



Solution Tree

Solutions



All Solution Tree products and services meet the definition of eligible expenses under **ESSER II and III (American Rescue Plan)**.

Learn more on the next page.

Back-to-School Resources

Books • Free Resources • Author Interviews

Gain confidence and skills for the year ahead as you work to achieve student equity and accelerate learning recovery.

PROFESSIONAL DEVELOPMENT THAT INSPIRES RESULTS

You have a vision for change and improvement in your school or district. You want to see results in the classroom for the lifelong betterment of your students. Like many educators, you may be doing more with less, and you are always looking for ways to improve.

At Solution Tree, we share your vision to transform education to ensure learning for all, and we can help you make this vision a reality.

Our Promise

No other professional learning company provides our unique blend of research-based, results-driven services that improve learning outcomes for students.



Solution Tree

We share your vision

Solution Tree is a leading provider of research-based professional learning products and services developed by **highly vetted and qualified experts in education.**

Since 1998, we've helped more than one million educators navigate challenging issues that lie in the path of student success. Here is how Solution Tree supports educators in the vital work they do every day:

Research-based content

Whether you're working to build a professional learning community, implement quality instruction that meets the needs of all students, or strengthen assessment and intervention practices, you can trust that **Solution Tree offers resources and professional development that are credible, research-based, and effective.**

Relevant solutions

We cater to the unique needs of each school or district by offering a comprehensive range of services and products.

Results-driven services

We maintain relationships with our clients and measure feedback to ensure that our PD is effective.

LEARN MORE ABOUT OUR VISION

SolutionTree.com/AboutSolutionTree

Elementary and Secondary School Emergency Relief (ESSER) Federal Funding

The Elementary and Secondary School Emergency Relief (ESSER) Fund has brought many new possibilities to schools and districts nationwide. For administrators, this is a particularly critical time as there is much to know, consider, and decide.

As a leader in innovative and quality professional development for educators, Solution Tree welcomes the opportunity to design meaningful custom experiences that meet the intent of federal education funding and the specific needs of schools in the COVID-19 environment.

ACCESS OUR FEDERAL FUNDING FAQ

SolutionTree.com/ESSER-INFO

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MAIL Order form at the end of this catalog



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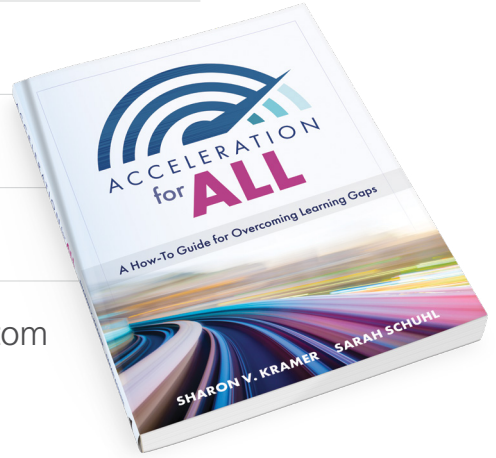
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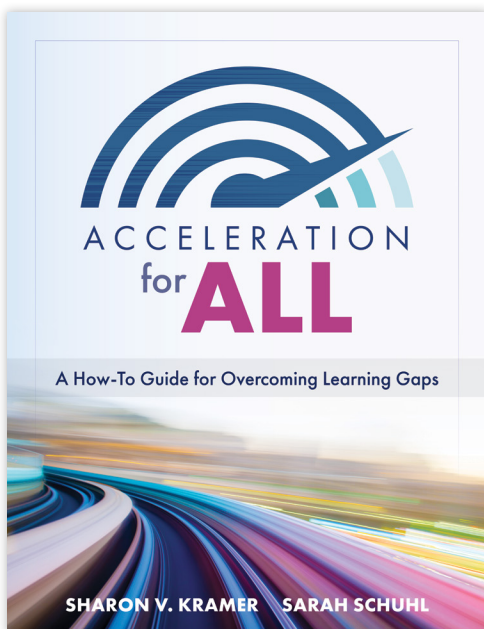
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Close achievement gaps



23BCTG-S7A-BKG049
\$40.95 USD | \$53.50 CAD
ISBN 978-1-954631-01-4

*Priority Schools in a PLC at Work,
School Improvement, Instruction,
Leadership, PLC at Work,
Professional Learning Communities*



Free reproducibles available

“There is no time for complacency. Accelerating learning requires action and that action starts today. It starts with one step followed by one more and another over the course of time.”

—*Acceleration for All*

NEW

Overcoming student learning gaps requires a shift in practice from remediation to acceleration. Every student deserves to learn at grade level and beyond. *Acceleration for ALL* offers research-informed, ready-to-implement strategies that emphasize core instructional practices to ensure accelerated learning schoolwide.

