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Dear Guest Author,

Thank you in advance for agreeing to write for our journal as a guest author. Your contribution will bring value to our readers as practitioners working in the field of Education. This partnership will also provide an additional layer of scholarly writing to the journal as well as offer insightful, motivating messages that will launch each new issue in a positive and informative way. As the journal’s Editorial Board, we are here to assist in reviewing your work prior to publication. As such, we have designed a self-reflection rubric for guest authors. This tool will assure that you have completed your writing in a way that clearly reflects you as a leader and satisfies what we as a Board want from our guest authors' writings. Please see below for the step-by step instructions and the self-reflection rubric.

All the best on your writing journey!

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

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**Instructions and Guidance for Invited Guest Essayists**

**Definition**

Guest Essay Articlesare concise leadership focused essays centered on a current educational topic of concern or importance to the invited essayist. Our hope is that the guest’s topic submission achieves a thought provoking and inspirational context that educators can reflect on and improve their quality of practice and life as an educator.

**Roles/Responsibilities**

Requested authors work with an *EIE* editor, either in person or via email or virtual platform (e.g., Zoom, Teams, etc.) from initial request to final publication. The editor will accompany you on your writing journey to help you explore topics, narrow your focus, and settle on a writing topic in line with the journal’s practitioner focus. They will assist you with proofreading drafts, making suggested edits or additions, formatting your essay, and other routine editor tasks.

**Steps involved in the writing and editing process**

**STEP 1:** First, the writer should consider topics of concern or importance that are (or should be) relevant to educators and in line with the journal’s practitioner focus and able to be present in a succinct (2-3 pages) essay. 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 guest writers to the journal. The writer should become familiar with the suggestions written in the *Description of Criteria* section of the rubric.

**STEP 2:** Once the writer has thoroughly reviewed the submission rubric, they should begin organizing thoughts and ideas by crafting an outline aligned to the rubric and begin drafting the iteration to eventually be published. It is important that all guest authors follow the rubric closely during the writing process so the author and assigned editor can easily compare the writing to the rubric.

**STEP 3:** Create an initial draft. 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*. Submit your initial draft via email to your assigned editor. He/she will review the draft with you and make suggestions, as needed, to help enhance your writing style and presentation, clarify your thoughts, and concisely deliver your message as aligned to the submission rubric.

**STEP 4:** Make the writing revisions as suggested by the editor. When the author is satisfied with the second (final) draft, he/she should self-reflect on his/her writing using the rubric and rate each of the categories (*Leadership Focus, Current Educational Topic, Inspirational Context,* and *Improving the Quality of Practice and Life as an Educator*). The author should **submit (email) the final draft along with the completed rubric** to the assigned editor.

**STEP 5:** The editor will review the writing and the author’s completed rubric. When the editor is satisfied with the submission content and agrees with the rubric ratings completed by the author,the assigned editor and author will present the essay to the full *EIE* Editorial Board. This is more of a “meet-and-greet” celebratory process.

All ratings should at least reflect a spectrum of “Approaches” and “Meets” for each area being reviewed by the assigned editor. When this is achieved, the review editor considers the writing publishable.

**STEP 6:** The guest essay will be assigned to an *EIE* volume/issue. The guest essayist will be informed of the publication.

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| **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 Leadership Focused** | It is suggested, the writer gear the message content toward current or future leaders in an educational realm. The focus on leadership should influence the reader in a positive way. The content should excite, inspire, and/or motivate the reader. Equally important, the writer’s message should be directed and focused. |  |  |  |
| **The Writing is on a Current**  **Educational Topic** | It is suggested, the writer states the educational topic at the beginning of the writing. The educational topic should be current, relevant, relatable and specific. As well, it should have purpose. |  |  |  |
| **The Writing is Thought Provoking** | The writing generates curiosity, is captivating, and forces one to self-reflect. It connects and perhaps raises questions; it introduces new ideas and causes the reader to think seriously about the message; it may also provide reassurance. |  |  |  |
| **The Writing has an Inspirational Context** | The message has a clear vision, is encouraging, uplifting and stirring. It has a sense of purpose or passion and concludes with a legitimate question that furthers the reader’s thinking and self-reflection. The question begins with the word “How.” |  |  |  |
| **The Writing will Improve the Quality of Practice and Life as an Educator** | The writing increases the likelihood of desirable outcomes. It focuses on continual improvement, motivating the reader to want to grow, to want to improve, along with providing new strategies to implement within the learning space. |  |  |  |
|  | **FOR EDITOR’S USE ONLY** |  |  |  |
| **Editor’s Notes:** | | | | |
| **Decision to forward writing for 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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