



Call for Entries

2024 AACTE Awards

Submission deadline for Gloria J. Ladson-Billings Outstanding Book Award: June 9, 2023

Submission deadline for James D. Anderson Outstanding Dissertation Award: July 28, 2023

Submission deadline for all other AACTE awards: August 25, 2023

Award Features

- Award winners will be honored at the 2024 AACTE Annual Meeting, February 16-18, in Aurora/Denver, CO. Lodging and travel to the conference are the responsibility of each award recipient.
- For the Best Practice categories, a representative of the exemplary program will be invited to accept the award.
- AACTE features award winners in AACTE's *Ed Prep Matters* blog; the AACTE's *Journal of Teacher Education*, and on the Association's website. In addition, AACTE notifies various media outlets and appropriate university departments and personnel.
- A photo of the recipient accepting the award will be posted online following the ceremony.

The AACTE Awards Program recognizes excellence in schools, colleges, and departments of education. In identifying notable programs, practices, activities, writing, and research, these awards encourage all member institutions to strengthen the profession of educator preparation through innovation, high standards, and leadership.

Now in its 28th year, this annual award program also honors individuals who have made significant contributions to AACTE and to the profession throughout their careers.

The AACTE Awards program aligns with AACTE's Strategic Priorities of advocating for high-quality educator preparation; promoting diversity, equity, and inclusion; and advancing educator preparation policy, practice, and research.

AACTE committee members select exemplary entries in each award category. All submissions must be made online.

Award Categories

AACTE awards will be presented in the following categories for 2024:

Writing and Research

- Gloria J. Ladson-Billings Outstanding Book Award
- James Anderson Outstanding Dissertation Award
- Outstanding Journal of Teacher Education Article Award

Best Practice

- Best Practice Award for the Innovative Use of Technology
- Best Practice Award in Support of Global and International Perspectives
- Best Practice Award in Support of Multicultural Education and Diversity
- Best Practice Award in Increasing Educator Diversity
- Best Practice Award for Exemplary Holmes Program

Professional Achievement

- Margaret B. Lindsey Award for Distinguished Research in Teacher Education
- David G. Imig Award for Distinguished Achievement in Teacher Education
- Edward C. Pomeroy Award for Outstanding Contributions to Teacher Education

About the Award

This award, overseen by the AACTE Committee on Research and Dissemination, recognizes exemplary books that make a significant contribution to the knowledge base of educator preparation or of teaching and learning with implications for educator preparation. The award-winning book and its author/editor(s) will receive special recognition at AACTE's 2024 Annual Meeting in Aurora/Denver, CO, February 16-18, 2024.

This award is named for Gloria J. Ladson-Billings who is known for her work in the field of education, her expertise is in cultural pedagogy and equity in educator and student instruction, including critical race theory.

Eligibility and Selection Criteria

Only books with a publication date since July 2021 will be considered. Additionally, the award-winning work must:

- Directly address educator preparation or teaching and learning with implications for educator preparation.
- Contain originality of thought in critical analyses of particular assumptions or practices, or outline proposals that reorient research and practice in educator preparation.
- Demonstrate high-quality scholarship in an area relevant to educator preparation.
- Show potential for significant impact on policy or practice in educator preparation, and
- Demonstrate clear and effective writing.
- Competitive preference will be given to submissions that align with [AACTE's strategic priority](#) related to Diversity, Equity, & Inclusion.

Submission Requirements

Self-nominations are not accepted. Publishers may submit no more than two titles per imprint. Nominations from publishers must be accompanied by a letter of recommendation from an AACTE- member academician. All entries must be made through AACTE's [online submissions site](#), and printed copies of the book should be delivered to the AACTE office (see below). Digital attachments for this entry must include:

- A letter of recommendation addressing the selection criteria listed above.
- A brief professional biography of the author(s) (150 words per author).
- Contact information for the author(s) or the publisher's representative(s).
- Review copies of the book (see below).

Sending Review Copies

Please contact the publisher to request review copies for the AACTE committee. If available, the committee prefers to receive both a hard copy and an e-book to review.

- Send nine hard copies of each book to AACTE Awards, 1602 L Street, NW, Suite 601, Washington, DC 20036.
- If available, send the link to download the e-book (along with any access code or special instructions) to AACTE at wjames@acte.org.
- **All review copies must be received by the award submission deadline, June 9, 2023, for full consideration. A nomination is not considered complete until the review copies are received.**

Note: If AACTE does not receive any book award nominations through the submission process described above, the Committee on Research and Dissemination may nominate books for consideration.

For more information about this award, contact
Weadé James: 202/478-4591
E-mail: wjames@acte.org

Entry Deadline: June 9, 2023



2024 James Anderson Outstanding Dissertation Award

About the Award

This award recognizes excellence in doctoral dissertation research (or its equivalent) that contributes to the knowledge base of educator preparation or of teaching and learning with implications for educator preparation. Overseen by AACTE's Committee on Research and Dissemination, the award includes a \$1,000 cash prize as well as special recognition at AACTE's 2024 Annual Meeting in Aurora/Denver, CO, February 16-18, 2024.

This award is named for James D. Anderson. He is one of the towering giants in the history of American education. With his landmark 1988 book, *The Education of Blacks in the South*, he transformed the field of African American educational history.

Eligibility and Selection Criteria

Individuals receiving a doctorate since January 1, 2022, may apply for this award. The primary selection criterion is quality of scholarship. In addition, the following criteria apply:

- Authors must have successfully defended their dissertation by the award submission date.
- The dissertation must make a significant original contribution to the knowledge about or practice of educator preparation and must address educator preparation issues, practices, or policies.
- The dissertation must be effectively organized, present a logically developed position, and provide evidence to support the conclusions drawn.
- An individual may submit only one entry each year.
- Authors need not be from AACTE member institutions.
- Competitive preference will be given to submissions that align with [AACTE's strategic priority](#) related to Diversity, Equity, & Inclusion.

