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Teaching Elementary Students in Public Schools Today Versus Twenty Years Ago

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Teaching Elementary Students in Public Schools Today Versus Twenty Years Ago

Elizabeth Blake

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Abstract

Public education has changed so much over the last twenty years in many different ways before the ways of earlier technology. This has affected elementary education levels, parental involvement, and standardized testing in so many ways. Over time these three studies of education have adapted and evolved into what they are today. The use of technology has changed from Wikipedia searches to Google searches and classrooms for remote learning mostly during the COVID-19 pandemic. The learning environment has changed through the use of technology by incorporating interactive videos and games during instruction. Interviews with elementary educators who were just beginning their teaching career and those who have been teaching for twenty years or more were conducted to gather information for this paper to observe how teaching has changed over the past twenty years. Parental involvement has declined due to parents working full-time jobs to provide for their families and not being as involved in their children's education. Student discipline is also discussed in this paper as to how it impacts student behavior at school and home. Education for students with disabilities has changed over the last twenty years through instruction, testing, parental involvement, and the use of technology. Standardized testing has changed entirely due to testing on computers today in comparison to using written tests or scan cards in past years. Over the last decade, the ways of teaching and learning styles have adjusted and remained the same to better help students be prepared for standardized testing. The "No Child Left Behind Act" has affected standardized testing and classroom instruction. Writing and reading instruction has changed and has continued to stay the same during the last twenty years through these three main key components of education. After reading this paper, you will understand what education was like

twenty years ago and how the use of technology, parental involvement, and standardized testing have changed over the last twenty years.

Keywords: education, technology, COVID-19 pandemic, parental involvement, and standardized testing

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I. Introduction

During the past twenty years from 2003 to 2023 teaching elementary students in the public education setting has changed so much over the last twenty years in many different ways before the ways of earlier technology. This has affected elementary education levels, parental involvement, and standardized testing in so many ways. Over time these three studies of education have adapted and evolved to what they have become today. Technology has changed from teachers and students using Wikipedia to now using Google Classroom and so much more. The pandemic produced negative and positive changes in the lives of many students and teachers. Learning environments have changed and stayed the same over the past several years. Interviews were conducted with multiple educators from beginner teachers to seasoned professionals to collect information on their views about education and how it has changed or stayed the same over the past years. Parental involvement has changed from parents being involved with their students to not being as involved with their students because both parents are working full-time jobs. Student discipline at home and school has an impact on student behavior through parental involvement. Students with disabilities are taught more diversely today than they were twenty years ago through the use of technology, parental involvement, and standardized testing. Standardized testing used to be on paper or written scan cards now it has evolved to computers. Teaching and learning styles have affected and changed standardized testing during the past twenty years. The "No Child Left Behind Act " affected standardized testing and has had positive aspects. Reading and writing instruction have evolved over the last twenty years through new teaching strategies and interventions. Teaching elementary students in public schools has emerged over the last twenty years through the use of technology, parental involvement in schools, and state standardized testing in the classroom.

II. Use of Technology

A. Technology

Technology has always updated its creation of social interactions, counting all those within its Origin (Patrikakou, 2015). The use of technology during classroom instruction has changed the way students learn by incorporating typed work, watching educational videos, and taking tests electronically instead of pencil and paper tests. Technology has changed in many ways in the last twenty years from the use of Wikipedia to now with the use of Google. It also has changed education from writing on paper to now using word processors on computers for faster completion. Desktop computers were used more than twenty years ago as compared to now, laptop computers and big screen computers are used more frequently now. Technology also equips students with more easy-to-access searches for research topics, accelerated learning experiences and opportunities, and fun ways to practice what they have learned. The use of technology enables students to investigate new topics and deepen their knowledge of hard-to-understand concepts, particularly through STEM. By incorporating the use of technology at home and in the classroom, students can obtain twenty-first-century technical skills that are essential for future career opportunities (School of Education, 2023). Eristi and Kurt did a study on students picking a technology that may develop in the future. Students in this field of learning were given a list of “ apprehensions of future technologies, they were instructed to illustrate a picture relating to technology and how it would be different or relevantly the same in the future. Throughout this process, they were asked to respond to questions that retained what they had illustrated in their drawings. In the table below students have sub-themes and themes based on their” pictorial representations of prospective technologies which are all shown in Table 3” (Erişti & Kurt, 2010).

Table 3**Students' Views about Their Perceptions of Future Technology Students'****Perceptions of Future Technology (N=28) f**

Interactive Computer Technology	22
Human-computer interaction	11
User computer game interaction	4
Teleportation into computer	3
Virtual reality	3
Three-dimensional Interface	1
Interactive Internet Technology	12
User – internet interaction	8
User – search engines interaction (Google, Mozilla Firefox)	3
User – social network interaction (Facebook)	1
Interactive Mobile Device Technology	7
Teleportation into cell phone	7
Interactive Electronic Household Appliance Technology	6
Interactive television (Television operating with voice prompt and Brainpower controller)	4
Interactive refrigerator	1
Washing machine	1
Time Machine	1
Transportation Vehicle Technology	1

Car (Cars going in the sky, on the land, or in the sea)	1
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(Erişti & Kurt, 2010)

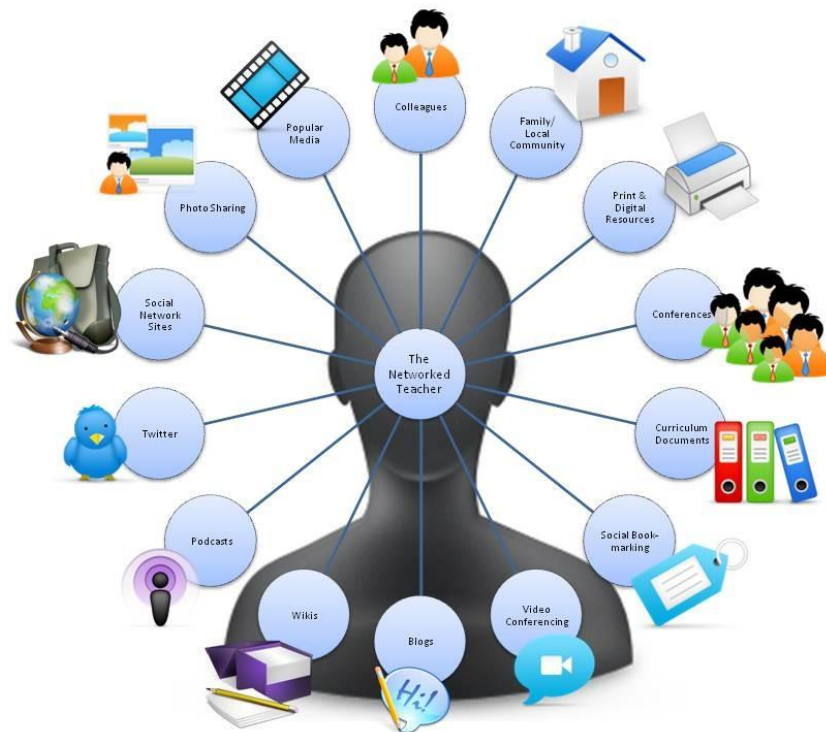
[ED537810.pdf](#)

Dates of different technologies that have come out over the last twenty years. Most of these have been used in the classroom over the past twenty years:

- 2000- phones came out with cameras
- 2003-e-texted books
- 2004- Office 360
- 2005- Smartboard (DiPasquale, 2020)
- 2006- Facebook
- 2007- Smartphones, Amazon Kindle
- 2008- Blu-ray players
- 2009- Digital cameras
- 2010- Online Learning (DiPasquale, 2020)
- 2011- Spotify, Snapchat, and First Chromebook
- 2012- Uber
- 2013- Xbox One
- 2014- Apple Watch
- 2015- Amazon Echo
- 2016- Air pods
- 2017- Nintendo Game Switch
- 2018- Electric Powered Scooters
- 2019- “Tik Tok and Disney+” (Ann, 2020).

- 2020- Artificial intelligence
- 2021- VR Learning and AR Learning
- 2022- 5G Technology
- 2023- 3D- Printing

This picture is called “A Journey into the Teaching Experience” It shows what technology can do for teachers in a classroom setting.



(Tom, 2020)

<http://www.teachhub.com/teaching-21st-century-skills>

First, as you can see, technology has changed a lot during the last twenty years from incorporating different types in the classroom and having teachers use technology through different ways of learning. Teaching through the use of technology often results in more meaningful knowledge for students that occurs when teachers demonstrate strong knowledge of more than just technical skills (Costley, 2014). Teaching with technology is good but too much

of it could be overwhelming for anyone including students. Students should take the time to read books and do other things that do not contain technology.

Next, using technology affects students socially and academically, to obtain successful technology use in learning environments, educators need to acquire knowledge that helps them to:

- Understand what technologies are required to support distinctive curricular goals and to help identify them (Varol, 2013) (p.85).
- Breakdown how the resources will be utilized to help students achieve and reveal needed goals (Varol, 2013) (p. 85).
- Allow students to use the best-related technologies broadly in areas of the learning process through analysis, exploration, and production (Varol, 2013) (p.85).
- Carefully choose and incorporate technology appropriately to label concerns, problem solve, and determine related problems of their professionalism and advancement (Varol, 2013) (p.85).

