Administrator Profile
ADMINISTRATOR ROLE PERCEPTION SURVEY—CENTER-BASED

January 17, 2024

Administrator:
Center/Site:
Organization:
Address:
Phone:
Email:

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 three, interdependent leadership areas. The three domains 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 domains. Everything you and your leadership team do fits into these areas.

Leadership essentials identifies the foundational competencies and behaviors you need to lead a thriving organization. It includes personal attributes like adaptability, authenticity, creativity, empathy, humility, lifelong learning, persistence, self-efficacy, transparency, and trust. This domain includes the leadership practices that embed continuous quality improvement (CQI) throughout your organization. This domain also includes leadership practices that ensure cultural responsiveness by building on the strengths of children, families, and communities. While you may have your own personality and leadership style, leadership essentials are core attributes and competencies that contribute to being an effective early childhood leader.

Pedagogical leadership reflects all you do that influences the children and families you serve. This domain includes the various ways you support your teaching staff in implementing curriculum and using high-

quality teaching practices. Here you find leadership practices that build family engagement and 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 provide reflective supervision for staff incorporating principles of adult learning; and you use data to improve teaching and learning.

Administrative leadership is the area of your work that focuses on coordinating work, cultivating resources, and motivating people to ensure the organization stays healthy and thrives. Here, your leadership fosters a growth mindset. Through operational leadership, strategic leadership, advocacy leadership, and community leadership you develop an internal and external focus that includes systems thinking and systems development.

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

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. PERCEPTION OF YOUR ROLE AS AN ADMINISTRATOR

Descriptor that most closely matches your current position: Assistant Director

Other roles that share leadership responsibilities: Director

You describe your role as: leader   mentor   motivator

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: demanding   emotionally draining   stressful

You perceive your job as:

- ▪ I am sometimes uncertain about how much authority I have
- ▪ I always 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
- ▪ I am often overwhelmed with everyday management tasks
- ▪ I am sometimes unsure of what is expected of me
- ▪ I am seldom expected to do things I do not believe in
- ▪ I can always count on getting the support I need to do my job well