Submission Requirements

All entries must be made through AACTE's [online submissions site](#). Attachments must include

- An information file providing the dissertation's title, author, and current contact information; the name of the institution where it was submitted; the date it was completed; and the dissertation adviser's contact information (name, title, current mailing address, and e-mail address)
- A letter of support (not blinded) from the dissertation adviser explaining the importance of the dissertation's question, the appropriateness and completeness of the study's design, and the significance of the analyses and interpretations
- A narrative summary file* that answers the following questions about the dissertation:
 1. What conceptual, methodological, or research question did it address?
 2. What was the rationale for the study?
 3. What was the knowledge base for the study?
 4. What research methodology was employed?
 5. What were the findings? What is important, surprising, or particularly illuminating about the findings?
 6. What are the theoretical and/or practical implications of the findings?
 7. What were the strengths, weaknesses, and limitations of the study's design?
- An appendix that includes a copy of the dissertation's abstract, table of contents, and references. (Remove identifying marks to ensure blind review.)

* As you construct your narrative, do not simply cut and paste together pieces from your dissertation. For the first round of judging, an applicant's dissertation is rated SOLELY upon the narrative summary submitted. It is, therefore, essential that this summary reflect clearly, concisely, and accurately the research of the full dissertation. Narrative is not to exceed 10 double-spaced pages, exclusive of appendix pages; use 12-point font size and remove identifying marks to ensure blind review.

For more information about this award, contact

Weadé James: 202/478-4591

E-mail: wjames@aacte.org

Entry Deadline: July 28, 2023



2024 Outstanding JTE Article Award

About the Award

This award, overseen by the AACTE Committee on Research and Dissemination and sponsored by SAGE Publications, recognizes exemplary scholarship published in the Journal of Teacher Education (JTE) in the areas of educator preparation or of teaching and learning with implications for educator preparation. The editors of the JTE will submit their awardee nominations for consideration by the Committee on Research and Dissemination.

Eligibility and Selection Criteria

Articles must have a print publication date between January 1 and December 31, 2022.

Submission Requirements

The editors of the JTE will nominate entries for this award.

For more information about this award, contact
Weadé James: 202/478-4591
E-mail: wjames@aacte.org

Entry Deadline: August 25, 2023



2024 Best Practice Award for the Innovative Use of Technology

About the Award

This award, overseen by AACTE's Committee on Innovation and Technology, recognizes an innovative use of educational technologies in a school, college, or department of education (SCDE).

Eligibility and Selection Criteria

SCDE initiatives that infuse technology throughout the curriculum may or may not be technologically sophisticated. To be considered innovative, the SCDE must use technologies to stretch beyond what might normally be done in its educator preparation programs; the programs must have changed in some way as a result of the technology use and integration. For example, the innovation may have resulted in one or more of the following outcomes:

- Bridging the theory and practice of teacher preparation through the use of multiple technologies.
- Integration of technologies with teaching and learning.
- Effective use of distance learning.
- Provision for more effective learning for teachers and/or PK-12 students.
- Practices that involve educator preparation faculty and faculty from other disciplines in activities across the college or university.
- Leadership in the development and/or conduct of activities across campus.
- Forging state, regional, national, and international links.

Applicants should identify the program's context, goals, and objectives; its components; and the impact technologies have had based on qualitative or quantitative research. Only programs that have been in place for at least two years will be considered. Competitive preference will be given to submissions that align with [AACTE's strategic priority](#) related to Diversity, Equity, & Inclusion.

Submission Requirements

All entries must be made through AACTE's [online submissions site](#). Application materials for this award must include:

- A 300-word abstract of the program.
- A narrative, not to exceed 2,000 words, that addresses the program's context (e.g., urban/rural, elementary/secondary, etc.), goals/objectives, innovation components that integrate technology and pedagogy, duration, outcomes, and sustainability.
- A list of any scholarly works, awards, or internal/external funding associated with the program.

The committee recommends the use of multiple media formats, not to exceed three attachments to the submission. These may include short videos or audio (60 seconds or less), images, and other multimedia elements as appropriate. These can be included in the application or provided as links to where these materials are hosted. However, the formal narrative is of primary importance to reviewers. Attachments should be seen as helping instantiate the narrative but not as a replacement for it.

For more information about this award, contact
Brooke Evans: 202/478-3855
E-mail: bevans@acte.org



2024 Best Practice Award in Support of Global and International Perspectives

About the Award

This award recognizes exemplary practice in the intercultural, global, cross-cultural, and international arenas. It is overseen by AACTE's Committee on Global Diversity as part of its mission to assure that a global/international perspective is brought to policy and programs associated with the preparation of education professionals.

Examples of best practice include, but are not limited to, international student teaching, undergraduate and graduate programs in international teacher preparation studies, curriculum development projects, international/global linkages, faculty development, faculty and student exchanges, utilization of international students, internationalization of the curriculum, and infusion of international/global studies in PreK-12 schools. Please review the following link for additional information, including examples of past winners: <https://aacte.org/professional-development-events/aacte-awards-program/best-practice-awards/>

Eligibility and Selection Criteria

The committee seeks applications from AACTE member institutions that have infused global/international perspectives into educator preparation curriculum, personnel, policies, and program(s). Past winners may submit a new application for consideration after three years by specifically indicating substantive changes and information different from previously submitted applications.

