

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

MARCH 6, 2013

This is me!

Sue Offutt, Ph.D

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?



Today's Handouts



McCormick Center for
Early Childhood Leadership

Supporting Early Childhood Administrators: A Smorgasbord of Resources

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

Director Resources

- Change-Reaction Checklist (pp. 182–183)**
Bloom, P. J. (2005). *Blueprint for Action*. Lake Forest, IL: New Horizons.
Assess staff reactions to a proposed organizational change using this tool. By asking staff to anticipate if a proposed change will have a positive, negative, or zero impact their work, themselves, and their relationships with others, a director can tap into their feelings, assumptions, fears, and concerns about change.
- Concerns Questionnaire (pp. 184–188)**
Bloom, P. J. (2005). *Blueprint for Action*. Lake Forest, IL: New Horizons.
The purpose of this questionnaire is to determine how an employee feels about using an early childhood innovation (the example given is the High/Scope curriculum, however, any innovation can be measured). Teachers are asked to rate concerns listed on a scale of 1 to 5 (1 = not true of me now, 5 = very true of me now), with an option for irrelevant. Concerns are then scored in six stages (awareness concerns, informational concerns, personal concerns, management concerns, consequence concerns, collaboration concerns, and refocusing concerns).
- Director Self Review (pp. 33–37)**
Neugebauer, R. & B. (Eds.). (2003). *The Art of Leadership*. Redmond, WA: Exchange Press, Inc.
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. 192–200)**
Bloom, P. J. (2005). *Blueprint for Action*. Lake Forest, IL: New Horizons.
Staff provide the director with feedback regarding his/her leadership style by checking statements that most nearly reflect their style relating to planning, work assignments and day-to-day operations, leadership philosophy, meetings, primary goals, evaluating staff performance, motivation, and role. Also found in the *Leadership in Action* book.
- Multi-Rater Leadership Assessment (pp. 103–107)**
Bloom, P. J. (2003). *Leadership in Action: How Effective Directors Get Things Done*. Lake Forest, IL: New Horizons.
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: accessible, collaborative, confident, ethical, fair, flexible, knowledgeable, objective, supportive, and visionary. A form summarizes multiple rater scores on each trait.
- Supervisory Behavior Questionnaire (pp. 212–215)**
Bloom, P. J. (2005). *Blueprint for Action*. Lake Forest, IL: New Horizons.
Completed by an employee about his/her supervisor, this questionnaire provides feedback about the supervisory and evaluation processes at the center. This assessment focuses on the individual employee's relationship with his/her immediate supervisor.

Today's Handouts

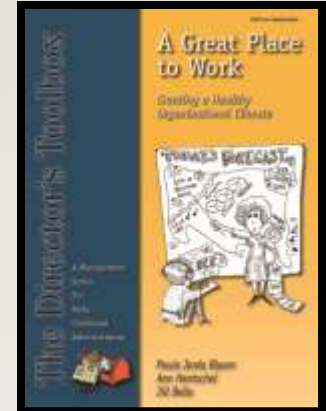
Assessing Current Conditions

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



The weather at the center is: _____

From Bloom, P. L., Harasinski, A. L., & Bell, L. (2020). *A Great Place to Work: Creating a Healthy Organizational Climate*. Lake Forest, IL: New Horizons. Reprinted with permission for McCormick Center for Early Childhood Leadership training only.





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.**





POLL #2



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 pin point 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?

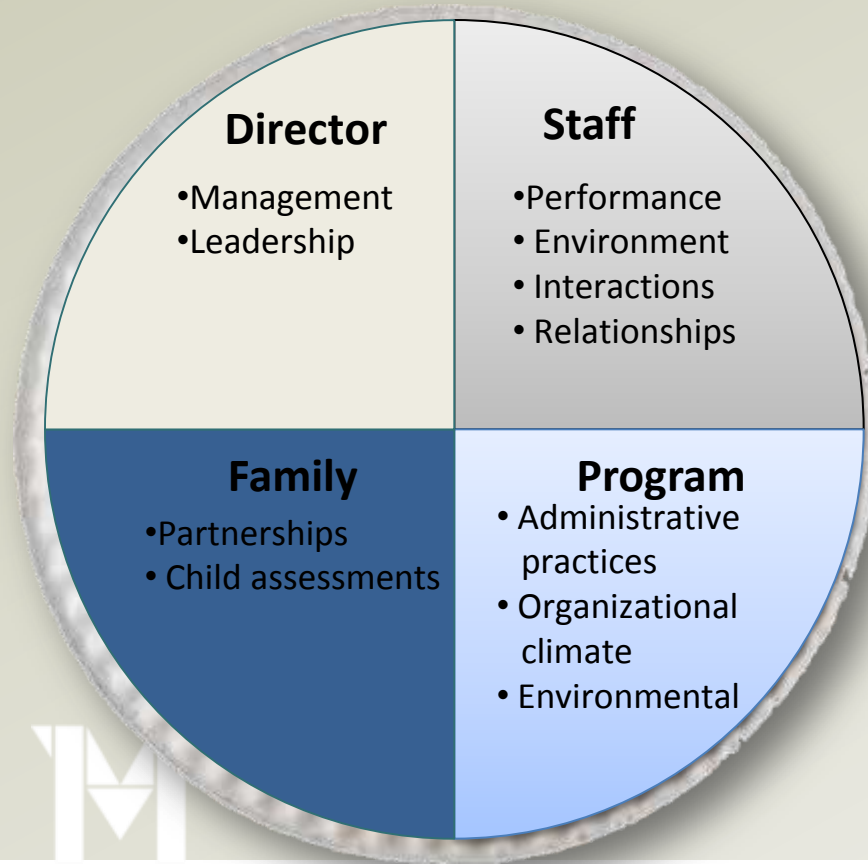
- Help pinpoint problems
- Promote more objective decision making
- Encourage improvement
- Identify strengths
- Maintain organizational wellness
- **Promote norms of continuous improvement**