Lastly, the use of technology has changed education for example, in classrooms today, no one discusses how to write on a chalkboard with a piece of chalk and educators do not attend special in-service professional developments on the use of a textbook, how to properly turn pages, or where to locate the index (Spector, 2014). Now, teachers explain to students how to use a computer appropriately, but most students already know how to use them. It doesn't matter what perspective we might have about this new generation; no one will refuse to admit that we live in a digital age in which technology has already become, and will continue to be, present in every aspect of our existence as humans (Spector, 2014).

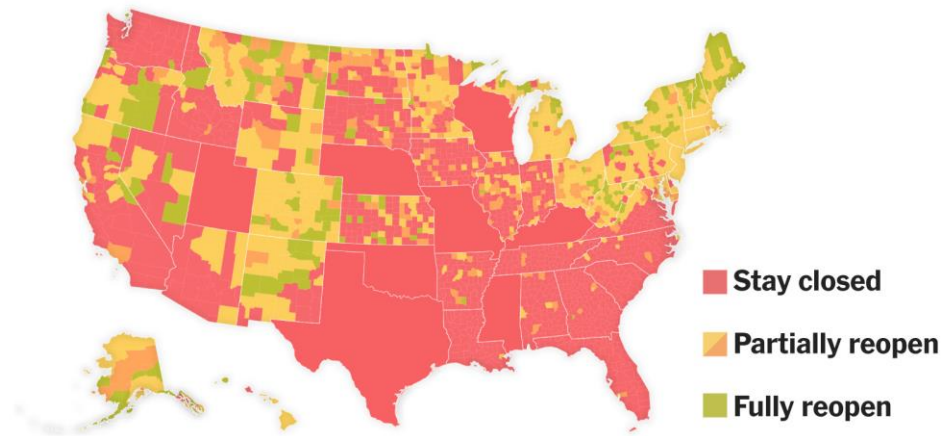
B. COVID-19 Pandemic

The COVID-19 virus is a virus that has been brought about by the novel coronavirus also known as SARS-COV-2 and it continues to cause considerable madness around the world (Amin & Parveen, 2022) (pg. 1). For almost two years teachers and students have to stay home and do instruction online. One of the main websites that was used during Covid-19 was Zoom. Educators and students have utilized Zoom throughout the pandemic. Teachers use it as a learning platform to educate and communicate with their students. Zoom was developed and set in place to be used so that students wouldn't fall behind, allowing them the ability to still have social interactions with others through the use of Zoom, students could get everything done by finishing all assignments from home. Zoom has been around for almost a decade and during this, it took off and spread its wings ("Zoom Video Communications", 2020), the greatest number of users was just recently added in the past six months in a shocking "Zoom Boom (Flaherty, 2020). Most colleges only shut down in-person learning; they did not have to shut down completely; they incorporated Zoom as their learning platform for the classroom. The use of Zoom was also good so college students could continue with the completion of the semester.

Kindergarten through twelfth grade public schools shut down during the pandemic. However, most of them continued classroom instruction through Zoom and Google Classroom. Although in Kindergarten through the twelfth-grade level, a variation of educators embraced games and activities, sang fun songs that taught learning, danced on the screens, incorporated donut-eating parties, and embraced stacking Oreo cookie strategies to develop basic facts about math to help students learn (Richards, 2020). The early elementary-level students did not do as well with learning through Zoom. Students' academic grades dropped, and several students failed their classes because they could not focus on classwork due to distractions at home.

Young elementary students learn more when they are in person in a structured learning environment with their peers.

The picture below shows all of the schools in the United States that were closed, partially reopened, and that were fully reopened during the COVID-19 Pandemic in 2019-2022.



[Schools Reopening in the Covid-19 Pandemic: The State of Play for K-12 - The New York Times \(nytimes.com\)](#)

Effects on the education of students through the use of technology during COVID-19:

- Regardless of the many differences that go along with the knowledge and skills of how today's children and their parents use technological tools, parents had to push through and be superior examples and help guide children in using digital technologies during the pandemic (Pirbudak, Yilmaz & Cakir, 2022).
- Several students strived to do their best by doing so students were still able to learn and complete assignments online successfully, proving that online learning can succeed (Smoyer et al., 2020).

- Due to numerous studies data has been acquired that an increased number of students are behind grade levels than in recent before the time of the pandemic (Curriculum Associates, 2021; Dorn et al., 2021; US Department of Education, 2021).
- The process of educating students online, numerous distractions form for students who are on the internet without supervision. Many distractions come from trying to do schoolwork at home. For example, siblings, pets, toys, video games, and even food easily gain the attention of students trying to learn from home (Brenegan, 2021).
- Students feel that distance learning is not the same as learning in person and would rather go back to in-person learning with hands-on experiences (Smoyer et al. 2020).

Effects on education through interviews with educators who taught with technology during COVID-19:

- Mrs. Sisco was in her first year as a teacher when COVID-19 started. She was assigned the virtual position for kindergarten. This was challenging for her first year as a teacher. Plus, it was hard to do with kindergarteners. Though, it taught her to appreciate being in the classroom (Sisco, 2023).
- Ms. Dorsey was a teacher during COVID-19. She felt like she did not understand how to appropriately use technology when the schools were shut down. However, she knew she was just like everyone else in the world during that time. She tried to learn how to use it by asking co-workers and reading about things online. She said after the COVID-19

students didn't have to make up snow days now since everything went virtually. Students get to enjoy their summer without having to make up days. She gave students different assignments from math PowerPoints to science PowerPoints online (Dorsey, 2023).

- Mrs. Glenn was a teacher during COVID-19. She feels like she has a better understanding of technology since the pandemic and can meet the needs of her students even better now. COVID-19 helped her learn more about Google Slides, Google Classroom, Google Docs, etc. She also feels like she was able to learn more about technology associated with distance learning and some other programs that have been beneficial during COVID-19 (Glenn, 2023).

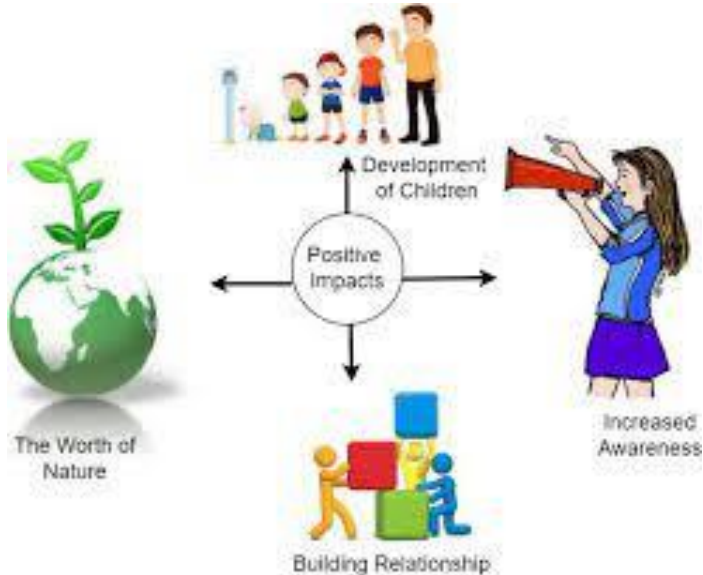
A year later, it is evident that the pandemic has changed education in the American classroom in enduring ways, and views of that transformation are still occurring (Bombardieri, 2021). The pandemic changed everyone's lives including teachers, parents, and students. The pandemic changed elementary schools by having a lot of activities and classwork online. Teachers tried to provide students with these activities and classwork online, but some teachers struggled. Some educators may lack organizational or communication skills when it comes to distance teaching, which can cause students to fail to complete assignments (Brenegan, 2021). Therefore many teachers who have had to deal with very little experience of the online education process have succeeded to great heights going through trenches with less, if any, support or training, such guides or resources may not be as relevant as a preventable vaccine for COVID-19; however, educators are effective in assisting students around the world to move forward, advance academically, and develop socially during the present pandemic as well as

throughout the many years to come (Bonk, 1998). The challenge of distance learning and teaching was very difficult for teachers, parents, and students. The community was informed that schools were going to be shutting down and moving entirely to a virtual learning platform. Teachers, parents, and students were immediately subjected to distance learning and did not understand everything that they should do.

