

Ministry of Education and Science of the Republic of Kazakhstan
Kostanay State Pedagogical University named after U. Sultangazin
Philological Faculty
Pedagogical and Psychological Faculty



Study Manual

Professional Guidance of the Teacher - ICT based approach

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B.M. Utegenova***

Рекомендовано УМО в области образования «Педагогические науки»
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«Иностранные языки» на базе КазУМОиМЯ им. Абылай хана

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The study manual based on interactive lectures is intended for students of pedagogical specialties studying the course "Professional guidance of the teacher" in English with the aim of forming a general idea about the nature and role of 7 Modules based Programme elaborated by NIS in the modern education system. This manual can be applied in high schools in the framework of the mainstream of the pedagogical cycle.

The manual consists of an introduction, two sections: theoretical and practice-oriented blocks. In the theoretical part, the theoretical foundations of the core of the Programme in the pedagogical sphere are presented, the practical block represents the development of model guidance for the implementation of practical work, the tasks of the IWS and the other applied aspects of the Programme.

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Introduction

The given manual is devoted to the vast discipline having the actual aspect – “Professional guidance of the teacher”. The necessity in compiling the manual lies in the following:

- The lack of materials (textbooks, manuals) on the experimental discipline “Professional guidance of the teacher”;
- Variety of approaches to teach the experimental discipline “Professional guidance of the teacher”;
- The absence of the condensed manual on the experimental discipline “Professional guidance of the teacher” aimed at training future FL teachers.

Consequently, the given manual has the **aim** – to present the schematic variant of lectures on the experimental discipline “Professional guidance of the teacher” in strict accordance with 7 modules of NIS.

Objectives of the manual include:

1. Presenting brief overview of the course/discipline “Professional guidance of the teacher” for training future FL teachers;
2. Summarizing the lecture materials for the experimental discipline “Professional guidance of the teacher”;
3. Presenting extra information on the samples of formative and summative assessment tools for the experimental discipline “Professional guidance of the teacher”.

Methodological base for the manual includes the following resources:

1. State Programme on development of education in the Republic of Kazakhstan for 2011–2020 confirmed by the Decree of the President of the Republic of Kazakhstan dated 7th. December, 2010, №1118.
2. Student’s Guide. «NIS» CPE, 2015. – 185 p.
3. Trainer’s Guide. «NIS» CPE, 2015.– 122 p.
4. «7 Modules» NIS Programme, «NIS» CPE, 2015. – 44 p.

The list of references recommended by the NIS Programme includes the following items:

1. Alexander, R. J. (2001) Culture and Pedagogy: international comparisons in primary education. Oxford: Blackwell Publishers.
2. Alexander, R. J. (2008) Towards Dialogic Teaching. Rethinking classroom talk [На пути к диалоговому обучению: новый подход к обсуждению в классе] (4thed.) York: Dialogos.
3. Barnes, D. (1971) Language and Learning in the Classroom [Язык и обучение в классе]. Journal of Curriculum Studies, 3 (1), 27–38.
4. Eyre, D. & Lowe, H. (2002) Curriculum Provision for the Gifted and Talented in the Secondary School [учебная программа для талантливых и одаренных учеников в средней школе].

5. David Fulton. Flavell, J. H. (1976) Metacognitive aspects of problem solving [Метакогнитивные аспекты решения проблем].

6. In L. B. Resnick (Ed.), The Nature of Intelligence. Hillsdale, NJ: Erlbaum. MacBeath, J., Frost, D., Swaffeld, S. & Waterhouse, J. (2006)

7. Leadership for Learning: Making the Connections [лидерство в обучении: установление связей]. Cambridge: University of Cambridge Faculty of Education.

8. Mercer, N. & Hodgkinson, S. (2008) Exploring talk in school: inspired by the work of Douglas Barnes [изучение диалога в школе (на основе работы Дугласа Барнса)]. London: Sage.

9. Mercer, N. (1995) The guided construction of knowledge: talk amongst teachers and learners [Получение знаний под руководством: беседа между учителями и учениками].

10. Clevedon: Multilingual Matters. Mercer, N. & Littleton, K. (2007) Dialogue and the development of thinking. A sociocultural approach [Диалог и развитие мышления. Социокультурный подход]. NY: Routledge.

11. Vygotsky, L.S. (1978) Mind in Society [Разум и общество]. Cambridge, MA: Harvard University Press.

12. Wood, D. (1998) How Children Think and Learn [Как дети думают и учатся] (2nd ed.). Oxford: Blackwell Publishers Ltd.

This manual can be helpful for those who are eager to widen their outlook in terms of critical thinking techniques, methods of group work, software tools as well as rubrics for assessment.

The structure of the manual includes the scope of schemes within Modules of the discipline, extra materials (sample of attestation tests, examination requirements and questions).

Course Overview

Information presented below has been taken from the educational complex on “Professional guidance of the teacher ” and can be easily accessed via KSPU library – www.kspi.kz

BRIEF DESCRIPTION OF THE COURSE	
Goal	The goal of this rate is the following: To help readiness of students of final years of higher education institutions for continuous professional development in the conditions of dynamically changing world. To provide with knowledge necessary for development of their practice in forming of readiness of pupils for active and successful functioning in the modern world. To provide practical readiness of students of final years of higher education institutions for the organization of the training process promoting education at pupils of skills of independent training, self-control, personal development. To assist readiness of students of final years of higher education institutions for education of the active citizen, future specialist competent of the sphere of information technologies capable for constructive dialogue in questions of teaching, training and education.
Objectives	To create conceptual understanding of theoretical bases of discipline in the context of her seven modules. To inform students of final years of higher education institutions of the modern concept of school leadership and the principles of development of leadership skills of the teacher for improvement of processes of training and teaching. To prepare students of final years of higher education institutions for work within professional network community of teachers.

competences to be formed	This discipline is aimed at professional development of students of final years of higher education institutions, answers the purpose of strategic plans of development of the Kazakhstan education, is based on results of modern scientific research and the best practices of teaching. Thematic content of discipline is approved with the key principles of recommendations of UNESCO and OECD about development in students of functional literacy and contains a number of the general instructions of methodical nature promoting their successful use in school practice in the context of seven modules of the Program: New approaches in teaching and training. Training in critical thinking. Estimation for training and training estimation. Use of information and communication technologies in teaching and training. Training of talented and gifted pupils. Teaching and training according to age features of pupils. Management and leadership in training.
PREREQUISITES AND POSTREQUISITES OF THE COURSE:	
Prerequisites	Basic English A1, methods of teaching FL, psychology, pedagogy.
Postrequisites	Materials gained will be of paramount importance when having the internship or in real professional activity.

THEMATIC PLAN

№	Topic	Literature	Number of hours			Visual aids and technical devices
			Se m.	SWST	SW S	
	Subject, object, methods of the discipline, main goals	M:1,2,3,4 A:12,13	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
	Group work at the lesson of FL	M:1,2,3,4 A:12,13	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
	Dialogic teaching at the lesson of FL	M:1,5,4 A:22,24,8	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
	Critical thinking in teaching FL	M:1,6 A:15,16	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
	Assessment for education	M:1,4 A:17,28,19	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
	Assessment of education	M:1,5 A: 8,12,	2 h.	2 h.	2 h.	Presentation, multimedia,

		15				schemes
	Self-assessment.	M:1,2 A:29,10,2 7, 18	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
	Peer assessment	M:1,2,4 A:13,15,2 0,23,25	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
	ICT in teaching and learning.	M:3,4,6 A:14,20,2 5	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
	Teaching talented and gifted	M:1,4,3 A:12,19,2 1	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
	Lesson-Study technology	M:1,6 A:12,14,2 3,27	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
	The account of age peculiarities for teaching and planning	M:1,5,6 A:15,18,2 2	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
	Management in education	O:1,4,5 A:17,19,2 6	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
	Inclusive education	M:1,3,5 A:14,18,2 0	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
	Complex realization of seven modules of the discipline	M:1,2,5 A:24,25,2 6	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
	Total		30	30	30	

CONTENT OF THE COURSE

Seminars

week	Topic	content
1.	Subject, object, methods of the discipline, main goals	Rules of work in group
2.	Group work at the lesson of FL	Communication barriers
3.	Dialogic teaching at the lesson of FL	Stages of creation of group
4.	Critical thinking in teaching FL	Critical thinking and methods of its development
5.	Assessment for	Estimation for training of FL

	education	
6.	Assessment of education .	Training estimation. Formativny and summativny estimation
7.	Self-assessment.	Self-estimation.
8.	Peer assessment	Peer estimation
9.	ICT in teaching and learning.	Use of ICT in training of FL.
10.	Teaching talented and gifted	Training of talented and gifted pupils. Acceptance of planning of ABCD
11.	Lesson-Study technology	Lesson-Study technology. Group planning of a lesson
12.	The account of age peculiarities for teaching and planning	Accounting of age features of pupils when planning a lesson of FL
13.	Management in education	Management and leadership in training. Formal and informal leaders
14.	Inclusive education	Inclusive education. Distinctions in an interpretation of the concept "inclusion".
15.	Complex realization of seven modules of the discipline	Complex sale of seven modules of discipline. Preparation of a portfolio of the teacher of FL

TASKS for SWST

week	topic	Literature	content of the task
1.	Subject, object, methods of the discipline, main goals	M:1,2,3,4 A:12,13	Rules of work in group
2.	Group work at the lesson of FL	M:1,2,3,4 A:12,13	Communicationbarriers
3.	Dialogic teaching at the lesson of FL	M:1,5,4 A:22,24,8	Stages of creation of group
4.	Critical thinking in teaching FL	M:1,6 A:15,16	Critical thinking and methods of its development
5.	Assessment for education	M:1,4 A:17,28,19	Estimation for training of FL
6.	Assessment of education .	M:1,5 A: 8,12, 15	Training estimation. Formativny and summativny estimation
7.	Self-assessment.	M:1,2 A:29,10,27, 18	Self-estimation.
8.	Peer assessment	M:1,2,4	Peer estimation

		A:13,15,20,23,25	
9.	ICT in teaching and learning.	M:3,4,6 A:14,20,25	Use of ICT in training of FL.
10.	Teaching talented and gifted	M:1,4,3 A:12,19,21	Training of talented and gifted pupils. Acceptance of planning of ABCD
11.	Lesson-Study technology	M:1,6 A:12,14,23,27	Lesson-Study technology. Group planning of a lesson
12.	The account of age peculiarities for teaching and planning	M:1,5,6 A:15,18,22	Accounting of age features of pupils when planning a lesson of FL
13.	Management in education	O:1,4,5 A:17,19,26	Management and leadership in training. Formal and informal leaders
14.	Inclusive education	M:1,3,5 A:14,18,20	Inclusive education. Distinctions in an interpretation of the concept "inclusion".
15.	Complex realization of seven modules of the discipline	M:1,2,5 A:24,25,26	Complex sale of seven modules of discipline. Preparation of a portfolio of the teacher of FL

INSTRUCTIONAL GUIDANCE FOR SWS

To present the results of your research, show notes on the topics below, or prepare schemes, charts and the like to summarize the information. Above all, you have to be able to speak on the topics!

All the tasks must be viewed at the practical classes and classes guided by the teacher (SWST)

Requirements:

1. All the tasks must be handed in the appropriate week;
2. Practical tasks must be done in the written form and checked once a week.
3. Theoretical questions can be performed in various ways.
4. All tasks must be done!

Computer testing is the final form of the examination.

Requirements:

Types of tasks include:

1. Oral answer
2. Written answer
3. Analysis of words/phrases/sentences
4. Report/presentation/cluster

TASKS FOR SWS

№	Topic, task, Type of the self-work	Number of hours	Literature	Hand in	Results
1	Scheme "groupwork"	2 h.	M:1,2,3,4 A:12,13	1 week	scheme
2	Booklet "Communicationbarriers"	2 h.	M:1,2,3,4 A:12,13	2week	booklet
3	Interview with the teacher of FL on the organization of group work	2 h.	M:1,5,4 A:22,24,8	3week	interview
4	10 tasks for critical thinking at lesson of FL	2 h.	M:1,6 A:15,16	4week	tasks
5	5 techniquesofassessment	2 h.	M:1,4 A:17,28,19	5week	scheme
6	Scales of assessment and peer assessment	2 h.	M:1,5 A: 8,12, 15	6 week	Assessment rubrics
7	5 techniquesof self- assessment	2 h.	M:1,2 A:29,10,27, 18	7week	Techniques for assessment
8	Replenishment of the website of the teacher of FL	2 h.	M:1,2,4 A:13,15,20,23,25	8 week	www.wix.com
9	Creation of a portfolio of the teacher of FL	2 h.	M:3,4,6 A:14,20,25	9 week	www.wix.com
10	Carrying out lesson of peer planning (FL)	2 h.	M:1,4,3 A:12,19,21	10week	Lesson planning
11	Planning based on ABCD planning goals	2 h.	M:1,6 A:12,14,23,27	11week	Lesson planning
12	Creation of creative tasks for pupils of 5-7 classes on the subject "House/family", "My Friend".	2 h.	M:1,5,6 A:15,18,22	12week	Creative tasks
13	Role play "Leadership in training"	2 h.	O:1,4,5 A:17,19,26	13week	Role play
14	Distinctions in an interpretation of the concept "inklyuziya". Preparation of a social roller / poster	2 h.	M:1,3,5 A:14,18,20	14week	poster
15	Preparation of a portfolio of the teacher of FL – the scheme (that I learned	2 h.	M:1,2,5 A:24,25,26	15 week	www.wix.com

that else I want to learn)				
TOTAL	30			

POLICY OF THE COURSE, ACADEMIC BEHAVIOUR AND ETHICS

Course participants are obliged to:

- arrive on time;
- be ready with the tasks given in the times specified by the present syllabus;
- come to lectures having looked through the main terms and definitions;
- thoroughly prepare for practical classes;
- actively participate in the discussions.

Course participants have the right to:

- ask questions concerning the course materials at any time;
- openly express their opinions in discussions even if they are different from what the lecturer states;
- ask for examples and explanations for the course materials to get a best view;
- use any sources available to prepare for the discussions, including Internet;
- leave the classroom in case of emergency for a brief period without asking for the lecturer's permission.

Any linguistic description may have a practical or theoretical purpose. A practical description is aimed at providing the student with a manual of practical mastery of the corresponding part of language (within the limits determined by various factors of educational destination and scientific possibilities). Since the practice of lingual intercourse, however, can only be realized by employing language as a unity of all its constituent parts, practical linguistic manuals more often than not comprise the three types of description presented in a complex.