Figure 1

How Your Current Position Resembles Your Ideal
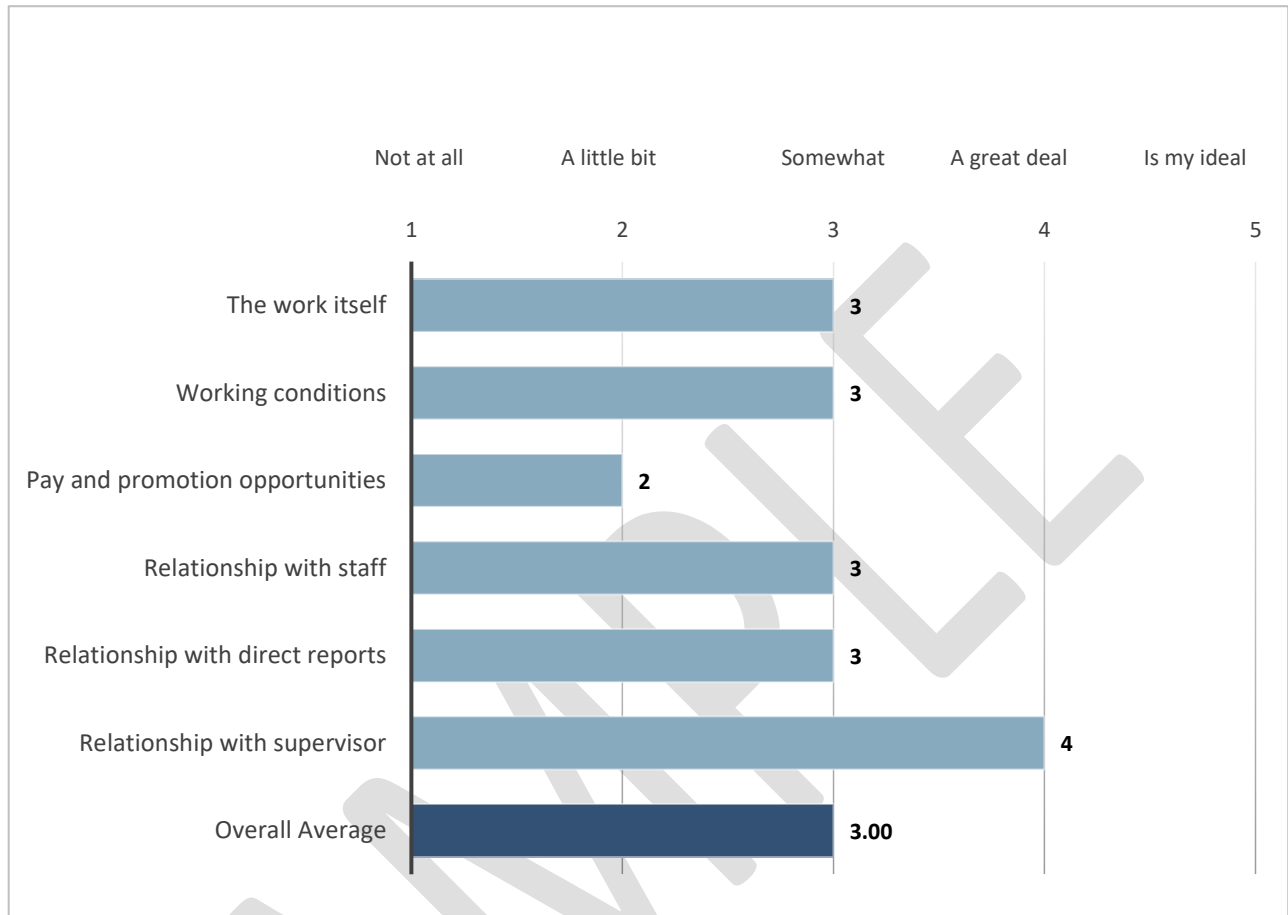
C. DEVELOPMENTAL CAREER STAGE

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 of the three self-efficacy statements 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, each with competencies unique to these areas of leadership. Below you will find a more nuanced determination of your developmental career level. This determination is based on the aggregate of your self-efficacy scores on the competencies unique to each of the three areas of whole leadership.

Developmental Career Stage Based on the Whole Leadership Self-Efficacy Score:

Novice (2.64)

