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Effective Models of In-Class Remedial Reading Instruction

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Effective Models of In-Class
Remedial Reading Instruction

by

Donna L. Oakden

M.S. in Childhood Literacy

Summer 2005

A project submitted to the Department of Education and Human
Development of the State University of New York College at Brockport
in partial fulfillment of the requirements for the degree of Master of
Science in Education

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Need and Purpose for the Study

In light of No Child Left Behind, state assessments, and the pressure to serve children in the least restrictive environment, the methods used to meet student needs are changing considerably. Academic Intervention Services, Title I programs, and special education have all been impacted. This paper will discuss the role of a reading specialist today and how students can receive remedial reading instruction in the regular classroom setting.

This topic was selected due to observations of the difficulty my school based literacy educator (SBLE) faces in trying to implement a push-in model of instruction. As a reading specialist serving third and fourth grade students in a rural district, she serves students in both pull-out and push-in settings. This is the first year that push-in has been used on a routine basis at an entire grade level (fourth) and her role is not clearly defined. Some of the teachers still expect the reading specialist to pull students out of the classroom on a daily basis. Other teachers make little effort to plan with the reading specialist or utilize her expertise. The purpose of this research is to help the school develop a repertoire of effective co-teaching strategies to ease the implementation of a push-in model.

As I began to inquire on the topic I realized there is a great need for the study. Most of the research that was found dealt explicitly with co-teaching between special educators and general educators. Although the similarities are great, there was almost no literature that dealt explicitly with remedial reading instruction. The students that my SBLE serves are not classified special education students. Many of the articles

discussed teachers who were together the entire school day, while my SBLE is only in each classroom for a 30 minute period several times a week. This research then will use previous studies in special education and co-teaching to develop strategies for reading instruction in the classroom. The previous work of Rita Bean dealing with effective reading specialists will be the backbone of the classroom observations that will take place throughout the study.

At the end of the research the goal is to have identified the strategies that are already in use at the school and discover several effective collaborative strategies for the reading specialist and classroom teachers to begin to use more often to improve the current program. Ultimately the researcher hopes that these methods will continue to be utilized in the future, both in the school being used for the study and shared with other schools implementing the push-in model.

Review of Literature

No Child Left Behind

In 1996 the federal Title I legislation was reauthorized. Within the reauthorization, many changes were made to Title I programs, the most influential being a paradigm shift from a “pull-out” model to a “push-in” or team-teaching model. This shift called for both classroom teachers and Title I teachers to work with at-risk students within the classroom setting. Title I was no longer intended to develop low-level skills through a remedial program, but to ensure that at-risk students were exposed to the regular curriculum (Gupta and Oboler, 2001).

This was taken a step further when the No Child Left Behind (NCLB) legislation was signed by President George W. Bush in 2001, causing significant changes to take place in schools nationwide. NCLB mandates suggest that students with special needs or who are at-risk receive more benefit from their educational experience than they historically have, through access to the core curriculum and assessments (Gupta and Oboler, 2001). All students are now expected to be reading at or above grade level by the end of Grade 3 and beginning in the 2005-2006 school year all students in grades 3-8 will be tested in reading in New York State. Within the next few years these assessments will be taking place nationwide. The achievement gap between high-achieving and low-achieving students is supposed to decrease and all students are expected to make adequate yearly progress.

Of most importance to this research is that all reading instruction is now required to be “scientifically based.” To fulfill this criterion all research on reading instruction should apply “rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties” (No Child Left Behind Act of 2001, Title I, Part B. Subpart 1). The legislation also requires that all reading instruction, curriculum, and assessment in grades K-3 include phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension skills. Due to the No Child Left Behind legislation the role of the reading specialist is constantly changing.

