

School Readiness: What Head Start directors need to know, do, and oversee

What Head Start directors need to know:

	I know this		
	Well	Somewhat	Not enough
<ul style="list-style-type: none"> • 1307 regulations and HHS goal 			
<ul style="list-style-type: none"> • CLASS instrument – (1307 and the HHS goal) and the domains/scores and implications for funding 			
<ul style="list-style-type: none"> • QRIS and other observation instruments, (e.g., ECERs, ITERS, FCCRS) 			
<ul style="list-style-type: none"> • Current research on child development, brain development, effective professional development for teachers/home visitors, family engagement and health staff 			
<ul style="list-style-type: none"> • Screening vs. Assessment instruments 			
<ul style="list-style-type: none"> • Developmentally appropriate goals for infants, toddlers, and preschoolers 			
<ul style="list-style-type: none"> • Local, state, regional and national school readiness efforts and how they will affect your program 			

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What Head Start directors need to do:

	I do this		
	Regularly	Sometimes	Not enough
<ul style="list-style-type: none"> Be the champion for SR! Be the educational leader for your program! 			
<ul style="list-style-type: none"> Develop a budget that supports your SR goals 			
<ul style="list-style-type: none"> Develop a T/TA plan and budget that supports practice change for teachers 			
<ul style="list-style-type: none"> Use school readiness data for planning, ongoing monitoring, and Self-Assessment 			
<ul style="list-style-type: none"> Involve and educate your Policy Council, governing body, and community partners about the importance of school readiness 			
<ul style="list-style-type: none"> Engage families in the development of school readiness goals. Support parents' understanding of their important role in their children's school readiness 			
<ul style="list-style-type: none"> Build relationships to ensure alignment with your Local Education Agencies (MOUs, Transition Plans and SR Advisory teams) 			

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What Head Start directors need to oversee:

	I oversee this		
	Regularly	Sometimes	Not enough
<ul style="list-style-type: none"> • Policies, procedures and job descriptions that integrate SR responsibilities throughout the program 			
<ul style="list-style-type: none"> • Regular classroom (and in other child settings) observations and feedback 			
<ul style="list-style-type: none"> • Professional development for all staff that builds capacity for their SR roles and responsibilities 			
<ul style="list-style-type: none"> • PD Teams that use data during ongoing monitoring for continuous program improvement and innovation 			
<ul style="list-style-type: none"> • Supervision system that supports learning and new practice (reflective supervision) 			
<ul style="list-style-type: none"> • Data collection and use at all levels of the program from individual child/classroom planning to five year and annual program planning 			

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