

School Readiness: the Leader's Role -- Truth or Myth?

Answer Key

Directions: Read each statement. Indicate in the “before” column whether you think each statements is true or is a myth. The answers will be revealed during the session. When you hear the answer, check the truth or myth line in the “after column.”

Statement:	Before	After
<p>1. School readiness is a new concept in Head Start, introduced in the 2007 Head Start Act, <i>Improving Head Start for School Readiness</i> and reinforced in 1307.</p> <p style="color: red;">Myth -- While the 2007 Head Start Act, <i>Improving Head Start for School Readiness</i> forced us to be more intentional and intensive in framing our programs around school readiness, Head Start has always been about school readiness.</p>	<input type="checkbox"/> Truth <input type="checkbox"/> Myth	<input type="checkbox"/> Truth <input type="checkbox"/> Myth
<p>2. Directors have little responsibility for school readiness. They should count on their education staff to lead the effort since they are the most knowledgeable about the topic.</p> <p style="color: red;">Myth -- It is the responsibility of Head Start and Early Head Start directors to establish a vision for school readiness that permeates their programs. Head Start and Early Head Start directors oversee their program's school readiness efforts.</p>	<input type="checkbox"/> Truth <input type="checkbox"/> Myth	<input type="checkbox"/> Truth <input type="checkbox"/> Myth
<p>3. School readiness is the responsibility of the education managers and classroom, home visitors, and/or family child care providers.</p> <p style="color: red;">Myth -- School readiness is everyone's business. Every member of the Head Start/Early Head Start community plays a role and has a contribution to make towards school readiness.</p>	<input type="checkbox"/> Truth <input type="checkbox"/> Myth	<input type="checkbox"/> Truth <input type="checkbox"/> Myth
<p>4. Programs develop school readiness goals for the five essential domains of the Head Start Early Childhood Learning and Development Framework.</p> <p style="color: red;">Truth. Programs develop school readiness goals across the domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development.</p>	<input type="checkbox"/> Truth <input type="checkbox"/> Myth	<input type="checkbox"/> Truth <input type="checkbox"/> Myth
<p>5. Programs are not required to develop school readiness goals for infants and toddlers because infants and toddlers are not nearly ready for kindergarten yet.</p> <p style="color: red;">Myth: Programs have to create developmentally appropriate school readiness goals for infants and toddlers, aligned with their preschool school readiness goals.</p>	<input type="checkbox"/> Truth <input type="checkbox"/> Myth	<input type="checkbox"/> Truth <input type="checkbox"/> Myth

Statement:	Before	After
<p>6. It is important to develop a program goal for every individual school readiness goal.</p> <p>Myth: According to the Planning Paper #3: <i>Program Goals and School Readiness Goals – Understanding the Relationship</i>, program and school readiness goals work together to ensure high quality comprehensive services to children and families. The majority of program goals support children’s school readiness. In fact, a broad program goal is likely to support all school readiness goals. It is not appropriate or necessary to have a program goal for each individual school readiness goals.</p>	<input type="checkbox"/> Truth <input type="checkbox"/> Myth	<input type="checkbox"/> Truth <input type="checkbox"/> Myth
<p>7. School readiness goals must be aligned with state early learning guidelines and expectations of local schools.</p> <p>Truth.</p>	<input type="checkbox"/> Truth <input type="checkbox"/> Myth	<input type="checkbox"/> Truth <input type="checkbox"/> Myth
<p>8. Once programs have developed their school readiness goals, they should communicate them to parents.</p> <p>Myth -- School readiness goals are developed in consultation with families.</p>	<input type="checkbox"/> Truth <input type="checkbox"/> Myth	<input type="checkbox"/> Truth <input type="checkbox"/> Myth
<p>9. School readiness goals are a subset of program goals.</p> <p>Truth -- See Planning Paper #3: <i>Program Goals and School Readiness Goals – Understanding the Relationship</i></p>	<input type="checkbox"/> Truth <input type="checkbox"/> Myth	<input type="checkbox"/> Truth <input type="checkbox"/> Myth
<p>10. Programs use their child outcomes data three times a year (two times in programs operating under 90 days).</p> <p>Myth -- Programs aggregate and analyze their child outcomes data three times a year (two times in programs operating under 90 days.) However, child outcomes data is used by teachers on an ongoing basis to plan for individual children and their group.</p>	<input type="checkbox"/> Truth <input type="checkbox"/> Myth	<input type="checkbox"/> Truth <input type="checkbox"/> Myth
<p>11. Fiscal management staff should concentrate on fiscal reporting and accounting of non-federal share and not worry about school readiness.</p> <p>Myth -- Fiscal staff are as much a part of a program’s school readiness effort as anyone else. They help to ensure that the program has the resources available for everything from professional development to materials and equipment needed to accomplish school readiness.</p>	<input type="checkbox"/> Truth <input type="checkbox"/> Myth	<input type="checkbox"/> Truth <input type="checkbox"/> Myth
<p>12. All systems except ERSEA (Eligibility, recruitment, selection, enrollment and attendance) are related to and support school readiness.</p> <p>Myth – All systems, including ERSEA, are related to and support school readiness. For example, programs can talk with parents during recruitment and enrollment about the importance of attendance and its impact on school readiness.</p>	<input type="checkbox"/> Truth <input type="checkbox"/> Myth	<input type="checkbox"/> Truth <input type="checkbox"/> Myth

Statement:	Before	After
<p>13. The governing body and Policy Council's role in school readiness is to approve the annual report that includes a summary of the program's progress towards school readiness.</p> <p>Myth – Governing bodies and Policy Councils must be knowledgeable about the program's school readiness efforts, involved in development of program and school readiness goals, informed about data related to school readiness such as child outcomes data and CLASS results.</p>	<input type="checkbox"/> Truth <input type="checkbox"/> Myth	<input type="checkbox"/> Truth <input type="checkbox"/> Myth

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