

PULLOUT AND INCLUSION PROGRAMS FOR ESL STUDENTS:
A STUDY OF READING ACHIEVEMENT

By

Lishu Yin

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By

Lishu Yin

Approved:

R. Dwight Hare
Professor of Curriculum
and Instruction
(Director of Dissertation)

Burnette Hamil
Associate Professor of Curriculum
and Instruction
(Committee Member)

W.C. Johnson
Associate Professor of Instructional
Technology
(Committee Member)

Joshua Watson
Assistant Professor of Counseling,
Educational Psychology, and Special
Education
(Committee Member)

Jianzhong Xu
Associate Professor of Curriculum
and Instruction
(Committee Member)

Linda Coats
Interim Department Head and Graduate
Coordinator
Curriculum and Instruction

Richard Blackburn
Dean of College of Education

Name: Lishu Yin

Date of Degree: May 4, 2007

Institution: Mississippi State University

Major Field: Curriculum and Instruction (Education)

Major Professor: Dr. R. Dwight Hare

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Candidate for Degree of Doctor of Philosophy

The enrollment of English as a Second Language (ESL) students from Pre-K through Grade 12 increased 65% over a 10-year period from the 1993-1994 to the 2003-2004 school year. The number of ESL students in 2003-2004 was 10.1% of the total public school enrollment. ESL students are placed in different educational programs. Pullout programs have served low readers including English language learners (ELL). In the last 10 years, inclusion programs have gradually replaced pullout programs in some states. Little research has been conducted on the effectiveness of ESL programs on reading achievement.

This study compared the improvements in reading of Grades 1 and 2 ESL students over two consecutive school years (2004-2006) in pullout programs and inclusion programs in a Midwest inner-city school district with a large population of ESL students. Additionally, strengths and weaknesses of each program as described by

teachers were compared. Furthermore, teachers' frustrations and struggles in each program were examined as well.

The results of descriptive analysis and ANCOVA indicate that type of program (pullout or inclusion) did not result in a statistical difference in ESL students' reading achievement. Two models for each program were found to be used in the school district.

The results indicate that the guided reading approach was used in both programs and ESL students were instructed in small group setting, but the inclusion programs used longer instruction time than the pullout program. Scheduling in inclusion programs was easier than in pullout program. Teachers did not feel overloaded in either program. Interviewed teachers report students did not feel bothered by being pulled out; instead, they felt honored. Paraprofessionals were used in the classrooms to lead small groups during the reading block in inclusion programs, but they were sent to the classrooms to work with ESL students during the time of math, science, or social study in pullout programs. Teachers in inclusion programs did not worry about students missing anything, and every student's needs were met. Collaboration and communication between teachers and resource teachers were the key to successfully operating either program, but they did not happen effortlessly.

DEDICATION

I would like to dedicate this research to my father Yicong Yin (1923-2007), who always encouraged me to pursue a higher goal in my life.

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CHAPTER I
INTRODUCTION AND LITERATURE REVIEW

Introduction

Based on the 2000 U.S. Census, there were about 9.8 million children between the ages of 5 and 17 who spoke a language other than English at home, an increase of 54.7% compared with the 1990 census (Crawford, 2001). According to statistics from the U.S. Department of Education (2005), 5,013,539 English language learners (ELL) were enrolled from Pre-K through Grade 12 in public schools for the 2003-2004 school year while in the 1993-1994 school year, the reported enrollment was 3,037,922. The rate of increase was 65% over a 10-year period. The number of ELL in 2003-2004 was 10.1% of the total enrollment of the public school.

Collier and Thomas (1989) pointed out that if an English language learner had no formal schooling in the native language, this student's academic achievement would be delayed as much as 1 to 5 years more compared with a native English speaker. They also reported that students under 12 years old with two years of schooling in their native language could reach the 50th percentile in standardized achievement tests in 5 to 7 years.

It is a challenge for school districts with a large population of English language learners to provide quality education for this group of students. Across the country, based

on the needs and characteristics of a school district, different programs such as pullout English as a Second Language (ESL), push-in ESL, self-contained bilingual classrooms with ESL instruction, self-contained newcomer school, grade-level elementary classrooms, sheltered content area instruction, and newcomer career academy, are provided for this group of learners (Hadaway, Vardell, & Young, 2002). However, research has not been conducted to determine the improvements in reading of ELL after they are placed in different educational models. In many school districts, either the building principals decide which program to adopt or the school system will adopt one program for all of ELL.

Pullout programs have been used for either gifted students or students in a Special Education (SPED) program. It was also a popular model used for Chapter 1 programs for lower readers (King, 1990). Zigmond and Backer (1996) pointed out that inclusion programs have been adopted more and more progressively for SPED programs rather than used as an alternative program model. Harper and Platt (1998) reported that the same trend has started to take place in teaching ELL. Research was conducted by the Council of the Great City Schools (Antunez, 2003) to investigate the numbers and characteristics of ELL in 58 member districts. The responses from 36 districts (62%) indicated that the number of ELL was increasing and the pullout program was the second most commonly offered program for these students.

Literature Review

Most of the literature related to inclusion programs and pullout programs for ELL has been either opinion papers or expert reviews. Few empirical studies were found to

investigate or compare the effects of these two programs on the improvement of ELL's language acquisition and reading proficiency.

Overview of the Pullout Program

In American schools, different programs have been adopted to meet the needs of diverse groups of students in grades K-12. The pullout program is one of the popular programs that has been used to serve students with special needs, and to teach reading to students in Chapter I programs and Title I program. The pullout program has also been used as a popular instructional delivery model for ELL (Van Loenen & Haley, 1994).

Title I and Chapter 1 programs

In order to respond to the social changes in American society, the Elementary and Secondary Education Act (ESEA) of 1965 encouraged special programs for children from African American families as well as children from other minority groups, especially from inner-city areas. Frequently these groups were educationally disadvantaged due to social and economic conditions (University of Notre Dame, nd.). As the result of ESEA, the federal government provided \$1 billion to supplement and improve the education of economically disadvantaged children. Under ESEA, Title I was “the first and largest federal attempt to provide equality in educational opportunity to economically disadvantaged students” (North Central Regional Educational Laboratory, nd., ¶ 1). In 1981, Title I was changed to Chapter 1 as part of the Education Consolidation and Improvement Act; and in 1994, Chapter 1 was replaced by Title I

under the Improving America's Schools Act (North Central Regional Educational Laboratory, nd. _02).

Passow (1989) noted as more and more children came to our schools with limited or no English and they became a large portion of our disadvantaged population. As a result, bilingual education and teaching English as a Second Language became an important element of many compensatory education programs of Chapter 1. Based on the report of 1996 from the U.S. Department of Education (nd.), in addition to children from economically disadvantaged families, Title I services would be also provided to: (a) children with limited English-proficient (LEP), (b) children with disabilities, (c) migrant students, (d) students who participated in the programs such as Head Start and Even Start, and (e) students who were at risk of dropping out, and homeless children. As noted in the report, "The fundamental goal of the new Title I is to help students who are at risk of school failure to significantly improve their achievement of the high academic standards expected of all children" (§ 1).

According to Burnett (1993), there were more than 5 million low-achieving students served by Chapter 1 programs from 1981 to 1993. In the 1992-1993 school year, across the U.S., there were 6,403,054 elementary and secondary students in Chapter 1 program and among them were 17% limited English proficient (LEP) students (Anstrom, 1995). In the 2000-2001 school year, there were approximately 40,000 schools eligible for Title I services across the United States (U.S. Department of Education, 2006). In December, 2003, U.S. Department of Education released the final regulations on Title I

and reconfirmed the goal of Title I, which was to improve the academic achievement of the disadvantaged.

Passow (1989) pointed out that the pullout program had become the most widely used model to deliver Chapter 1 services. According to Passow's (1989) report, pullout programs were referred to as programs that "provide instruction in locations outside the regular classroom" (p. 11). King (1990) further explained that in a pullout model, a Chapter 1 teacher took students out of their regular classrooms to receive instruction for one or more class periods. Meyer (2001) elaborated the concept of pullout model as one in which "students are removed from their regular classroom to receive Title I services from a specialist instructor in a separate setting" (p. 5).

Although pullout programs have been used widely to serve low-achieving students, there are a number of arguments over the pullout model for Chapter 1 programs. Carter (1984) summed up the arguments as:

The pullout setting seems to offer a positive learning environment; when compared to regular instructional settings, pullout was associated with smaller instructional groups, higher staff-to-student ratios, more student on-task behavior, less teacher time in behavioral management, a more harmonious classroom atmosphere, fewer negative comments by teachers, and as higher quality of cognitive monitoring, on-task monitoring, and organization of activities. (p. 5)

However, Carter (1984) also explained the negative side of the pullout model: (a) the shortened instructional time due to being in and out the classrooms; (b) hard time for students to connect the contents in the regular room to that at the pullout setting; (c) lower expectation and easier assignment from the regular teachers; (d) poor communication between the classroom teachers and resource teachers; and (e) students being served in a segregated pullout program. Moreover, Ferguson (1992) noted that

students tended to have lower self-esteem when they were pulled out. And finally, the scheduling problems of pull out caused a lot of difficulties for both classroom teacher and resource teacher.

The arguments continue today. Historically, there are a number of arguments over the curricula experiences of students, the effectiveness of Chapter 1 pull-out programs as well as their advantages and disadvantages. However, there are a limited number of empirical studies or experimental studies found to investigate the effectiveness of the pullout program, especially for ELL. Most of the research found involved the pullout program for lower readers.

Curriculum and Instruction in the Pullout Program

Through a qualitative study, Lindsey (1989) investigated the curricular experiences of 3 low-middle class low achievers in the first grade in the Pacific Northwest Elementary school. One student was placed in a regular classroom for an entire day; one student was pulled out of the classroom to receive reading instruction in the Chapter 1 program; and one was pulled out of the homeroom for 25 minutes daily to receive reading instruction and word attack from the special education teacher in a resource room setting. The student in the regular classroom used the materials designed for an integration of reading and language arts instruction. The two students in the pullout programs used varied materials according to their individual needs. The results indicated that part of the in-class program was thought to be of poor quality and would bring a negative impact on the achievement of the disadvantaged students, but the core curriculum of the pullout program were not substandard compared with the core

curriculum for the regular program. Additionally, the findings showed that it seemed that the two students placed in the pullout program had different experiences qualitatively compared with the student placed in the regular classroom. The major differences were: (a) the teacher controlled the text difficulty; (b) the instruction was mainly teacher-directed; (c) materials were selected by teachers to meet the needs of the students; and (d) the interaction between teacher and students was relatively longer. However, this study didn't examine the gain in reading achievement of the three low-achieving students in two different programs.

With the intention of responding to the many concerns raised about the pullout model in Chapter 1 program, Bean, Cooley, Eichelberger, Lazar, and Zigmond (1991) investigated the instructional behavior of teachers, the nature of lessons, and the reading behavior of students in both pullout setting and inclass setting. A total of 190 students (Grades 4 and 5) in Chapter 1 remedial reading programs in 12 schools (4 inclass and 8 pullout) were observed over a 4-month period. Their total reading was scored at the 30th percentile or lower on the 1987 California Achievement Test. In the pullout setting, students saw their reading specialists for 100 minutes each week. The specialist saw no more than 10 students each time. The results showed that there was a significant difference in teacher instructional behaviors in two settings. More time was spent in instruction in the pullout setting. Specifically, students in the pullout setting spent significantly more time on receiving directions, listening/looking interactions, and feedback acknowledgement. Students in the inclass setting spent more time in transition, and interaction with the teacher was not observed. In addition, the results revealed that

although students in both settings spent pretty much the same percent of time on text-related work, students in the pullout setting spent more time during reading activities, whereas students in the inclass setting spent more time in after reading activities.

Students in the pullout setting spent more time on comprehension skills as well as speaking/listening skills. Moreover, students in the pullout setting were found to spend a significantly greater percentage of time on tradebooks, games and flashcards, while students in the inclass setting spent more time on the basal reader. However, similarities were also found in both groups. Both groups spent a great amount of time listening, transcribing, or copying. Neither group was found to receive much feedback, acknowledgement, or opportunities to be read to. These findings on students' interaction with teacher and materials used for the pullout setting were consistent with that of Lindsey's (1989).

Even in a pullout program, individual needs in the areas of reading and math could be met. Passow (1989) argued that while Chapter 1 students attended the reading and math class, they missed out the core academic instruction, which resulted in curricula fragmentation. Also, instruction time in the pullout program was generally short—around 30 minutes a day. Anstrom (1995) reinforced that Chapter 1 students focused on reading or language arts in the pullout program in which the basic-driven curriculum was not adequate; therefore, they couldn't benefit from the core academic instruction.

Anstrom (1995) noted that the pullout program had been criticized in literature, but it continued to be used to a great extent. For example, in 1991-1992 school year, 72% of elementary schools provided pullout programs to serve Chapter 1 students. In order to

make the pullout reading program beneficial, equivalence in reading instruction and reading materials with the regular classroom should take place. Otherwise, the students would not connect the contents of the lessons in both settings (Allington & Shake, 1986).

Effectiveness of the Pullout Program

The findings of research on the effectiveness of pullout programs are inconclusive. Some findings point out that the pullout program has little value, while some others indicate that the pullout program is beneficial.

Yap, Enoki, and Ishitani (1988) evaluated the Honolulu (Hawaii) School District's programs of supplementary instruction to Students of Limited English Proficiency (SLEP) in 55 schools with about 4,000 students in grades K-12. The program was supposed to help students adjust to the American culture and school life in Hawaii. English as a Second Language (ESL) was the most common type of instruction for SLEP. Most (about 60%) of the SLEP schools were in urban Honolulu, and 60% of the SLEP students were served in the pullout setting. The evaluation results showed that SLEP students did better work when placed in the regular classroom, and it was concluded that the pullout setting and English as a Second Language (ESL) instruction were not effective. This finding reinforced what Van Leonen and Haley (1994) had emphasized: there was a minimal effect for second language instruction taking place in the pullout setting for the purpose of second language acquisition. As Faltis (1993) noted, ELL only received instruction for 15 to 20 minutes in a pullout setting each day. Snow, Met, and Genesee (1992) suggested that language could be learned for communication in

meaningful, purposeful social and academic contexts. Therefore, a pullout setting was not the best place for students to develop their English skills.

Jakubowski and Ogletree (1993) conducted a randomized pretest-posttest control group study on the effectiveness of Chapter 1 reading pullout programs at a Chicago elementary school. There were about 780 students in total, of which 99% were minority. About 30% of the students were Hispanic and 69% were African Americans. The mobility rate was 55.4% and the rate of attendance was 91.8% based on the State School Report Card in 1991. Fifth and sixth grade students were randomly assigned into a pull-out reading instruction group and a regular reading instruction group with 15 students in each group. To compare reading achievement, scores from the Iowa Test of Basic Skills (ITBS) from the end of the third- and fourth-grades were compared with those from the end of fourth- and fifth-grades. Statistical significance was determined by the mean scores. The findings indicated that there was no statistical significance in reading achievement between the pull-out program and the regular program over a one year period. However, Jakubowski and Ogletree did point out that the length of this study was not long enough and suggested further study for a longer period of time should be conducted.

Javis-Janik (1993) confirmed Jakubowski and Ogletree's findings. Javis-Janik conducted a study to examine the reading achievement of 60 Hispanic fifth and sixth graders placed in a Chapter 1 pullout reading instruction program (n=30) and a regular reading program (n=30) at a Chicago public school. The Iowa Test of Basic Skills was used as the instrument for pretest and posttest. The results didn't show any statistical

significant difference in either group (the fifth graders and the sixth graders). After the means and standard deviation were compared, the researcher concluded that the pullout program didn't make a difference in students' reading achievement.

Contrary to the findings of the above research, a report from Saginaw Public Schools, Michigan Department of Evaluation Services (1992) indicated that the pullout Reading Recovery program had positive results. The school district adopted the Chapter 1 and Article 3 Compensatory Education programs to provide instructional services in reading and math to 2,045 students in grades 1 through 6. A pullout Reading Recovery program for 55 first graders was piloted in December of 1991. The scores of the pretest and posttest were compared, and the largest gain was observed at grade one. When the fact that the teachers for Reading Recovery program were only half trained was considered in the whole picture, this program had optimistic potential. However, in the report, it was pointed out that a follow up study of a planned four school years should take place in order to examine its long term effectiveness.

Mieux (1992) investigated the students' gain in reading in a pullout model through RSP (Resource Specialist Program). The scores of students in the RSP program were below grade-level. There were 11 students participating in this program 3 days a week for 3 months to improve their phonic skills and other areas of language arts. The resource teacher and the teaching assistant provided enrichment lessons to the 11 RSP students by integrating the learning activities for the RSP students and the activities for the regular students. The posttest results were positive. Of the 11 students, 9 were able to receive a passing score by decoding words. In addition, the students' attitudes toward

reading, school, and related subjects were positive as well. Moreover, during this study, advantages to pullout programs were observed such as minimal distractions, concentrated and structured instruction, and an individualized curriculum with an emphasis on students' strength and weakness. However, due to the small sample of this study and the specific approach used in this study, the generalizability of this result was still questionable.

Golembesky, Bean, and Goldstein (1997) conducted a study to determine the effectiveness of Title I pullout reading programs aligned with PUSH-UPS programs. The PUSH-UPS lessons were adapted from the stories for the third graders during the developmental reading class in the World of Reading basal, Levels 8 & 9. Five third graders whose reading scores were the 9th and 28th percentile on the Iowa Test of Basic Skills at the end of the second year received Title I lessons with PUSH-UPS lessons in a pullout setting in their rural public schools for a four-month period. More than 99% of the whole school population was white. The Title I teacher mainly taught the decoding skills, vocabulary knowledge, and story elements while the PUSH-UP lessons covered the four elements of a story such as setting, problems/goal, actions, and resolution. The results showed that students' decoding accuracy and story recall increased, but the PUSH-UPS affected students' vocabulary knowledge the least. The researchers noted that Title I pullout program could be effective if it intervened with other developmental program such as PUSH-UPS. Their conclusion echoed the findings of Mieux (1992) and Saginaw Public Schools, Michigan Department of Evaluation Services (1992).

Begoray (2001) conducted a study in Manitoba, Canada through the Literacy Groups Project to investigate if the second graders who were struggling in reading could reach the average 2nd grade reading levels through a small group pull-out programs. The results indicated that the students could read on or around grade level if the students were assigned in a group in accordance with their reading level.

The limitations of the above studies that found positive effects of pullout programs are: (a) the sample is too small; and (b) the pullout program is aligned with another literacy program. With the intention of finding how effective the pullout program was, Meyer (2001) used the statistical results of a sample of 12,012 students across the U.S. in grades 1, 3, and 7 for the 1992-1993 school year to investigate the organizational differentiation of Title I programs (pullout, in-class, add-on, and replacement programs) and its effect on student learning opportunities. The findings indicated that there was a shortage of convincing proof about the effectiveness of Title I programs and which program models could have the most positive impact on student achievement was not ascertained. The Title I pullout program was found to be associated with reduced learning opportunities, and it prevented low-ability group of students from being exposed to peers with strong academic motivation and being stimulated by the high-ability group of students. Additionally, there was no correlation found between the ratings of self-esteem and pullout practice. Meyer concluded that due to the lack of convincing proof for the effectiveness of Title I programs in which the pullout model was the dominant approach, Title I model and practices need further research to assess its effectiveness. Meyer's conclusion was in agreement with that of Anstrom's (1995) that the effectiveness of the

pullout programs were questioned by educators and researchers in addressing the needs of the students at risk.

Teachers' Attitudes toward the Pullout Program

There are quite a few articles discussing teachers' attitudes toward pullout programs, but only few empirical studies were found which investigated teachers' perceptions about pullout programs. Their views about the strengths and weaknesses of pullout program are argued and their suggestions are presented as well.

Meyers, Gelzheiser, Yelich, and Gallagher (1990) interviewed individually 40 classroom teachers, 9 remedial reading teachers, and 8 resource room teachers representing two urban, two suburban, and two rural districts. The average years of teaching experiences for the classroom and remedial teachers were 16 years and for the resource room teachers was 10 years. The results delineated both advantages and disadvantages of the pullout program. The advantages were observed from the perspectives of curriculum, instruction, and adaptation to the student needs: (a) specialized materials were available; (b) the instruction was intense in the small-group setting, which was good for children who needed special help, and there were few distractions in the pullout learning environment; and (c) the pullout program could better meet the individual's needs down to the student's level than in the regular classroom. In addition to the advantages, the classroom teachers responded that it was for their own benefit because they didn't have the time to work with students with special needs even though they knew students could learn more in the regular setting. The classroom teachers also mentioned that they didn't have the training and qualification to work with

children with special needs. On the other hand, disadvantages were also observed from the aspects of curriculum, school policy, consensus, and lack of consensus. Students in the pullout program missed a great amount of the regular academic curriculum while they were out of the regular setting. In addition, the coordination and communication between the classroom teacher and resource teacher were poor, and the scheduling difficulty created chaotic situation for both classroom teacher and resource teacher; on top of that, sometimes too many students were pulled out for too many different things. Moreover, the pullout program was not designed for all students with special needs, and a good percentage of teachers agreed that the pullout program was effective for those students with mild programs, but with some motivation, good organizational skills, and enjoy the pullout setting. Furthermore, teachers thought the pullout program would not benefit students with serious learning problems.

VanScoy (1997) conducted a survey with 205 elementary school teachers in West Virginia to investigate which program (pullout vs. in-class) was preferred by regular classroom teachers. Teachers were asked under what situation each method was preferred. The responses of the teachers using the pullout program indicated that even though the pullout program caused scheduling problems, students in small groups were less disruptive, and additional materials were available in the Title 1 room. The small group instruction could meet particular students' needs. The downside of the pullout model was that there was not enough time. On the contrary, the responses of the teachers using the in-class method were quite different. They thought pullout was isolating and students stayed in the class for instruction could avoid being labeled, and if students

stayed in the same room, they were less confused by going out of the room. Overall, 41% of teachers surveyed favored the in-class method, 34% preferred pullout, and 25% preferred a mixed service.

From the teachers' perspective, either in-class method or pullout program has its strengths and weaknesses. None of the methods is perfect. There is no clear cut preference between the programs and practices. However, some educators are completely against using the pullout program to serve students with special needs. Taylor (1985), the Chapter 1 coordinator in Salt Lake City, Utah, mentioned that many disruptions at elementary schools were constant, such as "federally funded programs for the handicapped, gifted, disadvantages, language-impaired, and minorities" (p. 52). In addition, she pointed out that the pullout program produced a situation in which students came and went; as a result, the teachers had to teach and re-teach, or redirect students who had been pulled out. Moreover, teachers were getting frustrated because they were responsible for teaching all subjects and they perceived that the support staff for the pullout program had more free time. She also stated that the short period of instruction time in the pullout model was harmful. The short period time was not effective for developing cognitive skills as well as skills such as analysis and synthesis.

Lois Brandts (1999), a second grader teacher at Hollister Elementary School in Goleta, California, resonated Taylor's (1985) opinions about pullout programs. She pronounced that pullout programs might have a negative impact on the community of learners, which was significantly affecting learning. She further explained that students who were pulled out lost the opportunity to "practice ways to be members of a learning

community” (p. 9). While children were pulled out, they missed something that was important for them to understand themselves as learners. Most of the time, she was not able to find time to make up the lesson the students missed. What's more was that it was a nightmare for classroom teachers to keep track of who went where and when. Besides, students being in and out disrupted their continuity of thought. When students came back to the room, they were not able to understand what was going on in the room right away and jump into the discussion with their peers. Moreover, when they came back, they came back with either candy or sticker as rewards, which would distract other children. Brandts found that her two students who were low in reading and were pulled out daily to the specialist daily gained very little progress. She decided to keep them in the room and have the reading specialist to work with them in the classroom. One of the students gained two years in reading and the other student's progress was stable. Brandts' own experiment on the two students indicated that when the reading specialist became part of the classroom, the students' attitude changed and the elimination of the pullout program was the cause of the students' success because the instruction students received was in the rich classroom setting which encouraged kids to be active readers and thinkers.

Elovitz (2002) echoed both Brandts'(1999) and Taylor's (1985) comments about the pullout program. He pointed out that the pullout program was a major cause of many disruptions at the elementary schools. He encouraged the principle to either reduce or remove classroom interruptions caused by pullout programs and other events in order to make a positive impact on instruction. A subsequent study by Achilles, Krieger, Finn,

and Sharp (2003), showed that the characteristics of the high-performing and small class schools was to minimize the interruption caused by pullout program.

Clearly, as long as if the pullout programs continue to serve students with special needs, the arguments will continue. Educators and researchers hold different attitudes toward pullout programs. In spite of much disapproval of pullout programs, they still remain as a widely used method of providing compensatory educational services (Archambault & St. Pierre, 1987; Johnson, Allington, & Afflebach, 1985). From the previous studies, it was obvious that eliminating pullout program was not feasible, but how to utilize the pullout program in an effective way is still a topic to be researched.

Students' Attitudes toward the Pullout Program

Jenkins and Heinen's (1989) research examined 680 elementary students' preference for inclusive and pullout model. The findings indicated that their preferences were affected by the service delivery model. Even though most of children preferred the pullout model to the inclusive model, they still liked to receive extra assistance from their classroom teacher.

Klingner, Vaughn, Schumm, Cohen, and Forgan (1998) conducted a study to investigate the perceptions of students both with and without a leaning disability about inclusive program and pullout program. The research site was an urban school in which 75% of the total student population was on either free or reduced lunch program. The participants were 32 students, of whom 16 had learning disabilities and 16 had no learning disabilities. All the participants were placed in both programs over 2 or 3 years from 4th to 6th grade. The 32 participants were interviewed individually. The results

demonstrated that more children preferred the pullout program to inclusive program, which confirmed the findings of Jenkins and Heinen. The findings also showed that learning was emphasized in the inclusive program and support from classroom teachers and peers were available. Students with a learning disability believed that they didn't have to work hard in the resource room. However, most students believed that inclusive setting was good for them to have social contact with their peers.

Not many studies investigating students' preferences for pullout programs were found. Students' attitudes toward pullout programs were mixed. It seems that there is no single program for students that meet all students' learning needs.

