

ARPS Aggregate Profile

ADMINISTRATOR ROLE PERCEPTION SURVEY—CENTER-BASED

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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 Institute for Early Childhood (robyn.kelton@nl.edu).



A. THE ADMINISTRATOR POSITION

This section identifies the administrative roles reported by respondents, whether they share administrative responsibilities, their reasoning for becoming an Administrator, and their role perceptions when they 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. Figures 3 and 4 provide information regarding developmental career stages.

Table 1

Respondent Roles (N = 23)

Roles Represented	n	%
Director	10	43%
Assistant Director	6	26%
Principal	3	13%
Coordinator (e.g., Education, Family Support, Health)	2	9%
Other, please specify	2	9%

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

Leadership Responsibilities Shared	<i>n</i>	%
Yes	5	32%
No	18	68%

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

Reasons for Becoming an Administrator	<i>n</i>	%
Others saw my leadership ability as a teacher and encouraged me to become the program administrator	6	26%
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	30%
I knew that to advance professionally in the field I would need to become a program administrator	6	26%
I wanted to have a greater impact in my community	1	4%
Other	1	4%

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

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

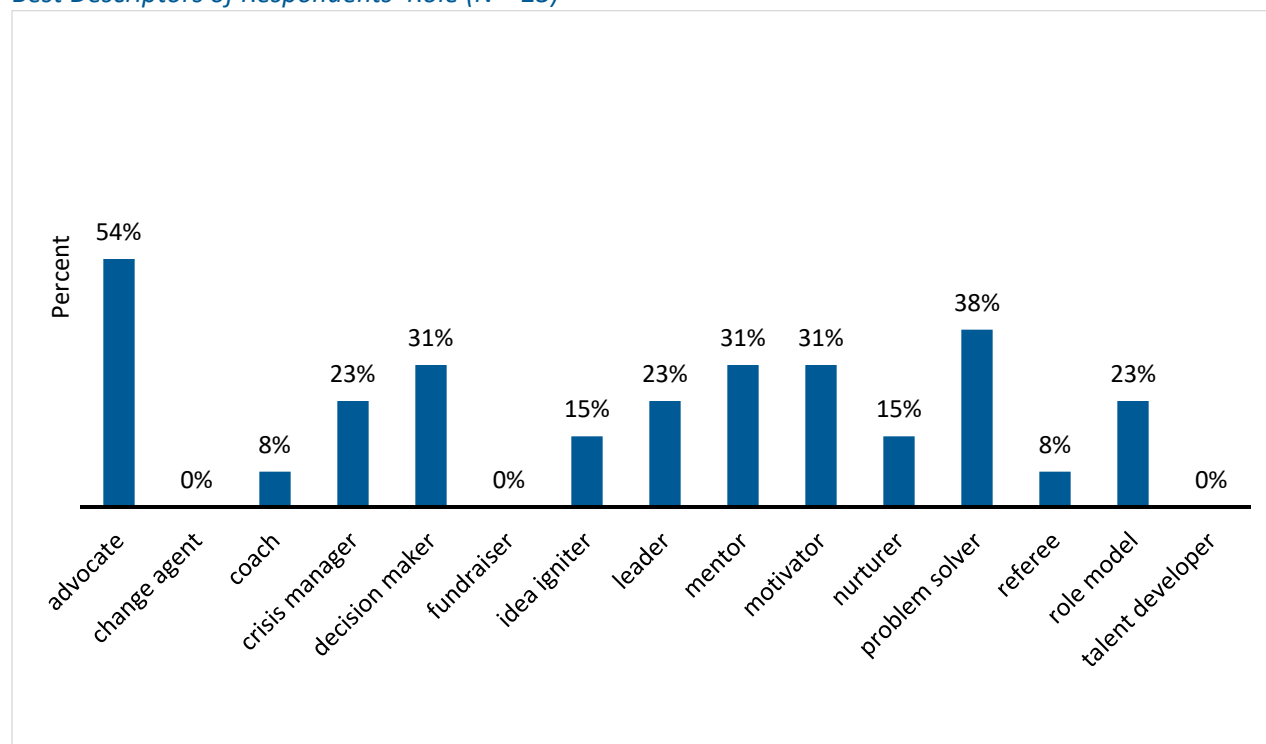


Figure 2
Best Descriptors of Respondents' Job (N = 23)

