

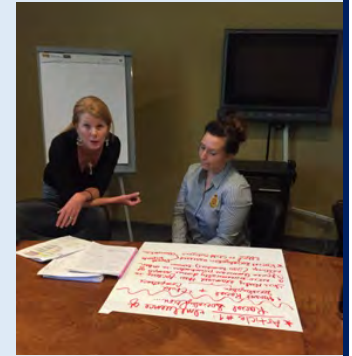


The Early Childhood PhD Program faculty welcome you to our first newsletter.

The Early Childhood PhD Program at ETSU is entering its 8th year. We are proud to announce that we have six graduates, six Graduate PhD Faculty members, 23 active students, five fellows and several graduate assistants.

Students have assisted faculty on research projects, co-authored articles, and presented with faculty at international, national, and regional conferences.

The program newsletter will be published each semester (Fall, Spring, Summer) to highlight student successes and news, faculty news, and program highlights.



Faculty Publications

Dr. Jane Broderick has co-authored three chapters with practicing preschool teachers in the following book.



Edwards, C. & Carotta, C. (2015) Listening to children, seeing possibilities: Stories from a Reggio inspired inquiry circle at Boys Town National Research Hospital and Beyond. Omaha, NE: Boys Town National Research Center.

Dr. Pam Evanshen

In 1986, NAEYC, Early Childhood's professional organization, published a book, "Developmentally appropriate practice in early childhood programs," which is a guide for serving children from birth through age 8.

third grades." An article written by Dr. Evanshen and co-author Dr. Janet Faulk was chosen to be included in this publication.

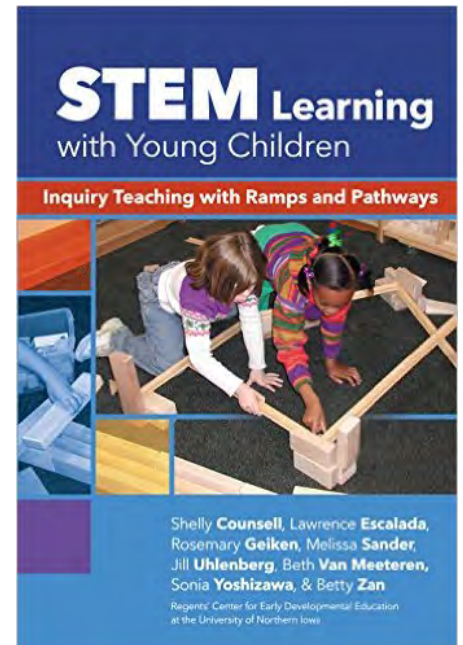


Faulk, J. & Evanshen, P. (2014). Linking the primary classroom environment to learning. In Copple, C., Bredekamp, S., Koralek, D., & Charner, K., (Eds.), Developmentally appropriate practice: Focus on children in first, second and third grades (pp. 108-114). Washington, DC: NAEYC.

Dr. Rosemary Geiken

Dr. Geiken and several colleagues, including our PhD Student Sonia Yoshizawa, have a new book soon to be released:

Counsell, S., Escalada, L., Geiken, R., Sanders, M., Uhlenberg, J., Van Meeteren, B., Yoshizawa, S. and Zan, B., (2015). STEM learning with young children: Inquiry teaching with ramps and pathways. NY: Teachers College Press.





PhD Graduates

Kim Cassidy, Fall 2015

Determining if Grandparents as Primary Caregivers of Pre-K through Third Grade Students in Northeast Tennessee Perceive Delivery of Information and Services as Effective in Decreasing Chronic Absence.

Jill Leonard, Summer 2015

Professional Learning Communities as a Model of Professional Development for Focusing on the Instructional Practice Teachers Use to Teach Developmental Writing.

Charity Hensley-Pipkin, Summer 2015

Use of the Physical Classroom Environment as a Teaching & Learning Tool Including the Impact of the Common Core State Standard Initiative in Kindergarten through Third Grade Primary Classrooms in Northeast Tennessee.

