

**What is your
dream classroom?**

MARIO
052200

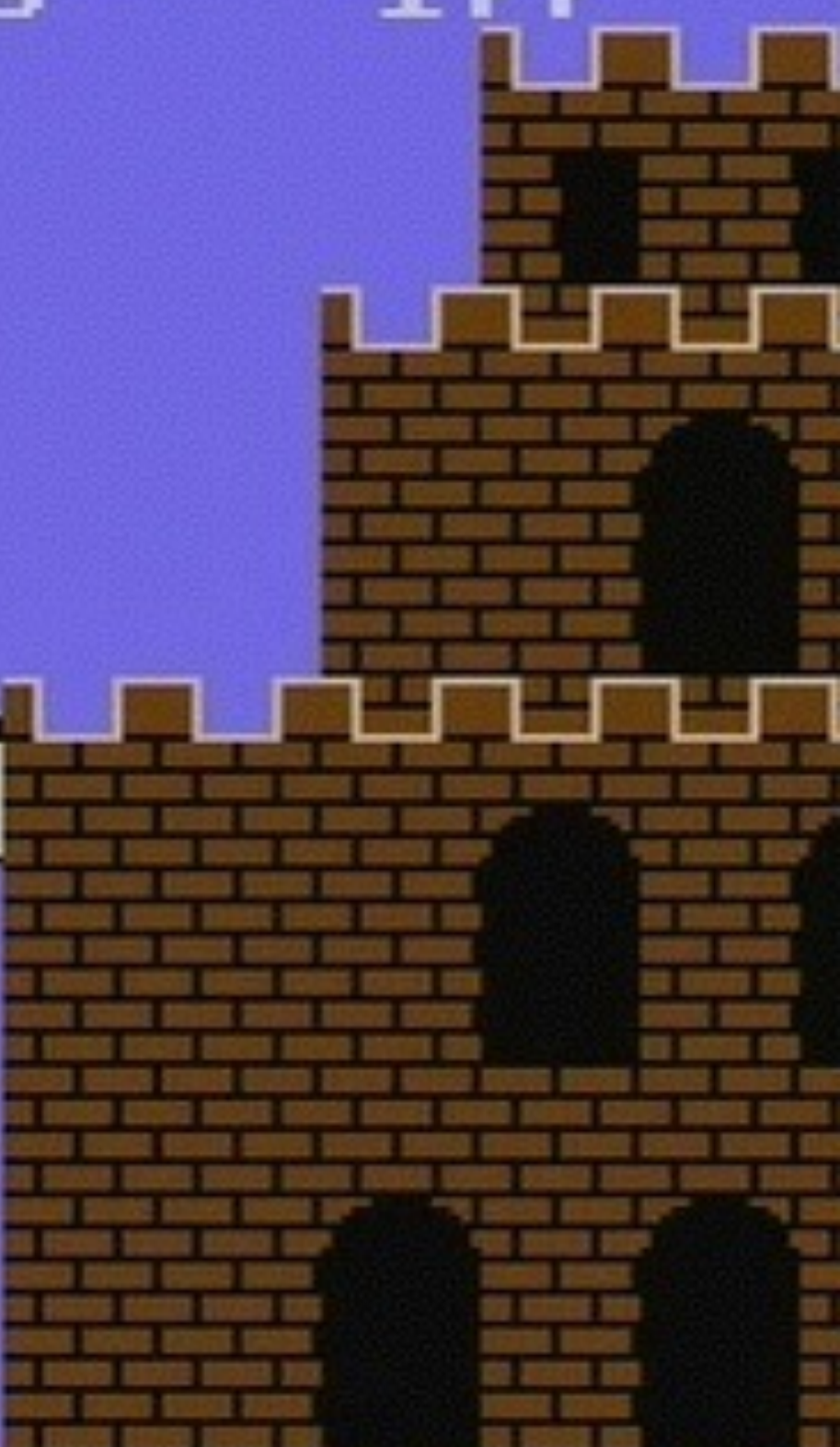
● × 14

WORLD
1-3

TIME
177



5000



The Power of Choice: Increasing Student Engagement & Motivation

BPS Professional Development - Jeffrey Bernadt

@JBernadt jeffrey.bernadt@bpsne.net

Lets Stay Connected

- Tweet questions to
@JBernadt using
#bellevuepd

HOW?