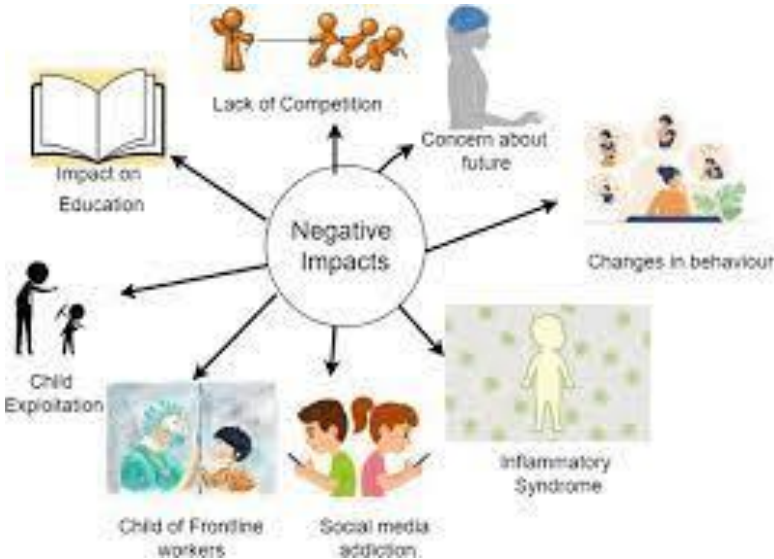
Lastly, the COVID-19 Pandemic started small and then grew rapidly. The state received notification for the school systems to shut down school in March of 2020. Teachers and staff did not know what to do while everything went virtual. Teachers, staff, and students had to stay home and meet through the Internet to work on schoolwork. This took a toll on students, parents, and teachers. Students began to fail their classes because they would not do their work since they were at home without structure and a routine. Teachers tried to motivate students as much as they could. Educators were able to provide students with extra support such as digital resources and learned how to easily incorporate supplemental materials into their virtual classroom instruction (Brenegan, 2021). This was a rough time for everyone, but they got through it with a lot of dedicated time, loss of classroom instruction, and not being able to make much progress for two years. After two years of staying at home students, teachers, and staff finally got to come back to school. Masks were branded as mandatory for each one attending in-person school. A few students still chose to attend school virtually due to health issues or the fear of spreading the virus to a sick or elderly family member at home. After one year of having masks mandatory, the band was lifted, and everything went back to normal. The COVID-19 Pandemic ended in March of 2023. However, there are different variants of COVID-19 going around today. COVID-19 and its effects will probably be with us for a long time.

Here are some pictures of the positive and negative impacts of COVID-19 on students and teachers:

Positive Impacts:



Negative Impacts:



[https://link-springer-com.ezproxy.waterfield.murraystate.edu/article/10.1186/s43045-](https://link-springer-com.ezproxy.waterfield.murraystate.edu/article/10.1186/s43045-022-00256-3)

[022-00256-3](https://link-springer-com.ezproxy.waterfield.murraystate.edu/article/10.1186/s43045-022-00256-3)

C. Learning Environment

The learning environment has changed over the last twenty years. There was different technology twenty years ago than there is today but some of the technology is still used today as it was twenty years ago. Educators taught their students first how to properly hold writing instruments (stylus o calamus) and how to form elementary symbols correctly, then they gave their students a model to view so that they could copy and reproduce (Houston, 2009). Now in a learning environment, you see a lot of things from students working hard on their assignments, talking with friends, listening to teachers teach a lesson, and using new technology.

Below is a list of old technology and new technology. The types of old technology have been around for twenty years or more and some can still be found in learning environments today. The new types of technology can be found in classrooms all around the world.

Classroom Technology

Old Technology:	New Technology:
Desktop Computers	Laptops
Projectors	Smart Boards
Overhead Projector	TV Touch Screens
Phones	Smart Phones
VHS Tapes/VHS	Touch Screens
TV's	iPads
Tape Records	Bluetooth
Intercom System	Air Pods
Flash Drives	3-D Printing

Printer	Smart Watches
Copiers	Bluetooth Pencil
Cell phones	Bluetooth Keyboard
Headphones	Bluetooth Speakers

First, an effective educational atmosphere means the learning environment is well-organized and structured with minimal distractions. The student's behavior is positive through the use of daily reminders of classroom expectations. When students have a positive classroom atmosphere there are not a lot of inappropriate behavior issues. A positive learning environment climate is great for classroom learning because students may not get that at home. When students are taught in a structured environment, they feel safe and cared for. They learn the routines and procedures of the classroom and they know what to expect each day.

Lastly, the classroom learning environment that has evolved and stayed the same over the last several years through technology is:

learning opportunities in the classroom

- Seeking out Task differentiation
- Competitive Environments
- Evaluation assessment techniques
- Organizing Group practices
- Classroom organization and preparation of student behavior
- Classroom management of student behaviors (Emmer & Stough, 2001).

D. Interview with Educators

The three teachers who were interviewed over the past few weeks provided information about how technology has changed over the past twenty years since they began their teaching careers. They were asked questions about technology that they have used over the past twenty years. The three teachers who were interviewed were Mrs. Sisco, Ms. Dorsey, and Mrs. Glenn. All three teachers teach in Todd County at South Todd Elementary.

Mrs. Sisco is currently teaching 2nd grade at South Todd Elementary. She has been teaching for four years. Her first two years were in kindergarten and the last two years have been teaching second grade. She has been at South Todd Elementary since she started her teaching career in the Fall of 2020 (Sisco, 2023).

First, Mrs. Sisco was asked, “What perspective do you think teaching today with the use of technology is like?” She said, “She enjoys teaching with technology”. Mrs. Sisco said there are so many resources available for her students. They can search for anything in seconds and find the answers. Plus, they are tech-savvy, which is great in this world filled with technology. She says the use of technology has a lot of benefits for students. It gives teachers the ability to assign many different learning activities that help students learn. Students thrive off of technology, so all of the websites she uses are great for her students (Sisco, 2023).

Second, Mrs. Sisco was asked in the teacher interview “How is the use of technology affecting students?” She explains that the use of technology has a lot of benefits for students. It gives us the ability to assign many different learning activities that help students learn. Students thrive off of the technology aspect, so all of the helpful websites are great for these students (Sisco, 2023).

Next, Mrs. Sisco was asked, “What are some positive and negative impacts of technology?” She says a negative impact of technology is that it becomes addictive for her students. They crave stimulation and want to be on their computers as much as possible. This makes breaking them away from computers a little harder. However, with them enjoying using the computers so much, it makes it easier to assign activities for them to do (Sisco, 2023).

Lastly, Mrs. Sisco was asked, “What technology do you use in the classroom?” She said they use many different types of technology in the classroom. All the students have an assigned Chromebook that they use daily. They also have a large One Screen that they use for every activity. The screen allows her to project her information from her desktop to the screen. She also uses a personal laptop daily in her classroom (Sisco, 2023).

Ms. Dorsey works at South Todd Elementary School as a kindergarten teacher. Ms. Dorsey has been a teacher for eleven years. Ms. Dorsey previously taught five years in third grade, the following two years as an elementary art teacher, and has taught in kindergarten the last four years. Ms. Dorsey has learned that teaching kindergarten students requires a lot of patience. She also said, “Always make sure to greet students in the morning and ask them if they had a good night. Always smile and listen to what they have to say. With kindergarten students you should stay engaged with their personal lives through communication with parents” (Dorsey, 2023).

First, Ms. Dorsey discussed how she disciplines in her classroom. She mentioned that she tries to be very patient with her kindergarten students and makes an effort to understand their needs. Ms. Dorsey tries to figure out what the problem is and then gives the student a warning if they are not making good choices. She has learned through the years that sometimes students may have something going on at home, they may be hungry, or they may have not

received a good night's sleep that night. All of this lack of basic needs may influence students to act out with inappropriate behaviors. Ms. Dorsey said, "I implement color-coded cards to ensure students are making good choices. I find these easy and neat to work with" (Dorsey, 2023).

Second, Ms. Dorsey talked about children who have special needs in her classroom. She discussed using differentiation for students with special needs who have an IEP to accommodate their instruction. Ms. Dorsey said, "You should always follow a student with disabilities IEP and always try to help children more by having one-on-one time with them or implementing small group instruction." She discussed the amount of paperwork that comes with teaching and how a teacher must stay organized and have good time management skills. She also discussed the curriculum that she uses and that it should be aligned with the state standards. Ms. Dorsey talked about how she uses the One Screen to teach the curriculum to her students. She talked about how students can interact with the One Screen by touching the screen or by using a pencil to write directly on the screen. The school has been using a math curriculum called Everyday Math for just over ten years now and it has implemented Really Great Reading for the reading curriculum. Ms. Dorsey discussed how the kindergarten students enjoy the math and reading curriculum that they are using. Ms. Dorsey also mentioned how education is going virtual through Google Classroom and other learning platforms. Students are not required to make up missed school days due to inclement weather through in-person learning anymore. NTI (non-traditional instruction) days are implemented for snow days where students can work from home during inclement weather. Students can also attend school virtually for NTI days now. Ever since, Covid-19 began education has changed, just like the way we learn (Dorsey, 2023).

Lastly, Ms. Dorsey discussed her strengths and her weaknesses through teaching elementary students. Ms. Dorsey stated that some of her strengths are teaching kindergarten

students reading skills and communicating openly with parents. She said that one of her weaknesses was relying on other kindergarten teachers to keep her informed of different skills and strategies that are implemented in kindergarten. Ms. Dorsey said, “I never dreamed I would be a teacher and teach kindergarten.” She said that she loves teaching kindergarten and does not want to move to another grade (Dorsey, 2023).

Mrs. Glenn works at South Todd Elementary School as a kindergarten teacher. She has been teaching kindergarten students for the last twenty-one years at South Todd Elementary School. She loves working with children and spending time with them. She also likes to teach them to read and write (Glenn, 2023).

