

THE SEARCH FOR MASTER LEADERS



Exchange continues to spotlight leadership in the field of Early Care and Education as the Exchange Leadership Initiative announces the results of our search for Master Leaders.

The Exchange Leadership Initiative began last November with the search for Emerging Leaders and published the results in the May/June 2015 issue of *Exchange* (www.ChildCareExchange.com/leadership). Emerging Leaders are currently engaged in writing articles for *Exchange* magazine, participating in surveys about the field, connecting in-person at conferences and gatherings, and advising and creating a presence through social media. Many Emerging Leaders will be attending the “Action Forum on Early Childhood Leadership” (an experience designed specifically for them) before the NAEYC conference in November.

Next steps include a meeting at the Action Forum with the collaborating partners of ELI, follow-up on ideas for the support and development of leadership generated at the Action Forum, and community building and idea generating with

the new cohort of Master Leaders. In 2016, the next search for leaders who work directly with young children will be announced.

In the following directory you will meet the applicants who have been vetted by the esteemed members of the Master Leaders Review Team as meeting the criteria for Master Leader. More information on each of these Master Leaders and the members of the Review Team can be found online at www.ChildCareExchange.com/leadership.

CRITERIA

Master Leaders were reviewed on the following criteria:

LEADERSHIP

Experienced professionals (over age 45) who have proven themselves as able leaders in their organization, and who are taking leadership in building the profession and advocating for children and families at the local, state, and/or national levels.

ROLES

Master Leaders include organization managers, advocates, trainers, writers, researchers, counselors, public officials, policy makers — anyone who has an impactful career trajectory serving young children, families, and early childhood professionals.

KNOWLEDGE BASE

Professionals who show a deep understanding of early childhood research, principles, and practices, including addressing diversity and equity.

SPIRIT

Professionals demonstrating the ability to work collaboratively, to build networks around key issues, and to demonstrate perseverance in pursuing difficult objectives.

We are grateful to each of the applicants and reviewers and are honored to share the search results with you.

EXCEPTIONAL MASTER LEADERS

For more information on any of the Master Leaders, please visit www.ChildCareExchange.com/leadership

Patricia Nan Anderson

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Director, The Skillful Teacher



I am committed to the development of human potential in adults and children everywhere. I am first and foremost a collaborator, intrigued by the way the best ideas develop between us,

through shared understanding. Using principles of Unconditional Positive Regard and the powers of collaborative thinking, I guide early childhood practitioners and parents in recognizing their own gifts and the gifts of their children, and in creating learning experiences and interactions that develop everyone's individual potential for greatness. How wonderful would it be if everyone achieved his or her very best?

Victoria Baker

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Global Child Development/Care Services, Cummins, Inc.



I believe that children are motivated to learn when they have opportunities to make choices in an environment where relationships are fostered, families are respected, and children

are honored. A well-designed environment supports every child as he embarks on his own journey to make and learn through his experiences. When the environment is created just for children, they will work together in harmony and treat each other as equals in a non-competitive atmosphere. Acknowledging and appreciating is what I believe makes an inclusive environment, where all children feel valued, respected, and included as individuals. They can communicate,

share stories, and exchange ideas with one another, where differences can be easily accepted and respected. Every day, I feel blessed to have the opportunity to work for such a strong and caring company, which demonstrated its commitment by allowing me to create safe and inclusive environments for children around the world. I believe I was put here on earth to find ways to respect and honor our future leaders ... our children.

Anat Bar

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Director, Hapaot Center



Thirty years ago I established a unique early childhood education center for young children and their families. Today the Center is considered the biggest in Israel. Since

then I have developed the Center in addition to teaching and counseling. Many children are born every day, children with rare human potential, various abilities and talents. Many of these children will enter dangerous paths, and become "at risk." These children begin to fail already from the beginning. They fail to feel wanted, loved, and secure. The vision of the Pa'ot Center is to provide each child with the opportunity to grow with his or her parents in an environment of warmth, love, stimulation, and proper enrichment so that he or she can discover their personal potential. The Pa'ot Center works in cooperation with other organizations in the field of early childhood education; I am a part of many forums throughout the country that deal with the subject and provide consultation for decision makers. I believe that through my work we can reduce social and developmental gaps among children. This is a promise for a better future, not only for these children, but also for us as a better society.

Jennifer Berke

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Co-President, CCAEYC; Co-Founder, B&B Early Childhood Consultant Group



I recognize the capacity and desire that all children possess to discover and explore the environment of their immediate world, enabling them to utilize their natural curiosity and dispositions to engage

in the learning process. I value the influence that families have on their children's development and I want to engage them fully. I strongly feel that there is no separation of care and education because they are just opposite sides of the same coin. I am a relationship architect who values emotional and social development and strives to foster respectful and trusting relationships. I understand how young children, birth through age 8, learn. Play, hands-on learning, social learning, exploration, learning through the five senses, and inquiry are just some of the ways children learn best. I utilize daily reflection to improve my teaching, refine intentionality, and increase awareness. I am dedicated to demonstrating that I am a culturally responsive, inclusive, and respectful human being. I am committed to being a life-long learner and an agent of change. I can do no greater good than to model and share the joy and passion that I feel about the early childhood profession.

Kathie Boe

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Vice President, Quality and Accreditation, Knowledge Universe



It is a great responsibility and a profound honor to work with children and to advocate on their behalf. I have dedicated

"A leader isn't someone who forces others to make her stronger; a leader is someone willing to give his strength to others so that they may have the strength to stand on their own."

Beth Revis

my entire career (37 years) to the early childhood profession. There is nothing more important than ensuring all of our nation's children receive high-quality education and care in their early years. As Vice President of Quality and Accreditation for Knowledge Universe (KU), our brands include KinderCare® Learning Centers, CCLC®, and Champions®. Every day we are responsible for the education and care of more than 169,000 children in over 1,400 early childhood programs and 400 before- and after-school programs. We work to build on going improvement systems that are aligned with high-quality standards. Through our efforts, we are proud to have more than 1,200 nationally accredited centers. Throughout my career, I have been inspired by so many incredibly talented and dedicated professionals and my mission is to do the same for new educators joining the industry. The work we do on behalf of children matters significantly: teach with passion and lead with conviction. Every child deserves a future filled with opportunity and it starts with each and every one of us.

