

Aggregate Profile

ADMINISTRATOR ROLE PERCEPTION SURVEY—CENTER-BASED (ARPS)

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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).



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 = 12)

Roles Represented	<i>n</i>	%
Director	4	33%
Assistant Director	4	33%
Manager	1	8%
Supervisor	2	17%
Other (e.g., Family Child Care Specialist)	1	8%

Table 2

Percentage of Respondents with Shared Administrative Responsibilities (N = 12)

Leadership Responsibilities Shared	<i>n</i>	%
No	0	0%
Yes	12	100%

Table 3*Reasons for Becoming an Administrator (N = 12)*

Reasons for Becoming an Administrator	n	%
Others saw my leadership ability as a teacher and encouraged me to become the program administrator	6	50%
I always knew I wanted to become an early childhood program administrator	1	8%
I wanted more challenge in my job and becoming an administrator provided that challenge	1	8%
I knew that to advance professionally in the field I would need to become a program administrator	1	8%
I wanted to have a greater impact in my community	2	17%
Other	1	8%

Table 4*Role Perceptions Reported When Respondents First Became an Administrator (N = 12)*

When I assumed my first administrator position:			
50% (n = 6)	I hoped no one would find out how scared I was.	=	I felt confident and self-assured. 50% (n = 6)
58% (n = 7)	I was not prepared for the kinds of issues I encountered.	>	I felt well-trained for my administrative position. 42% (n = 5)
50% (n = 6)	My expectations for myself were unrealistic.	=	My expectations for myself were realistic. 50% (n = 6)
58% (n = 7)	I worried the teachers/parents wouldn't like me.	>	I was confident everyone would like me. 42% (n = 5)

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 = 12)

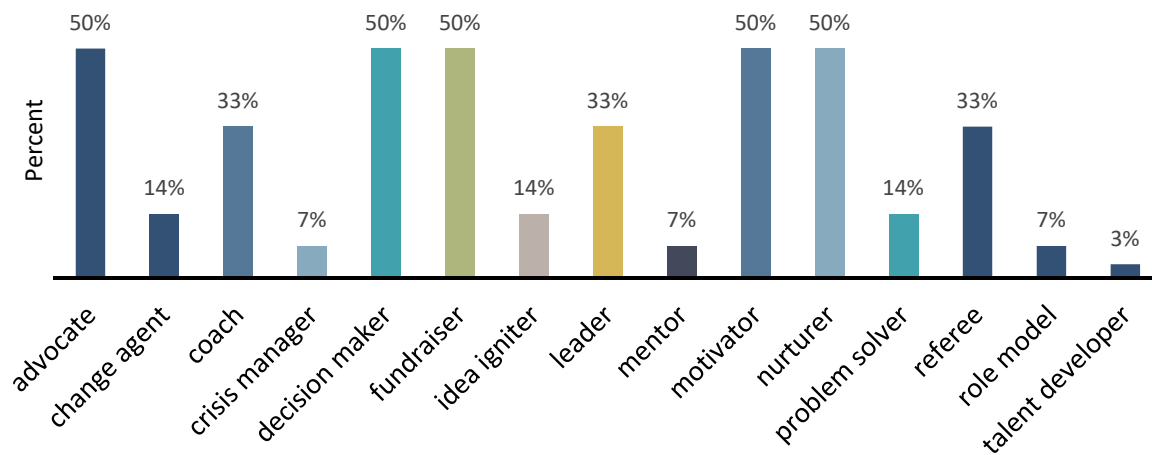


Figure 2

Best Descriptors of Respondents' Job (N = 12)

