

# Administrator Profile

## ADMINISTRATOR ROLE PERCEPTION SURVEY—CENTER-BASED

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### ABOUT THE ADMINISTRATOR PROFILE

Dear Administrator:

The Administrator Profile provides you with information about yourself as a leader and how leadership is exercised in your center. The Administrator Profile focuses attention on how closely your current position resembles your ideal. Finally, the Administrator Profile identifies your developmental career stage based not on your years of experience but rather on your perception of mastery of key early childhood program leadership competencies. The profile is intended to serve as a springboard for your personal growth and professional development.

The Administrator Profile incorporates the **Whole Leadership Framework** into the results, providing you with information on the amount of time you spend on administrative and pedagogical leadership functions as well as your strengths and areas for growth in each of the three, interdependent leadership areas. The three areas of the whole leadership framework—leadership essentials, pedagogical leadership, and administrative leadership—reflect everything you, and perhaps other staff members, do as early childhood program leaders. Take a minute to look at the three areas. Everything you and your leadership team do fits into these areas.

**Leadership essentials** identifies the necessary attributes and skills you need to lead a thriving organization. It includes personal attributes like self-efficacy, empathy, creativity, authenticity, intentionality, persistence, humility, transparency, adaptability, and love of learning. With these attributes, all other functions of your leadership will be more effective. While you may have your own personality and leadership style, leadership essentials are universal traits and core competencies needed by all effective early childhood leaders.

**Pedagogical leadership** reflects all you do that touches children and families. Here you find the ways you support your teaching staff in implementing curriculum and using high-quality teaching practices. Here you find family engagement, and the ways you foster family leadership. In pedagogical leadership, you frame a unified philosophy of teaching, with respect for individual differences, and honor for the strengths and

cultural backgrounds of children and families. You understand developmentally appropriate practice and know how to lead staff in continuous quality improvement.

**Administrative leadership** is the area of your work that focuses on coordinating staff, cultivating resources, and developing systems to ensure the organization stays healthy and thrives. Here, your leadership fosters a growth mindset. You can see that operational leadership, strategic leadership, advocacy leadership, and community leadership represent all of the various roles you play in building the strengths of your program.

In the framework, you can see that each area is interdependent with the others. What you do in administrative leadership will impact pedagogical effectiveness. Leadership essentials will create a healthy organizational climate so that administrative and pedagogical leadership can thrive. The circle in the middle illustrates a dynamic and meaningful relationship between each area of the Whole Leadership Framework.



## A. PERCEPTION OF YOUR ROLE AS AN ADMINISTRATOR

Descriptor that most closely matches your current position: Supervisor

Other roles that share leadership responsibilities:

You describe your role as: crisis manager leader role model

Why you became an administrator: Others saw my leadership ability as a teacher and encouraged me to become the program administrator

When you first became an administrator, you ...

