Where Did All of My Students Go?

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2010-2011 4th Grade Intern: Ferguson Township Elementary

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Inquiry Conference
April 30, 2011
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We have noticed the constant revolving doors in our classrooms. Our students are consistently leaving the classroom for Enrichment, Learning Support, Title I, Instrumental Music, ESL, and other pullout programs. The purpose of this inquiry was to learn which strategies classroom teachers utilize when their students are pulled out of the classrooms on a daily basis.

**Context 1 (Emily Ulrich)**

During the 2010-2011 school year, I have had the opportunity to work as a Professional Development School intern in a 4th grade classroom. Inside my classroom I have 22 students, 9 females and 13 males.

My class is made up of students with both high and low SES backgrounds. Two parents raise some of the students, while one parent, a grandparent, or foster parent raises other students. The class is made up of predominantly Caucasian students. There are fourteen Caucasian students, four Asian students, one Hispanic student and one African American student. One of the Asian students recently moved here from Korea. He attends English as a Second Language (ESL) support to help him learn English.

One student in the class has Attention Deficit Disorder. He was recently diagnosed with the disorder and attends regular check ups with his doctor in order
to regulate his medicine. Since starting his medicine he is doing much better at staying on task and completing his work. One student in the class attended the Helping Elementary At-Risk To Succeed (HEARTS) program for the first two weeks of school for half of the day and is now mainstreamed into my classroom full time. This program allows a small group of students to receive academic and therapeutic help in one location. He has a tendency of calling out, getting involved in conflicts with other students, and not following the directions. He has shown progress in his behavior from the beginning of the year, but still has many defiant tendencies. He works closely with the counselor and is sometimes pulled out of the classroom to work with her.

My fourth grade class includes students with a wide variety of academic levels. Students come and go throughout the day in order to support their academic needs. Two students receive learning support for reading, writing, and math. One student receives learning support for reading and writing and attends Title I for math (Appendix F). In addition to those students who receive extra support, I also have several students who leave for enrichment throughout the week. Three students leave for science enrichment, four students leave for reading enrichment, and four students leave for math enrichment, once a week for a half hour. Fourteen of our twenty-one students are placed in the “higher level”
fourth grade math class and one of our students is placed in the “higher level”
fifth grade math class. Thirteen students also participate in instrumental music. 
These students have lessons on either Monday or Friday for thirty minutes each week. The times of these lessons change from week to week. (Appendix E).

**Context 2 (Sarah Harlan)**

During the 2010-2011 school year, I have had the opportunity to work as a Professional Development School Intern in a 4th grade classroom. This class is made up of 21 students, including thirteen females and nine males. We have had a male student leave for Korea and a student leave our classroom for the HEARTS program (Helping Elementary At-Risk to Succeed). This program is through the district. All of these students are unique individuals who add to our classroom dynamic.

Overall, this class is quite homogeneous. Of all 21 students, there is one African American student, and two students with parents that came to America from foreign countries. Many of the students in this class live close to the school. Thirteen students walk to and from school, with the rest riding various buses. Three female students attend an after school program at the local YMCA. One male student is on free and reduced meals and receives breakfast from the school. Two male students have IEP’s or Individualized Education Plans. One is labeled as
learning support while the other is labeled as autistic. At the end of February the one male student was placed in HEARTS (Helping Elementary At-Risk to Succeed). This is a program associated with the school district.

Of all students, three female students receive Title I support for math and one of those also receives Title I support for reading. For Title I math, the students are pulled out of the classroom three days a week for half an hour. These students often miss instructional time for this pull out. For Title I reading, the student is pulled out four days a week for half an hour at a time. Especially for reading, the student is usually pulled out during an independent station so she does not miss much instructional time. One of our female students is on Instructional Support Team (IST). She is monitored throughout the year because of this, receives additional support, and her parents are kept informed of her progress. She has not been labeled with any learning disability, but has been watched by IST since first grade. One male and one female student are on IST for writing and attend writing group once a week, where they have to leave the classroom. One male student (the one with an IEP) goes to learning support for math and language arts everyday. At this time, four students attend enrichment one day a week. These students often miss writing or other instructional times when they leave. One student has instrument on Tuesday.
and is pulled out of class for this. Twelve of our students have instrumental music on Thursday, while one has instrumental music on Tuesday. They usually miss important instructional times during the day.

Many of the students in the class have been friends and gone to school together since kindergarten. In class this year, there is only one new student. When letting the students pick their own pairs, two of the female students always work together. Other than that, many of the students will switch whom they work with. Many times, the Title I students will work together. Usually though, the boys will work solely with the boys and the same with the girls. At recess, students will typically mix with students from the other class. About 60% of this class will play a sport as a large group. Many of the remaining students, will play in various small groups (Full Version of Inquiry Brief: Appendix A).

**Wonderings and Sub-Wonderings**

We came up with our inquiry question for several reasons. Over the course of the entire school year, we have observed students coming and going from our classrooms for various reasons. These reasons include instructional support, enrichment, and extracurricular activities. Between our two classrooms, we have students leaving for Learning Support, Title I, ESL, writing support groups, math
enrichment, reading enrichment, writing enrichment, social studies enrichment, science enrichment, friendship groups, leadership groups, emotional support, and band and orchestra.

Because we have so many students leave the classroom, there are many times during the week where we do not have a full class for instructional time. Phillip M. Hash (2004) reports on a study done in 1986 by Rickabaugh and Kremer that looked at the number of programs that pulled students out of the classroom and as a result of that, the percentage of students that were present for instructional classroom time. Phillip M. Hash (2004) states that there are “24 different activities that resulted in students being removed from class, the number increasing from early to late elementary. As a result, the percent of time all students were present in the instructional group declined from 93% in second grade to 77% by grade five…to as little as 28% by sixth grade” (p. 1). There are several occasions where we have anywhere from one to ten students pulled out of the classroom at a time. Due to this, we have learned how difficult planning and teaching can be when there are multiple students leaving the classroom throughout the day. Phillip M. Hash (2004) expresses this same concern, “some teachers claim that pullout lessons result in a disruption of class time that requires them to wait for students to return before resuming instruction, or re-teach material to
students who missed class” (p. 2). We have discussed this with our mentors during planning time and have begun to see how difficult it can be to plan when you know groups of students will be missing a significant amount of time.

