

Spotlight on Students



Kristy Castanon

Kristy Castanon is a kindergarten teacher working in a county public elementary school in Virginia. She loves what she is doing but wanted a new challenge, so she started looking into a PhD program in early childhood education. She came across the ETSU program which is about an hour and a half drive from where she lives, so she applied to the ETSU PhD program and was admitted in fall 2017.

Her research interest focuses on trauma in early childhood, especially in trauma-sensitive classrooms. This interest led her to investigate different social-emotional aspects of children and the teachers, and how teachers' behavior can affect and influence young children's social-emotional growth. Kristy recently attended a national conference for trauma-sensitive schools, which focuses on bringing a trauma-sensitive culture into the public-school setting.

She is currently researching teacher behavior and the language they use to communicate during stressful situations in order to be a positive role model for children. In addition to this, she co-taught an undergraduate course ECED 3140 Guiding Young Children, in the fall 2020 semester with Dr. Evanshen as a mentor. Kristy will complete her comprehensive examination in spring 2021.

Kristy's advice for the incoming PhD students is that they should not be afraid to ask questions because there are so many people in the department and the program who can help and point them in the right direction. Also, it is important to know that ETSU has many resources to support students.

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; <http://www.etsu.edu/gradstud/successservice.aspx>
- **Sherrod Library**
 - **Graduate Student Support:** <http://sherrod.etsu.edu/patron/grad>
 - Dr. Wendy Doucette, Graduate Services Librarian, doucettew@etsu.edu
 - **Workshops:** http://sherrod.etsu.edu/sites/default/files/2015_grad_workshop_dates.pdf

Dissertation Scholarships: For final semester: <http://www.etsu.edu/gradstud/gscholarships/thesisdissertationscholarship.aspx>

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 that 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 résumé
- 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



Early Childhood Education PhD Program

Fall - Winter 2020 Newsletter



Greetings from the Early Childhood faculty during COVID-19. We are staying strong and committed to our students and community partners.

Early Childhood Education Department

Vision

The vision of the early childhood program is to engage in and encourage lifelong learning and produce teachers, researchers and leaders who advocate for and create quality early childhood experiences in early care and education.

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

New Early Childhood Resources Website

Dr. Broderick, along with help from doctoral students Maria Jose Dias and Narges Sareh, designed a resource page on our Early Childhood Education website. This includes video clips collected from a project that began with an instructional development grant Dr. Broderick received in 2013. There are two types of videos available.

One group of video clips focuses on teacher interactions with young children. Another set of video clips focuses on peers' organization of their own social structure during play in early childhood settings.

These are available for colleagues to view and use in courses. Preschool teachers and directors can view these to engage in discussions about practice.

<https://www.etsu.edu/coe/eced/resources.php>

Spotlight on Students



Safa Alkaabi

Safa Alkaabi is from Saudi Arabia. She obtained her master's degree in Early Childhood Education from the University of Dayton. She started looking for a PhD in Early Childhood Education and came across the ETSU PhD program while browsing the web. She was pleased with what she found, applied and was admitted into the PhD program in Fall 2018.

Safa's research interest centers on academic resilience. Her dissertation will also focus on resilience. She expects to graduate in 2023.

Safa is currently preparing to complete her comprehensive examination in the Spring of 2021. Her advice for incoming PhD students is that they will face some challenges and have some difficulties, which they can overcome.



Kristin Lazarova

Kristin Lazarova lives and works in Johnson City. Her background is in Psychology. She earned both her undergraduate and master's degrees in Psychology from ETSU and teaches Psychology at Northeast State Community College. Her love for learning, interest in lifespan psychology, and lifespan development led her to apply to the ETSU PhD program. According to Kristin, the ETSU Early Childhood Education PhD program has a good reputation, offers many accredited programs, and Johnson City is already home to her family.

Kristin is interested in mindfulness and children's self-regulation. The effects of teachers' mindfulness on children's self-regulation and behavior is the focus of her dissertation. She will complete her comprehensive exam during the Spring 2021 semester.

She is currently working on making the classes she teaches at Northeast State Community College more accessible to all her students. She is also involved in an Institutional Excellence Fellowship that focuses on faculty improvement within their courses. There is a need for more inclusion to accommodate all students regardless of disabilities, ethnicity, religion, sexual orientation, gender, and cultural background.

