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**Has No Child Left Behind Changed the Face of Leadership in Public Schools?**

Gosnell-Lamb, Judy; O'Reilly, Frances L.; Matt, John J. – Journal of Education and Training Studies, 2013

A national study examined the perceptions of educational leaders and classroom leaders as to the changes that have occurred in public P-12 schools since the inception of No Child Left Behind. Administrators and teachers who had remained in the same district for five years, and who had been in the field of education since at least 2002, were asked...

Descriptors: Public Schools, Leadership, National Surveys, Resource Allocation

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**A Policymaker's Guide to No Child Left Behind Reauthorization**

American Enterprise Institute for Public Policy Research, 2015

This spring, Congress is considering the reauthorization of the No Child Left Behind Act. In the 14 years since the law was passed, AEI Education has devoted extensive analysis to how it worked in practice. AEI has distilled their work into a series of brief chapters to provide a one-stop shop for understanding why the law was passed, what went...

Descriptors: Educational Legislation, Federal Legislation, Elementary Secondary Education, Federal Government

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**Improving Educational Outcomes for Minority Males in Our Schools**

Gardner, Ralph, III; Rizzi, Gleides Lopes; Council, Morris, III – Interdisciplinary Journal of Teaching and Learning, 2014

This article examines the academic underachievement and disproportionate special education placement of minority males. Causes and consequences for poor academic performance by minority males are reviewed. The Individuals with Disabilities Education Act and No Child Left Behind Act are discussed in relation to minority male academic achievement...

Descriptors: Minority Group Students, Males, Academic Achievement, Underachievement

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**Think Bubbles and Socrates: Teaching Critical Thinking to Millennials in Public Relations Classes**

Tallent, Rebecca J.; Barnes, Justin J. – Universal Journal of Educational Research, 2015

Critical thinking skills are crucial in the public relations profession, but teaching these skills to the Millennial Generation is vastly different from previous generations. How can a professor get past No Child Left Behind's dependence on test review guides and "everybody wins" in getting students to think for themselves? Using the...

Descriptors: Critical Thinking, Public Relations, Thinking Skills, Questioning Techniques

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**Has No Child Left Behind Changed the Face of Leadership in Public Schools?**

Gosnell-Lamb, Judy; O'Reilly, Frances L.; Matt, John J.

Journal of Education and Training Studies, v1 n2 p211-216 Oct 2013

A national study examined the perceptions of educational leaders and classroom leaders as to the changes that have occurred in public P-12 schools since the inception of No Child Left Behind. Administrators and teachers who had remained in the same district for five years, and who had been in the field of education since at least 2002, were asked to respond to a comparison of priorities regarding their time resource allocations before and since the implementation of No Child Left Behind. Teachers and administrators shared some common perceptions but differences in their beliefs regarding the value of identified changes became apparent. This study identified some positive and some negative unintended consequences that become the legacy of No Child Left Behind.

Descriptors: [Public Schools](#), [Leadership](#), [National Surveys](#), [Resource Allocation](#), [Program Implementation](#), [Educational Administration](#)

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## Has No Child Left Behind Changed the Face of Leadership in Public Schools?

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### Abstract

A national study examined the perceptions of educational leaders and classroom leaders as to the changes that