Self assessment
Talented Learners (2)

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 ***academic competences***.

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 show students different perspectives |  |  |
| I make connections with other topics and disciplines |  |  |
| I encourage my students to apply their knowledge in practice |  |  |
| I encourage my students to develop their creativity |  |  |
| I make my teaching engaging |  |  |
| I encourage an investigative attitude among my students |  |  |
| I promote critical thinking skills in my students |  |  |
| I promote independent thinking skills in my students |  |  |
| I promote academic depth in my students |  |  |
| I construct challenging assignments |  |  |
| I use **evaluation** methods that are worthy of talentedness in education |  |  |
| I use **assessment** methods that are worthy of talentedness in education |  |  |