

**What is your
dream classroom?**

Combining Pedagogy & iPads to Transform the Classroom

21st Century Learners' Conference - Jeffrey Bernadt

@JBernadt jeffrey.bernadt@bpsne.net

Lets Stay Connected

- Tweet questions to @JBernadt

HOW?

Here's what's cookin' _____ Serves _____

My Dream Classroom



Inspiration

+

Support

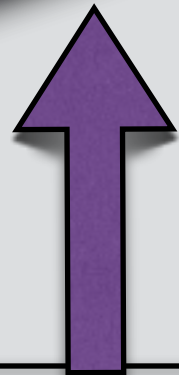
@catlett1

My Colleagues

@annfeldmann1

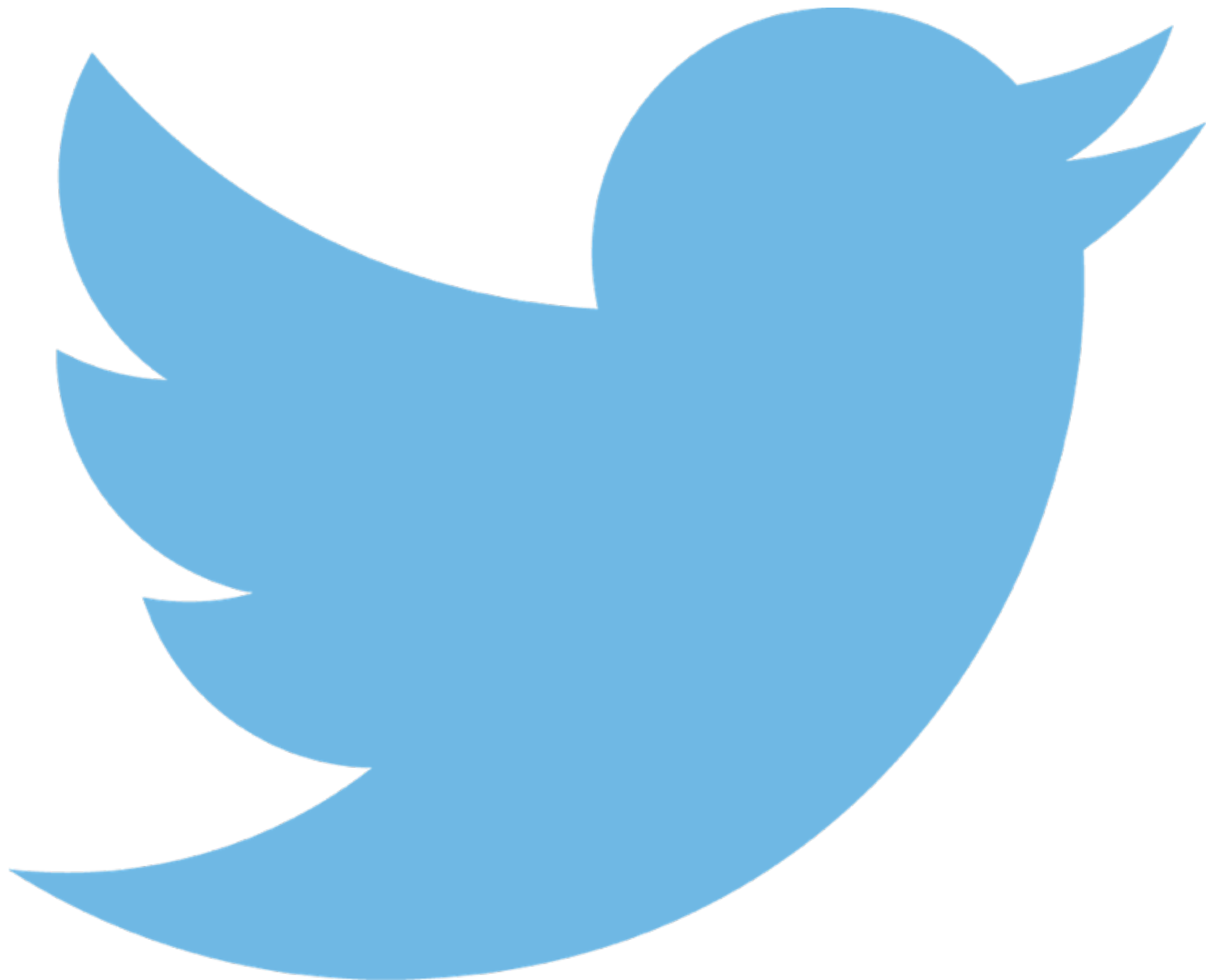
My Family

@jennykbps



BPS Tech Trainers







Think same.





Let Go!

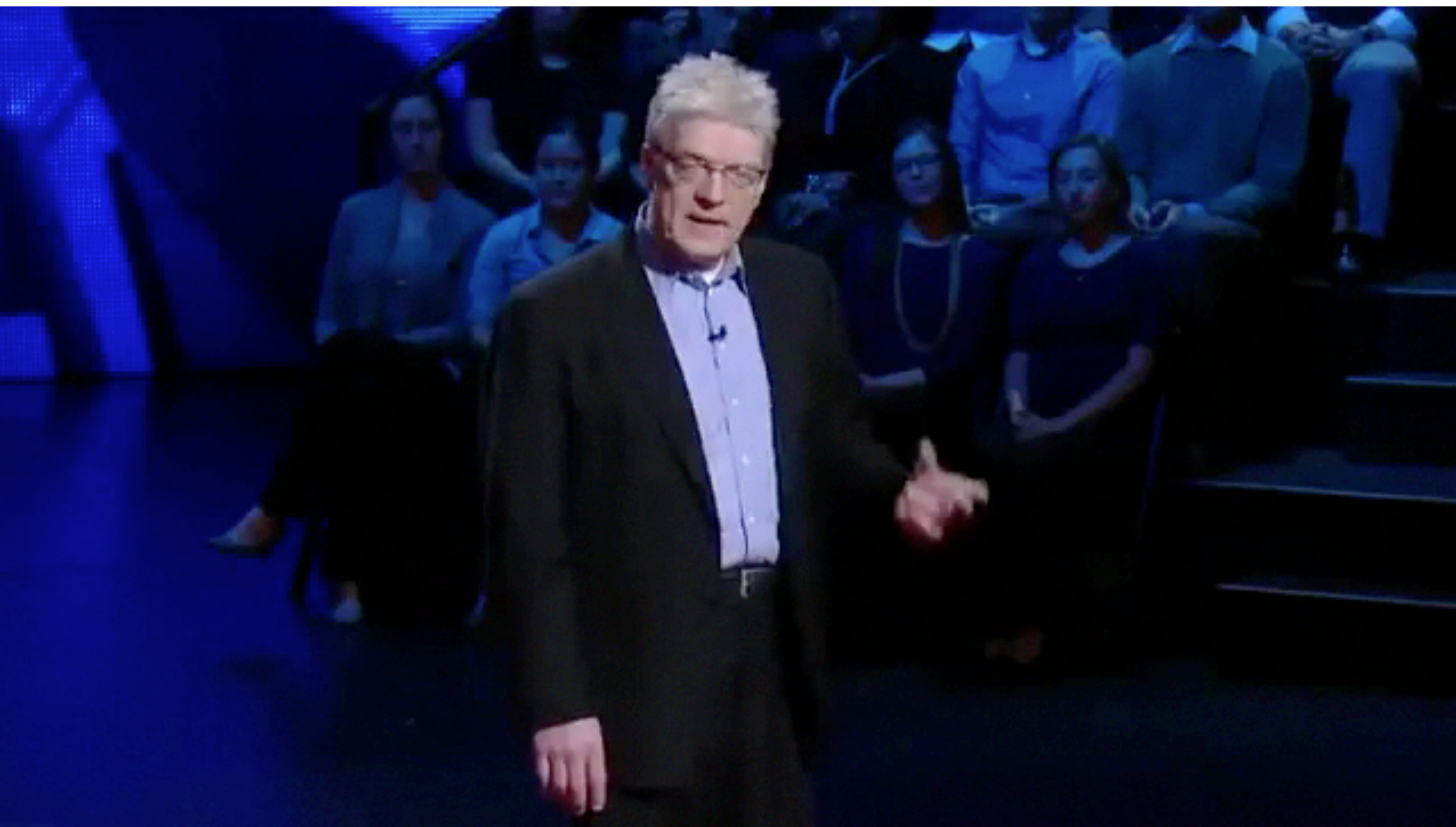
Why?



