

Editor's Introduction

We would like to welcome you back to the *Journal of Research in Education*.

First, on behalf of the EERA Board, I would like to extend our appreciation to the editorial board members for their commitment, energy and excellent services to the Journal and the EERA community during this publishing cycle – their firsts. Their addition not only continues but amplifies making the Journal a welcome place for showcasing quality works contributed by our members across various educational disciplines, creating meaningful connections between research, practice, and policy. As always, the Journal will not thrive without the support from the EERA leadership and reviewers; they have generously provided their expertise and time that needed to make all these happen. I could not emphasize more the essential place that our authors hold for the Journal; it is their solid scholarship, open-mindedness to constructive feedback, and commitment to this EERA community that drive the Journal. We are very grateful for your trusting us for your work!

We are happy to present the 2025 JRE **Volume 33, Issue 1**.
This issue includes four original research articles.

Exploring differences in school climate among school types, by Audrey Conway Roberts, R. Joseph Waddington, and Shannon Sampson (pp. 2-29)

Examining the association between teacher annual evaluations and student academic performance: Recent outcomes for North Carolina, by Theodore Kaniuka, Brad Mills, Ashley, Johnson, and Emily Haire (pp. 30-62)

Students' test satisfaction goals are well calibrated to their test scores, by Abigail R. Vild, Maggie E. Wilson, and Christopher A. Was (pp. 63-79)

Intrinsic outcomes for future teachers, by Eva Kane, Shannon Dadd, Michael McCormick, Avington Medeiros, Joseph Johnson, and Dana Evans (pp. 80-117)

An examination of teacher motivation in a self-directed model of professional learning, by Douglas Walker, Nicole Barnes, and Helenrose Fives (pp. 118-144)

Our authors, reviewers, and EERA board members have worked hard to ensure quality studies, which have undergone rigorous peer-review, and are published and made available to the education community. Special thanks to the EERA President, Dr. Kenda Grover, and Webmaster, Rachel Cacace, for their support. We hope you enjoy this issue.

Yours,

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