Holly E. Brophy-Herb

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Professor, Michigan State University



As a child development scholar and educator, my mission is to promote the well-being of infants, toddlers, young children, and their families through the preparation of skilled early childhood professionals and through research-based generation of knowledge and best practices in early childhood. This mission reflects core values centered on: the appreciation of early childhood as an influential period in the lives of children and families; the belief that relationships are key contexts for child and family growth and devel-

opment and for the professional development of early educators; and, respect for the unique strengths that each child, family, and early educator brings in their growth together. These values are reflected in my work, which is characterized by: a) the mindful and careful preparation of preservice child development students; and b) close collaborations with community-based programs (e.g. Early Head Start, University Extension, the Michigan Infant/Toddler Research Collaborative, a cross-university community of applied researchers I founded, and the Michigan and World Associations for Infant Mental Health) in training and community-based research.

Vickie F. Calderon

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Director, Suffolk County Community College Children's Learning Center Grant Campus



For 38 years I made a commitment to educate the masses through early childhood education, which provides the critical roots of every child. It is essential for children to embrace

learning by play, exploration, and discovery with a sense of curiosity and feeling of support. My journey as a mother, teacher, director, adjunct faculty, consultant, and researcher has continued to propel my goal to empower teachers, parents, and society to enforce the notion that it is the first three years of a child's life that are crucial for a lifetime of development. We must strive to be more than just educators; we must be advocates for our children. Creating a solid foundation is not something that can be done in isolation. It takes a village to raise a child, and our village must stand united.

Sue Carpenter

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Vice President, Success By 6,

United Way for Greater Austin



I believe that every child represents a wellspring of potential, and the promise of each individual can be nurtured or diminished by the adults and community surrounding them. This

fundamental conviction has underscored my entire career — from my first preschool teaching job to my current role in facilitating early childhood systems' development in a growing city. I believe that the attributes that I've always tried to nurture in young children — curiosity, kindness, collaboration, empathy, grit, honesty, and gumption — should guide my everyday behavior. I believe that great things for children and families can happen if we embrace collaboration. Over the past five years, I have led a coalition of early childhood advocates, experts, parents, service providers, and business leaders in a process to transform the early childhood system in our community. The collective work has been transformative, leading to far more children and families receiving higher quality services and achieving better outcomes. I believe that none of us can stand alone, but when we work together, we can bravely manage change, step into the unknown, and create a better future.

Jacqueline Chung

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Senior Principal and Academic Director
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When I impact the lives of early childhood teachers, I impact the lives of children and their families. When I impact the lives of early childhood leaders, I impact the lives

of teachers, children, and their families. I am committed to supporting and mentoring young leaders in their leadership journey. I share stories of my experiences in advocating for high-quality

programmes and learning environments. It is my desire to guide leaders in developing the ability to integrate the challenges of present realities with future possibilities, to create and innovate with conviction and courage. I believe in 'servant leadership' where leaders serve, care for, and build a sense of community with others. I also value participative and shared leadership where the synergy of a team of leaders far outstrips the ability of only one main leader. Leadership is not just about knowledge and skills, but also about building relationships with people. It is as much an art of the heart as it is a science of the mind. When we as educators are excited about learning, we will teach with passion and enthusiasm. When we as leaders embrace those we lead, we will lead with acceptance, joy, and love.

Patricia Dischler

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President, National Association for Family Child Care



My personal mission is to make a difference in the lives of others. I strive to live by the philosophy I teach, which is to always be creative, curious, and courteous in order to

reach my goals and impact the lives of children and adults. Being creative means pulling teams together to solve problems in new ways and being open to the ideas of others that will bring positive and meaningful change. Being curious means I am a life-long learner, and I encourage those around me to do the same. I want to know what new research is telling us and be a part of the deep conversations that generate new and exciting ideas. Being courteous means being respectful of others as well as the world we live in. I live each day as an opportunity to do something significant — even if it's actually a collection of small, but meaningful actions. In my board work on the national and state level, in my teaching during the trainings and keynotes I present to fellow early childhood educators in our field, in my accreditation projects that support quality care for children, I give my full efforts, getting the work done in order to get the results. So at the end of each day, I can say: "I made a difference."

Ellen Drolette

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For the past 22 years I have devoted my life to the early care and education field. What started out as a way to stay home and take care of my own children turned into a profession

and passion for creating quality early childhood programs for children — an unexpected and rewarding experience. My choice to start a business such as family child care stemmed from being a working parent unable to afford to place my children in a higher-quality program. I set out to create a quality child care program that would nurture relationships, not only with children, but with the whole family. My continued personal mission is to lead by example through running a high-quality family child care program that puts an emphasis on strong relationships with families. Working with New Americans has created an opportunity to work with a population that is eager to learn and to also become a quality choice for families within the community. Combining my passion of family child care and working with New Americans has enabled me to continue to learn and grow.

Georgianna Duarte

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As an early childhood professional, I have had a sustained leadership role in scholarship, mentoring, teaching, and service. I believe that each of these areas is critical in mentoring,

collaboration, and justice with regard to fostering language, diversity, and quality. As a university coordinator and professor, I have led the creation/accreditation of three early childhood programs (Bachelor, Master, and Doctoral) with a focus on home language. I believe in mentoring students into leadership roles in a climate of equity in early childhood in the United States/México border region. Through collaboration and humility, much is possible. Through play days, I believe these are the foundation for many other projects in the region. As a court advocate for immigrant children, and partner with Migrant and Seasonal Head Start for over 28 years, I am passionate about equity in language and play. My passion and spirit are clear in my long history with NAEYC, IPA, and Association of Child Education International. Over the last year, I have edited two books: *Children's Play* and *Education Diplomacy in Early Childhood Settings*. Cross-cultural communication and diversity are cornerstones of my mission.

"ONCE YOU FREE YOURSELF FROM
THE NEED FOR PERFECT ACCEPTANCE,
IT'S A LOT EASIER TO
LAUNCH WORK THAT MATTERS."

