Square Peg/Round Hole: A Reading Recovery Center
Thriving in the University

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The Value of Alignment
- Exploration and development of conceptual understandings
- Philosophical consistency across programs and academic endeavors
- Context for rich dialogue

Alignment of theory and practice
- Social construction of meaning
- Interactive model of reading
- Development of a strategic processing system
- Reflective practice that leads to effective instruction
- Critical literacy

Social construction of meaning
- Engagement with others about the meaning of the text
- Construction of meaning between the reader and the text, within a community of meaning-makers
- Deb’s doodle drawing

Development of Strategic Processing System
Goodman, Watson, & Burke (1987;)
- Initiating
- Sampling
- Predicting
- Confirming
- Integrating
Interactive Model of Reading

Rumelhart (1986; 1994; 2004)
- Effective use of multiple sources of information
- Parallel processing and parallel construction of meaning

Development of Strategic Processing System

Clay’s theory of literacy learning:
- Children develop a strategic processing system through reading and writing continuous text—a self-extending system
- This system develops over time in power and efficiency
- Beginning readers develop knowledge and use of that knowledge simultaneously

Understanding of the Text

Broad conceptual ideas
- Within text specifics
  - Overall text structure
  - Within paragraph
  - Within sentence
  - Within word

Organization of content/text
Focus on meaning making
- Comprehension
- Word recognition (skills & strategies)
  - Phonemic awareness
  - Phonics knowledge
- Vocabulary knowledge
- Fluency (prosody & rate)
Development of Strategic Processing System

Teaching for strategic activity
- Teachers support students to monitor their comprehending at many different levels of text:
  - word, phrase, sentence,
  - paragraph, episode, whole text, and
  - knowledge beyond the text.

Teaching for strategic activity or processing
- Teachers
  - Sensitively observe student's reading actions and interactions
  - Interpret actions of reader to determine strategic activity
  - Provide ample opportunity for students to read and write continuous text at instructional and easy levels

Reflective Practice that Leads to Effective Instruction

- Recognizing the mismatch often found between home literacy and school literacy
- Acknowledging and building on the language and cultural diversity in the classroom
- Creating and establishing learning environments that foster critical literacy

Teachers in a Community of Practice:
- Rogoff, Matusov, and White (1996)
- Research-based support for collegial approach to teaching for improved instruction
- Recent focus nationally on improved preparation of teachers through focused "community groups" discussing practice

Reflective Practice that Leads to Effective Instruction

Reflection on Literacy Practice
- Video taped practice or live lessons
- Focus on meaning
  - Description of practice
  - Theory within practice
  - Meaning for the learner
- ‘Informed Other’ providing prompts and critical feedback

Using Critical Reflection:
- Knowledge of how literacy develops
- Knowledge of literacy processes and components
- Knowledge of effective practices and approaches for literacy development
- An awareness of the complexity of context
Reflective Practice that Leads to Effective Instruction

**Reflection as a Meaning Making Construct**
- Within the immediate text experience
- Through discussion (social construction of meaning)
- Through critical analysis
- Across meaningful contexts (purpose driven)

Reflective Practice in Action: Practical Argument

Reflective Practice in Action: Behind the Glass
- Dialogic co-construction
- Observe and analyze live lessons
- Inquiry stance
- Linking theory, observation and practice

Critical Literacy

Summary of Process:
- Analyze what is read, observed and stated
- Evaluate what is read, observed and stated
- Take a critical stance
- Take a stance of inquiry, remaining tentative and observing sensitively
- Use reflective dialogue
- Construct knowledge through experiences

Using Critical Reflection

**Teachers develop:**
- Knowledge of how literacy develops in successful readers
- Knowledge of reading actions and interactions as well as literacy processes
- Knowledge of effective instructional procedures
- Awareness of the complexity of literacy learning

Iowa Reading Recovery Network

- Reading Recovery Center of Iowa at UNI
- 11 Reading Recovery Sites
- 509 teachers
- 322 schools
- 154 districts
UNI Reading Recovery Center

• Provides 6 doctoral level courses for preparing teacher leaders and 2 graduate courses for preparing teachers
• Supports 17 teacher leaders at 11 sites throughout Iowa
• Provides ongoing professional development for teacher leaders after preparation

UNI Reading Recovery Center

• Provides an annual conference for all Reading Recovery professionals
• Provides an annual Executive Summary of Reading Recovery results in Iowa
• Provides technical support to the network of Reading Recovery professionals throughout the state

Reading Recovery Results in Iowa

- Over 65,000 Reading Recovery students since 1991
- Over 4,000 students annually
- Each year approximately 75% of students reach grade-level reading standard in 12-20 weeks of one-to-one Reading Recovery instruction

Integrating Reading Recovery in the University Culture

Making Reading Recovery a part of UNI structure and maintaining integrity
- Tenure track position
- Part of Literacy Education division
- Structure of clinic
- Regular communication made possible
- Courses through curriculum process
- Mentoring (Penny and Deb)

How to achieve university integration:
- Continual awareness and effort to foster a dynamic process to have a meeting of the minds and a construction of new understandings
- Willingness of all participants to achieve integration
- Recognition by all participants that the process is dynamic and ever-changing