

Faculty

Presentations and Creative Activity Continued

Trivette, C.M., Garrett, M., Zhao, H., & Landry, C. (2016). *Research evidence for environment-recommended practices*. Presentation at DEC 32nd Annual International Conference on Young Children with Special Needs, Louisville, KY.

Trivette, C.M. (2016). *Engaging families: Why, when, how*. Invited presentation at the Engaging Families Conference, Sioux Falls, SD.

Trivette, C.M. (2016). *Let's go deeper: Building the capacity of families during home visits*. Invited presentation made at the Engaging Families Conference, Sioux Falls, SD.

Trivette, C.M. (2016). *Let's make early language and literacy development a village affair*. Invited keynote presentation at the Champions Symposium, Columbia, SC.

Trivette, C.M., (2016). *Focus on families: Supporting families to support the language and literacy development of their young children*. Invited keynote presentation at the Champions Symposium, Columbia, SC.



Meta-Analysis Process (MAP) Group starting with the back row: Hongxia Zhao, Guillermo Mendoza, Tsitsi Nyabando, Carol Trivette, Cathy Landy, Ehichoya Edokhamhen, Mike Garrett

This group of doctoral and master's students is working on research syntheses for the Division of Early Childhood (DEC) of the Council for Exceptional Children. They are identifying, screening, coding, and analyzing the research evidence around five DEC-recommended practices. Upon completion of each synthesis, they write up two summaries. One summary is a technical report and the other is a simple language report for non-researchers. Following completion of the summaries, a journal article will be submitted containing the full results of the project.

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>

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 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 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

Tahani Ahmed and Daisy Tian practicing with chopsticks at a cultural dinner experience in the Fall 2016 Social & Cultural Diversity class with Dr. Broderick.



Early Childhood Education PhD Program

Fall/Winter 2016-17 Newsletter



PhD students studying learning environment rating scales.

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

Honors & Awards



Southern Regional Education Board (SREB) Fellowship Recipient

Guillermo Mendoza is in his first semester as a PhD student. He has the honor of being the second ETSU student to receive the SREB State Scholarship, following Katherine Madison, who is also an Early Childhood PhD student. The goal of the SREB

program is to increase the number of PhD minority students who seek careers in higher education as faculty and staff. It provides many different forms of support, including: financial, academic/research funding, career counseling, job postings, scholar counseling and advocacy, a networking directory, a career fair, and a yearly invitation to the SREB conference, which is hosted in various locations throughout the U.S. Each participant is expected to work closely with a mentor.

Guillermo is working under the mentorship of Dr. Kathryn Sharp, Associate Professor in Early Childhood. His research focuses on English Language Learners and the techniques or methods that can help teachers to better assist these learners. He completed a master's thesis introducing, to a preschool teacher, the use of gestures as an aid to learning English. The inclusion of gestures in teaching English to young children is based on Total Physical Response by James Asher. Guillermo has had the opportunity to present for prominent education organizations this Fall.

The SREB program started in 1993 and has existed over 20 years. It has assisted approximately 1,200 students at 94 different institutions in 31 different states and has graduated over 800 students.

Spotlight on Students



Mike Garrett

Dissertation Title: Seeing the world differently: Professional development bridging science and lay cultures

Expected Graduation Date: Spring 2017

Michael's background is in science and mathematics education at the secondary and post-secondary level, particularly in physics, chemistry, statistics, and calculus. When he moved to early childhood education, Michael became interested in how to provide opportunities for authentic science or proto-science work into elementary school classrooms. He organized a small-scale project on dialoguing with 2nd grade students on their representations of the solar system and how standard textbook representations function in learning. He organized another small project on how K-2 children might work together to explore how a bowling ball moves and how they experience force and inertia.

Michael's fundamental interest is in how models and modeling are woven through science thinking and how a better understanding of this might be used to increase the engagement, attitude, and learning of both children and adults in formal science learning experiences. His dissertation intends to unpack intervention characteristics and the behavior and attitude outcomes for teachers in a professional development workshop using proto-scientific modeling in a culturally sensitive setting.

