



CALL FOR ENTRIES

2019 AACTE Awards

Submission Deadline for Outstanding Book Award: May 3, 2018

Submission Deadline for Outstanding Dissertation Award: August 20, 2018

Submission Deadline for All Other Awards: October 10, 2018

Award Features

- Award winners will be honored at the 2019 AACTE Annual Meeting, February 22-24 in Louisville, Kentucky, 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. 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 23rd 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.

Award Categories

AACTE awards will be presented in the following categories for 2019:

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 71st Annual Meeting in Louisville, Kentucky, February 22-24, 2019.

Eligibility and Selection Criteria

Only books with a publication date since July 2016 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 71st Annual Meeting in Louisville, Kentucky, February 22-24, 2019.

Eligibility and Selection Criteria

Individuals receiving a doctorate since January 1, 2017, 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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2019 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, 2018.

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

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2019 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 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.), goals/objectives, innovation components that integrate technology and pedagogy, duration, outcomes, and sustainability

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

Alexandr Gumbar: 202/478-4588

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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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2019 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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2019 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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2019 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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2019 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 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. 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

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Outstanding Book Award

- 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 Strebler, *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

- 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

Outstanding *Journal of Teacher Education* Article 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 Ghousseini, 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 Waverly 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

- 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

- 2018 [Rutgers University](#)
- 2017 [Bridgewater State University](#)
- 2016 [Indiana University](#)
- 2015 [Kansas State University](#)

Best Practice Award in Support of Multicultural Education and Diversity

- 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

- 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

- 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

- 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

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