

Notes from the Editors-in-Chief

Welcome to the Fall 2018 Issue, Volume 22 of *New Waves-Educational Research and Development* (NWERD)! Thank you very much for your patience with our delayed editorial process for this issue. In this issue, we bring two studies to you that address the important issues of theory-practice connection during initial teacher preparation and the development of teacher motivation for teaching at different stages of their professional career.

In the first study, Hurlbut and Tunks investigate the ways in which elementary pre-service teachers transferred their understanding of mathematics instructional practices acquired from a methods course into relevant teaching practice in a field experience classroom as they were engaged in identifying, assessing, and analyzing a group of struggling students in their classrooms and designing relevant instruction based on the results of such analysis. Drawing on the reflection data and focus group interviews from the participants, the study showed that most of them were able to successfully transfer what they learned from the methods course to their field experience classroom associated with the methods course.

The second study by Ponnock, Torsney, and Lombardi examine the differences in motivations for teaching in terms of personal, social, intrinsic values, and content interest between pre-service, early, mid, and late-career teachers working in early childhood, middle grades, and secondary contexts. Drawing on the data collected using the FIT-Choice model of teacher motivation questionnaire, it revealed that preservice and early childhood teachers demonstrated highest while early career teachers showed the lowest motivation with no differences between mid- and late-career teachers.

We wish that the two articles are beneficial in enriching your thinking about the issue related to teacher preparation and motivation development and informative for you to examine similar and other issues of teacher preparation and development issues deeply, extensively, and continuously. Here we would like to thank the reviewers for this issue for their thorough and constructive suggestions and comments that made this issue possible. Finally, we sincerely encourage all the members of the Chinese American Educational Research and Development Association, other professional researchers, and practitioners to contribute your work to the journal as we know well that such contributions are central to the development of the journal as a quality venue to advance our understanding about various issues related to professional education.

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Editors-in-Chief