

**What is your
dream classroom?**

Individualized Education Plans for All!

ESU 5 Summer Tech Fair - Jeff Bernadt

@JBernadt jeffrey.bernadt@bpsne.net

Lets Stay Connected

- Tweet questions to @JBernadt

HOW?

Here's what's cookin' _____ Serves _____

My Dream Classroom



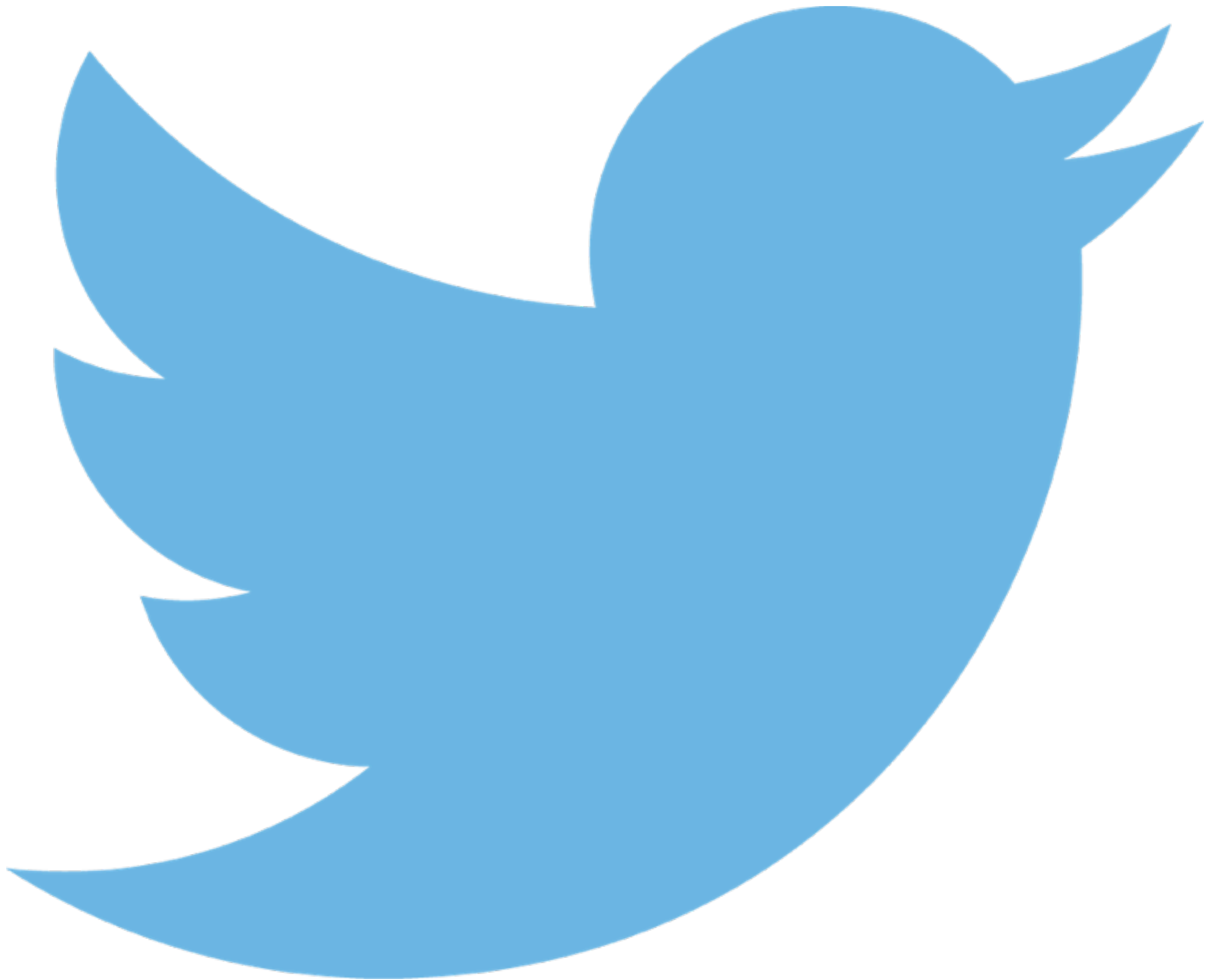
Inspiration

+

Support



@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

R - How
P. + What
Product
What

Temp
