

Leaders at Columbia Heights Encourage Math Fluency from the Start



When educators at Columbia Heights Public Schools began noticing students were struggling with fact fluency, they knew a new approach was needed.

“Regardless of grade level, fact fluency was a common struggle,” explained Jen Hauswirth, the technology integration specialist at urban Minnesota district. “We needed a program that would help students build enduring mastery.”

After implementing SpringMath, teachers say they feel empowered to deliver student interventions and supports with fidelity – encouraging math achievement from the start.

Familiar, realistic math interventions

Prior to implementing SpringMath, educators at Columbia Heights tried different approaches, but nothing was hitting the mark.

“We tried some different programs, mostly online, where students could practice their facts, but we weren’t seeing the growth we expected,” explained Carolyn Teichner, who teaches second grade at Columbia Heights. “When I had the chance to implement SpringMath in my classroom, I jumped at the chance.”

As part of Columbia Heights’ math leadership team, Teichner was responsible for trying SpringMath and reporting back with the results.

“SpringMath was immediately appealing because its processes are very similar to the reading fluency interventions we already have in place,” Teichner said. “It felt very familiar.”

Prior to implementing SpringMath, educators at Columbia Heights tried different approaches, but nothing was hitting the mark.

Because SpringMath provides intervention materials and guidance, she quickly familiarized herself with the process and daily routine.

“Once my students and I got into a routine, and they knew exactly what they were supposed to do, it ran really smoothly,” Teichner explained. “It felt like continuous practice, rather than something more intimidating like an exam.”

And, since all of the tools to conduct successful interventions are included, teachers spend less time searching for supplemental content.

“Everything is packaged so well, teachers don’t need to spend time looking outside the program for other math resources because that’s all built in,” said Hauswirth. “SpringMath also provides clear guidance and instructions, so educators can hit the ground running.”

Given Teichner’s positive experience, SpringMath was rolled out in classrooms across Columbia Heights, including Columbia Academy, where the program is an important part of the school’s strategic roadmap.

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— Carolyn Teichner,
Second grade teacher



Continued math support – even in a pandemic

When the COVID-19 pandemic hit, Teichner continued using SpringMath to support her students.

“Even during distance learning, I used SpringMath. It looked a little different from what we do during in-person instruction, but students were still able to practice,” said Teichner. “We continued our routine of goal-setting – celebrating wins along the way.”

Because SpringMath relies on a paper and pencil model, interventions are provided via printable packets, making it easier to distribute materials to all students.

“I prefer to have kids to show their work so I can see what strategies they’re using to solve a problem. SpringMath is a program that meets this need,” Teichner shared. “While we were doing distance learning, I was able to print out packets and share them during ‘supply pickups’ that our district coordinated with families.”

Reliable support leads to continued success

SpringMath's research-based guidance and implementation theory removes the guesswork, ensuring teachers can implement interventions with fidelity.

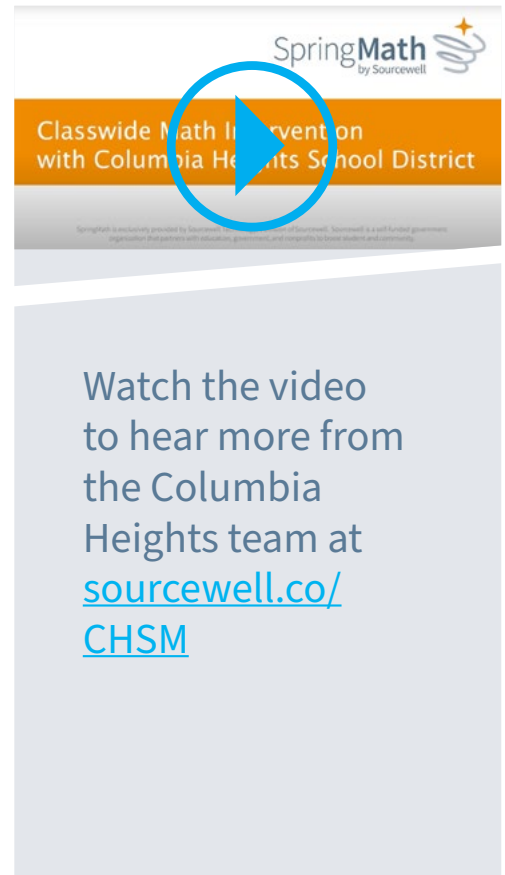
"Oftentimes when you adopt a new program, teachers will get one initial training and then that's it, they are left on their own to figure it out," Hauswirth explained. "With SpringMath, any time we've needed support their team has been there for us right away, providing the training and guidance we need to be successful."

Training, coaching, and other resources are available before, during, and long after implementation of SpringMath.

"Even the smallest questions are answered very quickly," explained Teichner. "I can rely on SpringMath's team to send a helpful response, and they always ask if there's anything else they can do to support me."

Now, with the right program and supports in place, the Columbia Heights team is encouraging fact fluency from the start. Teachers and students alike are seeing the positive impact of research-based math interventions, celebrating progress along the way.

"We recommend SpringMath because it's research-based and easy to use. All of the materials a teacher needs are included," said Hauswirth. "In addition, the support provided during and after implementation has proven to be invaluable. We truly feel like our district is set up for long-term success."



Ready to build math confidence and mastery?

Learn how other districts are using SpringMath to impact math achievement at springmath.org/what-schools-say

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