A Teacher’s Success Story
Moving to a Student-Centered, Blended Learning Model Using ClassPace

The Challenge

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You’ve put in countless extra hours, researched alternative assignments and options for your students, spent your own money on new materials, and even tried to set-up your classroom in new and exciting ways — all with the hope that your students will feel engaged, and retention of knowledge and scores will excel. But what happens when your school is challenged with behavior issues and low achievement and no matter how hard you work, it is difficult to see results? Overcoming these challenges can be a daunting mission.

Mrs. Sandra Ledbetter, a sixth-grade math teacher in Little Rock, Arkansas, has long battled with the challenge of getting students to stay engaged in learning. With nearly 50% SPED students at low reading levels and many coming in as failing students who lacked motivation, her biggest priority was to motivate and build-up her students. But homework became a never-ending battle. Students would often claim they did not have enough time to complete their homework or could not work through the problems on their own at home.

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- Sandra Ledbetter

Sandra Ledbetter
Henderson Middle School,
Little Rock District, AR
2018 Educator Impact Award Recipient: Blended Learning

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“I use ClassPace for homework—and my students love it. When they see all the support they have, it’s a great source of encouragement and helps improve their growth mindset.”

- Sandra Ledbetter
The Journey

It was the start of the 2017-2018 school year and Sandra’s second year using Odysseyware, but with a key difference — this year her school implemented The Blended Way professional development training, Odysseyware courses, and ClassPace. This enabled Sandra to develop a new educational strategy that would have a lasting impact on her students. A main priority of her mission was to empower students with voice and choice and increase student ownership of learning — ClassPace gave her a way to do this.

Sandra’s action plan was not only to integrate ClassPace into her classroom routine, but to put in place both a blended learning, station-rotation model and a flipped classroom approach. She knew that the plan’s success would ultimately hinge on establishing her classroom’s organization and student expectations upfront. Sandra notes, “At the beginning of the school year, I explained the expectations of the class and what Odysseyware and ClassPace were and how we would be using them.”

“First, I made my class a student-centered class by reviewing the rituals and routines. Secondly, I developed my rotation groups and the group leaders for each of the stations, giving instructions for what blended learning was and how the stations would be part of that. This included showing them the three stations they would rotate through every day.”

Sandra chose to use ClassPace for homework. Because of the rich ‘bank’ of supplemental content readily available to her, Sandra was able to choose the skill practices she wanted to assign to the different groups of learners in her classroom. This became a personalized approach to the homework she was assigning.

Because ClassPace is designed to allow students to have choice and voice in which activities they want to complete first from their ‘to-do list’ of lessons, it didn’t take Sandra long to notice changes in engagement and homework completion. Sandra says, “I quickly found that the students enjoyed being self-sufficient and working at their own pace and place. Students were collaborating, speaking out and giving feedback to each other. I also noticed changes in behavior, attitude, engagement, and grades with the use of ClassPace.”

Sandra found another unexpected, but positive, outcome from leveraging ClassPace for homework: parent communication! She comments, “We have those students who may be sick, may have issues at home, or whatever the case may be. Their parents do not have to ask, ‘what does my child need to do?’ They already know to log on to ClassPace and work on those [assigned] skills.”

Flipping the classroom using a tech-based approach for homework can sometimes be a challenge. Not all students have access to the internet at home. Sandra was aware of the challenges that some students would face in this situation and proactively rectified that obstacle. Sandra explains, “I often get asked, ‘what about those students who don’t have technology? What about those students who don’t have internet?’ Well, I have that covered. They can come in my classroom during lunch. I also allow them to complete homework in class or go to the media center during lunch time.”

6th Grade Students (220)

- **Advanced/Gifted**: 50%
- **ELL**: 45%
- **IEP**: 45%

TEAM 1
Collaborate w/peers

TEAM 2
Small group w/teacher

TEAM 3
Odysseyware Technology
The Conclusion

With ClassPace, Sandra was able to focus her attention on areas where students needed support, helping them breakdown their unique barriers to learning and increase student engagement. Her classroom management improved and she had low to no behavior issues during class. Blended learning allowed her to be more flexible during class time, get to know her students better, and have more small group instruction.

Through leveraging ClassPace in a student-centered, blended learning, rotation-model, several positive student outcomes were attained. “My students’ behavior, grades, homework, test grades, and attitudes improved. One student had a ‘D’ during the middle of the school year. By the end of the year, that same student had raised his grade to a ‘B.’ The father of this student had made plans to transfer the student to another school, but after learning about the student’s progress and success, chose to keep him within the district.”

Student success wasn’t the only outcome that came about from the implementation of a blended learning environment provided by ClassPace. Colleagues who observed Sandra’s classes were impressed with what they saw and walked away inspired to want to try blended learning in their own classrooms.

Sandra is excited to keep blended learning through the use of ClassPace in her classroom from here-on-out. Acting as a facilitator allowed her students to take ownership of their learning and become self-motivated.

Sandra is a testament to the successful use of ClassPace as supplemental content in a blended learning and flipped classroom setting. She effectively demonstrates all ClassPace offers teachers, students, and families. Sandra looks forward to building upon her current strategy in the upcoming school year.

“Traditional teaching is out, and blended learning is the way.”
- Sandra Ledbetter