Submission Requirements

All entries must be made through AACTE's [online submissions site](#). Application materials for this award must include:

- A 300-word abstract of the program's purpose, audience, and format.
- A narrative, not to exceed 2,500 words, describing the following elements:
 1. The theoretical framework of the best practice/program and the conceptualization of international educator preparation utilized
 2. The goals and objectives of the program
 3. Program details such as operation, motivation, history, linkages, logistics, costs, funding sources, participants, and obstacles to success
 4. Evidence of how the program has substantively transformed the teacher preparation programs and influenced education within and beyond the institution, including the results of any internal and external program assessments and any materials produced
 5. Information on dissemination of program results (e.g., publication in a peer-reviewed publication)
 6. The program's unique contribution to the educator preparation profession
 7. Impact on PreK-12 education
 8. Alignment with [AACTE's strategic priorities](#)
- Letters of recommendations from institutional representatives (dean and/or department chair) and relevant external partners.
 - A minimum of three letters of recommendation are required with a maximum of five allowed for submission.
 - The three letters of recommendation must come from each of the following:
 - (1) Dean or Dept. Chair, (2) Students, (3) Partnership Representative (International Partner, Community Development School Partner, Faculty Partner)
- Supplementary Materials or Appendices can include examples of syllabi, curricular materials, peer-reviewed publications, URLs, etc.

For more information about this award, contact
Brooke Evans: 202/478-3855
E-mail: bevans@aacte.org

Entry Deadline: August 25, 2023



2024 Best Practice Award in Support of Multicultural Education and Diversity

About the Award

This award, overseen by AACTE's Committee on Global Diversity, recognizes the infusion of diversity throughout all components of a school, college, or department of education (SCDE) as critical to quality educator preparation and professional development. Specifically, the incorporation of issues related to culture, language, demographics, ethnicity, race, gender, sexual orientation, religion, socioeconomic status, and exceptionalities in the education process are perceived as important.

Eligibility and Selection Criteria

The committee seeks nominations from AACTE member institutions for SCDE programs that have infused multicultural education and diversity into educator preparation and successfully addressed such issues throughout their curriculum, personnel, policies, and programs.

In the narrative, special attention should be devoted to the following criteria:

- Demonstrable effects on the broader community.
- Evidence that infusion of multicultural and diversity concepts has occurred (manifested in curriculum content, field placements, numbers of diverse faculty and students, program outcomes/ impact of PK-12 and community collaborations).
- Impact on teaching and learning, in particular in PK-12 settings.
- Past winners may submit a new application for consideration after three years. Information must demonstrate changes from what has been previously submitted. Improvements to the program and substantive changes must be included with accompanying explanation.
- Competitive preference will be given to submissions that align with [AACTE's strategic priority](#) related to Diversity, Equity, & Inclusion.

Submission Requirements

All entries must be made through AACTE's [online submissions site](#). Application materials for this award must include

- A 300-word abstract of the program's purpose, audience, and format.
- A narrative, not to exceed 2,500 words, attending to the criteria above and describing the following elements:
 1. Theory, as evidenced in the program's conceptualization and design;
 2. Practice, as evidenced by curriculum, field placements, diverse faculty, percentages of representation from differing cultural backgrounds (i.e., balanced demographic information) and community scan/linkages;
 3. Evaluation/assessment; and
 4. Critical reflection on lessons learned.
- Letters of Recommendation from institutional representatives and relevant community members.
 - A minimum of three letters of recommendation are required with a maximum of five allowed for submission.
 - The three letters of recommendation must come from each of the following: (1) Dean or Dept. Chair, (2) Students, (3) Community Partner/School Partner
- Evidence of how the program has substantively transformed the teacher preparation programs and/or influenced education within and beyond the institution, including the results of any internal and external program assessments and any materials produced
- The program's unique contribution to the educator preparation profession and impact on PreK-12
- Supplementary Materials or Appendices can include examples of syllabi, curricular materials, peer-reviewed publications, URLs, etc.

For more information about this award, contact

Brooke Evans: 202/478-3855

E-mail: bevans@aacte.org

Entry Deadline: August 25, 2023

2024 Increasing Educator Diversity: Promise Practice Award

About the Award

This inaugural award, overseen by AACTE's Programmatic Advisory Committee on Educator Diversity (PACED), recognizes a promising practice from a school, college, or department of education (SCDE) demonstrating outcomes and advocacy related to various activities, practices, programs, pedagogies, systems, and/or policies that lead to, or is likely to lead to, an increase in educator diversity.

This purpose is accomplished through both the internal facing work of SCDE's own diversification of faculty, curriculum, recruitment and/or retention efforts and external reaching work that can include hiring diverse faculty, placing ethnoracial preservice educators in schools with high PK-12 diversity, department/college strategic initiatives, and/or mutually beneficial projects with the community and/or PK-12 schools (e.g., LEA) and stakeholders.

Eligibility and Selection Criteria

The recipient of this award from AACTE recognizes promising practices as those which explicitly commit to increasing ethnoracial diversity (e.g. Indigenous male educators, Latina bilingual educators, Black general educators). The promising practice embodied by the recipient of this award reflects the mission and goals of the Programmatic Advisory Committee on Educator Diversity (PACED) and advances our current understanding of initiatives that are making an impact toward diversifying our educator workforce to enhance educational opportunities for all students. Furthermore, the recipient's promising practices align with AACTE's strategic priority of promoting diversity, equity, and inclusion.

Data (e.g., outcomes) to substantiate promising practices that 'increase' educator diversity can include, but is not limited to:

1. policy changes that promote access and/or eliminate barriers
2. increased enrollment demonstrating ethnoracial diversity (e.g. recruitment, retention)
3. increased diversification, specifically ethnoracial diversity, of SCDE faculty and staff and/or PK-12 school staff
4. student/stakeholder feedback or data on and analysis of curriculum changes
5. stakeholder feedback or data on and analysis of strategic initiatives [\(PDF\)](#)
6. retention & impact internally or externally

In addition, the recipient of this award will evidence a service-minded disposition toward addressing educator diversity in research AND practice through their leadership and participation in local community, school, and/or grassroots service efforts.

