

Supplemental Materials

SM-1 Science Partner Interview Protocol

Week 23, Interview questions

1. Why did you decide to become a partner?
2. What were your expectations?
3. What typically happens during science time?
4. How would you describe the relationship you have with your students?
5. What skills and sensibilities does your role as a science partner require?
6. What evidence do you have that your students are learning science?
7. How has that knowledge affected your understanding of them as learners?
8. How have the students' attitudes toward science and learning changed as a result of the partnership?
9. How did ESEP influence their actions/behavior related to learning science?
10. How have you most profoundly changed after being involved in ESEP (as a result of the experience)?
11. How has your experience in the ESEP program affected your understanding of science?

SM-2. Summary of science partners' beliefs about pupils' ability to learn science as expressed during each time period

Participant	Initial Belief	Week 4	Week 11	Week 20	Week 23
Anna	Expect students are unintelligent, misbehaved & disinterested	Most below average in "innate" skills; are uncreative; Few have ability to learn science; Most low interest in science & other subjects	Some intelligent; Most uncreative but skill can be developed; Most enjoy science but unmotivated to learn	Some able but unmotivated; Students have various abilities & learning styles	Most intelligent & able; Students have various abilities; Most interested & motivated to learn science, but not other subjects; Most learned science
Badra		Most able but slow (poor memory) in learning science; Most have low interest & low motivation	Most able but slow (poor memory) in learning science; Most are interested & motivated	Students able to learn science & any subjects; Students have "vivid" memories; Most are interested & motivated	Students able to learn science; Students are typical learners for their age; Students have "vivid" memories; Most interested & motivated; Students learned science
Chikara		Some able but slow (poor memory) in learning science; Some smarter & more able; Most low interest; most mentally disconnected & excitable	Some able but slow (poor memory); Some respond to experience w/science; Science practice stimulated their interest in learning	"All" able to learn science; Some smarter & more able; Most interested in learning; Most motivated by experience w/science practice	"All" able to learn science; Some smarter & more able; Most interested in learning; "All" respond positively to experience w/science practice
Dawei	Most probably not intelligent; most below grade level in ability	Some able but slow learners; Some only learn methods; Most interested in learning; Most need 1-on-1 w/teacher	Most able; Students have different learning & communication styles; Most interested in learning; Most need 1-on-1 w/teacher	"All" able; "All" intelligent; "All" need logic training; Most interested in learning; Some students prefer 1-on-1 w/teacher	"All" able & more so than most students at their grade level; "All" intelligent; Most interested in learning; "All" learned science yet are under prepared for middle school studies