

# Focusing on Infant and Toddler Teaching: Shifting Mindsets and Overcoming Challenges with Developmentally Appropriate Practice

Marie Masterson, PhD, Senior Director of Quality Assessment,  
McCormick Center for Early Childhood Leadership

Ron Grady, MS, doctoral candidate, author and educator,  
Harvard Graduate School of Education

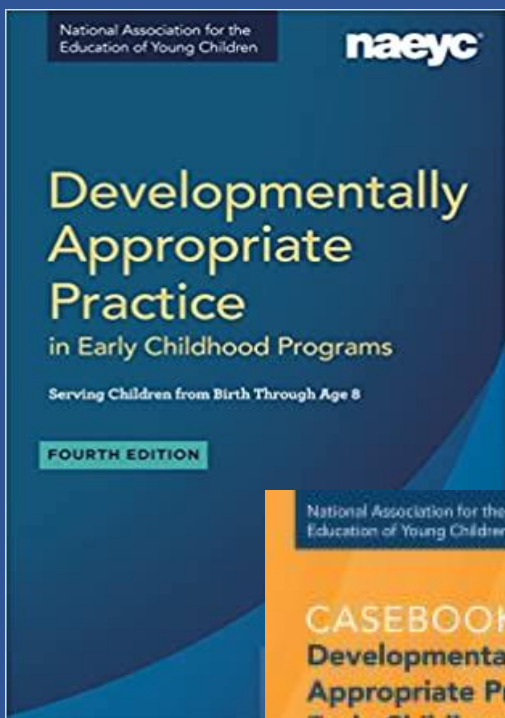


How to  
contact us:



Marie Masterson, Ph.D.  
[www.mariemasterson.com](http://www.mariemasterson.com)

Ron Grady, MS. Ed.  
[www.childology.co](http://www.childology.co)



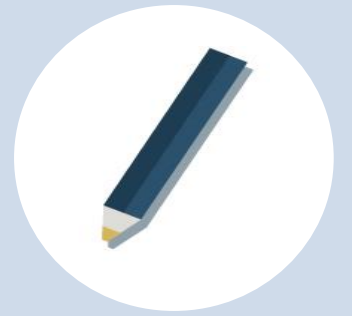
## Coming Soon!

- Focus on DAP: Joyful, Equitable Teaching with Infants and Toddlers (NAEYC)
- Culturally Responsive and Inclusive Care for Infants and Toddlers: Strategies for High-Quality Teaching (Teachers College Press)
- Honoring the Moment in Young Children's Lives (Redleaf Press)

## On the Shelf:

- What Does Brown Mean to You (Penguin Random House)
- Enjoying the Parenting Roller Coaster (Gryphon House)
- Let's Talk Toddlers (Redleaf Press)

# Shifting Mindsets and Overcoming Challenges



## OBJECTIVES

- Identify features of culturally safe, inclusive, thriving learning community (DAP Guideline 1, 2)
- Explore big pay-off benefits of observation and documentation, joyful teaching, and child-centered curriculum planning (DAP Guideline 3, 4, 5)
- Overcome barriers to equitable practice with vital communities of practice – developing mindsets of growth, leadership, and advocacy (DAP Guideline 6)





We are advocating for developmentally appropriate practice as a unifying framework and guide for practice that can drive positive change for programs serving infants and toddlers and strengthen teachers, leaders, and systems that serve infants, toddlers, and their families.

*- Marie Masterson and Ron Grady*



# Shifting Mindsets and Overcoming Challenges

## Questions we ask:

- Who are the children we serve?
- What and where the gaps in access and quality?
- Are the children we serve receiving strong foundations for their future?
- How do we reconcile what DAP proposes to what is actually in the field?
- What are the best avenues to promote DAP in systems?



# Shifting Mindsets and Overcoming Challenges

## Who are the infants and toddlers we serve?

- 11 million babies in our country, 900,000 fewer than five years ago.
- 52 percent infants and toddlers are of color.
- 33 percent birth to 3 are dual language learners (DLLs).
- 91.7 percent live in urban vs. 8.3 percent in rural locations.
- 62 percent working mothers.

State of Babies Yearbook, Zero to Three, 2023



# Shifting Mindsets and Overcoming Challenges

## Who lives in poverty?

- 2 million babies live in poverty.
- 1 in 5 infants and toddlers in poverty (18.6 percent).
- 1 in 10 in deep poverty (9.6 percent).

FPL	
Poverty – 100 percent of FPL	\$27,750 for family of 4
Low-income – 200 percent FPL	\$23,030 for family of 3
Deep poverty level – 50% below FPL	\$18,310 for family of 2





# Shifting Mindsets and Overcoming Challenges

## Who lives in poverty?

- 3 in 5 Black (62.3 percent) and Native American infants and toddlers (61.4 percent) live in families with low income.
- 1 in 5 Black and Native American infants and toddlers live with families in deep poverty.

FPL	
Poverty – 100 percent of FPL	\$27,750 for family of 4
Low-income – 200 percent FPL	\$23,030 for family of 3
Deep poverty level – 50% below FPL	\$18,310 for family of 2



# Shifting Mindsets and Overcoming Challenges

## **Where are the infants and toddlers?**

- 30 percent of infants are in home-based settings, with half of these receiving unpaid care from family, friends, and neighbors.
- 12 percent of infants and toddlers are in an early childhood center.
- Of low-income families, 36 percent used center-based care.
- 37.7 % of infants and toddlers are cared for exclusively by a parent (Child Trends, 2019).