Improving the Pullout Program

Some researchers are strongly against pullout programs. For example, Taylor (1985) noted that using funds to reduce class size could reduce pullout programs; therefore, effective classrooms could be set up with well-paid teachers.

Ferguson (1992) argued that pull out programs were neither perfect nor the best solution to every child's reading problems. Yet, pullout programs were the only available source of extra help that many children could receive. She noted that the answer to the successful operation of pullout programs was communication and collaboration.

Additionally, she suggested that both classroom teacher and resource teacher should work together so that the pull-out programs would improve. Meyers, Gelzheiser, Yelich, and Gallagher (1990) also recommended that increased collaboration among teachers could improve pullout programs. They also proposed that decreasing the number of pullouts would improve the program. A group of elementary classroom teachers from different

states across the country affirmed that creating weekly class calendars and rescheduling pullouts to more convenient time could improve pullout programs (Anonymous, 1997).

Summary of the Pullout Program

The pullout program is one of the popular programs that has been used to serve students with special needs, and to teach reading to students in Chapter I programs and Title I programs. The pullout program has also been used as a popular instructional delivery model for ELL (Van Loenen & Haley, 1994). However, the effectiveness of the pullout program has been argued, the findings have remained inconclusive. Improving pullout programs needs the effort of classroom teachers as well as the resource teachers. It's usually easier to suggest how to improve the pullout program than how to implement those suggestions in the real situation. No doubt, pullout programs will continue to be used to serve lower readers and ELL. Needless to say, a better way to operate the pullout program still needs to be researched.

Overview of the Inclusion Program

Inclusion or full inclusion is the practice of serving students with special needs completely within the general education setting (Ferguson, 1995; Stainback & Stainback, 1984; Turnbull, Turnbull, Shank, & Leal, 1995). Aldridge and Goldman (2002) explained that inclusion was “a movement that was designed to bring special education services into the general classroom” (p. 134).

According to Zigmond and Jenkins (1995), since Chapter 1 pullout programs had not been a success in serving a large number of poor and low readers, the educators and

researchers who wanted to reform Chapter 1 had advocated replacing pullout compensatory education services with an inclusion model. Since 1985, in-class instruction started to be developed for Chapter 1 programs due to the negative response toward pullout programs (Anstrom, 1995). Furthermore, she reported that there were 58% of schools using in-class instruction in the 1991-1992 school year compared with 28% of schools using the same type of instruction in the 1985-1986 school year. A similar movement to replace diverse ELL supporting services with inclusion started to take place, too (Harper & Platt, 1998).

Educational researchers conducted many studies of the full inclusion of low readers and students with learning disabilities, but few research studies were conducted to examine the progress of ELL in the full inclusion setting (Harper & Platt, 1998). Cummings (1984) pointed out that there were a lot of similarities in instructional needs between SPED students and ELL. For example, the need for instruction in context and the conversation between teachers and students are similar. The rapid growth of the ELL population in our public schools resulted in “the attempt to provide homogeneous experiences for an increasingly heterogeneous population” (Harper & Platt, 1998, p.30). Harper and Jong (2004) remarked that the majority of ELL spent the entire school day in regular classrooms where the instruction took place in English and the majority of students were native English speaker. However, Harper and Platt (1998) noted that although some of the instructional planning prepared for the SPED students might be suitable for ELL, whether the ELL would benefit from the inclusion program still needed

to be examined. Yet, the findings from the research on inclusion of lower readers and SPED students can be used to identify the issues and trends in the inclusion of ELL.

Curriculum and Instruction in the Inclusion Program

Harper and Platt (1998) stated that the curriculum for students with limited English proficiency should not be different significantly from the regular academic curriculum, but it had to be accommodated to the students' English language level, literacy level, and previous educational experiences. The integration of language development and content instruction could help English language learners develop their academic language (Chamot & O'Malley, 1987; Harper & de Jong, 2004; Mohan, 1986; Snow, Met, & Geesee, 1989).

But how to integrate language development and content instruction in an effective way has remained a concern for both classroom teachers and ESL teachers. Harklau (1994b) noted that at the secondary level English language arts teachers were not trained to understand the process of second language acquisition; as a result, they couldn't provide the curriculum and feedback English language learners needed. Moreover, she pointed out that the teachers were not able to address the grammar problems that were common to language learners.

Regarding whether the curriculum for the language students in the mainstream classroom is appropriate, Harklau (1994a) wrote:

The main advantage of mainstream classes was plentiful, authentic input that served a genuine communicative purpose – to transmit the content of school subject matter. The mainstream curriculum also provided students with rich and plentiful linguistic interactions through the written mode. However, the structure of mainstream instruction allowed few opportunities for extended interaction.

Furthermore, L2 learners seldom received explicit feedback or instruction on the target language, leaving them to depend on somewhat faulty intuitions about language form. (p. 266)

However, Harklau pointed out that the key element in successful curriculum development for the instruction of English language learners was flexibility. Flexible guidelines and more independent units in setting course curriculum could better meet the frequently changing needs of language learners. Moreover, she addressed that ESL teachers needed to work with mainstream teachers to develop a curriculum that could not only reflect the regular curriculum but also meet the special needs of ESL students. Furthermore, she found that the ESL teachers she observed developed spiral syllabus and unit-based approach which could be easily moved up and down according to the students' level. Anstrom (1997) suggested that mainstream teacher working with ELL might need to develop a similar approach to curriculum. After interviewing university faculty to determine the issues and effective practice, and after visiting a suburban high school, Anstrom also suggested other approaches to curriculum for language learners such as using thematically organized curricula across the disciplines, think aloud techniques, modeling, teacher demonstration, and relating the concepts to real life situations.

Stainback and Stainback (1996) agreed with Harklau (1994a) and Anstrom (1997) that in the mainstream classroom, curricula needed to be accommodating, flexible, and challenging to all students. Stainback and Stainback (1996) also emphasized the principles of team teaching, peer involvement, and the development of functional skills in an inclusive classroom. Aligned with the above findings, Watts-Taffe & Truscott (2000) recommended that addressing the importance of scaffolding, strong discussion,

vocabulary discussion would help the language development of ESL students in the integrated setting. Differentiation of the mandated educational curriculum and instruction was strongly recommended in order to meet the needs of linguistically diverse students in an inclusive setting (Hoover & Patton, 2005).

Harper and de Jong (2004) remarked that the misconceptions about how to teach ELL affected how classroom teachers implemented effective instruction in the classroom. Misconceptions included the following areas: (a) ELL would develop English-language skills naturally and fully if they were exposed to a comprehensible English world and interact with native English speakers; (b) all English language learners would use the same way to learn English at the same rate; (c) from teachers' perspectives, good instruction was shaped by district, state, and national standards; therefore, good instruction for native speakers should be good for language students; and (d) teachers used nonverbal support as an effective tool. Due to all these misconceptions, classroom teachers assumed that instruction for language students was not different from that for the native speakers. According to Harper and de Jong, teachers could develop effective instruction to integrate language and content if they understood the process of second language acquisition, identified the individual difference in learning a new language, recognized that language learners didn't have the same access to English as native speakers, and understood the role of language in learning process.

Suggestions and recommendation for effective curriculum and instruction for ELL in inclusive settings have been discussed in literature for almost two decades. Yet,

how effective the suggested ways to modify the curriculum and instruction for English language learners are still needs to be investigated.

Effectiveness of the Inclusion Program

Just like the findings on the effectiveness of the pullout program, the results of the research on the effectiveness of inclusion program have been argued by many educational researchers, and results are inconclusive. Zigmond and Jenkins (1995) examined the effectiveness of three inclusion models for lower readers in six different schools. They reported that general education settings were neither desirable nor satisfactory as far as the achievement outcomes were concerned. The findings indicated that half of the students with a learning disability made significant gain in reading achievement. They mentioned that with all the financial and professional resources, the achievement was not satisfactory. However, McLeskey and Waldron (1995) argued that the standard to determine the effectiveness of a program set by Zigmond and Jenkins (1995) was too high to be achieved by either inclusive program or pullout program. They pointed out that Zigmond and Jenkins ignored the limited progress students with LD problem made in the pullout setting, and they didn't conduct a comparative study. Indeed, McLeskey and Waldron (1995) considered that half of the students with a learning disability made significant gains in reading achievement was very good. In addition, they strongly disagreed that the inclusion program was called as 'model' in Zigmong and Jenkins' research; they believed that any program was subject to change to be examined and changed. Moreover, they pinpointed that researchers had spent more than 30 years trying to "develop and validate" (p. 297) approaches to improve students' progress in the

pullout settings, whereas relatively little time and energy was spent on developing methods to serve students with special needs in the general education settings.

Furthermore, they specified that educators and researchers needed to develop a better understanding of the development and implementation of these programs and of how these programs could be improved to meet the ever-changing needs of the students.

Baker, Wang, and Walberg (1994/1995) conducted a meta-analysis of three studies to decide the effects on student learning and social relations with peers in inclusive setting. They compared the effect sizes of inclusive practice and noninclusive practices for students with special needs. The result of the secondary analysis revealed that the pattern was the same as the overall effects. Even though the effects of inclusion were positive and meaningful, the difference was very small. They concluded that the issue was not whether a school should have the inclusive program for all student, but “how to implement inclusive education in ways that are both feasible and effective in ensuring schooling success for all children, especially those with special needs” (p. 34) was more important. Moreover, more and more parents and experts requested scientific and legal basis for pullout services. Furthermore, meeting the needs of the diverse population at school has become a challenge.

Zigmond and Baker (1996) reinforced what Baker, et al proposed. Zigmond and Backer didn't think the complete elimination of pullout program was a good idea, and stated that inclusion was fine, but full inclusion was not entirely good for students with special needs. They explained that if the instruction in the regular classroom was

meaningful and productive for the students with special needs, the skills and strategies they needed to learn should be taught clearly and intensively in the inclusion classroom.

Smelter and Rasch (1995) believed that every child was an individual; therefore, each child had special needs and inclusion programs were not a formula for all children. They commented that for many children inclusion was a great opportunity and, for some other children, it meant a radical but potentially positive change, but for others, it was a cruel change. Furthermore, they criticized that full inclusionists saw pullout programs as “undemocratic, ethically bankrupt, or even morally wrong, often do not appear to see the cruelty behind inclusion” (p. 485). For example, placing a student without sufficient language skills in the high school inclusion program might result in failure to obtain a high school diploma, which was required to enter into job market. Therefore, they posited full inclusion as a theory rather than one of the educational models. However, Yatvin (1995) argued that Smelter and Rasch ignored a lot of problems in the pullout program. She noted that students with special needs hated to be pulled out of the classroom from their peers. She strongly believed that all children learned better in the mainstream classroom and pullout programs only provided academic incongruence, poor-quality teaching, social anxiety, and students with labels; thus, children were taken away from opportunities for the education they were supported to have.

The discussion about the effectiveness of inclusion has continued. To respond to the limited research conducted to investigate the academic achievement and social behaviors of students with learning disabilities after they were placed in either an inclusion program or a pullout program, Rea, McLaughlin, and Walther-Thomas (2002)

conducted a comparative study to investigate the relationship between placement in inclusive and pullout special education programs at two different school sites in the same school district. The subjects were 8th graders (36 in the inclusive setting and 22 in the pullout program). The results showed that students in the inclusive program had a significantly higher mean score on the language and mathematics subtests of the Iowa Test of Basic Skills. The findings also indicated that students in the inclusive program had better attendance and fewer behavior problems.

Unfortunately, there are not a lot of recent studies to confirm that the students with learning problems will make more progress in an inclusive setting than in a pullout program. McLesky and Waldron (1996) pointed out that if classrooms and schools were restructured to better meet student needs, it is possible to develop an effective inclusive school program. However, in some poor implemented inclusive program, students with learning problems were served in the mainstream classroom with little planning, minimal changes in the classroom, and inadequate support from the classroom teachers. Furthermore, they concluded that there was no set model for effective inclusive programs because schools were changing all the time, and the inclusive program needed to be modified as changes took place.

In order to determine the administrators' perceptions toward the effectiveness of ESL pullout programs and inclusion programs in Florida, Platt, Harper, and Mendoza (2003) conducted either face-to-face or telephone interviews with 29 principals. The findings indicated that a various views about the implementation of the two programs and caused concern. The results showed that pullout programs could not always challenge

students' academic development, and although inclusion could provide this challenge by linking the language development to the content area, the inclusion setting was not favorable for students with limited previous schooling and low English proficiency level, or students on migrant status. In addition, they addressed their concern regarding integrating ESL students with their social peers groups. The inclusion program was anchored in the assumption that ESL students could have the best opportunities to socialize with their native English speaking peers in the inclusive setting, but how much the ESL students could take the advantages of this opportunity was not clear. Moreover, they pointed out that if the school administrators overlooked linguistic and cultural diversity, the intent of inclusion program was undermined.

To sum up, the findings on effectiveness of inclusive programs are inconclusive. Few empirical studies were found to compare its effectiveness with that of the pullout program for students with learning problems or students at risk. But the arguments continue; therefore, further research needs to be conducted.

Teachers' Attitudes toward the Inclusion Program

The attitudes of school and district leaders played a key role in whether English language learners were welcome in the inclusive settings (Platt, et al. 2003). Inclusion programs completely changed the structure of service delivery as well as the way how students were educated (Aldridge & Goldman, 2002). Special education resource teachers would have to work with mainstream teachers in the regular classroom setting collaboratively. Other paraprofessionals would be working in the same room, also.

However, both resource teachers and mainstream teachers were not prepared for this change (Fuchs & Fuchs, 1998).

Youngs and Youngs (1999) noted that the inclusion of ESL students created new challenges for mainstream teachers. With the intention of examining the teachers' attitude toward ESL students in the mainstream classroom, they used both closed-ended questionnaires and open-ended query to survey 224 middle/junior high school teachers in a Great Plains community to determine the advantages and disadvantages of working with ESL students from the mainstream teacher's perspectives. The results from the 143 survey responses indicated that most teachers believed that the presence of ESL students in their rooms help them develop their cultural awareness. Most teachers also thought that ESL students were good students to teach, and could learn from their peers. But, on the other hand, most teachers listed disadvantages regarding teaching ESL students as well. They were frustrated by not ascertaining how much ESL students were learning, and by not knowing the clear goals and standards for ESL students. Regarding teachers' frustrations, Youngs and Youngs suggested that ESL training on pedagogy could help them get over their frustration. Teachers also complained that mainstream students had a difficult time accepting and appreciating the emotional and personal experiences ESL students brought to the classroom; thus, extra work was created for the teachers. ESL students were not prepared well enough to be in the mainstream classroom; therefore, effective learning would not take place. In addition, both mainstream teachers and ESL teachers frequently mentioned the lack of collaboration between classroom teachers and resource teachers.

A similar study conducted by Penfield (1987) in New Jersey also examined the teachers' attitude toward ESL students in an inclusive setting. The mainstream teachers had no training in ESL. The findings indicated that classroom teachers had difficulties in integrating ESL students socially and academically with their peers in the regular classroom.

Layzer (2000) interviewed and observed mainstream teachers and ESL teachers at a high school. Even though she found the teachers she interviewed were good and caring with good intention, the findings indicated that most teachers thought ESL students didn't like to socialize with their peers, and were often isolated from the group. Most teachers agreed that ESL students were quiet in the classroom, which made it very hard for them to check their learning. Layzer pointed out that teachers needed to shift their emphasis from teaching to learning in an attempt to promote learning of all students.

Contrary to Layzer's (2000) study, Schmidt (2000) found mainstream teachers' attitudes toward ESL students were very different at an urban high school. Some mainstream teachers believed that once an ESL student was placed in the mainstream classroom, this student was forced to learn English. They didn't mind having ESL students with great motivation, but they didn't like those who didn't want to learn. Some other teachers believed that it was the school ESL teacher's responsibilities to teach language minority students. There were only a few teachers who were willing to work with ESL students in the mainstream room by adapting the curriculum and scaffolding the teaching materials to meet their needs.

Byrnes, Kiger, and Manning (1997) studied the relationship between several factors (working experiences with ESL students, region of the country, formal training, graduate study, and grade level taught) and teachers' attitude toward ESL students. The survey was responded to by 191 teachers from three different states: Arizona, Utah, and Virginia. The results suggested that teachers in Arizona had the most positive attitude because that Arizona was one of the few states mainstreaming ESL students extensively in public schools. The findings also indicated that formal training and graduate degree as well as experiences were related to positive attitudes. Byrnes et al. came to a conclusion that in both preservice and inservice programs of teacher-education, students needed to be prepared to work with ESL students effectively. This conclusion was in agreement with Clair's (1993) suggestion that the curricula for preservice teacher programs should include social, political, and multicultural content.

With an attempt to replicate and expand on Byrnes et al.'s (1997) study, Youngs and Youngs (2001) examined the relationship between factors (general educational experiences, ESL training, personal contact with diverse cultures, ESL student contact, and demographic characteristics) and teachers' attitudes. The findings indicated that teachers having ESL training, foreign language courses or multicultural courses, and experiences in the humanities, social sciences, or natural/physical sciences tended to have more positive attitudes than those teachers in applied disciplines. In their conclusion, they had the same opinion as Byrnes et al.'s that preservice and inservice teachers should be exposed to diversity by being provided multicultural courses, foreign language courses,

ESL training, and some working experiences with ESL students; hence, they would develop more positive attitudes when working with language minority students.

Wade (2000a) reported the story of a kindergarten teacher's first year experiences in an inclusion program in an inner-city elementary school. In order to reduce the class size and rectify the insufficiency of traditional pullout program, an inclusion program was developed. This teacher, Lou, who had 25 years teaching experiences in both regular settings and pullout settings, described how differently teachers adapted to the inclusion program. The faculty at school spent three years preparing strategies for the inclusion program, and grade teams were formed. Teams were supposed to plan curriculum, and equally share the responsibilities, but when the team concept was put into practice, the responsibilities was split up based on the expertise. The resource teacher ended up doing either observation or teaching one student at a time while the classroom teacher was teaching in the front to the whole class. Lou said, "As we move toward inclusion, some teacher really didn't know enough about what to do, particularly those teaching in the upper grade" (p. 199). As a result, teachers did not team teach and went back to the traditional model of teaching. Even though they were open to the change, it's too difficult for them. Elliot and Mckenney (1998) commented that many teachers were worried about the teaching workload and who should spend more time preparing for the course.

Another case study by Wade (2000b) described the problems between the resource teachers and mainstream teachers when collaborating in inclusive settings. The teacher, a reading specialist she interviewed, commented:

The teachers here really are resistant to change, extra work, and evaluation. Even those who have been willing to work with me -- and they are few and far between

-- are vulnerable, defensive, and unwilling to put much time into additional projects. There's a lot of suspicion towards specialists in general, especially among older teachers. The personality of the reading specialist is crucial. You have to be friendly, bouncy, but not pushy. And you have to be careful to deal with teachers with delicacy, tact, and flattery. Most important, you have to be willing to accept a subservient role. The key is to gain their trust and convince them that you are part of the group. You have to view yourself as a service. That means you do it all. (p. 212)

Mainstream teachers' attitudes toward the students in an inclusion program, the resource teacher, and the inclusion program itself are mixed. As Wade (2000b) stated, that the problems for today's educators to confront was to "change the role expectations and collegial relationship at school" (p. 201). Clair (1993) pointed out that more research should be conducted to examine teachers' belief and behavior regarding including ESL students in the mainstream classrooms.

Improving the Inclusion Program

When ESL students were left in the mainstream classroom receiving the general educational instruction, they either "sink or swim" (Wertheimer & Honigsfeld, 2000, p. 23). Suggestions and recommendations on how to improve the inclusion program and its effectiveness are found in the literature. The suggestions usually cover the following three major areas (a) modified curriculum and instruction; (b) collaboration and team teaching; and (c) inclusion of paraprofessionals in the classroom. Unfortunately, few empirical studies were found which investigated the effectiveness of the inclusion models suggested in the literature.

The original intent to include English language learners in general education setting was to use the grade-level curriculum and instruction so that the ELL could be

integrated with their English speaking peers (DeLeeuw & Stannard, 2000a). Team teaching and working together was the key element in the success of an inclusion program. In order to meet the needs of ELL, resources such as ESL teachers, tutors, and bilingual specialists should provide support to the mainstream teachers and other educational staff (DeLeeuw & Stannard, 200b).

One of the inclusion models suggested by Elliot and Mckenney (1998) was team-teaching model. Team teaching could be done in different ways: (a) both teachers had teaching different assignments, which each could teach different subjects or teach on different days and (b) both teachers could work in a small group setting, or provide individual tutorial and assistance. The advantages of team-teaching were that it lent the flexibilities to teachers to modify and adapt their instruction and curriculum in the mainstream classroom. But the problem with team-teaching was, as Elliot and Mckenney pointed out, that if the classroom teacher was not comfortable with team-teaching and both teachers did not have the same belief about inclusion, the mainstream classroom would not be a comfortable place for both students and teachers.

Wertheimer and Honigsfeld (2000) reported that in a school district in New York, team-teaching gradually replaced the traditional pullout program. The purpose of using team-teaching was to reduce the burden of ESL resource teachers so that the work of developing materials and curricula in the content area would not fall on their shoulders alone. In this team-teaching model, the ESL teachers and mainstream teachers worked together to make sure that students would meet the requirement for their language development as well as the objectives in the content areas. Instruction wise, classes were

restructured. Whole-class instruction, small-group strategies, individual instruction, group and individual conferencing, and independent learning were used. Wertheimer and Honigsfeld noted:

The collective expertise of a mainstream teacher and an ESL specialist, together with the substantial help of a bilingual paraprofessional and parent volunteers, has created a leaning environment more conducive to acquiring English language and literacy skills because more individual attention and appropriately modified, comprehensible language input is available to each student. Reading, writing, speaking, listening, grammar, language use, and literature response are all part of this approach. (p. 25)

The results of using this model were positive. Wertheimer and Honigsfeld reported that more ESL students met the standard score on Language Assessment Battery and more students were dismissed from the ESL program. However, they didn't report how many more students were out of the program each year compared with the previous year.

The story above was just about the success of one school district using team-teaching. Clair (1993) noted that collaboration was a learned method of instruction, and it didn't happen naturally. Effort is needed to make team-teaching to happen (Youngs & Youngs, 1999). Clair (1993) recommended that preservice teacher programs should not only integrate multicultural courses in the social, political, and cultural contexts, but also include courses such as collaboration with other teachers, parents, and administrators regarding educating ESL students. William (2001) echoed Clair's recommendation by suggesting that teachers must combine "theory and practice within broader social, cultural, and historical contexts to produce reasoned decision" (p. 750) as they steered the academic progress of ESL students in a inclusive classroom.

From the instruction perspective, Truscott and Watts-Taffe (2003) provided a research-based model to teach ESL literacy effectively in the mainstream classroom for elementary school teachers. This model addressed the importance of constructing meanings through purposeful use of reading, writing, listening, speaking, and thinking. The use of scaffolding was highly recommended. The essential element of good teaching was clear communication which consisted of clear classroom rules and expectations for success, which were particular important for ESL students and their engagement in the classroom activities. They concluded that teachers needed to use a “if it fits, wear it” (p. 199) philosophy to adapt their teaching to meet the diverse needs of students.

Using paraprofessionals in the regular classroom was helpful in the mainstream classroom (Elliott & Mckenney, 1998). Paraprofessionals helped monitor students’ progress, participated in small group tutorial assistance, and provided assistance to the classroom teachers and resource teachers. The problem in using a paraprofessional in the classroom was that sometimes the paraprofessional was not well trained. Also, if the school was short of funding, a paraprofessional was not able to be kept for another year.

Summary of the Inclusion Program

Beginning in about 1985, in-class instruction was developed for Chapter 1 programs due to the negative response toward pullout programs (Anstrom, 1995). Furthermore, Anstrom reported that there were 58% of schools using in-class instruction in the 1991-1992 school year compared with 28% of schools using the same type of instruction in the 1985-1986 school year. The similar movement on replacing diverse ELL supporting services with inclusion started to take place, too (Harper & Platt, 1998).

Educational researchers had conducted many studies of the full inclusion of low readers and students with learning disabilities, but few research studies were conducted to examine the progress of ELL in the full inclusion setting (Harper & Platt, 1998). Cummings (1984) pointed out that there were a lot of similarities in instructional needs between SPED students and ELL.

Harper and Jong (2004) remarked that the majority of ELL spent the entire school day in regular classrooms where the instruction took place in English and the majority of students were native English speaker. However, Harper and Platt (1998) noted that although some of the instructional planning prepared for the SPED students might be suitable for ELL, whether the ELL would benefit from the inclusion program still needed to be examined. Yet, the findings from the research on inclusion of lower readers and SPED students can be used to identify the issues and trends in the inclusion of ELL.

Like the findings on the effectiveness of the pullout program, the results of the research on the effectiveness of inclusion programs have been argued by many educational researchers, and results are inconclusive. Suggestions and recommendations for improving inclusion programs sound good, but how to implement them in every school or in every school district is problematic. More empirical studies are needed to investigate the effectiveness of the models after they are implemented.

Summary of the Literature Review

Both the pullout program and the inclusion program have been used to serve lower readers. A number of studies on the effectiveness on both the pullout program and the inclusion program for the lower readers have been conducted, but few studies were

found which researched the effectiveness on either program for ELL. The findings of research on the effectiveness for either program are inconclusive, and the arguments continue. Educators and researchers have shown concerns about the curriculum and instruction in either program and suggestions have been offered to improve them, but how to implement either program in a more effective way is uncertain. Moreover, teachers' attitudes toward either program vary. Some teachers have very positive attitudes and some others have mixed feelings about either program. In sum, more research needs to be conducted to determine the effectiveness for either program. In addition, teachers' opinions about the strengths and weaknesses of either program as well as their frustrations and struggles need to be examined.

Purpose of the Research

The purpose of this research is to compare the improvements in reading of ELL from Grade 1 to 2 over two consecutive school years (2004-2006) in pullout programs and in inclusion programs in a Midwest inner-city school district with a large population of ELL. Additionally, strengths and weaknesses of each program as described by teachers will be compared. The research findings can help school districts with ELL by adding to the knowledge base of effective programs involving ESL students.