Benefits

- Implement practical strategies for sustained accelerated student learning.
- Shift from a mindset of deficit thinking to strengths-based thinking related to student learning.
- Develop opportunity equity so all students have access to grade-level learning every day.
- Develop learning cycles to address instruction, assessment, and interventions or extensions as a team with a focus on every student learning grade-level standards.
- Learn how to establish a learning-based culture rooted in collective efficacy.





AUTHOR SPOTLIGHT

Featuring Sharon V. Kramer
and Sarah Schuhl



**FEATURED
RESOURCE**

Q: Why was it important to write *Acceleration for ALL*?

We have spent years working with educators to develop strategies and plans to ensure students learn at high levels. Unfortunately, the COVID-19 pandemic exacerbated the amount of unfinished learning students experienced and created an even greater sense of urgency to accelerate student learning to grade

level and above. In *Acceleration for ALL*, we share research-affirmed and practical strategies educators can immediately use to overcome any learning gaps students may have. The time is now. Until learning gaps in achievement are addressed, learning for all students remains out of reach.

Q: How does a culture of remediation hinder student achievement?

Remediation (going backward to go forward) is often used to address learning when achievement gaps exist. Although remediation results in some learning, often reteaching prior knowledge standards does not grow students' learning to grade-level knowledge and skill proficiency fast enough to catch up with their peers. Remediation

creates a culture of opportunity inequities because some students never experience grade-level expectations. Focusing on student deficits promotes a system of winners and losers rather than a system in which all students are taught, and expected to learn, at high levels.

Q: How does overcoming learning gaps address educational equity?

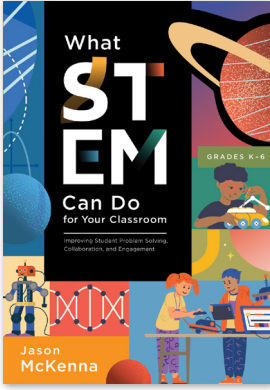
Students must learn grade-level standards (or above) every year to have options and opportunities after high school. Unfortunately, inequities in learning continue to plague the education system, especially when students are given initial instruction in leveled groups or learning expectations are lowered. Acceleration levels

up learning to grade level or higher. Every student engages in grade-level learning every day, creating equity in learning opportunities and expectations. Acceleration is equity in action. ALL students are expected to learn the course or grade-level priority standards with appropriate support and scaffolds.

Q: What are two key takeaways from this book?

We recognize achievement gaps are complex and multifaceted because students are unique in their learning needs. Leveling up learning to grade level or above (1) requires educators to shift deeply ingrained systems and practices and (2) is doable with strategic actions. *Acceleration for ALL*

provides the *why* for each shift in practice needed and shares concrete, ready-to-implement *strategies* for administrators, instructional coaches, teachers, and collaborative teams. There is no time for complacency. This is our moment to ensure learning for ALL when ALL really means ALL.



23BCTG-S7A-BKG088
\$40.95 USD | \$53.50 CAD
 ISBN 978-1-954631-45-8

Instruction, 21st Century Skills, Student Engagement



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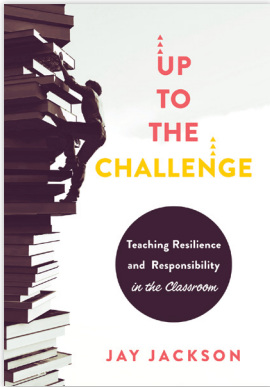
What STEM Can Do for Your Classroom **NEW**

Improving Student Problem Solving, Collaboration, and Engagement

By Jason McKenna

Author and educator Jason McKenna offers examples, tried-and-tested classroom projects, and collaborative strategies in this innovative resource designed to open up STEM education for K–6 educators in exciting and expansive new ways.

- Understand the benefits and importance of STEM in elementary schools.
- Build resiliency and curiosity in students.
- Discover a variety of classroom instruction strategies to approach STEM assessment.



23BCTG-S7A-BKG076
\$40.95 USD | \$53.50 CAD
 ISBN 978-1-954631-21-2

Social-Emotional Learning, Classroom Management & Behavior, Student Engagement



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Up to the Challenge **NEW**

Teaching Resilience and Responsibility in the Classroom

By Jay Jackson

This timely resource lets educators take a deep dive into helping students build character to confront and overcome challenges. With passion and purpose, author Jay Jackson blends personal challenges and achievements to equip teachers with tools to improve student resilience.

- Utilize tools to assist students in understanding performance character.
- Empower students in the face of challenges.
- Take initiative to improve student mindsets.

