Resources for Supporting Early Childhood Administrators: A Smorgasbord of Options and Opportunities

MARCH 6, 2013
This is me!

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Executive Director

McCormick Center for Early Childhood Leadership
At National Louis University
Menu

Starters
• Introductions
• Handouts
• Why Formally Assess Organizational Health?

Main Course
• The Director’s Plate
• Resources for Measuring, Monitoring, and Improving Quality

Dessert
• Q&A
POLL #1
Tell me who you are……

- Are you a director of an early learning program?

- Do you support directors of early learning programs as part of your job?
Supporting Early Childhood Administrators: A Smorgasbord of Resources

The following is a list of resources to help directors assess early childhood care and education programs. Tools used to assess different aspects of early childhood programs are listed in several categories: director, families, program, and staff. Finally, there is an annotated bibliography of the books and articles reviewed.

**Director Resources**

- Change Readiness Checklist (pp. 182-185)
  The purpose of this questionnaire is to determine how an employee feels about using an early childhood program (e.g., readiness for change, resistance to change, etc., on a scale of 1 to 5, 5 = very likely to use new program, 1 = very likely to resist new program).

- Concerns Questionnaire (pp. 184-185)
  The purpose of this questionnaire is to determine how an employee feels about using an early childhood program (e.g., readiness for change, resistance to change, etc., on a scale of 1 to 5, 5 = very likely to use new program, 1 = very likely to resist new program).

- Director Self-Review (pp. 33-37)
  This tool is designed to be self-administered. Directors rate themselves on the following areas: program, work environment, budget and finance, public relations and community outreach, family relations, planning and administration, and professionalism.

- Leadership Style (pp. 192-206)
  Staff provide the director with feedback regarding their leadership style by checking statements that most nearly reflect their perceptions of leadership (e.g., democratic, participative, etc., on a scale of 1 to 5, 5 = strongly agree, 1 = strongly disagree).

- Multi-Rater Leadership Assessment (pp. 193-197)
  Employees are asked to rate the director’s leadership style by rating traits demonstrated by the director on a scale of 1 to 5 (1 = strongly disagree, 5 = strongly agree). Some traits include: approachable, collaborative, confident, ethical, fair, flexible, knowledgeable, objective, supportive, and visionary. A form summarizes multiple-rater scores on each trait.

- Supervisory Behavior Questionnaire (pp. 192-215)
  Completed by an employee about his/her supervisor, this questionnaire provides feedback about the supervisor’s behavior toward the employee and the center. This assessment focuses on the individual employee’s relationship with his/her immediate supervisor.
Assessing Current Conditions

Using weather terminology, how would you describe your center or a center you know?

- Sunny
- Light Showers
- Clear Skies
- Arctic Blast
- Bitter Cold
- Gentle Breeze
- Windy
- Blistering Heat
- Thick Fog
- Calm and Tranquil
- Storm Brewing
- Partly Cloudy
- Muggy
- Strong Headwinds
- Tornado
- High Pressure
- Frost
- Overcast
- hurricane Force Winds
- Hazy
- Downpour

The weather at the center is: ______________________________________________________

How’s the Weather?

- Think about the impressions you have of your center or a center you work with?
How’s the Weather?

- Think about the impressions you have of your center or a center you work with?
- Using weather terminology, how would you describe the current conditions at the center?
How’s the Weather?

- Think about the impressions you have of your center or a center you work with?
- Using weather terminology, how would you describe the current conditions at the center?
- Find a picture on your handout that represents the weather forecast.
Let me know what weather terminology you used
Why Formally Assess Organizational Health?

- Help pinpoint problems
Why Formally Assess Organizational Health?

- Help pinpoint problems
- Promote more objective decision making
“Without data you are just another person with an opinion.”
Why Formally Assess Organizational Health?

- Help pinpoint problems
- Promote more objective decision making
- Encourage improvement
“Without improvement you are just another person playing with numbers.” ~ T.F. Kelly
Why Formally Assess Organizational Health?

- Help pinpoint problems
- Promote more objective decision making
- Encourage improvement
- Identify strengths
In our haste to deal with the things that are wrong,

let us not upset the things that are right.
Why Formally Assess Organizational Health?

- Help pinpoint problems
- Promote more objective decision making
- Encourage improvement
- Identify strengths
- Maintain organizational wellness
Even if you’re on the right track, you’ll get run over if you just sit there.

~ Will Rogers
Why Formally Assess Organizational Health?

