

Administrator Role Perception Survey—Center-based

This brief 25-minute survey is designed to help you identify areas where you are most effective and where you would benefit from more professional development and support.

For this survey, the *Administrator* is defined as:

A person who has responsibility for planning, implementing, and evaluating an early childhood program. Specific position titles for the Administrator vary and may include director, manager, supervisor, owner-director, or coordinator.

If you are the owner of an early childhood program **and** also serve as its Administrator (as defined above), this survey is appropriate for you to complete.

Does the definition above define your position? Yes No

INFORMED CONSENT

Thank you for your willingness to complete the Administrator Role Perceptions Survey (ARPS). Data gathered from the ARPS will be used in research. This consent form outlines the purpose of the study the data will be used in and provides a description of your involvement and rights as a participant.

The purpose of the study is to learn more about the development stages of administrators working in center-based early care and education programs. Results will help us develop a deeper understanding of administrator role perceptions and contribute to research related to administrators of early care and education programs.

By completing the ARPS, you are providing consent to participate in a research study titled, “Administrator Role Perceptions Study” conducted by the McCormick Center for Early Childhood Leadership at National Louis University in Chicago, Illinois from June, 2019 through May, 2024. Participation in this study includes completing one 25-minute online survey. Your participation is completely voluntary and will not pose any physical or emotional risk beyond that of everyday life or inconvenience to you beyond the time you spend completing the survey. You can end the survey at any time without penalty or bias.

Participants’ identities or the identities of their program will in no way be revealed. All identifiable information (e.g., your name, program’s name, address, etc.) will be removed during the data analysis so that your identity and your program’s identity will be kept confidential. Program data will not be analyzed or reported individually. To assure confidentiality, only members of the research team will have access to the survey data which will reside on a secured and restricted-access shared drive at National Louis University. Any hard copy data will be kept in a locked cabinet at the McCormick Center for up to 3 years after the completion of this study, at which time they will be destroyed and all electronic data will be deleted.

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Results of this study may be used to inform practices at the McCormick Center for Early Childhood Leadership, presented at professional conferences, and/or published in journals, books, or other resources related to education. Upon request, you may receive summary results from the study. Please email Dr. Abel, Director of Research, to request results from this study.

In the event you have questions, you may contact the researchers at the McCormick Center for Early Childhood Leadership at National Louis University:

Dr. Jill Bella, *Director of Professional Learning*
(847) 947-5059
jill.bella@nl.edu

Dr. Michael Abel, *Director of Research and Evaluation*
(847) 947-5312
michael.abel@nl.edu

Dr. Teri Talan, *Michael W. Louis Center and Senior Policy Advisor*
(847) 947-5060
teri.talan@nl.edu

If you have any concerns or questions before or during participation that you feel have not been addressed by the researchers, you may contact:

Dr. Shaunti Knauth, *Chair, Institutional Research Review Board*
National Louis University | (312) 261-3526 | shaunti.knauth@nl.edu

If you continue with this survey, your consent that the information you provide for the survey can be used for research purposes is implied.

About Your Administrative Position

What descriptor most closely matches your current position?

- Director
- Manager
- Supervisor
- Owner-Director
- Coordinator
- Other (please specify) _____

Administrator is defined as *“a person who has responsibility for planning, implementing, and evaluating an early childhood program.”*

Does anyone else share these responsibilities with you? Yes No

If yes, please indicate their title(s):

- Assistant Director
- Director
- Education/Curriculum Coordinator
- Executive Director
- Family Support Coordinator
- Owner
- Regional Administrator/Head Start Supervisor
- Teacher
- Other, please specify: _____

Check the one statement that best describes why you became an administrator:

- I always knew I wanted to become a program administrator
- I wanted to have a greater impact in my community
- Others saw my leadership ability and encouraged me to pursue the position
- I wanted more challenge in my job and becoming an administrator provided that challenge
- I knew that to advance professionally in the field I would need to become a program administrator
- Other, please specify: _____

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Think back to when you first became an administrator. Select **one** statement from each pair that best represents how you felt when you assumed your first administrative position.

Check one statement.

- I hoped no one would find out how scared I was
- I felt confident and self-assured

Check one statement.

- I was not prepared for the kinds of issues I encountered
- I felt well-trained for my administrative position

Check one statement.

- My expectations for myself were unrealistic
- My expectations for myself were realistic

Check one statement.