Justification

The educational decisions made regarding ELLs would have a remarkable impact on their future (William, 2001). According to Ma (2002), presently no strategies have been adopted to address the academic needs of ELL comprehensively and sufficiently,

and findings from research have not suggested how to best address the achievement problems of ELL. In addition, Ma pointed out that research had denoted that the achievement gaps were widening between the native English speakers and ELL. Furthermore, he emphasized who made the decision was not nearly as important as what worked for ELL.

The goal of the No Child Left Behind Act is to close the achievement gap. In the report of Title I-Improving the Academic Achievement of the Disadvantaged (U.S. Department, 2003a), it is stated that “reading has always been a key ingredient for students to be successful in school, yet the National Assessment of Educational Progress (NAEP) shows serious deficiencies in children’s ability to read, particularly in high-poverty schools” (p. 23). The Department of Education set specific requirements that states and districts needed to meet in educating English Language learners in Title III of No Child Left Behind (Miller, 2003). The main goals of Title III were to “help ensure that limited English proficient (LEP) children attain English proficiency” and “develop high levels of academic competence in English” (U.S. Department of Education, 2003b, p.5).

As the number of ELL continues to grow every year, under what circumstances what kind of educational program will provide better service to ELL still needs to be researched. Across the country, ELL are placed in different programs based on either the school district’s or the school administrator’s decisions. For a number of years, pullout programs have been used to serve low readers including English language learners. Inclusion programs have gradually replaced pullout programs in a lot of states. However,

only a few studies compare the effectiveness of these two programs used to serve students in Chapter I or Title I programs. Therefore, it's imperative to examine the effectiveness of both pullout programs and inclusion programs after they are implemented to teach reading to ELL in the public schools.

Research Questions

The research questions for this present study are:

1. After ELL are placed in pullout programs and inclusion programs, in which program do students make more progress in reading?
2. What are the opinions of the teachers about the strengths and weaknesses in pullout programs and inclusion programs in educating ELL?
3. What are the frustrations and struggles teachers have in pullout programs and inclusion programs?

Definitions

Three major terms (LEP, ESL, and ELL) have been used to describe English language learners, and these terms are generally used interchangeable. However, each has a slight difference in meaning.

Limited English Proficient (LEP): This term has been used in most of the government documents (North Central Regional Educational Laboratory, nd. _03).

According to the definition in Title VII of the Improving America's Schools Act of 1994 (U.S. Department of Education, 1994), an LEP student

- has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the

opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society due to one or more of the following reasons:

- was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant;
- is a native American or Alaska native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had significant impact on such individual's level of English language proficiency; or
- is migratory and whose native language is other than English and comes from an environment here a language other English is dominant. (sec.7501)

English as Second Language learner (ESL): a learner who speaks language other than English at home and who learns English as the dominant language of the media and education in the host culture (North Central Regional Educational Laboratory, nd._03).

English Language Learners (ELL): learners who are beginning to learn English as a new language or have already gained some proficiency in English (North Central Regional Educational Laboratory, nd._03).

The school district where the research is conducted has no official definitions for either the pullout program or the inclusion program. Therefore, the definitions from the literature are used.

Pullout program refers to that instructions are provided outside the regular classroom (Passow, 1989).

Inclusion program refers to “a movement that was designed to bring special education services into the general classroom” (Aldridge & Goldman, 2002, p.134).

CHAPTER II

RESEARCH METHODS

This chapter presents the research methods. The following sections were included: research design, participants, instrumentation, procedures, data analysis, and reliability and validity.

Research Design

A mixed methods approach was used for this study. First, a causal-comparative design was used to determine differences in student scores. Second, teacher interviews and observations were used to help determine whether the differences in student scores could be attributed to differences in method of instruction.

The English as a Second Language (ESL) students of Grade 1 and 2 in 15 elementary schools of an inner-city school district in the Midwest were followed in two grades over two years (2004-2006). The longitudinal data of their reading achievements were examined to determine whether students in the ESL pullout program or the ESL inclusion program scored statistically significantly higher in reading achievement. The independent variables were program (inclusion program or pullout program) and grade level (1st grade, 2nd grade, or 3rd grade). The dependent variable was posttest scores on the Rigby PM Benchmark Test. The scores represented students' instructional reading

levels. Test data collected were scores (reading level) at the beginning and the end of the 2004-2005 school year and the 2005-2006 school year respectively. The causal comparative design is diagramed in Table 1.

Table 1 Diagram of the Causal Comparative Design

	Grade & School Year		Grade & School Year	
	Grade 1&2 (2004-2005)		Grade 2&3 (2005-2006)	
Pullout	O ₁	O ₂	O ₃	O ₄
Inclusion	O ₁	O ₂	O ₃	O ₄

O₁: the pretest of the 2004-2005 school year

O₂: the posttest of the 2004-2005 school year

O₃: the pretest of the 2005-2006 school year

O₄: the posttest of the 2005-2006 school year

The limitations of a casual-comparative design are “lack of randomization and inability to manipulate an independent variable” (Frankel & Wallen, 2006, p. 374). In this study, the researcher did not control the placement of students or schools into either a pullout or an inclusion program.

Two full-time ESL teachers in each of the two programs were observed and interviewed. Relevant documents such as the class schedule, students’ sample work were collected. The data were analyzed to determine the teacher opinions about strengths and weaknesses of the program in which they teach, and their frustrations and struggles.

According to Fraenkel and Wallen (2006), the advantage of using mixed methods research is that researchers are able to collect and analyze considerably more than one kind of data. When only one approach is used, fewer kinds of data would be collected. In the current research, data were collected by both quantitative and qualitative techniques, which would provide a more complete picture of what was studied. Therefore, the understanding of what was studied was enhanced.

Students' Testing Scores and Participants

The longitudinal data of students' testing scores were provided by the ESL office of the school district respectively in August, 2005 and June, 2006. Of the 15 elementary schools, pullout programs were implemented in 11 and inclusion programs were in 4. In the school year of 2004-2005, participants were 293 ELL from Grade 1-2 (152 1st graders and 141 2nd graders). The students in this study were tested and qualified for English as a Second Language service by the school district. They either didn't know any English or had limited English proficiency. Of the 293 students, 75 (45 in the 1st grade and 30 in the 2nd graders) were served in the pullout programs while 218 (107 in the 1st grade and 111 in the 2nd grade) in the inclusion programs. In the school year of 2005-2006, 91 out of the 293 students moved either to another school or out of the school district. Among the remaining 202 students, 38 (23 in the 2nd grade and 15 in the 3rd grade) were in the pullout programs and 164 (81 in the 2nd grade and 83 in the 3rd grade) in the inclusion programs. Only the data of the students who stayed for two full consecutive years were used. The detailed information on the number of student scores used in this study is presented in Table 2.

Table 2 Number of Student Scores used in each Grade and Year

Programs	2004-2005			2005-2006		
	Gr.1	Gr.2	Total	Gr.2	Gr.3	Total
Pullout	45	30	75	23	15	38
Inclusion	107	111	218	81	83	164
Total	152	141	293	104	98	202

Four teachers from four different schools were observed for a regular school day and interviewed. Two teachers were randomly selected from two different schools using pullout programs, and two teachers were randomly selected from two schools using inclusion programs. All the teacher participants had their endorsement in Teaching English as a Second Language (TESL), which meant they either have had at least 12 credit hours training in TESL provided by the local university or 30 hours training provided by the school district. Their detailed demographic information is presented in Table 3.

Table 3 Demographic Information on the Participating Teachers

Programs	Teachers	Gender	ESL Endorsement	Year of Teaching Exp.	Years Teaching ELL
Pullout	Ms. Jenny	Female	Yes	A total of 16 yrs in teaching, with 9 yrs in Special Education	7
	Ms. Carol	Female	Yes	7 yrs/started as an ELL resource teacher	7
Inclusion	Ms. Lydia	Female	Yes	A total of 25 yrs in teaching, with 16 yrs. in Special Education	7
	Ms. Elisa	Female	Yes	A Total of 25 yrs in teaching, with 18 yrs in Special Education	6

Instrumentation

Rigby Leveled Readers (Rigby, nd) was used as the guided reading materials for the ELL as required by the Department of English as a Second Language in the school district. The school district adopted guided reading approach to serve the ELL learners with no English or limited English proficiency. The district provided guided reading training to classroom teachers of the inclusion program and ESL teachers in the pullout program to teach ELL in small groups. According to Rigby, children in these small groups have either similar reading levels or similar reading behavior; as the school year continues, children can be moved among the groups based on their progress. The levels

of the leveled readers range from 1 to 30. Rigby provides a table to illustrate the correlation between the Rigby Benchmark levels to the school grade (Basal) levels (See Appendix A).

The Rigby PM Benchmark Test (Rigby, nd) is a testing tool used by the English as a Second Language Department of the school district to check the reading comprehension of lower readers or ELL. It contains 30 short books of 30 levels, which are correlated to the Rigby PM and PM Plus leveled reader collection. The transcript of each book is printed on a separate sheet so the teacher can use it to complete the running record when the student is reading the book. The ratio of the error to the total word count of the story is calculated. The ratio is then converted to the reading accuracy. After the student finishes reading, he/she is asked questions about the story to check comprehension. If the student can read a book with 90% accuracy and comprehension, the level of the book is the student's reading level. The data in the study were the students' reading levels, which could be converted to the Basal reading levels.

The Rigby PM Benchmark Test is given to every ELL student at the beginning of the school year as a baseline reading score. At the end of the school year, Rigby PM Benchmark Test is given to the same group of students. For both Pre and Post-Benchmark Tests, the ESL student is requested to read a Rigby book for 'cold reading', which means the book must be unfamiliar to the student. The Pre-benchmark Test scores and the Post-benchmark Test scores will be used in the current study.

Studies have not been conducted to check the reliability and validity of the PM Benchmark Test. The test itself is correlated to the PM/PM Plus leveled readers and

researchers from Rigby (nd.) investigated the effectiveness of the PM collection. The study was conducted at an elementary school from K-3 in the central region of California during the 2001-2002 school year. There were 759 children, of which less than 1% was white. The remainder of the population was language minority students. PM collection was used as supplemental reading materials to the regular basal reading series. PM Benchmark was used as the assessment tool to measure the students' progress in reading and the effectiveness of the PM collection. The assessment was given five times during the school year (at the beginning of the school year, at the end of the 1st, 2nd, 3rd, and 4th quarter). The collected data were analyzed to examine if the leveled readers could increase the students' reading level on the PM Benchmark Test over the course of the year. The mean PM Benchmark level was calculated for all students. The results indicated that:

1. The number of the first grader non-readers dropped consistently and by the middle of the school year, the number of non-readers had leveled out to near zero. In addition, the number of children on grade level increased throughout the school year and exceeded the number of children reading below grade level by midyear. Furthermore, a small percentage of children moved above the grade reading level.
2. The majority of the second graders and the third graders read below their grade level throughout the majority of the year, but the number of children who could read on the grade level steadily increased. By the end of the school year, there were more students reading on grade level than below grade level. Moreover, there were a small percentage of students who could read above the grade level.

Even though there was no test to check the reliability and validity of the PM Benchmark Test, the PM leveled reader collection was shown to be effective in teaching reading to English language learners at the primary grade level. Since the PM Benchmark Test is correlated to the PM collection, it can be considered as an effective assessment tool to measure the students' progress in reading after they use PM leveled readers as their reading materials.

Procedures

An IRB application for the approval of this project was turned in to the Institutional Review Board for the Protection of Human Subjects in Research of Mississippi State University. The approval letter was received in August, 2005 (see Appendix B).

A research proposal was turned in to the Research Review Committee of the public school district where the study was to be conducted. The Research Review Committee reviewed the proposal and agreed to grant the approval to the researcher to conduct the research in their school district.

After the research was approved, the researcher contacted the Department of English as a Second Language Office of the school district. The ESL office released the data of Rigby Benchmark Test of the 2004-2005 school year to the researcher. The data collected included the reading levels of the ELL (Grade 1 & 2) from 15 elementary school schools, of which 11 schools implemented pullout programs and 4 schools implemented inclusion programs. In June, 2006, data of Rigby Benchmark Test of the same students (Grade 2 & 3) from the same 15 elementary school schools were collected.

Since the data collected were the reading levels of the same students from 15 different elementary schools over a period of two years, two sets of data were collected by the researcher.

In August, 2006, with the help of the ESL office of the school district, the researcher randomly selected four teachers from four different schools (2 from pullout programs and 2 from inclusion programs). A letter was sent to the principals of the 4 schools. After they granted access to their schools, a letter was sent to the four participating teachers to explain the purpose of the project and what the researcher was going to do with them. A consent form was sent as well. After the participating teachers signed the consent forms and agreed to work with the researcher, the researcher then observed and interviewed them on four regular school days in the second week of October, 2006.

The researcher was on the research site for a week making observation and conducting interviews (See Appendix C for interview and observation protocols). The protocols were developed based on the arguments from the literature review on pullout and inclusion programs. The researcher observed each teacher for about 5 hours on a regular school day focusing on the reading and language block. During the observation, the researcher carried extended conversation on and off with the teachers whenever was possible for the teachers. At the end of the observation, a semi-structured interview was conducted. Both structured open-ended questions and unstructured questions were used during the interviews. During the observations and interviews, relevant documents were collected with permission of the participating teachers.

The researcher used both a laptop computer and a notepad to record what was observed. Then the data were transcribed. The data of interviews were tape recorded and transcribed.

Data Analysis

Since the data collected for the causal-comparative study were the reading levels of the same students from 15 different elementary schools over a period of two years, two sets of data were combined into one data set for analysis. Descriptive analysis was conducted to student scores by programs and grade levels. ANCOVA was performed to determine if the program made any significant statistical difference in students' reading performance. Covariates were the Rigby Benchmark pretest scores.

ANCOVA was used to answer the research question #1: After English language learners are placed in pullout programs and inclusion program, in which program do students make more progress in reading? The significance level (α level) was set at 0.05. The dependent variable was the posttest scores of the 2004-2005 and the 2005-2006 school years. The independent variables were the program (pullout program and inclusion program) and grade level (1st grade, 2nd grade, and 3rd grade) The covariates were the pretest scores of the 2004-2005 and the 2005-2006 school years. The means were compared and p value determined if the programs would make a significantly statistical difference in ELL' reading progress. Only the data of those students who stayed in two consecutive school years were used.

The results of the observations and interviews were analyzed to answer research question #2 "What are the opinions of the teachers about the strengths and weaknesses in

each program in educating ELL?” and research question #3 “what are the frustrations and struggles do teachers have in each program?”.

The data of interviews and observations were analyzed, and themes and trends were developed. According to Merriam (1998), “categories and subcategories (or properties) are most commonly constructed through the constant comparative method of data analysis” (p. 179). The transcribed data of each interview and observation were categorized and subcategorized. The content of the category and subcategory across the four cases were compared and contrasted. Then the trends and themes were decided.

Reliability and Validity

For the causal-comparative design of this study, there were two major concerns with the threats to internal validity: subject characteristics and mortality.

1. Subject characteristics: The characteristics of teachers are very different across the elementary schools. Some have longer years of teaching experiences, and some others don't. Some have taught in both pullout and inclusion program, but some only taught in one program. Almost all the teachers working in the inclusion programs have received training on how to use the Rigby PM leveled reader, but not all of the teachers working in the pullout programs have received the training. The teachers' teaching experiences and training received in teaching ESL students can be expected to be related to students' reading achievements. Therefore, the differences occur when teachers use the leveled readers in different schools.

2. Mortality: During a two year period of study, some students are very likely to move out of town or to another school. Since this study is conducted in an inner-city school district, mobility is expected to be relatively high.

Triangulation was used to enhance internal validity in the study of the teachers. Multiple sources of data were used to confirm the emerging findings (Merriam, 1998). In this study, observations as well as formal interviews and informal interviews were conducted. Related documents were collected as well. Triangulation was used in this study as it “strengthens reliability as well as internal validity” (p. 207).

CHAPTER III

RESULTS

This chapter presents the findings of this study. The findings include results of the students' reading achievement scores over two consecutive school years (2004-2006) and the results of the observations and interviews. The chapter begins with a discussion of the reading achievement scores and is followed by a discussion of each research question.

Reading Achievement Scores over Two Consecutive School Years (2004-2006)

This section presents a description of the reading achievement test scores. Descriptive statistics of reading achievement by grade level and program are presented in this section as well.

Data Used in This Study

In the 2004-2005 school year, 293 students from Grade 1 and 2 participated in this study, with 75 (45 1st graders and 30 2nd graders) in the pullout programs and 218 (107 1st graders and 111 2nd graders) in the inclusion programs. At the end of the two consecutive school years from 2004 to 2006, 91 of 293 students moved, the remaining 202 students stayed for two complete school years. Only the testing scores of the remaining 202 students were used for analysis. The number of scores used in each grade level and each program is presented in Table 4.

Table 4 Number of Scores Used in Each Grade Level and Program

Programs	2004-2005		2005-2006	
	Grade	n	Grade	n
Pullout	1	45	2	23
	2	30	3	15
Inclusion	1	107	2	81
	2	111	3	83

Mobility

From the number of scores the school district provided each year, mobility was observed as an obvious phenomenon among the ESL students because a number of ESL students moved annually out of either the school or the district. The detailed mobility rate is shown in Table 5. The overall mobility rate was about 31%. The mobility rate for the pullout programs was about 49% and for the inclusion program was 25%. There was no difference in the mobility rate between the grade levels.

Table 5 Mobility Rate by Grade Level and Program

Programs	2004-2005	2005-2006	Mobility Rate	Mobility Rate	Overall Mobility (%)
	Grade	Grade	by Gr. Level (%)	by Programs (%)	
Pullout	1	2	49	49	31
	2	3	50		
Inclusion	1	2	24	25	
	2	3	25		

The data collected were from 15 elementary schools. Of the 15 schools, 11 adopted pullout programs while 4 adopted inclusion programs. The mobility rate of each school is presented in Table 6.

Table 6 Mobility Rate at Each School

Programs	Schools	Mobility (%)
Pullout	PA	83
	PB	40
	PC	17
	PD	29
	PE	50
	PF	43
	PG	50
	PH	60
	PI	100
	PJ	57
	PK	40
Inclusion	IA	27
	IB	23
	IC	27
	ID	24

The 11 schools that implemented pullout programs were PA, PB, PC, PD, PE, PF, PG, PH, PI, PJ, and PK (P stands for the pullout program, the alphabet letter for the school sites). The 4 schools that implemented inclusion programs were IA, IB, IC, and ID (I stands for inclusion program, and the letter represents the school sites). The mobility rate for pullout programs varied notably from 17% to 100% from school to school, but the mobility rate for the inclusion programs was relatively lower than that for the pullout program, and it didn't have a huge difference between schools. The higher mobility rate in pullout programs indicated that ESL students moved in and out of these schools more frequently, and the possibility for the ESL resource teachers to work with the same group

of students for a long term was reduced. ESL students in the inclusion programs tended to stay longer at the same school, which signifies that they had better consistency and continuity of education compared those in pullout programs.

Reading Achievement

The data of 202 students, who were served in either program for two complete consecutive school years from 2004 to 2006, were used for the statistical analysis. Of the 202 students, 38 were in the pullout programs (23 completed the 1st and 2nd grade, and 15 completed the 2nd and 3rd grade), and 164 in the inclusion programs (81 completed 1st and 2nd grade, and 83 completed 2nd and 3rd grade). These data are presented in Table 2 in Chapter II. The statistical data were the scores students received in pre and post benchmark tests. They reflected the students' benchmark reading levels, or their instructional levels. The benchmark reading levels can be converted into regular Basal reading levels.

Mean Scores by Programs

The descriptive analysis was conducted for the students' reading performance in both the pullout and the inclusion programs. The results are presented in Table 7.

Table 7 Descriptive Statistics of Overall Reading Levels of Students of Both Grade Levels and Programs over Two School Years

	Mean	Std. Deviation	N	Diff. Between Programs	F	P
04-05 Pretest						
Pullout	4.79	4.47	38	0.44	0.25	.62
Inclusion	5.23	4.94	164			
04-05 Posttest						
Pullout	13.11	6.23	38	1.07	0.70	.40
Inclusion	14.18	7.36	164			
05-06 Pretest						
Pullout	12.63	6.07	38	0.83	0.41	.52
Inclusion	13.46	7.41	164			
05-06 Posttest						
Pullout	19.68	5.47	38	1.93	2.59	.11
Inclusion	21.61	6.89	164			

The mean scores of the students' reading levels in the inclusion programs were slightly higher in the pretest and the posttest for both years, which indicated that the reading levels of the students in the inclusion programs were a little higher than students in the pullout programs. The differences of the mean scores of the students' reading levels in 2 programs for the 4 different benchmark tests were 0.44, 1.07, 0.83, and 1.93. There was no significant statistical difference in the mean scores in 2 programs. The results indicated that students in the inclusion programs could read books 2 levels higher than students in the pullout programs at the end of two school years. Over the two year period, the increase rate of the reading levels was 75% for the pullout program, and 76% for the inclusion program. In either program, compared with the posttest mean score of

the 2004-2005 school year, the mean score of the 2005-2006 pretest dropped, which denoted that after the long summer break, regardless of in what program the students was served in the previous year, their reading levels regressed. However, by the end of the 2nd school year, students in both programs not only picked up their lost reading levels but also gained more levels in reading.

Mean Scores by Grade Levels and Programs

The descriptive analysis was performed to determine the mean scores of the students' reading levels by grade level in 2 different programs. The mean scores by grade level in the pullout programs and in the inclusion programs are shown in Table 8, and the reading levels gained by students in pullout and inclusion programs are presented in Table 9.

Table 8 Descriptive Statistics of Reading Achievement of Students in the Pullout Programs and the Inclusion Programs by Grade Level

School Year	Grade/Program	Mean	Std. Deviation	N
04-05 Pretest	1 Pullout Inclusion	1.96	1.85	23
		3.25	2.94	81
	2 Pullout Inclusion	9.13	3.76	15
		7.16	5.69	83
04-05 Posttest	1 Pullout Inclusion	10.52	5.23	23
		12.60	6.87	81
	2 Pullout Inclusion	17.07	5.64	15
		15.72	7.49	83
05-06 Pretest	2 Pullout Inclusion	9.87	4.69	23
		11.69	6.75	81
	3 Pullout Inclusion	16.87	5.59	15
		15.19	7.66	83
05-06 Posttest	2 Pullout Inclusion	18.61	5.95	23
		20.84	6.75	81
	3 Pullout Inclusion	21.33	4.38	15
		22.36	6.98	83

Table 9 Reading Levels Gained by Students in the Pullout and the Inclusion Programs over Two School Years (2004-2006)

SchoolYear	Programs	Grade	Levels Gained
04-05	Pullout	1	8.65
		2	6.55
	Inclusion	1	9.35
		2	8.56
05-06	Pullout	2	8.74
		3	4.46
	Inclusion	2	9.15
		3	7.17

The mean scores of both the pre and post reading levels of students in the inclusion programs were slightly higher than that of the pullout programs by each grade level, except that the 2nd graders' mean scores were lower in the pretest and posttest of 04-06 and the pretest of 05-06. However, compared with the reading levels gained in one year or over two years, the students in the inclusion programs gained more levels than those in the pullout programs.

After two complete school years, the mean score of the 2nd graders in the pullout programs was about 19. This indicated that they could read books at level 19 which was equivalent to the beginning-middle 2nd grade Basal reading level, which means that, according to the Rigby catalog level, they were at the beginning stage of early fluency, while the 3rd graders, at the middle stage of early fluency, could read books at level 21 which was the 2nd grade Basal reading level. The 2nd graders in the inclusion programs, at the stage of early fluency, could read books at level 20 which was equivalent to the beginning-middle 2nd grade Basal reading level, while the 3rd graders, at the last stage of early fluency, could read books at level 22 which was the late stage of 2nd grade Basal reading level

According to the Rigby level, level 17 to level 22 all belong to the range of the 2nd grade Basal reading level, which was categorized as the stage of early fluency. Therefore, the average gains in students' reading level in both grades and both programs fell into the same category of early fluency even though there were slight differences in reading levels. However, the findings indicated that at the end of two years, the 2nd

graders could read at grade level in either program, but the 3rd graders could only read at the 2nd grade level.

Statistical Analysis by ANCOVA

ANCOVA was performed to determine if there was any significant statistical difference in students' reading performance in the pullout programs and the inclusion programs. Univariate Analysis of Variance is presented in Table 10.

Table 10 Univariate Analysis of Variance

Source	Type III Sum of Squares	df	Mean Square	F	<i>p</i>
Between(program)	78.07	1	78.07	2.55	.11
Error	6089.16	199	30.60		
Total	100158.00	202			

R Squared = .321 (Adjusted R Squared = .314)

The dependent variable was the 2005-2006 posttest scores (reading levels), and the covariate was the 2004 to 2005 pretest scores (reading levels). The significance level was set at 0.05. The results ($p = 0.11$, $F = 2.55$) indicated that no significant statistical difference was found in students' reading performance. The descriptive statistics of the means and standard deviation of both the pretest and the posttest reading levels in two different school years were presented in Table 11.

Table 11 Comparison of Mean and Standard Deviation of 05-06 Posttest Reading Levels of Students in Both Grades

Program	Mean	Std. Deviation	N
Pullout	19.68	5.47	38
Inclusion	21.61	6.89	164
Total	21.25	6.68	202

The results indicated that regardless of the grade level, after two consecutive school years, the students in the pullout programs could read Rigby leveled readers at a about level 20 whereas the students in the inclusion program at about level 22. The difference was 1.93, which was almost 2 levels higher in the inclusion programs than in the pullout programs. According to Rigby catalog levels, level 20 and Level 22 were in the same stage of early fluency. The slight difference was that the students in the pullout programs could read books at the middle stage of early fluency, while the students in the inclusion programs could read books at the advanced stage of early fluency.

Summary of Reading Achievement

The results indicated that the program implemented to serve the ESL students did not make a statistical difference in their reading performance. The pullout programs and the inclusion programs did not make a statistical difference in reading achievement of ESL students.