As for theoretical linguistic descriptions, they pursue analytical aims and therefore present the studied parts of language in relative isolation, so as to gain insights into their inner structure and expose the intrinsic mechanisms of their functioning. Hence, the aim of theoretical grammar of a language is to present a theoretical description of its grammatical system, i.e. to scientifically analyze and define its grammatical categories and study the mechanisms of grammatical formation of utterances out of words in the process of speech making.

Module 0 “Introduction into the Modules of the discipline”

1. **Aims of the discipline «Professional guidance of the teacher (POT)».**
2. **Modules of the discipline.**
3. **Expected results of the discipline.**

Let us discuss ...

1. What associations do you have when you hear “Professional guidance of the teacher”?
2. What is the aim of the discipline?
3. Has the introduction of the discipline been made actually?
4. What are the modules of the disciplines (what will you do and learn)?

Objectives of the course

- 1. To form the comprehension of theoretical bases of the discipline within its seven modules.
- 2. To provide knowledge on the modern concept of leadership in education as well as the process of development of leadership qualities.
- 3. To get students ready for the work in the professional teachers bonds.

AIMS OF THE DISCIPLINE «PROFESSIONAL ORIENTS OF THE TEACHER (POT)». (UNDERLINE THE KEY WORDS)

<p>○ Tactic</p> <ul style="list-style-type: none">○ To provide with the knowledge necessary for forming the practical readiness of students for successful functioning in the modern world○ To provide the practical readiness of students for real work in the school educational process.	<p>○ Strategic</p> <ul style="list-style-type: none">○ To stimulate the readiness of students of the 4th course into lifelong professional development in the changing world.○ To motivate the students into bringing up of the active citizen, future worker who is competent in the sphere of IT and is capable of productive intercourse.
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Write your choice here: _____

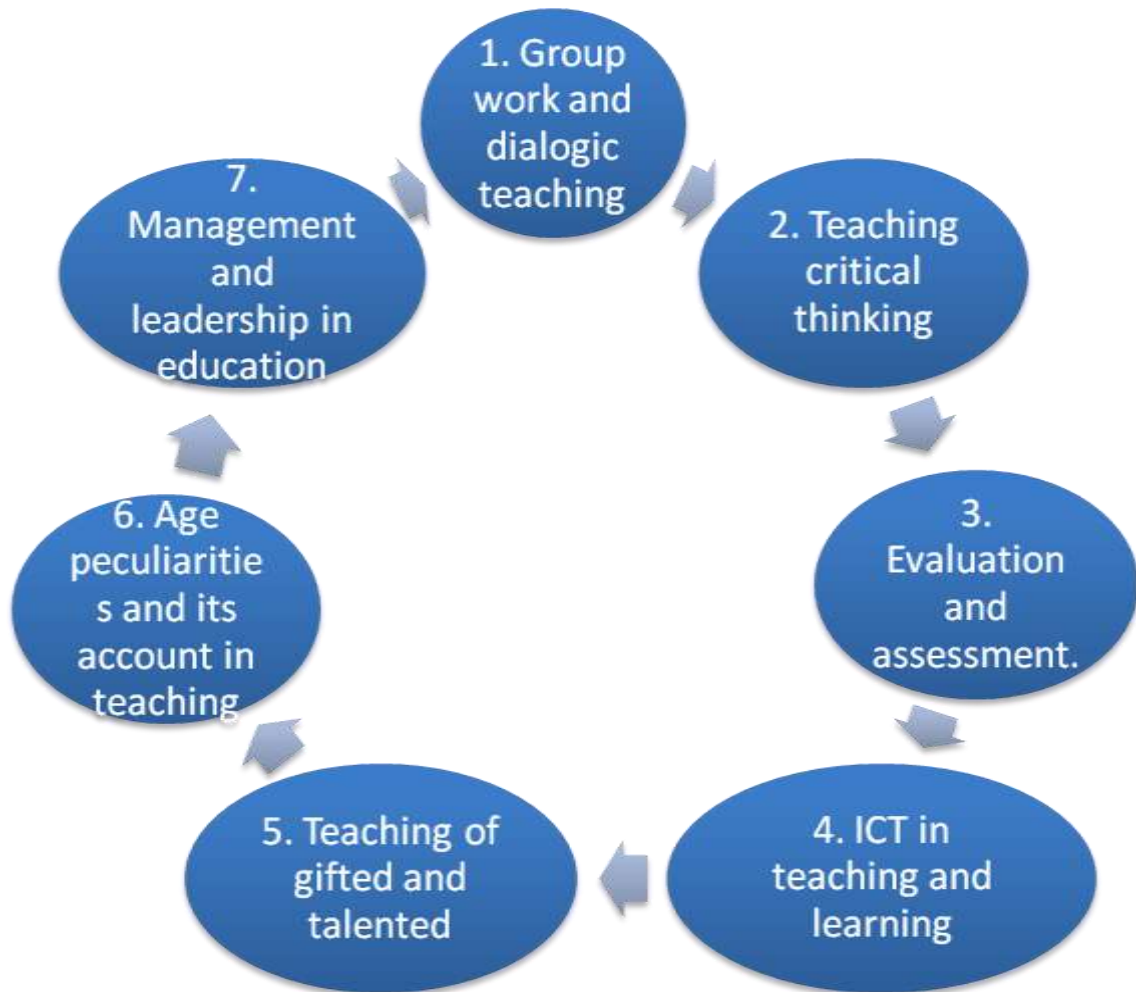
Explain why: _____

Key: optional

The leading scientific theory is **CONSTRUCTIVISM**

- **THE AIM of the constructivism-based teaching is to form deep understanding of the subject by the pupil for further use of it out of the classroom.**

7 Modules of the discipline



Brief description of the Modules of the discipline

Module 1 – Group work and dialogic teaching

- The notion of the «group work»,
- Ways of group division,
- Communicative barriers in groups,
- Rules for the group work.

Module 2 – Teaching critical thinking

- The notion of the «critical thinking»,
- Peculiarities of critical thinking,
- Ways of lesson planning based on critical thinking,
- Developing critical thinking.

Module 3 - Evaluation and assessment

- The notions of «assessment and evaluation»,
- Types of assessment,
- The role of peer and self-assessment of pupils,
- Activities for assessment and self-assessment.

Module 4 – The use of ICT in teaching and learning

- The notion «ICT»,
- Technology SFMR (substitution/fine-tuning/modification/reshaping),
- Developing of ICT-based products.

Module 5 - Teaching of gifted and talented

- The notions of «talent», «genius», «gifted»
- Peculiarities of the work with gifted and talented children,
- Elaborating tasks for the work with the gifted and talented students at the lesson of FL.

Module 6 - Age peculiarities and its account in teaching

- Interdependence of age and individual peculiarities of pupils
- The ways of lesson planning based on age and individual peculiarities of pupils,
- Elaboration of leveled tasks with the account of age and individual peculiarities of pupils

Module 7 - Management and leadership in education

- Lesson study as the way of team work
- Leaders change, types of teachers leaders
- Self-management.

THE RESULTS OF THE DISCIPLINE

Graduates will be able to answer the following questions:

- What is the most effective way to teach FL?
- How to structure the lesson in accord with peculiarities of pupils?
- How to assess the effectiveness of the lesson?
- How to be modern in teaching and learning?

EXAM – Oral (portfolio)

THE LIST OF SWST ATTACHED TO WWW.WIX.COM - PORTFOLIO

1. Interview with...
2. Rules for the group work
3. Quest on the critical thinking
4. Rubrics for assessment (3 types of the work)
5. Reading tasks for gifted and talented
6. 3 cards for underachievers
7. Memo on Lesson Study
8. Two tests for defining leaders.
9. Making up a questionnaire on the topic "Inclusive education".
10. Writing a short review – result of the questionnaire

Активизируйте
Учебные задания
и Творческие
Задачи



Module 1 “Group work and dialogic teaching”

1. The notion of the group work
2. Stages of the group work
3. Assets and drawbacks of the group work
4. Forming groups
5. Analysis of the group work

1. NOTION OF THE «GROUP WORK». CHOOSE THE BEST VARIANT.

1. The form of activity organization presented as a working team in the classroom for cooperation (3-5 pupils).
2. The form of the work, which aim is to develop of pupils' thinking.
3. The scope of activity including the method of social interference with the help of which individuals can realize the skills of problem solving for overcoming own difficulties and issues of the society.

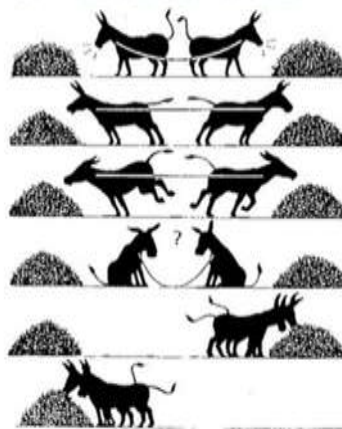
Write your choice here: _____

Explain why: _____

Key: all the variants are correct

Look at the pictures below and define the stages of the group development and name these stages.

2. DEFINE THE STAGES OF THE DEVELOPMENT OF THE GROUP WORK



Stage 1 _____

Stage 2 _____

Stage x _____

Key:

1. Initial stage of acquaintance and searching for the aim, idea;
2. The stage of the group conflict and positions occupation;
3. Identifying the group norms, cooperation and performance;
4. Finalization of the work and/or group disintegration.

LET US DISCUSS..

Benefits from the use of the group work	Drawbacks of the use of the group work
<ul style="list-style-type: none">○ Stimulation of the interest to learning,○ Developing socially important skills of the children,○ Developing of the skills of social perception (perception of other people, their appearance, speech, mimics, gestures, actions and their evaluation)	<ul style="list-style-type: none">○ Domination of the pupils in groups.○ The problem of lazy pupils.○ Intention for tactic goals.

Активация Windows

Choose the best option of the group location at school? Explain, why.

HOW TO FORM THE GROUP?
(LOCATION SCHEMES)

Активация Windows

Methods of forming groups

Task – try to formulate the method of forming groups:

1. Damir will sit with Anna, Egor – with Aigul.
2. Pupils born in summer or winter will comprise the group A, those born in spring or autumn – group B.
3. Sit in groups the way you like.

4. The first two desks will be the group 1, the third and the fourth desks – group 2.

Compare with the answers below:

1. According to the choice of the teacher

2. According to the pupils' wish

3. According to the leaders of the class

4. According to the certain features

5. According to the style of individual activity (erudite, critic, sceptic, generator of ideas, outsider)

6. Randomly

Roles sharing in groups:

BASIC ROLES IN THE GROUP. CAN YOU NAME THE BASIC ROLES IN THE GROUP?



Key:

BASIC ROLES IN THE GROUP. CAN YOU NAME THE BASIC ROLES IN THE GROUP?

- 1) **Writer** – writing down the decision;
- 2) **Speaker** – announcing solution, answer on the behalf of the group;
- 3) **Manager** – roles sharing, time managing, observation the activities of the members of the group.
- 4) **Maintainer** – analyzing the conditions of the task;
- 5) **Executor** – realizing the planned actions;
- 6) **Critic and controller** – checking the accordance and analysing, criticising the group decision.



HOW TO ANALYZE THE EFFECTIVENESS OF THE GROUP?

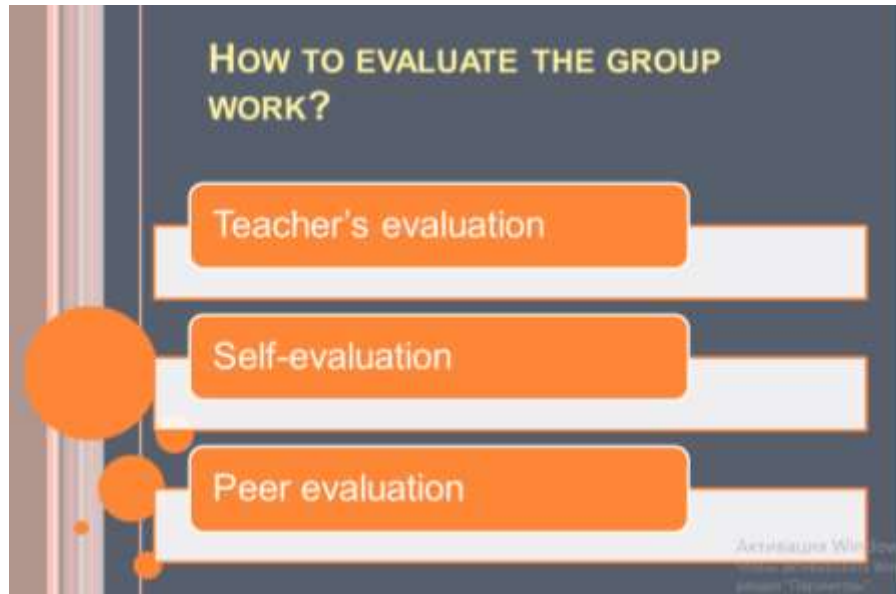
Criteria of effectiveness of the group work

Adequacy of the choice of the group work

The aim of the group work

The content of the group work

Reflection of the group work



Examples of the use of the group work at the lesson of FL:

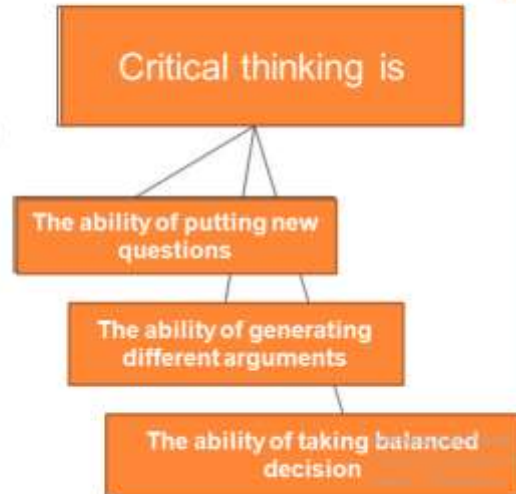
- Role play
- Simulation
- Discussion
- Picture description
- Picture narration
- Creative tasks – poem, story writing
- Scheme, mind map, poster, etc.

