

**TABLE 1**

**Content knowledge assessment total mean scores and standard deviation for the pre- and post-course tests.**

Variable	Pre-course test		Post-course test	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Overall response	8.54	2.14	12.68	2.79

Note.  $n = 17$ ,  $p < .05$ . *M* = mean score; *SD* = standard deviation.

**TABLE 2**

**Percentage of participants who strongly agreed with select STEBI-B statements.**

Statement	Percentage of participants who strongly agreed with statement (%)
I will continually find better ways to teach science.	62.5
When teaching, I usually welcome students with questions.	56.3
When the science grades of students improve, it is often due to their teacher having found a more effective teaching approach.	22.31

**TABLE 3**

**Percentage of participants who strongly agreed with select STEBI-B statements.**

Statement	Percentage of participants who strongly agreed with the statement (%)
When a student does better than usual in science, it is often because the teacher exerted a little extra effort.	68.8
I know the steps necessary to teach science concepts effectively.	50.0
When a low-achieving child progresses in science, it is usually due to extra attention given by the teacher.	56.2
I will typically be able to answer students' science questions.	43.8

**TABLE 4**

**Percentage of student participants who agreed with select STEBI-B statements.**

Statement	Percentage of participants who agreed with the statement (%)
I will find it difficult to explain to students why science experiments work.	56
When a student has difficulty understanding a science concept, I will usually be at a loss as to how to help the student understand better.	53.2
I will not be very effective in monitoring science experiments.	44.1
I will generally teach science ineffectively.	43
Increased effort in science teaching produces little change in some students' science achievement.	41.5
Given a choice, I will not invite the principal to evaluate my science teaching.	13.75