Kristin's advice for the incoming students is that they should take advantage of all opportunities presented within the department. Be open to new learning opportunities, develop relationships with faculty members, and seek opportunities to conduct research with the faculty.

Early Childhood PhD Program Co-Coordinators:

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

Website: <http://www.etsu.edu/coe/eced/>

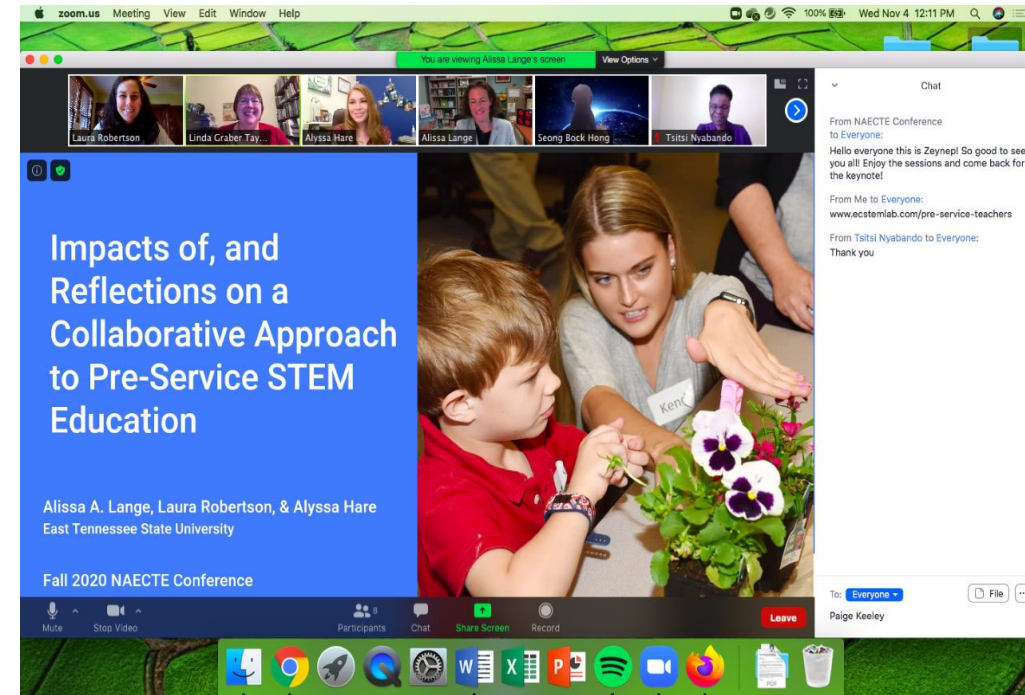
Apply to the Program: <http://www.etsu.edu/gradstud/>

ETSU is an AA/EEO Employer. ETSU-COE-0009-20 75



Nathan Martin, Kathryn Boniol, Kate Robshaw, Dr. Broderick, & Virginia Holley co-authored an article, which will be published in the Jan/Feb issue of Science and Children based on a project from ECED 3150 Creative Development of Young Children.

Faculty Scholarly Highlights



Above: Alissa Lange, ECED faculty, Laura Robertson CUI faculty, and Alyssa Hare, an ECED undergraduate student in the PK-3rd grade licensure program, presented virtually to the National Association of Early Childhood Teacher Educators on Nov 4, 2020. The roundtable was entitled, "Impacts of, and reflections on a collaborative approach to pre-service STEM education." The focus was on research impacts of participation in the early childhood-elementary STEM collaboration approach to pre-service teacher education in STEM, which is led by Robertson, Lange, and colleagues. The talk highlighted Alyssa Hare's unit plan and learning experiences that she designed as part of our ECED course last spring, and her reflections on the project.