Currently at ETSU, Michael is adjunct faculty in Early Childhood Education (ECED) and in Mathematics. He is involved in ongoing projects to document and conceptualize emergent curricular planning and is working with a national initiative to develop a process for creating systematic reviews around DEC-recommended practices. Besides continuing his work and teaching around ECED, Michael is interested in teaching statistics and research methods at the undergraduate and graduate levels.



Gina Wohlford

Dissertation Title: Observation and interpretation: Teachers' beliefs and the impact of intervention on teachers' meaningful conversations with children in preschool programs

Expected Graduation Date: Spring 2017

Gina's research study uses a mixed methodology: single-case design with qualitative interviews. The purpose is to guide preschool teachers to realize the importance of observing and interpreting children's thinking as they plan interactions with children, specifically productive conversations. She is hopeful this study will encourage a more constructivist approach in early childhood programs.

Gina is currently the Principal of Norton Elementary and Middle School in the City of Norton, VA. On January 1st, she will move into a new position as Interim Superintendent for Norton City Schools. Her educational background is in early childhood and primary education, having previously taught in a Pre-K classroom for eight years. She holds a master's in Reading degree from ETSU and a master's degree in Educational Leadership from Radford University.

She recently received a United Way of Southwest Virginia "Discovery Readiness" grant, affording the two preschool classrooms at Norton Elementary with a curriculum approach that focuses on interactions with children as they discover the world around them.

Gina is passionate about Early Childhood Education and is hopeful that she can impact public schools by bringing her knowledge of emergent curriculum to the public school classroom.

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. TBR# 220-009-16.1M

Faculty Scholarly Highlights



Dr. Amy Malkus
Associate Professor

Dr. Malkus has been faculty at ETSU since 2000. She coordinates the Early Childhood master's program. She received her BA in Psychology from Washington College in Chestertown, MD. Both her MS in Early Childhood Education and a PhD in Child Development are from Purdue University in West Lafayette, IN.

Dr. Malkus authored several scales dealing with the environmental attitudes, knowledge, beliefs, and concerns of children, adolescents, and adults that have been used worldwide and translated into several languages, including Chinese, Korean, Turkish, and Thai. She is currently working with Michelle Johnson, a doctoral student, to develop a scale measuring the nutrition knowledge, beliefs, and behaviors of preschool children.

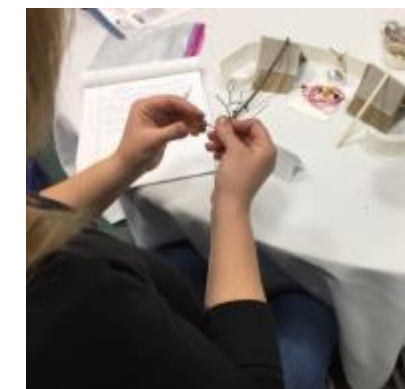
Dr. Malkus teaches undergraduate, graduate, and doctoral courses, most frequently the Technology and Media in ECE and the Family-School-Community Relations courses, and the PhD-level Advanced Research Seminar.

She is the founding faculty advisor for the ETSU Chapter of the National Society for Collegiate Scholars. She serves on the Board of the Hands On! Regional Museum and as the Co-Chair of the museum's Education and Exhibits Committee.



Dr. Kathryn Sharp

Dr. Kathryn Sharp is an Associate Professor. She taught for Memphis City Schools prior to working in higher education in teacher preparation programs. She currently serves as the program coordinator for the PreK-3 licensure programs. She teaches multiple literacy courses. Literacy for young children is one of her main areas of research. Her other research interests include assessment, classroom management, content integration, and teachers' dispositions. When she isn't working she enjoys reading, cooking, museums, festivals, and antique car shows.



Participant exploring and documenting her thinking processes during Dr. Broderick's presentation / workshop at NAEYC Fall 2016.