- Help pinpoint problems
- Promote more objective decision making
- Encourage improvement
- Identify strengths
- Maintain organizational wellness
- Promote norms of continuous improvement
The Director’s Plate
The Director’s Plate

- **Director**
  - Management
  - Leadership

- **Staff**
  - Performance
  - Environment
  - Interactions
  - Relationships

- **Family**
  - Partnerships
  - Child assessments

- **Program**
  - Administrative practices
  - Organizational climate
  - Environmental
Director Resources
Concerns Questionnaire

The purpose of this questionnaire is to determine how you feel about using the Work Sampling System. Please respond to the questions in terms of your present situation, and how you feel about your achievement or potential improvement with the Work Sampling System. Some of the items on the questionnaire may have little relevance to you at this time. For this reason, please mark those questions as best as you can. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale.

1. I am concerned about how the students will react to the Work Sampling System. □ 1 □ 2 □ 3 □ 4 □ 5
2. I wish some other assessment approach that might work better than the Work Sampling System. □ 1 □ 2 □ 3 □ 4 □ 5
3. I don't know what the Work Sampling System does. □ 1 □ 2 □ 3 □ 4 □ 5
4. I am concerned about not knowing enough about the Work Sampling System. □ 1 □ 2 □ 3 □ 4 □ 5
5. I would like to help the other teachers in the use of the Work Sampling System. □ 1 □ 2 □ 3 □ 4 □ 5
6. I am concerned about how I can respond to my students' complaints regarding the Work Sampling System. □ 1 □ 2 □ 3 □ 4 □ 5
7. I would like to know when will work decisions regarding implementing the Work Sampling System. □ 1 □ 2 □ 3 □ 4 □ 5
8. I don't understand what is the work that needs to be done or the Work Sampling System. □ 1 □ 2 □ 3 □ 4 □ 5
9. I would like to know what resources are available to support me in using the Work Sampling System. □ 1 □ 2 □ 3 □ 4 □ 5
10. I am concerned about my readiness to manage all that the Work Sampling System requires. □ 1 □ 2 □ 3 □ 4 □ 5
11. I am concerned about evaluating my impact on student learning with regard to the Work Sampling System. □ 1 □ 2 □ 3 □ 4 □ 5

Director Self Review

HOW ARE YOU DOING?
A CENTER DIRECTOR SELF-REVIEW TOOL
by Karen L. Shelly

Using the following key, please rate each question below:

Key:

1 2 3 4 5 Not sure

1. How do you rate your current position in terms of...?

2. How do you rate your leadership style in terms of...?

3. How do you rate your team's performance in terms of...?

4. How do you rate your department's performance in terms of...?

5. How do you rate your organization's performance in terms of...?

NOTE: For each question, mark a separate page on a Likert scale.

I. PROGRAM

Have the director...

- communicated the mission to staff and parents?
- supported developmentally appropriate materials?
Leadership Style

Dear Staff,

One of the hallmarks of an effective early childhood professional is the ability to reflect on his or her performance. Your feedback about my leadership style is important in helping me grow professionally. Please take a few minutes to complete the leadership style evaluation form. When you have finished, submit the feedback envelope and put it in the suggestion box. There is no need for you to put your name on the form.

Thank you.

(My signature)

Part 1: Please circle (-) in front of the statement that most nearly reflects your director's leadership style in different situations. Check only one response in each group.

With respect to planning, my director:

1. ___ does most of the planning herself by setting goals, objectives, and work schedules for staff to follow. She then works out procedures and responsibilities for staff to follow.
2. ___ does very little planning, either by herself or with the staff. She tells the staff she has confidence in them to carry out their jobs in a responsible way.
3. ___ gets staff members together to discuss problems and discuss ideas and strategies for improvement. Together they set up goals and objectives and establish individual responsibilities.

With respect to work assignments and the day-to-day operation of the center, my director:

4. ___ checks with staff regularly to see if they are content and if they have the things they need. She does not see the necessity of written job descriptions, preferring instead to let the staff determine the scope and nature of their jobs.
5. ___ is flexible in adapting job descriptions and changing work assignments as needed. Updates senior policies and procedures depending on the needs of the staff, parents, children, and board.
6. ___ tends to be overcautious. Seeks staff's advice for written job descriptions. Follows policies and procedures precisely.

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Blueprint for Action

Authoring Center-Based Curricula

Teaching Staff Development

Task Force Report
Multi-Rater Leadership Assessment
Identifying and Writing Fit Criteria

Think about your ideal job applicant with respect to the following job and center characteristics. Write one or two criteria that you might use to determine which applicants would be a good fit.