We are both invested in this topic because we struggle with this issue on a day-to-day basis. Now that we play a larger role in planning and teaching in the classroom, we have begun to encounter the difficulties with this matter frequently. We have realized that this is a universal theme and that we will have to overcome this difficulty no matter the school district or grade that we plan to teach in.

We hope to find strategies that teachers, who have multiple students leaving every week, can use in their classrooms. We also hope to find solutions and implementations that can increase students’ responsibilities in order to decrease the amount of time spent on re-teaching or directing those students who have been pulled out of the classroom.

Main Wondering

What strategies do teachers use when students are pulled out of the classroom?

Sub Wonderings
• How does teaching primary, intermediate, and upper intermediate students differ in terms of expectations for missed work?

• How does the pull out situation differ among grade levels?

• How do teachers decide what is important when it comes to missed work?

• How does the amount of students who are gone at a certain time affect what teachers teach?

• What do teachers do when students are repeatedly missing the same subject (reading, social studies, science, math)?

Data Collection

We collected a variety of data during our inquiry process in order to learn strategies that teachers utilize when several of their students are pulled out of their classrooms. The methods of data collection we used included anecdotal notes, observations, surveys, and interviews.

Survey:

In February, we conducted a survey through Survey Monkey, which was sent via e-mail to all twenty-six classroom teachers at two different elementary schools. We chose to conduct a survey because it allowed us to quickly and efficiently get information from all classroom teachers in our buildings. This also allowed us to gain information as to which teachers are experiencing a high volume of students being pulled out. Hubbard and Power (2003) stated that, “surveys can
also give you a sense of where to begin in your research” (p. 70). This survey helped us gain that beginning knowledge and research for our inquiry. The survey consisted of eight questions; both multiple choice and open ended and was sent to a total of twenty-six teachers (For all survey questions see Appendix B). The survey asked questions about how teachers plan around these students who leave the classroom and how they about their students leaving their classroom for various reasons. This survey was also designed to allow us to select teachers to then ask further questions through an interview.

Anecdotal Notes:

We both collected anecdotal notes, in our own classrooms, over several weeks regarding how many students left the classroom, the reason they left, how long they were gone, and what work they missed. We chose anecdotal notes because they gave us a baseline and gave us data to start with. Hubbard and Power (2003) "There are three note-taking strategies that teacher-researchers find most helpful in their work. These include using anecdotal records as part of the database..." (p. 41). We recorded these notes either on our laptops or on paper. We wanted to especially focus on where the students were going (ESL, Title I, enrichment, learning support, instrumental music, etc). Anecdotal notes were beneficial to use because it gave us evidence as to how frequently our students
were leaving the classroom, what work they were missing and how long they were gone. These notes provided us with concrete evidence of the frequency of their pull out. (See Appendix D)

**Interviews:**

One-on-one interviews were conducted with two primary and two intermediate teachers. These interviews were conducted individually (For interview questions see Appendix K). We looked at the answers we received from the survey, and chose teachers to interview based on of the amount of students they had leaving their classrooms and the variety of pull out programs their students were involved in. Once we selected the teachers we planned to interview, we developed several questions we wanted to ask. We based our questions on their answers to the survey and the information we wanted the teachers to expand on. We contacted teachers and planned the one-on-one, face-to-face interviews before, during, or after school. Emily interviewed one intermediate and one primary teacher and Sarah interviewed one intermediate and one primary teacher. During the interviews, we each took notes on what was said. Interviews were an important type of data collection because they allowed us to ask more in depth questions to teachers that have students leaving their classroom on a regular basis. Interviews gave us the opportunity to ask teachers about specific strategies they use and how
they implement these strategies in their classroom. Hubbard and Power (2003) agree that interviews are important when they say, “One important tool for the teacher-researcher is interviewing—asking questions to bring out the information we couldn’t learn without getting inside our students’ minds” (p. 63).

Data Analysis

We analyzed our data after each method of data collection was conducted. We would analyze our own data, and then come together every week to compare our results and put them together. By doing this, we were able to keep track of our information and better organize our findings. We had to also combine all of our data results to get the full picture of what was happening. Hubbard and Power (2003) describe this same idea by saying that data collection methods are, “useful snapshots of a moment in time that must be pieced together with other data to get a true picture of what is happening in your classroom” (p. 65). By doing this we were able to develop our claims.

Survey

After receiving the results of our survey, we began to analyze the responses. Although only 50% of the teachers responded to our survey, we were able to see emerging patterns and formulate claims. We looked at and read the
survey results as they were submitted to Survey Monkey individually. Then, after all the survey responses were in, we met to discuss the findings. We analyzed each question and compared the responses. We then also looked at all the responses from each teacher, seeing how many students leave for pull out, where they go, and the strategies that particular teacher uses. We were also able to compare this information to what we had found from our anecdotal notes. Analyzing the survey questions gave us a better understanding of the strategies teachers use for student pull out across grade level. Lastly, after analyzing the responses from the survey, we were able to select teachers to interview in order for them to expand on their answers.

**Anecdotal Notes:**

We took anecdotal notes for several weeks and therefore, had multiple pieces of data to look at. Every two weeks, we sat down together to analyze our data that we had collected. We looked at trends that we noticed concerning how many of our students were pulled out and where they were going. There was never a week where we did not have students pulled out of the classroom. We also looked at the work that students missed during their pull out time. Through the analysis of our anecdotal notes we were able to begin to see patterns emerge as to the
amount of students pulled out of our classrooms and the reasons they were pulled out.

Interviews

We conducted our interviews after we analyzed our responses from the survey. After each interview was conducted, we met together to discuss the information we received from the teachers. We compared the interview questions and answers to the answers we received from our survey. We also took the information from the interviews and compared and contrasted the strategies, resources, and expectations for missed work across grade levels. (For selected responses to the interview questions see Appendix L)

Explanation of Findings

After analyzing our data, we observed a few patterns regarding student pull out in classrooms and how teachers respond to this situation. The patterns that were strongly supported by evidence became the following claims:

Claim 1: Students are pulled out of the classroom for various reasons at all grade levels.
Our main wondering for our inquiry concerns how teachers respond when students are pulled out of their classrooms throughout the day for significant periods of time. After surveying all classroom teachers, we found that 100% of teachers from these schools have students leaving the classroom throughout the day (For survey result see Appendix D). On average, teachers had ten students that are pulled out of their classroom for thirty minutes or more each week (For survey result see Appendix F). We also found that teachers in every grade level had students that were pulled out of the classroom. (For survey result see Appendix C).

