

## **SELF-ASSESSMENT AND BEST PRACTICES FOR TEACHING GIFTED AND TALENTED LEARNERS BY WILLARD L. WHITE, PH.D.**

1. In what ways do I incorporate higher-order thinking skills (analysis, synthesis, and evaluation) in my classroom?
2. In what ways do I include the benchmarks of creativity (fluency, flexibility, elaboration, and originality) in my classroom?
3. In what ways do I provide opportunities for independent study in my classroom?
4. Do I use pre-assessment before teaching math, spelling words, skills, major concepts, or units of study?
5. How am I sure my students understand what is expected in each assignment?
6. How do my students demonstrate that they have basic skills necessary to complete assignments?
7. In what ways do I assess my students' strengths and weaknesses?
8. In what ways do I provide for accelerated instruction or enrichment when a student is academically advanced in a skill or problem area, or keenly interested in a particular topic, issue, or problem?
9. In what ways do I communicate the successes of my students to parents?
10. How do both curriculum and instruction in my classes differ from a regular class at the same grade level in my school?
11. In what ways do I group students for instruction in my classroom?
12. How do I incorporate students' interests in my teaching?
13. How often do I review the Educational Plans for each of my students?
14. How often do I pursue my own professional growth in the field of gifted education?
15. In what ways do I provide for the social and emotional development of students?
16. What evidence is there that I have high expectations for my students?
17. How do I model creativity in my classroom management, in-class activities, long-term assignments, interaction with students, and homework?
18. To what extent do I share my own creative productivity with my students?

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