

Career and Technical Education HETL Annotated Bibliography

February 27, 2010

- Afterschool Alliance: Afterschool for All. (2009). *Afterschool programs: Making a difference in America's communities by improving academic achievement, Keeping kids safe and helping working families*. Retrieved from <http://www.afterschoolalliance.org/researchFactSheets.cfm>
This review of research on co-curricular activities identifies career, life-style, and educational outcomes of various programs.
- Alfeld, C., Stone, J. R., Aragon, S. R., Hansen, D. M., Zirkle, C., Connors, J., et al. (2007). *Looking inside the black box: The value added by Career and Technical Student Organizations to students' high school experience*. St. Paul, MN: National Research Center for Career and Technical Education. Retrieved from <http://www.nrccte.org/>
The authors describe the effects and advantages of CTSOs on student achievement, course selection, and leadership skills.
- Bambrick-Santoyo, P. (2008). Data in the driver's seat. *Educational Leadership*, 65(4), 43-46. Retrieved from http://www.ascd.org/publications/educational_leadership/archived_issues.aspx
This article describes how two New Jersey schools used data from interim assessments to improve students' scores.
- Bottoms, G. (2009). *Ready for tomorrow: Six proven ideas to graduate and prepare more students for college and 21st century careers*. Atlanta, GA: Southern Regional Education Board. Retrieved from <http://www.sreb.org/page/1252/publications.html>
This report provides ideas about quality CTE programs from an SREB High Schools That Work study.
- Bottoms, G., & McNally, K. (no date). *Actions states can take to place a highly qualified career/technical teacher in every classroom*. Atlanta, GA: Southern Regional Education Board. Retrieved from <http://www.sreb.org/page/1252/publications.html>
From a review of the research, SREB identified minimum pedagogy skills needed by career/technical teachers.
- Bottoms, G., & Timberlake, A. (2008). *Measuring the Quality of Career/Technical Programs*. Atlanta, GA: Southern Regional Education Board. Retrieved from <http://www.sreb.org/page/1252/publications.html>
Based on student surveys, SREB identified skills that were emphasized by CTE programs in schools that had higher achievement than other schools that did not emphasize those skills.
- Bottoms, G., Young, M., & Han, L. (2009). *Ready for tomorrow: Six proven ideas to graduate and prepare more students for college and 21st century careers*. Atlanta, GA: Southern Regional Education Board. Retrieved from <http://www.sreb.org/page/1252/publications.html>
This report describes the characteristics of effective Career and Technical programs from the SREB High Schools that Work study.
- Brand, B. (2009). *High School Career Academies: A 40-Year Proven Model for Improving College and Career Readiness*. Washington, DC: American Youth Policy Forum. Retrieved from www.aypf.org/publications/index.htm
This article describes the importance of the "Career Academy National Standards of Practice in 2004." These standards were created by an informal consortium of career academy organizations

based on previous research that showed Career Academies improve education and labor market outcomes.

Brookhart, S, Moss, C., & Long B. (2008). Feedback that fits. *Educational Leadership*, 65 (4), 54-59.

Retrieved from http://www.ascd.org/publications/educational_leadership/archived_issues.aspx

Based on research and personal experience, the authors offer specific recommendations to teachers on how to deliver effective feedback to students.

Brookhart, S., Moss, C., & Long, B. (2008). Formative assessment that empowers. *Educational Leadership*, 66(3), 52-7. Retrieved from

http://www.ascd.org/publications/educational_leadership/archived_issues.aspx

This is a report on a school district and university that collaborated to improve formative assessment practices.

Castellano, M, Stringfield, S., Stone, J., (2002). *Helping disadvantaged youth succeed in school: Second-year findings from a longitudinal study of CTE-based whole-school reforms*. Columbus, OH:

National Dissemination Center for Career and Technical Education, Ohio State University.

Retrieved from <http://www.nrccte.org/>

This is a second report on a longitudinal study of career-based comprehensive school reform in middle and high school and community college feeder sites with diverse programs of work-based learning.

Castellano, M., Stone, J.R. III., Stringfield, S.C., Farley-Ripple, E.N., Overman, L.T. & Hussain, R. (2007). *Career-based comprehensive school reform: Serving disadvantaged youth in minority communities*. St. Paul, MN: National Research Center for Career and Technical Education.

Retrieved from <http://www.nrccte.org/>

This report shares findings of a longitudinal study of the long-term effects on school retention and post-secondary readiness of diverse career-based comprehensive school reform programs in three middle and high schools.