Module 2 – Teaching critical thinking

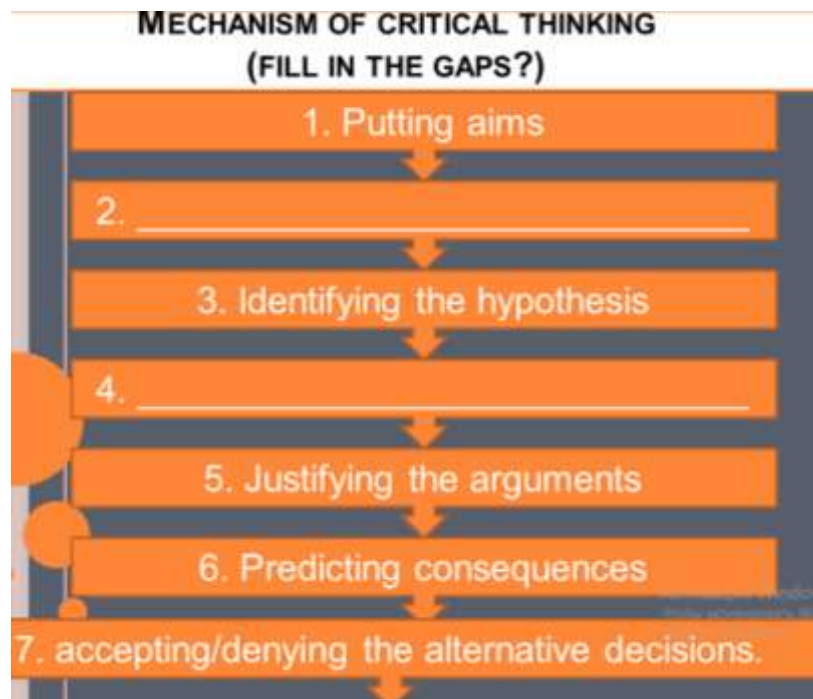
1. Critical thinking as the alternative to dogmatic
2. Levels of critical thinking
3. TDCT

1. WHAT IS CRITICAL THINKING???

- **Critical thinking is** the way of thinking where the person **disputes** the incoming information, own ideas.



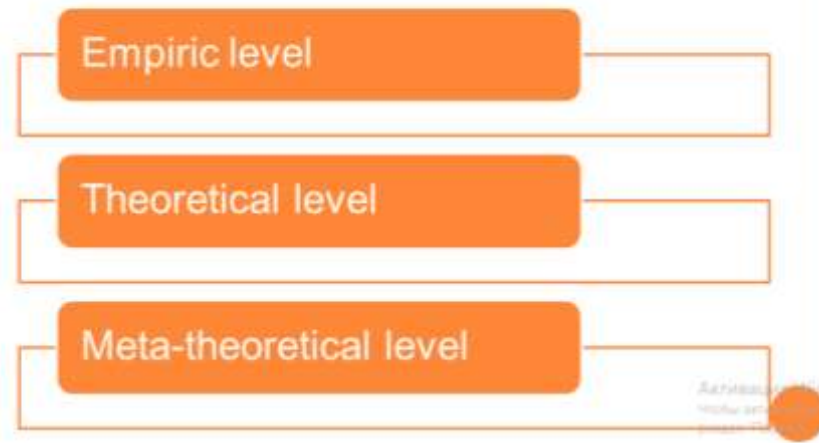
Mechanism of critical thinking



Key: 2. Identifying the problem; 4. Presenting arguments.

Levels of critical thinking

2. LEVELS OF CRITICAL THINKING (BRYUSHINKIN, I, 2003)



Empiric =? Theoretical (theories, approaches, mental analysis)

Meta-

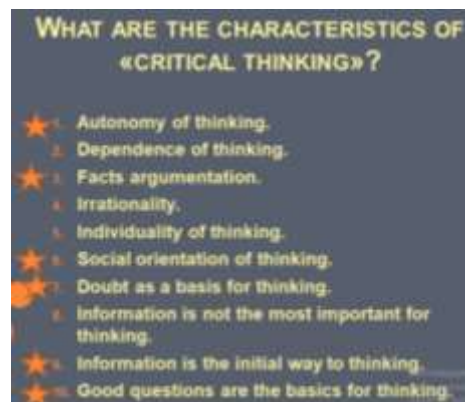
theoretical =?

Key – empiric equals practice-oriental, experience based; meta-theoretical – ‘above’ theory (theory of the theory, approach to the theory analysis).

Characteristics of critical thinking (choose the best suitable characteristics):

1. **Autonomy of thinking.**
2. **Dependence of thinking.**
3. **Facts argumentation.**
4. **Irrationality.**
5. **Individuality of thinking.**
6. **Social orientation of thinking.**
7. **Doubt as a basis for thinking.**
8. **Information is not the most important for thinking.**
9. **Information is the initial way to thinking.**
10. **Good questions are the basics for thinking.**

Key-



3. Three phases of the lesson:
challenge, comprehension, reflection

○ Ch. Temple, K. Meredith and J. Steel, 1997

○ *How teach thinking? – The theory of thoughtful reading and writing.*

STAGE 1 – CHALLENGE

- Make pupils be interested in the matter,
- Motivate into further work and awake existing knowledge

Techniques and methods

- enlisting the given information,
- prediction based on already known information;
- Systematizing material (graphical form): mind map, tables;
- T/F statements;
- Jumbled statements, etc.

Stage 2 – Comprehension

Method of Insert

While reading the text students operate with symbols:

“-” I disagree

“+” I agree

“?” I doubt

“!” I am surprised

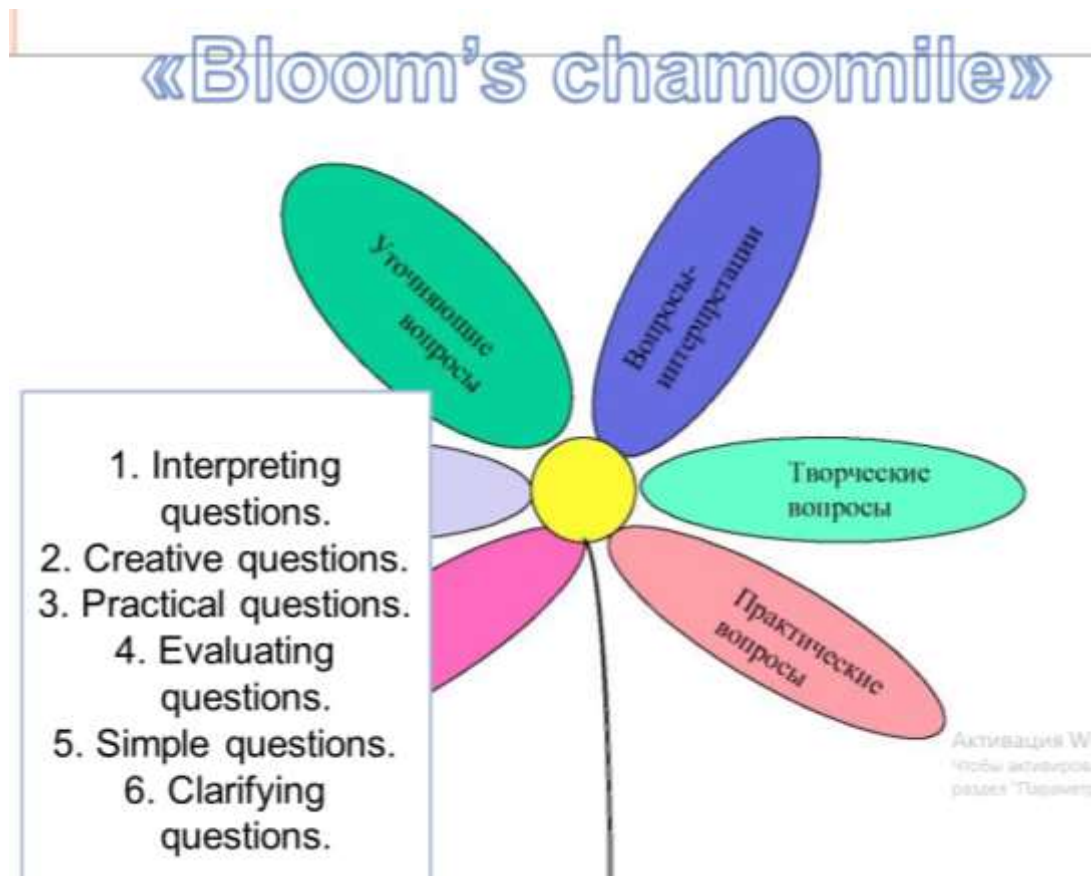
STAGE 3 – REFLECTION

- Information analyzed, interpreted, creatively perceived

Techniques and methods

- - mind mapping, filling in tables, determination between blocks of information;
- - return to key words, T/F statements;
- - answering questions;
- - round table discussions;
- - writing creative works.

Some useful techniques for developing critical thinking



You are to ask 6 types of questions in accord with the picture given.

FACT OR OPINION

- Do you always know fact from opinion? It's not so easy to tell sometimes.
- If you *don't* learn the difference between fact and opinion, you'll get stuck reading and watching things that only reinforce beliefs and assumptions you already own. And that is the opposite of learning!

Try to determine whether each statement sounds like a fact or an opinion, and discuss with a partner.

1. My mom is the best mom on earth.
2. My dad is taller than your dad.
3. My telephone number is difficult to memorize.
4. The deepest part of the ocean is 35,813 feet deep.
5. Dogs make better pets than turtles.
6. Smoking is bad for your health.
7. Eighty-five percent of all cases of lung cancer in the U.S. are caused by smoking.
8. One out of every one hundred Kazakhstani citizens is color blind.
9. Two out of ten Kazakhstani citizens are boring.

TOUR GUIDE FOR AN ALIEN

- Pretend that you have been assigned the task of conducting a tour for aliens who are visiting earth and observing human life.
- You're riding along in a blimp, viewing the landscape below, and you float over a professional football stadium.



One of your aliens looks down and becomes very confused, so you tell him that there is a game going on. Try to answer the following questions for him.

- What is a game?
- Why do people get so passionate watching other people play games?
- What is a team?
- Why can't the people in the seats just go down on the field and join in?

Play out the following other situations:

café,

institute,

school,

theater,

cinema,

hospital, etc.

Module 3 - "Evaluation and Assessment"

1. The notion of assessment and evaluation
2. Formative and summative assessment
3. SMART-goals, checklists, rubrics

Let's discuss

- What is the difference between the assessment and evaluation in translation?
- Can assessment and evaluation be objective?
- How can you assess pupils having different levels of knowledge?

Before we proceed – visit www.smk.edu.kz



Please, read about criteria based assessment in Kazakhstan, 2019. Differentiate between formative and summative assessment.

WHAT DO THESE MARKS MEAN FOR YOU...

- Mark «5»
- Mark «4»
- Mark «3»
- Mark «2» ?



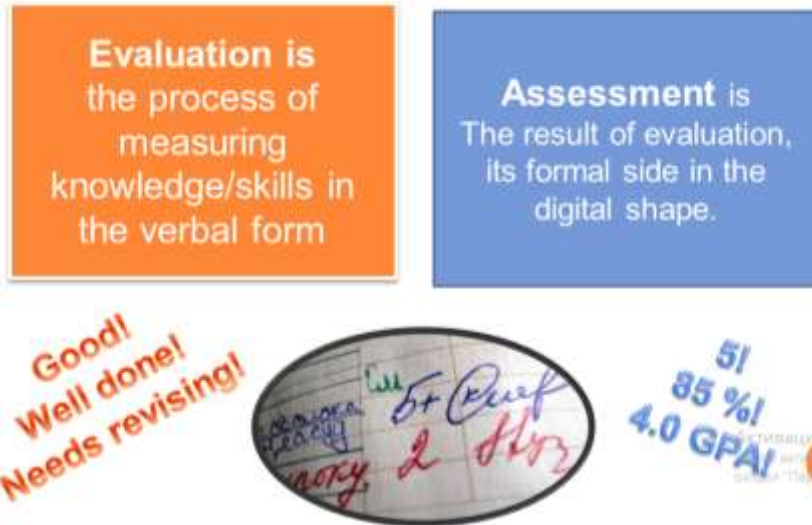
- Where is the border between 5 and 4? 4 and 3???

АКТЫБ

Let's discuss:

- What is assessment and evaluation?
- What are the visible markers of assessment? Evaluation?
- Which type of assessment can be measured?
- Can we measure evaluation?
- What is the system of assessment?
- Who regulates the assessment? Who can perform the functions of evaluators?
- What are the objectives of assessment?
- Can you name the Adjectives that can be applied to modern assessment? (Ex: objective)

1. ASSESSMENT AND EVALUATION



The system of assessment

- The scale used for grading something;
- Mechanism of connection between all subjects of educational process;
- The tool of tracking the progress of every student/class as a whole.

REQUIREMENTS FOR MODERN ASSESSMENT:

- **Modern assessment must be:**
- Flexible,
- Understandable,
- Psychologically comfortable,
- Multi-aspected and various,
- Dual (comprising formative and summative assessment).