The Ultimate Challenge -
Engage ALL Students!



Creating Learners!



Students Who
Create!





**What is your
dream classroom?**



**What is your
dream classroom?**

Out

Revisi

Games

People Try
Effort

So Count
Games

Review

Moves

Dream Classroom

Color it up
Feedback

Creativity

Confy

Positive

Plants

TREATS

↓
Gummy Bears

C H O I S E

Learn interesting
Things

R - How
P. + What
Products
What

Temp
Controlled
= Layering

Dream Classroom

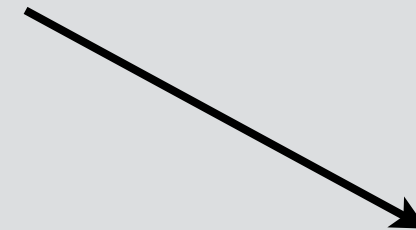
CHOICE → How

Where

Product

What

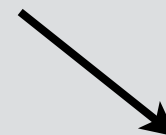
Learn Interesting
Things



Positive

Temperature Controlled

Treats



Gummy Bears

Color it Up!

Comfy

Feedback

Plants

Ss Create Games

Privacy

Out

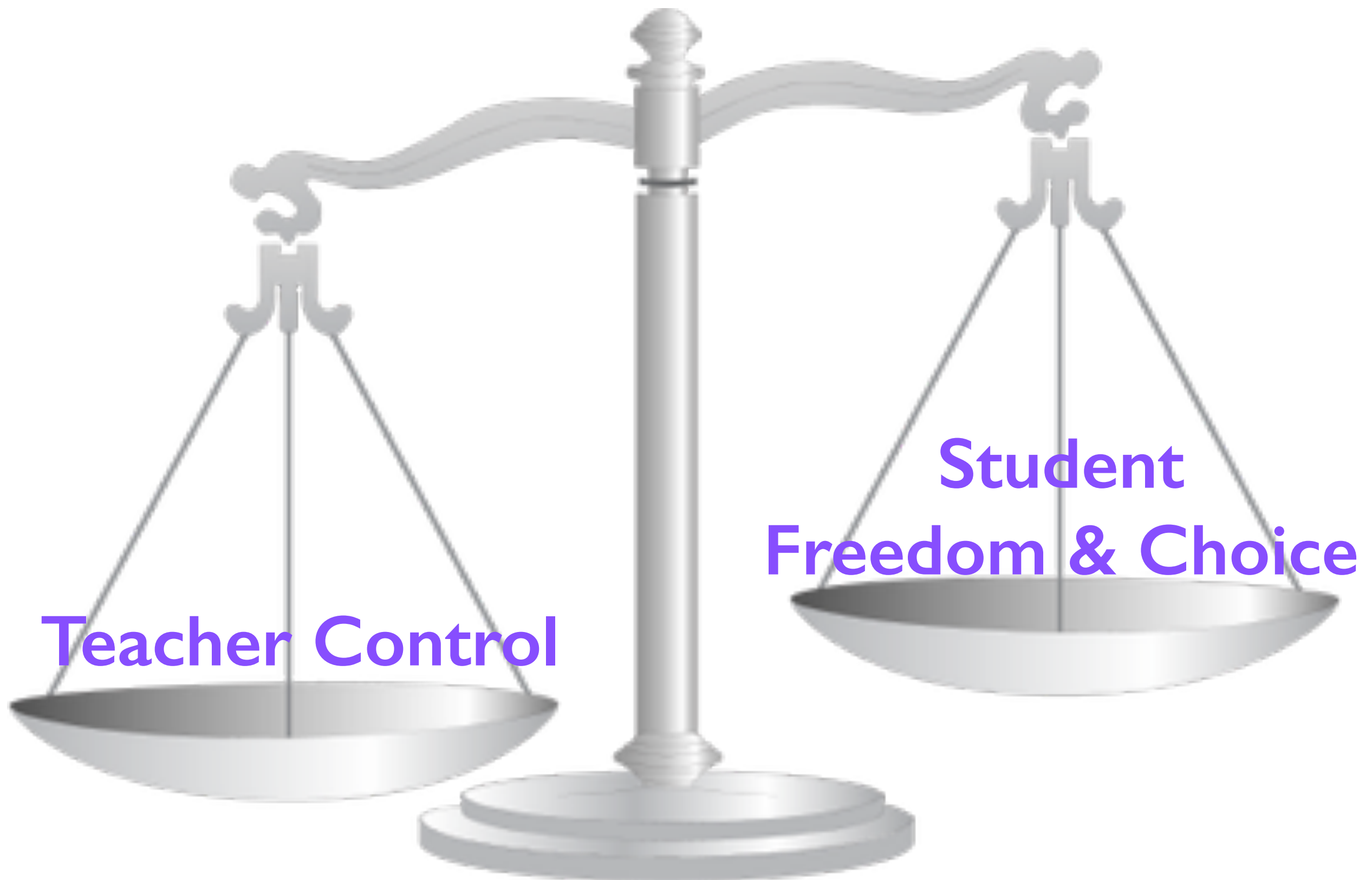
People Try
= Effort

Revise

Games

Choice

My Struggle



My Solution



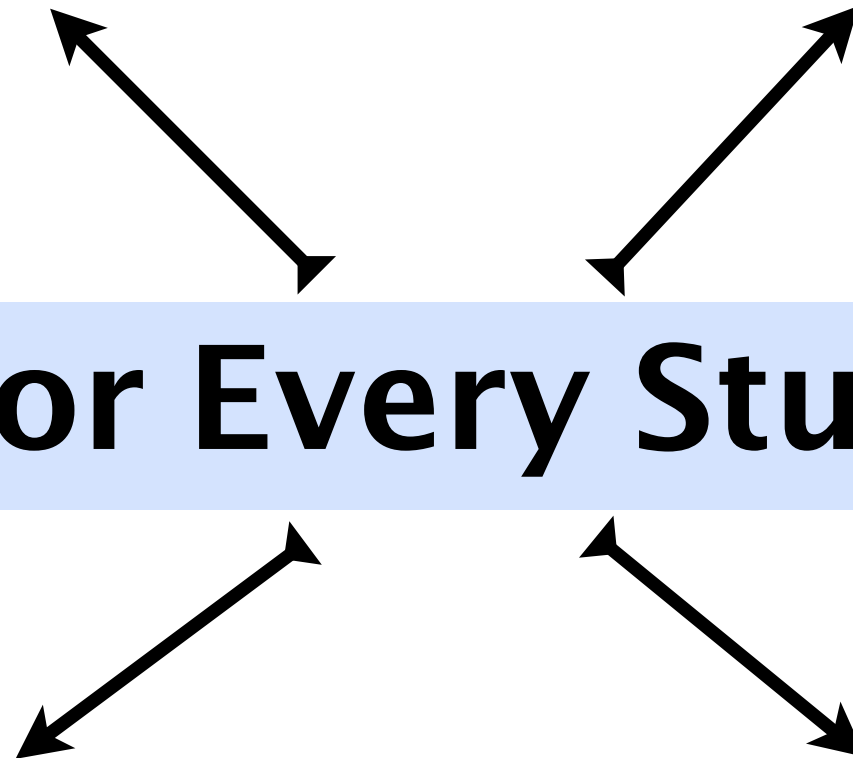
Students Choose their
Path to Learning

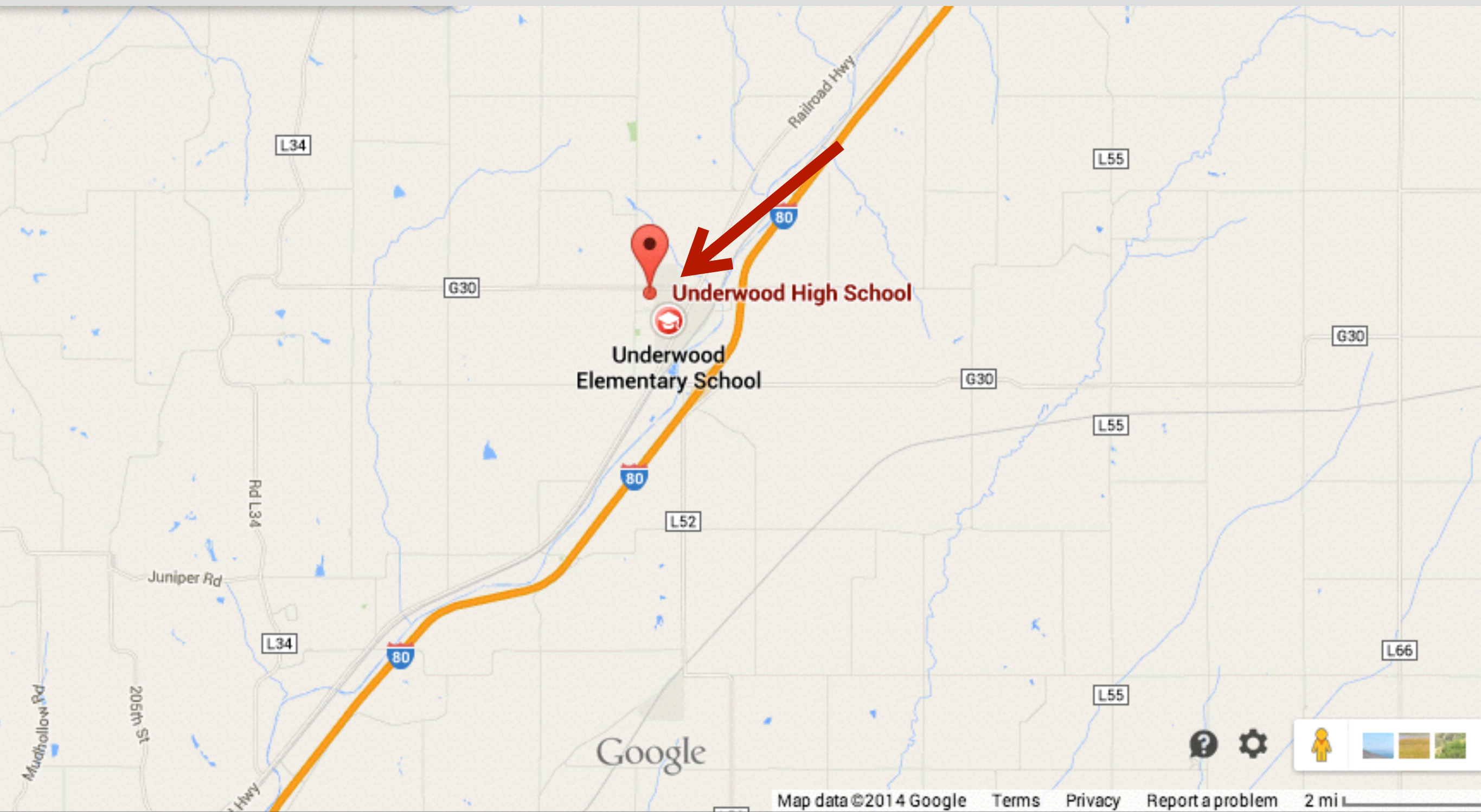
Student Reflection

IEP for Every Student

Timely & Personal
Feedback

Students Choose their
Evidence of Learning





Students Choose their Path to Learning



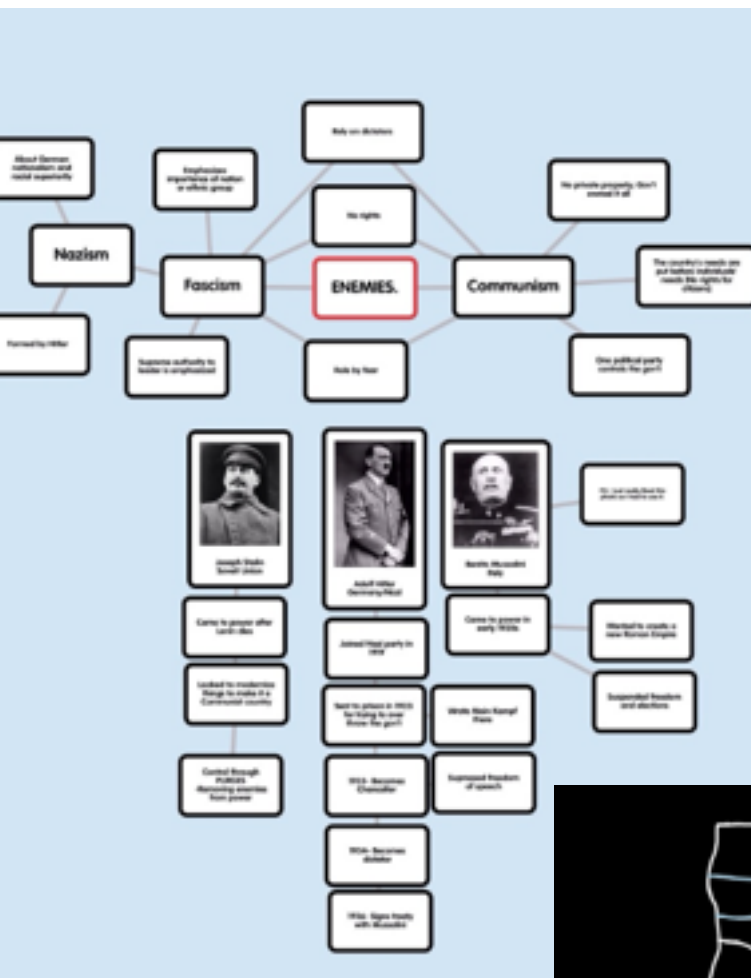
The Goals:

- 1) Help students understand what works for them to answer the question: How do I learn?
- 2) Get students to own their learning!

**Students Choose their
Evidence of Learning**

The Question My Students Must Constantly Answer

*How am I going to prove I understand
the objective?*



Name: Andrew

Description	Significance
<p>Definition</p> <p>A government system in which the government controls everything.</p> <p>Success</p> <p></p> <p>Purpose</p> <p></p> <p>Location</p> <p>Soviet Union and various other countries</p> <p>Function</p> <p>Communism occurs when the government takes over all land and produces everything for the country. No citizen rights</p>	<p>Significance</p> <p>Communism doesn't allow citizens to have rights. Communism allow leaders creative ideas and makes people not try.</p> <p>Importance</p> <p>It models what happens when a dictatorship is your government.</p> <p>Interesting Facts</p> <p></p> <p>Additional Information</p> <p></p> <p>Alternate Use</p> <p></p> <p>Personal Connection</p> <p></p> <p>Personal Experience</p> <p></p> <p>Memorable Moment</p> <p></p>



We lived the way we knew
But that wasn't enough
Racism we went through
And it was quite rough
Still we had no say

Rushed we were
Out the door
Still we were not sure
What we were there for
Still we had no say

Our stuff was sold
For almost nothing
We were not bold
But we wanted something
Still we had no say

Timely & Personal Feedback



Student Reflection

How did I come learn this objective?

