Self assessment   
Talented Learners (1)

The items in the table below are described in *Teaching for Excellence* (Wolfensberger, 2012). They summarize the teaching behaviors that honors teachers in America/The Netherlands think are important in their approach to their talented/gifted students. The strategies are grouped into three dimensions: community building, academic competence, and bounded freedom. In addition, a fourth, more overarching category deals with the extent to which you, as a teacher within talent education, are a motivated and reﬂective professional.

The list with items below is about the dimension ***community building***.

For each strategy, indicate:

the extent to which you master these strategies, on a scale from 1 to 5 (1 = not at all - 5 = very well);

the extent to which you consider these strategies important for your context and your role within talent education on a scale from 1 to 5 (1 = not at all - 5 = very well).

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| Strategy | Mastery | Importance |
| I provide my students with constructive feedback |  |  |
| I know how to create a supportive atmosphere |  |  |
| In my teaching approach, I encourage active learning |  |  |
| I encourage peer feedback among students |  |  |
| I encourage my students to take ownership of their own development |  |  |
| I inspire my students |  |  |
| I am interested in my students' personal interests |  |  |
| I encourage my students to reflect on their development and choices |  |  |
| I encourage my students to celebrate their successes |  |  |
| I am available to my students and easy to approach |  |  |
| I show interest in the student as an individual |  |  |
| I quickly understand what a student is asking or noticing |  |  |
| I encourage my students to play an active role in the school |  |  |
| I encourage my students to play an active role in society |  |  |
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