Role of the Reading Specialist

The increased emphasis now placed on reading instruction has caused significant changes in the role of the reading specialist. Many reading specialists indicate they take on several major roles within the school, which include: instruction, assessment, and leadership. The primary role of reading teachers is instruction, whether it is done in a pull-out or push-in model. In the instructional role reading specialists are to support, supplement and extend classroom teaching. When this is done using an in-class model instruction becomes more congruent and the level of communication and collaboration between teachers increases (Teaching All Children to Read, a position statement of the IRA, 2000).

Assessment is another major role of reading specialists. This assessment often includes informal methods rather than standardized testing, although both are used to some extent. These assessments can be used to identify target students, track student progress, and for accountability under NCLB. Most reading specialists work alongside regular and special education teachers by providing instruction and materials, sharing ideas, and giving support. The large amounts of paperwork and records a reading specialist must keep also allows her to take on an administrative role (Bean, Cassidy, Grumet, Shelton, and Wallis, 2002). The assessment role can also be addressed by a reading specialist in order to evaluate the literacy program in a school and coordinate efforts related to standards and standards-based testing (Teaching All Children to Read, a position statement of the IRA, 2000).

As the NCLB legislation continues to impact schools, particularly in reading, the reading specialist's role in leadership and professional development has increased greatly. To achieve the goal of all students reading on grade level by grade 3, all teachers need to provide good first instruction. It is often the responsibility of the reading specialist to aid and support classroom teachers, model strategies, teach collaborative lessons, and serve on instructional support teams. The leadership role can also require the reading teacher to coordinate volunteers and establish positive home-school connections (Teaching All Children to Read, a position statement of the IRA, 2000).

Janice Dole (2004) discussed a new role of the reading specialist: reading coach. In this position the reading specialist provides intense professional development opportunities for the classroom teachers to help ensure that good first teaching is occurring in all classrooms. This role is especially important in schools that have large numbers of students who are struggling in reading. When the reading specialist is able to work in the classroom with the teachers the professional development will be even more effective.

In 1992, Barclay and Thistlewaite surveyed a large sample of reading specialists from across the United States. At that time, the majority of respondents indicated that they spend too little time providing instruction and acting as a resource to teachers. They also indicated that they spent too much time conducting formal assessments and performing administrative duties, such as completing paperwork.

Almost ten years before the NCLB legislation reading teachers were already feeling many of the demands that would continue to increase.

In a 2002 survey administered to 1,517 reading specialists (as defined by the International Reading Association) over half of the respondents indicated an increase in demand in four areas: “amount of paperwork, serving as a resource to teachers, planning with teachers, and providing in-class instruction,” (Bean et al., 2001, p. 738). Many others also indicated more involvement with special education students. Almost no areas were reported to have decreased in importance over the past several years, which indicates that reading specialists have more responsibilities than in the past.

Push-in and Pull-out

For the purpose of this study, push-in will refer to the method of instruction in which the reading specialist serves target students in their regular classroom setting through collaboration and co-teaching. Increased collaboration between reading specialists and classroom teachers, alignment of teaching strategies, and reduced stigma of students being pulled out of the classroom are all cited as benefits of a push-in model (Swartz, 2003). Pull-out will refer to the reading specialist removing target students from the regular classroom and working with small groups or individual students. It is widely believed that at-risk students benefit from small-group and individual instruction, but there has been no clear research that has indicated that these services are more effective when students are removed from the classroom.

Historically, the pull-out model has been widely used by Title I schools because Federal guidelines require that funds be used to supplement classroom instruction, not replace it (VanScoy, 1997). The model is also convenient for scheduling, as a reading specialist can pull several students with similar needs from more than one classroom at the same time (Swartz, 2003). When the Title I legislation was reauthorized in 1981 it was worded so that an in-class model could be used when a pull-out program was causing fragmentation.

Before a teacher or school can decide which method of delivery they will utilize they need to consider many factors, such as the needs of the students, the number of students, the amount of time needed to serve all students, and relationships with the regular classroom teachers. Many widely-used reading intervention programs call for one-on-one or small group instruction and lend themselves to a pull-out model, such as Reading Recovery and the Wilson Reading Program, while others can be used with either small groups or the entire class and lend themselves to a push-in model, such as the Four Blocks model (Bean, Swan, and Knaub, 2003).