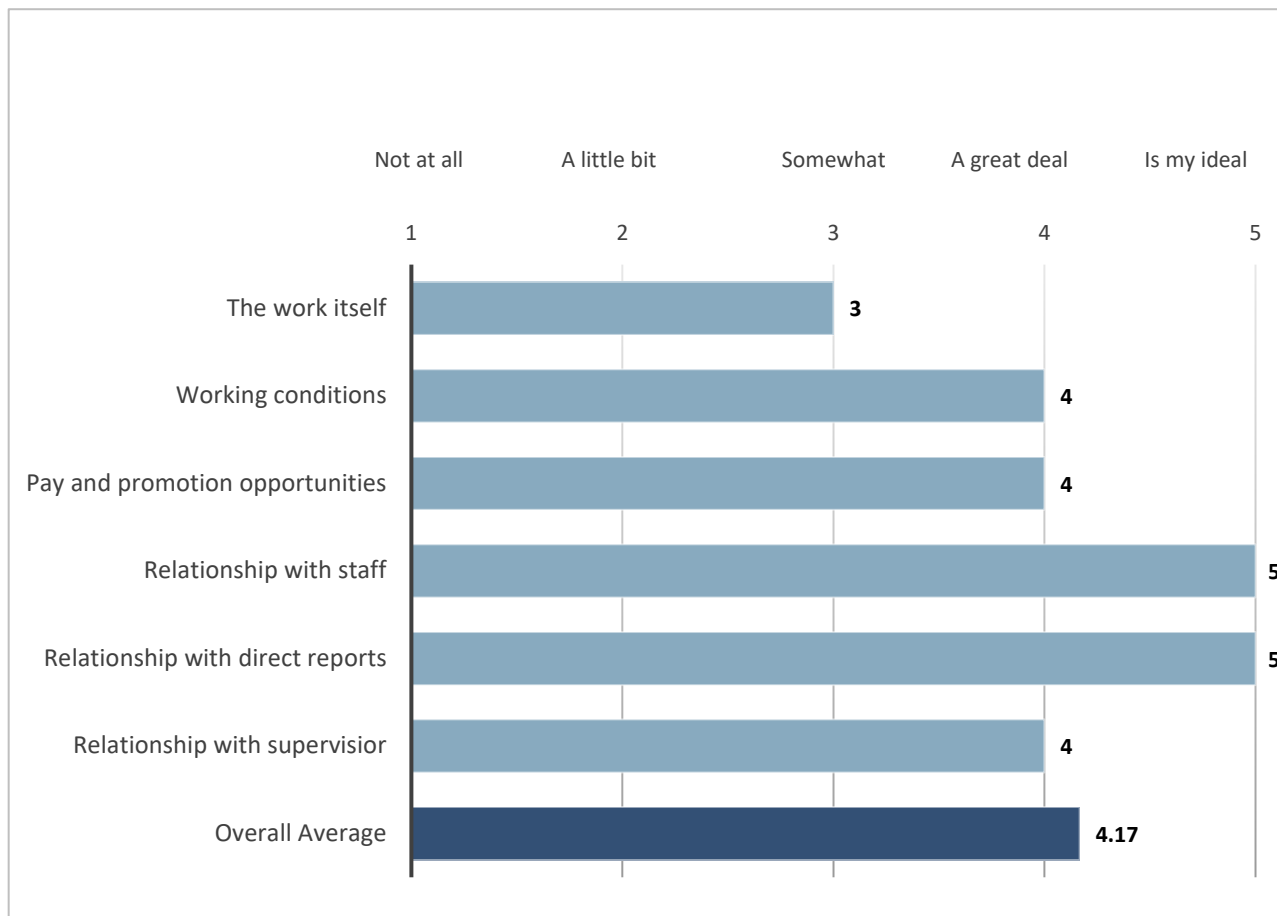
- ...hoped no one would find out how scared you were
- ...were not prepared for the kinds of issues you encountered
- ...your expectations for yourself were unrealistic
- ...were confident teachers/parents would like you

## B. PERCEPTION OF YOUR CURRENT JOB

You describe your current job as: enjoyable rewarding unpredictable

You perceive your job as:

- Most of the time I feel respected by the families in my program
- Most of the time I feel respected by staff
- Most of the time I feel respected by the families in my program
- Most of my time is spent doing important, essential tasks
- Most of the time I am able to handle everyday management tasks
- I am sometimes unsure of what is expected of me
- I am never expected to do things I do not believe in
- I usually get the support I need to do my job well

**Figure 1***How Your Current Position Resembles Your Ideal*

## C. DEVELOPMENTAL CAREER STAGE

As an ECE program leader you likely have a general sense of your career stage. Sometimes this is based on the number of years you have worked in your current position or in program administration overall. Another way of understanding your career stage relates to your perception of self-efficacy. Below you will find your developmental career stage based on your choice of which self-efficacy statement best describes you.

### **Self-identified Developmental Career Stage:** Proficient

**Novice.** I am striving for acceptance and attempting to achieve a comfort level in dealing with everyday program administrative tasks. I often feel overwhelmed by issues and challenges that come my way. I am slowly improving my leadership skills, but sometimes I feel “I don’t know what I don’t know.”

