

Suggested Guidelines For Individualizing  
Instruction For High School Education  
In Office Occupations\*

Definition – Individualized Instruction

- Instruction is student-paced.
- Accomplishments are individually checked (one-to-one basis with the student).
- Repetition until mastery level is reached.
- Teacher is present to offer assistance, act as counselor, resource person, inspiration, motivator, evaluator, and to devise instructional programs as well as to define work to fit the needs of individual students.
- Students are motivated to learn to accept responsibility for their learning.
- Group work can be done as well as individual work.
- Student record shows what the student has mastered by certain dates and is evidence as accountability for each student.
- Instructions for the students to follow are in the form of assignment sheets.

Advantages Of Individualizing Instruction

To Administrators and Counselors:

- Provides for greater flexibility in scheduling (possible to have students enrolled in more than one course in a room at the same time).
  - a. Easier to make changes during a semester.
  - b. Easy to handle a transfer student, allowing the start at student's own level of progress.
  - c. Original student scheduling is easy if more than one course is scheduled in a room at a certain time.
- Brings favorable public recognition to a school when program is successful.
- Assures the school is providing the very best education possible for each student, according to individual ability and motivation.
- As student interest increases, larger numbers of courses can be effectively offered in the curriculum and will result in maximum and more efficient utilization of equipment and facilities.

- The student record shows what skills and learning the student has mastered by certain dates which serves as evidence of accountability that can be used by administrators, parents, employers, and others.
- Makes better use of staff time on the professional level.
- Easily adaptable to different school calendars - - year round, quarters, semesters.

To Teachers:

- Allows opportunity to identify and be able to help students individually and in groups with their weaknesses.
- Allows opportunity to work with several subject areas (if multiple courses are going on within a lab), broadening the teacher's experience.
- Allows time for course revision and development in place of daily lesson preparation.
- Changes role from lecturer to learning manager and motivator.
- Allows flexibility to deal with transfer students or student starting school later than others.
- Allows time and flexibility to handle special student with special problems or abilities.
- Increases possibility of department enrollment because of flexibility.
- Allows opportunity for professional growth through writing and implementing instructional packages.
- Provides greater teacher work satisfaction with a method of instruction that allows significant progress for low ability students while offering a greater challenge to high ability students.
- Success provides favorable public recognition of the teacher's work
- If enough time is allowed for training, it meets the overall occupational measurable objective of the program, to provide employable skills and knowledge to students upon graduation.

To Students:

- Encourages learning at a student's own pace.
- Gives chance to master material - - student has chance at better grade by repeating assignments and tests according to need.
- May have opportunity to cover more instructional material than traditional class.
- Has an opportunity to take a class that would not ordinarily be offered, because enrollment was not large enough (can offer two or more low enrollment courses and combine).

- Has a chance to take a class he might not ordinarily take, because of scheduling difficulty (assumes classes were offered in the lab all day or several more times a day than before).
- Receives more personal, individual attention from the teacher.
- Is relieved of group competition being forced on class - - group competition is available if desired, but emphasis is upon improving student's own performance.
- Has opportunity to develop better self-concept as emphasis is always on the positive achievement.
- Receives immediate feedback from teacher or through self-checking.
- May be motivated by use of multiple learning resources.
- Develops ability to follow written and verbal instructions and directions.
- Has opportunity to meet individual goals.
- Provides opportunity for transfer students, with special learning problems, to receive needed attention.
- Provides opportunity to learn from each other and to help each other.
- Provides a learning atmosphere that is less formal and more relaxed with less pressure as in teacher paced teaching.
- Frees students from falling behind, because of absences.
- Allows for differences in initiative, interests, and perseverance.
- Allows for more realistic training for the business world (by using office standards, teaching student to use time wisely, and to organize work).
- Provides greater probability of immediate employment after graduation.
- Enhances students' ability to be successful with advanced education courses.

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\*State of Illinois, Board of Vocational Education Rehabilitation, Division of Vocational and Technical Education.