Here's what's cookin' _____ Serves _____

My Dream Classroom



Inspiration

+

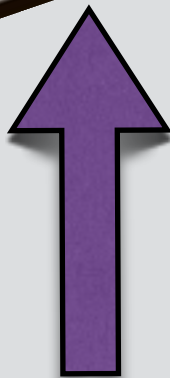
Support

@MrsJCalrson



My Colleagues

@annfeldmann | @jennykbps



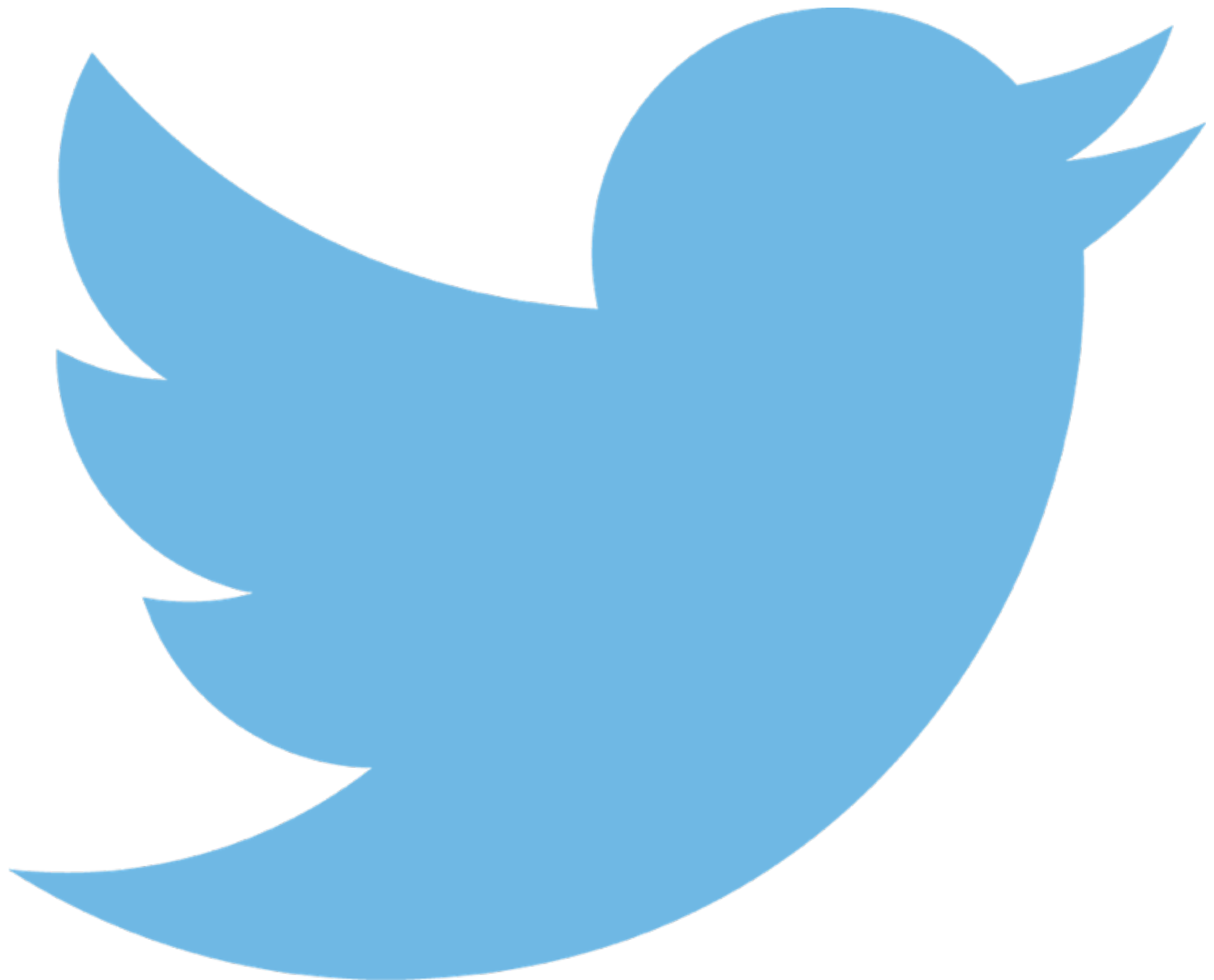
BPS Tech Trainers

