

FROM *the* EDITOR

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Welcome to the Journal of Special Education Preparation (JOSEP)! The editorial team is pleased to bring you this special issue on the important topics of diversity, equity, and inclusion (DEI) in special education teacher preparation. We are happy to meet our anticipated publication date of December 2021, just in time for the holidays. I can't think of better way to spend winter break then curled up with this latest issue of JOSEP!

Although cultural and linguistic diversity (CLD) in teacher preparation has been a topic among educational scholar for quite some time (Cummins, 1997; Sleeter, 2017), widely covered public events, such as the murder of George Floyd and subsequent Black Lives Matter protests, have galvanized national attention and forced conversations around equity and social justice. While the LGBTQ+ community and allies continue to push society towards equality and inclusion, we must affirm the intersectionality of identities among ourselves, our preservice teachers, and K-12 students. The editorial team at JOSEP welcomes such discussions and wanted to dedicate a special issue to further conversations and educational opportunities for special education faculty. We sought scholars in the field of special education teacher preparation with experience and expertise in topics of DEI. We asked them to submit an article with practical implications for special education faculty. As a result, we present five valuable contributions to the field that we hope elevate best practices in special education teacher preparation. At the end of this issue, we bring our highly regarded International Spotlight article, furthering our mission in the awareness and education of worldwide special education preparation.

In this Issue

The first article by Kelly and Barrio (2021) examines intersection-

ality between CLD and disability. The authors detail what a critical perspective in special education teacher preparation is and why it is needed to offer a foundation of knowledge for teacher educators looking to include CLD and intersectional content in their coursework. The authors continue to expand upon this foundation to provide teacher educators with a concrete framework of instruction that supports the inclusion of CLD and intersectional content.

The second article by Scott and Proffitt (2021) addresses persistent issues of underrepresentation of special education teachers of color. The authors contend that since institutions of higher education (IHEs) play a major role in recruiting, supporting, and retaining future teacher educators, IHEs must engage in efforts to adopt strategies that lead to diversifying the teacher workforce. To do so, the authors provide multiple, practical strategies for IHEs to consider when recruiting, supporting, and retaining racially diverse teacher candidates. The authors utilize a scenario of a Black male's decision-making process to become a special education teacher to exemplify the importance and intentionality IHEs must consider to diversify the special education teacher workforce.

The third article by Cichy-Parker (2021) examines the preparation of special education teachers to affirm their LGBTQ+ teachers. The author identifies three areas in which special education teacher educators can interact with their teacher candidates to support learning about the LGBTQ+ community and equip preservice teachers to work with their future K-12 students who identify as a sexual or gender minority. In this article, Cichy-Parker provides a historical perspective of the LGBTQ+ community, as well as professional experience of practical strategies such as qualitative assessments through discussion and

journaling, perspective taking, and building cultural empathy through affective learning.

In the fourth article, Williams et al. (2021) describe a replicable process to review and revise a core course in a teacher licensure program to include culturally sustaining pedagogy. Along with step-by-step procedures, the authors include assignments and syllabi for JOSEP readers to utilize in the review and revision of their own courses. The authors conclude that systematically reviewing and revising course syllabi and assignments at a micro and macro level provides their teacher candidates a paradigm shift away from awareness of intersectionality to a more application-oriented approach of culturally sustaining pedagogy.

The fifth article by Hunter et al. (2021) discusses how trauma-informed care (TIC) represents a holistic approach to structuring culture, practice, and policies to be sensitive to the experiences and needs of individuals who have experienced trauma (McInerney & McKlindon, 2014). The authors contend that conversations and issues around DEI must also include practices of TIC. To do so, the authors explore the integration of TIC practices within classrooms that utilize a multi-tiered system of support (MTSS) framework. Guidance is provided in how to assist pre-service and in-service teachers with implementing TIC practices within inclusive and restrictive K-12 learning environments.

The International Spotlight is provided by Karal (2021) from Sinop University in Turkey. The author provides a comprehensive and compelling description of the historical context of special education and teacher preparation in Turkey. Through national laws and international declarations, the country has moved towards inclusive educational practices that has brought substantial benefit to students with

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disabilities, as well as challenges to Turkey’s educational system. Karal identifies five contemporary issues impacting the progression of special education in Turkey and offers insight into potential solutions.

Many Thanks

We first must thank all contributing authors for providing quality articles, meeting explicit deadlines, and benefiting the field of special education teacher preparation with their experience and expertise. Secondly, no peer-reviewed journal is successful without a solid review board. We, therefore, extend our great appreciation for those who conducted timely and thoughtful reviews to increase the quality and reader readiness of the included articles.

Open-access production of JOSEP would not be possible without the support of Ball State University’s Of-

fice of Digital Research and Publishing. And we are happy to announce a recent partnership with the Teacher Education Division of the Council for Exceptional Children. It takes many stakeholders to create a professional journal that will have longevity and great contribution to the field of special education teacher preparation. We also must thank the publication services of The McKinley Avenue Agency for creating a professional, high-quality publication design that matches the high-quality of our content.

What’s Next?

Now that the editorial team has volume one under our belts and experience operating a peer-reviewed journal, we are ready to open JOSEP to public manuscript submissions in January 2022. If you are interested in submitting a manuscript, please visit the [JOSEP website](#) for author guidelines. If you are interested in serving on the review board, please send an email to ammarkelz@bsu.edu. In the meantime, we are working diligently on our next special issue, scheduled for publication in May 2022. The next special issue will focus on technology in special education teacher preparation. We have invited several experts in this area to submit compelling and practical articles ranging from using technology for universal design for learning in teacher preparation to integrating mixed-reality simulation in initial and advanced preparation programs. We look forward to continuing our efforts to feature research-to-practice information for special education faculty and bring our readers the latest on evidence-based instructional strategies, technologies, procedures, and techniques to prepare special education teachers and leaders.

We hope you enjoy this issue of JOSEP and get some rest and relaxation during the winter break!