

# 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? UMass Global 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 RESULTS\*

After participating in the teacher training program, teachers reported:

**100%** said they feel prepared to teach the common core state standards for math.

**77%** feel more confident in helping their students understand that math has relevance to the real world.

**87%** are more confident in integrating technology into their classroom.  
(e.g., google, seesaw, screencastify, chromebooks)

**84%** are more confident in using STEM project-based learning methods in their classroom.  
\*California Elementary Mathematics and Science Professional Learning Initiative (CEMSPLI) - Teacher Survey 2017

The University of Massachusetts Global (UMass Global), a nonprofit affiliate of the UMass system, is fully accredited by the WASC Senior College and University Commission (WSCUC). UMass Global (formerly Brandman University) offers nationally recognized academic programs for the nontraditional learner fully online, on ground at more than 25 campuses throughout California and Washington and through UMass Global MyPath, its self-paced online competency-based education. For additional information, visit <http://www.umassglobal.edu>.

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