

Journal **JTLPS**

of Transformative Leadership and Policy Studies

Volume 2, Number 1: August 2012



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August 2012**

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ISSN: 2151-5735

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The Journal of Transformative Leadership and Policy Studies (JTLPs) is a peer-reviewed journal sponsored by the Doctorate in Educational Leadership Program at California State University, Sacramento. *JTLPs* accepts articles that focus on current research promoting and documenting work in P-16 public education, including: schools, community colleges, and higher education.

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Submission Guidelines

JTLPS primarily publishes peer-reviewed empirical studies of interest to the educational leadership and policy community that advance our shared understanding of possible solutions to the many inequities present in America's schools and colleges. Our offerings are meant to help focus our distributed, collective actions to transform schools and colleges from places with uneven opportunities to learn from to institutions that provide an abundance of opportunities for all learners. We believe that leadership and policy are twin levers in the struggle for social justice. We are particularly interested in research into leadership in STEM education and plan to publish 1-3 articles per issue on this topic as a regular part of the journal.

We invite submissions in the following genres:

- Empirical studies;
- concept papers grounded in empirical and scholarly literature;
- policy briefs;
- reflective essays on professional experience.

General guidelines regarding format must be applied to all submissions. Particular guidelines for empirical studies and for policy briefs are applied as appropriate. Independent of the genre selected for publication submission, all submissions will follow a strict peer review process. At the same time, every effort will be made to match topics with the expertise area of respective reviewers.

General Guidelines

Please read the general guidelines thoroughly. Articles will be accepted in the following format:

1. The submission file is in Microsoft Word.
2. Use 12-point Times New Roman or similar font.
3. Margins should be 1.0 inches on the top, bottom, and sides.
4. Include a title page with each author's name and contact information. (Please indicate the institutions and/or grant numbers of any financial support you have received for your research. Also indicate whether the research reported in the paper was the result of a for-pay consulting relationship). If your submission is derived from a paper you have published elsewhere please make that evident on your title page as well.
5. Include an abstract of 175 or fewer words. The abstract should reflect the content and findings of the article and emphasize new and important aspects of or observations related to the study. In general, it should include information on the background or context of the study as well as the purpose(s), methods, results, conclusions, and policy and/or leadership recommendations.
6. Using the APA Style Manual, 6th edition, fully reference all prior work on the same subject and compare your paper to that work. In addition to referencing the work of other scholars, you should be certain to cite your own work when applicable.
7. Figures and Tables • Please state the number of figures, tables, and illustrations accompanying your submission so that editorial staff and reviewers can verify their receipt. • Where possible, supply figures in a format that can be edited so that we can regularize and edit spelling, the font and size of labels and legends, and the content and presentation of captions. • Illustrations need to be of publishable quality as we do not have a dedicated graphics department. • If you are submitting a figure as an image file (e.g., PNG or JPG), do not include the caption as part of the figure; instead, provide the captions with the Word file of the main text of your article.
8. We recommend short, effective titles that contain necessary and relevant information required for

Submission Guidelines

accurate electronic retrieval of the work. The title should be comprehensible to readers outside your field. Avoid specialist abbreviations if possible.

9. We publish a picture on the journal home page with each article. We encourage authors to submit their own digital photographs.
10. The submission has not been previously published, nor is it before another journal for consideration.
11. Where available, URLs for the references are provided.
12. Upon acceptance of the manuscript, all revisions must be made in 'Track Change Mode' when resubmitted

Genre Guidelines

The genre guidelines are specific to the type of submission. Please review these detailed guidelines on the internet:

www.edweb.csus.edu/edd/jtlps

Submitting Material

Please submit all inquiries and manuscripts to the following address:

Journal of Transformative Leadership and Policy Studies
Doctorate in Educational Leadership Program
Sacramento State
6000 J Street
Sacramento, California 95819

Email: edd@csus.edu

Calendar for Submissions

We recognize that our timeline for the second issue of 2012 is ambitious and ask for cooperation from our authors.

Email Dr. Terry Underwood (tlunder@csus.edu), Editor, with a statement of intention to submit as soon as possible so that we can arrange our reviewers for a quick turn around with feedback.