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
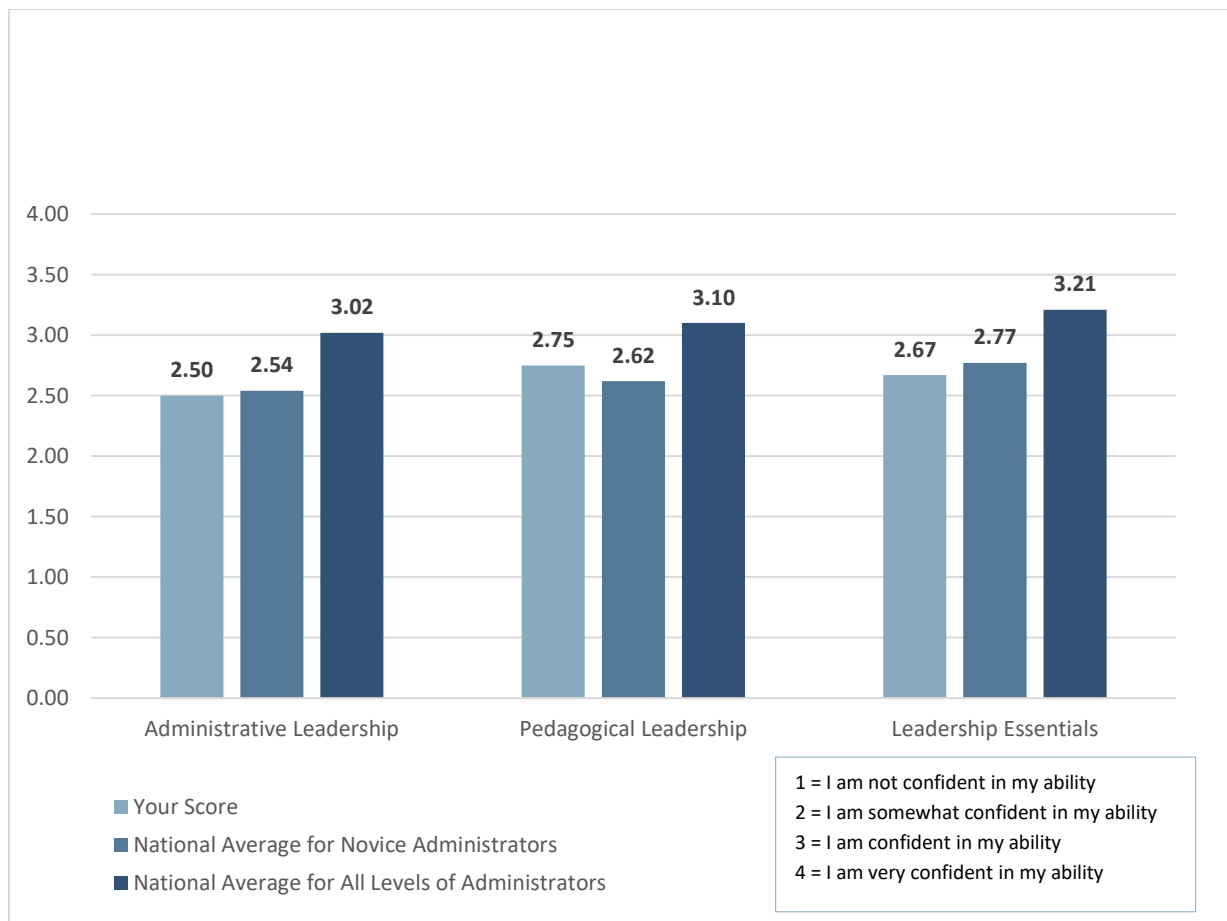*Developmental Career Stage Based on Aggregate Self-Efficacy Score**
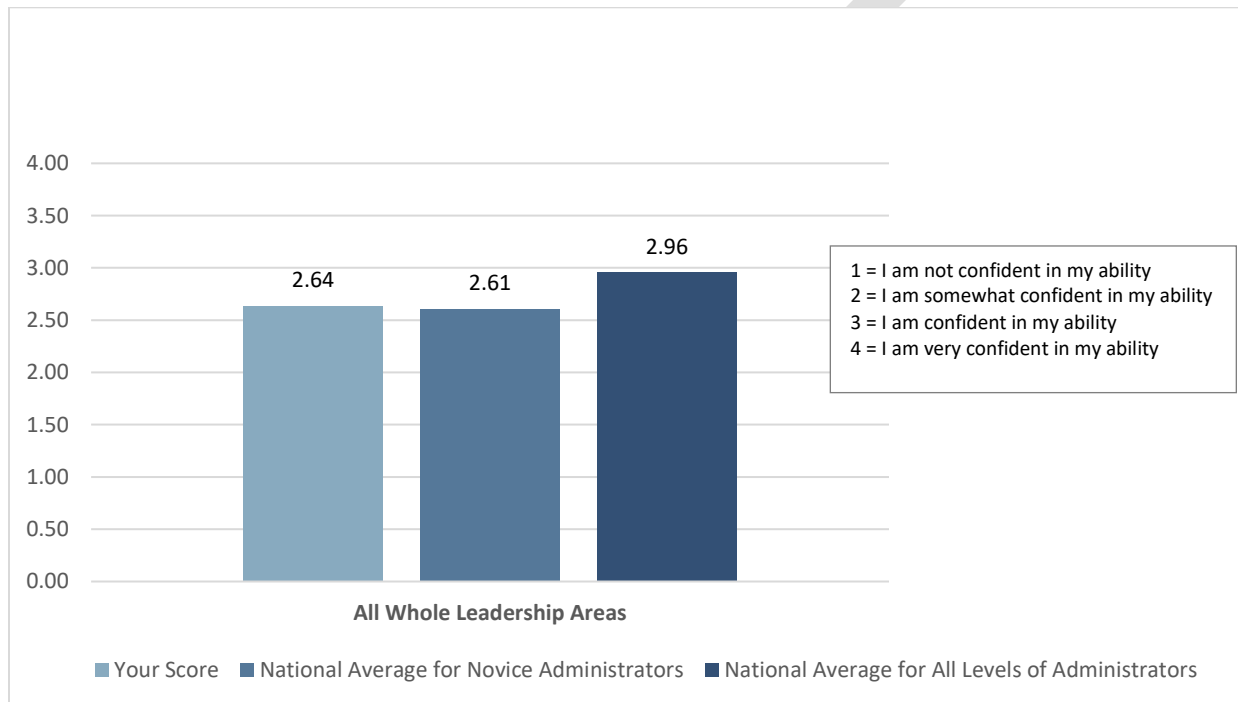
Note. * National norms are based on the first edition of ARPS