My Family



@catlett |







Think same.





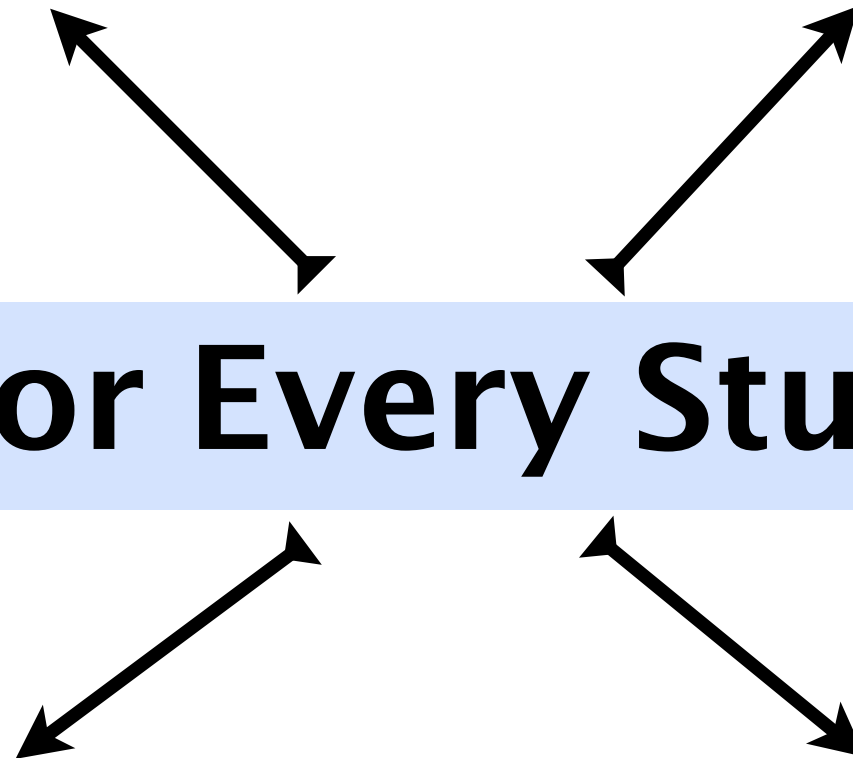
Students Choose their
Path to Learning

Student Reflection

IEP for Every Student

Timely & Personal
Feedback

Students Choose their
Evidence of Learning



Let Go!

Why?

