

Spring Report
Teacher Education and Special Education (TESE)
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UNC Charlotte
Seattle, WA
April 2009

This report is the twelfth of the editors of *Teacher Education and Special Education (TESE)* and reflects the state of the editorship since the last reporting period ending in October 2008 (November 2008-March 2009). We make two reports a year, and the last one was presented at TED in Dallas, November 2008. This is our final report to the TED Executive Board and membership under our two-term editor agreement. In this report, we review manuscript processing, working with Sage Publishing, Allen Press and UNC Charlotte expenses, and future issues of the journal.

Manuscript Processing

We have three levels of data to share with the Executive Board, Publications Committee, and membership. The first is a cumulative analysis of manuscripts management from the beginning of our editorship July 1, 2003, the second is based on activity since the last reporting period, on the average, six months from the previous report, and the third is a summary of our performance across five years of the editorship (2004-2009).

Cumulative progress. Since July 1, 2003, we have received 483 manuscripts. As of March 9th of this year, 431 (89%) of those papers have been reviewed with an average turn-around (from login to editorial decision) of 73 days for manuscripts with in-house or external reviews. Of those 431 papers considered by field reviewers, 60 (14%) have been accepted for publication, 282 (65%) have not been accepted for publication, and 88 (21%) fit into a reject, revise, and resubmit category. Reasons for rejection have included the quality of the writing, inappropriateness of the topic for journal, failure to add to the knowledge-base, and poorly developed research methodology; authors have been advised of the reasons for rejection in communications from the editors.

Progress since last reporting period. Since September 7, 2008 we have received 41 manuscripts. As of March 9, 2009, 16 (39%) have been reviewed with an average turn-around (from login to editorial decision) of 60 days for papers with in-house or external reviews. Of those 16 papers receiving field reviews, 0 (0%) has been accepted for publication, 12 (75%) have not been accepted for publication, and 4 (25%) are manuscript that fit into a reject, revise, and resubmit category.

Summary of performance across five years' of our editorship. Workload (i.e., manuscripts received and processed) and responsiveness to authors (i.e., turnaround time) across five years of our editorship are in Figures 1-2. Consistent patterns were evident with regard to editorial efforts and feedback to professionals submitting manuscripts to the journal.

Working with Sage Publications

It has been a successful transition from Allen Press to Sage Publications. The contract was signed in early December with production scheduled to begin January 2009. Our primary

contacts at Sage are Catherine Rossbach and Jenny Lower, and the Production and Scheduling Editor is Gem Rabanera. Production was scheduled to begin with *TESE* Volume 31 Issue 1; however, a verbal agreement was made that Sage also would complete the two back issues of *31(3)* and *31(4)* in an effort to assist editors to maintain a timely publication schedule.

Materials for *31(3)*, *31(4)*, and *32(1)* were sent to the Production and Scheduling Editor before the agreed date of December 15, 2008. Volume 31, Issue 3 was mailed to the membership in February and Volume 31 Issue 4 was mailed in early March. It was decided to retain the original cover artwork with the addition of the Sage logo in the bottom right hand corner. The representatives from Sage and the co-editors are pleased with the launch of *TESE* under the contract with Sage Publications.

Historically, *TESE* has been a paper driven system (e.g., manuscripts are submitted by paper, contacts with reviewers and manuscript reviews are done by paper, editorial decisions are communicated to authors via paper). Based on our agreement with Sage Publications, we are moving to an electronic system, Manuscript Central, in incremental stages. Manuscript Central is the journal tracking system currently used by many journals in the field (e.g., Hammill-Institute on Disabilities' 14 Special Education journals; e.g., *The Journal of Special Education*, *Remedial and Special Education*, *Career Development for Exceptional Individuals*, *Journal of Positive Behavior Interventions*). With Manuscript Central the total process from author submission, reviewer selection, manuscript review, editorial decision communication with authors, is an electronic process. Our plan is that we will be moving to the online manuscript submission in July 2009. Currently, manuscripts are submitted in hard copy and then are process transferred to Manuscript Central during the production process.

Sage also is working with us to put all issues of the journal, online, in a searchable format. To that end, in a collaborative effort with the Department of Special Education and Child Development at UNC Charlotte, CEC Headquarters, and the co-editors, issues of *TESE* going back to 1978, Volume 1, Issue 1, have been located and sent to Sage in January 2009. At the time of this writing we were only missing one issue of the journal 1991, *14(4)*. Sage will use its resources to locate the missing issue to complete the set. The estimated timeframe for completion of the project has not been established.

Meetings with Jenny Lower and Catherine Rossbach are being scheduled during the CEC Convention in Seattle. It is planned that Catherine and Jenny will meet with TED Executive Board members in Seattle in an effort to better understand TED as an organization, the journal as its publication arm, and the inner-workings of the organization.

Allen Press and UNC Charlotte Expenses

Based on communication with Allen Press, we believe that we have received the last set of invoices on work completed. We have received two invoices: (a) production of *31(2)* and (b) 4th quarter management fees for 2008. The cost of producing *31(2)* was \$7,176.87 and the 4th quarter management fees were \$1,457.59. Vicki Knight, doctoral student at UNC Charlotte, our copyeditor during the final leg of our work with Allen Press, was compensated \$500 for work on *31(2)* and assistance provided during the transition to Sage Publishing.

