The No Child Left Behind and Education Sciences Reform Act Legislation: Then, Now, and What Next?

Moderator: Sarah M. Ryan, Carnegie Mellon University and RAND

Vinetta C. Jones, Howard University
Douglas E. Mitchell, University of California Riverside
Lynn Okagaki, University of Delaware

Scientific Research in Education (Shavelson & Towne, 2002) was an influential document that coincided with, and attempted to shape, the series of important changes brought about through the 2001 reauthorization of the Elementary and Secondary Education Act. This legislation truly altered the landscape of educational research and practice. As we look toward the reauthorization of ESEA, it seems like an appropriate time to reflect on how these past changes have impacted our present and will influence the future of educational research. In this session, the three panelists address the role of scientific research in driving educational policy and practice as well as the role the federal government should play in this process. They reflect upon the changes that have transpired in educational research since the passage of the NCLB and ESRA legislation while also looking ahead to the anticipated reauthorization of the Elementary and Secondary Education Act.

About the panelists:

Dr. Vinetta C. Jones is professor and former dean of the School of Education at Howard University and served on the National Research Council’s 2004 Committee on Research in Education.

Dr. Douglas E. Mitchell is professor and interim dean in the Graduate School of Education at the University of California-Riverside and has spent decades studying the sometimes competing purposes of education research, practice, and policy.

Dr. Lynn Okagaki is the Dean of the College of Education and Human Development at the University of Delaware and former commissioner of the National Center for Education Research in the Institute of Education Sciences (IES) in Washington, D.C.