

# **Council for Exceptional Children** **Teacher Education Division**

**Report of:** Publications Committee

**Date:** November 5, 2009

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**Term:** 2007-2010

## **Goals:**

1. Complete procedures for the TED Publication Award for *TESE* Volume 31.
2. Monitor TED involvement in monograph projects.
3. Monitor the comprehensive budget for *Teacher Education and Special Education (TESE)*.
4. Implement and monitor publication guidelines for the TED newsletter *TEDLines* that provides the most up-to-date information for the TED membership.
5. Implement and monitor publication guidelines for TED-Announce, the TED listserv that provides time-sensitive information to the TED membership.
6. Continue publication of TED's journal, *TESE* and work to facilitate transition of the new editor to the publication processes and the new publisher Sage Publications.
7. Continue implementation of the TED Web site at the University of North Carolina at Charlotte.

## **Accomplishments:**

1. Continued implementation of the TED website at UNC Charlotte.
2. Continued electronic publication of *TEDLines* through the TED listserv (TED-Announce) with a hot link to the newsletter on the TED web site. Dr. Karen Voytecki, East Carolina University, serves as *TEDLines* editor and manages TED-Announce.
3. Implemented the proposed annual listing of content for each edition of the TED newsletter *TEDLines* to meet the information needs of the TED membership.
4. Continued publication of *Teacher Education and Special Education (TESE)*. Dr. Bob Algozzine and Dr. Fred Spooner, University of North Carolina at Charlotte serve as Co-Editors for *TESE*.

5. Search procedures were completed for the new Co-editors of *TESE*. Dr. Laurie deBettencourt and Dr. Mike Rosenberg, Johns Hopkins University were selected to be the Co-editors for the next three-year term 2010-2013. Transition procedures were initiated in July 2009 for the new co-editors..
6. Finalized a new publication contract with Sage. With the assistance of the current Co-Editors and the Executive Committee of the TED Board of Directors, established a new publication contract with Sage Publications to publish *TESE*. Sage Publications initiated their work with the journal in December, 2008.
7. Completed the *TESE* Volume 31 Publications Award recommendations.

**Action Items:**

1. Monitor *TESE* expenditures as the TED Publications Committee continues to work to assure publication of a cost effective product.
2. Continue the publication of *TEDLines* in electronic format with an individual direct message to each TED member via the TED-Announce with a hot link to the TED website.
3. Continue publication of *TESE*. Drs. Algozzine and Spooner, serve as Co-editors for the journal until December 2009. Facilitate the transition process of for the new *TESE* Editors. Transition began in July 2009. The new co-editors will begin their roles on January 1, 2010.
4. Update TED monograph projects. The Small Special Education Programs Caucus has proposed developing a new monograph on Co-teaching. The TED Diversity Caucus has proposed an new monograph on diversity issues
5. Continue discussion of TED website policies and a means of gathering and disseminating information.
6. Publications award will be presented at the 2009 TED Conference in Charlotte at the TED General Membership Business Meeting.
7. Other items as recommended by the TED Executive Board and the Publications Committee membership.

**Publications Committee Issues:**

**1. *TESE* Publications Award, Volume 31**

The Publications Committee completed the process to review *TESE* Volume 31 to determine the recipient of the Publications Award based on the following criteria:

<b>Chair</b>	Publications Committee Chair
<b>Selection Committee</b>	The Selection Committee consists of the Associate editors of <i>TESE</i> and the Publications Committee members with the following stipulations: <ol style="list-style-type: none"> <li>(a) None can be eligible to vote for the award by virtue of having authored an article published during the volume year being considered, and</li> <li>(b) The editor/ co-editors will never vote</li> </ol>
<b>Purpose</b>	The purpose of this award is to recognize the contribution of an individual or

group of individuals for the publication of an article in *TESE* which is deemed to have lasting value to the field by virtue of its potential impact on research, policies, or practices in teacher education and special education.

**Award**

Each author will receive a suitably engraved plaque, the inscription of which is given to the Chair of the Awards Committee. The award is associated with TED rather than solely with the journal to lend prestige to the award and to involve a sufficient number of individuals in the selection process. The award is funded out of the TED general operating budget.

**Selection Procedures**

1. Following the publication of the fourth issue in a volume year, the Chair of the Publications Committee shall initiate the nomination process by inviting all eligible persons to nominate three articles for the TED Publication Award appearing in the designated volume.
2. Members of the Selection Committee will submit their nominations to the committee chair by an established deadline.

Upon receipt of the nominations from a majority of the Selection Committee, the Publications Committee chair will prepare a list of the nominees. This list will be mailed to each member of the committee with request to rank the top three articles using a four-point evaluation scale by an established deadline.

Members of the Selection Committee will submit their rankings to the Publication Committee Chair by an established deadline.

