



EARLY CHILDHOOD EDUCATION PROGRAM

Claudius G. Clemmer College of Education

EAST TENNESSEE STATE UNIVERSITY

Early Childhood Education Ph.D. Program Spring-Summer 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.

DISTINGUISHED FACULTY SERVICE AWARD



Dr. Malkus, in collaboration with the Student Association for Young Children (for which she serves as advisor), initiated a Virtual Bedtime Stories YouTube channel as a service to young children and their families. The stories feature faculty, staff, students and community members reading their favorite children's books. These are posted so that families have a resource of bedtime stories to share with their children.

Also, during the pandemic Dr. Malkus created movies of all the early childhood graduates for each of the last three semesters, sent them to graduates and our Early Childhood social media. During the pandemic, Dr.

Malkus took her service one step further with a Cake Mission. She started baking cakes and distributing "porch pieces" of cake for contactless pickup by students, faculty and staff. This has spread to the general community.

DAISY TIAN RECEIVES GRADUATE SCHOOL RESEARCH GRANT

Qiuju "Daisy" Tian, a doctoral student in the Department of Early Childhood Education, was awarded a Graduate School Research Grant to support her dissertation research project. She will use these funds to purchase educational materials for participating preservice teachers in early childhood and elementary education. Tian's dissertation committee is chaired by Dr. Alissa Lange with Drs. Pamela Evanshen and Carol Trivette serving as committee members. Her research evaluates the impact of an integrated STEM collaborative approach on preservice early childhood and elementary teachers' pedagogical content knowledge and curricular role identity for teaching science.



CATCHING UP WITH GRADUATES

Dr. Brandie Manness (2018) and Dr. Randa Dunlap (2020), Ph.D. graduates from our program, both teach at the University of South Carolina, Aiken. Here they are following the graduation ceremonies at the end of their teaching term.

SPOTLIGHT ON STUDENTS

A poem and illustration in response to the prompt: What is your image of the child, classroom, teacher, teacher as researcher?

Don't ask me to shut up
I don't want to, I don't like to, that is not me
Don't ask me to sit down and be still
I love to move, that's what I do, that's who I am, that is how I see
and learn
I am called a child.

Open and free and full of life
Make me a mess – feel me, explore me, and love me
I hold the tools for curiosity and discovery
I am called a classroom.

Eyes to observe
Ears to listen
Hands to write
Mind to think
Support your desire to explore and learn
I am called the teacher and researcher.

A poem by Erin Cameron, Helen Orimaye, Sandra Stiles during the Ph.D. virtual weekend online.

Illustration below by Jess Carter



Poem and Illustration by Ph.D. Students during our Virtual Weekend in March. They are Jess Carter, Angela Shelton, Laura Click, & Helen Orimaye. We hope to have our residency weekend on campus this fall!

Kara Boynewicz



Kara worked previously as a pediatric physical therapist for preterm babies and babies in the intensive care unit, and she was responsible for setting up a developmental program for these babies. She later transitioned into early intervention and worked within family homes for children from birth to three. She worked

on a team with people from social work, occupational therapy, child development, and speech-language pathology for many years. Based on her research experiences involving children with brain injury, her work as an adjunct teacher in Illinois and her position as a faculty member of the ETSU Physical Therapy Program, Kara chose the ETSU Early Childhood Ph.D. program to pursue her doctorate.

Kara's research interest is complex. She identifies infants and toddlers born with opioid addiction who suffer from neonatal abstinence syndrome and are at risk for developmental delays. She wants to set up an early intervention for children to prevent developmental delays by preschool and kindergarten and help families and parents enrich the environment and learn to work with their children.

Her dissertation centers on an intervention in the neonatal intensive period in the hospital with families whose babies are going through opioid withdrawal, and helping the families learn how to read their children's cues, interact with, and promote the babies' development. Kara hopes to graduate in May 2022. She passed her comprehensive examination and obtained IRB approval for her study in the NICU.

