



Unit 4 – The Role of the Administrator

Key Topic 3: Management

Focus Statement

Students will explore key management functions in a preschool setting and the role of the administrator in carrying them out.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses, CAP expansion courses, and student learning outcomes are mapped onto each instructional guide learning experience. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Practicum-Field Experience
- Adult Supervision and Mentoring in Early Care and Education
- Administration II: Personnel and Leadership in Early Childhood Education
- Curriculum and Strategies for Children with Special Needs

Instructional Methodologies

- Class discussion
- Class presentation
- Development of a resource tool
- Interview
- Notetaking outline or tool
- Pairs or small groups
- Personal reflection
- Reflective discussion
- Short paper or report



- Video observation

California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). The "Competency Areas to Consider" below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these learning experiences.

- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision
- Special Needs and Inclusion



Unit 4 – The Role of the Administrator

Key Topic 3: Management

Before You Start

It will be helpful to have done Key Topic 1 and Key Topic 2 in Unit 4 of this instructional guide before beginning this key topic. Although it can be done independently, Key Topic 3 will be enriched by students' understanding of this unit's approach to exploring management functions and effective leadership in tandem. By becoming familiar with some of the leadership practices explored in Key Topic 1 of this unit, students will have briefly looked at management functions. Thereby students will already have an introduction to the importance of management functions in maintaining high-quality early childhood programs.

This key topic will take a closer look at those management functions in a preschool setting and how they can be effectively carried out. Specifically, this key topic will familiarize students with the following sections of Chapter 4 of the *California Preschool Program Guidelines*:

- Setting the Conditions for Work (pp. 56–57)
- Creating a Collaborative Work Environment and Learning Community (pp. 58–59)
- Accountability to Maintain Program Quality (pp. 61–62)

There is a section toward the end of this key topic that relates to viewing one of the DVD segments in Disc 2 of the *California Preschool Program Guidelines DVD Set*, two DVDs that accompany the *California Preschool Program Guidelines*. Handout 2 is provided as a viewing guide with this key topic to focus students' attention on aspects of the discussion that relate to effective management. The DVD segment, "Administration and Supervision" is suggested viewing for both Key Topic 2 and 3 though the content of the viewing guide handouts is different. Key Topic 2 focuses on "Leadership Roles and Qualities" and Key Topic 3 focuses on "Management."

The *California Preschool Program Guidelines DVD Set* can be ordered through CDE at www.cde.ca.gov/re/pn/rc or contact the CDE Press sales office at (800) 995-4099.

Handout 1, "Important Elements of Working Conditions," which can be used for students to rate the elements of work environments, is also provided with this key topic. Electronic versions of this handout and the two viewing guide handouts for Key Topics 2 and 3 will be available when this instructional guide is online at <http://facultyinitiative.wested.org>



(accessed January 20, 2016). If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

Information Delivery

Remind students that they will be focusing on management functions as they are described in Chapter 4 of the *California Preschool Program Guidelines*. That chapter highlights two categories of the administrator's role: management and leadership. They are not discrete categories; there is a great deal of overlap. The division in Unit 4 is to provide an opportunity to highlight some specific features of each of these categories.

Active Learning

Getting it started

Discuss with students that one of the main responsibilities of an administrator is to establish an overall work climate that is positive and supportive of staff, families, and children. Chapter 4, on page 56, lists some elements of working conditions that have been found to contribute to staff rating their work environment positively:



Slides 2-3

1. The work environment's attractiveness and adequacy of physical facilities and supplies
2. Quality of supervisory support
3. Clear communication of expectations and policies
4. Opportunities for professional growth, challenge, and advancement
5. Fairness of the reward system
6. Degree of professional autonomy and participatory decision making
7. Effectiveness of organizational functioning
8. Openness to new ideas
9. A spirit of collegiality among

Online Options

After completing Handout 1, students could post it online. One student or the instructor could then tally the results, again posting this summary online. Students can discuss the questions in the "Getting it started" section either in class or online if there is online-discussion capability.



staff members



Slide 4

Handout 1, “Important Elements of Working Conditions,” provided with this key topic, lists these elements for working conditions. Ask students to use Handout 1 in thinking about how important these elements are to them. They are to work individually and rank each element on a scale from 1 through 9 with 1 being most important and 9 being least important. Emphasize that though it might be difficult to differentiate some rankings, they should only indicate one ranking for each element.

