

Editorial

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Dear teacher educators and researchers,

At first, I would like to share some updates about our journal. I am honored to announce that I have been selected as the new editor-in-chief of the journal. It is with great respect and gratitude that I acknowledge the contributions of my predecessor, Prof. Dr. Feyyat Gökçe, whose dedication to the advancement of educational research has significantly shaped the journal's trajectory. As I step into this role, I am committed to building upon his legacy and working diligently to ensure that JTEE continues to be a vital resource for educators and researchers alike.

In this issue, we present a collection of articles that delve into crucial aspects of teacher education, each contributing valuable insights to the ongoing dialogue about how we prepare and support future educators.

The first article, "Influencing Elementary Preservice Teacher Professional Noticing through Focused Reflections" by Jennifer Cribbs and colleagues, explores the professional noticing of elementary preservice teachers (EPTs) within a mathematics methods course. The study employs the Framework for Learning to Notice Student Mathematical Thinking Rubric, revealing that while significant changes were not observed in tutoring reflections, EPTs did show substantial growth in their ability to notice in classroom settings. This finding underscores the importance of translating instructional practices across different educational contexts, offering a nuanced understanding of how professional noticing can be developed and applied in real-world scenarios.

In "How Early Field Experiences Impact the Development of STEM Pre-Service Teacher's Identity," Sarah Ferguson and Latanya Sutphin examine the formation of teacher identity among pre-service teachers. By comparing pre- and post-survey data from an introductory STEM teaching course, the study highlights the transformative impact that early field experiences have on shaping teachers' self-concept and professional identity. The results advocate for the inclusion of early field experiences in teacher education programs, emphasizing their role in helping pre-service teachers align their personal identities with their professional aspirations.

The third article, "Student Teachers' Transfer of Knowledge to the School Community," authored by John Henriksson, Gunilla Eklund, and Jessica Aspfors, investigates the effectiveness of communicating student teachers' research in a more accessible, popular scientific format. By analyzing the perceptions of Finnish primary school teachers, the study reveals that these formats not only benefit teachers' professional development but also enhance students' digital competence and attract new talent to the teaching profession. The findings highlight the potential for educational research to be more practically relevant and suggest avenues for further development in how research is shared with the broader educational community.

In "The Impact of a Yoga Curriculum Intervention on Pre-Service Teachers' Perceived Self-Efficacy, Experience, and Value," Alicia Stapp and Abbey Shane address the growing trend of integrating yoga and mindfulness in K-12 education. The study evaluates how a yoga curriculum, embedded within a wellness integration course, affects pre-service classroom teachers' (PCTs) self-efficacy, experience, and perceived value of children's yoga. The findings show a significant increase in PCTs' self-efficacy following the intervention, suggesting that providing teacher candidates with

practical, developmentally appropriate experiences can equip them to effectively incorporate wellness practices into their future classrooms.

Finally, the article "Consolidating Research on Student Teacher Professional Agency: A Quantitative Study with an Ecological Approach in the Global South" by Lais Oliveira Leite and colleagues offers a unique perspective on student teacher professional agency (STPA) within a Brazilian context. Using a quantitative approach, the study highlights key factors influencing STPA, including curriculum coherence, learning environment, and teacher identity. The research provides valuable insights for developing teacher education programs that foster professional agency, particularly in the Global South, where contextual factors may differ significantly from those in the Global North.

Together, these articles contribute to a deeper understanding of the complex processes involved in teacher education, from the development of professional noticing to the shaping of teacher identity and the practical application of research in the classroom. I hope this issue inspires continued exploration and discussion among our readers, and I am excited to support the journal's ongoing mission to foster meaningful contributions to the field of education.