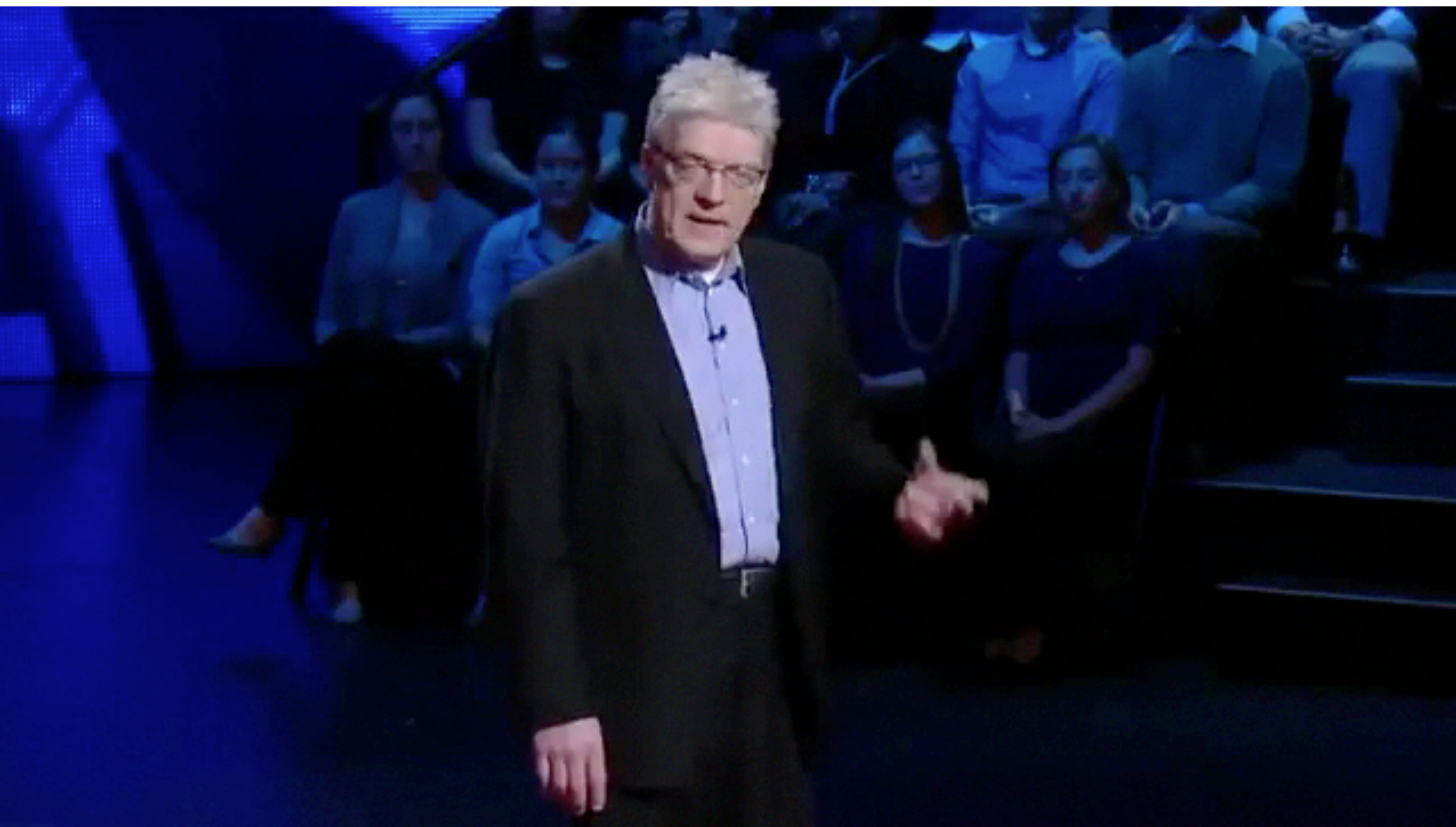
Why
Choice?



The Ultimate Challenge -
Engage ALL Students!



Creating Learners!



Students Who
Create!



Makes
Differentiation
Easier

More One on One
with Students

=

Timely & *Personal*
Feedback





Students Want It!

Our Dream Classroom

Freedom = Independence

CHOICE

Play Games
Create Game

Food/Books

What you learn
How you show your learning

Limit 200
100

Use Time
Tidy up

Learn interesting things!

