

Jane Tingle Broderick, Ed. D., M.A., BFA**Assistant Professor of Early Childhood, Human Development & Learning****East Tennessee State University****423-439-7695****Email: broderic@etsu.edu****Education**

Ed.D.: 2004 University of Massachusetts Child and Family Studies
Dissertation Focus: The development of a graphic notation system to help teachers develop better hypotheses about children's concepts of friendship and leadership during constructive play.

Comprehensive: The use of graphic notation systems for teachers recording behavior and concepts.

MA: 1996 Vermont College of Norwich U. Creativity in HD & Education

Master's Thesis: Valuing Vision: A woman's perspective on the role of vision in development and the use of the arts to strengthen vision.

BFA: 1976 Pratt Institute Printmaking

Experience

2003-present Assistant Professor, East Tennessee State University, Johnson City, TN

200-2003 Consultant: The Winston Prouty Center, Brattleboro, VT

UA on Tech Grant: East Connecticut State University, Willimantic, CT

Adjunct Faculty: East Connecticut State University, Willimantic, CT

1992-2002 ECLS Teaching Assistant, Atelierista, Documentarian: University of Massachusetts, Amherst, MA

Teaching

Program Development & Instruction in Higher Education

East Tennessee State University

ECED 3150 Creative Development of Young Children
 ECED 4010 Observing and Assessing Young children
 ECED 3160 Body and Brain Based Learning and Development
 ECED 5334 Social Development of Young Children
 ECED-4570 Practicum in Early Childhood Education
 * Independent Study with students when needed

Online:

ECED 5335-504	Assessing and Evaluating Young Children
ECED 5336-504	Advanced Creative Processes of Young Children
ECED 4517/5517-504	Family & Community Relations
HDAL 4956/5956-504	Documentation for Learning
ECED 4956/5956-504	Inquiry Based Learning

The Union Institute & University / Vermont College

Innovative ECE Practice: Exploring the Essence of Reggio Inspired Practice:
 4-Course, 4 Level, distance model program in two formats: 1) seminar and distance with conferencing online 2) online

Keene State College

495-07C & 595-07C	Seeing Self: Guidance for Reflection and Change
ED 495	Inside Eyes, Outside Eyes: Valuing arts in education (<i>emphasis on creativity</i>)

East Connecticut State University

ECE225	Emergent Literacy
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University of Massachusetts

EDUC497D	Creative Arts and the Young Child
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1. Supervision in Higher Education

University of Massachusetts

1999-2002	Early Childhood Laboratory School: <i>A Reggio inspired program</i>
EDUC 498A	Preschool Practicum at ECLS
EDUC 394A	Preschool Methods and Curriculum Seminar

Research

Research Proposals

2005

- **IRB approval for:** *Using documentation to develop and better understand the role of relationships in an early childhood setting (ideas identified in bullet listed below)*
- **Proposal approve:** *For grant to Early Childhood Development Center to research the facilitation of implementing Reggio inspired practices at the Child Study Center and its influence on the teachers practice and sense of community / relationships: targeted for Spring 2006*
- *Submitted query for a book proposal to two publishers based on data and analysis developed from the Inquiry- based research collected in 2004 – 2005 at ETSU along with data collected from my colleague at the University of Michigan from 2004 and 2005*

2004

- **IRB approval for:** *Inquiry based early childhood curriculum development: Using materials to facilitate representations*
 - *The research is oriented around the development of teacher educators representation with materials and the transferal of their learning to facilitating learning with young children*

Publications

Broderick, J.T. & Hong, S. B. (2005) Inquiry in Early Childhood Teacher Education: Reflections on practice, *The Constructivist*, vol. 16, no. 1, Fall 2005, <http://www.odu.edu/educ/act/journal/vol16no1/index.html>

Broderick, J. T. (2004) Initiating experiences with clay and drawing as dynamic conversations, *Canadian Children*, Spring, vol. 29, no. 2, pages 7 – 13.

Hong, S. B. & Broderick, J.T. (2003) Instant video revisiting for reflection: Extending the learning of children & teachers, *Early Childhood Research and Practice*, Spring 2003, <http://ecrp.uiuc.edu/v5n1/index.html>

Hong, S. B. & Broderick, J.T. (in-press for Dec. 2005). Instant video revisiting for reflection: Extending the learning of children & teachers, in (eds.) Rod Parker-Rees and Jenny Willan, *Early years in education: Major themes in education*. Devon, England: Routledge

Broderick, J. T. (in press). Chapter 4: The Many Forms of Art (sections, lesson plan, photographs, and terminology). In Isbell, R. & Raines, S., *Creativity and the arts with young children*. Clifton Park, NY: Thomson-Delmar Learning.