Submission Requirements

All entries must be made through AACTE's [online submissions site](#). Application materials for this award must include:

- A narrative, not to exceed 2,000 words, that articulates intentional increase of educator diversity workforce by the SCDE;
- Data (e.g., outcomes) to substantiate the promising practice that 'increased' educator diversity
- No more than 3 supplemental documents in total (e.g., letters of support, syllabus, hyperlink to media, etc.)
- The names and affiliations of those individuals who represent the SCDE in this promising practice.

For more information about this award, contact

Nicole Dunn: 202/478-4560

Email: ndunn@acte.org

Entry Deadline: August 25, 2023



2024 Best Practice Award for Exemplary Holmes Program

About the Award

This award, overseen by the AACTE Holmes Programmatic Advisory Committee, recognizes Holmes Program institutions that demonstrate exemplary and innovative practices in supporting graduate students of color resulting in increased productivity of its scholars. The award-winning institution will receive special recognition at AACTE's 2024 Annual Meeting in Aurora/Denver, CO February 16-18, 2024.

Eligibility and Selection Criteria

Only institutions who have an active Holmes Program will be considered. Additionally, the award-winning institution must:

- Have more than one active Holmes Program participant
- Directly support Holmes master's, doctoral, and/or post-doctoral students
- Provide high-quality programming including on-campus professional development and mentorship to Holmes Program participants
- Demonstrate evidence of scholars' accomplishments, including but not limited to research and service completed by Holmes Scholars
- Implement program evaluation to assess impact, including use of data sources such as scholar satisfaction surveys and workshop evaluations
- Show significant contributions to diversifying the field by producing alumni who are in teaching, research and/or leadership roles within and outside of the academy
- Competitive preference will be given to submissions that align with [AACTE's strategic priority](#) related to Diversity, Equity, & Inclusion.

Submission Requirements

Any AACTE member may submit a nomination, including Holmes Scholars, alumni, program coordinators and Deans. Entries must articulate the specific exemplary and innovative practices that the institution has implemented, and the outcomes that they've produced. All entries must be made through AACTE's [online submissions site](#).

For more information about this award, contact
Weadé James: (202) 478-4591
E-mail: wjames@acte.org



2024 Margaret B. Lindsey Award for Distinguished Research in Teacher Education

About the Award

The Margaret B. Lindsey Award, overseen by the Executive Committee, recognizes distinguished achievement in research over the last decade that has had a major impact on the field of educator preparation. Lindsey was a longtime professor at Teachers College, Columbia University, whose own writing and research had a tremendous and lasting impact on the field.

Eligibility and Selection Criteria

This award is given to an individual or to a team of individuals, conducting research together, who have made exceptional contributions to research in the field of educator preparation. The award is presented annually, but the committee may defer the award in any given year. Individuals may nominate themselves. The Lindsey Award is not given posthumously. Competitive preference will be given to submissions that align with [AACTE's strategic priority](#) related to Advancing Educator Preparation Policy, Practice, and Research.

The selection criteria include evidence of distinguished achievement in the following:

- Research in the field of educator preparation for at least a decade
- Publications in peer-reviewed professional journals
- Presentations at AACTE professional meetings
- Widely cited contributions with practical applications for the field

Submission Requirements

All entries must be made through AACTE's [online submissions site](#). Application materials for this award must include:

- A 300-word biographical sketch of the nominee;
- One or more letters of support describing how the nominee fulfills the selection criteria listed above; and
- The nominee's curriculum vitae.

For more information about this award, contact
Marta Perez Drake: 202/478-4507
E-mail: mdrake@aacte.org

Entry Deadline: August 25, 2023



2024 David G. Imig Award for Distinguished Achievement in Teacher Education

About the Award

This award, overseen by the Executive Committee, recognizes an individual for distinguished achievement in the field of policy and/or research related to policy in educator preparation. The career achievement acknowledged by this award must take place in the formulation, implementation, research, or analysis of educator preparation policy. The award is named for AACTE President/CEO Emeritus David G. Imig, who led the Association from 1980 to 2005.

Eligibility and Selection Criteria

This award may be presented to a political office holder who has made important contributions to educator preparation policy or research, to a member of an agency or an organization who has been instrumental in the advancement of educator preparation, to a policy analyst, to a researcher or scholar, or to an administrator whose work has had a significant positive impact on educator preparation policy or research.

The recipient(s) of this award need not be from an AACTE member institution or otherwise affiliated with AACTE, although there should be an obvious connection between the achievement recognized and AACTE's mission and work.

The Imig Award is presented annually, but the award committee may defer the award in any given year. Individuals may not nominate themselves.

The selection criteria include evidence of distinguished achievement in one or more of the following:

- Formulation of educator preparation policy
- Implementation of educator preparation policy
- Analysis of educator preparation policy
- Scholarship related to educator preparation policy
- Sustained impact on educator preparation policy
- Competitive preference will be given to submissions that align with [AACTE's strategic priority](#) related to [Advocating for High-Quality Educator Preparation](#) and [Advancing Educator Preparation Policy, Practice, and Research](#)

Submission Requirements

All entries must be made through AACTE's [online submissions site](#). Application materials for this award must include:

- A 300-word biographical sketch of the nominee;
- One or more letters of support describing how the nominee fulfills the selection criteria listed above; and
- The nominee's curriculum vitae or resume.

