

# Looking at the no child left behind policy: the implementers' perspectives

## Abstract

This qualitative-phenomenological research aimed to determine the perspectives of the teacher-implementers about the No Child Left Behind Policy in Beto National High School. Participants of the study were three TLE teachers and five teachers from different courses. Participants were chosen through purposive sampling. Using the focus group discussions and in-depth interviews, the researchers found out that the teachers had positive and negative perceptions of the policy; it aided low-performing and at-risk students. However, the participants indicated that students became dependent and lazy, also they mentioned that unprepared students passed, hence, the program was unfair. The school administration needs to look into the teachers-implementers view on the NCLB for its improvement.

**Keywords:** NCLB of 2010, teachers, child, implementation, intervention, perceptions

Volume 4 Issue 5 - 2022

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Received: Digos school 09, 2022 | Published: Digos school 21, 2022

## Introduction

No Child Left Behind is a policy about education for all children. This act was adopted by the Department of Education (DepEd) in the Philippines. However, despite of endeavor to educate all children, statistics show that the International Test Standard results consistently show Filipino students lagging way behind practically everybody else in the world.<sup>1</sup> In addition, due to the magnitude of the act, the pressure on teachers has increased to unreasonable proportions.<sup>2</sup> Further, evidence shows that the act has not only negatively affected perceptions of teachers' cooperation but positively affected feelings of classroom control.<sup>3</sup>

The significance behind the No Child Left Behind is to guarantee the protection of a child's fundamental right to quality education. This act seeks to promote compulsory education for children of compulsory school age, providing only for restricted exceptional education, guiding government units, especially at the level of Barangay, to be directly engaged in controlling the education of the children under their jurisdiction, and the Department of Education will provide the required curriculum for the development of compulsory education.<sup>4</sup> Bernstein<sup>5</sup> considers the No Child Left Behind as a powerful, sweeping, and controversial law that addressed many aspects of public education.

The Philippines government's most significant legacy to its people is to provide them with quality education. Hence, the No Child Left Behind Act of 2010.<sup>6</sup> It is an act that ensures every Filipino's constitutional right to quality education is realized. It is proclaimed a state policy to safeguard and encourage citizens' right to quality education and to take adequate measures to make such education available to all.<sup>7</sup> Moreover, this act provides financial assistance to local educational agencies serving areas with high concentrations of children from low-income families to expand and improve their educational progress.<sup>8</sup> The act allows every Filipino child a chance to be schooled.<sup>9</sup>

In the mapping conducted among the teachers of Beto National High School, Davao del Sur, The Philippines, the researchers found out that they were already fully aware of the No Child Left Behind Policy of the Philippine government. They reiterated that they needed to implement the policy because the Department of Education had

made it an order. Thus, the Beto National High School was a good locale to conduct this study.

Several researches were already conducted about the No Child Left Behind. Bernstein<sup>5</sup> focused on students with disabilities and how the policy is being catered to by academic institutions. Dee and Jacob<sup>6</sup> dealt with how the new accountability systems developed in response to NCLB influenced students' achievement, school finances, and measures of schools and teachers' practices. Conversely, Meyer<sup>7</sup> bluntly concluded that the NCLB was not a promising program for the public school system. While Gerson and Schmidt<sup>8</sup> said that NCLB brought unprecedented challenges which concerned more with the imperatives of the marketplace.

This study was conducted to explore the views of the local implementers of the NCLB based on their experiences. The results of the study may serve as an assessment that could give essential insights to the Department of Education for possible improvement of the implementing guidelines of the NCLB.

## Objectives of the study

This study aimed to explore the views of the teacher-implementers of the No Child Left Behind Policy of the Department of Education. Specifically, this study was conducted:

- 1) To describe the implementation of the No Child Left Behind Policy
- 2) To determine the teachers' views on the implementation of the No Child Left Behind Policy
- 3) To determine the significant experiences of the teachers-implementers which are worth sharing with others.