MAIN OBJECTIVES OF ASSESSMENT:

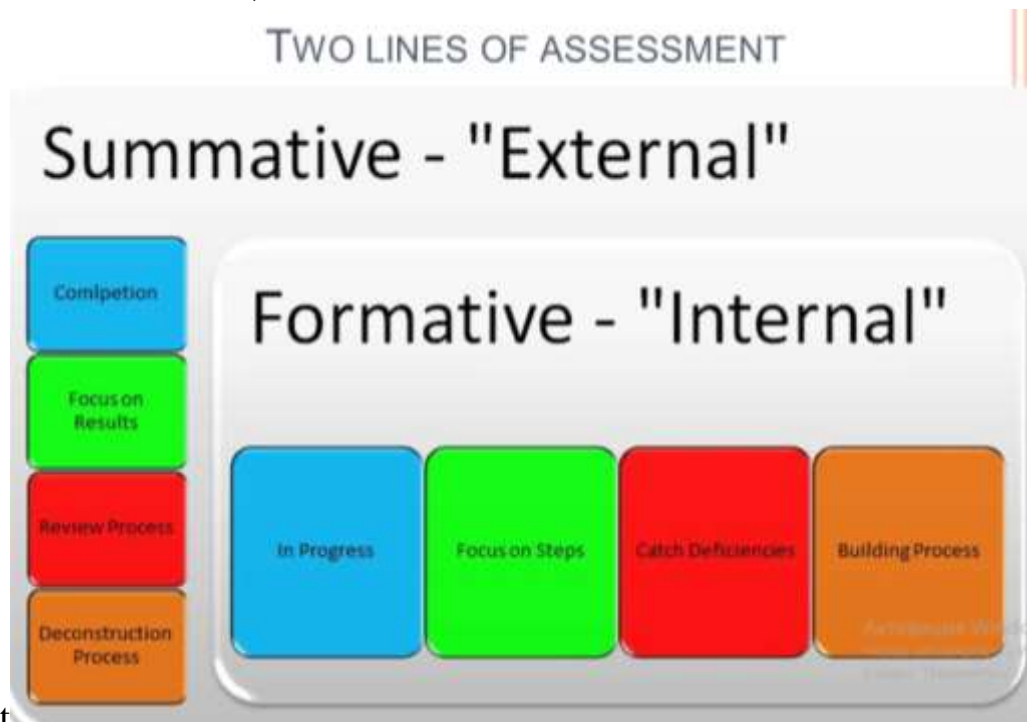
- To foresee the possible consequences of the use of methods;
- To provide a feedback;
- To estimate the achievements of students;
- To estimate the effectiveness of the applied methods;
- To present tangible results of education

Identify the type of assessment

2 Types of Assessments	
<h1>?</h1>	<h1>?</h1>
<p><i>Example: A teacher has just finished teaching a lesson on fractions. In order to see if his students were able to follow the lesson, he asks some of them to come up to the board and demonstrate the meanings of one half, one third, and one fourth on the board by shading parts of a circle.</i></p>	<p><i>Example: The teacher gives a paper test at the end of a two week unit on fractions. Students might be given a worksheet on which to shade in correct portions of circles, match numerical fractions to their shaded circle counterparts, and answer word problems using fractions. The teacher does not help much because he needs to see what levels of comprehension the children can demonstrate on their own.</i></p>

1 _____ 2 _____

Key: formative assessment, summative



assessment

INSERT PREPOSITIONS 'FOR' AND 'OF' WHERE NECESSARY:

Formative assessment	Summative assessment
<input type="radio"/> Is the assessment _____ learning	<input type="radio"/> Is the assessment _____ learning






Key: FOR, OF

ABBREVIATION SMART-GOAL



In other words...

SIMPLER ...

S	M	A	R	T
Specific	Measurable	Attainable	Realistic	Timely
What <u>specifically</u> do you want to do?	How will you know when you've reached it?	Is it in your power to accomplish it?	Can you realistically achieve it?	When <u>exactly</u> do you want to accomplish it?
				

EXAMPLES ON GOALS. COMPARE:

o Goal 1:

- o To teach pupils using Present Simple.

o Goal 2:

- o Within 2 days period to teach pupils of the 7th form using Present Simple Active and Passive.

o Goal 3:

- o Within the 3 weeks period to teach pupils of the 5th form to create a brief story 'About myself' (40-50 words) using Present Simple Tense.

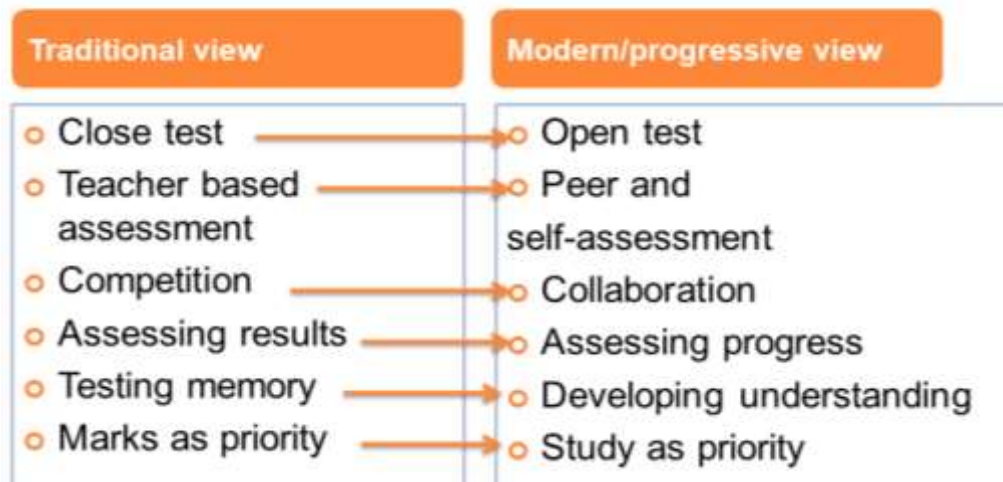
Find the SMART-goal

Key: see below:

GOAL 3:

- o Within the 3 weeks period to teach pupils to create a brief story 'About myself' (40-50 words) using Present Simple Tense.
- o S – who (pupils of the 5th form)
- o M – topic 'About myself', brief
- o A – period of 3 weeks – possible
- o R - 40-50 words – realistic
- o T – 3 weeks

MODERN TENDENCIES OF ASSESSMENT



By looking at the screenshot of a checklist, try to formulate the notion of it.

CHECKLIST IS... (TRY TO FORMULATE THE NOTION)

	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel good about my work on the job.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
On the whole, I get along well with others at work.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
I am proud of my ability to cope with difficulties at work.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

Key: it is the assessment guiding tool comprised by the list of statements/items/criteria used for self-/peer measurement of knowledge / skills / performance / behaviour.

What is the rubrics?

Key: a set of rating criteria that are used to categorize and **assess** both tangibles (products) and intangibles (behavior) that vary along a defined continuum.

TYPES OF RUBRICS

Holistic rubrics

- group several different assessment criteria and classify them together under grade headings.

Analytic rubrics

- separate different assessment criteria and address them comprehensively. The top axis includes values that can be expressed either numerically or by letter grade.

Активизация
Чтобы вы
разошлись

HOLISTIC RUBRIC – EXAMPLE

- **A**
 - Always prepared and attends class
 - Participates constructively in class
 - Exhibits preparedness and punctuality in class/class work
 - Works well with others and is a team player
 - Demonstrates initiative and improvement
- **B**
 - Usually prepared and attends class
 - Participates constructively in class, works well with others, and is a team player
 - Excellent content knowledge
 - Completes all class assignments; occasionally adds something extra
- **C**
 - Sometimes prepared and attends class
 - Average content knowledge
 - Occasionally or only challenges thought when encouraged by others
 - Assignments reflect average work
- **D**
 - Rarely prepared or attends class
 - Rarely participates constructively in class
 - Assignments are late, incomplete, or not turned in at all
 - Low level of content knowledge

Ак
400
000

ANALYTIC RUBRIC – EXAMPLE

Criteria	50-59%	60-69%	70-79%	80-100%
Knowledge of forms, conventions, terminology, and strategies of literary texts	Demonstrates limited knowledge of forms, conventions, terminology, and strategies	Demonstrates some knowledge of forms, conventions, terminology, and strategies	Demonstrates considerable knowledge of forms, conventions, terminology, and strategies	Demonstrates thorough and insightful knowledge of forms, conventions, terminology, and strategies
Critical and creative thinking skills	Uses critical and creative thinking skills with limited effectiveness	Uses critical and creative thinking skills with moderate effectiveness	Uses critical and creative thinking skills with considerable effectiveness	Uses critical and creative thinking skills with a high degree of effectiveness
Communication of information and ideas	Communicates information and ideas with limited clarity	Communicates information and ideas with some clarity	Communicates information and ideas with considerable clarity	Communicates information and ideas with a high degree of clarity and with confidence
Spelling and grammar	Several errors	A few errors	Some errors	No errors

Useful links:

1. www.rubistar.4teachers.org
2. www.rubrician.com
3. www.rubrics4teachers.com
4. www.roobrix.com
5. www.middleweb.com/rubrics
6. www.teacher.scholastic.com/tools/rubric.htm

Test yourself:

1. Evaluation is ...

- A. formal, digital side of assessment
- B. The process of measuring knowledge/skills in verbal form
- C. The process of scaling
- D. Summative based measurement of knowledge/skills

2. The meaning of summative assessment is in...

- A. The tracking of the progress of pupils
- B. The process of control over the learning
- C. Identifying the results of learning
- D. Tracking gaps in pupils' knowledge



3. Rubrics for assessment help (choose wrong)...

- A. Simplify the process of assessment
- B. Economy time for composing criteria for assessment
- C. Objectify the assessment
- D. Measure the interpersonal relations

4. Plagiata.NET helps (choose wrong) ...

- A. Identify the source of plagiarized information
- B. Find out the per cent of plagiarized information
- C. Identify the type of plagiarism
- D. Check the work in offline regime



Key: 1 b, 2 c, 3 d, 4 d

Study the School Curriculum below and state the type of the objectives used.

**Curriculum
7 grade NIS Updated Programme
2018 - 2019 academic year**

No	Topic	Academic hours	Date	Learning objectives/ Strands	Correc tion
I term – 25 hours					
1. Hobbies and Leisure					
1	Hobbies and Leisure	1	01.09-02.09	7.C4 evaluate and respond constructively to feedback from others 7.S1 use formal and informal registers in their talk on a limited range of general and curricular topics 7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics 7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics 7.L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics 7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics	
2	Discussion about hobbies and leisure activities	1	04.09-09.09		
3	Discussion about hobbies and leisure activities	1	04.09-09.09		
4	Presenting a table of	1	04.09-	7.C8 develop intercultural	

	information and statistics about young people in Kazakhstan (This relates to Maths)		09.09	awareness through reading and discussion 7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics	
5	Presenting a table of information and statistics about young people in Kazakhstan (This relates to Maths)	1	11.09-16.09	7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics 7.R7 recognise typical features at word, sentence and text level in a range of written genres	
6	Getting to know about global leisure pursuits	1	11.09-16.09	7.S1 use formal and informal registers in their talk on a limited range of general and curricular topics	
7	Getting to know about global leisure pursuits	1	11.09-16.09	7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics 7.UE12 use comparative degree adverb structures with regular and irregular adverbs on a range of familiar general and curricular topics 7.UE5 use questions which include a variety of different tense on a range of familiar general and curricular topics	
8	Creating a survey about the hobbies/leisure pursuits of either family and friends or of the class or the whole school (This relates to ICT)	1	18.09-23.09	7.C4 evaluate and respond constructively to feedback from others 7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.S3 give an opinion at discourse level on a growing range of general and curricular topic	
9	Creating a survey about the hobbies/leisure pursuits of either family and friends or of the class or the whole school (This relates to ICT)	1	18.09-23.09	7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics 7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics	
10	Creating a survey about the hobbies/leisure pursuits of either family and friends or of the class or the	1	18.09-23.09	7.UE12 use comparative degree adverb structures with regular and irregular adverbs on a range of familiar general and curricular topics	

	whole school (This relates to ICT)			7.UE5 use questions which include a variety of different tense on a range of familiar general and curricular topics 7.UE15 use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions on a growing range of familiar general and curricular topics	
11	Summative Control work	1	25.09-30.10		
12	Correction work and Unit revision	1	25.09-30.10		

Analyse the lesson plan by NIS and comment on the assessment used below:

Lesson plan

Unit of a long term plan		School:	
Date:		Teachername:	
CLASS: 7		Numberpresent:	absent:
Lesson title	Hobbies and Leisure. Diagnostic test		
Learning objectives(s) that this lesson is contributing to (link to the Subject programme)	7.C4 evaluate and respond constructively to feedback from others 7.S1 use formal and informal registers in their talk on a limited range of general and curricular topics 7.L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics		
Level of thinking skills	Comprehension, Application, Evaluation		
Lesson objectives	They will learn types of leisure activities names. They will talk about how they like to spend their free time. They will describe the benefits of hobbies and why people need to have a hobby.		
Assessment criteria	They get acquainted with topical vocabulary and pronounce them correctly. They can differentiate the usage of “do, play, go” in describing their favourite type of hobby. They can tell about the benefits of hobbies using special phrases.		

Differentiation	Less able students will know the meaning of hobbies names and make up sentences with like, dislike, to be fond of, to be keen and so on.	
	More able students will narrate heard information from recording and retell it to the class.	
	Most able students can describe benefits of hobbies and do a survey to the whole class.	
Valueslinks	The strategy “MangilikYel”. To invite students to manage their time appropriately. To respect art crafts and heritage of our ancestors.	
Cross-curricularlinks	Art, Music, Sport, Sociology, Psychology	
Previouslearning	Test for students vocabulary stock	
Plan		
Plannedtimings	Planned activities (replace the notes below with your planned activities)	Resources
Start	Organization moment. Checking for their attendance and home task.	Board, copybooks
10mins	Diagnostic test. Pair work. (Ask them how they spent their holiday and where). Students are warned to use past simple tense, if necessary revise the form of it. A student listens to B student and make it down to retell to the class what his partner did in summer.	Test sheets
10mins	Brainstorming. Write free time on the board. Say one true sentence about your free-time activities,e.g,I read a lot in my free time. or, In my free time I watch films on DVD. Write the names of the activity on the board: reading or films, or whatever you said. Ask: Who else likes reading/films;' .. ? Add two or three more simple names of popular activities which you think some of your students may like : football, walking, dancing, drawing. For each of them ask: Who likes... ?Then add the word activities (and the hyphen in free-time) to the board to complete the title of the lesson: <i>free time activitis</i> . Say: Today we're going to talk about free-time activities.	
	Vocabulary teaching. Students are provided with eight pictures to each and	Handout with pictures

5mins	<p>match 8 words to photos (from the box).</p> <p>Peer assessment.</p> <p>Encourage them to compare answers in pairs before checking as a class. As they finish they pronounce them with the help of the teacher.</p> <table border="1" data-bbox="464 398 1166 629"> <thead> <tr> <th colspan="3">Descriptor</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>All hobbies are matched with the pictures correctly.</td> <td></td> </tr> <tr> <td>2</td> <td>Sound the words clearly</td> <td></td> </tr> </tbody> </table>	Descriptor			1	All hobbies are matched with the pictures correctly.		2	Sound the words clearly		Handout with pictures.
Descriptor											
1	All hobbies are matched with the pictures correctly.										
2	Sound the words clearly										
6 mins	<p>Pair work. Learners tell about which sports and hobbies can they do:</p> <ol style="list-style-type: none"> 1. At home? 2. Outside? 3. On your own? 4. Team? <p>His partner may express his opinion if he disagrees with him.</p> <table border="1" data-bbox="464 994 1166 1263"> <thead> <tr> <th colspan="3">Descriptor</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>They can use modal verbs correctly.</td> <td></td> </tr> <tr> <td>2</td> <td>They can differentiate types of hobby.</td> <td></td> </tr> </tbody> </table>	Descriptor			1	They can use modal verbs correctly.		2	They can differentiate types of hobby.		Sheets with tasks
Descriptor											
1	They can use modal verbs correctly.										
2	They can differentiate types of hobby.										
5mins	<p>Listening task.</p> <p>Less able and more able students listen to four teenagers and tick to the names of teenagers which sport or hobby is each person interested in.</p> <p>Most able students give recommendations to teenagers using phrases below:</p> <p>Your hobby ...</p> <ul style="list-style-type: none"> • helps you deal with stress. • relaxes you. • challenges me. • means you can meet new people. • keeps you fit. • gets you out of the house. • helps you forget about my worries. • makes you feel free. 										

