

Significant Behaviors in Teachers of the Gifted
Martinson-Wiener Rating Scale
Select Items

Successful teachers of gifted and talented students have some common behaviors. In selecting teachers to work with students on the Performance Standards Project, administrators may want to consider teachers who fit this profile.

1. The teacher encourages self-selection of materials.
 - a. Students have freedom to select materials at higher conceptual levels of difficulty.
 - b. The teacher encourages pupils to make own selections and decisions.
2. The teacher clarifies classroom goals and purposes using broad concepts rather than detail.
 - a. The teacher relates discussion to course objectives.
 - b. The student's performance indicates an understanding of course objectives.
3. The teacher selects questions that stimulate higher-level thinking.
 - a. The teacher's questions encourage students to draw analogies and to indicate relationships.
 - b. Students ask analytical questions.
 - c. Students generalize from concrete to abstract at advanced levels.
4. The teacher encourages independent thinking, including differences of opinion.
 - a. Students are encouraged to examine controversial issues thoroughly and accurately.
 - i. Students compare and contrast different issues, using objective evidence.
5. The teacher is unthreatened by his or her own mistakes.
 - a. The teacher is undisturbed and unembarrassed by his or her own mistakes or by students' criticism.

Source: Martinson, R. (1983). *Readings on Gifted Education*. Downy, Calif.: Los Angeles County Superintendent of Schools.