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

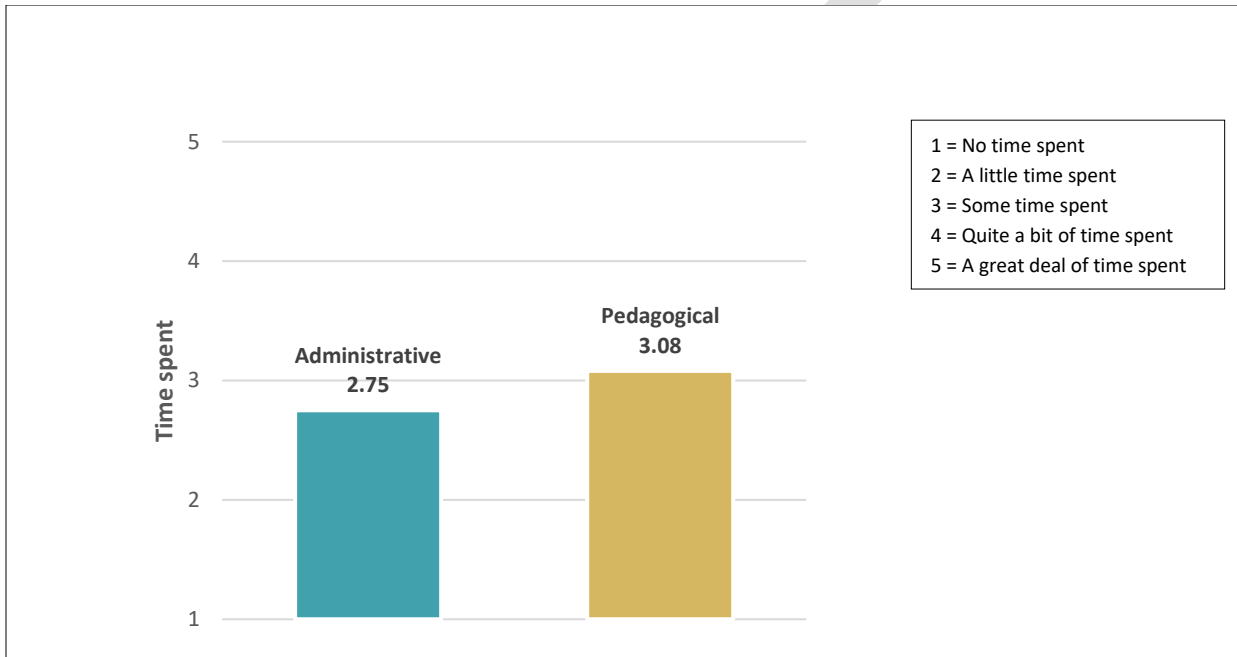*Relationship Between Career Stage and Whole Leadership Domains**