State of Babies Yearbook, Zero to Three, 2023



# Shifting Mindsets and Overcoming Challenges

## **Why do we constantly check for program screening practices?**

- 34.2 percent - Rate of basic developmental screening for infants and toddlers
- 1 in 3 received screening with parent completed tool (9–35 month)
- 29.5 percent – Rate of basic developmental screening for families in low income
- 37.3 percent for families above low-income

State of Babies Yearbook, Zero to Three, 2023



## Why This Matters

By the time children enter Pre-K and K, the foundations for their future learning has already been set. Our job is to do everything we can to support the critical years of learning from birth to three.

This age group tends to be overlooked in the field as a whole, with so much focus on Pre-K. We need to actively advocate for the critical priority of infants, toddlers, and their teachers and families. They need critical advocacy. We are the advocates!



# Shifting Mindsets and Overcoming Challenges

## **What do we know about access for infants and toddlers?**

- Quality remains low and variable (Mangione, Kriener-Althen, & Marcella, 2016).
- Fewer than half of infants and toddlers in licensed care have the highest QRS ratings (Perlman, Brunsek, Kepditch, Gray, & Falenchuk, 2017).
- Quality is especially low in programs serving low-income families (Bichay-Awadalla & Butotsky-Shearer, 2022).
- Families with high neighborhood violence, poverty, and ACEs are least likely to have access to high-quality programs (Coley, Speilvogel, Kruzik, et al., 2021).



# Shifting Mindsets and Overcoming Challenges

## What's happening in programs?

- Managing staffing turnover, licensing, staff burnout, low compensation.
- Mediating daily challenges - children's behavior, family stress, personal stress.
- Struggling to lead CQI, family engagement, and advocacy.



Keeps us from focusing on what children really need.



# Shifting Mindsets and Overcoming Challenges

## What's missing?

- Applying DAP to teaching, communication, and curriculum planning.
- Shifting away from “same old ways” to reflect, regroup, and grow.
- Using inclusive practices with multi-lingual families and children.
- Building on cultural differences as assets.
- Integrating DAP resources into state systems (Georgia? Your state?)



# Shifting Mindsets and Overcoming Challenges

## What's missing?

- Infusing observation, documentation, and reflection into practice.
- Reactivity to behavior instead of strengths-based, culturally sensitive approaches to social-emotional learning that set children up for success.
- The basics of setting up meaningful classrooms – that reflect the lives and interests of children and families.



What we advocate for, we rarely see (articles vs. reality).

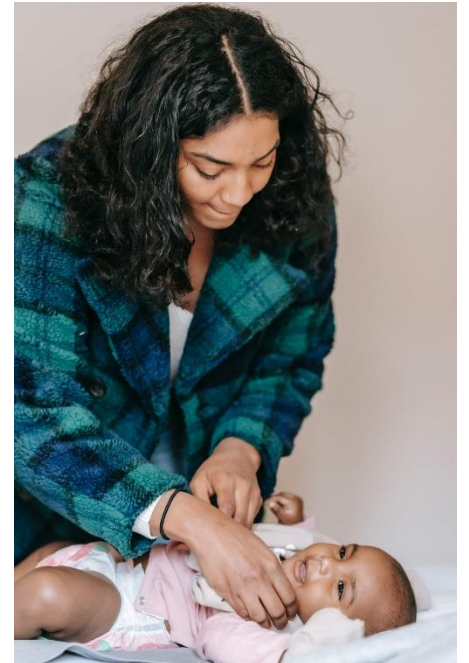




# Shifting Mindsets and Overcoming Challenges

## What's missing?

- Purposeful, exuberant nature and outdoor experiences.
- Well-being: exercise, nutrition, sleep, and stress mediation.
- Creative expression (music, culture, art, literacy).
- Personalized teaching: with security, challenge, curiosity, joy, self-agency, and meaningful learning.
- Integrated family engagement – to build identity and cohesion between home and the program.



# Shifting Mindsets and Overcoming Challenges

## **National Academies: Closing The Opportunity Gap, 2023:**

1. Asset-driven, high-quality teaching, assessments, and curricula.
2. Social-emotional and mental health supports.
3. Full inclusion of children with disabilities.
4. Bilingual learning opportunities.
5. Data-driven quality improvement efforts to address opportunity/outcome gaps.
6. Authentic and meaningful family engagement partnerships.
7. Strong external partnerships to promote holistic family wellness.





DAP addresses each of the National Academies recommendations **comprehensively** and provides aligned action steps through the six DAP guidelines for practice.



# Shifting Mindsets and Overcoming Challenges

To create an equitable community of learners, educators make sure that each member is valued for the strengths they bring and for their contributions to physical, psychological, and learning environments that are conducive to the learning and well-being of all. For infants and toddlers, the first communities outside of the home are extremely influential in development” (DAP page number).

**Guideline 1: Creating a caring community of learners** that provides a place of affirmation, engagement, encouragement, and connection for families



# Shifting Mindsets and Overcoming Challenges

## **Guideline 1: Creating a caring community of learners**

### **Questions we have been asking:**

- What does it mean to have a learning community of practice where adults, families, and children learn and grow together?
- How do we integrate diversity, equity, inclusion, and belonging (DEIB) into program improvement efforts?
- How do we address psychological safety for children: How can this be culturally congruent – and what does this mean?