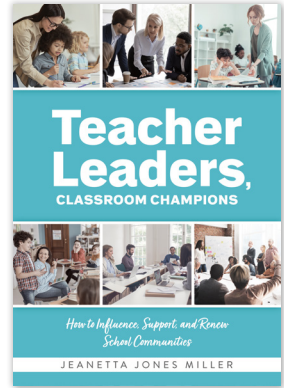
Teacher Leaders, Classroom Champions **NEW**

How to Influence, Support, and Renew
School Communities

By Jeanetta Jones Miller

Gain a clear path to activate school improvement from within your classroom. This book shares a vision of teacher leadership not as teachers who lead other teachers but as those who take responsibility in supporting other teachers, students, and families in a variety of ways.

- Learn how to make incremental but significant changes in classrooms.
- Implement, refine, and share new ideas in a continual cycle of improvement.
- Find inspiration for spearheading new efforts, modifying current practices, or stopping practices that aren't working.



23BCTG-S7A-BKG110
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ISBN 978-1-954631-89-2

*Teacher Efficacy, School
Improvement, Leadership*



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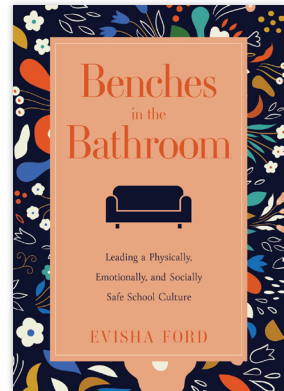
Benches in the Bathroom **NEW**

Leading a Physically, Emotionally, and Socially Safe
School Culture

By Evisha Ford

Benches in the Bathroom offers K–12 leadership a wealth of field-tested, research-supported guidance to construct a school culture that values teacher contributions, operates on a framework of emotional wellness, and implements trauma-compassionate organizational strategies to ensure educator success and well-being.

- Gain increased understanding of the importance of wellness among educators.
- Learn actionable leadership strategies to construct a trauma-informed and trauma-compassionate culture of wellness.
- Review a case study providing examples of what a compassionate work culture can look like.



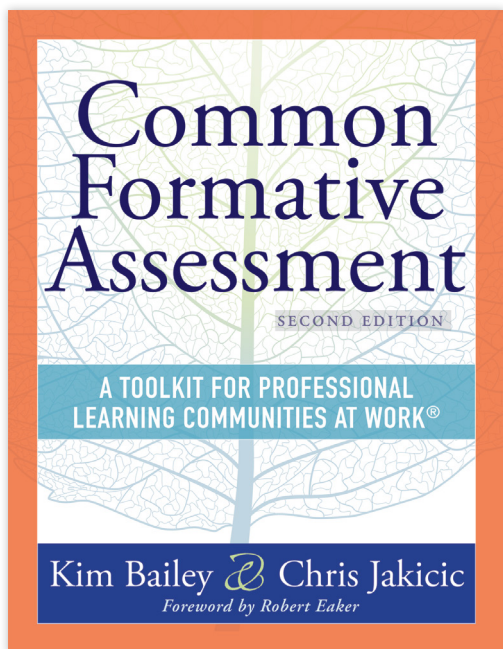
23BCTG-S7A-BKG094
\$35.95 USD | \$47.00 CAD
ISBN 978-1-954631-55-7

*Leadership, Teacher Efficacy,
Educator Wellness*



Free reproducibles available

Data-driven techniques to strengthen your CFA



NEW

In the second edition of this pivotal work by Kim Bailey and Chris Jakicic, you will discover updated resources to use formative data to support higher levels of student learning. Teams can use the ideas, templates, and protocols in this practitioner-friendly resource.

23BCTG-S7A-BKG097
\$40.95 USD | \$53.50 CAD
ISBN 978-1-954631-63-2

*Assessment, Professional
Learning Communities,
PLC at Work*



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Free study guide available

*“There are few books
that I recommend for
every educator; this
book is one.”*

—Anthony Muhammad,
educational consultant
and author

Benefits

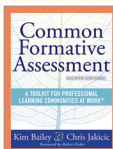
- Identify successful assessment tools for implementation.
- Understand the role of assessments in advancing student learning.
- Reflect on assessment processes and the standards driving instruction.
- Access a wide variety of assessment designs and strategies for guiding collaboration.
- Utilize data-driven jump-start resources and templates that suit your teams' needs.





AUTHOR SPOTLIGHT

Featuring Kim Bailey and Chris Jakicic



**FEATURED
RESOURCE**

Q: What role does assessment have in advancing student learning?

