

Spotlight on Students



Above: Hongxia Zhao with Dr. Trivette, Dissertation Committee Chair

Below: Rebekah Taylor, with Dr. Sharp, Dissertation Committee Chair



Early Childhood Education PhD Program

Spring-Summer 2019 Newsletter



Dr. Trivette, Hongxia Zhao, Dr. Sharp and Rebekah Taylor at the May 2019 Graduation

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 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 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



Narges Sareh received the graduate studies dissertation research grant and Sherrod Library graduate student scholarship for excellence in research from Dr. David Atkins

Spotlight on Students



Katherine Madison

Katherine Madison is a doctoral student in the Department of Early Childhood Education. She is from Johnson City, Tennessee. While receiving her bachelor's degree in criminal justice, Katherine was interested in working with troubled children, so she continued her studies and earned her master's degree in early childhood and elementary education. She taught for 15 years in an elementary school in North Carolina. She then decided to go back to school and get her PhD in Early Childhood Education at East Tennessee State University. She received a fellowship from the Southern Regional Education Board.

Katherine's research interest focuses on the reasons behind preschool suspensions and finding solutions for this problem. Currently she is working on her prospectus.

She has presented on this topic at various conferences such as, the Association for Constructivist Teaching (ACT), the National Association for the Education of Young Children (NAEYC) and the ETSU Early Childhood Conference.

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-0023-19 75



Narges Sareh

Narges Sareh is a doctoral candidate in the Department of Early Childhood Education. She is from Iran. She received her bachelor's degree in Italian language and literature from the University of Tehran. She then received a scholarship to study in Italy at Università per Stranieri di Siena (The University of Siena for Foreigners). She came to the United States in 2013 to study early childhood education. She earned her master's in early childhood education from ETSU.

Her research interests focus on early mathematics learning, as well as the gender differences in young children's learning. Narges successfully presented her prospectus which is about the relationship between the amount of time preschool boys and girls spend in the block area and their spatial performance. She is also working on a pilot study for her dissertation. She is expecting to graduate in May or summer of 2020.

Narges has presented at different conferences such as, the National Association for the Education of Young Children (NAEYC), the Association for Constructivist Teachers (ACT), and the ETSU Early Childhood Conference. She is involved with various organizations on campus at different levels, such as the Graduate and Professional Student Association (GPSA), Presidential Ambassadors, International Student Association, and International Buccaneer Buddies. She recently received the Sherrod Library Graduate Student Scholarship for Excellence in Research.

Faculty Scholarly Highlights

Dr. Alissa Lange co-authored a book, *Teaching STEM in the Preschool Classroom*. It is designed to build educators' confidence and competence so they can bring STEM to life with young children. She encourages pre-K teachers to discover the value of engaging preschoolers in scientific inquiry, technological explorations, engineering challenges, and math experiences based on learning trajectories. She explains the big ideas in STEM, emphasizing teaching strategies that support these activities (such as language-rich STEM interactions), and describes ways to integrate concepts across disciplines. This book features research-based resources, examples of field-tested activities, and highlights from the classroom.

Drawing from a professional development model that was designed with funding from the National Science Foundation, this book is an essential resource for anyone who wants to support preschool children to be STEM thinkers and doers.



Dr. Jane Broderick has been on sabbatical during the Spring 2019 semester. She has been focusing on several projects, including book editing and writing an article with her colleague, Seong Bock Hong. She has also been writing a pair of articles with a student in the Early Childhood Emergent Inquiry Certificate Program, where the student submits an article as her teacher research and Dr. Broderick writes a parallel voices article highlighting the significance of the research. Additionally, she has been moving forward with two research projects.

Broderick & Hong (in-progress). From children's interests to children's thinking: Using a cycle of inquiry to plan curriculum. Washington, DC: NAEYC

Venier, A. (in-progress). Where's the power?: Teacher research through emergent inquiry.

Broderick, J. T. (in-progress). Where's the power?: Parallel voices.

Broderick, J. T., Sareh, N., Mensah-Bonsu, P., & Hong, S. B. (in-progress).

Preschool teachers' perceptions of the COI Rubric.

Broderick, J. T., Sareh, N., & Mensah-Bonsu, P. (in-progress). The social structure preschool children construct in play.

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. 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 9-11, 2020. All ECED faculty are contacts for this conference. <http://www.etsu.edu/coe/child/programs/conference/default.php>

Student Presentations and Creative Activity

** Doctoral Students noted in bold font.

Presentations

Broderick, J., **Sareh, N.**, **Mensah-Bonsu, P.** (2019). Social structure of children's play: Children's perceptions of status and roles. ETSU Early Childhood Conference.