Ruth Facun-Granadozo, Fall 2014

Developing Mastery in Phonemic Awareness, Phonics, and Morphemic Awareness: A Multiple Case Study of Preservice Teachers.

Angie Baker, Spring 2014

An Exploratory Critical Study of Questioning Strategies Posed by Early Childhood Teachers During Literacy Blocks.

Helen Lane, Fall 2012

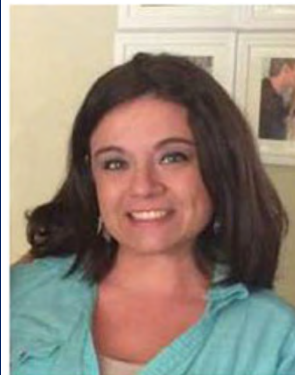
Implications of Caregiver-Child Interactions and Temperament on Cortisol Levels of Toddlers in Full-Day Childcare.

Awards Received by Early Childhood PhD Students



Sonia Akiko Yoshizawa

2015 Clemmer College of Education Student Award Outstanding Graduate Student Assistant – Teaching and Learning



Teresa Boggs

2015 ETSU Distinguished Faculty Award for Service



Stephanie Stephens

A Master Teacher with East Tennessee State University's Child Study Center in the Infant-Toddler Program has been named an "Emerging Leader" by the *Child Care Information and Exchange* professional magazine.

Student News

Conference presentations

- Broderick, J.; Hong, S. B.; and **Garrett, D. M.** (2015). Emergent curriculum-cycle of inquiry (EC-COI): A conceptual model for emergent curriculum operationalized through planning artifacts. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Trivette, C. and **Garrett, D.M.** (2015). "Bathing" infants & toddlers in rich language experiences to close the word gap. ETSU Early Childhood Conference, Johnson City, TN.
- Evanshen, P., & **Hensley-Pipkin, C.** (2015). *Progress! Linking the primary classroom environment to learning – Strategically designing the physical classroom environment to reflect early childhood principles.* Paper presented at the National Association of Early Childhood Teacher Educators, New Orleans, LA.
- Evanshen, P., & **Hensley-Pipkin, C.** (2015). *Lead on! Linking the primary classroom environment to learning - Strategically designing the physical classroom environment to reflect early childhood principles.* Annual Early Childhood Conference at East Tennessee State University, Johnson City, TN.
- Landy, C.** (2015). Growing up wild: Connecting children with nature, ETSU Early Childhood Conference, Johnson City, TN.
- Landy, C.** (2015). Growing up wild: Connecting children with nature, Chattanooga Area Association for the Education of Young Children, Chattanooga, TN.
- Madison, K.** and **Voit, T.** (2015). Student engagement: Successful outcomes for students with dependent children. Student Parent Support Symposium, Columbus, OH.
- Voit, T.** and **Madison, K.** (2015). Math on my back: Beyond the traditional math workbook. ETSU Early Childhood Conference, Johnson City, TN.
- Yoshizawa, S.A.,** Geiken, R. & Uhlenberg, J. (2015). Toddlers, problem solving, and creativity: Thinking IN and OUT of the box! NAEYC, Orlando, Florida.
- Yoshizawa, S.A.,** Isbell, R. & Raines, S. (2015). Unsticking the stuck: Making powerful connections that inspire young creative thinkers. NAEYC, Orlando, Florida.
- Sharp, L. K. & **Zhao H.** (Spring 2015). Developing children's literacy through guided play. MTSU, TACEI. TAEYC Play Symposium, Murfreesboro, TN.

Upcoming Events

- NAECTE/NAEYC Annual Conference and Expo, Orlando, Florida – November 18 – 21
- ETSU Early Childhood Education PhD Seminars – Friday October 30 9:00- 10:30, and Friday November 20 9:00-10:30. **Focusing on strategies for implementing meta-analyses. Master's students welcome.** Contact Dr. Trivette for information on readings. TRIVETTECM@etsu.edu



Student Scholarly Highlights



Charity Hensley

To date, my research has focused on the role of the physical classroom environment in the teaching and learning process. I have always had interest in the aesthetics of the physical environment; however, upon entering the field of early childhood, my focus shifted to include the role and influence of the physical classroom environment and its components. I am interested in the use of the physical classroom environment as a teaching and learning tool and the potential positive outcomes for students.

learning tool and the potential positive outcomes for students.

