

2024-25 Professional Learning Book Study Option Guide

***Mathematics for Dyslexics and Dyscalculics: A Teaching Handbook* by Steve Chinn and Richard Ashcroft**

(can be used for bankable SWD points by following suggested protocol)

Suggested School-Based Protocol

For 24-25, we have several featured books for school-based professional learning study. A school may reserve a set of books for book study by emailing Susan Walden in the Office of Professional Learning. Sets of up to 25 books are available, along with this protocol, to be borrowed for a facilitated study for up to six months.

Book Summary: A seminal handbook in the field for more than 20 years, this new and updated edition of *Mathematics for Dyslexics and Dyscalculics* contains the latest research and best practices for helping learners with numerical and mathematical difficulties.

- Provides a complete overview of theory and research in the fields of dyslexia and dyscalculia, along with detailed yet pragmatic methods to apply in the classroom
- Contains enhanced coverage of place value and the role of the decimal point, why fractions can challenge a developed logic for arithmetic, and the complexity of time along with new material on addressing anxiety, fear, motivation, and resilience in the classroom; and links to new resources including standardized tests and recommended reading lists
- Written by two mathematics teachers with 50 years of teaching experience between them, much of it in specialist settings for students with specific learning difficulties
- Offers effective teaching strategies for learners of all ages in a structured but accessible format

The following pages outline the suggested book study protocols for this title. Protocols may be adjusted to fit school or site needs and preferences. Courses and credits will be entered in LEADS by the district office after the books are reserved by the TEC rep. A separate request for a course will NOT need to be made by PLAs/TEC reps., but documentation should be turned in to Susan Walden (waldens@leonschools.net) and Tonya Gerardi (gerardit@leonschools.net) for credit.

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Suggested Pacing: 6 meetings over the course of 6-12 weeks; 1-3 chapters per meeting; Maximum 36 hours/points

Step One: The book study facilitator will distribute a meeting and reading schedule with meeting dates/due dates to participants along with the reflection tasks that should be brought to each meeting.

Step Two: The book study facilitator will host meetings as scheduled using the discussion protocol provided along with collecting reflection task work. The book study facilitator will either have participants sign in for each meeting or will take attendance at each meeting that will be turned in for credit documentation to the Office of Professional Learning.

Step Three: After the final scheduled meeting, the book study facilitator will collect all reflection tasks and verify all participant attendance to determine the number of points that should be awarded to each participant. A version of the chart provided in Appendix A should be provided to the Office of Professional Learning to document this information.

Step Four: The book study facilitator will submit the following required documentation to the Office of Professional Learning (email documentation to waldens@leonschools.net AND gerardit@leonschools.net):

- The completed credit chart for the book study (modeled on Appendix A)
- Meeting attendance or sign-in sheets from ALL meeting sessions
- A sample of any three reflection tasks submitted for the book study

Book Study Meeting Discussion Protocol

1. Participants should bring their book and reflection task responses to each meeting.
2. The book study facilitator will begin the conversation for each meeting by asking one participant to outline their summary of the key points or responses to the chapter from the reflection tasks.
3. After the first participant shares, other participants in the room will be asked what they would add to the first respondent's answer.
4. After discussing participants' outlines, the book study facilitator will ask participants to verbally discuss responses to the following:
 - a. How could we all agree to adjust something in our routines or practices to address this math difficulty?
 - b. What questions do we still have about how this change in practice or student assistance would work?

The book study facilitator should keep a running record of responses to part A (How could we all agree...) above to provide as a help sheet/handout for all participants at the end of the book study.

Reflection Tasks Protocol

(These tasks are to be completed independently by book study participants or in small groups in advance of book study meetings. Responses should be written/typed and submitted to book study facilitator.)

1. Read chapters 1-3 in the text. For each chapter, write a brief summary that explains
 - a. The main purpose of the chapter.
 - b. What you found to be the most important concept discussed in each chapter.
 - c. A question you still have about the topic after reading the chapter.
2. Work through chapters 5-15. For each chapter write
 - a. A summary of the key concept explored.
 - b. A specific strategy for teaching the concept explored in each chapter.
3. Read chapters 16-18. For this section of the book as a whole
 - a. Summarize the advice provided by the authors for addressing the issues of curriculum timing and question checking and attacking.

Appendix A: Example Credit Documentation Tracking Chart (May be adjusted to fit school or site needs.)

Book Title:

Book Study Facilitator:

Dates of Book Study:

****Note – Meeting hours are equivalent to 1 point per 1 hour of attendance***

Name	Meeting #1 Attendance #Hours: Date:	Meeting #2 Attendance #Hours: Date:	Meeting #3 Attendance #Hours: Date:	Meeting #4 Attendance #Hours: Date:	Chapter 1 Reflection (1= Turned in; 0= Not turned in)	Chapter 2 Reflection (1= Turned in; 0= Not turned in)	Chapter 3 Reflection (1= Turned in; 0= Not turned in)	Total Points
Person 1								
Person 2								
Person 3								
Person 4								