Fall 2012 Issue (Volume 2, Issue 2)

- Submission of Draft: October, 2012
- First Round Review: November, 2012
- Revision of Draft: December, 2012
- Second Round Review (if needed): December, 2012
- Final publication: Friday, January 11, 2013

Spring 2013 Issue (Volume 3, Issue 1)

- Submission of Draft: February, 2013
- First Round Review: March, 2013
- Revision of Draft: April, 2013
- Second Round Review (if needed): April – early May, 2013
- Final publication: June 1, 2013

Fall 2013 Issue (Volume 3 Issue 1)

- Submission of Draft: October, 2013
- First Round Review: November, 2013
- Revision of Draft: December, 2013
- Second Round Review (if needed): December, 2013
- Final publication: Friday, January 11, 2014

Spring, 2014 (Volume 4, Issue 1)

- Submission of Draft: February, 2014
- First Round Review: March, 2014
- Revision of Draft: April, 2014
- Second Round Review (if needed): April – early May, 2014
- Final Version for Publication: June 1, 2014

Letter from the Editors

Today, the challenges of educational institutions to adapt to a new normal are most pressing. This presents an opportunity for educational leaders to transform their leadership practice. This transformation serves as a motivation to lead with a sense of urgency, innovation, and deliberate purpose to increase the educational achievement of all students. The range of leadership approaches found in this volume addresses the complexity of problems and competing interest facing schools and colleges. Equally important, it provides hope to readers through noting transformative practices that underscore innovative leadership.

Our current issue includes three conceptual pieces and two empirical studies. All of the articles build on a commitment to educational transformation, social justice and educational equity for under-served student populations; all of them speak directly to educational leaders about strategies for thinking about and acting on ideas that hold promise of parity in education for all students.

The article on international-mindedness explores the framework for the International Baccalaureate (IB) program in high schools, which emerged in the 1960s as a curricular tool for grounding global awareness in a solid understanding of one's own culture and national identity. Complementing the IB article is a thoughtful and compelling discussion of students' fundamental right to their own culture as affirmed by our country's ratification of the International Covenant on Civil and Political Rights and the Convention on Elimination of All Forms of Racial Discrimination. Taken together, these two articles cry out for a discussion of the role of intercultural competence in a school system that recognizes individuals' rights to their own culture.

Transformative Critical Leadership in Action, the third conceptual offering in this issue, suggests the consideration of critical leadership as an emergent type of transformative leadership practice involving the facilitation of crucial conversations to incite change and inform policy development. This article provides a foundation to the kind of discussion called for by the previously mentioned pieces.

The two empirical studies focus squarely on the role of school administrators in the K-12 system. Seen not as heroes but as cultural facilitators, the principal behind the challenge of effectively distributing leadership in a high school in Mexico uses analytic auto ethnography as a method to analyze and report insights from her experiences over a three-year time span in using the resources of colleagues, including teachers and other administrators, in a way that pooled knowledge and informed decision-making. Giving referrals to underperforming teachers was developed through application

of narrative inquiry to unravel complexities faced by novice principals with a strong commitment to social justice who must nonetheless learn to work with less-than-stellar teachers and help them improve rather than seek to dismiss them. These studies also complement one another in that a distributed leadership model might hold promise of lessening the challenge social justice leaders face when confronting teachers of privilege who are not serving minority students well.

JTLPs intends to publish a second issue for the 2012 year during the fall semester and invites submissions for this issue. As always, we are interested in reviewing empirical studies of questions related to educational leadership, but we are expanding our call for other genres of articles. Authors who have questions about the appropriateness of a submission are invited to email Dr. Terry Underwood, incoming editor, with their questions (tlunder@csus.edu). *JTLPs* intends to publish a section of each future issue devoted to questions and issues related to Science, Technology, Engineering, and Mathematics (STEM) education and social justice. Note that we are interested in articles that focus on topics of interest to leaders working in a broad range of educational levels—from preschool to high school to the university—but our special emphasis will be on articles that bring a scholarly perspective on educational problems and solutions to administrators and policymakers. Although many educational leaders do indeed have a strong background in STEM education, many may not and may need elaboration on technical concepts. In short, we want to make these articles accessible to a wide audience by providing context and definition where appropriate, and our reviewers will provide feedback on this point. In this regard, for our Fall 2012 issue we would like to publish conceptual papers on STEM education that is developed from both historical and up-to-the-minute information. Our goal is to provide our readers with an up-to-date perspective on STEM education that integrates authoritative scholarship from the past with cutting-edge research of today.

Carlos Nevarez, Editor-in-Chief

Terry Underwood, Editor

