Aggregate Profile

ADMINISTRATOR ROLE PERCEPTION SURVEY—CENTER-BASED (ARPS)

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Organization/Initiative: ECE Cohort Initiative
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ABOUT THE ARPS AGGREGATE PROFILE

This Aggregate Profile provides the collective responses to the Administrator Role Perception Survey (ARPS) provided by the program leaders in your organization or quality improvement initiative. The ARPS is a self-assessment tool designed to identify the developmental career stages and self-efficacy of center-based early childhood education and care (ECEC) administrators across the three domains of whole leadership—administrative leadership, pedagogical leadership, and leadership essentials. For the purposes of the ARPS and the Aggregate Profile, an Administrator is defined as a person located on-site who has responsibility for planning, implementing, and evaluating one or more components of an early childhood program. Specific position titles for the Administrator vary and may include director, manager, supervisor, owner-director, or coordinator.

The Aggregate Profile, based on the Whole Leadership Framework, provides collective information about areas of strength, as well as opportunities for growth, in competency areas aligned to the whole leadership domains. The Aggregate Profile is intended to serve as a guide to inform decision-making to support the ongoing development of onsite program leaders. If you have any questions, please contact Robyn Kelton at the McCormick Center for Early Childhood Leadership (robyn.kelton@nl.edu).

PEDAGOGICAL LEADERSHIP

Facilitating a community of learning that builds on the strengths of children, families, and staff. Pedagogical Leadership includes ensuring fidelity to research-based curricula, assessing children's development and learning, using data for evaluation, optimizing learning environments, and empowering families.

- **Instructional leadership:** Supporting educators in implementing developmentally appropriate practice and inclusive curriculum
- **Family leadership:** Building on family strengths, promoting equitable engagement, and encouraging advocacy on behalf of children

ADMINISTRATIVE LEADERSHIP

Coordinating work and mobilizing people to ensure the organization remains stable and continues to thrive. Administrative Leadership includes systems thinking and development.

- **Operational leadership:** Ensuring sufficient staffing, space, and equipment, guiding fiscal management, fostering a positive work environment, hiring and supporting talent
- **Strategic leadership:** Setting goals and guiding future program directions
  - **Advocacy leadership:** Acting as an ambassador for children, families, and staff
    - **Community leadership:** Collaborating with organizations within the local community to maximize collective impact

WHOLE LEADERSHIP

represents the interdependent relationship that exists among three leadership domains. A balanced perspective is necessary when performing leadership functions in early childhood programs.

LEADERSHIP ESSENTIALS

Creating a culture of caring, equity, and improvement in early childhood programs. Leadership Essentials include foundational competencies and behaviors necessary for relationship building and motivating people to achieve shared goals. Reflective and intentional practice are the hallmarks of Leadership Essentials.

- **Leadership for continuous quality improvement (CQI):** Committing to CQI as a management philosophy and set of practices embedded at the organizational, classroom, and individual levels

- **Intrapersonal and interpersonal leadership:** Identifying qualities and strengthening behaviors that contribute to a healthy organizational culture. Modeling adaptability, authenticity, creativity, empathy, humility, lifelong learning, persistence, self-efficacy, transparency, and trust
- **Culturally responsive leadership:** Valuing and building on the talents and strengths of each individual, family, and community. Implementing leadership practices that ensure equitable opportunities and outcomes for children, families, and staff and build on their unique cultural and linguistic contexts

A. THE ADMINISTRATOR POSITION

This section identifies administrative roles reported by respondents, whether they share administrative responsibilities, their reasoning for becoming an Administrator, and their role perceptions when the first became an Administrator (Tables 1 through 4). In addition, this section summarizes the three words/phrases selected by respondents when asked to best describe their current role and job (Figures 1 and 2). Tables 5 and 6 provide information on respondents' proximity to their ideal positions and commitment to continuing to work as administrators. Lastly, Figures 3 and 4 provide information regarding developmental career stages.

