



**California Association
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Submission/Inquiry
Dr. Kimmie Tang
ktangmsmc@gmail.com

Call for Papers of the Journal of *Educational Leadership and Administration: Teaching and Program Development*

The journal is a peer-reviewed journal published since 1988 by the California Association of Professors of Educational Administration (CAPEA). This volume, published in partnership with CAPEA's national affiliate, ICPEL Publications, and the International Council of Professors of Educational Leadership, is produced in a digital format, as an Open Education Resource (OER); providing for world-wide readership, and with a print-on-demand option. Listed in the *Current Index to Journals in Education* (CIJE), the editors welcome contributions that focus on promising practices and improvement of education leadership, as well as educational leadership preparation programs.

The journal pays close attention to current issues, such as schools' local control, and the surrender of public education to market business interests. Reversing policy trends that have been on the ascendency since 1983 with the release of the seminal US Department of Education report, *A Nation at Risk*, a political consensus appears developing which calls for the devolution of public education policy decision-making from the federal level to the state and local level. At the same time a parallel and seemingly contradictory effort for privatization and marketization of the secular elementary, secondary, and higher public institutions, is in the rise. The journal seeks articles that provide creatively surprising perspectives and solutions to said trends.

For Volume 33, we especially welcome vigorous discussion, analysis or empirical studies addressing the impact of the COVID-19 pandemic. In particular, submissions should address innovative ways the education community is addressing issues such as finances, health, curriculum, environmental sustainability, accountability systems, teacher employment, and leadership during this unprecedented time.

The Journal also pursues the publication of articles documenting new and creative alternatives to traditional pedagogies, and leadership approaches, as well as bold organizational models that serve as powerful responses to dominant traditional discursive practices, and threats such as the

destruction of public education and the end of secular public education in the country. We follow five organizing focus areas:

1) Preparing educational leaders is the primary function of professors of educational administration. As faculty who actively pursue teaching, scholarship, service and research while staying in touch with state and local school system issues, we should be open to how we develop and implement school leadership preparation programs. How does research inform best practices for educating school leaders? What curriculum, teaching and assessment practices seem most promising for equipping school leaders with the knowledge, skills and dispositions necessary for today's leaders? What resources are useful to faculty members in the preparation of school leaders? How have policy proposals at the state or national level, such as the introduction and adoption of national and state standards for school leaders, affected curriculum, instruction, or assessment of leadership preparation and administrative credential programs?

2) Diversity and Social Justice provides rich opportunities for the development of leaders, research, program design, and curriculum innovation. How can educational administration program faculty increase their knowledge and take action related to diversity issues that impact schools and school leaders? How do leaders enhance self-awareness, attitudes, behaviors, and perceptions regarding diversity? What role, research and actions do educational administration programs take in training school leaders who will promote democratic schools? What steps are being taken to recruit and retain underrepresented university faculty and those in school leadership positions?

3) Technology serves as the overlay focus infused throughout all other areas. CAPEA members accept the responsibility for preparing leaders for an information age and a global society. What strategies and techniques effectively integrate technology into the curriculum and/or teaching of education leaders? What current research supports distance learning, electronic communication, presentation skills, web journals, web folios, etc.? What teaching formats and activities invite a variety of perspectives and inclusion of the non-traditional student?

4) Research in educational leadership is essential to ensure ongoing, high-quality development of the field. The members of CAPEA are interested in pursuing the following: various research paradigms and methodologies, ways to share and present scholarly research, ideas about generating research topics, vehicles for reporting research, the integration of research and technology, resources and grants to support student research, and the use of educational research to influence public policy.

5) Advocacy is a way of partnering the development of leaders with the responsibility of influencing public policy. How do educational leaders identify the political issues, lobby effectively, and impact public policy decisions? How can technology assist in the role and responsibility of advocacy for education leaders? What issues are education leaders and policy makers currently addressing across the country?