The Director's Plate



The Director's Plate





**Director
Resources**

Concerns Questionnaire

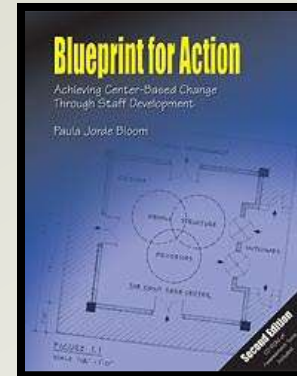
Concerns Questionnaire

Name _____

The purpose of this questionnaire is to determine how you feel about using the Work Sampling System. Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with the Work Sampling System. Some of the items on this questionnaire may have little relevance to you at this time. For the completely irrelevant items, please circle 0 on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale.

	Not at all concerned	Not too concerned	Somewhat concerned	Very concerned		
	0	1	2	3		
1. I am concerned about how the students will react to the Work Sampling System.	0	1	2	3	4	5
2. I know of some other assessment approaches that might work better than the Work Sampling System.	0	1	2	3	4	5
3. I don't even know what the Work Sampling System is.	0	1	2	3	4	5
4. I am concerned about not having enough time to organize myself to implement the assessment system.	0	1	2	3	4	5
5. I would like to help the other teachers in their use of the Work Sampling System.	0	1	2	3	4	5
6. I am concerned about how I can carry out all my responsibilities with respect to the Work Sampling System.	0	1	2	3	4	5
7. I would like to know who will make decisions regarding implementing the Work Sampling System.	0	1	2	3	4	5
8. I would like to explore the possibility of using the Work Sampling System.	0	1	2	3	4	5
9. I would like to know what resources are available to support me in using the Work Sampling System.	0	1	2	3	4	5
10. I am concerned about my ability to manage all that the Work Sampling System requires.	0	1	2	3	4	5
11. I am concerned about enlisting any input or student/teaching with regard to the Work Sampling System.	0	1	2	3	4	5

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Director Self Review

HOW ARE YOU DOING? A CENTER DIRECTOR SELF-REVIEW TOOL

by Karen L. Talley

This idea for a self-review for directors was born out of two separate NAEYC activities for the thousands of Young Children Initiatives. Members of the Committee on Administrative Leadership and the Director's Essential Group began discussing the need for ongoing support and professional development. Eventually, several members of these groups formed a committee to develop a personal and adapted instrument which would fill the needs expressed by their colleagues.

The process itself is completely self-directed and can take as long as you would like. Above all, it is intended to be a job-aid tool. Rate yourself through your own eyes using the General Survey.

A second approach would be to rate yourself through the eyes of those who are knowledgeable of your professional skills. When you are ready to return one to reflect the feedback, complete the Director Survey for Distribution. Once the distribution, place HR notes to those centers for which you do not have direct responsibility. Once the surveys are completed, they should be returned to you for your own personal analysis.

The surveys are for your information only and can be used in any way which fits your needs. We suggest that

after you've had a chance to complete the instrument, you look for a pattern or specific areas which may indicate a goal for professional development. These ideas will implement a plan of action which would accomplish this goal. A follow-up survey could later be conducted to evaluate your success. To complete your survey, enter the total score at the end of each section. Many directors fill in number of 70 and 100 scores and subtract them from the total of possible responses. For example, in Item 10, Program, there are 12 possible responses. If one has been rated 100, and one rated 70, the total score would be divided by 12. Therefore, if the total is 70, the average rating would be 70 ÷ 12 = 5.83.

Two areas tend to be helpful to complete the results based on the positions of the evaluation. Faculty responses could be compared to those of another group such as board members or parents.

This tool has been developed to assist one site director in their professional growth. We do not recommend it be used as a basis for employment evaluation, for being on the salary determination, for any other assessment that this tool be used by executive directors who are not directly responsible for daily operations.

DIRECTOR SELF-REVIEW GENERAL SURVEY

Using the following key, please rate each question below.

KEY
 1 = Usually IV = Not sure
 2 = Sometimes OX = Not Responsible (prior to developing, the Director will place HR notes to those centers for which s/he has direct responsibility)
 3 = Often

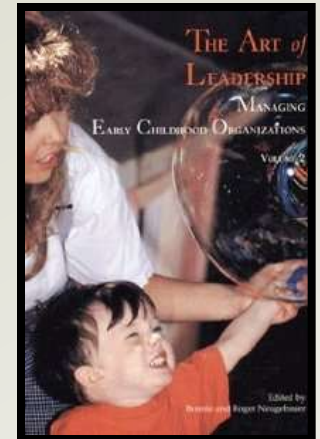
NOTE — For each section, attach a separate page for comments.

