

## Science Teaching Efficacy Belief Instrument

Please mark the box that most closely matches the degree of your agreement with each of the statements that follow.

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**SA - STRONGLY AGREE**  
**A - AGREE**  
**UN - UNCERTAIN**  
**D - DISAGREE**  
**SD - STRONGLY DISAGREE**

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- |   | SA                       | A                        | UN                       | D                        | SD                       |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. When a student does better than usual in science, it is often because the teacher exerted a little extra effort.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I am continually finding better ways to teach science.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Even if I try very hard, I do not teach science as well as I might teach another subject.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. When the science grades of students improve, it is often due to their teacher having found a more effective teaching approach. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I know the steps necessary to teach science concepts effectively.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I am not very effective in monitoring science experiments.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. If students are underachieving in science, it is most likely due to ineffective science teaching.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I will generally teach science ineffectively.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The inadequacy of a student's science background can be overcome by good teaching.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The low science achievement of some students cannot generally be blamed on their teachers.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. When a low-achieving child progresses in science, it is usually due to extra attention given by the teacher.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I understand science concepts well enough to be effective in teaching science.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please complete reverse side—Thank you!

SA A UN D SD

- 13. Increased effort in science teaching produces little change in some students' science achievement.
- 14. The teacher is generally responsible for the achievement of students in science.
- 15. Students' achievement in science is directly related to their teacher's effectiveness in science teaching.
- 16. If parents comment that their child is showing more interest in science at school, it is probably due to the performance of the child's teacher.
- 17. I find it difficult to explain to students why science experiments work.
- 18. I am typically able to answer students' science questions.
- 19. I wonder if I have the necessary skills to teach science.
- 20. Effectiveness in science teaching has little influence on the achievement of students with low motivation.
- 21. Given a choice, I would not invite the principal to evaluate my science teaching.
- 22. When a student has difficulty understanding a science concept, I will usually be at a loss as to how to help the student understand it better.
- 23. When teaching science, I will usually welcome student questions.
- 24. I do not know what to do to turn students on to science.
- 25. Even teachers with good science teaching abilities cannot help some kids learn science.
- 26. Gender: male \_\_\_ female \_\_\_
- 27. Grade you teach: \_\_\_\_\_
- 28. I teach primarily (check one) Life science \_\_\_ Earth science \_\_\_ Physical science \_\_\_
- 29. Years of teaching experience: \_\_\_\_\_
- 30. Are you new to CCSD? Yes \_\_\_ No \_\_\_