

# ***Educator's Self-Teaching Guide to Individualizing Instructional Programs***

***by Rita Dunn and Kenneth Dunn***

Here's everything needed to establish a quality individualized instructional program in any size school. Covering every phase of organizing, managing, and evaluating an individualized program, this guide provides a step-by-step blueprint for the successful day-to-day operation of this unique learning concept.

# Educators Self Teaching Guide To Individualizing Instructional Programs

**Tom O'Donoghue, Simon Clarke**



## **Educators Self Teaching Guide To Individualizing Instructional Programs:**

**Educator's Self-teaching Guide to Individualizing Instructional Programs** Rita Dunn, Kenneth J. Dunn, 1975 Grade level 1 2 3 4 5 6 7 p e i t     **Toward Adolescence** Mauritz Johnson, 1985-03 The Seventy Ninth Yearbook of the Society for the Study of Education Part I     **Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists** Washington State University. Department of Education, 1977     **The Jewish Teachers Handbook** Audrey Friedman Marcus, 1980     **Learning Centers ; Development and Operation** Frances Bennie, 1977     **You Are Not a Kinesthetic Learner** Thomas Fallace, 2025-05-14 A compelling history of the learning style concept and how it was shaped by shifting ideas in psychology anthropology and education The widely embraced notion that we all process information in one of three distinct modes visual auditory or kinesthetic has informed educational practices for decades In recent years however numerous studies have questioned the effectiveness of aligning instruction with the alleged learning styles of individual students So why is it still commonplace in the literature on beneficial teaching at all levels of education In You Are Not a Kinesthetic Learner The Troubled History of a Dangerous Idea historian Thomas Fallace traces the origins evolution and history of the learning style idea demonstrating its relationship to a legacy of unequal education for children of color Fallace argues that the research supporting the learning style idea was problematic from its inception in the 1910s and that it was used to label and justify a diminished curriculum for many Black and Latine students whose cultural differences were perceived as weaknesses In recent years numerous empirical studies have not found the approach to be effective This fascinating history clearly shows the danger of sorting and labeling students with permanent style identities and makes a strong case for removing learning styles as the basis for any educators instructional toolkit The first book length history of learning styles You Are Not a Kinesthetic Learner encourages us all to consider the research be open to future developments and updates and question even our most intuitive assumptions     **Differentiating Instruction for At-Risk Students** Rita Dunn, Andrea Honigsfeld, 2009 When the activities described herein are introduced to students whose learning styles they match most will demonstrate strong abilities to learn and remember new and difficult content within the first four months of beginning\_ if not earlier This book is written to prevent more children from becoming at risk and to help those who already have fallen behind their classmates and do not enjoy school     **Leading Learning** Tom O'Donoghue, Simon Clarke, 2009-10-16 The study of educational leadership makes little sense unless it is in relation to who the leaders are how they are leading what is being led and with what effect Based on the premise that learning is at the heart of leadership and that leaders themselves should be learners the Leadership for Learning series explores the connections between educational leadership policy curriculum human resources and accountability Each book in the series approaches its subject matter through a three fold structure of process themes and impact Series Editors Clive Dimmock Mark Brundrett and Les Bell The notion that school transformation is dependent on exceptional leaders is increasingly seen as unrealistic and unsustainable

Instead the idea of distributed leadership which promotes the view that all stakeholders have complementary leadership roles to play in enhancing student learning is now being promoted as a more useful framework for understanding schools and how they might be changed. Subscribing to the notion of distributed leadership O'Donoghue and Clarke identify two key groups: the leaders of learning and the leaders for learning. The leaders of learning and the focus of this book are those working at the school level to improve the quality of learning in the classroom such as teachers, principals, pupils and involved members of the local school community. The leaders for learning are the policy makers and administrators whose support is crucial. The authors argue that in order to be effective leaders both groups require an understanding of broad trends in contemporary leadership theory. Recent views on learning theory. The importance of teachers engaging continually in learning about their practice. The significance of creating and sustaining schools as learning organisations. Forging links between leadership and learning. The book's examination of the shifting approaches to leading learning in contemporary schools is enriched by innovative examples drawn from a range of international contexts. Leading Learning will appeal to students involved in masters and doctoral courses relevant to the field and those undertaking programmes of school leadership preparation and development. It will also be of interest to academics working in the field of educational leadership and management.

**Resources in Education**, 1990      *Research in Education*, 1970      **Individualized Instruction in the Social Sciences Through Learning Centers and Contracts** Anita Price Davis, 1980      **Patient Education in Rehabilitation** Dreeben, Olga Dreeben-Irimia, 2010-10-22 As a science it consists of health care professionals' development of patient education skills. Delivering information, education and training in rehabilitation is intended to promote and optimize clinical interventions including compliance, continuity of care and patient/client satisfaction. This text applies patient education skills to the clinical rehabilitation process. Complete with chapter objectives, case studies, summaries, appendices and a glossary, this new book is ideal for all rehabilitation professionals.

How to Do it Series National Council for the Social Studies, 1977      *El-Hi Textbooks & Serials in Print*, 2005, 2005      **Perspective** Gilbert A. Jarvis, 1975 This book discusses the new emphasis on humanization, individualization and accommodation to learner needs and interests in teaching languages.

**Teacher**, 1980      *Instructor*, 1980      **American Book Publishing Record Cumulative, 1950-1977** R.R. Bowker Company. Department of Bibliography, 1978      Learning, 1978      **Situational Leadership for Principals** Rita Stafford Dunn, 1983

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