Within our book, we discuss the different types of assessments found in a comprehensive system, ranging from classroom checks for understanding all the way to high-stakes assessments. Each type serves a purpose. However, the types that we consider to be most powerful for advancing student learning are *common end-of-unit* and *common formative assessments*. These assessments are tied directly to students' skills and concepts prioritized for that course or grade level and serve as the focus of the collaborative team's work. Well-designed assessments gather

specific evidence and offer timely feedback and information about what has been learned by each student. The information coming from the assessments helps a team plan and execute a targeted response designed to close any gaps or areas in which learning can be extended. This power is maximized when teams build a culture of learning in which students are also users of the information coming from assessments. In addition, teams are getting feedback on their own instructional practices, identifying which strategies were most effective.

Q: How can school leaders support this work?

School leaders can support this process by ensuring that teams are empowered with the "why" or purpose for common formative assessment. Designing assessments requires time for teams to build traction and confidence in the process, and teams don't necessarily create perfectly aligned assessments at the beginning. As part of the learning process,

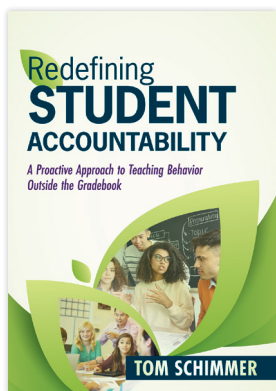
leaders can embed opportunities for team reflection and celebration of adult learning around the processes and products related to common assessments. They can ensure that teams build their skills in the practices related to assessment design and effective use of results by engaging teams with the protocols and tools included in this second edition.

Q: What are two key takeaways from this book?

First, the assessment process doesn't function in isolation. It is part of the cyclical process (Plan-Do-Study-Act) that collaborative teams follow on a unit-by-unit basis, focusing on essential skills and concepts. The cycle is guided by the critical questions of learning in a professional learning community. The backward-planning process begins with teams building consensus about the essential targets for learning within the unit and clarifying the picture of proficiency (Question 1). Once clear on the learning targets, teams work collaboratively to identify how they will gather evidence of learning—in other words, they design and deliver the common assessments

(Question 2). The information from those assessments is then analyzed and used to take action and respond to student needs in a targeted fashion, whether it is to deliver specific support needed to close gaps or to extend their learning (Questions 3 and 4).

Second, the process must be doable for teams. Teams don't have an infinite amount of time, therefore the process we share in this book is possible for teams to accomplish during a typical common planning time. By using the assessment cycle along with the simplified tools and protocols, teams can become more fluent, and therefore more efficient, in these processes over time.



23BCTG-57A-BKG002
\$35.95 USD | \$47.00 CAD
 ISBN 978-1-952812-13-2

*Classroom Management &
 Behavior, Assessment*



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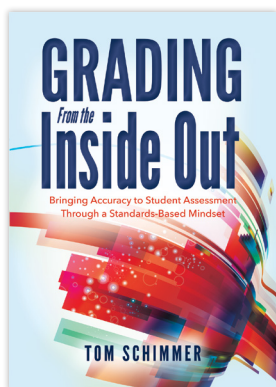
Redefining Student Accountability **NEW**

A Proactive Approach to Teaching Behavior Outside the Gradebook

By Tom Schimmer

The time has come to separate academic achievement from student behavior. Learn a three-tiered framework, as well as trauma-informed, restorative, and schoolwide approaches to teaching responsibility, nurturing student accountability, and addressing student behavior to support student ownership in the classroom.

- Learn how to create trauma-informed, restorative, and schoolwide approaches to teaching the skills of responsibility to students.
- Discover how to improve students' social competence through a process of goal-setting, self-monitoring, and self-reflection.
- Gain an understanding of how the PLC at Work® and RTI at Work™ processes, as well as strong assessment practices, can redefine student accountability in the classroom.



23BCTG-57A-BKF646
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 ISBN 978-1-936763-85-6

Assessment



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Free study guide available

Grading From the Inside Out **BESTSELLER**

Bringing Accuracy to Student Assessment Through a Standards-Based Mindset

By Tom Schimmer

The time for grading reform is now. While the transition to standards-based practices may be challenging, it is essential for effective instruction and assessment. Discover the steps your team can take to transform grading and reporting schoolwide.

- Study the three components of the standards-based mindset that are reforming traditional grading practices.
- Debunk five myths about standards-based grading.
- Contemplate the hazards of punitive grading, and discover alternative ways to manage the issue of homework.