Criteria relating to your program philosophy:

Criteria about expectations for co-worker relations:

Criteria about expectations for parent relations:

Criteria relating to the fit with your leadership and management style:

Criteria relating to expectations for communication and conflict resolution:

Criteria relating to the physical environment and instructional resources:

Criteria for filling gaps in the staff's collective expertise:
Family Resources
Family Survey
Parent Feedback Survey

Dear Parents and Guardians,

This questionnaire is designed to find out how we are meeting the needs of families enrolled in our program. Your candid and honest responses will enable us to improve communication and services for you and your child. Please circle the number from 1 (slightly disagree) to 5 (strongly agree) that best represents your feelings about each of the statements below:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have received adequate information about program policies and procedures.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2. My child received a warm welcome into the program.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3. Teachers encourage me to be actively involved in my child's learning.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4. I am regularly informed about my child's growth and development.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>5. Classroom newsletters and teachers' written notes keep me well informed.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>6. I have had sufficient opportunity for conversations with the teaching and administrative staff.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>7. My parent-teacher conferences have provided me with useful insights about my child.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>8. I have been invited to participate in classroom activities and field trips.</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

How has your child benefited from his/her experience at this center?

In what ways could we improve the program to better meet your child's needs?

Thank you.
Program Resources
Checklist for Effective Meetings
Collaboration Questionnaire

Collaboration Index

This questionnaire assesses your perceptions of the degree to which the staff functions as a team. Your honest and candid responses to these questions are appreciated. When you have completed your questionnaire, please put it in the envelope provided and place it in the Collaboration Nelson Box in the office. It is not necessary for you to include your name.

Put a check (x) next to those items which accurately reflect how you feel:

1. Other teachers at this center regularly seek my advice about professional issues and problems.
2. I don't offer advice to other teachers about their teaching unless they ask me for it.
3. I regularly share teaching ideas, materials, and resources with other teachers at this center.
4. I believe that good teaching is a gift; it isn't something you can really learn from anyone else.
5. If teachers at this center feel that another teacher is not doing a good job, they will express their opinions constructively.
6. The principal encourages teachers to plan together and collaborate on instructional units, field trips, and classroom activities.
7. Substitutes at this center often do not know what is expected of them.
8. Most of the time, the other teachers at this center don't know what I do in my classroom with my group of children.
9. I see myself as part of a team and share responsibility for our center's successes and shortcomings.
10. I can go for days at this center without talking to anyone about my teaching.

Select the three words that most accurately describe other staff at this center:

- cooperative
- friendly
- isolated
- critical
- trusting
- guarded
- helpful
- fair
- open
- mistrustful

What suggestions do you have that might increase opportunities for collaboration and teamwork at our center (e.g., modifying work schedules, changing the layout of spaces)?

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POLL #3
Do you formally access your work environment?

If so, what instrument do you use?
Early Childhood Work Environment Survey – Short Form

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
<th>Note</th>
<th>General Rating</th>
<th>Frequency</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff are friendly and treat one another</td>
<td>Rate</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Morale is high. There is a good team spirit</td>
<td>Rate</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Staff are encouraged to learn new skills and competencies</td>
<td>Rate</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>The center provides guidance for professional advancement</td>
<td>Rate</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>A majority are knowledgeable and competent</td>
<td>Rate</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Supervisors provide helpful feedback</td>
<td>Rate</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Communication regarding policies and procedures is clear</td>
<td>Rate</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Job responsibilities are well defined</td>
<td>Rate</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Salaries and fringe benefits are distributed equally</td>
<td>Rate</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Problems are handled fairly</td>
<td>Rate</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>The center helps make decisions about things that directly affect them</td>
<td>Rate</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>People feel free to express their opinions</td>
<td>Rate</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Staff agree on school philosophy and educational objectives</td>
<td>Rate</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>A sense of common mission exists</td>
<td>Rate</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>The program is well planned and efficiently run</td>
<td>Rate</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Meetings are productive. Time is not wasted</td>
<td>Rate</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>The work environment is attractive and well organized</td>
<td>Rate</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>There are sufficient supplies and equipment to do their jobs</td>
<td>Rate</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Staff are encouraged to be creative and innovative in their work</td>
<td>Rate</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Problems and challenges are handled</td>
<td>Rate</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

What three words describe the climate of the center as a place to work?
What do you perceive to be the greatest strengths of the center?
What area of the center could use some improvement?

Thank you!

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Blueprint for Action
ECWES – Long Form

- Collegiality
- Opportunities for professional growth
- Supervisor support
- Clarity
- Reward system

- Decision-making influence
- Goal consensus
- Task orientation
- Physical environment
- Innovativeness
# Meeting Evaluation

Please take a few minutes to evaluate our meeting today. Circle the number for each criterion that best reflects your perceptions of the meeting.