Prepare to tally their rankings in a mode that will make them visible to all. Ask for a show of hands for those who rated #1 their first choice, #2 their first choice, and so on. Faculty might choose to do first choice for all elements and perhaps last choice for all elements. If some students do not want to publicly indicate their ratings, they should be supported in that choice.

When the tallying is completed, review the results with students.



Slide 5

- Where was there agreement?
- Where was there disagreement?
- What does this suggest about the work of establishing positive work environments?



Slide 6

Keeping it going

On page 56, the text describes two steps to create positive, effective workplace environments. One is to create a culture of open sharing, and the other is to develop the practice of participative management. Ask students to briefly read these descriptions. Next, ask them to review the elements as listed on their handout and see which elements relate to either of these two steps. This could also be done as a whole class by reading through the elements one at a time and asking students which of the two steps each element represents.

When this is completed, ask the following questions:

Online Options

Faculty could continue the online discussion begun in the “Getting it started” section. Students would read the information on page 56 and then discuss the three questions in the “Keeping it going” section.



Slide 7

- Were there more examples of one step than another?
- As you look at your own rankings, did your higher rankings cluster with one or the other of these steps?
- What did you learn about yourself from this?

Taking it further

Let students know that Chapter 4 of the *California Preschool Program Guidelines* emphasizes the importance of collaboration in establishing positive work environments and maintaining high-quality in early childhood programs. Furthermore, it is the administrator's responsibility to establish processes and relationships that will support collaboration.

Three areas for collaboration are described on pages 58 and 59:



Slide 8

- Collaboration with a program's community and a sponsoring agency
- Ongoing collaboration between program staff and families
- Collaboration within the program's teaching staff

Let students know that they will prepare a brief presentation on one of these areas of collaboration. Students can decide as a group how they would prefer to do this. They could choose to develop a poster presentation, an electronic slide show, an oral report, or whatever other method they would prefer. However, it should be a decision for the whole class, so that everyone uses the same method of presentation. Point out that this is an example of participatory decision making!

Organize students into pairs or groups of three. Assign one of the areas of collaboration to each pair or group of three. Alternatively, students could choose the area to work on, as long as all three areas are covered relatively equally. Their presentations should be brief—about 5–8 minutes—and respond to the following questions:



Slide 10

- What is the value of doing this kind of collaboration?
- What are some examples of this kind of collaboration? How is it done?
- What is the administrator's role in this area of collaboration?



Remind students that each area is not to be explored in depth. They are to use the information in Chapter 4 of the *California Preschool Program Guidelines*, especially pages 58–59, and respond to the preceding questions.

After students have had a chance to develop their presentations, allow class time for the students to share their work.

Putting it together



Disc 2

Viewing some current and former administrators as they discuss their work can support this review of the role of the administrator in effective management. These discussions can be found on Disc 2 of the *California Preschool Program Guidelines DVD Set*. There is a chapter on that DVD titled “Administration and Supervision,” which runs approximately 13 ½ minutes. This chapter can be accessed by opening the disc to the main menu and clicking on “Select Chapters.” Then choose the chapter titled “Administration and Supervision.”



Slide 11

Handout 2, a viewing guide, can be used while viewing this chapter to focus students’ attention on some of the issues and topics covered in this key topic.

After students have watched the DVD segment, faculty may ask the students to individually write a brief reflection paper or conduct a class discussion. The following reflection questions could be used for either approach:



Slide 12

- What stood out for you as you viewed this DVD segment?
- What was most interesting to you?
- What was familiar to you?
- Where did you find yourself wanting to know more?
- How could you follow up on learning more about that?

Reflection



Slide 13

The following set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.

- Which ideas or part of this class session stood out most for you?



- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?



Slides 14-15

Deeper Understanding



Slide 16

Direct students' attention to the section in Chapter 4 of the *California Preschool Program Guidelines* titled "Accountability to Maintain Program Quality" (pp. 61–62). This section describes some program assessment instruments and documents that can be used to establish and monitor quality that is consistent with the program's goals and values. The tools can be used to develop program improvement plans that are continuously monitored and updated.