- I worried that teachers/parents would not like me
- I was confident teachers/parents would like me

Complete the following:

My greatest satisfaction as a program administrator is _____.

My greatest frustration as a program administrator is _____.

Select **three** words/phrases that best describe your role as an administrator:

- | | | |
|---|---------------------------------------|---|
| <input type="checkbox"/> advocate | <input type="checkbox"/> fundraiser | <input type="checkbox"/> nurturer |
| <input type="checkbox"/> change agent | <input type="checkbox"/> idea igniter | <input type="checkbox"/> problem solver |
| <input type="checkbox"/> coach | <input type="checkbox"/> leader | <input type="checkbox"/> referee |
| <input type="checkbox"/> crisis manager | <input type="checkbox"/> mentor | <input type="checkbox"/> role model |
| <input type="checkbox"/> decision maker | <input type="checkbox"/> motivator | <input type="checkbox"/> talent developer |

Select the **three** words/phrases that best describe your current job:

- | | | |
|---|---------------------------------------|--|
| <input type="checkbox"/> boring | <input type="checkbox"/> enjoyable | <input type="checkbox"/> rewarding |
| <input type="checkbox"/> challenging | <input type="checkbox"/> enriching | <input type="checkbox"/> routine |
| <input type="checkbox"/> creative | <input type="checkbox"/> exciting | <input type="checkbox"/> satisfying |
| <input type="checkbox"/> demanding | <input type="checkbox"/> frustrating | <input type="checkbox"/> stimulating |
| <input type="checkbox"/> difficult | <input type="checkbox"/> never-ending | <input type="checkbox"/> stressful |
| <input type="checkbox"/> emotionally draining | <input type="checkbox"/> predictable | <input type="checkbox"/> unpredictable |

Think about your current position and select the **one** statement that best represents your perceptions of your job.

Select one statement.

- I am often uncertain about how much authority I have
- I am sometimes uncertain about how much authority I have
- Most of the time I know how much authority I have
- I always know how much authority I have

Select one statement.

- I often feel I am not respected by staff
- I sometimes feel I am not respected by staff
- Most of the time I feel respected by staff
- I always feel respected by staff

Select one statement.

- I often feel I am not respected by the families in my program
- I sometimes feel I am not respected by the families in my program
- Most of the time I feel respected by the families in my program
- I always feel respected by the families in my program

Select one statement.

- I often spend time on unnecessary, irrelevant tasks
- I sometimes spend time on unnecessary, irrelevant tasks
- Most of my time is spent doing important, essential tasks
- I always spend time doing important, essential tasks

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Select one statement.

- I am often overwhelmed with everyday management tasks
- I am sometimes overwhelmed with everyday management tasks
- Most of the time I am able to handle everyday management tasks
- I handle everyday management tasks very effectively

Select one statement.

- I am often unsure of what is expected of me
- I am sometimes unsure of what is expected of me
- Most of the time I know what is expected of me
- I always know what is expected of me

Select one statement.

- I am often expected to do things I do not believe in
- I am sometimes expected to do things I do not believe in
- I am seldom expected to do things I do not believe in
- I am never expected to do things I do not believe in

Select one statement.

- I often do not get the support I need to do my job well
- I sometimes do not get the support I need to do my job well
- I usually get the support I need to do my job well
- I can always count on getting the support I need to do my job well

If you could design your ideal job, how close does your current position resemble your ideal position with respect to the following:

	Not at all like my ideal	A little bit like my ideal	Somewhat like my ideal	A great deal like my ideal	Is my ideal
The work itself	1	2	3	4	5
Working conditions	1	2	3	4	5
Pay and promotion opportunities	1	2	3	4	5
Relationship with staff	1	2	3	4	5
Relationship with direct reports	1	2	3	4	5
Relationship with supervisor if applicable [N/A possible]	1	2	3	4	5

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Reflect on your current position and select your level of confidence for each statement:

	I am not confident in my ability to . . .	I am somewhat confident in my ability to . . .	I am confident in my ability to...	I am very confident in my ability to...
Build partnerships with families to support their children's learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Include families in making decisions about the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create a strengths-based team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observe teaching and learning, and provide feedback to teaching staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement grouping and staffing patterns that support continuity of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote the professional development of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use children's assessment data to support individualized instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervise staff to ensure a developmentally appropriate learning experience for children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to support teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a budget and manage the finances of my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate meetings that support team building and shared decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use classroom level data to support continuous quality improvement efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use program level data to support continuous quality improvement efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement organizational change in nonthreatening ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote a positive image of the program in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protect time for staff to plan individually or together in teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use performance appraisal of staff as the catalyst for growth and change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruit, select, and orient staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement strategies that positively influence the center's work climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	I am not confident in my ability to . . .	I am somewhat confident in my ability to . . .	I am confident in my ability to...	I am very confident in my ability to...
Ensure compliance with standards and regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get projects done on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prioritize my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to support administrative practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with the staff to create a shared vision and priorities for the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively engage in advocacy on behalf of young children, their families, and the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate clearly and succinctly in writing for a variety of audiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make decisions in challenging situations consistent with NAEYC's Code of Ethical Conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make formal presentations to staff, families, and community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote leadership capacity at all levels of the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stay current on the issues relating to the early childhood education profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readily adapt to interpersonal changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make my own professional development a priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate brainstorming to foster innovation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be transparent with staff and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Express gratitude for the contributions of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use self-reflection to improve my leadership practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Please read the following descriptions and check the **one** description that best describes you.

- 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.”
- 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.
- 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 come up with 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.

Check all that describe how you feel about your organization:

- I intend to work here at least two more years.
- I often think of quitting.
- I am just putting in time.
- I take pride in my organization.
- I put a lot of extra effort into my work.
- I feel very committed to this organization.
- I don’t care what happens to this place after I leave.
- It would be difficult for me to find another job as good as this one.
- It is hard for me to be committed to this place.
- I sometimes feel trapped in this job.

Do you intend to work as an administrator for at least three more years? Yes No

If you answered no, why not? _____

Knowing what you know now about the satisfactions and frustrations of the job, if you could rewrite your career script, would you make the decision to become an administrator again? Yes No

If you answered no, why not? _____

Over the course of a year, estimate the amount of time you spend doing the following activities:

	No time spent	A little time spent	Some time spent	Quite a bit of time spent	A great deal of time spent	If there is someone else responsible, please select the position that has the primary responsibility for this function:
Making financial decisions to promote organizational health	1	2	3	4	5	<input type="checkbox"/> Assistant Director <input type="checkbox"/> Director <input type="checkbox"/> Education/Curriculum Coordinator <input type="checkbox"/> Executive Director <input type="checkbox"/> Family Support Coordinator <input type="checkbox"/> Owner <input type="checkbox"/> Regional Administrator/Head Start Supervisor <input type="checkbox"/> Lead Teacher/Teacher/Assistant Teacher
Addressing facility needs and planning for future maintenance	1	2	3	4	5	Same list as above
Goal setting and guiding future direction of the program	1	2	3	4	5	Same list as above
Meeting with staff to discuss shared mission, vision, and values	1	2	3	4	5	Same list as above
Recruiting and hiring new staff	1	2	3	4	5	Same list as above
Orienting new staff	1	2	3	4	5	Same list as above
Engaging with community partners (e.g., local schools, health, and social services)	1	2	3	4	5	Same list as above
Marketing program services	1	2	3	4	5	Same list as above
Advocating actively for policies related to improving the needs of children, families, or early childhood education (e.g., contacted a legislator, attended a rally).	1	2	3	4	5	Same list as above

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	No time spent	A little time spent	Some time spent	Quite a bit of time spent	A great deal of time spent	If there is someone else responsible, please select the position that has the primary responsibility for this function:
Assuring compliance with regulations and standards (e.g., licensing, Head Start performance standards, Quality Rating and Improvement System, accreditation)	1	2	3	4	5	Same list as above
Scheduling teaching staff to ensure classroom coverage	1	2	3	4	5	Same list as above
Planning and conducting staff events and activities that promote collegiality	1	2	3	4	5	Same list as above
Coaching staff to become leaders	1	2	3	4	5	Same list as above
Observing in classrooms for the purpose of improving teaching practice	1	2	3	4	5	Same list as above
Promoting partnerships with families (e.g. greeting families, developing family programming)	1	2	3	4	5	Same list as above
Utilizing data on children's growth and development	1	2	3	4	5	Same list as above
Addressing child guidance issues	1	2	3	4	5	Same list as above
Planning professional development events, activities, or job embedded routines	1	2	3	4	5	Same list as above
Facilitating professional learning communities (PLCs)	1	2	3	4	5	Same list as above
Participating in meetings with teaching staff about children's needs	1	2	3	4	5	Same list as above

