

Special Issue

Training and Supporting Educators for Transformative Practice in Special Education

Message from the Guest Editor

Educators are responsible for improving the school and life outcomes for children with disabilities. To achieve this goal, research has documented the necessity of access to highly qualified special educators and related service providers who work in conditions that promote student and educator success and wellbeing. The aim of this Special Issue is to provide an overview of research-based practices and considerations for the preparation, retention, and effectiveness of special educators and related service providers who work with children with moderate and severe disabilities. Themes include, but are not limited to, the following:

- Free appropriate public education (FAPE);
- Pre-service educator preparation;
- In-service educator training and support;
- School working conditions;
- Educator retention and burnout;
- Evidence-based practice/research-based practice;
- Characteristics of effective instruction and their measurement;
- Culturally responsive practice in special education and related service provision;
- Anti-racist teaching in special education and related service provision;
- International perspectives on special educator and related service provider preparation, training, and support.

Guest Editor

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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.

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