Temp Controlled = Lagging

Color it up
Feedback
Creativity
Conf
Plants
TREATS
Candy Bars

Games
S. Games
Puzzles
Puzzles

CHOI

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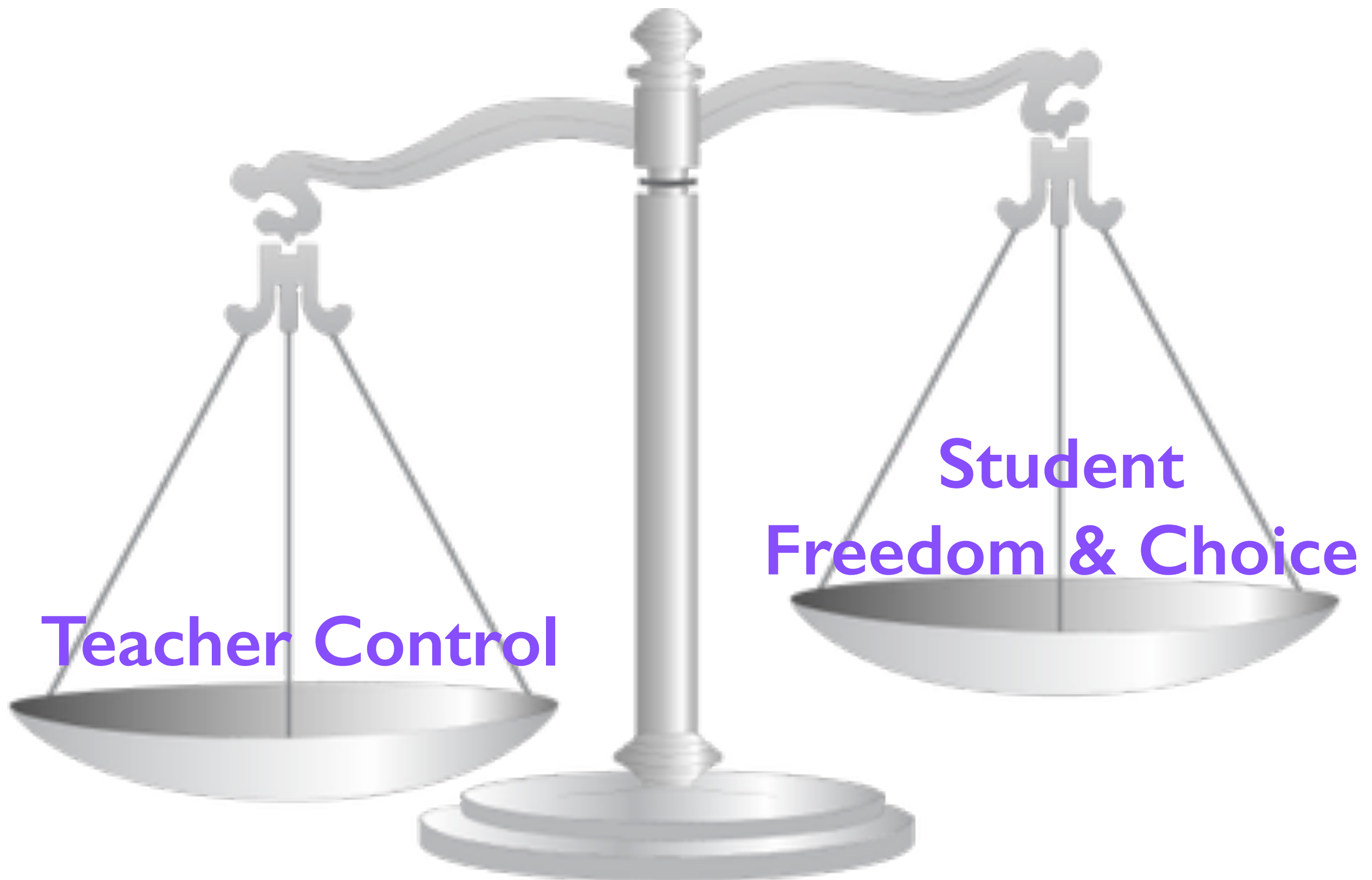
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Color it up
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Puzzles

