No Child Left Behind - 7ES_102_03

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Overview

The No Child Left Behind (NCLB) act came out in 2001 and focuses on the schools use of technology in education as opposed to product-oriented education. NCLB does this through the use of handheld computers and other educational technologies. It is said to extend until 2014 and came into effect in schools in 2002/2003. The main goal of NCLB is to get all students the same education and on the same level regardless of disability or the dislike of school itself. According to the article "An Update on No Child Left Behind and National Trends in Education", NCLB’s focus subjects are mainly reading, math and science, among others. The article also states that the NCLB act would like to have “95 to 100 percent of students in public schools score proficient or above in reading, math, and science by 2014” (Chapman, 25).

Schools

Informational Technologies

One of the NCLB acts main goals is to get all students the same opportunity to learn using today’s informational technologies. Because of the differences in wealthier and less wealthy schools it may be harder to get these informational technologies, but it is slowly being done through the help of governments, communities and businesses.

Handheld Computers

Some schools are starting to use handheld computers in the classroom, both for teachers and students. According to the article “Handheld Computers: No Child Left Behind’s (NCLB’s) Digital Divide Equalizers?” these handheld computers can be used for changing hand written notes into word-processed documents, management abilities, and teacher uses such as notes on lessons, student behavior and appointments. All of which can be uploaded to a regular computer for further use. The main handheld computers being used are personal digital assistants (PDA) and pocket or Palm handheld computers (PHHC).

Equality Among Schools

Another main goal of the NCLB act is to try and get public schools on the same level so that they can be equally as good as each other. They do this through content that is “aligned with national and state standards and teaching methods” (Chapman, 26). Through this act schools strive to make adequate yearly progress, which is monitored through statewide standardized tested. These tests are mainly fill-in-the-bubble tests due to the high cost of opened ended and hand scored tests.

As of 2007, test scores are slowly rising and for those that aren’t are using restructuring and realigning strategies to try and make up for it.