Mensah-Bonsu, P., **Sareh, N.**, **Olawale, O.** (2019). Technology use: To do and not to do in early childhood. ETSU Early Childhood Conference.

Lange, A., Meir, L., Murphy, R., Clevinger, C., **Tian, D.** (2019). To the moon and back: Exploring space science with preschoolers. ETSU Early Childhood Conference.



Doctoral Students, Guillermo Mendoza, Daisy Tian, Tahani Ahmed, in Dr. Mallkus' course, ECED 7950 Advanced Research in Early Childhood and Seminar.



Doctoral Fellow, Randa Dunlap, teaching an undergraduate course, ECED 3150 Creative Development of Young Children.



Doctoral fellow, Narges Sareh, teaching an undergraduate course, ECED 2125 Infant and Toddler Care.

Faculty Presentations and Creative Activity

Dr. Broderick

Broderick, J., Sareh, N., Mensah-Bonsu, P. (2019). Social structure of children's play: Children's perceptions of status and roles. ETSU Early Childhood Conference.

Dr. Evanshen

Evanshen, P., Crowe, T., Baum, A., Parnell, W., Baker, K., Lake, V., Williams, R., McMurray-Schwarz, P., Taylor, L., Branscombe, A., LaParo, K., Lin, M. (June, 2019). *National Association of Early Childhood Teacher Educators (NAECTE) Conference and Meeting: Leadership and global perspectives for early childhood teacher educators.* National Association for the Education of Young Children (NAEYC) Professional Learning Institute, Long Beach, CA.

Evanshen, P., Edokhamhan, E., Mensah-Bonsu, P., Olubowale, O., Rubayii, F., Alkaabi, S. (July, 2019). *Early childhood leadership: Good leaders, bad leaders, how best to lead! "Speed-dating format,"* Annual East Tennessee State University Early Childhood Conference, Kingsport, TN.

Dr. Lange

Lange, A., Meir, L., Murphy, R., Clevinger, C., Tian, D. (2019). To the moon and back: Exploring space science with preschoolers. ETSU Early Childhood Conference.

Lange, A., Robertson, L., Nivens, R., Price, J., Casteel, S., Saylers, E., Rambo, K., Rice, E., Doran, E., Schock, E. (2019). Creating authentic, integrated STEM learning projects for early childhood teachers using the TN state science standards. ETSU Early Childhood Conference.

Robertson, L., Nivens, R., & Lange, A. A. (under review). Tackling Integrated STEM in Elementary Education: A Collaborative Approach. *International Journal of Science and Mathematics Education.*

Lange, A. A. (under review). Evaluation of a technology tool to improve reading fluency in elementary school students. *Educational Technology Research and Development*

Lange, A. A., Lodien, D., & Lowe, A. (2019). The worms are dancing! An integrated learning experience with preschoolers. *Science and Children.*

Lange, A. A., Brennehan, K., & Mano, H. (2019). *Teaching STEM in the Preschool Classroom: Exploring Big Ideas with 3-5 Year Olds.* New York, NY: Teachers College Press.

Dr. Malkus

Johnson, M. E., & Malkus, A. (2018). Design and validation of a nutrition scale for preschoolers. *Journal of the Academy of Nutrition and Dietetics, 118*(9), A44.

White, W. & Malkus, A. J. (manuscript under review). The relationship between affect and cognition in teaching and learning. *Journal of Mathematics Teacher Education*

Dr. Sharp

Sharp, K. (2019). Powerful poetry for the classroom. ETSU Early Childhood Conference.



Daisy Tian received the certificate of commendation on the doctoral comprehensive exam (oral).



Guillermo Mendoza received the outstanding doctoral student teaching award and certificate of commendation on the doctoral comprehensive exam (written).



Michael Garrett received the outstanding doctoral student research award.

Faculty Scholarly

Highlights Continued



Dr. Trivette and her colleague Bonnie Keilty, PhD (Hunter College) are working on the FamSCLE (Family Strengths Constructing Learning

Experiences) project that builds on the families' existing strengths or strategies to support children's learning. Families of young children with a disability or a learning challenge are already using many learning strategies with their children. Dr. Trivette's team observes families' interactions with children during various activities and records the strategies that families use with their children. They then discuss the learning strategies they observed with families and ask them about the learning processes and effectiveness of their strategies to co-construct their plan for the next week. The impact on parents has been very positive. As one parent said, "When you have a special needs kid, you are always wondering, 'Am I doing the right thing or am I not doing it right?'" This process very clearly helps families see all the things they are doing "right" and encourages them to continue what they are doing. This approach is being used in several early intervention programs: Queen's County, Maryland; Noah's Arch, Melbourne, Australia; and two programs in New York City.