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 Board Member of ACT and newsletter editor. ACT's online journal, *The Constructivist*, is now a proceedings journal that also accepts outside submissions. Carolyn Hildebrandt Carolyn.hildebrandt@uni.edu and Meir Muller meirmuller@sc.rr.com are the editors. ACT website: <http://www.constructivistassociation.org/>

Association for Teacher Educators (ATE): Dr. Sharp is a member. There is an annual meeting in the Spring and an annual conference in the summer. ATE website: <http://www.ate1.org/pubs/home.cfm>

Division for Early Childhood: DEC: Contact Dr. Trivette for this conference. DEC website: <http://www.dec-sped.org/proposals>

National Association for Early Childhood Teacher Educators (NAECTE): This conference is always held in conjunction with NAEYC. Proposals come out in May each year. Contact Dr. Evanshen for more information on NAECTE. NAECTE website: <http://naecte.org/>

National Association for the Education of Young Children (NAEYC): Proposals for both the summer Professional Development Institute and Fall general conferences are usually due in mid to late January: <http://www.naeyc.org/events>

Society for Research in Child Development (SRCD) <http://www.sreb.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://www.taeyc.org/calendar.html>

ETSU Early Childhood Conference: This conference is planned for July 13, 14, & 15, 2017. All ECED faculty are contacts for this conference. <http://www.etsu.edu/coe/child/programs/conference/default.php>

Fall 2016 Graduates



Left: Dr. Teresa Boggs; *The effects of environmental modifications and visual supports in the home on engagement and challenging behaviors in children with autism.* Chair: Dr. Pamela Evanshen



Right: Dr. Lori Hamilton; *Teachers perceptions of intensive professional development in the Daily Five™ in literacy instruction: A multiple case study.* Chair: Dr. Kathryn Sharp

Student Presentations and Creative Activity

** Doctoral Students noted in bold font.

Publications

Isbell, R., & **Yoshizawa, S.A.** (2016). *Nurturing creativity: An essential mindset for young children's learning.* Washington, DC: National Association for the Education of Young Children.

- *This book is for early childhood teachers to reflect and discover how to tap into and scaffold children's natural curiosity and creative abilities.*

Presentations

Boyniewicz, K.; Dunlap, R.; Nyabando, T.; Madison, K.; Taylor, R.; Voit, T. & Zhao, H. (2016). Presenters of the Creative Discovery Room Learning Centers. ETSU Early Childhood Conference, Johnson City, TN

Dunlap, R. (2016). *A coat of many colors.* Association for Constructivist Teaching Conference, Houston, TX.

- *How can you teach young children to sew? Through the use of the "Project Approach," this presentation examined the project work that was done within a multi-age preschool classroom on the topic of constructing clothing. The topic was selected by the children after reading the book "Coat of Many Colors" (Parton, 1971). Through the course of the project, the children were able to demonstrate and integrate a multitude of different skills (including language, literacy, fine and gross motor, early math skills, and social skills such as cooperation) as different content areas, into the project work.*

Isbell, R., & **Yoshizawa, S.A.**, (2016). *My brain is full of ideas: Unleashing young children's creative thinking in an exciting learning environment.* Featured conference session presented at the National Association for the Education of Young Children Annual Conference, Los Angeles, CA.

Isbell, R., & **Yoshizawa, S.A.** (2016). *Nurturing young creative thinkers: Infusing the 4C's.* 2-day professional development on creativity for Colorado Springs School District Teachers, Colorado Springs, CO.

Nyabando, T.C. & Madison, K. (2016). *Interventions to reduce suspensions/expulsions in Pre-K.* Poster presented at NAECE Conference, Los Angeles, CA.

Mendoza, G. (2016). *Teachers gesturing: A social interaction technique to help English language learners in the development of the English language.* Association for Constructivist Teaching. Houston, TX.

- *This presentation was targeted for constructivist teachers who teach ELL/ESL students. This presentation highlights the importance of social interaction by teachers with students so that they can build on their language development.*

Mendoza, G. (2016). *Atención!: Strategies for working with young English language learners.* Tennessee Reading Association Conference. Murfreesboro, TN.

- *This presentation highlights methods that can be used to help communicate with small children and to encourage oral language production. The methods discussed encourage and increase expressive and receptive language production.*

Trivette, C., **Garrett, M., Zhao, H., & Landy, C.** (2016). *Research evidence for environment recommended practices.* DEC's 32nd Annual International Conference on Young Children with Special Needs and Their Families. Louisville, Kentucky.