<table>
<thead>
<tr>
<th>Agenda</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Perfectly on target</td>
<td>Unacceptable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>Dull and tiring</td>
<td>Balanced among many</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undertone</td>
<td>Indifferent</td>
<td>Attentive</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Climate</td>
<td>Unstable</td>
<td>Cooperative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decisions</td>
<td>Not made</td>
<td>Accepted by all</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cadence</td>
<td>Slow</td>
<td>Fast</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of Time</td>
<td>Poor</td>
<td>Efficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitation</td>
<td>Improvement needed</td>
<td>Effective</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>No ideas presented</td>
<td>John does most of the talking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other comments, observations, or recommendations:

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*Copyright © 2003, Making the Most of Meetings: A Practical Guide, Herb Novemsky, Lake Forest, IL*
Program Administration Scale (PAS)
“The Way Things Are Done Around Here”
Staff Resources
Beliefs and Values Questionnaire

Values Clarification

Values are enduring beliefs—ideas that we cherish and regard highly. Values influence the decisions we make and the courses of action we follow. Some values we prize more deeply than others; they become standards by which we live. The purpose of this assessment is to provide an opportunity for you to share the values and beliefs that guide your teaching practice.

PART I. Complete the following sentences.
1. I think children are generally _____________.
2. When children are unhappy, it's usually because _____________.
3. I get angry when children _____________.
4. The most important thing a teacher can do is _____________.
5. Children should be _____________.
6. All children are _____________.
7. I wish parents would _____________.
8. When parents _____________.

PART II. Circle the five traits you would like children to be or have as a result of their preschool experience with you.

- adventurous
- appreciation of beauty
- determined
- affectionate
- inquisitive
- energetic
- polite
- respectful
- friendly
- altruistic
- self-starter
- obedient
- caring
- sense of humor
- spontaneous
- honest
- industrious
- persistent
- assertive
- creative
- proud
- confident
- independent thinker
- risk-taker
- cheerful
- desires to excel
- open-minded
## Learning Style

### Appreciating Individual Differences

The purpose of this assessment is to help you gain greater insight into your preferred learning style. Set aside some quiet time when you won’t be interrupted or distracted. Remember, there are no right or wrong answers.

**Part I**. The following table includes 60 verbs and phrases organized into 15 rows. Each row includes four descriptions. From each row, select the one verb or phrase that best captures how you would describe yourself as a learner. When you have completed this part, you will have 15 united descriptions, one in each row.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>realistic</td>
<td>systematic</td>
<td>adaptable</td>
</tr>
<tr>
<td>2</td>
<td>organized</td>
<td>critical</td>
<td>imaginative</td>
</tr>
<tr>
<td>3</td>
<td>gets to the point</td>
<td>decisive</td>
<td>practical</td>
</tr>
<tr>
<td>4</td>
<td>analytical</td>
<td>academic</td>
<td>personal</td>
</tr>
<tr>
<td>5</td>
<td>precise</td>
<td>analytical</td>
<td>flexible</td>
</tr>
<tr>
<td>6</td>
<td>orderly</td>
<td>sensible</td>
<td>sharing</td>
</tr>
<tr>
<td>7</td>
<td>perfectionist</td>
<td>logical</td>
<td>cooperative</td>
</tr>
<tr>
<td>8</td>
<td>hard-working</td>
<td>intellectual</td>
<td>emotional</td>
</tr>
<tr>
<td>9</td>
<td>product-oriented</td>
<td>quality-oriented</td>
<td>people-oriented</td>
</tr>
<tr>
<td>10</td>
<td>remembers</td>
<td>facts through</td>
<td>collaboration</td>
</tr>
<tr>
<td>11</td>
<td>verbal</td>
<td>diverse</td>
<td>spontaneous</td>
</tr>
<tr>
<td>12</td>
<td>collaborative</td>
<td>leader</td>
<td>communicable</td>
</tr>
<tr>
<td>13</td>
<td>practical</td>
<td>thoughtful</td>
<td>inspirational</td>
</tr>
<tr>
<td>14</td>
<td>emphasizes facts</td>
<td>gains ideas</td>
<td>sees possibilities</td>
</tr>
<tr>
<td>15</td>
<td>persistent</td>
<td>rational</td>
<td>aesthetic</td>
</tr>
</tbody>
</table>

Communication Style Audit

Communication Style Audit

The purpose of this assessment is to help you gain greater insight into your communication style. It asks some pointed questions which you'll be interrupted or distracted. Remember, there are no right or wrong answers.

Part 1. The following table includes 80 words. From the entire list, circle the 15 words that best describe your communication style.