We also found that students were leaving the classroom for a variety of reasons. In Kindergarten through 2nd grade, many students left the classroom for RtII (Response to Instruction and Intervention), enrichment opportunities, support groups, ESL, Title I, and learning support. Students in the upper grades left the classroom for these reasons as well as having the opportunity to participate in band and orchestra (For survey result see Appendix E). After also looking and comparing our anecdotal notes, we realized that we had students in our 4th grade classrooms leaving for most of the reasons listed above and more: instrumental music, groups, speech therapy, Title I, ESL, enrichment, and Learning Support (For survey result see Appendix E). After analyzing the survey and
speaking with both primary and intermediate teachers, we have come to the conclusion that all teachers face the challenge of managing their classrooms and schedules, while students are being pulled out of the classroom.

Claim 2: There is no one right strategy for a classroom teacher to use when planning for student pull out: All teachers use different strategies.

Our main question for our inquiry regards strategies teachers can use when students are constantly being pulled out of their classroom. Through the surveys and interviews, we were able to delve deeper into this question. We found that there was not one strategy that was consistent between teachers and grade levels. All teachers had different ideas and strategies that can be used (For survey result and interview response see Appendices I and L). These strategies can also depend on what the student is leaving the classroom for. For example, in our survey, an intermediate teacher responded, “For Title 1 reading those students are pulled out during their independent stations so that they are missing a minimal amount of guided instruction.” (For survey result see Appendix I). We also found that some teachers will not schedule critical lessons at a time when their students are pulled out of the classroom. Another strategy we found that teachers used is the buddy system (For interview response see Appendix L). Two teachers responded in the survey that their students have buddies to catch them up when they return, so the
classroom teacher is not constantly repeating directions. (For survey result see Appendix I). Paraprofessionals were found to be a consistent strategy that teachers also utilize when students miss work (For survey result see Appendix I).

Another strategy that was found was that teachers use other times during the day to get students caught up. For example, teachers will have those students who have missed work catch up during literacy stations when they are working independently. In contrast with all of these various strategies, some teachers simply do not modify their schedules for students that are pulled out of the classroom (For survey result see Appendix H). As this data shows, there is no one strategy that can always work; there are a multitude that teachers can choose from depending on the grade level, pull out reason, worked missed, teachers’ preference and resources.

Claim 3: Expectations for missed work depend on a variety of variables:

Teacher resources, grade level, and work missed

A few of our sub wonderings include how teachers decide how to handle the work missed by their students and how this varies across grade levels (For survey result see Appendix G).
Teacher Resources

After continuing to analyze our data, we found a common trend. Many teachers will use the resources (paraprofessionals, student teachers, interns, etc.) at their disposal to help students make up missed work. According to the survey responses, many teachers use their paraprofessional to pull the students aside to assist them in making up the work (For survey result see Appendix I). This ensures that the teacher is not constantly retelling directions and can be attentive to all the other students in the classroom. However, not all teachers have these resources. For example, in the two elementary schools we surveyed, most intermediate and upper intermediate teachers do not have paraprofessionals (For interview response see Appendix L). In these instances, the teachers would have to use instructional time or try to find a free time during the day to catch these students up. Therefore, teacher resources can play a vital role in deciding the expectations for students’ missed work.

Grade Level

After collecting and analyzing our data, we found that the expectations for the students’ missed work varied across grade levels. The survey results showed that many intermediate and upper intermediate teachers expect their students to make up most, if not all, work they missed, while they were pulled out of the
classroom (For survey result see Appendix I). On the other hand, many of the primary teachers expressed that their students were not expected to complete missed work. One first grade teacher in an interview said that, “There were rarely missed assignments that my students miss when they were out of the classroom. Instead, many of my students miss activities, discussions, or games that are not easily made up.” In an interview a kindergarten teacher also said, “Usually my students are pulled out during center time, therefore there isn’t work to make up.” (For interview response see Appendix L). This shows that her students are not missing that core academic time. Therefore, expectations do vary based on division.

Work Missed

After analyzing the survey and speaking individually with both primary and intermediate teachers, we found that teachers factor in what work the student missed in order to decide whether or not the student needs to make it up. For example, one fourth grade teacher has multiple students who leave the classroom first thing in the morning and miss the seatwork activity or worksheet. She feels that this assignment is something that the students are able to miss and do not need to be responsible for making up. However, when students leave during math for 30 minutes for enrichment, she feels that it is the responsibility of the
students to learn the material and complete the missed work (For interview result see Appendix L).

Reflections and Implications for Future Practice

After conducting this inquiry, we realize that in the future, we will most likely be faced with students being pulled out of classroom for various reasons throughout the day. From our research and data collection, we have grasped the benefits and enjoyment that are available to the students from these different pull out programs. However, we believe as a classroom teacher, it is very important to adapt your schedule and make adjustments to best suit the needs of your students. From our various methods of data collection, we have discovered multiple strategies that teachers use in their current classroom that we plan on implementing in our own classroom. We both feel that it is important to take into consideration the reason for the student being pulled out in relation to the material being covered in the classroom. For example, if we have a student leaving the classroom for Title I reading, we would want to meet with that student’s guided reading group first, before that student left the classroom. Therefore, the student would only miss independent work, instead of direct instruction. Another strategy we would like to use in an intermediate and upper intermediate is the
buddy system. We would like each student to pair up with another student who does not leave for the same pull out reason or same time of day. The buddy system gives students more independence and responsibility when they miss work. We both feel that if students are missing instructional time for reasons such as enrichment and instrumental music, it is the students’ responsibility to ensure that they have received the missed material or assignment. We also feel that the buddy system limits the amount of time the teacher needs to spend catching students up. We realize that planning and modifying for student pull out can be a daunting task for teachers, however, we feel it is beneficial for both teachers and students to have strategies implemented to help deal with this situation.

