

CAPEA

*California Association of Professors of Educational Administration*

*Engaging Privatization and Other Institutional Challenges*

**CAPEA Call for Papers and Publication for 2016, Volume 27**

*Educational Leadership and Administration: Teaching and Program Development* is a refereed journal published yearly since 1988 for the California Association of Professors of Educational Administration (CAPEA). Listed in the *Current Index to Journals in Education* (CIJE), the editors welcome contributions that focus on promising practices and improvement of educational leadership preparation programs.

This 27<sup>th</sup> volume, published in partnership with CAPEA's national affiliate, the National Council of Professors of Educational Administration (NCPEA), is produced in a digital format, as an Open Education Resource (OER); providing for world-wide readership, and with a print-on-demand option.

This volume focuses on the current national trend to privatize public education. Efforts to create charter schools have sprung throughout the entire state of California. Some of these charters are sponsored by for-profit businesses, and some others by not-for-profit, non-governmental organizations (NGO's). Whether for or not for profit, the charter movement appears as a challenge to the traditional, district and county structures that have administered public education since its inception. The robust charter movement poses also very critical issues to education leaders and leadership preparation programs. Our volume 27<sup>th</sup> seeks research and critical analysis of this phenomenon.

Additionally, over the last few decades, research on school's culture has unearthed new understandings around zero tolerance in schools. Research has shown the arc followed by countless children and youth from their early experiences of harsh discipline in elementary schools to high schools to the juvenile courts. The school-to-prison issue has been equated to a "pipeline". As the nation begins to be aware of said phenomenon, new efforts to find alternative philosophy and approaches to the existing harsh discipline have emerged. Moving away from zero tolerance, municipalities, counties and school districts have started to embrace approaches such as restorative justice. This volume also seeks research reports and discussion papers on this crucial topic.

Additionally, papers framing the privatizing of public education and the dismantling of zero tolerance within one or more of the CAPEA focus areas will have a priority. Outlined below are these areas:

**CAPEA Focus Areas**

**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?

**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 under-represented university faculty and those in school leadership positions?

**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?

**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.

**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?

To submit materials for consideration, send one electronic copy of the manuscript and accompanying materials, using Word or Word compatible word processing program to:

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For more information, contact CAPEA Journal Senior Editor, Noni M. Reis at [noni.mendozareis@sjsu.edu](mailto:noni.mendozareis@sjsu.edu). This Call for Papers for the 2016 Journal is posted on the CAPEA website, [www.capea.org](http://www.capea.org).

The deadline for submissions is Friday, October 31, 2015.

No author(s)' names should be included in the submission. Send one electronic copy using Microsoft Office Word. Submissions must adhere to the criteria and standards of the *APA Manual* (6th Edition) (<http://www.apastyle.org/>). Submissions must be no more than 20 pages long (plus references) double-spaced, upper and lower case, 12 point Times New Roman font with one inch margins on all sides, each page numbered.

The submission must include

- 1) The full paper.
- 2) A one-hundred-word (100) abstract.
- 3) A letter signed by the author(s) authorizing permission to publish must accompany the submission.
- 4) A separate document must be included which contains the article title, each author's name, professional title, institutional affiliation, preferred mailing address, email address, telephone and fax numbers.