Table 1
Respondent Roles (N = 23)

Roles Represented	n	%
Director	10	33%
Assistant Director	6	36%
Principal	3	15%
Coordinator (e.g., Education, Family Support, Health)	2	9%
Other, please specify	2	7%

Table 2
Percentage of Respondents with Shared Administrative Responsibilities (N = 23)

Leadership Responsibilities Shared	n	%
No	5	32%
Yes	18	68%

Table 3
Reasons for Becoming an Administrator (N = 23)

| Reasons for Becoming an Administrator	n	%
Others saw my leadership ability as a teacher and encouraged me to become the program administrator	6	36%
I always knew I wanted to become an early childhood program administrator	2	9%
I wanted more challenge in my job and becoming an administrator provided that challenge	7	20%
I wanted to have a greater impact in my community	7	30%
Other	1	5%

Table 4
Role Perceptions Reported When Respondents First Became an Administrator (N = 23)

When I assumed my first administrator position:		
35% (n = 8)	I hoped no one would find out how scared I was ⇔	I felt confident and self-assured 65% (n = 15)
59% (n = 14)	I was not prepared for the kinds of issues I encountered ⇔	I felt well-trained for my administrative position 41% (n = 9)
45% (n = 8)	My expectations for myself were unrealistic ⇔	My expectations for myself were realistic 55% (n = 15)
22% (n = 6)	I worried the teachers/parents wouldn't like me ⇔	I was confident everyone would like me 78% (n = 17)

Respondents were asked to choose **three** best descriptors for their role and **three** best descriptors for their job. Figures 1 and 2 represent percentages of respondents who chose each of the descriptors.
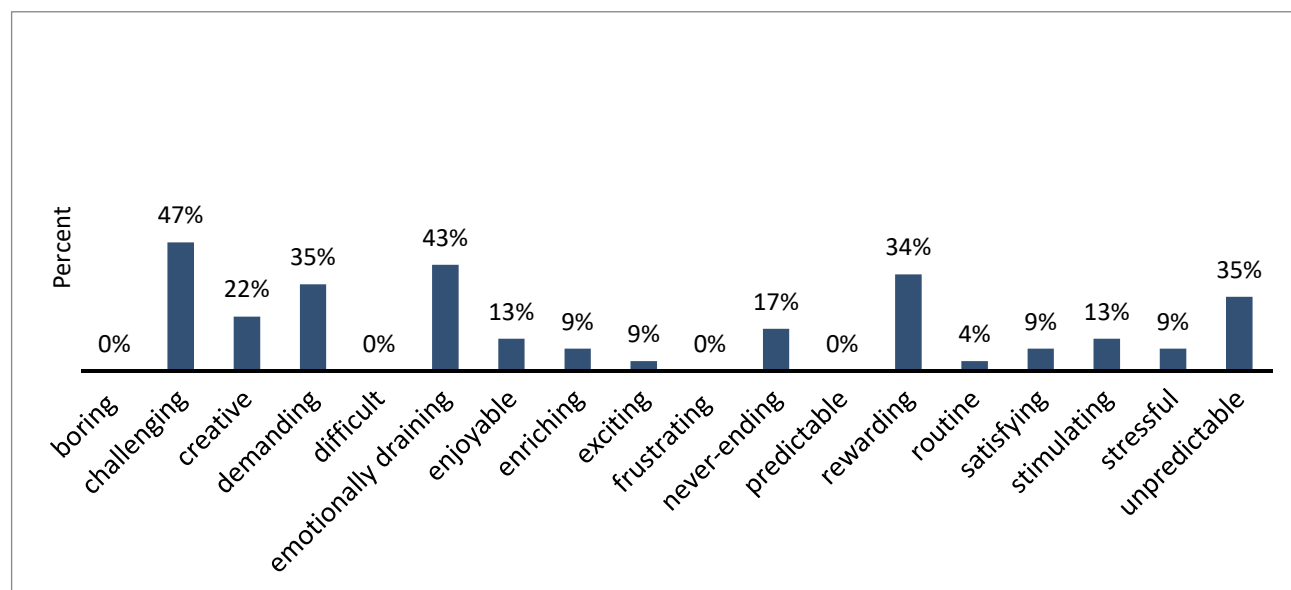
Figure 1
Best Descriptors of Respondents' Role (N = 23)
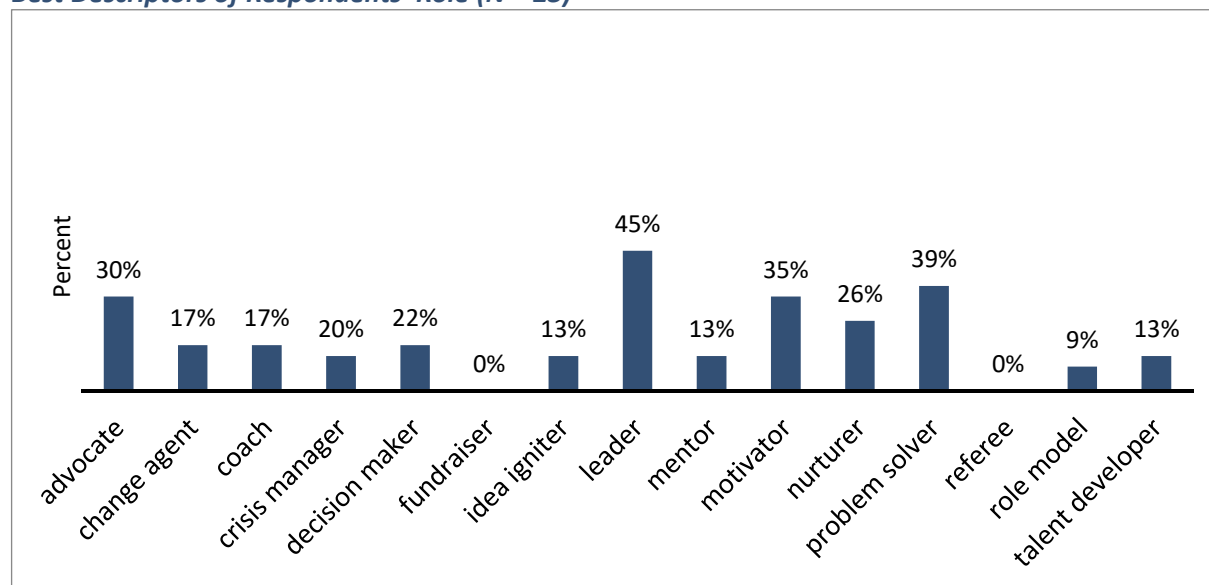
Figure 2
Best Descriptors of Respondents' Job (N = 23)

