



Early Childhood Education Ph.D. Program WINTER 2021 NEWSLETTER

Early Childhood Education Department

Vision

INSPIRE. ADVOCATE. IMPACT.

NAEYC Professional
Preparation Standards

STANDARD 1. Promoting Child
Development and Learning.

STANDARD 2. Building Family and
Community Relationships.

STANDARD 3. Observing,
Documenting, and Assessing
to Support Young Children and
Families.

STANDARD 4. Using
Developmentally Effective
Approaches.

STANDARD 5. Using Content
Knowledge to Build Meaningful
Curriculum.

STANDARD 6. Becoming a
Professional.

STANDARD 7. Early Childhood
Field Experiences.

PREPARING TEACHERS TO WORK WITH EMERGENT BILINGUALS



Dr. Atilas and Maria Dias have been developing workshops to prepare teachers to work with emergent bilinguals. They presented a full day workshop for the UETHDA Head Start. Additionally, they presented at the annual National Association for the Education of Young Children Conference that was held virtually in November.

2020 AND 2021 Ph.D. HYBRID COHORT GROUPS MEET ON CAMPUS FOR THE FIRST TIME IN OCTOBER



Students attending came from Pennsylvania, Alabama, Georgia, North Carolina and Tennessee. The weekend started out with a gathering among students and faculty before transitioning into coursework, which included visits to some local schools including University School, Little Bucs and Seedkeepers Forest School.

SPOTLIGHT ON STUDENTS



▲ **Above:** Maria Dias was awarded the Gilbreath scholarship to attend the Literacy Association of Tennessee conference in December where she met Gerry Brooks. Brooks is a principal/speaker/workplace wellness/author, educator and administrator. He encourages teachers to improve instruction through personal climate and culture strategies, and helps administrators lead in a positive and constructive manner.

▼ **Below:** Ph.D. student Angela Shelton and Dr. Sharp presented together at this literacy conference.



Patience Mensah-Bonsu Aggrey



Patience is an international student from Ghana. As an undergraduate she studied graphic communication design in Kumasi, Ghana. She went on to complete an MFA at the University of Idaho. Her master's thesis centered on children and child labor in Ghana. She completed some early childhood courses as part of her master's program, which got her very interested in the field. She enrolled in an early childhood master's program at ETSU to learn more about how to teach others to work with young children. Following one year in the master's program she applied to the Early Childhood Ph.D. program and was accepted.

Early on at ETSU, Patience was a graduate assistant working directly with Dr. Broderick on a grant project funded by the ETSU Research Development Committee. An article from that project is now in press with the Early Childhood Education Journal. Currently, Patience is a Ph.D. fellow working with Dr. Evanshen.

At the start of the Ph.D. program, Patience was interested in many areas of the field, such as inclusive education and play. A lot of her early papers focused on these areas. She finally decided to learn more about technology in early childhood, which is the focus of her dissertation research. She is studying teachers' beliefs and attitudes toward technology during the COVID-19 pandemic. Her dissertation chair is Dr. Evanshen. Working with technology as a topic for her research is like coming back to her earlier roots in technology from her graphic and communication studies experiences.

Her advice for new Ph.D. students is to explore many areas in the field but to narrow your focus as soon as you can. This way you will have gathered more research from the literature related to your dissertation when it is time to design your dissertation study.

STUDENT PRESENTATIONS AND CREATIVE ACTIVITY

Atilas, J.T., **Dias, M.J.A.** (2021). Interdisciplinary and inclusive practices in early childhood education and early childhood teacher education, NAECTE virtual conference.

Atilas, J.T., **Dias, M.J.A.** (2021). Emergent literacy and read-aloud strategies to emergent bilinguals. UETHDA Head Start Professional Development, Kingsport, TN.

Ngum Chebe, M. (2021). The effects of the pandemic on literacy learning on immigrant children and their families. Presented at the Association for Constructivist Teaching virtual conference.

Orimaye, K.H., & Broderick, J.T. (2021). Challenges facing inquiry-based teaching in early childhood education. Presented at the Association for Constructivist Teaching virtual conference.

Click, L., Shelton, A.M., Crass, B. & Gray, B. (2021). Storytelling and writing workshop: Motivating student writers with a rainbow of strategies. Literacy Association of TN conference, Murfreesboro, TN.

Sharp, L. K. & **Shelton, A.** (2021). Shedding some light on phonological awareness, phonics, and phonemic awareness. Presented at the Literacy Association of TN conference.