She recently presented a poster for a study on neonatal abstinence syndrome. She also completed a retrospective study where she looked at 12 reviews of 133 babies born with neonatal abstinence syndrome, and she is working on the manuscripts for these studies. Kara also implemented a study at University School at ETSU to see the effect of motor and cognitive development on children's self-perception in kindergarten through 5th grade.

For the incoming Ph.D. students, Kara thinks they are all amazing and believes they can make such a big impact in children's education and their families' lives.

STUDENT PRESENTATIONS AND CREATIVE ACTIVITY

Atilas, J. T., Almodóvar, M., Chavarría Vargas, A., **Dias, M. J. A.**, Zúñiga León, I. M. (2021). International responses to COVID-19: Challenges faced by early childhood professionals. *European Early Childhood Education Research Journal*, 29(1). Advance online publication. doi.org/10.1080/1350293X.2021.1872674..

Facun-Granadozo, R., **Olubowale, O.**, & Ejiogu, C. (March 2021). Clarifying cultural misrepresentations and promoting healthy social identities through texts. A paper presented at the virtual conference of the Southern Early Childhood Association.

Broderick, J. T., Sareh, N., **Mensah-Bonsu, P** (in-review). Teaching preschool teachers to converse productively with children.

EARLY CHILDHOOD VIRTUAL PRESCHOOL STEM WORKSHOP SERIES A SUCCESS



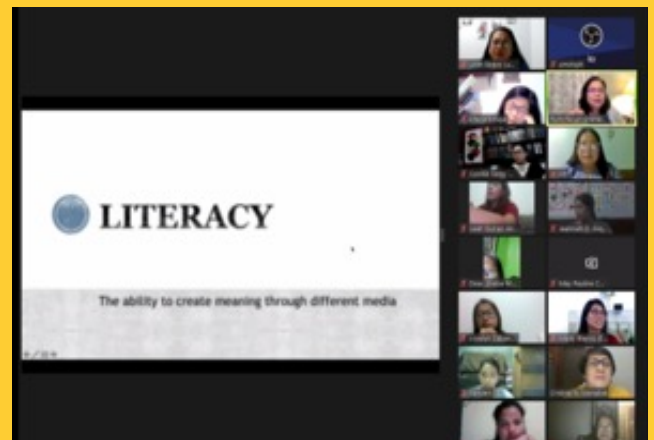
Over 200 people registered for the virtual Preschool STEM Workshop series this year, representing 25 states and three countries. Preschool educators participated in four interactive sessions facilitated by ECED faculty Dr. Alissa Lange. Amie Craven, master's student in ECED, and Elizabeth Schock, master's ECED graduate, provided program support throughout. Participants explored STEM ideas for learning in the on-ground and virtual classrooms. They also engaged in opportunities to connect with peers. Below are quotes from educators who attended the workshops.

"Thank you again for a lovely morning session! I haven't felt so excited about this space in a while (COVID has been hard), but this has got me jazzed!"

"Great ideas! Lots of helpful, useful, hands on information. Love being with people that share my STEM passion!"

FACILITATING LANGUAGE AND LITERACY DEVELOPMENT AMONG YOUNG CHILDREN

In April, Dr. Ruth Facun-Granadozo was an invited speaker for a webinar in celebration of the centennial of Kindergarten Education in the Philippines. Her presentation, "Facilitating Language and Literacy Development among Young Children," was shared with 323 registered Zoom participants from different countries and 2,100 viewed it live on Facebook during the event. The number of video viewers has reached 2.9K and is still growing.



LITTLE BUGS COLLABORATION

(see screenshot from Eagle Cam website above)

- ECED 4450 and 5450 students collaborated with Susan Taylor (preschool teacher at LB) and Dr. Lange during spring 2021 semester to build learning experiences related to STEM using the ETSU Eagle Cams.
- Pre-service teachers, along with Susan and Dr. Lange, sketched out learning experiences. Dr. Lange provided kits to Susan, who recorded activities for pre-service teachers to view later in the semester.
- Teams worked on writing up experiences for publication, along with additional ECED students, University School teachers, and Dr. Robertson in CUAL.