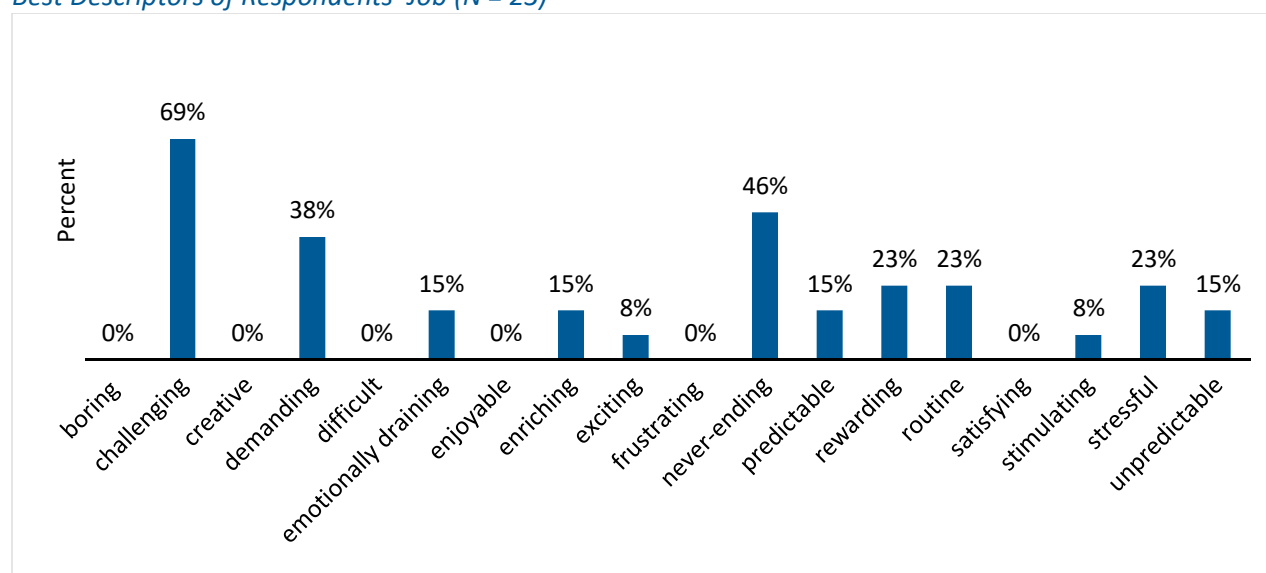


Table 5*Percentage of Respondents Whose Current Position Resembles Their Ideal (N = 23)*

	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	8%	8%	31%	46%	7%
Working conditions	15%	8%	31%	31%	15%
Pay and promotion opportunities	15%	31%	15%	31%	8%
Relationship with staff	0%	0%	46%	38%	16%
Relationship with direct reports	0%	0%	46%	46%	8%
Relationship with supervisor	8%	8%	15%	46%	23%

Note. 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	<i>n</i>	%
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.

Early childhood program leadership is complex. The Whole Leadership Framework identifies three interdependent areas of leadership— administrative leadership, pedagogical leadership, and leadership essentials, each with competencies unique to these areas of leadership. Figure 3 shows Administrators’ self-identified developmental career stages. Figure 4 provides a more nuanced determination of the groups developmental career level based on the aggregate of self-efficacy scores on the competencies

unique to each of the three areas of whole leadership. Finally, Figure 5 provides self-efficacy score for each area of whole leadership as well as national norms for comparison purposes.

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

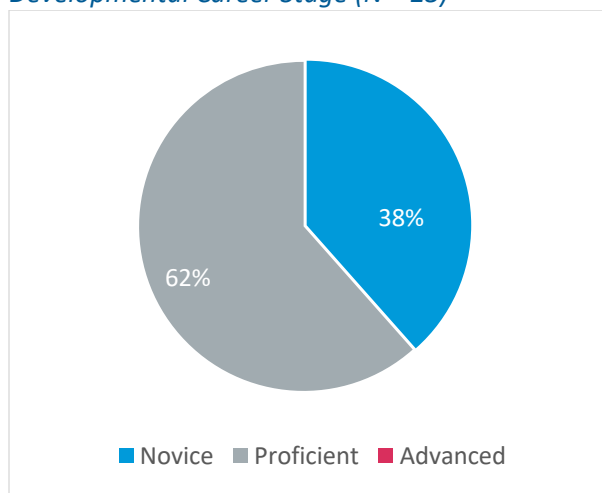


Figure 4
*Developmental Career Stage
Based on Whole Leadership Self-Efficacy (N = 23)*