DEIB connects families to mission and increases innovation and impact (Findem, 2020).



# Shifting Mindsets and Overcoming Challenges

## What must we do together?

- Identify and remove all forms of deficit thinking and language (Steed, & Kranski, 2022).
- Remove deficit messages that convey beliefs about what is normal, who is capable, families' economic status, mental health, and other lifestyle choices (Spence, et al., 2022).
- Revise expectations about norms for development that reflect only European ways of being (Beneke, Collins, & Ferri, 2013)



# Shifting Mindsets and Overcoming Challenges

## What must we do together?

- Address Adverse Childhood Experiences (ACE) and use trauma-informed teaching.
- Zero to Three finds that 18.6% of infants and toddlers in the United States experienced at least one ACE and 7.2% have experienced two or more ACEs.
- Nationally, 61 percent of black non-Hispanic children and 51 percent of Hispanic children have experienced at least one ACE, compared with 40 percent of white non-Hispanic children and only 23 percent of Asian non-Hispanic children” (Sacks & Murphey, 2018).



# Shifting Mindsets and Overcoming Challenges

## **What must we do together?**

- Reflect on your ideas, feelings, and biases. What do you really think about children and families?
- Understand children as individuals – strengths, assets, dispositions.
- Hold rich conversations that value social and cultural identities.
- Seek family insights, thoughts, and values – to nurture a group that feels like home to each child.





# Shifting Mindsets and Overcoming Challenges

“Through reciprocal partnerships, programs offer families multiple opportunities to provide information, weigh in on decisions, share their preferences and concerns, and participate in day-to-day activities. They build connections with the community as a resource to strengthen program impact.”

**Guideline 2: Engaging in reciprocal partnerships with families and fostering community that is equitable and inclusive.**



“Relationship-based care requires that educators be “continual learners/investigators when it comes to the children they are caring for and actively engaged in building and maintaining an evolving relationship(s) with those children in their charge as well as the families of those children” QRIS. (2021). *Caring for Our Youngest*, p.4).



# Shifting Mindsets and Overcoming Challenges

## Guideline 2: Engaging in Reciprocal Partnerships with Families

### Questions we have been asking:

- How do we identify and remove bias in family evaluation, expectations for children, and children's behavior?
- How do we make space to evaluate ourselves, our own identity and experiences, and then invite families to share stories, experiences, and insight?
- What are the many ways to invite family contributions?



# Shifting Mindsets and Overcoming Challenges

## **Guideline 2: Engaging in Reciprocal Partnerships with Families**

- Ensuring program staff speak/facilitate home languages of families.
- Facilitating program conversations and training teachers about family communication skills.
- Including cultural brokers as the norm. Is this the norm?
- Connecting to community resources.



Programs minimum 2  
conferences a year.



# Shifting Mindsets and Overcoming Challenges

## Practicing inclusion for families and children

- Only 34.2% of children are screened.
- Only 28.5% of children from families living in low-income are screened (Cole et al., 2023).

“

Children in inclusive classrooms often have screenings or referral to special education (IEP) where the families do not understand what this means. Many times, the families are handed the IEP and families do not understand what this means for their child based on the screening results. Is this a lack of humility and service on the part of the program? How can we change that?

”



# Shifting Mindsets and Overcoming Challenges

## What about program screening practices?

- The percentage of infants and toddlers with disabilities from birth to 2 years old who actually received early intervention services under IDEA Part C during the most recent 12-month period was **6.8 percent**.
- Income-eligible infants and toddlers with EHS access: **11 percent**

State of Babies Yearbook, Zero to Three, 2023



# Shifting Mindsets and Overcoming Challenges

## Promising Practices for Partnerships with Families

- Radiate positive messages. “We love having your child. Tell me about your child. What else can we do to support your child?”
- Set 2 conferences annually – minimum to listen to family stories, learn about context, and build trust.
- Invite families into classrooms – to be part of the family.



# ■ Guideline 1 and 2: Pair and Share



1. What does it mean to have a learning community of practice where adults, families, and children learn and grow together?
2. How do we address psychological safety for children: How can this be culturally congruent – and what does this mean?
3. How do we make space to evaluate ourselves, our own identity and experiences, and then learn how to invite families to share stories, experiences, and wisdom?





# Shifting Mindsets and Overcoming Challenges

“The processes of observation, documentation, and assessment must be ongoing, systematic, strategic, and reflective, with the goal of creating developmentally appropriate curriculum. Each must be culturally and linguistically sensitive, carried out by educators who work against the possibility of implicit and explicit bias. By observing infants and toddlers, educators develop a deep appreciation for children’s abilities and understand their ways of being, thinking, and relating in the learning community.”

**Guideline 3: Observing, Documenting, and Assessing Development and Learning**



# Shifting Mindsets and Overcoming Challenges

## **Observation and documentation: Questions we are asking:**

- How can we use authentic documentation beyond required (commercial) digital assessments?
- How can we use observation and documentation to discover opportunities for growth and to remove barriers to engagement?
- How do we include cycles of reflective practice to explore children's interests and skills and make our own practices visible and intentional?