	1 = I am not confident in my ability
	2 = I am somewhat confident in my ability
	3 = I am confident in my ability
	4 = I am very confident in my ability

Legend:
- Your Score
- National Average for Novice Administrators
- National Average for All Levels of Administrators

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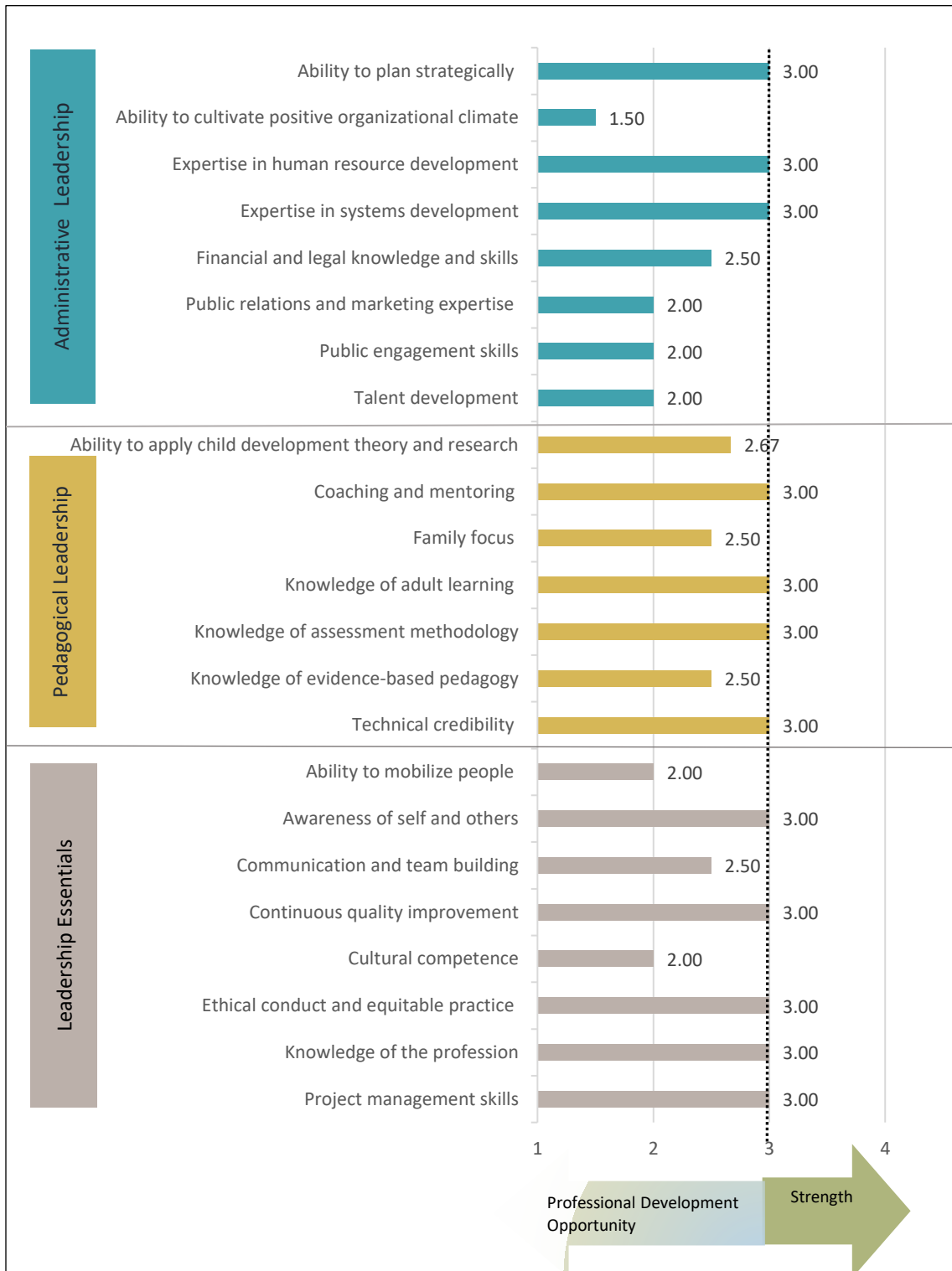
Figure 4
Perception of Time Spent in Leadership Functions