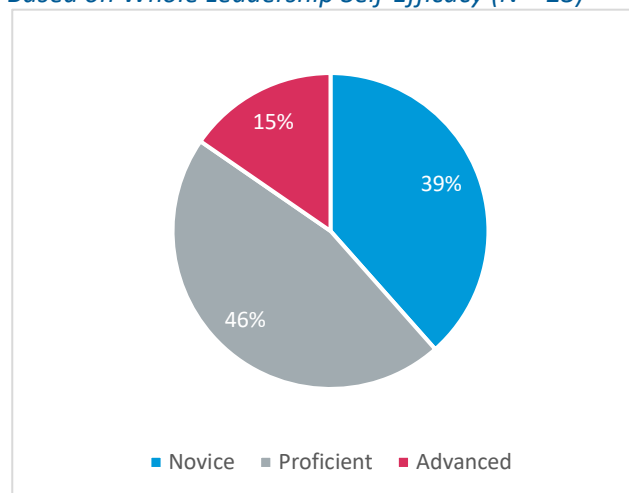
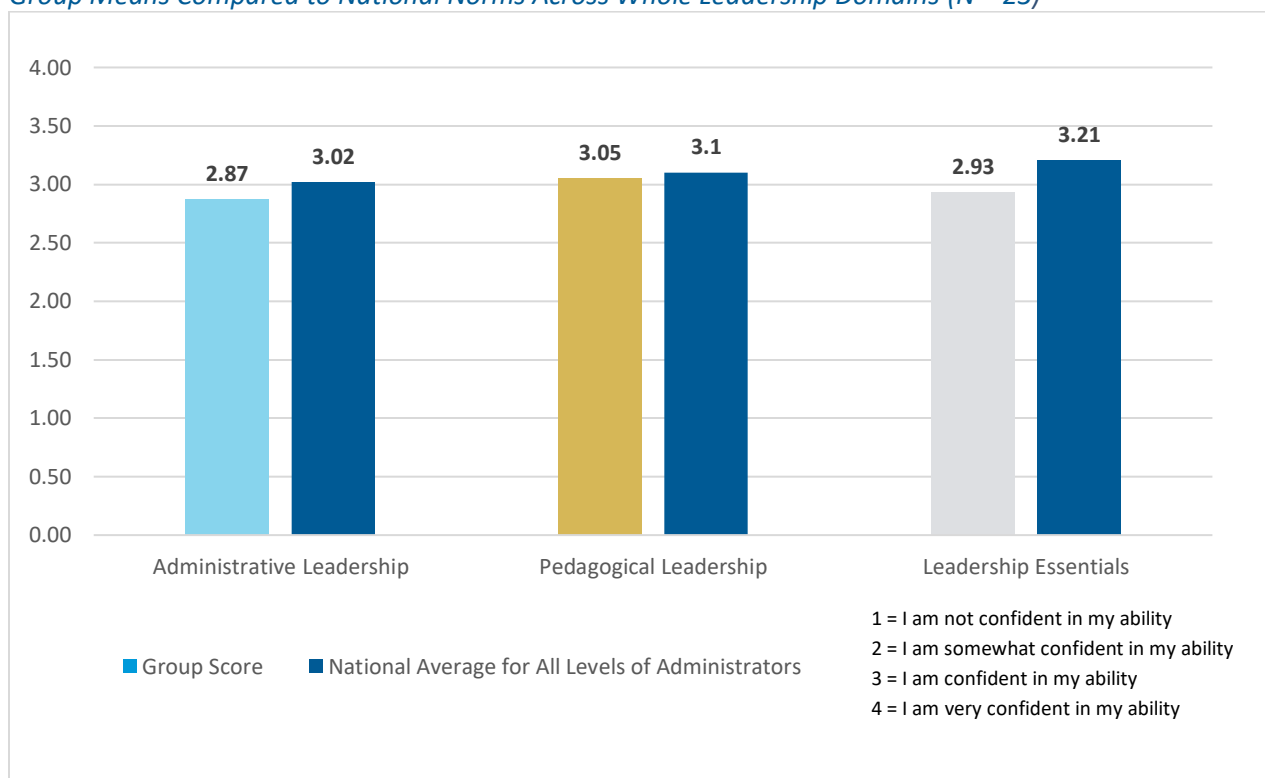


