

Previous Recipients

Distinguished Research in Teacher Education Award
sponsored by the Leadership Foundation for Teacher Education

Year	Titles	Authors and Affiliations	References
2023	Beyond" Best Practices": Centering Equity in Teacher Preparation Evaluation	Marilyn Cochran-Smith, Boston College; Emilie Mitescu Reagan, Claremont Graduate University United States	Cochran-Smith, M., & Reagan, E. M. (2022). Beyond" Best Practices": Centering Equity in Teacher Preparation Evaluation. <i>Education Policy Analysis Archives</i> , 30(66), n66.
2022	Three-phase Model of Scholarly Growth in Teacher Education	Leah Shagrir, Levinsky College of Education	Shagrir, L. (2021). Three-phase model of scholarly growth in teacher education. <i>European Journal of Teacher Education</i> , 44(2), 271-291.
2021		No award	
2020	Teacher Preparation and Performance in High-Needs Urban schools: What Matters to Teachers	Peshe Kuriloff, Will Jordan, Danielle Sutherland, and Annette Ponnock, Temple University	Kuriloff, P., Jordan, W., Sutherland, D., & Ponnock, A. (2019). Teacher preparation and performance in high-needs urban schools: What matters to teachers. <i>Teaching and Teacher Education</i> , 83, 54-63.
2019	Developing Special Educator Cultural Awareness through Critically Reflective Professional Learning Community Collaboration	Brooke A. Moore, Fort Hays State University	Moore, B. A. (2018). Developing special educator cultural awareness through critically reflective professional learning community collaboration. <i>Teacher Education and Special Education</i> , 41(3), 243-253.
2018	The Development of Teachers' Visions from	Seth Parsons, George Mason University, Margaret Vaughn,	Parsons, S. A., Vaughn, M., Malloy, J. A., & Pierczynski, M. (2017). The development

	Preservice to their First Years of Teaching	University of Idaho; Jacquelynn A. Malloy, Clemson University; Melissa Pierczynski, University of Maryland	of teachers' visions from preservice into their first years teaching: A longitudinal study. <i>Teaching and teacher education</i> , 64, 12-25.
2017	Distinguishing Models of Professional Development: The Case of an Adaptive Model's Impact on Teachers' Knowledge, Instruction, and Student Achievement	Karen Koellner, Hunter College, CUNY & Jennifer Jacobs, University of Colorado	Koellner, K., & Jacobs, J. (2015). Distinguishing models of professional development: The case of an adaptive model's impact on teachers' knowledge, instruction, and student achievement. <i>Journal of teacher education</i> , 66(1), 51-67.
2016	Countering the Essentialized Discourse of Teacher Education	Andrew Stremmel, James Burns, Christine Nganga, and Katherine Bertolin, South Dakota State University	Stremmel, A. J., Burns, J., Nganga, C., & Bertolini, K. (2015). Countering the essentialized discourse of teacher education. <i>Journal of early childhood teacher education</i> , 36(2), 156-174.
2015	Formal and Informal Mentoring: Complementary, Compensatory, or Consistent?	Laura M. Desimone, Eric D. Hochberg, Andrew C. Porter, and Robert Schwartz, University of Pennsylvania; Morgan S. Polikoff, University of Southern California; and L. Joy Johnson, University of Michigan	Desimone, L. M., Hochberg, E. D., Porter, A. C., Polikoff, M. S., Schwartz, R., & Johnson, L. J. (2014). Formal and informal mentoring: complementary, compensatory, or consistent?. <i>Journal of Teacher Education</i> , 65(2), 88-110.
2014	Developing Socially Justice Teachers: The Interaction of Experience Before, During and After Teacher Preparation in Beginning Teacher Educators	Joan L. Whipp, Marquette University	Whipp, J. L. (2013). Developing socially just teachers: The interaction of experiences before, during, and after teacher preparation in beginning urban teachers. <i>Journal of teacher education</i> , 64(5), 454-467.