<p>End 4mins</p>	<p>Concluding the lesson Assessment Peer and self assessment chart Giving the home task <i>Write a short article for the English school magazine about your hobby. Write: name of hobby, how you do, play it, why you like it.</i></p>	<p>Copybooks Peer and self assessment charts</p>
<p>Additional information</p>		
<p>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</p>	<p>Assessment – how are you planning to check learners’ learning?</p>	<p>Health and safety check</p>
	<p>Group, peer and individual assessment were used using special assessment descriptor.</p>	
<p>Reflection <i>Were the lesson objectives/learning objectives realistic?</i> <i>Did all the learners achieve the lesson objectives/ learning objectives? If not, why?</i> <i>Did my planned differentiation work well?</i> <i>Did I stick to timings?</i> <i>What changes did I make from my plan and why?</i></p>		

Summary evaluation

What two things went really well (consider both teaching and learning)?

1:

2:

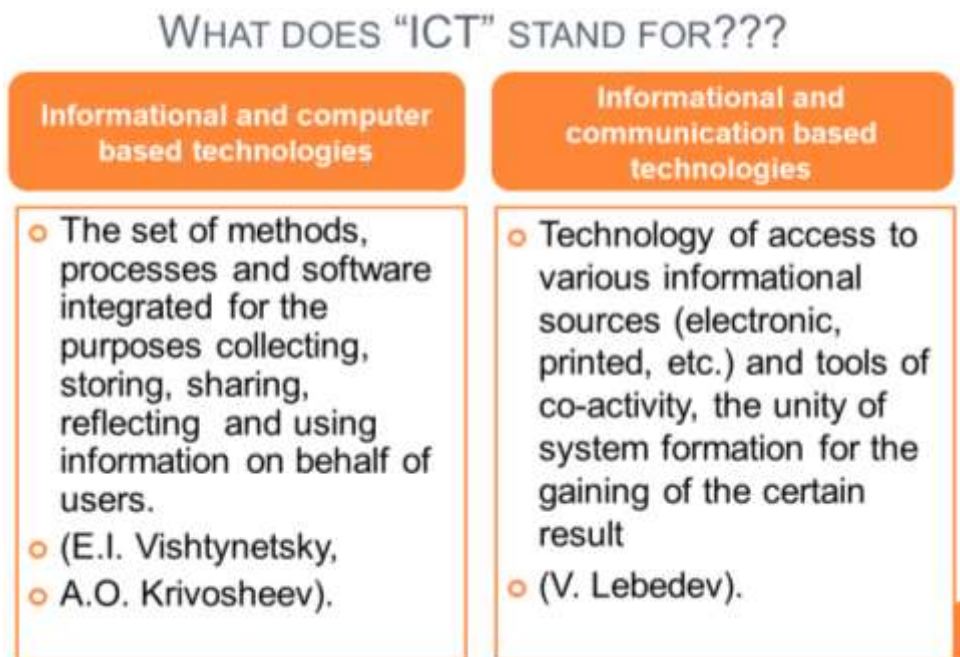
What two things would have improved the lesson (consider both teaching and learning)?

1:

Module 4 – ICT in teaching and learning

1. Differences in the determining ICT.
2. Technology RFMR
3. Some techniques used at the lessons of FL

What is ICT?



The aims of the use of ICT

Try to formulate 2-3 objectives to use ICT in the classroom

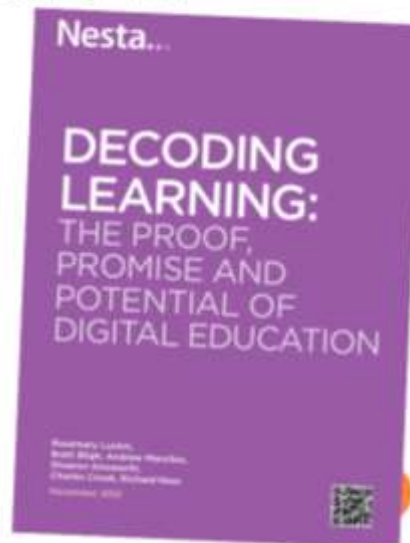
1. Support and development of social thinking of the pupil;
2. Support of all types of cognitive activity of the pupil when acquiring knowledge, skills and developing abilities;
3. Realization of the potential of the individualization of the educational process when saving its holistic aspect(E.I. Vishtynetsky, A.O. Krivosheev).

THE USE OF ICT AT THE LESSON OF FL

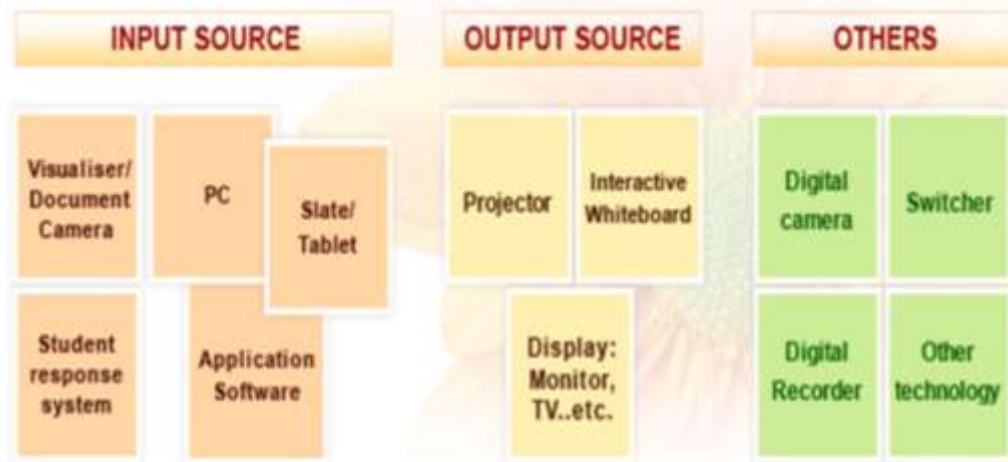
- 1) when presenting new knowledge — visualisation of knowledge;
- 2) carrying out virtual control works;
- 3) consolidating of the material;
- 4) the system of control and analysis;
- 5) self work of the students;
- 6) integrated and mediated lessons, creation of Web-pages, organising webinars;
- 7) training of the cognitive sphere of students (attention, memory, thinking, etc.);
- 8) distance learning;
- 9) blended learning (O.Y. Zakharova).

GLOBAL SUPPORT OF ICT

- NESTA – national enterprise of science and technical art “Decoding learning”.
- RFMR - Replacement
Fine-tuning
Modification
Reshaping
- **TPCK** – Technological
Pedagogical
Contextualized
Knowledge



TYPES OF ICT TOOLS



ASSETS AND DRAWBACKS OF THE USE OF ICT

- Please, enlist 2-3 assets and drawbacks of the use of ICT,
- Share your opinions with the partner.
- Present your opinions

ASSETS AND DRAWBACKS OF THE USE OF ICT ([HTTP://WWW.ELMOGGLOBAL.COM](http://www.elmoglobal.com))

Top 3 assets of ICT

- 1. Through ICT, images can easily be used in teaching and improving the retentive memory of students.
- 2. Through ICT, teachers can easily explain complex instructions and ensure students' comprehension.
- 3. Through ICT, teachers are able to create interactive classes and make the lessons more enjoyable, which could improve student attendance and concentration.

Top 3 drawbacks of ICT

- 1. Setting up the devices can be very troublesome.
- 2. Too expensive to afford
- 3. Hard for teachers to use with a lack of experience using ICT tools

2. RFMR TECHNOLOGY

○ What is RFMR?

- Replacement (creating NEW knowledge on the base of already existing)
- Fine-tuning (changing the format of the knowledge)
- Modification (modification of existing knowledge)
- Reshaping (creating purely NEW knowledge)

TRY TO GUESS!
REPLACEMENT FINE-TUNING MODIFICATION
RESHAPING ???

- Students print the copies, fill them in and hand in.
- Students do the test in Google format instead of pen/paper variant
- Students have to write and record their essay.
- Students have to record video in teams, having taken one of the topics on distance learning.

Key: Replacement Fine-tuning Modification Reshaping

CONDITIONS OF FUNCTIONING ICT IN EDUCATION.

- Realisation of the **programme on the use of ICT** (CM. **Concept of the system of electronic education 2017-2021**).
- Adequate **financing**
- **Equal access** to the ICT in various educational institutions
- **Qualified staff and teachers**, mastering the modern experience in the aspect of ICT
- **Technical support** – software
- **Standards** of the curricula
- **Assessment and evaluation**
- **Support of the external environment** (parents, monitoring services, etc.)

Active
Module
Lesson

ICT in relation to other modules

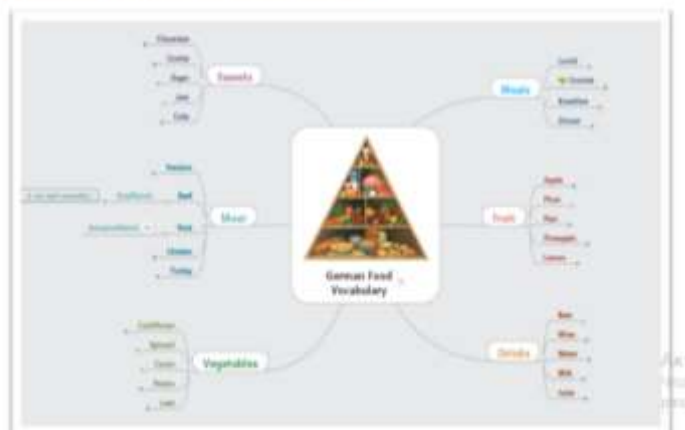


Read the article and find out the relations of ICT with other modules. - https://www.cpm.kz/upload/pedagogical-dialogue/catalog_ped_dialog_oct_2017.pdf

ICT AND CRITICAL THINKING (EXAMPLE)

- Mind Mapping

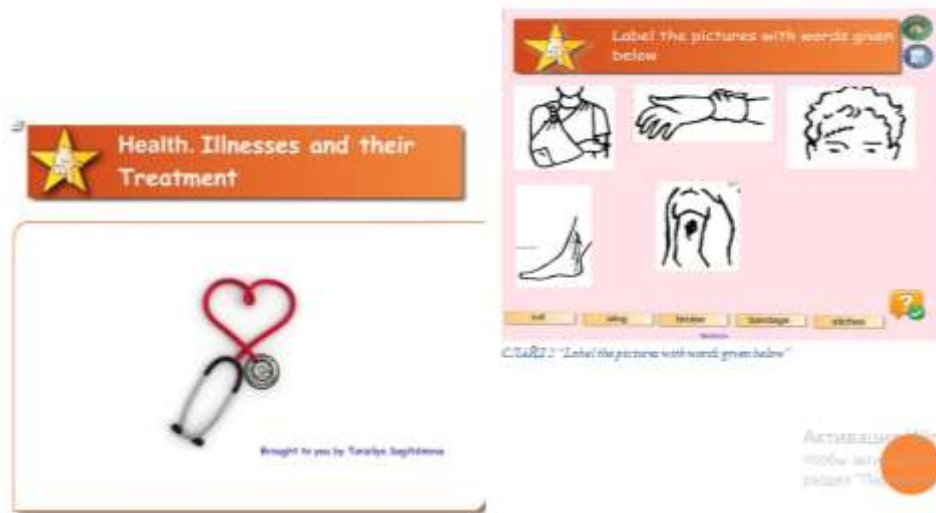
<https://www.mindmeister.com/ru>.



Assets of the use of digital mind-map

- concise information,
- - folded representation,
- - orientation to global knowledge,
- - visual form,
- - interaction and multimedia character of the map.

ICT AND GROUP WORK (EXAMPLE) INTERACTIVE WHITEBOARD



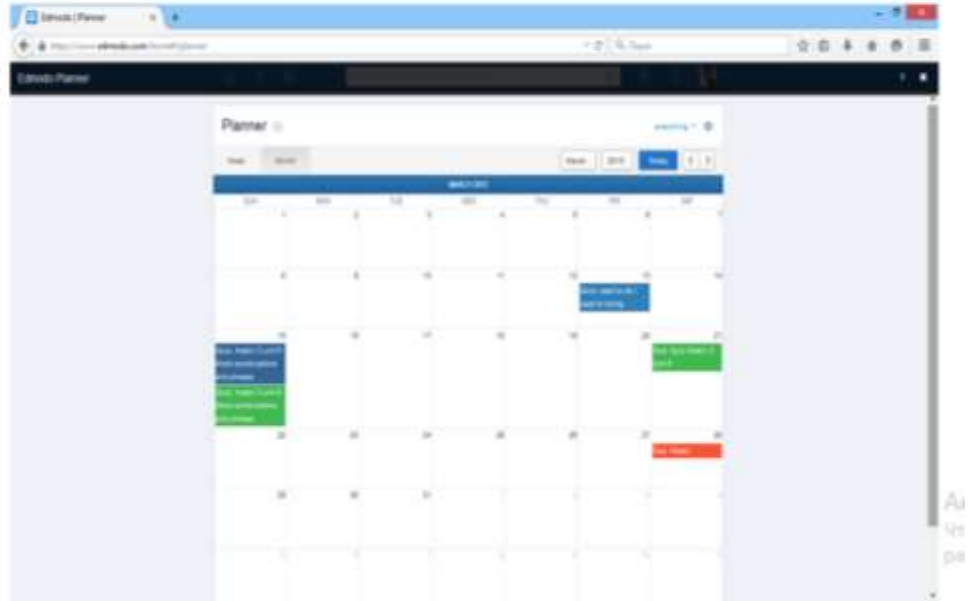
RECORDING VIDEO LESSONS

[HTTP://CAMSTUDIO.ORG/](http://camstudio.org/)



ICT AND PLANNING

o <https://www.edmodo.com/home#/planner>



ICT AND ASSESSMENT

o www.rubistar4teachers.org



RUBISTAR

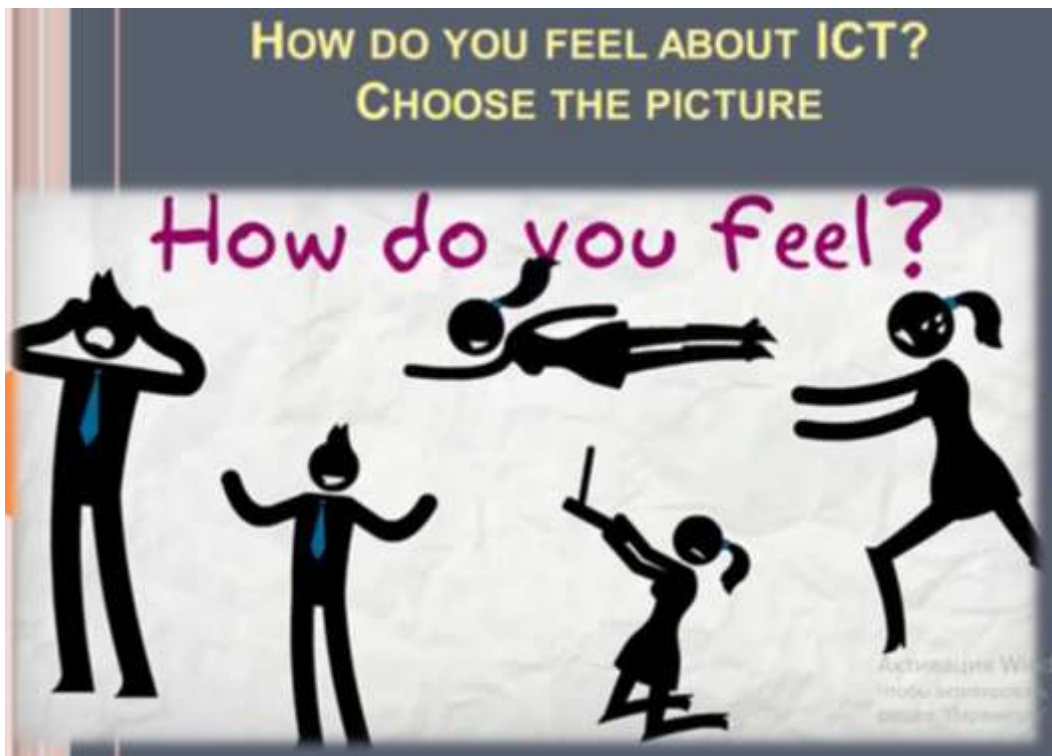
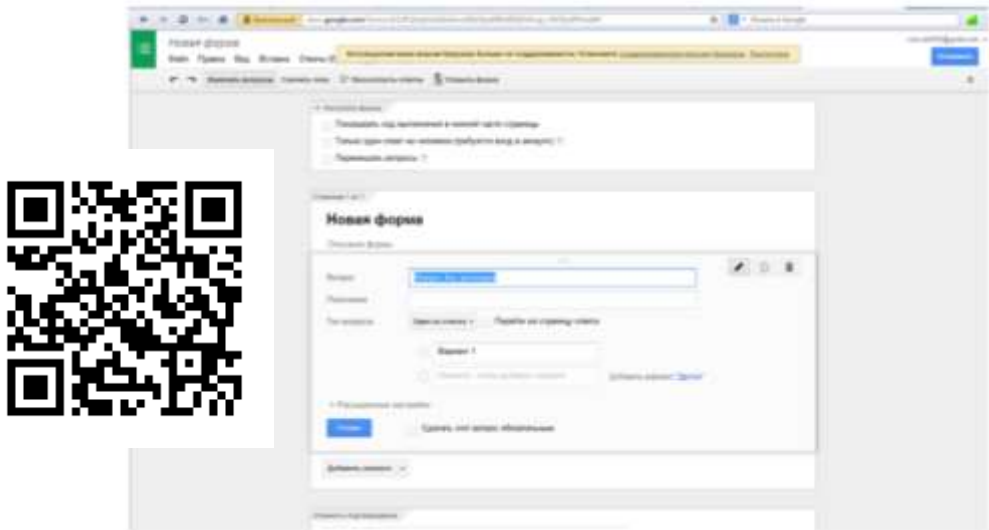
Creating and Editing Your Rubric

Here are some tips that help you create your rubric, indicators

Category	1 - Above Standards	2 - Meets Standards	3 - Approaching Standards	4 - Below Standards	Score
Position Statement If you don't see the box above, you can use the red box below to create a category or task in a new category name. You may add or modify content in the table that should be in the right.	The position statement provides a clear, strong statement of the author's position on the topic. (Assess)	The position statement provides a clear statement of the author's position on the topic. (Assess)	A position statement is present, but does not make the author's position clear. (Assess)	There is no position statement. (Assess)	(Assess)
Arguments and Support If you don't see the box above, you can use the red box below to create a category or task in a new category name. You may add or modify content in the table that should be in the right.	Arguments and support are provided in a logical order that makes a clear and convincing case for the author's train of thought. (Assess)	Arguments and support are provided in a fairly logical order that makes a reasonable case, but follow the author's train of thought. (Assess)	A few of the support are not in an expected or logical order, distracting the reader and making the case seem a little confusing. (Assess)	Many of the support are not in an expected or logical order, distracting the reader and making the case seem very confusing. (Assess)	(Assess)
Reader Choice If you don't see the box above, you can use the red box below to create a category or task in a new category name. You may add or modify content in the table that should be in the right.	(Assess)	(Assess)	(Assess)	(Assess)	(Assess)

POLL METHOD IN ICT

o <https://www.google.kz/intl/ru/forms/about/>



Module 5 “Teaching gifted and talented”

1. Difference in notions of «aptitude», «genius» and «talent»;
2. Characteristics of gifted and talented children;
3. ABC planning for gifted and talented
4. Examples of tasks for gifted and talented at the lesson of FL

What is the difference between the notions of «aptitude», «genius» and «talent» ?



Активация Windows
Чтобы активировать Windows, перейдите на сайт [www.microsoft.com](#)

LET US MATCH THE DEFINITIONS:

Notion	Definition
○ Genius -	○ Individual property of the personality having subjective condition for successful performance of the certain type of activity.
○ Talent –	○ the highest level of development of abilities.
○ Aptitude -	○ The level of development of abilities connected with their ongoing process that can be independent.

Активация Windows
Чтобы активировать Windows, перейдите на сайт [www.microsoft.com](#)

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○ Aptitude -	○ The level of development of abilities connected with their ongoing process that can be independent.

Активаци

APTITUDE

- «Aptitude is the type of psychological peculiarities of the person which influence the successfulness of the work performed as well as acquiring knowledge, skills, experience, but are not restricted to these skills, knowledge and experience».

(A.V. Petrovsky)

- *Question! Can we develop the aptitude?*

Key:

- Yes! Aptitude exists in the **process of development**. The person who does not develop the aptitude will lose it with the time flow (B.M.Teplov).

Активаци
Чтобы акти

WHAT TYPES OF APTITUDES CAN YOU SEE
HERE ?



TYPES OF APTITUDES:

1. Learning based aptitude
2. Intellectual and special aptitude
3. Mathematical aptitude
4. Technical and design aptitude
5. Musical aptitude
6. Literary aptitude
7. Artistic and graphic aptitude

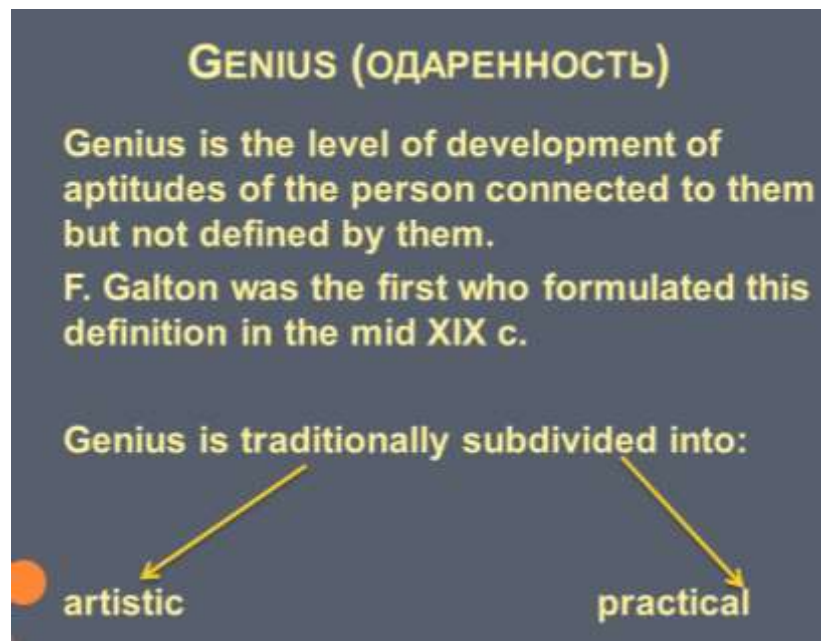
Artesian

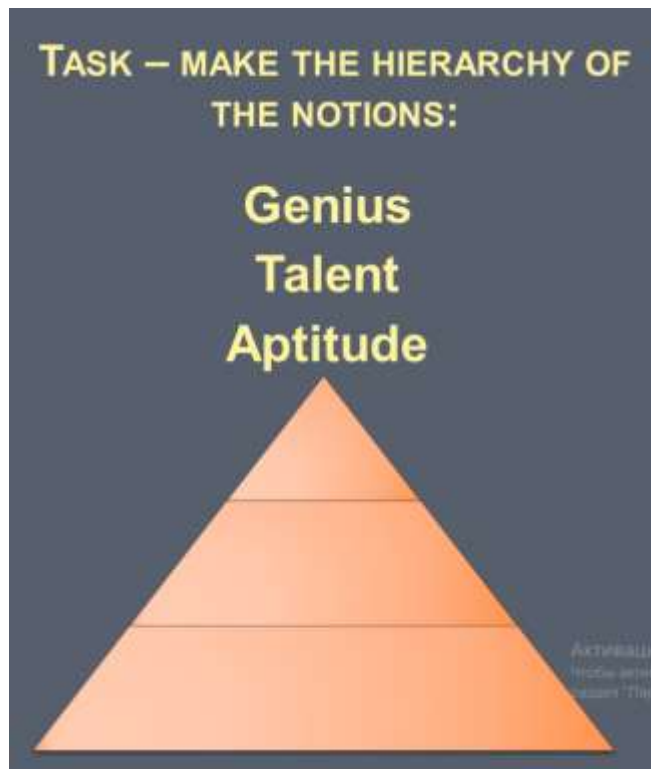
GARDNER'S THEORY OF MULTIPLE
INTELLIGENCES BASED ON APTITUDES



Characteristics of the child having aptitudes:

- High tempo of the learning specific material
- Wide range of skill shift (abilities and skills can be applied in different situations).
- Energetic economy of learning.
- Originality of performance.
- High motivation, intention to perform the activity.





Key:



Characteristics of the children having high levels of aptitudes:

- Perfect memory
- Knowing how to study, control over the process of study
- Detailed planning and reaching the aim
- Understanding the gist of the problem
- Well organized thinking, adapting information, taking alternative decisions
- Preference of complexity in solving problems and games
- High attention concentration
- Early period of speaking, writing and reading

3. ABC PLANNING FOR GIFTED AND TALENTED

- **The purpose of work with gifted and talented children**
- to create the conditions for disclosing, support and developing of gifted and talented children as well as their professional self-identification.



ABC PLANNING

A – task must be done for EVERYBODY.

B – task can be done by SOME students.

C – task can be done by CERTAIN students.

FORMS OF WORK WITH GIFTED AND TALENTED

- • Individual tasks
- • Research activity
- • Multileveled tasks
- • Creative tasks
- • Problematic learning
- • Extra-curricula activities
- • Clubs and hobby groups
- • Olympiads, competitions, conferences, workshops

4. EXAMPLES OF TASKS FOR GIFTED AND TALENTED AT THE LESSON OF FL

Your ideas?
For 2-4 forms
For 5-7 forms
For 8-11 forms

EXAMPLES OF THE WORK WITH GIFTED AND TALENTED OF 2-4 FORMS (BY N. TIMURZIEVA)

- Prepare the ideal reading;
- Make a crossword with the words to know;
- Mark the words where classmates make mistakes;
- Choose the task for yourself, etc.

Examples of the work with gifted and talented of 5-7 forms (by N. Timurzieva)

- Prepare the dialogue as the example;
- Prepare the control questions for others;
- Make a papier colle on the topic;
- Prepare a questionnaire on the topic;
- Make a story-riddle;
- Give the literary translation of the poem;
- Draw the picture on the story;
- Add the words into the basic vocabulary on the topic.

Examples of the work with gifted and talented of 8-11 forms (by N. Timurzieva)

- Compare texts and present the differences;
- Give titles for passages of the text and present your argumentations;
- Judging by the part of the picture try to guess the whole one;
- Make up your own philosophic questions on the text you read, etc.

Module 6 “Age peculiarities and its account in teaching”

Before we start...



Key: great underachievers (brief information is given below)

1. Albert Einstein, the founder of the modern physics, He won the Nobel Prize in physics. He began speaking being 4 years old, reading – in 7. He studied bad and even at the age of 15 was expelled for underachieving.
2. Isaac Newton was the worst pupil in his class until his friend made a comment on him. After that he began studying hard and became the best student.
3. Ludwig van Beethoven made orthographical mistakes and couldn't do mathematics.
4. A.S. Pushkin was an underachieving student especially in mathematics. He was the last but not the least to get the attestation diploma in Lyceum.

AND EVEN...

- **Tomas Edison** had been attending school only for some months, the teachers called him a blockhead.
- He had 1093 patents for inventions.
- His favorite phrase was: "Do you think I would invent so many things if I went to school?"



Content of the lecture:

1. **Definition of underachieving.**
2. **Reasons for underachieving.**
3. **Ways of work with underachieving pupils.**

Definition of the underachievement

○ An **underachiever** is a person that fails to achieve his or her potential or does not do as well as expected.

○ **Underachievement** is a violation of interaction between teachers and pupils and external factors (V. Okon)

○ **Underachievement** is a misfit of the child to requirements of the school concerning mastering skills, getting knowledge and forming personality(I. Dubrovina).

CLASSICAL DEFINITION BY I.PODLASY

- The underachiever is the child being unable to demonstrate the level of knowledge, speed of the thinking and performing operations compared to other children in school.



Actual
Title: 11
Page: 1

REASONS FOR UNDERACHIEVEMENT (SORT OUT IN TWO GROUPS –

EXTERNAL AND INTERNAL REASONS):

- Health problems
- Social instability and low value for school
- Imperfectness of the school system
- Low level of academic readiness for school
- Individual peculiarities (short memory span, unstable neural system)
- Low level of intelligence development
- Influence of family, street, micro-groups
- Pedagogical misfit
- Low level of motivation to study or its absence
- Relations between teachers and children

Act
Title
Page

REASONS FOR UNDERACHIEVEMENT (SORT OUT IN TWO GROUPS – **EXTERNAL AND INTERNAL REASONS**):

External reasons	Internal reasons
<ul style="list-style-type: none"> ○ Social instability and low value for school ○ Imperfectness of the school system ○ Influence of family, street, micro-groups ○ Pedagogical misfit ○ Relations between teachers and children 	<ul style="list-style-type: none"> ○ Health problems ○ Low level of academic readiness for school ○ Individual peculiarities (short memory span, unstable neural system) ○ Low level of intelligence development ○ Low level of motivation to study or its absence

Let's discuss – agree or disagree?

- If your student is underachieving, it doesn't mean that he or she is naturally lazy or indifferent about school.
- Your student can be underachieving because he or she is extremely bright but needs a different challenge.
- Underachieving is an ongoing problem and a normal

THREE BASIC GROUPS OF REASONS FOR UNDERACHIEVEMENT



experience

3. WAYS OF WORK WITH UNDERACHIEVING PUPILS

**What would you do if you had an underachiever in your class?
What exercises would you give?**

Some ways of support and assistance

- Observation over the process of work
- Performing specially designed tasks
- Discussing the algorithm of performing the task
- Identifying the mistakes, errors and blunders of the child
- Teaching effective ways of performing the task or reshaping the existing techniques.

CREATE THE SUCCESS SITUATION !!!!

WHICH PHRASES CAN BE HELPFUL FOR THE UNDERACHIEVING CHILD?

- Evaluation for details – This part of the work has been done in a good way!
- Advance praising – You will manage it!
- Hidden instruction – you remember that...
- Intensifying motivation – we need it for...
- Personal approach – Only you can do it better!



WHO IS TO BLAME? DO YOU KNOW THAT...

- 80% of parents consider the fault of the teacher:
 - Unfair attitude – 29%
 - Inability to find an approach to the child – 48%,
 - Low qualification of teachers – 23%
- Teachers (88%) blame parents for:
 - Passive attitude and inattention to the child (81%),
 - Unwillingness and inability to help the child (19%)



WAYS OF OVERCOMING UNDERACHIEVEMENT:

- Pedagogical prophylactics
- Pedagogical diagnosing
- Pedagogical therapy
- Upbringing influence



Useful tips!

1. Providing more time for thinking;
2. Variety of tasks;
3. Tendency for external entertainment;

4. Using means of non-verbal communication (signals, pictures, tables, schemes, plan);
5. Teaching working with the dictionary;
6. Changing types of activities;
7. Numeral consideration and consolidation of learning material;
8. Algorithmisation of activities;
9. Creating positive atmosphere in the classroom;
10. Lowering the tempo of checking learning material;
11. Advising the plan for the answer;
12. Allowing to use pictures or schemes when answering questions;
13. Stimulating the child;
14. Using individual cards.

Module 7 “Leadership and management in education”

1. The notion of leadership.
2. Classification of leaders. Types of teachers-leaders
3. Functions of leaders.
4. Student as a leader.

1. WHAT IS LEADERSHIP. PRESENT THE SCALE OF AGREEMENT

1. **Leadership** is the state of being dominating.
2. **Leadership** is relations based on influence in interpersonal level of the group.
3. **Leadership** is the skill of organizing the interrelation with people aimed at reaching every the common goal.
4. **Leadership** is the readiness to be responsible for not only the whole group of people.



How to become a leader?

1. Sensitivity to surrounding people. Ability to register mood changing of others.
2. Ability to define the goal and objectives. The aim must not necessarily be global. It must be comprehended and strictly followed.
3. Having optimistic outlook. Being optimistic helps finding any decision in any complicated situations.
4. Communication. Communicating with people, reassuring them the leader develops his ability.
5. Initiative. The oftener the person takes the initiative, the more he develops the leadership.

LEADERSHIP POLARITY. WHAT IS HIDDEN?



Key:

LEADERSHIP POLARITY. WHAT IS HIDDEN?



2. TYPES OF LEADERS (B.PARYGIN)

According to the type of activity

- Universal leader
- Situational leader

According to the content

- Leader inspirer
- Leader performer
- Business leader
- Emotional leader

According to the style of activity

- Authoritarian
- Democratic
- Liberal

According to the formality

- Formal
- Non-formal

ACTIVED
HUBS
CLASS

CLASSIFICATION OF TEACHERS LEADERS (M. TALEN)

Which type do you associate
yourself with?

THE TEACHER "SOCRATES"

- Loves discussions, arguments,
- Provokes discussions in the group.
- Takes role of the devil's advocate.
- Is individualistic and not systematic in educational process.



TEACHER AS A GENERAL OFFICER

- The teacher is strict and demanding.
- Considers himself to be right in everything,
- Gives orders and monitors the process of following them,
- Highly dominating.



ACTIVISION
GAMES AND
SOFTWARE

TEACHER AS A LEADER IN GROUP DISCUSSION

- Main aim of the teacher is to reach the agreement, set up collaboration.
- The role is facilitating the group.
- Discussion is more important than its result.



TEACHER AS A MASTER

- Teacher as an idol to follow;
- His reputation is high, students copy his behaviour, skills and attitude to life.



ACTIVISION
GAMES AND
SOFTWARE

3. Functions of leaders.

1. Administrative function. Assigning the work tasks but not performing it by yourself.
2. Constructive function - formulating the programme on the behalf of the group..
3. Organising function -distributing roles in groups.
4. Coordinating function - coordination of actions of group members or groups.
5. Integrative function - working together with the soul mates, making everyone find the place in the group.

WAYS OF DEVELOPING LEADERSHIP SKILLS:

- Game based trainings;
- Collective creative deeds;
- Class hours and meetings;
- Diagnosing;
- Role plays, etc.

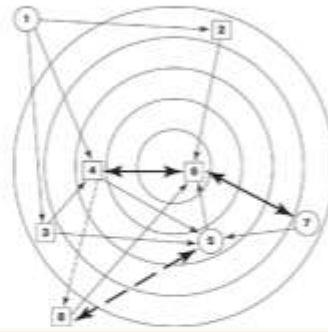
4. A STUDENT AS A LEADER. DISCUSSION.

- If the teacher is a leader, the student can be a leader, too?
- Can all of the students be leaders? Why?
- How to define the leaders in the classroom?
- What must the teacher do if the impact of the leader is negative in the classroom?
- What are the ways of developing leadership at pupils do you know?



THE TEST – «SOCIOLOGICS» J. MORENO

- «stars»
- «preferred»
- «accepted»
- «rejected»
- «alien»



1. If your group is changed, who will you choose to study in the new group? (2-3 people)
2. Who would you invite for your birthday? (2-3 people)
3. Who would you go on a long camping? (2-3 people)

Conclusion

The given manual is mutually beneficial to both teachers/lecturers and students due to the following reasons:

- It contains the concise quintessence of the content of the course;
- The form of the manual representation is rather handy – schemes, tables and visual information in various shapes;
- The presence of interaction at the lectures via tasks and critical thinking based techniques.

As for the methodical recommendations, they could be the following:

For the lecturer	For the student
<ul style="list-style-type: none">- Use background information on the schemes but do not restrict in it only;- Handle discussions where possible;- Involve all the students in the process of interaction;- Ask first before demonstration.	<ul style="list-style-type: none">- Follow the procedure – read before the lecture;- Formulate questions if you cannot understand;- Be open to share your opinions;- Read more resources than recommended.

To conclude, this manual is a supplementary material to be used in the educational process and leaves open discussions to comment on it.

All of the information is structured upon main, not subsidiary modules and cannot be perceived as a full functioning textbook.

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Appendix

QUESTIONS FOR FORMATIVE AND SUMMATIVE ASSESSMENT

The exam will include- defense of the portfolio (10 tasks – 100%), oral exam – 3 questions from the list below:

1. General contents of the subject. 7 Modules, aims and objectives of the subject
2. Group work. Definition. Stages of the development.
3. Group work. Assets and drawbacks. Ways of group division.
4. The notion of critical thinking. Mechanism of critical thinking.
5. Levels and characteristics of critical thinking.
6. Means of developing critical thinking at the lessons of FL.
7. Different approaches to ICT definition. The aims of using ICT in education.
8. SAMR technology.
9. The notion of assessment. Formative and Summative assessment.
10. The methodology of setting SMART aims.
11. The means of assessment and peer assessment at the lessons of FL.
12. The notion of psychological training. The functions of psychological trainings at the lesson of FL.
13. Types of psychological trainings at the lessons. The role and place of psychological trainings in the structure of the plan of the lesson of FL.
14. The notion of ability, capability and talent. The characteristics of the capable pupil.
15. The ABC planning for capable and talented.
16. Examples of exercises for capable and talented at the lesson of FL.
17. The notion of underachievement. The ways of identifying of underachievement of pupils.
18. The reasons of underachievement of pupils.
19. The ways of work with underachieving pupils.
20. Inclusion, segregation, integration, exclusion. The notion of inclusive education.
21. Principles of inclusive education.
22. The main points of the “Convention of the rights of disable people”. The problem of inclusive education in the Republic of Kazakhstan.
23. The notion of leadership in education. The types of teachers-leaders according to M.Talen.
24. The functions and polarity of leadership.
25. Tests for identifying leadership. Sociometrics.
26. The notion of case, the brief history of development of case-study method.
27. The structure of the case. Algorithm of solving the case.
28. Two types of schools of case-study. Assets of case-study method usage.
29. Level tasks at the lessons of FL for talented and underachievers, examples of exercises for teaching reading.
30. The differences between the aims of the group and the group work. Rules of the group work.

On Underachievement – An essay for thinking Underachieving Gifted and Talented Students

josh_shaine@yahoo.com – the author you are free to write.

I was an underachiever. (A perspective on what I mean by this and what many children who are so described feel follows the more objective part of the narrative.) An underachiever has classically been defined as a person whose performance is well below what would be predicted by standardized test scores. I score well on tests; I always have.

Part of what always irked me about being labeled an underachiever was that I performed quite well on the activities I chose. For that matter, I performed pretty well on those that I didn't choose. I just neglected to hand in my homework. Consistently. If I had done it to begin with, which I usually hadn't.

All this has led me to an involvement, a fascination with the world of the underachiever. My school, Massachusetts Academy, served gifted underachievers, children who were very bright but whose standard school experiences were unsatisfactory by any standards. There, we worked to help them understand themselves, their potentials, and their choices for the future.

But before we can get into that, there are some questions that have to be answered first.

What does 'Gifted Underachiever' mean?

For as long as we've had the concept of potential, we have had a parallel notion – that one can fail to live up to that potential. A comparatively recent (1851) example, from a biographical sketch of the poet and minister Rev. Charles Wolfe, highlights this:

"The true reason why Mr. Wolfe did so little, is no doubt to be found in the character of his mind, and this is easily traceable... There was a want of strong resolution, and an absence of concentration so marked, that he seldom read completely through even those books which ...most deeply interested him -- there was a nervous susceptibility and an openness to new impressions, that caused him as it were to dwell upon every passage he did read, to linger over its beauties, to start objections to its theories, to argue them out, and to develop to its fullest every suggestive thought; and there was in him a spirit of good nature trenching upon weak compliance, which put his time at the service of all who chose to thrust employment upon him.

“Added to this, and arising out of his want of steady resolution and earnest will, there was a habit of putting off till to-morrow what should be done to-day, of which he was himself fully sensible, and which he speaks of in one of his letters, as that ‘fatal habit of delay and procrastination for which I am so pre-eminently distinguished.’”

The 1930 White House Conference on Health of Children included a sub-group of their special education focus that looked at gifted children, and observed the plight that we know now as underachievement:

“The need for special education of gifted children is indicated by the large percentage of failures in our colleges and universities due, not to lack of capacity, but to bad habits...”

Webster's New Collegiate Dictionary defines *gifted* as **having great natural ability**. Society can mean anything from top 10% to top 1%, and there is seldom any distinction made within that range. In addition, with the advent of Gardner's Multiple Intelligences theory, one could conceivably have gifted children in each of the 8 MI's.

While *gifted*, as applied to abilities, harkens back to the mid-17th century, *underachiever* and its opposite, *overachiever* came 300 years or so later. The earliest easily verified reference to the term is in Edmund Williamson's **How to Counsel Students: a Manual of Techniques for Clinical Counselors**, from 1939. An *underachiever* is defined as “a student who fails to achieve his academic potential.” By combination, a *gifted underachiever* would be “a student who has great natural ability and fails to achieve his academic potential.”

But how is that academic potential defined? And when and by whom was it defined? There is no formal statistical formula that provides a line below which one has become a gifted underachiever, no number of points below ones potential – not even, really, a proposed consistent standard. This point was made by Joseph Motto, in his 1959 “A reply to Drasgow on underachievers,” in the *Journal of Counseling Psychology*, and reiterated repeatedly for the next 50 years. (Thorndike, McCall, Peterson & Colangelo, Preckel, Holling & Vock, Chukwu-Etu)

Still, research has been done for longer than the label has existed, in fits and spurts as interest in the topic follows the cyclical nature of so much of education. (Walsh) The first such research examined the personalities of gifted children (Conklin) and set the stage for much of the rest of the research. The readiest breakpoint for determining giftedness was two standard deviations (SD) above the mean, a 130 on the Stanford-Binet. The breakpoint for what constituted underachievement was admittedly arbitrary and inconsistent, because even when there was agreement that performance 2 SD below their aptitude might be seen as evidence of underachievement, the instruments used to determine that performance varied broadly. (Chukwu-Etu)

College Failures, High School Failures, School Leavers, Underachievers, Drop Outs... Frequently, the school provides the label, through the auspices of the teacher or a counselor. How old is the child when the label is affixed? Historically, it was observed in high school or later, at least partially because the elementary schools were far more flexible in completion rates for their students. One could see a significant percentage of secondary students taking the same subject twice, with some taking it 6 or more times. By the 1950's and through to the present, usually the student is in elementary school, prior to 6th grade. It is usually a boy because they tend to act out more, although girls have started to catch up in recent years. The determination is made because the student has performed very well on a standardized test, indicating that he has achieved a higher degree of knowledge than is being manifested in the classroom or on homework.