Seth Godin



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It has been documented globally that the early years are the most critical years in the development of a child, especially as it affects the cognitive and affective domain of the child.

As an early childhood teacher turned trainer and advocate, my passion is to see that every child within the school setting is given the very best opportunity for maximum development, especially regarding teacher-learner interaction since the teacher is the most significant part of the child's learning. In Africa only about 30% of children have access to preschool education, especially in a country like Nigeria where over 10.5 million children are out of school. My expertise empowers me to connect with teachers, families, authorities, and policy makers and this I count as a rare privilege to be able to speak on behalf of the innocent child. In the recent past I have mentored my would-be student teachers and turned them into advocates of the child, especially the girl child who is most marginalized in Nigeria. I have continuously spoken and advocated for equal access to preschool education as a panacea for poverty and also engaged teachers on gender sensitive issues.

Deborah Flis

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Early in my career I didn't perceive that I was purposefully leading so much as I was accepting responsibility for a task. "Someone has to step up," I would think, and so the tasks

of leading would begin. But stepping up to do a job isn't really enough to lead for success. Leadership is about the process of exercising

influence in service of a goal. For me that goal is creating high-quality programs for all young children. In my role as a project manager, consultant, trainer, and collaborating partner, I strive to share my passion with others by displaying:

- respect for the perspectives, knowledge, and beliefs of others.
- integrity through clarity of values and core beliefs that hold children and families at the heart of actions and decisions.
- humility, by honoring ECE's history and leaders who have shared their leadership journeys with me.

My mission is focused on a goal that cannot be achieved on my own. This gives me a clear sense of the interdependent nature of leadership. My responsibility is to lead with inspiration to improve EC program quality, and to help others transition from valuable task-oriented contributions toward active, purpose-driven leadership.

Aldo Fortunati

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*Head of Education Area, Istituto degli
 Innocenti; President, Bottega di
 Geppetto; and Professor, University
 of Florence*



As an expert on childhood development and policies, I have studied between CNR Psychology Institute (Rome) and Institute of Education of the University of London;

I have dealt with the ECEC services experiences, with inservice training, and with development and evaluation of quality services. I have acted in many Italian and local experiences and have initiated exchanges with research experiences in Europe and Latin America. The research and the fieldwork are reflected in my position as Head of the Education Area of the Istituto degli Innocenti of Florence, as President of the Research and Documentation Centre on Childhood La Bottega di Geppetto in San Miniato, as professor at the University of Florence, as expert for Eurosocial, and as senior member of Gruppo Nazionale Nidi Infanzia.

I have coordinated research programmes and monitoring activities on policies for the Italian government and directed international cooperation programmes in Latin America. My recent publications on children's education are translated in English and other languages. Interested in the relation between education and space design, I have created and designed a line of furniture for early childhood that is produced by an Italian firm.

Pat Frouws

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*Executive Director,
 SFU Childcare
 Society*

To live life fully, to be curious, to care for others and leave the world a better place.

- In terms of leadership: Lead by example, with others for others.
- To lead is to learn; to learn is to make mistakes; to learn from them and move forward.
- With encouragement, help others to lead in their own way by finding their own passion and vision.

For children: To build positive, respectful relationships with children and provide environments where they can develop their potential through the freedom to explore and engage the world around them.

Jayne Hafer

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*Director/Teacher, N.E. Focal Point
 Preschool*



I am a mother of four, grandmother to seven, and have been teaching since 1980. My mission is to reach out to all families and share how crucial early childhood high-quality education

is. All children deserve the best possible care

and education and by providing a loving, secure relationship and safe, stimulating environment this can happen. All caregivers, especially teachers, need and deserve the tools in order to be the best they can be. By being an advocate for children, I strive and am passionate in letting our decision makers know the importance of investing in children. My vision is that all teachers have the opportunity to go to college so they can be more knowledgeable and I support higher salaries for teachers so they can stay in the field and with our children longer. Professional development is necessary so we can do better each day and be looked at as the most important profession. Parents are our first teachers; collaboration is necessary with the community, state, nation, as well as globally. Beginning at birth, no child shall fail. With advocacy, passion, humility, love, and persistence we can succeed and leave this earth knowing that our children are our future leaders.

Lori Harris

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Owner, Center for Learning, Adventure and Discovery, LLC; Executive Director, Children's Center of the Upper Valley in Lebanon, NH



My mission is to continue to understand what it means to have quality environments for our youngest children: from the physical space, to the curriculum, and the people. My favorite role

is as a teacher and, regardless of the job I have held, I have managed to include teaching in the mix. I have always valued learning and what it adds to life; not just the learning in a classroom, but the learning from outside it as well. I appreciate diversity, embracing and living it by not being color-blind to the realities of institutional racism and the institutional prejudice against the working poor and children in poverty, which is even worse if you are not white. Safety with daring is a concept near to my heart. We must allow children chances to be challenged, knowing the resilience and confidence that comes with it are some of the building blocks to executive function. We must trust children as competent beings and treat them with respect and kindness. I believe programs need to be financially stable, with administrators who know how to budget to meet policy priorities that are specific to those

individual programs and people. Good enough has to move to true excellence. It's our gift to children.

Linda Hassan Anderson

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Vice President – Education, Knowledge Universe



My life's mission is guided by "the possibility of global transformation by 2030, where communities ensure that every child's early care and education is a birthright." For over 40

years, I have been devoted to the vision of those possibilities. My drive for excellence fuels my passion in bridging our current state of ECE to the emerging future where possibilities become probabilities. Starting out in specialist and generalist roles and moving into administration, program design, and public policy advocacy — I have learned to be comfortable with the dynamic tension encountered while mobilizing support for my ongoing vision. Stopping short of the goal is not an option. My focus does not end at America's borders. Worldwide travel experiences, along with my work throughout the United States, reminds me how important a child's cultural context is in shaping learning experiences that promote successful outcomes. Being a part of a community of leaders and young ECE professionals provides the daily momentum that continues to push me forward. They inspire me, challenge my thinking, prompt me to continue growing, and remind me that high-quality ECE is, indeed, a birthright worth standing for.