Faculty attended several virtual conferences in Fall 2020. To the left is a screen shot of Dr. Broderick attending a session during the Association for Constructivist Teaching Annual 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: <http://acei.org/programs-events/summit.html>
The TN ACEI site: <https://www.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 2020 journal. krussell@bsc.edu ACT website: <http://www.constructivistassociation.org/>

Association for Teacher Educators (ATE): There is an annual meeting in the Spring and an annual conference in the Summer. ATE website: <https://ate1.org/annual-events>

Division for Early Childhood: DEC: Conference will be held on January 21-29, 2021. DEC website: <https://www.deconference.org/>

National Association for Early Childhood Teacher Educators (NAECTE): This conference is always held in conjunction with NAEYC. Fall 2020 Online conference taking place on November 3-4. Summer 2021 Conference will be in conjunction with NAEYC on June 14. Contact Dr. Evanshen for more information on NAECTE. NAECTE website: <http://naecte.org/>

National Association for the Education of Young Children (NAEYC): This year's conference will be held November 17-20, 2021, in Orlando FL. The Professional Learning Institute is running from June 13-16 2021 in Philadelphia, PA. <https://www.naeyc.org/events/future-dates>

Society for Research in Child Development (SRCD) <http://www.srebo.org/>
Southern Early Childhood Association (SECA): This conference is held in the Spring. SECA website: <http://www.southernearlychildhood.org/>

Tennessee Association for the Education of Young Children (TAEYC): This conference is held in the Fall. TAEYC website: <http://taeyc.00family.com/join.html>

ETSU Early Childhood Conference: This conference is planned for July 8-10, 2021. All ECED faculty are contacts for this conference. <http://www.etsu.edu/coe/child/programs/conference/default.php>

Student Presentations and Creative Activity

Facun-Granadozo, R. & Olubowale, O. (2020, November). Enabling teacher candidates to work with English learners: A literature review. A paper presented at the Virtual Fall Conference of the National Association for Early Childhood Teacher Educators.

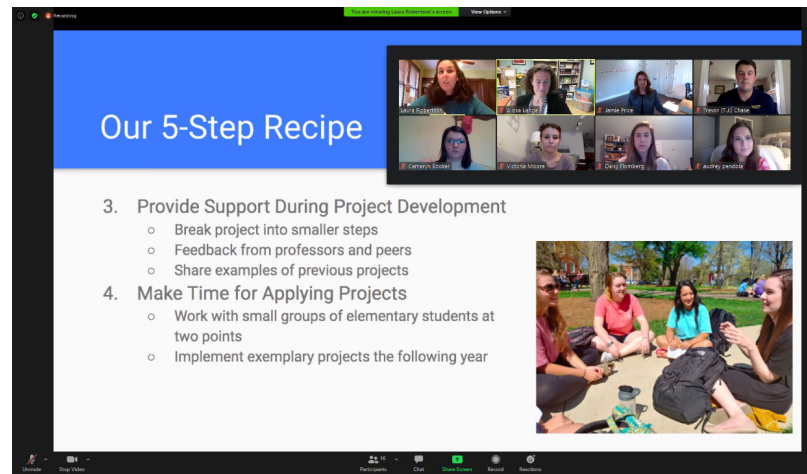
Dias, M. J. A., Almodóvar, M., Atilés, J. T., Chavarría Vargas, A., & Zúñiga León, I. (2020). Innovative early childhood teachers rise to the challenges brought about by COVID -19. *Childhood Education: Innovations*, 96(6), 38-40. Authors appear in alphabetical order with the exception of first author.

Almodóvar-López, M., Atilés, J., Chavarría-Vargas, A., Dias, M., & Zúñiga-León, I. (2020). La enseñanza remota no viene sin retos [Remote teaching doesn't come without challenges]. *Revista Electrónica Educare*, 24(Suplemento), 1-4. <https://www.revistas.una.ac.cr/index.php/EDUCARE/article/view/14495/20300>



Congratulations to Dr. Narges Sareh who successfully defended her dissertation entitled, "The relationship between the amount of time spent in the block center and gender differences in preschool children's spatial performance." We are so proud of you!