2013	Using Possible-Selves Theory to Understand the Identity Development of New Teachers	Doug Hamman, Kevin Gosselin, Texas Tech University; Jacqueline Romano, Illinois State University; Rommel Bunuan, University of Texas at Austin	Hamman, D., Gosselin, K., Romano, J., & Bunuan, R. (2010). Using possible-selves theory to understand the identity development of new teachers. <i>Teaching and teacher education, 26(7)</i> , 1349-1361.
2012	Why Men Become Elementary School Teachers: Insights from an Elementary Teacher Education Program	Elvira Sanatullova-Allison, Chatham College	Sanatullova-Allison, E. (2010). Why men become elementary school teachers: Insights from an elementary teacher education program. <i>Action in Teacher Education, 31(4)</i> , 28-40.
2011	Elementary and Secondary Education Students' Perspectives on Citizenship	Leisa A. Martin, University of Akron	Martin, L. A. (2008). Elementary and secondary teacher education students' perspectives on citizenship. <i>Action in Teacher Education, 30(3)</i> , 54-63.
2010	Does Research-Based Professional Development Make a Difference?	Chrystalla Mouza, University of Delaware	Mouza, C. (2009). Does research-based professional development make a difference? A longitudinal investigation of teacher learning in technology integration. <i>Teachers College Record, 111(5)</i> , 1195-1241.
2009	Promoting versatility in mentor teachers' use of supervisory skills	Frank Crasborn, Fountys University of Applied Science; Paul Hennissen, Radboud University; Niels Brouwer, Vrije University; Fred Korthagen, Utrecht University; Theo Bergen, The Netherlands Eindhoven School of Education, University of Technology	Crasborn, F., Hennissen, P., Brouwer, N., Korthagen, F., & Bergen, T. (2008). Promoting versatility in mentor teachers' use of supervisory skills. <i>Teaching and Teacher Education, 24(3)</i> , 499-514.

2008	Student Engagement in the Teaching and Learning of Grammar: A Case Study of an Early Career Secondary English Teacher	Peter Smagorinsky, The University of Georgia; Laura Wright, Newcastle, OK; Sharon Murphy Augustine, Mercer University; Cindy O'Donnell-Allen, Colorado State University; Bonnie Konopak, California Polytechnic State University, San Luis Obispo	Smagorinsky, P., Wright, L., Augustine, S. M., O'Donnell-Allen, C., & Konopak, B. (2007). Student engagement in the teaching and learning of grammar: A case study of an early-career secondary school English teacher. <i>Journal of Teacher Education</i> , 58, 76-90. Available at http://www.petersmagorinsky.net/About/PDF/JTE/JTE2007.pdf
2007	Complex by design: Investigating pathways into teaching in New York City schools	Donald Boyd, Hamilton Lankford, James Wyckoff; University at Albany; Pamela Grossman, Susanna Loeb, Stanford University	Boyd, D. J., Grossman, P., Lankford, H., Loeb, S., Michelli, N. M., & Wyckoff, J. (2006). Complex by design: Investigating pathways into teaching in New York City schools. <i>Journal of teacher education</i> , 57(2), 155-166.
2006	Focusing New Teachers on Individual and Low Performing Students: The Centrality of Formative Assessment in the Mentor's Repertoire of Practice	Steven Z. Athanases, University of California, Davis; Betty Achinstein, University of California, Santa Cruz	Athanases, S. Z., & Achinstein, B. (2003). Focusing new teachers on individual and low performing students: The centrality of formative assessment in the mentor's repertoire of practice. <i>Teachers College Record</i> , 105(8), 1486-1520
2005	Encountering new spaces: Teachers developing voice within a professional development school	Diane Yendol-Hoppey, Nancy Fichtman Dana, University of Florida	Yendol-Silva, D. & Dana, N. F. (2004). Encountering new spaces: Teachers developing voice within a professional development school. <i>Journal of Teacher Education</i> , 55(2), 128-140.