ETSU WAS WELL REPRESENTED AT THE ANNUAL ASSOCIATION FOR CONSTRUCTIVIST TEACHING CONFERENCE



Dr. Broderick presented with colleagues, Seong Bock Hong, and GERALYN YU on their Art as Inquiry project. Ph.D. fellow, Helen Orimaye presented with Dr. Broderick on challenges preschool teachers face with inquiry learning. Mercy Ngum Chebe presented on challenges with literacy learning among immigrant students (3rd grade) and their families in the online learning format during the COVID-19 pandemic.



Dr. Lange and Ph.D. student, Angela Shelton, presented at the Tennessee Association for Children's Early Education in Chattanooga in October. Currently, Dr. Lange is working with a group to establish a local chapter of TACEE.

FACULTY PRESENTATIONS AND CREATIVE ACTIVITY

DR. ATILES

- Atiles, J.T.**, Lin, H., Buffington, J., Larzelere, R. (in press) A measure of educators' teaching styles. *Educational Research Quarterly*.
- Rose, J.R., Dias, M.J.A., **Atiles, J.T.** (in press) Teaching young English language learners got a bit more challenging. *Childhood Education: Innovations*.
- Almodóvar, M., **Atiles, J.T.**, Experiencias y desafíos de los docentes en la "nueva normalidad:" Perspectivas internacionales [Challenges and experiences of educators in the "new normal": International perspectives]. [Paper presentation]. National Association for the Education of Young Children Annual Conference. Grandes Comienzos initiative.
- Atiles, J.T.**, Dias, M.J.A., Preparing teachers to work with emergent bilinguals (paper presentation) NAECTE 2021 virtual conference.
- Atiles, J.T.**, Dias, M.J.A., Emergent literacy and read-aloud strategies to emergent bilinguals. UETHDA Head Start Professional Development, Kingsport, TN.

DR. BRODERICK

- Yu, G., **Broderick, J.**, & Hong, S. B. (2021). What are the developmental thinking processes of art educators and EC educators as they learn art as inquiry processes? Presented at the Association for Constructivist Teaching virtual conference.
- Orimaye, K.H., & **Broderick, J.T.** (2021). Challenges facing inquiry-based teaching in early childhood education. Presented at the Association for Constructivist Teaching virtual conference.
- Broderick, J. T.**, Hong, S. B., & Venier, A. (2021). What makes you powerful: using a cycle of inquiry to plan a long-term project. Presented at the National Association for the Education of Young Children virtual conference.
- Broderick, J.T.**, Sareh, N., Mensah-Bonsu, P. (in press). Teaching preschool teachers to converse productively with children. *Early Childhood Education Journal*.
- Voit, T. T., **Broderick, J. T.** (in review). Head Start preschool teachers' perceptions of Reggio Emilia principles practiced within their own setting: a case study.
- Broderick, J.T.** (2021). Children, Art, Artists: a book review. *Innovations Journal*.

DR. EVANSHEN

- Bilbrey, J., Castanon, K., Copeland, R., **Evanshen, P.**, & Trivette, C. (submitted for publication). Early childhood teachers' perspectives of trauma-informed knowledge, confidence and training.

DR. LANGE

- Lange, A. A.**, Robertson, L., Price, J., Nivens, R., & Tian, Q. (under review). Impacts of a collaborative approach to preservice teacher preparation in elementary and early childhood STEM education.
- Lange, A. A.**, Nayfeld, I., Mano, H., & Jung, K. (2021). Effects of a professional development model on preschool teachers' attitudes, beliefs and knowledge around STEM and teaching DLLs. *Journal of Early Childhood Teacher Education*. <https://doi.org/10.1080/10901027.2021.1911891>
- Lange, A. A.**, St. Lawrence, S., Robertson, L., Pretivera, A., & Armstead, J. (in press). "The nest weighs as much as a fridge!": supporting preservice teachers in STEM through an eagle-focused, multifaceted preschool collaboration. *Childcare Exchange*.