CHOI

My Struggle



My Solution



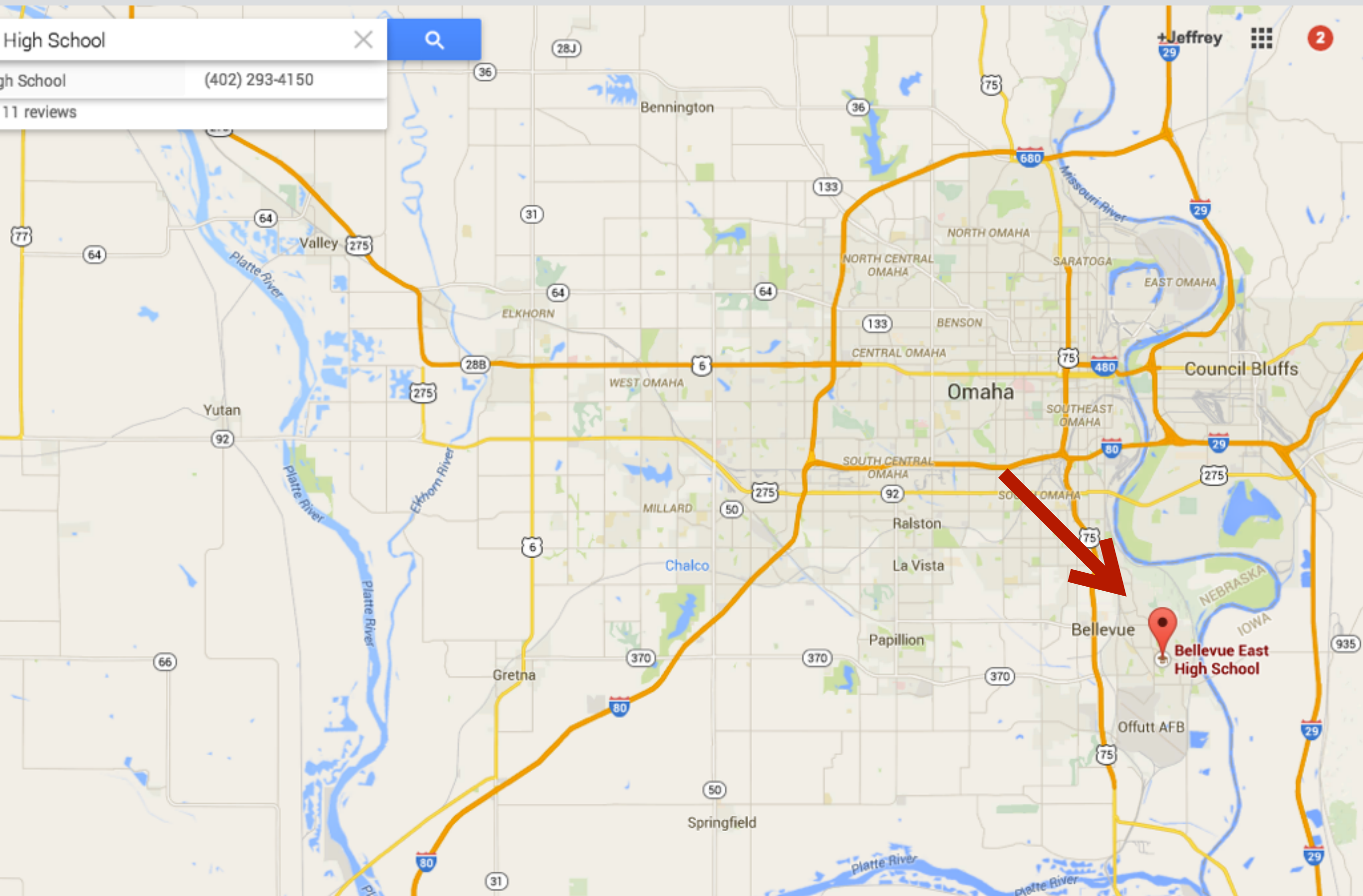
High School



High School

(402) 293-4150

11 reviews



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!

The Question Teachers Must Ask

What are the different ways my students could learn this particular concept or skill?

My Big Five

Textbook

Different Types of Readings

Small Group Seminar

Video Lectures

Websites

**Students Choose their
Evidence of Learning**

The Question My Students Must Constantly Answer

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

Graphic Organizers

Raps

Expository Writing

Letters

Games

Worduals

Drawings

Songs

Movies/Videos

PowerPoints/Keynotes

Diary/Journal

Posters

Comic Strips

Creative Writing

Build

Poems

Stories

Summaries

Political Cartoons

Tests/Quizzes

Conversations

How to get started?