First, Mrs. Glenn says teaching has certainly changed in the 21 years that she has been teaching from curriculum to the students, many things have changed. From a curriculum standpoint, students who have been afforded lots of experiences (vacation, shopping, museums, etc.) come to school knowing so much more than students did twenty years ago. She feels that technology has played a role in this. There are more alphabet apps on phones, educational YouTube videos, etc. Sadly, she hasn't seen much change in students who have limited experience and limited access to technology. Students who lack technology experience still come to school far behind their peers (Glenn, 2023).

Second, she says she feels the use of technology has given teachers the ability to better understand our students' academic levels. Because of that, teachers are also able to better individualize their learning. There are many educational programs that she uses to give assessments and then the program will design a track of learning based on their assessment results. Of course, all of this must be monitored to be effective, Mrs. Glenn explained (Glenn, 2023).

Next, Mrs. Glenn was asked, “How did COVID-19 affect students and teachers?” She says she felt like students were able to learn more about technology associated with distance learning and through some other beneficial programs. Mrs. Glenn says that she feels like she can implement technology more effectively now to meet the needs of her students. Covid-19 helped her learn more about Google Slides, Google Classroom, and Google Docs., etc. (Glenn, 2023).

Then, Mrs. Glenn was asked, “What technology does she use in the classroom?” She was also asked, " What are some positive and negative impacts from the technology in the learning environment?" She said she and her students use Chromebooks, One Screen, Reading Eggs, Google Slides, Starfall, STAR reading and math assessments, AR testing, and document cameras throughout the school day. Below are some positives and negatives that Mrs. Glenn says are the impacts of using technology in the classroom:

Positive: more individualized, engaging, and congruent with how children learn in the 21st century.

Negative: Students are dependent on technology, they would rather “see” instruction on screen rather than have someone in front of them teaching. Sometimes Mrs. Glenn says she feels like She is unable to keep their attention (Glenn, 2023)

Lastly, Mrs. Glenn was asked, “What do you think the perspective is today from teaching with the use of technology?” She said it is nearly impossible for her to teach without the use of technology. She has become so dependent on it much like the students have (Glenn, 2023).

III. Parental Involvement

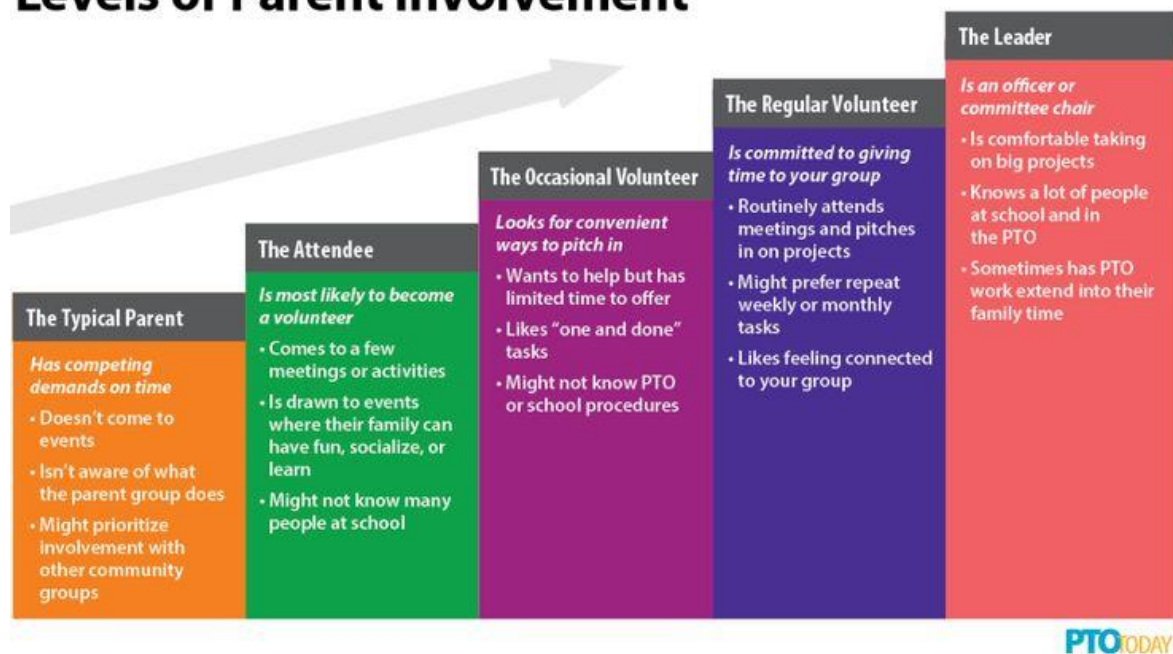
A. Parental Involvement

Parental involvement in education is conceptualized and is known as a multidimensional construct, including parental aspirations in education, educational decision-making, goals and plans for their children, schoolwork support, parental knowledge, and parental participation in the school. All of this encourages and helps children achieve great things (Kerr et al., 2010; Ule et al., 2015). Parents make the decisions for their children in elementary school but as a child becomes older, they can provide input to their parents. Parents can encourage their child to make the right decisions but when they become older the child decides as to what they want a career in. A parent's wish is to have their children stay little forever, but the reality is that everyone grows up. Parents deal with economy-related issues and time constraints hinder effective communication between them and their child. Parents who work full-time jobs do not have adequate time to work and be involved with school activities. It is difficult for parents to set aside time for parent-teacher conferences and other school-related meetings. It is especially difficult for parents who are from poor economic conditions (Finders & Lewis, 1994).

All different types of parents do different things for their children. In a recent interview with a parent of two high school students, Amanda Brown said she is involved in all her children's school activities and tries to take on as many responsibilities as she can for her children (Brown, 2023).

The picture below is of different levels of parental involvement in schools.

Levels of Parent Involvement



3f3de3ad2248ba2b5a22a74bd405d084.jpg (736×448) (pinimg.com)

First, in parental educational involvement: Several of the parents, not all of them, are assisting with homework and school activities, communicating with educators at school, and staying on top of what their child is being taught at school. "Parental involvement in education refers to a range of parental practices, both at school and at home, intended to help students achieve academic achievements" (Seginer, 2006). In a recent teacher interview, Mrs. Sisco was asked how she thought parental involvement affects student's learning. Mrs. Sisco says that parental involvement affects students' learning. Mrs. Sisco's students who have frequent parental involvement usually perform much higher than her students with very little parental involvement. Mrs. Sisco's students with frequent parental involvement always have their homework completed on time, always return their papers signed, and are always willing to provide supplies for the classroom. Mrs. Sisco says this goes a long way with students because

they know their parents care (Sisco, 2023). All students require a positive learning experience and a good environment to be successful in school: one providing support, quality instruction, and student motivation to help them accomplish their goals (Durisic & Bunijevac, 2017). Most parents have a hard time providing a living for their families and providing for their children because both parents work, some are single, and some are grandparents or foster parents. Students benefit from parental support and guidance. Students also need support and guidance from their teachers. If the teacher is not giving them support in what they need, the student might not do as well on a test. Students need time to build rapport with their teachers. Students also require motivation to do well in school. Students receive the best support and motivation from their teachers during in-person learning with their peers in a structured learning environment.

Second, parental involvement during a child's school career is very important for a child's educational success throughout school and even into adulthood. Parents and teachers should work closely together to create the best learning environment for students. Student's overall academic achievements are excelled when parents support and incorporate meaningful conversations with their children about the significance of education and how it contributes to their child's future successes in life (Hill & Tyson, 2009). Parents can be involved at school by going to meetings such as PTO meetings, parent/teacher conferences, and school activities with their children (Yang and Zhou, 2008). A student's academic achievement and success are influenced considerably by the environment at home (Hill & Tyson, 2009). Providing a quiet place to study and having resources that are readily available for studying at home is very beneficial for all students to succeed (Hill & Tyson, 2009). The analyzed data from the study that was completed by the article provides information on how parental educational

involvement and classroom climate are perceived. Classroom climate is about teachers' and students' interpersonal relationships and peer relationships, and how they relate to the educational atmosphere that is set apart by educators and their students (Kaplan Toran & Seginer, 2015). This article contains activities that can be set up and used at home, at school, and throughout the community by educators, students, parents, and community members to make schools more effective, strengthen, and increase student success (Epstein, 2001).

The study compared home life and school life to show how parental educational involvement is related.

Six Types of Parent's Involvement in Public School Life

Type I:	Involvement in basic obligations at home (the provision of general support and supervision at home and school supplies)
Type II:	Home-to-school and school-to-home communications.
Type III:	Assistance at the school (volunteering).
Type IV:	Assistance in learning activities at home.
Type V:	Involvement in school decision-making, governance, and advocacy.
Type VI:	Exchange and collaboration with community organizations.

