

Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children

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Submission guidelines



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Please read the guidelines in full before submitting your manuscript. Manuscripts not conforming to these guidelines may be returned.

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Teacher Education and Special Education (TESE) creates a research forum dedicated to the preparation and professional development of teachers, scholars, and other support personnel who serve children, youth, and adults with disabilities and their families. In general, *TESE* publishes original quantitative and qualitative research, systematic reviews of the literature, comprehensive evaluations of personnel preparation and professional development programs, theoretically grounded position papers, and policy analyses. Articles published in *TESE* must have implications for research and practice in teacher education and special education, and for policy if relevant. Specific types of manuscripts published in *TESE* include:

- Original research studies, including experimental (group and single-subject methodologies), quasi-experimental, descriptive (observational studies, surveys), correlational, and qualitative designs,
- Literature reviews, including meta-analyses, best-evidence syntheses, and other systematic reviews of the literature,
- Conceptual, policy, or position papers.

We prioritize studies that meet rigorous quality criteria (see the [2023](#) and [2005](#) special issues of *Exceptional Children* for detailed methodological guidance).

 **SPECIAL ISSUE GUIDELINES**

TESE also welcomes submissions for special issues. Authors wishing to propose a special issue of TESE, please read the instructions for how to submit a proposal [here](#).

MANUSCRIPT REQUIREMENTS

Manuscripts submitted to TESE are peer reviewed only if they meet the following criteria:

- In general, the manuscript conforms to APA format guidelines (see *Publication Manual of the American Psychological Association*, 7th Edition, 2019).
- Specifically, the manuscript:
 - is consistent with the *TESE* purpose statement
 - is up to 40 double-spaced pages with 1" margins (please note: "double spaced" not "exactly 24 pt font");
 - uses Times New Roman, 12 pt font;
 - conforms to the recommendations outlined in Bias-Free Language Guidelines (*Publication Manual of the American Psychological Association*, 7th Edition, p. 71-77);
 - includes research reflecting the most current work in the area (preferably within the last 10 years) except when citing classic or foundational articles;
 - includes clear implications for research, policy, and/or practice to strengthen the education workforce serving students with disabilities;
 - provides a clear indication that IRB approval was obtained and human participant protections were enforced for research studies that involve participants;
 - includes a reference list that is in complete agreement with references in the text;
 - includes digital object identifiers (DOIs) in the reference list presented as hyperlinks (the [CrossRef free](http://crossref.org/guestquery) DOI lookup site [http://crossref.org/guestquery] can help);
 - does not include footnotes;
 - uses active voice construction throughout (e.g., "We interviewed participants," instead of "Participants were interviewed").
- Along with the main text of the manuscript, including the references, you must submit the following accompanying documents, each as a separate file:
 - an abstract that is not more than 150 words in length;
 - All tables and figures, each as a separate document, in black and white;
 - a cover page that provides the authors' full names, institutions, full mailing addresses, phone numbers, e-mail addresses, and short bios (2-3 sentences).
- TESE uses two-direction masking, so submitted manuscripts must conceal authors' identities. Before submitting, remove any identifying information from the manuscript documents (except the cover letter), such as from a positionality statement or setting description. If citing manuscripts that are in progress or under review or otherwise not publicly available, cite them using "(Author, [date])" or "(citation omitted)." Please do not

mask authors' previous publications if they are widely available, unless the citation refers to that publication as the authors' work.

- Example where masking is needed: "In our previous studies (citations omitted), we studied working conditions of teachers who worked in self-contained classrooms."
- Example where masking is not required: "In previous studies on working conditions (Bettini et al., 2019; O'Brien et al., 2019), researchers have often studied special educators in self-contained settings."

Authors Whose First Language Is Not English.

It is highly recommended to have a colleague or copywriter who is fluent in English review the manuscript before submission.

Authors should familiarize themselves with [Sage's Accessibility Guidelines](#) to ensure their manuscripts meet recognized accessibility standards.

MANUSCRIPT SUBMISSION

Submit all manuscripts electronically at <http://mc.manuscriptcentral.com/tese>

For additional information about manuscript submissions, please visit the SAGE Manuscript Submission Guidelines at <https://us.sagepub.com/en-us/nam/manuscript-submission-guidelines>

REVIEW PROCESS

TESE editors will select manuscripts for publication on a masked peer review process. However, we first screen all manuscripts using the criteria noted under MANUSCRIPT REQUIREMENTS. If the manuscript meets these criteria, the Managing Editor assigns the manuscript to an Associate Editor. If the manuscript does not meet all the manuscript requirements, the Managing Editor will either (1) unsubmit it, giving the authors an opportunity to fix APA errors before sending it on to an Associate Editor; or (2) reject it.

The editorial team will assign manuscripts that meet the above requirements to an Associate Editor, who will request two or more reviewers with expertise in the content and/or methodology of the manuscript to evaluate it. We ask reviewers to evaluate the manuscript on its overall importance, quality of the work, and clarity of writing. Reviewers will not know the identity of the authors. While under review (until authors receive word of a decision from TESE), the journal has exclusive options on possible publication. The manuscript should not be submitted elsewhere during this time. When reviews are returned, the Associate Editor assigned to the manuscript independently evaluates the manuscript, carefully considers reviewers' comments, and makes a recommendation to the Co-Editors whether to: accept with routine editing, accept with revision, reject with an opportunity to revise and resubmit,

or reject. The Co-Editors will make the final decision to accept or reject the manuscript. Our aim is to provide authors with an initial decision within 90 days of submission, providing authors anonymous copies of the reviewers' comments. Major criteria for publication are rigor of the methodology; implications for research, practice, and/or policy; quality of the writing; and overall importance to the field. Manuscripts addressing topics closely aligned with articles recently published (or forth-coming) in *TESE* will not be prioritized. In all cases, the editors reserve the right to make editorial changes that do not materially affect the meaning of the text.

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Teacher Education and Special Education (TESE)

Special Issue Proposal Submission Guidelines

TESE welcomes submissions for special issues. Authors wishing to propose a special issue for should submit a proposal inclusive of the elements listed below to Drs. Elizabeth Bettini,

lbettini@bu.edu; LaRon Scott, ysv3ps@virginia.edu; and Wendy Rodgers, rodgerswj@vcu.edu. Prior to being accepted, special issue proposals may be sent out for external, blind peer review

I. Special Issue Rationale

Provide a rationale for the proposed special issue including a description of the significance and problem statement, as well as how the special issue would be compelling for *TESE* readers (approximately 6-7 pages that adhere to APA 7th ed. guidelines, including a reference section).

II. Special Issue Type

Indicate if the proposed special issue is (a) fully formed (i.e., content for papers and corresponding authors already identified) or (b) solicited (i.e., there will be an open call for submissions that address the broad topic of the proposed special issue).

III. Special Issue Content

Provide a description of the proposed content for the special issue including the proposed titles, authors, page lengths, and abstracts for individual manuscripts (if known in advance).

IV. Author Selection

Provide a description of how authors of manuscripts included in the special issue will be selected. If authors are known in advance, provide a brief rationale for the selection of these authors. If authors are unknown in advance, describe the process that will be used to advertise the special issue and solicit submissions.

V. Editor(s) Brief Biographies

For each editor and co-editor provide a one-paragraph biography including credentials, expertise relative to the focus of the proposed special issue, and previous editorial experience.

VI. Proposed Timeline

Provide a suggested timeline of events with the final entry indicating the date by which all manuscripts will be accepted for publication and ready to move to production.

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