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## BRIEFE AUS BERLIN GESCHRIEBEN IM JAHR 1832 (1 )



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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 20 pages. Original publisher: Washington, D. C. : U. S. Dept. of Education, Office of the Deputy Secretary, Policy and Program Studies Service, 2004. OCLC Number: (OCoLC)164326772 Subject: Vocational teachers -- United States. Excerpt: . . . Another way of understanding the differences between candidates for secondary and vocational teaching credentials is to examine the percent of one group scoring at or above the mean for the other group. If there were no differences between the two groups, then 50 percent of the students in each group would score at or above the mean score of the other group. Figure 20 shows the percent of vocational candidates scoring at or above the mean of secondary candidates. In reading and in writing, approximately 34 to 35 of vocational students scored at or above the mean for secondary students. More simply stated, nearly 7 out of 10 vocational candidates scored below the average score for secondary candidates. The group differences were much less notable in mathematics, where 38 to 40 percent of vocational candidates scored at or above the mean for secondary candidates. Figure 16: Percent of Vocational Candidates Scoring At or Above the Mean Score for Secondary Candidates 42 40 38 Percent 36 34 32 30 Reading Writing Mathematics PPST CBT From these analyses, we can conclude that the gap between vocational and secondary candidates in reading and writing are both statistically significant and of a size that are meaningful. On the other hand, differences in mathematical ability, while statistically significant, most likely do not reflect a large enough effect to warrant significant attention from practitioners or policymakers. V. Conclusions and Implications The purpose of this study was to examine how academically well-prepared candidates for teacher certification in vocational...



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