



The Whole Apple

Not just the Core



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Part I: Why?

- ◉ Why do we have Common Core?
- ◉ Why don't we like Common Core?
- ◉ Many reasons
 - ◉ Responding to a few may help
- ◉ **Ponder these:**
 - ◉ What's missing?
 - ◉ The difference between intent and delivery
 - ◉ The meaning of the phrase, "Yes and..."



What's missing?

- The Deliciousness
 - The problem with a core is that it may have seeds but all the yummy part is gone.



What do you mean?

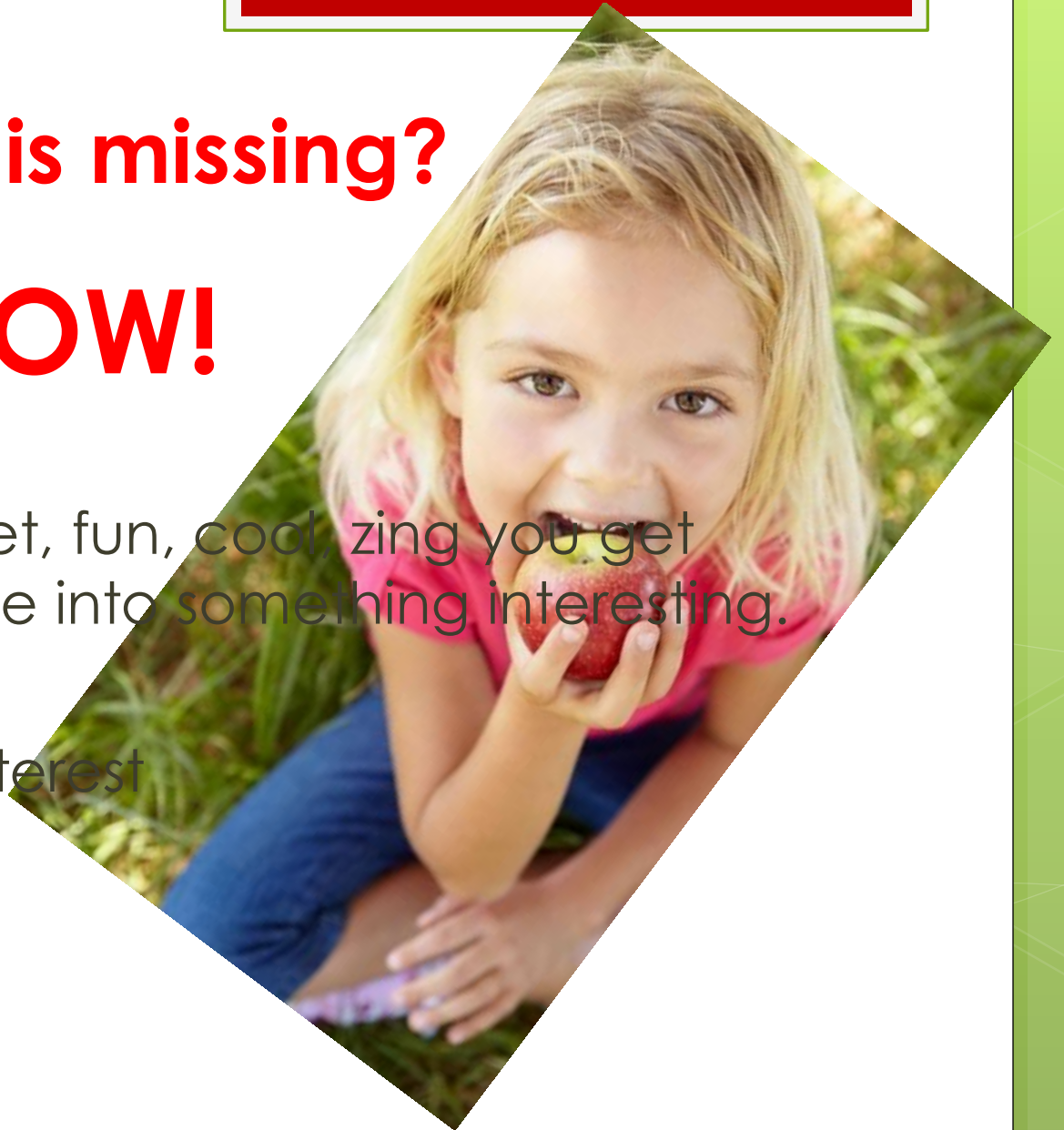
- The best parts are gone
 - The fruit of learning is missing so are the
 - Sweet
 - Digestible
 - Energizing
 - Supportive
- Parts of the learning experience



What else is missing?

