

LETTER FROM THE EDITOR

It has been a privilege and a pleasure to serve as the editor of Dialog. I have decided it is time to move out of the editor role to pursue other professional commitments. My time as editor has been marked by both change and progress for the journal. While the National Head Start Association was unable to continue their support of the paper version of the journal, they have continued to be connected to the journal and provide in-kind support for our work. We transitioned the journal to an open access online publication. We also secured the support of the Center for Educational Measurement and Evaluation within the Cato College of Education at UNC Charlotte and have used the university platform for digital scholarship to give the journal a permanent home.

From a content perspective, we have continued and expanded the tradition of including research-to-practice summaries with each research article. We have also established Dialog as a forum for high quality qualitative research that presents the subjective experiences of Head Start teachers, parents, children, and administrators. We have featured a wide range of topics over the years and have always attempted to provide innovative research articles that are both of interest to the early childhood education profession and useful to the Head Start community.

Going forward, there is still much work to do and researchers can contribute to our ongoing understanding of the challenges Head Start programs continue to face, such as serving dual language learners and families from increasingly diverse cultural backgrounds and negotiating partnerships within communities with changing family demographics. In addition, the work of teachers is as stressful and challenging as ever. Early childhood programs in general face ongoing challenges related to professionalizing the workforce, raising salaries and benefits, and retaining high quality teachers.

It is my hope that the journal can continue to feature research studies that address the reliability, validity, and cultural sensitivity of early childhood assessment systems. I plan to remain on the editorial board and look forward to focusing on editorial assignments in this area. As a profession, we can support teachers by helping insure that the assessment resources they have available to them are practically feasible to implement, and yield information that is valid, useful for instructional planning purposes, and actionable. Dialog can be a forum for research evidence that supports high quality assessment practices in the early childhood classroom.

It is my pleasure to introduce Dr. Rebecca Shore as our new editor. Rebecca is a professor of educational leadership at UNC Charlotte and is the author of numerous articles and books on child development. She is a passionate advocate for high quality early childhood education and has a keen appreciation for the value of developmentally appropriate and cognitively stimulating programming for young children. She has also held a wide range of positions in the education field including teacher and principal. I am confident that under her leadership the journal will be in excellent hands and will continue to prosper for years to come.

Sincerely,
Dr. Richard G. Lambert