2004	National Teacher Education Standards: Three Way Impact on Ohio	Howard Pullman, Susan Pullman, Youngstown State University, Isadore Newman University of Akron, Pietro Pascale, Susi Turner, Educational Consultants; Micki M. Caskey, Portland State University	
2003		Arthur Costigan, Elizabeth Dykman, Queens College, CUNY; Laurel Lampala, University of New Mexico	
2002	Final Report on the Multicultural/Diversity Assessment Project	Anthony L. Ambrosio, Jerry Long, Rodney Sobieski, Eileen L. Hogan, Marie C. Miller, Cynthia A. Seguin, Rachelle M. Smith, Emporia State University	Ambrosio, A. L. (2001). Final Report on the Multicultural/Diversity Assessment Project.
2001		Patricia K. Kubow, Bowling Green State University; Frances O’C. Rust, New York University	
2000		Karen Heinz, Margaret Kinzel, Martin A. Simon, Ron Tzur, The Pennsylvania State University	
1999	Reflection and the Preservice Teacher	Maria Elena Galvez-Martin, Ohio State University-Lima; Connie Bowman, University of Dayton; Margaret A. Morrison, Hilliard School District, OH	Galvez-Martin, M. E., & Bowman, C. (1998). Reflection and the Preservice Teacher.
1998		No award given	
1997	Uncertain allies: Understanding the boundaries of race and teaching	Marilyn Cochran Smith, Boston College; Vivian Gunn Morris, Satomi Taylor, Janie Knight, Rebecca Morris, University of Memphis	Cochran-Smith, M. (1995). Uncertain allies: Understanding the boundaries of race and teaching. <i>Harvard Educational Review</i> , 65(4), 541-571.

	Preparing Teachers to Reach Out to Families and Communities		Morris, V., Taylor, S., Knight, J., & Wasson, R. (1996). Preparing teachers to reach out to families and communities. <i>Action in Teacher Education</i> , 18(1), 10-22.
1996	1.A Qualitative Study of Preservice Teachers Early Field Experiences in an Urban Culturally Diverse Setting 2. Different, but Alike	Pamela Fry, University of Oklahoma; Patricia Hart, James Rowley, University of Dayton	Fry, P. G., & Mckinney, L. J. (1997). A qualitative study of preservice teachers' early field experiences in an urban, culturally different school. <i>Urban Education</i> , 32(2), 184-201. Hart, P. M., & Rowley, J. B. (1996). Different, but alike: An exploration of preservice teacher decision making with regard to the selection of children's literature for classroom use. <i>Literacy Research and Instruction</i> , 35(3), 209-222.
1995		Lisa DeMuelle, The University of Memphis	
1994		Judith Ponticell, Texas Tech University	
1993		James B. Rowley, Patricia M. Hart , University of Dayton	
1992	1.Creating Video-Based Problem Solving Environments to Enhance Preservice Teacher's Critical Analysis of Classroom Situations 2. Teachers Knowledge of Students' Knowledge in Mathematics Problem-	Victoria Risko, George Peabody College at Vanderbilt University; Penelope Peterson, Michigan State University	Risko, V. J. (1991). Creating video-based problem solving environments to enhance preservice teachers' critical analysis of classroom situations. <i>Unpublished manuscript</i> . Peterson, P. L., Carpenter, T., & Fennema, E. (1989). Teachers' knowledge of students' knowledge in mathematics problem