SUSAN TAYLOR

Teacher 1



FACULTY PRESENTATIONS AND CREATIVE ACTIVITY

DR. ATILES

Atiles, J. T., Dunlap, R. L., & Tester, M. (2021). Educators' responses to COVID-19: How Head Start addressed challenges and accommodated pre-service teachers completing the final practicum. *Childhood Education: Innovations*.

Atiles, J. T., Almodóvar, M., Chavarría Vargas, A., Dias, M. J. A., Zúñiga León, I. M. (2021). International responses to COVID-19: Challenges faced by early childhood professionals. *European Early Childhood Education Research Journal*, 29(1). Advance online publication. doi.org/10.1080/1350293X.2021.1872674.

Atiles, J. T., Lin, H., Buffington, J. & Larzelere, R. (2021). A measure of educators' teaching styles. [In press]. *Early Childhood Education*, East Tennessee State University. Educational Research Quarterly ERQ060421001

DR. BRODERICK

Broderick, J. T., Sareh, N., Mensah-Bonsu, P (in-review). Teaching preschool teachers to converse productively with children.

Broderick, J., Hong, S. B., & Yu, G. (2021). What are the developmental thinking processes of art educators and EC educators as they learn art as inquiry processes? A 10-week, four-module Art as Inquiry workshop series pairing Reggio-inspired preschool teachers with art educators who work with young children and Reggio-inspired atelieristas. Initial findings will be presented at the virtual Association for Constructivist Teaching conference in the fall.

Broderick, J. (in-press). Review of *Children, Art, Artists*. *Innovations*.

CONSULTING

Drs. Broderick and Hong are consulting with the CDES Laboratory at Fullerton College and Beverly Hills Church Preschool, in Alexandria, VA. Both schools are incorporating a Cycle of Inquiry Curriculum.

DR. EVANSHEN

Keith, K., Edwards, S., & **Evanshen, P.** (2021). Academy for teachers: A win/win collaboration for preparing future teachers. In Chandler, P. & Barron, L. (Eds.). *Rethinking school-university partnerships: A new way forward*, Information Age Publishing.

Nyabando, T., & **Evanshen, P.** (2021). Second grade students' perspectives of their classrooms' physical learning environment: A multiple case study. *Early Childhood Education Journal*. doi.org/10.1007/s10643-021-01183-4

DR. RUTH FACUN-GRANADOZO

Facun-Granadozo, R., Olubowale, O., & Ejiogun, C. (March 2021). Clarifying cultural misrepresentations and promoting healthy social identities through texts. A paper presented at the virtual conference of the Southern Early Childhood Association.

GRANT

Cultural Competency Grants from the ETSU Office of Equity and Inclusion. For the provision of students in ECED 4161 and ECED 5440 with two books - one as a professional resource and another for teaching, and purchase materials to enhance the unit titled "Preparing Equitable Lessons for Students from Diverse Backgrounds."

DR. LANGE

Lange, A. A., Rice, E., Howe, N., & Tian, Q. (2021). A Light Challenge: First Graders Engineer an Obstacle Course with Flashlights. *Science and Children*.

GRANTS AND CONTRACTS

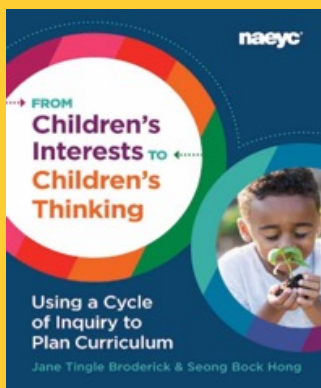
- 2020-2021. Lange secured a contract to complete training and reviews for the What Works Clearinghouse (ies.ed.gov/ncee/wwc/), a program through the US Department of Education. Subcontract with Developmental Services Group. \$13,265
- 2020-2021. Lange is co-PI along with Dr. Robertson in CUAL on a major RDC grant to support their early childhood-elementary STEM Collaboration project. \$12,000
- 2021. Lange submitted three grant proposals this winter: two to the National Science Foundation, and one to the Institute of Museum and Library Services. One of the NSF proposals and the IMLS proposal were submitted along with colleagues from science museums across Tennessee who are a part of the Science Alliance.