Figure 5
Group Means Compared to National Norms Across Whole Leadership Domains (N = 23)

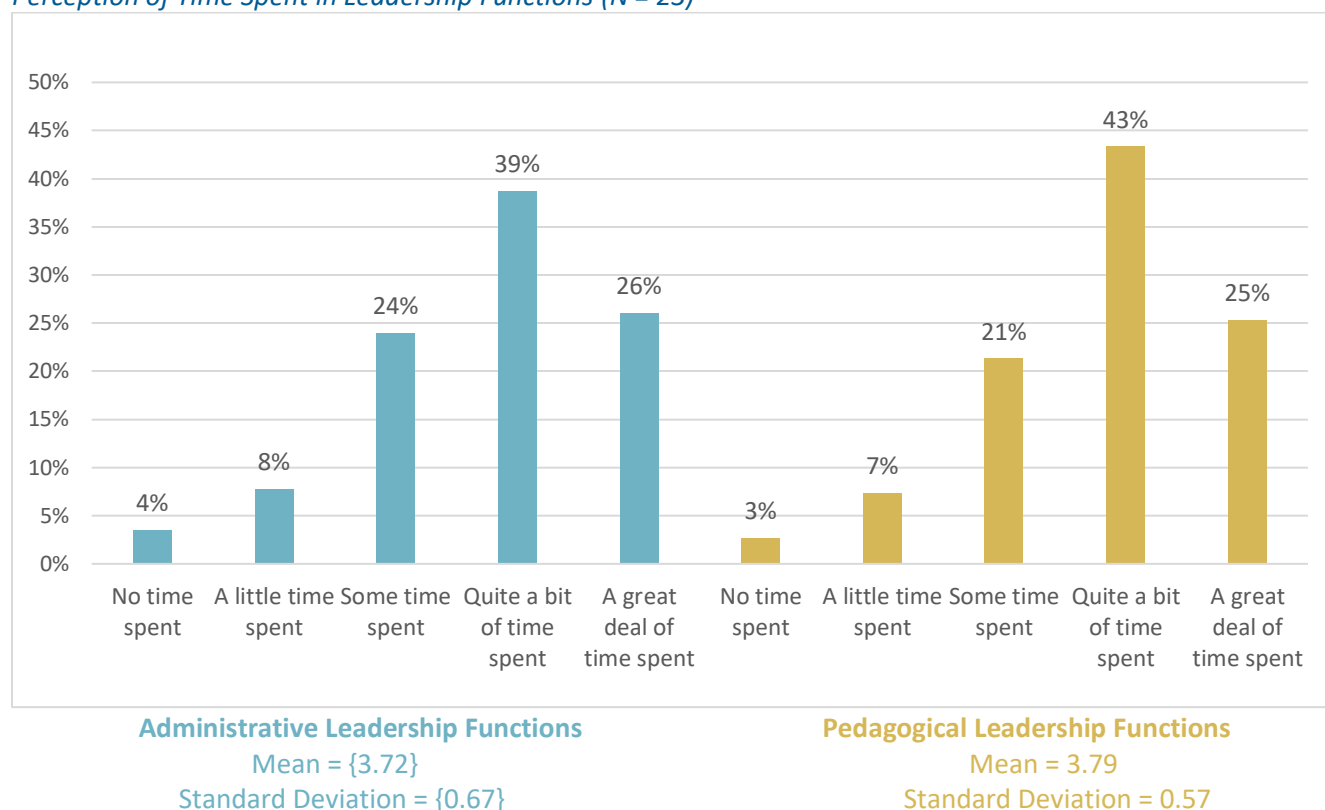


B. PERCEPTIONS REGARDING TIME SPENT AND CONFIDENCE IN LEADERSHIP FUNCTIONS

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 6).