(Epstein, 2001)

Next, two interviews took place on how two teachers thought parental involvement affects them as teachers. Mrs. Sisco says parental involvement is something she is very big on. She makes it her priority to communicate with parents as much as she can. If it is sending a positive note home, or just sending out an announcement. She always wants to make sure she is communicating with parents as much as she possibly can. She says this makes it so much easier if a problem arises because she already has parents in her corner. She says parents' communication should start the first day and continue throughout the year (Sisco, 2023). Mrs. Glenn is the other teacher who was interviewed. She says that she thinks that parental involvement is the key to a successful education. She tries to make sure that parents stay up to date on classroom information so that parents can be involved in their child's learning (Glenn, 2023). Epstein and Dauber (1989) have discovered that educators who have a positive vibe on parents and their involvement, attach more importance to such factors including coordinating meetings with families of all students on school curriculum and communicating with families both positive and negative effects of their child's learning (Epstein & Dauber 1989).

Below are some positive effects of parental involvement:

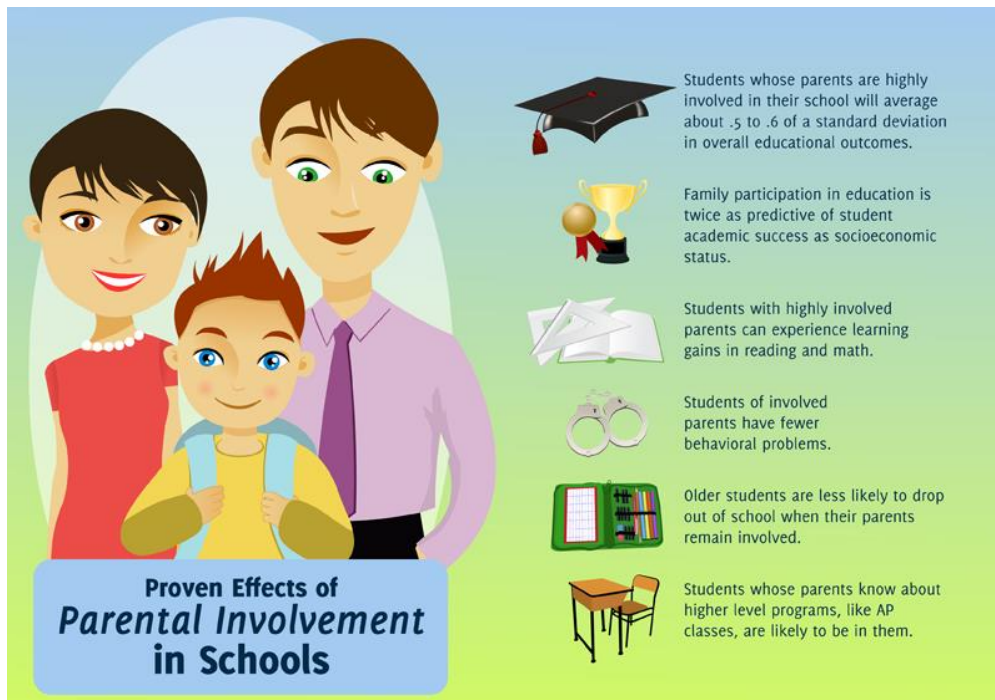
- Students might get better grades.
- Students might attend school more often.
- Students might have great behavior.
- Students might have great social skills.
- Students might adapt better to the school itself.

Below are some negative effects of parental involvement:

- Parents might be too overly involved in the classroom.
- Students might have behavioral problems.

- Parents might not be as engaged with their children's education.

Below are the facts of “The Proven Effects of Parental Involvement in Schools.”



(Mouzehem,2023)

<https://www.saisdubai.com/parents-involvement>

Lastly, twenty years ago parental involvement and the process of using new technology also affected the parents and the child's interactions in ways that have a literal impact on academic success as well as on emotional and social skills (Patrikakou, 2015). For example, when a mom reads a book to a child the child's interactions differ depending on the use of electronics as compared to the mother or child reading the printed books (Patrikakou, 2015). Many studies have investigated the nature and type of parental involvement in schools and how it affects the students' success. The studies investigated models of fostering school and home collaborations to improve academic success, emotional learning, and social skills (Patrolakou, 2015). Today, parents don't have as much involvement in their children's lives because they are

taking advantage of the technology that has come around in the last twenty years. Parents are allowing their children to play and learn on tablets at home after school instead of taking time to ask their children about their day at school. Parents are also not helping their children with their homework or even reading a story with them before bedtime. Twenty years ago, parents were involved with their children's lives by asking about how their day went at school, helping them with their homework, and reading a story before they went to bed.

The picture below provides five reasons for low parental involvement in schools.



(Chakrabarty, 2017)

<https://medium.com/@neelamc/barriers-to-parental-involvement-in-schools-and-what-ptas-can-do-about-it-927fa6b2c00>

B. Student Discipline

Parental involvement impacts students' behavior in so many ways from having better attendance to having more confidence in themselves. This allows students to acknowledge that their parents love them, that their academic success is important, and that they believe in them. Students are more academically successful if their parents are involved in their lives. In a recent interview with Mrs. Glenn about what she does to discipline students, Mrs. Glenn said she used the behavior light system of green, yellow, and red lights for behavior modification. She said her light system also has a purple light for students who are helpful and make good choices. Mrs. Glenn says that each day, the color of the student's light is marked in their folder. If they have a yellow or red light, she puts a note in the student's folders explaining why. She said this is another communication system that she has with parents so that they know what goes on in the classroom daily (Glenn, 2023).

Below are some positive effects of parental educational involvement on students' behavior:

- Improved Academic Performance
- Increased Student Motivation
- Better Student Attendance
- Improved Social Skills
- Reduced Behavioral Issues
- Increased Confidence
- Greater Sense of Belonging

- Making Better Decisions
- Improved Time Management Skills
- Better Communication Skills

(Rashid, 2023)

The positive effect of parental involvement on student behavior is that students tend to do much better academically in school when parents are involved in their lives. As stated above, all of the positive effects of parental academic involvement ensure student success and enable students to do great things in school such as making good grades, making positive choices, and helping them stay engaged and listen to the teacher's instruction. Parental involvement in school helps students do well on standardized testing by encouraging all these positive effects. When parents are involved, it makes a big difference. If parents ask how their child is doing or what they did at school that day, it can make a big difference in a child's life.

Students were disciplined differently twenty years ago through parental involvement than they are today. Even though behavior issues in schools are not an entirely new problem today, there has been a strong expression for more effective discipline procedures in public schools especially in the recent tragic events of violence and school shootings (Sherrod, M. D., Getch, Y. Q., & Ziomek-Daigle, J., 2009). During the year 2000, research on physical corporal punishment had grown past its effects on child aggression (Durrant & Ensom, 2012). Research studies revealed associations between physical punishment, physical injury, parent and child relationships, family violence, and mental health issues that can take place in adulthood (Durrant & Ensom, 2012).

Today educators and administrators now discipline more positively. This guidance document gives an evidence-based framework that is very effective for school discipline

practices and practices that promote a positive school environment, reinforce positive and prosocial behaviors in students, that also promote school-wide safety, and keep students in school and out of the juvenile justice system. Such efforts need a collaborative, multidisciplinary approach that includes school administrators, school psychologists, educators, school-employed mental health professionals, and other specialized instructional school support personnel (National Association of School Psychologists, 2020).

Below are positive approaches to discipline for teachers and administrators who work for the public school system:

- Teach, practice, model, and reinforce positive behaviors.
- Are applied equitably and consistently for all students.
- Employ culturally responsive practices.
- Safeguard the well-being of all staff and students.
- Keep students involved in school and out of the juvenile justice system.
- Provide family involvement.
- Embed principles of positive behavioral interventions and supports, social and emotional development, and restorative justice interventions.
- Teach alternatives to violence and aggression.
- Focus on establishing a positive school climate.

(National Association of School Psychologists, 2020).

Below are key components of effective discipline for teachers and administrators who work for the public school system:

- Clearly defined behavioral expectations that are taught and consistently reinforced.

- Clearly understood and equitably enforced consequences that are instructional instead of punitive.
- A tiered system of behavioral supports to meet the needs of each student, including universal prevention, skills building, early identification, and intervention services.
- Data-based decision-making within a multidisciplinary problem-solving team.
- Positive adult role modeling of expected behavior.
- Culturally responsive positive discipline techniques that help to mitigate bias.
- Ongoing, job-embedded professional development to increase school staff capacity to implement effective, positive, and equitable discipline for school staff that builds up culturally responsive positive discipline techniques and helps to mitigate bias.

(National Association of School Psychologists, 2020)

The positive approaches to discipline and key components of effective discipline for teachers and administrators that are listed above are very helpful for adults to be a positive support system for students. These positive approaches and key components of effective discipline will allow students to know that teachers and administrators care about them and their well-being. If something is going on at home, they might be able to trust one of these teachers or administrators to talk with them and tell them what is going on. These new positive approaches and key components of effective discipline will encourage new and seasoned teachers to identify what to do for effective discipline and to know how to help their students in every way they can. This will ensure that students are successful in school and life.

Lastly, as you can see parental involvement is highly recommended even though it is not always a priority for some parents. Teachers love to communicate with students' parents in any way possible. Parental involvement is a vital component when parents are involved with their children's academic success. When parents are involved in students' lives, students seem to do much better in school and student behaviors are more likely to be better.