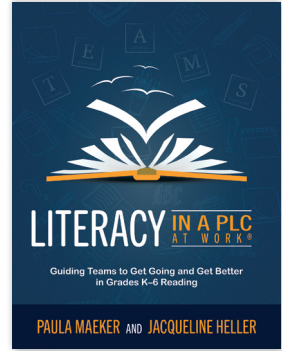
Literacy in a PLC at Work® **NEW**

Guiding Teams to Get Going and Get Better in Grades K–6 Reading

By Paula Maeker and Jacqueline Heller

Rely on this essential guide to provide equitable literacy outcomes for every student. Learn practical strategies for utilizing data as collaborative teams to answer the four critical questions of learning, and access templates and protocols to improve literacy for all.

- Analyze and improve their current literacy practices, curriculum, and instructional focus within the context of a PLC at Work.
- Create or curate common formative team literacy assessments for learning targets.
- Structure a supportive master schedule that allows for daily team collaboration and systemwide response.



23BCTG-57A-BKG046
\$40.95 USD | \$53.50 CAD
ISBN 978-1-949539-58-5

Literacy, Professional Learning Communities, PLC at Work



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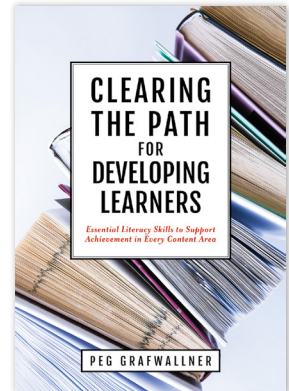
Clearing the Path for Developing Learners **NEW**

Essential Literacy Skills to Support Achievement in Every Content Area

By Peg Grafwallner

All learning is built on a foundation of essential literacy skills. With this book, educators will gain the tools needed to apply these literacy skills in every subject to support developing students in becoming better readers, writers, thinkers, and speakers.

- Expand their teaching methods to include literacy skills.
- Introduce literacy into daily lesson planning.
- Embed reading comprehension into any subject area.

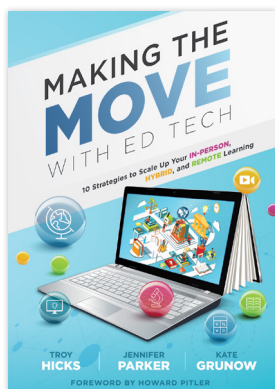


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Literacy, Instruction



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Technology, 21st Century Skills, Instruction



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Making the Move With Ed Tech **NEW**

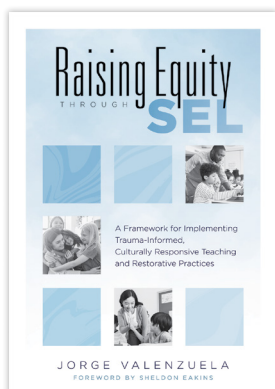
Ten Strategies to Scale Up Your In-Person, Hybrid, and Remote Learning

By Troy Hicks, Jennifer Parker, and Kate Grunow

In this book, the authors help educators wade through ed-tech jargon and frameworks to learn how to employ technology tools strategically. Explore moves, or instructional strategies, both familiar and new, that facilitate student inquiry, dialogue, critical thinking, and creativity.

- Improve their understanding of ed-tech tools and frameworks.
- Explore both familiar and new instructional strategies or moves.
- Learn to employ educational technology tools in the service of instructional strategies.

A joint publication of
 ISTE and Solution Tree



23BCTG-57A-BKG041
\$43.95 USD | \$57.50 CAD
 ISBN 978-1-952812-91-0

Diversity & Equity, Social-Emotional Learning



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Free study guide available

Raising Equity Through SEL **NEW**

A Framework for Implementing Trauma-Informed, Culturally Responsive Teaching and Restorative Practices

By Jorge Valenzuela

Foreword by Sheldon Eakins

Activate social-emotional learning effectively in your classroom with this trusted source for sound pedagogy that addresses the academic and SEL needs of diverse learners. Each strategy, tool, and template shared is meant to facilitate your practice by making SEL easier to implement.

- Develop emotional intelligence skills for adults and students.
- Examine unconscious beliefs you may have about diverse learners.
- Use shared agreements to structure difficult conversations with other adults.

A joint publication of
 ISTE and Solution Tree

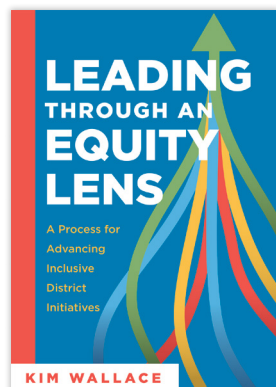


Leading Through an Equity Lens NEW

A Process for Advancing Inclusive District Initiatives
By Kim Wallace

Learn how to transform your organizational culture and improve student outcomes through advancing equity-centered initiatives. This book includes practical action steps to help school and district leaders integrate implementations that amplify opportunities and diminish systemic barriers for historically marginalized students.