	Solving: Core Relational and Case Analysis		solving: Correlational and case analyses. <i>Journal of Educational Psychology</i> , 81(4), 558.
1991	1.The Impact of Teacher Training on Achievements Effects of Microcomputer Use in Elementary Schools: A Meta-Analysis 2.Trends and Issues in Teachers' Subject Matter Knowledge	Alice W. Ryan, Dowling College, Oakdale, New York; Mary M. Kennedy, Michigan State University	Ryan, A. W. (1993). The impact of teacher training on achievement effects of microcomputer use in elementary schools: A meta-analysis. <i>Rethinking the roles of technology in education</i> , 2, 770-772. Kennedy, M. M. (1990). <i>Trends and Issues In: Teachers' Subject Matter Knowledge. Trends and Issues Paper No. 1</i> . ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036.
1990		Kenneth R. Howey and Nancy L. Zimpher, The Ohio State University; Kenneth M. Zeichner, University of Wisconsin and Madison; Daniel P. Liston, Washington University; Marc Mahlios, Mary Gomez, University of Colorado, Denver	
1989		Jesse Goodman, Indiana University	
1988		Thomas J. Buttery, University of Alabama, David Weller, University of Georgia	
1987		Ann Q. Staton-Spicer, Ann L. Darling, University of Washington; Judith Christensen, National College of Education, Peter Burke, Wisconsin Dept. of Public Instruction, Ralph Fessler, Johns Hopkins University,	

		John M. Johnston, University of Memphis; Robert Heideman, University of Wisconsin, Madison; Geraldine Brownlee, University of Illinois at Chicago, John McDonnell, Beloit College and Jay Price, University of Wisconsin, Stevens Point	
1986	1.The differences between the field experiences of elementary and secondary preservice teachers 2. Field Based Experience: A Study of Social Control and Student Teachers' Response to Institutional Constraints	Joyce E. Killian and D. John McIntyre, Southern Illinois University Carbondale; Jesse Goodman, Indiana University	Killian, J., & McIntyre, D. J. (1986, February). The differences between the field experiences of elementary and secondary preservice teachers. In <i>Paper presented at the annual meeting of the Association of Teacher Educators</i> . Goodman, J. (1985). Field-based experience: a study of social control and student teachers' response to institutional constraints. <i>Journal of Education for teaching, 11(1)</i> , 26-49.
1985	1.Power in the Classroom: Behavior Alteration Techniques, Teacher Training and Student Learning 2. Certification Requirements and Their Relationship to Mathematics Teachers' Knowledge and Professional Skills of their Mathematics Students	Virginia Richmond, Patricia Kearney, James C. McCroskey and Timothy G. Plax, West Virginia University; Parmalee Hawk, Charles R. Coble, East Carolina University	McCroskey, J. C., Richmond, V. P., Plax, T. G., & Kearney, P. (1985). Power in the classroom V: Behavior alteration techniques, communication training and learning. <i>Communication Education, 34(3)</i> , 214-226. Hawk, P. P., Coble, C., & Swanson, M. (1984). Certification requirements and their relationship to mathematics teachers' knowledge, professional skills, and students' achievement. <i>Greenville, NC:</i>

			<i>School of Education, East Carolina University.</i>
1984		Robert F. Schuck, University of Pittsburgh; Jon J. Denton, University of Houston & Roxane Exezidis, Houston Independent Schools	
1983		Virginia Richmond and James McCroskey, West Virginia University; John Creswell, University of Houston and John Doxier, Houston Independent Schools	
1982		Nira Hativa, Stanford University; Thomas J. Buttery, Northeast Louisiana University	
1981		Robert F. Schuck, University of Pittsburgh; Paul B. Otto, University of South Dakota	
1980		Judith C. Christensen, University of Northern Iowa; Jon J. Denton, Texas A&M University	
1979		Robert F. Schuck, University of Pittsburgh; Alfred DeVito, Purdue University and Steven Mazucca, Indiana University	
1978		Robert Gabrys, State University College at Oneonta; Florence Pritchard, Maryland State Department of Education	

1977		George Redman, Hamline University; Timothy Sullivan and Charles Dziuban, Central Florida University	
1976		Nita Hale Barbour, University of Maryland; Mary Lynn Collins, LeMoyne College	
1975		J. William Moore, Bucknell University and Judith Schaut, Central Susquehanna	
1974		W. J. Burns, Cleveland Commission of Higher Education; Earl D. Clark, Kansas State University	
1973		Jack Greenstein, Central Washington University and Theodore Greenstein, Washington State University	