




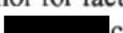




May 9, 2023


Members of the ACCT Awards Committee
1101 17th St NW, Suite 300
Washington, D.C. 20036


Dear Members of the ACCT Awards Committee,

It is with great pride that the  Board nominates 
 Professor of Early Childhood Education for this year's William H. Meardy
Faculty Member Award.

As detailed in the attached packet,  Program who also leads the Early Childhood Development
Program at  is an award-winning "teacher of teachers." Most recently,  was named by
the State Council of Higher Education for  as the recipient of a 2023 Outstanding
Faculty Award. This is the highest honor for faculty at  s public and private colleges and
universities. In announcing the award,  cited her fierce advocacy for early childhood education
and for serving in multiple capacities to advance its role.

 s research and publications illuminate the importance she places on early education and
intervention in childhood formation. She continuously advocates for children and the teachers she helps
train to educate them.  started in early childhood education as an undergraduate, working in
various settings with infants, toddlers, preschoolers, school age children, and adults with developmental
disabilities, then worked as a research fellow and an elementary school teacher in a Spanish immersion
program before entering higher education.

 says her connection to her students "not only impacts their lives, but that of their families, and
the families and children they will touch. I take this responsibility seriously and am humbled by the
privilege I have by doing this work."

 goes above and beyond the call of duty in advancing the profession of childhood education at
all levels. The energy, enthusiasm, integrity, and leadership qualities she brings encourage her peers to do
greater things, making her a true champion of faculty excellence.

Sincerely,



Office of the President



Faculty Member Award Nomination for [REDACTED] Criteria Questions

1. In what ways has the educator demonstrated excellence in teaching?

[REDACTED] encourages active and cooperative learning in her courses, which will mimic what her students do when they are educators. For example, when [REDACTED] and local school divisions shifted to remote learning, she divided her class into small groups for students to talk about the stress that children exhibited in fall 2021 and share ideas for mitigating the stress by modifying room arrangements and routines and problem-solving together. To prompt student engagement on Zoom, her classes include quick video clips, breakout room activities, and even at-home activities for adult students to do with their children.

[REDACTED] regularly takes course work and makes it applicable to early childhood work so that her students think critically about why they are doing something and how it is impactful for children or for themselves. For example, students are required to develop materials (classroom floor plans, lesson plans, and individual observation plans) they will use in early learning settings with consideration to how these materials or developing skills are associated with established early childhood standards.

[REDACTED] continually reevaluates her assignments, educational materials, activities, and instructional methods based on student feedback. She examines trends on assignments to determine how she can more effectively prepare students for weightier assignments. For example, student feedback on an assignment showed that it had too many components, so she changed the scope of the assignment while keeping the objective of the assignment the same. In summer 2021, she added a podcast on how to write objectives and assessments in lesson plans. She has recently added a module on finding diverse children's books.

By focusing on the mastery of learning, [REDACTED] provides additional opportunities for students to demonstrate their knowledge, especially when the material is critical to their career development in the field. Knowing that her students may be overwhelmed by large projects, [REDACTED]. [REDACTED] parcels out pieces of assignments, such as asking students to first submit their objective and assessment ideas for feedback, before turning in an entire lesson plan for a grade.

On her Canvas sites, which are often held up as an example to other faculty, she provides clear content and organization, including weekly modules and pages with all lecture guides, assignments, relevant articles, external links, and other materials that correspond to the week, and virtual activities that mimic in-class assignments for students not in attendance or who may need more practice, as well as all important due dates and assignments.

Understanding the barriers to attendance for her students, [REDACTED] has added podcasts on major themes to all courses, so that if students cannot attend class, or they wish to review, they have access to the concepts and will not fall behind. To [REDACTED], it is important that students understand not just the assignment in front of them or the learning outcomes of course that they are enrolled in, but that their career centers on proficiency in these assignments and outcomes.

