

# A COMPARISON OF VOCATIONAL AND NON-VOCATIONAL PUBLIC SCHOOL TEACHERS OF GRADES 9 TO 12 pdf

## 1: Education in Norway - Wikipedia

*The Public School Teachers Questionnaire from the Schools and Staffing Survey was analyzed to produce a descriptive portrait of vocational and nonvocational teachers of grades in public schools. The sample consisted of 3, vocational and 14, nonvocational teachers. Almost*

Initial What are the differences among the various types of certificates: Initial, Professional and Transitional? The Initial certificate is the entry-level teaching certificate. It is valid for 5 years, and leads to the Professional certificate. The Professional certificate is the second-level teaching certificate and remains continuously valid with the completion of a certain amount of continuing professional development every five years. However, there is also a Transitional "A" certificate available to CTE applicants who have not yet met all of the requirements for a regular Initial certificate. What types of occupational experience are required for a CTE certificate? The applicant must have acceptable paid, non-school employment experience in the field of the certificate sought. Classroom teaching experience cannot be applied toward this requirement. Go to Experience Requirements by Title for examples of acceptable occupational experiences for specific titles. I see that the requirements for some career and technical certificates are listed in two ways: What do these options mean? This refers to two different ways in which an applicant can meet the requirements for certain CTE certificates. Option A is appropriate for those applicants who have more academic preparation and less occupational experience. Option B is appropriate for those applicants who have more occupational experience, but less academic preparation. How does an applicant submit his or her occupational experience for evaluation? The applicant must provide the Office of Teaching Initiatives with original letters from his or her employers, specifying the titles and duties of the jobs held. The letter must include the beginning and end employment dates, as well indication of whether it was a full or part-time position. If part-time, the letter must include the percentage of time or specific number of daily hours worked. For self-employed experience, the applicant must provide letters from an accountant, an attorney, and an officer of a supply company with whom business was conducted. If a college administers the National Occupational Competency Testing Institute NOCTI tests and awards credits for them, are the credits applicable toward credit requirements for a career and technical education certificate? As such, any credit awarded by a college for this is not applicable to the credit requirements for a CTE certificate. Yes, as long as the exams are in areas comparable to the requirements. Click on CLEP www. Is a professional license required to obtain a career and technical education certificate? A professional license is required in some certificate titles, such as practical nursing and power plant maintenance and repair, but is not required in most titles. Go to Search Certification Requirements to determine if a license is required for a specific title. Some courses required for career and technical education certification are teacher education courses. Where can these be taken? These pedagogical courses must be completed at a college with an approved teacher preparation program that leads to certification in the state in which the college is located. The institution must be approved by the Commissioner of Education or a regional accrediting agency. For information about distance learning opportunities, go to Distance Learning. The following CLEP exams are acceptable: Also, the following course from Excelsior College is acceptable: Literacy Instruction for the Elementary School. Also required for career and technical education certification is one course in Career and Technical Education. This required course is in occupational vocational education. Unlike regular academic pedagogy that prepares a teacher to work in a general education classroom setting, this course prepares a candidate to teach specific occupational titles agriculture, business and marketing, family and consumer sciences, health occupations, and technical and trade subjects in a vocational classroom setting. The course must be completed at a college or university with an approved career and technical education teacher preparation program. There are three such colleges in New York State: If I have questions about where I might be able to teach with a career and technical education certificate, who can I ask? Speak with the human resources representative at the individual school district or BOCES you are interested in. We

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wish to hire a teacher for our CTE program but we are unsure what certificate title is appropriate to the position. What do we do? In New York City, your human resource liaison will submit this request. What if there is not currently a CTE certificate offered in an area in which we wish to offer instruction?