Critics of pull-out programs believe that these programs emphasize low-level skill instruction that is unrelated to classroom instruction. These low-level skills do not transfer to higher level knowledge and literacy. Passow (1990) discusses the importance of a rich and balanced curriculum for disadvantaged students that emphasizes the integration of “reading, writing and oral language elements of literacy and comprehension” (p. 2-3).

Loss of instructional time due to transitions is often cited as a negative effect of pull-out programs, however in a 1991 study researchers found that in both settings there is a large amount of time where no instruction occurs. Students in the in-class setting actually spent less time engaged in work and interacting with the reading specialist than those who left the room for instruction (Bean, Colley, Eichelberger, Lazar and Zigmond).

Connection to Special Education and Inclusion

The majority of previous research that has been done dealing with push-in programs has been done in the area of special education, where it is most-often referred to as inclusion. Reading specialists can learn a lot about push-in programs by looking at effective inclusive classrooms. Since the Individuals with Disabilities Education Act (IDEA) was reauthorized in 1997 the importance of mainstreaming students with disabilities has become very important. All identified students must now be served in the least restrictive environment, which is often the general education classroom.

When special education students are pulled out of the regular education classroom for a part of the day to receive special education services they are said to be served in a “resource” setting. This resource setting is the special education equivalent to the pull-out service model of remedial reading.

Often general educators and special educators work together in inclusive classrooms containing both regular education and special education students. This teaming of the general education teachers and special educators, or in this case

reading specialists, can provide “high-quality literacy instruction” for all students when a shared classroom literacy program is utilized (Schnorr and Davern, 2005). Both teachers provide instruction using several different models of co-teaching. At other times the special education teacher works with the general education teacher outside of the classroom, providing resources and instructional ideas. These models of co-teaching and collaboration will be used to guide the current research, along with the other effective models of push-in instruction.

Collaboration

In order for a push-in model to be successful, both teachers must be able to collaborate effectively on a regular basis. Before instruction takes place, the classroom teacher and reading specialist need to deal with several topics, the most important being the clarification of teacher roles (Hollingsworth, 2001). Often the reading specialist is reduced to the role of a teacher’s aide when working in the classroom setting. On the other hand, classroom teachers may also consider the time the reading specialist is in the room as their “break” time. In order for the push-in model to be effective both teachers need to take part in instruction and understand their responsibilities (Swartz, 2001). O’Connor (1991) asserted that classroom teachers who consider the needs of the whole-class as separate from the needs of individual children will be less interested in collaboration and will often expect the reading specialist to be solely responsible for instruction to struggling students. Only teachers who confidently discussed causing improvement in student’s reading performance were willing to collaborate with the reading specialist in a positive way.

In addition to defining roles, the teachers need to establish common goals and similar teaching methods. How the differentiation of expectations, instruction and evaluation among students will take place also needs to be discussed. The amount of time the reading specialist will spend in each classroom needs to be determined, and a schedule needs to be made so that the reading specialist is in the classroom when reading instruction takes place. Flexibility in scheduling is necessary so that the reading specialist can provide more strategic and effective services in a short period of time.

The identification of target students should also be done collaboratively. Although some students will be served automatically due to test scores or past performance, the classroom teacher can also recommend that a student be watched or given further testing to determine if supplemental services are needed. Through collaboration it is often possible to clearly pinpoint the learning problem of each student and determine the most effective course of action (O'Connor, 1991).

Effective Models of Push-in Instruction

The standards-reform movement is transforming what is being taught and assessed in classrooms, as well as placing increased demands on students to graduate. In order to ensure that all students have access to the same high-quality curriculum a push-in model is increasingly being used in schools.

