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Submission date: 17-Dec-2019 07:14AM (UTC-0800)

Submission ID: 1236019070

File name: American_Education.doc (43.5K)

Word count: 1574

Character count: 8794

How American Education Can Be Improved

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Institutional Affiliation:

Date:

Education within the U.S has to be improved in order to make it be able to be in the position of supporting greater economic mobility. People who do not have postsecondary training have undergone stagnant wages, and the Great Recession hit them the hardest. Besides, such people cannot be considered to have gained many benefits from the economic recovery programs that were subsequently introduced. All signs forecast the continuing of such trends, and in that regard, it is very important that the present day's students get prepared for the jobs which will enable them not only maintain their families but also fully take part within the country's economic growth ¹ (Partelow et al., 2018).

Education within the United States ought to be enhanced to help higher economical mobility. Those with no postsecondary education have had stagnant salaries, were hit the hardest through the big Recession, as well as have just benefited from the resulting economic improvement. ² Every one of signs spots to these tendencies continuing, so it is very important that day's students are made for businesses that can move them to help their homes and move fully at America's economic growth. Millions of workers are unemployed, part-time, or insecure at their occupations, yet within economic upswings and periods of improvement from recessions. Most workers have more extended periods of stagnant and declining real wages, while health and training costs rise. Some workers are forced to be second and 3rd businesses to make ends meet. Most workers today average four different jobs during their life; some involuntarily moved from work to work and business to business. Frequently, retirement-age workers are forced to keep working only to give healthcare for themselves and their families (O'Cadiz, 2018).

Gaining a postsecondary certificate in the post-Great-Recession system is more important, but also more costly, than ever. Ninety-nine % of the 11.6 million businesses produced since the economic improvement started in 2010 have been taken by people with at

least some college education. To ensure that postsecondary operation remains cheap, states have taken steps not just to decrease the cost students and households give, but also to encourage families to spend for next college expenses. Research suggests that even smaller amounts of funds are associated with increased college enrolment and termination. Policymakers across the political spectrum accept that the fiscal situation, recession, and resulting stop-start improvement have moved young people in the UK profoundly. This is principally true of those who have the right to make this transition from education to work and have taken to survive a significant period of state (Kennedy, 2016).

In order to be ready for the jobs which are available within the dynamic, complex, and drastically globalizing future, every student has to have access to chances of learning firsthand the manner in which academic work is applicable to prospective career goals and vice versa. The programs which enable this nature of exposure and offer the student's tangible outcome like professional certification or college credit have to be made available within each district. The responsibility of the student during work shadowing would be to follow the employee for a brief period to learn about the job, purpose, or big business of the worker. These students witness firsthand the employability business environment, and occupational skills in training, the amount of job education, and possible career choices (Mehta, 2013).

It has to be known that not each student has similar academic interests, needs, and goods, yet most school schools continue to offer instruction and courses which treat learners as though they are the same. Each student gets to education, not just with specific academic needs, but also with particular background experiences, attitude, language, personality, interests, and attitudes toward teaching. Influential teachers realize that all of these factors change how students learn in the classroom, and they adapt or evolve, their education to satisfy students' demands.

Most students have goals associated with education, e.g., performing well academically in order to be successful in the future job. Yet, when students are motivated to be hard at education so that they may make the change in the world, they are better in persisting on academic jobs, particularly when they don't find them particularly interesting. These findings are particularly relevant to educators attempting to employ students who are often troubled or disappointed. Teachers will take students to see how teaching at education day will help them to achieve important, prosaically jobs in the future. In this way, students will learn to find everyday tasks as significant and valuable (Bryan & Clegg, 2019).

Students who make or participate in internships at their field of learning to prove their commitment to their goals and future careers. Within internships and job opportunities, students learn skills relevant to their students and future careers. By making or finishing the office, student-athletes acquire more experience commitments beyond the sports field and classroom and demonstrate a commitment to their academic learning. Opportunities like internships, apprenticeships, work shadowing, and volunteering provide students with a unique internal view within their expected business environment. This provides the opportunity for students to realize the relevance of their theoretical works within real-world scenarios and will assist in the decision-making process students encounter when choosing a job. It may still help students decide what they do not need to do for the job.

The majority of the schools do not prepare learners for the world that they will join upon the completion of their K-12 education. On the contrary, they rely on the typical sit-and-receive direct education that leaves the students detached from the contextual real-world challenges which they are set to ultimately face. It should be noted that preparing the students such that they are in the position of confronting, as well as, contributing to a drastically changing world,

involves the provision of course work that addresses the aforementioned challenge. This enables the students to uncover and express their unique interests, in addition to offering them the needed resources for purposes of tailoring their educational experiences with their interests (Partelow et al., 2018).

K12-powered online high schools offer classes that are designed to help each student discover what concerns them and take the way through to post-graduation individuals in the workforce or at college. These schools get to satisfy the needs of different learners and provide high education curricula at varying degrees: Content, comprehensive, remediation, credit recovery, honors, and Advanced Placement. While high school is a crucial period for the child's education, it's also crucial for their cultural development. This is why K12-powered schools give students the chance to interact with their peers. You will be sure the student is gaining both theoretical and cultural skills that are important at the stage in their lifetime.

At previous decades, business and technological education (CTE) programs, once called vocational training, were frequently thought of as programs for the students who were not planning to attend college, as well as instead planned to enter the workforce instantly after high school. At the same time, as the economic reality of today's highly experienced manpower has developed, and postsecondary education has grown more of a necessity than the wealth, CTE has grown, too. CTE programs are now leading this way to take senior high school and college students with the skills required for today's force (Allen & Seaman, 2015).

Similar to workplaces within the world in general, business, along with technical training (CTE) classrooms and laboratories, are different. Skilled CTE instructors accept the variety of their teaching environments and educational societies, acknowledging the habits within which we are the same and other from factors, e.g., teaching styles, sexual orientation, gender, race,

age, national origin, culture, ethnicity, economic status, and belief. Teachers recognize that people go to their programs with a broad range of the political, philosophical, along with philosophical opinions and associations. They acknowledge this wide array of power levels along with background knowledge that students have to their classes, by the way, which they employ groups of the students to get together and accomplish common goals in this context. Skilled teachers not just receive and sustain this diversity in their classrooms” they benefit from on it to improve and expand their students' education opportunities.

In that perspective, the education system should be redesigned through the introduction of diverse models like the CTE (Career and Technical Education), language immersion programs, early college as well as, dual enrollment together with personalized learning whereby all of which have the potential of working for the learner's individual needs. It has been established that CTE, together with enrollment programs, in particular, offers students with choices for coursework which meet best their postsecondary, as well as career goals.

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