## Scope and limitation of the study

This involved study selected teachers who were teaching for at least five years at Beto National High School, Davao del Sur. These teachers were implementers of the NCLB Policy. Due to the limited number of participants in this study, the results could not generalize the entire teachers-implementers of the NCLB. Future researchers

# No Child Left Behind A Guide For Professionals

**Richard Dean Kellough**



## **No Child Left Behind A Guide For Professionals:**

**No Child Left Behind** Mitchell L. Yell, Erik Drasgow, 2005 This guide examines the No Child Left Behind Act NCLB of 2001 and its effect on the education of students in America's public schools This guide describes the legal structure of the law the purpose of the law and examines important principles of the law relevant to states school districts and schools Because each state will have its own ways of addressing the requirements of the law discussion questions throughout each section require the reader to seek information about their state's interpretation of NCLB *No Child Left Behind*, 2003

No Child Left Behind Primer Frederick M. Hess, Michael J. Petrilli, 2006 Hess is a specialist in education policy at the American Enterprise Institute and Harvard U Petrilli is with the Thomas B Fordham Foundation a Washington based school reform organization They offer a concise guide to the No Child Left Behind Act of 2001 NCLB covering the history and key elements of the law how it is intended to work how it No Child Left Behind A Parents Guide, Local Perspectives on the No Child Left Behind Act United States. Congress. House. Committee on Education and Labor. Subcommittee on Early Childhood, Elementary, and Secondary Education, 2008 **No Child Left Behind and the Reduction of the**

**Achievement Gap** Alan R. Sadovnik, Jennifer A. O'Day, George W. Bohrnstedt, Kathryn M. Borman, 2013-10-11 This monumental collection presents the first ever sociological analysis of the No Child Left Behind Act and its effects on children teachers parents and schools More importantly these leading sociologists consider whether NCLB can or will accomplish its major goal to eliminate the achievement gap by 2014 Based on theoretical and empirical research the essays examine the history of federal educational policy and place NCLB in a larger sociological and historical context Taking up a number of policy areas affected by the law including accountability and assessment curriculum and instruction teacher quality parental involvement school choice and urban education this book examines the effects of NCLB on different groups of students and schools and the ways in which school organization and structure affect achievement No Child Left Behind concludes with a discussion of the important contributions of sociological research and sociological analysis integral to understanding the limits and possibilities of the law to reduce the achievement gap **Many Children Left Behind** Deborah

Meier, 2004-09-29 Signed into law in 2002 the federal No Child Left Behind Act NCLB promised to revolutionize American public education Originally supported by a bipartisan coalition it purports to improve public schools by enforcing a system of standards and accountability through high stakes testing Many people supported it originally despite doubts because of its promise especially to improve the way schools serve poor children By making federal funding contingent on accepting a system of tests and sanctions it is radically affecting the life of schools around the country But argue the authors of this citizen's guide to the most important political issue in education far from improving public schools and increasing the ability of the system to serve poor and minority children the law is doing exactly the opposite Here some of our most prominent respected voices in education including school innovator Deborah Meier education activist Alfie Kohn and founder of the

Coalition of Essential Schools Theodore R Sizer come together to show us how point by point NCLB undermines the things it claims to improve How NCLB punishes rather than helps poor and minority kids and their schools How NCLB helps further an agenda of privatization and an attack on public schools How the focus on testing and test preparation dumbs down classrooms And they put forward a richly articulated vision of alternatives Educators and parents around the country are feeling the harshly counterproductive effects of NCLB This book is an essential guide to understanding what s wrong and where we should go from here

**The Creation of a Professional Learning Community for School Leaders** Amalia Humada- Ludeke,2013-09-03 The unwavering culture of continuous improvement efforts to bring about school change has irrevocably changed the role expectations for the school leader The school leader in the 21st century is increasingly perceived as an instructional leader expected to implement whole school reform models that can shape teacher practice and influence student outcomes The significant changes in role expectations for school leaders present considerable challenges to an educational system that was not designed to incorporate these conceptualizations In light of the increased acceptance of changed leadership expectations the elements that are needed for developing supporting and sustaining instructional leaders who can lead systemic change efforts are frequently not present are fragmented or are observed at various developmental stages throughout the pK 20 pipeline This book is centered on the learning and changed behaviors of school leaders who engaged in a sustained job embedded professional learning community facilitated through a university district partnership The learning from the findings suggested that job embedded learning with their peers can be instrumental for these principals to build the capacity to lead systemic change efforts The findings further suggested that creating conditions for new understanding to occur and sustained opportunities to apply new learning in context to their role entailed a collaborative effort by a partnership involving two separate institutions with different priorities The author makes a case for the educational pipeline to prioritize the support and understanding of complex systemic change efforts and innovations as they are linked to school improvement

