

## Editorial

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### From the Editors

With support from the *Center of Educational Measurement and Evaluation* (CEME) in the College of Education at the University of North Carolina at Charlotte (UNC Charlotte), we are pleased to present the inaugural issue of the *Journal of Applied Educational and Policy Research* (JAEPR). With this inaugural issue, we are pleased to announce a partnership with North Carolina Association for Research in Education (NCARE), North Carolina's state affiliate organization of the American Educational Research Association (AERA). This first issue represents a collection of articles that followed presentations at the 2014 NCARE conference, and we are hopeful for a long-term relationship between JAEPR and NCARE.

JAEPR is being launched in an attempt to fill several significant needs in the field of educational research. Each year, the NCARE conference features many very interesting papers that focus on analyses of current educational policy issues in the state of North Carolina. Many of the current outlets for scholarly educational policy analyses focus on issues and analyses that are national in scope. We are striving to provide a peer reviewed scholarly outlet for high quality empirical studies that have immediate relevance and applicability to issues in North Carolina. We are also interested in offering an outlet for commentaries on contemporary issues in educational policy and policy analysis. Finally, JAEPR is launching as a scholarly home for articles that highlight novel and innovative applications of educational research and evaluation methods to current policy questions. Please help us begin this new journal with a successful launch by referring your colleagues from North Carolina and beyond to this new and exciting outlet for scholarly and critical treatment of issues in educational policy.

Due to the effort of contributing authors, editors, and the Editorial Board members, and the NCARE Board, JAEPR is pleased to present five high-quality articles in our first issue. Each submitted manuscript was held to rigorous standards of a blind, peer-review by at least two experts in the related content area before a decision was made about publication. Contributors to this issue are from North Carolina Department of Public Instruction, UNC Charlotte, UNC Chapel Hill, LaGrange College in Georgia, and University of Ioannina in Greece.

The article by Jim Watson, Claudia Flowers, James Lyons, Ann McColl, and Bob Algozzine, is a descriptive study that reported perceptions of North Carolina's school superintendents related to current educational issues, such as teacher evaluation, school safety, charter schools, online courses, high-stakes testing, and the Common Core State Standards.

Using a survey design, Cayce McCamish, Heather Reynolds, Bob Algozzine, and Dale Cusumano examined the effect of coaching to augment school-based leadership and classroom instruction through a state-wide survey of district-level Positive Behavioral Interventions and Supports (PBIS) coaches in North Carolina.

Also interested in effectiveness of classroom instruction, retention of beginning teachers, and coaching, Adam Myers described beginning teachers' experiences working in a low-performing school who participated the New Teacher Support Program funded by Race to the Top. Results from interviews suggested the advantages of using a non-district affiliated coach and how this support differed from that provided by the district and/or school.

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Undergraduate students are often stressed with course loads and examinations. To understand these students' stress, Kamtsios Spiridon and Karagiannopoulou Evangelia developed and examined the validity of an instrument that measures sources of stress. The authors also explored the relationships between the academic achievements of university students and academic hardiness and stressors.

Academic achievement is not only the concern of students, but also of teachers. Using logistic regression, Jason Giersch explored the likelihood that students consider the teaching profession while in college. Predictors included high school GPAs, SAT scores, class ranks, and academic tracks. Differences in student background, such as gender, ethnicity, and socio-economic status, were also included in the model as control variables.

The editors hope you enjoy reading our inaugural issue, and we wish to thank the authors in this issue for their submissions and thoughtful revisions as they finalized their manuscripts for publication. We would not be able to publish this journal without the dedicated service our Editorial Board members and our Managing Editor, Priscila Baddouh, and Editor Assistant, Monique Nicoleau.

*JAEP* welcomes dialog with prospective authors about your manuscript ideas. Please refer to our website for author guidelines as you prepare submissions. Also, we welcome contact from individuals interested in serving as manuscript reviewers. We look forward to working with you and providing rigorous scholarship in the field of education.

Sincerely,

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