- Pick one lesson/topic
 - ◆ Choose a lesson/topic/concept that you don't feel you have a great lesson plan
- Think about 2 or 3 ways students could learn the material (textbook, readings, video, small group, websites)
- Create some different ways that students could show their learning

THE KOREAN WAR CAFE

Welcome to the Korean War learning center in G-12. Your job today is to learn about the Korean War. You get to choose your path to learning about the war and how you show your evidence of learning. Below are your choices. You must choose at least 1 Path to Learning & 1 Evidence of Learning. Enjoy!

Path to Learning Options

#1 - View the Mr. B's Video Lecture on the Korean War on the iPad

#2 – Read the Overview of the Korean War reading

#3 – Take part in a small group mini-lecture with Mr. B where you will learn about the causes and results of the war along with

#4 – Read about the Korean War in your textbook using Chapter 19 Section 3.

Evidence of Learning Options

#1 – Create a visual representation of the Korean War that shows both the causes of the war and the final result of the war

#2 – Create your own notes over the Korean War and write a one-paragraph summary explaining the causes and results of the war

#3 – Write a poem, song or rap describing the Korean War

#4 – Create a timeline of the Korean War that includes the causes, major events, people, and results of the war.

#5 – Complete the reading activity Read-Set-Go-Whoa that must include the causes and results of the war.

EO #4 Guide - Path to Learning & Evidence of Learning Choices

American History

NAME _____

Period _____

EO #3 Requirements: For each Choice Objective below students must:

1. Choose a Path to Learning from the choices provided under each objective.
2. Create your own notes in your notebook OR complete a notes-worksheet
 - a. Can be a combination of written and visual/picture notes
 - b. Types: traditional, concept map, visual/picture notes, graphic organizer
3. Create an Evidence of Learning that you will hand in to Mr. B.

Objective 4:17.4 - U.S. & Japanese Relationship Before to World War II

- ***What You Need to Learn:*** The actions taken by Japan and their reasons for those actions. What did the U.S. think about the Japanese actions and what did the U.S. do to try and stop Japan.
- ***Work Day*** - Friday January 10th
- ***Due Date*** - Monday January 13th at the beginning of class
- *Path the Learning Choices*
 - 1) View the Mr. B's Video Lecture & take notes over the material.
 - 2) Using Chapter 17 Section 3 in your textbook pages 581-582, 584, & 588 and *create your own notes.*
- *Evidence of Learning Choices* -
 - 1) Create two political cartoons, one from the U.S. perspective and one from the Japanese perspective. Each should show the sides view of the others actions.
 - 2) Create a comic strip (on paper or using the Comic Life app) telling of the relationship between the U.S. and the Japan prior to the Japanese attack on Pearl Harbor.
 - 3) Write two explanations between 2-4 sentence long each. In one of them explain what Japan was doing prior to the attack on Pearl Harbor and why. In the other explain the U.S. reaction to the Japan's actions and how the U.S. responded.
 - 4) Create an Explain Everything video with information and images and your own explanation of the relationship between the U.S. and Japan prior to the Japanese attack on Pearl Harbor.
 - 5) Student Choice

Objective 4:18.1 - The American Homefront's Role in Winning WWII

- ***What You Need to Learn:*** The different ways American citizens could help bring victory to the Allied forces during World War II.
- ***Work Day*** - Tuesday January 13th & 14th
- ***Due Date*** - Wednesday January 15th at the beginning of class
- *Path the Learning Choices*
 - 1) View Mr. B's Video Lecture and take note over the material.
 - 2) Using Chapter 18 Section 1 in your textbook pages 594-599 and *create your own notes.*

Do I Always Give Students
Choice?

Other Ways to Provide Choices

- Students create discussion questions or topics for discussions
- Project topic or format
- Will they work individual, in partners, or in a small group?
- Where they will work?

BIGGEST RESULT

==

Increase in
Metacognition

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??