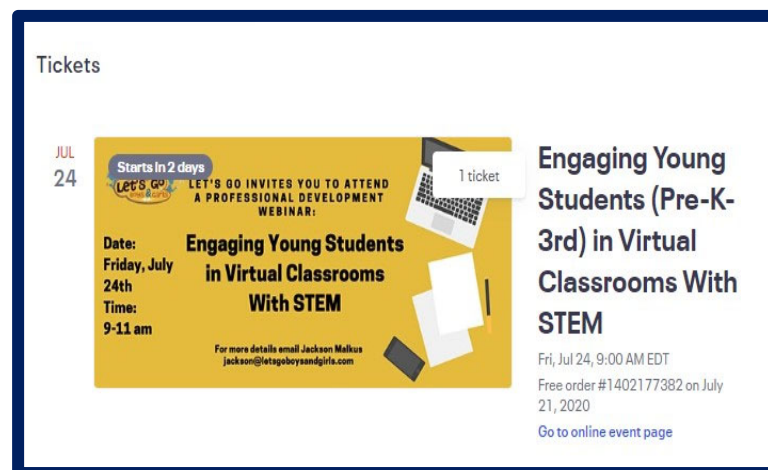
Dr. Amy Malkus organized and moderated a workshop called Engaging Young Students in Virtual Classrooms with STEM for the Let's Go Boys and Girls Organization in the DC/MD/VA area. Dr. Lange and Dr. Geiken participated as presenters, as did former students Angie Jordan and Kristen Galloway. About 25 educators were in attendance.



Saturday, October 3, Dr. Alissa Lange, faculty in Early Childhood Education, Drs. Jamie Price and Laura Robertson, faculty in Curriculum and Instruction, presented with six pre-service teacher candidates at the Tennessee Science Teachers Association virtual conference. The presentation, "Making Stone Soup: A Partnership Between Elementary Teachers, Pre-service Teachers, and Education Professors," highlighted the collaboration with University School to create integrated STEM projects for grades K-5.

The discussion focused on how their shared "experiences collaborating as a group of elementary teachers, preservice teachers, and education professors feels much like the story of Stone Soup. Over the past four years, each of us brought our own challenges and strengths to the project and made unique contributions of time, energy, and experience." As part of the presentation, they "share how we organize our partnership and example K-5 projects that integrate science and math. Each year our collaboration results in a wealth of materials and opportunities that benefit all of us, and we believe our model could be adopted by others. We will share tips for starting your own collaboration."

Presenters: Laura Robertson (CUAI), Alissa Lange (ECED), Jamie Price (CUAI), Cameryn Booker (CUAI), TJ Chase (CUAI), Savana Cleek (CUAI), Daisy Flomberg (ECED), Victoria Moore (ECED), & Audrey Pendola (CUAI)



Faculty Presentations and Creative Activity

Dr. Atilés

Atilés, J. T., Dunlap, R. L., & Tester, M. (in press). Educators' responses to COVID-19: How Head Start addressed challenges and accommodated pre-service teachers completing the final practicum. *Childhood Education: Innovations*. (This one is coming out in Jan/Feb 2021 issue)

Dias, M. J. A., Almodóvar, M., Atilés, J. T., Chavarría Vargas, A., & Zúñiga León, I. (2020). Innovative early childhood teachers rise to the challenges brought about by COVID -19. *Childhood Education: Innovations*, 96(6), 38-40.

Almodóvar-López, M., Atilés, J., Chavarría-Vargas, A., Dias, M., & Zúñiga-León, I. (2020). La enseñanza remota no viene sin retos [Remote teaching doesn't come without challenges]. *Revista Electrónica Educare*, 24(Suplemento), 1-4. <https://www.revistas.una.ac.cr/index.php/EDUCARE/article/view/14495/20300>

Atilés, J. T., & Almodóvar, M. (2020). ¿Sabes si tus estudiantes entienden lo que leen? Estrategias para aumentar la comprensión [Do you know if your students understand what they read? Strategies to increase comprehension]. Paper presented at the National Association for the Education of Young Children Annual Conference, Virtual. Grandes Comienzos initiative.

Atilés, J. T., Dunlap, R., & Tester, M. (2020). *Practicum in Pandemic: How university instructors collaborated with Head Start*. Paper will be presented at the Fall 2020 National Association of Early Childhood Teacher Educator's Virtual Conference.

Atilés, J. T., & Dias, M. J. A. (2020). *Teachers' experiences and challenges in the "new normal": International perspectives*. Paper will be presented at the Fall 2020 National Association of Early Childhood Teacher Educator's Virtual Conference.

