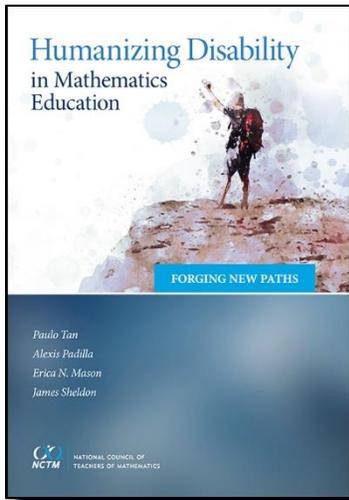


MCTM Book Study - #27
Fall 2020



[Humanizing Disability in Mathematics Education: Forging New Paths](#)

by Paulo Tan, Alexis Padilla, Erica N. Mason, and James Sheldon.
NCTM, 2019. ISBN #978-1-68054-024-6

Humanizing Disability in Mathematics Education: Forging New Paths is about enhancing the practices of mathematics teachers by extending the concepts of access, equity, and empowerment to include students living with all types of disabilities. These students are rarely thought of as mathematics doers and thinkers, and so are seldom offered opportunities to engage in mathematics in meaningful and connected ways. Humanizing Disability examines the current mindset and pedagogy that students with different learning needs encounter, and then offers strategies and practices to humanize the mathematics experience for these students.

In the first part of the book, the authors lay out some key ideas about humanizing mathematics education for students with disabilities. As teachers of mathematics of teacher educators and students with disabilities, as well as with their own backgrounds as learners with identified disabilities, the authors' case and perspective are informed by hands-on episodes of their work and their own lived experiences.

Foundational to the authors' advocacy are these compelling concepts:

- Students with disabilities are mathematics doers and thinkers.
- There are multiple ways of knowing and doing mathematics.
- The idea that disability is a tragedy must be resisted.
- Humanizing mathematics education is a matter of human rights to counter conventional, deficit-centered forms of education involving students with disabilities.
- Humanizing the mathematics education of students with disabilities enhances the learning of all.

Theory and argument isn't practice, so Humanizing Disability offers practical examples of implementation through the exploration of singular cases of how an Individual Education Plan (IEP) can be a powerful tool for access, equity, and inclusivity for the disabled learner; of using funds of knowledge and of identity to navigate the education system; and of building inclusive classrooms and communities.

Scheduled Meeting Time

Each of these meeting will be held via teleconference using the Zoom.us platform

September 21, 2020	7:30 pm – 9:00pm	Join URL: https://us02web.zoom.us/j/87479497487
October 13, 2020	7:30 pm – 9:00pm	Join URL: https://us02web.zoom.us/j/82399802567
November 3, 2020	7:30 pm – 9:00pm	Join URL: https://us02web.zoom.us/j/82306042480



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Session Agenda

September 21, 2020	Chapters 1 – 2	pages v. - 24
October 13, 2020	Chapters 3 – 4	pgs. 25 - 50
November 3, 2020	Chapters 5 – 7	pgs. 51 - 74

Facilitator - Anne Marie Nicoll Turner

Anne Marie Nicoll-Turner taught Math 6 through Geometry AC for 30 years. In her classroom and school, she worked hard to foster a discourse and technology rich environment. She is now the District Department Chair for Secondary Mathematics in Ann Arbor. Anne Marie worked with Algebra 1 teachers in Ann Arbor Public Schools and Oakland Schools teachers under a grant on formative assessment which was funded by the Hewlett Foundation. The grant material was commissioned by the Council of Chief State School Officers. Anne Marie has worked with the authors of the Connected Mathematics Project for more than 20 years. She worked on assessment revisions for version three and coordinated a pilot site. Anne Marie has helped with Connected Mathematics implementation in other school districts and presented at many conferences. Anne Marie is the 2016 PAEMST Awardee.

Receive up to 6 SCECH (pending approval)

contact the MCTM Office for more information at 734-477-0421 or Info@mictm.org

