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: September 1, 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

2024 Gloria J. Ladson-Billings Outstanding Book Award

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@aacte.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@aacte.org

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.)

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* 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

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

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@aacte.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: September 1, 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: September 1, 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 ⌑
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@aacte.org

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@aacte.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

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@aacte.org

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@aacte.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 Strebel, *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

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

Honor Roll
since 2000

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 Ghousseni, 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

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 Slykhuis, 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.