Upon receipt of the rankings of the nominations from a majority of the committee, the Publications Committee Chair will compile the rankings using the following system:

The Publications Committee Chair will assign

- a. 3 points for a first place vote,
- b. 2 points for a second place vote,
- c. 1 point for a third place vote.

The article with the highest number of points will be selected for the award.

3. In the event of a tie, the Publications Committee Chair will convene a phone conference of the voting committee members to discuss thenominees and select a single awardee.
4. The Publications Committee Chair will send the name(s) and address(es) of the recipient(s) to the President of TED and to the Chair of the Awards Committee.
5. The President notifies the recipient(s) of the award and informs the recipient(s) that the award will be announced at the business meeting of the next TED conference.
6. The President then informs the Chair of the Awards Committee whether the recipient(s) will present to receive the award of requests the Chair of the Award Committee to mail the awards.
7. The Chair of the Awards Committee makes arrangements for the engraving of the plaque(s).

**Presentation** The award will be presented at the 2009 TED Conference in Charlotte to:

Washburn-Moses, L., & Therrien, W.J. (2008). The impact of leadership personnel preparation grants on the doctoral student population in special education, *Teacher Education & Special Education*, 31, 65-76.

The authors are Leah Washburn-Moses, Miami University and William J. Therrien, University of Iowa. The lead author's contact information is listed below:

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## **2. *TESE* Publication Proposals, Recommendations and Decision-Making**

Based on recommendations of the TED Executive Committee, the Chair of the TED Publications Committee in collaboration with the Co-Editors of *TESE* have examined options to address upgrading the publication process of the journal. Updating the journal is designed to move the journal into the 21<sup>st</sup> century publication processes including:

- a. examining electronic publications vs. traditional publication in a paper format,
- b. reducing the backlog of manuscripts in the pipeline for publication by implementing the publication of an "In-Brief" format,
- c. informing reviewers of the "In-Brief" format for which the manuscripts is being targeted,
- d. implementing an "In-Brief" process with reviewers,
- e. copyediting and preparing for an "in-Brief" publication, and
- f. examining financial considerations for "In-Brief" publications. In the view of the *TESE* co-editors, there would need to be a budget increase as the complexity of the editorial process increases (e.g., setup and maintenance of a new component of the TED webpage, additional papers to be copyedited).

It was decided to seek proposals from, Allen Press and an additional proposal from Sage Publications on strategies to update the publication process and seek a method to streamline the publication process. After review of the proposals submitted by both Allen Press and Sage Publications, it was recommended to the TED Executive Committee and the full Board of Directors that TED change publishers from Allen Press to Sage at the earliest date possible. The recommendation to switch publication of *TESE* to Sage Publications was approved unanimously by the Board.

The recommendation to adopt Sage Publications as the new publisher for *TESE* is included below:

### **Recommendation for Change in Publisher for *Teacher Education and Special Education***

**Rationale:** To provide a higher quality service to the members of the Teacher Education Division of the Council for Exceptional Children, it is essential to upgrade the publication process for

*Teacher Education and Special Education (TESE)*. The journal is currently published in a hard-copy format only. All manuscript submissions, editorial and field reviews, and publication decisions are also completed in hard-copy form using the U.S. mail for communication and processing. It is the desire of the Board of Directors to reduce the lag time from receipt of a manuscript for review to the final publication of the article in the journal. The Chair, TED Publications Committee, Lee Sherry, and the Co-Editors of *TESE*, Bob Algozzine and Fred Spooner, were asked to examine alternative publication opportunities for *TESE*.

**Recommendation:** Two proposals were reviewed in an effort to bring *TESE* into the current effective and efficient electronic publishing world: One proposal from Allen Press, the current publisher/printer, and a second from Sage Publications, publisher of more than 485 journals, including those of over 200 learned societies and institutions. After careful review, substantial analysis, and significant discussion, *it was recommendation to change publishers from Allen Press to Sage Publications.*

After the Board approved the change of publishers, they requested that the Publications Committee Chair and Co-Editors develop a transition plan for the shift from Allen Press to Sage Publications to take place in January 2009. The process of transitioning from Allen Press started the week of October 1, 2008. The transition process has been complex and as of the date of this Report, the transition has been completed. Bob Howard, Sage Publications is planning to attend the TED Publications Meeting in Charlotte.

### **3. *TESE* Editorship 2010-2013**

Announcements for the Search for the Editor of *Teacher Education and Special Education* were posted in *TESE*, on the TED Website and in TEDLines. The Search was coordinated by TED President-Elect, Patty Alvarez Mc Hatton. The Search Committee Chair was past *TESE* Co-Editor Paul Sindelar, University of Florida. In addition, past *TESE* Co-Editor Vivian Correa, Clemson University, served on the Search Committee.

