

Special Issue

Effective Practice in Special Education Teacher Preparation

Message from the Guest Editor

The objective of this Special Issue is to establish a scholarly platform for discussing effective practices in the preparation of teachers who support students with special educational needs and disabilities (SEND).

Potential topics of interest for this Special Issue include, but are not limited to, the following:

- Innovative teacher preparation programs
- Evidence-based practices
- Cultural and linguistic responsiveness
- Inclusive pedagogies
- Collaboration and co-teaching
- Policy and Advocacy
- Professional development and lifelong learning
- International perspectives on special education teacher preparation

Through this Special Issue, we aim to advance the discourse on effective preparation practices, ultimately contributing to the development of a more inclusive and equitable education community.

Guest Editor

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Deadline for manuscript submissions

closed (28 February 2025)



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About the Journal

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.

Editor-in-Chief

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manuscripts are peer-reviewed and a first decision is provided to authors approximately 29.2 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the first half of 2025).