

Spring Report
Teacher Education and Special Education (TESE)

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Salt Lake City, UT
April 2006

This report is the sixth of the editors of *Teacher Education and Special Education (TESE)* and reflects the state of the editorship since the last reporting period ending in November 2005 (November 2005- March 2006). Our first report was completed for the Biloxi TED Conference in November 2003, with the second report being prepared for the New Orleans CEC Conference in April 2004, another report that was delivered in November 2004 in Albuquerque at TED 2004, a fourth report was compiled for CEC in Baltimore, April 2005, and the fifth report presented at TED in Portland ME, November 2005. Manuscript processing, library subscriptions, future issues of the journal, and changes in responsibilities of associate editors are summarized and future plans are presented.

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 going back to 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 230 manuscripts. As of March 8, 2006, 193 (84%) of those papers have been reviewed with an average turn-around (from login to editorial decision) of 71 days when those with in-house reviews were included. Turn-around time for manuscripts that have had external reviews increased to 74 days. Of those 193 papers considered by field reviewers, 31 (16%) have been accepted for publication, 110 (57%) have not been accepted for publication, and 51 (26%) 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 5, 2005 we have received 41 manuscripts. As of September 5, 2005, 24 (59%) of those papers have been reviewed with an average turn-around (from login to editorial decision) of 69 days when those with in-house reviews were included. Turn-around time for manuscripts that received consideration by external reviewers was also 69 days. Of those 24 papers receiving field reviews, 3 (13 %) has been accepted for publication, 13 (54%) have not been accepted for publication, and 7 (29%) are manuscript that fit into a reject, revise, and resubmit category.

Library Subscriptions

As of January 1, 2006 Christy Classi our contact at Allen Press for library subscription information has been internally promoted. Our new contact person is Jeff Mercer. Based on a recent annually analysis of library subscriptions for *TESE* we had 436 for 2004, and 435 for 2005. Currently, for 2006 (October 7, 2005 – March 4, 2006), the Allen Press records reflect 384 library subscribers for the journal. The 2006 information for library subscribers does reflect the increased cost of getting the journal (\$96 US and \$101 for outside US). The apparent drop of 52 subscribers could be a function of the renewal dates for those institutions whose date to renew their subscription comes later in the year (e.g., March, April May of 2006). Jeff Mercer has scanned past deposit reports and found over 50 subscribers who will receive renewal notices between March and June. The current library subscriptions for US and non US patrons have generated revenues of \$34,384 compared to \$25,474 for 2005, \$23,947.50 for 2004, and \$23,399.50 for 2003.

Future Issues of the Journal

Issues of the journal for Volume Year 29 will be published per the schedule agreed upon by the TED Executive Board: Issues 29(1) and 29(2) will be separate stand-alone products and 29(3/4) will be a combined journal. At the present time, manuscripts for 29(1), Winter 2006, are at Allen Press. Manuscripts slated for Volume 29 and Volume 30 can be found in Tables 1-6. Based on a more stable financial status of the organization, we would like the Executive Committee to consider restoring the journal to 4 issues per volume year, resuming January 2007, Volume Year 30. This would allow us to separate the combined issues of 3 and 4 that we have process for the last two years (Volumes 28 and 29).

Associate Editors Assignments

In our original plan of operations, we had an Associate Editor Feature that was assigned for each of the 4 issues of a volume year (i.e., Diversity, Technology, Professional Preparation, Contemporary Issues and Practices). Based on our evaluation and analysis of these efforts across time, we have identified a number of problems (e.g., scheduling, timing, content, delivery) that have resulted in decision to discontinue regular inclusion of invited papers in the journal. We will continue to ask Associate Editors to solicit manuscripts in critical areas of interest, but we will not target issues for particular content or coverage. We believe this will simplify the processing of special topic papers and eliminate the difficulties that were created by the “scheduled to appear” option originally implemented. It will also provide a consistent process for publishing “features” as we continue to include Effective Programs and Excellence in College-Level Teaching materials on an “as received, edited, and accepted” basis.

