Honor Roll – AACTE Outstanding Journal of Teacher Education Article Award (formerly Outstanding Writing Award)

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


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