Table 5

Percentage of Respondents Whose Current Position Resembles Their Ideal (N = 23)

	Not at all like my ideal	A little bit like my ideal	Somewhat my ideal	A great deal like my ideal	Is my ideal
The work itself	0%	26%	22%	39%	13%
Working conditions	4%	13%	30%	30%	22%
Pay and promotion opportunities	4%	33%	14%	35%	13%
Relationship with staff	0%	9%	30%	35%	26%
Relationship with direct reports	0%	9%	10%	46%	35%
Relationship with supervisor [a]	0%	0%	0%	75%	25%

Note. [a] N/A response possible.

Table 6

Reported Commitment to Administrative Role (N = 23)

Intent to Work as an Administrator for at Least Three More Years	*n*	%
Yes	23	100%
No	0	0%

Each respondent was asked to choose one of the three following descriptions that best represent their career stage:

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.

Figure 3 | Self-Identified Developmental Career Stage (N = 23)

- Novice
- Proficient
- Advanced
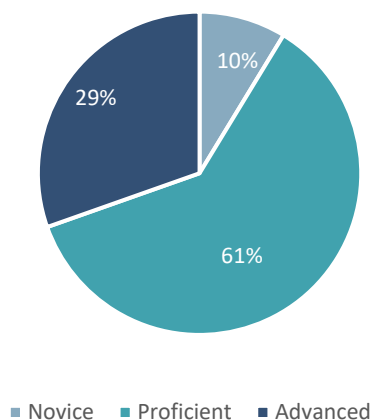
Figure 4 | Developmental Career Stage Based on Whole Leadership Self-Efficacy Scores (N = 23)

- Novice
- Proficient
- Advanced
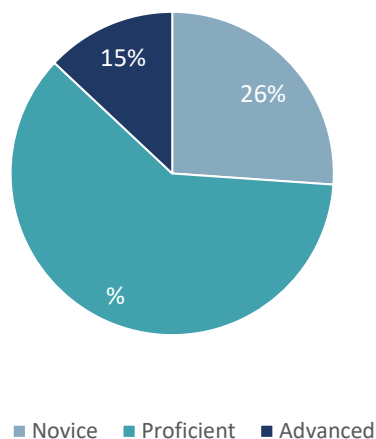
B. PERCEPTIONS REGARDING TIME SPENT AND CONFIDENCE IN LEADERSHIP FUNCTIONS

Respondents were asked to estimate the amount of time they spend on administrative leadership and pedagogical leadership functions based on 24 domain specific functions using a 5-point Likert scale, from "1 = No time spent" to "5 = A great deal of time spent" (Figure 5).