Laura Henry

London, United Kingdom

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Managing Director, Laura Henry Consultancy



I am an expert and international award-winning Early Childhood trainer and consultant. I'm also the founder and CEO of the community interest company for Early Childhood trainers

and consultants, NEYTCO; vice-president of Early Education; and national representative for the World Forum in Early Care and Education. I have been included within *Nursery Management Today* as an inspiring person within the Early Childhood sector. For three decades I have used my skills to support those who work directly with children. I am a highly-regarded and popular trainer and writer. I'm passionate about quality in Early Childhood, making sure that children receive the best possible care and education to help them reach their full potential. I regularly contribute to education and parenting publications. I have been on the judging panel for *Nursery World* and *Nursery Management Today* awards. Using my specialist knowledge, I have worked with government departments as well as national and international organisations, forums, and working parties. I am the mother of two grown-up sons, which is why I am able to speak from the heart to parents and all those who care for or educate children.

Diana Hill

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Assistant Professor of Practice, University of Arizona



My continuing mission in life is to provide learning opportunities for all young children of all languages, cultures, and economic abilities that combine both cognitive and emotional intel-

ligence to ignite learning. I dream of guiding children through and beyond their own experience to construct knowledge and new worlds of understanding, thus motivating children to seek information about the world they live in and find answers. Powerful interpersonal relationships with teachers and peers enables and teaches children to communicate their needs, emotions, ideas, thoughts, wonderings, and mysteries. Each child holds a ball of personal knowledge that rolls out ahead of them as a string connecting her or him to new understanding. The teacher holds knowledge and experiences and can guide the string that rolls out from each child along his or her unique path of learning. The teacher motivates the student utilizing curiosity, knowledge, and enthusiasm. The teacher adds layers of meaning and value through the experiences provided or the horizons introduced and explored. My mission is to change education through powerful and authentic relationships between children and teachers.

Blythe Hinitz

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*Distinguished Professor,**The College of New Jersey*

I am a collaborative teacher educator and historian of education who supports diverse pre-service and in-service members of the early education professions in reaching

their goals. In my roles as a teacher educator, historian, researcher, author, and trainer, I interact with people serving in a variety of positions on the professional spectrum. I lead by chairing professional organizations and honor societies. I build by working with Kidsbridge Tolerance Museum, OMEP, the Expert Advisory Group to the NJ Coalition for Bullying Awareness and Prevention, the Educational Equity Center, the International Standing Conference on the History of Education, and other professional organizations. Throughout my career I have partnered with individuals transnationally in research and practice, maintaining a global network of colleagues. I teach early childhood education, social studies, administration and supervision, creative arts, and research methods courses. I have encouraged many adult learners to return to academia. In my courses and writing I focus on diversity and equity issues, integrating culture, bilingualism, and gender into content and pedagogy. I will continue this work.

Rosemary Hua

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Executive Director, First Step Action for Children Initiative

Committed to policy influencing on the rights of children to Early Childhood Care and Development in Nigeria. I also specialize in the areas of service delivery on Early Childhood

and Development in rural and hard to reach communities. And recently I have been working with young children infected and affected with HIV and AIDS and their mothers. I have an interest in the promotion of citizen voice and state accountability, social inclusion, and equity. I also have a strong track record in strengthening the role civil society plays in policy development and programme delivery.

Jo Kirchner

Acworth, Georgia

President and CEO, Primrose Schools

My mission is to be a catalyst for change in early education in America so that all children, regardless of their circumstances, have access to a high-quality early learning environ-

ment that serves as a springboard for success. Children are our future, and we must ensure that they receive the right balance of knowledge, nurture, and character development in their first five years so they can thrive in an increasingly global marketplace. I hope to make an impactful difference in early childhood education by passionately rallying my industry colleagues, business leaders, and elected officials toward collective action, which ensures that our youngest citizens have the support they need to reach their full potential as adults.

Julia Kolouch

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Director of Early Care and Education, Bauer Family Resources

Leaders are not always aware of their impact; other times, they are acutely mindful of their audience and opportunity to influence those around them. The purpose I hold as

most treasured is to be cognizant not only of the potential for influence, but also the obligation to influence. I humbly recognize that the success that I enjoy in my daily work is directly influenced by the Master Leaders in my life. I endeavor to honor these personally influential leaders by working intentionally in the application and advocacy of early childhood best practices and cultivating the spirit of our shared work as I pass their legacy on to the future leaders of the field.

Carol LaLiberte

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Early Childhood Education Coordinator, Asnuntuck Community College

It is my life's quest to work tirelessly and passionately, inspiring others to join me in striving towards equality on all levels. This includes compensation for teachers of young

children so they are one day paid a wage that reflects the value of the work that they do. It encompasses quality services for young children and their families, including mental health and educational services, no matter their income, race, or geography, that are based on empirically driven daily practice. This advocacy work must be accomplished on many levels — from federal and state government to local communities. We can't afford to wait or to waste a generation because we didn't get it right. My efforts have taken place in prison daycares, Head Start families' homes, preschool classrooms, in the voting booth, in the community college classroom where I teach, and in my daily interactions with others. Our educational systems must mirror the importance of good child- and family-centered pedagogy at all costs and we must join forces to work together towards a care and education system worthy of all and not just some. While I recognize this is not easy, I realize it is, in fact, possible.

Figure out your weakness
and don't make it your weakness anymore.

Stacy Lewis

Jennifer Lichtsinn

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*Director and Preschool Special Educator,
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My goal is to continue further understanding in the area of early childhood and special education through my job and as a doctoral student at the University of Arizona. My most

keen interest currently is in how young children in special populations demonstrate and develop agency in more typical early childhood settings. I've worked with children who have non-verbal, unintelligible, developmentally delayed, medical, hearing, and vision difficulties. I am interested in studying ways of facilitating agency, voice, and empowerment through various modes including technology. I am also very interested in the rights of children such as these. Someday, I would like to supervise early childhood teachers who are seeking dual certification in both special and general early childhood education. I've had the privilege to teach children in that setting. I would love the opportunity to share my enthusiasm for this integrated approach. I am very interested in approaches that bring all children together in ways that promote child empowerment, voice, learning, and independence.

