Teacher self-reflection

On a scale of 1-5, rate the extent to which you do the following actions.

Supporting students individually	**NOT AT ALL**					**VERY MUCH**
Discuss with students why they would be a good fit for physics	0	1	2	3	4	5
Direct students to willing but less-recognized students for help	0	1	2	3	4	5
Direct students toward clubs, camps, internships, or other programs	0	1	2	3	4	5
Encourage students to take advantage of academic opportunities in physics	0	1	2	3	4	5
Connect with students about what they value and are interested in	0	1	2	3	4	5
Provide for students' different needs with support and feedback	0	1	2	3	4	5
Facilitating group work/labs	**NOT AT ALL**					**VERY MUCH**
Avoid isolating students in groups in which they cannot engage fully	0	1	2	3	4	5
Ensure less-recognized students are taking active roles	0	1	2	3	4	5
Bolster confidence around lab equipment	0	1	2	3	4	5
Allow side conversations that let students connect as individuals	0	1	2	3	4	5
Addressing the whole class	**NOT AT ALL**					**VERY MUCH**
Set expectations for success	0	1	2	3	4	5
Promote a sense of community	0	1	2	3	4	5
Encourage a growth mindset	0	1	2	3	4	5
Value many different types of skills, such as communication and teamwork	0	1	2	3	4	5
Distribute attention during class discussions	0	1	2	3	4	5
Planning and assessing	**NOT AT ALL**					**VERY MUCH**
Incorporate examples that students personally connect with	0	1	2	3	4	5
Connect physics to other disciplines	0	1	2	3	4	5
Establish and share clear grading criteria with students	0	1	2	3	4	5
Allow students multiple chances for high stakes assignments/tests	0	1	2	3	4	5
Engaging broader community	**NOT AT ALL**					**VERY MUCH**
Encourage teachers in other disciplines to recommend physics to students	0	1	2	3	4	5
Talk to school counselors	0	1	2	3	4	5
Reach out to parents to recognize students and communicate achievement	0	1	2	3	4	5
Create opportunities outside of the classroom (e.g.,field trips, club, family night, etc.)	0	1	2	3	4	5
Engage students with outreach and community activities	0	1	2	3	4	5