Research Question #1 was: After ELL are placed in the pullout programs and the inclusion programs, in which program do students make more progress in reading? The analysis results of the quantitative data of 202 students in both the pullout and the inclusion programs from 15 elementary schools over two consecutive school years

indicated that programs did not make any significant statistical difference in students' progress in reading. Even though the ESL students of both grades in the inclusion programs had gained more levels than those in pullout programs during each school year, the levels gained still fell into the same stage of early fluency according to Rigby Category Level. In the previous studies, researchers (Golembesky, Bean, & Goldstein, 1997; Mckeskey & Waldron, 1995; Mieux, 1992; Zigmond & Bakers, 1996; Zigmond & Jenkins, 1995) had different opinions about what could be considered as significant gains in reading achievements for students with learning disabilities and special needs in inclusion programs and pullout programs. The findings indicated that the pullout and the inclusion programs did not make any statistic significant difference in ESL students' reading achievement.

Models and Findings from Triangulational Data

This section presents the results of the data analysis of the interviews with teachers, the observations of their classrooms, and the analysis of relevant documents, and will address research questions two and three. It includes models observed at each school site, and the findings in pullout and inclusion programs. The findings were categorized into the following 8 aspects: (a) reading instruction, curricular, and instruction time; (b) scheduling; (c) collaboration between the resource teacher and classroom teachers; (d) workload between the classroom teachers and the resource teacher; (e) use of paraprofessionals; (f) assessment of students' ongoing progress; (g) students' attitude toward pullout programs from the perspectives of teachers; (h) advantages and disadvantages of either program from the perspectives of teachers.

Program Model Implemented at Each School

In the second week of October, 2006, the researcher interviewed and observed two teachers in their classrooms from each program (pullout or inclusion) at 4 elementary schools. A total of 4 teachers were interviewed: 2 were from pullout programs, and 2 were from inclusion programs. The 4 participating teachers being observed and interviewed were not new to teaching. The average number of years of teaching experience was 16.5, and the average number of years working with ESL students was about 7. Of the 4 teachers, 3 had the previous teaching experiences in special education. All of them received an ESL endorsement after they started to work with ESL students. They also received the training on guide reading provided by the school district. All the names used in this study for the participating teachers, their collaborating partners, and their paraprofessionals were pseudonyms.

Both teachers in the pullout programs worked with students from K-6. In the inclusion program, one worked with the 1st graders, and the other worked with the 3rd graders. The participating teachers had suggested that October was a better time to observe than September because the teachers did most of the testing and grouping of students during the first month of the school year. The researcher focused mainly on observing the reading and language block of each school, which took place in the mornings between 9:00 a.m. and 12:30 p.m. at most elementary schools in the district. The names of the four schools being observed were Peterson Elementary, Parkside Elementary, Isabella Elementary, and Indiana Elementary (all pseudonyms). The ESL office of the school district told the researcher that in most cases it was up to the school

principal to make final decision on what program the school should use for their ESL students. Peterson and Parkside adopted a pullout program while Isabella and Indiana implemented an inclusion program.

In either program, different models were practiced in the classrooms. In this study, 4 distinctly different models were observed. The pullout models at Peterson Elementary and Parkside Elementary and the inclusion model at Isabella Elementary were decided by the principals, whereas the inclusion model at Indiana Elementary was developed by the classroom teachers and the school Title I reading specialist.

Two Models Observed in the Pullout Programs

This section presents two pullout models observed at two elementary schools in this study. The pullout programs were adopted at Peterson Elementary and Parkside Elementary, but the way how the ESL resource teacher was used and how the ESL students were placed in each grade at each school was different. In spite of the fact that both teachers at two schools used guided reading as their main instructional approach to teach reading, how they scheduled to see the students and how they worked with the classroom teachers differed.

Pullout Model 1

At Peterson Elementary, about 580 students (PreK-6) were enrolled in the 2005-2006 school year. Of the 580 students, 36 students were qualified for ESL services. The languages spoken by the ESL students were Spanish, Sudanese, and Arabic. Ms. Jenny was the only ESL resource teacher at Peterson, and she had a paraprofessional,

Ms.Kasha. At the beginning of each school year, Ms. Jenny gave the Rigby PM Benchmark Test to every ESL student in her program to determine their reading levels, and she also gave the test again at the end of each quarter to monitor their progress. Her students' reading levels varied. Most of her ESL students were from Grade K to 3. She also saw several students from the 5th and 6th grade. Last year, Ms. Jenny did not take any kids from the 4th grade because they did fine in the regular room, but this year she was planning to do a writing group in the afternoon for the 6 4th graders who were put on the monitor status. According to the school district policy, the ESL students who are put on monitor status can be mainstreamed for all the subjects, but are still qualified for ESL services, and the school ESL resource teacher works with the classroom teacher to monitor their progress. The model for the ESL pullout program at Peterson is illustrated in Figure 1.

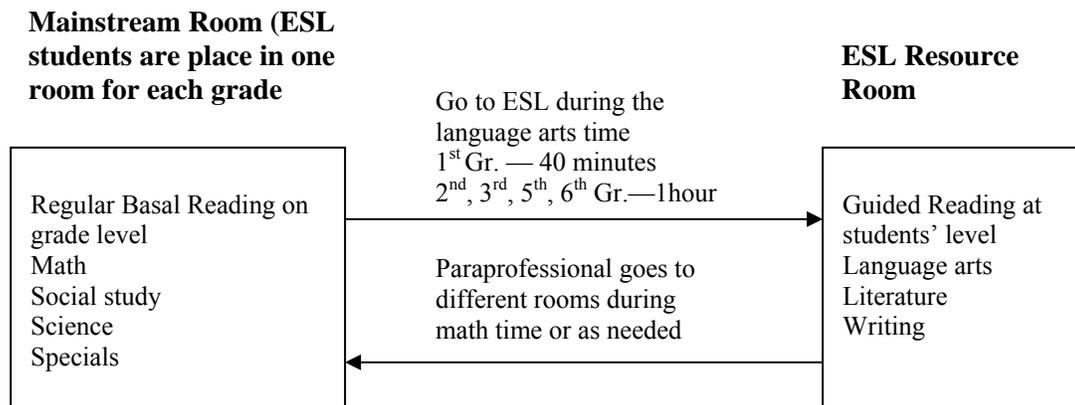


Figure 1 Pullout Model 1/Peterson Elementary

At Peterson Elementary, all the ESL students from one grade level were placed in one room. Therefore, Ms. Jenny only needed to work with one teacher from each grade

level. She took them out during the language arts time of the homerooms by grade level. Ms. Jenny sent Ms. Kasha to work in the regular room during the math time or another time when help was needed so that ESL students could receive extra support in their homerooms. Ms. Jenny didn't have to go to the room to pick up the students, and the students could come on their own because they came at the same time every day.

The size of Ms. Jenny's resource room was like that of a regular classroom. In the middle of her room there were 2 kidney-shaped tables and 1 round table with pencils in a container sitting in the middle of each table. There was another round table with 4 computers in the back of the room. Book shelves, file cabinets, and the teacher's desk stood in one corner of the room. The four walls in the room were decorated with the students' works, contraction words, synonyms, antonyms, and posters for the seasonal themes.

When the researcher visited her classroom, it was just another regular school day for Ms. Jenny, her paraprofessional, and her students. About 9:00 a.m., the school news was on the school cable TV. Before 9:05 a.m., the room was quite because all the students needed to stay in their own room for the beginning of school. Around 9:05 a.m., Ms. Kasha walked into the room with a male student. Ms. Jenny explained that the rest of the students in his room were doing social study, he stayed in the regular room for the fun staff he could grasp, but the reading part of the content area was too difficult for him, so Ms. Kasha used the materials for the same topic at his level. Usually, Ms. Kasha stayed in his homeroom to work with him, but today it was too noisy in his room, and it was hard for him to concentrate, so Ms. Kasha took him to the resource room. The materials the

student used had many pictures to go with it. Ms. Kasha worked with him for about 15 minutes and left the room with him.

About 9:15 a.m., a 5th grader walked into the room. Ms. Jenny told him to work on one of the computers. He was a newcomer and was reading the Rigby guided reading books on the computer. At 9:17 a.m., 7 1st graders (all boys) walked into the room on their own. Ms. Jenny assigned them into two tables and asked them to look at the board on which three spelling words were written. They were asked to circle or to square the words. They all did very well. It seemed that they did this kind of work all the time. Then Ms. Jenny assigned one group of 3 kids to write the words, and went to the group of 4 kids to do guided reading with them. She switched to another group to do guided reading with them after a while. Altogether, she spent about 18 minutes working with the 1st graders on guided reading in two small groups.

At 9:35 a.m., when 3 2nd graders and 1 3rd grader came into the room, Ms. Jenny told the 1st graders to put away the pencil and finished their writing the next day. She got everybody including the boy working on the computer sitting in the corner, and then she read a literature book about animals to them. All the kids showed interest in the book and actively gave responses to the teacher's questions. Ms. Jenny constantly asked them 5wh questions. After the literature time, she sent the kids to sit at the three tables in the middle. Handing out a piece of paper to each student, she told them to fold the paper like a hamburger. She worked on short vowel sound with them. She put a lot of small toys in a shoebox, and asked a student to pick one out of the box, then tell the name of it, and write it on the chart. The students seemed to enjoy doing it and raised their hands wanting

to be picked by the teacher. The rest of the students were asked to write down the words on their own paper.

At 10:00 a.m., the 1st graders were sent back to their own room, and Ms. Jenny started the 2nd grade guided reading group. She worked with the 2 graders for 30 minutes. At 10:35 a.m., the 2nd graders left and at the same time, 3 5th graders walked in. Ms. Jenny worked with them for about an hour till 11:40 on guided reading, language development, and writing. During the regular lunch hour, Ms. Jenny worked with 1 5th grader and 1 6th grader. She put them together because they worked well together; however, since they were from different grade level, they got special in their way. Ms. Jenny found out the regular lunch time for teachers was the best time for these two students, so she delayed her own lunch time till after 1:30 p.m.. Ms. Jenny worked with kindergarteners for 30 minutes in the afternoon. Then she had her lunch and her daily plan time after all the kids were gone. She also allowed students to come in the late afternoon if they needed any tutoring. She was planning to have a writing workshop in the afternoon for the 4th graders who were on the monitor status.

The researcher also visited a 2nd grade classroom teacher where the 2nd grade ESL students were placed during her plan time from 1:00 p.m. to 1:30 p.m.. In her room, the regular students' desks and chairs were lined up in 4 rows. She explained that during the time her 3 ESL students went to the resource room, she did guided reading with her own students. After they were back from the ESL resource room, they did Basal reading in the whole class. There were 2 spelling lists posted on the chalkboard. The easy one was for the 3 ESL students. She was very pleased that all the ESL students were placed in

one room instead of different rooms for one grade level. Since her school used pullout program, she was not required to have the training on teaching ESL students provided by the school district, but she chose to receive the training because she worked with ESL students.

At Peterson, ESL students were placed in one room of each grade level. Ms. Jenny worked with her students in her room from 40 minutes to 1 hour, depending on the grade level. She pulled the students out during their reading and language arts time. Students from each grade level received at least 20 minutes guided reading in small groups daily. Ms. Jenny was able to see her students from all grade levels every day. She integrated reading, language arts, writing, and literature during the time she saw them. Every day Ms. Jenny worked non stop with students from different grade levels since 9:15 till 1:30 p.m. She delayed her regular lunch hour in order to work with students who were available during that time. At Peterson, ESL students were also exposed to regular Basal reading materials in their homerooms, but the homeroom teacher gave them a short and easy spelling words. Therefore, the ESL students at Peterson were taught not only at their instructional reading level in the ESL resource room, but also were exposed to the reading materials at their grade level. All the ESL students stayed in their own rooms for math, social study, science, and specials. The paraprofessional was sent to classrooms to help. At Peterson, Ms. Jenny was used as a pullout resource teacher and all the instruction was carried out in her resource room.

In this model, placing ESL students in one room for each grade level decreased the difficult level of scheduling for Ms. Carol, and she only needed to work with one

teacher from each grade level on scheduling when to pull out her ESL students. Ms. Carol used the guided reading approach for all the ESL students she saw, and the students were instructed at their reading level. The ESL students also received instruction for writing and language arts from Ms. Jenny. The hard thing for Ms. Carol in this model was that if the students from the same grade level had different reading levels, she would have to split them up in smaller groups based on their levels, which would cause the problem of shortening the instructional time.

Pullout Model 2

At Parkside School, in the 2005-2006 school year, there were 250 students from Kindergarten to the 6th grade. Of the 250 students, 35 were ESL students, and they spoke Arabic, Sudanese, and Spanish. Ms. Carol was the only ESL resource teacher in the school, and she had two paraprofessionals to assist her.

At Parkside, ESL students were placed in different classrooms at each grade level. At the beginning of each school year, Ms. Carol gave the Rigby PM Benchmark Test to every ESL student in her program to determine their reading levels, and she also gave the test again at the end of each quarter to monitor their progress. Her students' reading levels varied. Ms. Carol was used as an inclusion resource teacher for 2 1st grade and 2 2nd grade classrooms and a pullout resource teacher for kindergarten and Grade 3-6. This was her first year to work as an inclusion resource teacher as well as a pullout resource teacher. The model implemented at Parkside is illustrated in Figure 2.

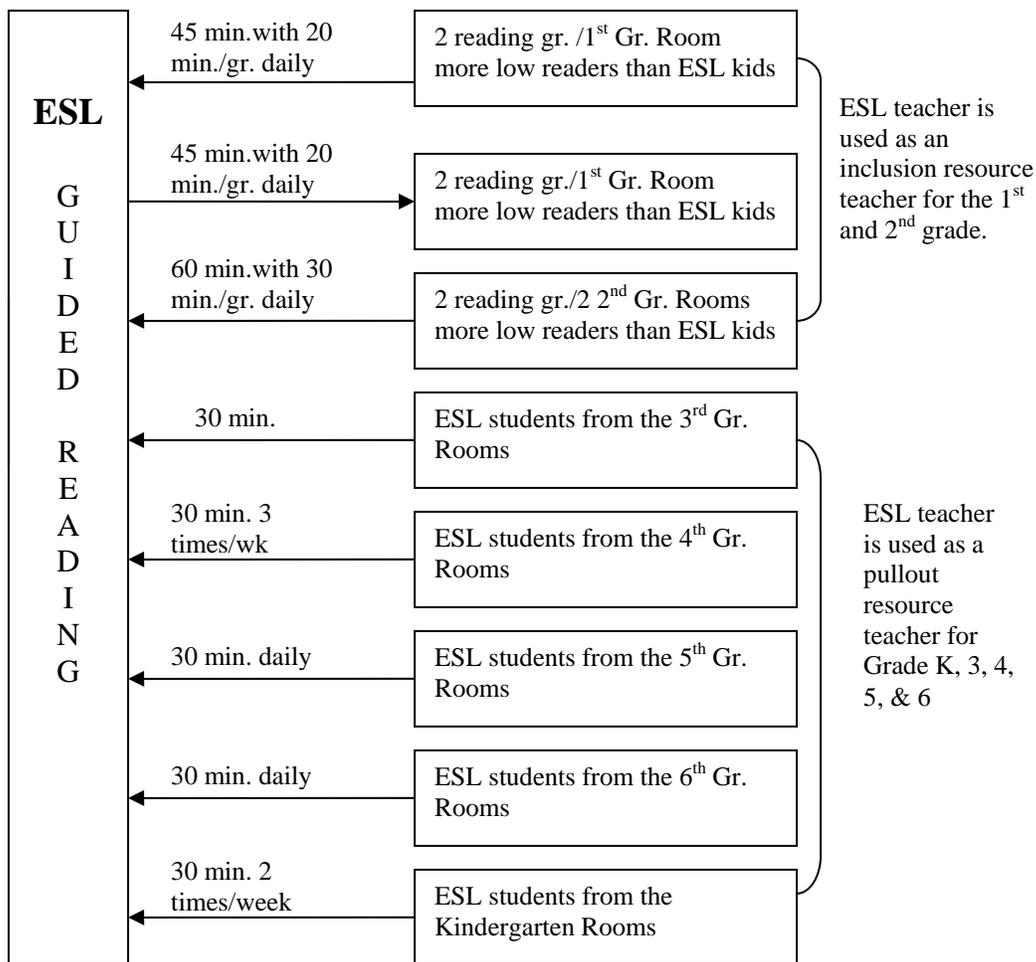


Figure 2 Pullout Model 2/Parkside Elementary

She saw both the ESL students and low readers from the 1st grade and the 2nd grade classrooms. Her ESL students who could function close to the grade level or at the grade level from these 2 grades were mainstreamed in the homerooms. It ended up that she had more low readers than ESL students in the small groups. Even she was used as an inclusion resource teacher working with the 1st and 2nd grade mainstream teachers; she pulled the students out to work in her own room except students from 1 1st grade room because the room was far away from her room. She worked with the 1st graders by

classrooms, so she got 90 minutes to work with them with 45 minutes allocated for each room. She pulled out the 2nd graders that were made up of more low readers than ESL students, and she worked with them for 1 hour with 30 minutes for each group. All the students were pulled out during the skill training time in their homerooms except the 4th graders. According to the practice at Parkside, skill training time was the time that students were taught in small groups. The only time for the 4th graders to come to see Ms. Carol was during their social study time, as a matter of act, they only saw Ms. Carol three times a week because they had specials for two days. So Ms. Carol worked with the kindergarteners when the 4th graders were not able to come to see her on those two days. She sent her 2 paraprofessionals to the classrooms to help ESL students.

Ms. Carol shared a classroom with the school's special education teacher. A tall wood file cabinet and some bookshelves were used as dividers in the middle. On her side, there were a kidney-shaped table and a moveable chalkboard in the middle. There were a few desks sitting against the wall, and in one corner of her side, 3 computers were put on the desks. There were several educational posters on the wall.

When the researcher visited Parkside and observed Ms. Carol's classroom, it was a regular school day except that there was a "knock down" drill (during which that all the students and staff were required to move as soon as possible to a closed area and to be locked up from inside without being seen from outside) at 10:00 a.m.. The drill was to help the staff and the students practice what they were supposed to do during an emergency situation. At 9:00 a.m., all the students stayed in their own room for the beginning of the day so Ms. Carol's room was quite. Around 9:05am, students started to

come to the room with a take-home reading book in a ziplock bag, and they lined up by the table waiting for their turn. Ms. Carol asked questions about the book and let them pick another book to take home. During this time, her paraprofessionals came to help. It took almost 20 minutes to get every student taken care of.

At 9:30 a.m., 5 1st grade male students walk into the room and sat down at the table. Among the 5 students, there was only 1 ESL student. Ms. Carol started the guided reading right away. She held up a piece of Manila paper with a list of new words on it and asked the students to sound them out. Most of them could do it. Then she took out the new reading book about a naughty cat and read to them. As she was reading to them, she asked them questions about the book constantly. After she finished reading, she turned to the board and asked questions about the book, and she wrote down the answers the students gave on the board. She gave each student a copy of the book and asked them to read with her. While they were reading, she asked them to point out the new words. The students were engaged in the reading activity and seemed to be interested in the book. Around 9:47 a.m., a paraprofessional walked into the room with a 3rd grader newcomer telling Ms. Carol that they just finished the spelling list and the student was not able to do what the rest of the students in the class were doing. Ms. Carol asked her to wait to join the next group. By 9:54 a.m., Ms. Carol told the 1st graders to line up by the door and walked them back to the room.

At 9:55 a.m., she came back with 4 students, among them, 1 was ESL student. Ms. Carol used the same book to do the guided reading with them. The 3rd grader who came in earlier joined them. At 10:00 a.m., the instruction was interrupted by the

announcement of “knock down” drill. Ms. Carol took the students to the closet and knocked up all the doors. At 10:07 a.m., the drill was over, and Ms. Carol continued the guided reading with the group. By 10:15 a.m., Ms. Carol took them back to the classroom.

Ms. Carol rushed down to another 1st grade classroom, and two groups of kids had already sat at two tables. At 10:17 a.m., Ms. Carol started the guided reading with a group of 4 African American students at a rectangle table. She used the same book about the naughty cat. The homeroom teacher started the McGraw-Hill Basal reading materials with another group of 5 kids at a kidney shaped table. In the same room, there were 5 kids sitting in front of computers working on a reading program individually, and 2 kids at a listening station (1 was listening to a book, and 1 was reading a book). Around 10:30 a.m., Ms. Carol’s paraprofessional walked into the room picking up a green folder sitting on a rack by the door. As soon as she walked into the room, the 5 kids working on the computers got up and followed her to the hallway. At 10:40 a.m., Ms. Carol and the homeroom teacher exchanged the reading groups. Ms. Carol had 5 kids, and 1 of whom was ESL. She used a different book as the guided reading materials, while the homeroom teacher used the same Basal reader. At 11:00 a.m., the kids in the hallway came back to the room with the paraprofessional, and Ms. Carol told the students in her group to go back to their desks.

At 11:10 a.m., 1 3rd grader came to the room. Usually, at this time, there were 2 3rd graders, but today, the other one didn’t come to school. Ms. Carol did guided reading with him alone and sent him back at 11:30 a.m.. After that, Ms. Carol took her lunch

break and followed by her 40 minutes plan time. Around 12:40 p.m., she started to work with ESL students from Grade 2, 4, 5, and 6. She pulled them out to her room and worked with them for about 30 minutes for every grade level except 60 minutes for the 2nd graders. Since she was an inclusion resource teacher for 2 2nd grade classrooms, she pulled out both low readers and ESL students from 2 different rooms at the same time. She divided the 2nd graders into two groups by their reading level and worked with each group for 30 minutes.

Ms. Carol saw her ESL students was from about 20 to 30 minutes, depending on their grade level. She mainly did guided reading with them. Her ESL students also received the regular reading instruction in their homerooms. At her school, all students, regardless of their reading level, needed to be exposed to the grade level reading materials. ESL students at Parkside were placed in different rooms for each grade level. She tried to pull out her ESL students from different rooms by grade level and worked with them during their skill group time in their homerooms, but she had a hard time squeezing every grade level into her daily schedule. So she was not able to see students from certain grades on a daily basis such as the 4th graders and the kindergarteners this year. The ESL students stayed in their homerooms for math, social study, science, and specials. The 2 paraprofessionals were sent to the classrooms to help the ESL students. At Parkside, Ms. Carol was used as a pullout resource teacher as well as an inclusion resource teacher. As a pullout resource teacher, she saw only ESL students in her own room. As an inclusion resource teacher, she shared the responsibilities of teaching both ESL students and lower readers with two 1st grade and two 2nd grade teachers.

In this model, Ms. Carol had to work with every teacher who had ESL students at school, which made it hard for her on scheduling. Working as an inclusion resource teacher, it seemed that there was a lack of communication between her and the homeroom teachers. The students not only received the guided reading at their instructional level from her, but also the reading at grade level from their homeroom teachers. During the 45 minutes, the researcher observed in the 1st grade room, the students received reading instruction only, but at different levels. Ms. Carol used the same reading book for 3 1st grade groups, and the homeroom teacher used the same materials. Even though she was used as an inclusion resource teacher for the 1st grade and the 2nd grade, she still pulled her students out of the classrooms, and the difference was that she needed to take other low readers as well.

Summary of the Pullout Models Observed

Pullout program is a term as well as a concept. How pullout program is operated at each school differs. In this study, the principals from both schools decided that the pullout program was appropriate for their schools because the ESL population was not large. Under the big concept of the pullout program, the two models observed were not carried out in the same way. The differences in these two models were: (a) the placements of ESL students in each grade; (b) the use of the ESL resource teacher; (c) the curriculum; and (d) length of instruction time received from the ESL resource teacher. First, at Peterson ESL students were placed in one room for each grade level while at Parkside ESL students were placed in different rooms for each grade level. Second, at Peterson, the ESL teacher was used as a pullout resource teacher whereas at Parkside the

ESL teacher was used as both a pullout resource and an inclusion resource teacher.

Third, at Peterson, the resource teacher integrated guided reading, language arts, writing, and spelling in her instruction, but at Parkside, the teacher gave guided reading lessons only to her students. Last, at Peterson, ESL students received 40 minutes to 1 hour instruction from the resource teacher, depending on their grade level while at Parkside; the ESL students received 20 to 30 minutes instruction from the resource teacher.

Despite these differences, there were similarities between these two models. First, the same guided reading approach and materials were used for reading instruction. Next, both teachers worked with the ESL students in their own resource rooms. Moreover, both teachers pulled out the students during their reading and language arts time of their homerooms. Furthermore, the total number of ESL students was relatively low at both schools, with 6% at Peterson and 14% at Parkside. Additionally, the ESL students were spread out in each grade level. Finally, both teachers had paraprofessionals and the paraprofessionals at both schools were sent to classrooms to work with ESL students during their math, social study, or science time.

In this study, the two models did not stay unchangeable forever. For example, the ESL students were not placed in one room for each grade level before at Peterson, and at Parkside, this was the first year that the ESL resource teacher was used as an inclusion resource teacher for the 1st and the 2nd grades. To sum up, administrators and teachers try to find out the most effective way to use their resources at school in meeting the needs of their students, so they have to change what did not work for them before and try new

ways that might be possibly working. As a result, pullout models can not stay unchanged forever.

Two Models Observed in the Inclusion Programs

This section presents two models observed at two elementary schools: Isabella Elementary and Indiana Elementary. Both participating teachers collaborated with another teacher at the same school, yet how they worked together was quite different.

Inclusion Model 1

Isabella Elementary was opened in 2002, the school used a big old warehouse and divided it into many school rooms as classrooms. In 2004, the school moved into a new 2 story building. In the 2005-2006 school year, the total student population was 650 from Grade PreK to 6, and 248 of them were qualified for ESL service. The languages spoken by the ESL students were Spanish and Sudanese. At Isabella, students from Grade PreK to 3 were mainstreamed for all subjects. The Title I reading teachers and special education teachers went to rooms to provide service. Some teachers at the school collaborated with another teacher from the same grade level, and some with another teacher from another grade level, while some other did full inclusion alone.