- Seamlessly implement new equity-centered initiatives in their own organization.
- Improve academic, social-emotional, and developmental outcomes for historically marginalized student groups.
- Address and eliminate unproductive or harmful practices that impede transformational change.



23BCTG-S7A-BKG120
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ISBN 978-1-958590-11-9

Diversity & Equity, School Improvement, Leadership



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Leading the Launch

A Ten-Stage Process for Successful District Initiatives
By Kim Wallace

How do schools and districts make true progress? One step at a time. *Leading the Launch* offers a ten-stage initiative implementation process proven to help you lead the charge for change with ingenuity, flexibility, responsiveness, and passion.

- Learn how to research and develop new school initiatives following an effective, systematic plan.
- Communicate with stakeholders and school personnel to ensure everyone is on the same page with new initiatives.
- Analyze data to help determine whether to move forward with a proposed initiative.



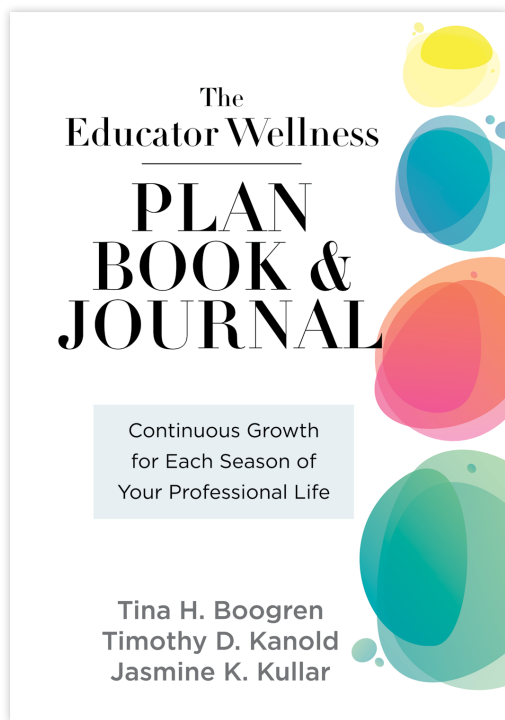
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Leadership; School Improvement



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Embrace a holistic wellness plan



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Spiral bound

*Educator Wellness,
Social-Emotional Learning,
Teacher Efficacy, Professional
Learning Communities,
Leadership, PLC at Work*



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“Improving your routines in each wellness dimension can exponentially improve the quality of your work and life.”

—*The Educator Wellness Plan Book & Journal*

NEW

This plan book and journal serves as a companion guide to *Educator Wellness: A Guide for Sustaining Physical, Mental, Emotional, and Social Well-Being*. Prioritize four dimensions of wellness with weekly routines and reflection prompts to help you commit to wellness practices throughout the school year.

Benefits

- Commit to practices that encourage well-being in each of the four dimensions: physical, mental, emotional, and social.
- Organize your thoughts, collect data on your current habits, and reflect on areas to improve with 46 field-tested tools.
- Monitor your progress on each month's wellness goal and set intentions to encourage long-term maintenance of positive habits.



Educator Wellness **BESTSELLER**

A Guide for Sustaining Physical, Mental, Emotional, and Social Well-Being

By Timothy D. Kanold and Tina H. Boogren

How do we bring our best selves to our students and colleagues each day? Designed as a reflective journal and guidebook, *Educator Wellness* will take you on a deep exploration where you will uncover profound answers that ring true for you.

- Use this resource on your own or as a book study to guide staff through a reflective, goal-setting process.
- Observe the importance of self-care for teachers and other educators and how a commitment to daily self-care and well-being leads to a more fulfilling, successful life in and outside of the school setting.
- Review the four dimensions of educator self-care and wellness—(1) physical, (2) mental, (3) emotional, and (4) social—and twelve corresponding routines.

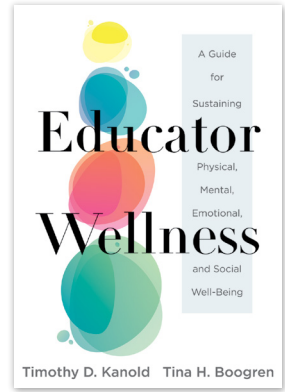
Coaching for Educator Wellness

A Guide to Supporting New and Experienced Teachers

By Tina H. Boogren

Acquire evergreen coaching strategies alongside fresh new solutions for differentiating support for new and veteran teachers, addressing teacher self-care, and more. You'll turn to this resource again and again as you continue to improve your craft and help teachers find their own greatness.

- Review research surrounding best teacher coaching practices.
- Explore strategies for differentiating coaching practices for teachers at every stage of their career.
- Study the four types of support, and learn how to match support to meet each teacher's needs during different phases of the school year.