Figure 5 Perception of Time Spent in Leadership Functions (N = 23)

Administrative Leadership Functions
Mean = 3.16, Standard Deviation = 0.59

Pedagogical Leadership Functions
Mean = 3.15, Standard Deviation = 0.54
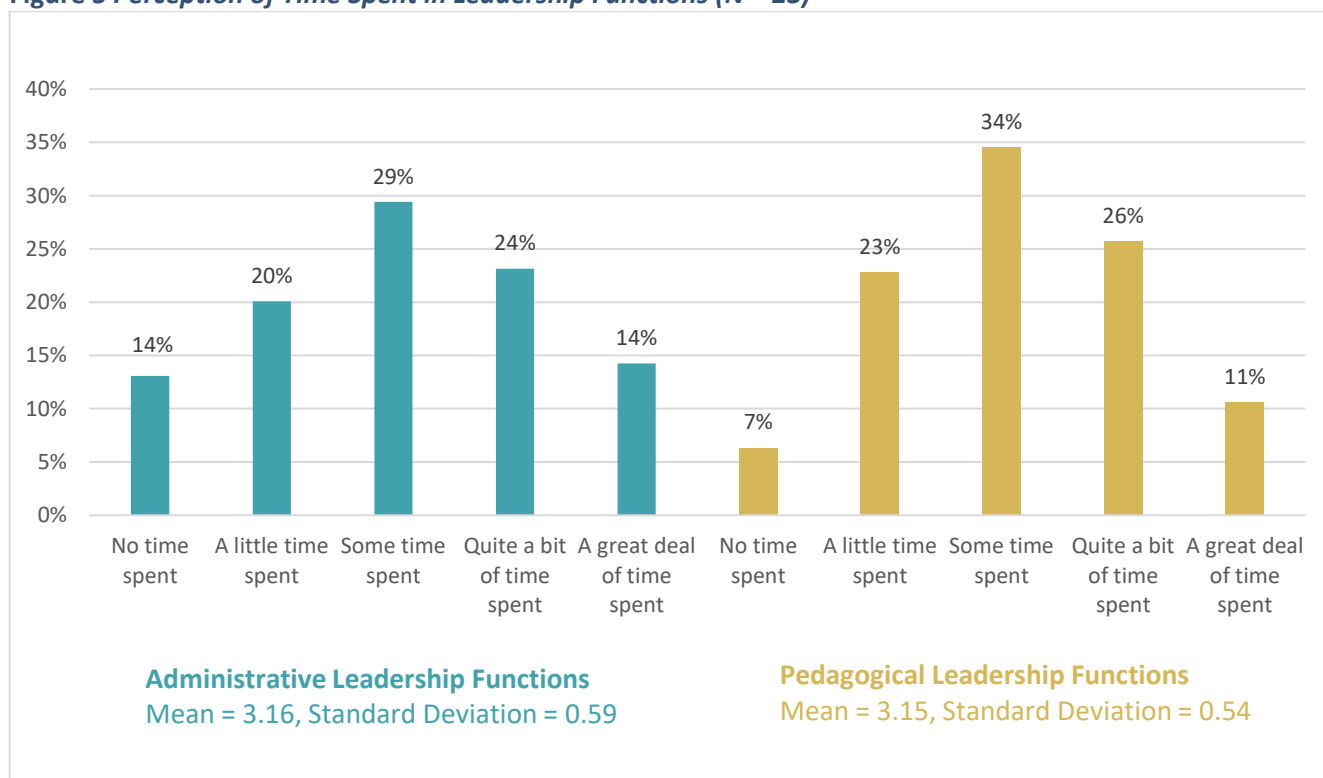
Respondents also rated their confidence on each of the 36 competency statements in the ARPS using a 4-point Likert scale ("1 = *I am not confident in my ability to*…" to "4 = *I am very confident in my ability to*…"). The statements where respondents felt most confident and least confident are provided in Table 7.