There were 5 3rd grade and 5 2nd grade classrooms in the school. Ms. Elisa was a 3rd grade teacher, and she had collaborated with a 2nd grade teacher, Ms. Debbie for 6 and a half years. Their classrooms were right next to each other. Both of them shared a paraprofessional, Ms. Jackie. Ms. Elisa had 11 3rd graders with 3 ESL students, and Ms. Debbie had 17 2nd graders with 5 ESL students. This year, neither Ms. Elisa nor Ms.

Debbie had any ESL newcomers. From the very beginning of the school year, they put students from both classrooms together. The students started their first day of school in Ms. Elisa's room. Every day, they were together to do the opening of the school, reading, writing, language arts, spelling, and literature. At the beginning of the school year, the Rigby Benchmark Pretest was given to each student. Their reading levels varied from the 1st to the 8th grade level. According to their Benchmark reading levels, the students were divided into the following 4 groups:(a) a 3rd grade level group; (b) a 2nd grade level group; (c) a group at somewhere of the 1st grade level; and (d) a group at the very beginning level. The 2 large groups of the 3rd grade level and the 2nd grade level were split into 4 small groups. Altogether there were 6 reading groups. They blocked 3 hours (2 in the morning and 1 in the afternoon) at the same time every day to do the reading, writing, and spelling block. Each group received about 25 minutes direct instruction from the teacher and 25 minutes independent working time under the supervision of the teacher, so students actually had at least 50 minutes reading, 50 minutes writing, and 50 minutes spelling daily. Ms. Elisa led writing groups, while Ms. Debbie led guided reading groups, and Ms. Jackie led spelling groups. The time for PE, music, arts, and library was the same for both rooms. In the afternoon after the 1 hour reading block, Ms. Elisa and Ms. Debbie did math, social study, and science in their own rooms. Ms. Jackie assisted them as needed. The model observed is illustrated in Figure 3.

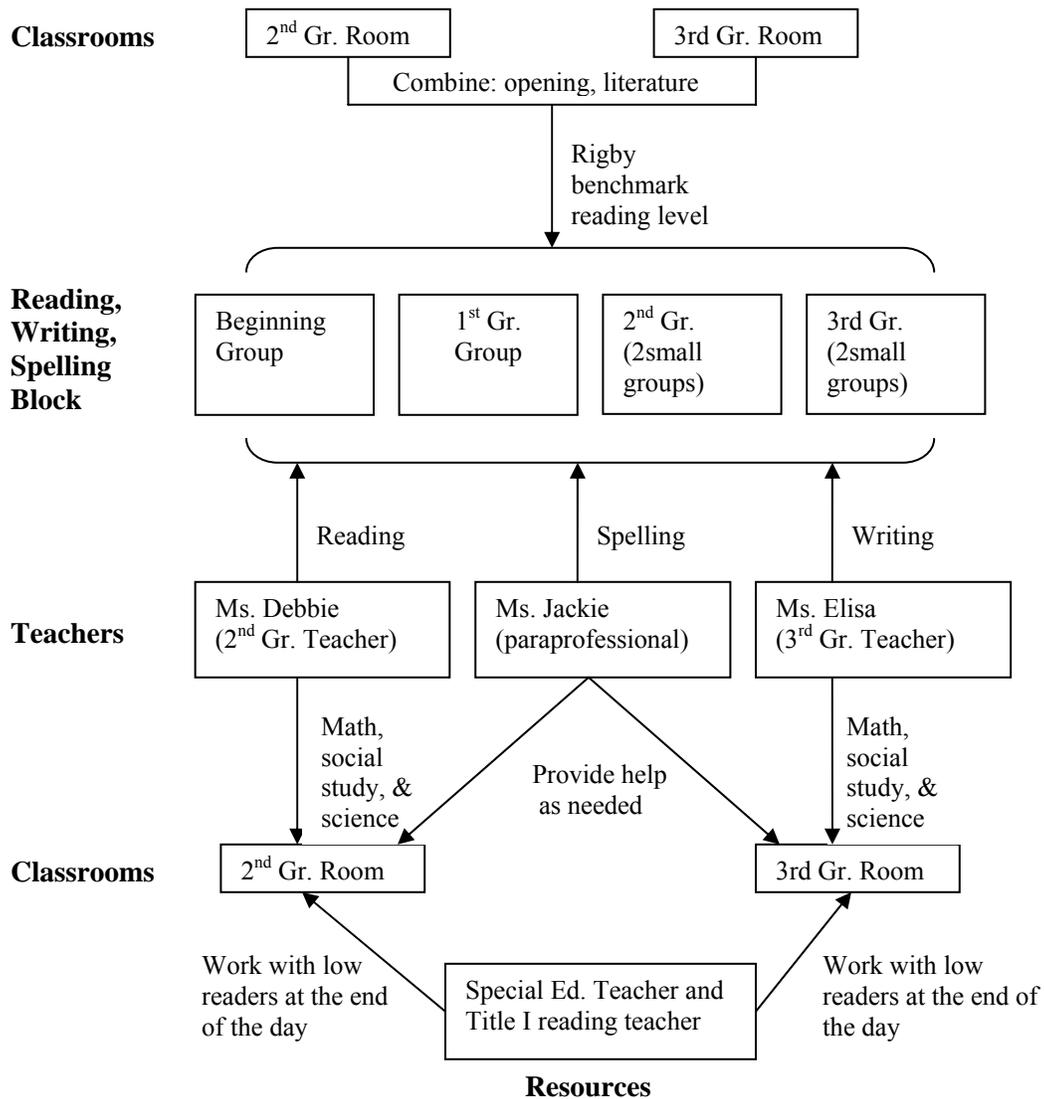


Figure 3 Inclusion Model 1/Isabella Elementary

The researcher visited Isabella Elementary on a regular school day in October, 2006. When the researcher walked into Ms. Elisa’s 3rd grade classroom at 8:50 a.m., she was working at her desk. Ms. Elisa had a student teacher in her room. In her room, there were 3 groups of desks and a round table in the back of the room. Several computers sat on the desks against one side of the wall by the door. Students’ work and educational

posters were posted on the wall. On one wall chalkboard hang a calendar, math manipulators, and numbers. At 9:00 a.m., students came back from the breakfast. The 2nd graders came to the 3rd grade classroom, too. Of the 28 students from both rooms, 5 were absent. The 23 students sat on the floor right in front of the chalkboard where the calendar was. Ms. Jackie walked to the front to lead the opening. The classroom cable TV was on and the whole school did the pledge of allegiance and announcement for the day. After the opening, Ms. Jackie worked with the students on calendar and numbers. She taught them to add up the school days. Then she handed each student a folder. Inside the folder were the song sheets. Ms. Jackie played 2 songs to the students, one was about number, and the other was about good behavior and respect in which the alphabet was used. The song about number was in both English and Spanish. The students enjoyed the music, looked at the song sheets, and sang along with them.

Ms. Debbie, the 2 grade teacher was checking the students' behavioral and homework management book while Ms. Elisa was checking the student's work. She called two male students from the big group and talked to them individually. Around 9:20 a.m., two male students from the 5th grade came to the room, the student teacher explained to the researcher that school classrooms were paired up, and when the students in one room misbehaved and the room teacher couldn't handle them, these students were "fired" from their homeroom for 20 minutes and were sent to the partner's room. Ms. Elisa asked them to sit in chairs and they were ignored. These two students sat there watching what the other students were doing in the group.

At 9:29 a.m., the students were told to line up in their own groups. A group of 10 students were left in the 3rd grade room for writing with Ms. Elisa and the student teacher, and the other two big groups went to the 2nd grade room. Usually, Ms. Elisa used Lucy Calkins' writing workshop, but this week, they were working on a project called "Terrible Underpants", a book they read a couple of days ago. She returned the paper they wrote the day before to their students and asked them to start to fix it. The student teacher and Ms. Elisa started to call the individual student for a conference on their paper. This was the 3rd day of this writing project. On the 1st day, Ms. Elisa helped them brainstorm the vocabulary about what was embarrassed and what was terrible. Then the students picked what they were familiar with them, and did a quick sketch with several key words in the picture. On the 2nd day, Ms. Elisa asked them to write a sloppy copy. On the 3rd day, Ms. Elisa had a conference with individual student about their sloppy copy. On the 4th day, students could write the final draft. Ms. Elisa explained that all the students were working on the same thing, but the level of students' paper varied significantly. For example, the beginning writers could write short sentences while the advanced writers at grade level could write paragraphs with great details. Sometimes, it took longer than 4 days to finish a writing project, and sometimes it took shorter time. Each student had a writing journal. Ms. Elisa showed the researcher some of the students' work. The students had already finished about 4 writing projects by the 2nd week of October. The students in Ms. Elisa's room were all engaged in their own work. At 10:20 a.m., Ms. Elisa's timer beeped, the students put away their stuff, and went to the next

door. At the same time, 7 students came to Ms. Elisa's room. Ms. Elisa worked on the same writing project with the students.

Around 10:35 a.m., the researcher went to the 2nd grade classroom to observe. Ms. Debbie had 17 desks in the middle of her room. Toward the back of the room, there were two kidney shaped tables with 2 file cabinets and a book shelf in the middle as a divider. The students' works were displayed on the wall. One wall displayed all the words students learned by alphabetical order. Three cases of reading books from Scholastic were displayed on the counter. Ms. Debbie was working with 4 students on reading at one table while Ms. Jackie was working on the word family 'at' with 6 students at another table. The rest 8 students were reading at their desks independently. Ms. Debbie was using Rigby leveled reader as guided reading materials. Around 10:40 a.m., Ms. Debbie pulled out students to her group to work on a chapter book. Apparently, this group of students could read books at a higher level. She taught them reading strategies and new words as well as integrated language mechanics and grammar.

At 10:55 a.m., Ms. Jackie sent the 6 students in her group to work on their own spelling list and called 4 students to her group for spelling. Ms. Jackie worked with them on homophones. She gave them sentences and asked them to write them down. She used homophones in both sentences. The students participated in this activity attentively. Ms. Elisa introduced that this year the whole school started a new spelling program. They used Rebecca Sitton's spelling resource book. The students needed to learn new words in writing. They read a story and had a story test by filling in the words. After that, they took a close test. Their spelling list was the words they missed out in the close test. Every

student's spelling list was different. It was a lot of work for Ms. Jackie, but the students liked it.

Around 11:25 a.m., the 3rd graders were sent back to their own room, and the 2nd graders came back to Ms. Debbie's room. Ms. Elisa and Ms. Debbie took their own kids to the bathroom, and then to the lunch room.

After the students came back from the lunch, they all went to Ms. Elisa's room for literature reading. The students sat on the floor and Ms. Jackie read a book to them. She once a while asked questions, and the students were all involved in it. After the literature time, the students were instructed in groups again for another 50 minutes reading, writing, and spelling block. Both Ms. Elisa and Ms. Debbie arranged math, social study, and science in the afternoons. Their specials were also in the afternoons. At the end of the day, a special education teacher and a Title I reading specialist came to give some extra help for the low readers.

Ms. Elisa, a 3rd grade teacher collaborated with Ms. Debbie, who has been a 2nd grade teacher for 6 and a half years. They combined their students to do reading, writing, spelling, and language arts every day. The students were grouped according to their Rigby Benchmark reading levels. The purpose was to give students instruction in small group settings and meet every student's need in both classrooms. Also, they were able to loop the 2nd graders for one year. The school administrator blocked 3 hours every day for them to do the reading, writing, and spelling block with 2 hours in the morning and 1 hour in the afternoon. During these 3 hours, no specials were scheduled for either classroom. Ms. Elisa led a writing group; Ms. Debbie led a writing group, while the

paraprofessional led a spelling group. They only needed to plan for one subject and differentiated the instruction levels based on students' reading levels. The students received a good solid 50 minutes for reading, writing, and spelling respectively every day. The resource teachers came into the room in the last hour of the day to work with lower readers in small groups. Ms. Elisa and Ms. Debbie kept their own students in their own room to do math, social study, and science in the afternoon. Their paraprofessional was shared between two rooms during these times.

In this model, full inclusion was implemented with no student being pulled out at all. The two classroom teachers and their shared paraprofessional worked together and shared the teaching responsibilities during the reading, writing, and language arts block time. Their goal was to get as many students on grade level as possible.

Inclusion Model 2

Indiana Elementary was opened in 1999 and the building was renovated in 2002. In the 2005-2006 school year, the student enrollment from Grad PreK to 6 was 246. Of these, 180 who were qualified for ESL service spoke Spanish and Sudanese. At Indiana, all students from Grade PreK to 3 were mainstreamed. The Title I reading specialist worked with the classroom teachers and pulled out students for intensive work on reading skills. Teachers at the same grade level collaborated with each other.

There were 2 1st grade classrooms at Indiana. Ms. Lydia had been a 1st grade teacher for 7 years. This was the 2nd year she collaborated with the other 1st grade teacher, Ms. Emily, and the Title I reading specialist, Ms. Kathy. Before that, she did inclusion program alone. Ms. Lydia had 17 1st graders, 15 of them were ESL. Ms. Emily

had 17 1st graders, 14 of them were ESL. Ms. Lydia had a full-time paraprofessional in her room, and Ms. Emily had one, too. This year, Ms. Lydia had a student teacher. Most of the time, she had a student teacher in her room. In the 1st month of the school year, Ms. Lydia and Ms. Emily kept their own students in their own room. They gave them Rigby Benchmark Reading Pretest to each student. Ms. Lydia planned guided reading lessons for all the reading levels for her own students for the 1st month. Another reason to keep their own students for a month was to establish a bond between the students and their own teacher because they wanted the 1st graders to have an easy transition from the kindergarten to the 1st grade. From the 2nd month, Ms. Lydia and Ms. Emily combined their students for a 2 hour reading and language arts block every morning from 9:30 to 11:30 a.m.. According to their Rigby Benchmark reading levels, their students were divided into 3 big groups: (a) students' reading levels below level 4; (b) reading levels in between; and (c) level 4 and up. Ms. Lydia took the low readers who could not read on grade level in her room, Ms. Emily took the high readers in her room, and Ms. Kathy pulled out the students that were in between and got them ready for Ms. Emily's group in her resource room. Ms. Kathy gave her students Rigby Benchmark reading test on an ongoing basis. Ms. Kathy sent students from her group to Ms. Emily's group whenever a student could read at level 4, and at the same time, she pulled out students from Ms. Lydia's room when the student was ready for her group. Ms. Lydia and Ms. Emily collaborated in teaching math, too. Ms. Lydia took the students at higher levels while Ms. Emily worked with students at lower levels. They did social study and science in the

afternoon in their own rooms with the help of their own paraprofessional. The model observed at Ms. Lydia's 1st grade room is presented in Figure 4.

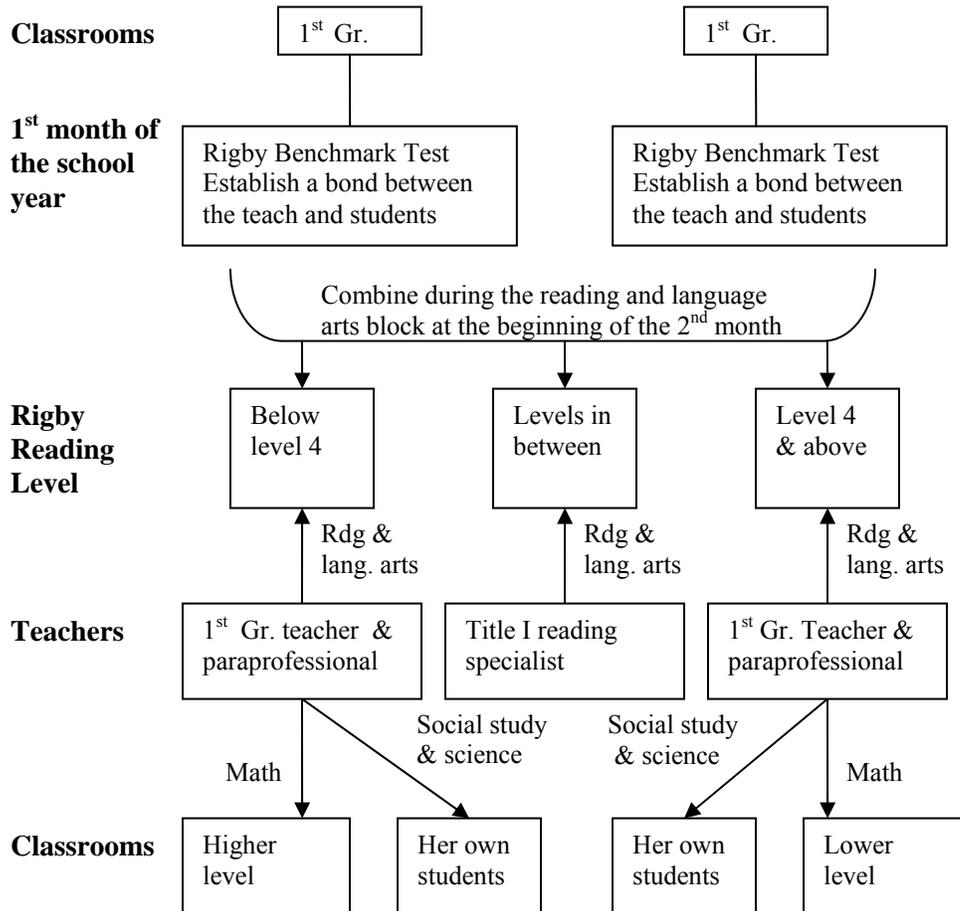


Figure 4 Inclusion Model 2/Indiana Elementary

In October, 2006, the researcher observed and interviewed Ms. Lydia in her classroom. When the researcher walked into her room at 8:40 a.m., Ms. Lydia was busy getting her room ready for the students. Ms. Lydia's room was right next to Ms. Emily's room, actually, it was also connected through a door on the wall between the rooms. In the middle of Ms. Lydia's room, a file cabinet was used as a divider. On one side of the

cabinet, there were 17 desks lined up in 4 rows facing the chalkboard. Two kidney shaped tables were placed against the wall. One round table was right behind the desks. On the other side of the cabinet, there was a piano by the door, a reading corner with a bookshelf full of books and some cushions, and a chart paper on a stand. The teacher's desk was in the corner by the door that was connected to Ms. Emily's room. Students' works and educational posters were displayed on the walls.

At 8:58 a.m., her paraprofessional, Ms. Kent, brought the students back to the room from the school cafeteria. Right after the students walked into the room, they handed in the teacher their homework. Then they went to their own desks and started to work on the worksheets sitting on their desks. At 9:05am, the morning announcement came on the school cable TV.

At 9:13 a.m., Ms. Lydia called the roll and greeted each student. Ms. Lydia also asked each individual how they were doing, and students all shared how they were. Ms. Lydia then pointed to a big pocket chart where the schedule of the day was laid out. She read through the schedule to the students. Both words and pictures were used to explain the schedule.

Between 9:15 to 9:30 a.m., Ms. Lydia worked on the calendar, weather, and used a chant to work on letter sound relationship. At 9:15 a.m., when Ms. Lydia stood in front of the calendar on the board, the students started to sing the song about the days of the week, first in English, then in Spanish. Then Ms. Lydia talked about the season, the month of the year, and the year. Students were constantly involved and answered questions actively. Ms. Lydia pointed to a number line on the top of the board and asked

the students to count how many days of schools they had already had since the beginning of the school year, then she wrote used a red marker to write down “31” on a small piece of round paper and posted at the end of the line. She used red for odd number and blue for even number. She asked the students to add up the number of school days every day and used it to talk about the number concept. When Ms. Lydia pointed to the weather chart on the board, the students started to sing a song about weather. Then Ms. Lydia asked what was the weather like today, all the students said, “rainy day today”. Ms. Lydia put a picture of rain on the weather chart. At 9:27 a.m., Ms. Lydia invited students to chant the alphabet and their sounds with her. Every student was interested in it and chanted with the teacher. Then the teacher asked them to name all the vowels and sound out several words. Ms. Lydia moved very fast, and the students seemed to get used to it and participated in all the activities attentively.

At 9:30 a.m., Ms. Kathy, the reading specialist, took 4 students out of the room, and 6 students were sent to the next door with Ms. Emily. At the same time, 10 students from Ms. Emily’s room came to Ms. Lydia’s room. Ms. Kent, the paraprofessional took 3 newcomers to a table, and she taught them to write their names. The rest of students followed Ms. Lydia and sat on the floor in front of a chart paper in the back of the room by the door. A short poem that had “an” words in it was written on the paper. They were supposed to work on the word family of “an”. They read the poem with the teacher, and Ms. Lydia showed the pictures to explain “man, van, and ran”. Then they read the poem again and clapped their hands whenever they saw an “an” word. Ms. Lydia also invited individual students to read sentence by sentence and go to the chart to circle the words

that had ‘an’ sound. She explained that these were rhyming words. She also explained that the first letter in a person’s name needed to be capitalized such as in “Stan” and “Dan”.

At 9:50 a.m., the students were told to sit at desks. Ms. Lydia told them they were going to work on word blending. She handed a snack bag with a bunch of letter cards inside to each student. She told them to take out the green cards. The students laid out the green cards on their desks. Ms. Lydia wrote “a” squared by a yellow marker and “n” squared by a red marker on the board. She told the kids to take out “a” and “n” from the bag. Then she wrote “tan” on the board. Then the kids are asked to find “t” from the green cards to make “tan”. After she repeated this activity several times, the kids were asked to do it on their own and shared the words they made with the class. At the same time, Ms. Kent took the 3 newcomers to the back of the room. She used big pictures to work with them on color recognition.

At 9:59 a.m., the students put away their cards. Ms. Kent took all of them to the bathroom. At 10:15 a.m., they started their sight words and rhyming time. Ms. Lydia used the sight words flash cards, and the students read them and write them. The 3 newcomers continued to work with Ms. Kent on language acquisition. Around 10:40 a.m., all students were directed to 4 groups. They rotated to do: (a) guided reading with Ms. Lydia; (b) letter sound with Ms. Kent; (c) making words with the student teacher; and (d) independent work. Obviously, the students knew where they were supposed to be. The group that was supposed to do the independent work brought their journals and started to write sentences. Ms. Lydia used different Rigby leveled readers for different groups. Ms.

Kent and the student teacher used different materials for each group to reinforce what they learned in the reading group. Every group lasted 15 minutes, and Ms. Lydia used a timer to control the time. The transition between groups was easy for the students, and they knew where they were supposed to be next. During the small group time, the classroom was not noisy even with talking going on in each group. At 11:55 a.m., Ms. Kent took the students to the cafeteria for lunch.

Ms. Lydia had her lunch during her students' lunch time. After her students were back from the lunch, they started their literature time followed by math, social study, and specials.

In both Ms. Lydia and Ms. Emily's classrooms, there were more ESL students than the native speakers. This was the 2nd year that they used this model. The school administrators blocked the mornings for them and arranged all the specials in the afternoons for both classrooms so that the 2 1st grade teachers could team teach without being interrupted by specials. In this model, Ms. Lydia only needed to plan for the lower readers and focused on teaching the basic reading skills. The reading specialist worked on the intensive reading skills for those whose levels were in between the two groups, and she did ongoing reading assessment for each student. The students that were pulled out by the reading specialist were only out of the homerooms for about a month. As the semester moved on, Ms. Lydia would have fewer and fewer students in her room, and Ms. Emily would have more and more students on grade level in her room because once a student could read book at level 4, this student would be moved to her room. The three teachers used the same guided reading approach for reading instruction. In this model,

students were all instructed in the small groups at their instructional levels, and each student received a solid 2 hours reading and language arts time. Both paraprofessionals in each room led a group during the reading block time, and worked with the lower readers on language acquisition during the language arts time. Both classroom teachers also collaborated in teaching math. They grouped their students at their instruction levels, too. But for math, Ms. Lydia took the students at the higher levels while Ms. Emily took the students at the lower level. They did social study and science with their own students in their own room. In this model, every student's need was met. It did not matter if a student could read on or below grade level, there was an instructional group for the student to go.

This was not an absolute inclusion model. Pullout was incorporated in it during the reading time, but the resource teacher did not pull out the same group of students for a whole school year, instead, she pulled out the students to prepare them to be able to function well in the next reading level. In addition, she would not keep any student for more than a month. Once the student was ready for the higher level, the student was moved back to the classroom. In this model, all the students were instructed at their reading levels, and they were not exposed to the regular Basal reading materials until they were ready for it. The 2 classroom teachers, the reading resource teacher, and the paraprofessionals joined together as a teaching team. They all worked for the same goal – to get students read on grade level.

Summary of the Inclusion Models Observed

Just like pullout programs, inclusion is also a technical term. How the particular model under an inclusion program is implemented fluctuates from school to school, or

even from classroom to classroom. Inclusion can be full inclusion or partial inclusion, which all depends on how it is named and viewed by the school administrators and the school teachers.

In this study, two different inclusion models were observed. There were differences and similarities in these two models. The major differences were: (a) Isabella model used full inclusion while Indiana model incorporated pullout during the 2 hours reading block time; (b) At Isabella, two teachers from two close grade levels collaborated whereas at Indiana two teachers from the same grade level collaborated with the reading resource teacher during their reading block time; (c) At Isabella, teachers divided the teaching responsibilities by subjects, and they only taught one subject to all students during the block time, but differentiated the levels and scaffolded the teaching materials; but at Indiana, the teachers divided the teaching responsibilities according to their students reading levels, and one teacher took the students with low levels, one teacher took the students with high levels, and the resource teacher took the students in between, and they taught reading, writing, and spelling during the block; (d) At Isabella, their reading block was 3 hours with 50 minutes in reading, writing, and spelling respectively because they had the 2nd and the 3rd graders; where at Indiana, the reading block was 2 hours in which reading, writing, language arts were integrated because they had the 1st graders; and (e) At Isabella, the students were put together on the first day of the school to establish a bond with the teachers they were going to work with, while at Indiana, the students were put together one month later after they established the bond with their own teachers.

However, there were also several similarities between these two models: (a) At both sites, guided reading approach and the Rigby reading materials was used for reading instruction; (b) Paraprofessionals were used to lead spelling groups during the block time; (c) The students were instructed at their instructional levels, and not exposed to the regular Basal reading materials until they were ready for it; (d) The school administrators blocked the same time they needed for their reading block every day; and (f) At both schools, the percentage of ESL students was high with 39% at Isabella and 75% at Indiana.