For more information about this award, contact
Marta Perez Drake: 202/478-4507
E-mail: mdrake@acte.org

Entry Deadline: August 25, 2023



2024 Edward C. Pomeroy Award for Outstanding Contributions to Teacher Education

About the Award

This award, overseen by the Executive Committee, recognizes outstanding contributions to educator preparation, either through distinguished service to the educator preparation community or through the development and promotion of outstanding practices in educator preparation at the collegiate, state, or national level. It is named for Edward C. Pomeroy, who was AACTE's executive director from 1952 to 1980.

Eligibility and Selection Criteria

The Pomeroy Award is given to a person or persons who have made exceptional contributions to AACTE or to a national or state organization involved in educator preparation, or who are responsible for the development of exemplary educator preparation initiatives.

The award typically is presented to a single individual, although under exceptional circumstances and with the approval of the Board of Directors, it may be awarded to multiple individuals; to an organization; or to a school, college, or department of education. While AACTE membership is not a requirement, preference is given to persons, organizations, or institutions that hold membership within the association.

The Pomeroy Award is presented annually, but the award committee may defer the award in any given year; however, it may not be deferred for more than a single year. Individuals may not nominate themselves.

The selection criteria include evidence of outstanding contributions in one or more of the following:

- Distinguished service to the educator preparation community;
- The development and promotion of outstanding practices in educator preparation at the collegiate, state, or national level; and
- Exceptional contributions to AACTE.
- Competitive preference will be given to submissions that align with [AACTE's strategic priority](#) related to Advocating for High-Quality Educator Preparation.

Submission Requirements

All entries must be made through AACTE's [online submissions site](#). Application materials for this award must include:

- A 300-word biographical sketch of the nominee;
- One or more letters of support describing how the nominee fulfills the selection criteria listed above; and
- The nominee's curriculum vitae.

For more information about this award, contact
Marta Perez Drake: 202/478-4507
E-mail: mdrake@acte.org

Outstanding Book Award

- 2023 Leslie T. Fenwick, *Jim Crow's Pink Slip: The Untold Story of Black Principal and Teacher Leadership* (Harvard Education Press)
- 2022 Carlin Borsheim-Black, Sophia Tatiana Sarigianides, *Letting Go of Literary Whiteness: Anti-racist Literature Instruction for White Students*
- 2021 Bryan A. Brown, *Science in the City: Culturally Relevant STEM Education and Learning* (Harvard Education Press)
- 2020 Marilyn Cochran-Smith, Molly Cummings Carney, Elizabeth Stringer Keefe, Stephani Burton, Wen-Chia Chang, M. Beatriz Fernandez, Andrew F. Miller, Juan Gabriel Sanchez, Megina Baker, *Reclaiming Accountability in Teacher Education* (Teachers College Press)
- 2019 Mary Dilworth, *Millennial Teachers of Color* (Harvard Education Press)
- 2018 Marcelle Haddix, *Cultivating Racial and Linguistic Diversity in Literacy Teacher Education: Teachers Like Me* (Routledge & NCTE)
- 2017 Eva Zygmunt and Patricia Clark, *Transforming Teacher Education for Social Justice* (Teachers College Press)
- 2016 Etta Hollins, *Rethinking Field Experiences in Preservice Teacher Preparation: Meeting New Challenges for Accountability* (Routledge)
- 2015 Nel Noddings, *Education and Democracy in the 21st Century* (Teachers College Press)
- 2014 Andy Hargreaves and Michael Fullan, *Professional Capital: Transforming Teaching in Every School* (Teachers College Press & Ontario Principal's Council)
- 2013 Joyce Nutta, Kouider Mokhtari, and Carin Strebels, *Preparing Every Teacher to Reach English Learners: A Practical Guide for Teacher Educators* (Harvard Education Press)
- 2012 H. Richard Milner IV, *Start Where You Are, But Don't Stay There: Understanding Diversity, Opportunity Gaps, and Teaching in Today's Classrooms* (Harvard Education Press)
- 2011 Kieran Egan, *The Future of Education: Reimagining Our Schools From the Ground Up* (Yale University Press)
- 2010 not given
- 2009 Daniel Koretz, *Measuring Up: What Educational Testing Really Tells Us* (Harvard University Press)
- 2008 not given
- 2007 Michael Fullan, Peter Hill, and Carmel Crévola, *Breakthrough* (Corwin Press)
- 2006 Marilyn Cochran-Smith and Kenneth M. Zeichner, *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education* (Routledge)
- 2005 (Tie) Jennifer King Rice, *Teacher Quality: Understanding the Effectiveness of Teacher Attributes* (Economic Policy Institute)
- 2005 (Tie) Susan Moore Johnson and the Project on the Next Generation of Teachers, *Finders and Keepers: Helping New Teachers Survive and Thrive in Our Schools* (Jossey-Bass)
- 2004 Richard M. Ingersoll, *Who Controls Teachers' Work? Power and Accountability in America's Schools* (Harvard University Press)
- 2003 not given
- 2002 Joy S. Ritchie and David E. Wilson, *Teacher Narrative as Critical Inquiry: Rewriting the Script* (Teachers College Press)
- 2001 Geneva Gay, *Culturally Responsive Teaching: Theory, Research, and Practice* (Teachers College Press)
- 2000 Cynthia Ballenger, *Teaching Other People's Children: Literacy and Learning in a Bilingual Classroom* (Teachers College Press)

