

Fall and Final Report

Teacher Education and Special Education (TESE)

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UNC Charlotte

Charlotte, NC

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This report is the thirteenth of the editors of *Teacher Education and Special Education (TESE)* and reflects the state of the editorship since the last reporting period ending in March 2009 (April 2009- November 2009). We make two reports a year, and the last one was presented at CEC in Seattle, April 2009. This is our final report to the TED Executive Board and membership under our two-term editor agreement. It was anticipated that the April 2009 report would be our last, but under an arrangement with the incoming editors, we agreed to develop and present this report. In this report, we review manuscript processing, working with the new editors, and future issues of the journal.

Manuscript Processing

We have two 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; and, the second is based on activity since the last reporting period, on the average, six months from the previous report.

Cumulative progress. Since July 1, 2003, we have received 509 manuscripts. As of October 18, 2009, 479 (94%) of those papers have been reviewed with an average turn-around (from login to editorial decision) of 79 days for manuscripts with in-house or external reviews. Of those 479 papers considered by field reviewers, 69 (14%) have been accepted for publication, 320 (67%) have not been accepted for publication, and 89 (19%) 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 April 18, 2009 we have received 15 manuscripts. As of October 18, 2009, 13 (86%) have been reviewed with an average turn-around (from login to editorial decision) of 64 days for papers with in-house or external reviews. Of those 13 papers receiving field reviews, 2 (15%) has been accepted for publication, 7 (54%) have not been accepted for publication, and 4 (31%) are manuscript that fit into a reject, revise, and resubmit category. Papers ($N = 8$) sent to our editorial office in Charlotte after July 23, 2009 have been returned to contact authors with direction to resubmit using *TESE* electronic platform and they have not been logged into our review and production system.

Transitioning to New Editors

In April 2009 at the annual CEC Convention in Seattle, new co-editors were appointed for the journal. Drs. Michael Rosenberg and Laurie deBettencourt from Johns Hopkins University began the formal transition to their editorship on July 1, 2009 and their first term will officially start January 1, 2010. To that end, we have participated in several conference calls to assist and support the process of a timely and orderly transition.

Based on arrangements with Sage Publications, referenced in the Spring 2009 Report from the Editors, online submissions, under the direction of Drs. Rosenberg and deBettencourt, started July 23, 2009. Announcements of the shift in editorial processing of manuscripts were shared via the TED and *TESE* Web pages and other venues. Authors submitting manuscripts to the *TESE* Editorial Office in Charlotte were notified and directed to submit their manuscripts to Manuscript Central. As part of assuring a smooth, accurate, and competent transition process, the manuscripts submitted to UNC Charlotte have been documented but not logged into our system, and the new editors have been copied on E-mail messages sent to authors about the new submission process. As indicated above, since July 23, 2009 8 manuscripts were received and transitioned to the new editors and the journal's new submission process.

Future Issues of the Journal

Volume 32, Issue 3, Summer (August) 2009, has been published. This leaves Volume 32, Issue 4, Fall 2009 left to be published, distributed, and scheduled for release October 21, 2009. We have provided tentative Tables of Contents for 33(1), 33(2), and 33(3) in Tables 1-3.

Summary and Perspective

Our track record to date suggests that we have made timely editorial decisions, on the average across the six years of our editorship, in less than 80 days. Issues of the journal are being published in a timely fashion; we have successfully transitioned to a new publisher, Sage Publications, and an electronic, online manuscript submission and tracking process. We are in the process of transferring all editorial responsibilities to a new set of editors. We would like to thank the Executive Committee, the Executive Board, and the Publications Committee for support and patience across our term as editors, and wish Michael Rosenberg and Laurie deBettencourt the best as they embark on their term as editors.

Table 1

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

Manuscript	Status
<p><i>Reflective Journal Writing of Deaf Pre-Service Teachers with Hearing Children</i></p> <p>Cynthia Neese Bailes, Patricia Hulsebosch, & David S. Martin</p>	<p>#08-027R</p> <p>(accepted 11/14/08)</p>
<p><i>Preparing Special Education Candidates Using Case Method Learning</i></p> <p>Linda Lengyel & Lisa Vernon-Dotson</p>	<p>#08-047</p> <p>(accepted 12/8/08)</p>
<p><i>Providing Immediate Feedback to Co-Teachers through Bug-In-Ear Technology: An Effective Method of Peer Coaching in Inclusion Classrooms</i></p> <p>Mary Catherine Scheeler, Marissa Congdon, & Sam Stansbery</p>	<p>#08-042</p> <p>(accepted 2/2/09)</p>
<p><i>Effects of Teacher Preparation and Disability Labels on Gifted Referrals</i></p> <p>Margarita Bianco & Nancy Leech</p>	<p>#08-045RR</p>
<p><i>Preparing Special Education Administrators for Inclusion in Diverse, Standards-Based Contexts</i></p> <p>Deborah L. Voltz & Loucrecia Collins</p>	<p>#08-077</p>
<p><i>A HOUSSE Built on Quicksand? Exploring the Teacher Quality Conundrum for Secondary Special Education Teachers</i></p> <p>Elizabeth R. Drame & Marleen C. Pugach</p>	<p>#09-017R</p> <p>(accepted 6/17/09)</p>

Table 2

Tentative Table of Contents Teacher Education and Special Education 33(2)

Manuscript	Status
<i>Who's Teaching Math to our Most Need Students</i> Clarissa Rosas & Lisa Campbell	#08-054R (accepted 7/9/09)
Exposing conditional inclusive ideologies through simulated interactions Benjamin Dotger & Christine Ashby	#09-001R (accepted 7/5/09)
<i>A University and Community Collaborative Approach to Preparing Early Interventionists</i> JaneDiane Smith	#09-030R (accepted 7/23/09)
<i>Perceptions of Special Education Professors and Culturally Linguistically Diverse Doctoral Students on Cohorts</i> Caridad H. Unzueta & Dolores Vazques Donet	#08-070R (accepted 7/2/09)
<i>Teaching Teachers to Use Prompts, Opportunities to Respond, and Specific Praise</i> Brandi Simonsen, Diane Myers, & Carla DeLuca	#08-036RR (accepted 8/13/09)
<i>Comparison of Traditional Versus Alternative Preparation of Special Education Teachers</i> Jacques Singleton & Janna Robertson	#08-068R (accepted 9/4/09)

Table 3

Tentative Table of Contents Teacher Education and Special Education 33(3)

Manuscript	Status
<p><i>The Relationship Between Collective Efficacy, Teacher Self-Efficacy, and Job Satisfaction</i></p> <p>Kim Viel-Ruma, David Houchins, Kristine Jolivette, & Gwen Benson</p>	<p>#07-032</p> <p>(accepted 8/22/07)</p>
<p><i>Book Talks in Special Education Methods Courses: Using Disability Literature to Influence, Inspire, and Prepare Teacher Candidates</i></p> <p>Michele Marable, Kimberly Leavitt-Noble, & Marya Grande</p>	<p>#09-019</p> <p>(accepted 9/18/09)</p>