Future Issues of the Journal

In Table 1, we present the Table of Contents for *32(1)*. Tables of Contents for *32(2)*, *32(4)*, *32(4)*, and *33(1)* are presented in Tables 2, 3, 4, and 5, respectively. At this juncture, we

appear to have an appropriate flow of manuscripts, editorial decisions are being made in a timely fashion, and scheduling and production of issues should improve when we are brought online with more components of Manuscript Central.

Table 1

Tentative Table of Contents Teacher Education and Special Education 32(1)

Title and Author(s)	Document Information
<i>An Exploration of the Mismatch Between Preparation and Practice in Special Education</i> Leah Washburn-Moses	#07-035 (accepted 10/31/07)
<i>Induction for Beginning Special Educators: Research Summary, Key Program Features, and the State of State-Level Policies</i> Mary Bay & Michelle Parker-Katz	#07-023 (accepted 10/31/07)
<i>Assistive Technology Training at the Pre-service Teacher Preparation Level</i> Sharon Judge & Kathryn A. Simms	#07-031 (accepted 10/31/07)
<i>First Year-Special Educators: The Influence of School and Classroom Context Factors on Their Accomplishments and Problems</i> Cynthia C. Griffin, Karen L. Kilgore, Judith A. Winn, Amy Otis-Wilborn, Wei Hou, & Cynthia W. Garvan	#07-052 (accepted 10/11/07)
<i>Can You Hear Me Now? Evaluation of an Online Wireless Technology to Provide Real-Time Feedback to Special Education Teachers-In-Training</i> Marcia L. Rock, Madeleine Gregg, Beth K. Thead, Sarah E. Acker, Robert A. Gable, & Naomi P. Zigmond	#07-066 (accepted 12/17/07)
<i>An Analysis of Online Professional Development and Actions for Students with Disabilities</i> Timothy J. Frey	07-055 (accepted 1/10/08)

Table 2

Tentative Table of Contents Teacher Education and Special Education 32(2)

Title and Author(s)	Document Information
<i>A Study of Teacher Perceptions of Students' Understanding of Their Own Disability</i> Tammy V. Abernathy & Shanon S. Taylor	07-038 (accepted 1/8/08)
<i>A Study of Novice Special Educators' Views of Evidence-Based Practices</i> Melissa L. Jones	07-051 (accepted 1/8/08)
<i>An Analysis of the Outcomes of a Unified Teacher preparation Program</i> Bonnie L. Utley	07-018 (accepted 1/8/08)
<i>Evaluating Professional Development to Enhance Perceptions and Knowledge Related to Autism Spectrum Disorders</i> Warnie Richardson, Lise Leblanc, & Kimberly A. Burns	07-036 (accepted 2/1/08)
<i>Video Models of Effective Teaching Practices</i> Lisa A. Dieker, Holly B. Lane, David H. Allsopp, Chris O'Brien, Tyran Wright Butler, Maggie Kyger, LouAnn Lovin, & Nicole S. Fenty	06-050 (accepted 3/6/08)
<i>First Year Teacher Knowledge of Phonemic Awareness and its Instruction</i> Elaine A. Cheesman, Joan M. McGuire, Donald Shankweiler, & Michael Coyne	07-037R (accepted 1/31/08)

Table 3

Tentative Table of Contents Teacher Education and Special Education 32(3)

Title and Author(s)	Document Information
<i>Special Education Teaching as a Profession: Lessons Learned from Occupations That Have Achieved Full Professional Standing</i> Vincent J. Connelly & Michael S. Rosenberg	07-044R (accepted 1/31/08)
<i>Embedding Evidence-Based Practice in Pre-Service Inclusive Teacher Preparation</i> Alan Bain, Julie Lancaster, Lucie Zundans, & Robert John Parkes	07-068R (accepted 1/31/08)
<i>A Qualitative Analysis of Teacher's Perceptions of the Overrepresentation of Minorities in Special Education</i> Peggy Shippen, Rebecca Curtis, & Alan Miller	07-053R (accepted 2/1/08)
<i>The Validity and Reliability of the Teacher Knowledge and Skills Survey for Positive Behavior Support</i> Craig Blum & Douglas Cheney	07-077R (accepted 4/24/08)
<i>Student Teaching and Teacher Attrition in Special Education</i> Vincent Connelly & Suzanne Graham	07-079R (accepted 5/1/08)
<i>Evaluating the Federal Investment for Personnel Preparation in Special Education</i> Jeannie Kleinhammer-Tramill, James L. Tramill, & Alonzo Westbrook	08-016 (accepted 2/1/08) Need the Dolittle piece to publish this one (OSEP 325T)

Table 4

Tentative Table of Contents Teacher Education and Special Education 32(4)