Karen Liu

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Professor, Indiana State University

"A child's life is like a piece of paper on which every person leaves a mark." — Chinese Proverb



Living in a rapidly-changing global-world in the 21st century, my professional aspirations are to provide learning opportunities for teachers to increase their global competency

in order to create developmentally inclusive and culturally relevant environments for young children to learn and become socially-responsible global citizens. I am also committed to empowering and transforming early childhood

educators by expanding their knowledge through life-long learning and professional development that challenges their thinking and inspires them for innovation. Henry Ford said, "Coming together is a beginning. Keeping together is progress. Working together is success." One person's effort is limited. A team effort makes a difference. No one can work alone and still be successful. As a leader, my professional mission is to develop strong ethics, integrity, and generosity. I am striving to create a supportive environment within which each member can contribute and a culture where members can feel respected. Only through working together we can make a difference.

Carol Logie

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Senior Lecturer, University of the West Indies; Chairman, Board of Directors, Foundation for the Development of Caribbean Children

My key leadership principles are: a sense of purpose, courage to get things done, knowledge building for all, tenacity and, oh yes, sheer grit. I ascribe to the core values of respect, inclusion, innovation, and partnership. My life's journey has been driven by action words: listen, trust, and believe. In retrospect, listening to the pain, as well as the positive potential of children and families, have successfully informed my life and become my primary focus. I am passionate about my work and committed to getting it done. There is no room for anything less than the best possible outcome. Leading by example, and moving my team to new possibilities spurs me onwards. In a perfect world, child rights would be observed, families would have enough to eat, good health would be maintained; however, we do not live in a perfect world, so I strive for understanding, patience, and wit to conquer daily challenges. As an advocate for children, I work assiduously to tell their stories, confront abusers, and create new, healthy, meaningful environments within early childhood settings. Pursuing the highest quality in research, teacher training, and community involvement are all part of my mission.

Mark
Caine

M.-A. Lucas

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Executive Director, Early Care and Education Consortium

During my 1980 interview for founding director of the US Army Child Care Program, I was asked about my program vision.

I responded, "The Army Child Care Program

would become a model for the nation!" This was a bold aspirational statement, since military child care programs were considered the ghetto of American child care. Our collective vision included: delivering the right number of high-quality child spaces in the right places at the right cost for families and the Army. So has this vision been realized? Many agree:

- "I hold up Military Child Care as the most exemplary federally-funded effort in early childhood education."
— US General Accounting Office, 1992
- "The Military Child Development Program is a model for the nation for providing high-quality affordable child care."
— National Defense Authorization Act, 2002
- "The Military's systemic approach to child care provides a model for addressing the problems of both affordable and quality care."
— National Women's Law Center, 2004

Now as ECEC Director with a shared vision to help bring quality to scale in community programs, we engage leaders, families, providers, and employers as partners in supporting the workforce of today and tomorrow.

"The first step toward success is taken when you refuse to be a captive of the environment in which you first find yourself."

Manjusree Mitra

Dhaka, Bangladesh
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Program Manager Education,
NETZ Bangladesh



Early Childhood Care and Education has turned into my passion and commitment. It was my promise: accountability and responsibility from the day (1st September 1997) I learnt

for the first time about Early Childhood Development. I improve my learning from the young children every day. My mission is to be a strong and active Master Leader to work for flourishing the emerging leaders, developing skilled professionals, piloting, showcasing, demonstrating the output and effectiveness, advocating for creating a stimulating environment locally, nationally, and globally where children can grow fearlessly, build their confidence and self esteem, play and create spontaneously, feel free to communicate with parents and adults, get supportive suggestions and options and continuous improvement in all areas of ECE. My work will also be to complement the service and education objective of the government education policy and place ECE as a political agenda to enrich the present policy, promote existing culturally and developmentally appropriate practices, set standard of ECE programs for serving as a role model of excellence for the community, country, and around the globe.

William Mosier

Dayton, Ohio
william.mosier@wright.edu
Professor, Wright State University



As Director of Research at the Lynda A. Cohen Center for the Study of Child Development, my focus is evidence-based early care and education that ensures developmentally appropriate

learning experiences for young children. My goal is to promote the cognitive, social, and emotional development of young children by providing training for adults working with children from birth through third grade. As Professor of Early Childhood Education and Director of the Graduate Early Childhood Program at Wright State University in Dayton, Ohio, I facilitate the learning of early childhood professionals charged with caring for and educating young children. As a licensed Independent Marriage and Family Therapist, I provide direct support to families and teachers of young children as they pursue meeting the social and emotional needs of young children. My publications focus on how adults can enhance self-esteem, moral development, a love for learning, and social competence in young children. My mission is to empower parents and the adults who work with young children to provide an optimal early learning experience for young children within a safe, nurturing, and supportive environment.

Julia Musella

Ft. Lauderdale, Florida
italjulia@gmail.com
Director/Founder,
BB International Preschool and K and
Piccolo Picasso Inc.



I have always been passionate about my work and have been very fortunate to have achieved success.

Throughout my career I have offered my skills to my community; but

recently, through my 501c, this has become my main focus. Center owners who have been less fortunate than I, because of limited funding, are hungry for ways to improve the quality of their centers. I have a strong network of friends and colleagues in Italy and in the United States who are like-minded and we are taking this exciting journey as our second careers; mentoring, sharing, and moving early childhood forward in South Florida. It is an advantage being an entrepreneur who understands the different sets of challenges of independent businesses, because this is the majority of our centers in Florida. It is my philosophy to hope to change the mindset of one center at a time, one classroom at a time, through modeling and supporting the principles that put "childhood" back into early learning centers for children. Sadly, as our nation moves more towards standardized testing of young and developing children, there needs to be voices of reason, working at all levels to show a different model.