C. Public Schools

Districts and schools can increase parental involvement and positively contribute to improving parent-child relationships. Through school Facebook pages and websites, parents can be aware not only of their child's progress, but also kept aware of specific school activities, topics, and assessments in which their child is actively involved. For example, having access to online textbooks and other learning resources at home can further increase parental involvement and increase healthy homework habits (Olmstead, 2013). In this way, both parental involvement at home and school-home communication can be better communicated to support student schoolwork and achievements (Patrikakou, 2015).

Schools can create different activities for parents to become involved in. Parents can keep in touch with what their students are learning in schools through being involved in different school activities. Schools can post different activities on social media or send home letters/newsletters for parents to be more involved in their child's school. Below are some examples of the benefits of parental involvement in public schools:

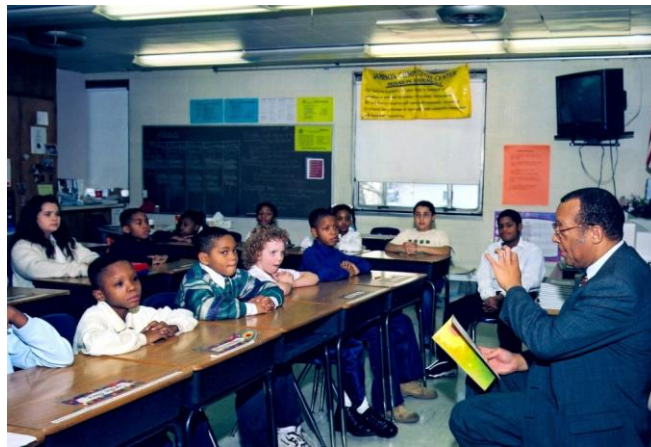
- Schools that actively involve parents and the community tend to establish much better reputations in the community.
- Schools also experience better community support.

- School programs that encourage and involve parents usually do much better and have higher quality programs than programs that do not involve parents.

(Olsen & Fuller, 2017).

The pictures below are of public schools twenty years ago and today:

Classroom in 2000



<https://cpl.org/school-2000/>

Classroom in 2023



<https://www.delphside.lancs.sch.uk/blog/category/class-of-2023/page:7>

The pictures above clearly show the difference in learning environments in 2000 as compared to 2023. The first picture is of a classroom in 2000. The classroom has a television on

the wall with a VCR that you can put VHS tapes in to watch educational movies. The student desks are different than they are today. The student desks had pockets to put materials and textbooks in. Teachers read from textbooks and children did classroom activities from textbooks. The second classroom picture is of the year 2023. The 2023 classroom is different from the first picture. It has laptops on student desks and a flat-screen TV that has a touch screen. Students are watching a PowerPoint presentation that is being presented by a student through the use of technology. In this classroom, the children are sitting in front of a table instead of a desk. Learning environments are very different now than they were twenty years ago.

Lastly, public schools are different than they were twenty years ago through parental involvement. Schools now try to communicate in a lot of different ways such as calling parents, texting through Remind, sending home notes, having parent-teacher conferences, and emailing parents. Today parents don't want to communicate with the schools or even teachers. Both parents work full-time, but parents should be able to communicate with schools and teachers even if they are really busy. More than twenty years ago, research showed that school practices related to parental involvement are now reflected in federal policies, such as the Goals 2000 legislation (Vaden-Kiernan, 1996). The eighth National Education Goal focused on the practices of schools to include families and stated that "by the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children"(Vaden-Kiernan, 1996). In the year 2000, schools were communicating with parents in almost the same way they do now, just not emailing parents as much as they do now.

D. Students with Disabilities

Students with disabilities were educated through parental involvement twenty years ago through a Law called “The Education for All Handicapped Children Act”. In Western countries, the rights of parental participation in the academic educational process of their children with disabilities have been safeguarded through legislation since the 1970s, for example, in the Education for All Handicapped Children Act, which was the forerunner act of the Individuals with Disabilities Education Act (IDEA) in the United States [1], and in the Education Acts of the United Kingdom [2] (Sharma, 2018). Parental involvement roles have been changing from volunteer fund-raisers, and passive recipients of information to active collaborators and advocates (Sharma, 2018). Congress enacted the Education for All Handicapped Children Act (Public Law 94-142), also known as the EHA, in 1975 to support localities and states in protecting the rights of, meeting the individual needs of, and improving the results for children, infants, toddlers, and youth with disabilities and their families (US Department of Education, 2023). This landmark law’s name changed to the Individuals with Disabilities Education Act, or IDEA, in a 1990 reauthorization. The law was last reauthorized in 2004, and the department has periodically issued new or reinstated regulations to address the implementation and interpretation of the IDEA (US Department of Education, 2023). Research studies indicated that parents were not as actively involved in the educational academic process of their children with special education needs. More work is planned to improve parental involvement and school collaboration (Sharma, 2018).

Next, students with disabilities are educated today through parental involvement. Teachers who teach students with disabilities try to keep in touch with parents and let them know what is going on in the classroom. Teachers keep parents involved by inviting them to

activities such as family reading nights and fall festivals. Teachers encourage parents to interact with their children by creating activities for students to take home to their parents. This also helps students reinforce what they have learned at school. In a recent interview with Mrs. Glenn on how students with disabilities are educated through parental involvement, Mrs. Glenn said that it is really important for everyone to agree when it comes to children with disabilities. Mrs. Glenn said that lines of communication between schools and home are essential for everyone to be working on the same goals at school and home (Glenn, 2023).

Lastly, parental involvement contributes to the success of students with disabilities while family involvement improves benefits for all students, those students with disabilities often need a greater depth of parental involvement and advocacy than their peers without disabilities. This allows students with disabilities to receive an equal level of classroom instruction as the general education student population (Ferrel, 2017). However, studies have revealed that parental academic involvement in the education of children with disabilities helps to improve student performance and it also establishes a creative learning environment that is a prerequisite for increasing educational academic outcomes for students with intellectual disabilities (Oranga, J. Obuba, E. and Boinett, F., 2022). When parents contribute to the success of their children with disabilities the children can be involved with school activities such as students in a FMD and LBD classroom are more likely to be involved in school activities. The activities that they can participate in would be sports or clubs. Parents who are involved with their children and their children's decision-making are more likely to be academically successful in school.

IV. Standardized Testing

A. Standardized Tests

Standardized testing was established in 1920 in the United States. Psychologists like Alfred Binet of France and Lewis Terman of the United States, who developed assessments, made great achievements in understanding how individuals learn and think (Wulfhorst, 2021).

History dates from 2001 to 2020:

- 2001: State Standardized testing becomes the only measure used for achievement.
- 2015: Attempts to change state standardized testing begin.
- 2020: The COVID-19 pandemic makes in-person testing a challenge, causing some colleges and universities to become temporarily or permanently test-optional.

(Wulfhorst, 2021)

When you look at the positives and negatives of standardized testing you can see they are very different. Positive aspects of standardized testing show teachers what is accomplished throughout the year and how students are growing in each area they are tested in. Negative aspects of standardized testing show what some educators might teach might not even be on the test. The standardized testing also does not show you who is smarter, it just shows what students need to work on.

Below are some positives of standardized testing:

- Establish a universal educational standard.
- Demonstrate student progress.
- Ensure that all educational stakeholders are held accountable.

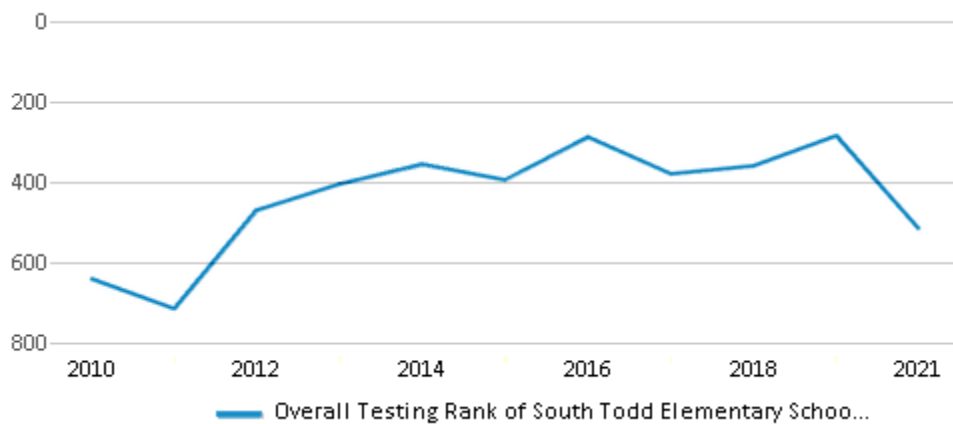
(Tunnell, 2022)

Below are some negatives of standardized testing:

- Standardized testing can be predictable.
- Standardized testing doesn't measure intelligence.
- Standardized testing may have a negative impact on a student's self-esteem.
- The curriculum is narrowed through standardized testing.