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	No time spent	A little time spent	Some time spent	Quite a bit of time spent	A great deal of time spent	If there is someone else responsible, please select the position that has the primary responsibility for this function:
Conducting reflective supervision of staff	1	2	3	4	5	Same list as above
Selecting curriculum and curricula supports (e.g. training, materials, technology)	1	2	3	4	5	Same list as above
Modeling best practices for teaching staff	1	2	3	4	5	Same list as above
Communicating with families about their children	1	2	3	4	5	Same list as above

About You

What is the highest educational level you have completed?

- High School
- Associate degree
- Baccalaureate degree
- Master's degree
- Advanced doctoral degree

If you have an Associate, Baccalaureate, Master's, or Doctorate degree, is your major in child development or early childhood education? Yes No

Do you have a Child Development Associate (CDA)? Yes No

Do you have an early childhood teaching license or certificate? Yes No

Do you have an elementary teaching license or certificate? Yes No

Do you have a principal endorsement? Yes No

Do you have state or national administrator credential (e.g., Aim4Excellence)? Yes No

Do you have any other specialized credentials? Yes No If yes, please specify: _____

Have you participated in an early childhood leadership academy (e.g., Taking Charge of Change)?

Yes No If yes, name of leadership academy: _____

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Gender: Female Male Non-binary Do not wish to specify my gender

Age: 18-24 25-29 30-39 40-49 50-59 60-69 70+

Ethnicity: Hispanic or Latinx Not Hispanic or Latinx

Race:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White or Caucasian
- Multiracial
- Other (please specify): _____

Indicate **all** paid positions you have held in the field of education prior to your current administrative position:

- Assistant director
- Education coordinator
- Family child care provider
- Teacher – Elementary, high school, K-12
- Teacher – Infant, toddler, preschool
- None
- Other (please specify): _____

How many years have you worked in the field of early childhood (if less than 1 year, enter 0)?

How many years have you worked in an administrative position (if less than 1 year, enter 0)?

How many years have you worked in your current administrative position (if less than 1 year, enter 0)?

Does your job description include regularly assigned classroom teaching? no yes

If yes, what percentage of your time is regularly assigned to teaching?

- Less than 25%
- 25% - 49%
- 50% - 74%
- 75% or more

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About Your Program

In what state is your program located? _____

What area is your program located in? Urban Suburban Rural

Is your program affiliated with any of the following? (Check all that apply)

- College or university
- Military
- Faith-based organization
- My program is not affiliated with any of the above

Which of the following best describes your organization's legal affiliation?

- For-Profit
- Nonprofit

Does your program receive Head Start (HS)/Early Head Start (EHS) funding? yes no

Does your program receive state pre-K funding? yes no

Is your program part of a multi-site child care and education organization? yes no

If yes, how many sites are part of the organization? 2-5 6-19 20-49 50+

If yes, what is the license capacity of your site? 1-60 61-120 121+

Ages served (select all that apply):

- Infants (birth-12 months)
- Toddlers (12-30 months)
- Preschoolers (3 ½ - 5 years)
- School-age (5-12 years)

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Is your program currently nationally accredited (e.g., NAEYC, NAC)? yes no

List the number of staff members currently employed at your site (if none, enter 0):

	Full-time (35 hrs/wk or more)	Part-time (1–34 hrs/wk)
administrative staff (e.g., director, coordinator)		
teaching staff (e.g., lead teacher, teacher, assistant teacher)		
support staff (e.g., cook, clerical, bus driver)		

How many paid staff have left the center in the last 12 months (if none, enter 0)?

	#
administrative staff (e.g., director, coordinator)	
teaching staff (e.g., lead teacher, teacher, assistant teacher)	
support staff (e.g., cook, clerical, bus driver)	

Does your program participate in a shared service alliance? yes no

If yes, check the shared services that apply:

- Administrative services (e.g., payroll, billing, fee collection, marketing)
- Staff (e.g., instructional leaders, substitutes, support staff)
- Purchase items (e.g., food, supplies)
- Human resources (e.g., health and retirement benefits, unemployment insurance)

Center name: _____

Street address: _____

City: _____ State: _____ Zip code: _____

Email: _____

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