I. PROGRAM

Rate the Director:

a. communicates the vision to staff and parents? _____
 b. support developmentally appropriate curriculum? _____

LEADERSHIP — Chapter 7: Developing Your Skills 11



Edited by
 Dennis and Roger Naegele

Leadership Style

"My Director..."⁸

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 this leadership style evaluation form. When you have finished, insert it in the attached envelope and put it in the Questionnaire Return Box in the office. There is no need for you to put your name on the form.

Thank you,
(Your signature)

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

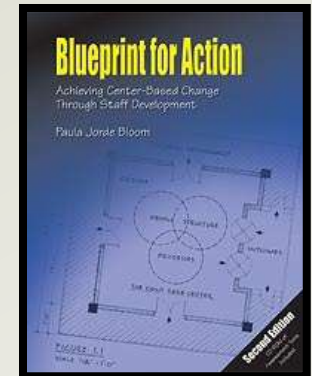
With respect to planning, my director...

- does most of the planning, myself by setting goals, objectives, and work objectives for staff to follow. She then works out procedures and responsibilities for staff to follow.
- 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.
- gets staff members together to assess non-routine 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...

- 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.
- is flexible in adapting job descriptions and changing work assignments as needed. Updates center policies and procedures depending on the needs of the staff, parents, children, and board.
- tends to go by the book. Expects staff to adhere to written job descriptions. Follows policies and procedures precisely.

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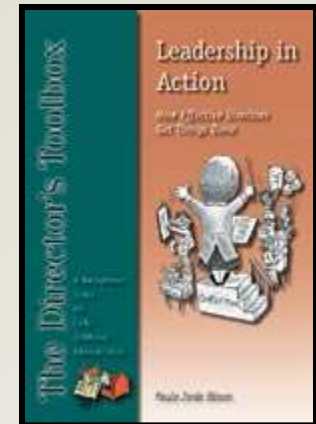


Multi-Rater Leadership Assessment

PART II. Circle the numeral from 1 to 5 (1 = strongly disagree, 5 = strongly agree) that most nearly represents your assessment of my performance in each of the areas described.

My director is ...	Strongly disagree	1	2	3	4	5	Strongly agree
accessible —is available when staff, parents, or community representatives need to reach his/her	1	2	3	4	5		
collaborative —encourages staff to participate in leadership decisions, including their own	1	2	3	4	5		
committed —has a genuine regard and sense of optimism about the future	1	2	3	4	5		
creative —looks for new and novel ways to solve problems and keep things moving	1	2	3	4	5		
dependable —can be counted on to follow through on commitments and responsibilities	1	2	3	4	5		
direct —is clear and forthright in both oral and written communication	1	2	3	4	5		
empathetic —is genuinely concerned about the well-being of the staff and children	1	2	3	4	5		
enthusiastic —has the energy and ability to handle the daily demands of the director's job	1	2	3	4	5		
ethical —demonstrates integrity in both words and actions	1	2	3	4	5		
fair —looks at all sides of an issue and takes into consideration my feelings when making tough decisions	1	2	3	4	5		
flexible —is willing to make accommodations when necessary to support staff and families	1	2	3	4	5		
friendly —displays a warm and gracious manner to staff, parents, and visitors to the center	1	2	3	4	5		

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Identifying and Writing Fit Criteria

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:



A top-down view of a white ceramic plate centered on a light-colored surface. To the left of the plate is a silver fork, and to the right is a silver butter knife. The text "Family Resources" is printed in a bold, dark blue font in the center of the plate.

**Family
Resources**

Family Survey



Name of Program _____

In conducting this family survey as part of its self-assessment to become accredited by the National Association for the Education of Young Children (NAEYC), Family perspectives are essential to the NAEYC Accreditation process. To achieve accreditation, programs must provide opportunities for families to participate in the self-assessment and program improvement process. Programs must provide all staff with the opportunity to respond confidentially and anonymously to this survey, for example, no names, identifying information, or codes may be used. At least half of all enrolled children must return the survey for the results to be considered valid. The program completes the results and reports them to NAEYC. For more information about NAEYC Accreditation, please visit [www.naeyc.org](http://www.naeyc.org/forfamilies).

Please return this survey by this date: _____

Directions:

For each statement, circle "Yes," "No" or "DK" for "don't know." If the statement does not apply to your child's program, circle "NA" for "not applicable" or "N/A." is provided as an option for that situation. Please do not write in responses that are not offered as an option and please circle only one response per statement.