# Shifting Mindsets and Overcoming Challenges

## Identifying and removing bias

- All forms of deficit thinking and language must be identified and removed (Steed, & Kranski, 2022).
- Deficit-oriented language that conveys beliefs about what is normal, who is capable, families' economic status, mental health, and other lifestyle choices (Spence, et al., 2022).
- Expectations about norms for development that reflect white ways of being (Beneke, Collins, & Ferri, 2013).

*Culturally Responsive and Inclusive Care for Infants and Toddlers: Strategies for High-Quality Teaching (TCP)*



# Shifting Mindsets and Overcoming Challenges

## Identifying and removing bias

- Uproot persistent removal of infants and toddlers of color and with disabilities from programs due to behavior issues (Allen et al., 2022).
- Interrupt persistent racial and ethnic disparities in referral of black and American Indian children to special education (Harper, 2017).
- Critical reflection needs to anchor the work and include time for collaborative evaluation and feedback as regular practice (Ruming, et al., 2021).

*Culturally Responsive and Inclusive Care for Infants and Toddlers: Strategies for High-Quality Teaching (TCP)*



# Shifting Mindsets and Overcoming Challenges

## Identifying and removing bias

- Using strengths-based **lens**, strengths-based **language**, and identifying areas that need support as “opportunities for growth.”
- Integrating funds of knowledge in the way we view and think about children – not our own framework.

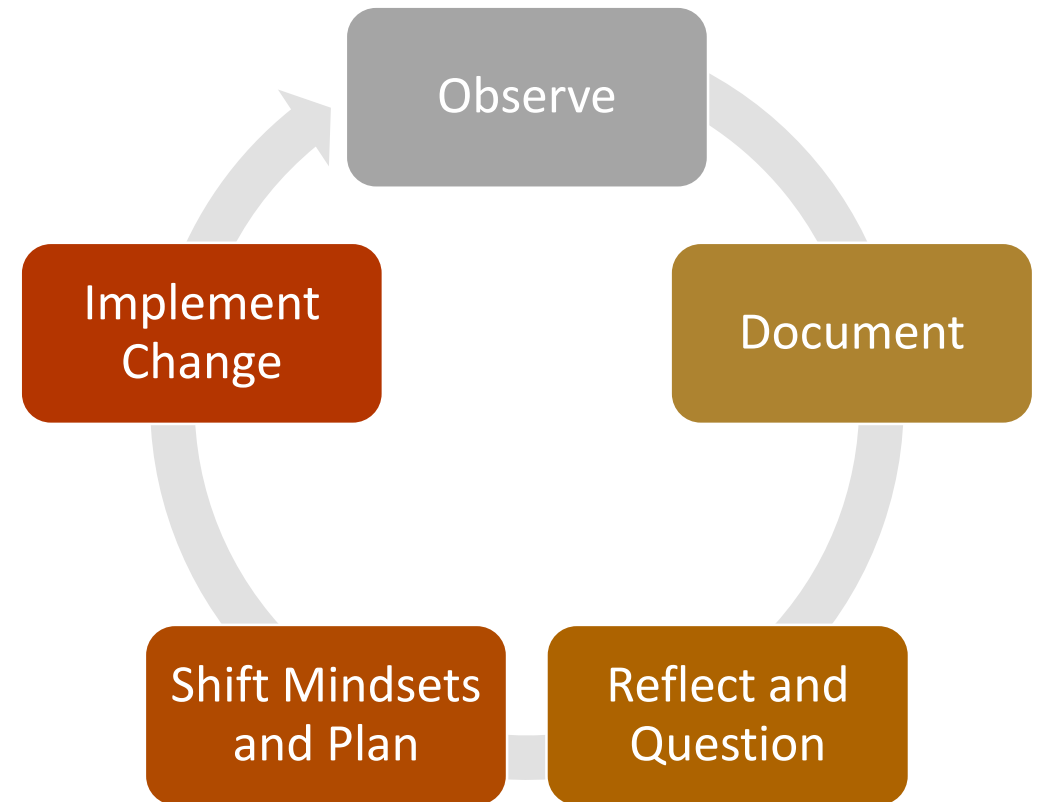
*I'm not a weakness!  
I'm full of strengths  
and opportunities for  
growing!*



# Shifting Mindsets and Overcoming Challenges

## Identifying and removing bias

- **Observe** “through the eyes of the child” to evaluate the situation, level of support, and how the experience feels to the child.
- **Document** accurately, capturing the child’s experience without bias.
- **Reflect** with colleagues to ask questions, evaluate your observations and ideas. Where are there unexamined beliefs and practices? What other perspectives are needed?