In traditional co-teaching both teachers would remain in the classroom and share the instructional role, either by teaching the same content to different groups, or with one teacher taking the lead as the other assisted students who were having

difficulty. This often led to the specialist being expected to function more like a teacher's aide than a teacher (Walsh and Jones, 2004). This remains the typical situation even today. The need for new collaborative instructional models has been addressed by many researchers over the past decade.

A variety of instructional methodologies were suggested by Gupta and Oboler (2001). These include parallel instruction, small groups, minilessons, conferences, centers and workshops. All of these methods are great alternatives to the typical method where the classroom teacher provides instruction while the reading specialist circulates the room providing help as necessary. In order to implement these methods successfully a great deal of flexibility and balance are necessary.

Swartz asserts that each teacher needs to have a separate but collaborative role using the push-in model. This can best be achieved through the use of small homogenous groups within the classroom. While the specialist teacher is in the classroom she would work with identified students as well as those needing extra support, while the classroom teacher works with another group, and the rest of the class works independently in centers. Guided reading lends itself well to this type of instructional model. However, as the reading specialist should provide supplemental instruction, target students should take place in guided reading twice: once with the classroom teacher, and once with the specialist (Swartz, 2003).

Bean, Grumet, and Bulazo (1999) conducted a research study with classroom teachers and reading specialist interns that resulted in the identification of five types of collaborative teaching. In her 2004 book, *The Reading Specialist*, Rita Bean

expanded upon her work with Grumet and Bulazo to further explore the five collaborative models. Several of the models are appropriate for use in the regular classroom or with the reading specialist pulling target students out of the classroom for that reading time. This is different than the traditional pull-out model because the students are learning the same concepts at the same time as their classmates. The reading specialist does not plan her own lessons, but instead works with the classroom teacher to adapt lessons for all students.

Major/Assisting—	One teacher assumes responsibility for directing instruction while the other teacher monitors or assists students (generally whole class; inclass).
Supportive Teaching—	One teacher assumes responsibility for directing instruction to majority of students in class. The other teacher works with a small group or individual – generally focusing on student needs. Instruction of second teacher is generally preteaching, reteaching, or a focus on reading strategies (small group or individual: can be inclass or pullout).
Station Teaching—	Two teachers divide instructional tasks or objectives and prepare activities for stations. Students participate in all stations per an agreed upon schedule (small group; inclass).
Parallel Instruction—	Each teacher prepares and teaches the same content to a different group of students, perhaps at a different pace different approaches (small group; can be inclass or pullout).
Team Teaching—	Two teachers share the teaching of the lesson to the students. Teachers may co-direct the discussion or explanation of a concept (whole class; inclass).

Figure 1. Approaches to Collaborative Teaching

Taken from: Taken from: Bean, Grumet, and Bulazo (1999). Learning from each other: Collaboration between classroom teachers and reading specialist interns. *Reading Research and Instruction*, 38, 273-287.

In the Major/Assisting model one teacher is responsible for directing instruction while the other teacher monitors and helps students. This is typically done with the whole class. The Supportive Teaching model implies that one teacher is responsible for instructing the majority of the class, while the other teacher works with either a small group or an individual focusing on student needs. This instruction often consists of pre-teaching or re-teaching and can be done in-class or pull-out. With Station Teaching teachers divide the instructional objectives and prepare

activities for centers, or stations. All students participate in all of the stations using a schedule. In Parallel Instruction each teacher plans and teaches the same content to a group of students. This can be done in-class or pull-out and can be tailored to accommodate student needs. Team Teaching consists of two teachers sharing the teaching of the lesson to the entire class. These teachers may cooperatively direct the discussion during the lesson.

These five models will help to serve as the focus for this research. While the previous research by Bean, Grumet, and Bulazo has identified the five models, they do not discuss which methods are used most often or which methods require the most amount of collaboration between the reading specialist and classroom teachers.

