

**What is your  
dream classroom?**

# Combining Pedagogy and iPads to Transform the Classroom

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# Lets Stay Connected

- Tweet questions to @JBernadt using #nnnncsti14

HOW?



Here's what's cookin' \_\_\_\_\_ Serves \_\_\_\_\_

# My Dream Classroom



# Inspiration

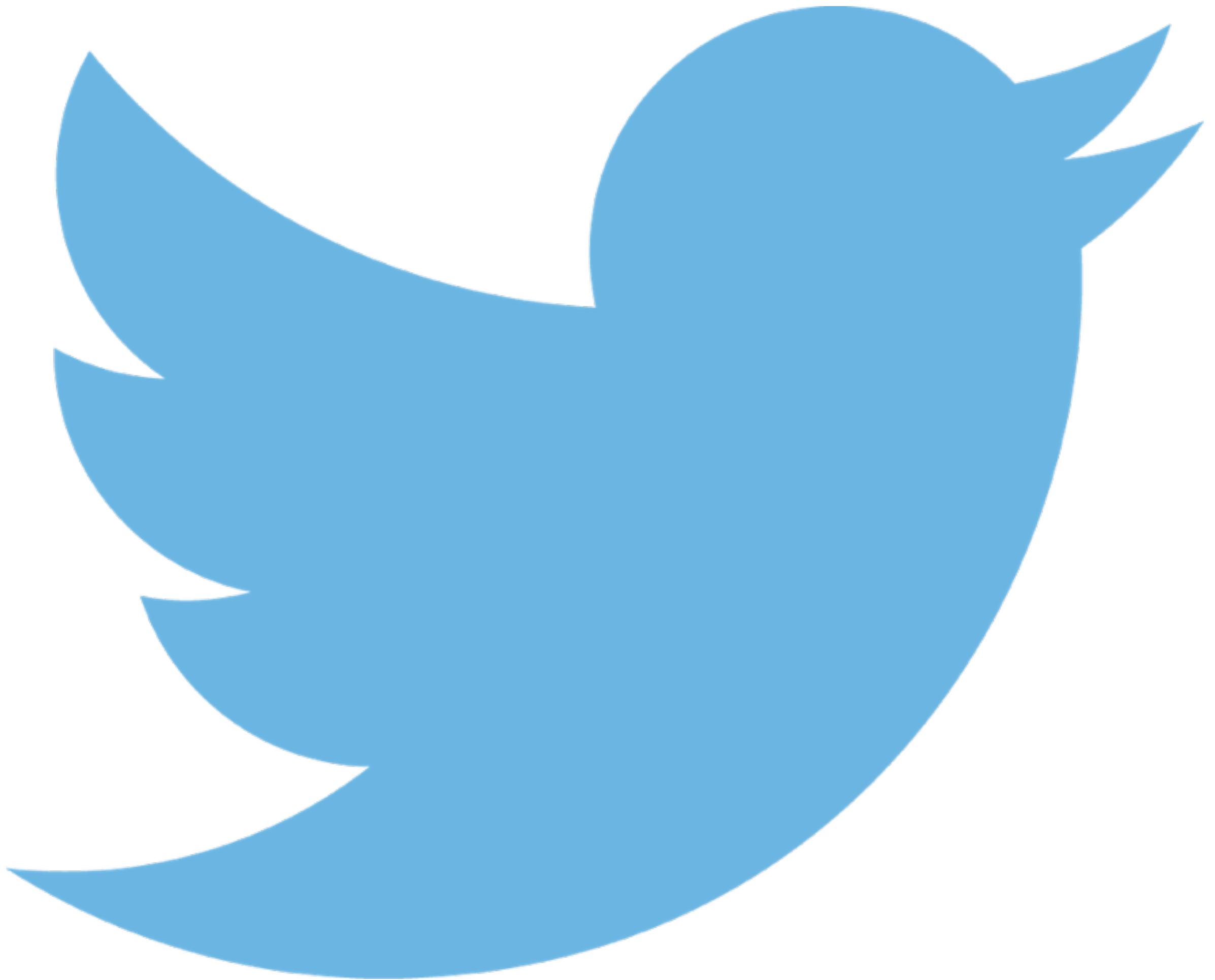
+

# Support





@jennykbps @catlett | @annfeldmann |







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?**

Just

Review

Games

Part 1  
Effort

So Count  
Games

Review

Movies

Dream Classroom

Color it up  
Feedback

Creativity

Conf

Positive

Plants

TREATS

↓  
Gummy Bears

S H O U L D

Learn interesting  
Things

Temp  
Controlled  
= Layering

R - How  
P. + What  
Product  
What



# Dream Classroom

CHOICE → How

Where

Product

What

Learn Interesting

Things

Comfy

Color it Up!