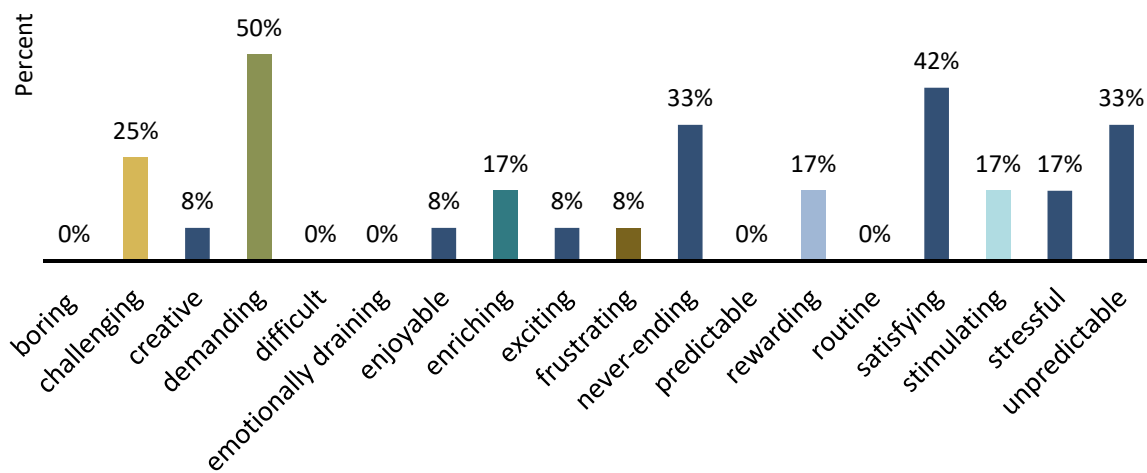


Table 5*Percentage of Respondents Whose Current Position Resembles Their Ideal (N = 12)*

	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%	0%	25%	75%	0%
Working conditions	0%	0%	25%	75%	0%
Pay and promotion opportunities	0%	0%	25%	75%	0%
Relationship with staff	0%	0%	25%	75%	0%
Relationship with direct reports	0%	0%	25%	75%	0%
Relationship with supervisor ^a	0%	0%	25%	75%	0%

Note. ^a N/A response possible.

Table 6*Reported Commitment to Administrative Role (N=12)*

Intent to Work as an Administrator for at Least Three More Years	n	%
Yes	11	92%
No	1	8%

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 = 12)

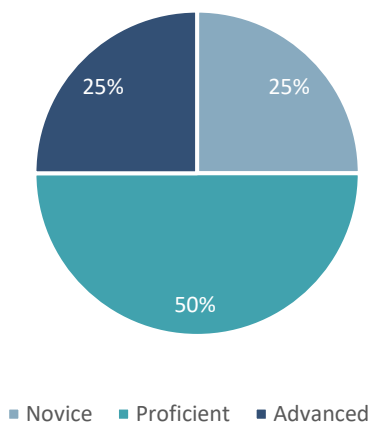
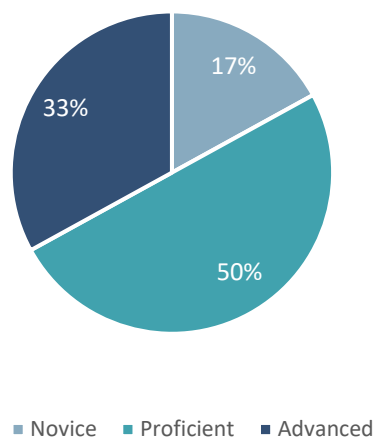