From this inquiry, we found ourselves wondering a variety of different things. One of our main wonderings is how you weigh the importance of the pull out programs that the students are leaving for. For example, is enrichment more or less important than Title I? Is it more beneficial for an ESL student to stay in the classroom, surrounded by peer communication, or to receive direct English instruction? We also wonder if students should be limited to the number of pull out programs they participate in. For example, if a student leaves the classroom for Title I math and reading, should he or she also be allowed to leave for enrichment opportunities? Lastly, we wonder how these various pull out programs effect the
students. Do students feel less part of the classroom community if they are constantly pulled out? As we begin to enter our careers, we realize that these will always be questions that we have.
Inquiry Brief

**Context # 1 - Emily Ulrich**

During the 2010-2011 school year, I have had the opportunity to work as a Professional Development School intern in a 4th grade classroom. Inside my classroom I have 22 students, 9 females and 13 males.

My class is made up of students with both high and low SES backgrounds. Some of the students are raised by two parents, while other students are raised by one parent, a grandparent, or foster parent. The class is made up of predominantly Caucasian students. There are fourteen Caucasian students, four Asian students, one Hispanic student and one African American student. One of the Asian students recently moved here from Korea. He attends ESL support to help him learn English.

One student in the class has Attention Deficit Disorder. He was recently diagnosed with the disorder and attends regular check ups with his doctor in order to regulate his medicine. Since starting his medicine he is doing much better at staying on task and completing his work. One student in the class attended the HEARTS program for the first two weeks of school for half of the day and is now mainstreamed into my classroom full time. The HEARTS program stands for Helping Elementary At-Risk To Succeed. This program allows a small group of students to receive academic and therapeutic help in one location. He has a tendency of calling out, getting involved in conflicts with other students, and not following the directions. He has shown progress in his behavior from the beginning of the year, but still has many defiant tendencies. He works closely with the counselor and is sometimes pulled out of the classroom to work with her.

My fourth grade class includes students with a wide variety of academic levels. Students come and go throughout the day in order to support their academic needs. Two students receive learning support for reading, writing, and math. One student receives learning support for reading and writing and attends Title One for math. In addition to those students who receive extra support, I also have several students who leave for enrichment throughout the week. Three students leave for science enrichment, four students leave for reading enrichment, and four students leave for math enrichment, once a week for a half hour. Fourteen of our twenty-one students are placed in the “higher level” fourth grade math class and one of our students is placed in the “higher level” fifth grade math class.

**Context # 2 - Sarah Harlan**

During the 2010-2011 school year, I have had the opportunity to work as a Professional Development School Intern in a 4th grade classroom. This class is made up of
21 students, including thirteen females and nine males. We have recently had a male student leave for Korea and will have a student going to the HEARTS Program by the end of the month. All of these students are unique individuals who add to our classroom dynamic. Overall, this class is quite homogeneous. Of all 21 students, there is one African American student, and two students with parents that came to America from foreign countries. Many of the students in this class live close to the school. Thirteen students walk to and from school, with the rest riding various buses. Three female students attend an after school program at the local YMCA. One male student is on free and reduced meals and receives breakfast from the school. Two male students have IEP’s or Individualized Education Plans. One is labeled as learning support while the other is labeled as autistic. The autistic student has a paraprofessional that is with him all day. He will be attending the HEARTS Program at the end of the month.

Of all students, three female students receive Title I support for math and one of those also receives Title I support for reading. For Title 1 math, the students are pulled out of the classroom three days a week for half an hour. These students often miss instructional time for this pull out. For Title 1 reading, the student is pulled out four days a week for half an hour at a time. Especially for reading, the student is usually pulled out during an independent station so she does not miss much instructional time. One of our female students is on IST or Instructional Support Team. She is monitored throughout the year because of this, receives additional support, and her parents are kept informed of her progress. She has not been labeled with any learning disability, but has been watched by IST since first grade. One male and one female student are on IST for writing and attend writing group once a week, where they have to leave the classroom. One male student (the one with an IEP) goes to learning support for math and language arts everyday. The other one male student with an IEP attends school for half a day and almost solely stays in the learning support classroom. He comes with the class for specials and recess. Eight students attend enrichment one day a week. These students often miss writing or other instructional times when they leave. Most of the class participates in instrument. One student has instrument on Tuesday and is pulled out of class for this. Many of our other students have instrument on Thursday. They usually miss important instructional times during the day.

Many of the students in the class have been friends and gone to school together since kindergarten. In class this year, there is only one new student. When letting the students pick their own pairs, two of the female students always work together. Other than that, many of the students will switch whom they work with. Many times, the Title I students will work together. Usually though, the boys will work solely with the boys and the same with the girls. At recess, students will typically mix with students from the other class. About 60% of this class will play a sport as a large group. Many of the remaining students, will play in various small groups.

Rationale

We came up with our inquiry question for several reasons. Over the course of the entire school year, we have observed students coming and going from our classrooms for various reasons. These reasons include instructional support, enrichment, and extracurricular activities. Between our two classrooms, we have students leaving for
Learning Support, Title I, ESL, writing support group, math enrichment, reading enrichment, writing enrichment, social studies enrichment, science enrichment, friendship groups, leadership groups, emotional support, and band and orchestra.

With these numerous reasons that students may leave the classroom, there are many times during the week where we don’t have a full class for instructional time. There are several occasions where we may have anywhere from one to eight students pulled out of the classroom at a time. Due to this, we have learned how difficult planning and teaching can be when there are multiple students leaving the classroom throughout the day. We have discussed this with our mentors during planning time and have begun to see how difficult it can be to plan when you know groups of students will be missing a significant amount of time.

We are both invested in this topic because we struggle with this issue on a day-to-day basis. Now that we play a larger role in planning and teaching in the classroom, we have begun to encounter the difficulties with this matter frequently. We have realized that this is a universal theme and that we will have to overcome this difficulty no matter the school district or grade that we plan to teach in.

We hope to find strategies that teachers, who have multiple students leaving every week, can use in their classroom. We also hope to find solutions and implementations that can increase students’ responsibility in order to decrease the amount of time spent on reteaching or directing those students who have been pulled out of the classroom. Lastly, we would like to talk with veteran teachers who have experienced this dilemma and learn what strategies they have used in their classrooms.

● **Main Wondering**

  What strategies do teachers use when students are pulled out of the classroom?

**Sub Questions**

- How does teaching primary, intermediate, upper intermediate and sixth grade students differ in terms of expectations for missed work?
- As a classroom teacher, how do you plan and/or modify your schedule when students are constantly coming and in out of the classroom?
- How do teachers decide what is important when it comes to missed work? How do teachers prioritize?
- How does the amount of students who are gone at a certain time affect what teachers teach?
- How do teachers limit the amount of enrichment, support, instrumental music, etc. that a student can participate in?

