

ABSTRACT

DISSERTATION/THESIS/RESEARCH PAPER/CREATIVE PROJECT:
Elementary School Teachers' Perceptions of *No Child Left Behind*

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The purpose of this study was to determine elementary school teachers' perceptions of *No Child Left Behind*. Teachers from four elementary schools within the same educational corporation of a mid-western state ($N = 67$) were surveyed. The mean perception score among the participants was 44.7 ($SD = 6.4$), indicating that the teachers have unfavorable perceptions of *No Child Left Behind*. Results also revealed a relationship between teachers' years of experience and their perceptions ($r = -.342$). School climate also appeared to be related to teachers' perceptions. Implications for the profession may include establishing ways in which teachers can encourage and support fellow colleagues, recognizing and addressing students' most basic needs, and developing and implementing authentic experiences that may ensure curricula are not limited by the testing requirements of *No Child Left Behind*.