1 = No time spent	
2 = A little time spent	
3 = Some time spent	
4 = Quite a bit of time spent	
5 = A great deal of time spent	

Administrative 2.75

Pedagogical 3.08

E. PROFESSIONAL GROWTH OPPORTUNITIES BY WHOLE LEADERSHIP AREAS

FIGURE 5
Whole Leadership Strengths and Professional Development Opportunities

Whole Leadership Framework

FOR EARLY CHILDHOOD PROGRAMS SERVING CHILDREN FROM BIRTH THROUGH AGE EIGHT

LEADERSHIP ESSENTIALS COMPETENCY AREAS

- Advance communication skills
- Apply a culturally responsive anti-bias lens to all facets of the organization
- Demonstrate professionalism
- Develop personal and professional self-awareness
- Embed continuous quality improvement (CQI) practices
- Employ a strengths-based approach to develop people
- Facilitate shared leadership and decision-making
- Implement efficient and effective project management skills

PEDAGOGICAL LEADERSHIP COMPETENCY AREAS

- Apply knowledge of child development and research
- Coach/mentor to scaffold teaching and learning
- Engage in developmentally appropriate practice
- Foster family leadership and advocacy
- Implement principles of trauma-informed teaching
- Incorporate knowledge of adult learning
- Understand and implement reflective supervision
- Use data to identify quality improvement goals

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ADMINISTRATIVE LEADERSHIP COMPETENCY AREAS

- Build positive organizational climate
- Demonstrate legal knowledge and financial acumen
- Develop and refine advocacy skills
- Establish public relations and marketing expertise
- Foster entrepreneurship and innovation
- Promote community engagement
- Understand systems theory and apply to organizational development
- Use data to inform strategic planning

ABOUT WHOLE LEADERSHIP

In 2017, the McCormick Center for Early Childhood Leadership at National Louis University developed the framework with voices from the field to define the critical components of early childhood leadership and to ensure consistent approaches to leadership standards and competencies. In 2023, the framework was revised by Building on Whole Leadership: Energizing and Strengthening Your Early Childhood Program authors (Masterson, M.L., Talan, T.N., & Bella, J.M.) in response to current research, the needs of the profession, and feedback from the field. The book provides a variety of tools that can be used by administrators to enhance their core knowledge, skills, and behaviors to foster effective and thriving early childhood organizations.

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F. REFLECTING ON YOUR ADMINISTRATOR PROFILE

- What conclusions can you make about your leadership journey by comparing your expectations when you first became an administrator, your current job, and what you believe would be the ideal job?

- Note your *Self-identified Developmental Career Stage* and compare it to the results found in the *Developmental Career Stage Based on the Whole Leadership Self-Efficacy Scores* section (Part C). What do you notice about your confidence levels by each of the three whole leadership areas?

- In what ways could you improve the whole leadership balance in your role as an administrator and within your center?

- Which whole leadership area do you believe can have the most impact on staff turnover and why?

- Which whole leadership area do you believe can have the most impact on creating a culture of continuous quality improvement at your center and why?

- What are your goals and next steps to improve your leadership practice?