Editorial: Michael Kamen .................................................................1

A Model of Inquiry for Teaching Earth Science: Eric J. Pyle .............3

Using the Reflective Teaching Model in a Year-long Professional Development: A Case Study of a Second Year Urban Elementary Teacher: Molly Weinburgh, Kathy Smith and Jennifer Clark (pseudonym) .........................................................22

Match-Making to Enhance the Mentoring Relationship in Student Teaching: Learning from a Simple Personality Instrument: Dr. Lucretia Octavia Tripp, Ed.D. and Dr. Charles Joseph Eick, Ph.D. ...........................................................41


The Impact of a Field-Based, Inquiry-Focused Model of Instruction on Preservice Teachers’ Science Learning and Attitudes: Gwen Nugent, Gina Kunz, Richard Levy, David Harwood, and Deborah Carlson .......................................................94

Students’ Creation and Interpretation of Circuit Diagrams: Jill Marshall ......................................................112

Ascribing Legitimacy: Pre-service Teachers Construction of Science Teaching Expertise in Multiple Communities: Dr. Randy K. Yerrick, Dr. Rebecca Ambrose and Jennifer Schiller ...........................................................................132

Beliefs and Reported Science Teaching Practices of Elementary and Middle School Teacher Education Majors from A Historically Black College/University and a Predominately White College/University: Gili Marbach-Ad, J. Randy McGinnis and Jackson Dantley .............................................................................171

Preschool Teacher-Child Verbal Interactions in Science Teaching: Tsung-Hui Tu, Ph.D. and Wei-Ying Hsiao, Ed.D. ........................................................................................................199