Outstanding Dissertation Award

- 2023 Lightning Jay for *Imagining Classrooms: A comparative case study of pedagogy and learning in teacher education*, Binghamton University
- 2022 Lin Wu for *Borderland Teaching of Chinese American Teachers with Mexican American Students: Toward the Development of a Theory*
- 2021 Sarah Obiwo for *Bringing Clarity to the Construct: A Content Analysis of Disposition for Urban Teaching and Learning*, University of Memphis
- 2020 Christina Restrepo Nazar for *Youth as Teacher Educators: Supporting Preservice Teachers in Developing Youth Centered, Equity-Oriented Science Teaching Practices*, California State University Los Angeles
- 2019 Emily Evans Fanaeian for *Preparing Preservice Teachers for Working with Linguistically Diverse Students: Examining University Teacher Preparation Programs Across the United States*, Edgewood College
- 2018 Molly Baustien Siuty for *(Re)constituting Teacher Identity for Inclusion in Urban Schools: A Process of Reification and Resistance*, University of Kansas; Elizabeth Kozleski, Adviser
- 2017 Sarah A. Nagro for *The Effects of Guided Video Analysis on Teacher Candidates' Reflective Ability and Instructional Skills*, Johns Hopkins University; Laurie deBettencourt, Adviser
- 2016 Monica T. Billen for *#Learningtoteach: Using Instagram to Elicit Preservice Teacher Reflection*, University of Tennessee; Richard Arrington, Adviser
- 2015 David Stroupe for *"Students Drive Where I Go Next": Ambitious Practice, Beginning Teacher Learning, and Classroom Epistemic Communities*, University of Washington; Mark Windschitl, Adviser
- 2014 Chezare A. Warren for *Empathic Interaction: White Female Teachers and Their Black Male Students*, University of Illinois at Chicago; Steven Tozer, Adviser
- 2013 (Tie) Amanda Morales for *Factors That Foster Latina, English Language Learner, Nontraditional Student Resilience in Higher Education and Their Persistence in Teacher Education*, Kansas State University; Margaret Gail Shroyer, Adviser
- 2013 (Tie) Miriam Lipsky for *Head Start Teachers' Vocabulary Instruction and Language Complexity During Storybook Reading: Predicting Vocabulary Outcomes of Students in Linguistically Diverse Classrooms*, University of Miami; Maria S. Carlo, Adviser
- 2011 Vera Stenhouse for *Mission Possible? An Analysis of the Intended and Implemented Diversity Content of a Teacher Education Institution*, Emory University; Vanessa Siddle Walker, Adviser
- 2010 Winifred R. Cohron for *The Effect of Teacher Leader Interactions With Teachers on Student Achievement: A Predictive Study*, University of Louisville and Western Kentucky University; Jay Fiene, Adviser
- 2009 William C. Reed for *Teachers' Education Factors and Their Influence on Formative Assessment Processes*, Old Dominion University; John M. Ritz, Adviser
- 2008 Mary Elizabeth Kubitskey for *Extended Professional Development for Systemic Curriculum Reform*, Eastern Michigan University; Barry J. Fishman, Adviser, University of Michigan
- 2006 Wendy A. Wyman for *A Sojourn Through Teacher Techne: An Outcomes Study of Two Teacher Preparation Programs*, Colorado State University; Elizabeth Kozleski, Adviser, University of Colorado, Denver
- 2005 Laura Ringrose for *The Effects of Teacher Certification on Freshman High School Students' Algebra I Achievement*, University of North Texas; Judith Adkison, Adviser
- 2004 Michele Gregoire Gill for *Effects of Augmented Activation, Refutational Text, Efficacy Beliefs, Epistemological Beliefs, and Systematic Processing on Conceptual Change*, University of Central Florida; Patricia T. Ashton, Adviser
- 2002 Jon Margerum-Leys for *Teacher Knowledge of Educational Technology: A Case Study of Student Teacher/Mentor Teacher Pairs*, Eastern Michigan University; Ronald W. Marx, Adviser, University of

Honor Roll

since 2000

Michigan

- 2001 Tracy W. Smith for *Toward a Prototype of Expertise in Teaching: A Descriptive Case Study*, Appalachian State University; David Strahan, Adviser
- 2000 Gretchen McAllister for *The Role of Empathy in Teaching Culturally Diverse Students: A Qualitative Study of Teachers' Beliefs*, Northern Arizona University; Jacqueline Jordan Irvine, Adviser