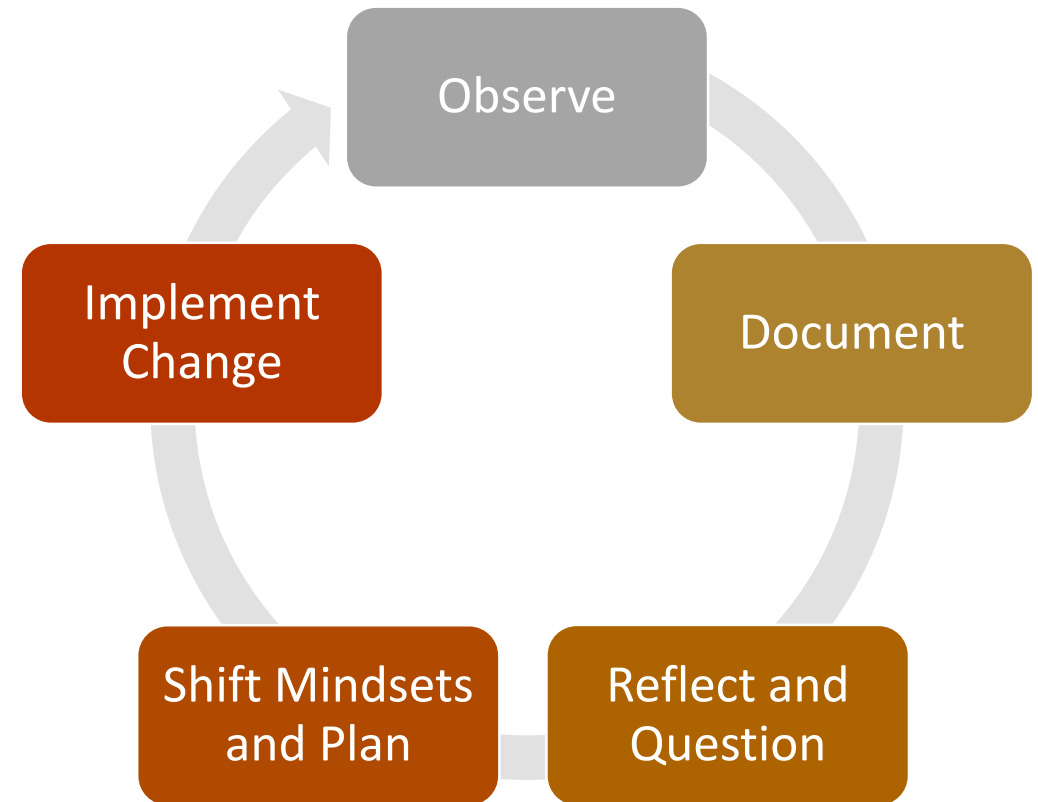
*Culturally Responsive and Inclusive Care for Infants and Toddlers: Strategies for High-Quality Teaching (TCP)*



# Shifting Mindsets and Overcoming Challenges

## Identifying and removing bias

- **Shift mindset and plan action steps.** What do you need to think about and do differently?
- Where did you use a deficit lens? How does strengths-based lens change your words, labels, and actions?
- **Implement change.** As a result, how will your behaviors change? Your planning? Your support of children? Your questions for families?



*Culturally Responsive and Inclusive Care for Infants and Toddlers: Strategies for High-Quality Teaching (TCP)*



# Shifting Mindsets and Overcoming Challenges

## **Promising practices for observation and documentation**

- Start where you are - simply. What do you need to capture?
- Embrace cycle of reflective thinking – every day – all day ask, “What can I learn through observation and documentation about the way I evaluate children and set expectations?”
- Adopt the lens that infants and toddlers’ gestures, vocalizations, and body language reveal their experiences.





# Shifting Mindsets and Overcoming Challenges

“Developmentally appropriate teaching builds on each child’s multiple assets and actively counters bias. Educators use their knowledge of each child and family to make learning experiences meaningful, accessible, and responsive to each child. They prepare the setting, schedule, and activities to work together to support learning across all domains of development.”

**Guideline 4: Teaching to Enhance Each Child’s Development and Learning**



# Shifting Mindsets and Overcoming Challenges

## **DAP Teaching Mindsets: Questions we are asking:**

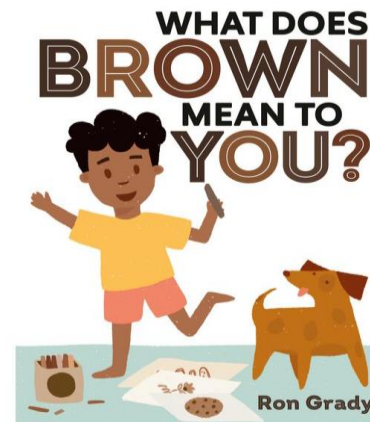
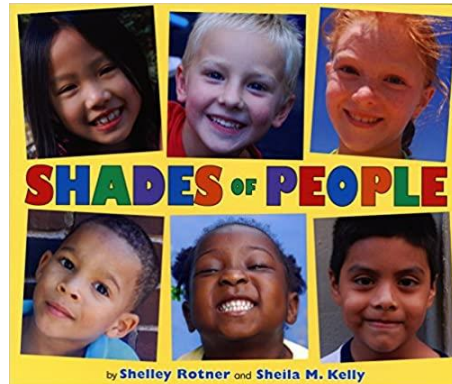
- What are the big pay-off priorities that can change teacher practices?
- How do we promote creative, linguistic and social-emotional expression, language development through playful learning?
- How do we use child-centered teaching that includes sensory, social, and cognitive challenges?