She regularly asks students to explore external standards, including [REDACTED]'s Early Learning Development Standards, [REDACTED]'s Professional Competencies for Early Learning, [REDACTED]'s Early Childhood Career Pathway, [REDACTED] Department of Social Services Licensure Requirements, National Association for the Education of Young Children (NAEYC) standards for early learning programs, and NAEYC standards for associate degree programs in early childhood. She reminds students that for licensure and accreditation, they need to be familiar

with these standards. [REDACTED] is not just educating students in a class, she is preparing them for employment in their postgraduate years.

Because of her depth of understanding of policy, [REDACTED] was recently recruited to teach “Family Health Policy,” a doctoral class at the University of [REDACTED] which prepares students for their policy-focused exercise on their comprehensive exam. She also helps educate the community about early childhood issues, such as her recent interview for the “The Cost of Early Childhood Care” segment of the April 14, 2023, episode of the *With Good Reason* radio program, produced by [REDACTED] Humanities, a non-profit humanities foundation, which can be accessed at [REDACTED]

2. What has this educator initiated and helped to develop in the area of innovative programs used in two-year postsecondary institutions?

[REDACTED] is the lead for the National Association for the Education of Young Children (NAEYC) annual report and accreditation tasks in general. She successfully led the effort for NAEYC accreditation for associate degree programs in early childhood development in [REDACTED] and [REDACTED] became the first two-year institution of higher education to become NAEYC accredited in [REDACTED]. This work earned [REDACTED]’s Early Childhood Program the “Outstanding Service to Young Children” award from the [REDACTED] Association for Young Children.

[REDACTED] has been Chair or Co-Chair of the [REDACTED] Community College System [REDACTED] early childhood development peer group since 2008. She represented [REDACTED] and led the [REDACTED] effort to create articulation agreements with [REDACTED] universities for transfer of students with the Associate of Applied Science in Early Childhood Development degree. As a result of this work, students can matriculate to a baccalaureate with a teaching license without credit loss at six [REDACTED] institutions.

3. How has this educator served on technical or special committees that have positively affected the community, state, or nation?

From 2016 to 2017, [REDACTED] was one of 11 [REDACTED] professionals to work on a national initiative through the National Academy of Medicine, called “Innovation to Incubation - Transforming the Workforce Birth to Eight,” which resulted in three publications. This work informed the direction of the [REDACTED] School Readiness Committee on professional development pathways on which [REDACTED] served as Co-Chair of the Professional Development Pathways Subcommittee from 2016 to 2020.

[REDACTED] represented the [REDACTED] in the NAEYC “Power to the Profession Decision Cycles,” a national collaboration that defines the early childhood education profession, which established a Unifying Framework of recommendations on educator roles and responsibilities, aligned preparation and pathways, profession compensation, and a supportive infrastructure with shared accountability. [REDACTED] also represented [REDACTED] at a small roundtable listening session with community colleges from around the country convened by the Office of Career, Technical, and Adult Education of the U.S. Department of Education on February 18, 2022. Finally, earlier this year, [REDACTED] hosted a roundtable of [REDACTED] students and faculty members on educational pathway development for early childhood educators convened by the Administration for Children and Families in the Office of Early Childhood Development in the U.S. Department of Health and Human Services.

4. How has this educator provided leadership in helping to solve challenges facing two-year postsecondary education?

██████████ is the faculty representative for “Family U,” a two-year capacity-building experience for college faculty of team meetings, monthly coaching meetings, and homework with students established by Generation Hope, an organization that seeks to ensure that parenting students have opportunities to succeed and experience economic mobility.

██████████ led the “Communication, Language, and Literacy Development” area in the development of the ██████████ *Unified Early Learning and Development Standards for All Children Ages Birth to Five* promulgated by the ██████████ Department of Education in 2020 and was the lead author of that section of the standards, which can be accessed at ██████████

Understanding the salary outcomes for her students who will be in the early childhood field, ██████████ ensures that textbook affordability is a priority for ██████████ Early Childhood Development program and employs open educational resources (OER) for her courses and encourages her adjunct faculty to utilize them for their courses as well. When an OER book was not available on literacy, ██████████ co-authored an OER textbook with colleagues from ██████████ Community College, ██████████ University, and ██████████ University, entitled *Early Childhood Literacy: Engaging and Empowering Emergent Readers and Writers: Birth to Age 5*. This textbook has since been translated into Spanish and she is actively working on a coordinated effort in the ██████████ to have OER in all classes in the early childhood pathway.