- Lange, A. A.**, Atkins, E., Tian, Q., Bullen, K., & Lodien, L. (in press). I need to make it taller! Engineering to solve wind challenges in preschool. *Teaching young children*.
- Robertson, L., **Lange, A. A.**, Price, J., Lowery, A., Lester, L., Tian, Q., & Nivens, R., (in press). Making stone soup: a collaborative approach to integrated STEM. *Science and Children*.
- Lange, A.A.**, Mano, H., Lech, S., & Nayfeld, I. (in press). Playing around with number composition: games, stories, and everyday problem-solving in the preschool classroom. *Teaching Young Children*.
- Lange, A. A.**, Robertson, L., Price, J., & Craven, A. (2021). Teaching early and elementary STEM. Johnson City, TN: East Tennessee State University. dc.etsu.edu/etsu-oer/8
- Lange, A.A.** (2021). EC STEM Lab – Virtual Exhibit Hall. Invited featured organization at the 2021 STEMIE Fest. stemie.fpg.unc.edu/stemiefest
- Lange, A.A.** (2021). Playful preschool STEM: 3 tips to support your young learner. Invited guest expert blog for Genius of Play. thegeniusofplay.org/genius/expert-advice/articles/playful-preschool-stem-3-tips-to-support-your-young-learner.aspx#.YJKJa6EpA2w
- Lange, A.A.** & St. Lawrence, S.T. (2021). Bringing life science to life with eagle cams in a preschool and university collaboration. Annual conference of the Tennessee Association for Children's Early Education (TACEE).
- Lange, A.A.** & Shelton, A. (2021). Where's the STEM? Finding opportunities for preschool STEM teaching and learning in the context of the garden. Annual conference of the Tennessee Association for Children's Early Education (TACEE).
- Shelton, A. & **Lange, A.A.** (2021). Collaborative capacity-building in preschool integrated STEM and literacy. Annual virtual conference National Association for Early Childhood Teacher Education (NAECTE).
- Lange, A.A.** & Trivette, C. M. (2021). Playful STEM with families and children with special needs. Invited co-presenter for the STEMIE Webinar series.

GRANTS AND CONTRACTS

- Under Review – Principal Investigator. Libraries count: co-developing a professional learning program to build capacity of libraries to support young children and their families in math. Laura Bush 21st Century Librarian Program, Institute of Museum and Library Services, \$450,000.
- Under Review - Principal Investigator. Improving early childhood and elementary preservice teacher preparation in STEM. NSF's Improving Undergraduate STEM Education: Education and Human Resources (IUSE: EHR). \$300,000
- 2021-2024 Senior Personnel - Evaluator. The Tennessee Rural Impact Project: A Science Alliance of Tennessee initiative. National Leadership Grants for Museums, Institute of Museum and Library Services. \$99,986 (ETSU subaward); \$941,787 (full amount). imls.gov/grants/awarded/mg-249465-oms-21
- 2021 Expert Contributor. Family Math Practice Network. Education First. \$8,000.
- 2021 Expert Reviewer. DRK12 Elementary Science Synthesis project with AIR. American Institutes of Research. \$2,000.

Sharp, L. K. & Shelton, A. (2021). Shedding some light on phonological awareness, phonics and phonemic awareness. Presented at the Literacy Association of TN conference.

Conferences of Interest to Students and Faculty

APPALACHIAN ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (AAEYC): Spring conference. Contact Beth Huber, Little Bucs program coordinator.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL (ACEI): Dr. Sharp is a member of ACEI and serves in a leadership position. ACEI website: ceinternational1892.org
The TN ACEI site: tacei.org

ASSOCIATION FOR CONSTRUCTIVIST TEACHING (ACT): October conference each year. Proposals are due late spring, early summer. Dr. Broderick is a past board member of ACT and newsletter editor. ACT's online journal, The Constructivist, is now a proceedings journal that also accepts outside submissions. Kelly A. Russell is the editor for the journal. krussell@bsc.edu ACT website: acteducators.com

ASSOCIATION FOR TEACHER EDUCATORS (ATE): There is an annual meeting in the spring, February 11-16, 2022 and an annual conference in the summer, July 29-Aug 2, 2022. ATE website: ate1.org/annual-events

DIVISION FOR EARLY CHILDHOOD (DEC): Conference will be held on September 27-30, 2022. DEC website: deconference.org/

NATIONAL ASSOCIATION FOR EARLY CHILDHOOD TEACHER EDUCATORS (NAECTE): This conference is always held in conjunction with NAEYC. Summer 2022 conference will be in conjunction with NAEYC on June 13, 2022. Contact Dr. Evanshen for more information on NAECTE. NAECTE website: naecte.org/

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC): The Professional Learning Institute is running from June 12-15, 2022, in Cleveland, OH. Annual conference will be held November 16-19, 2022 in Washington, DC. naeyc.org/events/future-dates

SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT (SRCD): srcd.org/events

SOUTHERN EARLY CHILDHOOD ASSOCIATION (SECA): Annual conference will be held February 3-5, 2022 in Myrtle Beach, SC
SECA website: seca.info/conference

TENNESSEE ASSOCIATION FOR CHILDREN'S EARLY EDUCATION (TACEE): Annual conference takes place in the fall. TACEE website: tacee.org

TENNESSEE ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (TAEYC): This conference is held in the fall. TAEYC website: taeyc.00family.com/join.html

ETSU EARLY CHILDHOOD CONFERENCE: This conference is planned for July 7-9, 2022. All ECED faculty are contacts for this conference. etsu.edu/coe/child/programs/conference/default.php

FACULTY SCHOLARLY HIGHLIGHTS



Dr. Jane Broderick, professor in the Department of Early Childhood Education, co-authored a book with Dr. Seong Bock Hong, a professor of early childhood from the University of Michigan-Dearborn. The book, *From Children's Interests to Children's Thinking: Using a Cycle of Inquiry to Plan Curriculum*, is the inspiration for a new online course offered through the National Association for the Education of Young Children's (NAEYC) Learning Lab. This course,

Emergent Curriculum and the Cycle of Inquiry, asks the question about childhood daily events, "How can teachers turn these simple, everyday moments into rich learning experiences?"