Bryan Nelson

Minneapolis, Minnesota
BGNelson@MenTeach.org
Executive Director, MenTeach.org



Men providing quality care to children is transformative and I have devoted my life to that revolutionary mission. When men make caring for young children a priority, it revolutionizes

how leaders lead and how we treat people. The impact of realigning our policies and resources — how much we pay women and men who care for young children — truly reflects our values and priorities. When a man makes his career

choice where primarily women work, he is challenging an economic and gender-segregated system; he shifts societal expectations about what roles men and women can perform. Thirty-five years ago I planted a tree at the center where I taught. It's grown over 50 feet, offering shade and areas for the children to play. Similarly, MenTeach was planted and has grown to offer support and encouragement to men and women who believe that men make great teachers and are essential to the quality care of children. Working to increase the number of men to care for children has been a rewarding career, allowing me to meet amazing people all over the world. When a man works with young children, he plants the idea that children matter, that nurturing and teaching is important enough to devote your life and to help it grow.

Eric Nelson

Altadena, California

cec@caltech.edu

Director, Outdoor Classroom Project



Vision: Every child, everywhere, is nurtured, educated, and supported to realize his or her fullest potential as a human being.

Mission: To apply my talents, skills, education, experience, and professional position to improve the quality of early childhood education through direct work with ECE programs and professionals through the activities of child care center program start-up and management; Outdoor Classroom Project creation, design, implementation; Outdoor Classroom play yard design; child care center building design; educational system reform; ECE regional system quality improvement; design and implementation of innovations in curriculum, public speaking, writing; college teaching, program development, and teacher education on a broad range of subjects. Those subjects include: the outdoor classroom, preschool food and healthy habits, teacher engagement, adult communication, and play yard design as well as core concepts in child development philosophy, principles, and practice.

Focus: To pay attention to what I see as most needed to improve the field of ECE and track and respond innovatively to changes in the field and establish successful models to address them.

Kathryn Owen

San Diego, California

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*Director Early Care and Education,
University of California, San Diego*

"How wonderful it is that nobody need wait a single moment before starting to improve the world." — Anne Frank



My current appointments provide unique opportunities to model and cultivate responsive caregiving and meaningful learning experiences for young children and their families. My

goal is to inspire other teachers to understand the values of attunement and early attachment, and to foster socio-emotional skills for the young children entrusted in their care. Promoting diversity through cultural experience provides young children with a better representation of real life and broadens their experiences. I believe we need a balanced representation of men and women teachers in the classroom who model the act of caring. Ultimately, engagement within a nurturing and sensory-rich environment will impact their brain development and ability to experience the wonder of the world around them. Each moment that I have to foster trusting reciprocal relationships that effectively build on creating a young child's secure sense of self is my contribution to the world.

Kathy Pillow-Price

Beebe, Arkansas

kpillowprice@gmail.com

*Director, Arkansas Home Visiting
Network/Arkansas Children's Hospital*



I want to be known as a child advocate who makes a difference, a leader who encourages growth, and someone who loves her family unconditionally. I want to work passionately to

help build stronger families and brighter futures for children. I want my passion for making the world a better place for children and families to be palpable. As a leader, I want to have a reputa-

tion as someone who can be depended on to get things done, while modeling appropriate work/life balance. I want to inspire others to do better as I continue to do the same. Last, I believe it is important to continually develop relationships and to remember to ask others: "How can I help?" I value my family members, friends, work colleagues, mentors, and believe relationships and respect for others is vital for health, success, and wellbeing. Throughout each day I strive to be loyal to my friends and family, lead a successful career that I enjoy, and take on any challenges that come my way. My mission in life is to invest in the growth and development of the people around me while continuing to grow and learn myself.

Lindsey Pollock

Houston, Texas

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Principal, Garden Oaks Montessori



I strive to serve as a facilitator, collaborator, and advocate for authentic educational opportunities for every child, both within the walls of my school and for the children of my

community — locally and globally. As a public school educator, it is my goal to contribute to a stable and sustainable future by preparing our children to participate in a global society where in they will have every opportunity they choose to pursue. Additionally, it is my mission as a leader to empower the adults on the campus to be learners and leaders in the educational and social contexts of our school and community. My commitment to students, staff, parents, and community is to lead and participate in a transformative educational setting to ensure that all stakeholders maximize their potential. My philosophy of education and leadership mirrors the natural world and is grounded in the work of Margaret Wheatley, who described organizations as responding to the environmental factors that shape them and in the work of Fritjof Capra who wrote of the parallels to nature in our interconnected relationships to one another.

“IT IS OUR CHOICES THAT SHOW WHAT WE TRULY ARE,
FAR MORE THAN OUR ABILITIES.”

J. K. Rowling

Tina Reeble

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*Resource Development Director,
Nature Explore*



My personal mission is to inspire young children and the adults who support them through quality educational experiences and an unwavering commitment to connect children,

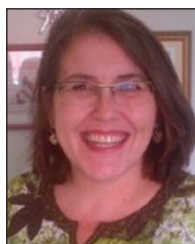
families, and educators more deeply with the world around them. I hold myself accountable as an advocate for EVERY child. To do that, I believe that I have the capacity to combine head and heart in ways that empower others. I strive to help adults who impact children's daily learning to identify, grow, and celebrate within themselves their own unique talents, to motivate them to see themselves as part of a world-wide community working together on behalf of children and families, and then find the place where they can focus their time and energy to make the greatest positive impact. I have learned that it takes integrity, collaboration, humility, creativity, passion, courage, and life-long learning on my part. My personal metaphor is that of a lightning rod that conducts positive energy, love, and light through open-mindedness and compassion.

Glory Ressler

Toronto, Ontario

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*Director, Education, Data, and Research,
Canadian Mothercraft Society*



I didn't set out to dedicate my life to early learning and child care; it would be more accurate to say that I grew into it. Lessons learned through study, work, and personal experi-

ence led to the realization that our best hope for creating a just world is to invest in the youngest among us. I also came to see that ECE had made a critical difference at two key points in my own and my daughter's life: when my mother was widowed and I entered care at 14 months and, many years later, when I found myself in postgraduate studies and unexpectedly alone with an infant daughter. It was only by luck that I found quality, affordable care. I was keenly aware that so many weren't as fortunate and I decided that this was just not good enough. Over time, I worked less directly with the children and more with the professionals serving them. I also extended my efforts more widely into provincial, national, and international arenas. In summary, my personal mission is to affect change at the individual professional and system levels that contributes to a world where all children are respected, valued, supported, and provided opportunities to achieve their full potential and pursue their dreams.