**Proficient.** I feel comfortable in my role as an administrator and dealing with everyday program administrative tasks. I feel prepared to deal with issues and challenges that come my way. I have the knowledge and ability to accomplish what is necessary in my role as administrator and I continue to improve my leadership skills.

**Advanced.** I feel accepted and am skilled in dealing with everyday program administrative tasks. I easily deal with issues and challenges that come my way and often seek out new ways to improve the program. I have achieved a high level of competence and am perceived by my colleagues and the families I serve as a role model for program administration leaders.

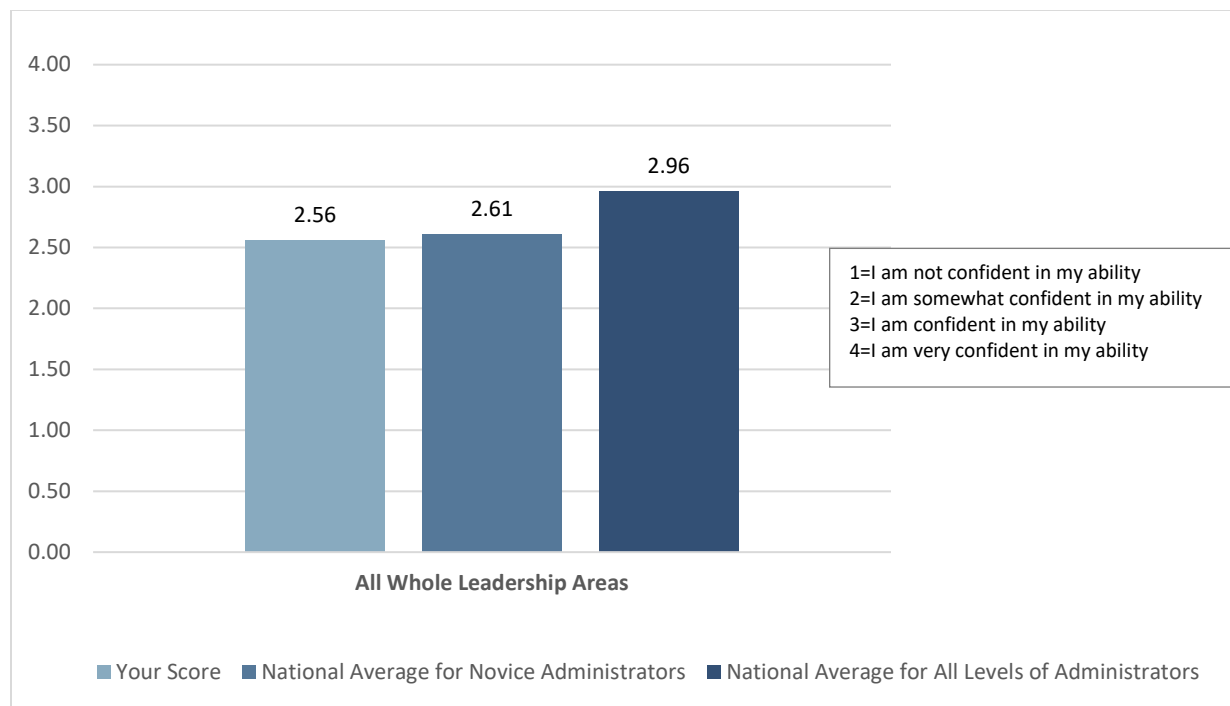
Early childhood program leadership is complex. The Whole Leadership Framework identifies three interdependent areas of leadership—leadership essentials, pedagogical leadership, and administrative leadership. Below you will find your developmental career level based on the aggregate of your self-efficacy scores in each of the three areas of whole leadership.

### **Developmental Career Stage Based on Whole Leadership Self-Efficacy Scores:** Novice

Figure 2 provides your aggregate self-efficacy score based on the average across the three whole leadership areas; the national average for administrators at the same developmental career stage; and the national average for ECE program administrators at all developmental career stages.