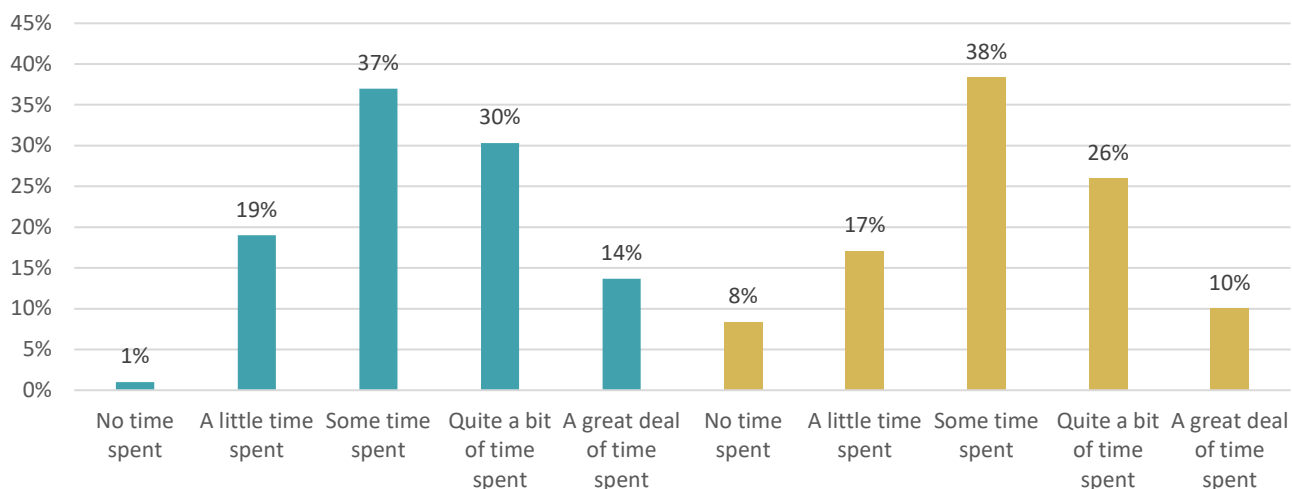
Figure 4
Developmental Career Stage Based on Whole Leadership Self-Efficacy Scores (N = 12)



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 = 12)



Administrative Leadership Functions
Mean = 3.15, Standard Deviation = 0.71

Pedagogical Leadership Functions
Mean = 3.55, Standard Deviation = 0.82

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 = 12)

	<i>M</i>	<i>SD</i>	Percent rated “Confident” or “Very Confident”
Highest rated statements			
Build partnerships with families to support their children’s learning	3.75	.45	100%
Be transparent in communication with staff	3.50	.52	100%
Promote a positive image of the program in the community	3.50	.52	100%
Adapt to changes	3.50	.52	100%
Communicate clearly and succinctly in writing for a variety of audiences	3.40	.67	90%
Lowest rated statements			
Recruit, select, and orient staff	3.00	.85	67%
Work with stakeholders (e.g., staff, families, board members) to create a shared vision and priorities for the program	3.00	.85	67%
Develop a budget and manage the finances of my program	2.50	.90	50%
Implement an equitable salary scale based on clear criteria (e.g., general education, specialized training, experience, role, credentials)	2.15	.87	33%

C. ABOUT THE ADMINISTRATORS

This section provides demographic information describing the respondents.

Table 8

Highest Level of Education Achieved (N = 12)

Educational Level	n	%
Baccalaureate degree	6	50%
Graduate degree	6	50%

Table 9

Degree in Child Development or Early Childhood Education (N = 12)

Degree	n	%
Yes	9	75%
No	3	25%

Figure 6

Age (N = 12)

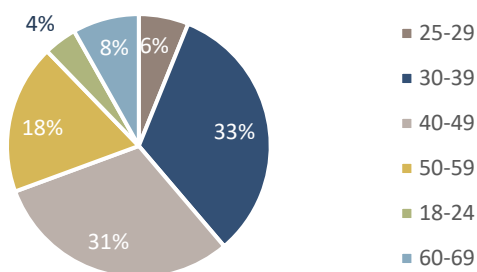


Figure 7

Race and Ethnicity (N = 12)

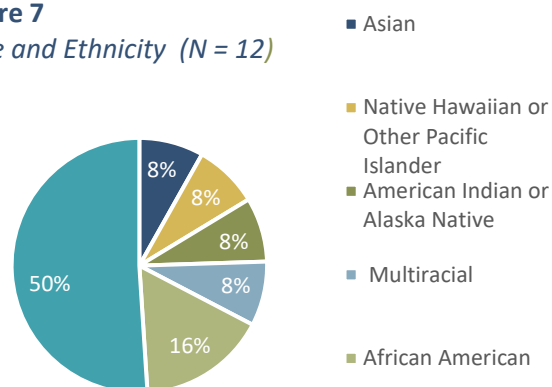


Table 10

Years of Relevant Experience (N = 12)

Experience	Range	Average
The field of early childhood	0 - 50	19
An administrative position	0 - 30	10
Current administrative position	0 - 20	5

D. ABOUT THE PROGRAMS

This section provides information describing the respondents' programs.

