Table 1) Self-efficacy Indices of Teaching Sciences as Inquiry

Engaging the Learner with Scientific Issues
1. The ability to present meaningful examples
2. The ability to guide the students to design scientific questions
3. The ability to answer the students' scientific questions
4. Allowing the learners to present their own issues
5. The ability to provide useful clues at the beginning of the debates
6. The ability to present engaging content
7. The ability to guide the students to focus on the main arguments
Giving Priority to the Scientific Evidences
8. The ability to choose the best method to show the facts
9. Guiding students toward opportunities to find the answer of questions
10. The ability to encourage students to provide the required information
11. The ability to lead the students to cooperation in discussions
12. The ability to help students to analyze data
13. The ability to provide criteria for content analysis
14. The ability to provide the required information to facilitate students` research
15. The ability to provide needed information to help students in shaping their own experience
Formulating the Explanations
16. The ability to offer different suggestions and examples
17. The ability to provide opportunities for students to coordinate the course description with their own observations
18. The ability to help students to become critical decision makers
19. The ability to direct students toward experiment-based debates
20. The ability to present different scientific views
21. The ability to explain teacher`s own experiences to students
Connecting Explanations to Scientific Knowledge
22. The ability to encourage the student to be an independent examiner
23. The ability to enter students into discussions
24. The ability to push students toward acceptable scientific theories
25. The ability to link the students` description with scientific findings
26. Allowing communication and exchange among students
27. The ability to guide students to build scientific structure of contents
Communication and Justification of Explanation
28. Allowing students to exchange and modify the findings
29. The ability to encourage students to review and ask questions about the results
30. The ability to help students to express their explanation clearly
31. The ability to mature the students` participatory explanation
32. The ability to help students to make a connection between scientific facts and class content
33. The ability to help students to revise their previous experiences
34. The ability to help students to develop a systematic framework to exchange the results