

# Call for Papers | JCLEL Special Issue

## Navigating Challenges in Teacher Preparation: Case Studies in Practice and Innovation

### JCLEL

JCLEL is an open-access, double-blind peer-reviewed journal that publishes special education case studies for students with moderate to extensive living and learning needs. Publishing in JCLEL is FREE for authors and FREE to ACCESS for readers.



### About the Special Issue

This issue focuses on the multifaceted challenges teacher educators face preparing preservice special education teachers. It will serve as a resource for teacher educators and researchers supporting the transition from university classroom learning to K-12 classroom application. Cases should be grounded in current literature.

### Key Themes

- **Teacher Internships:** Case studies in this section explore the dynamics of internships, case studies that delve into the mentor-mentee relationship, classroom management strategies, and integrating academic theory with hands-on teaching. The challenges and successes of navigating diverse school environments and meeting curriculum standards are discussed.
- **Working with Students with Disabilities:** This section addresses the complexities teachers face when working with students with disabilities. Case studies focus on differentiated instruction, the application of Individualized Education Programs (IEPs), and the importance of collaboration with special education professionals. The role of empathy and adaptability in fostering inclusive classrooms is emphasized.
- **Intervention-Based Practices:** This section highlights evidence-based intervention strategies to address academic, behavioral, or social-emotional challenges in the classroom. Case studies demonstrate the implementation of targeted interventions, their effectiveness, and how they can be adjusted to meet diverse student needs.
- **Observation-Based Learning and Reflection:** Case studies in this section focus on the power of observation as a tool for teacher growth. Reflective practices, peer observation feedback, and the impact of self-assessment on teaching performance are explored, providing a comprehensive look at how teachers can refine their instructional strategies over time.

Submit Your Abstract  
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January 6th, 2025



### Timeline

Abstract Submission: January 6th  
Authors Notified By: January 24th  
Manuscript Due: March 7th  
Reviews Completed: April 1st  
Revisions Due By: April 15th  
Publication: May 31st

Case Study  
Template



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