Presentations

National

Association for Constructivist Teaching **2004**
Inquiry-Based Early Childhood Curriculum Development: Using Materials to Facilitate Representation

NAEYC **2003**
Instant Video Revisiting for Reflection: Extending the Learning of Children and Teachers

Association for Constructivist Teaching **2003**
Planning Inquiry Based Early Childhood Curriculum

Association for Constructivist Teaching **2002**
Instant Video Revisiting with Children to Enhance Their Learning: Video "Frames" as Learning Tools

Regional

ETSU, Early Childhood Conference **2005**
Beautiful Stuff: creativity and learning possibilities with everyday found objects

- **Note:** I invited 3 undergraduate students to present with me using information they learned in ECED 3150 Creative Development of Young Children

Greater Bristol Early Childhood Association **2005**
Reggio Inspired Practice

ETSU, Early Childhood Conference **2004**
Instant Video Revisiting for Reflection: Extending the Learning of Children and Teachers

Raritan Valley Community College **2003**

- *Keynote: Innovative Constructivist Practice Inspired by the Schools of Reggio Emilia, Italy*
- *Workshop: Documentation for Learning*

ECLS, University of Massachusetts <i>Breakout Leader at Documentation Conference</i>	1999-2003
ECLS, University of Massachusetts	2002
Vermont College of the Union Institute; Brattleboro Center <i>Reggio Inspired Practice</i>	2002
Keene State College, Keene, NH <i>Art as Play in Early Childhood Development</i>	1998
Springfield College, Springfield, MA <i>Assessment in Art Education</i>	1998
The Synthesis Center; Amherst, MA <i>Mask Making: An Introduction to Creativity Theory</i>	1998
Vermont College of Norwich University; Brattleboro Center, VT <i>Mask Making: An Introduction to Creativity Theory</i>	1997
Vermont College of Norwich University; Brattleboro Center, VT <i>Inside Eyes, Outside Eyes: Valuing Vision and Arts in Education</i>	1996
Vermont College of Norwich University, Brattleboro Center, VT <i>Drawing a Focus: Understanding the Stages of Creativity</i>	1995
Chapter 1 Conference; Hyannis, MA <i>Integrated Arts</i>	1994

Service

University / College / Department

Member of ECED Faculty, ETSU: **2003-2005**

- NCATE Review 2005
- NAEYC Review 2005
- Developed two existing graduate courses in online format
 - 2004
- Developed a new online courses for summer that can reach out to a broader community

- 2005
- 2004
- 120 hour program conversion 2004

Member of Early Childhood Search Committee: **2005**

- Select Clinical Instructor 2005

Member of Center of Excellence Advisory Committee: **2003-2004**

Member of Play Therapy Room Committee: **2004**

Faculty Advisor of Student Association of Young Children: **2003 - 2005**

- Organize Speaking Engagement with Reggio Collaborative member, Cheryl Brieg-Allen: November 19, 2004

Mentor to Child Study Center Staff: **2003 - 2005**

- *August 2005: Renovate adult classroom, modeling it after a Reggio inspired "atelier" (studio arts room) and begin to hold Creative Development courses there with the goal of encouraging collaboration among teacher candidates and CSC teaching staff, where all learn from each other and CSC staff can be present for in-class planning of teacher candidate's field experiences*
- *June – July 2005: Spend two full days per week with pre-k and infant teachers supporting their observation, documentation, and curriculum development processes*
- *Jan. – April 2005: Weekly meetings with CSC Staff that rotate in a cycle from whole-staff, to the pre-k program, to the toddler program, to the infant program and back through the cycle again; January - present 2005*

These meetings focus on supporting the teachers in their implementation of Reggio inspired practice, with particular emphasis on helping them to better understand and use documentation to guide their curriculum practice.

- *November 19, 2004: Organize whole-staff professional development workshop with Reggio Collaborative member, Cheryl Brieg-Allen*
- *January – April 2004: Facilitating a project with young children weekly at the Child Study Center*
- *January 2003 – December 2004: Meet on an irregular basis with pre-k staff to help develop their documentation and curriculum planning processes*
- *August 2004: Present a workshop on Documentation for whole-staff*

Design ETSU Early Childhood Conference art work for program cover

- 2005
- 2004

Community

2004 - Present

Member of the Board of Directors: Association for Constructivist Teaching

2003 - Present

Editor: The Constructivist (ACT journal)

- Review articles
- Help organize new online format for journal

2003

Consultant: Child Development Center Staff, University of Michigan, Dearborn, MI

- Materials for Inquiry workshop

Organizations

Association for Constructivist Teaching (ACT)

National Association for the Education of Young Children (NAEYYC)

North American Reggio Emilia Alliance

National Association of Early Childhood Teacher Educators (NAECTE)