Conversations ensue within the school as the staff decides how to respond to the problem. The parents are contacted and informed of the problem.

Initial School Responses to Gifted Underachievers

There are several assumptions in place even before the parents have arrived for the meeting. The first of these is that there is something wrong and that it needs to be fixed. After all, the school staff reasons, if nothing were wrong, the child would be producing work at the level the standardized tests predict for him.

The next assumption is that there is something wrong either with the child himself or in the child's home. (Schauer, Khoury & Appel, Seeley, Hoover-Schultz) Their logic is that as other children are producing appropriate levels of work and this boy is not, the problem cannot lie within the school. This leaves only the boy and his parents to have caused the problem. They are unsure exactly which, and a number of theories spring to mind. The child could just be lazy. There could be a disorder involved or a learning disability. Is there heightened physical activity or distractibility? It may be ADD. Does he fail to follow spoken instructions? Perhaps it is an Auditory Processing Disorder. Or, perhaps it is not the boy at all, though that is most likely. It could be that the boy is being raised in an ineffective or harmful fashion. (Rimm)

When the parents arrive, they are informed of their child's refusal to do his work in the manner the school has prescribed. The teacher explains their child's shortcomings, including any and all inappropriate behavior that might possibly be related. There is frequently quite a bit of it. He stares out the window. He fidgets constantly in his seat. He talks out of turn, interrupting other students or asking questions that have nothing to do with the topic at hand. He reads in class when he is supposed to be doing something else. He skips ahead in the book even when he is told not to. And he almost never does his homework!

The parents are a little bit taken aback by this. To the best of their knowledge, their son has been learning the same material as all of the other children, maybe a little faster, if anything, but learning it, none-the-less. Sure, they knew about the fidgeting. The school has been commenting on that for a while, but only with an occasional punishment for it. And his performance on the tests at the end of each year, and during the term suggests that he is at or above grade level. So, they ask, what's the problem?

When push comes to shove, the bottom line is that he is not doing his work. He will not bring in homework. And, they add, he doesn't fit in with the other students. And he is beginning to act out in class a bit. The time to catch these aberrant behaviors is now, "Unless you condone them." Well, of course, the parents don't condone any such thing.

They have to get to the bottom of this and correct it. Their son can't be underachieving. That is unacceptable. They believe the teachers and the counselor. They just need to talk with their son. Surely it can be straightened out quickly and easily.

Straightening it out

Many of the same discussions that the teachers have had among themselves are now taking place within the family. While the parents are perfectly willing to accept the professionals' judgment that there is a problem, the assumption is that it must be a problem with something the child is doing, some approach the child is taking. A frequent initial assumption by the parents is that perhaps their child doesn't truly understand what is being requested.

"Son, come in. We'd like to talk with you." There follows a brief conversation in which the parents confirm that their son understands that there is a problem, what the problem is, and that it must be fixed. The son agrees that he will, from now on, dutifully complete his homework. He apologizes for having caused his parents upset and embarrassment. Satisfied that the problem has been dealt with, his parents let him leave and move on to other parts of their lives.

It is with great confusion that they receive a call a few weeks later from the teacher. She informs them that the problem behavior has gotten no better. "But we spoke with him about it and he promised that he would do better!" There is hurt and betrayal in their voices as they talk with the teacher, each other, and finally with their son about the new phone call. They ask him how he could continue to let them down this way, even and especially after the last conversation.

His tears convince them that more is going on than meets the eye. Is there a problem with your teacher? No. Is the work too hard for you? No. Do you understand what is due and when it is due? Yes. Why didn't you do the homework? I don't know.

It is time, determine the parents, to involve a professional.

The Professional

The world has changed since I was an elementary school student. While problems like this were known then, there was nothing for parents to read that effectively discussed these issues. There were many fewer books about schools, about giftedness, and certainly about underachievement. Much of the change in the last topic is very recent. There has been a veritable explosion in books on underachievement. None-the-less, the first book for parents on this topic remains the most popular.

In 1986, Sylvia Rimm wrote *Underachievement Syndrome: Causes and Cures*. Within the limits of educational books, it sold like hotcakes. At last, there was a guide to children like these. The relief was palpable among the parents I talked with during those first few years.

She defined the Underachievement Syndrome as "simply not performing up to their capabilities." While the next few pages went on to describe behaviors and attitudes of those with the syndrome, there is no further specific definition. She notes that "underachievers are virtually all manipulative," do not understand our competitive society, and have a fear of failure. Her worldview is succinctly expressed: "Underachievers are quitters. ... Our society is competitive and we must teach our children how to compete." Then she answers the question of where underachievement comes from. Her first answer is that it comes from the home

environment, that the children learn to underachieve from any number of mistakes that the parents can make. Subsequently, she grants that while the Syndrome most often begins at home, some schools can make it worse, as well, rather than being neutral or positive factors.

Once one has a Syndrome, one must perforce have a Cure, and Dr. Rimm presents one – her Trifocal model which she reports is successful ~80% of the time, with six months the usual period of treatment. The 6 steps, assessment, communication, expectation, identification, correction of deficiencies, and modification at home, have three hazard areas for those trying to implement them.

The *expectation* step involves the assertion of a new set of expectations of the child, based on the assessment that has been done and communication between the parent and the school. While one of the goals is for the student to also change expectations, in practice it is a non-trivial process, at best. The *correction of deficiencies* step requires both a thorough means of determining what the deficiencies are, but while the current teacher may know what the active deficiencies may be, often prior deficiencies are hidden. Further, the method of catching up, of dealing with those deficiencies often introduces a tutor to the scenario, despite the fact that, as Rimm pointed out, one-to-one teaching for some kids is a contribute, if not cause, of Underachievement Syndrome. And lastly, the final step of *modification at home* presents a number of reward/punishment scenarios, using food, games, and direct payments of money, in addition to a variety of emotional techniques of withholding or bestowing different types of attention.

What Dr. Rimm had done was to codify most of the techniques that she and others in the field of psychology had been applying to underachieving children for years. While it is admittedly an oversimplification, the essence of it boils down to one phrase: Behavior Modification. Dr. Rimm pathologized the problem and then provided the cure. Her cures are not actually dependent on the cause of the problem in a literal sense, as the problem, as ultimately defined is not the instigation but the syndrome itself. It doesn't matter if the course work was boring. It is irrelevant what else might have contributed to the 'condition.' The solution is behavior modification.

Behavior modification is a staple in dealing with gifted underachievers, to an even greater extent than in the regular course of instruction. There is a reason for the broad application of this approach. It frequently works. That is to say, if the primary goal of the parents is to produce academic work, there is a good chance that this will do it. But the brighter the child is, the less happy parents or child will be with the side effects. Gifted children frequently recognize what is being done to them - and it is 'to them.' They grow into angry young adults, frequently feeling very distanced from their parents and themselves.

Whitmore and Supplee

In 1980, Joanne Whitmore's book, *Giftedness, Conflict, and Underachievement*, came out. It provided a clear, positive path for a school to address underachievement among its gifted students, not through remediation and focus on weaknesses, but through a focus on the students' strengths. (Whitmore)

The author's perspective came from years of running just such a program in her public school. At the time, there was hope among those in the field that perhaps this would serve as a model for other schools (Delisle), but there was no sudden increase in school programs for gifted underachievers. Instead, families, teachers, guidance counselors, and administrators continued to deal with things on a case by case basis or, on rare occasion, by group therapy with a counselor or psychologist.

A decade later, *Reaching the Gifted Underachiever: Program Strategy and Design*, by Patricia Supplee, hit the shelves. As with Whitmore, this book was written from a public school programmatic perspective. Supplee defined gifted underachievers as “children who appear to have high academic potential but who are not functioning successfully in school, either in a general or specific discipline” (Shaklee, Supplee, Wolf). Her program kept the students in the regular classrooms the bulk of the time, providing active support a couple periods per day. By the students' still being in the standard classroom, there was less of a stigma for them than in a stand-alone program, but by their receiving the active support every day, more than once, it was far easier for the program to help the students avoid slides that less involved or out of school programs often see. Another key element was the operating assumption that *every* student in the school should be screened to see if there was a need for this program. It caught students who were in the Special Education program who would not otherwise have been identified. (Supplee). Again, the program was clearly delineated to make replication possible. Again, there has been no replication.

Since Whitmore, Rimm, & Supplee

While there have been any number of books and pieces of research on underachievement in the 20 years since Supplee and 30 since Whitmore, with the advent of the terminology “twice-exceptional,” a lot of the focus left gifted underachievers for the assumption that every child who was both gifted and doing poorly in school had something wrong with him or her. (Webb)

There are now hundreds and perhaps thousands of books on Attention Deficit Disorder. Aspergers is an increasingly common diagnosis. Bi-polar disorder shows up with increasing frequency. Do we have more students with these disorders or do we have more need to pathologize behaviors that in another place and time would have been within the range of everyday experience?

There are more and more private schools designed to take the difficult student, the ADHD or bi-polar student or whatever, and help them to learn, for a fee – a fee often larger than the average college's tuition. “The John Dewey Academy provides a superb year-round curriculum of academic and emotional development in an historic setting. The fifty-two week fee for the 2010-2011 school-year is \$86,000, billed quarterly.” The Glenholme School says “The tuition rate is \$113,880 for 12 months. This fee includes special education, residential treatment, and most clinical services. Funding may be a combination of Agency, Boards of Education, and family.” Some others, like the Oak Creek Ranch School or the Balboa City School, don't even list their tuition publicly.

Few are the public school systems paying attention to these students in nearly so organized a way, though a few are. And there are a few schools who are less... avaricious than the types mentioned above.

Ultimately, these schools fall back on reward and punishment and other behavior modification techniques. In some cases, extreme pressure is put on students, such as "If you don't make it here, you are not going to make it," and it leads to disastrous results and even death for too many of their students, even as the others may thrive. In the words of John Dewey Academy's President and founder, "there are two rules when working with adolescents. Rule One: A few will fail and die. Rule Two: Tom Bratter cannot change rule one. Before I symbolically burned my membership card in the American Psychological Association, 10 kids died of drug overdoses, committed suicide or were murdered, which radicalized me. I view psychotherapy as a war. If I cannot convince a kid to change, I know damn well they will live wasted lives, so I accept this as a mandate to force them to change." At the time that he and I talked, in 1994, 10% of his students had died, one way or another. (Bratter) The school had been founded 10 years earlier.

I understand why. Many of the people who seek to work with this population are powerful and persuasive individuals, and Tom Bratter certainly fits that mold. He could be very persuasive, and when he told a bright, underachieving student that that school was the student's *last chance*, it is no surprise that the student believed him.

I found it unconscionable then. My opinion on the matter has not changed. We worked with the same population of students, granting that I worked with fewer and for less long. But it's been 20 years since my school was started and none of mine are dead. 10% of his were dead in 8 years.

Divergent Learners and Underachievement

There are dozens and possibly hundreds of books out that just focus on underachievement, with little or no regard for the giftedness component. One of the biggest problem with the kind of focus that these books recommend that the children receive is that it ignores just who the child is in many cases. Even as the authors recognize that there are multiple reasons for the basic set of behavior, they have already decided that each of those causes needs correction. In the questionnaire provided to help a parent determine which type a child is, the first question asked is "Does your child rarely seem to complete a task in the way expected?" (Marland, Gardner)

Children who learn perfectly well, when taught in the way in which they process information, frequently fail to succeed when taught in a way that does not work for them. Is this rocket science? According to several studies, visual-spatial learners (those who learn better by illustration than by lecture) comprise a largely disproportionate percentage of our prison population. (Mahoney & Seeley) Learning style has also been identified by national drop out task forces as a factor that increases the likelihood of students' dropping out.

Meeting the needs of a gifted underachieving student

There are, as previously noted, many different reasons for a child to have become an underachiever, but there are elements that they tend to have in common, as well. The gifted child who has been part of a standard school structure has been taught, actively and almost continuously, that the work is more important than the child is. What the student receives for grades and evaluations seems to matter more to the people about whom the student cares about than the student does. Is this what anybody means to teach the child? No, but the child doesn't have the emotional resilience or distinction yet to avoid making that mistake.

The child has learned that school is not a place of learning. This is a shock, usually, because most of these children entered school eagerly and with great anticipation. The reading material is below their level, the math is one, two, or three years behind them. (Tomlinson) And there is nothing to be done about it. They do not have the skills to ask for what they need and even if they did it would probably be denied them. This is not because teachers are evil, but from a combination of teacher's time and training. While it is not the fault of a teacher personally, it still triggers the child's sense of justice. "That's not fair!"

Poor study skills are a mainstay of this population. Why have they needed them? The work was below them. They coast through and do fine. When they hit a hard spot, there are few if any techniques in place for dealing with the difficulty. However, just teaching the study skills, alone, will not work because there is no hook, no immediate reason to use them. Study skills need to be taught in concert with a challenging, but not overwhelming, subject. This provides an immediate return on the skills as well as an increase in confidence that the student can handle the coursework.

Gifted underachievers need to be loved. Without unconditional love, they will suffer and become (or remain) alienated from themselves and others.

Gifted underachievers need to be treated justly. Without justice, they will become anti-social in the organized sense. They will view themselves as separate from the community around them.

Gifted underachievers need to understand themselves. They need to know that their situations were predictable and preventable. They need to understand just how normal they are, while not being average. They need to be agents for their own growth and change. They need to learn to cherish their differences rather than hating them. They need to understand why they were treated the way they were and that their parents and teachers didn't hate them either.

Lastly, they need to understand that their past behaviors and failures do not doom them. They need to understand that many successful and prominent citizens, *even by society's standards*, did not do well in school.

These are some of the tools, the ideas, that one needs to help these children.

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