Figure 6

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



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)*

	<i>M</i>	<i>SD</i>	% of “Confident” and “Very Confident” responses
Highest rated statements			
Be transparent in communication with staff	3.23	0.6	92%
Ensure compliance with standards and regulations	3.15	0.55	92%
Promote a positive image of the program in the community	3.15	0.55	92%
Lowest rated statements			
Work with stakeholders (e.g., staff, families, board members) to create a shared vision and priorities for the program	2.62	0.77	46%
Develop a budget and manage the finances of my program	2.31	0.63	38%
Implement an equitable salary scale based on clear criteria (e.g., general education, specialized training, experience, role, credentials)	2.31	0.85	38%

C. ABOUT THE ADMINISTRATORS

This section provides demographic information describing the respondents including education, work experience, age, and race.

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

Educational Level	<i>n</i>	%
High School	1	4%
Associate degree	7	30%
Baccalaureate degree	14	61%
Masters degree	1	4%

Table 9*Additional Credentials and Professional Certificates (N = 23)*

Credentials and Certificates	<i>n</i>	%
Administrator credential	1	7%
Early Childhood Leadership Academies	0	0%
Principal endorsement	0	0%
ECE license/certificate	2	15%

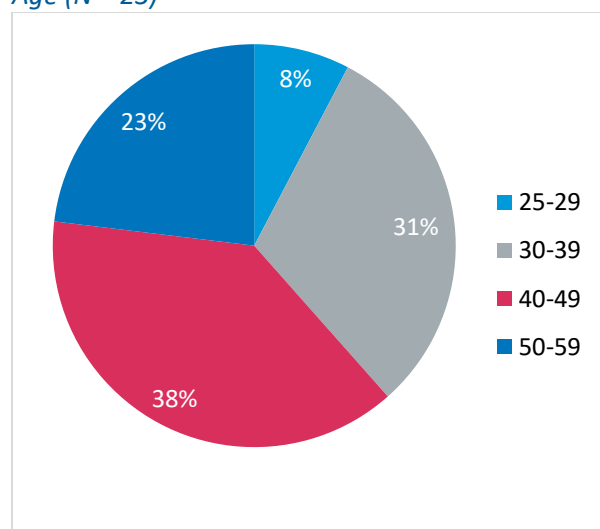
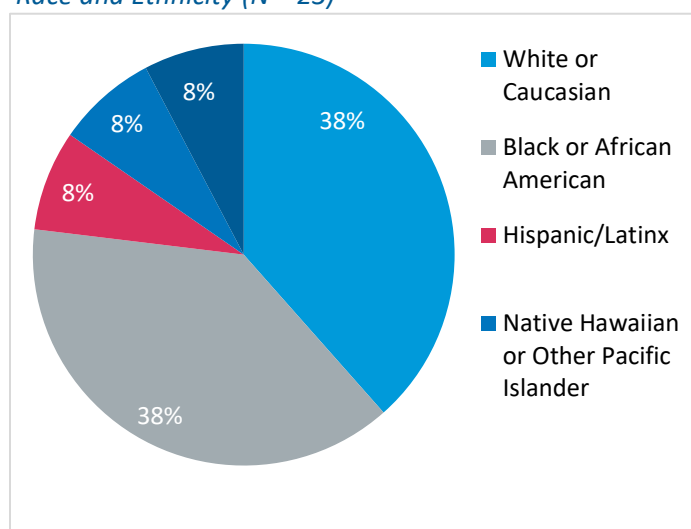
Elementary teaching license/certificate	1	7%
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Table 10*Degree in Child Development or Early Childhood Education (N = 23)*

Degree	n	%
Yes	16	70%
No	7	30%

Table 11*Years of Relevant Experience (N = 23)*

Experience	Range	M
The field of early childhood	4 - 27	15
An administrative position	0 - 10	8
Current administrative position	0 - 5	2

Figure 7*Age (N = 23)***Figure 8***Race and Ethnicity (N = 23)*

D. ABOUT THE PROGRAMS

This section provides information describing various aspects of the respondents' programs.