In this study, without collaboration between teachers and resource teachers, it was hard for either model to work out. It did take teachers at both sites a lot of effort to figure out a way that would work for them and their students. Even though the models used in this study stayed the same so far for the last couple of years, the students changed, so did the curricula for some subjects such as the spelling program at Isabella. So every school year is a new and challenging for the teachers. Their collaboration can never stop as long as their model is implemented.

Summary of Models Implemented in the Pullout and the Inclusion Programs

Even though the ESL students were served in either pullout or inclusion programs, the way a particular model was implemented was quite different from school to school, from teacher to teacher, and from classroom to classroom. Notwithstanding at the same school, the models varied according to the needs of the school, the needs of the students, the decision of the school principals, and the degree of collaboration between teachers.

Pullout and inclusion are two technical terms. However, in the real teaching practices, pullout and inclusion can be integrated with each other as long as the way it is incorporated works for that particular school. For example, the pullout was used at Parkside, but the ESL resource teacher was also used as an inclusion resource teacher teaching not only ESL students but also low readers. Indiana integrated part of the pullout in the inclusion model, too. Some students were pulled out by a Title I reading specialist for intensive work on reading and language skills. After all, pullout and inclusion are not merely separate concepts for a certain way of teaching practice, but can be integrated according to the needs of the students.

In this study, it did not matter in the pullout or the inclusion programs; none of the models was shaped originally as what it was today. They all underwent changes from year to year. No model can be set forever due to the changes in our school. Administrators and teachers are still in search of the most effective way to meet the needs of their ESL students and low readers and use their resource teachers.

Findings from Triangulation Data

This section presents the themes developed from the interviews, observations, and the relevant documents. The findings were categorized into the following 8 aspects: (a) reading instruction, curricular, and instruction time; (b) scheduling; (c) collaboration between the resource teachers and teachers; (d) workload between the classroom teachers and the resource teacher; (e) use of paraprofessionals; (f) assessment of students' ongoing progress; (g) students' attitude toward pullout programs from the perspectives of teachers; and (h) advantages and disadvantages of either program from the perspective of

teachers. The shared characteristics of pullout programs and inclusion programs were determined respectively. Although the same programs implemented at different school, the particular model was different, therefore, differences occurred.

Reading Instruction, Curricular, and Instruction Time

Pullout Programs

In this study, ESL students mainly received guided reading at their instructional reading levels in small groups in the resource room. The reading materials were the Rigby Leveled Readers. At Peterson, ESL students also had writing, language arts, and literature with Ms. Jenny. Ms. Jenny put students at different grade levels to do the same writing project, but students wrote at their own level. She had to develop her own curricular for language arts, writing, and literature in order to meet the students' needs. While at Parkside Ms. Carol only did guided reading for every grade level.

At both pullout sites, ESL students also received the regular Basal reading with their homeroom teachers as well. One 2nd grade homeroom teacher at Peterson said after the 3 ESL students returned from the ESL resource room, they did their regular reading with the rest of the students. Although she gave them less challenging words, she indicated that Basal was "a little bit difficult, actually, those are difficult" for ESL students. At Parkside, when the researcher observed one 1st grade room, the ESL students did 20 minutes guided reading with their ESL resource teacher, and 20 minutes regular reading with their homeroom teacher. As a matter of fact, the ESL resource teacher at Parkside saw more non ESL students than ESL students because she was used

as an inclusion resource teacher for the 1st and 2nd grade. Ms. Carol said that the guided reading was part of the skill groups in which lower readers received extra small group help.

At both schools, ESL students stayed in their own homerooms for math, social study, and science, and the paraprofessionals were sent to the homerooms to help them. ESL students followed the same regular curricular in these subjects like the rest of the students in the class. A second grade teacher commented that her ESL students in her math class were doing fine with the computation, but had a hard time with problem solving because reading was involved.

ESL resource teachers at the pullout programs needed to see students at different grade levels. Students were at different reading levels even though they were in the same grade. They had to fit the groups from 6 different grades into their daily schedule. At both sites, they pulled out the students by grade level. The average guided reading time was around 15 to 30 minutes depending on the grade level. The instruction time Ms. Carol had for each group was 20 minutes for the 1st graders and 30 minutes for the 2nd grade and up at Parkside Elementary. Ms. Carol worried about that 20 minutes was not going to be long enough for the 1st graders after they moved to higher reading levels because a couple of minutes could be lost during the transition between groups sometimes. Ms. Carol was used as an inclusion resource teacher to do guided reading for the low readers in both 1st and 2nd grades, so 2 and a half hours (90 minutes for the 2 1st grade rooms and 60 minutes for the 2nd grade) of her day was taken. Therefore, she did not have enough time to integrate more writing and language arts for the ESL students at other

grade levels. Ms. Jenny at Peterson Elementary was used as a resource teacher only. She kept her students between 40 minutes to 1 hour depending on their grade level. Her guided reading time for the 1st grader was about 15 minutes and for the 2nd grade and up was 20 to 25 minutes. She integrated writing and language arts in her instruction.

Inclusion Programs

ESL students in the inclusion programs were mixed with the regular students and were placed in the groups by their reading levels. They received guided reading, writing, spelling, language arts, independent reading, and literature either in their own homeroom or in the collaborating teacher's room. At both inclusion sites in this study, the teachers used the materials at their reading levels and prepared them to read on grade level. Once they could read on grade level, they would be moved to the grade level reading group. The students were not exposed to the grade level reading materials before they were ready for them. Only those students who could read on grade level used Basal reading materials. At Isabella Elementary, the teachers teaching reading, writing, and spelling had guided reading materials, writing handbooks, or a spelling program to follow, and the teachers differentiated and scaffolded the materials. At Indiana, teachers followed guided reading materials for the students whose reading levels were below grade level and Basal reading series for those at grade level, and at the same time, they had to develop their own curriculum and materials for writing and language arts to meet the diverse needs of students. Ms. Lydia noted,

You just have to really think about, I mean how to meet everybody's need, so that is a hard part. You just can't slip into page 24 for these students. At this stage, sound and blending, word family, and rhyming words are big things for them.

At both inclusion sites, the teachers collaborated with each other during their daily reading, writing, and language arts block. At Isabella, the block was 3 hours with 2 hours in the morning and 1 hour in the afternoon while at Indiana, the block was 2 hours in the morning. During the block time, the guided reading time for the 1st graders was 15 minutes and for the 2nd and 3rd graders was 25 minutes.

Compared the reading instruction, curricular, and instruction time of the pullout and the inclusion programs in this study, there were some major differences. First of all, the ESL students in the pullout programs were exposed to regular Basal reading in the homerooms even though it was difficult for them while the ESL students in inclusion programs would not use Basal until they were ready for it. Secondly, the length of the instruction time that ESL students received at their instructional levels in the pullout programs was shorter than that in the inclusion programs. Finally, the ESL students in the inclusion programs spent more time on language acquisition and language development at their instructional levels.

However, there were also some similarities: (a) In both programs, ESL students used guided reading and were instructed in small groups; (b) Teachers had to develop their own curricular for writing and language arts. In spite of that the teachers had the materials to follow; they still needed to break the levels down to the students' instructional levels.

Scheduling

Pullout Programs

In this study, scheduling has not been always easy for the ESL resource teachers at both schools. At Peterson Elementary, starting from this year, the principal placed the ESL students in one room for each grade level, so Ms. Jenny pulled the students out during their homeroom guided reading and language arts time. She remarked that scheduling before was a “nightmare” and now putting the ESL students in 1 room for each grade made scheduling a lot simpler and less overwhelming. Since she pulled the students out during their classroom language arts time, she had to take students during her regular lunch time, and had lunch at 1:30 p.m.. She noted,

It is important to try to set up a workable schedule. I am lucky that my classroom teachers are so flexible. They are easy to work with and adapt time with me. It usually seems to work out.

A 2 grade classroom teacher at Peterson said,

I figure she (the ESL resource teacher) has got the biggest problem, so I just tend to do whatever works best for her. I got to change my reading and math time this year because of the help for her. She needs help. She needs them (ESL students) during that time, and I need them here for math, so just switch it.

This teacher stated that when the ESL students came back from ESL, it was about the time for them to change subjects, so they kind of waited for them. She explained that setting up a consistent schedule in the homeroom was essential to help ESL students get on routine; as a result, they could just step right in. She did not have to explain to them what they were doing.

At Parkside, ESL students were placed in different rooms, scheduling was not quite easy. Ms. Carol stated,

It (scheduling) went quickly this year because I was told what I was going to do, you know, 1 and a half hour is filled in the morning so I don't have to even figure that out. And then, really, the other scheduling is kind of getting better this year, because they (homeroom teachers) feel like not only knowing what I am doing, but things kind of work out to have it supposed to be, but there are a couple of hours in the afternoon, they just seem to be working out better this year, but you know, sometimes nobody needs you, like there is a certain time of the day, like this year I got the 1st half hour in the morning, you know, we are doing the checking thing this year. Teachers do not want you to pull out their kids during the first half hour of the day because they are just doing the preliminary things of the day.

Ms. Carol could not find an appropriate time slot to fit the 4th graders into her daily schedule so the 4th graders had to miss her instruction twice a week as they were having specials. She used those 2 days to squeeze in kindergarteners, so the kindergarteners could receive instruction twice a week from her.

Inclusion Programs

In this study, scheduling was not difficult for teachers. At both schools, the administrators blocked the time the participating teachers needed daily for their reading and language arts block. In this way, they could have the block every day at the same time without being interrupted by specials. They only needed to figure out the length of instruction for each group.

Compared with the resource teachers in pullout programs, teachers in inclusion programs did not have to spend as much time and energy figuring out when to see the students and how long they were able to see them. They did not have to consider the problems of scheduling conflicts. They divided up the students by their reading levels and

set up a time for reading, writing, and spelling, and then rotated the groups. Scheduling was easier for teachers in inclusion programs

Collaboration between Teachers

Pullout Programs

In this study, a 2nd grade classroom teacher at a pullout site said, “You can’t be an elementary teacher without being collaborative”. But collaboration does not always happen naturally and effortlessly. Collaboration involved at least 2 teachers or more to make it happen.

At Peterson, placing ESL students in 1 room at each grade level made collaboration a little bit easier between the resource teacher and the classroom teachers. Ms. Jenny only needed to communicate with one teacher for each grade level. She communicated with the classroom teachers very often. They talked about what they worked on with their ESL students. Ms. Jenny said she received support from teachers in her school. Since this was the 7th year that she had been working at the same school, the teachers knew that she was reliable and flexible. She offered help to the teachers whenever she could. For example, during the testing time, she did CRT (district Criterion Reference Test) with them. She also helped the kindergarten teachers do the testing, etc. Ms. Jenny remarked, “The teachers can count on me”.

A 6th grade newcomer did not know the names of her friends at school. Ms. Jenny used a writing project to help her with it. The girls in her homerooms offered to help her learn body parts, numbers, and sight words. Ms. Jenny helped her take pictures

of the girls in her room. Then she made a list of the body parts and the girls picked different ones. They wrote their names with their pictures by the list. If her name was on that list, she would help the new student read the list. Ms. Jenny helped the newcomer make it into a book. Ms. Jenny proudly showed the book to the researcher. When Ms. Jenny sent the book with the student to her classroom, her teacher would let the girls sit by her and read with her.

Ms. Jenny also had an activity called “a buddy book”. She let her ESL students take a book from her room back to the homeroom and “go and ask the teacher to give a partner to read”. The reading buddy changed, which depended on the homeroom teachers.

Ms. Jenny talked to the classroom teachers about their students’ needs, struggles, progress, and behavior problems. She also let her ESL students bring their work from math, social study, and science to her room at the end of the day for tutoring. She conducted other activities involving all ESL students such as “Sharing your Culture” by writing and bring unique stuff from homes to share with others. She displayed students’ work at school so the other teachers could also know what their ESL students were doing in the resource room. Since her students were from different grade levels, it was almost impossible for her to set one hour aside to sit down to plan with every teacher every week. However, she did what she could to communicate with the teachers.

At Parkside, ESL students were placed in different rooms for each grade level. Setting up a schedule itself was hard for her. Even she was used as an inclusion resource teacher for the 1st and 2nd grades. She said there was no real collaboration going on. She

knew the homeroom teachers were doing Basal with the same students she did guided reading with, but she did not know exactly what they were working on. She was trained to do guided reading, and they asked her to do guided reading with the lower readers. The classroom teachers did not know what she was doing. She said, “basically, she (the homeroom teacher) just got her group, all these groups are just cycling though all of us, maybe not all of us”. There was no communication between the resource teacher and the classroom teachers. She noted,

I feel like she (homeroom teacher) is doing the guided reading, and she is doing Basal. So there is no talking really going on. We might once a while catch each other and ask about a certain child’s behavior. And you know, ‘do you think... because you have him all day, do you think this child can sit still?’ You know, those kind of questions. But instructionally, we don’t really talk.

Since this was the 1st year they tried out this model, she was not sure if this was going to work out. She felt that the classroom teachers thought that she did guided reading for the ESL students and lower readers, and they could get extra reading time at their own level rather than just have them to be in the Basal above their levels. She remarked that there were some “loops out there”, but she was not sure how to fix them.

However, it seemed easier for Ms. Carol to figure out her schedule this year. She stated that the teachers seemed to have more understanding about what she was doing. It did not take her to figure out the schedule as much long time as what she used to.

In this study, collaboration was complicated for teachers at the pullout sites. Both teachers in the pullout programs had to work with other teachers from different grade levels, which greatly increased the difficulty level of collaboration. On the top of that,

they worked with students at many different levels daily. Placing ESL students in one room for each grade could make the collaboration moderately easier, but still tough.

Inclusion Programs

In this study, both participating teachers at inclusion sites collaborated with a teacher from a close grade level or the same grade level. At Indiana, the reading resource teacher was also part of the collaboration team. At both sites, both participating teachers combined their own classroom with their partners' during the reading and language block time. Yet, both teachers agreed that it was hard to find the right person to work with. Both of them felt lucky to have the right person to team with. Ms. Elisa was assigned by the principal to work with another 3rd grade teacher at first, but it did not work out. Ms. Lydia said that it was important to have teachers who had "the same working ethics".

At Indiana, this was the 2nd year that Ms. Lydia worked with another 1st grade teacher and the Title I reading specialist. In both rooms, there were more ESL students than the native speakers. She stated, "It was wonderful because we work together so well. We teach the same way". They all got together to plan for an hour weekly and talked informally on a daily basis. They discussed word families, sight words, as well as individual student's progress. She remarked,

The whole picture is that you have to have teachers who are highly motivated to try to make it work and make sure the students will success, so they can try to figure out something that will work out for the students. In our model, you got to have somebody who's willing to take the lower readers because that's the hardest. But, the teacher who takes the higher readers has the challenges there, too. I think it's harder with the lower readers because it just takes a long time, and it's repeat, repeat, and repeat. Both of us work very hard, and we both are very committed to it. We were so desperate to find out the way. Collaboration, you know, is a big thing.

At Isabella, Ms. Elisa collaborated with Ms. Debbie, the 2 grade teacher for 6 and a half years. This year, there were 5 3rd grade rooms and 5 2nd grade rooms at school. The principal thought it could be a cool thing to have the 2nd graders with the 3rd graders together and it would be also looping the 2nd graders when they became the 3rd graders. When the principal offered them this opportunity 6 year ago, Ms. Elisa and Ms. Debbie decided how they were going to do it, and it worked. In this model, they got the 2nd graders for 2 consecutive school years. Ms. Elisa said proudly, “Kids knew us, and parents knew us, and make it so much easier for us to start”. In both rooms, in the 2005-2006 school year, there were more native speakers than the ESL students, and they had no ESL newcomers in either room. Ms. Elisa, Ms. Debbie, and their paraprofessional, Ms. Jackie met once a week to plan together. Ms. Elisa denoted,

Sometimes we might have to quit doing other things, we have a set time when we meet once a week for an hour to touch base to see where we are, to see where the kids are academically or behaviorally. And that’s a very important piece, just that communication we are having, having that set time for us. You need that...

In addition, Ms. Elisa mentioned that they did not always agree with each other because they were 3 different people, but they talked about it, and it worked out eventually, and they all on the same page. Ms. Jackie’s suggestions and opinions also received the same respect. She pointed out that collaborating with another teacher was just kind of “like a marriage, we have to work on it”. She did not think she could work with any teacher like this because “having a certain personality” played an important role in collaboration. However, she thought if people wanted it, it would work. She stated,

You have to be willing to. There are some teachers I’m not saying in this school, and I think we are starting to see more and more of it. We are not isolated, you know there are some teachers who still think that teaching is isolated and they

don't want to share kids, they don't want to share rooms. You have to be willing to, it's kind of like marriage, you are not alone. If somebody really wants to work with other people, and willing to share ideas, share their resources, and share their personal space, their rooms, they can work together wonderfully, just to break up their own kingdom. I know it doesn't work for all people. I know there are some people out there who have tried it, and it just hasn't worked out. I think it can work, in what we are doing here; nothing will work out without collaboration here.

Collaboration was great for the teachers and students, but it was not always easy for Ms. Elisa. The most difficult thing was that because they had 2 classrooms, and sometimes depending on the reading levels of the students, 1 or 2 reading groups might become fairly large because the purpose of the collaboration was to provide effective small groups for the students, and they did not want to have more than 5 or 6 students in a group. Ms. Elisa thought this was the most frustrating piece. On the top of this, the reason she thought it was hard this year was because they used the new spiral spelling program, and every student used a different spelling list. They were still learning how to implement this new program. Other than these, she thought they did a pretty good job.

Of the 4 schools in this study, teachers at 3 schools collaborated with each other. The interesting thing was that collaboration at these schools did not happen right away. It took them a couple of years to figure out the workable way.

At both the pullout and the inclusion sites, collaboration just did not happen naturally. It took time and effort for teachers to search for a solution and determine a way. There was not any formula of collaboration for a specific model or a program for any of these schools to follow. In this study, the common characteristics of those teachers who collaborated with others were their willingness to work it out. Collaboration was not

as easy as 1, 2, 3, but it could happen. Without collaboration, neither inclusion model could work.

In this study, compared with collaboration in the pullout programs, once a teacher in the inclusion program found the right person to work with, the teacher could be sticky to the same team member and continued to collaborate with each other as long as they wanted or stayed in teaching, but an ESL resource teacher in the pullout programs did not have such a privilege and freedom, the teacher had to work with other teachers from different grades levels regardless of her choice. To sum up, collaboration in the pullout programs was more intricate. However, it was not impossible for the pullout resource teachers to communicate with the regular classroom teachers; the bottom line was both the resource teaches and homeroom teachers needed to be aware of what ESL students were doing in each other's rooms so that it was possible to fill the gap at both ends.

Workload between Teachers

Pullout Programs

Even though the resource teachers at the pullout sites only prepared reading and language arts, they had to plan and teach their lessons at different instruction levels. Both teachers in the study did not feel they had a heavy workload. However, it was hard for both of them to write down everything precisely for each group in lesson plans. They knew what they were doing and what they were supposed to do.

Inclusion Programs

Teachers at the inclusion sites in this study collaborated with another teacher either at the same grade level or at another level. They combined the two classes and worked together. After Ms. Elisa's 3rd grade class combined with the 2nd grade class, the total number of the students was 28, and the students were placed in 6 groups. While after Ms. Lydia combined her room with another at the same grade, the total number of students was 34, and they were placed in 8 groups in total, but Ms. Lydia only worked with the lower readers, therefore, she had 4 groups during the reading and language arts time.

They either planned for one subject at different levels or different subjects at one reading level during their reading and language arts block. Ms. Elisa at Isabella Elementary planned and taught writing for all groups, and she felt it was hard for her to really measure the workload. She commented,

You know, when I taught special ed, the 5th graders were doing math, the 3rd graders were doing reading. You know, I don't know it would be more or less workload, because even I only make plans for writing, I still make plans for the different groups, double the groups. Probably it evens out at the end (laugh...).

Ms. Lydia at Indiana Elementary took the lower readers from the 2 1st grade classrooms, and she felt her workload decreased. She planned for reading, writing, and language arts. She denoted,

Last year was the first year we worked like this way. I didn't stay late last year It was the first year we did this. Because what I did was to plan for my lower readers, and I didn't have to stay till 7 or 8 o'clock in the evening.

In either programs, none of the participating teachers felt they had a heavy workload. Both teachers in the pullout programs were not able to write down everything

“precisely” in their plans due to too many levels. One teacher in the inclusion program reported that her workload decreased after collaborating with another teacher.

Use of Paraprofessionals

Pullout Programs

At both pullout sites, both teachers had paraprofessionals. One paraprofessional was staffed for the ESL resource teacher at Peterson, but two at Parkside. While the ESL resource teaching was doing guided reading in the resource room, paraprofessionals at both schools were sent to regular classrooms to help ESL students with their math, social study, or science. Both teachers did not write lesson plans for their paraprofessionals. Once a while, paraprofessionals also brought ESL students to the resource room to work.

Ms. Jenny said she had a couple of paraprofessionals in the last 6 years. She indicated, “it’s a hard job, you have to have somebody who is very flexible, and can work with kids.” She was satisfied with the paraprofessional she was having. When the researcher was at Peterson, her paraprofessional brought a student to the resource room to work on social study at the beginning of the day because the homeroom was noisy. At Parkside, Ms. Carol’s two paraprofessionals helped her with checking up students’ reading assignments at the beginning of the day, and then they went to other rooms to work.

Inclusion Programs

At Isabella, Ms. Elisa shared a paraprofessional, Ms. Jackie, with her team teacher, but at Indiana, Ms. Lydia had her own paraprofessional, Ms. Kent, so did her

team teacher. At both sites, the paraprofessionals were kept in the classrooms and led the spelling groups during the reading and language arts block time every day. For the rest of the time, Ms. Jackie helped in both classrooms. Ms. Kent mainly helped the newcomers with their language acquisition. Ms. Elisa worked with Ms. Jackie for 7 years. Ms. Lydia worked with Ms. Kent at another school and now was working with her again this year.

At Isabella, Ms. Jackie had been working with the same 2 teachers since the beginning of their collaboration. This year, the school started a new spelling program, and Ms. Jackie followed the curriculum and planned for different groups. She developed a spelling list for each student. Ms. Elisa signified,

On the very first day of the school day, we told our students we were all teachers here. She (Ms. Jackie) is one of the teachers. These are the teachers that are going to work with you. We do bonding activities. In the morning, we do the calendar; we sing for 10 minutes, and we partner them together.

When the researcher was at Isabella, Ms. Jackie was leading the opening of the day. She led the spelling groups during the block time, too. The students respected her. She functioned as a teacher.

At Indiana, Ms. Lydia wrote the lesson plans for Ms. Kent. Ms. Kent worked with the newcomers on language acquisition and development when Ms. Lydia was working with the whole group on sound and blend, sight words, and rhyming words. During the block time, Ms. Kent took the spelling groups. Ms. Lydia commented that she got a “great paraprofessional”.

In this study, paraprofessionals were staffed for ESL teachers in both the pullout and the inclusion programs. The school district provided monthly training to them. The

use of paraprofessionals in the pullout and the inclusion programs was quite different. At pullout sites, paraprofessionals were worked in the regular classrooms in which ESL students were placed during math, social study, and science time whereas at inclusion sites, paraprofessionals worked in the classrooms and led a group during the reading block time.

Assessment of Students' Reading Progress

In this study, it did not matter what program ESL students were served, the same assessment tool, the Rigby PM Benchmark Test, was used to monitor students' reading progress. The test was given 5 times a year to monitor students' reading progress: (a) at the beginning of the school; (b) at the end of the 1st quarter; (c) at the end of the 2nd quarter; (d) at the end of the 3rd quarter, and (e) at the end of the school year. However, at Indiana, the Title I reading specialist gave tests to students on an ongoing basis. Whenever there was a child that could read at level 4, she moved the child back to the classrooms.

Students' Attitude toward Being Pulled out

Of the 4 school schools, only Isabella used full inclusion, the other 3 used pullout to some degrees. Ms. Jenny at Peterson was used as an 100% pullout resource teacher, while Ms. Carol at Parkside was used as an inclusion resource teacher for the 1st and the 2nd grade and a pullout resource teacher for kindergarteners and Gr 3 to 6. At Indiana, the reading resource teacher pulled out the students from the classrooms during the block time.

According to the teachers' observations and perspectives, the students that were being pulled out by the resource teacher thought "it's an honor to go with the resource teacher for some special work". One 2nd grade homeroom teacher stated, "my 3 ESL students always tell me that it is time for them to go to ESL because it's 9:30". They did not feel embarrassed or being left out. Ms. Lydia mentioned,

Last year, I got a little guy. He saw everybody going to see the reading specialist, and he wanted to go so much, finally, the teacher took him in the last quarter because he wanted so desperately to go. But he struggled there.

Ms. Carol also reported that her ESL students wanted to go to her rooms. Ms. Jenny said 1 of her 4th graders who was on the monitoring status told her that her teacher sent her to ESL, but actually, it was the student who wanted to go to ESL resource room.

Based on the teachers' observations, ESL students did not feel being left out by being pulled out of the big group, on the contrary, they wanted to go because they viewed it as an honor. Some students might feel more comfortable to go to the resource room because in the resource room they could do work at their levels.

Advantages and Disadvantages of Pullout and Inclusion Programs

Advantages of Pullout Programs

According to both teachers' perspectives from the pullout sites, the biggest advantage of the pullout program was that the students could get the "one on one help" in a small group setting. The 2nd grade homeroom teacher said, "They need that one on one attention. In the regular room, it's just too big for them". She said that her ESL students could get extra help in writing in a small group.