**Figure 2**

*Developmental Career Level Based on Aggregate Self-Efficacy Score\**

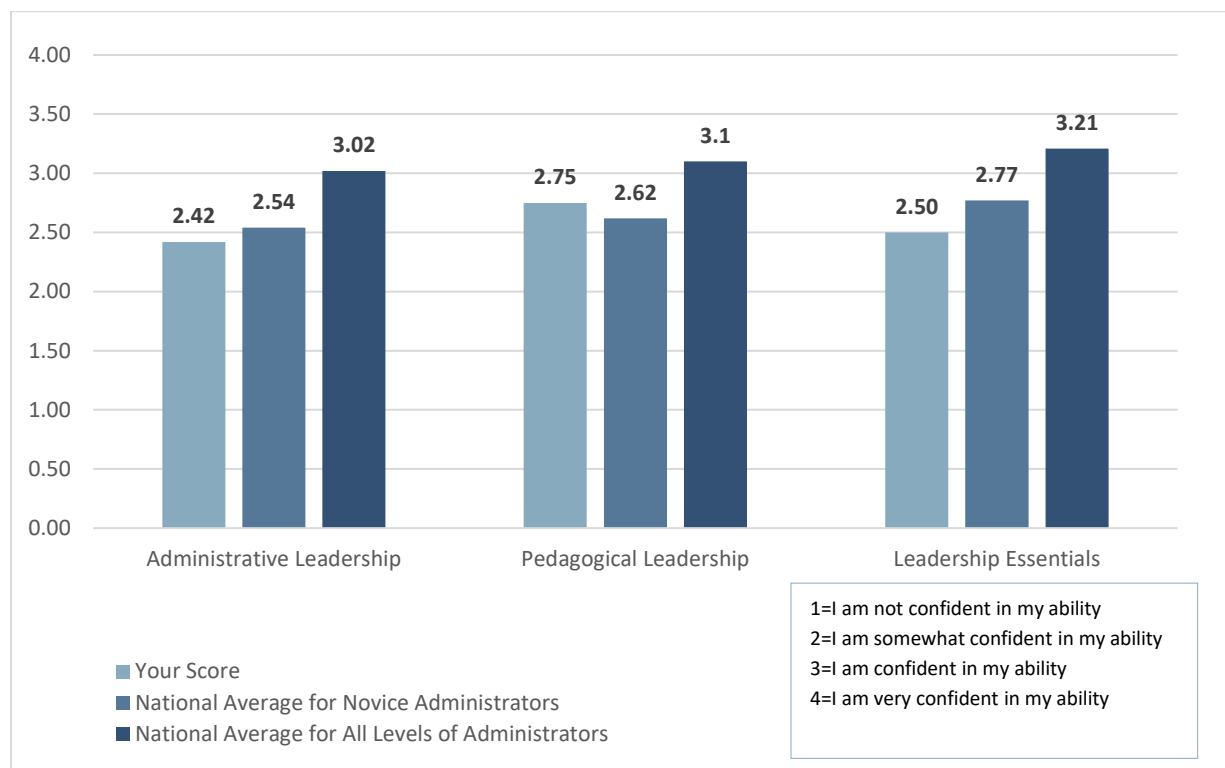


Note. \* National norms are based on the first edition of ARPS

Figure 3 provides your self-efficacy score for each area of whole leadership, providing insight into whether you have balanced confidence across the whole leadership spectrum or whether you have an area of whole leadership you might want to strengthen through further education and/or professional development. This figure also provides national norms for comparison purposes.