The new Co-editors were announced at the April, 2009 General Membership Meeting in Seattle. They are:

*Co-Editor Teacher Education and Special Education*

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As the new co-editors have begun the transition to their new roles, it has become evident that funds for copy editing will be needed to facilitate the full implementation of their activities on behalf of TED. A

budget line will be requested at the November, TED meeting.

#### **4. Diversity Caucus Monograph Proposal**

The members of the Publication Committee have reviewed the proposal (via email attachment) submitted by the Diversity Caucus for a TED Monograph. The unanimous recommendation is that the Caucus proceed with the production of a Monograph. There were some comments and questions, however, including:

- (1) The focus should remain on how these issues impact teacher educators.
- (2) It states that Diversity Caucus' profits will be used for future printing of the monograph. Do we need to state that future printings will also be a 70/30 Diversity Caucus/TED split?
- (3) My only question is that I'm not sure if it is clear that this is research focused on professional development in the field (with inservice teachers) or is it current practices in IHE that focus on knowledge, skills, and dispositions for culturally competent teachers in the future. . .or maybe it's both. I think it needs to be described a little bit clearer.
- (4) Absolutely I want to support the publication of such a monograph. I believe it could have mass appeal to both special educators and general educators, and help get into the public conversations about diversity the concept of disability. So I support it fully. However... I'm not clear about the purposes of the document we see, and the expectations for it. I would have liked to see a stronger overview of the scholarly content. I see this in the purpose: "There is a void, however, in the professional literature on, and conversations about, professional development for educators related to the knowledge, skills, and dispositions necessary to support learners from diverse backgrounds, including those with exceptional learning needs." I agree totally with that. But I lack a sense of what sorts of scholarship will be called upon for publication. Is the group planning a mix of research, reports of clinical work, overviews of pd curriculum,??? Once approved, I hope the Board will continue to work with the Caucus so that a clear evidence-based call for scholarship (including the sorts I mentioned about clinical work and actual pd curriculum) will be proposed. I believe the audience for that would, also, be quite wide.

Proposal for Publication of Topical Monograph:

#### ***Knowledge, Skills and Dispositions for Culturally Competent and Inter-culturally Sensitive Leaders in Education***

**Statement of Purpose:** TED is a diverse community of professionals who lead and support teacher education on behalf of students with exceptional needs and their families. There is a void, however, in the professional literature on, and conversations about, professional development for educators related to the knowledge, skills, and dispositions necessary to support learners from diverse backgrounds, including those with exceptional learning needs. The proposed Topical Monograph will begin to address this practical need.

**Description Impact on Professional Development of Personnel in Field:** Student demographics continue to diversify while the teacher profile remains white, middle class and female. The information presented in the proposed monograph can address the documented impact of teacher beliefs and bias that limit the achievement of learners who do not conform to dominant culture norms, the disproportionality in identification of and decision making for students with exceptional learning needs, and the mentoring and support needs of the next generation of special education leaders, including those who represent diverse backgrounds and experiences. The proposed monograph begins to fill the gap in the literature and practice focused on equipping higher education faculty with the knowledge, skills, and dispositions for working with diverse learners with exceptional needs, their families and colleagues, and in diverse settings.

#### **Description of Proposed Collaborative Partnership between TED and the Diversity Caucus:**

Collaborative efforts will include a call for papers available to the TED membership and disseminated through TEDLines, TED list serve, TESE and the TED website, invited contributors from within TED, review of all submitted manuscripts by at least three professionals in the field (to be selected from the TED membership), formatting and layout of the final product based upon the requirements of the TED Publications Committee, dissemination of the monograph as hard-copy books and other forms by the

Teacher Education Division and/or the TED web site, and ensuring that, at least, 50% of the contributors will be affiliated with TED.

***Proposed Financial Support for production of monograph:*** The TED Diversity Caucus will pay for an initial printing of the proposed monograph. The total number of copies will be based on requirements from the selected publishing company. Income generated from the sales of the monograph will be collected through TED, but will be appropriated to the TED Diversity Caucus to cover the cost of the initial printing. Profits from the monograph will be shared between the TED Diversity Caucus (70%) and TED (30% to cover management of sales). Profits received by the TED Diversity Caucus will be used for future printing of the monograph and to further the mission and goals of the Caucus.

***Plan for marketing the final product:*** The Council for Exceptional Children and TED's broad definition of diversity, of which disability is one aspect, is specific to all educators and not just special educators, expanding the prospective readership of the monograph. The monograph will be marketed through TESE, TEDLines, TED list serves, TED website as well as through the Diversity Committees of the other CEC subdivisions and contacts in other teacher education and educator professional development organizations (i.e. AACTE, ATE).

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