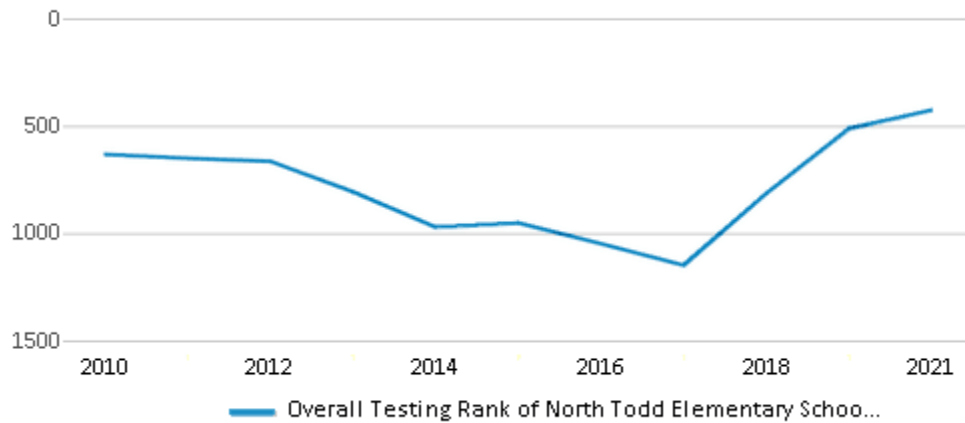
(Tunnell, 2022)

This is South Todd Elementary K-Prep scores from 2010 to 2021



<https://www.publicschoolreview.com/south-todd-elementary-school-profile>

This is North Todd Elementary K-Prep scores from 2010 to 2021



<https://www.publicschoolreview.com/north-todd-elementary-school-profile>

The tables above provide insight into the difference in K-Prep scores between South Todd Elementary School and North Todd Elementary School from 2010-2021. In 2010 South Todd Elementary was over 600 for overall testing rank and North Todd in 2010 was under 500. South Todd Elementary was the highest school for the overall K-Prep testing rank. Tending of the test scores was in the year of 2021 COVID-19 pandemic. In the year 2021, South Todd was a little bit above 600 with overall testing rank and North Todd was a little bit under 500. It reveals that South Todd Elementary has the higher testing rank from 2010-2021.

Standardized testing has been around for years. The reasons below discuss how standardized testing is prevalent in schools. In some ways, these test scores reveal many different aspects of the learning process. Some students might require more hands-on activities to engage them in the learning of the curriculum to succeed on standardized tests. Students are always encouraged to do their best on standardized testing. If students don't know an answer they might guess because the student was having a bad day and did not remember the teacher

reviewing that part during instruction. Teachers try their hardest to prepare students for the standardized testing.

The following are examples of why state standardized tests are popular in American school systems:

- Assessing data and performing quantitative analysis of that data are both design goals for state-standardized assessments. This enables schools to benchmark and evaluate their students' performance against the representative sample data that is used in the state standardization process using the final published assessments.
- A child's standardized test scores can assist educators in deciding how to address learning gaps in particular subjects.
- School administrators can also use test scores to figure out if specific educators need more professional development training. If some classes are underperforming relative to state standards, more educator training may be needed.

(Tunnell, 2022)

Standardized testing has had changes to its test, but some have stayed the same over the years below are changes that have been made to standardized testing:

- Less common in admissions.
- Taken at home on different devices.
- Integrated with other education software.

- Recognize the cultural diversity of students.
- More personalized.

(Sireci, 2012)

Next, standardized testing affects teachers in many ways, but it doesn't affect some teachers at all. Many people who don't agree with the Common Core State Standards Initiative argue that too much emphasis is spent on preparing students for state standardized tests instead of making sure that they are earning and understanding the content so that students can apply their knowledge throughout their educational career and their adult lives (Barrington, 2023). The main issue is that there is little research available on the effects of assessment preparation on quality instruction. In general, quality instruction is a difficult aspect to study and quantify (Barrington, 2023). During an interview with Mrs. Glenn, she was asked, "How standardized testing affect you as a teacher?" She said standardized testing has not affected me that much since students usually begin state standardized testing in the third grade. Kindergarten teachers give the STAR reading and writing assessments and they create classroom assessments. Mrs. Glenn said that she does help contribute to student success on the standardized test because kindergarten is the foundation for teaching reading skills. She says probably because kindergarten is so skills-based such as knowing letters and sounds, and numbers, etc. (Glenn, 2023).

Standardized testing has changed elementary education over the past twenty years. State standardized testing has evolved to become more effective and efficient at assessing student knowledge and comprehension. A Kansas school head, Frederick J. Kelly, created the Kansas Silent Reading Exam (1914-1915), it was the first known published multiple-choice test. Kelly designed the assessment to save "time and effort" when it is administered and scored (Tunnell,

2022). Developed in 1990, the Kentucky Alternate Assessment as a result of the Reform Act of 1990 provided schools and programs with a valid and reliable means of testing and scoring the content provided to students with moderate and significant intellectual disabilities (i.e., for the less than 1% of the total student population for whom traditional assessments would be an inappropriate measure of progress) (Kentucky Department of Education, 2019).

In 2001 “The No Child Left Behind Act” came into effect. This was where the students who still did not do well in that grade got to move on to the next grade. Now this Act is slowly going away, and students have to stay in the same grade until they pass. All content areas of the Alternate Kentucky Summative Assessment since 2011 were represented by attainment tasks and the Transition Attainment Record (TAR) for students with disabilities in grade 11. (Kentucky Department of Education, 2019). The 2020-2021 academic school year commemorated the ninth year of the Kentucky Performance Rating of Educational Progress (K-PREP), teaching and assessing students with disabilities for success beyond K-12 academic instruction. The year 2020-2021 also commemorated the first time that all assessments were given online (Kentucky Department of Education, 2019). Standardized testing has been around for many years in different areas. Standardized testing is changing in many ways to make it better for students. Standardized testing is here today, and it will be here to stay.

B. Teaching and Learning Styles

Standardized testing has affected teaching and learning styles. “Standardized tests are created to address the national and state standards” (Hammerman, 2005). Since standards are the basis for the development of assessment items, the testing items are directly related to one or more state standards and are intended to give a profile of what students have learned and what they can do. State standardized assessments, in a perfect world, whether paper/pencil or

performance-based, would be developed to address state standards-based content and process in directions that reflect various areas of knowledge (Hammerman, 2005). “Classroom teachers have the luxury of designing and using a variety of assessments to monitor the learning of standards and to guide the instructional process” (Hammerman, 2005).

Learning and teaching styles have changed over the last twenty years through state standardized testing. Most of these learning and teaching strategies have stayed the same over the last twenty years. In 2005, the layout of learning and teaching styles had to align with state standards and testing, instruction must be viewed as the complex way of making decisions and engaging students in knowledgeable experiences that cover the state standards. Instruction is determined by the teacher's beliefs and assumptions about the teaching/learning process, a clear vision of standards and goals, comfort with the content and processes of the subject area, beliefs in one's ability, and a supportive environment with materials and resources (Hammerman, 2005).

Some learning and teaching styles have stayed the same over the last twenty years through standardized testing from teachers still using their skills. Teachers are still getting students ready for standardized testing by teaching students what they know and what they think is on the test. Teachers in Kentucky still use standards as their guides for getting students ready for these tests at the end of the school year. Teachers also think of their activities to go along with the standards to encourage students to remember what they have learned when they take the standardized test at the end of the year.

C. No Child Left Behind Act

The NCLB law—which succeeded out of concern that the American Education System was no longer competitive internationally—significantly raised the federal role in holding

schools accountable for the academic progress of all students. This puts a particular concern on ensuring that schools and states promote the performance of specific groups of students, such as English-language learners, students with disabilities, and low socioeconomic and minority children, whose achievement, on average, lacks success compared to their peers. States did not have to agree with the new requirements, but if they didn't, they took a chance at losing federal Title I money (Klein, 2023). The No Child Left Behind (NCLB) Act of 2001 was the first national law to require consequences for American schools based on students' state standardized assessment scores (Whitney & Candelaria, 2017). During the past three decades, The federal government and states advanced the use of high-stakes national state testing with specific initiatives such as America 2000, Goals 2000, No Child Left Behind, and Every Student Succeeds" (Vinocskis, 2019). Schools are now required to give parents full written reports of the results of their tests as a benefit of the NCLB (Gensler, 2005). The public was informed that there were some changes. One change concerning the part of the law that says, "Parents with a child enrolled in a school identified as in need of improvement will be able to transfer their child to a better performing public school or public charter school" (Johnson, 2002).

The No Child Left Behind Act's effects on standardized testing:

- NCLB challenges teachers and students to advance their expectations for student learning, including the expectation for all students to meet the state standards at their grade level (Gensler, 2005).
- This law pushes teachers to help all students meet the state standards (Gensler, 2005).

- The negative effects of this act are still prevalent throughout our educational system today (Doss, 2021).
- Instead of the government stepping up and helping improve conditions, the No Child Left Behind Act would punish these very schools because they could not reach their adequate yearly progress (Doss, 2021).
- The No Child Left Behind Act allowed states to determine the standard for testing requirements. So, states could require less from students to show a higher proficiency rate to not be sanctioned (Doss, 2021).

When looking at these effects of the “No Child Left Behind Act” on standardized testing is leaving no student in the dark they can help them as much as they can to succeed but if that student does not pass or do good on the standardized testing. The students can still move on with their education by going to the next grade level. Some teachers and students might disagree with this decision because they don't feel like they should be able to go on to the next grade level. The student who is moving to the next grade level might not know what the teacher is talking about in the class. This might make the students fail this grade and have a low score on standardized tests again.