1. There is a good relationship with my child's teacher and other staff.	YES	NO	DK	
2. The teacher takes good care of my child, helps my child learn to get along with others, and is a good teacher.	YES	NO	DK	
3. The teacher often shares information about things happening in the program and wants to know about things my child is doing at home.	YES	NO	DK	
4. I talk with a teacher about my child at least once a week (or every day if my child is a baby).	YES	NO	DK	
5. I have received information about enrollment status throughout the year about the program and my child's classroom, including information about:				
a. Program mission and philosophy.	YES	NO	DK	
b. Rules and expectations.	YES	NO	DK	
c. How to care for drop-off and pick-up and handling emergencies.	YES	NO	DK	
6. I receive the information in a language that I understand.	YES	NO	DK	NA
7. The teacher tells about things that are important to our family and uses this information to help my child grow and learn.	YES	NO	DK	
8. Our families who speak a language other than English or home: The teacher and I discuss the language needs for our child.	YES	NO	DK	NA
9. I am invited to take part in classroom activities and events.	YES	NO	DK	

Parent Feedback 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 (strongly disagree) to 5 (strongly agree) that best represents your feelings about each of the statements below.

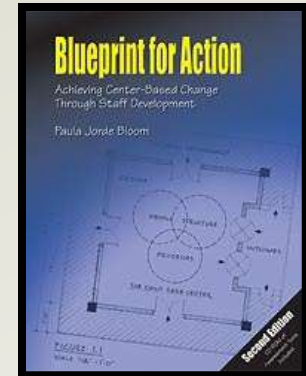
	Strongly disagree				Strongly agree
1. I have received adequate information about program policies and procedures.	1	2	3	4	5
2. My child received a warm welcome into the program.	1	2	3	4	5
3. Teachers encourage me to be actively involved in my child's learning.	1	2	3	4	5
4. I am regularly informed about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

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

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A top-down view of a white ceramic plate centered on a light-colored surface. To the left of the plate is a silver fork, and to the right is a silver butter knife. The text "Program Resources" is printed in a bold, dark blue font in the center of the plate.

**Program
Resources**

Checklist for Effective Meetings

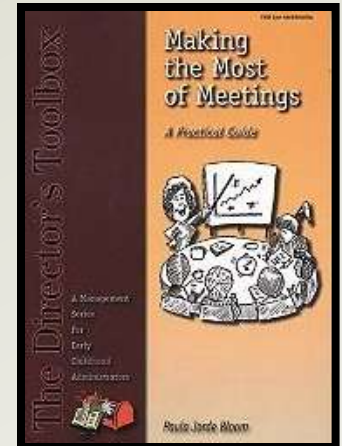
Checklist for Effective Staff Meetings

Part 1. Check (Y) yes or no to indicate your reaction to the following questions:

	Yes	No
1. Were all participants informed ahead of time with a written agenda?	_____	_____
2. Did the meeting start on time?	_____	_____
3. Did the meeting begin on a positive note?	_____	_____
4. Was the room arranged to facilitate interaction between members?	_____	_____
5. Was the content of the meeting relevant to all participants?	_____	_____
6. Did the group have enough background, information, and expertise to make necessary decisions?	_____	_____
7. Did all participants have a chance to express their opinions and offer suggestions if they wanted to?	_____	_____
8. Was the facilitator successful in keeping the discussion focused and on track?	_____	_____
9. Did the facilitator restate and summarize issues when necessary?	_____	_____
10. Was an understanding or consensus achieved on one issue before moving on to the next issue?	_____	_____
11. Was there sufficient time allotted for each item?	_____	_____
12. Did the facilitator allow enough room and flexibility to adapt the agenda to the needs of the group?	_____	_____
13. Was the facilitator able to guide discussion so that it did not get bogged down in time or turn to petty group?	_____	_____
14. Did participants listen respectfully to each other?	_____	_____
15. Did most participants express themselves openly, honestly, and directly?	_____	_____
16. Were differences of opinion on issues openly explored and constructively managed?	_____	_____
17. When a decision was made, was it clear who would carry it out and when?	_____	_____
18. Did the meeting end on a positive note?	_____	_____
19. Did the meeting end on time?	_____	_____
20. Overall, do you feel your time was well spent at this meeting?	_____	_____

From Shulz, P. J. (2001) *Making the Most of Meetings: A Practical Guide*. Lake Park, FL: New Horizons, p. 88. Reprinted with permission.

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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 Questionnaire Return Box in the office. It is not necessary for you to include your name.

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

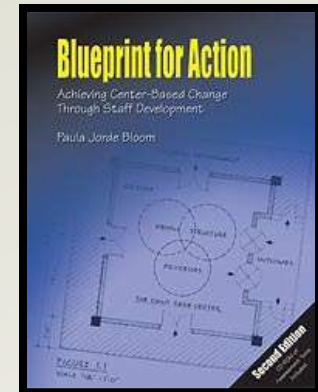
1. Other teachers at this center regularly seek my advice about professional issues and problems.
2. I don't offer advice to other teachers about their teaching unless they ask me for it.
3. I regularly share teaching ideas, materials, and resources with other teachers at this center.
4. I believe that 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 exert some pressure on her/him to improve.
6. The director 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	stubborn
competitive	trusting	guarded	helpful
caring	rigorous	open	misunderstood

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 space)?

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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

Early Childhood Work Environment Survey
(Short Form)

The survey is designed to find out how you feel about this early childhood center as a place to work. The success of this survey depends on your candid and honest response. Please know that your answers are completely confidential; you do not need to sign the form. When you have completed the questionnaire, put it in the attached plain envelope, seal it, and give it to your staff representative. Indicate in the space provided the number (1-5) that most accurately describes how you feel about each statement.