Model	Advantages	Potential problems/dilemmas	Location
Section or center teaching	<ul style="list-style-type: none"> Students have opportunity to work with both teachers Attention to individual/group needs or interests Small-group work Teachers have some choice (utilizes teacher strengths and interests) Teachers share responsibility for developing and teaching 	<ul style="list-style-type: none"> Time consuming to develop Noise level in classroom Organizational factors Management factors 	In class
Support teaching	<ul style="list-style-type: none"> Focuses on individual or group needs Small-group instruction Specialized instruction Utilizes talents of teachers to meet needs of students 	<ul style="list-style-type: none"> The need to know both classroom reading program and specialized approaches Rigid grouping 	Either in class or pullout
Parallel instruction	<ul style="list-style-type: none"> Pacing/approach can vary Small-group instruction Same standards/expectations for all students Easier to handle class 	<ul style="list-style-type: none"> May not meet needs of students Noise level 	Generally in class (can be pullout)
Teach and monitor	<ul style="list-style-type: none"> Same standards/expectations for all students Immediate reinforcement or help from monitor Opportunity to do "kid watching" (assessment) Teachers can learn from each other (demonstration) 	<ul style="list-style-type: none"> One teacher may feel reduced to aide status Lack of attention to specific needs of children 	In class
Team teaching	<ul style="list-style-type: none"> Same standards/expectations for all students Utilizes strengths of both teachers Teachers share responsibility Students have opportunity to work with both teachers Attention to individual/group needs or interests Small-group work 	<ul style="list-style-type: none"> Lack of common philosophy or approach to instruction 	Generally in class

Figure 2: Models of Collaboration Taken from: *The Reading Specialist: Leadership for the Classroom, School, and Community* by Rita M. Bean, 2004.

success, and teacher satisfaction with the current program. After the survey was given, the researcher took extensive field notes using the framework presented by Bean (1999 and 2004), noting which models were used in each classroom. After several weeks of observations, the reading specialist and researcher identified which models were being used most often and attempted to use the least used strategies (i.e. team teaching, station teaching), more often when planning lessons with classroom teachers. The information about each strategy was also shared with each classroom teacher as well. At the end of the seven week research period, the researcher analyzed the baseline information given from each teacher and the field notes taken in each classroom to determine which models of instruction were used most often and which would result in the highest level of collaboration between the reading specialist and classroom teachers.

Instruments/Data Collection

A combination of surveys and field notes were used to obtain data in this study. Both the reading specialist and classroom teachers were asked to complete similar questionnaires and rating scales to share their impressions of the current reading program. The questionnaires asked the participants to provide information on the amount of time they spent planning each week, their roles in the classroom, and the benefits and problems of the push-in model (see Appendices A and B). The rating scale asked participants to agree or disagree with a series of statements regarding the push-in model on a Likert-type scale from 1 to 5 (see Appendices C and D). All information provided by classroom teachers remained anonymous to the researcher,

however, as there was only one reading specialist involved in the study, the source of this information was known.

The field notes were completed using the five model framework presented by Bean (see Appendix E). On Mondays and Tuesdays when the researcher was present at the school she determined the types of instruction taking place in each classroom while the reading specialist was present. In addition to recording the model of instruction, additional notes were recorded about the lesson, teacher roles, and whether the reading specialist worked with students in the classroom or in another location.

Data Analysis

Throughout the course of the study, the researcher carefully reviewed the information that was being obtained from the questionnaires and surveys and during the direct observations of the classrooms. This information was then shared with the reading specialist so that during her planning with the classroom teachers she could try to integrate some of the models that were not being used on a regular basis. When the research was finished the researcher carefully reviewed all data on several occasions, looking for trends and variances. The data was then analyzed statistically, to determine how often each model was used in each classroom that was observed. The number of times each model was used in each class was first determined, and then the number of days that the reading specialist was in each classroom during the study, as field trips and assemblies often caused classes to be cancelled. Then the percentage of class periods that used each model was determined (i.e. 4 instances of

the support teaching model in the writing group, 8 observations total, 4/8= 50%).