Have I learned mastered the objective well enough to discuss it with Mr. B?

To what degree have I mastered this objective?

What was the quality of my evidence of learning?

Individual Student Education Plan

Student Name:

Teacher: Bernadt

Grade:

Period:

Overview: This is your individual education plan that will track your academic progress in American History. The document will be filled out by both teacher (*responsible for the Level of Mastery & Date Recorded*) and you (*responsible for filling Path to Learning and Evidence of Learning*) during the unit of study. You are responsible for identifying a plan/goal on how you are going to meet each objective and will need to show evidence that you have met each objective. Additional learning/skill objectives may be added based on your needs or parent and teacher input.

Evidence of Learning: You will have the choice of how you show your understanding of an objective, although there are certain objectives that will require a specific product. Below I have listed a couple of products that you can use, otherwise you may come up with your own.

- create your own graphic organizer (concept map using Popplet Lite or Simple Mind, T-Chart, Venn Diagram etc.)
- create a video reflection using the camera or Explain Everything App
- write a paragraph using the Stop Light Paragraph format
- student choice

Unit 1 Objective: You will understand the internal development of the United States during the late 1800s.

Learning Objective/Skill	Path to Learning: How did you learn the info/skill?	Evidence of Learning: How did you show your understanding or skill and can be more than 1?	Level of Mastery (Beg/Prog/Prof/Adv)	Date Recorded
How technology made possible the rapid industrial growth. (1:6.1)				
The rise of powerful big businesses. (1:6.2)				

The differences between the two nicknames for powerful industrialists: captains of industry and robber barons. (1:6.2)				
The characteristics and conditions of factory work in the late 1800s. (1:6.3)				
Reasons why factory workers began organizing labor unions in the late 1800s. (1:6.4)				
Explain the the different ways the American economy changed in the late 1800s using the Stop Light Paragraph format. (1:6)				
Reasons for westward expansion in the late 1800s. (1:7.1)				

BIGGEST RESULT

==

Increase in
Metacognition



The Power of the iPad

My Core Apps for Workflow

Google
Drive



iTunes U

Notability



All 14

World War II 8

Early Years of the Cold War 6

Posts

Assignments

World War II

Objective 4:18.1 - American Government Prepares for War

Objective 4:18.1 - The steps the American government took to prepare for war, meet the demand for war equipment and the ways U.S. citizens contributed to the war effort.

☐ Mr. B's Video Lecture



☐ Video Clip from America: Story of Us



☐ Reading on the Sacrifice on the American Homefront



☐ Information War Bonds & Pictures from National WWII Muse...



☐ Information on Rationing from National WWII Museum Website



☐ Mobilizing for War from Digital History Website



☐ Victory Gardens from National WWII Museum Website



☐ A Child's Experience During the War



☐ A Teenager's Experience During the War



● Objective 4:18.2-4 - Major U.S. Military Actions

Objective 4:18.2-4 - Major military actions (strategies/operations) taken by the U.S.



Info



Posts



Notes



Materials

Creation Apps

Comic Life



Explain Everything

Popplet



TouchCast



Tellagami



PicCollage

iMovie



Must Balance
Freedom
with Structure

Failure is an
Option!

Lessons Learned

Consistently Ask Students
for Feedback

**What can you do right
now?**

**Start Giving
Kids Choices
NOW!!**

Questions??

My Presentation & Session Materials



[http://mrbsclassroomconnection.weebly.com/
presentationstrainings.html](http://mrbsclassroomconnection.weebly.com/presentationstrainings.html)