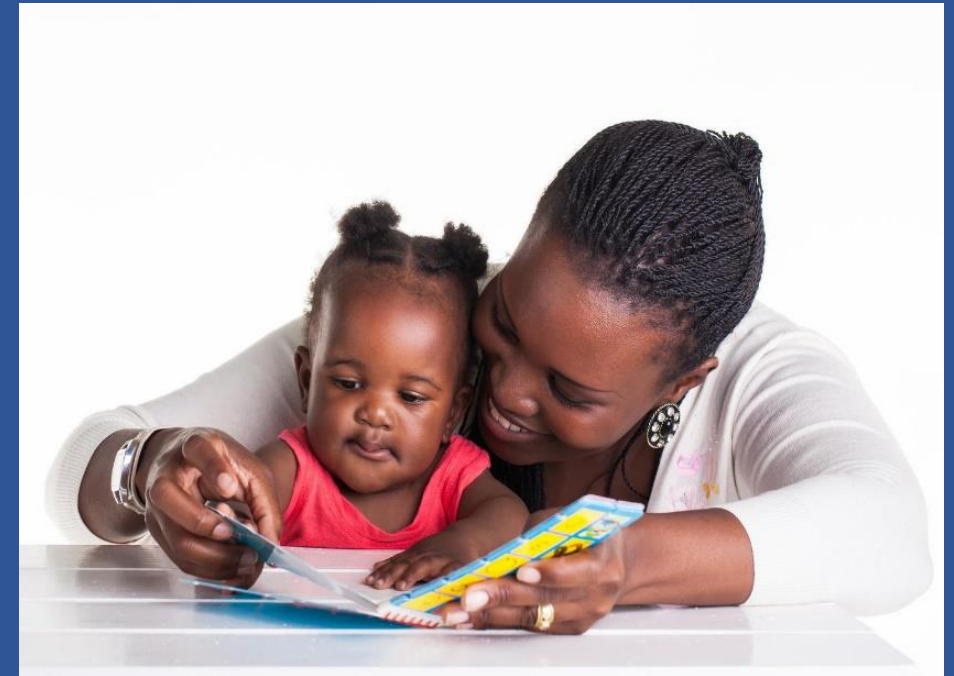
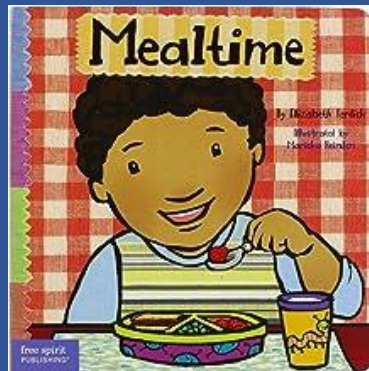
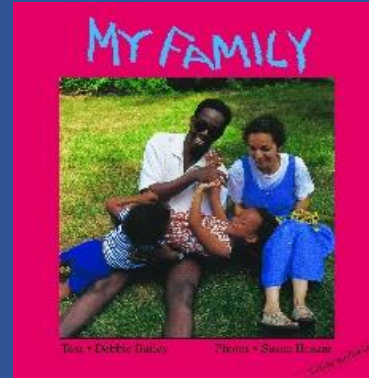
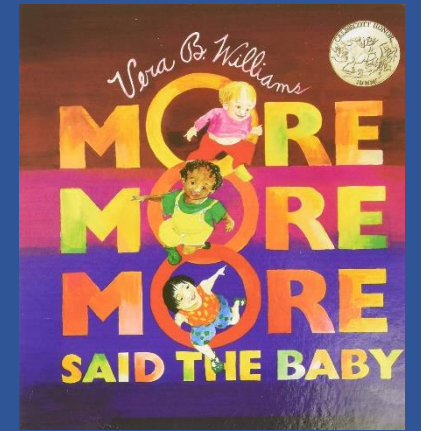
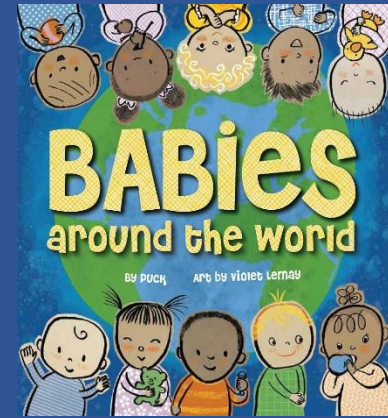
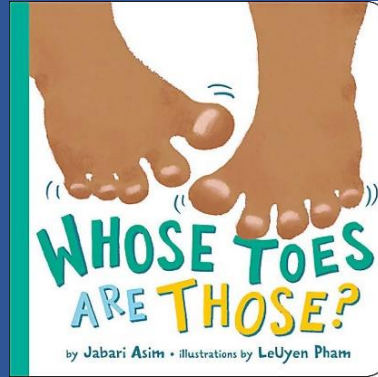
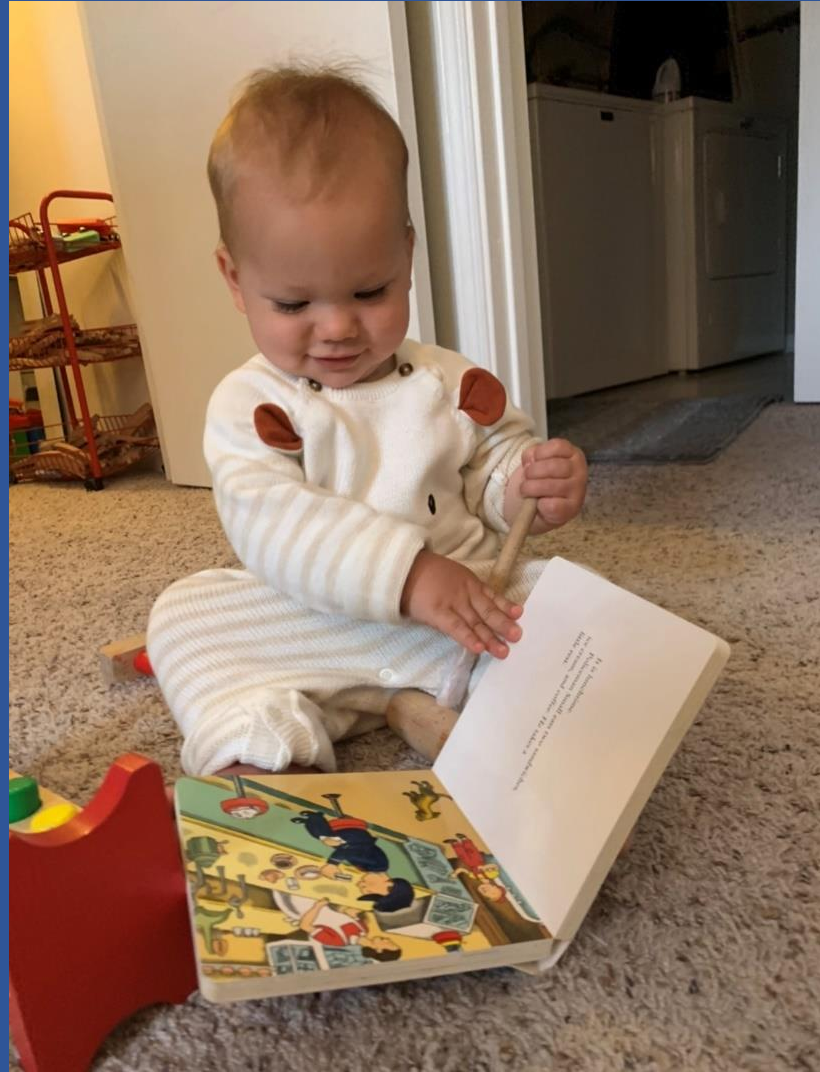


