

General Guidelines For Individualizing Instruction In The Business Lab

The following sequential guidelines are important to consider when planning and implementing an individualized approach to teaching in the business lab.

1. If your business department is in the process of changeover to individualized instruction, adequate lead-time should be allowed to develop or adapt materials, procedures, and organization for individualized instruction.
2. Request all teachers that will be involved in the individualized system to join the planning committee. Subcommittees can function for various phases of the planning.
3. When a general plan is ready, request a meeting with administrators, interested teachers, and vocational counselors to explain the procedures.
4. Proceed to plan the more specific phases of the changeover and how the plan will be implemented.
5. Involve all business teachers in a general in-service workshop on the general plan. Include all willing teachers in the planning of the subsequent specific phases to be utilized in the changeover. Invite guidance counselors and administrators.
 - a. Make sure that you do not give the impression that whatever audiovisual equipment you add will relieve the teacher of any of the responsibility for the learning situation. The role changes, but does not make the teaching job any less demanding.
 - b. Consider what subject areas will be implemented at one time.
6. Include the following actions and considerations in the changeover to the lab concept:
 - a. Project a positive attitude about the student's use of materials and equipment.
 - b. Be prepared to answer questions on any phase of a course at any time.
 - c. Student records should be standardized and detailed enough for any teacher reference.
 - d. Set up a room as a model office concerning workflow.
 - e. Make sure assignment sheets are clear and well-written so students know exactly what is expected and what they are to do.
 - f. Allow flexibility in student assignments (method of learning, content, sequence, etc.) for greater adaptability to need.

6. Ask all involved teachers to edit assignment sheets and make recommendations for improvement. If assignment sheets are written by local teachers, have others edit. If assignment sheets are obtained from an outside source, have all teachers edit.
7. Finalize assignment sheets.
8. Write teachers' manuals and guides for all teachers within the individualized instruction lab. Request that all teachers assist with the editing of the manuals and guides. Make them temporary as they will be continually revised from year to year.
9. Conduct final in-service training for all teachers that will become learning managers and counselors.
10. Familiarize all counselors with the business lab program and its benefits.
11. List in the school handbook all business courses presently being offered.
12. Plan to keep detailed records of the entire operation including adequate student records.