Never 1	Seldom 2	Sometimes 3	Sometimes regularly 4	Frequently 5
------------	-------------	----------------	-----------------------------	-----------------

- Staff are friendly and trust one another.
- Morale is high. There is a good team spirit.
- Staff are encouraged to learn new skills and competencies.
- The center provides guidance for professional advancement.
- Supervisor(s) are knowledgeable and competent.
- Supervisor(s) provide helpful feedback.
- Communication regarding policies and procedures is clear.
- Job responsibilities are well defined.
- Salaries and fringe benefits are distributed equitably.
- Privileges are handled fairly.
- Teachers help make decisions about things that directly affect them.
- People feel free to express their opinions.
- Staff agree on school philosophy and educational objectives.
- Staff share a common vision of what the center should be like.
- The program is well planned and efficiently run.
- Meetings are productive. There is not wastage.
- The work environment is attractive and well organized.
- There are sufficient supplies and equipment for staff to do their jobs.
- Staff are encouraged to be creative and innovative in their work.
- The center's programs change as needed.

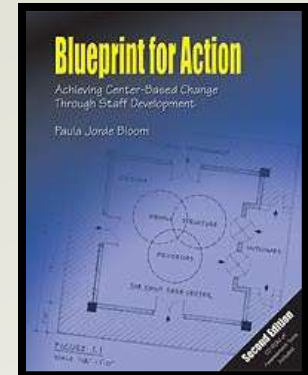
What three words describe the climate of the center as a place to work?

What do you perceive to be the greatest strengths of this center?

What areas do you feel could use some improvement?

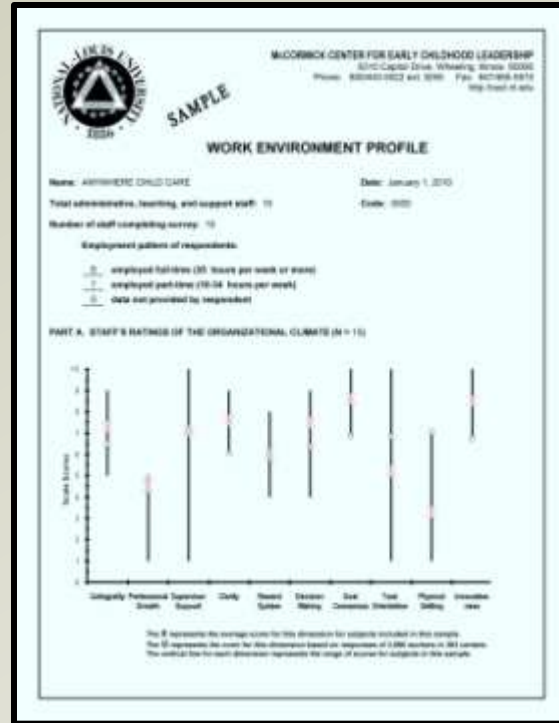
Thank you!

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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

Meeting Evaluation

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

Agenda: 0 _____ 5
Tightly controlled _____ Well-controlled

Participation: 0 _____ 5
Dominated by a few _____ Balanced among many

Listening: 0 _____ 5
Inattentive _____ Attentive

Climate: 0 _____ 5
Disharmonic _____ Supportive, encouraging

Decisions: 0 _____ 5
Forced by a few _____ Supported by all

Control: 0 _____ 5
Guarded _____ Open and direct

Use of Time: 0 _____ 5
Free _____ Efficient

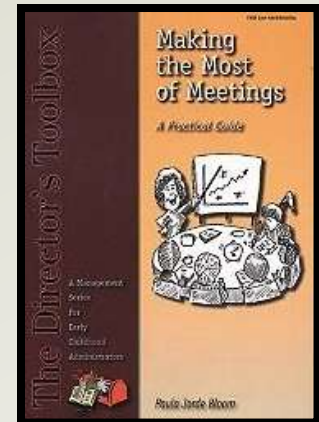
Facilitation: 0 _____ 5
Unprepared/unskilled _____ Effective

Creativity: 0 _____ 5
Stale, pre-arranged _____ New ideas explored

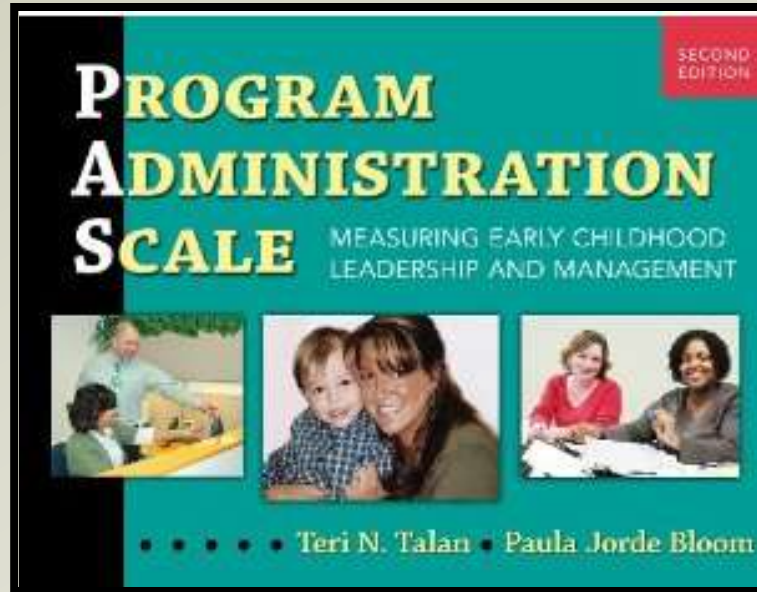
Overall Meeting: 0 _____ 5
Drip _____ Excellent