In addition, Ms. Jenny said that the pullout program just provided more people for ESL students to rely on. Ms. Jenny signified that it was easier for the students to build up a close relationship and trust with her in the small groups. She shared a story of how she helped a student out of his shell and started to talk and interact with peers and the teachers. Two years ago, a 3rd grade newcomer came from Sudan. He didn't talk for 6 months. Ms. Jenny could not get him to learn the alphabet. He did not know his phone number and his address either. He just did not say anything. His homeroom teacher wanted him to be tested, and he was suspected to be autistic. In ESL resource room, because Ms. Jenny had small groups, and her student number was low, she was able to tell that he was dealing with something inside. One day, after finishing reading a story, Ms. Jenny asked them to write about their families. She asked him to talk about his family in Sudan. He started to respond to her that his mother was still in Sudan. Ms. Jenny found out this student was totally confused because now he called his grandmother 'mother' in order to come to America. Ms. Jenny later found out when he was 5 years old, he saw legs, heads, arms on the side of the path when he and his relatives walked to another city. After he stayed in the ESL for 6 months and built up the trust on Ms. Jenny, finally, he opened up to her. Since then, he started to soar in his academic subjects. The researcher met this child in the resource room and he read a story to the researcher.

Additionally, the 2nd grade classroom teacher also reported that her ESL students usually were quite in big groups, but they talked in small groups. They felt more comfortable in small groups, and things were not are not so fast for them. They could work at a slower pace in ESL resource rooms.

Advantages of Inclusion Programs

Both teachers in the inclusion programs in this study collaborated with another classroom teachers. They believed that the biggest advantage was that everybody's needs could be met in the small group setting. Ms. Lydia said,

I think the biggest advantage is that we can meet the needs of all kids. The kids are on grade level and above the grade level, and the kids below the grade level, so everybody's needs are met. No kids are left behind. Because of the pressure of getting kids on grade level, I think a very good part of our model is that the reading specialist can take those high kids and just go, go, go, get them on grade level. Last year, we had a lot of kids in Basal.

They also pointed out that they did not have to worry about that their students would miss anything from being pulled out because they were all working on the same thing.

Disadvantages of Pullout Programs

In the pullout programs, both teachers thought their biggest worry was that they were afraid of their students missing anything from their homerooms. Ms. Carol commented, "I always hate to pull them out of something that is going to be beneficial to them, and I feel bad about pulling them out of their classroom". Another disadvantage was scheduling was not easy.

Disadvantages of Inclusion Programs

Both teachers in the inclusion programs were very positive about what they were practicing. One disadvantage Ms. Elisa mentioned was that sometimes they got too many students at the same reading level in one small group. Their goal was to have instruction in small group settings, but sometimes, having too many students in one small group was frustrating.

In this study, the biggest advantage of the pullout programs was that ESL students could get one on one attention and feel more comfortable in the small groups while that of the inclusion programs was that every student's needs could be met in small groups. Another advantage of the inclusion programs was that teachers did not have to worry about their students missing anything from being pulled out; on the contrary, a worry of resource teachers in the pullout programs was that their students might miss something from their homerooms while being pulled out.

Summary of Findings from Triangulational Data

In this study, based on the data analysis of interviews, observations, and relevant documents, findings about the pullout and the inclusion programs were categorized into 8 areas. The results indicated that there were differences and similarities between the two programs. The two programs also shared certain characteristics.

First, compared the reading instruction, curricular, and instruction time of pullout and inclusion programs in this study, there were some major differences. First, the ESL students in the pullout programs were exposed to regular Basal reading in the homerooms even though it was difficult for them while the ESL students in the inclusion programs would not use Basal until they were ready for it. Next, the length of the instruction time that ESL students received at their instructional levels in the pullout programs was shorter than that in the inclusion programs. Then, the ESL students in the inclusion programs spent more time on language acquisition and language development at their instructional levels. However, there were also some similarities: (a) In both programs, teachers used guided reading approach and materials in small groups; (b) Teachers had to

develop their own curricular for writing and language arts, even when the teachers had the materials to follow, they needed to break the levels down to the students' instructional levels.

Second, in contrast to the resource teachers in the pullout programs, teachers in the inclusion programs did not have to spend as much time and energy figuring out when to see the students and how long they were able to see them. They did not have to consider the problems of scheduling conflicts. They divided up the students by their reading levels and set up a time for reading, writing, and spelling, and then rotated the groups. Scheduling was easier for teachers in the inclusion programs

Thirdly, of the 4 schools in this study, teachers at 3 schools collaborated with each other. The interesting thing was that collaboration at these schools did not happen right away. It took them a couple of years to figure out the workable way. At both pullout and inclusion sites, collaboration just did not happen naturally. It took time and effort for teachers to search for a solution and determine a model. There was not any formula of collaboration for a specific model or a program for any of these schools to follow. In this study, the common characteristics of those teachers who collaborated with others were their willingness to work it out. Collaboration was not as easy as 1, 2, 3, but it could happen. Without collaboration, neither inclusion model could work.

In this study, compared with collaboration in the pullout programs, once a teacher in inclusion program found the right person to work with, the teacher could be sticky to the same team member and continued to collaborate with each other as long as they wanted, but an ESL resource teacher in the pullout programs did not have such a

privilege and freedom, the teacher had to work with other teachers from different grades levels regardless of her choice. In sum up, collaboration in the pullout programs was more intricate. However, it was not impossible for the pullout resource teachers to communicate with the regular classroom teachers; the bottom line was both the resource teaches and homeroom teachers needed to be aware of what ESL students were doing in each other's rooms so that the gap could be filled at both ends.

Fourth, in either program, none of the participating teachers felt they had a heavy workload. Both teachers in the pullout programs were not able to write down everything "precisely" in their plans due to too many levels. One teacher in the inclusion program reported that her workload decreased after collaborating with another teacher.

Moreover, assessment wise, the Rigby PM Benchmark Test was used to monitor students' reading progress in both pullout and inclusion programs. Five tests were given to students during a whole school year.

Additionally, based on the teachers' observations, ESL students did not feel being left out by being pulled out of the big group; on the contrary, they wanted to go because they viewed it as an honor. Some students might feel more comfortable to go to the resource room because in the resource room they could do work at their levels.

Finally, in this study, the biggest advantage of the pullout programs was that ESL students could get one-on-one attention in small group settings in the resource room and feel more comfortable. The biggest advantage of the inclusion programs was that every student's needs could be met in small groups. Another advantage of the inclusion programs was that teachers did not have to worry about their students missing anything

from being pulled out; on the contrary, a worry of resource teachers in pullout programs was that their students might miss something from their homerooms while being pulled out.

These findings indicated that there was no absolute impeccable program for language learners or learners of special needs. In either the pullout or the inclusion programs, there is no set model. A model should be determined based on the number of the ESL population of the school, the particular needs of the students, and the resources at school. In this study, students were not bothered by in what kind of programs they were served. Either the pullout programs or the inclusion programs can be implemented to meet the needs of the students, depending on how they are operated at each school. Collaboration and communication between teachers plays an important part in either program.

The findings answered Research Questions #2. Research Questions 2 was: What are the opinions of the teachers about the strengths and weakness in pullout and inclusion programs in educating ELL? The results indicated that in both programs small group instruction at students' reading levels was an effective way to provide reading instruction to ESL students. The guided reading approach was used and the small group instruction was practiced.

The major strength of the pullout programs was that ESL students could receive one on one instruction in small groups and feel more comfortable; therefore, they were able to concentrate more. The weaknesses of the pullout programs were: (a) The resource teachers were worried about that ESL students would miss something in their homerooms

while being pulled out; (b) Scheduling was not easy; (c) Collaboration and communication between the classroom teachers and the resource teachers were difficult; and (d) There were some gaps in reading instruction between the homeroom teachers and resource teachers.

The strengths of inclusion programs were: (a) As a result of the collaboration between teachers, every student's needs were met, and there was no gap in students' reading instruction between classroom teachers and resource teachers; (b) students worked at their instructional levels; and (b) Teachers did not have to worry about their students missing anything. The weakness of the inclusion program was that sometimes the number of students in small reading groups became fairly large.

The findings also answered Research Question 3, which was: What are the frustrations and struggles teachers have in pullout and inclusion programs? The frustrations and struggles teachers had in the pullout programs and the inclusion programs were different. The results implied that scheduling, collaboration, winning classroom teachers' trust was hard for the resource teachers in the pullout programs. It took quite a few years for the teachers at school to know and understand what the ESL resource teacher was doing. But in the inclusion programs, it was challenging for inclusion teachers to search out a way to work with students at many different levels in one classroom. In this study, it took a couple of years or several years for both participating teachers in the inclusion programs to determine a model that worked for them, and after all, they had to have the right person to team with. Collaboration became the key to their success of doing inclusion. However, the most frustrating piece in

collaborating with another teacher was that the number of students in a small group at the same level tended to become high because the students were combined from two classes.

The answers of Research Question 2 & 3 can explain the results of Research Question 1: After ELL are placed in pullout programs and inclusion programs, in which program do students make more progress in reading? The results implied that there was no significant statistical difference in students' progress in reading. The findings from the triangulation data indicated: (a) regardless of either program, ESL students were instructed in small group settings either in the resource room or the inclusion classroom; (b) the same reading materials were used; (c) the same assessment tool was used; and (d) the length of guided reading time was pretty much the same. The above findings may explain why there was no statistical difference in students' reading progress after they were placed in either the pullout or the inclusion programs.

However, another finding relevant to Research Question 1 was that at the end of two consecutive school years, ESL students in the inclusion programs could read books 2 levels higher than those in the pullout programs even though the differences of two levels still fell into the same category of early fluency defined by the Rigby Category Level. Besides receiving the guided reading, ESL students in the pullout programs were exposed to grade level Basal Reading as well, but ESL students in the inclusion programs were only instructed at their level. How much the ESL students who could not read on grade level could benefit from the regular grade level Basal reading was not measured in this study. However, a 2nd grade classroom teacher commented that Basal was "very

difficult” for her ESL students. Comparatively speaking, ESL students in the pullout programs received shorter instruction time at their level than those in the inclusion programs. These might possibly explain the slight difference in their means scores (reading levels). But this two year study was not long enough to see the effect of teaching ESL students only at their instruction levels, a further study on following up the same group of students is suggested to monitor their academic progress in the long run.

Summary of Models and Findings from Triangulational Data

In this study, the researcher interviewed 4 teachers, observed their classrooms, and collected relevant documents. Of the 4 teachers, 2 worked in pullout programs, and 2 in inclusion programs. The findings implied that even though the same program was used at different school, how it was carried out was quite different. In this study, two programs were studied, but 4 different models were determined. Each school had its own unique model. No two exact models came across in this study.

In the pullout programs, the differences of the 2 models were found in the following areas: (a) the placements of ESL students in each grade; (b) the use of the ESL resource teacher; (c) the curriculum; and (d) length of instruction time received from the ESL resource teacher. However, there were similarities: Despite these differences, there were similarities between these two models. First of all, the same guided reading approach and materials were used for reading instruction. Next, both teachers worked with the ESL students in their own resource rooms. Moreover, both teachers pulled out the students during their reading and language arts time of their homerooms. Furthermore, the total number of ESL students was relatively low at both schools with

6% at one school and 14% at the other. Additionally, the ESL students were spread out in each grade level. Finally, both teachers had paraprofessionals and the paraprofessionals were sent to classrooms to work with ESL students during their math, social study, or science time.

In the inclusion programs, the differences of the 2 models are: (a) One school used full inclusion while the other school incorporated pullout; (b) The participating teachers collaborated with another teacher during the reading and language arts block, but one worked with a teacher from another grade, and the other teamed with one from the same grade; (c) At one school, teachers divided teaching responsibilities by subjects, but at the other school, divided by students' reading levels; (d) At one school, the block was 3 hours while at the other school, it was 2 hours; and (e) At one school, the students from 2 classes were combined on the first day of school whereas at the other school, they were combined one month later. The similarities of these 2 models were: (a) At both sites, guided reading approach and Rigby reading materials was used for reading instruction; (b) Paraprofessionals were used to lead the spelling groups during the block time; (c) The students were instructed at their instructional levels, and not exposed to regular Basal reading materials until they were ready for it; (d) The school administrators blocked the same time they needed for their reading block every day; and (f) At both schools, the percentage of ESL students was high with 39% at one school and 75% at the other.

Based on the analysis of interviews, observations, and relevant documents, findings were categorized into 8 respects. The findings indicated that ESL students were instructed in small group settings regardless of in the pullout or the inclusion programs,

and the same assessment tool was used to measure their reading progress. In the pullout programs, the resource teachers mainly focused on the guided reading, they also integrated part of writing and language arts. In the inclusion programs, the teachers collaborated with another classroom teacher doing reading, writing, and spelling blocks daily. In both programs, besides using guided reading materials, teachers also scaffolded other teaching materials down to individual student's instructional level. Scheduling wise, teachers in the inclusion programs spent a lot less time, energy, and effort trying to figure out when to take ESL students. However, teachers from neither program reported that they were overloaded. Teachers in both programs noticed that students were not bothered being pulled out, instead, they considered it was an honor to be pulled out.

Collaboration played an important role in the inclusion program. Without collaboration, it was hard for the teachers from either school to accomplish anything with students at many different levels in 1 classroom. According to the teachers' opinions, collaboration was not easy, but it could happen if teachers were willing to work it out. Collaboration was more difficult and sophisticated for the teachers in the pullout programs because they had to work with teachers from many different grade levels.

One remarkable finding in this study was that teachers in either program were positive about what they were doing. They all tried to make it work for the best of the students. Both teachers in the inclusion sites had good experiences with their model and believed it worked, and agreed that collaboration was the key to their success. At the pullout sites, placing the ESL students in 1 room for each grade level could make the

scheduling easier and communication between resource teacher and the classroom teachers easier.

In this study, the number of ESL students in the pullout programs was significantly lower than that in the inclusion programs. Out of the 4 participating teachers, 3 teachers accounted that their models were decided by the school principal. One teacher said that they accepted the suggestions of the Title I resource teacher and figured out the model together with her team teachers. According to the school district, what kind of program is used in each building based on the enrollment of the ESL students. But there was no set model for any school to follow. An interesting finding in this study was that pullout was incorporated with inclusion in one inclusion model, and inclusion was integrated with pullout in one pullout model

The findings of this study signify that collaboration and communication play an essential role in either program. Collaboration is hard to achieve, but it is reachable. Without collaboration, the loop in the instruction of ESL students is unavoidable.

Summary of Results

The Rigby Benchmark Pretest and Posttest reading levels of 202 students in both pullout and inclusion programs from 15 elementary schools (11 pullout, 4 inclusion) over two consecutive school years (2004-2006) indicated that programs did not make any significant statistical difference in students' progress in reading. It did not matter what kind of programs ESL students were served, their gain in reading levels was pretty much the same, and statically, there was no significant difference found. The finding also indicated that the ESL students in the inclusion programs could read books 2 levels

higher than those in the pullout programs even though the difference of the 2 levels also fell into the category of early fluency according to the Rigby Category Level. However, this 2 year study was not long enough to observe if the slight difference would have an effect in the students' future progress in reading. Therefore, a further study of following the same group of students to monitor their reading progress for a longer period of time is suggested.

In this study, 4 teachers from 4 schools were interviewed, their classrooms were observed, and the relevant documents were collected. Of the 2 teachers, two worked at the pullout sites and 2 at the inclusion sites. Two different models were concluded for the pullout program and inclusion program respectively.

The results signified that all ESL students were instructed in the small group settings regardless of the programs. The ESL students received guided reading instruction if they were below grade level. At the pullout sites, they were also exposed to the regular Basal reading in the homerooms, while at the inclusion sites, their reading, writing, and language arts were instructed at their reading levels. Compared with the teachers in the inclusion programs, resource teacher spent more time and effort working on the scheduling. Nevertheless, teachers from neither program complained that they were overloaded. The teachers were positive about what they were doing.

Collaboration was considered as an important element in either program. According to the teachers' opinions, collaboration was not easy, but it could happen if teachers were willing to work it out. Collaboration was more difficult and sophisticated

for the teachers in the pullout programs because they had to work with teachers from different grade levels.

Nevertheless, none of the models in this study were set forever. They have undergone changes from year to year. Some of the models were the first year trial, some of the models were used for several year. The administrators and teachers were still looking for better effective ways to use their resources and meet the needs of their ESL students.

The findings of the current study imply that pullout programs and inclusion programs are not two isolated and separate concepts. They can be integrated and work together, which just depends on how they are viewed and implemented by the school administrators and teachers. Regardless of program, meeting every student's needs and getting them one grade level are the goals. The teachers interviewed believe this goal is reachable.

CHAPTER IV

DISCUSSION

This chapter presents a discussion of the results and findings in this study. Included is a discussion of the areas in which the findings were in agreement or disagreement with the findings of previous research. Additionally, the implications of the findings are discussed. This chapter includes the following sections: (a) summary; (b) conclusion; and (c) recommendations.

Summary

According to the statistics provided by the U.S. Department of Education (2005), the enrollment of English as a Second Language (ESL) students from Pre-K through Grade 12 increased 65% over a 10-year period from 1993-1994 to 2003-2004 school year. The number of ESL students in 2003-2004 was 10.1% of the total enrollment of the public school. Across the country, ESL students are placed in different educational programs. For a long time, pullout programs have been used to serve low readers including English language learners. In the last ten years, inclusion programs have gradually replaced pullout programs in some states (Byrnes et al, 1997). However, only a few studies compared the effectiveness of these two programs used to serve students in

Chapter 1 or Title I programs. Very little literature was located which investigated the effectiveness of pullout and inclusion programs on ESL students' reading progress.

The pullout program is one of the more popular programs that has been used to serve students with special needs, and to teach reading to students in Chapter I programs and Title I programs. Additionally, it has also been used as a popular instructional delivery model for ESL students (Van Loenen & Haley, 1994).

However, the effectiveness of the pullout program on students' reading achievement has been argued, and the findings have remained inconclusive (Anstrom, 1995; Cater, 1984; Jakubowski & Ogletree; 1993, Javis-Janik, 1993; Meyer, 2001; Mieux, 1992; Passow, 1989; Saginaw Public Schools of Michigan Department of Evaluation Services, 1992; Snow, Met, & Genesee, 1992; Van Leonen & Haley, 1994; Yap, Enoki & Ishitani, 1998). In addition, teachers' perspectives towards the strengths and weaknesses of pullout programs in the previous studies varied (Meyers et al. 1990; VanScoy, 1997, 1997). The following positive aspects about pullout programs were addressed in the literature: (a) specialized materials were available; (b) the instruction was intense in the small-group setting; and (c) the pullout program could meet the individual's needs at the student's level than in the regular classroom. However, the negative side of pullout programs was also pointed out: (a) students being pulled out missed a great amount of the regular academic curriculum (Passow, 1989); (b) the coordination and communication between the classroom teachers and resource teachers were poor; and (c) scheduling difficulty created chaotic situation for both classroom teachers and resource teachers. Some other educators (Brandts, 1999; Elovitz, 2002;

Taylor, 1985) were against the pullout programs because the pullout program was considered as the major cause of many disruptions at elementary schools.

Moreover, students' attitudes toward pullout programs were examined in a number of previous studies (see, for example, Jenkins & Heinen, 1989; Klingner et al., 1998). These results demonstrated that children preferred the pullout program to inclusive program.

While the arguments about the effectiveness on student achievement in pullout programs continue, pullout programs are still implemented at schools. Ferguson (1992) remarked that pullout programs were neither perfect nor the best solution to every child's reading problems. Yet, pullout programs were the only available source of extra help that many children could receive. Meyers et al. (1990) noted that the answer to the successful operation of pullout programs was communication and collaboration.

Due to negative responses toward pullout programs, inclusion has been used for Chapter 1 programs since 1985 (Anstrom, 1995). Few research studies have been conducted to examine the progress of ESL students in the full inclusion setting (Harper & Platt, 1998). Cummings (1984) pointed out that there were a lot of similarities in instructional needs between SPED and ESL students. Although some of the instructional planning prepared for the SPED students might be suitable for ESL students, whether they would benefit from inclusion programs still needed to be examined (Harper & Platt, 1998).

Few empirical studies of ESL students were located. Therefore, the findings of the studies on lower readers and SPED students in inclusion programs were used to identify

the issues and trends in the inclusion of ESL students. However, the effectiveness of inclusion programs on low readers' reading progress was inconclusive (Baker, Wang, & Walberg, 1994/1995; McLeskey & Waldron, 1995; Smelter & Rasch, 1995; Yatvin, 1995; Zigmond & Baker, 1996; Zigmond & Jenkins, 1995).

In addition, what kind of curriculum and instruction should be used for ESL students in inclusion programs has remained a focus of discussions for many researchers (Anstrom, 1997; Chamot & O'Malley, 1987; Harklau, 1994a; Harper & de Jone, 2004; Mohan, 1986; Snow et al, 1989; Stainback & Stainback, 1996; Watts-Taffe & Truscott, 2000). Stainback and Stainback (1996) remarked that in the mainstream classroom, curricula needed to be accommodating, flexible, and challenging to all students. Besides agreeing with Stainback and Stainback, Watts-Taffe and Truscott (2000) mentioned the importance of scaffolding, strong discussion, and vocabulary discussion in helping the language development of ESL students in inclusive setting.

Studies were also conducted to examine the teachers' attitudes toward ESL inclusion program. The teachers' attitudes differed (Layzer, 2000; Perfield, 1987; Schmidt, 2000; Young & Young, 1998). Fuchs and Fuchs (1998) stated that both resource teachers and mainstream teachers were not prepared for this change. New challenges were created for classroom teachers (Penfield, 1987; Youngs & Youngs, 1999). On the other hand, students were not prepared well enough to be in the mainstream classrooms; therefore, effective learning did not take place (Youngs & Youngs, 1999). In two case studies, Wade (2000a & 2000b) reported problems occurred in the schools that tried to include ESL students in mainstream classrooms. Resource

teachers got very frustrated because they were either used as a paraprofessional working with a student in the corner of a room or had to be “friendly, bouncy, but not pushy” “to deal with classroom teachers with delicacy, tact, and flattery” (Wade, 2000b, p. 212).

Suggestions and recommendations for improving inclusion programs were offered in previous studies. The suggestions covered the following 3 major areas: (a) modified curriculum and instruction (Anstrom, 1997; DeLeeuw & Stannard, 2000a; Harklau, 1994a; Harper & Platt, 1998; Stainback & Stainback, 1996; Watts-Taffe & Truscott, 2000); (b) collaboration and team teaching (Clair, 1993; Elliot & Mckenney, 1998; Stainback & Stainback, 1996; Wertheimer & Honigsfeld, 2000; Youngs & Youngs, 1999); and (c) inclusion of paraprofessionals in the classroom (Elliott & Mckenney, 1998). Among all these suggestions, team teaching and working together was the key element in the success of an inclusion program (DeLeeuw & Stannard, 2000a).

Like the findings on the effectiveness of the pullout program, the results of the research on the effectiveness of inclusion program have been argued, and results are inconclusive. Educators and researchers have shown concerns about the curriculum and instruction in either program and suggestions have been offered to improve them, but how to implement either program in a more specific way is uncertain and needs to be researched.

The purpose of this study was to compare the improvements in reading of Grade 1 and 2 ESL students over two consecutive school years (2004-2006) in the pullout programs and the inclusion programs in a Midwest inner-city school district with a large population of ESL students. Additionally, strengths and weaknesses of each program as

described by teachers were compared. Furthermore, teachers' frustrations and struggles in each program were examined as well. Three research questions were addressed: (a) After ESL students are placed in pullout programs and inclusion program, in which program do students make more progress in reading?; (b) What are the opinions of the teachers about the strengths and weaknesses in pullout programs and inclusion programs?; and (c) What are the frustrations and struggles teachers have in pullout program and inclusion program?

A mixed methods approach was used for this study. First, a casual-comparative design was used to determine differences in students' reading levels. Second, teacher interviews and observations were used to help determine whether the differences in students' reading levels could be attributed to differences in method of instruction.

The ESL students of Grade 1 and 2 in 15 elementary schools (11 pullout programs, 4 inclusion programs) of an inner-city school district in the Midwest were followed in two grades over two years (2004-2006). The longitudinal data of their reading achievements were examined to determine whether students in the ESL inclusion program or the ESL pullout program scored statistically significantly higher in reading achievement. In the school year of 2004-2005, 293 (75 in pullout programs and 218 in inclusion programs) ESL students were enrolled. By the end of 2005 to 2006 school year, of the 293 students, 202 (38 in pullout programs and 164 in inclusion programs) stayed for two full school years. Only the data of the 202 students were used for analysis. The data were provided by the ESL office of the school district. Four teachers from 4 different

schools (2 in the pullout programs and 2 in the inclusion program) were observed and interviewed.

The instrumentation used in this study was the Rigby PM Benchmark Test. The school district required that all ESL students were given the Rigby PM Benchmark Test at the beginning and the end of the school year as benchmark scores. The score was the student's instructional reading level.

The results of descriptive analysis and ANCOVA indicated that there was no significant statistical difference ($p=0.11$, $\alpha<0.05$) in students' reading achievement of ESL students. The pullout programs and the inclusion programs did not make a statistical difference in reading achievement of ESL students.

Triangulation was used to analyze the data of observations, interviews, and relevant documents. Four models (2 in each program, see Appendix D & Appendix E) were determined and findings (see Appendix F) were categorized based on the analysis. Firstly, the findings implied that in both programs, small group instruction at students' reading levels was an effective way to provide reading instruction to ESL students. The guided reading approach was used and the small group instruction was practiced. Secondly, they implied that scheduling, collaboration, winning classroom teachers' trust was hard for the resource teachers in the pullout programs. It took quite a few years for the teachers at school to know and understand what the ESL resource teacher was doing. But in the inclusion programs, it was challenging for the inclusion teachers to search out a way to work with students at many different levels in one classroom. In this study, it took a couple of years or several years for both participating teachers in the inclusion

programs to determine a model that worked for them, and after all, they had to have the right person to team with. Collaboration became the key to their success of doing inclusion. However, the most frustrating piece in collaborating with another teacher was that the number of students in a small group at the same level might tend to become high because the students were combined from two classes.

These findings supported and explained the findings of the analysis of reading scores. It does not matter whether in pullout programs or inclusion programs, small group instruction and the same guided reading curriculum and materials were provided to ESL students; and the length of guided reading instruction was virtually the same. These factors could explain why there is no statistical difference in reading achievements of ESL students in the pullout and the inclusion programs.