Controlled
= Layering

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

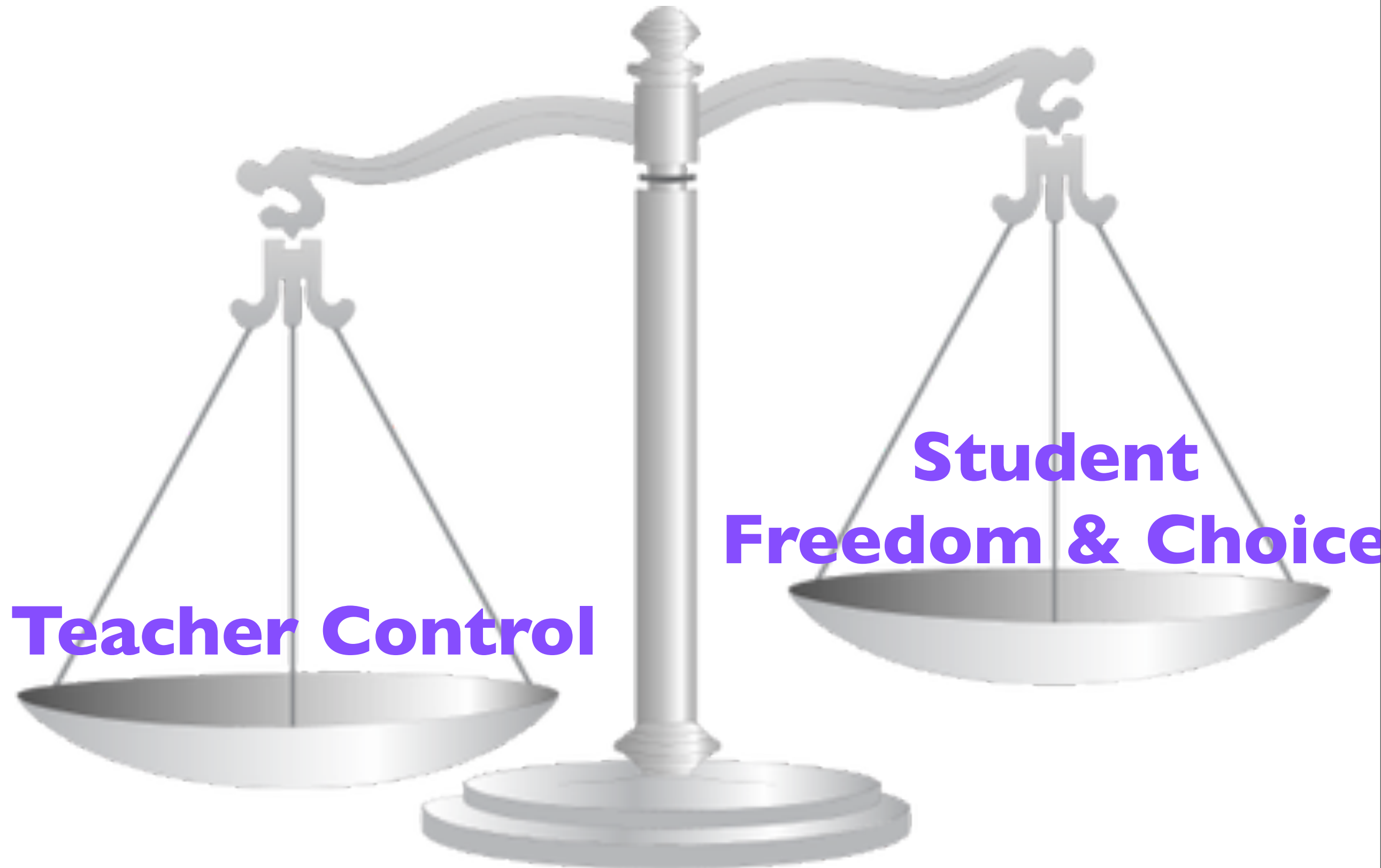
Ss Create Games

Games

Privacy

Choice

My Struggle



My Solution



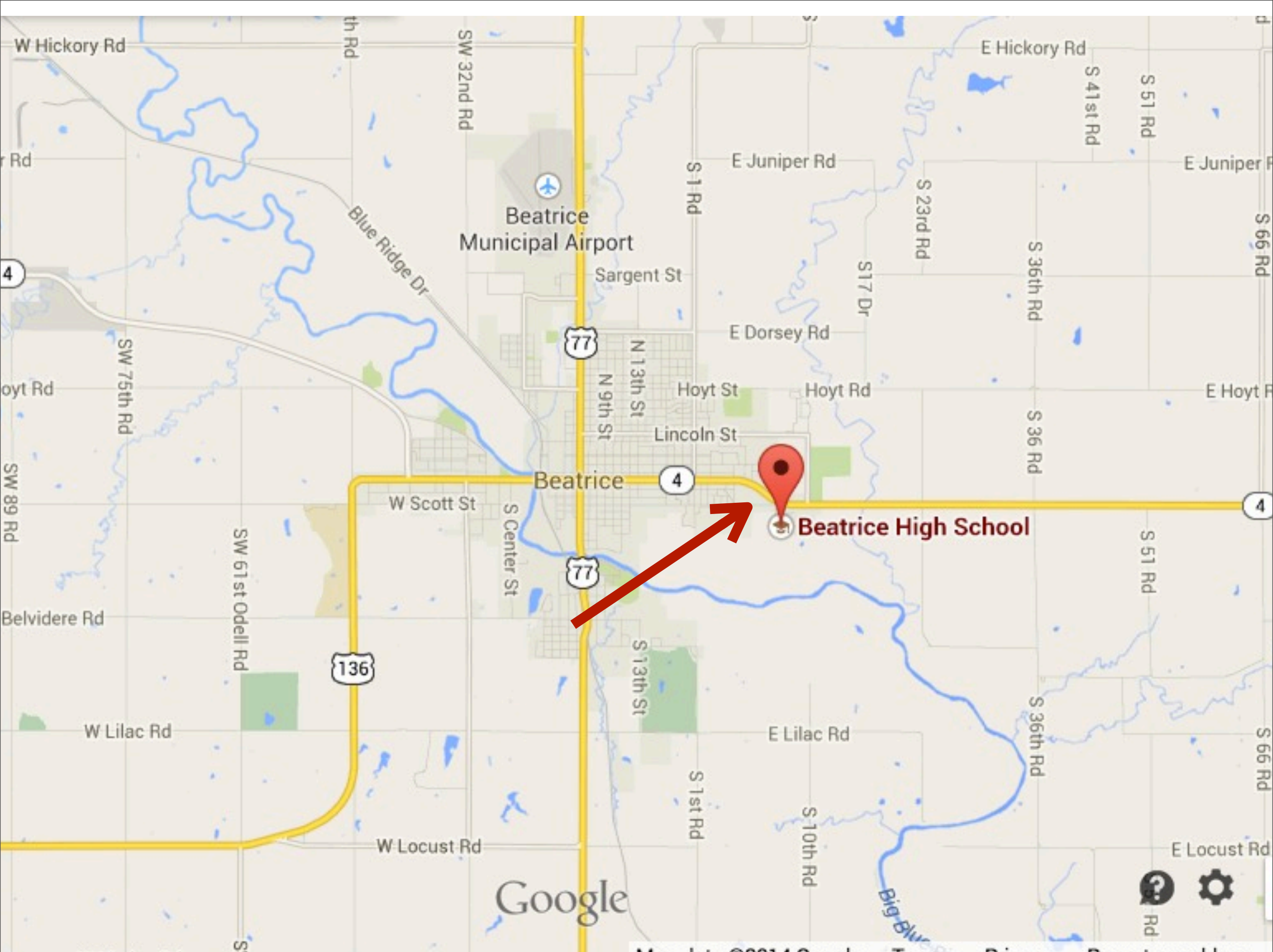
Students Choose their
Path to Learning

Student Reflection

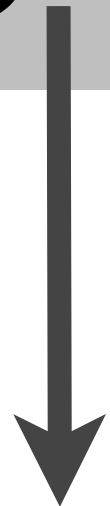
IEP for Every Student

Timely & Personal
Feedback

Students Choose their
Evidence of Learning



