Dr. Atiles and Maria Dias have been developing workshops to prepare teachers to work with emergent bilinguals. They presented a full day workshop for the UETHDA Head Start. Additionally, they presented at the annual National Association for the Education of Young Children Conference that was held virtually in November.

PREPARING TEACHERS TO WORK WITH EMERGENT BILINGUALS

2020 AND 2021 Ph.D. HYBRID COHORT GROUPS MEET ON CAMPUS FOR THE FIRST TIME IN OCTOBER

Students attending came from Pennsylvania, Alabama, Georgia, North Carolina and Tennessee. The weekend started out with a gathering among students and faculty before transitioning into coursework, which included visits to some local schools including University School, Little Bucs and Seedkeepers Forest School.

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.
Above: Maria Dias was awarded the Gilbreath scholarship to attend the Literacy Association of Tennessee conference in December where she met Gerry Brooks. Brooks is a principal/speaker/workplace wellness/author, educator and administrator. He encourages teachers to improve instruction through personal climate and culture strategies, and helps administrators lead in a positive and constructive manner.

Below: Ph.D. student Angela Shelton and Dr. Sharp presented together at this literacy conference.

Patience Mensah-Bonsu Aggrey

Patience is an international student from Ghana. As an undergraduate she studied graphic communication design in Kumasi, Ghana. She went on to complete an MFA at the University of Idaho. Her master’s thesis centered on children and child labor in Ghana. She completed some early childhood courses as part of her master’s program, which got her very interested in the field. She enrolled in an early childhood master’s program at ETSU to learn more about how to teach others to work with young children. Following one year in the master’s program she applied to the Early Childhood Ph.D. program and was accepted.

Early on at ETSU, Patience was a graduate assistant working directly with Dr. Broderick on a grant project funded by the ETSU Research Development Committee. An article from that project is now in press with the Early Childhood Education Journal. Currently, Patience is a Ph.D. fellow working with Dr. Evanshen.

At the start of the Ph.D. program, Patience was interested in many areas of the field, such as inclusive education and play. A lot of her early papers focused on these areas. She finally decided to learn more about technology in early childhood, which is the focus of her dissertation research. She is studying teachers’ beliefs and attitudes toward technology during the COVID-19 pandemic. Her dissertation chair is Dr. Evanshen. Working with technology as a topic for her research is like coming back to her earlier roots in technology from her graphic and communication studies experiences.

Her advice for new Ph.D. students is to explore many areas in the field but to narrow your focus as soon as you can. This way you will have gathered more research from the literature related to your dissertation when it is time to design your dissertation study.


Dr. Lange and Ph.D. student, Angela Shelton, presented at the Tennessee Association for Children’s Early Education in Chattanooga in October. Currently, Dr. Lange is working with a group to establish a local chapter of TACEE.
**Faculty Presentations and Creative Activity**

**DR. ATILES**


Dias, M.J.A., Preparing teachers to work with emergent bilinguals (paper presentation) NAECTE 2021 virtual conference.

**DR. BRODERICK**
Broderick, J. T., & Hong, S. B. (2021). What are the developmental thinking processes of art educators and EC educators as they learn as inquiry processes? Presented at the Association for Constructivist Teaching virtual conference.


**DR. EVANSHEN**

**DR. LANGE**
Lange, A. A., Atkins, E., Tian, Q., Bullen, K., & Lodien, L. I need to make it taller! Engineering to solve wind challenges in preschool. Teaching young children.


**GRANTS AND CONTRACTS**
- Under Review - Principal Investigator. Improving early childhood and elementary preservice teacher preparation in STEM. NSF’s Improving Undergraduate STEM Education: Education and Human Resources (IUSE: EHR). $300,000
- 2021 Expert Reviewer. DRK12 Elementary Science Synthesis project with AIR. American Institutes of Research. $2,000.
- 2021 Expert Reviewer. DRK12 Elementary Science Synthesis project with AIR. American Institutes of Research. $2,000.

Dr. Jane Broderick, professor in the Department of Early Childhood Education, co-authored a book with Dr. Seong Bock Hong, a professor of early childhood from the University of Michigan-Dearborn. The book, *From Children’s Interests to Children’s Thinking: Using a Cycle of Inquiry to Plan Curriculum*, is the inspiration for a new online course offered through the National Association for the Education of Young Children’s (NAEYC) Learning Lab. This course, *Emergent Curriculum and the Cycle of Inquiry*, asks the question about childhood daily events, “How can teachers turn these simple, everyday moments into rich learning experiences?”

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Dr. Pam Evanshen, professor and department chair, started a two-year term in November 2021 as the president of the National Association for Early Childhood Teacher Educators.

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Session #1 on Number Sense was facilitated virtually in September. Information for three remaining sessions in 2022 can be found at ecstemlab.com. Sign up now for Session #2, Science Journals, on January 22, 2022.
SPOTLIGHT ON STUDENTS

OLAWALE OLUBOWALE

Wale is an international student from Nigeria. While his mother was a teacher, he never thought his career path would lead him to education. Following completion of his bachelor’s in English language at Lagos University, Lagos, Nigeria and a master’s in public administration at ETSU, Wale worked for a nonprofit called Develop Africa. Being a part of this organization that provides materials to improve learning in African nations opened Wale to the need to advocate for quality education in the early years.

By completing a Ph.D. in Early Childhood Education at ETSU, Wale believes his knowledge of public policy and early childhood can lead to making a difference in the field.

A highlight of his experiences as a Ph.D. student was to volunteer for a school readiness program sponsored by Niswonger Foundation. This program helps children who have not previously been placed in childcare to experience routines and structures that prepare them for kindergarten.

A high point as an early childhood Ph.D. fellow has been to present with Dr. Facun-Granadozo on their research, which focuses on high quality texts, misconceptions about Africa and African culture within texts, and using text to represent African culture appropriately.

Wale’s research for his dissertation focuses on understanding trauma. He is interested in learning how school administrators and teachers can work together to mitigate trauma in early childhood classrooms. Dr. Evanshen is his dissertation chair.

His advice for new early childhood Ph.D. students is to not limit themselves from working with a variety of faculty, as each has unique and valuable knowledge and experiences to offer.

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.

Certificate 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.