Self assessment   
Talented Learners (4)

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 ***the professional teacher***.

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 consciously work on my qualities as a teacher within (talent) education |  |  |
| I have an investigative attitude towards (talent) education |  |  |
| I use feedback and ideas from students and colleagues to develop myself |  |  |
| I act as a role model for my colleagues and students |  |  |
| I look for challenges to bring out the best in myself |  |  |
| I share new insights with my colleagues |  |  |
| I help developing my school’s mission regarding (talent) education |  |  |

What kind of teaching behavior is most distinctive between talent education and regular education, according to you?

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