

analyzed forty-six studies that examined cooperating teacher and pre-service teacher relationships. The findings suggested that ‘cooperating teachers are mostly unprepared for the coaching role they take on’ and, consequently, are ‘unsure of the role as coach’ (Hoffman et. al. 2015). Science mentor teachers must help guide pre-service teachers into a constantly changing and deeply conceptual area of study and practice that is most effectively taught with inquiry-based models (Bradbury 2010). In a political climate where science and fact are under attack, new science educators need to be especially prepared. In “Educative Mentoring: Promoting Reform-Based Science Teaching through Mentoring Relationships”, the best mentoring relationships are said to succeed through ‘the promotion of egalitarian relationships in which veterans and novices collaborate as partners to solve