

Science Teaching Efficacy Belief Instrument*

Please indicate the degree to which you agree or disagree with each statement below by circling the appropriate letters to the right of each statement.

SA = Strongly Agree
 A = Agree
 UN = Uncertain
 D = Disagree
 SD = Strongly Disagree

1. When a student does better than usual in science, it is often because the teacher exerted a little extra effort.	SA	A	UN	D	SD
2. I am continually finding better ways to teach science.	SA	A	UN	D	SD
3. Even when I try very hard, I don't teach science as well as I do most subjects.	SA	A	UN	D	SD
4. When the science grades of students improve, it is most often due to their teacher having found a more effective teaching approach.	SA	A	UN	D	SD
5. I know the steps necessary to teach science concepts effectively.	SA	A	UN	D	SD
6. I am not very effective in monitoring science experiments.	SA	A	UN	D	SD
7. If students are underachieving in science, it is most likely due to ineffective science teaching.	SA	A	UN	D	SD
8. I generally teach science ineffectively.	SA	A	UN	D	SD
9. The inadequacy of a student's science background can be overcome by good teaching.	SA	A	UN	D	SD
10. The low science achievement of some students cannot generally be blamed on their teachers.	SA	A	UN	D	SD
11. When a low achieving child progresses in science, it is usually due to extra attention given by the teacher.	SA	A	UN	D	SD
12. I understand science concepts well enough to be effective in teaching elementary science.	SA	A	UN	D	SD
13. Increased effort in science teaching produces little change in some students' science achievement.	SA	A	UN	D	SD
14. The teacher is generally responsible for the achievement of students in science.	SA	A	UN	D	SD
15. Students' achievement in science is directly related to their teacher's effectiveness in science teaching.	SA	A	UN	D	SD
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.	SA	A	UN	D	SD
17. I find it difficult to explain to students why science experiments work.	SA	A	UN	D	SD
18. I am typically able to answer students' science questions.	SA	A	UN	D	SD
19. I wonder if I have the necessary skills to teach science.	SA	A	UN	D	SD
20. Effectiveness in science teaching has little influence on the achievement of students with low motivation.	SA	A	UN	D	SD
21. Given a choice, I would not invite the principal to evaluate my science teaching.	SA	A	UN	D	SD
22. When a student has difficulty understanding a science concept, I am usually at a loss as to how to help the student understand it better.	SA	A	UN	D	SD
23. When teaching science, I usually welcome student questions.	SA	A	UN	D	SD
24. I don't know what to do to turn students on to science.	SA	A	UN	D	SD
25. Even teachers with good science teaching abilities cannot help some kids learn science.	SA	A	UN	D	SD

*In Riggs, I., & Knoch, L. (1990). Towards the development of an elementary teacher's science teaching efficacy belief instrument. *Science Education*, 74, 625-637.