Feedback

Positive

Plants

Temperature Controlled

Treats

Gummy Bears

Out

People Try  
= Effort

Revise

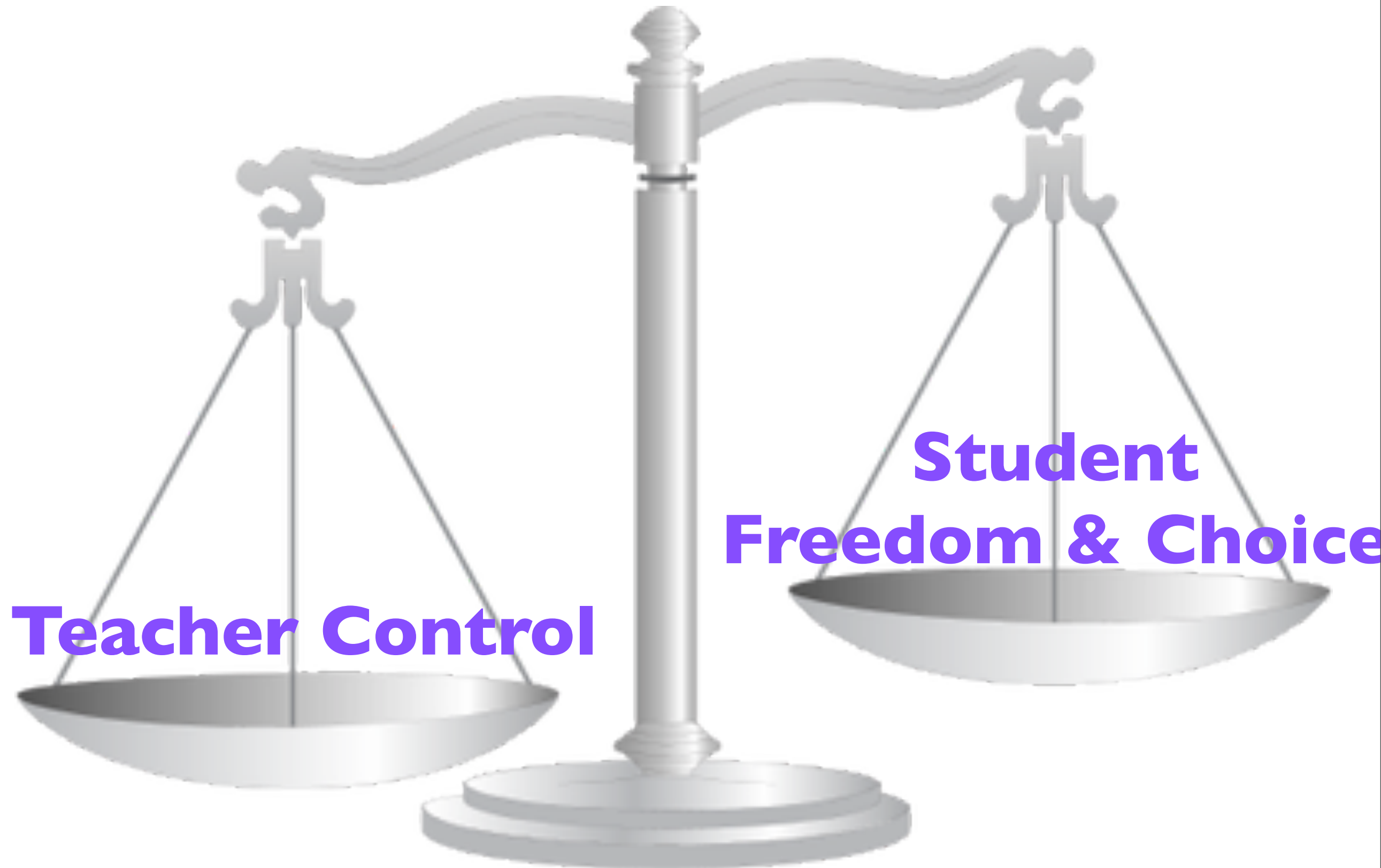