The main problems of the No Child Left Behind Act:

- Doubts about the Act's Effectiveness
- Federal Underfunding
- Bias and Deep Flaws
- More Focus on Test Scores
- Lack of Constitutional Authority by the Government Over Education
- Very High Teacher Qualification Standards

- Failure to Address Reasons for Lack of Achievement

(Regoli, 2015)

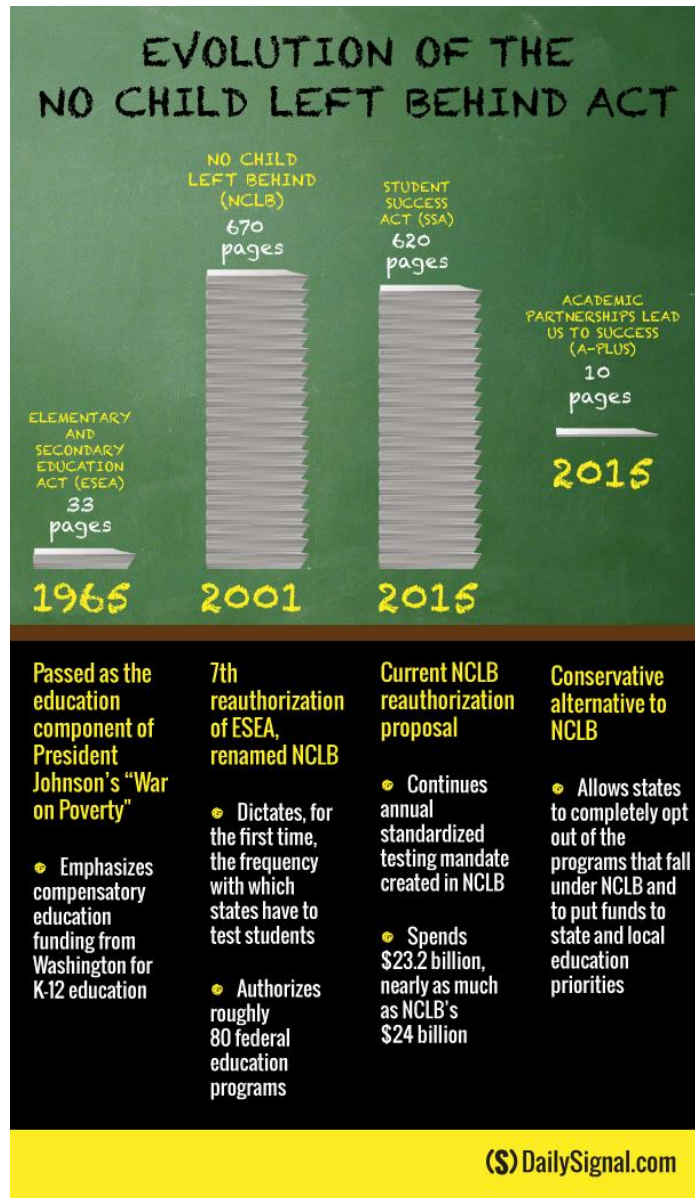
The positive aspects of the No Child Left Behind Act:

- Improvements in Test Scores
- Quality State Academic Content
- Quality Education for the Underserved
- Higher Teacher Qualifications
- Extra Help
- Parental Understanding

(Regoli, 2015)

The negative effects and positive effects are different in many ways. When looking at the negative effects you can see it focuses more on testing and teachers mostly teaching through the standards. The positive effects focus more on the students getting extra help and having great test scores. The “No Child Left Behind Act” is great in some ways but not great in other ways. Most teachers probably believe they should not have done this act and had students get held back since they failed that grade. In schools now they still use the “No Child Left Behind Act” but not that much. Some students are getting held back because they are not meeting the needs or benchmarks to go on to the next grade level.

The picture below shows the evolution of the “No Child Left Behind Act”.



(Bolar, 2015)

<https://www.dailysignal.com/2015/02/25/conservative-problem-latest-version-no-child-left-behind/>

D. Reading and Writing Instruction Evolved

There has been considerable controversy over beginning a reading program known as Whole Language and Phonics, over the past thirty years, (Cox, n.d.). Reading and writing

instruction changed over the last twenty years. When describing writing and reading instruction development, Fletcher and Portalupi (2001) proposed that “writing is not just one skill, but a bundle of skills that includes sequencing, spelling, rereading, and supporting big ideas with examples” (Loewenstein et al., 2021). Young children learn to write about everyday things, including real-life events (Graves, 1994) and exceptional moments through implementing the writing workshop, (Loewenstein et al., 2021).

Writing and reading instruction have stayed the same over the last twenty years. The National Reading Panel’s seminal research report identified “5 Pillars” of Reading Instruction that have been instrumental in promoting successful reading instruction in 2000 (Alexander, 2022). Research that has been conducted over the last twenty years has led to the expansion of the original five Pillars—reflecting evidence from the growing body of Science of Reading research, including neuroscience, linguistics, and classroom-based research studies (Alexander, 2022).

Elements of reading and writing instruction are:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Writing
- Language
- Knowledge Building

(Alexander, 2022)

Teachers still abide by all these elements to help with reading and writing instruction for their students. Teachers have implemented new strategies to teach reading and writing instruction. These new teaching strategies allow teachers to better prepare students for standardized testing. These elements of reading and writing instruction help teachers prepare activities that align with the standards. When teachers, parents, and students work together it helps students succeed on the standardized test at the end of the year.

In Kentucky schools, educators use the Kentucky State Standards which prepare students for what and how they are learning through the academic standards. Educators prepare students for the reading and writing portion of the standardized testing by making the state standards visible and repeating the I can statement together. The “I Can...” statements or learning targets are broken down into specific parts of the state standards that use student-friendly words. Breaking down the standards into more simple terms enables students to understand what they are learning and how they are learning it. By using I can statements and learning vocabulary from the state standards, students will be more academically successful with the standardized testing at the end of the year.

Some examples of the reading and writing Kentucky Standards for Kindergarten are:

- RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text (Kentucky Department of Education, 2019) (p.22).
- RL.K.5 Recognize common structures of poems, stories, and dramas (Kentucky Department of Education, 2019) (p.22).
- C.K.5 With guidance and support, participate in shared research and writing projects (Kentucky Department of Education, 2019) (p.36).

- C.K.6 With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions (Kentucky Department of Education, 2019) (p.36).

Lastly, in a recent interview with Mrs. Sisco, she was asked how teachers can prepare students for the reading and writing portion of the state standardized testing. Mrs. Sisco said the main strategy to help prepare students for standardized testing is to teach them the vocabulary that will be implemented on standardized tests. She said many students may know the answer to the question, but if they do not understand the vocabulary, then they may not be able to answer the question on the standardized test (Sisco, 2023).

V. Conclusion

In conclusion, the past twenty years of teaching elementary students in the public education setting have changed in many different ways through the use of technology, parental educational involvement, and state standardized testing. These three main key components of education have changed over the past several years. The use of technology has changed from teachers and students using Wikipedia to now using Google Classroom and so much more. Technology has changed during the past twenty years. The use of technology affects students socially and academically. Technology and its advancement in academics have changed education forever. The pandemic produced negative and positive changes in the lives of many students and teachers. COVID-19 affected the education of students through the use of technology during the pandemic. COVID-19 affected how teachers taught with technology. COVID-19 changed elementary education through technology. Learning environments have changed and stayed the same over the past several years. Types of new technology are in the classroom today to help with learning environments.

Interviews were conducted with multiple educators from beginner teachers to seasoned professionals to collect information on their views about education and how it has changed or stayed the same over the past years. Teachers talk about the positive and negative impacts of the use of technology in the classroom. Parental involvement has changed from parents being involved with their students to not being as involved with their students because both parents are working full-time jobs. Parental involvement affects students' learning, and it also has positive and negative effects. Student discipline at home and school has an impact on student behavior through parental involvement. Students were disciplined twenty years ago through parental involvement. Teachers and administrators use many different strategies to discipline students and to get the parents involved. Public schools are different now than they were twenty years ago through parental involvement. Students with disabilities are taught differently today than they were twenty years ago through parental involvement. Parental involvement contributed to the success of students with disabilities.

Standardized testing used to be on paper or written scan cards now it has evolved into technology. Standardized testing has changed elementary education, and the way teachers teach. There have been some changes made to standardized testing over the last twenty years. Standardized testing affects some teachers but not all. Teaching and learning styles have affected and changed standardized testing over the years through standardized testing. The "No Child Left Behind Act" affected standardized testing and has had positive aspects. The "No Child Left Behind Act" had some positives and negatives within the act. Reading and writing instruction have evolved over the last twenty years through new teaching strategies and interventions. The teachers prepare students for the reading and writing part of the standardized testing by making activities so students can remember them on the test. Teaching elementary

students in the public school setting has changed and some things have stayed the same over the last twenty years through the use of technology, parental educational involvement in schools, and state standardized testing in the classroom.

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