Title and Author(s)	Document Information
<i>Impact of Instructional Implementation on Learning with Interactive Multimedia Case-based Instruction</i> Katherine Mitchem, Kevin Koury, Gail Fitzgerald, Candice Hollingsead, Kevin Miller, Hui-Hsien Tsai, & Shenghua Zha	#07-062 (accepted 5/21/08)
<i>Novice Special Educators' Instructional Practices, Communication Patterns, and Content Knowledge for Teaching Mathematics</i> Cynthia C. Griffin, Asha K. Jitendra, & Martha B. League	#08-003 (accepted 08-003R)
<i>Examining perceptions of systematic integration of instructional technology in a teacher education program</i> David H. Allsopp, Patricia Alvarez-McHatton, & Ann Cranston-Gingras	#07-041 (accepted 6/3/08RR)
<i>Pre-Service Teachers' Reactions to Taking a College Course Together with peers with intellectual Disabilities</i> Stuart Carroll, Jerry Petroff, & Rick Blumberg	#08-025R (accepted 8/6/08)
<i>Pre-service Teachers' Attitudes Toward Integration: Does A Student Teacher Placement In An Integrated Classroom Make A Difference?</i> Kevin J. Miller, Kevin A. Koury, Gail E. Fitzgerald, Candice C. Hollingsead, Katherine J. Mitchem, Hui-Hsien Tsai, & Meeaeng Ko Park	#07-076R (accepted 9/19/08)
<i>A National Survey of Pre-Service Preparation for Collaboration</i> Robert G. McKenzie	#08-039 (accepted 10/16/08)

Table 5

Tentative Table of Contents Teacher Education and Special Education 33(1)

Title and Author(s)	Document Information
Reflective Journal Writing of Deaf Pre-Service Teachers with Hearing Children Cynthia Neese Bailes, Patricia Hulsebosch, & David S. Martin	#08-027R (accepted 11/14/08)
Preparing Special Education Candidates Using Case Method Learning Linda Lengyel & Lisa Vernon-Dotson	#08-047 (accepted 12/8/08)
Providing Immediate Feedback to Co-Teachers through Bug-In-Ear Technology: An Effective Method of Peer Coaching in Inclusion Classrooms Mary Catherine Scheeler, Marissa Congdon, & Sam Stansbery	08-042 (accepted 2/2/09)

Figure 1

TESE Workload (2004-2009)

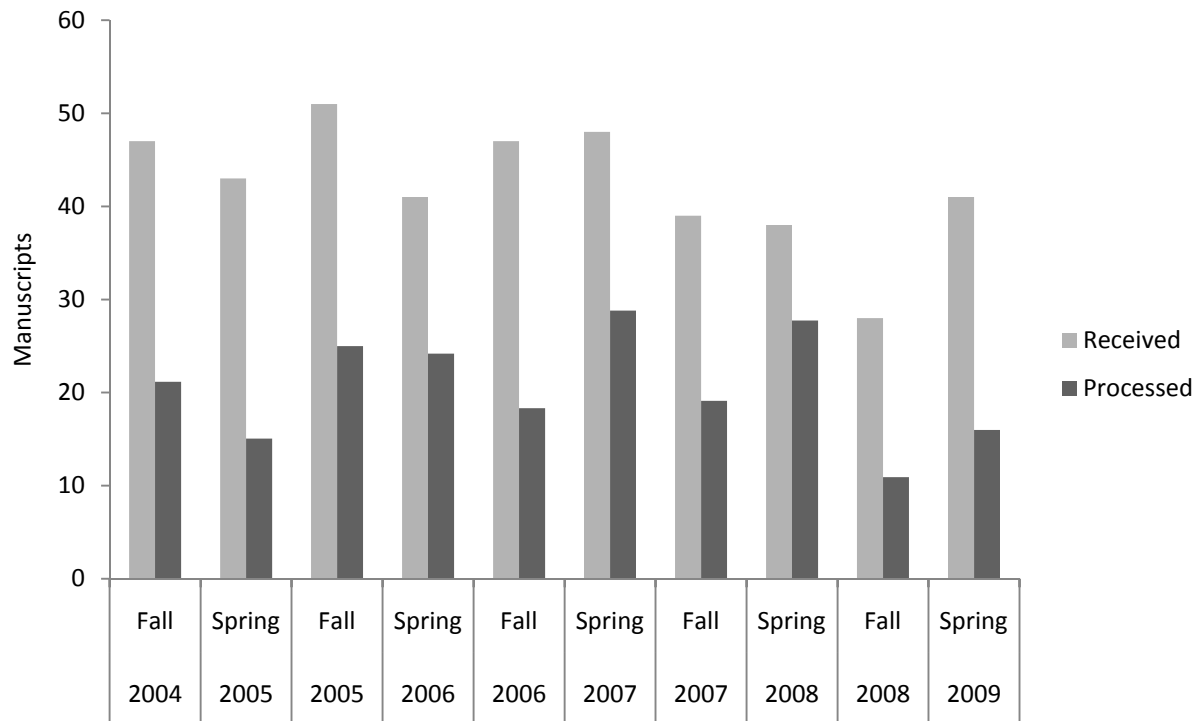


Figure 2

Turnaround Time for Manuscripts Submitted to TESE (2004-2009)