- o the **WOW!**

- o That crisp, wet, fun, cool, zing you get when you bite into something interesting.
- o The role of interest
 - o Motivation
 - o Behavior



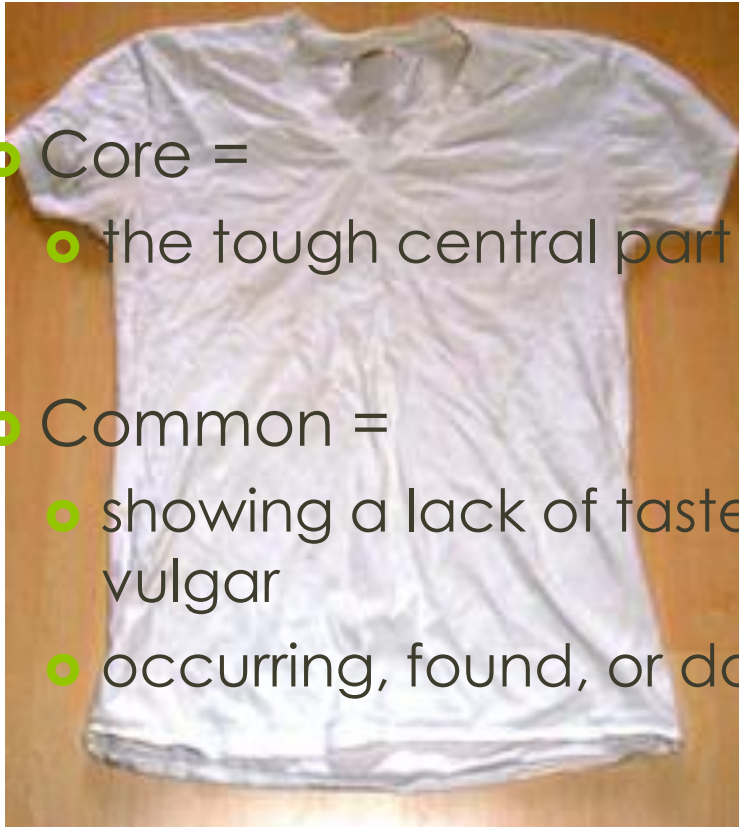
It's the difference between *intent* and *delivery*

- **A Fundamental Misunderstanding**
 - Defining terms:
 - What is meant by Core?
 - What is meant by Common?



Delivery is **what we have**

- Core =
 - the tough central part with seeds
- Common =
 - showing a lack of taste and refinement; vulgar
 - occurring, found, or done often; prevalent



Intent:

What **may** have been intended

- Core meaning **“essence”**
 - the intrinsic nature or indispensable quality of something, especially something abstract, that determines its character



- Common as in **what we have “In Common”**
 - Shared by two or more members of a group



Core vs. Essence



- A core - Is central and has the ability to reproduce itself but doesn't have the nutrients to feed the organism.
- Essence - Is a property or group of properties of something without which it would not exist or be what it is. It has what is important and the nuance and complexity to be enticing as with an essential oil.



Common vs. “In Common”

- Common
 - Is basic
 - Has quantity
- In Common
 - Has relationships
 - Interdependence
 - Point of view
 - Universality



Getting from **Core** to **Essence**

- What is the essence of learning?



Getting from Common to “In Common”

- What do all subjects have in common?

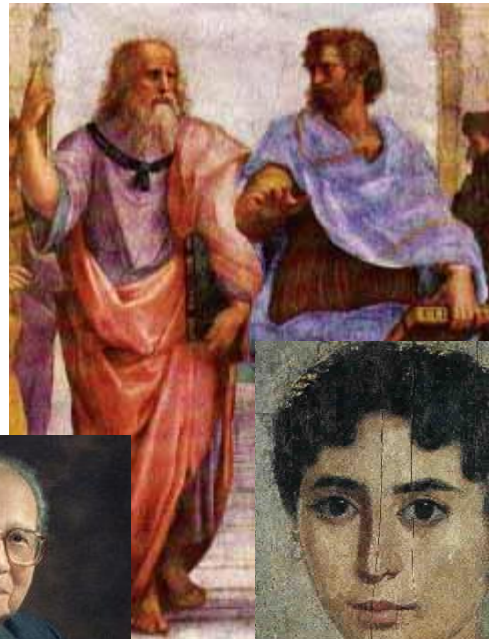


- 
- Concepts that are so large they are in all subjects, for all cultures, over all time.
 - They are huge, few, and powerful!

Examples of the **Universals**

(A philosopher's dozen)

- Balance
- Beauty
- Change
- Conflict
- Exploration
- Force or Influence
- Order vs. Chaos
- Pattern
- Power
- Relationships
- Systems
- Structure
- Truth

