

No child left behind act

[Linguistics](#), [English](#)



The No Child Left Behind Act of November 14, The No Child Left Behind Act

The No Child Left behind Act is the most vital policy that attends to the developmental and learning requirements of elementary and secondary students. Recently, this act has sparked a relatively strong debate. While “ supporters will refer the law as an evolutionary change in education policy, the critics, on the other hand, refer to it as a revolutionary federal incursion flowing into the states’ historic domain which leaves too many unfunded burdens” (Barbara 2005). However, the NCLB Act increases the Federal government’s management of local schools and how they are funded to assist the poor students accordingly. The also mean to serve children with disabilities, those who originate from low revenue families, and even those entrenched with ethnic and racial propagations. The NCLB act was put into legislation on January 8, 2008 and signed by President George Bush.

The sole aim of NCLB is to increase the reach of the national government into the management of both international and local schools and as well raise the stakes for states, districts, and schools. The increases funding for the specific schools that serve poor students, decrees ‘ highly qualified’ teachers for every classroom, and consequently holds all schools that receive national funds answerable to raising the success of all students (Hackett 2011).

Education is the proficiency and capability of developing children’s reasoning ability and how they adapt to the curriculum they are subjected to. This is what the federal government has tried to achieve in the No Child Left Behind act where the main objective was to change the nature of curricula public schools use. In essence, the latter compelled former President Lyndon B.

Johnson, on April 11, 1965 to signing the Elementary and Secondary Education Act. The then united President, Lyndon B. Johnson declared, “ I believe deeply no law I have signed or will ever sign means more to the future of America” (Cunningham & Redmond 2009). In any case, the act signaled the start of more policies that would effectively identify the role of the Federal government in impacting child growth and education.

However, this still leaves the question of “ is the NCLD act improving the quality of teaching?” Well, the act deludes off the blame of poor child performance on teachers but only requires “ highly qualified” teachers in every classroom by the academic year 2005/2006. For this case, “ highly qualified” teachers are defined as those who hold a bachelor’s degree, are certified or licensed by the state, and demonstrate are capability in their subjects of specialty (Hackett 2011). However, it is important to note that due to undesignated limitations, the current administration is proposing an upheaval to invalidate the grand deadline of (2014) so that it would give more time to offer the appropriate measures until all American children are brought to ideal academic proficiency (Mantel).

In other words, considering NCLB act is just a matter of thought and conceptualization. Now, who are the majority who attend the public and not private schools? Whythe act is so much focused on the affairs of illiterate and disabled children? Definitely! Given the defined terms, there is only one viable conclusion: The mandatory aim of the NCLB act was and still is to raise the academic and living standards of the socially-disfavored members. “ NCLB requires schools to divide students into subgroups-ethnic, racial, low income, disabled and English-language learner- and each must meet the

proficiency benchmarks as well” (Barbara 2005). Consequently, the government has formed a bill that implements the best curriculum needed for ideal learning, creativity, and brain development of all disabled and social-economically challenged students.

References

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