I do not have any current presentation plans at this time, but am always open and seeking opportunities to share my passion for the field of early childhood! Currently Charity holds a position in the ETSU ECED Program as a Full-Time Temporary Instructor.



Kim Cassidy

My current research focuses on grandparents as primary caregivers to children who are pre-k through 3rd grade. I'm interested in any relationship between the family unit and chronic early absence as well as disciplinary issues.

I am planning to do staff development for the Hawkins County School District and I am also hoping to have a community outreach conference on services to grandparents raising grandchildren in our area. I have not had the time to look into presenting at other conferences this year, as I've been focused on my dissertation, but I plan to do so in the future. I did present at the ETSU Conference this year.

Faculty Scholarly Highlights



Dr. Broderick

I am currently writing a book to be published by NAEYC on the Cycle of Inquiry System (COI), which my colleague, Seong Bock Hong, and I developed as a tool to assist teachers in learning to plan and implement emergent curriculum. Educators in the States coined the term emergent curriculum in the 60s, though, most people associate it with the internationally recognized Reggio Approach. My research with the COI focuses on emergent curricular teacher planning processes. It is important to study these teacher practices in order to discern the impact they have on student learning.

Other interests: creativity - the overlap of arts and science processes, documentation, play, the learning environment.



Dr. Geiken

I am currently working on research in two areas. The first is research on toddlers and how they go about solving problems when given simple materials like pots and pans, containers and things to put in the containers, and tubes and balls. The second area of research focuses on K-3 teachers and science. I am looking at how their beliefs about teaching science match with their actual classroom practice. These interests came from my work when I was at the

Regents' Center for Early Developmental Education (RCEDE) researching Ramps and Pathways curriculum with children ages 3-8 years of age. We have a new book coming out soon on this curriculum. It was this work that served as a springboard to my current research.

Student Resources

- Boot Camp: Thesis and Dissertation writing and editing support, workshops, time to write. Four weekend sessions per semester at Sherrod Library.
➤ Graduate Student Success: Assistance with setting and maintaining personal and academic goals when experiencing stress.
○ Workshops: http://sherrod.etsu.edu/sites/default/files/2015_grad_workshop_dates.pdf



Diversity

Diverse Student Population in the Early Childhood PhD Program

Currently the Early Childhood PhD Program has students representing the local region, within the Tri-Cities area, and beyond. This includes students from Southwest Virginia and Oak Ridge, Tennessee.

We have three students who are faculty in other programs at ETSU: Communication Disorders, Nutrition, and Physical Therapy.

International students represent the following countries: China, Zimbabwe, Saudi Arabia, and Iran.

We also have one male student, which in our field is considered a minority.

We are very proud of our diverse community and the unique relationships that develop within and across cohorts.



Testimonials

"I think it has been a great learning experience with supportive staff and I feel like I have finally found something I really love to do. I enjoy working with my cohort. They are a team I can depend on."

"In this program theory is connected to the practice. We have many field experiences connected to our NAEYC-accredited Child Study Center, to help us understand theory in practice. Faculty advisors work with students individually to plan course schedules and collaterals to meet individual needs. I am developing research skills in all my classes."

"The program provides information to students in a culturally responsive manner. For example, although assignment expectations are the same for all students, many professors provide options for students in terms of selecting topics of interest. The program has aided me in learning to access and use a wide range of professional resources in the field (a process which has enhanced my inquiry skills and ability to conduct research)."

Editor: Dr. Jane Broderick & Dr. Pam Evanshen

Admission Process

Applicants for the PhD 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 to support full-time doctoral students, and there are awarded on a competitive basis. 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 5 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 US institution.

Assistant Editors: Faculty Member Dr. Carol Trivette and Doctoral Students Tsitsi Nyabando & Tara Voit