_\_\_\_\_

Department Chair

**Palomar College**  
**Part-Time Counseling Faculty Evaluation**

**Department Chairs:** Please complete this form as a component of the evaluation of the part-time faculty member named below. If you have designated another full-time faculty member as the Evaluator, please give the completed form to your designee for inclusion in the evaluative materials.

Name of Evaluatee: \_\_\_\_\_

1. The counselor adheres to the weekly schedule of appointments submitted to the department chair or director. For example, counselor is on time and notifies appointment desk in a timely manner when unable to meet his/her scheduled shift.

☐ High Professional Performance  
☐ Needs Improvement

☐ Standard Professional Performance  
☐ Unsatisfactory Performance

**Comments** (if performance is Needs Improvement or Unsatisfactory, comments are required):

2. The counselor adheres to department procedures and is responsive to communications from the department.

☐ High Professional Performance  
☐ Needs Improvement

☐ Standard Professional Performance  
☐ Unsatisfactory Performance

**Comments** (if performance is Needs Improvement or Unsatisfactory, comments are required):

3. The counselor participates appropriately in the Service Area Outcomes Assessment Cycle.

Yes: \_\_\_\_\_ No: \_\_\_\_\_

**Comments** (if the response is negative, comments are required):

Signature:

Department Chair \_\_\_\_\_  
(print name): \_\_\_\_\_

Date: \_\_\_\_\_