What do teachers do when students are repeatedly missing the same subject (reading, social studies, science, math)? (combine this with # 2)

**Timeline**

Week of February 28, 2011
• Begin to think of survey questions to send to all of the classroom teachers at Corl Street and Ferguson Township - We will both send the same questions to both sets of classroom teachers - Emily will send the survey to teachers at Ferguson Elementary and Sarah will send the survey questions to the classroom teachers at Corl Street Elementary
• Revise Inquiry Brief and submit the final draft (March 2nd)
• Revise Annotated Bibliography and submit the final draft (March 2nd)

Week of March 7, 2011
• Spring Break!!
• Finalize survey questions on Survey Monkey.
• By Sunday, March 13, 2011 Emily will send the survey link to all classroom teachers at Ferguson Elementary and Sarah will send the link to all classroom teachers at Corl Street Elementary

Week of March 14, 2011
• Sarah and Emily will begin collecting survey responses from all classroom teachers
• We will both begin analyzing the survey results together
• All surveys must be received by Thursday, March 17, 2011.
• By Sunday, March 20, 2011 together Emily and Sarah will have chosen the two to three teachers from their respective schools that they will interview
• Sarah and Emily will begin to analyze the anecdotal notes we have taken in our own classrooms of students leaving the classroom (we will be looking at times they leave, how many students leave, how long they were gone, and what they missed)

Week of March 21, 2011
• On Monday, March 21, 2011 Emily will contact the teachers at Ferguson she will be interviewing to set up times by e-mail - Sarah will contact the teachers at Corl Street she will be interviewing to set up times by e-mail
• Together Sarah and Emily will begin to formulate interview questions based off of the classroom teachers’ responses from the survey.
• By Sunday, March 27, 2011 Emily and Sarah will have interview times set up with their teachers and the interview questions will be finalized - Interviews will be one-on-one

Week of March 28, 2011
• Emily will conduct one-on-one interviews with two to three teachers at Ferguson based on availability from Emily and the teacher - these can be conducted during specials or before or after school
• Sarah will conduct one-on-one interviews with two to three teachers at Corl Street based on availability from Sarah and the teacher - these can be conducted during specials or before or after school
• We will start outlining and writing the paper together

Week of April 4, 2011
• Analyze the interviews (what were techniques teachers used, what were struggles that teachers had, what was different across grade levels?)
• Find more sources/information that correspond with our data collection
• Write the paper and edit with the help of our PDA and mentor teacher
• Inquiry paper draft due to PDA

Week of April 11, 2011
• Modify paper
• Begin presentation for inquiry

Week of April 18, 2011
• Practice presenting inquiry
• Finish last minute touches

Week of April 25, 2011
• Week of inquiry conference!
• Practice presentation
• Inquiry conference - April 30

Week of May 2, 2011
• Final inquiry paper due to PDA (May 1)

Week of May 9, 2011
• Make final corrections to paper, if necessary
• Final inquiry paper due to Bern for website (May 13)
Data Collection (Hubbard and Powell)

Surveys
- Surveys are an appropriate type of data collection because they allow us to quickly and efficiently get information from all classroom teachers in our buildings. This allows us to gain information as to which teachers are experiencing a high volume of students being pulled out.
- We will send a survey to all faculty in Corl Street and Ferguson Township Elementary. This survey will ask multiple choice questions about the number of students who leave their classroom each week during the day. This survey will also ask open ended questions about how they plan around these students who leave the classroom and how they feel about their students leaving their classroom for various reasons.
- These surveys will be sent through e-mail. Surveys will be made in Survey Monkey and teachers will be sent the link. Teachers will have from Sunday, March 13 to Thursday, March 17 to answer the questions.

Interviews
- This is an important type of data collection because this allows us to ask more in depth questions to teachers that have students leaving their classroom on a regular basis. This will allow us to ask them about strategies they use and this will give the teachers the chance to explain the strategies to us.
- We will select teachers from a variety of grade levels. We will select teachers that responded that they have frequent students leaving and that have students that are missing multiple subjects
- These interviews will be one-on-one
- We plan to interview a few staff members of different grade levels based off the answers from our survey
- In these interviews, we will ask more in depth about the strategies these teachers use when planning around these students and the struggles they face

Anecdotal Notes
- This is an important type of data collection because it gives us evidence to how frequently our students are leaving the classroom, what work they are missing and how long they are gone.
- We will take anecdotal notes on the number of students that leave the classroom for a full week in each of our classrooms. We will also take note of how long each student is pulled out of the classroom and what subject area or lesson they are missing. We will make a note of any student that leaves the room for Title I, enrichment, learning support, instrumental music, and ESL.
Appendix B
Teacher Survey Questions

1. What grade do you teach?

2. Do you have students that are pulled out of the classroom during the school day?

3. If so, where are your students going?

4. About how many students are pulled out for 30 or more minutes a week.

5. Do you have the student(s) make up the activity or lesson that he or she missed while they were out of the classroom?

6. How do you modify your schedule when you have multiple students leaving the classroom during the day?

7. What are other strategies that you have used to accommodate students leaving your classroom?

Above are the questions that were sent to teachers. They were sent through an e-mail link through SurveyMonkey.
### Appendix C

#### Survey Question 1

<table>
<thead>
<tr>
<th>Grade</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>15.4%</td>
</tr>
<tr>
<td>First Grade</td>
<td>15.4%</td>
</tr>
<tr>
<td>Second Grade</td>
<td>15.4%</td>
</tr>
<tr>
<td>Third Grade</td>
<td>15.4%</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>15.4%</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>23.1%</td>
</tr>
</tbody>
</table>
### Appendix D

**Survey Question 2**

2. Do you have students that are pulled out of the classroom during the school day?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100.0%</td>
</tr>
<tr>
<td>No</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
### Appendix E