This information was calculated for all individual classes as well as the classes as a whole. See Appendix F for the complete analysis. Together this information was compared to the previous research that has been discussed.

Trustworthiness was established through prolonged engagement with the study participants and careful documentation of all data obtained. The surveys used were designed to measure the classroom teachers and reading specialists impressions of the current program, and by obtaining this information anonymously and in more than one format valid and reliable data was able to be gathered. Following an extensive literature review, the researcher began to conduct direct observations while being a participant in the daily classroom activities. Although the observations only took place two days a week, they are typical of the remaining days of the week. Triangulation was attempted through the surveys, participant observations and literature review.

Results/Discussion

The goal of this research was to determine which models of collaborative teaching were already being used at the school and decide which models could help the push-in program become more effective for students and teachers. The evidence collected clearly shows that even in a push-in program, there is a significant amount of fragmentation between remedial and regular students. This fragmentation is often due to the fact that these students are still removed from the regular classroom on a regular basis to work with the reading specialist.

Over the course of the seven week observation period, the remedial reading students were taken away from their regular classroom during reading instruction 74% of the time. Most often these students worked on the same material as the rest of the class, just at a slower pace with added support from the reading specialist. However, it was not uncommon for the reading specialist to work with the same group of students for an extended period of time while the class read a book that would be “too hard” for the remedial students. During these periods the reading specialist planned her own instruction, just as she would do in a pull-out model of instruction.

The writing period at the beginning of the day took place in two of the fourth grade classrooms at the same time. The reading specialist spends two days a week in each of the classrooms and uses the fifth day for planning. This instruction was always done in a separate location in order to provide a few students with more support to complete extended writing pieces. Half the time the students left in the classroom were working on something other than writing during this time. This resulted in a support teaching model being used 50% of the time during writing. Parallel instruction, in which the students in the classroom were working on the same task, was used 38% of the time.

Building on the work of Schnorr and Davern (2005), the researcher would suggest the use of a writing workshop model, in which a short mini-lesson is provided to either the whole class or small groups, and students have time to write individually, conference with their peers and teachers and present their published works. This

model would provide all students with instruction in the skills they need at the moment in a small group or one-to-one conference setting. The workshop model would allow both teachers to work with all students as needed, and individualize instruction to meet all students' needs. Indeed, this method would also be helpful within each classroom during reading instruction as well.

In class A, students were served in a separate setting 77% of the time. The majority of the time (70%) the remedial students completed the same task as the rest of the class. Of these occasions, a parallel instruction model was used four times when the remedial students read a passage aloud to the reading specialist in a separate room while the remaining students read with partners in the classroom. A support teaching model was used twice when the reading specialist worked on the same skill of sequencing by using a simpler text than the other students were reading. After the remedial students had finished the simpler text they were reading, the reading specialist planned her own instruction using reader's theater. This was coded by the researcher as other, because there were no similarities to the work that was being completed by the regular students.

During the last two weeks of observation a major/assisting or teach and monitor model was used in Class A. All of the students were reading the same novel and completing the same activities simultaneously within the classroom setting. Here the classroom teacher and reading specialist were able to circulate the room and assist all students when needed, and also feed off of each other during periods of instruction. In this model, the reading specialist was able to meet the needs of the

remedial students in a situation that did not make them feel different than the rest of the class.

Class B demonstrated the most collaborative approaches to instruction that were observed. Here students were served in the classroom setting 57% of the time. Even when removed from the classroom, students were always working on the same skill as the rest of the class. The team teaching model was used by Class B on two occasions. In the two lessons the students were completing an activity in groups while both teachers were responsible for providing the necessary instruction and support needed for the students to complete the project successfully. For three week (six observations) a support teaching model was used in this classroom. During this time the class was divided into three groups. Each group was reading a book that was appropriate for their reading level on the same topic and focused on the same core skill. The classroom teacher and reading specialist each worked with the same group throughout the unit. The third group worked with the researcher on Monday and Tuesday and worked independently the rest of the week.