Table 7
Highest and Lowest Rated Competency Statements (N = 23):

	Mean	SD	% of "Confident" and "Very Confident" responses
Highest rated statements			
Ensure projects get done on time	3.39	0.58	96%
Be transparent in communication with staff	3.50	0.52	100%
Model best practices for teaching staff	3.30	0.56	96%
Observe teaching and learning, and provide feedback to teaching staff	3.30	0.56	96%
Prioritize my work	3.40	0.67	90%
Lowest rated statements			
Mobilize others (e g, staff, families, community) to advocate for high-quality services for children and families	2.83	0.78	70%
Support teaching staff in implementing an anti-bias curriculum	2.83	0.78	70%
Develop a budget and manage the finances of my program	2.50	0.90	50%
Include families in making decisions about the program	2.52	0.85	48%
Implement an equitable salary scale based on clear criteria (e g, general education, specialized training, experience, role, credentials)	2.15	0.87	33%

C. ABOUT THE ADMINISTRATORS

This section provides demographic information describing the respondents.

Table 8
Highest Level of Education Achieved (N = 23)

Educational Level	n	%
Baccalaureate degree	7	30%
Graduate degree	14	61%
Advanced or Doctoral degree	2	9%

Table 9
Degree in Child Development or Early Childhood Education (N = 23)

Degree	n	%
Yes	16	70%
No	7	30%

Figure 6
Age (N = 23)

- 30-39: 20%
- 40-49: 32%
- 50-59: 44%
- 60-69: 4%
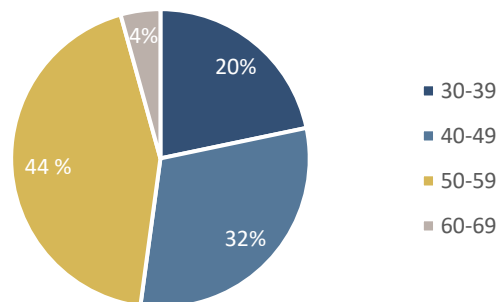
Figure 7
Race and Ethnicity (N = 23)

- American Indian or Alaska Native: 10%
- Asian: 3%
- Black or African American: 16%
- Hispanic/Latinx: 3%
- White or Caucasian: 56%
- Multiracial: 10%
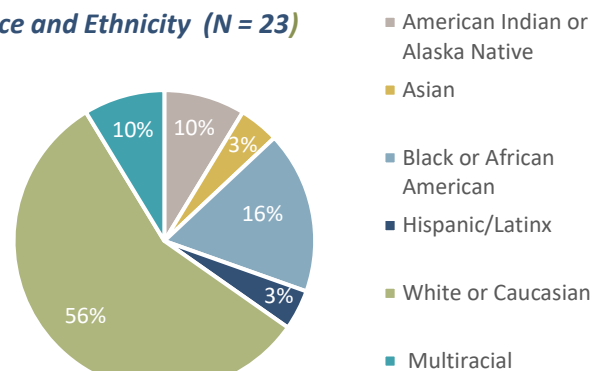
Table 10
Years of Relevant Experience

Experience	Range (years)	Average (years)
The field of early childhood	0 - 35	15
An administrative position	0 - 20	8
Current administrative position	0 - 9	2

D. ABOUT THE PROGRAMS

This section provides information describing the respondents' programs.

Table 11
Demographics for the Group

Program Characteristics	n	%
Auspice		
For-Profit	0	0%
Nonprofit	23	100%
Geographic Location		
Rural	0	0%
Urban	19	83%
Suburban	4	17%
Receive Head Start Funding	23	100%
Receive Pre-K Funding	14	61%
Part of a Multi-Site ECEC Organization	19	83%
2-5 sites	4	21%
6-19 sites	14	74%
20-49 sites	1	5%
License Capacity		
1-60 children	3	13%
61-120 children	4	17%
121+ children	16	70%
Ages Served		
Infant (birth-11 months)	20	87%
Toddler (12-30 months)	21	91%
Preschool (31 months – 5 years)	20	87%
School-age (5 – 12 years)	0	0%
Nationally Accredited	21	91%

E. WHOLE LEADERSHIP STRENGTHS AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Whole leadership ratings were calculated based on the responses to 36 statements in the ARPS. Table 12 provides mean ratings and standard deviations of each of the three whole leadership domains (administrative leadership, pedagogical leadership, and leadership essentials), as well as competency areas within each domain. Figure 8 shows the proportions of respondents whose ratings on a 4-point scale ranged from *Not Confident* to *Somewhat Confident* ($\geq 1.00 \leq 2.00$), *Somewhat Confident* to *Confident* ($\geq 2.01 \leq 3.00$), and *Confident* to *Very Confident* ($\geq 3.01 \leq 4.00$). Lastly, competency areas of strength and competency areas for growth are highlighted.