Students **Choose** their Path to Learning



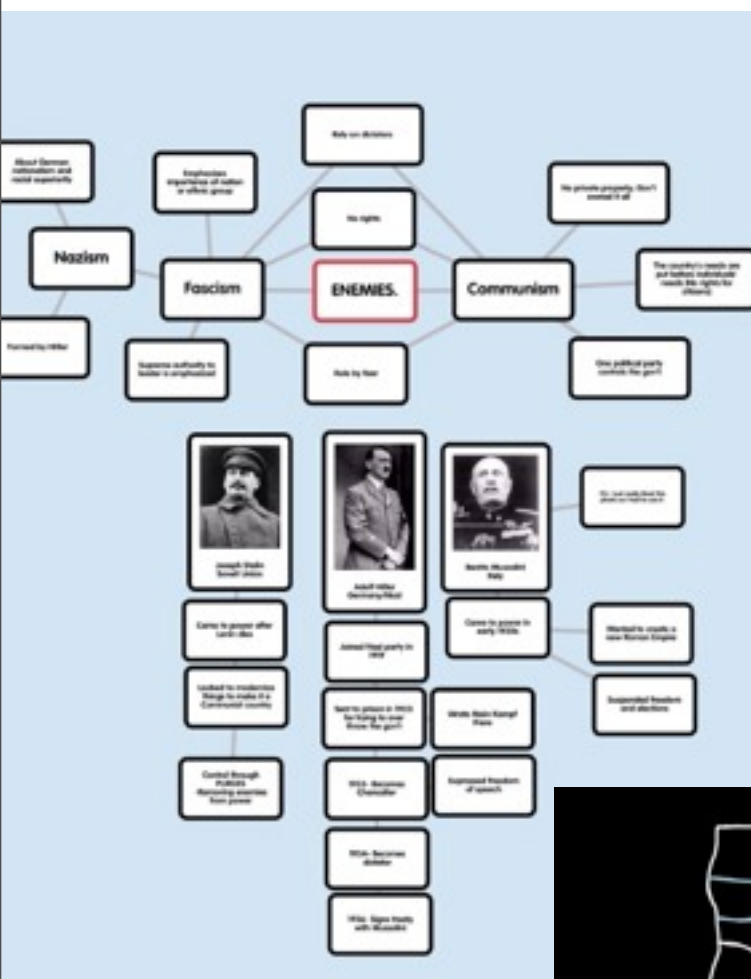
The Goals:

- 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?*



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



Name: Andrew

Description

Definition
A government system in which the government controls everything.

Senses

Purpose

Location
Soviet Union and various other countries

Function
Communism occurs when the government takes over all land and produces everything for the country. No citizen rights.

Significance

Effects
Communism doesn't allow citizens to have rights. Communism allows leaders creative ideas and makes people not try.

Importance
It models what happens when a dictatorship is your government.

Interesting Facts

Additional Information

Alternate Use

Personal Connection

Personal Experience

Memorable Moment



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.