# Shifting Mindsets and Overcoming Challenges

## DAP Teaching Mindsets: Back to Basics

- Nationally, only 37.4 percent of babies are read to daily by families.
- Nationally, about 58.1 percent of families sing and tell stories to their infants or toddlers daily. However, families facing low-income is about 25% less (63 vs 49.9 percent).





# Shifting Mindsets and Overcoming Challenges

## DAP – Playful Learning

- Not pushing down Pre-K group time for toddlers. (Yes. Still happening.)
- Is individualized, one-on-one and in very small groups.
- Provides a balance of leading and responding.
- Requires prepared, reflective planning (not just managing and reacting to the moment).
- Child-directed teaching does not mean the teacher ONLY follows children.



# Shifting Mindsets and Overcoming Challenges

## PLANNING MAPS



Rowena – 11 months old		Teacher Talk & Vocabulary
<b>Activity</b> Roll the ball. Rodar la pelota.	-Eye-hand coordination -Social turn-taking -Coordinated attention	<b>Roll</b> the ball to me. <b>Throw</b> the ball <b>into</b> the <b>basket</b> .”
<b>Book</b> Rosa Plays Ball. J. Spanyol	-Connection to real life activity -Visual and listening, language	Rosa can <b>kick</b> the ball. Kick the ball <b>into</b> the <b>net</b> .
<b>Sorting/Sensory</b> Sensory ball bin	-Fine motor -Sensory matching -Coordinated attention	The ball is <b>squishy, round, soft, smooth, bouncy</b> .
<b>Game</b> Peek-A-Boo with balls and blanket	-Attention and memory -Position vocabulary -Coordinated attention	Peek-a-boo, I see you. <b>Where</b> are you? You are <b>under</b> the <b>blanket</b> .
<b>Song</b> Here’s a ball for baby	-Listening -Social interaction -Sound production	Here’s a ball for baby, <b>big</b> and <b>soft</b> and <b>round</b> .



# Shifting Mindsets and Overcoming Challenges

## DAP – Playful Learning with Infants and Toddlers

- Requires purposeful, goal-oriented planning for timing, interactions, and materials.
- Engages all senses: hearing, seeing, touching, tasting, proprioception, and vestibular sense.
- Strengthens all areas of development: Communication, language, social skills, cognitive challenge, physical skills, and stress mediation.



We see little puppet play or finger play except in whole group, almost no social emotional teaching, and little explicit stress mediation – especially for toddlers.



# Shifting Mindsets and Overcoming Challenges

## DAP – Fostering Identity

- Ensures materials, stories, and interactions reflect the children's lives.
- Facilitates pride in personal identity
  - More than stories and songs.
  - More than obligatory sets of purchased diversity materials.
  - Comforting, feeding, diapering the way families do
  - Providing messages of identity affirmation.



Ask families to contribute baby clothing, a blanket, cooking items, musical items –to represent the home.





# Shifting Mindsets and Overcoming Challenges

## DAP – Playful Learning Reflective Practice

- Do teachers use all areas of the classroom in creative, engagement-focused ways?
- Is social-emotional learning and stress mediation an active process?
- Are materials and spaces designed with purpose?
- Are high-interest and differing challenge levels present?



# Shifting Mindsets and Overcoming Challenges

## **DAP – Reflective Practice**

- Do you talk with colleagues about roles and responsibilities?
- How do you share tasks so children receive maximum attention?
- When do you meet to discuss what went well and what needs to be adapted?