Other comments, observations, or recommendations:

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Program Administration Scale (PAS)



“The Way Things Are Done Around Here”

“The Way Things are Done Around Here...”

When individuals work together in a work setting, implicit agreement develops about the way things are supposed to be done. Over time these shared patterns of behavior become standards and define the appropriate range of acceptable behavior in a variety of situations. The term *norms* is used to describe these shared assumptions and expectations. Norms include things we are expected to do and things we should not do. Every center varies in the kinds of norms it has and in the intensity with which they are felt.

This assessment asks you to think about some of the do's and don'ts of your center. It is divided into seven different areas. Under each category, think of some of the norms (the do's and don'ts) that you feel are shared expectations.

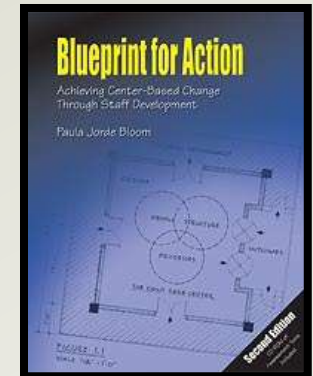
Everyday behavior (includes expectations about appropriate dress, whether or not smoking is allowed, the amount of noise tolerated, and the degree of formality in everyday language)

Use of space and materials (includes such things as expectations for sharing of supplies, who cleans up when and how often, and the amount of clutter tolerated)

Time and task orientation (includes such things as observations about workload, expectations for promptness in beginning meetings, and the degree of participation expected)

Professional conduct with children and families (includes expectations about the type of guidelines used with children, the teacher's classroom behavior, and the degree of parental involvement)

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**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 practices.

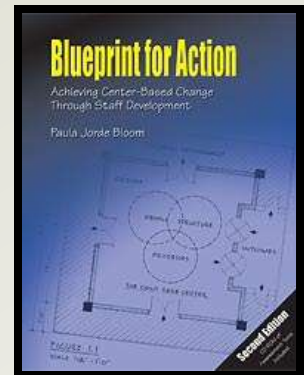
PART I. Complete the following sentences.

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 not _____
6. All children are _____
7. I wish parents would _____
8. When parents _____, I feel _____

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
athletic	self-starter	resistant
caring	sense of humor	spontaneous
bossy	industrious	persistent
assertive	creative	proud
confident	independent thinker	risk taker
cheerful	desire to excel	open-minded

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Learning Style

Appreciating Individual Differences

Appreciating Individual Differences

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

Part I. The following table includes 60 words and phrases organized into 10 rows. Each row includes four descriptors. From each row, select the one word or phrase that best captures how you would describe yourself as a learner. When you have completed this part, you will have 10 colored descriptors, one in each row.

	A	B	C	D
1.	realistic	systematic	adaptable	investigative
2.	organized	critical	imaginative	inquisitive
3.	gets to the point	detailer	relaxed	creative
4.	practical	academic	personal	adventurous
5.	precise	analytical	flexible	interactive
6.	orderly	variable	sharing	independent
7.	perfectionist	logical	cooperative	intuitive
8.	hard-working	intellectual	emotional	risk-taking
9.	product-oriented	quality-oriented	people-oriented	problem-oriented
10.	memorizes	thinks through	collaborates	pragmatic
11.	needs direction	evaluates	spontaneous	strategic
12.	cautious	reasons	communicates	discovers
13.	analytical	examines	cares	challenges
14.	completes work	gains ideas	sees possibilities	integrates
15.	persistent	rational	aesthetics	experimental

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Communication Style Audit

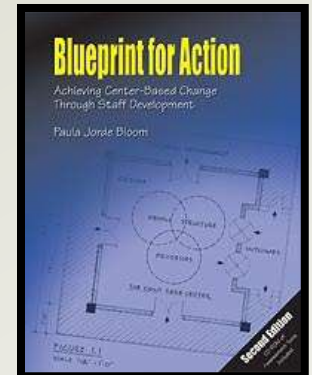
Communication Style Audit

The purpose of this assessment is to help you gain greater insight into your communication style. But please take special care when you want to be interrupted or distracted. Remember, there are no right or wrong answers.

Part I. The following table includes 60 words. From the entire list, circle the 15 words that best describe your communication style.