The combined total licensed capacity of all program was 3,070 children, with an average licensed capacity of 236 children per program. Programs' variations in licensing types (i.e., daytime, evening/extended, overnight) can be found in table 12. Current enrollment within programs ranged from 36 to 344, with an average enrollment of 145 children per program and total enrollment across all programs of 1,891 children. Details regarding the age groups served by programs can be found in Table 12.

Table 12*Demographics for the Group (N = 23)*

Program Characteristics	<i>n</i>	%
Auspice		
For-Profit	11	48%
Nonprofit	12	52%
Geographic Location		
Rural	6	26%
Urban	10	43%
Suburban	7	30%
Receive Head Start Funding	0	0%
Receive Pre-K Funding	1	4%
Part of a Multi-Site ECEC Organization	1	4%
2-5 sites	0	0
6-19 sites	1	4%
20-49 sites	0	0
50+ sites	0	0
License Capacity		
Daytime	22	96%
Evening/Extended	3	13%
Overnight	2	9%
Ages Served		
Infant (birth-11 months)	23	100%
Toddler (12-30 months)	23	100%
Preschool (31 months – 5 years)	23	100%
School-age (5 – 12 years)	4	17%
Nationally Accredited	23	100%

Respondents were also asked about turnover within their centers. The table provides an overview of both the overall turnover and turnover by staff categories. It displays the percentage of centers reporting turnover along with the total number and the corresponding statistics such as the average number, standard deviation, and range.

Table 13*Turnover in the Last 12 Months (N = 23)*

Staff Category	% of centers	Turnover Count			
		<i>n</i>	<i>M</i>	<i>SD</i>	Range
Administrative staff (e.g., director, coordinator)	31%	11	0.85	1.34	0-3
Teaching staff (e.g., lead teacher, teacher, assistant teacher)	85%	110	8.46	7.62	0-20
Support staff (e.g., cook, clerical, bus driver)	54%	12	0.92	1.04	0-3
Overall turnover	85%	133	10.23	8.97	0-25

E. WHOLE LEADERSHIP STRENGTHS AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Whole leadership ratings were calculated based on the responses to 36 statements in the ARPS. Table 14 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 9 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 14

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

Whole Leadership Domains and Competency Areas	M	SD
Administrative Leadership	2.87	0.73
Ability to Plan Strategically	2.62	0.74
Ability to Cultivate Positive Organizational Climate	2.62	0.79
Expertise in Human Resource Development	2.92	0.69
Expertise in Systems Development	2.77	0.70
Financial and Legal Knowledge and Skills	2.73	0.71
Public Relations and Marketing Expertise	3.15	0.53
Public Engagement Skills	3.15	0.77
Talent Development	3.00	0.88
Pedagogical Leadership	3.05	0.62
Ability to Apply Child Development Theory and Research	3.03	0.66
Coaching and Mentoring	3.00	0.68
Family Focus	3.00	0.68
Knowledge of Adult Learning	3.08	0.62
Knowledge of Assessment Methodology	2.92	0.55
Knowledge of Evidence-based Pedagogy	3.08	0.47
Technical Credibility	3.23	0.70
Leadership Essentials	2.94	0.69
Ability to Mobilize People	2.92	0.73
Awareness of Self and Others	3.00	0.68
Communication and Team Building	2.96	0.65
Continuous Quality Improvement	2.69	0.72
Cultural Competence	3.00	0.78
Ethical Conduct and Equitable Practice	2.92	0.62
Knowledge of the Profession	2.92	0.62
Project Management Skills	3.08	0.73

