

Fall Report
Teacher Education and Special Education (TESE)

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UNC Charlotte

Dallas, TX
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This report is the eleventh 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 2008 (April 2008- November 2008). We make two reports a year, and the last one was presented at CEC in Boston, April 2008. In this report, we review manuscript processing, library subscriptions, Allen Press expenses, transition to Sage Publishing, *TESE* abstracts, and future issues of the journal.

Manuscript Processing

We have two levels of data that we would like 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 443 manuscripts. As of October 13, 2008, 402 (91%) of those papers have been reviewed with an average turn-around (from login to editorial decision) of 72 days for manuscripts with in-house or external reviews. Of those 402 papers considered by field reviewers, 58 (14%) have been accepted for publication, 260 (65%) have not been accepted for publication, and 83 (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 April 13, 2008 we have received 28 manuscripts. As of October 13, 2008, 11 (39%) 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 11 papers receiving field reviews, 0 (0%) has been accepted for publication, 8 (73%) have not been accepted for publication, and 3 (27%) are manuscript that fit into a reject, revise, and resubmit category.

Library Subscriptions

Library subscription information from Allen Press for the reporting period of October 18, 2007 through September 24, 2008 indicates that we have 376 subscribers. These 376 subscribers generate \$32,568 for the organization.

Transition to Sage Publishing

At the request of the TED Executive Committee, Bob Algozzine, Lee Sherry, and I have been solicited and reviewed bids for printing and publishing the journal in an effort to upgrade our services to the membership and Board of Reviewers. Two bids were obtained: one from our current printer, Allen Press, and one from Sage Publications. Collectively, Bob, Lee, and I found the Sage bid to be more competitive, more inclusive (online review process through online publication), and more comprehensive. Two telephone conversations were held to update members of the TED Leadership Team on our progress. Chriss Walther-Thomas asked for an action item and a supportive vote was unanimous. We will start working with Sage Publications officially in January 2009. The process of transitioning from Allen Press started the week of October 1, 2008. Allen Press will conclude its services with the printing of Volume 31, Issue 2. Sage Publications will complete the remaining issues of Volume 31 (issues 3 and 4).

Allen Press Expenses

Current expenses for publishing the journal and management fees are \$33,549.00 for 2008. This figure is based on invoices starting January 2008 includes printing and distribution of the journal in addition to management fees. There appears to be an increase in management fee charges based on estimates we had received last year and reported in Boston in the Spring of 2008. We have consulted Allen Press about the increased costs. The reason the pricing was different from 2007 to 2008 was due to the increase in the Annual Management Fees. This increase in the pricing was due to an internal audit and benchmarking that showed where our pricing was well below industry standards. Additionally, the organization's increase in members raises the per unit cost for printing and mailing each issue of the journal.

TESE Abstracts

After extensive discussion with the Chairperson of the TED Publications Committee, Lee Sherry, and my Co-Editor, Bob Algozzine, our recommendation is not to publish abstracts. Our decision was based on concern that the material published online in an abbreviated format (i.e., an abstract) might give the appearance of being a lesser publication than a traditional manuscript published in the journal. Our recommendation was shared with the TED Leadership Group and the recommendation not to publish abstracts was approved.

Future Issues of the Journal

Volume 31, Issue 1, Winter 2008, has been published. First Proofs for Volume 31, Issue 2, Spring 2008 have been processed and sent to Allen Press on October 8th for printing and distribution. We anticipate that 31(2) will be in the hands of the membership before Thanksgiving. Manuscripts for 31(3) appear in Table 1, manuscripts slated for 31(4), appear in Table 2. Manuscripts for Volume Year 32, Issues 32(1) through 32(4) 2009 are in Tables 3- 6.

Summary and Perspective

Our track record to date suggests that we are making timely editorial decisions. Issues of the journal are being published on a regular basis and we continue to work with Allen Press to publish the journal in a timely manner. New considerations for publishing *TESE* abstracts will require more in depth knowledge about how to do this in an effective and efficient manner. Decisions to publish *TESE* abstracts likely will also require a greater financial commitment from the organization.