#### Survey Question 3

<table>
<thead>
<tr>
<th>3. If so, where are your students going?</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Support</td>
<td>61.5%</td>
<td>8</td>
</tr>
<tr>
<td>Enrichment</td>
<td>76.9%</td>
<td>10</td>
</tr>
<tr>
<td>Instrumental Music</td>
<td>36.5%</td>
<td>5</td>
</tr>
<tr>
<td>Title I</td>
<td>76.9%</td>
<td>10</td>
</tr>
<tr>
<td>ESL</td>
<td>53.8%</td>
<td>7</td>
</tr>
<tr>
<td>Group</td>
<td>23.1%</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>69.2%</td>
<td>9</td>
</tr>
</tbody>
</table>

answered question 13
skipped question 0
### Appendix F

**Survey Question 4**

4. About how many students are pulled out for 30 or more minutes a week.

<table>
<thead>
<tr>
<th>18+</th>
<th>4/14/11 10:20AM</th>
<th>View Responses</th>
</tr>
</thead>
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<tr>
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<td>3/22/11 8:05PM</td>
<td>View Responses</td>
</tr>
<tr>
<td>7</td>
<td>3/22/11 8:45AM</td>
<td>View Responses</td>
</tr>
<tr>
<td>4</td>
<td>3/21/11 11:48PM</td>
<td>View Responses</td>
</tr>
<tr>
<td>6</td>
<td>3/21/11 11:02PM</td>
<td>View Responses</td>
</tr>
<tr>
<td>7</td>
<td>3/21/11 9:44PM</td>
<td>View Responses</td>
</tr>
</tbody>
</table>

30 between my homeroom and math class

---

Out of 20 students, I have 19 students that are pulled out for one service or another... these include: Learning Support math & reading, enrichment, band, orchestra, Title 1 reading & math, counseling sessions, and counseling groups. Some of these times exceed 30 minutes whether they are scheduled to or not.

<table>
<thead>
<tr>
<th>8</th>
<th>3/21/11 9:02PM</th>
<th>View Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>3/21/11 9:28PM</td>
<td>View Responses</td>
</tr>
<tr>
<td>12</td>
<td>3/21/11 11:39AM</td>
<td>View Responses</td>
</tr>
<tr>
<td>9</td>
<td>3/21/11 10:15AM</td>
<td>View Responses</td>
</tr>
<tr>
<td>12</td>
<td>3/21/11 9:39AM</td>
<td>View Responses</td>
</tr>
</tbody>
</table>
### Appendix G

**Survey Question 5**

5. Do you have the student(s) make up the activity or lesson that he or she missed while they were out of the classroom?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7.7%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>84.6%</td>
</tr>
<tr>
<td>No</td>
<td>7.7%</td>
</tr>
</tbody>
</table>
Appendix H
Survey Question 6

6. How do you modify your schedule when you have multiple students leaving the classroom during the day?

GOLD FEATURE: Text Analysis allows you to view frequently used words and phrases, categorize responses and turn open-ended text into data you can really use. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

Showing 13 text responses

Move activities around that need all students. Have some students forego the activity.
4/14/11 10:20AM  View Responses

I must make sure what my Title I reading students miss in the classroom is not reading. Usually I schedule Science or Social Studies for when they are gone.
3/22/11 8:05PM  View Responses

I try to schedule their leaving during a non academic time.
3/22/11 8:45AM  View Responses

We are required to have social studies/science instruction during RTII time
3/21/11 11:46PM  View Responses

I don't.
3/21/11 11:02PM  View Responses

I try to do the stuff that least affects their academics. For example, I might do reading groups so that their group goes first, and then they leave. In that way they don’t miss their reading.
I usually do minimal modification. Most students know to get with a classmate and get caught up. At times I pull those students and get them caught up myself.

3/21/11 9:08PM   View Responses

I don't really modify it but plan to make it up with them if it is something important.

3/21/11 9:02PM   View Responses

This can be challenging to do. It's hard to balance the idea of getting the academics in, but then waiting to have a full classroom of students. I alter my Language Arts/guided reading on Thursdays which is an instrumental music day. It is very hard to hold guided reading stations when you have students in and out during the entire hour block. Instead of having stations, we typically do a whole group lesson, or that is our catch up work time for the week. We do our best to have student catch up during morning work, or independent work times for what they miss being out for Title 1 or enrichment. Ultimately though, for those students that are being pulled out left and right there is typically a different level of expectations for them.

3/21/11 8:53PM   View Responses

I try to plan the important lessons at times when I know they will be in class.

3/21/11 5:28PM   View Responses
Appendix I
Survey Question 7

7. What are other strategies that you have used to accommodate students leaving your classroom?

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Date</th>
<th>Time</th>
<th>View Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>buddy system partners assignment sheets</td>
<td>4/14/11</td>
<td>10:20AM</td>
<td>View Responses</td>
</tr>
<tr>
<td>I try to put off tests or more exciting activities for when they return, towards the end of the lesson. When they return I might pause the lesson to fill them in briefly on what they missed, or have other students help them get caught up.</td>
<td>3/22/11</td>
<td>8:05PM</td>
<td>View Responses</td>
</tr>
<tr>
<td>between myself, the intern, and the para, an adult can usually work with them individually during choice time</td>
<td>3/21/11</td>
<td>11:48PM</td>
<td>View Responses</td>
</tr>
<tr>
<td>My para or intern or myself will help catch a child up if there is work that must be completed.</td>
<td>3/21/11</td>
<td>11:02PM</td>
<td>View Responses</td>
</tr>
<tr>
<td>can't think of any right now</td>
<td>3/21/11</td>
<td>9:08PM</td>
<td>View Responses</td>
</tr>
<tr>
<td>Sometimes give them an abbreviated form of the work or worksheet missed so it doesn't take as much time to complete. Sometimes I send it home for homework. I often pull the work aside and have the child complete it when they are finished with other work during the day.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix J
Selection of Anecdotal Notes - Sarah

February 8, 2011:
7 out for Enrichment, missed writing 12:00-12:40

February 17, 2011:
Math: 4 out for band
Language Arts: 4 out for band
Science: 2 out for orchestra

March 1, 2011:
5 out for Enrichment from 12:00-12:40, missed writing and must make it up

March 3, 2011:
Math: 5 out for math, must come back to get homework
Language Arts: 2 out for band

March 24, 2011:
During Math: 4 out during various times for band lessons, must come back to get homework
During Language Arts: 2 out for band/orchestra

April 5, 2011 (5th Grade):
1 out for make up PSSA, 3 out for band, 8 out for enrichment, all other students were doing make up work and working on problem solving techniques

April 12, 2011:
4 our for Enrichment from 12:00-12:40, missed poetry and must make it up
February 10, 2011
1 student out for ESL, missed social studies, did not need to make it up
1 student out for Title 1 Math, missed science, did not need to make it up