Cynthia Sheaks-McGowan

Ventura, California

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Professor, Moorpark College



“It is my mission to encourage, enlighten, and enrich the journey of child development students toward becoming reflective and intentional educators, committed to advancing

the early childhood profession.”

I wrote the statement above a few years ago, and share it every semester with students on the front page of my course syllabi. This mission helps to keep me focused in my day-to-day work with colleagues and the community. It is my dream to create a more equitable and compassionate world, and I believe that education, beginning in the early years and continuing throughout life, is critical to achieving this goal. At the core of my belief system is the conviction that we are all connected. It is my daily response to people that can have the most impact upon their lives; this was very clear to me when I worked with young children, and now that I work with adults, I believe that it still holds true. Since my work involves training early childhood professionals, I believe that we are involved in a parallel process. The compassion, expertise, and support that I provide my students will hopefully, in turn, become a defining characteristic of their work with children and families.

Fran Simon

Potomac, Maryland

fran.simon@engagestrat.com

Chief Engagement Officer, Engagement Strategies, LLC

I view myself as connector and a conduit — one small part of a universal network. My job is to transmit:

- Information
- Passion
- Purpose
- Unvarnished honesty
- Intentionality
- Openness
- Opportunity
- Humility
- Broad awareness
- Empowerment

My life's professional journey is to be a champion for and amongst early educators. Because I believe everything in life is an evolution, and perfection is elusive, I focus on helping people unveil new meaning, find new tools and inspiration, adapt, re-imagine, and relentlessly reshape as the world unfolds. I pay it forward. I am a mentor and a mentee — both with intensity. I have been fortunate to have been guided by some of the most brilliant minds in our field. As a connector, I must link this professionally fortunate past and present to the future by bringing along people of promise. I collaborate with colleagues and emerging colleagues to find paths to solve problems in the present and future. I strive to make a bold positive impact with my little speck of connectivity in the universe. My influence is small, but I do my part to spark my family, the field, and the worldview of and for early education.

Barbara Thompson

Manassas, Virginia

barbara.a.thompson148.civ@mail.mil

Director, Office of Family Readiness Policy, Department of Defense

I am deeply committed to children who deserve every opportunity to thrive, both in their home environment and early care/school setting. During my career, I have taught preschool,

managed a multi-site child development program, provided training and technical assistance (TA), and ultimately became a policy maker. At

each stage, my advocacy focused on improving the lives of children and their families. I have championed initiatives that reach far beyond the military system in order to better the level of quality for ALL children. By expanding access to high-quality child care for Service members, training, TA, legislative, and licensing changes to raise the bar, impacting all children in pilot states. I leveraged federal funding for three initiatives that will be available to DoD plus civilian providers: a virtual lab school training platform for direct care staff, trainers, and managers currently available; an evidence-based parenting curriculum; and a research-based early childhood curriculum, both available in 2017. I value research evidence when making policy decisions. I foment collaboration between science and practice, to deliver solution-focused results, to support the well-being of children and families.

Mary Beth Claus Tobin

Mashpee, Massachusetts

mbctobin@thetobinschool.org

Founder/Executive Director, Tobin Family of Schools

Throughout my life education and children have been at the core of who I am and all I do. For the last 35 years, I have built and led school-age, early childhood, and after-school programs

and have advocated for quality early childhood education. My personal mission is to bring these core values to my early childhood programs: I believe in fostering children's academic, emotional, social, and physical development; creating a culture committed to community service, leadership, and character development; providing small class sizes to maximize each child's potential within a robust academic program; sustaining a teacher-directed, child-centered, well-balanced curriculum to help children thrive; capturing emergent learning opportunities in the classroom; and providing a solid foundation in reading, writing, math, science, foreign languages, technology, and the arts as the basis for successful life-long learning. I believe in collaborating with early childhood educators and supporting professional development. To this end, I founded the Early Childhood Professional Association (TECPA) in 2001 to provide professional development training to teachers and administrators in the Boston area.

Analesi Delailoa Tuicaumia

Suva, Fiji

littleones@connect.com.fj

Centre Director/ Owner, The Little-ones:

Early Learning Centre; Founder, Child Benefit Trust; Operations Coordinator, Mobile kindy Fiji, Kindy@the Park, Library@the Park; National Consultant

for ECCE; Member, World Forum Foundation Global Leader for Young Children

My mission is to set up model schools around Fiji for 0 – 8 year olds providing quality early childhood care and education:

- Identify resources and funds channeled for the disadvantaged children.
- Reach every child in the community and develop child protection curriculum to be used in the communities.
- Be a leader in creating awareness on the importance of ECCE for the family, community, cities, and nations.
- Advocate extensively around the country during festivals so the public sector and government understand the seriousness of investing in our nation's young children.
- Build a quality ECE teacher training university that caters for demand in Fiji, the Pacific region, and internationally.

Jeanne VanOrsdal

South Beloit, Illinois

jmvanorsdal@gmail.com

Former Manager, Early Education and Child Care Initiatives, American Academy of Pediatrics

My mission is to promote high-quality early childhood programs and developmentally appropriate care for young children that supports children's growth and development to

become healthy, resilient adults. Understanding the needs of early childhood professionals to achieve their personal and professional goals, I support the advancement of traditional and

non-traditional professional development opportunities, the provision of mentorship, and the establishment of resources that will support their success. Working in collaboration with multiple early childhood colleagues, health professionals, and state systems benefits children within the context of their environment. Knowing that children develop within the framework of their families, I promote family engagement for early childhood programs as foundational to children reaching their full potential. My personal mission is to be a continuous learner, seeking out evidence-informed and research-based best practices, learning from children and families and balancing my personal and professional life.

Claire Warden

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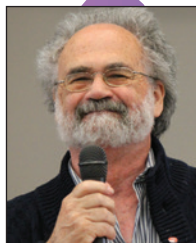
CEO,
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tive for Children (NACC); *Founder, Living Classrooms Charity; International Consultant; Respected Author*

To support human flourishing through the creation, definition, and sharing of a nature pedagogy.