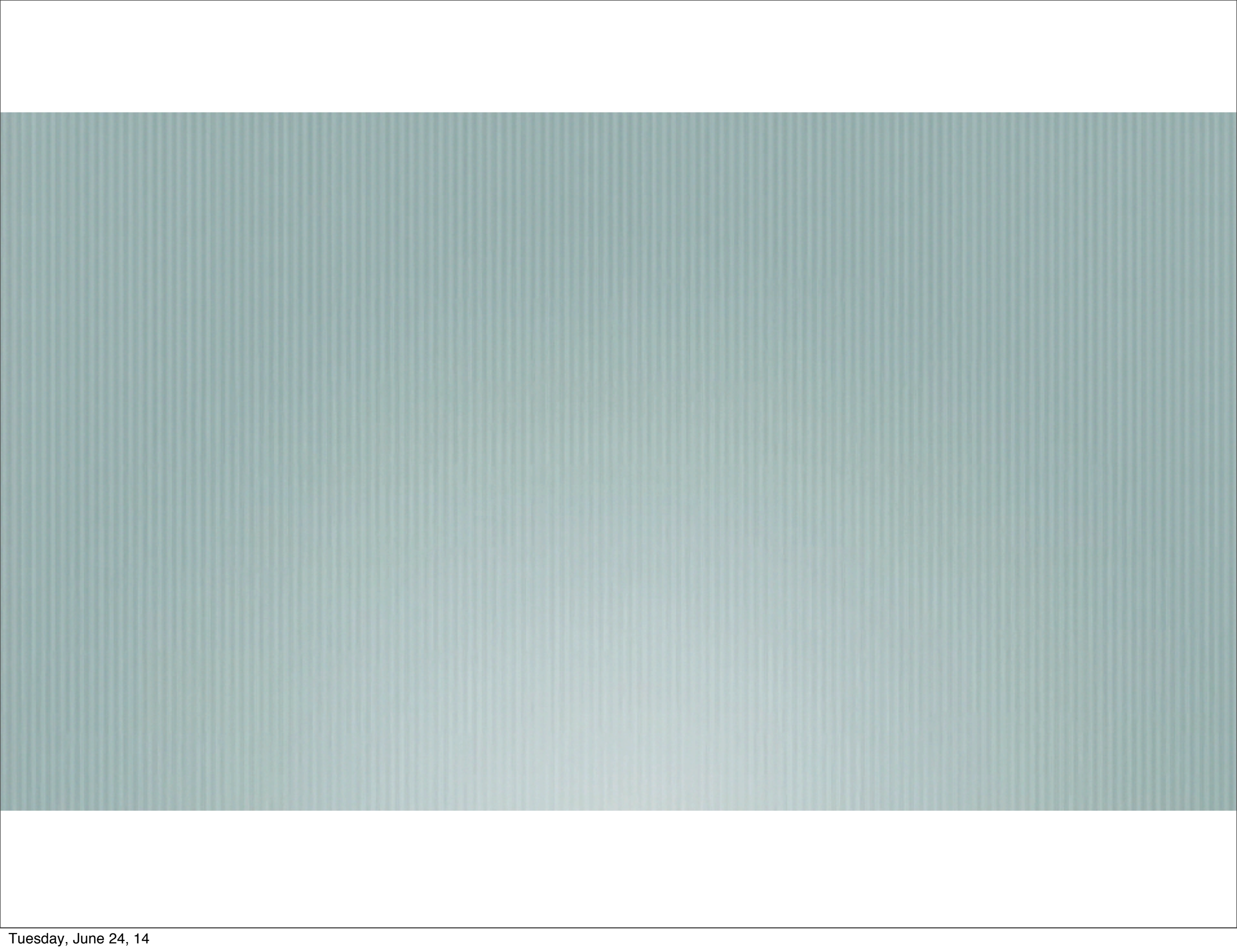
Evidence of Learning: You will have the choice of how you show your understanding of an objective, although there are certain objectives that will require a specific product. Below I have listed a couple of products that you can use, otherwise you may come up with your own.

- 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



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??

My Presentation & Session Materials



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