The last two weeks of observations in class B were a combination of major/assisting and station teaching. In preparation for these two weeks, the researcher and reading specialist spent an extended period of time planning in conjunction with the classroom teacher. The unit was introduced by the researcher using a major/assisting model, and then students spent the next five days working in various centers. At the end of the unit students were again brought together in a

major/assisting model to discuss what they had learned during the course of the unit and to present their various works to the class.

This type of model was possible in Class B because the classroom teacher and reading specialist have very similar beliefs about reading and because the classroom teacher really utilizes the specialist's funds of knowledge and allows her to serve as a reading coach (Dole, 2004).

Class C utilized the support teaching model in seven out of 12 observations. During that time the remedial reading students were reading a simpler version of a book about the American Revolution while the other students read another book on the same topic. Both groups also worked on sequencing as the focus skill while reading. A major/assisting model was used only on the first observation, in which the reading specialist led a lesson on dictionary skills and the classroom teacher offered help to students as needed. This was also the only lesson that was completed as an entire class; on the 11 other observations (92%) of Class C the remedial reading students were removed from the classroom for reading instruction.

A parallel instruction model was used during the final two weeks of observations in Class C. Both the reading specialist and the classroom teacher were completing a unit on visualization and reader's theater with their students. At the completion of the unit the two groups were going to perform for each other, so they were kept separate during the rehearsal stages. Although the students enjoyed performing for the other students in the class, it may have been easier for the teachers to plan if the groups had been combined to form one large group, because many

reader's theater scripts have many characters and both of these groups were very small.

Overall, the support teaching model was the most used collaborative model (40%). Parallel instruction (23%) and major/assisting (17%) were also used fairly often and within all three classrooms studied. However, those models which require the most pre-planning and communication between the reading specialist and classroom teacher were the least used (station teaching and team teaching, both 4%).

During the final two weeks of the observations, when the reading specialist and classroom teacher strived to implement new strategies into their instruction the researcher noticed a higher level of communication between the teachers and the ability to use the other models successfully.

Significance

This research is significant in that it showed that even in a push-in model, most of the reading instruction was taking place outside of the regular classroom anyway. The change from a pull-out to a push-in program is not easy and cannot take place overnight. Teachers who are placed in that situation need to be aware of the various collaborative models in order to make the change successful. The implementation of a comprehensive literacy program, such as a reading and writing workshop model or the Four Blocks, lend themselves to collaboration more easily than many traditional reading programs. When the reading specialist and classroom teachers involved in this study were presented with the information on collaboration they were able to implement the various models in their instruction fairly quickly and

easily and were able to see the benefits of each model. Perhaps if this information was presented to all teachers more collaboration would occur on a regular basis in all schools.

At the beginning of the study all of the teachers who responded to the surveys stated that remedial reading students benefit from having the other students as role models within the classroom, however they most often asked the reading specialist to remove the students from the classroom during reading instruction. Overall, this research showed that the classroom teachers and reading specialists are often more comfortable using the traditional pull-out model of remedial instruction.

Limitations

Some limitations were experienced by the researcher during this study. Because the nature of the research did not allow time for the teachers to discuss the need and purpose of the study, they did not necessarily “buy in” to the research. This caused lack of cooperation from a few teachers. Of the four classroom teachers who were given surveys at the beginning of the study, only two were returned to the researcher after several friendly reminders. The teachers often did not take the research seriously and stated that they didn’t have enough time to complete the surveys. The amount of time spent completing observations was also a limitation of the study. Although the research lasted seven weeks, only 14 observations took place. If the researcher had been present in the school more often a more clear picture may have developed. Because the researcher was a participant observer in the

study, it was hard to take notes on classroom activities as they were happening without distracting the students.

