

CASE STUDY

GROWING CONFIDENT MATH TEACHERS AND STUDENTS

THE CHALLENGE

In the past if you asked a Woodlake Unified School District student if they were good at math, you were likely to hear that the student a) didn't like math or b) wasn't born with a "math gene" or c) nobody in their family was ever good at math.

But stop by a classroom today and you'll see students motivated, engaged, and eager to learn math. What's the difference? Brandman University partnered with Woodlake USD to develop and deliver a two-year teacher training program focused on how increases in math pedagogical skills and teacher confidence translates into classroom effectiveness and ultimately student performance.

THE SOLUTION

Brandman University worked closely with the Woodlake USD leadership team and teachers to identify specific areas of concerns and various means to address the challenge. This included:

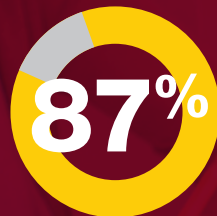
- Facilitated PLC discussions
- Math focused instructional rounds and debriefs
- Math concepts and pedagogy professional learning days
- Summer academy
- Online professional development course library

THE RESULTS*

After participating in the teacher training program, teachers reported:

100%

said they feel prepared to teach the common core state standards for math.



are more confident in integrating technology into their classroom.

(e.g., google, seesaw, screencastify, chromebooks)

77%

feel more confident in helping their students understand that math has relevance to the real world.

84%

are more confident in using STEM project-based learning methods in their classroom.

**Schedule Your
Needs Assessment
Today!**

800-632-0094

www.brandman.edu/ExEd



*California Elementary Mathematics and Science Professional Learning Initiative (CEMSPLI) - Teacher Survey 2017