Outstanding Journal of Teacher Education Article Award

- 2023 “Toward a Healthy Racial Climate: Systemically Centering the Well-being of Teacher Candidates of Color”, (October 2021) Rita Kohli, Uma Mazyck Jayakumar, Eddie Comeaux, Arturo Nevárez, Andrea Carreno Cortez, Margarita Vizcarra, University of California Riverside; Alison G. Dover, Nick Henning, California State University Fullerton; Darlene Lee, Emma Hipolito, University of California Los Angeles
- 2022 “Three Different Measures of Graduates’ Instructional Readiness and the Features of Preservice Preparation That Predict Them”, (January/February 2021) Matthew Ronfeldt, Kavita Kapadia Matsko, Hillary Greene Nolan, Michelle Reininger
- 2021 “Re-thinking High Leverage Practices in Justice-Oriented Ways” (September/October 2020) by Angela Calabrese Barton, Columbia University, Edna Tan, University of North Carolina at Greensboro, and Daniel J. Birmingham, Colorado State University
- 2020 “Critically Compassionate Intellectualism in Teacher Education: The Contributions of Relational-Cultural Theory” (September/October 2019) by Amy Rector-Aranda, Texas A&M University
- 2019 “Why Seek the Living Among the Dead? African American Pedagogical Excellence: Exemplar Practice for Teacher Education” (September/October 2018) by Melanie Acosta, Michele Foster, Diedre Houchen
- 2018 “Capturing the Complex, Situated, and Active Nature of Teaching Through Inquiry-Oriented Standards for Teaching” (January/February 2017), by Claire Sinnema, Frauke Meyer, and Graeme Aitken, University of Auckland, New Zealand
- 2017 “The Roles of Urban Indigenous Community Members in Collaborative Field-Based Teacher Preparation” (November/December 2016), by Anna Lees, Western Washington University
- 2016 “Field Placement Schools and Instructional Effectiveness” (September/October 2015), by Matthew Ronfeldt, University of Michigan
- 2015 “Unpacking the ‘Urban’ in Urban Teacher Education: Making a Case for Context-Specific Preparation” (March/April 2014), by Kavita Kapadia Matsko, University of Chicago, and Karen Hammerness, American Museum of Natural History
- 2014 “Keeping It Complex: Using Rehearsals to Support Novice Teacher Learning of Ambitious Teaching” (May/June 2013), by Magdalene Lampert, Megan Franke, Elham Kazemi, Hala Ghouseni, Angela Turrou, Heather Beasley, Adrian Cunard, and Kathleen Crowe
- 2013 “Because Wisdom Can’t Be Told: Using Conferences to Assess Teacher Candidates’ Readiness for Family-School Partnership” (January/February 2012), by Joan Walker, Pace University, and Benjamin Dotger, Syracuse University
- 2012 “Negotiating Implementation of High-Stakes Performance Assessment Policies in Teacher Education: From Compliance to Inquiry” (November/December 2010), by Charles A. Peck, University of Washington; Chrysan Gallucci, University of Washington; and Tine Sloan, University of California at Santa Barbara
- 2011 “The Work of Teaching and the Challenge for Teacher Education” (November/December 2009), by Deborah Loewenberg Ball and Francesca M. Forzani, University of Michigan
- 2010 Tie: “Conceptualizing the Work of Leading Mathematical Tasks in Professional Development” (September/October 2009), by Rebekah Elliott, Elham Kazemi, Kristin Lesseig, Judith Mumme, Cathy Carroll, and Megan Kelley-Petersen, and “Complex Interactions in Student Teaching: Lost Opportunities for Learning” (May/June 2009), by Sheila W. Valencia, Susan D. Martin, Nancy A. Place, and Pam Grossman
- 2009 “Responding to Our Critics: From Crisis to Opportunity on Research in Teacher Education” (January/February 2008) by Pam Grossman, Stanford University
- 2008 “How Well Do 1st-Year Teachers Teach: Does Type of Teacher Preparation Make a Difference?” (September/October 2006), by Thomas Good, Mary McCaslin, Henry Tsang, Sizhi Zhang, Caroline

Honor Roll

since 2000

Wiley, Amanda Bozack, and Waverely Hester

- 2004 “‘Too Angry to Leave’: Supporting New Teachers’ Commitment to Transform Urban Schools” (March/April 2003), by Karen Hunter Quartz and the TEP Research Group, University of California, Los Angeles
- 2003 “The Unification of Church and State: Working Together to Prepare Teachers for Diverse Classrooms” (March/April 2002), by Barbara Seidl, The Ohio State University, and Gloria Friend, Mt. Olivet Christian Academy

Best Practice Awards – Current

Best Practice Award for the Innovative Use of Technology

- 2023 Kansas State University
- 2022 Southeast Missouri State University
- 2021 University of South Florida
- 2020 Salisbury University
- 2019 University of Central Arkansas
- 2018 Northeastern State University
- 2017 Arizona State University
- 2016 University of Nebraska-Lincoln
- 2014 California State University System
- 2013 Michigan State University
- 2012 University of Central Florida
- 2011 San Diego State University
- 2010 University of Southern California
- 2009 Arizona State University
- 2008 University of Puerto Rico
- 2007 University of North Texas
- 2006 University of Missouri – St. Louis
- 2005 Valdosta State University
- 2004 University of Illinois at Chicago
- 2003 Kennesaw State University
- 2002 University of Nevada, Las Vegas
- 2001 University of Northern Colorado
- 2000 Iowa State University

Best Practice Award in Support of Global and International Perspectives

- 2023 University of Illinois Urbana-Champaign
- 2022 University of Missouri, St. Louis
- 2020 Indiana University
- 2019 Butler University's Global Network for Teacher Preparation
- 2018 Rutgers University
- 2017 Bridgewater State University
- 2016 Indiana University
- 2015 Kansas State University

Best Practice Award in Support of Multicultural Education and Diversity

- 2023 Rutgers University Graduate School of Education
- 2022 Old Dominion University
- 2020 Manhattanville College
- 2018 University of Colorado Denver
- 2017 Ball State University
- 2016 Loyola Marymount University
- 2015 Texas Christian University

Best Practice Awards – Former

Best Practice Award for Collaboration with Community Colleges

- 2008 Emporia State University
- 2007 East Carolina University
- 2006 University of Northern Iowa
- 2005 Valdosta State University
- 2004 University of Central Florida

Best Practice Award for Comprehensive Services in Education

- 2003 Western Michigan University
- 2002 University of North Dakota
- 2001 Seton Hall University
- 2000 University of Tennessee, Chattanooga

Best Practice Award for Effective Partnerships

- 2007 Arizona State University at the West Campus
- 2006 University of Illinois at Chicago

Best Practice Award for Gender Equity

- 2006 Oakland University
- 2005 Queens College, City University of New York

Best Practice Award for Global and International Teacher Education

- 2006 Michigan State University
- 2005 Ball State University
- 2004 Kent State University
- 2002 The Ohio State University
- 2001 Indiana University

Best Practice Award for Parental Engagement in Teacher Education

- 2002 Marian College

Best Practice Award for Professional Ethics and Moral Dispositions in Teacher Education

- 2013 California State University, Fresno
- 2012 Kansas State University
- 2008 University of Illinois at Chicago
- 2007 University of Nebraska, Omaha
- 2006 Washington State University
- 2005 Asbury College

