

Special Issue

Innovative Educator Evaluations: Bridging Policy and Practice

Message from the Guest Editor

We seek contributions examining cutting-edge evaluation approaches for K-12 teachers, principals, and educational leaders across international contexts. Of particular interest are studies that explore the following: technology-enhanced evaluation systems, including AI-powered observation tools and learning analytics; multi-dimensional frameworks that integrate multiple stakeholder perspectives; growth-oriented models emphasizing professional development over summative ratings; and implementation science approaches that address the mutual adaptation needed between standardized policies and local contexts. The Special Issue welcomes diverse methodological approaches—from theory-based inquiries to econometric analyses, qualitative studies of implementation processes, design-based research on innovation development, and comparative international studies. We particularly encourage submissions that examine how cultural, geographic, and resource contexts shape evaluation, design, and effectiveness. Collaborative submissions between scholars and educational leaders, district administrators, policymakers, or evaluation practitioners are especially valued.

Guest Editor

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Deadline for manuscript submissions

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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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