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## 2: Secondary school - Wikipedia

*A comparison of vocational and non-vocational public school teachers of grades 9 to non-vocational public school teachers of grades 9 to 12 # Vocational.*

Several reforms have been implemented in Sweden over the last few years, aimed at improving student results. Sweden has moved to improve performances and to raise the status of the teaching profession for long-term benefits. The study, done on the request of the Swedish Government, confirms that Sweden needs to improve the quality of education and in particular raise the performance level of students in reading, math and science. This can be seen in light of Sweden having invested a larger share of its GDP on education 6. Recent reforms The relevance of the PISA studies has been questioned by educators and policy makers both in Sweden and abroad. Critics of the standardised tests argue that the studies are too focused on math and science, and altogether exclude areas of education that stimulate personal growth, morality and creativity. Nevertheless, while the discussion between critics and defenders of PISA continues, the Swedish Government is looking for ways to improve the education system. Several reforms have been implemented over the last few years, aimed at improving student results and raising the status of the teaching profession: New education act The new Swedish Education Act of contains basic principles and provisions for compulsory and further education, pre-school, pre-school year, out-of-school care and adult education. It promotes greater oversight, freedom of choice, and student safety and security. New curricula New consolidated curricula for compulsory schools for all students, Sami schools, special schools and upper secondary schools came into force 1 July There are also new qualification requirements for areas including upper secondary school studies. A to E are passing grades, with F as a failing grade. Grades are assigned starting in year 6. Teacher certification As of 1 December , professional certification is required for school and pre-school teachers on permanent contracts. The decision, a milestone in Swedish education policy, aims to raise the status of the teaching profession, support professional development and thus increase quality in education. There is a similar curriculum for upper secondary schools. For mellanstadiet years 4â€”6 , 17 per cent of students have access to their own computer at school and 71 per cent have access to their own computer at home. At upper secondary level year 10â€”12 , 94 per cent of students have access to their own computer either at school or at home. In addition, a large number of students are also users of smart phones and tablets. Around one-fourth of upper secondary students in Sweden go to a charter school. Following a law change in the s, parents and their children can choose among tuition-free schools, whether municipal or private. Although private schools have been in existence for as long as there has been compulsory education in Sweden, they were not a wide-spread competitive alternative to municipal schools until the law provided them with public funding. These publicly funded non-municipal schools are called friskola charter school to differentiate them from tuition-based private schools of which there are only a handful left in Sweden. In , around 17 per cent of compulsory schools and 33 per cent of upper secondary schools were charter schools and they attracted 15 per cent of all compulsory school students and 27 per cent of all upper secondary school students. Sweden has its share of scepticism about running schools for profit. Fears include that profits will take precedence over quality. Advocates of independent schools, on the other hand, note the many positive results found in statistical surveys. One is that parents with children who attend independent schools are more satisfied than those with children in municipal schools. In essence, the principals of pre-schools, schools and adult education programmes are responsible for enforcing prohibitions against discrimination and degrading behaviour, and for promoting equal treatment. The representative is a part of the Swedish Schools Inspectorate , the government agency tasked with school inspections. All students have access to a school doctor, school nurse, psychologist and school welfare officer at no cost.

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## 3: Career and Technical Education (CTE):Frequently Asked Questions:OTI:NYSED

*The Public School Teachers Questionnaire from the Schools and Staffing Survey was analyzed to produce a descriptive portrait of vocational and.*

