

Educational Leadership

Themes for 2008–2009

September 2008

The Positive Classroom

Both new and experienced teachers cite classroom management as a major concern. This issue will explore the role of safe, orderly, engaging classrooms in producing high student achievement. How can we create a harmonious learning environment for students with different backgrounds and ways of learning? How can we best support students with disruptive emotional and behavioral issues? How can schools enlist students, families, and the community to participate in creating positive classrooms in which all students experience meaningful learning?

Deadline: April 1, 2008

October 2008

Expecting Excellence

As U.S. schools respond to pressure to get all students to “proficiency,” educators worldwide are equally concerned about enabling individual students to reach their highest potential. This issue will look at school programs and practices that go beyond proficiency to foster excellence. Articles will ask, What does *excellence* in education mean? How can we measure it? How do schools differ in their approaches to excellence? How do content standards, ability grouping, and intensified course requirements promote—or discourage—high achievement for all? How are schools challenging their most able students?

Deadline: May 1, 2008

November 2008

Giving Students Ownership of Learning

Successful learners today are not just recipients of knowledge—they are active thinkers who know how to obtain knowledge and know what to do with it. Schools can cultivate such learners by giving students responsibility for their own learning. What role should students have in shaping curriculum, setting standards and learning goals, and designing the format of classes? What active role can they play in school reform? In shaping their own assessments? How can schools give students more say in what and how they learn while still meeting mandated curriculum and testing requirements?

Deadline: June 2, 2008

December 2008/ January 2009

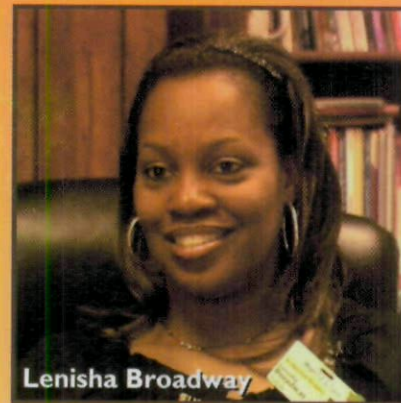
Data: Now What?

Test scores, dropout rates, attendance numbers, opinion survey data, gap analysis, demographic statistics, performance growth—educators have access to great amounts of data. But are we learning how to use data effectively? How are schools using data to identify and communicate areas of need? To establish accountability? To identify underlying causes of students’ learning problems? To improve instruction? To make positive change?

Deadline: July 1, 2008

From RUBY K. PAYNE, Ph.D.

Student achievement flourishes with technical support



Lenisha Broadway

“Good news! We received our state test scores, and our students who were at 30% in literacy are now at 50%, which is a 20-point gain in a year!”

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—Lenisha Broadway
Principal, North Little Rock, AR

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February 2009

How Teachers Learn

How do adults learn? From sharing knowledge and improving practice in teacher learning communities, to getting the most from professional development, to engaging in action research, to learning new technologies, how can teachers keep up with best practices and continue to grow as professionals? How can they deepen their content knowledge in the disciplines and reflect on their practice? What orientation, retention, and evaluation approaches promote teacher learning?

Deadline: September 2, 2008

March 2009

Literacy 2.0

Students are more plugged into technology than they have ever been before—through smartphones, iPods, laptops, social networks, and electronic games. This issue will explore the role of literacy in our ever-evolving digital environment. How can we help students learn and transfer traditional literacy skills? What new literacy skills are called for—and how can teachers and students guide one another in acquiring these key skills? How can we teach students to judge the reliability, accuracy, and quality of information? Articles will explore how wikis, blogs, RSS feeds, and portals of streaming media have affected how students read, write, speak, think, and work.

Deadline: October 1, 2008

April 2009

Supporting English Language Learners

The population of English language learners (ELLs) continues to grow, and

educators face the challenge of effectively meeting the needs of these students and closing achievement gaps. Articles will discuss the learning needs of this heterogeneous population, which ranges from long-time residents who have been learning English for several years to recent arrivals with limited prior schooling. This issue will define practices and strategies across the curriculum that have proven effective with ELLs, including ways to connect to students' families and cultures.