Francis Wardle

Denver, Colorado
francis@csbchome.org



Adjunct Professor, Red Rocks Community College and the University of Phoenix; Author of books and articles on diverse early childhood topics

My mission is to:

- provide early childhood students and policy decision-makers with the complete early childhood body of knowledge.
- provide early childhood students with the ability and disposition to critically analyze new research, theories, and policies related to children, their families, and the early childhood field.
- provide parents and other family members with the information, resources, and support required to address the needs of their children, and to work effectively with their children's education programs.

- advocate for access to quality, equitable and culturally responsive early childhood programs for all children and their families who desire these services, including low-income families, families who are homeless, and children with disabilities.
- work towards adequate and just pay and benefits for everyone working with young children and their families, and for regular quality in-service education and training.
- make sure that the early childhood field provides the best possible preparation for all children to reach their full potential and become successful within their own communities and societies, and in the global community.

Linda Whitehead

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VP, Education and Curriculum, Bright Horizons Family Solutions



My personal mission for my 35+ years in the field of ECE has been to fully and respectfully engage and advocate for children, families, teachers, and ECE in the community. As a

former teacher, director, multi-site manager, and currently VP of curriculum and education, my mission with children of all backgrounds has been to engage fully at their level, following their lead with complete respect for their intelligence and potential. With families, I respect and partner in the challenging roles of parenting and advocating for their child. With teachers, I respect and engage with them in their work and give tools to implement DAP classrooms. I have supported appropriate compensation and contributed to the development of a first class eCDA training program. I whole-heartedly support NAEYC accreditation as the hallmark of EC program quality, having just served a three-year role on NAEYC's Accreditation Council. I also strive to give back to the community through local volunteer efforts, presentations to the field, and other contributions to impact the broader work of ECE. I envision a world where children's and families' needs are respected, put first, and reflected in policies.

"The greatest genius will never be worth much if he pretends to draw exclusively from his own resources.

What is genius, but the faculty of seizing and turning to account everything that strikes us?"

Johann Wolfgang Von Goethe

MASTER LEADERS

For more information on any of the Master Leaders, please visit www.ChildCareExchange.com/leadership

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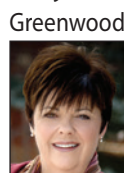
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Linda Hassan Anderson was randomly selected from all applicants to represent the Master Leaders on the cover of this issue. Congratulations, Linda!



CHARACTER DEVELOPMENT IS THE GREAT, IF NOT THE SOLE,
AIM OF EDUCATION.

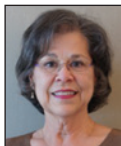
William O'Shea

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Phil Acord, *President/CEO*, Children's Home/Chambliss Shelter • Chattanooga, Tennessee

Kay Albrecht, Ph.D., *President*, Innovations in Early Childhood Education; *Co-author*, *Social Emotional Tools for Life: An Early Childhood Teacher's Guide to Strong Emotional Foundations and Successful Social Relationships* • Houston, Texas



Nancy P. Alexander, *Assistant Professor*, Northwestern State University in Louisiana; *Author*, *Early Childhood Workshops that Work: The Essential Guide to Successful Training and Workshops* and *Nailing Jelly to the Wall: Defining and Providing Technical Assistance in Early Childhood Education* and many Out of the Box Training Kits for Exchange Press • Shreveport, Louisiana

Ruth Ann H. Ball, *Professional Development Advocate, Mentor/Coach* in all settings serving young children; *Author and Speaker* at university and college classes; *Early Childhood Professional Associations* • Oklahoma City, Oklahoma



Rebeca Barrera, *Director of Latino Initiatives*, Scholastic • San Antonio, Texas

Roberta Bergman, *Author, Consultant, Grant Writer*; former Senior Vice President, ChildCareGroup • Dallas, Texas



Paula Jorde Bloom, Ph.D., *Distinguished Professor of Research and Practice*; *Founder*, McCormick Center for Early Childhood Leadership at National Louis University • Wheeling, Illinois

Pamla Jo Boulton, Ed.D., *Director Emeritus*, Children's Center at the University of Wisconsin-Milwaukee; *Co-Founder*, Wisconsin Professional Credential for Child Care Administrators; UW-Milwaukee faculty for the credential as part of the Center for Early Childhood Professional Development and Leadership • Cascade, Wisconsin



Mary Brown, *Senior VP Work – Life Services*, E4Healthcare • Atlanta, Georgia

Holly Elissa Bruno, M.A., J.D., *The McCormick Center for Early Childhood Leadership*; Wheelock College • Boston, Massachusetts • www.hollyelissabruno.com



Ruby Burgess, Ed.D., *Consultant; Member*: National Black Child Development Institute, the National Association for the Education of Young Children, and the National Association of Black Social Workers; *President of the Board*: Adventures in Health, Education, and Agricultural Development, Inc. (AHEAD, Inc.) • Morrilton, Arkansas • rubeburgess@gmail.com

Margie Carter, *Author, Consultant, Coach*; Harvest Resources Associates • Seattle, Washington • Margie@ecetrainers.com



Judy Collins, *Technical Assistant Specialist*, Child Care Licensing for the National Tribal Child Care Implementation and Innovation Center; Past President of NARA • Norman, Oklahoma

Carol Brunson Day, *President*, Brunson, Phillips & Day Inc.; *President* of the Governing Board of the National Association for the Education of Young Children; *retired CEO and Past President*, National Black Child Development Institute • Silver Spring, Maryland



Louise Derman-Sparks, M.A., *Anti-Bias Educator and Author*; *Retired, Faculty Emeritus*, Pacific Oaks College • Pasadena, California • rldsparks@aol.com

Chip Donohue, PhD, *Dean*, Distance Learning and Continuing Education and *Director*, TEC Center at Erikson Institute in Chicago; *Senior Fellow* of the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College; *Editor*, *Technology and Digital Media in*



the Early Years: Tools for Teaching and Learning • Chicago, Illinois



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