A	B	C	D
Advocate	Influencing	Steady	Cautious
Decisive	Optimistic	Patent	Reserved
Frank	Enthusiastic	Caring	Exact
Determined	Talkative	Accommodating	Serious
Assertive	Animated	Easinging	Precise
Achiever	Friendly	Warm	Objective
Take charge	Spontaneous	Connector	Accurate
Pragmatic	Outgoing	Supportive	Logical
Fast paced	Enjoys the spotlight	Good listener	Orderly
No nonsense	Unshy	Sympathetic	Persistent
Honest	Charismatic	Sensitive	Analytical
Independent	Motivator	Team player	Problem solver
Outspoken	Presenter	Monitor	Organized
Candid	Popular	Sentimental	Detailed
Risk taker	Charismatic	Cooperative	Flexible

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Contributing to Meeting Productivity

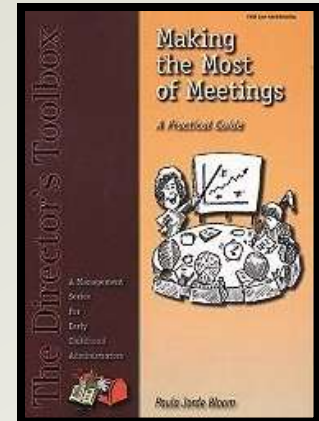
What Role Do I Play?

APPENDIX D

Contributing to Meeting Productivity: What Role Do I Play?

This assessment is designed to help you reflect on the actions and behaviors that contribute to productive meetings. Please take a few minutes to read through the descriptions and indicate in the space provided if the behavior is one you exhibit in your group meetings rarely, occasionally, or frequently. After you have reflected on your own meeting behaviors, think about the other members of your work group. In the space marked others, write the initials of one of your team members who you perceive regularly exhibits this function.

	Never	Occasionally	Frequently	Others
Defining Roles Recognize new ideas for the group to consider. Help define problems, suggest possibilities, and propose different goals for the group to take on.				
Seeking Information Solicit information or volunteer team group members and outside experts on different issues. Gather facts and data for the group to use in its deliberations.				
Providing Information Offer facts and relevant information during group deliberations. Share one perspective and encourage opinions on different topics that are being discussed.				
Clarifying and Disambiguating Seek to clear up confusion regarding past/next facts that have been presented. Define jargon or acronyms for members. Rephrase, amplify, or interpret what has been said.				
Summarizing Restate key ideas that have been presented and summarize what the group has covered. Make connections between ideas expressed and suggestions for action.				
Evaluating Bring proposals offered by the group against criteria for effectiveness or consistency of quality. Assess whether ideas offered are reasonable, practical, or doable.				
Checking for Consensus Check to see if the group is ready to make a decision, if it has reached consensus on an issue, or if it has completed discussion on a topic and is ready to move on.				
Encouraging Create a friendly, warm, and supportive atmosphere for other members in the group. Is friendly, warm, and responsive to others and accepting of their contributions and opinions.				
Reconciling Attempt to reconcile differing points of view. Look for win-win ground. Help/insure that group members can explore differences productively. Sense and comment on the mood of the group.				
Gatekeeping Checks the flow of conversation to ensure that all members have a chance to speak. Redirect the discussion of topics discussed by all members when time remaining for discussion is only a few.				



Staff Orientation Assessment

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

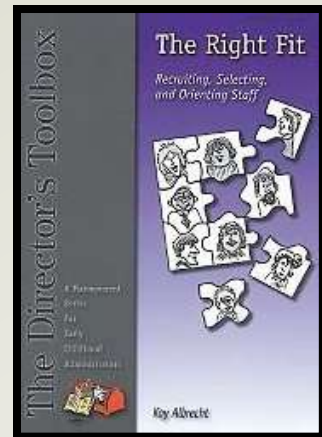
4. Were you made to feel that others had a personal interest in your progress? Have other staff made you feel like you are part of the team?
 no yes

Comments

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

Comments

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Early Childhood Job Satisfaction Survey

Work Attitudes Questionnaire

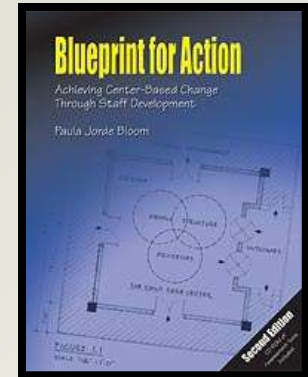
This survey is designed to find out how you feel about different facets of your job. The purpose of the questionnaire is to help you become more aware of those aspects of your work that contribute most to your job satisfaction and those you would like to improve. The results of this assessment depends on your candid and honest responses.

After you have scored your survey, you will develop a personal job-satisfaction profile. This summary profile will be useful when you meet with your supervisor or director to plan your professional goals.

PART I Check (✓) the corresponding space (strongly disagree to strongly agree) to indicate how you feel about each of the statements in the categories below.

