



CALL FOR ENTRIES

2018 AACTE Awards

Submission Deadline for Outstanding Book Award: May 30, 2017

Submission Deadline for Outstanding Dissertation Award: August 18, 2017

Submission Deadline for All Other Awards: October 12, 2017

Award Features

- Award winners will be honored at the 2018 AACTE Annual Meeting, March 1–3 in Baltimore, Maryland, during the general sessions. *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 *Ed Prep Matters*, AACTE's blog; the *Journal of Teacher Education*, AACTE's journal; and on the Association's web site. 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 (SCDEs). In identifying notable programs, practices, activities, writing, and research, these awards encourage all member institutions to strengthen the profession of teacher education through innovation, high standards, and leadership.

Now in its 22nd year, this annual awards program also honors individuals who have made significant contributions to AACTE and to the profession throughout their careers.

AACTE committee members select exemplary entries in each award category. All applications must be made online for the 2018 awards.

Award Categories

AACTE awards will be presented in the following categories for 2018:

Writing and Research

- Outstanding Book Award
- 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

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 as 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 70th Annual Meeting in Baltimore, Maryland, March 1–3, 2018.

Eligibility and Selection Criteria

Only books with a publication date since July 2015 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 thinking 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
- Demonstrate clear and effective writing

Submission Requirements

Authors may not nominate their own work. 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)

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 **eight hard copies** of each book to AACTE Awards, 1307 New York Ave. NW, Suite 300, Washington, DC 20005.
- If available, send the **link to download the e-book** (along with any access code or special instructions) to AACTE at kmccabe@aacte.org.

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

Kristin McCabe: 202/478-4517
E-mail: kmccabe@aacte.org

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 70th Annual Meeting in Baltimore, Maryland, March 1–3, 2018.

Eligibility and Selection Criteria

Individuals receiving a doctorate since January 1, 2016, may apply for this award. The primary selection criterion is quality of scholarship. In addition, the following criteria apply:

- 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.

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

Kristin McCabe: 202/478-4517
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2018 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 publication date between January 1 and December 31, 2017.

Submission Requirements

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

For more information about this award, contact

Kristin McCabe: 202/478-4517

E-mail: kmccabe@aacte.org

2018 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 teacher education 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 education 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 teacher education 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 2 years will be considered.

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.), objectives, components, duration, sustainability, outcomes, and how technologies, content goals, and pedagogies are integrated as per the TPACK framework

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

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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 professional development schools.

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 3 years.

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 school of education 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
- Letters of support from institutional representatives (dean and/or department chair) and relevant external partners

For more information about this award, contact

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2018 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

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, number of students of color, and community scan/linkages
 3. Evaluation/assessment
 4. Critical reflection on lessons learned
- Letters of support from institutional representatives (dean or department chair) and relevant community members

For more information about this award, contact

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2018 Margaret B. Lindsey Award for Distinguished Research in Teacher Education

About the Award

The Margaret B. Lindsey Award, overseen by the Committee on Professional Preparation and Accountability, 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.

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
- The nominee's curriculum vitae

For more information about this award, contact

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2018 David G. Imig Award for Distinguished Achievement in Teacher Education

About the Award

This award, overseen by the Committee on Professional Preparation and Accountability, 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

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
- The nominee's curriculum vitae

For more information about this award, contact

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2018 Edward C. Pomeroy Award for Outstanding Contributions to Teacher Education

About the Award

This award, overseen by the Committee on Professional Preparation and Accountability, 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, to a national or state organization involved in educator preparation, or to persons 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. It is preferred that the award be given to persons, organizations, or institutions that hold membership in AACTE, but membership is not required.

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
- Exceptional contributions to AACTE

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
- The nominee's curriculum vitae

For more information about this award, contact

Sara Hiller: 202/478-4564
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