

Kappan call for manuscripts, 2016-17

Kappan is committed to being a lively magazine that explores the many issues surrounding K-12 education. Because our audience is largely composed of K-12 practitioners, we are most interested in exploring topics that will be valuable to K-12 educators in their day-to-day work. We seek articles that are written in a conversational voice and draw lessons from both research and practice. We welcome submissions from researchers as well as teachers, principals, and district leaders because we believe they have vital stories and insights to share.

The questions included below are not intended to be exhaustive but merely helpful to writers as they consider topics.

Please review *Kappan*'s Writer's Guidelines before submitting a manuscript. Editors will not consider manuscripts that do not meet the guidelines. All submissions should be sent to kappan@pdkintl.org. This will ensure that each submission is acknowledged and included in our review process.



Kappan has a special interest in how individual teachers or teams of teachers have adapted their instruction in light of Common Core standards. We maintain a separate web site — KappanCommonCore.org — devoted to these manuscripts.

Please consider what you might write about your work in implementing the Common Core in your school.



Absenteeism

Deadline for submissions: July 1, 2016

Every state requires children of a certain age to attend school. But one researcher estimates that 10% of U.S. students, or 5 million students, are chronically absent from school; in urban districts, the rate often is significantly higher. What do we know about the causes of chronic absenteeism? What strategies have schools and districts embraced to effectively battle student absenteeism? Are different strategies more effective for different ages of students? Is there a relationship between teacher absenteeism and student absenteeism? What is the relationship between absenteeism and dropping out of school? What role do early warning systems play in confronting chronic absenteeism? Can technology play a role in responding to chronic absenteeism?

Competency-based education

Deadline for submissions: August 1, 2016

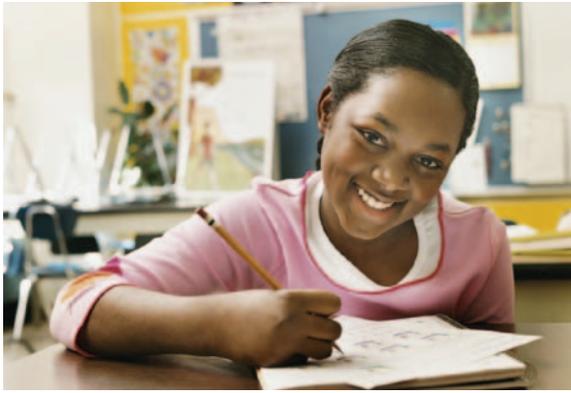
By whatever name you choose — standards-based, outcomes-based, performance-based, or proficiency-based — competency-based education is the new kid on the educational block. How is competency-based learning different from traditional learning? Where are there examples of high schools designed around competency-based learning? How does a teacher's role change in a school built around competency-based learning? How does competency-based learning change grading and testing? What is the evidence that students who emerge from a competency-based system are more prepared for college or the workplace? What is the role of microcredentials in a competency-based system?



Fixing school time

Deadline for submissions: September 1, 2016

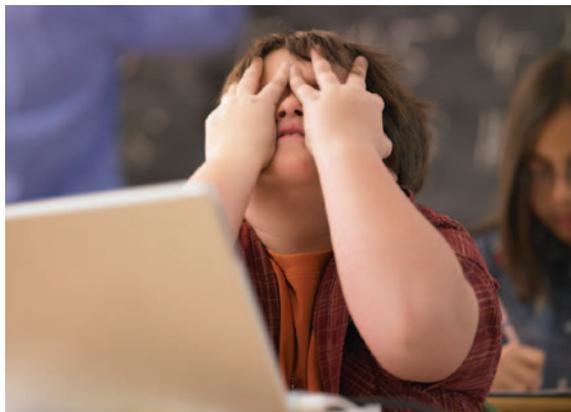
Time is one resource that is available equally to every school, district, and state. What do we know about the most effective ways to use that precious resource to improve student learning? What works better: Longer days? Longer years? What is the appropriate amount of time for teachers to spend teaching each day and on their own professional learning? What time should the school day begin and end? Do teenagers really learn more when their school day begins later? What strategies are schools and districts using to overcome lost learning time during the summer? What role should technology play in increasing the time for teaching and learning?



Black student learning matters

Deadline for submissions: October 1, 2016

Setting goals to improve student learning for all students is not the same as taking the steps to understand why learning lags for specific individuals or groups – or creating strategies to improve it. What have schools, districts, and states done when they have intentionally tried to close gaps in learning between black and white students? What strategies have proven most effective in improving student learning among black students? Have certain strategies been more effective at closing gaps for black males? For black females? Where are there schools and districts that have increased the number of black students graduating from high school and enrolling in college? How have black students fared in integrated schools?



The emotional culture at school

Deadline for submissions: November 1, 2016

Students and teachers increasingly report that they feel more stress at school. Some point to the expansion of testing at school, increased accountability for teachers, and changing lives outside of school as reasons for this change. What strategies are schools using to respond to increasing levels of stress? What do we know about the role that stress plays in learning? In teaching? Is there evidence that students and teachers do feel more stressful about the expectations at school? What is the role of stress in teacher burnout? Should schools incorporate mindfulness training for students and teachers? Are there strategies that schools should not be using?

The return of art & music

Deadline for submissions: December 1, 2016

The Every Student Succeeds Act (ESSA) embraces art and music as part of a well-rounded education. How will schools decide which art and which music to return to their schools? What changes can schools anticipate when art and music return? What traditional academic subjects might be reduced when art and music return to the curricula? What qualifies as a high-quality arts program at various levels? What standards will guide schools and districts in making these decisions? Where are there examples of programs built around arts curricula that show achievement gains across core academic subjects?



Teacher shortages

Deadline for submissions: January 1, 2017

Increasing accountability and decades of complaints about teachers have led to a predictable situation: Schools across the country now struggle to fill vacancies. What is the scope of this problem? How are schools, districts, and states responding to this looming crisis? What are teacher preparation programs doing to increase their enrollments and produce more highly qualified teachers? What can individual practitioners do to improve the attractiveness of the profession to future teachers?



Submit manuscripts to manuscripts@pdkintl.org