

SUCCESS STORY

How Woodridge School District 68 Educators Gained Confidence Applying Brain-Based Instructional Strategies

The CheckIT course delivered exactly what our staff needed: a clear, accessible introduction to the science of learning paired with practical strategies teachers could use immediately. It took complex research and made it understandable without watering it down, helping our teachers rethink how learning actually works. What set this course apart was its balance — rigorous science presented in a way that respects teachers' expertise and connects directly to daily practice.

Our staff walked away more confident, more capable, and better equipped to design meaningful learning experiences.

Greg Wolcott,
Assistant Superintendent
Teaching & Learning,
Woodridge School District 68



At-a-Glance

As schools increasingly seek approaches that **improve student achievement and instructional effectiveness**, strengthening educators' understanding of how the brain learns has become vital.

CheckIT Learning's Science of Learning program empowered 22 teachers from Woodridge School District 68, Illinois, to confidently use teaching strategies that support how the brain learns best.

Key Outcomes (on a 5-point scale)*:

1.46

points mean growth in understanding how the brain learns best and why certain instructional strategies are effective

1.09

points mean growth in confidence to use teaching strategies that support how the brain learns best

0.64

points mean growth in confidence to improve student outcomes increased

* Based on pre- and post-program surveys completed by 11 teachers

? Challenge

While research confirms that neuroscience-based strategies improve instructional efficiency and student outcomes, many educators lack the confidence to apply them in practice.

In an earlier [study by YouGov](#), 59% of teachers said they would need practical guidance on how to apply brain-based strategies in their classrooms. This clearly indicates the need for actionable resources that help educators translate complex concepts into daily instruction, rather than just teaching them the theory.

When it comes to students, many continue to rely on study habits that are familiar but that offer limited efficiency. A [recent meta-analysis](#) reveals that 78% most commonly use rereading, while [another study](#) shows that 83.6% cram instead of spacing their study.

Recognizing the potential of neuroscience to improve both instructional effectiveness and student learning habits, Woodridge School District 68 made it a priority to integrate these principles into daily instruction. Seeking an effective way to do this district-wide, they turned to CheckIT Learning's Science of Learning Professional Development and Micro-Course program.

"The Science of Learning micro-course was engaging, practical, and easy to understand. I appreciated how the videos were broken into bite-sized chunks with a consistent format, making the information easy to process and apply right away."

Each section provided clear, actionable ideas that can make an immediate impact in the classroom with students. The course did a great job balancing research-based strategies with realistic classroom application, making it valuable for educators at any level."

Lauren White,

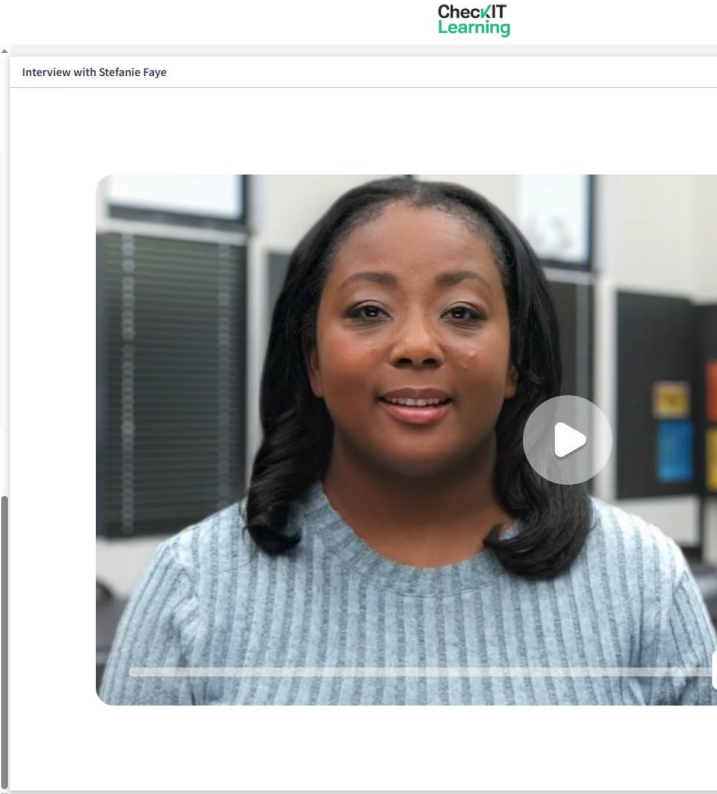
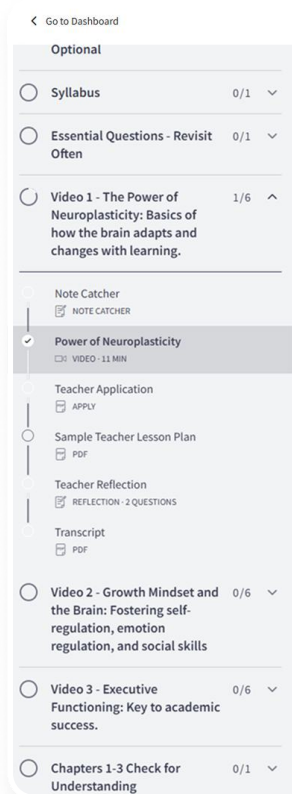
Instructional Coach,
Woodridge School District 68,
Meadowview School



Solution

CheckIT Learning's

Professional Development and Micro-Course are designed to provide schools and districts with practical resources to improve instructional efficiency and student outcomes.