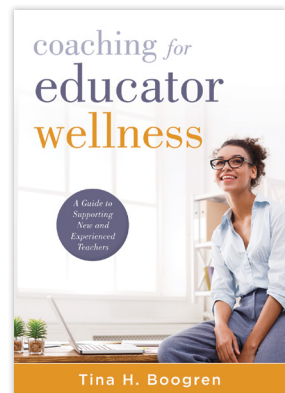


23BCTG-S7A-BKG053
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ISBN 978-1-954631-09-0

Educator Wellness, Leadership, Social-Emotional Learning, Teacher Efficacy, Professional Learning Communities, PLC at Work



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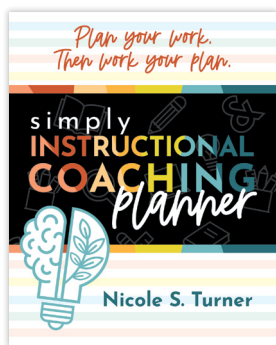


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ISBN 978-1-951075-79-8

Teacher Efficacy, Instruction, Social-Emotional Learning



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Instruction, Leadership



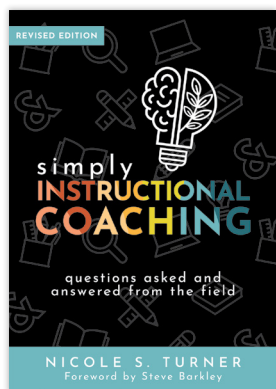
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Simply Instructional Coaching Planner **NEW**

By Nicole S. Turner

This companion planner to *Simply Instructional Coaching* by Nicole S. Turner offers tools to simplify tasks, manage time, be a reflective coach, and set goals. Helpful tips and purposeful pages help K–12 instructional coaches maintain focus on their role in developing teacher potential.

- Plan and record your essential coaching functions all in one place.
- Help teachers become more effective in the classroom and track coaching cycles to reflect on teacher growth.
- Set coaching goals, record professional development sessions, and strengthen your overall coaching plan.



23BCTG-57A-BKG108 (paperback)
\$40.95 USD | \$53.50 CAD
ISBN: 978-1-954631-85-4

Instruction, Leadership



Free reproducibles available

Simply Instructional Coaching

Questions Asked and Answered From the Field, Revised Edition

By Nicole S. Turner

Foreword by Steve Barkley

Get real talk about the trials and joys of being an instructional coach. Drawing from the latest research and personal experience, author Nicole S. Turner offers foundational advice, a practical coaching framework, and reflection opportunities to help you level up your career.

- Gain a deeper understanding of their role in schools.
- Understand the best ways to support teachers and guide their professional development.
- Improve relationships among teachers and administrators.



AUTHOR SPOTLIGHT

Featuring Nicole S. Turner



FEATURED RESOURCES

Q: How did your passion for instructional coaching start?

While in my administrator program, I helped a teacher improve in the classroom, not recognizing it as coaching. The moment engagement shifted, I saw my impact on students beyond my classroom and fell in

love with fostering teacher growth. Years later, after accepting a coaching position, I connected my past experience to my new role, embracing my passion and purpose as an instructional coach.

Q: How does *Simply Instructional Coaching* bring clarity to this work?

I needed guidance on my responsibilities when I began my first coaching role. I was assigned arrival, lunch, and dismissal duties, data management, and teacher improvement tasks. Feeling disoriented, I created a Facebook group for instructional coaches. Within weeks, over 500 coaches

joined and asked similar questions repeatedly. As I addressed over 50 common questions, I recognized a significant gap in coaching. *Simply Instructional Coaching* bridges this gap by offering answers to frequently asked questions and supporting coaches transitioning from the classroom.

Q: Would you summarize the three-part model for initiating a coaching program?

As an instructional coach, you may become the fixer, tackling tasks beyond your role unrelated to classroom progress. Coaching can be overwhelming, starting can be daunting, and guidance is often needed. My experience led me to the Tier, Coach, Grow Model: Tiering Teachers for Support

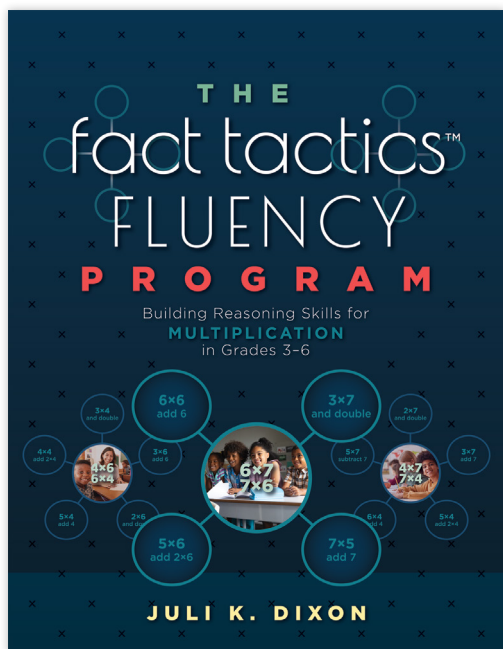
to accommodate all teachers uniformly and to address varying needs, Coaching teachers via coaching cycles, and Growing teachers' toolkits through targeted professional development. This approach simplifies the coaching process and effectively promotes teacher growth.