Table 1

Table of Contents Teacher Education and Special Education 29(1)

<i>Introduction to Special Feature</i> Deborah Deutsch Smith	
<i>Special Feature</i> <i>Self-Regulated Strategy Development for Students with Learning Disabilities</i> Torri Ortiz Lienemann & Robert Reid	05-066
<i>Effects of Corrective Feedback Delivered via Wireless Technology on Preservice Teacher Performance and Student Behavior</i> Mary Catherine Scheeler, James K. McAfee, Kathy L. Ruhl, & David L. Lee	04-064
<i>Developing and Integrating a Professional Disposition Curriculum into a Special Education Teacher Preparation Program</i> Cheryl L. Beverly, Karen E. Santos, & Maggie Kyger	05-023
<i>Practicing Collaboration: What we Learn from a Cohort that Functions Well</i> Dorene D. Ross, Lynn Stafford, Penny Church-Pupke, & Elizabeth Bondy	04-033
<i>A Qualitative Study of Student Teachers' Experiences with Collaborative Problem Solving</i> Cynthia C. Griffin, Hazel A. Jones, & Karen L. Kilgore	04-032
<i>Interdisciplinary Teaming in Teacher Preparation</i> Patricia S. Miller & Vicki D. Stayton	04-055
<i>Effects of Situated Learning on Knowledge Gain of Instructional Strategies by Students in a Graduate Level Course</i> Bonnie L. Utley	04-060

Table 2

Tentative Table of Contents *Teacher Education and Special Education 29(2)*

<p><i>Adequate Yearly Progress of Students with Disabilities: Competences for Teachers</i> Sandra J. Thompson, Sheryl S. Lazarus, Ann T. Clapper, & Martha L. Thurlow</p>	<p>#04-080 (accepted 6/6/05)</p>
<p><i>Teacher-Education Students' Reading Abilities and their Knowledge about Word Structure</i> Louise Spear-Swerling & Pamela Owen Brucker</p>	<p>#04-039 (accepted 6/16/05)</p>
<p><i>System Reform and Job Satisfaction of Juvenile Justice Teachers</i> David E. Houchins, Margaret E. Shippen, & Kristine Jolivette</p>	<p>#04-070 (accepted 6/21/05)</p>
<p><i>Relationships Among Teachers' Perspectives, Self-Reported Practices, and Concerns Related to an Alternate Assessment System</i> Young-Gyoung Kim, Maureen E. Angell, Mary O'Brian, Kenneth B. Strand, Barbara M. Fulk, Emily H. Watts</p>	<p>#05-007 (accepted 6/30/05)</p>
<p><i>Helping Beginning Teachers Remain in the Profession: A Successful Induction Program</i> Sonya C. Carr & Elizabeth D. Evans</p>	<p>#03-039 Eff Prog piece (accepted 7/14/05)</p>
<p><i>Using Digital Videos to Enhance Teacher Preparation</i> Stacy K. Dymond & Johnell L. Bentz</p>	<p>#04-071 (accepted 7/19/05)</p>

Table 3

Tentative Table of Contents *Teacher Education and Special Education 29(3/4)*

<i>Beginning Special Educators Intent to Stay in Special Education: Why They Like It Here</i> Rebecca Swanson Gehrke & Nancy Murri	#05-008 (Accepted 7/19/05)
<i>Emerging Accountability System Within Part C and Section 619 Programs</i> Maxine Freund, Cheryl Ohlson, Barbara Browne, & Christy Kavulic	#05-021 (Accepted 7/21/05)
<i>A Sociocultural Perspective on At-Risk Asian-American Students</i> Kim Doan	#04-057 (Accepted 8/2/05)
<i>Components of a Successful Mentoring Program for Beginning Special Education Teachers: Perspectives from New Teachers and Mentors</i> Marlene White & Christine Y. Mason	#05-027 (Accepted 8/3/05)
<i>Special Education in General Teacher Education Programs in Singapore</i> Mary Anne Heng & Kai Yung (Brian) Tam	#04-049 (Accepted 8/19/05)
<i>Perceptions of the IEP Requirement</i> Joan B. Simon	05-016 (Accepted 9/20/05)
<i>Students with HIV/AIDS and School Considerations</i> Evans H. Spears	05-020 (Accepted 9/21/05)
<i>Meeting Diverse Agendas in Special Education Administration</i> Karin Spencer, Maxine Freund, & Barbara Browne	05-064 Ex in Tchg piece (Beverly) (Accepted 10/21/05)

Table 4

Tentative Table of Contents *Teacher Education and Special Education* 30(1)