The program includes a half-day professional development session, a 12-video on-demand micro-course, and an accompanying Director's Guide designed to support small-group discussions and implementation activities.

Featuring focused video lessons complete with sample lesson plans, application guides, and teacher reflection questionnaires, the program provides a comprehensive path for educators to master key neuroscience concepts and brain-based classroom strategies:



Capture attention and sustain engagement.



Build critical student skills like memory retention and executive functioning.



Reduce cognitive overload and foster resilience in the classroom.

Woodridge School District 68 teachers participated in a 16-week rollout tailored to accommodate local school schedules, holidays, and planned breaks. Throughout the initiative, CheckIT Learning gathered data to measure changes in educator confidence, understanding of learning science principles, and readiness to apply research-informed instructional practices.

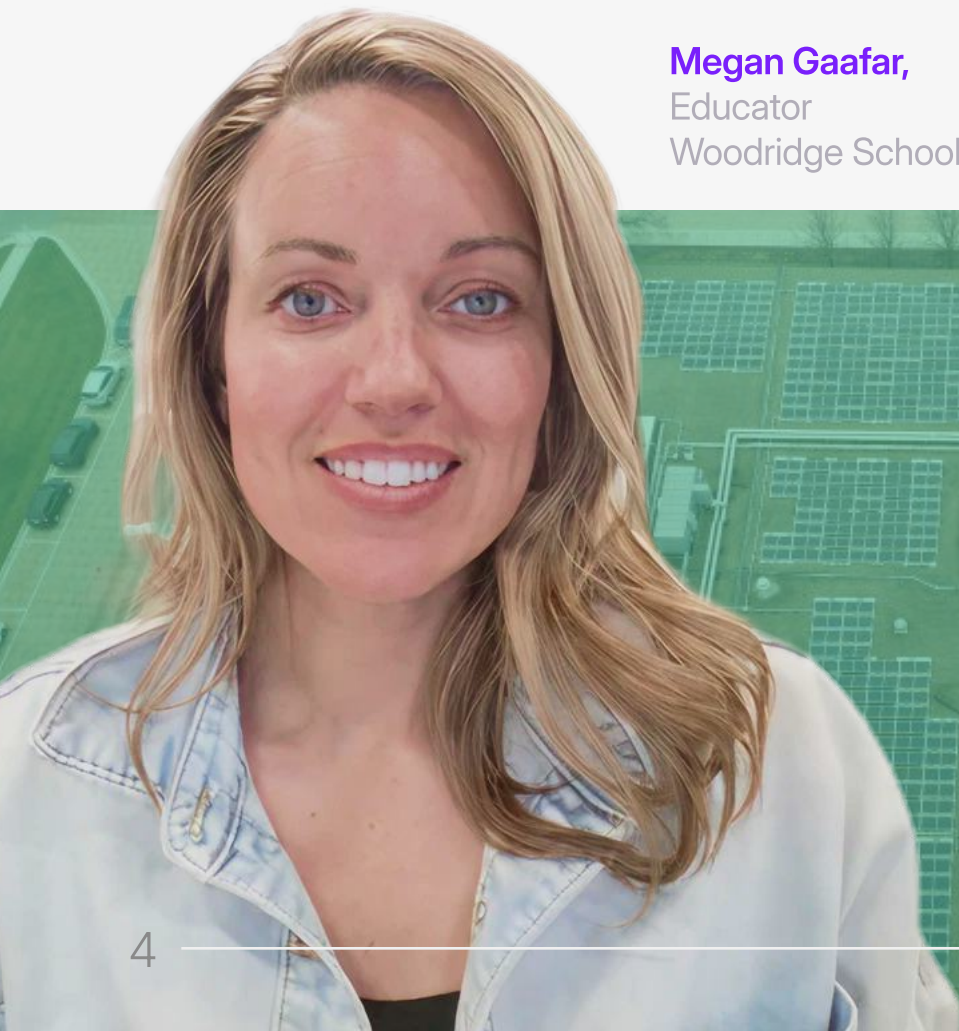
“The learning was highly relevant and up to date for all educators. In a fast-paced, ever-changing world of education, it was a great way to get to the foundation of what good instruction is. The modules are digestible and focused. It was easy to follow along and informative. It is beneficial to all stakeholders in education, regardless of years of experience.”