Castellano, M, Stone, J., Stringfield, S., Farley, E. N., & Wayman, J. C., (2004). *The effect of CTE-enhanced whole-school reform on student course taking and performance in English and science*. St. Paul, MN: National Research Center for Career and Technical Education, University of Minnesota.

Retrieved from <http://www.nrccte.org/>

This is a report on the effects of CTE-enhanced whole school reform on three high schools serving disadvantaged youth.

Cooper, J. W., (2006). Journal writing in career and technical education: A tool to promote critical thinking skills. *Journal of Industrial Teacher Education*, 43 (2). Retrieved Feb. 27, 2010 from

<http://scholar.lib.vt.edu/ejournals/JITE/v43n2/cooper.html>

This article describes the benefits of journal writing in CTE, and discusses methods for assessing journal entries.

David, J. L. (2009). Service learning and civic participation. *Educational Leadership*, 66(8), 83-84.

Retrieved from http://www.ascd.org/publications/educational_leadership/archived_issues.aspx

This review of research showed that service learning that is directed toward citizenship, social problems, and public agencies; and that is integrated and explicated with academic curriculum can have positive effects on students' civic attitudes, community engagement, and school performance.

- Edwards, M. C. (2004). Cognitive learning, student achievement, and instructional approach in secondary agricultural education: A review of literature with implications for future research. *Journal of Vocational Education Research*, 29(1). Retrieved from <http://scholar.lib.vt.edu/ejournals/JVER/>
This review of the literature concludes that agricultural education should refocus teaching toward developing students' ability to transfer learning from the classroom to real life, as well as toward high-order thinking skills by using a problem-solving, decision-making, and hands-on approach to teaching and learning.
- Foster, J. C. (2009). Improving technical competence. *Techniques*, 84(8), 29-32. Retrieved from <http://www.acteonline.org/techniques.aspx>
This article describes the role and importance of formative assessment in CTE programs.
- Gerdes, D., Ljung, E. J. (2009). The students have the answers. *Educational Leadership*, 67(1), 71-75. Retrieved from http://www.ascd.org/publications/educational_leadership/archived_issues.aspx
This article describes the outcomes of the Illinois Innovation Talent Project, which brought schools and businesses together to solve authentic problems.
- Hoachlander, G. (2008). Bringing industry to the classroom. *Educational Leadership*, 65(8), 22-27. Retrieved from http://www.ascd.org/publications/educational_leadership/archived_issues.aspx
This research review of career academy programs indicates that multiple curricular pathways having major industry themes, combined with challenging academics and demanding career and technical education, can benefit students in terms of improved grades, improved reading skills, high school completion, success in postsecondary education, and higher income levels.
- Hyslop, A. (2010). CTE's role in adolescent literacy. *Techniques*, 82(5), 18-21. Retrieved from <http://www.acteonline.org/techniques.aspx>
This article explains how CTE courses can have a substantial impact on student literacy engagement and achievement by exposing students to rigorous and relevant information-rich content and instruction.
- Jerald, C. D. (2009). *Defining a 21st century education*. Alexandria, VA: Center for Public Education. Retrieved from <http://www.centerforpubliceducation.org/atf/cf/%7B00a4f2e8-f5da-4421-aa25-3919c06b542b%7D/21ST%20CENTURY%5B1%5D.JERALD.PDF>
In an extensive review of research, Jerald identified three types of learning that are becoming increasingly important for students to succeed in work, post-secondary education, and life.
- Kemple, J. J. (2004). *Career academies: Impacts on labor market outcomes and educational attainment*. New York: Manpower Demonstration Research Corporation (MDRC). Retrieved from www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/29/d8/e8.pdf
This study examined the impact of Career Academies on educational attainment and labor market prospects of young people four years after their graduation from high school.
- Kemple, J. J., Poglinco, S. M., & Snipes, J. C. (1999). *Career academies: Building career awareness and work-based learning activities through employer partnerships*. New York: Manpower Demonstration Research Corporation (MDRC). Retrieved from www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/17/99/12.pdf
This report is on outcomes of Career Academies that establish partnerships with local employers and provide students with learning opportunities in a work setting.
- Kemple, J. J., & Snipes, J. C. (2000). *Career academies: Impacts on students' engagement and performance in high school*. New York: Manpower Demonstration Research Corporation

(MCRC).

www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/35/4d.pdf

This report is on findings from a large-scale, multi-site, random assignment research design on career academies.

Lewis, M. V. (2008). Effectiveness of previous initiatives similar to programs of study: Tech Prep, Career Pathways, and Youth Apprenticeships. *Career and Technical Education Research*, 33, 165-188. Retrieved from <http://scholar.lib.vt.edu/ejournals/CTER/>

From a review of previous initiatives, Lewis recommends that CTE teachers be given opportunities to work with colleagues, examine CTE curricula to identify embedded academic content, and develop their own Programs of Study.

Lippman, L., Atienza, A., Rivers, A., & Keith, J. (2008). *A developmental perspective on college & workplace readiness*. Washington, DC: Child Trends. Retrieved from

http://www.childtrends.org/Files//Child_Trends-2008_09_15_FR_ReadinessReport.pdf

From a review of the literature, workplace readiness criteria are described and recommendations made regarding expanding these criteria to include social skills, mental health, and career planning.

MacQuarrie, D., Applegate, B. & Lacefield, W. (2008). Criterion-referenced assessment: Delineating curricular related performance skills necessary for the development of a table of test specifications. *Journal of Career and Technical Education*, 24(2), 69-89. Retrieved from

<http://scholar.lib.vt.edu/ejournals/JCTE/>

The authors describe a qualitative analytical process for discovering and defining underlying, assumed, and prerequisite Automotive Service Technology Foundational Skills (ASTFS). They also discuss the curricular and assessment alignment processes for teaching and assessing those skills.

Martinez, R. L., Jr., (2007). An evolving set of values-based principles for career and technical education. *Journal of Career and Technical Education*, 23(1) 72-84. Retrieved from

<http://scholar.lib.vt.edu/ejournals/JCTE/>

Based on literature, current trends, and legislation, the author has identified accepted equity-based and learning-based principles of CTE.

Moore, D. T. & Hughes, K. L., (2001). Developing work-based learning pedagogies. *The CEIC Review*, 10(8), 15-16. Retrieved from <http://www.temple.edu/lss/ceicmain.htm>

These educational researchers explain how critical pedagogy for understanding and creation of knowledge and work conditions, rather than functional pedagogy for a specific job, is necessary for the modern world.

National Research Center for Career and Technical Education. (2008). *Major research findings 2000-2007: Engagement, achievement, and transition*. Louisville, KY: University of Louisville.

Retrieved from <http://136.165.122.102/UserFiles/File/pubs/MajorResearchFindings2000-2007.pdf>

This report identifies the characteristics of quality CTE courses and instruction indicated by the Center's research from 2000 to 2007.

Park, T. D., & Osborne, E. (2007). Reading strategy instruction in secondary agricultural science courses: An initial perspective. *Career and Technical Education Research*, 32, 45-75. Retrieved from

<http://scholar.lib.vt.edu/ejournals/CTER/>

A quasi-experimental nonequivalent control group design was used to determine the effect of implementing content area reading strategies (CARS) on comprehension and reading of secondary agricultural science students.

Platt, E. (1996). *The vocational classroom: A great place to learn English*. New York: Andrew W. Mellon Foundation. Retrieved from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/7f/eb.pdf

This literature review indicates vocational education teachers can facilitate English as a second language because literacy skills emerge from the vocational classroom discourse or occupational settings.

Popham, W. J. (2009). *Transformative Assessment*. Alexandria, VA: ASCD.

Based on research, this book explains the relationships among formative assessment, instruction, and student learning in four functional levels.

Pritz, S., & Kelley, P. (2009). Survey delves into educators' use of assessment data. *Techniques*, 84(8), 34-37. Retrieved from <http://www.acteonline.org/techniques.aspx>

From the literature, the authors identified desirable instructional uses of data. They then surveyed a random sample of CTE teachers about how they use assessment data.

Rehm, M. L. (2008). Career and technical education teachers' perceptions of culturally diverse classes: Rewards, difficulties, and useful teaching strategies. *Career and Technical Education Research*, 33, 45-66. Retrieved from <http://scholar.lib.vt.edu/ejournals/CTER/>

The author shares strategies identified by CTE teachers that are useful in easing language barriers when working with diverse student populations.

Roberts, T. G., Dooley, K. E., Harlin, J. F., & Murphrey, T. P. (2007). Competencies and traits of successful agricultural science teachers. *Journal of Career and Technical Education*, 22(2), 1-11. Retrieved from <http://scholar.lib.vt.edu/ejournals/JCTE/>

From literature and focus groups, the authors identified required competencies of agricultural science teachers.