Table 11
Demographics for the Group

Program Characteristics	<i>n</i>	%
Auspice		
For-Profit	2	17%
Nonprofit	10	83%
Geographic Location		
Rural	2	17%
Urban	5	42%
Suburban	5	42%
Receive Head Start Funding	3	25%
Receive Pre-K Funding	6	50%
Part of a Multi-Site ECEC Organization	6	50%
2-5 sites	3	25%
6-19 sites	9	75%
License Capacity		
1-60 children	1	8%
61-120 children	10	83%
121+ children	1	8%
Ages Served		
Infant (birth-11 months)	12	100%
Toddler (12-30 months)	12	100%
Preschool (31 months – 5 years)	12	100%
School-age (5 – 12 years)	10	83%
Nationally Accredited	6	50%

E. WHOLE LEADERSHIP STRENGTHS AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES

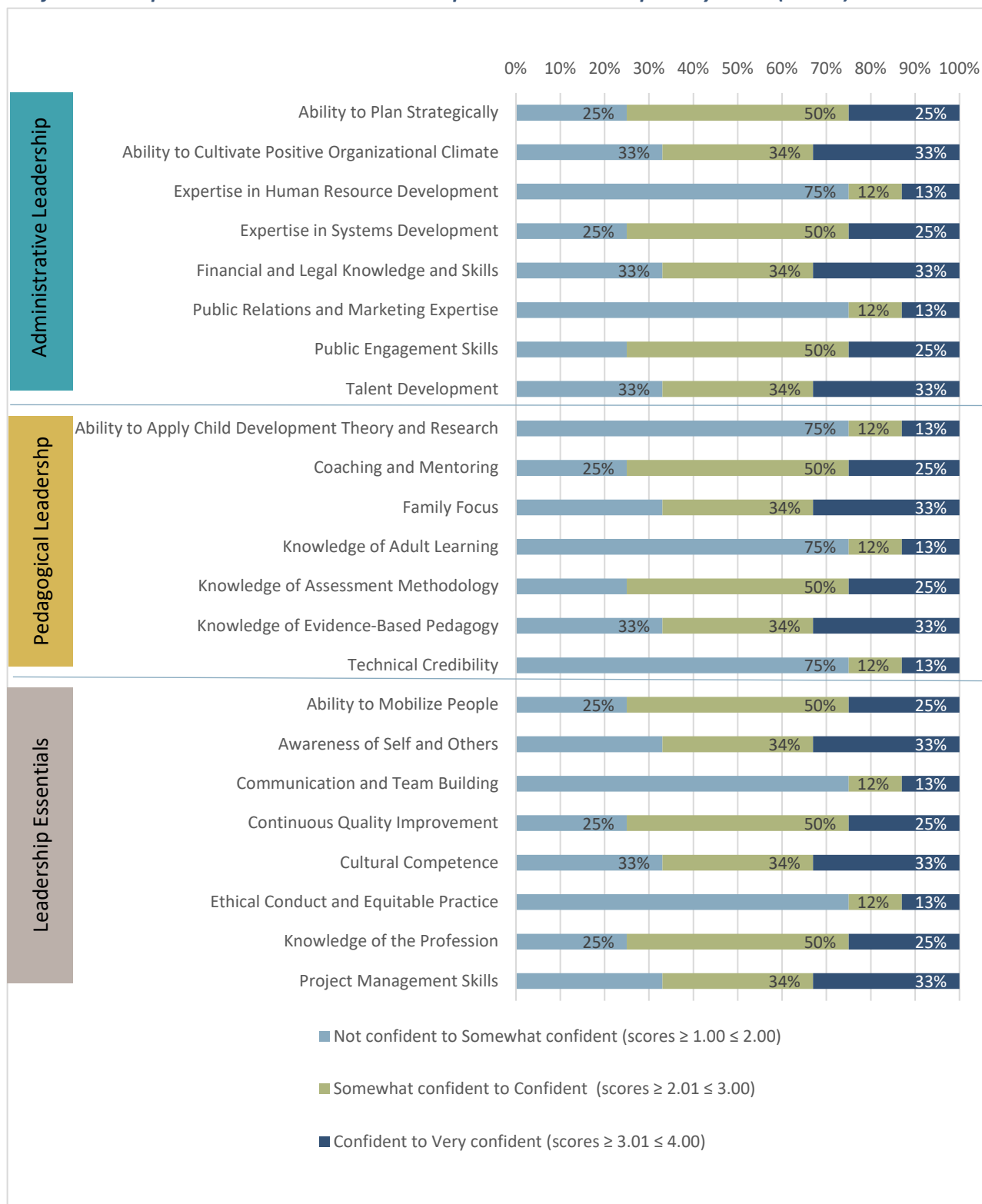
Whole leadership ratings were calculated based on the responses to 36 statements in the ARPS. Table 12 provides mean ratings and standard deviations of each of the three whole leadership domains (administrative leadership, pedagogical leadership, and leadership essentials), as well as competency areas 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 = 12)

