

## **INSTRUCTION**

### **Individualization**

In Berryessa, INDIVIDUALIZATION is recognized as the philosophical movement by a teacher toward recognition of the uniqueness of each student and the development of a learning environment adjusted to the diverse needs, interests, and developmental levels of pupils. The teacher recognizes that all children want to learn and that learning experiences should promote the self-concept of the student as a learner and a productive member of society.

As children are recognized as unique individuals requiring accommodation in the classroom for varying learning styles, attitudes, learning rates, energy levels, and motivation, the role of the teacher begins to change. The role of the teacher as a learning manager includes serving as a consultant, counselor, resource person, diagnostician, and facilitator, as well as being the primary person providing direct instruction to students. As teachers move toward the individualization of learning, the following elements become more observable in the classroom:

1. The teacher-student and peer group relationships enhance each student's self-concept and assist the student in feeling good about himself/herself and his/her accomplishments in school.
2. The cultural backgrounds, experiences, interests, and maturation and achievement levels are given prime consideration in planning, and learning experiences are planned for cognitive, affective, and psychomotor development of each student.
3. The teachers use a variety of materials, methods and available human resources.
4. A feedback and reinforcement system is provided for guiding the learning program of each student.
5. Organizational patterns are utilized that are appropriate to the individual and the goal, and include independent study, pair learning, peer tutoring, tutorial teaching, small group activities, and total class activities.
6. Differentiated rates of learning are recognized and accepted by students, teachers, and parents so that the child progresses as fast as he/she can, but as slowly as he/she needs.
7. Sequentially established developmental objectives are utilized as a guide to planning in skill area, and a developmental record system is maintained indicating levels of consistent satisfactory performance on an individual basis.
8. Individual skill needs are diagnosed through teacher observation, teacher-made tests, and commercial tests, and become the basis for objective setting in skill areas.
9. Developmental reports are made to students and parents that review student progress and indicate revised goals.

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