

*CAPEA*  
*California Association of Professors of Educational Administration*  
*Preparing Practice-Ready Social Justice Leaders*

**CAPEA Call for Papers and Publication Information for 2017-2018**

*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. The editorial team for the 2017-2018 journal issue is comprised of the following:

*Managing Editors:* Noni Mendoza Reis, San Jose State University  
Gilberto Arriaza, California State University, East Bay

In the year 2018, CAPEA will celebrate the publication of the 29th annual journal. This 29th volume, published in partnership with CAPEA's national affiliate, the National Council of Professors of Educational Administration (NCPEA), will move to an on-line format, as an Open Education Resource (OER); providing for world-wide readership, and with a print-on-demand option.

Manuscripts will be accepted related to one or more of the CAPEA focus areas outlined below.

**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? How does a students' development as a **practice-ready social justice leader** unfold across preparation programs, what is the nature of that development, and can we find predictable turning points in students' learning? How do select program features (e.g. advisors; mentored internship; performance assessments; culminating portfolio; cohort-based discussions; readings and written reflections; case studies) support students' development as practice-ready social justice leaders?

**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:*

Dr. Noni M. Reis, Professor Managing Editor, Volume 29 San Jose State University 100 Washington Square Connie L. Lurie College of Education 424 Sweeney Hall San Jose, CA 95192-0072 408-924-3622	Dr. Gilberto Arriaza, Professor Managing Editor, Volume 29 CSU East Bay College of Education and Allied Studies 25800 Carlos Bee Boulevard Hayward, CA 94542 <a href="mailto:gilberto.arriaza@csueastbay.edu">gilberto.arriaza@csueastbay.edu</a> 510-885-2915
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*For more information, contact CAPEA Volume 29 Managing Editors, Noni M. Reis at [noni.mendozareis@sjsu.edu](mailto:noni.mendozareis@sjsu.edu) or, Gilberto Arriaza at [gilberto.arriaza@csueastbay.edu](mailto:gilberto.arriaza@csueastbay.edu)*

*This Call for Papers for the 2018 Journal is posted on the CAPEA website, [www.capea.org](http://www.capea.org).*

The deadline for submissions is **Thursday, November 30, 2017**.

Submissions must adhere to the criteria and standards of the *APA Manual* (6th Edition) (<http://www.apastyle.org/>). Submissions must be double-spaced, upper and lower case, 12 point font with one inch margins on all sides, each page numbered.

**Please review the CAPEA Author Tutorial PowerPoint (<http://www.capea.org/>), found under the PUBLICATIONS tab, for additional pertinent information regarding preparing the manuscript for submission.**

Submission must include a one hundred word (100) abstract. Send one paper copy and one electronic copy of the manuscript, using Word or a Word-compatible word-processing program. A letter signed by the author(s) authorizing permission to publish must accompany the hard copy of the manuscript. A separate sheet must be included with the hard copy of the manuscript that contains the article title, each author's name, professional title, highest degree obtained, institutional affiliation, preferred mailing address, email address, telephone and fax numbers. Only the article title should appear on the subsequent pages to facilitate a blind reviewing of the manuscript.