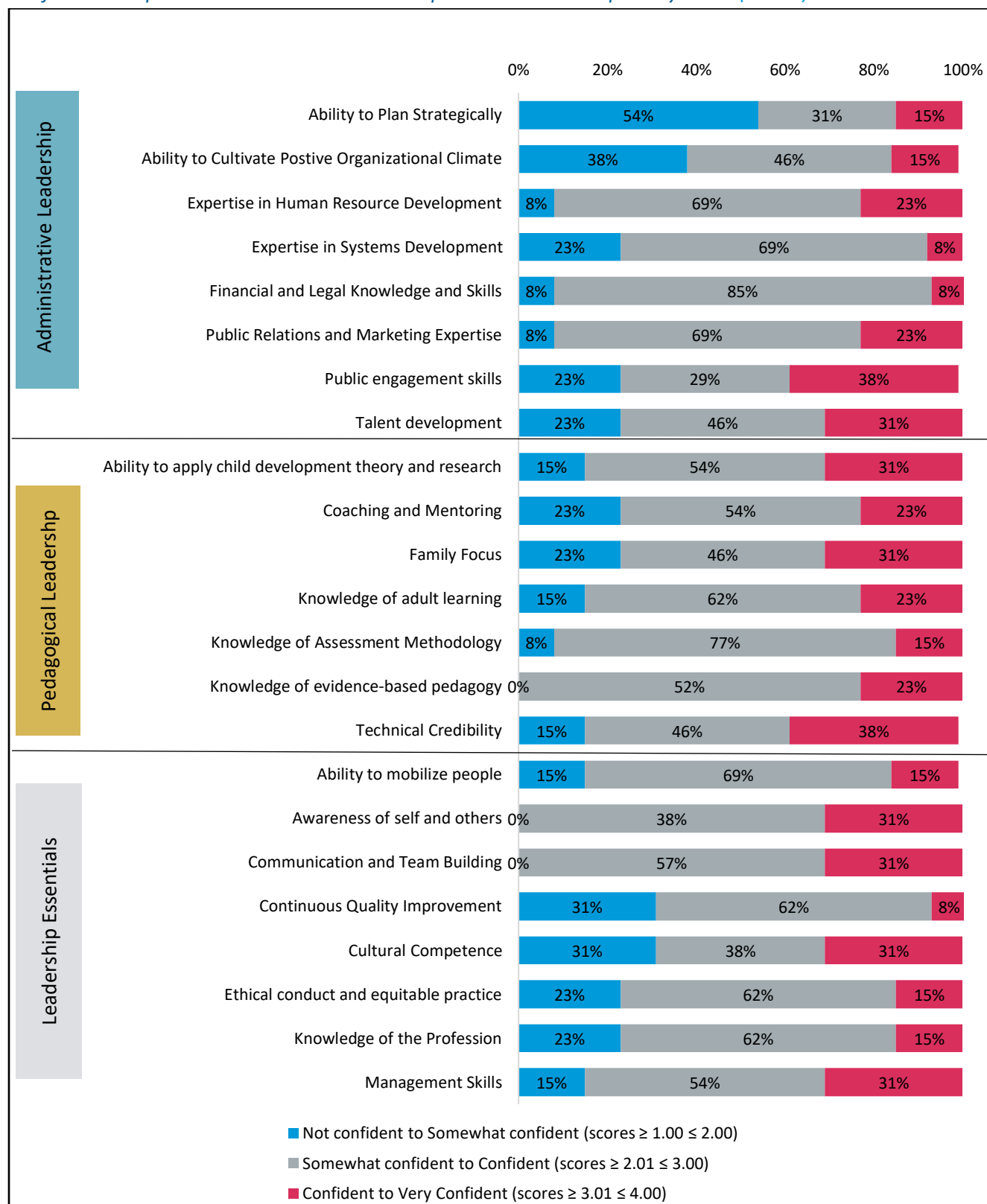
Figure 9*Confidence Frequencies Across Whole Leadership Domains and Competency Areas (N = 23)*

Table 15*Competency Areas of Strength and Growth (N = 23)*

Competency Areas of Strength	% Confident to Very confident	M	SD
Technical Credibility (Pedagogical Leadership)	38%	3.23	0.70
Public Engagement Skills (Administrative Leadership)	38%	3.15	0.77
Management Skills (Leadership Essentials)	31%	3.08	0.73
Ability to Apply Child Development Theory and Research (Pedagogical Leadership)	31%	3.03	0.66
Awareness of Self and Others (Leadership Essentials)	31%	3.00	0.68
Competency Areas of Growth	% Not confident to Somewhat confident	M	SD
Ability to Plan Strategically (Administrative Leadership)	54%	2.62	0.74
Ability to Cultivate Positive Organizational Climate (Administrative Leadership)	38%	2.62	0.79
Continuous Quality Improvement (Leadership Essentials)	31%	2.69	0.72
Cultural Competence (Leadership Essentials)	31%	3.00	0.78
Expertise in Systems Development (Administrative Leadership)	23%	2.77	0.70