

2024-25 Professional Learning Book Study Option Guide

***The Book Whisperer: Awakening the Inner Reader in Every Child* by Donalyn Miller** (Bankable Reading Points Available 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: Donalyn Miller says she has yet to meet a child she can't turn into a reader. No matter how far behind Miller's students might be when they reach her 6th grade classroom, they end up reading an average of 40 to 50 books a year. Miller's unconventional approach dispenses with drills and worksheets that make reading a chore. Instead, she helps students navigate the world of literature and gives them time to read books they pick out themselves. Her love of books and teaching is both infectious and inspiring. In the book, you'll find: Hands-on strategies for managing and improving your own school library; Tactics for helping students walk on their own two feet and continue the reading habit after they've finished with your class; Data from student surveys and end-of-year feedback that proves how well the Miller Method works.

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.

***The Book Whisperer: Awakening the Inner Reader in Every Child* by Donalyn Miller**

Suggested Pacing: 4-6 weeks (7 chapters and 3 appendices); 1-2 Chapter per meeting; Maximum 32 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 each participant to pose their chapter reflective question to the group. After each question is posed, the group will pause for responses. If multiple participants have generated the same question, the facilitator will ask to have them note this before discussion begins.
3. After discussing participants' reflective questions, the book study facilitator will ask participants to provide responses to the following:
 - a. How could the information in this chapter inform one of our current practices or ways of work in our area or at our school/site?
 - b. What important points in this chapter are ones with which we strongly agree? What ideas from this chapter would we challenge?

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.)

For each chapter of *The Book Whisperer*, participants should complete the following:

- Write an open-ended (not a "yes or no") question about the main ideas in this chapter that they can pose to the group in discussion. Participants should provide a brief response to the question that outlines their own thoughts as a response.
- Two reoccurring topics in this book are 1.) Strategies for Dealing with Reluctant Readers, 2.) Strategies for Encouraging Engagement in Reading. For each chapter, provide a brief description

(1-3 sentences) that discusses what thoughts or ideas the author communicates about each topic in this chapter.

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								