Whole Leadership Domains and Competency Areas	<i>M</i>	<i>SD</i>
Administrative Leadership	3.00	0.55
Ability to Plan Strategically	2.86	0.79
Ability to Cultivate Positive Organizational Climate	2.91	0.76
Expertise in Human Resource Development	2.78	0.65
Expertise in Systems Development	2.96	0.73
Financial and Legal Knowledge and Skills	3.00	0.70
Public Relations and Marketing Expertise	3.41	0.67
Public Engagement Skills	3.06	0.77
Talent Development	2.82	0.78
Pedagogical Leadership	3.35	0.56
Ability to Apply Child Development Theory and Research	3.07	0.66
Coaching and Mentoring	3.14	0.82
Family Focus	2.92	0.65
Knowledge of Adult Learning	3.00	0.82
Knowledge of Assessment Methodology	2.84	0.81
Knowledge of Evidence-based Pedagogy	3.04	0.56
Technical Credibility	3.35	0.66
Leadership Essentials	3.25	0.45
Ability to Mobilize People	2.69	0.89
Awareness of Self and Others	2.99	0.66
Communication and Team Building	2.99	0.76
Continuous Quality Improvement	2.84	0.94
Cultural Competence	2.78	0.77
Ethical Conduct and Equitable Practice	2.94	0.69
Knowledge of the Profession	3.16	0.85
Project Management Skills	3.14	0.67

Figure 8
Confidence Frequencies Across Whole Leadership Domains and Competency Areas (N = 12)



Competency Areas of Strength

- Ability to Apply Child Development Theory and Research
 - (**Pedagogical Leadership**, 67% *Confident to Very confident*, $M = 3.17$, $SD = .73$)
- Family Focus
 - (**Pedagogical Leadership**, 67% *Confident to Very confident*, $M = 3.54$, $SD = .54$)
- Communication and Team Building
 - (**Leadership Essentials**, 67% *Confident to Very confident*, $M = 3.46$, $SD = .50$)

Competency Areas for Growth

- Ability to Plan Strategically
 - (**Administrative Leadership**, 33% *Not confident to Somewhat confident*, $M = 3.00$, $SD = .85$)
- Ability to Cultivate Positive Organizational Climate
 - (**Administrative Leadership**, 25% *Not confident to Somewhat confident*, $M = 2.71$, $SD = .72$)
- Continuous Quality Improvement
 - (**Leadership Essentials**, 25% *Not confident to Somewhat confident*, $M = 3.17$, $SD = .83$)