# Shifting Mindsets and Overcoming Challenges

## DAP – Promising Teaching Practices

- Remaining attuned to children's pace, process, pursuits.
- Fostering social-emotional learning.
- Facilitate learning during caring routines.
- Support movement and motion with rhythms, finger-play, rhymes, songs, creative dance, scarf play.



# Shifting Mindsets and Overcoming Challenges

“In developmentally appropriate practice, the curriculum helps young children achieve goals that are meaningful because they are culturally and linguistically responsive and developmentally and educationally significant. The curriculum does this through learning experiences that reflect what is known about young children in general and about each child in particular.”

**Guideline 5:** Planning and Implementing an engaging Curriculum to Achieve Meaningful Goals



# Shifting Mindsets and Overcoming Challenges

## Curriculum – Questions we are asking?

- How do you fit curriculum planning in the time you have?
- How can you be responsive in curriculum, but not rigid?
- How do you balance curriculum with the real-life needs of infants and toddlers?
- How can you be responsive to and include family perspectives?
- How can planning and orienting your curriculum help you know infants and toddlers better?



# Shifting Mindsets and Overcoming Challenges

## **DAP – Inflection Points of Curriculum Planning**

- Planning for curiosity, self-agency, and love of learning.
- Planning playful curriculum as path to equity.
- Planning inclusive curriculum – what does this mean? What do we need to learn from families?
- Planning play with real learning goals, deeper concepts and experiences.



# Shifting Mindsets and Overcoming Challenges

## DAP – Inflection Points of Curriculum Planning

- Planning for play-based learning by actively evaluating all the ways the setting, activities and materials develop confidence in learning.
- Planning for ways teachers actively will promote learning through modeling, conversations, messaging, caring routines, etc.
- Finding time to plan, reflect with co-teachers, discuss what is BEST for individual children as well as for the group.



Planning new curriculum-lesson-plans, materials to match the children.



# Shifting Mindsets and Overcoming Challenges

## Including families in curriculum planning

- Using similar language to the language used at home.
- Using interactions that are normative for families.
- What books and stories, cultural folk tales and pieces of curriculum are part of the cultural and linguistic contexts of children?
- Keeping families influential and “in the know” with decisions and planning to be able to give feedback.





# Shifting Mindsets and Overcoming Challenges

## DAP – Inflection Points of Curriculum Planning

- Continuity of care means that children and their caregiver remain together for more than one year, often for the first three years of the child's life (Zero to Three, 2010).
- Primary caregiving invites deeper knowledge of families and children.
- How are you managing primary caregiving and/or continuity of care – with staffing changes and other challenges?



We don't see this.



# Shifting Mindsets and Overcoming Challenges

## **DAP – Barriers to Overcome**

- Overcoming teacher exhaustion and lack of planning time.
- Supporting active agency with intentional and individualized teaching.
- Building cognitive skills and higher-level thinking – planning to do so.
- Incorporating multi-cultural and multi-lingual connections in stories and conversations.
- Including families in classroom planning, decision-making.



# ■ DAP Teaching: Pair and Share



1. How do we move beyond daily challenges to prioritizing DAP curriculum and teaching?
2. How can we shift the current lens of teaching to incorporate developmentally appropriate and individualized experiences for infants and toddlers? What are the next steps in planning?



# Shifting Mindsets and Overcoming Challenges

“Families, educators, programs, and communities work together as a coordinated network to promote quality teaching and advocate for comprehensive systems to support infant and toddler programs. Educators use the guidelines of developmentally appropriate practice, grow as professionals, and serve as informed advocates for young children and their families as well as the profession itself.”

**Guideline 6: Demonstrating Professionalism as an Early Childhood Educator**



# Shifting Mindsets and Overcoming Challenges

## What is happening in the field?

- Staying connected to current trends, standards, and ideas.
- Advocating for a priority focus on infants and toddlers in programs.
- Growing as a professional – connecting to opportunities.
- Speaking up for your program and the profession.



# Shifting Mindsets and Overcoming Challenges

## What is happening in the field?

- Viewing the classroom as a learning laboratory – learning about and with children, families, and colleagues in reflective practice.
- Documenting growth – creating action plans, journaling, connecting with colleagues.



# Shifting Mindsets and Overcoming Challenges

## What is happening in the field?

- Connecting through local community and area ECE collaborations.
- Tapping into community resources for self, families, and the program.
- Staying informed with policy and legislation as impacts communities and states.



# Shifting Mindsets and Overcoming Challenges

## Opportunities to Connect and Grow:

- Zero to Three Take Action Now: <https://stateofbabies.org/take-action/>  
(Links to state and federal policy makers)
- NAEYC Build Your Advocacy Skills: <https://www.naeyc.org/our-work/public-policy-advocacy/build-your-advocacy-skills-and-knowledge>
- QRIS Resource Guide by State: <https://ecquality.acf.hhs.gov/states>





# ■ DAP Teaching: Pair and Share



1. How do we help teachers move beyond surviving to setting goals for improved teaching and professionalism?
2. What can program leaders and teachers do together to draw families and community resources together to strengthen programs?
3. What are high-impact next steps to advocate for children, families, and programs (the profession)?



QUESTIONS, COMMENTS, AND IDEAS?





How to  
contact us:



Marie Masterson, PhD  
[www.mariemasterson.com](http://www.mariemasterson.com)

Ron Grady, MS  
[www.childology.co](http://www.childology.co)