Conclusions

Compared with the length of a number of previous studies on students' reading performance of pullout programs and inclusion programs (Bean et al.1994; Jakubowski & Ogletree, 1993; Javis-Janik, 1993; Saginaw Public Schools of Michigan Department of Evaluation Services, 1992), the current study is longer because it is over a period of two consecutive school years (2004-2006). In addition, this study specifically intended to measure the reading performance of ESL students at primary grades. At the beginning of the two school years, there were 293 ESL students in this study, but only the data of those students who stayed for 2 full school years were used. Therefore, the sample size (N=202, 38 in the pullout programs, 164 in the inclusion programs) is larger than most of the previous studies (Bean et al.,1994; Golembesky, Bean, & Goldstein, 1997;

Jakubowski & Ogletree, 1993; Javis-Janik, 1993; Lindsey, 1989; Mieux, 1992; Rea et al, 2002; Saginaw Public Schools of Michigan Department of Evaluation Services, 1992)

. Little previous empirical research (Yap et al., 1988; Javis-Janik, 1993; Wertheimer & Honigsfeld, 2000) on pullout programs and inclusion programs were aimed at ESL students alone. Some studies of pullout programs examined the effectiveness of pullout programs on reading achievements of low readers and students with learning abilities (Begoray, 2001; Carter, 1984; Bean et al., 1991; Golembesky et al., 1997; Jakubowski & Ogletree, 1993; Lindsey, 1989; Mieux, 1992; Passow, 1989; Saginaw Public Schools of Michigan Department of Evaluation Services, 1992), while some other studies on inclusion programs investigated the effectiveness of inclusion programs on reading achievements of low achievers and SPED students in inclusive settings (Zigmond & Jenkins, 1995; Baker et al, 1994/1995; Rea et al, 2002). However, studies on administrators' and teachers' perceptions toward the effectiveness of ESL pullout programs and inclusion were located (Byrners, 1997; Layzer, 2000; Platt, 2003; Schmidt, 2000; Wade, 2000a & 2000b; Youngs & Youngs, 1999)

Even though there was no similar previous study to compare the reading achievement of ESL students in the primary grades after they were placed in pullout and inclusion programs, the findings of this research can still be linked to those of previous research on pullout and inclusion programs for lower readers, students below grade level, students with learning disabilities, or students at risk. According to Cummings (1984), there were a lot of similarities in instructional needs between SPED and ESL students.

The findings of this study that no significant statistical difference was determined in students' reading achievement in pullout and inclusion programs, which imply that the program itself might not make a difference in students' progress in reading. This finding is in agreement with the results of the research by Jakubowski and Ogletree (1993) and Javis-Janik(1993). Both of these studies conducted a randomized pretest-posttest control group study of the 5th and 6th graders in Chapter I pullout reading programs, and no statistical difference in students' scores was found in the Iowa Test of Basic Skills (ITBS). The findings of this current study were in disagreement with the studies of Rea, McLaughlin et al. (2002) and Yap et al. (1988).

In this current study, at the end of the two complete school years, the reading levels (the mean score represents students' reading levels) of the ESL students in the inclusion programs were 2 levels higher than those in the pullout programs even though the difference of the 2 levels still fell into the category of early fluency based on Rigby Category Level. This finding confirmed what Backer, Wang, and Walberg (1994/1995) pointed out that the effects of inclusion were positive and meaningful, but the difference in students' leaning was very small. The results indicated as the number of school years increased, the difference in mean scores (students' reading levels) between the pullout and the inclusion program may increases as well. The differences in average reading levels of ESL students in the pullout and the inclusion programs might be contributed to the following: (a) A longer period of time of instruction at ESL students' instructional level took place in inclusion programs, which echoed what (Begoray,2001) suggested; (b) The close collaboration and communication (Clair, 1993; Elliot & Mckenney, 1998;

Stainback & Stainback, 1996; Wertheimer & Honigsfeld, 2000; Youngs & Youngs, 1999) between teachers and resource teachers minimized the loop of reading instruction for ESL students in the inclusion programs, therefore, ESL students' needs could be better met; and (c) In the inclusion programs, the ESL students also received instruction in writing, spelling, and language arts at their instruction levels in small groups with scaffolded materials (Anstrom; 1997; DeLeeuw & Stannard, 2000a; Harklau, 1994a; Harper & Platt, 1998; Stainback & Stainback, 1996; Watts-Taffe & Truscott, 2000). However, the researcher only followed the same group of students for 2 school years; a further study of following the same group of students for a longer period of time is suggested to monitor their progress in a long run.

Also worthy of note in this study is that after the students returned to the 2nd school year, regardless of in which program they were served the previous school year, their reading levels dropped. This could be contributed to the lack of exposure to literacy activities during the summer break. However, students picked up their lost reading readings after they returned to school in fall.

The findings show that the ESL students in either program were instructed in small groups (Carter, 1984) for about 15 to 30 minute reading instruction time depending on the students' grade level. This result is viewed along with the past study by Faltis (1993) and Begoray (2001), but in the current study, the 1st graders received shorter guided reading instruction time than the 2nd and 3rd graders.

Both pullout models in this study mainly focused on developing ESL students reading skills and strategies at the students' instruction reading level with their ESL

resource teacher. The findings also indicated that ESL students were exposed to the grade level basal reading in their homerooms. But how much the students who could not read on grade level would benefit from regular grade level Basal reading was not examined in this study. The resource teachers did not know, either. The findings showed that ESL students only went to ESL resource teacher for reading during their homeroom reading and language block, and they stayed in their homerooms for other subjects, which was contrary to the findings of Anstrom (1995), Meyers, Gelzheiser, Yelich, Gallagher (1990), and Passow (1989) that students missed out the core academic instruction, which resulted in curricula fragmentation. In this study, the students had struggles understanding the content of other academic subjects was due to the language barrier.

The findings concerning the operation of the two pullout models are in accord with part of the results of Carter (1984). First, the teachers in this study worried about the short instruction time was not due to the transition time in and out of the classrooms, but due to too many small groups from different grade levels, and they did not have adequate time to fit in every group for 30 minutes. Next, the students were pulled out of the regular rooms either during their homeroom guided reading time or the regular reading and language arts time, so it was not hard for them to connect the contents in the regular room, actually, the barrier for them to connect the contents was their language skills. Then, the participating resource teachers had reasonable expectations for the ESL students, and their goal was to get them on grade level. Furthermore, in spite of the fact that students were served in different rooms other than their homerooms, they were working on reading like the rest of the students in their own rooms. Therefore, being

served in a segregated environment was not considered as a disadvantage in the 2 pullout models in this study. Finally, poor communication between teachers and resource teachers did exist, but it did not apply to every school. It was subject to how much collaboration the classroom teacher and the resource teacher had.

According to the teachers' opinions, the students felt being honored to be pulled out, this is inconsistent with Meyer's (2001) findings that pullout would cause students to have lower self-esteem. The ESL students felt comfortable in the resource room because the groups were smaller and quiet, which is in conformity with the study of Mieux (1992).

In this study, scheduling was not easy for the resource teacher for the pullout programs. This finding is in accord with the studies of Carter (1984); Lois Brandts (1990); Meyers et al. (1990); and VanScoy (1997). Scheduling was not difficulty for the inclusion programs. The results suggested that in pullout programs placing ESL students in one room for each grade and blocking the reading and language arts time for each grade level would not only help the resource teacher with scheduling but also with the classroom teachers, as a result, the disruptions caused by in and out of classroom (Elovitz, 2002) can be decreased.

The results indicated that collaboration between the classroom teachers and ESL resource teachers was not simple in pullout programs. First, the ESL resource teachers have to work with different grade levels, and at one school, their students are placed in every single room, which makes it very difficult for them to work with every classroom teacher. Second, collaboration is built on trust. At both schools in this study, it took

several years for classroom teachers to understand what the resource teacher was doing with ESL students, which made it harder for the resource teachers to initiate the offer of collaboration even if they wanted to. Winning trust and dependability was strenuous for the resource teachers. Third, collaboration is still a relatively new concept to teachers as not all seem to know how. Finally, instead of sharing their students with the resource teacher, classroom teachers tend to use resource teachers as an extra help for students at lower levels. No collaboration or limited collaboration seems to result in poor communication. After all, collaboration is desirable, but it is impossible to implement overnight. It is a learned method of instruction (Clair, 1993). Teachers are individual human beings; their mindset about teaching has been shaped by their personal educational backgrounds, the training they received, their teaching experiences, and their individual personalities. Change always take time to take place, but being open-minded can speed up the process. Collaboration in pullout programs (Carter, 1984; Ferguson, 1992) is easy to say, but making it work is more difficult.

Nonetheless, this study implies that at the school that does not have a high number of ESL students, the pullout programs work for students even though they are not perfect because ESL resource room was the place where most of ESL students received extra help. This finding confirmed Ferguson's (1992) opinion about pullout programs. Youngs and Youngs (1999) pointed out that classroom teachers complained that mainstream students had a difficult time accepting and appreciating the emotional and personal experience ESL students brought to the classroom, so extra work was created for the teachers. In this study, ESL students could not only receive the reading instruction in

small group settings in resource room, but also build up a close relationship with the resource teacher. However, more collaboration between classroom teachers and resource teachers is needed; therefore, without effective communication, students' academic and social needs can not be reached.

Unlike the findings of many previous studies (Layzer, 2000; McLesky & Waldron, 1996; Wade, 2000a), the results of this study found that teachers at the participating schools were very positive about their inclusion models though the two models were quite different. The results confirmed the suggestions and recommendations given by DeLeeuw and Stannard (2000a); Elliot and McKenney (1998); Wertheimer and Honigsfeld (2000). However, in one model, pullout was integrated with inclusion, but the resource teacher was part of the teaching team.

One thing that needs to be pointed out in this study is that the two inclusion models observed in this study are not the only models practiced at the two different schools. There were other models for other grade levels, or even for the same grade level. The team teachers are the major factors to decide what works for them and their students as well as how it should be implemented in a way that every teacher can be a part of the team.

The findings suggest that it is hard for one classroom teacher to conduct an inclusion program since the students are at different academic levels. Team teaching is an effective way to include all the students in the room, and at the same time, the individual's needs could be met. The participating teachers in both inclusion models in this study used different methods to facilitate students' learning such as whole-class

instruction, small-group strategies, individual instruction, group and individual conferencing, and independent learning. These practices were suggested by Wertheimer and Honigsfeld (2000). In this study, both teachers and resource teachers modified their instruction and curriculum according to the students' level, which echoed the research of Elliot and McKenney (1998).

Regarding the teachers' workload in this study, the participating teachers did not feel that their workload was heavy. At one school, a classroom teacher even felt her workload decreased because she only needed to plan for the lower readers for both classrooms.

The most appealing part of the two inclusion models is the collaborating spirit instilled in participating teachers' work ethics. First, they were positive about their students and about the inclusion program. Second, they trusted each other and their resource teachers with their own students. Third, they were willing to set up a regular time to plan together and loaning each other a listening ear to establish a mutual respect and a healthy professional communication. Furthermore, their willingness to make it work motivated them to search for the solution. Moreover, they used their paraprofessional effectively in the classroom. However, this kind of harmonious collaboration did not happen instantly, it did take them a couple of years to figure it out and make it go smoothly. One teacher admitted that not every teacher would be willing to collaborate with another teacher. Teachers' personalities had a strong effect on whether collaboration is going to work or not. Personality could serve as a lubricator or as a barrier in the collaborating relationship. She further compared this working relationship

as a marriage because “you have to work on it”. Yet, as one teacher said, “if you want it to work, it will”.

Another interesting thing in this study is that there were more ESL students than native speakers at one inclusion school, while at another school, the number of ESL students was lower than native speakers. Yet, their instructional approach was pretty similar. They differentiated their curriculum and materials to meet the students’ diverse needs in small group settings. Whatever it took them to work, these teachers tried. During the reading and language arts block time, the students worked at different tables either with a teacher or independently. Students were engaged in what they were doing.

After all, the findings of this study ascertain that inclusion can work for ESL students, but it is hard for one classroom teacher to accomplish this job. Collaboration is the key to the success of inclusion programs.

As long as pullout programs and inclusion programs are in practice, the argument on their effectiveness, strengths, and weaknesses will continue. There is no impeccable program for language learners or learners of special needs. There is no perfect model or a program formula for a certain school to follow either since our school is changing, and our structure of our students is changing as well (McLesky & Waldron, 1996). Any program that works to meet students’ needs and can use the resources at each school to its fullest potentiality is a sound program. Pullout programs and inclusion programs are not two isolated and separate concepts. They can be integrated and work together, which just depends on how they are viewed and implemented by the school administrators and

teachers. Regardless of what program, meeting every student's needs is the goal, and this goal is reachable.

In either program, collaboration between classroom teachers, between classroom teachers and resource teachers is the key to success, but collaboration does not occur immediately and naturally (Clair, 1993). Teachers are the most critical variable in this whole picture. In order to collaborate, teachers need to have the willingness to share their own students, resources, and teaching responsibilities. As the demographics of our student in public schools changes, teachers' mindsets need to change, too. Regardless of pullout programs or inclusion programs, helping students succeed can not be accomplished by a single teachers' effort, but a team effort.

Recommendations

It does not seem to matter which program is implemented at a school to serve ESL students, administrators and teachers are the ones who run the program and make the program work. Clair (1993), William (2001), and Youngs and Youngs (2001) pointed out that the curricula of the teacher preparation programs at the college levels need to incorporate the needs of the public schools into their mandatory courses. In order to prepare the preservice teachers for the real classroom teaching, universities and colleges need to offer courses covering teaching diverse learners, differentiation, team teaching, and collaboration. It is better to get them prepared earlier than throw them into a teaching situation where they are not familiar with and do not have any clue about how to handle it.

Based on the findings of the current study, in order to meet the needs of ESL students, the following recommendations are presented to the participating school district:

1. Offering longer summer school program to ESL students, disadvantaged students, and students at risk could help them retain the reading levels. In this study, ESL students' reading levels regressed after the long summer break. Even though they picked up the lost levels later, they could have kept the same level if they were kept longer in the summer school and they would have more gains in their reading levels in the second school year. Being exposed to literacy consistently would make a significant difference in ESL students' academic achievements and performance in the long run.
2. Placing ESL students in one room for each grade level in pullout programs would help ESL resource teachers decrease the difficulty level of scheduling to pull out ESL students from different grades to come to see them. In addition, working with one teacher from one grade level would make communication and collaboration less problematical and troublesome for ESL resource teachers.
3. Blocking a time for reading and language arts time for each grade level in both programs would eliminate the interruption of specials, so that it is easy for both classroom teachers and resource teachers to collaborate.
4. Offering training on collaboration and providing a specific model (e.g. showing a video tape of a model that works such as the inclusion models in this study) as a reference would help teachers understand and picture what collaboration means in the

real teaching situation. In this study, it took teachers a couple of years to figure out what worked for them.

5. Teaming 2 teachers either by grade level or by the close grade level would make collaboration possible and manageable because it is easier to group students. In addition, the administrator needs to try to accommodate the collaborating teachers' needs, such as putting the two classes right next to each other.
6. Offering teacher freedom in terms of how a model should be implemented in a particular way according to their actual situations and their teaching styles would facilitate teachers use their talent and gifts to its greatest extent.
7. Providing training to paraprofessionals regularly would help them assist both classroom teachers and resource teachers in a more effective ways because paraprofessionals could lead small groups such as working with students on spelling or language acquisition during the block time.

Although the above recommendations are suggested for the participating school district in this study, school districts using either pullout programs or inclusion programs to serve their ESL students could also benefit from them.

In order to see the effect of programs on students' reading achievement in a long run, further research on following the same group of ESL students for a longer period of time is suggested. Observations of regular classroom teachers and interviews with them as well as administrators on their opinions on pullout and inclusion programs are also recommended for future research.

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APPENDIX A
RIGBY LEVELED READER



Reading Levels

Grade Level (Basal Level)	Fountas/Pinnell G.R. Levels (Transitional Grade Level *)	DRA ** Levels	EIL *** Levels	PM/PM Plus PM Benchmark Kit Levels	Rigby Catalog Levels
K (Readiness)	-	A	-	Starters One ****	Emergent
K (Readiness)	A	1	1	Starters Two ****	
Grade 1 (Pre-Primer)	B (Grade 1*)	2	2	3-4 Red	Early
Grade 1 (Pre-Primer)	C (Grade K*)	3	3-4	5-6 Red/Yellow	
Grade 1 (Pre-Primer)	D	4	5-6	7-8 Yellow	
Grade 1 (Pre-Primer)	E	6-8	7-8	9-10 Blue	
Grade 1 (Primer)	F	10	9-10	11-12 Blue/Green	
Grade 1	G	12	11-12	13-14 Green	
Grade 1	H (Grade 2*)	14	13-14	15-16 Orange	
Grade 1	I (Grade 2*)	16	15-16	17-18 Turquoise	Early Fluent
Grade Two	J	18	17-18	19-20 Purple	
Grade Two	K	20	19-20	21 Gold	
Grade Two	L (Grade 3*)	24	-	22 Gold	Fluent
Grade Two	M (Grade 3*)	28	-	23 Silver	
Grade Three	N	30	-	24 Silver	
Grade Three	O (Grade 4*)	34	-	25 Emerald	
Grade Three	P (Grade 4*)	38	-	26 Emerald	
Grade Four	Q	40	-	27 Ruby	
Grade Four	R		-	28 Ruby	
Grade Four	S (Grade 5*)		-	29 Sapphire	
Grade Five	T (Grade 4*)	44	-	30 Sapphires	
Grade Five	U		-		
Grade Five	V (Grade 6*) No Rigby Books Above This Level		-		

This table roughly illustrates how these levels correlate to each other and to school grade levels. Teachers are encouraged to freely adjust this correlation according to their personal evaluation.

- * Transitional grade levels for Guided Reading as designated in Fountas and Pinnell's *Guiding Readers and Writers*.
- ** *Developmental Reading Assessment* (DRA) developed by Joetta Beaver.
- *** EIL = Early Intervention Levels
- **** PM & PM Plus Starters One & Two have a wider range of reading levels than can be conveniently indicated on this chart.

Rigby Educational Support Services Department

(800) 822-8661 and Press 2

APPENDIX B
IRB APPROVAL LETTER



August 17, 2005

Lishu Yin
106 N. Primrose Lane
Starkville, MS 39759

Re: IRB Docket #05-142: Comparison of Reading and Language Proficiency in Two ESL Models

Dear Ms. Yin:

The above referenced project was reviewed and approved via administrative review on August 17, 2005 in accordance with 45 CFR 46.101 b (1) & (4). Continuing review is not necessary for this project. However, any modification to the project must be reviewed and approved by the IRB prior to implementation. Any failure to adhere to the approved protocol could result in suspension or termination of your project. The IRB reserves the right, at anytime during the project period, to observe you and the additional researchers on this project.

Please refer to your IRB number (#05-142) when contacting our office regarding this application.

Thank you for your cooperation and good luck to you in conducting this research project. If you have questions or concerns, please contact me at jmiller@research.msstate.edu or 325-5220.

Sincerely,

A handwritten signature in black ink that reads "Jonathan E. Miller".

Jonathan E. Miller
IRB Coordinator

cc: Dwight Hare

Office for Regulatory Compliance

P.O. Box 6225 • N. Morgan Street • Starkville 39763 • Mississippi State, MS 39762 • (662) 325-5294 • FAX (662) 325-8776

APPENDIX C

INTERVIEW, OBSERVATION, AND DOCUMENT ANALYSIS PROTOCOLS

Interview, Observation, and Document Analysis Protocols

I. Interview Protocols

1. any problems or difficulties in scheduling to see ELL at different levels
2. the instructional method in teaching ELL reading
3. collaboration between classroom teachers, resource teachers, and paraprofessionals
4. how to assign the workload between the classroom teachers and the ELL resource teachers
5. how to incorporate the language development with the course content
6. how teachers in pullout programs and inclusion programs monitor ELL' progress in reading
7. the advantages and disadvantages of the pullout program
8. the advantages and disadvantages of the inclusion program
9. professional training received in teaching ELL

II. Observation Protocols

1. the interaction between ELL and their English speaking peers
2. the interaction between ELL and classroom teachers, resource teachers, and paraprofessionals
3. differences and similarities in instructional methods in teaching ELL reading between the pullout program and the inclusion program
4. how teachers in pullout programs and inclusion programs work with students at different levels
5. collaboration between classroom teachers, resource teachers, and paraprofessionals
6. length in working with ELL in both pullout programs and inclusion programs
7. teachers' attitudes toward ELL

III. Documents Analysis Protocols

1. the schedules of both classroom and resource teachers
2. group lists of ELL in both programs
3. copies of teachers' reading lesson plans in both programs
4. samples of students' work

APPENDIX D

COMPARISON AND CONTRAST OF TWO PULLOUT MODELS

Comparison and Contrast of Two Pullout Models

		Model 1	Model 2
Differences	Placement of ESL students	In one room for each grade level	In different rooms for each grade level
	Use of the ESL resource teacher	Pullout resource teacher only	Inclusion resource teacher for Grade 1 & 2 Pullout resource teacher for Grade K & 3-6
	Curricula	Integrated guided reading, writing, & language arts	Guided reading only
	Length of instruction time	40 to 1 hours from the resource teacher depending on the grade level, with about 20 minutes guided reading instruction	20 to 30 minutes guided reading
Similarities	Reading materials	Rigby guided reading leveled readers in ESL resource room, and regular Basal reading in the homerooms	
	Place of instruction	In ESL resource rooms	
	Time to pull out ESL students	During the homeroom reading and language arts time	
	Use of paraprofessionals	Work in the regular classrooms with ESL students during math, science, and social study time	
	Percentage of ESL students at school	Under 20 %	
	Grade levels of ESL students	Gr. K-6	

APPENDIX E

COMPARISON AND CONTRAST OF TWO INCLUSION MODELS

Comparison and Contrast of Two Inclusion Models

Programs	Model 1	Model 2	
Areas of differences	Inclusion	Full inclusion	Incorporated pullout. The reading resource teacher pulled out students during the reading block, working on the same content as the inclusion teachers, but at different levels
	Collaborating with teachers	With a teacher from another grade level	With the teacher from the same grade level
	Teaching responsibilities during the reading and language arts block	Divided by subjects, scaffolded the materials	Divided by students' reading levels
	Length of reading and language arts block	3 hours	2 hours
	Time to combine two classes	On the first day of school	One month after the school started
Similarities	Reading material	Guided reading approach and Rigby leveled readers were used for low readers and Basal reading was used for grade level readers	
	Use of paraprofessional	Stayed in classrooms helping ESL students; led spelling groups during the reading and language arts block	
	Block time	School administrators blocked the time for both classrooms to do reading and language arts block so that the block would not be interrupted by specials.	
	Percentage of ESL students	Over 35% at both schools	

APPENDIX F
COMPARISON OF PULLOUT PROGRAMS
AND INCLUSION PROGRAMS

Comparison of Pullout Programs and Inclusion Programs

	Pullout	Inclusion
Reading Instruction & Curriculum 1. material & curriculum 2. instruction time	<ol style="list-style-type: none"> 1. mainly used Rigby guided reading leveled readers 2. develop own curriculum for writing and language art, and literature for lower readers 3. exposed to grade level Basal in the homerooms 4. 20 to 30 minutes guided reading depending on grade level 5. 40 to 1 hour language block at ESL resource room 6. at one site, the ESL resource teacher used as a inclusion resource teacher, so lower reader are mixed with ESL in guided reading block 	<ol style="list-style-type: none"> 1. mainly used Rigby guided reading leveled readers for lower readers and Basal for grade level readers 2. develop own curriculum for writing, language development, and spelling for beginning and lower readers 3. 15 minutes guided reading for the 1st graders, 25 for the 2nd and 3rd graders 4. integrate ESL with native speakers in one group according to their reading levels.
Scheduling	<ol style="list-style-type: none"> 1. Place ESL students in one room for each grade level, pull them out during the homeroom guided reading time, so scheduling was relatively easier. 2. Place ESL students in different rooms for each grade level, work with the homeroom teachers to pull students out, scheduling was hard. 	Block 2 hours every day for reading, writing, and spelling block. Scheduling was not difficult.
Collaboration	<ol style="list-style-type: none"> 1. no collaboration at one site 2. collaborating with the homeroom teachers at another site, classroom teachers helped with scheduling, and ESL resource teacher help room teachers with testing. 	<ol style="list-style-type: none"> 1. collaborate with another teacher either from the same grade level or another grade level 2. plan 1 hr./week 3. the reading resource teacher pull out kids during the reading block at one site 4. resource teachers go to the room to work with students in small groups with the inclusion homeroom teacher in the late afternoon
Workload	Not really overloaded	One site, teachers said, it evens out at the end. At another site, it decreased.
Use of Paraprofessionals	Paraprofessionals are sent to the regular classrooms where ESL students need help with math, social study, and science	Paraprofessionals lead spelling groups during the reading and language arts blocks, and stay in the room either help with the newcomers or other students at lower levels in other subjects.

Assessment of Students' Progress in Reading	Use Rigby Benchmark Testing Kit. Given 5 times a year. At the beginning of the school year, the end of the 1 st , 2 nd , 3 rd , and 4 th quarter.	Use Rigby Benchmark Testing Kit. Given 5 times a year. At the beginning of the school year, the end of the 1 st , 2 nd , 3 rd , and 4 th quarter. At one site, it's also given on an ongoing basis by the reading specialist.
Students' Attitude towards Being Pulled out from Teachers' Perspectives	Don't feel being bothered, want to go, feel being honored by going to the small group	One site, full inclusion. Another site, students want to go with the reading specialist to do special work, and they feel being honored
Advantages	<ol style="list-style-type: none"> 1. teaching in the small groups 2. students feeling comfortable 3. easy for the students to build up a close relationship with the resource teacher 	<ol style="list-style-type: none"> 1. teaching in small groups meeting everybody's needs 2. collaborating with another classroom teachers made inclusion easier to handle 3. don't have to worry about students missing anything
Disadvantages	<ol style="list-style-type: none"> 1. not easy on scheduling 2. worry about that students might miss anything from the homeroom 	Only concern: sometimes, the number of students in small groups tends to get large due to the combination of 2 rooms