Ss Create Games

Games

Privacy

# Choice

# My Struggle



# My Solution





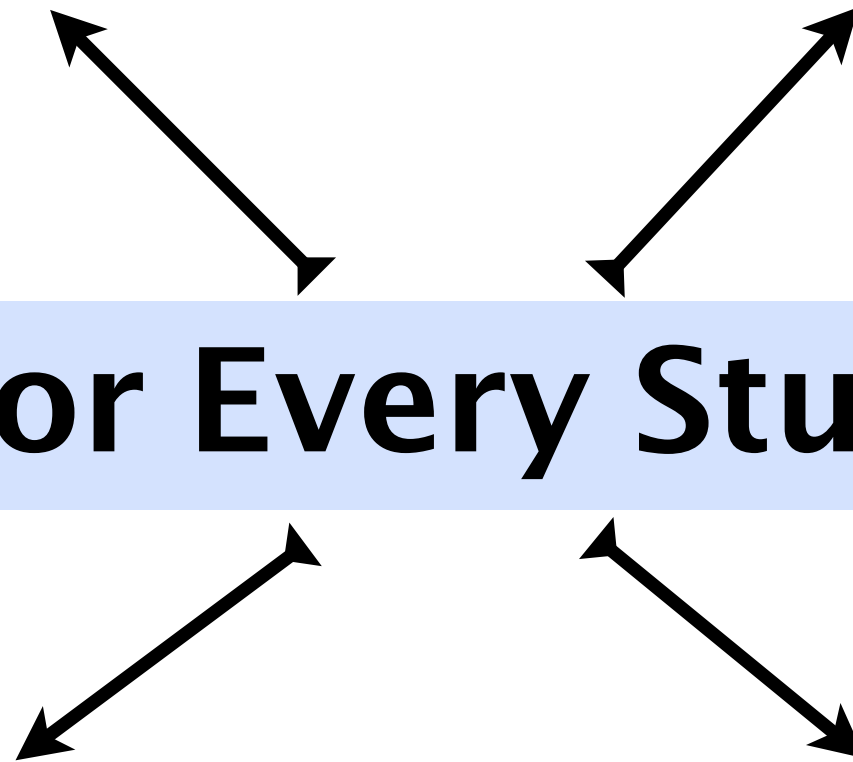
Students Choose their  
Path to Learning