Deadline: November 3, 2008

May 2009

Teaching Social Responsibility

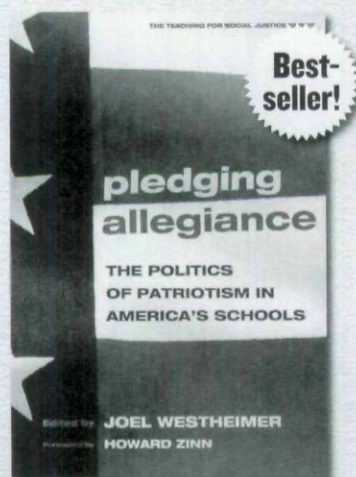
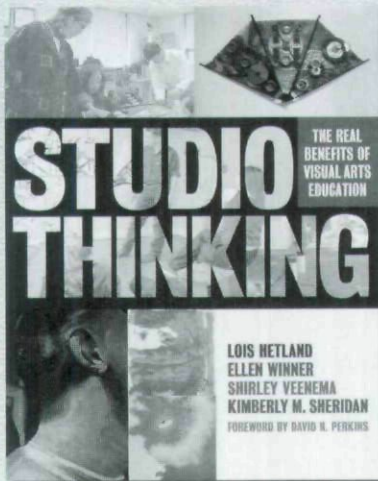
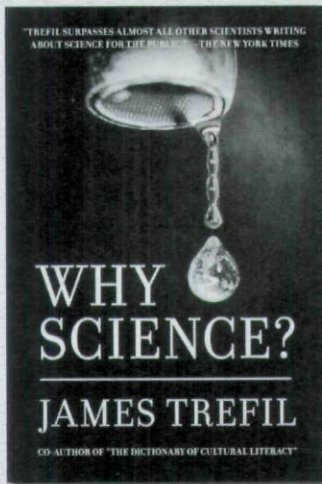
The many challenges the world faces in the 21st century—such as global warming, social inequity, world conflict, and technological innovation—demand that schools prepare students to participate as informed, productive members of society. How can we prepare students to be responsible citizens and wisely use the freedoms that their society offers? This issue will also explore programs that teach ethics and social responsibility, prepare students for active participation in the democratic process, and encourage development of character.

Deadline: December 1, 2008

Guidelines for Writers

Educational Leadership, the flagship journal of the Association for Supervision and Curriculum Development (ASCD), is intended for everyone interested in curriculum, instruction, supervision, and leadership in education. Each issue contains articles by leading educators, reports of effective programs and practices, interpretations of

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research, and columns.

Issues are organized around themes. In general, the more appropriate an article is for a theme issue, the more likely we will be able to publish it. We also accept articles on special topics if the subject is not related to a theme but is of great interest. We encourage articles with an urban or international perspective. Decisions regarding publication are made by the *EL* editorial staff. ASCD reserves the right to reject material, whether solicited or otherwise, if it lacks quality or timeliness. ASCD offers no remuneration for articles.

What We Look for

- Features describing research-based solutions to current problems in education.
- Opinion pieces that interweave experiences and ideas with reasoned debate on controversial subjects.
- Program descriptions (school, district, or state).
- Brief (1,500–2,500 words) manuscripts that are helpful to practicing preK–12 educators.
- Treatments of the theme that are interesting and insightful.
- Articles in which the writer speaks directly to the reader in an informal, conversational style.
- Practical examples that illustrate key points.
- An emphasis on explaining and interpreting research results rather than on methodology.
- International contributions.

We are not looking for term papers or reviews of literature, and we rarely publish conventional research reports. We cannot review drafts and usually do not find query letters helpful; we prefer to read the manuscript. While your article is under review with us, we ask that you not submit it to another publication or post it on a Web site, even your own.

How to Prepare Your Manuscript

- Double-space all copy and leave generous margins.
- Number all pages.
- Indicate the number of words in the manuscript, including references and figures.
- Include your name, address, phone number, fax number, and e-mail address on the cover sheet.

We use the reference style outlined by the *Publication Manual of the American Psychological Association*. Cite references in the text like this (Jones, 2000) and list them in bibliographic form at the end of the article. Please do not use footnotes or endnotes for the references. For other matters of style, refer to *The Chicago Manual of Style* and *Merriam-Webster's Collegiate Dictionary* (11th ed.).

Authors bear full responsibility for the accuracy of citations, quotations, figures, and facts.

How to Submit Your Manuscript

Send two copies of your manuscript. Please do not fax or e-mail your manuscript unless requested to do so. You can expect to receive a postcard telling you that the manuscript has arrived; a letter from the editor should follow within eight weeks.

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available at www.ascd.org/el.

For a brochure of the complete guidelines
and themes, contact us at
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