Atilés, J. T., Grafwallner, R., & Montavani, S. (2020). Panel discussants' perspectives of staff and settings. In J. Peeters, *Aspects of the impact of COVID-19 on settings and staff*. International Narratives about COVID-19 and Early Childhood. European Early Childhood Education Research Association, online webinar.

Dr. Broderick

Broderick, J. T. (in press). Children, Art, Artists: A book review. *Innovations Journal*.

Broderick, J. T., Boniol, K., Martin, K., Robshaw, K. & Holley, V. (In press). Impression obsession: Exploring science phenomena in a play centered preschool classroom, *Science & Children*. (Jan/Feb 2021 issue)

- The four co-authors were undergraduate students in the Early Childhood Program at the time of writing the article.

Voit, T. and Broderick, J. T. (2020) Head Start Preschool Teachers' Perceptions of Reggio Emilia Principles Practiced Within Their Own Setting: A Case Study. Association for Constructivist Teaching, Virtual conference.

Broderick, J. T., Hong, S. B., Semana, S., & Hernandez, V. (2020), Cycle of Inquiry online with preschool children: Reconstructing equitable learning community from a distance. Association for Constructivist Teaching, Virtual conference.

Broderick, J. T., Hong, S. B., Semana, S., Hernandez, V. (2020), Cycle of Inquiry online with preschool children: Reconstructing equitable learning community from a distance. National Association of Early Childhood Teacher Educators, Virtual conference.

Dr. Evanshen

Isik-Ercan, Z., Parnell, W., Nyabando, T., Evanshen, P., Williams, R., McMurray-Schwarz, P., Casey, E., Taylor, L. (June 2020). *Integrating systems for young children: Community engagement, cross-sector partnership and education of practitioners*. National Association for Early Teacher Educators (NAECTE) Conference, Virtual.

Dr. Ruth Facun-Granadozo

Facun-Granadozo, R. & Olubowale, O. (2020). Enabling teacher candidates to work with English learners: A literature review. A paper presented at the Virtual Fall Conference of the National Association for Early Childhood Teacher Educators.

Facun-Granadozo, R. (2020). Working with children from diverse backgrounds in afterschool settings. A virtual presentation to the ETSU Public Service Corps Scholarship Recipients.

Dr. Lange

Lange, A. A. (2020). Math and Science Story Time (MASST): Spanish-English bilingual library-based curriculum for preschoolers and their families (activity plans). EC STEM Lab. www.masstprogram.com.

Lange, A. A., Brenneman, K., & Sareh, N. (2020). Using number games to support mathematical learning in preschool and home environments. *Early Education and Development*. <https://doi.org/10.1080/10409289.2020.1778386>

Robertson, L., Nivens, R.A., Lange, A., & Prince, J. (2020). Innovative collaboration for curriculum integration. Poster presentation at the 14th Annual STEM Education Research Conference. February 16-17, 2020. Cookeville, TN.

Robertson, L., Lange, A., Prince, J., Booker, C., Chase, T.J., Cleek, S., Flomberg, D., Moore, V., & Pendola, A. (2020). Making stone soup: A partnership between elementary teachers, pre-service teachers, and education professors. Presentation at the 2020 Tennessee Science Teacher Association Virtual Conference.

Lange, A.A. (2020). Preschool STEM: Integration, Professional Learning, & Pre-Service Teacher Education. Invited expert contributor presentation to the National Academies of Science, Engineering, and Medicine panel on "Enhancing Science and Engineering in Prekindergarten through Fifth Grade." Oct 28, virtual. <https://www.nationalacademies.org/event/10-28-2020/enhancing-science-and-engineering-in-prekindergarten-through-fifth-grade-committee-meeting-3-virtual>

Lange, A.A. (2020). Playful Preschool STEM: Three Tips to Support Young Learners Every Day. Invited presenter at the STEMIE Fest virtual conference event, September 15. <https://sched.co/dxpe>

Lange, A. A. (2020). Math and Science Story Time (MASST): Spanish-English bilingual library-based curriculum for preschoolers and their families (activity plans). EC STEM Lab. www.masstprogram.com

Dr. Sharp

Sharp, L. K. & Shelton, A. M. (2020). Using Children's Literature to Teach Diversity. NAECTE annual conference.