<p><i>A Mixed Methodology Analysis of Co-Teacher Assessments</i> Elizabeth Cramer & Ann Nevin</p>	<p>05-030 (Accepted 10/10/05)</p>
<p><i>Effect of an Internet-Based Professional Development Program on Teachers' Assessment Literacy for All Students</i> Nan Huai, Jeffery P. Braden, Jennifer L. White, & Stephen N. Elliott</p>	<p>#05-022 (Accepted 10/28/05)</p>
<p><i>What Teacher Educators Should Know About Poverty and Special Education</i> John P. Manning & William Gaudelli</p>	<p>#05-028 (Accepted 10/29/05)</p>
<p><i>An Early Field-Based Experience and Its Impact on Pre-service Candidates' Teaching Practice and Their Pupils' Outcomes</i> Larry Maheady, Michael Jabot, Janeil Rey, & Jean Michielli-Pendl</p>	<p>#05-033 (Accepted 10/29/05)</p>
<p><i>Epistemological Beliefs and Attitudes Toward Inclusion in Preservice Teachers</i> Jenzi C. Silverman</p>	<p>#04-046 (Accepted 11/15/05)</p>
<p><i>Project ACCEPT: Preparing Pre-Service Special and General Educators for Inclusive Education</i> Toni Van Laarhoven, Dennis D. Munk, Kathleen Lynch, Sharon Wyland, Nina Dorsch, Leslie Zurita, Julia Bosma, & Joanne Rouse</p>	<p>04-045 (Accepted by LUDLOW 12/28/05) Eff Program Piece (LUDLOW)</p>

Table 5

Tentative Table of Contents *Teacher Education and Special Education 30(2)*

<p><i>Developing Collaboration Skills in Pre-Service Teachers: A Partnership Between General and Special Education</i> Tamara J. Arthaud, Roberta J. Aram, Susan E. Breck, Jane E. Doelling, & Kathy M. Bushrow</p>	<p>04-052 (Accepted 11/21/05)</p>
<p><i>Comparing Web-based to Traditional Instruction for Teaching Special Education Content</i> Kelly O’Neal, W. Paul Jones, Susan P. Miller, Pamela Campbell, & Thomas Pierce</p>	<p>04-053 (Accepted 11/28/05)</p>
<p><i>Behaviors of Teachers in Co-taught Classes in a Secondary School</i> Gina Harbort, Philip L. Gunter, Karla Hull, Queen Brown, Martha L. Venn, Larry P. Wiley, & Ellen W. Wiley</p>	<p>05-035 (Accepted 12/5/05)</p>
<p><i>Personal Epistemologies and Learning to Teach</i> Elizabeth Bondy, Dorene Ross, Alyson Adams, Rhonda Nowak, Mary Brownell, David Hoppey, Karen Kuhel, Cynthia McCallum, & Lynne Stafford</p>	<p>05-034 (Accepted 12/6/05)</p>
<p><i>A Web-based Training Model for Preparing Teachers to Supervise Paraeducators</i> Allen L. Steckelberg, Stanley F. Vasa, Suzanne E. Kemp, Tamara J. Arthaud, Susan B. Asselin, Kris Swain, & Ellen Fennick</p>	<p>03-132 (Cincinnati piece) (Accepted by LUDLOW 12/28/05) Eff Program piece (LUDLOW)</p>
<p><i>Getting Teachers Where They’re Needed Most: The Case for Licensure Reciprocity</i> Paul T. Sindelar, Anne G. Bishop, Michele Gregoire Gill, Vincent Connelly, & Michael S. Rosenberg</p>	<p>05-060 (Accepted 1/23/06)</p>

Table 6

Tentative Table of Contents *Teacher Education and Special Education 30(3)*

<p><i>The First Field Experience: Perspectives of Preservice and Cooperating Teachers</i> Mary O'Brian, Julia Stoner, Kelli Appel, & Jennifer House</p>	<p>05-078 (Accepted 1/26/06)</p>
<p><i>Reflections on a Professional Education Unit's Journey toward Accreditation</i> Kelly M. Anderson, Melba Spooner, Mary Lynne Calhoun & Fred Spooner</p>	<p>05-057 (Accepted 2/12/06)</p>
<p><i>Language Structure Knowledge of Preservice Teachers</i> Shannon Gormley & Kathy L. Ruhl</p>	<p>05-081 (Accepted 2/16/06)</p>
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