Table of Contents

International Journal of Teacher Education and Professional Development

Volume 2 • Issue 2 • July-December-2019 • ISSN: 2572-4878 • eISSN: 2572-486X An official publication of the Information Resources Management Association

Research Articles

- Field-Based Learning for Minority Educators: Developing Situationally Relevant Self-Awareness Practices in the Field Experience
 Rebecca J. Blankenship, Florida Agricultural and Mechanical University, Tallahassee, USA
 Paige F. Paquette, Troy University, Troy, USA
 Cheron H. Davis, Florida Agricultural and Mechanical University, Tallahassee, USA
- 24 What If We Can't Apply What We Have Learned? Reflections of an IB Science Teacher Candidate Lucila T. Rudge, University of Montana, Missoula, USA Althea M. Gyde, University of Montana, Missoula, USA
- 37 Preparing Pre-service Early Childhood Candidates for Diverse Classrooms: The Open Doors Program Natalie Young, Northern Illinois University, DeKalb, USA Gregory James Conderman, Northern Illinois University, DeKalb, USA Myoungwhon Jung, Northern Illinois University, DeKalb, USA
- 53 EFL Instructors' Perceptions Regarding Conducting Action Research Eftima Khalil, Bahcesehir University, Istanbul, Turkey
- 68 A Head-Start to Teaching: Exploring the Early Field Experiences in Pre-service EFL Education in Turkey Rabia Hos, University of Rhode Island, South Kingstown, USA Halil Ibrahim Cinarbas, Middle East Technical University, Ankara, Turkey Hatice Yagci, Middle East Technical University, Ankara, Turkey
- 85 A Phenomenological Study of Pre-Service Teachers' Perceptions of Completing ESOL Field Placements Kelly M. Torres, The Chicago School of Professional Psychology, Chicago, USA Meagan C. Arrastia-Chisholm, Valdosta State University, Valdosta, USA Samantha Tackett, Florida State University, Tallahassee, USA
- 102 Understanding Teachers' Knowledge and Perceptions on Writing Through a Self-Regulated Strategy Development (SRSD) Professional Development Opportunity

Yuko Iwai, University of Wisconsin-La Crosse, La Crosse, USA Leslie Rogers, University of Wisconsin-La Crosse, La Crosse, USA Debra McKeown, Texas A&M University, College Station, USA Mary Brindle, University of New Mexico (former), Albuquerque, USA

COPYRIGHT

The International Journal of Teacher Education and Professional Development (IJTEPD) (ISSN 2572-4878; eISSN 2572-486X), Copyright © 2019 IGI Global. All rights, including translation into other languages reserved by the publisher. No part of this journal may be reproduced or used in any form or by any means without written permission from the publisher, except for noncommercial, educational use including classroom teaching purposes. Product or company names used in this journal are for identification purposes only. Inclusion of the names of the products or companies does not indicate a claim of ownership by IGI Global of the trademark or registered trademark. The views expressed in this journal are those of the authors but not necessarily of IGI Global.

The International Journal of Teacher Education and Professional Development is indexed or listed in the following: