DOCUMENT RESUME

ED 272 722 CE 044 827

TITLE	Individualize Instruction. Second Edition. Module C-18 of Category C--Instructional Execution. Professional Teacher Education Module Series.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	Department of Education, Washington, DC.
REPORT NO	ISBN-0-89606-207-2
PUB DATE	86
NOTE	44p.; For related modules, see ED 269 616 and ED 270 587.
AVAILABLE FROM	American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Check Lists; *Competency Based Teacher Education; *Individualized Instruction; *Instructional Development; Instructional Material Evaluation; Learning Activities; Learning Modules; Lesson Plans; Material Development; *Needs Assessment; Postsecondary Education; Records (Forms); Student Evaluation; *Student Needs; Student Role; Teacher Education; Teacher Role; *Vocational Education; Vocational Education Teachers

ABSTRACT

This module, which is one in a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with individualizing instruction. Addressed in the four individual learning experiences described in the module are the following topics: (1) the characteristics of individualized instruction (student needs, abilities, and interests; student and teacher roles in individualized instruction; objectives; variety; and student evaluation); (2) methods for planning and evaluating individualized units; (3) management of individualized instruction; and (4) options for experiences in individualized instruction. Each learning experience includes some or all of the following: an overview, an enabling objective, instructional text, one or more learning activities, a feedback activity, and model answers to the feedback activity. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Individualize Instruction

Second Edition

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS
The University of Georgia
120 Driftmier Engineering Center Athens GA 30602

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri – Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri – Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) have been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for art work. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Sylvia Conine for typesetting: Marilyn MacMillan for module layout, design, and final art work; and to George W. Smith, Jr. for supervision of the module production process.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS OHIO 43210

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AAVIM
AMERICAN ASSOCIATION
FOR VOCATIONAL
INSTRUCTIONAL MATERIALS
The National Institute for Instructional Materials
120 Driftmier Engineering Center
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is a nonprofit national institute.

The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

MODULE
C-18

Individualize Instruction

Second Edition

Module C-18 of Category C—Instructional Execution
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The National Center for Research in Vocational Edu
The Ohio State University

Key Program Staff:
James B. Hamilton, Program Director
Robert E. Norton, Associate Program Director
Glen E. Fardig, Specialist
Lois G. Harrington, Program Assistant
Karen M. Quinn, Program Assistant

Second Edition. Copyright © 1986 by The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

Copyright is claimed until full term. Thereafter all portions of this work covered by this copyright will be in the public domain.

This work was developed under a contract with the Department of Education. However, the content does not necessarily reflect the position or policy of that Agency, and no official endorsement of these materials should be inferred.

1986

ISBN 0-89606-207-2

Published and distributed by the **American Association for Vocational Instructional Materials (AAVIM)**, 120 Driftmier Engineering Center, The University of Georgia, Athens, Ge[illegible] 30602, (404) 542-2586.

INTRODUCTION

A teacher looking over a new class for the first time faces some 20 or 30 individuals with different needs, interests, and abilities. There are students who need a great deal of guidance and students who need very little guidance, students who love to read and those who would rather make something, students who are full of ideas and students who can carry out the ideas of others.

It follows that as each individual is unique, so must be his/her education. To reach each individual and help him/her achieve fulfillment as a person, education needs to be custom-built, tailored to fit, or **individualized**.

In order to individualize instruction, you need to know as much as you can about each student and accept each at his/her own level. Then you need to work with the student to plan learning experiences that will help him/her reach the goal that he/she is seeking.

It is the student's goals that must be considered, not our preconceived ones. Even in vocational-technical education, where goals are usually clearly defined, students may be seeking to achieve many different **goals** or objectives. Within the group, there will be students who also differ in the **level** at which they will achieve their objectives.

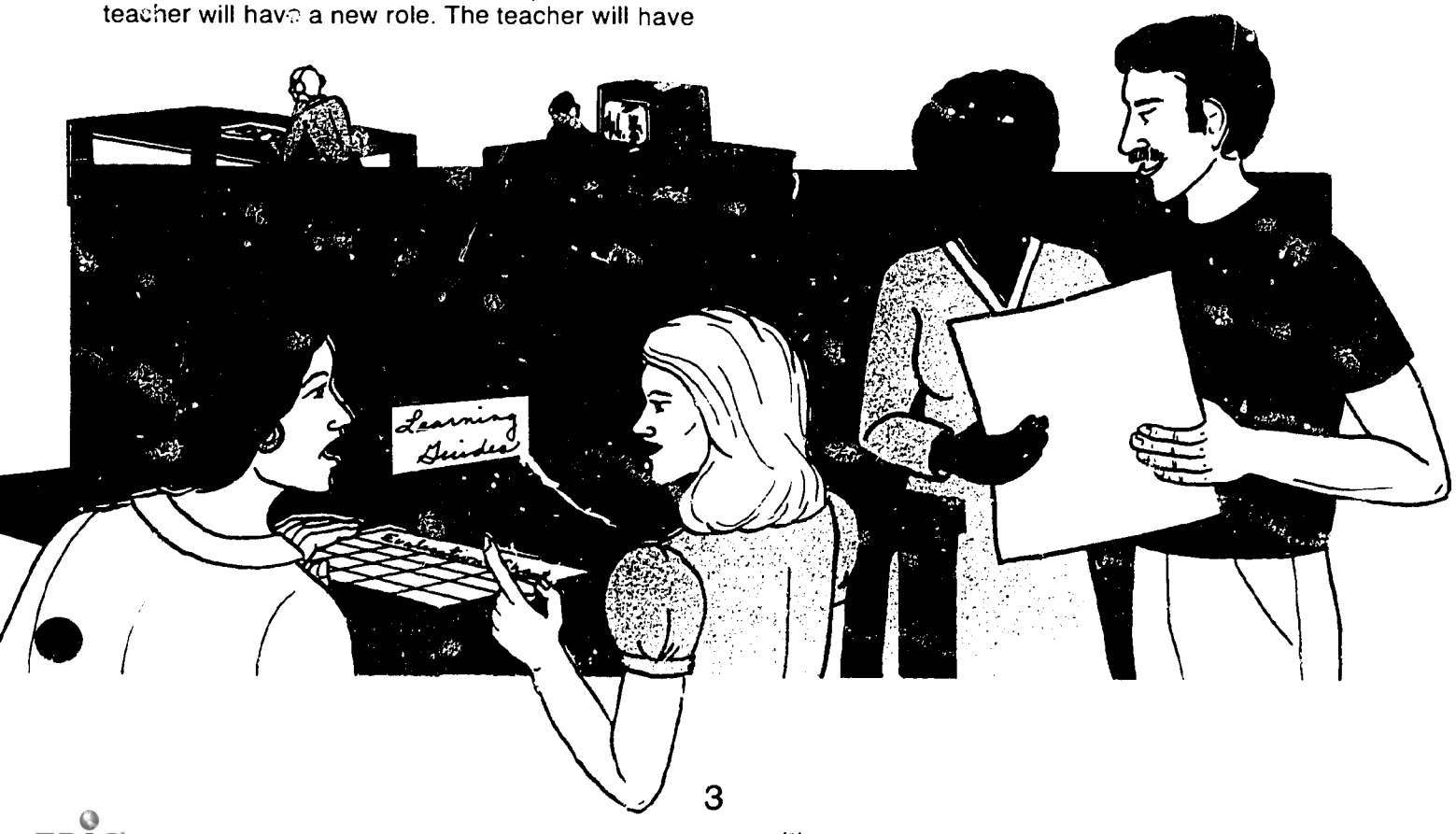
Individualization of instruction implies that the teacher will have a new role. The teacher will have expanded responsibilities for planning. The teacher's relation to students should also improve because of the extra attention given to their unique needs and interests.

This module is designed to give you skill in individualizing instruction to meet the individual needs of students. It will help you become aware of the differences among students and how you can tailor your instruction to reflect these differences.

NOTE: Three other categories of modules relate very closely to this module. One instructional method that includes individualized instruction as one of its desirable features is competency-based education. The development of an individualized, competency-based program is covered in Category K.

Second, if you have students in your class with special/exceptional needs, a great deal of individualization is necessary. Techniques for individualizing instruction to meet the needs of students with special/exceptional needs are presented in Category L.

Finally, as you will discover in this module, some students will need help in the basic skills—reading, oral and written communication, and math—in order for their individual goals to be reached. Assisting students in improving their basic skills is covered in Category M.



ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, individualize instruction. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 39–40 (*Learning Experience IV*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the concepts and characteristics of individualized instruction (*Learning Experience I*).
2. Given a case study describing how a teacher individualized instruction, evaluate the performance of that teacher (*Learning Experience II*).
3. For a simulated classroom or laboratory situation, prepare written instructional plans and procedures for individualizing instruction for a unit in your occupational specialty (*Learning Experience III*).

Prerequisites

To complete this module, you must have competency in determining students' needs and interests, developing a unit of instruction, and developing a lesson plan. If you do not already have these competencies, meet with your resource person to determine what method you will use to gain these skills. One option is to complete the information and practice activities in the following modules:

- *Determine Needs and Interests of Students*, Module B-1
- *Develop a Unit of Instruction*, Module B-3
- *Develop a Lesson Plan*, Module B-4

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Guild, Pat Burke, and Garger, Stephen. *Marching to Different Drummers*. Alexandria, VA: Association for Supervision and Curriculum Development, 1985.

Resources (e.g., individualized learning materials, individual learners, teachers or schools engaged in individualized instruction) to enable you to carry out a personalized learning experience.

A resource person and/or peers with whom you can share your written report on individualized instruction.

Learning Experience II

No outside resources

Learning Experience III

Optional

A resource person to evaluate your competency in developing a unit plan.

Learning Experience IV

Required

An actual teaching situation in which you can individualize instruction.

A resource person to assess your competency in individualizing instruction.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

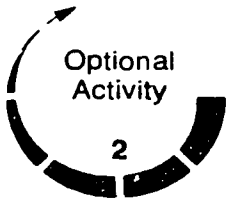
The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the concepts and characteristics of individualized instruction.

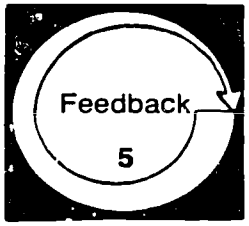
You will be reading the information sheet, Individualized Instruction, pp. 6–16.



You may wish to read the following supplementary reference on individual styles: Guild and Garger, *Marching to Different Drummers.*

You may wish to select, plan, and carry out one or more learning experiences in which you can study how students' individual differences affect the teaching/learning process.

You will be demonstrating knowledge of the concepts and characteristics of individualized instruction by completing the Self-Check, pp. 18–21.



You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 23–24.

Activity 1

What basic concepts are involved in individualized instruction? What are the characteristics of an individualized program? How can you function effectively in the new role required by an individualized instructional program? For answers to these questions, read the following information sheet.

INDIVIDUALIZED INSTRUCTION

Many people, when they think of teaching, have a mental picture of a teacher standing at the front of a room talking to a group of 20 or 25 students. The students sit at desks arranged in straight rows, and they write notes in their notebooks as the teacher talks. After several class hours of this activity, the teacher stops talking and passes out an examination, which all the students take. Later, the teacher grades the exam and awards 12 percent of the group an *A*, 12 percent a failing mark, and the majority of the group a grade of *B* or *C*. This is an admittedly exaggerated picture of group instruction in its most stilted and rigid form, but there is much truth in it.

For generations, teachers have been well aware of differences among individual students. They have noticed differences in physical and mental abilities, special talents, and personal interests. In spite of this, teachers may still be seen standing in front of a class of students, telling all of them the same thing, at the same time, in the same way.

In recent years, however, there has been renewed interest in the idea that the individual student is of prime importance. Vocational-technical instructors must teach individuals as well as groups. They must take each student's abilities, interests, and goals into account and help to prepare each student to meet the employment requirements of his/her chosen field.

The educational program should be varied to suit the unique purposes and personality of the individual student. The program should be adjusted to accommodate the needs of each student; the student should not be altered to fit the program. In a word, the program and the instruction should be individualized.

There are many definitions of individualized instruction because there are varying approaches. All approaches, however, are based on the premise that the instructional program should recognize that individuals differ in their aptitudes and rates of learning, in their interests and goals, and in their learning styles and personal behaviors. Given this premise, *individualized instruction* in vocational-technical programs can be defined as instruction structured and managed to meet the learning needs of each student in a unique way in order to give each the skills, abilities, knowledge, and personal qualities that will enable him or her to enter the occupation of choice.

There is also a great range in the extent to which instruction is individualized in various vocational-technical programs. At one end of the range is the **completely individualized program of study**. In such programs students may enter on any day of the school year and work with the instructor to define personal occupational goals. The students then pursue a selected series of learning experiences on an individual basis and leave the program whenever they have acquired the necessary competencies for their occupation.

Such individualized open-entry/open-exit programs are gaining in acceptance. However, they do require a wealth of carefully developed instructional materials and special management and administrative procedures. Therefore, they are usually beyond the scope of the individual teacher to develop and implement.

Another, more common type of approach is to **individualize instruction within a conventional vocational-technical program structure**. Individualization in such a program may take the form of encouraging each student to choose some different assignments, providing a variety of experiences, using varied learning resources, or allowing for individual rates of learning and amounts of production. This kind of individualization may be undertaken even within the framework of a program based primarily on group instruction and units of time.

Characteristics of Individualized Instruction

Individualized instruction is based on the ideas of flexibility and uniqueness. Therefore, it would be a contradiction in terms to imply that there is any one definitive approach or any one superior method. Each occupational area and each program may carry out individualization in a distinctive way. There are, however, some concepts and characteristics that generally apply to all forms of individualized instruction, even though there may be considerable differences in emphasis from one program or subject to another:

- The needs, abilities, and interests of individual students become one of the prime focal points around which the instructional program centers.
- Students are encouraged to become more active, involved, and responsible for their own instruction.
- The teacher becomes less a presenter of lectures and demonstrations, and more a learning manager and guide.
- The learning objectives are clearly stated in performance terms.
- Varied alternative and optional learning experiences are available to meet the stated objectives.
- The strategies or methods of instruction are designed to reach students as individuals.
- A variety of media and instructional resources is employed.
- The learning environment is designed for flexibility and variety.
- Students are evaluated in terms of individual performance and not by comparison with others.

Let's look at these characteristics in a little more depth.

Students' Needs, Abilities, and Interests

Individualized instruction does not simply acknowledge that individuals have different needs, abilities, and interests. It also accommodates those differences within the instructional design. Students are allowed to have different goals, work at different paces and at different levels, use different instructional materials, participate in different learning activities, and so on. Within the limits imposed by the requirements of the occupation, multiple learning paths are provided and encouraged—so long as each leads to the attainment of the established objectives.

Students' Role

There is usually more activity in a classroom or lab when instruction is individualized. Students move about, work together or separately on a variety of activities, use various resources and media, discuss the topic with each other or with the instructor, and generally take a more active approach to learning.

Individualization requires students to assume more responsibility for their own learning. The learner becomes less a passive listener to a set of directions, and more a *student*—in the active sense of the term. The student is asked to make choices and reach decisions and is held responsible for the consequences of those decisions. Students' responsibilities in an individualized program often include the following:

- Helping to define their own goals
- Helping to decide how best to reach those goals
- Selecting activities in keeping with their specific needs, abilities, interests, and learning styles
- Helping to find their own sources of information, and adapting and using them according to their own purposes
- Budgeting the available time and using it wisely in order to successfully reach their goals
- Using evaluation devices and instruments to evaluate their own skill and check their own progress
- Using feedback from self-evaluation to determine when they are ready to submit the results of their work to the teacher for final observation and evaluation

Because final evaluation is based on each individual's success in meeting the established objectives, the student's achievement—or lack of it—is quite apparent. At the same time, however, individualized instruction means that every student can succeed—some might just take longer. This prospect of success is highly motivating, and the final success itself is most reinforcing and rewarding to the student. Such success tends to increase later efforts and make further success even more likely.

In fact, it has been found that students generally welcome the climate of responsibility and respect for their individuality inherent in individualized instruction. They tend to develop an increased feeling of self-esteem, which leads to an increased interest in their school work and involvement in their chosen occupation.

Students usually find that the demands and opportunities of their individualized studies engage their time and best efforts. Teachers note that major classroom discipline problems tend to disappear. Both students and teachers report that individualized instruction requires them to work harder than ever before, but they wouldn't have it any other way.

Teacher's Role

As you break away from primary reliance on the formal lecture/presentation and the group assignment, you begin to work more on a one-to-one basis with individual students. With less time spent preparing and delivering formal presentations, you have more time to spend on activities such as the following:

- Analyzing students' academic abilities, occupational strengths, learning styles, major goals and interests, and self-discipline
- Developing an individual training plan with objectives and activities for (and with) each student
- Organizing the learning facilities and instructional materials for individualized learning
- Guiding students through the learning process
- Identifying and diagnosing individual learning problems, and helping students solve those problems through remediation, alternative learning materials or activities, and so on
- Designing and selecting a variety of ways in which to disseminate information and promote student competence
- Evaluating student performance on an individual basis

In short, you should become less the primary dispenser of information and more a **learning manager**.

Objectives

Successful efforts to individualize instruction are greatly dependent on the identification of student goals and the careful development of instructional objectives to reach these goals. Statements of objectives tell students what they are expected to do, the conditions under which their performance will be evaluated, and the criteria their performance must meet. Such statements—called *performance objectives* or *behavioral objectives*—are an integral part of individualized instruction, since they are developed with student input and are formulated from the student's viewpoint rather than the teacher's perspective.

These objectives need to be clearly understood and accepted by the student before instruction begins. The objectives provide a means for communication during instruction; later, they become a basis for evaluation of the learning that has taken place. Thus, the development of objectives is a critical function of the teacher in individualized instruction.[1]

Variety

Instructional variety is crucial if individual needs are to be met. An underlying assumption in individualized instruction is that there are many ways to learn. Your way or the "traditional" way may not be the only paths to the goal. You should provide a variety of learning options from which the student may choose. These options should be designed to meet all students' needs and abilities and should be attractive enough to interest a wide range of individuals.

---

1. To gain skill in developing objectives, you may wish to refer to Module B-2, *Develop Student Performance Objectives*.

Variety in group size. Large-group instruction has a place in an individualized learning program, as do small-group instruction, individual study, and interaction with peers. Involving students in only one type of grouping all the time can be instructionally boring, for one thing. Furthermore, different students prefer different group sizes; some like working alone, some in groups. Provision should be made for students to work in various group sizes, both for the variety and to meet their learning style preferences.

Variety in instructional methods. Among the most commonly used learning activities in individualized instruction are the following:

- Games
- Role-playing
- Simulations
- Case studies
- Brainstorming
- Lab work
- Peer instruction
- Independent study
- Community involvement
- Conferences or interviews
- Library research and reading
- Small- and large-group study
- Completion of learning packages or programmed materials
- Project work

Do not, however, focus on "individual" activities only. There is a place in individualized instruction for "group" activities, such as large-group presentations/demonstrations. What is important is that a variety—a choice—be provided.[2]

For example, if you are simply trying to provide more individualization within your conventional group-based, group-paced instruction, you can do so by varying the instructional methods you use and the activities you assign. If you always lecture, those students who do not listen well will always be lost. But if you present the same information using a short lecture, supplemented by a filmstrip and some practice activities, more students are likely to grasp the material—and stay motivated.

Similarly, whether you are giving an assignment, preparing individualized learning packages (modules or learning guides), or assigning project work, variety can be provided. For any given objective, you can devise a number of activities that would lead to attainment of the objective. In that way, students can select, from the alternatives provided, an activity consistent with their preferred learning style, interests, and abilities.

Variety in instructional resources. Students have different modality strengths and preferences; in other words, they learn best or prefer to learn through different sensory channels. Some students learn best visually—by reading or viewing. Some learn best aurally—by listening. Some learn best using a hands-on (tactile) approach. Some students read well; others have low reading levels.

The instructional materials you select need to provide for these individual differences. Depending on the extent to which your program is individualized, this may mean ensuring that you incorporate a variety of types of resources in your day-to-day group instruction . . . or it may mean that a student in a totally individualized program can choose from among a variety of resources for any given activity.

For example, instead of assigning a single reading assignment, you may provide alternate reading assignments—all covering the same topic, but at various levels of difficulty. The reading level may vary. Or the breadth and depth of the coverage may vary. For those students who are poor readers, you may provide an audiotape of the reading so that they can both see and hear the "reading." Or a film may be provided that covers the same content.

Lab work may be individualized by preparing detailed instruction sheets, along with explanatory slides or tape recordings. Oversized photographs and clearly constructed drawings and diagrams may be provided to help students in developing the new concepts.

2. To gain skill in using the many instructional methods available to you, you may wish to refer to the modules in Category C: Instructional Execution. To gain skill in developing learning packages, you may wish to refer to Module K-4, *Provide Instructional Materials for CBE*.

Project work can be individualized using project sheets and other supporting materials designed for individual use—lists of references to read, information sheets, and appropriate operation sheets. In this way, students can carry the project through to completion while working according to their own style and pace—and with a minimum of teacher direction.

In some cases, new instructional materials may need to be developed, and existing resources may need to be reorganized. In fully individualized programs, the standard textbook tends to give way to individualized learning packages and a wealth of reference materials. Provision should also be made for student use of a variety of books, periodicals, programmed materials, audiovisuals, computerized materials, and the like.

All resources should be suited to the maturity of the learners and should cover a considerable range of topics and levels to meet the needs of many students. The materials should lead students to new interests, new discoveries, and broader outlooks. There should be a sufficient variety and quantity to permit choice and to allow each student to select what he/she needs in order to meet the objectives. References, data, specifications, and other documents should constitute the raw materials, which a student can select, adapt, and apply to his/her own purposes.

Instructional resources should be selected **after** the objectives have been developed and the learning activities chosen. Resources should be provided to support, augment, and enrich the instructional design. They should not dominate or limit the range of learning activities.

Variety and flexibility in the learning environment. Classroom and lab facilities, equipment, supplies, and furnishings in an individualized program need to be selected and organized to allow for a variety of uses. The environment should encourage a variety of ways to learn.

Not only should there be flexibility in the arrangement of the facilities, but there should be flexibility in scheduling their use so that you and your students can be creative in developing learning experiences. For example, space should be available for large- and small-group activities, individual work, and private or semiprivate interaction between you and your students. And students should be able to move around readily and work freely without disrupting the work of others.

Student Evaluation

The techniques and even the purposes of student evaluation may be somewhat different in individualized instruction than in conventional group instruction. Group instruction usually employs group tests to arrive at group norms, with the achievement of the individual significant only as it compares to that of the group. And although evaluation is designed to serve many sound instructional purposes, too often the primary purpose of evaluation is to arrive at a formal grade for every member of the class at specified periods during the school year. Such evaluation is considered by many to be most useful if it results in a "normal distribution" of letter grades from *A* through *F*.

In contrast, evaluation in individualized instruction is ideally done on an individual basis. Each student is given an individual evaluation of his/her achievement, with progress being compared only against the performance objectives. The primary purposes are intended to be (1) to inform the students of the extent of their progress, (2) to suggest to both students and teacher how learning might be continued and increased, and (3) to inform the teacher about the effectiveness of the instructional program. The evaluation and the program are considered most successful if all members of the class achieve at their highest potential and reach their objectives.

There are several basic principles that underlie evaluation in individualized instruction:

- Evaluation should indicate progress toward the achievement of performance objectives (knowledge, attitudes, and motor skills).
- Evaluation should be directly related to the performance objectives agreed to by student and teacher.
- Evaluation should be a continual process, undertaken periodically during various stages of the learning experience and forming checkpoints of progress.
- Evaluation should include a variety of strategies, applied in terms of the needs of the student.

- Students should be involved in the evaluation process, performing self-checks on the result of their own work.
- Careful records of individual evaluation [illegible] should be kept to be used as guides for further instruction and learning.

The individualization of instruction implies that the entire class will not necessarily be involved in the same learning activities at the same time. One student may be working in the library, another viewing slides in the classroom, while a third is in the lab working on a project. In practical terms, this necessitates devising evaluation techniques that can be used by or with each student on an individual basis. These techniques should measure the student's performance in terms of his/her own objectives rather than those of other students.

Some of the evaluation techniques used in individualized instruction may be much like ones used in conventional programs. They may include true-false, multiple-choice, and essay tests. In addition, a fully developed evaluation program will include a variety of other evaluative strategies, such as the following:

- Observing students as they work to determine if they are using approved procedures, having any learning problems, and understanding the requirements of the task
- Questioning students orally about their work to gain an insight into their knowledge of what they are doing and why they are doing it
- Conferring formally with students to discover the extent of their growth
- Examining some of the materials the students have been working with to check on their progress
- Reviewing the results of the learning activities (e.g., reports, projects, exercises)

No single strategy is best; many should be used. In addition, the evaluation techniques must be developed so as not to be too time-consuming to use. Remember, evaluation of student performance is only one of your responsibilities. The greater part of your time should be spent working with individual students on their primary learning activities.

Students should be furnished with the instruments for self-evaluation and should be encouraged to use them. They should be encouraged to assume the role of evaluator of their own progress. Self-evaluation needs to be possible at many points along the way. It is especially critical just after the student has gained background knowledge for a new competency and is ready to apply it in the lab.

Students can be personally involved in their evaluation in the following ways:

- Individual evaluation, in which a student checks on the extent of his/her own learning by using teacher-prepared measures
- Group evaluation, in which students who are working on similar objectives confer to determine whether they have achieved the objectives
- Student evaluation, in which one student evaluates another, perhaps using a checklist or rating scale
- Teacher-student evaluation, in which student and teacher confer and come to agreement on the learning that has taken place and what is still to be accomplished

The full potential of individualized instruction will not be realized unless you follow through with well-planned and adequate final evaluation procedures. You need to refer to the objectives agreed upon for students' learning experiences and devise some objective means to determine whether the objectives have been achieved.

Often a checklist of criteria is prepared in order to keep the evaluation focused on the objectives and to make it as fair and unbiased as possible. It is important that the student be involved in the final evaluation process and be fully informed of the results of the evaluation.

Methods for Planning and Evaluating Individualized Units

Planning or revising an instructional unit to incorporate individualized instruction requires some specific information and some developmental guidelines that may be unfamiliar to you. Planning individualized units requires you to know a great deal about the students in your class—their personal needs and interests, educational requirements and goals, abilities and weaknesses. With this kind of information at hand, you can begin to develop plans that will satisfy the students' needs, capitalize on their abilities, and shore up any weaknesses.

A unit of instruction planned for use in a conventional group-instruction situation can be individualized by broadening the learning options and modifying the objectives and evaluations to suit the individual students. Some of the methods, techniques, and materials you might use have already been discussed. As the planning phase proceeds, you should be sure that the following guidelines are considered in selecting the strategies for individualizing instruction:

- You should plan the unit with the thought that all students can achieve the expected level of performance.
- The learning strategy best for one student may not be the best for another. Therefore, the instruction should include a variety of strategies. Poor readers, for example, should be provided with multimedia materials.
- The unit should contain only a very few overall objectives.
- The instructional objectives should be established in advance. Students should know precisely what they are expected to achieve and exactly what level of achievement they will be expected to attain.
- The unit should provide some means for students to check their own performance.
- The unit should be designed to lead to student mastery of that particular segment of instruction.
- Some evaluation device should be included so that you and the student can determine the student's readiness to go on to the next learning experience.
- Student grades should be based on what the student has or has not learned. Grades should not be given on the basis of how well or how fast the student has learned compared to others in the class.

Having planned the individualized unit of study, you also need to plan how to evaluate its effectiveness. The unit may first be evaluated before it is presented to the students so that it can be further refined and developed. After the unit has been tested in the classroom, it should again undergo evaluation and be revised and improved. The evaluation chart in sample 1 has been prepared to serve as a guide when you plan or revise individualized units of instruction. It provides a rating scale that can be used to evaluate the total effectiveness of the unit and reveal any areas that need improvement.

To use the evaluation chart, assemble all the materials and plans you have for the unit, including the student performance objectives, the various learning activities you have developed, and the devices you plan to use to measure student outcomes. Examine and review this material carefully, and compare it with the criteria for individualized instruction listed in sample 1.

After rating each item, total up your score. The highest possible score is 50. A total score of 40 or higher indicates that your teaching plans are exceptionally good. If your score is below 22, your plans for individualized instruction are in serious difficulty and require immediate attention. An intermediate score indicates that, although your plans are generally satisfactory, you should review and improve them.

14

SAMPLE 1

EVALUATION CHART

Rate your individual unit, using the following scale and being as objective as you can:

SCORE	DEFINITION
5	Excellent—needs no change
4	Good, but it can be improved
3	Acceptable, but requires improvement
2	Poor—needs major changes
1	Very Poor—may need total rethinking
0	Unacceptable—something must be done about it

Criteria for Individualized Unit

_____ 1. The objectives are clearly stated in student performance terms.

_____ 2. The learning activities are practicable and clearly stated.

_____ 3. The activities and experiences are directly related to achieving the objectives.

_____ 4. Students have more than one learning option from which to choose for each part of the unit or topic.

_____ 5. Students appear to like to study the topic.

_____ 6. Some device for obtaining feedback from students on the effectiveness of the unit is included.

_____ 7. There is an evaluation procedure for each of the stated objectives.

_____ 8. Evaluation is based on the stated objectives, not on some unstated goals.

_____ 9. The evaluation methods are varied, objective, and effective.

_____ 10. The topic has a clearly defined place in the total program.

_____ **Total Score**

SOURCE: Adapted from Albert F. Eiss, "Individualizing Learning," *Science and Children*, 9 (April 1972): 10

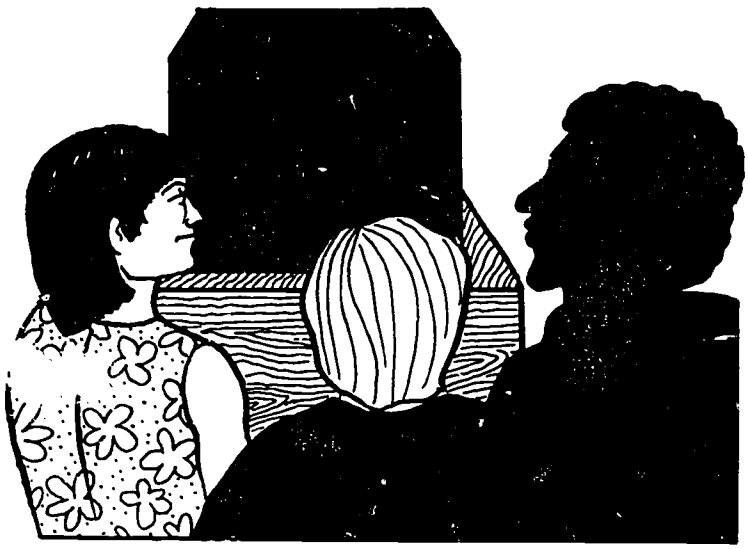
Management of Individualized Instruction

Both conventional group instruction and individualized instruction involve many of the same kinds of class and lab management problems. As long as there are schools and students, there will be records to keep, equipment to maintain, human relations problems to solve, and schedules to be met. The teacher who introduces a unit, or several units, involving individualized instruction does have some special management responsibilities. However, these need not cause real difficulty, nor should they be time-consuming.

Initially, students will need help in learning how to handle themselves and their responsibilities in an individualized situation. Most students will have experienced only structured group instruction in which the teacher made the assignments and gave the directions. The students all did basically the same thing at the same time, and the tests were designed to separate the quick from the slow.

The concepts involved in individualized instruction will often be new to students, and without orientation to the process and guidance in their first efforts, they may become confused and frustrated. Students will have to know what is expected of them. They will need to be told what freedoms and responsibilities they have and what restrictions exist.

In addition, some of the procedures for working with individualized materials will need to be explained. For example, students should know how to use the reference library, how to proceed with the learning activities, and where to find the multimedia equipment.



It is advisable, when first using the individualized approach, to introduce the concept gradually. You could first give the students independent study time, during which they are all working on the same topic. Later, you could provide several learning options from which each student may select the activity he/she wants to do. Finally, you could move to whole units in which the student plans with you what he/she wants to do to achieve the objectives of the unit.

Initial student orientation to individualized instruction may require a day or two of instruction and discussion. During this orientation, you should complete the following steps:

- Briefly outline the basic ideas involved in individualized instruction, emphasizing that students help plan learning activities so that learning will be more personal and relevant to them.
- Show students the resource materials and equipment they will be using. Instruct them in the use of special equipment (e.g., videotape recorders). Indicate that students will be expected to find some of their own materials.
- Define the role of the teacher as someone available to **help** students meet their goals, discover the best learning resources, and plan learning activities.
- Define the role of the student as an independent learner—a responsible individual working toward personal educational goals.
- Review with the students the objectives of the unit, the learning activities the students may pursue, the key concepts and skills to be learned, and the target completion dates.
- Discuss the procedures for student self-evaluation and the criteria and methods for the final individual evaluation.
- Review basic classroom and lab procedures relating to such things as cleanup, how to check out materials, and so forth.
- Encourage student response, reaction, and questions.

The time taken to orient students to what they will be doing will pay off when work begins. It will give students an understanding of the opportunities and responsibilities that are a part of individualized learning. If, after a trial period, there seem to be some misunderstandings about what needs to be accomplished, you should call the group together again. Together, you and your students can resolve any difficulties and come to some general agreements before the plan breaks down.

In addition to preparing the students for individualized instruction, you will need to prepare the necessary instructional materials. Sufficient copies of instruction sheets, reference books, and construction materials should be gathered and organized for easy access.

Sometimes the facility itself should be rearranged to permit or encourage small-group work, individual activity, or teacher-student conferences. A learning center may be set up in one area of the room and equipped with the appropriate audiovisual devices, such as tape recorders, slide/tape machines, overhead projectors, or video equipment. A simple, but complete, record-keeping form for noting student progress and recording the results of the final evaluation may need to be devised and constructed.

You must also be prepared. Conflicting activities must be set aside so that you can be available to students as they proceed with their independent work. It is important that you have an open and secure attitude in working with students in an individualized setting. Individualized instruction should not get underway until you can accept the following conditions:

- You must be able to accept that students can choose those learning activities that are best for them.
- You must be confident and competent in your subject matter in order to handle the range and variety of questions that may arise.
- You must be tolerant of activity and noise, because learning is not always related to classroom silence.
- You must be tolerant of some apparent inactivity, because the students may not be wasting time; they may merely be involved in valuable reflection.
- You must trust the students. If you cannot put trust in the students, then there is serious question about whether you should initiate a program of individualized instruction.[3]

3. Adapted from *The Balance Sheet*, 55 (November 1973): 102.

Options for Experiences in Individualized Instruction

It is possible to learn most of the facts and basic concepts about the individual differences of students by reading texts and listening to lectures. In order to learn about the **implications** of these facts, however, you need personal experiences both within and outside the classroom.

These experiences may include observing students in a variety of situations, talking to students and teachers, examining learning materials, and becoming engaged in some trial experiences in individualizing instruction. Through such experiences, you can increase your understanding of the great range of individuality in students and of how their differences affect your responsibilities in planning and presenting instruction.

Two lists of suggested experiences are shown in sample 2—one that describes experiences that may be particularly appropriate for the preservice teacher and another that suggests additional experiences for inservice teachers. Quite naturally, the amount and kind of benefit derived from these experiences will vary with the individual. If you select wisely and participate fully in the experiences, there should be significant gain in personal understanding of the relationship between student differences and teacher behavior. These lists are not necessarily complete but are meant to stimulate ideas and allow you to develop detailed plans for the experience you need.

SAMPLE 2

SUGGESTED EXPERIENCES

Preservice Experiences

Observations. Observe differences among fellow preservice teachers in height, weight, interests, professional aspirations, and mannerisms. Observe children or adolescents in a single age group, with attention focused on differences.

Student interviews. Conduct informal conversations or interviews with students of various ages, noting differences in responses at different age levels. Interview children or adults of the age you plan to teach, noting differences among learners of approximately the same age or grade level.

Case studies. Read and study sociological, psychological, or educational case histories and studies of individuals and groups. Later, summarize and interpret the data you have gathered.

Demonstrations. Observe demonstrations of individualized teaching. Discuss the demonstration with the teacher. Observe the use of techniques for gathering information about individual students (such as ascertaining a student's reading level). Observe the administration of individual tests.

Examination of books and other instructional materials. Examine a variety of books and other instructional materials, including various audiovisual materials. Participate in the evaluation of the appropriateness of materials for individuals and groups. Practice using them for specified and understood purposes. Examine and work through some instructional learning packages in your occupational service area.

Conferences about individual students. Observe or participate in conferences concerning individuals (e.g., a conference of a group of teachers and guidance personnel or a conference of teacher and parent).

Use of evaluation instruments. Observe the use of standardized and teacher-made tests; projective instruments; rating scales; and tests of intelligence, personality, attitudes, or achievement. Later, summarize and interpret the results of such tests for a single learner or a group of learners, with attention to the ethics of handling such data.

Visitation and participation. Visit and participate in the activities of schools employing a variety of approaches to individualization (e.g., team teaching, ability grouping, flexible grouping within classrooms, competency-based education, instruction through learning packages).

Inservice Experiences

All the experiences for the preservice level are also appropriate for inservice teachers. Their more extensive background and experience often make it possible for inservice teachers to get new insights from activities very similar to those in which they participated at the preservice level. Teachers in the field may use institutional facilities (e.g., libraries, curriculum laboratories, and audiovisual centers), conferences, and workshops to enrich their experiences. The experience options suggested in the list below are certainly not all-inclusive. The creative teacher will be able to develop others that are relevant to his or her own needs.

Study of specified problems. Develop solutions to special educational problems (e.g., meeting the needs or interpreting the behavior of one or more students). Adapt a course of study or modify instructional materials to meet the needs of certain students.

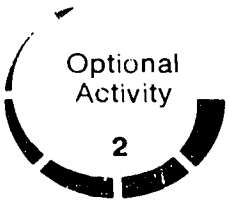
Planning for individual or group study. Plan a program of study related to individualization, such as a project involving the study of child development.

Grouping of students for instruction. Divide students of a given grade level into class groups. Group students for instruction within an already existing class.

Experimentation with techniques of individualization. Try out promising techniques such as team teaching, individualized projects, library research, or learning packages.

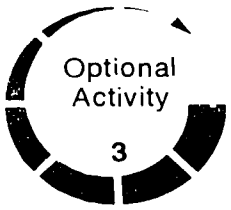
Working with parents. Participate in such experiences as conferences with individual parents or with a parent group. Focus their attention on better understanding their own children as individual learners.

SOURCE: Adapted from Nelson B. Henry, ed., *Individualizing Instruction*, 61st Yearbook of National Society for the Study of Education (Chicago, IL: National Society for the Study of Education, 1962), pp. 297–299.



Individuals have different styles—leadership styles, teaching styles, learning styles. To learn more about these styles and how knowledge of styles can help you individualize instruction, you may wish to read the following supplementary reference: Guild and Garger, *Marching to Different Drummers*.

This easy-to-read book on style is divided into three parts. In the first part, the authors define style and provide some background into research on style. In the second part, the work of some major researchers (Jung, Witkin, Gregorc, Dunn and Dunn, McCarthy, and Barbe and Swassing) is reviewed, and an example of how each research model could be applied in an educational setting is provided. In the third part, the authors present a way to organize your thinking about styles, raise additional issues, and discuss implementation and staff development. A comprehensive annotated bibliography and a list of additional references are provided for those wishing to study the subject in more depth.



From the list of suggested experiences described in sample 2, p. 16, you may wish to select one that seems to fulfill your personal needs for more information about students' individual differences and the implications these differences have for your own teaching. Or, you may wish to develop an experience of your own. You should try to ensure that the experience you select or develop is in fact feasible, given the resources at your disposal in your school or community.

You should plan the experience in a way that will give you insights into the teacher's role in working with individual students. You could start by outlining a plan describing how you propose to carry out the experience. For example, you could identify what school you plan to visit, what teachers you expect to observe, and how you will arrange to talk with students. You could also describe the kind of information or impressions you propose to gather (your **objective**) and how you will report on the experience. Then, carry out the learning experience as planned.

You may wish to select, plan, and carry out more than one activity devoted to learning about individual differences. In that case, try to select contrasting experiences in order to gain as broad a perspective on individual differences as possible.

After your experiences have been completed, you could develop a summary report of what took place and what you learned about how individuals differ. Try to relate this to teaching in your occupational specialty. This report could be shared with your resource person and/or peers or used as a basis for discussion in a seminar setting. If your experiences have been carefully planned and carried out, your report should reveal an understanding of the range of individuality in students and how these differences affect the teacher's responsibilities in planning and presenting instruction.

The following items check your comprehension of the material in the information sheet, Individualized Instruction, pp. 6–16. Each item requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. You are sitting in the teachers' workroom talking to an older and more experienced teacher. You are discussing the idea of individualized instruction as it applies to vocational-technical education. Respond to the following comments that the other teacher makes in the course of your conversation. Do you agree or disagree with each comment? Why?

   - "There is nothing new about individualized instruction. Vocational-technical teachers have used projects, laboratory work, and one-to-one teaching for many years."

   - "You can't allow students in vocational-technical education to work out their own objectives and choose their own learning activities. After all, there are a great many things students must know if they are to enter the occupation, and I have to see that they know them."

- "Individualized instruction means a lot of reading, and the students in my classes just can't read . . . or won't read. I have to provide the needed information through lectures and demonstrations."

- "In my occupational area, we do a lot of work for customers, and individualizing instruction would make it impossible to keep up production."

2. Write a brief definition of individualized instruction as you perceive it.

3. Why are objectives that are written in student performance terms so important to success in individualizing instruction?

4. Listed below are some teaching methods that are used in vocational-technical education. Make a brief comment about the usefulness or appropriateness of each in an individualized program.

   - Class lecture

   - Textbook reading assignment

   - Laboratory work

   - Library study on a special topic

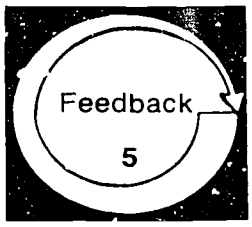
   - Learning packages (modules or learning guides)

5. Research studies have found that students in programs in which instruction is individualized tend to have an increased interest in their subject, like school more, and have fewer major discipline problems. Why do you suppose this is so?

6. In any discussion of individualized instruction, the need to use a wide variety of instructional media is usually stressed. What is the relationship between media and individualization?

7. What is wrong with "grading on the curve" in individualized instruction? What evaluation techniques might be used instead?

NOTES



Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. **Individualized instruction is not new.** It is true that vocational-technical teachers usually know their students well and work closely with them as individuals. Even so, in most cases the amount of individualization is limited.

   The group lecture and the group demonstration tend to be the dominant methods of instruction. Projects are often the same for all students. Tests are given to the whole class at the same time, and they frequently cover just textbook readings. The slower learner or the one who prefers to learn by "doing" is usually at a disadvantage.

   Real individualization means that each student's learning rate, learning style, and personal interests are taken into account, and a cooperative plan for learning is worked out.

   Students can't choose their own objectives/activities. The ultimate goal of vocational-technical education may indeed be to prepare students to enter their chosen occupations, but there are many paths to this goal. The knowledge and skill that students must possess can be acquired through a great variety of means, and individualization can provide those different means.

   As long as students achieve their occupational objectives, the speed at which they arrive (within reason) may not be so important as the fact that they do indeed get there. And in most occupations, there are a number of suboccupations or variations of duties so students may have many different educational and occupational objectives.

   The student's personal needs and the teacher's objectives for the course may differ somewhat, but it is the **student** who should be the primary focus of good vocational-technical instruction.

   Individualized instruction means a lot of reading. Even though the group lecture may be seldom used in individualized instruction, it does not follow that the poor reader will be abandoned. Remedial reading help can be arranged for the student for one thing. In addition, the teacher can put the required readings on audiotapes—a technique that often improves students' reading skills as well as furnishing them with the needed information.

   Many other forms of instruction are also available, including slides, slide/tape presentations, films, film loops, diagrams and drawings, transparencies, student tutoring, small-group instruction, mini-demonstrations, and many more. In fact, in a well-prepared individualized setting, the poor or slower reader may have a better chance to learn than he/she ever had before.

   Individualized instruction would hurt production. Customer work (or live work) is often an important and realistic part of vocational-technical education. There is no reason why customer work can't be included in individualized instruction as long as (1) it involves what the student needs to know, (2) it takes place when the student is ready for it, and (3) there is opportunity for individual learning goals to be met.

   This may require skillful management on the part of the teacher. If there is a conflict between the demands of the customer work and the educational needs of the student, then the student's interests must of course be given precedence. Putting out production is not the primary goal of the vocational-technical program; student learning is

2. Definitions of individualized instruction may vary, but most will include the following concepts:

   - Individuals differ in their aptitudes, interests, goals, and learning styles.
   - Instruction should be structured and managed to meet the needs of the individual student.
   - The students have a responsibility to help plan their learning activities and the freedom to carry out the plans in their own personal way.
   - Whatever the approach to individualization, the ultimate purpose is the development of a personally mature student, ready to enter his or her chosen occupation.

3. Individualized instruction is designed to meet the instructional needs of individual students. And students are expected to take responsibility for their own learning. Thus, it is important to spell out the objectives: what is to be learned by each learner, the conditions under which the learned performance is to occur, and the minimum level of acceptable performance.

   Full accomplishment of each performance objective is expected of the learner, even though the time required to learn may vary. Individualized instruction focuses on learning objectives that the student has helped to identify, not simply on course content selected by the teacher.

4. **The class lecture** may not be used very much in a totally individualized situation because it is not likely that all students in the class will be ready for the same instruction at exactly the same time. There may be a use for lectures in the very early stages of a course or to present topics of common interest, however.

   Textbook reading assignments have somewhat more flexibility than the lecture but probably will not be given as a group assignment very often. When the individual student reaches the right point in his/her learning, textbook reading may be very appropriate.

   Laboratory work can involve either group work or individualized instruction, depending upon how it is organized. To be individualized, the lab work should have some freedom of choice built into it. The work should be organized to help the student achieve his or her objectives, and it should be managed to allow the student to proceed at his or her own pace and style.

   Library study on a special topic may be an excellent way for a student to pursue a topic of personal interest. This type of learning activity permits all the concepts of individualized instruction to function.

   Learning packages are specifically designed as individualized materials. Well-developed ones contain performance objectives, a series of alternative and optional learning activities, and evaluation instruments. The teacher may construct learning packages or acquire them from other professional sources.

5. Students react well to being given some responsibility for their own education. They respond well to the freedom to choose their activities and move about actively. Since individualized instruction is designed to permit every student to succeed, many students can experience real success in school—perhaps for the first time.

   Success is very reinforcing and leads naturally to further success and to good feelings about everything associated with that success. If students are busy doing things they like to do and can go about it actively in their own way, they will be more interested in learning and less likely to be discipline problems.

6. Students have differing modality preferences and strengths. Some learn well by listening, some by seeing, and some by physically handling materials. If you are going to provide learning experiences to capitalize on these individual strengths, you need to provide listening experiences, visual experiences, and manual experiences. Thus, the wider the variety of instructional media available, the greater the opportunity to suit the learning experience to each individual.

7. Grading on the basis of a normal curve means that each student is evaluated on how his or her achievement compares to that of classmates during a specific time period. The normal bell-shaped curve is produced by chance and random selection and assumes that the student group is typical of the whole population.

   Education, on the other hand, is a purposeful activity designed to produce very specific results. The idea is now growing that a great many more students can succeed than we previously supposed.

   We should, therefore, evaluate students on their individual achievement, even if some take a longer time to achieve than others. There are a number of techniques that can readily be used to evaluate individuals, such as checklists of observable behavior, rating scales, performance tests, personal conferences, and individually administered objective tests.

Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the information sheet, Individualized Instruction, pp. 6–16, or check with your resource person if necessary.

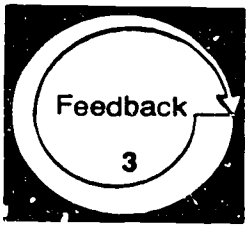
Learning Experience II

OVERVIEW

Given a case study describing how a teacher individualized instruction, evaluate the performance of that teacher.

You will be reading the Case Study, pp. 26–27.

You will be evaluating the performance of the teacher described, using the Evaluation Checklist, pp. 29–30.



You will be evaluating your competency in evaluating the teacher's performance in individualizing instruction by comparing your completed ratings with the Model Ratings, pp. 31–32.

The following case study describes how a vocational teacher organized and directed a unit of instruction using an individualized approach. Read the case study, keeping in mind the basic concepts and suggested practices of individualized instruction.

CASE STUDY

It was that time of the school year when the class in architectural drawing was ready to begin the unit in residence design. The teacher, Aaron Poth, had given the class a solid foundation in drafting techniques and a knowledge of house construction. Up to this point, the class work had involved strictly group instruction and rigidly detailed drawing assignments, which Mr. Poth graded meticulously by comparing them to predetermined professional standards. Now the class was ready to do some creative work, and for this unit on residence design, Mr. Poth planned to institute fully individualized instruction.

The class was a mixed group of capable and slower learn rs. Some were highly motivated, and some less so. There were a few females enrolled in the course this year. All in all, it was a fairly good group, and they were looking forward to this next learning activity.

In preparation for the work in design, Mr. Poth had collected and organized a lot of material for the students to use during their project work. There were several books on historic houses, some college texts on architectural design, some newspaper ads showing builders' house plans, and a scrapbook of plans Mr. Poth had collected himself many years ago. In addition, there were several standard technical reference books and a stack of architectural magazines salvaged from a local architect's office before they were thrown away.

Mr. Poth described the objective of the unit to the class. Working in an individualized instructional setting, the students were first to write a detailed description of some imaginary family, including the occupations, hobbies, and special needs of the family members. The second step was to develop a complete floor plan and front view of a residence for the client family. Each student's final set of drawings would be evaluated on (1) how well the proposed residence filled the needs of the family and (2) how closely the drawings adhered to accepted professional practice. The students were told to use the classroom materials freely, go to the library if they needed to, or even make arrangements to visit model houses in the community.

After several class sessions of getting organized and thinking about their imaginary clients, the students began to work in earnest at their drafting tables. Mr. Poth walked around the room—talking to a student here, answering a question there, or giving a bit of direction. As he passed the desk of Jim Saunders, Mr. Poth noticed that he was browsing through a book of photographs of houses. Mr. Poth couldn't tolerate dawdling. "Look here, young man," he said, "you've had several days on this, and you haven't decided on your project yet. You'd better get going and have your project plan for me to approve by tomorrow!"

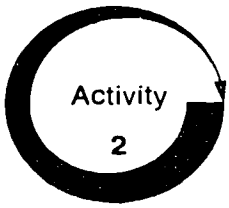
At the desk of Will Micacchion, Mr. Poth saw that Will was making some preliminary sketches of a very advanced contemporary design. "That's too radical a plan, Will. You'd better stick to the traditional designs we have in our books." Will protested that he had done a lot of reading on the subject and knew he could make it all work out. Mr. Poth decided to back down a bit. "Okay, develop your ideas a little further, and we'll go over them together before I make up my mind."

Next, Ella Hamilton asked Mr. Poth to look over the drawings on which she had been working so hard. Mr. Poth saw immediately that they were awkward and commonplace. Thus, in an effort to put her on the right track, he sat down and worked them over completely. As he handed them back to Ella, he commented, "Now isn't that better?" Ella had to agree.

From the front of the room, Frank Meyer told Mr. Poth that he was way ahead of the class and ready to make his final set of drawings. Mr. Poth was doubtful because, though Frank was bright, his ideas were often superficial. Sure enough, Frank had gone ahead without solving the problems in the plan. Mr. Poth explained that it would be necessary to go back and rethink the solution in order to meet the requirements of the imaginary client family. He suggested some general ideas that might help and told Frank to read a chapter in a design text that was on the shelf.

As the class was preparing to leave, Mr. Poth made some notes about which students he needed to see tomorrow. He would have to have a little conference with Saul, who appeared to be asleep for part of the period. He wanted to check on the group project that Bates and Midler were doing. He had promised to help Ben Torrey and Lynn Tell, both of whom seemed to have run out of ideas. And he needed to encourage James Jarrett to complete his writing about the imaginary family and begin working on the design problem.

After the class had left for the day, Mr. Poth sat down heavily at his desk and wondered if his effort at individualizing instruction was working out as well as it should. He did know, however, that it would have been a lot easier to have given the class an architectural floor plan to copy.



Evaluate the performance of the teacher described in the case study, using the Evaluation Checklist, pp. 29–30.

NOTES

EVALUATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

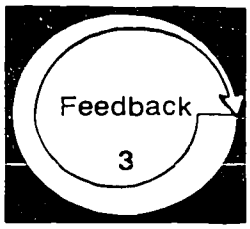
Name

Date

Resource Person

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
As part of the organizational and planning procedures, the teacher:				
1. considered student needs, interests, and abilities	☐	☐	☐	☐
2. used objectives suited to the individual students	☐	☐	☐	☐
3. presented the performance objectives simply and clearly	☐	☐	☐	☐
4. described the intended outcomes specifically enough so that evaluation was possible	☐	☐	☐	☐
5. made the expected level of performance clear to the students	☐	☐	☐	☐
6. provided learning materials and activities that were of direct help to students in achieving the objectives	☐	☐	☐	☐
7. provided a variety of materials and activities at each of several levels of difficulty	☐	☐	☐	☐
8. provided learning activities that permitted students to proceed at their own rates	☐	☐	☐	☐
9. organized the resource materials for easy access by students	☐	☐	☐	☐
10. made the necessary physical equipment available to students	☐	☐	☐	☐
11. reorganized the physical facilities as necessary to facilitate individual work on a variety of activities	☐	☐	☐	☐
12. provided learning activities that permitted a maximum of independent study and were primarily self-instructional	☐	☐	☐	☐
13. provided learning activities that required active responses on the part of the students	☐	☐	☐	☐
14. used methods and techniques of instruction that were appropriate to individualized instruction	☐	☐	☐	☐

	N/A	No	Partial	Full
In individualizing instruction, the teacher:				
15. provided students with help when it was needed	☐	☐	☐	☐
16. encouraged students to make their own learning decisions and avoided imposing decisions on them	☐	☐	☐	☐
17. gave students considerable freedom to determine when and how they would work	☐	☐	☐	☐
18. worked with students on an individual basis and spent little time on large-group work, such as lectures	☐	☐	☐	☐
19. helped students locate and use learning resources	☐	☐	☐	☐
20. provided students with encouragement and positive reinforcement for desirable learning behavior	☐	☐	☐	☐
21. worked with students individually to evaluate their progress	☐	☐	☐	☐
22. maintained a classroom climate that permitted learning to occur	☐	☐	☐	☐
23. provided students with self-evaluation devices to help measure their progress	☐	☐	☐	☐
24. evaluated students on the performance called for in the objectives and against the specified criteria	☐	☐	☐	☐
25. focused evaluation on the students' achievements rather than on failure	☐	☐	☐	☐



Compare your ratings of the performance of the teacher described in the case study with the model ratings given below. Each rating is followed by an explanation of why the item was rated as it was. Your ratings should exactly duplicate the model ratings.

MODEL RATINGS

1. PARTIAL. In one sense, Mr. Poth's students were certainly ready, willing, and able to commence on projects related to residence design. They had a "solid foundation in drafting techniques and a knowledge of house construction." However, he did not consider their needs and abilities when he flung them from "strictly group instruction and rigidly detailed drawing assignments" into fully individualized instruction. Transitional experiences or more orientation were required.
2. PARTIAL. There was only one objective provided. Some students might have benefited from an entirely different approach, such as building a model, making a class report, or developing the details of a given plan.
3. FULL. Mr. Poth did clearly describe the objective: "Working in an individualized instructional setting, the students were first to write a detailed description of some imaginary family, including the occupations, hobbies, and special housing needs of the family members. The second step was to develop a complete floor plan and front view of a residence for the client family."
4. FULL. The intended outcome was specifically described: "a complete floor plan and front view of the residence for the client family."
5. FULL. Mr. Poth set clear (though broad) expected performance levels: "The final set of drawings would be evaluated on (1) how well the proposed residence filled the needs of the family and (2) how closely the drawing adhered to accepted professional practice."
6. PARTIAL. Mr. Poth did provide some potentially useful materials. However, some of the materials seem out-of-date and some seem of doubtful value. In order for individualization to be fully effective, a rich store of information and inspiration should have been available to the students. This could have included books on contemporary residences and budget houses, recent back issues of popular "shelter" magazines, collections of architectural photographs, filmstrips, and much more.
7. PARTIAL. Again, there were some potentially useful materials, but the type and level of the materials were pretty uniform: college-level printed materials.
8. FULL. The activity itself **seemed** designed to let students proceed at their own best rates. No deadlines were mentioned as the assignment was explained.
9. FULL. We are told that the materials were organized, and students didn't seem to be having any problems in using them.
10. FULL or N/A. Mr. Poth's unit didn't really require any special equipment. Students needed access to desks and drafting tables, but these were already available to them.
11. FULL or N/A. Again, the unit didn't require that the facilities be reorganized. Drafting tables already provided individual learning stations.
12. FULL. The learning activities—as planned—definitely provided for independent study and were in fact primarily self-instructional. The number of possible responses to this assignment is infinite, and personal solutions were not only tolerated but actively encouraged.
13. FULL. Obviously, this activity was not designed for passive learning but for a very active response to a most lifelike situation. Many of the students will no doubt develop a personal involvement in the project and its solution.
14. FULL. Projects, library study, and visits to the community are excellent methods of individualizing instruction.
15. FULL. Mr. Poth was very active in his monitoring of student progress. He quickly identified students who were having difficulty and offered them assistance. He also conscientiously noted where help would be needed the next day.

16. PARTIAL or NO. If you rated this item NO, you are probably justified. Mr. Poth doesn't seem to fully trust his students. He apparently thought Will wasn't able to handle his task, and he accused Jim Saunders of wasting time when Jim may have really been doing some insightful thinking. Mr. Poth imposed his own decisions on Ella instead of helping her work out her own ideas. However, since he did "walk around the room—talking to a student here, answering a question there, or giving a bit of direction" and since he did give Will a chance to justify his own plans, one could give Mr. Poth the benefit of the doubt and rate this item PARTIAL.

17. PARTIAL. Mr. Poth fluctuated in his approach to freedom. He allowed students a great deal of freedom at first, but he evidently had a mental schedule that he wasn't sharing. When students didn't progress according to that schedule, he started enforcing deadlines. In truth, setting general target dates for students, at least initially, can help them learn to schedule their own time. However, he should have made any target dates public at the outset.

18. FULL. Mr. Poth did indeed avoid group presentations and work hard to provide individual attention.

19. FULL. Mr. Poth directed students to the materials he'd provided and to the library. He also directed Frank to a chapter in a book that would help him solve his problem. (If, however, you think that he should have directed Ella to appropriate resources rather than redoing her work for her, you may have rated this item PARTIAL).

20. PARTIAL. He didn't tolerate "dawdling." He doubted Will's ability to handle his design. He redid Ella's "awkward and commonplace drawings." That's hardly encouraging. On the other hand, he did allow Will to continue, and his approach with Frank seemed firm but encouraging.

21. FULL. Mr. Poth did work with students individually to evaluate their work and let them know how well they were progressing.

22. PARTIAL. Mr. Poth seems to be trying very hard to maintain a climate of productive individual activity, but something is wrong. Sam's asleep. Ben and Lynn have run out of ideas. And accusing Jim of dawdling, Will of biting off more than he can chew, and Ella of being unable to do her own work satisfactorily—these actions do not contribute to a climate of self-initiative and responsibility. Mr. Poth's apparent lack of trust in his students undermines his desire to give them responsibility.

23. NO. Mr. Poth must have some **detailed** criteria that define how he will determine whether the family's needs are met and whether the drawings adhere to acceptable professional standards. He could have prepared a checklist listing these criteria for his own use and shared it with students so they could assess their own performance more exactly.

24. FULL. So far, Mr. Poth's informal evaluations seem to have covered the two broad standards he set at the outset: that the residence should fill the family's needs and that the drawing should adhere to accepted professional practice.

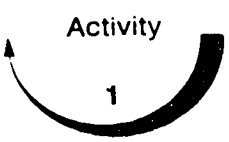
25. PARTIAL. See the explanations for Items 20 and 22.

Level of Performance: Your completed checklist ratings should have exactly duplicated the model ratings. If you missed some points or are not satisfied with the explanations provided, review the material in the information sheet, Individualized Instruction, pp. 6–16, or check with your resource person if necessary.

Learning Experience III

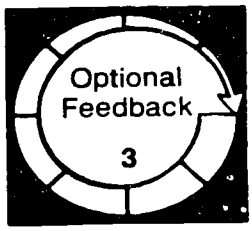
OVERVIEW

For a simulated classroom or laboratory situation, prepare written instructional plans and procedures for individualizing instruction for a unit in your occupational specialty.



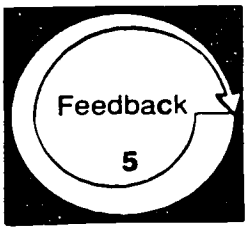
You will be selecting a topic for a unit of instruction from your occupational specialty that could be taught on an individualized basis.

You will be reviewing the unit of instruction you selected and developing plans to teach it using individualized methods and techniques.



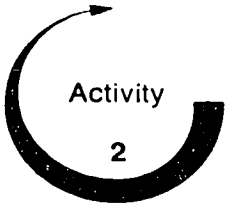
You may wish to have your resource person review the adequacy of your unit plan.

You will be preparing plans for a lesson intended to orient students to the individualized instructional approach you have planned for your instructional unit.



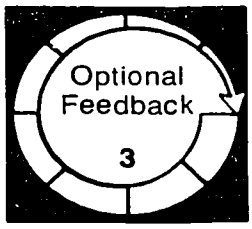
You will be evaluating your competency in preparing written plans and procedures for individualizing instruction for a unit in your occupational specialty, using the Planning Checklist, pp. 35–36.

From your own occupational specialty, select a unit of instruction that will lend itself to an individualized approach. The unit you select should be limited in scope and in the time required for its completion. The unit should also permit you to incorporate one or more methods for individualizing instruction in your teaching plans. Try to develop some general ideas for learning activities, available resources, and evaluation methods in order to determine whether the unit of instruction you have selected is suitable for your purposes.

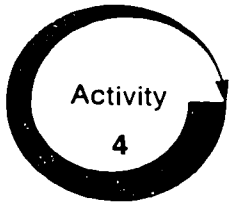


Prepare plans for the individualized unit you have selected. Assume that you have a class of 15 students, who exhibit a wide range of learning styles, reading levels, abilities, and interests. Review the necessary content of the unit, and then prepare fully developed plans for teaching the unit in an individualized manner, including in your plan the following elements:

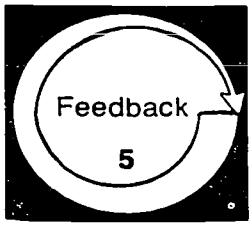
- Performance objectives
- Alternative learning experiences
- A variety of instructional materials, resources, and media
- Plans for any changes in physical facilities needed to encourage individual learning
- General evaluation methods
- [illegible] achievement appropriate to the students and the objectives



You may wish to have your resource person review the adequacy of your unit plan. He/she could use the Teacher Performance Assessment Form in Module B-3, *Develop a Unit of Instruction*, as a guide.



Prepare plans for a lesson designed to introduce and orient students to the procedures for individualizing instruction in the planned unit. Do not assume that students are familiar with this approach. In the lesson plan, provide for giving students not only a broad introduction to individualization, but specific responsibilities. In addition, include in your plan an explanation of your role as a teacher and the routine classroom procedures and final evaluation methods to be used.



After you have developed your unit and lesson plans, use the Planning Checklist, pp. 35–36, to evaluate your work.

PLANNING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
Plan for the Unit of Instruction				
1. The performance objectives are stated simply and clearly	☐	☐	☐	☐
2. The learning materials and activities directly help the student achieve the performance specified in the objectives	☐	☐	☐	☐
3. Materials and activities are provided for the student who learns best by visual means; by oral-aural means; by physical means	☐	☐	☐	☐
4. A variety of materials and activities are provided at each of several levels of difficulty	☐	☐	☐	☐
5. The learning activities permit each student to proceed at his or her own best rate	☐	☐	☐	☐
6. The evaluation procedures are designed to allow each student to be evaluated at the time when he/she is ready	☐	☐	☐	☐
7. Opportunities for self-evaluation are provided to help the students measure their progress	☐	☐	☐	☐
8. The evaluation procedures stress student achievement rather than failure	☐	☐	☐	☐
Plan for the Orientation Lesson				
9. Individualized instruction is defined and described in terms the students can understand	☐	☐	☐	☐
10. Students are shown or told where resource materials and facilities can be found	☐	☐	☐	☐
11. Key concepts to be learned in the unit are presented	☐	☐	☐	☐
12. The teacher's role as a guide in individualized instruction is explained	☐	☐	☐	☐
13. Student responsibilities and assignments are reviewed	☐	☐	☐	☐
14. Examples of possible learning activities are presented to the students	☐	☐	☐	☐

	N/A	No	Partial	Full
15. Explanation is given concerning how students are to be evaluated	☐	☐	☐	☐
16. Routine classroom procedures (e.g., freedom of movement, cleanup procedures) are reviewed	☐	☐	☐	☐
17. Opportunity is provided for student discussion and questions	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, review the material in the information sheet, Individualized Instruction, pp. 6–16, revise your plans accordingly, or check with your resource person if necessary.

Learning Experience IV

FINAL EXPERIENCE

In an **actual teaching situation,*** individualize instruction.

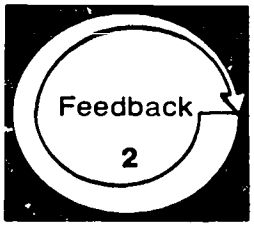
Individualize instruction in a class you are responsible for teaching. This will include—

- determining students' needs, interests, and abilities
- selecting, modifying, or developing a unit of instruction and providing alternate and optional paths for students to reach the unit objectives
- planning and presenting a lesson designed to introduce and orient students to individualized instruction and to your unit
- directing students in the individualized activities

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation over an extended period of time (e.g., two to six weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Your resource person may want you to submit your written unit and lesson plans to him/her for evaluation before you begin your unit. It may be helpful for your resource person to use the TPAFs from Module B-3, *Develop a Unit of Instruction,* and Module B-4, *Develop a Lesson Plan,* to guide his/her evaluation.



Arrange in advance to have your resource person review your documentation and observe your orientation lesson and, if possible, at least one of your other class sessions for that unit.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 39–40.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in individualizing instruction.

* For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Individualize Instruction (C-18)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In the orientation lesson for the individualized unit of instruction:						
1. individualized instruction was defined and described in terms the students could understand	☐	☐	☐	☐	☐	☐
2. students were shown or told where resource materials and facilities could be found	☐	☐	☐	☐	☐	☐
3. key concepts to be learned in the unit were presented	☐	☐	☐	☐	☐	☐
4. the teacher's role as a guide in individualized instruction was explained	☐	☐	☐	☐	☐	☐
5. student responsibilities and assignments were reviewed	☐	☐	☐	☐	☐	☐
6. examples of possible learning activities were presented to the students	☐	☐	☐	☐	☐	☐
7. dates were specified for work in the unit to be completed	☐	☐	☐	☐	☐	☐
8. explanation was given concerning how students would be evaluated	☐	☐	☐	☐	☐	☐
9. routine classroom procedures were reviewed	☐	☐	☐	☐	☐	☐
10. opportunity was provided for student discussion and questions, and all questions were answered	☐	☐	☐	☐	☐	☐
In the individualized unit of instruction:						
11. the teacher's consideration for students' needs, interests, and abilities was evident	☐	☐	☐	☐	☐	☐
12. the performance objectives were presented simply and clearly	☐	☐	☐	☐	☐	☐
13. the learning materials and activities were of direct help to students in achieving the objectives	☐	☐	☐	☐	☐	☐
14. a variety of materials and activities were provided at each of several levels of difficulty	☐	☐	☐	☐	☐	☐
15. the learning activities permitted students to proceed at their own best rates	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
16. resource materials were organized for easy access by students	☐	☐	☐	☐	☐	☐
17. the physical equipment needed was made available to students	☐	☐	☐	☐	☐	☐
18. the physical facilities were reorganized as necessary to facilitate individual work on a variety of activities	☐	☐	☐	☐	☐	☐
19. the learning activities permitted a maximum of independent study and were primarily self-instructional	☐	☐	☐	☐	☐	☐
20. the methods and techniques of instruction used by the teacher were appropriate to individualized instruction	☐	☐	☐	☐	☐	☐
In individualizing instruction, the teacher:						
21. provided students with individual help when it was needed	☐	☐	☐	☐	☐	☐
22. encouraged students to make their own learning decisions and avoided imposing decisions on them	☐	☐	☐	☐	☐	☐
23. gave students considerable freedom to determine when and how they would work	☐	☐	☐	☐	☐	☐
24. worked with students on an individual basis and spent little time on large-group work, such as lectures	☐	☐	☐	☐	☐	☐
25. helped students locate and use learning resources	☐	☐	☐	☐	☐	☐
26. provided students with encouragement and with positive reinforcement for desirable learning behavior	☐	☐	☐	☐	☐	☐
27. helped students gain an insight into their abilities, interests, and goals by counseling with them	☐	☐	☐	☐	☐	☐
28. worked with students individually to evaluate their progress	☐	☐	☐	☐	☐	☐
29. maintained a classroom climate that permitted learning to occur	☐	☐	☐	☐	☐	☐
30. provided students with self-evaluation devices to help measure their progress	☐	☐	☐	☐	☐	☐
31. designed evaluation procedures so that each student could be evaluated at the time when he/she was ready	☐	☐	☐	☐	☐	☐
32. focused evaluation on the students' achievements rather than on failure	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and the resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart
C-30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory
E-10 Combat Problems of Student Chemical Use

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
H-2 Establish a Vocational Student Organization
H-3 Prepare Vocational Student Organization Members for Leadership Roles
H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Vocational Student Organization
H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

I-1 Keep Up to Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

K-1 Prepare Yourself for CBE
K-2 Organize the Content for a CBE Program
K-3 Organize Your Class and Lab to Install CBE
K-4 Provide Instructional Materials for CBE
K-5 Manage the Daily Routines of Your CBE Program
K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

L-1 Prepare Yourself to Serve Exceptional Students
L-2 Identify and Diagnose Exceptional Students
L-3 Plan Instruction for Exceptional Students
L-4 Provide Appropriate Instructional Materials for Exceptional Students
L-5 Modify the Learning Environment for Exceptional Students
L-6 Promote Peer Acceptance of Exceptional Students
L-7 Use Instructional Techniques to Meet the Needs of Exceptinnal Students
L-8 Improve Your Communication Skills
L-9 Assess the Progress of Exceptional Students
L-10 Counsel Exceptional Students with Personal-Social Problems
L-11 Assist Exceptional Students in Developing Career Planning Skills
L-12 Prepare Exceptional Students for Employability
L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

M-1 Assist Students in Achieving Basic Reading Skills
M-2 Assist Students in Developing Technical Reading Skills
M-3 Assist Students in Improving Their Writing Skills
M-4 Assist Students in Improving Their Oral Communication Skills
M-5 Assist Students in Improving Their Math Skills
M-6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art. General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586

ISBN 0-89606-207-2