

# ALER Clinical Division Newsletter

Spring 2017

## Critical Reflective Inquiry Using the Gradual Release of Responsibility

2016 Clinical Keynote Address

In her 2016 Clinical Division Keynote Address entitled, *Video Pedagogy in Action: Critical Reflective Inquiry Using the Gradual Release of Responsibility*, Dr. Lynn Shanahan shared her conception of a Reflective Video Pedagogy ([Shanahan et](#)

teacher reflection. She considered how the development of a reflective video pedagogy occurs on both macro and micro levels, within a course and across undergraduate and graduate programs. In addition, she explored how the GRR

*Developing teachers' capacity to engage in a full range of reflective practices leads, ultimately, to improved classroom practices.*

~Dr. Lynn Shanahan

[al., 2013, p. 305](#)) and how the Gradual Release of Responsibility (GRR) model (Pearson & Gallagher, 1983) was used as a tool in assisting



Dr. Shanahan and past-Clinical Chair Stephanie McAndrews share ideas following the keynote address.

model could be used within teacher professional development settings. Attendees left with an understanding of how the application of the GRR has the potential to inform the variable levels of support that are necessary to develop teachers' capacity to engage in a full range of reflective practices that lead, ultimately, to improved classroom practices.

## Call for Proposals

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2017 Clinical Division Meeting  
Call for Roundtable Proposals:

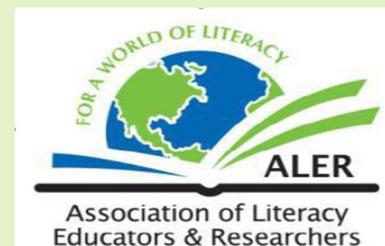
### Assessing in the Literacy Clinic

The ALER Clinical Division is seeking roundtable proposals for the 2017 Clinical Division meeting. Proposals should address the division meeting theme of assessing in the literacy clinic.

Each selected presenter will provide a 15-min. discussion of assessment practices appropriate for use in literacy clinics. The presentation will then be repeated to allow for additional participants.

Proposals should be submitted as a Word (or similar) attachment via email to Vicki Collet ([collet@uark.edu](mailto:collet@uark.edu)) by midnight on April 30, 2017.

The full Call for Proposals is available [here](#).



# Don't DIBEL Me: Using Weighted Running Records as Progress-Monitoring Tools

Upcoming 2017 Keynote

Teachers across the nation spend precious instructional hours assessing students' ability to read nonsense. In her upcoming keynote address at the 2017 ALER Clinical Division Meeting, Dr. Vicki S. Collet will describe an alternative.

Weighted Running Records (WRR) provide a way to assess seamlessly during instruction. An adaptation of traditional Running Records, WRR allow for gap analysis and vertical articulation to track students' progress over time. This authentic assessment method is organic to the instructional

process. A leveled book, a piece of paper, and a few simple calculations are all that is needed to use WRR to monitor students' reading improvement as they move across different levels of text.

In the current educational climate, where RTI emphasizes frequent progress-monitoring measures, teacher-friendly assessments that provide diagnostic information about students' literacy learning are needed. Enter the Weighted Running Record! Traditional Running Record practices do not account for growth over time as

students move through different levels of text; Weighted Running Records, however, provide this vertical articulation. This session will address use of Weighted Running Records for gap analysis and their subsequent use to track student progress. The Weighted Running Record is an assessment that can be used diagnostically to identify strengths and areas of need and to inform instructional decisions.

## Did you know?

ALER (formerly College Reading Association) began in 1960.

## ALER Clinical Division

### Division Purpose Statement

The purpose of the Clinical Division is to study, evaluate and publicize information related to the **diagnosis and remediation** of literacy and related learning difficulties.

The Clinical Division seeks to direct the advancement of **understanding of the learner and the learning process** at clinical diagnostic, instructional, and administrative levels within the professional field of reading.

### Division Leadership

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