CONSULTING

- 2021. Expert Reviewer for NSF's DRK12 Elementary Science Synthesis Project. American Institutes of Research.
- 2019-present. Expert Reviewer for early STEM content for the STEMIE Center. stemie.fpg.unc.edu/

WORKSHOPS/PRESENTATIONS

- Preschool STEM Workshop series - virtual sessions. Preschool educators from over 15 states and three countries have attended the series. Beth Huber from Little Bucs shared videos of her teachers and children that we used in the light workshop!
 - o **January 23, 2021.** Light & Shadows.
 - o **March 6, 2021.** Data & Animal Cams.
 - o **April 24, 2021.** Change & Transformation.



DR. BRODERICK'S BOOK WON THE ACADEMICS' CHOICE AWARD

Congratulations to Dr. Jane Broderick! Her book "From children's interests to children's thinking: Using a Cycle of inquiry to Plan Curriculum," won the Academics' Choice award in the summer book category. Academics' Choice Awards™ bring recognition to the best thinking-based products in the industry.

Their standardized approach to product evaluation is rooted in constructivist learning theory and based on a proprietary method developed over many lifetimes with the help of countless educators. To be selected as an Academics' Choice™ award winner, the submitted product must be determined by Academics' Choice™ academic board and evaluation teams to have robust educational value and strengthen cognitive skills. Each submission is evaluated by a panel of product-appropriate judges, including parents, educators, scientists, artists, doctors, nurses, librarians, students and children.

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: acei.org/programs-events/summit.html. 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: constructivistassociation.org.

ASSOCIATION FOR TEACHER EDUCATORS (ATE): There is an annual meeting in the spring and an annual conference in the summer. 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. Fall 2021 online conference taking place on November 17. Summer 2021 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): This year's conference will be held virtually November 6-9, 2021, in Orlando Florida. The Professional Learning Institute is running from June 12-15, 2021, in Cleveland, Ohio. naeyc.org/events/future-dates

SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT (SRCD): sreb.org.

SOUTHERN EARLY CHILDHOOD ASSOCIATION (SECA): This conference is held in the spring. SECA website: seca.info.

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 & STUDENT SCHOLARLY HIGHLIGHTS



Above: Dr Sharp's students in ECED 6600 presented their "books that changed my life" project.



Dr. Alissa Lange Publishes with Colleagues

Dr. Alissa A. Lange, faculty in ECED, and colleagues Kwanghee Jung (Rutgers University), Irena Nayfeld (CUNY), and Hagit Mano (William Patterson University), published their article entitled, "Experimental effects of a preschool STEM professional learning model on educators' attitudes, beliefs, confidence, and knowledge" in the *Journal of Early Childhood Teacher Education*.

SPOTLIGHT ON STUDENTS



ALSOFYANI, AFAF

Afaf is an international student from Saudi Arabia. She is a mom to three young children and she works as a graduate assistant at the Little Bucs Preschool. She obtained her first degree in early childhood education from the Tennessee Technology University (TTU), Cookeville, Tennessee, and a master's degree in early childhood education from ETSU. Afaf traveled back to Saudi Arabia shortly after her master's degree, then decided to return to Tennessee to complete her doctorate through the ETSU Early Childhood Ph.D. program.

Afaf is interested in research related to the classroom environment because classroom environments are an aspect of Saudi Arabia schools that need to be improved. Another research interest is children's health and nutrition. Her dissertation will be focusing on child nutrition and how nutrition impacts children's learning and development.

Currently, Afaf is focusing on her coursework and her comprehensive examination. She recently attended an online workshop on preschool teaching. She hopes to graduate in the fall of 2023.

As a piece of advice to incoming international students, Afaf says it is essential for them to learn a lot more about the English language and make it habitual to read a lot and prepare early for their assignments.

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.