Overall, the knowledge I gained from CheckIt Learning will guide my educational decision-making.”

Megan Gaafar,

Educator

Woodridge School District 68, Illinois



✓ Results

The program delivered positive outcomes across all targeted measures of educator confidence. An analysis of pre- and post-pilot survey responses from the 11 participants who completed both assessments revealed measurable growth across three key focus areas:



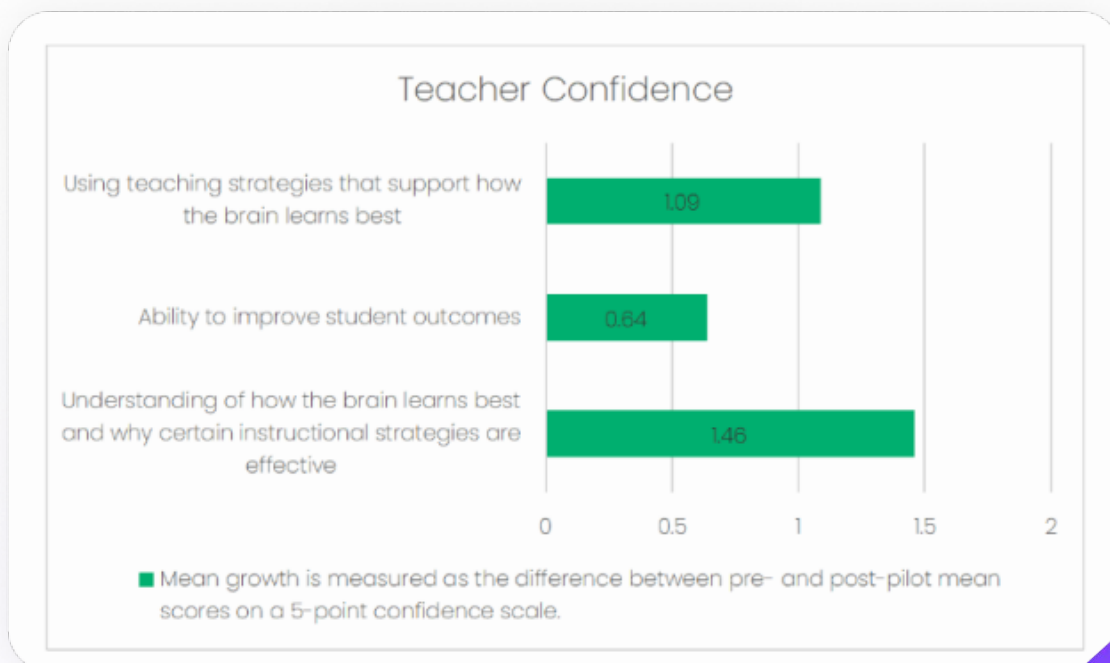
Confidence in using teaching strategies that support how the brain learns best



Confidence in improving student outcomes



Confidence in understanding how the brain learns and why certain instructional strategies are effective



The largest increase was observed in participants' understanding of how the brain learns best and why certain instructional strategies are effective, with a mean growth of **1.46** points on a 5-point confidence scale. Confidence in using teaching strategies that support how the brain learns best increased by **1.09** points,

representing strong growth in participants' confidence to apply learning science principles in practice. Confidence in improving student outcomes increased by **0.64** points, indicating moderate growth in educators' belief in their ability to positively impact student learning through evidence-based instructional practices.

"CheckIT is a highly practical PD course. It takes the science of learning and turns it into useful strategies that can be used in the classroom immediately."

Learning how to check for understanding in real time makes daily instruction much more focused and responsive."

Chrissy Pesoli,

Instructional Coach, Woodridge School District 68,
John L. Siple Elementary School

Conclusions

These findings suggest that the professional learning experience strengthened both participants' understanding of learning science and their confidence in applying that knowledge within educational settings.

Collectively, these results indicate meaningful movement on a 5-point scale across all three measures, demonstrating that the program successfully increased educator confidence in the targeted areas of learning science and instructional practice.



For additional details and full access to the on-demand micro-course visit:

<https://www.checkitlearning.com/neuroscience-micro-course>

If you are interested in the school-level program with CheckIT Learning's Head of Neuroscience, please contact us at:

conversations@checkit-learning.com

About CheckIT Learning

CheckIT Learning provides neuroscience-based tools for K-12 and higher education to bridge curriculum, achievement, and equity gaps. Its AI-powered LMS Cleo is designed to provide individualized learning experiences for every student, while at the same time reducing teacher workload and improving instruction quality. Designed to meet the needs of today's diverse classrooms, Cleo features a neuroscience-trained AI mentor, which helps students learn how to learn and acts as a 24/7 co-pilot for teachers. By integrating brain-based principles into the study process, Cleo helps students build learning and life skills, while supporting teachers' growth and well-being.