Best Practice Award for Service-Learning in Teacher Education

- 2004 University of Wisconsin – Eau Claire
- 2003 San Jose State University
- 2002 California Lutheran University

Best Practice Award in Support of Diversity

- 2008 Illinois State University
- 2007 University of San Diego, School of Leadership and Education
- 2006 Indiana University – Purdue University Indianapolis
- 2005 Portland State University
- 2004 Ball State University
- 2002 Montclair State University
- 2001 California State University, Dominguez Hills
- 2000 New Jersey City University

Best Practice Award in Support of Global Diversity

- 2014 University of San Diego
- 2013 University of Maryland, College Park
- 2012 Northeastern Illinois University
- 2011 William Paterson University

Best Practice Award in Support of Teacher Education Accreditation

- 2003 Montana State University – Billings
- 2002 Idaho State University
- 2001 Kean University
- 2000 California State University – Dominguez Hills

Best Practice Award in Support of Teacher Education Quality and Accountability

- 2008 St. Cloud State University
- 2006 University of Cincinnati
- 2005 Western New Mexico University
- 2004 University of Arkansas at Little Rock

Best Practice Award in Women’s Leadership Development and Gender Equity

- 2002 University of North Carolina at Chapel Hill
- 2001 The College of New Jersey

Margaret B. Lindsey Award for Distinguished Research in Teacher Education

- 2023 H. Richard Milner IV, Vanderbilt Peabody College of Education and Human Development
- 2022 Shauna Adams, University of Dayton
- 2017 James Hiebert, University of Delaware
- 2013 Jeanne Wilcox, Arizona State University
- 2010 Guofang Wan, Ohio University
- 2009 Richard Schwab, University of Connecticut
- 2007 Linda Darling-Hammond, Stanford University
- 2006 Robert E. Floden, Michigan State University
- 2005 Mary M. Kennedy, Michigan State University
- 2004 Ana Maria Villegas, Montclair State University
- 2003 Jacqueline Jordan Irvine, Emory University
- 2002 Kenneth Zeichner, University of Wisconsin, Madison
- 2001 Ann Lieberman, Carnegie Foundation for the Advancement of Teaching
- 2000 Jeannie Oakes, University of California, Los Angeles
- 1999 Marilyn Cochran-Smith, Boston College
- 1998 Marlene Pugach, University of Wisconsin, Milwaukee
- 1996 Sharon Feiman-Nemser, Michigan State University

David G. Imig Award for Distinguished Achievement in Teacher Education

- 2023 AACTE Advisory Council of State Representatives & AACTE State Affiliates
- 2022 Robert Floden, Michigan State University
- 2020 Anthony Bryk, Carnegie Foundation for the Advancement of Teaching
- 2019 Kelly C. Henson, Georgia Professional Standards Commission
- 2018 Jolanda M. Westerhof, American Association of State Colleges and Universities
- 2017 Nancy Zimpher, State University of New York
- 2015 Mary Brownell and Paul Sindelar, CEEDAR Center at the University of Florida
- 2014 Gary Galluzzo, George Mason University
- 2013 Mary Diez, Alverno College
- 2011 Susan Lytle and Marilyn Cochran-Smith
- 2010 Camilla Benbow, Vanderbilt University
- 2009 Michael Andrew, University of New Hampshire
- 2007 Sibyl Jacobson, MetLife Foundation
- 2006 Lorrie A. Shepard
- 2005 Arthur E. Wise
- 2004 Charles Coble
- 2003 Richard W. Riley
- 2002 Mary Hatwood Futrell
- 2001 James A. Kelly
- 2000 James Hunt, Jr.

Edward C. Pomeroy Award for Outstanding Contributions to Teacher Education

- 2023 Cassandra Herring, Branch Alliance for Educator Diversity
- 2021 Teresa Foulger, Arizona State University, Kevin Graziano, Nevada State College, Denise Schmidt-Crawford, Iowa State University of Science and Technology, David Slykhuus, University of Northern Colorado
- 2019 Jane S. Bray, Old Dominion University
- 2018 Stacy K. Duffield, North Dakota State University
- 2017 Renée A. Middleton, Ohio University
- 2016 Ena Shelley, Butler University
- 2015 Pamela Grossman, University of Pennsylvania
- 2014 Deborah Loewenberg Ball, University of Michigan
- 2013 Virginia McLaughlin, College of William and Mary, and Angela Maynard Sewall, University of Arkansas at Little Rock
- 2010 The Editorial Team from the *Journal of Curriculum & Instruction*
- 2009 Tes Mehring, Emporia State University
- 2008 Thomas Proffitt and the Towson University Professional Development School Network
- 2007 Mary Hatwood Futrell, the George Washington University
- 2006 The National Academy of Education Committee on Teacher Education
- 2005 Jill Mattuck Tarule, University of Vermont
- 2004 Marilyn Cochran-Smith, Boston College
- 2003 Arturo Pacheco, University of Texas at El Paso
- 2002 Dolores Escobar, San Jose State University
- 2001 Mary Diez, Alverno College
- 2000 W. Robert Houston, University of Houston

Lifetime Achievement Award

- 2012 James D. Anderson, University of Illinois at Urbana-Champaign
- 2011 Vernon C. Polite (posthumous), Eastern Michigan University
- 2010 Carol D. Lee, Northwestern University
- 2009 Kenneth Zeichner, University of Wisconsin-Madison
- 2008 Lee S. Shulman, Carnegie Foundation for the Advancement of Teaching
- 2007 Edmund W. Gordon, Teachers College, Columbia University
- 2004 Mary J. Russell, Universities Council for the Education of Teachers
- 2003 Virginia Richardson, University of Michigan

For additional honor roll listings, visit aacte.org.