

Preface

Educational Leadership Policy Briefs: Perspectives of Doctoral Students

Norris Haynes and Olcay Yavuz
Southern Connecticut State University

Policy Briefs are usually developed and shared to present policy positions on issues of interest and significance to interested audiences and groups of stakeholders. Most Briefs provide important contextual and background information that under-gird the policy considerations, and that lay the groundwork for the rationale and justification for the Brief. Compelling evidence that support the proffered policy is usually clearly presented. The policy provisions are clearly articulated and subjected to pre, during and post implementation vetting, evaluation and analysis. The policy modified cycle developed and discussed next by Haynes, guest editor of this issue, is used as a guide to assist with the examination of and determination of the quality of Policy Briefs.

Educational leaders make policy and are influenced by educational policy. We therefore argue that educational policy and educational leadership are inseparable. As we prepare educational leaders in our sixth year professional development and doctoral programs, we must: (1) increase students' awareness of the importance of the relationship between leadership practice and policy (2) provide opportunities for students to examine and analyze educational policies (3) allow students opportunities to review, analyze and critique policy Briefs (4) encourage students to think critically about issues that affect them and (5) inspire students to develop and prepare their own policy Briefs .

In this special policy volume, we present the policy Briefs written by a group of doctoral students in a policy class as a culminating project. The students were taken through the five processes identified above and were instructed to follow the policy cycle in the preparation of their Briefs. This is the first special volume of JELPS dedicated to student work. We, however expect that it will not be the last but may in fact lead the way in periodically highlighting strong student scholarship in areas of leadership and policy. The first article is an overview of the policy cycle by Norris Haynes, guest editor. In this article, Dr. Haynes emphasizes the implacable relationship between educational policy and educational practice, and presents a modified

version of the policy cycle in which he includes planning as integral to the policy cycle and identifies and elaborates on the five policy processes that are key components of the policy cycle. The second article is a Brief written by Jeanine Pocoski and Kelly Michel in which they argue for a policy that addresses the need for pre-service courses on teaching English Learners. The third article is a Brief by Sir Snowden that explores and addresses the financing of public education with a specific focus on an urban school district in Connecticut. The fourth article is a Brief by Michelle Bibeau that considers and analyzes the State of Connecticut's revised policy on out-of-school suspensions and expulsions of children in pre-school to second grade. The fifth article by Keeley Garden is a Brief that addresses the disproportionality and under-representation of minority teachers in the nation's teaching force. The sixth an article by William key is a Brief that focuses on curriculum in community colleges, specifically in Connecticut regarding English language learning instruction. The seventh Brief by Elijah Dunbar addresses culturally relevant instruction in relationship to the teaching of literacy among marginalized students. The eighth Brief by Margaret Dimauro is concerned with the effects of dress codes on cultural, gender and socio-economic equity.

As noted earlier, all of the authors of the Briefs, except for Elijah Dumbar, who is on the faculty at Howard University, are doctoral candidates in the Educational Leadership and Policy Studies Department at Southern Connecticut State University.