Creative Activity

Isbell, R., & **Yoshizawa, S.A.** (2016, November 30). *Building the future of young creative thinkers: How to nurture endless possibilities in your classroom* [Webinar]. NAEYC Webinar.

Voit, T.

- Received a new fellowship to assist with research related to the collaborative relationship between Head Start Children and the ETSU Child Study Center. The fellowship is supported through the ETSU Office of Equity and Diversity.
- Current Chair for the State of Tennessee's Early, Exceptional and Healthy Children and Families committee.
- Serves on the Board of Managers for the State of Tennessee PTA. She will be presenting at the 2017 Annual Convention for the State of Tennessee PTA on Teaching Children Social Justice.

Honors and Invitations

Yoshizawa, S.A. (2016)

- Featured Speaker– National Association for the Education of Young Children Annual Conference, Los Angeles, CA.
- Book Signing Event at Teachers College Press Booth at the National Association for the Education of Young Children Annual Conference, Los Angeles, CA, for book entitled: *STEM learning with young children: Inquiry teaching with ramps and pathways.*
- National STEM Leader (June, 2016) - Fostering STEM trajectories: Bridging ECE research, practice, and policy. Invited by New America for a two-day follow-up event to the White House Early STEM learning event. Washington, DC.

Faculty Presentations and Creative Activity

continued

Broderick, J.T.; Hong, S. B. (2016). *Discovering the properties, aesthetics, and concepts related to setting up materials for exploration.* The Association for Constructivist Teaching, Houston, TX.

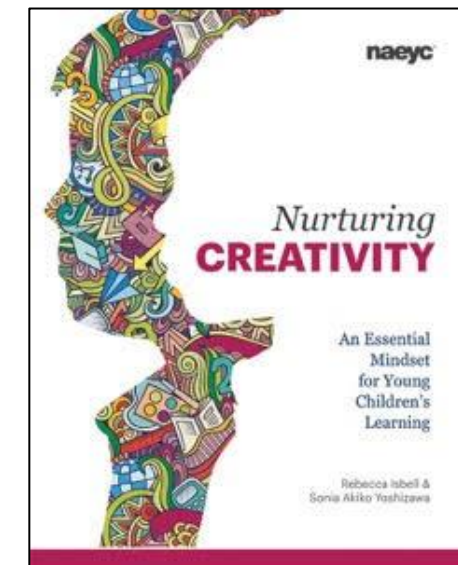
Broderick, J.T.; Hong, S. B. (2016). *Phases of discovery with materials exploration: Properties, aesthetics, conceptual links and more.* NAEYC, Los Angeles, CA.

Broderick, J.T. & Sarver, T. (2016). *Managing diverse investigation threads in emergent inquiry classrooms using whole and small group classroom meetings.* Rainbow Riders Preschool Inservice, Blacksburg, VA.

Sharp, L.K. (2016). Examining the precepts of early childhood education: The basics or the essence? *The International Journal of the Whole Child.*

Trivette, C.M. & Corr, C.P. (in press). When life gets in the way: The complexities of supporting families who have a child with autism and live in poverty. In M. Siller & L. Morgan (Eds.), *Handbook of Family-Centered Practice for Very Young Children with Autism.* Springer Publishing.

Continued on back page



Above: New book by Early Childhood Emeritus Professor, Dr. Rebecca Isbell and doctoral student Sonia Yoshizawa.

Below: Sonia and Dr. Isbell guiding creative play at a Colorado professional development workshop in District 11.



Above: PhD Students Guillermo Mendoza and Randa Dunlap with Dr. Broderick (middle) and her colleague Dr. Hong at the Association for Constructivist Teaching (ACT) Conference in Houston in October.

Bottom Left: Randa Dunlap presenting at ACT on a Project Approach focusing on content inspired by the Appalachian culture. **Bottom Right:** Guillermo Mendoza presenting at ACT on using gestures to support language development in ELL in the early years.

