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# MATH FACT FLUENCY FRAMEWORK & INVENTORY INTRODUCTION

## An Introduction to the Framework

Getting a Fluency Framework and Implementation Plan in your class, grade, school or district level can be **THE GAMECHANGER**. Fluency is The Superpower that unlocks the magic and wonder of doing math! There are so many moving pieces to making this work. In every space it will look a bit different. We must adapt it and make it work in our particular environments, with our students, our teachers, our parents and our systems. However, there are some key components that every Fluency Framework should have in place. We have outlined these components here to help you think about where you are at on the journey of doing this work.

The Inventory is divided into 5 sections. Each section has 2 parts:

UNDERSTAND		ASSESS		PREPARE		TEACH		REFLECT/REVISE	
Research Framework	Shared Definitions	Get the Data	Use the Data	Classroom Design	Materials	Instruction	Assessment	Analyze the Data	Interpret the Trends & Adjust Instruction Accordingly

You will start with part I and think about where you are along the journey. Are you just getting started, are you somewhere along the journey or are you well on your way? This is just a tool to help you reflect on your journey! There is no judgment, only actionable information. This tool is designed to help you reflect on the journey and think about and plan next moves. There are a few different versions so that you can use a checklist style or a goal setting style. There is an inventory for district and school administrators so that they can think about the big picture and a different one for coaches and teachers, so they can think about the more day-to-day implementation.

I am elated to share this amazing tool with you and I hope it helps you to help every student in your districts and schools work towards and achieve the designated fluencies!

## How to use this framework and inventory:

**Start with component I part I and reflect on where you are on the fluency journey. These are your choices:**

**Beginning** - We are just beginning to think about this. There is no evidence for it yet.

**Approaching** - We are thinking about this and have started to take small steps. There is some evidence of this.

**Meeting** - We are thinking about this and doing this. There is evidence that we are doing it.

**Exceeding** - We have been doing this. There is a great deal of evidence that we are working on this.

## Overall Reflective Guiding Questions:

**As you finish working through the inventory, think about these big questions to guide your thinking, set goals and come up with an action plan.**

### District and School Administrators

**Where are school(s) along this journey?**

**Do all the District and School Administrators understand the components?**

**Who needs to work on this at the district level?**

**Who needs to be in charge of this at the school level?**

**Which schools are doing well with fluency?**

**Which schools are struggling a bit with fluency?**

**What are we doing really well?**

**What do we need to do next?**

**How do we at the district office structure and support this work throughout the school year?**

### Building Administrators

**Where is my school along this journey?**

**Do all the administrators and math support staff in the building understand the components?**

**Who needs to be in charge of this at the school level?**

**What are we doing really well?**

**What do we need to do next?**

**Where are the individual classes and grade levels on this journey?**

**How do I structure and support this work throughout the school year?**

## Coaches

- Am I familiar and comfortable with all of the components?**
- Do I understand how to implement all of the components?**
- Where are the individual classes and grade levels on this journey?**
- What are we doing really well?**
- What do we need to do next?**
- Who needs the most support?**
- How can I support the teachers?**
- Where do we start?**
- How do I structure and support this work throughout the school year?**

## Teachers

- Am I familiar and comfortable with all of the components?**
- Do I understand how to implement all of the components?**
- Where are my students on this journey?**
- What am I doing really well?**
- What do I need get better at doing?**
- Who needs the most support in my class?**
- Where do I start?**
- How do I structure and support this work throughout the school year?**

**After you have completed the inventory, use the information to start thinking about and planning goal setting and implementation.**

- 1. Make sure that you designate some of your PLC Time towards fluency.**
- 2. Make sure you have fluency integrated into your MTSS plan.**
- 3. Try Fluency Lab Classes, Peer Coaching and Model Lessons as a way to build capacity!**
- 4. Invite Newton Education Solutions to come and help you! ([drnickinewton.com](http://drnickinewton.com))**
- 5. Use the resources (videos, games, flashcards, articles and more at [www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com))**
- 6. Participate in our workshops, seminars, course and graduate courses (<https://drnickinewton.thinkific.com/>)**
- 7. Read the suggested fluency books**
- 8. Enjoy the Journey**

**When TEACHERS know more, STUDENTS SOAR!**

**Happy Mathing!**  
**Dr. Nicki**