For students who have some training and experience with assessment tools and documents that specify measurement of standards, this "Deeper Understanding" segment may serve as a review or opportunity to learn about some tools they have not used. For other students, this segment can be an introduction to the process of monitoring and accountability. The following documents and assessments are referred to in Chapter 4:

- Classroom Assessment Scoring System (CLASS)
- Early Childhood Environment Rating Scale (ECERS)
- Program Administration Scale (PAS)
- *Early Childhood Inclusion/Universal Design for Learning Checklist and Questions*
- National Association for the Education of Young Children's (NAEYC's) Early Childhood Program Standards
- Early Language and Literacy Classroom Observation (ELLCO) Addendum for young dual language learners



Slides 17-18



Students are to interview a preschool administrator who uses one or more of the tools. After the interview, students then write a short summary that describes these points:



Slides 19-20

- What is the purpose of the assessment?
- What does it measure?
- Who administers it?
- Is special training needed to administer it? If so, what type of training or experience is necessary?
- How are the results used?
- Is there ongoing monitoring of results or periodic administration of the assessment? If yes, what does that look like? Is there a system in place that ensures timely monitoring and feedback to the program? If no, what are the challenges in doing so?

Online Options

Students could post online their interview summaries for their instructor and classmates to review.

The students' interview summaries could be shared as oral reports or posted online. For those who are unfamiliar with these tools, online copies of the students' summaries could provide a good resource list.



Important Elements of Working Conditions

Use this handout to record your ranking of the elements of work conditions from most important to least important. Most important would be ranked 1, and least important would be ranked 9. It might be difficult to make some choices, but record what first comes to mind. Note that these elements are not listed below in any particular order. The notes column is provided for any thoughts you might want to add.



Unit 4: The Role of the Administrator
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 Handout 1: Important Elements of Working Conditions

Some elements of working conditions that have been found to contribute to staff rating their work environment positively	Rank	Notes
The work environment's attractiveness and adequacy of physical facilities and supplies		
Quality of supervisory support		
Clear communication of expectations and policies		
Opportunities for professional growth, challenge, and advancement		
Fairness of the reward system		
Degree of professional autonomy and participatory decision making		
Effectiveness of organizational functioning		
Openness to new ideas		
A spirit of collegiality among staff members		



Unit 4: The Role of the Administrator
 Key Topic 3 – Management
 Handout 2: Viewing Guide for “Administration and Supervision” – Management

Viewing Guide for “Administration and Supervision” – Management	
California Preschool Program Guidelines DVD Set	
DVD Disc:	2
DVD Chapter:	“Administration and Supervision”

This viewing guide is based on the management functions listed throughout Key Topic 3 of this instructional guide. There is a segment in Disc 2 of the set of two DVDs that accompany the *California Preschool Program Guidelines*. This segment relates to much of the content of Chapter 4, but this viewing guide directs attention specifically to management functions that have been discussed in Key Topic 3. As you hear examples of these functions, check them in the appropriate column. Note that some of what is discussed in this segment will apply to more than one function, and you might decide that some functions are not discussed.

The segment to view can be accessed by going to the main menu on Disc 2, clicking on “Select Chapters,” and then clicking on “Administration and Supervision.” Because it is difficult to write and view at the same time, it might be helpful to have the capacity to pause and restart the video.

Management functions discussed in Key Topic 3	Place a checkmark here if discussed	Notes, Thoughts, Questions
The work environment’s attractiveness and adequacy of physical facilities and supplies		
Quality of supervisory support		
Clear communication of expectations and policies		



Management functions discussed in Key Topic 3	Place a checkmark here if discussed	Notes, Thoughts, Questions
Opportunities for professional growth, challenge, and advancement		
Fairness of the reward system		
Degree of professional autonomy and participatory decision making		
Effectiveness of organizational functioning		
Openness to new ideas		
A spirit of collegiality among staff		



Management functions discussed in Key Topic 3	Place a checkmark here if discussed	Notes, Thoughts, Questions
A culture of openness		
Participative management		
Collaboration with a program's community and a sponsoring agency		
Ongoing collaboration between program, staff and families		
Collaboration within the program's teaching staff		