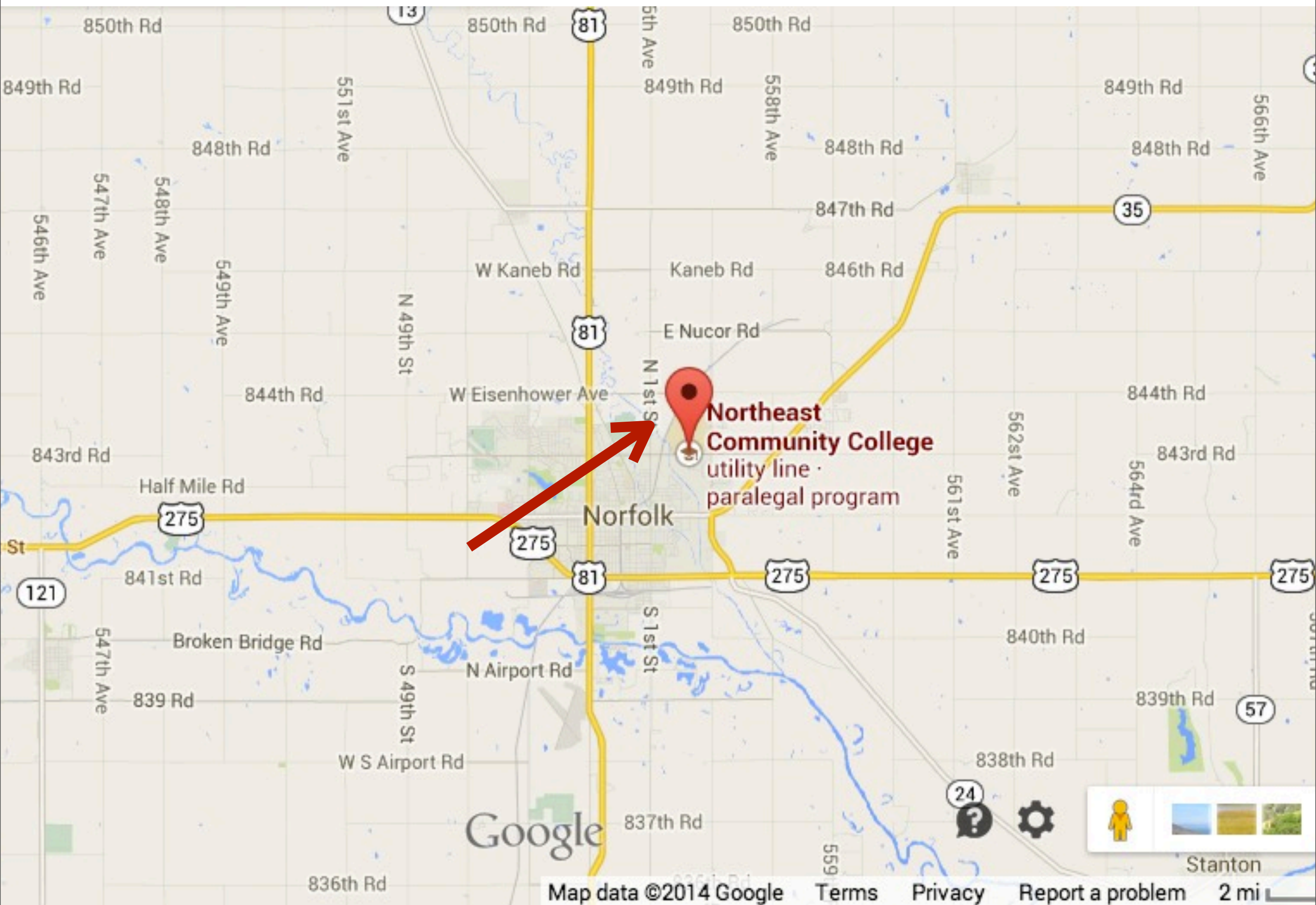
Student Reflection

**IEP for Every Student**

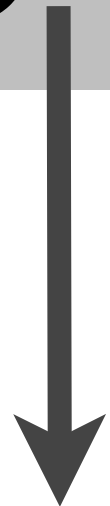
Timely & Personal  
Feedback

Students Choose their  
Evidence of Learning





# Students **Choose** their Path to Learning



## The Goals:

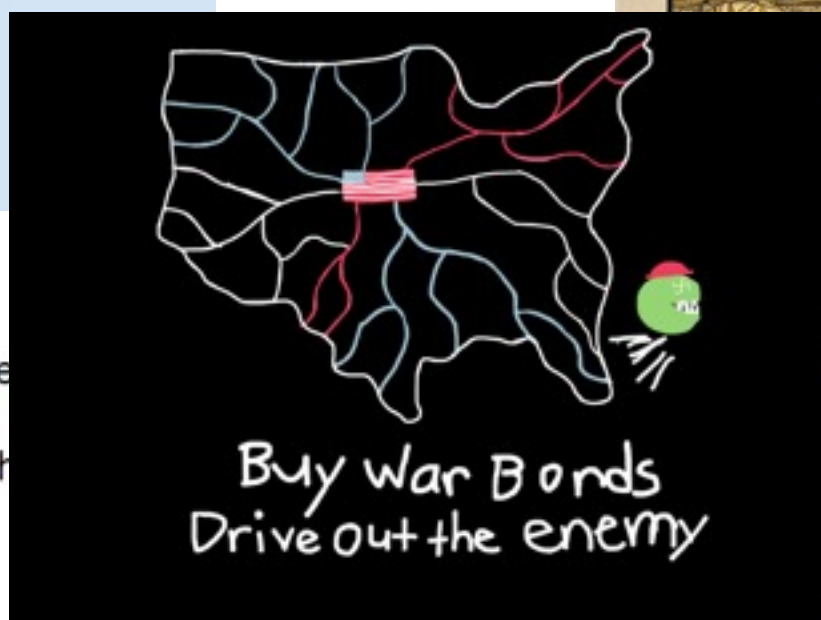
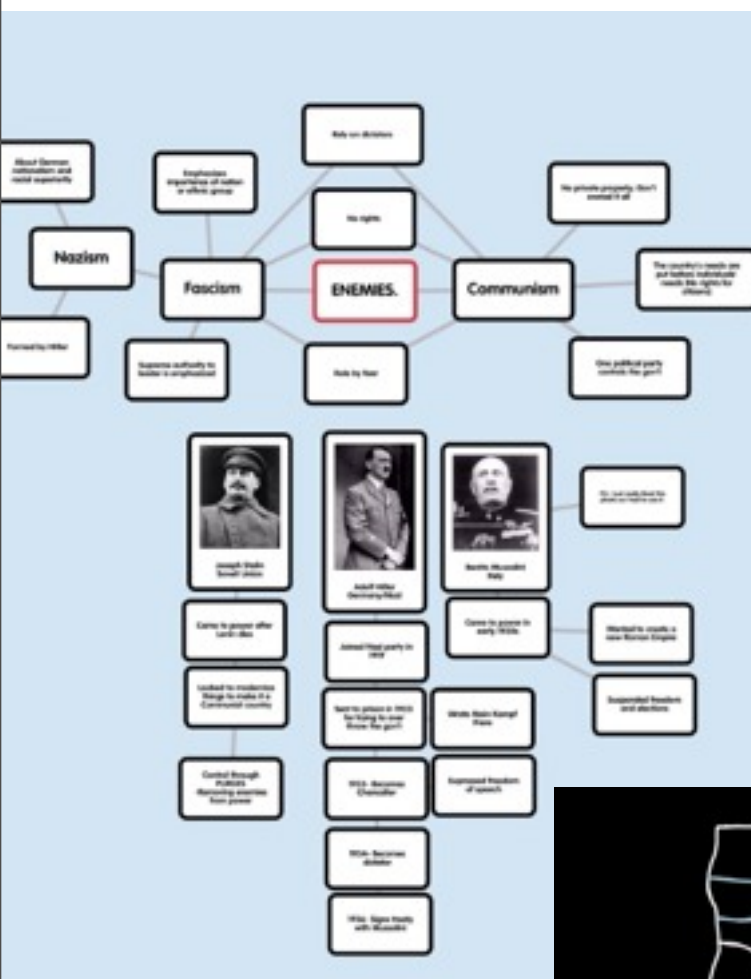
- 1) Help students understand what works for them to answer the question: How do I learn?
- 2) Get students to own their learning!

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

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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



Popplet



Explain Everything

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??