<table>
<thead>
<tr>
<th>Advocate</th>
<th>Influencing</th>
<th>Steady</th>
<th>Cautious</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decline</td>
<td>Optimistic</td>
<td>Patient</td>
<td>Reserved</td>
</tr>
<tr>
<td>Frank</td>
<td>Enthusiastic</td>
<td>Caring</td>
<td>Exact</td>
</tr>
<tr>
<td>Determined</td>
<td>telic</td>
<td>Accepting</td>
<td>Serious</td>
</tr>
<tr>
<td>Assertive</td>
<td>Animated</td>
<td>Empowering</td>
<td>Practical</td>
</tr>
<tr>
<td>Achiever</td>
<td>Friendly</td>
<td>Warm</td>
<td>Objective</td>
</tr>
<tr>
<td>Take charge</td>
<td>Spontaneous</td>
<td>Counselor</td>
<td>Logical</td>
</tr>
<tr>
<td>Pragmatic</td>
<td>Outgoing</td>
<td>Supportive</td>
<td>Logical</td>
</tr>
<tr>
<td>Fast paced</td>
<td>Enjoys the spotlight</td>
<td>Good listener</td>
<td>Orderly</td>
</tr>
<tr>
<td>No-nonsense</td>
<td>Lively</td>
<td>Sympathetic</td>
<td>Resilient</td>
</tr>
<tr>
<td>Honest</td>
<td>Charismatic</td>
<td>Sensitive</td>
<td>Analytical</td>
</tr>
<tr>
<td>Independent</td>
<td>Motivator</td>
<td>Team player</td>
<td>Problem solver</td>
</tr>
<tr>
<td>Outspoken</td>
<td>Proactive</td>
<td>Mentor</td>
<td>Organized</td>
</tr>
<tr>
<td>Candid</td>
<td>Popular</td>
<td>Sentimental</td>
<td>Detailed</td>
</tr>
<tr>
<td>Risk taker</td>
<td>Charismatic</td>
<td>Cooperative</td>
<td>Focused</td>
</tr>
</tbody>
</table>

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Contributing to Meeting Productivity
What Role Do I Play?
Staff Orientation Assessment

Please take a few minutes to answer the questions below. Your honest, candid responses will help us continue to meet the needs of new staff in our center.

1. Were you made to feel comfortable and welcome at the center on your first day on the job? Did other staff know you were coming?
   - no  - yes
   Comments:

2. Were you given enough information about the particulars of our school environment (parking, supplies, storage, lunch routines, schedules, etc.) to help you through those first difficult days?
   - no  - yes
   Comments:

3. Were you given sufficient background on the center’s policies, goals, and philosophy?
   - no  - yes
   Comments:

4. Were you made to feel that others had a personal interest in your progress? Did other staff make you feel like you are part of the team?
   - no  - yes
   Comments:

5. Are there any policies or procedures you would like to know more about?
   - no  - yes
   Comments:

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The Director’s Toolbox

The Right Fit: Recruiting, Selecting, and Opening Your Child Care Center

K. Keohane
Early Childhood
Job Satisfaction Survey
Job Satisfaction Profile for Margaret

PART I. Facets of Job Satisfaction

[Graph showing satisfaction levels for co-worker relations, supervisor relations, work itself, working conditions, and promotion opportunities.

PART II. Congruence with Ideal

<table>
<thead>
<tr>
<th>Ideal Level</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Somewhat like my ideal</td>
<td>55</td>
</tr>
<tr>
<td>Not like my ideal at all</td>
<td>6</td>
</tr>
</tbody>
</table>

PART III. Occupational Values

1. challenge
2. attention
3. security

PART IV. Primary Satisfactions and Frustrations

Satisfactions
1. opportunity to learn new skills
2. watching children grow and learn

Frustrations
1. parents who have unrealistic expectations for their children
2. low pay

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Does your state require a Director’s Credential and what state are you from?
A Web Resource You Should Know
Aim4Excellence Modules
http://aim4excellence.nl.edu

- Leading the Way
- Recruiting, Selecting, and Orienting Staff
- Promoting Peak Performance
- Managing Program Operations
- Building a Sound Business Strategy
- Planning Indoor and Outdoor Environment
- Supporting Children’s Development and Learning
- Creating Partnerships with Families
- Evaluating Program Quality
Books
The Art of Leadership
Blueprint for Action
Does Your Team Work?
Director’s Toolbox Management Series
Workshop Essentials: Planning and Presenting Dynamic Workshops
Dessert

- Questions????
Further Information

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McCormick Center for Early Childhood Leadership
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