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Dear Author of Editorial Submission,

Thank you for submitting an editorial to our journal for potential publication. Our Editorial Board will review your work and determine if it aligns with our focus on educational practitioners. Our Board has designed a reflection rubric for editorial authors. The tool below should be utilized before, during, and after the writing process. This process will help to assure that you have completed your writing in a way that clearly reflects what the Board wants from our editorial authors' submissions. Authors must write the editorial in a way that closely aligns with each criteria description found in the rubric. Upon completing our review process, a member of our Editorial Board will notify you of our publication decision.

All the best on your writing journey!

Your *Essays in Education* (*EIE*) Editorial Board

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**Instructions and Review Process for Editorial Authors**

*Essays in Education* suggests submissions of a maximum of 6 single-spaced pages excluding title page, reference pages, and appendices. In our experience, articles of this length are most suitable for practitioners.

**Definition:**

Editorials are brief, subjective commentaries on educational topics in which the author attempts to inform, or perhaps persuade, people to act or change their beliefs. For our purposes, editorials should be relevant for educational practitioners and meaningfully influence their future practice.

**NOTE:** All rubric ratings by the author and peer reviewer should reflect a “Meets” rating for each area being reviewed. When this is achieved, the peer reviewer considers the writing publishable.

**STEP 1: Study the Submission Rubric**

1. The writer should study the submission rubric below before beginning the writing project so they are aware of the Editorial Board’s standards for editorial writers to the journal.

**STEP 2: Develop an Outline Aligned to the Submission Rubric**

1. Once the author has thoroughly reviewed the submission rubric, it is suggested they begin organizing thoughts and ideas by developing an outline aligned to the rubric. **NOTE:** It is important that all editorial authors follow the rubric closely during the writing process so the author (and Editorial Board) can easily compare the writing to the rubric.

**STEP 3: Create and Submit an Initial Draft**

1. Create an initial draft of the writing. When doing so, recall the adage: first (opening) paragraph, *tell the reader what you’re going to tell them*; body of paper, *tell them*; summary paragraph, *tell them what you told them*.
2. When the writing closely matches the *Description of the Criteria* found in the rubric*,* **submit your initial draft ANDthe completed rubric to the Editorial Board.**
3. The Board will review the draft. If the Editorial Board deems the writing as satisfactory, it will be forwarded to a peer reviewer. If not, the writing will be returned to the author for revisions.
4. The peer reviewer will review the editorial in blind fashion and complete a review rubric.

**STEP 4:** **Receive Publishing Decision by Peer Reviewer**

1. The peer reviewer will make one of three recommendations to the Editorial Board, (1) Accept, (2) Revisions Required, or (3) Reject.
2. The Editorial Board will take the reviewer’s comments and recommendations into consideration and render a final determination for publishing the writing.
3. The Editorial Board will notify the author of the publication decision and a timeline for making revisions, as needed.

**Editorial Submission Rubric**

**REMINDER:** Please limit submissions to a maximum of 6 single-spaced pages excluding title page, reference pages, and appendices.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Author to reflect by placing an ‘X’ in all columns below (Missing, Approaching, or Meets)** | | | | |
| **Criteria** | **Description of Criteria** | **Missing** | **Approaching** | **Meets** |
| **The Writing is a brief, subjective commentary on an educational topic.** | The writer structures the work in a brief and straightforward way. The editorial writing includes subjective, opinionated comments on an educational topic that is current and interesting to practitioners working in the field of Education. |  |  |  |
| **The Writing informs or persuades people to act or change their beliefs.** | The writer provides information about the educational topic in a way that is persuasive and attempts to convince the reader to take a side or position about the topic without defaming current practices, curricula, etc. |  |  |  |
| **The Writing is relevant for educational practitioners.** | The writer provides a writing topic that is current and has a positive impact on educators of today. |  |  |  |
| **The Writing influences future practice.** | The writer provides actionable strategies that accompany his/her stance on the writing topic. These strategies can be easily implemented by the educator and will influence their future practices relative to the topic being described. |  |  |  |
|  | **FOR EDITOR’S USE ONLY** |  |  |  |
| **Editor’s Notes:** | | | | |
| **Decision to forward writing to peer review:**  Writing moves on for peer review\_\_\_\_  Writing does not move on for peer review and the writer is notified of decision\_\_\_\_ | | | | |
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