Table 12

Average Confidence Ratings Across Whole Leadership Domains and Competency Areas (N = 23):

Whole Leadership Domains and Competency Areas	*M*	*SD*
Administrative Leadership	**2.99**	**0.44**
Ability to Plan Strategically	3.09	0.60
Ability to Cultivate Positive Organizational Climate	2.67	0.78
Expertise in Human Resource Development	2.94	0.54
Expertise in Systems Development	3.09	0.79
Financial and Legal Knowledge and Skills	2.87	0.34
Public Relations and Marketing Expertise	3.17	0.72
Public Engagement Skills	3.09	0.67
Talent Development	3.00	0.60
Pedagogical Leadership	**3.35**	**0.56**
Ability to Apply Child Development Theory and Research	3.07	0.46
Coaching and Mentoring	3.00	0.56
Family Focus	2.84	0.61
Knowledge of Adult Learning	3.04	0.52
Knowledge of Assessment Methodology	3.35	0.48
Knowledge of Evidence-based Pedagogy	2.14	0.51
Technical Credibility	3.35	0.56
Leadership Essentials	**3.08**	**0.36**
Ability to Mobilize People	2.83	0.78
Awareness of Self and Others	3.14	0.54
Communication and Team Building	3.24	0.45
Continuous Quality Improvement	3.09	0.79
Cultural Competence	2.87	0.81
Ethical Conduct and Equitable Practice	3.17	0.72
Knowledge of the Profession	3.04	0.71
Project Management Skills	3.35	0.49

Figure 8
Confidence Frequencies Across Whole Leadership Domains and Competency Areas (N = 23)

	Not confident to Somewhat confident	Somewhat confident to Confident	Confident to Very Confident
Administrative Leadership			
Ability to Plan Strategically	13%	63%	25%
Ability to Cultivate Positive Organizational Climate	35%	48%	17%
Expertise in Human Resource Development	9%	57%	35%
Expertise in Systems Development	26%	39%	35%
Financial and Legal Knowledge and Skills		96%	4%
Public Relations and Marketing Expertise	17%	48%	35%
Public Engagement Skills	17%	57%	26%
Talent Development	17%	65%	17%
Pedagogical Leadership			
Ability to Apply Child Development Theory and Research		50%	50
Coaching and Mentoring	4%	61%	35%
Family Focus	17%	57%	26%
Knowledge of Adult Learning	4%	70%	26%
Knowledge of Assessment Methodology		70%	30%
Knowledge of Evidence-Based Pedagogy	4%	74%	22%
Technical Credibility	4%	61%	35%
Leadership Essentials			
Ability to Mobilize People	30%	52%	17%
Awareness of Self and Others		65%	35%
Communication and Team Building		52%	48%
Continuous Quality Improvement	26%	39%	35%
Cultural Competence	39%	35%	26%
Ethical Conduct and Equitable Practice	9%	61%	30%
Knowledge of the Profession	22%	52%	26%
Project Management Skills		47%	53%

■ Not confident to Somewhat confident

■ Somewhat confident to Confident

■ Confident to Very Confident

Competency Areas of Strength (*N* = 23)

- Project Management Skills (**Leadership Essentials,** 67% *Confident* to *Very confident*, *M* = 3.17, *SD* = .73)
- Communication and Team Building (**Leadership Essentials** 48% *Confiden*t to *Very confident*, *M* = 3.24, *SD* = .45)
- Ability to Apply Child Development Theory and Research (**Pedagogical Leadership**, 48% *Confident* to *Very confident*, *M* = 3.19, *SD* = .46)

Competency Areas for Growth (*N* = 23)

- Cultural Competence (**Leadership Essentials**, 33% *Not confident* to *Somewhat confident*, *M* = 3.00, *SD* = .85)
- Ability to Cultivate Positive Organizational Climate (**Administrative Leadership,** 35% *Not confident* to *Somewhat confident*, *M* = 2.67, *SD* = .78)
- Ability to Mobilize People (**Leadership Essentials**, 25% *Not confident* to *Somewhat confident*, *M* = 3.17, *SD* = .83)