Shortly after Norway became an archdiocese in , cathedral schools were constructed to educate priests in Trondheim , Oslo , Bergen and Hamar. After the reformation of Norway in , Norway entered a personal union with Denmark in the cathedral schools were turned into Latin schools, and it was made mandatory for all market towns to have such a school. In the s and s, the folkeskole was abolished, and the grunnskole foundation school was introduced. Elementary and lower secondary school are mandatory for all children aged 6â€”7. Before , mandatory education in Norway started at the age of 7. Students often have to change school when they enter lower secondary school [5] and almost always have to change school when they enter upper secondary school, as many schools only offer one of the levels. Primary school Barneskole, Grades 1â€”7, ages 6â€”12 [ edit ] In the first year of primary school, students spend most of their time playing educational games and learning social structures, the alphabet, basic addition and subtraction, and basic English skills. In Grades , they are introduced to mathematics , English , science , religion focusing not only on Christianity but also on all other religions, their purpose, and their history , aesthetics , and music , complemented by geography , history , and social studies in the fifth grade. No official grades are given at this level. However, the teacher often writes a comment, analysis, and sometimes an unofficial grade on tests. Tests are to be taken home and shown to parents. There is also an introductory test to let the teacher know if the student is above average or is in need of some assistance at school. Lower secondary school Ungdomsskole, Grades , ages [ edit ] When the students enter lower secondary school, at age 12 or 13, they begin getting grades for their work. Their grades together with their location in the country will determine whether they get accepted to their high school of choice or not. From eighth grade, students can choose one elective valgfag. Typical offered subjects are German , French , and Spanish as well as additional English and Norwegian studies. Before the educational reform of August , students could choose a practical elective instead of the languages. Teens born in and later could once again choose a practical elective upon starting lower secondary school, thus getting the option to choose two electives. The first "standard" private upper secondary schools opened in the fall of Prior to there were three branches of upper secondary schooling: The high school reform of "Reform 94" merged these branches into a single system. Among the goals of the reform was that everybody should have a certain amount of "general studies" large enough to make them eligible for higher education later, meaning more theory in vocational studies, and it should be possible to cross over from one education path to another without losing too much credit. In the old system, two years of carpentry would be wasted if you wanted to switch to general studies, but in the new system you could keep credit for at least half of it. Inside these main paths there are many sub-paths to follow. An upper secondary school usually offers general and vocational curriculum. After two years of school training with workshops and short internship in industry , the student goes in apprenticeship for two years in an enterprise or a public institution. The apprenticeship is divided into one year of training and one year of effective work. Some vocational curriculum are nonetheless entirely school-based, and other include 3 years of apprenticeship instead of 2. Students graduating upper secondary school are called Russ in Norwegian. Most of them choose to celebrate with lots of parties and festivities, which, impractically, take place a few weeks before the final examinations of the final year. Educators in Norwegian schools[ edit ] The titles of educators in Norwegian schools vary with the degrees they have. These teachers are primarily employed in kindergartens and the first four grades of primary school. These teachers primarily work between the 5th and 10th grades of lower secondary school, but some are also employed in high schools, usually in minor subjects. Many adjuncts have studied other courses at a lower level, which they teach as a secondary subject a mathematics teacher may have studied physics at a lower level, but teaches both. In addition, a one-year course in pedagogy is required. Lecturers work in upper secondary school and high schools, from 8th

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grade up to the third year of high school. Lecturers usually have a more academic approach to teaching than other teachers. Higher education in Norway Higher education is anything beyond upper secondary school, and normally lasts 3 years or more. To be accepted to most higher education schools you must have attained a general university admissions certificate generell studiekompetanse. Some degrees also require special electives in second and third grade e. Where there are more applicants than students admitted, applicants are ranked based on their grades from upper secondary school. To gain access to studies commonly requiring a high GPA, like medicine, law and engineering, many students re-sit their upper secondary school examinations to improve their grades. Higher education is broadly divided into: Universities , which concentrate on theoretical subjects arts, humanities, natural science , Supply bachelor 3 yrs , master 5 yrs and PhD 8 yrs titles. Universities also run a number of professional studies, including law, medicine, dentistry, pharmacy and psychology, but these are generally separate departments that have little to do with the rest of the university institution. The grade system is the same as it is for universities. Private schools, which tend to specialize in popular subjects with limited capacity in public schools, such as business management , marketing or fine arts. There are no formal distinction between vocational and non-vocational higher education. The Norwegian Military Academy is established as the "Free Mathematical School" with officer training and technical disciplines such as geographic surveying, drawing, fortification and mathematics.

### 4: Education in Sweden

*The Public School Teachers Questionnaire from the Schools and Staffing Survey was analyzed to produce a descriptive portrait of vocational and nonvocational teachers of grades in public schools.*

### 5: A comparison of vocational and non-vocational public school teachers of grades 9 to 12 / - CORE

*A comparison of vocational and non-vocational public school teachers of grades 9 to 12 / By Phillip Kaufman and National Center for Education Statistics.*

### 6: Japanese Education System - Grades

*A comparison of vocational and non-vocational public school teachers of grades 9 to 12 / Phillip Kaufman.*

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