Table 1

Tentative Table of Contents Teacher Education and Special Education 31(3)

<p><i>Teacher Satisfaction with their Preparation Programs as Related to Students with Disabilities</i> Susan M. D’Aniello, Thomas Pierce, Susan P. Miller, W. Paul Jones, and Jane M. Williams</p>	<p>#06-020 (accepted 8/23/06)</p>
<p><i>Using Guided Notes and Response Cards at the Postsecondary Level</i> Shobana Musti-Rao, Steven D. Kroeger, and Karin Schumacher-Dyke</p>	<p>#06-037 (accepted 10/4/06)</p>
<p><i>Effects of a Preparation Program Focused on Accommodating Children with Challenging Behaviors</i> Maribeth Gettinger, Karen Stoiber, and Rebecca Koscik</p>	<p>#06-025 (accepted 11/14/06)</p>
<p><i>Effects of Modeling Collaborative Teaching for Preservice Teachers</i> Kristin K. Stang and Barbara M. Lyons</p>	<p>#06-053 (accepted 11/22/06)</p>
<p><i>Meeting the Needs of Students with Disabilities in General Education Classrooms in China</i> Meng Deng and Kymberly Harris</p>	<p>#06-044 (accepted 12/13/06)</p>
<p><i>Using Online Modules to Bridge Research to Practice in Classrooms</i> Mary E. Little and Laura M. King</p>	<p>#06-060 (accepted 12/13/06)</p>

Table 2

Tentative Table of Contents Teacher Education and Special Education 31(4)

<p><i>Technology-Mediated Instruction in Distance Education and Teacher Preparation in Special Education</i> Lyndal M. Bullock, Robert A. Gable, and J. Darrell Mohr</p>	<p>#06-001 (accepted 12/22/06)</p>
<p><i>An Evaluation of Videoconferencing as a Supportive Technology for Practicum Supervision</i> Stacy K. Dymond, Adelle Renzaglia, James Halle, Janis Chadsey, and Johnell L. Bentz</p>	<p>#06-045 (accepted 2/19/07)</p>
<p><i>Alternative Route Special Education Teacher Preparation Program Guidelines</i> Leah Wasburn-Moses and Michael S. Rosenberg</p>	<p>#06-088 (accepted 4/13/07)</p>
<p><i>Preparing Special Education Mentors Using Classroom Artifacts as a Vehicle for Learning About Teaching</i> Michelle Parker-Katz and Marie Tejero Hughes</p>	<p>#06-082 (Accepted 7/11/07)</p>
<p><i>The Relationship Between Collective Efficacy, Teacher Self-Efficacy, and Job Satisfaction</i> Kim Viel-Ruma, David Houchins, Kristine Jolivet, and Gwen Benson</p>	<p>#07-032 (Accepted 8/22/07)</p>
<p><i>Instructional Modifications, Adaptations, and Accommodations of Co-Teachers Who Loop</i> Ann I. Nevin, Elizabeth Cramer, Jorine Voigt, and Liliana Salazar</p>	<p>#07-013 (Accepted 8/28/07)</p>

Table 3

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

<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 and Michelle Parker-Katz	#07-023 (accepted 10/31/07)
<i>Assistive Technology Training at the Pre-service Teacher Preparation Level</i> Sharon Judge and 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 and 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 4

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

<i>A Study of Teacher Perceptions of Students' Understanding of Their Own Disability</i> Tammy V. Abernathy and 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 the Federal Investment for Personnel Preparation in Special Education</i> Jeannie Kleinhammer-Tramill, James L. Tramill, Alonzo Westbrook	08-016 (accepted 2/1/08)
<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)

Table 5

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

<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)
<i>Special Education Teaching as a Profession: Lessons Learned from Occupations That Have Achieved Full Professional Standing</i> Vincent J. Connelly and 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 and Douglas Cheney	07-077R (accepted 4/24/08)
<i>Student Teaching and Teacher Attrition in Special Education</i> Vincent Connelly and Suzanne Graham	07-079R (accepted 5/1/08)

Table 6

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

<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, and 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, and 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)