**A Guide to Education and "No Child Left Behind."** ,2004 Recognizing the universal importance of education the federal government assumed a larger role in financing public schools with the passage of the Elementary and Secondary Education Act ESEA in 1965 Through subsequent reauthorizations ESEA has continued to assist the states In 2001 the reauthorization included No Child Left Behind which asks the states to set standards for student performance and teacher quality The law establishes accountability for results and improves the inclusiveness and fairness of American education This resource guide serves to inform the public about the No Child Left Behind program

Assessment for Educational Leaders W. James Popham,2006 Written specifically for school administrators and those preparing to be school administrators this easy to read book contains only what s needed by leaders in today s assessment dominated world of educational accountability The content of the text is unabashedly practical addressed specifically to the assessment related needs of today s school administrators The real world orientation of the book based on the author s extensive and continuing

work in the nation's public schools makes the book attractive to those instructors who teach assessment courses taken by prospective school administrators. Students and in-service school administrators will recognize that this text is not loaded with dry, abstruse content about measurement and psychometric exotica. This book deals with the real-world measurement issues that today's educational leaders will most certainly encounter. Resources for Assessment, 2003. Includes tools for gathering performance data, strategies for both formative and summative assessment, rubrics, guidelines, and a road map to NCATE accreditation of advanced programs for technology leaders and facilitators. The Law and Special Education Mitchell L. Yell, 2006. The second edition of one of the top special education law books in the field acquaints readers with the legal development and current legal requirements of special education. The book includes new information on the Individuals with Disabilities Education Act of 2004 and the No Child Left Behind Act of 2001. **Special Education K-12 Teachers and Administrators** **A Practical Guide to Early Childhood Curriculum** Claudia Fuhrman Eliason, Loa Thomson Jenkins, 2008. This applied guide to planning and implementing curriculum across the content areas for children ages 3 to 8 provides students with a depth of background knowledge not usually seen in a text, containing practical, highlighted strategies, unit and lesson plans, suggested activities, recipes, and more. Core chapters cover Social Studies, including diverse people, self and family, physical activity, and nutrition; Language development; Literacy development; Science; 3 separate chapters: Problem solving and math; Music and movement; Creativity, art, and dramatic activities. Key changes to this edition include separate chapters on language development and literacy development, new tables linking learning activities with specific content area standards, streamlined content throughout, and new Web sites. **Handbook of Data-Based Decision Making in Education** Theodore Kowalski, Thomas J. Lasley, 2010-04-15. Pt 1: Theoretical and practical perspectives; pt 2: Building support for data-based decisions; pt 3: Data-based applications. No Child Left Behind, 2003. *Your First Year of Teaching* Richard Dean Kellough, 2005. Merrill Prentice Hall has created a new Professional Development Series designed to provide a wealth of resources for teachers and other education professionals. The booklets in this series discuss the common trends in education today, such as No Child Left Behind and how to teach English Language Learners. All of the books in the series are designed to be short, precise guides to refer to quickly and easily in your classroom. If you would like more information on Merrill's Professional Development books, please visit [www.merrilleducation.com](http://www.merrilleducation.com). *Handbook on Personalized Learning for States, Districts, and Schools* Marilyn Murphy, Sam Redding, Janet Twyman, 2016-06-13. This Handbook offers guidance on leveraging the Every Student Succeeds Act (ESSA) to personalize learning. It covers building relationships with students and families, developing metacognitive and social skills, and using technology in education. Chapters include practical principles for states, districts, and schools. **Federal Funding for the No Child Left Behind Act** United States. Congress. Senate. Committee on Appropriations. Subcommittee on Departments of Labor, Health and Human Services, Education, and Related Agencies, 2007. **A Guide to Observation, Participation, and Reflection in the Classroom** Arthea J. S. Reed, Verna E.

Bergemann,2005 This guide provides you with a practical resource for school based observations teaching experiences and reflection that not only will bridge the gap between the world of the student and the world of the teacher but also will help you connect the world of theory with the world of practice Includes completed and sequential sample forms of anecdotal and structured observations and template forms at the back of the text and on the CD ROM This edition covers the No Child Left Behind legislation discussion of the INTASC core standards and principles and their integration into the sample forms Expanded guidance on portfolio development including new sections on how to start a portfolio and expanded coverage of inclusion and resources for observing diversity in the classroom *Experiencing Disabilities Volume One* Erica-Lee Lewis,2007-01-15

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