March 14, 2011
7 students out for Instrumental Music throughout the day, 2 missed Word study and needed to make it up

March 22, 2011
8 students out for Math Enrichment, missed IXL and homework review

March 30, 2011
2 students out for Science Enrichment, missed reading, needed to finish questions at another time

April 4, 2011
7 students out for Instrumental Music throughout the day, 4 missed the last half hour of math, needed to come back and get the class work and homework
Appendix K
Interview Questions

1. What grade do you teach?

2. What pull out programs do your students leave for?

3. How many students in your class participate in at least one pull out program?

4. What strategies have you used when scheduling for these times when students are pulled out?

5. How do you determine what work students make up?

6. Are there any other modifications you have made for student pull out?
Appendix L
Selected Responses to Interview Questions

1. “Kindergarten”, “First grade”, “Fourth grade”, “Fifth grade”

2. “My students leave for ESL and RtII” (Kindergarten)

“My students are involved in instrumental music, ESL, Learning Support, Enrichment, and Title I reading and math” (4th grade)

3. “4” (Kindergarten), “13” (1st grade)

4. “I use the buddy system in my classroom. I picked the pairs based on when students were leaving the classroom and what subjects they were missing. I have found this highly successful.” (5th grade)

“Also, because I do not have a para in my classroom, I have to often pull the kids myself to get them caught up.” (5th grade)

5. “There were rarely missed assignments that my students miss when they were out of the classroom. Instead, many of my students miss activities, discussions, or games that are not easily made up.” (1st grade)

“Usually my students are pulled out during center time, therefore there isn’t work to make up.” (Kindergarten)

“When my students leave in the morning during seatwork, I often find that they don’t have work to make up. However, when students leave for math enrichment, they know they need to make up the math work they missed.” (4th grade)
6. "My students are also sometime pulled out during snack time. Therefore when they leave for ESL, they are allowed to bring their snack with them." (Kindergarten)

"I try to schedule social studies and science in the afternoon so that my students that attend learning support are not missing those subjects." (4th grade)
Appendix M

Picture of Band Schedule in a 4th Grade Classroom

<table>
<thead>
<tr>
<th>Date</th>
<th>Band Rotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/20</td>
<td>A B C D E F G H</td>
</tr>
<tr>
<td>9/27</td>
<td>I A B C D E F G H</td>
</tr>
<tr>
<td>10/4</td>
<td>H I A B C D E F G</td>
</tr>
<tr>
<td>10/11</td>
<td>G H I A B C D E F</td>
</tr>
<tr>
<td>10/18</td>
<td>F G H I A B C D E F</td>
</tr>
<tr>
<td>10/25</td>
<td>E F G H I A B C D E F</td>
</tr>
<tr>
<td>11/1</td>
<td>D E F G H I A B C D E F</td>
</tr>
<tr>
<td>11/8</td>
<td>C D E F G H I A B C D E F</td>
</tr>
<tr>
<td>11/15</td>
<td>B C D E F G H I A B C D E F</td>
</tr>
<tr>
<td>11/22</td>
<td>A B C D E F G H I A B C D E F</td>
</tr>
<tr>
<td>12/6</td>
<td>H I A B C D E F G H I A B C D E F</td>
</tr>
<tr>
<td>12/13</td>
<td>G H I A B C D E F G H I A B C D E F</td>
</tr>
<tr>
<td>12/20</td>
<td>F G H I A B C D E F G H I A B C D E F</td>
</tr>
<tr>
<td>1/3</td>
<td>E F G H I A B C D E F G H I A B C D E F</td>
</tr>
<tr>
<td>1/10</td>
<td>D E F G H I A B C D E F G H I A B C D E F</td>
</tr>
<tr>
<td>1/17</td>
<td>C D E F G H I A B C D E F G H I A B C D E F</td>
</tr>
<tr>
<td>1/24</td>
<td>B C D E F G H I A B C D E F G H I A B C D E F</td>
</tr>
<tr>
<td>1/31</td>
<td>A B C D E F G H I A B C D E F G H I A B C D E F</td>
</tr>
<tr>
<td>2/7</td>
<td>H I A B C D E F G H I A B C D E F G H I A B C D E F</td>
</tr>
<tr>
<td>2/14</td>
<td>G H I A B C D E F G H I A B C D E F G H I A B C D E F</td>
</tr>
<tr>
<td>2/21</td>
<td>F G H I A B C D E F G H I A B C D E F G H I A B C D E F</td>
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<tr>
<td>2/28</td>
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</tr>
<tr>
<td>3/4</td>
<td>D E F G H I A B C D E F G H I A B C D E F G H I A B C D E F</td>
</tr>
<tr>
<td>3/11</td>
<td>C D E F G H I A B C D E F G H I A B C D E F G H I A B C D E F</td>
</tr>
<tr>
<td>3/18</td>
<td>B C D E F G H I A B C D E F G H I A B C D E F G H I A B C D E F</td>
</tr>
<tr>
<td>3/25</td>
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</tr>
<tr>
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</tr>
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</tr>
<tr>
<td>4/22</td>
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</tr>
<tr>
<td>4/29</td>
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</tr>
<tr>
<td>5/6</td>
<td>C D E F G H I A B C D E F G H I A B C D E F G H I A B C D E F G H I A B C D E F</td>
</tr>
<tr>
<td>5/13</td>
<td>B C D E F G H I A B C D E F G H I A B C D E F G H I A B C D E F G H I A B C D E F</td>
</tr>
<tr>
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</tr>
<tr>
<td>5/27</td>
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</tr>
<tr>
<td>6/3</td>
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</tr>
<tr>
<td>6/10</td>
<td>F G H I A B C D E F G H I A B C D E F G H I A B C D E F G H I A B C D E F G H I A B C D E F</td>
</tr>
</tbody>
</table>

These pictures show the frequency at which students are gone during their scheduled band time. This schedule is posted in the classroom, so students are responsible for remembering their own lessons.
Appendix N

Picture of a Math Club Schedule on a 4th Grade Student’s Desk

This picture shows how often students are gone for Title I reading and math.

