From the Editors
Introduction to the Special Issue

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What better way to close out the last days of summer than with the summer issue of The Dialog!

We want to thank you for your support and patience as **The Dialog** has continued to proceed through substantial changes, particularly in our online platform and submission portal. We are thrilled with the outcomes and continue to work on implementing changes and improvements so that the journal can continue to support inclusive early childhood education professionals.

News and Updates

In our last issue, we announced that Dr. Ann Mickelson had stepped into the role of Editor-in-Chief. Over the summer, Dr. Marla Lohmann joined her in the role of Editor. In coming weeks, we will begin building our edictoral team with a search for additional inclusive early childhood professionals to join us as associate editors, editorial review board members, and ad hoc reviewers. Watch for the call to be posted on the journal website and our social media!!

Over the next several months, we will be announcing our editorial board, as well as many other exciting changes. We urge you to follow us on Facebook, LinkedIn, Bluesky, and X. In addition, please consider submitting a manuscript to be considered for publication in an upcoming journal issue.

We are excited to bring you the Summer 2025 issue of ***The Dialog: A Journal for Inclusive Early Childhood Professionals!*** This Dialog Special Issue, ***Science, Technology, Enginnerring and Mathematics in Early Childhood (STEM),*** curates a collection of five research articles with corresponding reserach-to-practice summaries to support your work.

STEM in early childhood education involves integrating science, technology, engineering, and mathematics into fun, hands-on learning experiences for young children. It's not about formal lessons, but rather about fostering curiosity, problem-solving, and critical thinking through play and exploration. This approach helps children develop essential skills and a strong foundation for future learning in STEM fields...and beyond!

Research Articles

In *Examining the Influence of Practice-Based Teacher Education Approaches on Primary Grades Teacher Candidates' Development of Inclusive and Equity-Based Mathematics Teaching,* Polly shares a study that examined how practice-based teacher education (PBTE) approaches in two elementary education mathematics pedagogy courses influenced teacher candidates' enactment of Inclusive and Equity-Based Mathematics Teaching (IEB-MT), a synthesis of theory and research for effective mathematics teaching for all students. Polly conlcudes the article with implications for both course activities and clinical practice experiences

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for teacher candidates to support their capacity to teach mathematics effectively.

In our second article, *Fostering STEM in Early Childhood Programs: Practices of Preschool Parents with STEM Backgrounds,* Keengwe presents a qualitative study that explored the experiences of families with backgrounds in STEM (Science, Technology, Engineering, and Mathematics) and the strategies they use to support their young children's STEM learning. Analysis of interviews revealed that family role models, preschool curricula, and a child's intrinsic motivation and passion play key roles in fostering early interest in STEM.

Third, Platas, examined whether students in early childhood teacher education programs gained more knowledge in realtion to supporting early mathematical development in the subsequent decade since a previous study. In her article, *Does a Decade Make a Difference? Changes in Pre- and In-service Preschool Teachers' Knowledge of Early Mathematical Development,* she compares data on pre- and in-service teachers' knowledge of mathematical development gathered during 2008 as measured by the Knowledge of Mathematical Development Survey (KMDS) and compares it to data gathered in 2017-2018.

In *A Head Start on STEM: Investigating the Relationship of Early Childhood Educator Knowledge and Self-Efficacy,* Thompson and colleagues describe their research on teacher knowledgeand self efficacy for STEM instruction. The authors used a multiple method design including scales, surveys, and self-reflection logs of 13 Head Start preschool educators over 11-months. The findings suggested a significant increase from pre-survey to post-survey in the participants' self-efficacies for supporting preschool-age children's STEM instruction.

Finally, Urquhart and colleagues' article, *Choosing and Disusing Educational Technology: Examining Parents' Decision Making about Math and Literacy Apps for Their Young Children* shares their research on parent decision making for selecting mathematics and literacy apps for their children.

Research-to-Practice Summaries

To supplement the five research articles included in this issue, each author team also contributed a research-to-practice summary to share practical implications of their research for your work with young children and families. They are presented after the research articles.

We hope you enjoy this summer 2025 issue of The Dialog!

Ann M. Mickelson, Editor-in-Chief
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