

Professional Development Grant Final Report

Spring 2017

Japanese-US Teacher Education Consortium (JUSTEC)

University of Hawaii at Manoa

Honolulu, Hawaii

September 14, 2017 – September 17, 2017

Fatima Ferguson, Ed.D.

B. Restatement of professional enhancement opportunity

The Japan-US Teacher Education Consortium (JUSTEC) is an international organization established by deans of education at several universities in the United States and in Japan. The purpose of the Consortium is to foster joint research into teacher education issues of mutual interest. Moreover, featured theme this year “Professional Development in Teacher Education,” acknowledges that teacher preparation programs are simply the first step in the development of a teacher. I presented research regarding pre-service teachers’ attitudes toward the inclusion of English Language Learners (ELLs).

The purpose in taking on this role as a presenter in this conference was to gain knowledge and experience in what other educational programs around the world are doing to improve their teacher education programs. In addition, the conference this conference provided me an opportunity to not only give a presentation but also experience sessions that resulted in discussions, cultural exchange with scholars, in-services teachers, and policy makers.

C. Brief review of the professional enhancement opportunity

Attending this conference provided me with the opportunity to share my research and experiences with other colleagues in the field of teacher education and those who are also teaching and researching ways to enhance their university’s teacher education programs. As a presenter, I also had the opportunity to attend other sessions and workshops, and professional development programs. I plan to utilize feedback received from my presentation as well as workshops to improve teaching practices as well as for future research. affected her mentorship

D. Summary of experiences

It was very beneficial to discuss the topic of my paper with other practitioners, scholars, and in-service teachers. During and after my presentation, several colleagues inquired about my

study, provided recommendations for an extended study, as well as offered to collaborate in the future. In addition, I was also able to speak one-on-one with colleagues from the local universities to discuss ways to improve teacher education programs.

I also received the opportunity to attend other sessions and learn about the study and practice of other colleges and graduate schools of education as well as enhance my academic network of Japanese scholars and educators. One of the most important outcomes from this conference was the opportunity to network with other teacher educators from other international countries.

E. Conclusions and Recommendations

Attending and presenting at this conference afforded me the opportunity to discuss the impact of pre-service teachers' perceptions on ELLS as well as well as share ways in which teacher education programs could improve. I will work to collaborate with scholars met at the conference in order to possible expand this study into a qualitative study in order to receive specific feedback from pre-service teachers. In addition, I will share my experience with my fellow colleagues in the College of Education.



13:00-14:00	<p>Poster Presentations</p> <p style="text-align: right;">Keoni Auditorium</p>
	<ol style="list-style-type: none"> 10. Mika Nakano, Fukuoka Institute of Technology “Effect of reflection in the parallel-repeated design for argumentation and management” 11. Jazmin Cervantes & Eileen Nguyen, California State Polytechnic University, Pomona “Group Presentations as an Active Learning Approach” 12. Naoki Sugimori, Ritsumeikan University “Implementing an Online Peer Feedback System for Microteaching: A Case Study of an EFL Teacher Training Course at a Japanese University” 13. Katsue Kawamura, Iguchi elementary school & The University of Tokyo “What supports do Elementary school teachers need to conduct English Education as a formal subject“ 14. Akira Nakayama, Ehime University; Hatsumi Tsukada, Toyooka Elementary School, Asahikawa City; Fumitaka Wakizaka, Toyooka Elementary School, Asahikawa City; Yui Miura, Ehime University; Hiroki Yoshida, Kanto Gakuin University “Developing Assessment Rubric for “Foreign Language Activities”: Focusing on Japanese Elementary School Students with Special Educational Needs” 15. Monica M. Gonzalez, University of South Florida “Video Annotation: A Tool for ESL Teacher Preparation” *16. Fatima Ferguson, Arkansas Tech University “An Analysis of Pre-Service Teachers Attitudes Toward the Inclusion of ELL in Mainstream Classrooms” 17. Akio Yamamoto, Gakushuin Boys' Senior High School “Integration of regular classes, a school trip, and a research project” 18. Koji Yamaguchi & Hitoshi Takami, Bukkyo University “Research on relation between teacher's movement observation ability and practical knowledge” 19. Hitoshi Takami & Koji Yamaguchi, Bukkyo University “A Study on Teachers' Practical Knowledge in Music Classes” 20. Shizuka Sutani, Okayama University Graduate School of Education; Richard K. Gordon, California State University; Taichi Akutsu, Seisa University/ Shujitsu University “A case study of flow experience in mixed instrumental ensemble practice in Japanese middle schools” 21. Gloria Y. Niles, University of Hawai'i at West O'ahu "Teaching Universal Design for Learning Using Pecha Kucha Presentations” 22. Rea Kirk, University of Wisconsin-Platteville “DOTS: Depending on Teachers and Staff: How to Develop a positive, inclusive climate at your school” 23. Yuko Fujimura & Kenichi Matsumoto, Shiga University “A New Trend in Pre-Service Teacher Training in Japan: the Intention of Training, the Impact of Teaching Quality”
14:00-14:15	Coffee/tea break