

# Harvard Educational Review

VOLUME 76

NUMBER 4

2006

SENATOR EDWARD M. KENNEDY	453	<i>Foreword</i>
THE EDITORS	457	<i>Introduction</i>
ARTICLES		
ROD PAIGE	461	<i>No Child Left Behind: The Ongoing Movement for Public Education Reform</i>
HARVEY KANTOR ROBERT LOWE	474	<i>From New Deal to No Deal: No Child Left Behind and the Devolution of Responsibility for Equal Opportunity</i>
JOHN W. BORKOWSKI MAREE SNEED	503	<i>Will NCLB Improve or Harm Public Education?</i>
GAIL L. SUNDERMAN GARY ORFIELD	526	<i>Domesticating a Revolution: No Child Left Behind Reforms and State Administrative Response</i>
BETTY J. STERNBERG	557	<i>Real Improvement for Real Students: Test Smarter, Serve Better</i>
RICHARD BLUMENTHAL	564	<i>Why Connecticut Sued the Federal Government over No Child Left Behind</i>
ARNOLD F. FEGE	570	<i>Getting Ruby a Quality Public Education: Forty-Two Years of Building the Demand for Quality Public Schools through Parental and Public Involvement</i>

FREDERICK M. HESS	587	<i>Accountability without Angst? Public Opinion and No Child Left Behind</i>
JOHN ROGERS	611	<i>Forces of Accountability? The Power of Poor Parents in NCLB</i>
LINDA DARLING-HAMMOND	642	<i>No Child Left Behind and High School Reform</i>
MARILYN COCHRAN-SMITH SUSAN L. LYTLE	668	<i>Troubling Images of Teaching in No Child Left Behind</i>
VERONICA GARCIA, WITH WILHEMINA AGBEMAKPLIDO HANAN ABDELLA OSCAR LOPEZ JR. RASHIDA T. REGISTE	698	<i>High School Students' Perspectives on the 2001 No Child Left Behind Act's Definition of a Highly Qualified Teacher</i>
	725	NOTES ON CONTRIBUTORS
	728	GUIDELINES FOR AUTHORS
	731	INDEX