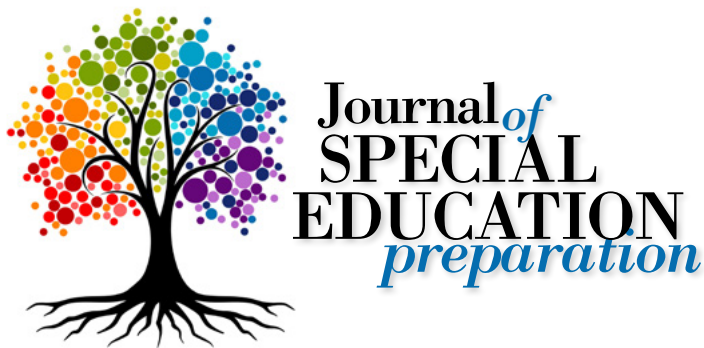




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FROM *the*
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The editorial team is pleased to bring you the first open-call issue of the *Journal of Special Education Preparation*! Since January 2022, *JOSEP* has been receiving manuscripts from public submissions. With the service of our fabulous editorial board, manuscripts have gone through an anonymous peer-review process. We are happy to present to our readers six articles on a variety of important topics for special education faculty. Previous issues of *JOSEP* have focused on particular themes, such as technology in teacher preparation; high-leverage practices; small programs issues; and diversity, equity, and inclusion. For those special issues of *JOSEP*, experts in the field were invited to contribute articles. In this issue, special education faculty and doctoral students from a variety of universities submitted manuscripts on their topics of expertise. Each article in this issue fulfills the mission of *JOSEP* by:

1. Presenting content that is relevant and novel
2. Pertinent to those who prepare special education teachers and administrators
3. Grounded in current research, and
4. Provides actionable guidance for readers (Markelz & Riden, 2022)

Unfortunately, an *International Spotlight* manuscript was not submitted. We encourage special education faculty across the globe to consider contributing to our *International Spotlight* so that readers can learn about country specific special education preparation policies and practices.

In this Issue

The first article by McLaughlin and Berlinghoff (2022) provides a six-step approach to assist Educator Preparation Programs (EPPs) in the design and assessment of programs aligned to the new 2020 Council for Exceptional Children's Practice-Based Standards for Preparation of Special Educators (K-12). The six-step approach presented in this article is highly valuable for preparation programs as they realign accreditation assessments to meet these new standards.

The next article by Voulgarides and colleagues (2022) discusses racial inequities in special education from the perspective of a lack of special education specific preparation for administrative leaders. After providing comprehensive contextual factors contributing to disparities, the authors propose three key components that should be added to special education leadership preparation programs to better prepare future administrators to achieve the goals of IDEA (2004) and reduce racial and dis/Ability disparities.

Zepp and colleagues (2022) present information and resources to help special education teacher educators improve preservice teachers' competence for working with disabled students and addressing ableism in their classrooms by incorporating young adult literature into special education teacher preparation experiences. The authors model how special education teacher educators can critically examine young adult texts by providing criteria for evaluating representations of disability and a unit plan with three lessons for use in an introductory special education

course. The lesson plans and a bibliography of young adult books featuring characters with disabilities is provided in the online supplemental materials.

In the fourth article, Marelle and Donehower Paul (2022) provide four components that should be considered when planning a professional development package for teachers regarding behavior management. Those four evidence-based components are didactic presentation, performance feedback, technology, and programming for maintenance and generalization. The authors then provide examples and supportive details of each component and how to create an effective professional development package.

Lohmann and Boothe (2022) continue the discussion on classroom management in their article which examines asynchronous online formats and how to use discussion boards to teach classroom management skills. The authors present four discussion board formats to support teacher candidate learning and engagement. Within this article, detailed figures and tables are provided to support readers in implementing these high-quality activities.

In the last article, Strimel (2022) proposes a socially-just disability resources approach to enhancing access and equity for disabled students in special education teacher preparation programs. The author uses fictional vignettes to demonstrate how preparation programs can apply a socially-just disability resources framework to critically examine all aspects of disability resources and align them more closely with equity-focused work. In doing so, teacher preparation programs can reduce disability-related barriers and

enhance the experiences of disabled teacher candidates.


COMING SOON

JOSEP will continue to accept public manuscripts for publication consideration. We encourage potential contributors to read “How and why to write for the Journal of Special Education Preparation” by Markelz and Riden (2022) for guidance on the aims and scope of *JOSEP* prior to submission. We are pleased at the growing readership of *JOSEP*. To date, articles have been downloaded over 7,000 times! We will continue to bring our readers valuable information that strengthens the preparation of teachers domestically and internationally.

In collaboration with the Teacher Education Division (TED) of the Council for Exceptional Children (CEC), the next special issue of *JOSEP* will explore the special education teacher shortage crisis from the perspective of preparation programs. Dr. Sarah A. Nagro will guest edit this special issue with the intention of bringing *JOSEP* readers applicable examples of how preparation programs are attracting and preparing qualified and diverse teacher candidates to be profession ready upon graduation and meet the needs of the field. We anticipate this special issue to be published in May 2023.

Thank you to our editorial board of reviewers and article contributors for another successful issue! And thank you to our readers! As an open-access journal, we encourage everyone to download the articles and share widely.

We hope you enjoy this issue of *JOSEP*!



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