Dr. Pam Evanshen, professor and department chair, started a two-year term in November 2021 as the president of the National Association for Early Childhood Teacher Educators.



Dr. Lange's STEM workshop series for preschool teachers continues.

Session #1 on Number Sense was facilitated virtually in September. Information for three remaining sessions in 2022 can be found at ecstemlab.com. Sign up now for Session #2, Science Journals, on January 22, 2022.

SPOTLIGHT ON STUDENTS

OLAWALE OLUBOWALE



Wale is an international student from Nigeria. While his mother was a teacher, he never thought his career path would lead him to education. Following completion of his bachelor's in English language at Lagos University, Lagos, Nigeria and a master's in public administration at ETSU, Wale worked for a nonprofit called Develop Africa. Being a part of this organization

that provides materials to improve learning in African nations opened Wale to the need to advocate for quality education in the early years.

By completing a Ph.D. in Early Childhood Education at ETSU, Wale believes his knowledge of public policy and early childhood can lead to making a difference in the field.

A highlight of his experiences as a Ph.D. student was to volunteer for a school readiness program sponsored by Niswonger Foundation. This program helps children who have not previously been placed in childcare to experience routines and structures that prepare them for kindergarten.

A high point as an early childhood Ph.D. fellow has been to present with Dr. Facun-Granadozo on their research, which focuses on high quality texts, misconceptions about Africa and African culture with in texts, and using text to represent African culture appropriately.

Wale's research for his dissertation focuses on understanding trauma. He is interested in learning how school administrators and teachers can work together to mitigate trauma in early childhood classrooms. Dr. Evanshen is his dissertation chair.

His advice for new early childhood Ph.D. students is to not limit themselves from working with a variety of faculty, as each has unique and valuable knowledge and experiences to offer.

CONTACT

Dr. Broderick, broderic@etsu.edu
Dr. Evanshen, evanshep@etsu.edu

etsu.edu/coe/eced/

Apply to the program: etsu.edu/gradstud/

Student Resources

- **BOOT CAMP:** Thesis and dissertation writing and editing support, workshops, time to write. Four weekend sessions per semester at Sherrod Library. Emily Frances Redd; REDD@mail.etsu.edu
- **GRADUATE STUDENT SUCCESS:** Assistance with setting and maintaining personal and academic goals when experiencing stress. Ivy Buerkle; Sherrod Library, Room 462; 423-439-7062; gradsuccess@etsu.edu; etsu.edu/gradschool/successservice.php
- **SHERROD LIBRARY**
 - *Graduate Student Support:* libraries.etsu.edu/home#_ga=2.103795331.2064551261.1632148679-1036422071.1611438336
 - Dr. Wendy Doucette, Graduate Services Librarian, doucettew@etsu.edu
 - *Workshops:* sherrod.etsu.edu/sites/default/files/2015_grad_workshop_dates.pdf

Dissertation Scholarships for final semester:
etsu.edu/gradschool/funding/scholarships.php

Admission Process

Applicants for the Ph.D. in Early Childhood Education program are evaluated once each year for admission in the fall semester. Application information deadline is March 15th. This deadline is flexible until enrollment is filled. The program has a number of fellowships, awarded on a competitive basis, to support full-time doctoral students. Admission to the program has the same requirements as existing graduate school requirements plus additional specific requirements:

- Application form.
- Application fee (\$35 USA or \$45 International).
- One official transcript from each institution attended (undergraduate and graduate).
- Personal resume.
- Personal essay including a written statement of career and ethical goals, professional experience, and area of interest for a dissertation.
- Official Graduate Record Examination (GRE) scores taken within the past five years. Preferred scores are 50th percentile or higher.
- Four letters of recommendation.
- Master's degree in early childhood or a related field from a regionally accredited university.
- An interview with the admissions committee.

Certification of English proficiency for international students. A minimum official Test of English as a Foreign Language (TOEFL) score of 550 (paper), 213 (computer based), or 79 (internet based), taken within the past two years; a score of 6.5 on the International English Testing System (IELTS); or have received a degree from an accredited U.S. institution.