This student’s schedule is posted on the desk, to make it easy to remember.
Appendix O
Annotated Bibliography

Allocating Resources for Equity. (2007). Retrieved from

This article gives an overview of the effects of pull out programs on students’ achievement in the classroom. The article gives insight to how students feel and the struggles they are faced when they are pulled from the classroom frequently. The article also discusses the obstacles teachers and principals are faced when scheduling these various pull out programs and opportunities. This resource will be valuable for our inquiry because it helps us understand the complexity that is involved when trying to schedule and adapt to students’ pull out programs. In addition, this article will help us understand how students are affected when they leave the classroom and how important it is for classroom teachers to include these students when possible. Lastly, this article will help us with our inquiry because it provides strategies that a principal is implementing in her school to find alternatives to those students who leave the classroom on a regular basis.


This book discusses various ways in which schools and teachers accommodate students who need extra gifted instruction. In the chapter, Special Classes for Gifted Instruction, the book offers a plethora of both advantages and disadvantages of pulling students out of the regular classroom for enrichment instruction. The article takes on the perspective of both the teacher and parent in how to address those students who are “gifted” and how to get their needs met without disrupting or affecting the regular classroom. We plan to use this resource in our inquiry. We want to use strategies and suggestions that the chapter offers to help the gifted (or enrichment) feel more challenged in our classroom. We also want to use this resource to make greater connections between what students are receiving in enrichment and what students are learning in the classroom. This book also helps us gain insight on the importance for “gifted and talented” students to receive extra enrichment and feel challenged whether inside or outside of the classroom.

This article discusses the pressure that standardized testing puts on teachers, principals, school districts, etc. and how this affects their willingness to let their students leave the classroom for instrumental music lessons. Similarly, the article discusses how parents do not want their children to get behind in subject areas like math and reading, and therefore do not want their children to sign up to play an instrument. The article also provides research on those students who have been pulled out of the classroom for string instruments compared to those students who stay in the classroom during the entire school day. We plan to use this article because it shows the benefits students receive and the importance of allowing students to leave the regular classroom in order to play their musical instrument. This article demonstrates that students can leave the classroom and miss lessons in core subject areas and still score high on their standardized tests.


This book was used to help us analyze our data. The chapter, specifically on data analysis, was helpful. It gave us strategies from where to start for each of our data collection methods. The book, also gave us ideas for data collection methods. The authors laid out why each data collection method was important and it’s use for inquiry. The authors gave concrete examples that made data collection and analysis easy to follow and understand. We were able to utilize these chapters to sort out our data and begin to see emerging patterns.


Chapter 19, *Gifted Education Programs and Procedures*, discusses the different formats or programs that schools use in order to help differentiate instruction for those students who need enrichment. This chapter states the benefits and advantages that these different options have for both students and teachers. It states how teachers planning and scheduling can turn into a nightmare when students are constantly leaving throughout the day. The chapter also offers research on alternative programs that schools have implemented for students who need enrichment in certain subject areas. This book is useful for our inquiry because it discusses the disadvantages or struggles teachers may endure when they have students constantly leaving or being pulled out for different enrichment subjects. We plan to use this resource to further our research on the percentage of students that receive enrichment outside of their regular education.
This resource can help us better see both ends of the spectrum when considering our enrichment students in planning.


This article gives an overview on the effects of instrumental music pullout. The article discusses how most instrumental band and orchestra pullout occur during academic time during the school day. The author also touched on the attitudes of pullout. He stated that pullouts can be difficult to schedule because most specialists are only available during certain days and certain times during those days. Because of this pullout, he states that many teachers have a negative view because they have to wait to resume instruction until students are back. However, it was stated that removing students for a small amount of time, will not harm their academic achievement. One suggestion that was offered in this article was that specialists schedule around classrooms instead of instrument, allowing students from the same class to be coming at one time, and therefore, not missing as much instructional time. This article will be useful for our inquiry because it discusses the scheduling aspect of instrumental music. The article also talks about student pullout on both sides. How sometimes scheduling these pullouts can result in a loss of instructional time. However, we want to use this information to guide us when we look at our survey results and keep this information in the back of our minds.


This resource discusses the benefits and costs of students receiving Title I services being pulled out from their regular educational classroom for extra support. The article explains how students who leave the regular classroom for Title I support may actually benefit greater by staying in the classroom. These reasons include, the students will have a chance to be educated by their peers, students will be challenged, and students won’t be labeled as needing extra support. The resource also weighs the options of ability grouping and heterogeneously grouping students. The authors state that by heterogeneously grouping students, teachers are actually pushing students to achieve at a higher level. We plan to use this resource because it gives a variety of strategies for teachers to implement in their classroom for those students who are Title I, but stay in the regular classroom.

*Pullout Music Programs and Student Academic Achievement.* (2004, Aug. 31). Retrieved from
This article answers the questions of whether or not pulling students out of the classroom for music education affects their academic achievement. The article provides research and data supporting the idea those students who are pulled out of the classroom for instrumental music score just as well, if not higher than students who do not participate in band or orchestra. This article will be valuable for our inquiry because it provides us with further background knowledge of those students who are pulled out of the classroom and how they are affected. The article also discusses the idea of having teachers modify their schedules around these students in order to reduce the amount of instructional time these students miss.


This article gives background knowledge of some of the different reasons why students are pulled out of the regular classroom on a regular basis. This article addresses the importance of pull out programs like enrichment, special education and ESL. However, this article also identifies with classroom teachers and the challenges it can be to plan their schedule around these students that leave. The article offers a few strategies and tips for teachers who have multiple students leaving their regular classroom for either enrichment, special education, ESL, etc. This resource will be valuable for our inquiry for all the suggestions and strategies that it offers teachers who have students who are pulled out of the classroom for various reasons. Many of these strategies, such as having a large clock on the wall to keep everything on a schedule, is easy to implement and keep up with. This resource also suggests getting the students as involved as possible when they return. This is a strategy that we could easily use in our classrooms and learn from for our inquiry.

This article provides background information, data, and results of students’ math and reading comprehension scores who are pulled out of the classroom for instrumental music lessons. The article discusses the controversy of how teachers are being held accountable for their students’ academic progress and therefore are reluctant to let their students sign up for pull out programs. The article provides data to show that many students who are involved in band or orchestra scored higher on reading and math tests than the general population. This article is beneficial towards our inquiry because it gives concrete evidence that pull out opportunities can enrich students’ academic performance. This article gives us a positive look towards student pull out and how it can actually increase students’ achievement.