

Notes from the Co-Editors-in-Chief

Welcome to the 19th issue, volume number 2, of *New Waves-Educational Research and Development (NWERD)*! We are excited to bring you this latest issue of NWERD as 2017 represents the 25th anniversary of our Chinese American Educational Research and Development Association's (CAERDA) annual international conference. We would like to extend our congratulations to CAERDA on its growth and development over the last 25 years. In this regular issue, we present three empirical articles, which together, reflect diversity in topics, theoretical frameworks, research methods and analysis, and educational implications.

In the first article, Shen surveyed school counselors in regards to their experiences with Asian American students. Counselors were asked to rank the students' concerns and their challenges in the following areas: expectations and pressures, language and cultural barriers, counseling barriers, and logistical needs. The study found that expectations and pressures were of the biggest concern for students and the biggest challenge for the counselors. Overall, the counselors indicated challenges in each of these areas. Shen also offers suggestions for counselors in working with Asian American students including: actively approaching students, learning about parental support and working with their peer social groups.

The second article by Garza, Werner, and Wendler used qualitative research methods to examine preservice teachers' perceptions as they transitioned from university students to teaching professionals in a pre-student-teaching field experience. The findings produced three themes that linked preservice teachers' professional growth to their dispositions and teacher self: nascent understanding, professional capacity, and emergent identity. An understanding of these themes and related attributes can assist faculty in better creating and structuring learning experiences that will best benefit preservice teachers.

The third article by Lee and Nie used quantitative analysis to examine the relation between teachers' perceptions of principal's and immediate supervisor's empowering behaviors in predicting four dimensions of teachers' psychological empowerment. The findings of this study is an important step towards further research in this area that can assist in both selecting and retaining highly qualified teachers, especially in school districts that experience difficulty in teacher retention.

This issue does not include any book reviews but we would like to encourage all of you to submit reviews of relevant books for consideration in future issues of the NWERD journal. Submitting book reviews allows CAERDA members to contribute to the New Waves journal by introducing critical reviews of books whose topics are of professional interest to our membership.

In closing, we would like to express our sincere gratitude to the CAERDA Board Members for their support of the NWERD journal. Furthermore, special thanks go to the members of the NWERD's Editorial Board for volunteering their valuable time to provide insightful feedback in the multiple rounds of the review process, which helps ensure the highest quality of each journal issue. We would also like to take this opportunity to encourage CAERDA members to submit manuscripts and/or serve as peer reviewers for the New Waves Journal as it is a representation of CAERDA especially in its scholarship and academic endeavors. As we are at the end of 2016, we wish all of you a very happy and prosperous new year.

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Co-Editors-in-Chief