



The Role of the Administrator: Unit 4, Key Topic 3

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The Role of the Administrator

Elements of a positive work climate

- Attractiveness and adequacy of the physical facilities and supplies
- Quality of supervisory support
- Clear communication of expectations and policies
- Opportunities for professional growth, challenge, and advancement

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Elements of a positive work climate

- 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

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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.

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		

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Conditions of a positive work environment ~ How do they rank?

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



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Steps to creating positive, effective work environments

1. Develop a culture of *open sharing* of information.
2. Establish the practice of *participative management*, where teachers have a voice in their day to day involvement in the workplace.

California Preschool Program Guidelines, page 56

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- 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?

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- **Collaboration** is essential in establishing positive work environments and maintaining high-quality in early childhood programs.
- It is the administrator's responsibility to establish processes and relationships that will support collaboration.

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Collaboration occurs:

- With a program's community and a sponsoring agency.
- Between program staff and families.
- Within the program's teaching staff.

California Preschool Program Guidelines, pages 58–59

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- 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?



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Viewing Guide for "Administration and Supervision" – Management California Preschool Program Guidelines DVD Set		
DVD Disc:	2	
DVD Chapter:	"Administration and Supervision"	
<p>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 <i>California Preschool Program Guidelines</i>. 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.</p> <p>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.</p>		
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		

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- 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?

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- 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?

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- 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?

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- 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?

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“Accountability to Maintain Program Quality”

California Preschool Program Guidelines, pages 61–62

- Program assessment instruments and documents that can be used to establish and monitor program quality
- Discusses incorporating assessment into program improvement plans that are continuously monitored and updated

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Program Assessment

- 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*

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Program Assessment

- 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

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Interview

- 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?

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Interview

- 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?

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