5. How has this educator been active in developing, organizing, or supporting state and/or national two-year postsecondary associations?

In addition to the activities described in the sections above, ██████████ participates in the NAEYC key assessment data collection, working to identify missing data and persistently reminding faculty to submit their information.

She has presented at the following state and national conferences:

- Association for Literacy Education and Research
- National Association for Education of Young Children
- National Association of Early Childhood Teacher Educators
- National Council on Family Relations
- Society for Research in Child Development
- ██████████ Association of Early Childhood Teacher Educators
- ██████████ Association for Education of Young Children
- ██████████ Association for Teachers of Family and Consumer Sciences
- ██████████ Head Start Association
- ██████████ Cross-Sector Professional Development Team

██████████ also won the following grant awards from state and national organizations:

- Open Educational Resources (OER) Adopt Grant (Working Effectively with Families) (2023), Virginia Consortium of Libraries, Principal Investigator: ██████████ (\$2,000)
- Diversity, Equity, and Inclusion Innovation Grant (Course Design) (2022), ██████████ (\$4,000)
- Open Educational Resources (OER) Textbook Creation Grant (Early Literacy) (2019), ██████████ (\$29,901)

- Open Educational Resources (OER) Course Redesign Grant (2019), Virtual Library of [REDACTED] Principal Investigator: [REDACTED]
- NAEYC Early Childhood Associate Degree Accreditation Site Visit Funding Award to [REDACTED] AAS Program (2016), [REDACTED] Early Childhood Foundation, Project Lead: Christine Pegoraro Schull (\$6,035)
- NAEYC Early Childhood Associate Degree Accreditation Kellogg Scholarship to [REDACTED] AAS Program (2016), National Association for Education of Young Children, Primary Author: [REDACTED] (\$1,995)
- Family and Human Services Certificate Development (2009), [REDACTED] Professional Development Grant, Primary Author: [REDACTED] (\$2,500)
- Building Blocks for a Common Degree-Alignment Project (2008), [REDACTED] Professional Development Grant, Primary Author: [REDACTED] (\$2,500)
- School Readiness: Impacting Child Well-Being for Rural Low-Income Families (2005), Rural Poverty Research Institute, Principal Investigator: [REDACTED] (\$20,000)

6. What awards or honors has this educator received in recognition of leadership in the college or community?

College Leadership Awards

- Outstanding Faculty Award, State Council for Higher Education of [REDACTED], 2023
- Jean Netherton Award of Excellence for Outstanding Service, [REDACTED] Campus, 2022
- Teaching Faculty Reward and Recognition Award, [REDACTED], 2018
- [REDACTED] Alumni Federation Faculty of the Year Award nomination, 2011
- Teaching Excellence Award, [REDACTED] Campus, 2010
- Distinguished Teaching Assistant Award, Center for Teaching Excellence, [REDACTED] 2005

Community Leadership Awards

- Outstanding Service to Young Children (group award to [REDACTED] Early Childhood Program), [REDACTED] Association for Young Children, 2018

ABBREVIATED CURRICULUM VITA

[REDACTED]

[REDACTED]

[REDACTED]

• [Redacted text block]

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**Faculty Member Award Nomination for [REDACTED]
Narrative Statement**

Dr. [REDACTED] Professor of Childhood Development, has been a member of the early childhood faculty at [REDACTED] since 2006 and became Program Head of the [REDACTED] Campus Department of Early Childhood Development in 2016. Encouraging active and cooperative learning in her classes, [REDACTED] is also a lecturer in the Family Studies Department at the University of [REDACTED] and Chair of the [REDACTED] Early Childhood Peer Group. An educator for more than 25 years, starting as an elementary school teacher, she has working in various settings with infants, toddlers, preschoolers, school age children, adults with developmental disabilities, community college students, and graduate students. Her publications and presentations illuminate the importance that early education and intervention play in childhood formation. [REDACTED] is a fierce advocate for early childhood education and has served in multiple capacities to advance its role through public discourse.