

Urban Teacher Blogging, Ms. Frizzle, Ms Frizzle, science teacher, professional identity, science teachers, students, inquiry, science teaching, development, identity development, New York, learning and development, Teachers College Press, teacher, professional discourse, American Educational Research Association, teachers, Journal of the Learning Sciences, Educational Researcher, urban science, lifelong learning, National Association of the Research in Science Teaching, Josey Bass, Qualitative Research, Hogarth, S., Specialized High Schools, Australasian Journal of Educational Technology, professional roles, Harvard Educational Review, educational blogging, middle school students, Harvard University Press, American Educational Research Journal, Cambridge University Press, social identities, Teaching and Teacher Education, existing community, urban teacher, professional identities, community, International Journal of Science Education, Reconsidering research, Aaliyah Miss Scott, Yale University Press, Journal of Education for Students Placed, University Affordances, Collaborative Learning, online learning environments, Qualitative Research Methods, Teachers College Record, Sage Publication, IADIS Press
Bloggng as support for an urban science teacher's professional identity development