Q: If there were a single message you wanted instructional coaches to know, what would it be?

Persevere! Stay determined! Coaching can be an emotional roller coaster, as working with adults differs from students. Focus on building relationships and trust while

supporting teachers. Believe in the coaching process and push forward, and when the urge to quit arises, keep going—a breakthrough is just around the corner.

Teach students more than math fact recall



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Mathematics, Instruction



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“Dixon’s strategies for reasoning and conceptual understanding are key to students’ academic success.”

—Steve Leinwand,
principal research analyst,
American Institutes for Research

NEW

How can students achieve an understanding of multiplication that allows them to go beyond recall to explain their thinking? Learn six tactics to help you shift from an anxiety-producing, rote-memorization approach to one that helps students make sense of multiplication.

Benefits

- Understand the six tactics for completing the Fact Tactics™ Fluency Program.
- Discover how to seamlessly integrate the 20-week program into mathematics instruction.
- Give students the tools they need to transcend recall of basic facts and gain procedural fluency so they can explain and justify their thinking.
- Gain the process, resources, and assessments to implement the program.
- Learn how to support a deep understanding of mathematics beyond the 20-week program.





AUTHOR SPOTLIGHT

Featuring Juli K. Dixon



**FEATURED
RESOURCE**

Q: What is the Fact Tactics™ Fluency Program?

The Fact Tactics™ Fluency Program describes a 20-week plan for developing multiplication fact fluency by focusing on reasoning and using a strategic order for learning the facts. It is based upon six strategies that are designed to shift instruction on basic multiplication facts

from “drill and kill” to an approach that helps students make sense of multiplication while developing quick recall and procedural fluency. The program is designed so that teachers are supported on each step of their students’ journey to fluency with basic multiplication facts.

Q: How does this program help learners transcend rote memorization and gain a deep understanding of mathematics?

Students historically struggle with memorizing their basic facts. Saying them louder and more often hasn’t helped in the past. Developing quick recall by focusing on the facts in the specific order shared in this book and using the strategies that make up the foundation of the Fact Tactics™ Fluency

Program, students are guided to make sense of the properties of operations. The order of the facts and the strategies that are shared support students to use the properties as they develop fluency. These properties form the basis of algebraic reasoning.

Q: You have a long history in mathematics education. Why was it important to write this book, and why now?

I focus on supporting teachers to support students to learn mathematics. When I meet with teachers, I ask them to share their just-in-time needs. Teachers most frequently share that they struggle to engage students and to help their students develop fluency with basic facts. This program is a response

to those needs and can be seamlessly integrated into any mathematics curriculum. It has taken me many years to develop and test this program. I believe that the Fact Tactics™ Fluency Program is the answer to these just-in-time needs.

Q: What are two key takeaways from the book?

The two most important takeaways from this book are, one, all students can develop quick recall of their basic multiplication facts and, two, that there can be a better return on investment for the time teachers, coaches, interventionists, tutors, and entire

schools and districts spend focusing on developing fact fluency. This return on investment takes the form of procedural fluency and algebra readiness, and the Fact Tactics™ Fluency Program details how.

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DNA Mathematics empowers teachers, administrators, and coaches to make sense of mathematics for teaching. Participants explore tasks that help them engage with mathematics as learners. Grade band-specific classroom videos are used extensively throughout the services to highlight key instructional practices and demonstrate to participants how they can successfully apply what they've learned in a classroom setting.

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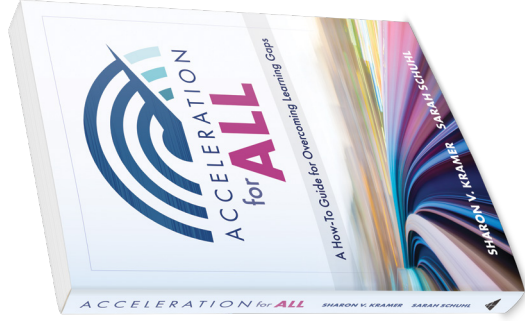
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