**Figure 3**

*Relationship Between Career Stage and Whole Leadership Domains\**



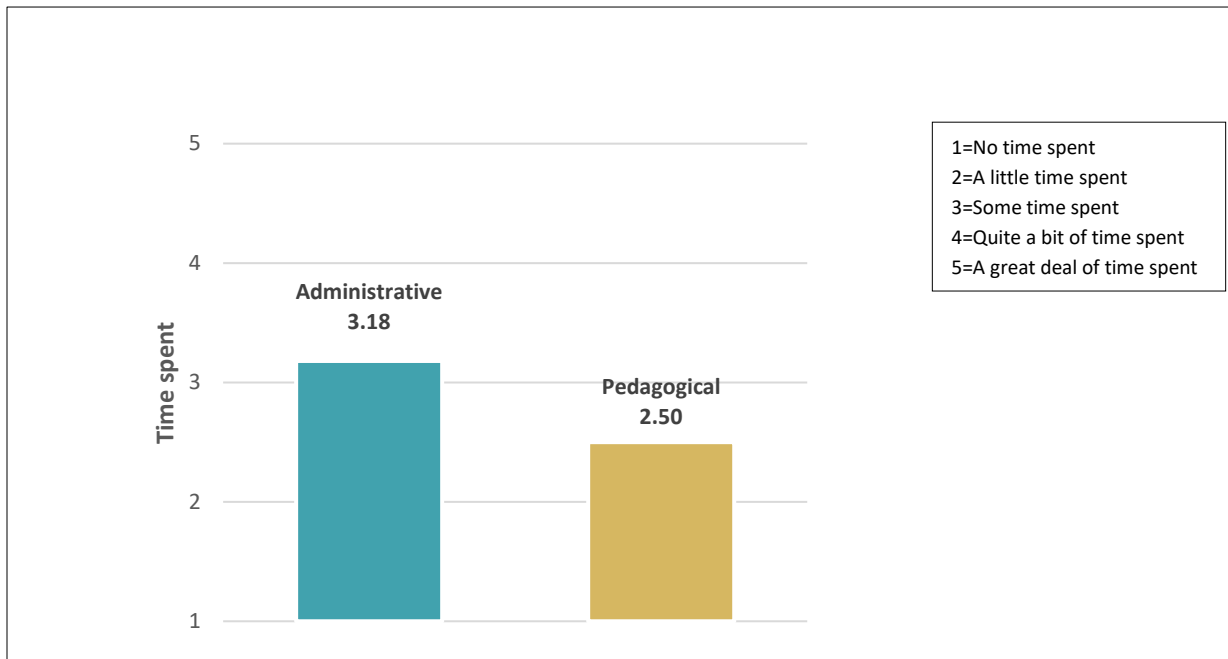
*Note.* \* National norms are based on the first edition of ARPS

## D. HOW LEADERSHIP OCCURS IN YOUR CENTER

**Time You Spend in Leadership Functions.** Figure 4 shows the balance between administrative leadership and pedagogical leadership functions over the course of a year. It only shows the balance between the whole leadership areas and does not account for other activities or for shared leadership when functions are distributed to other individuals within the organization.

