

Using the STEBI-B to Determine the Impacts of a Standards-Driven Course on Pre-service Students' Sense of Personal and Teaching Efficacy in Science Education

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This paper addresses the impacts that a Standards-driven course has on pre-service teachers' sense of personal science teaching self-efficacy and teaching efficacy beliefs related to outcome expectancy in the area of science education. Quantitative data were gathered from the Science Teaching Efficacy Beliefs Instrument Form B (STEBI-B), consisting of two subscales: a Personal Science Teaching Efficacy (PSTE) Belief Scale and the Science Teaching Outcome Expectancy (STOE) Scale. The fifty-five subjects involved in this pretest, posttest one group research design study are pre-service elementary, early childhood and special education teachers from Northeastern State University enrolled in the course, *Science in the Elementary School*, during the spring semester of 2005. Results suggest that the course teaching strategies may be responsible for the improvement in personal science teaching self-efficacy, and that modifications to the course are necessary in order to facilitate positive changes in outcome expectancy beliefs by pre-service educators.