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Dear Author of Essay Article Submission,

Thank you for submitting an essay article 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 essay article 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 essay article authors' submissions. Authors must write the essay article 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 Guidance for White Paper 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:**

Essay articles are concise, well-reasoned examinations of current educational issues or trends that advance an idea, summarize a development or concern, or initiate collegial conversations. Ideally, essays are clearly written in the author’s voice and demonstrate their critical reflection. Essays should inspire other educators to reflect upon and perhaps transform their current educational practices. Author-conducted educational research, capstone projects, theses, or dissertations need to be essay-based and include only a minimal number of references. Similarly, statistical data should be kept to a minimum and suitable for a practitioner audience.

**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:** The writer should consider editorial topics of concern or importance that are (or should be) relevant to educators and in line with the journal’s practitioner focus. The writer should study the submission rubric below before beginning the writing project so that he/she is aware of the Editorial Board’s standards for editorial writers to the journal. The writer should become familiar with the suggestions written in the *Description of Criteria* section of the rubric and use the descriptions to craft their written work.

**STEP 2:** Once the author has thoroughly reviewed the submission rubric, it is suggested that he/she begin organizing thoughts and ideas by crafting an outline aligned to the rubric and draft the iteration to potentially be published. 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 an initial draft of the writing. When the writing closely matches the *Description of the Criteria,* submit your initial draft ***and*** the completed rubric to the Editorial Board. The Board will review the draft. If the Editorial Board deems the writing as “practitioner focused,” it will be forwarded to a peer-reviewer for their review. The peer-reviewer will review the editorial in blind fashion and complete the identical review rubric as did the editorial author.

**STEP 4:** Upon completion, the peer-reviewer will make one of three recommendations to the Editorial Board, (1) Accept, (2) Revisions Required, or (3) Reject. The Editorial Board will notify the author of the publication decision and a timeline for making revisions, as required.

**Essay Article 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 concise, well-reasoned examination of current educational issues or trends.** | The composition is succinct, and focuses on an educational topic that is current and interesting to practitioners working in the field of Education. |  |  |  |
| **The writing is clearly written in the author’s voice and demonstrates critical reflection.** | The writer provides original writing in a clear and organized way that is well-reasoned and offers a sequence of the writer’s own thoughts. |  |  |  |
| **The Writing advances an idea, summarizes a development or concern, or initiates collegial conversations.** | The writer describes a new, existing, or combined approach or strategy that contributes to the field practice in Education. The writing is engaging so that it establishes collaborative discussions and generates new dialogue among practitioners. |  |  |  |
| **The Writing should inspire other educators to reflect upon and perhaps transform their current educational practices.** | The writer puts forth a clear vision and sense of purpose or passion that moves educational practitioners toward deeper thinking, self-reflection, and actionable strategies for their educational practice.  . |  |  |  |
| **Any author-conducted educational research, capstone projects, theses, or dissertations need to be essay-based.** | Research or project-based compositions need to be structured in an essay format rather than as a research report. The essays might focus on one of more specific findings, recommendations, or suggestions gleaned from the research that has relevance and applicability to education practice. |  |  |  |
| **The Writing includes only a minimal number of references. Any statistical data should be kept to a minimum and suitable for a practitioner audience.** | Citations of outside sources should be kept to a minimum and include only those necessary to augment and support the author’s thoughts on the topic. Statistics, figures, tables and other data sets should likewise be kept to a minimum and include on those deemed most salient, necessary, and easily understood by educational practitioners. |  |  |  |
|  | **FOR EDITOR’S USE ONLY** |  |  |  |
| **Editor’s Narrative Feedback** | | | | |
| **Publishing Decision:**  Accept\_\_\_\_  Revisions Required\_\_\_\_  Reject\_\_\_\_ | | | | |
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