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## HISTOIRE DE LA PHILOSOPHIE HERMETIQUE ACCOMPAGNE DUN CATALOGUE RAISONNE. (2)



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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 30 pages. Original publisher: Washington, D. C.: U. S. Dept. of Education, Office of the Under Secretary, Policy and Program Studies Service, 2004. OCLC Number: (OCoLC)163576356 Subject: Vocational education -- United States -- Evaluation. Excerpt: . . . E x e c u t i v e S u m m a r y student outcomes. Perhaps more importantly, the practices are potentially targeted toward different outcomes: for example, technology might be expected to affect occupational-technical skills, integration to affect students academic achievement. The list does not reflect a focused purpose to the federal investment. Improving teacher quality will be important if vocational education is expected to alter its mission. Teachers have the most direct impact on instruction and the earnings benefits for many vocational students may suggest that this instruction is valued in the labor market. However, federal legislation over the past decade has tried to guide vocational education toward providing greater support for academic achievement; student outcomes and program implementation suggest that these efforts have been less successful. Current vocational teachers are less likely than aca-demic teachers to have bachelors degrees and many do not feel they have received sufficient professional development on the key strategy of integration. Moreover, prospective high school vocational teachers (in vocational teacher training pro-grams) score lower on basic reading and writing tests than do those preparing to be elementary school teachers and lower on math tests than other secondary teach-ers (Figure 5). Substantial investments in new recruitment and inservice training approaches may be required if federal legislation continues to make supporting academic achievement a priority for vocational education. Figure 5 PRAXIS (Preservice) Reading and Mathematics Scores, by Type of Prospective Teacher: 1994 - 1999...



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