**Figure 4**

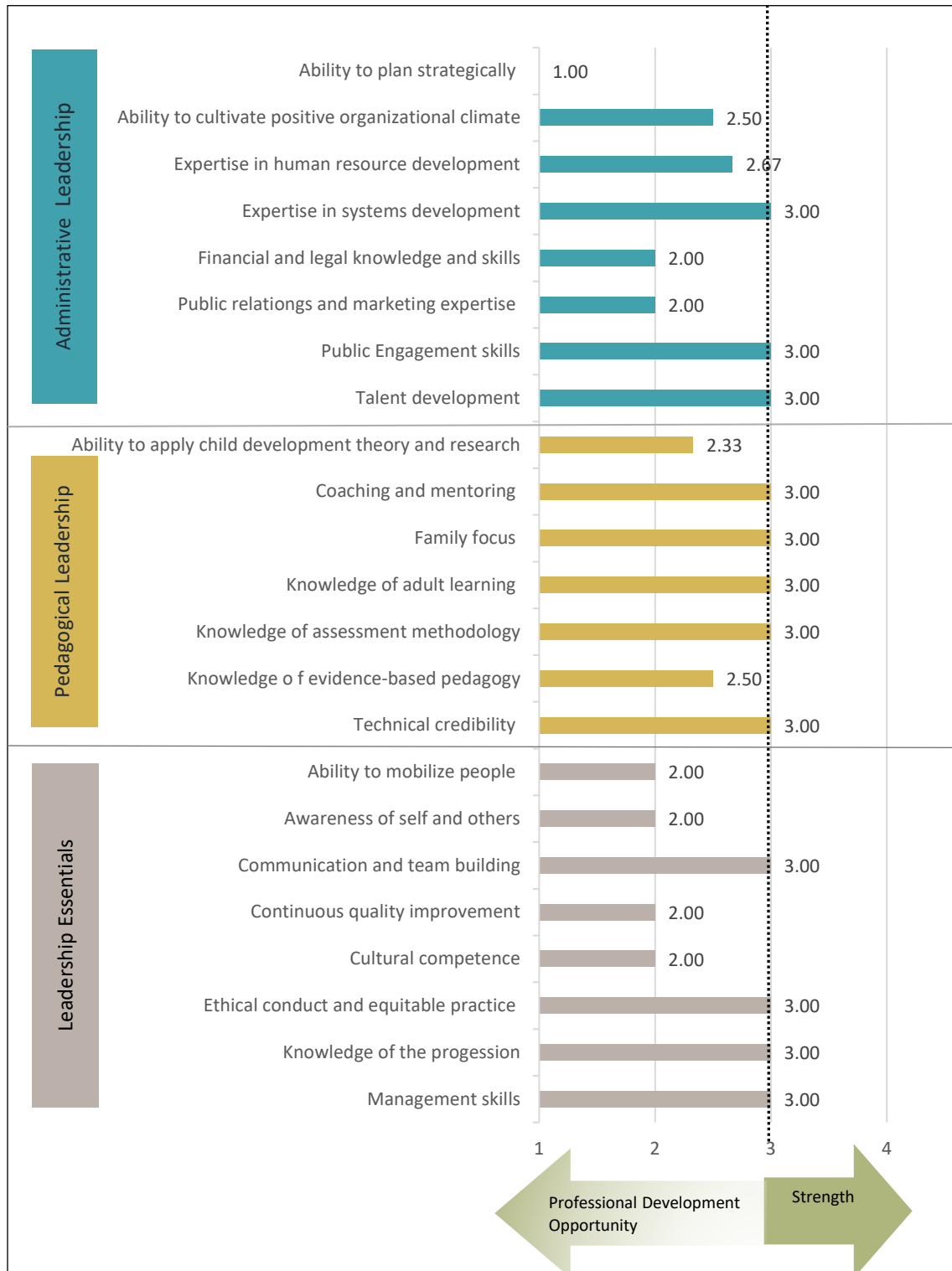
*Time Spent in Leadership Functions*





## E. PROFESSIONAL GROWTH OPPORTUNITIES BY WHOLE LEADERSHIP AREA

**Figure 5**  
Whole Leadership Strengths and Professional Development Opportunities



**TOOLS FOR PEDAGOGICAL LEADERSHIP**

- Coaching and mentoring skills
- Ability to apply child development theory and research
- Family focus
- Knowledge of evidence-based pedagogy
- Knowledge of assessment methodology
- Technical credibility
- Knowledge of adult learning

**TOOLS FOR ADMINISTRATIVE LEADERSHIP**

- Ability to plan strategically
- Expertise in systems development
- Financial and legal knowledge and skills
- Entrepreneurial focus
- Awareness of organizational climate
- Public relations and marketing expertise
- Ability to interpret data
- Public engagement skills

**TOOLS FOR LEADERSHIP ESSENTIALS**

- |  |                                |
|--|--------------------------------|
| ▪ Awareness of self and others           | ▪ Ethical conduct and morality |
| ▪ Knowledge of the profession            | ▪ Intentionality               |
| ▪ Communication and team-building skills | ▪ Ability to motivate people   |
| ▪ Cultural competence                    | ▪ Management skills            |

**ABOUT WHOLE LEADERSHIP**

Whole Leadership encompasses a broad view of program leadership—evidenced in many areas and organized into three domains: leadership essentials, administrative leadership, and pedagogical leadership. The McCormick Center for Early Childhood Leadership at National Louis University developed this framework in order to clarify the concept of early childhood leadership, which is often clouded by inconsistent standards and policies.



