

Editorial

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COVID-19 disrupted schooling globally and impacted every aspect of K-12 and higher education. The pandemic has redefined learning as a remote, screen-based activity limiting most learners to on-line teacher support. During these uncertain COVID-19 days, high performing school with a safe and positive learning environment depends on effective leadership and a collaborative effort. With an emphasis on developing effective leaders who can address a wide range of very complex tasks and responsibilities in schools, this issue of the Journal of Educational Leadership and Policy Studies (JELPS) represents thoughtful writing by engaged authors that touch on the many faces of effective educational leadership.

To begin this issue, the first article explores school administrators' perspectives on school counselor evaluation. More specifically, this study focuses on administrators' perspectives around accuracy and helpfulness of school counselor evaluation as well as how administrators prepared for such evaluation processes. The second international article suggests a paradigm that will help universities, particularly emerging ones, transform into entrepreneurial universities in light of the EU-OECD framework. The third article focuses on employing a concept of "Excellent Leadership of School Administrators" as a new leadership approach that may potentially be used to increase K-12 student achievement through continuous improvement and systemic partnership. This conceptual study is designed to fill the gap in understanding excellent leadership practices and behaviors for ongoing effort to improve student outcomes.

The fourth manuscript entitled "Preparing Suburban School Leaders to Recognize Everyday Narratives that Promote Opportunity Gaps" is designed to build the leadership capacity of suburban school leaders to intervene in inequitable practices by leading them through an exploration of eight beliefs and assumptions - and the problematic decisions often prompted by them - that have been identified in the literature as barriers to the academic and post-secondary advancement of historically underserved student populations attending suburban schools.

More recent studies have shown that assessing school leadership as a component of Teacher Working Condition (TWC) is imperative given the influence of school principals on teacher turnover. Therefore, the fifth article focused on exploring the effects of administrator evaluation policy on teacher working conditions and turnover regression. Moreover, teacher attrition is a considerable burden for students and school leaders. Hence, it is important for administrators to develop policies which increase retention rates. The purpose of this sixth study is to explore teacher retention policies utilized by highly effective school districts.

During and after COVID-19, it is very crucial that every student gets what they need when they need it. Schools often have objectives to be certain they are adhering to local funding goals and equity plans. While it is important to analyze plans to make sure goals are met, it is equally vital to note that equity is not a target, an objective, or a checklist—it is a journey, a process, and a mindset. Therefore, the seventh article introduces the Quantum Ten Equity Framework (Q10) that integrates best practices and enhances systems. This framework is designed to positively impact every student. Q10 is an integration of evidence-based approaches aligned to all best practices aimed at creating equitable and sustainable systems that eliminate chasms, making access and opportunity available to every student.

Technology welcomes great number of changes from objectives to evaluation activities in the field of education. Education technology can make learning more interactive and collaborative. The eighth study focused on how to develop adult educators' technological and andragogical knowledge. Finally, the lasy quasi-experimental vignette study investigated if principal's leadership style and gender and teacher's certification type affect teacher's classroom management self-efficacy. Quantitative analyzes have been conducted to determine if teachers' classroom management self-efficacy differs based on certification pathway, principal's gender, and leadership style after holding the teacher's gender, age, ethnicity, assignment type, and total years of experience constant.

Once again, as the founding editor, I am immensely grateful to the editorial board of the JELPS, and to all reviewers who have tirelessly supported its publication. We trust that this issue's articles will inform effective school leadership preparation and development for all student success and inspire new practices, policies and studies all around the world. Please respond with comments to us and to the authors as you read the Fall 2020 issue of JELPS.