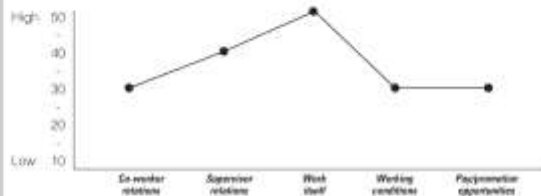
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My co-workers...					
1. care about me					
2. encourage and support me					
3. share their personal concerns with me					
4. are likely to get to know me					
5. are critical of my performance					
6. are competitive					
7. are not very helpful					
8. share ideas and resources with me					
9. don't let me down					
10. are enjoyable to work with					
My supervisor...					
11. respects my work					
12. is too busy to know how I'm doing					
13. supervises me too closely					
14. gives me helpful feedback					
15. asks for my opinion					
16. is tactful					
17. is not very dependable					
18. encourages me to try new ideas					
19. makes me feel inadequate					
20. is unpredictable					

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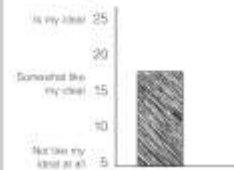
Job Satisfaction Profile for Margaret

PART I. Facets of Job Satisfaction



SAMPLE

PART II. Congruence with Ideal



PART III. Occupational Values

1. challenge _____
2. stimulation _____
3. security _____

PART IV. Primary Satisfaction and Frustrations

- | Satisfactions | Frustrations |
|-------------------------------------|---|
| 1. opportunity to learn new skills | 1. parents who have unrealistic expectations for their children |
| 2. watching children grow and learn | 2. low pay |




POLL #4



**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**



A top-down view of a white ceramic plate centered on a light-colored surface. To the left of the plate is a silver fork, and to the right is a silver butter knife. The word "Books" is printed in a bold, dark blue font in the center of the plate.

Books

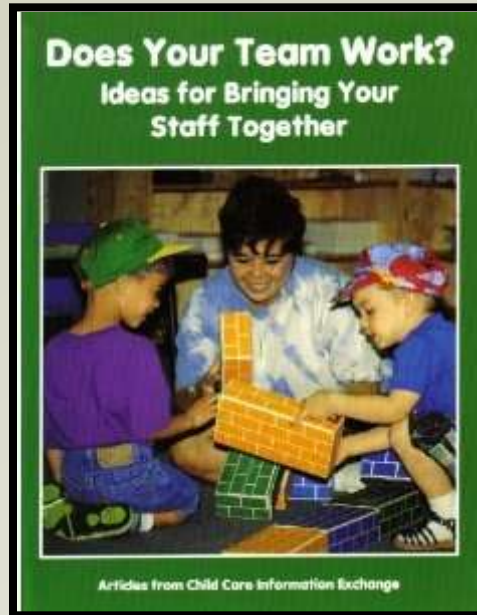
The Art of Leadership



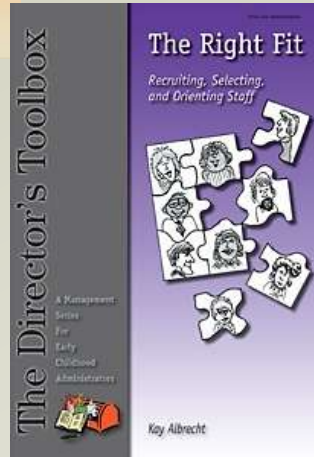
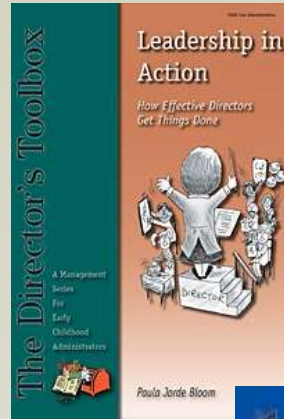
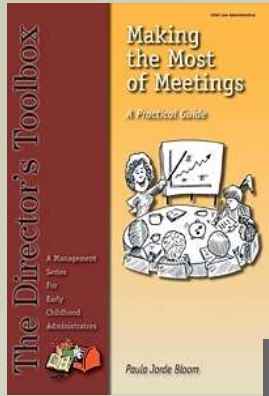
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Does Your Team Work?

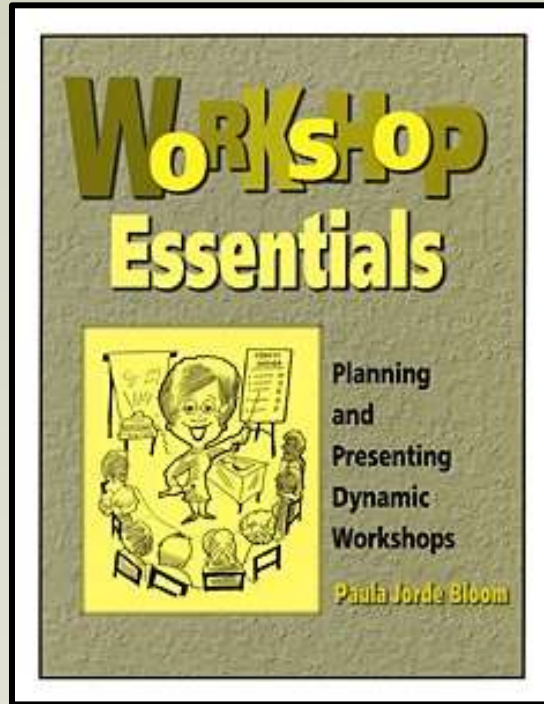


Director's Toolbox Management Series



Workshop Essentials:

Planning and Presenting Dynamic Workshops



Dessert

- Questions????



Further Information

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