BRANDMAN’S STRATEGIC PROFESSIONAL DEVELOPMENT APPROACH
For over 50 years, Brandman University has been partnering with schools and districts to provide responsive, relevant, and results-oriented solutions that help schools reach their peak performance. Focusing on K-12 professional and paraprofessional needs across classroom and administration, Brandman offers topic areas including leadership, technology, classroom management, and much more.

**OUR PROCESS:**
- Alignment with your school mission, vision, and strategic objectives
- Targeted skill development to support schools and districts success
- Program design and curriculum development
- Co-branded course materials and certificates of completion
- Academic credit or graduate-level professional development credit (PDU)

**OUR SERVICES:**
- Coaching
- Team development and training
- Strategic planning
- Assessment
- Facilitation
- Dual credit
- Grant partnerships
- Surveys

**OUR DELIVERY:**
- 2-5 hour seminars/workshops
- Multi-day programs
- Certificate programs
- Webinars (60-90 minutes)
- Online (asynchronous or synchronous)
- Hybrid (combination of online and classroom learning)
- 60 minute “lunch and learns” on-site

**TRADITIONAL PROFESSIONAL DEVELOPMENT APPROACH VS BRANDMAN’S STRATEGIC PROFESSIONAL DEVELOPMENT APPROACH**

Maximize your professional development budget by building a plan that aligns with your school or district’s strategic objectives.
What are Your School or District’s Strategic Objectives?

A SAMPLE OF OUR PROFESSIONAL DEVELOPMENT TOPICS

PEDAGOGY
- Instructional Strategies
- STEAM (Science, Technology, Engineering, Art and Math)
- Teaching Methods
- Project Based Learning (PBL)
- Online Teaching
- Flipped Learning

CURRICULUM AND INSTRUCTION
- Curriculum Development
- Responsive Classroom
- Lindamood-Bell
- Love and Logic

SUBJECT MATTER
- Reading
- Writing
- Science
- Math
- World Languages
- ESL

TECHNOLOGY AND MEDIA
- Google Tools
- G Suite for Administrators
- The iPad Enabled Classroom
- Communicating Through the Media
- Information Literacy

ACADEMIC CERTIFICATES, ADDED AUTHORIZATIONS AND CREDENTIALS
- Applied Behavior Analysis Graduate Certificate
- Autism, Added Authorization/Certificate
- Teaching the 21st Century Learner
- CTEL Authorization/CLAD Certification
- Transitional Kindergarten
- Clear Administrative Services Credential

STANDARDS
- Common Core
- Next Generation Science Standards (NGSS)

GROWTH MINDSET
- Strategies for Teaching and Addressing Mindsets
- Develop Confidence and a Growth Mindset
- Confidence and Self Esteem

SPECIAL EDUCATION
- Autism/Asperger
- Teaching Gifted Learners
- Speech Therapy

TITLE I
- Strategies to Accelerate Math, Reading and Writing Achievements of Struggling Students and At-Risk Groups

OUR APPROACH
Brandman consults and works in close partnership with school and district so that our custom programming is based on the development of specific competencies that support the school or district’s strategy, aligns with its goals & objectives, incorporates its best practices and fits its unique culture. A five-step approach is recommended to maximize program impact:

Initial Needs Assessment 01  Identify the goals & plan strategies 02  Implementation 03  Evaluation & Follow Up 04  Reinforcement 05
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.
- 87% 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