A final limitation was the unclear definition of push-in and pull-out. Within the work of Rita Bean, the term “pullout” is often used to describe a situation where students are removed from the classroom in order to provide more space or quiet, but still complete work that is similar to the rest of the class. However, this is still within the realm of collaborative teaching in certain models of instruction (parallel instruction and support teaching). The researcher adopted a similar definition for the purposes of this study, using the other category when a true pull-out model was utilized (i.e. when the reading specialist removes students from the classroom and plans instruction on her own and the instruction is not similar to what the other students in the class are doing). The researcher was unable to locate any previous research that involved the use of pull-out instruction occurring to this extent in a push-in program.

Future Implications

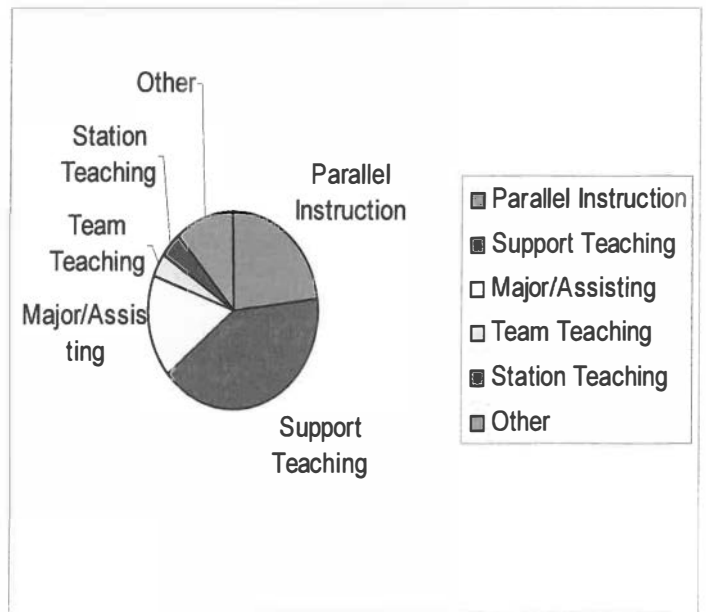
In the future it is the hope of the researcher that the reading specialist and classroom teachers involved in the study will continue to utilize the information they have been given about collaborative teaching as they continue to use a push-in model throughout the grade level. If this research was to be completed again the researcher would suggest keeping track of what students the reading specialist is working with in each classroom. Are they truly remedial reading students or just students that the classroom teacher feels should have services that day? Although the information

obtained in this study can be very informative to the teachers who participated, it would also be helpful for the study to take place on a larger scale, with several reading specialists in several schools taking part, so that the data could be generalized to the larger population instead of specific to one situation. It would also be interesting to see how instruction may change if teachers were provided with professional development activities revolving around the various collaborative models when the push-on model is being implemented.

In conclusion, this research has shown that even within a push-in program there is still a significant amount of remedial reading instruction that takes place outside of the regular classroom. By implementing the models explored within this research, the reading specialist and classroom teacher can begin to serve all students within the classroom setting.

Appendix F: Analysis of Individual Classrooms

Writing	Parallel Instruction	38%
	Support Teaching	50%
	Other	12%
	Push-In Pull-Out	0%
Class A	Parallel Instruction	31%
	Support Teaching	15%
	Major/Assisting	23%
	Other	31%
	Push-In Pull-Out	77%
Class B	Team Teaching	14%
	Support Teaching	43%
	Station Teaching	14%
	Major/Assisting	29%
	Push-In Pull-Out	57%
	Major/Assisting	43%
Class C	Support Teaching	58%
	Parallel Instruction	33%
	Push-In Pull-Out	8%
	Major/Assisting	8%
Total	Parallel Instruction	23%
	Support Teaching	40%
	Major/Assisting	17%
	Team Teaching	4%
	Station Teaching	4%
	Other	11%
	Push-In Pull-Out	26%
	Push-In Pull-Out	92%



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