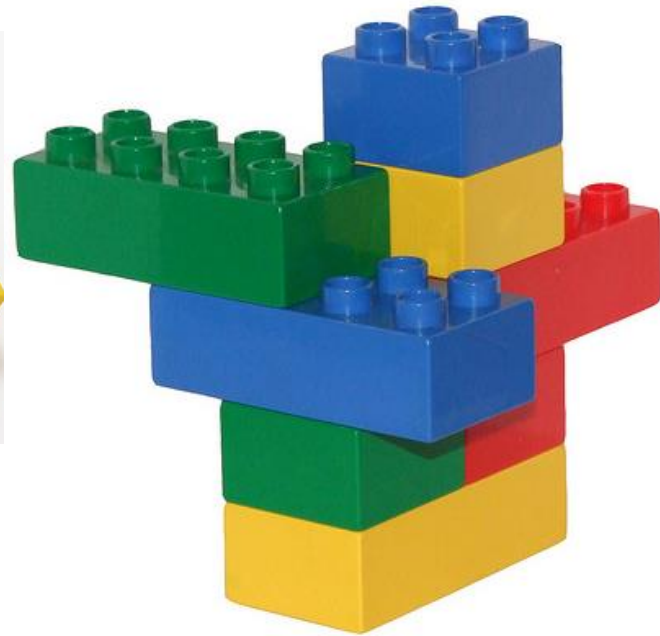
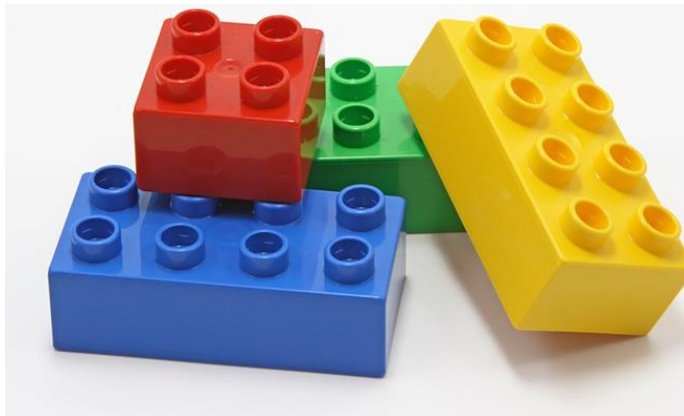


You may not be able to change what is but...

- You can **add** to it!
- Using a well known concept from theater training called **Yes, and...**
- Find out what **"Yes and..."** is



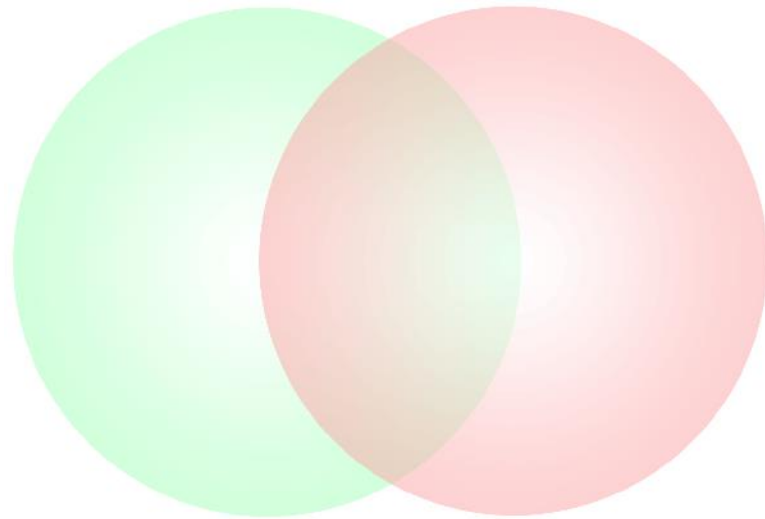
Learning the “**Yes and...**” game



New Question

- Is it possible to have Common Core and good teaching and learning?

- ***“Yes and...”***



Part II: **How?**

- Think of it like nesting dolls



Start bigger than The Core

o Like this

- 1) Universals
- 2) Concepts of the discipline
- 3) Core Standards
- 4) Depth and Complexity
- 5) Inquiry
- 6) Creativity
- 7) Connecting with the students
- 8) Reflection
- 9) Systems

o Let's start at the very beginning



Universals – Pick one

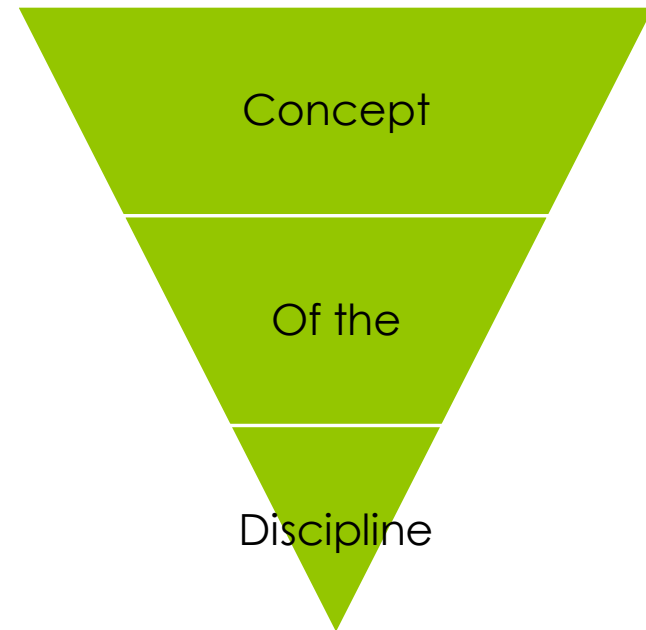
- Beauty
- Change
- Conflict
- Exploration
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Concepts of the Discipline

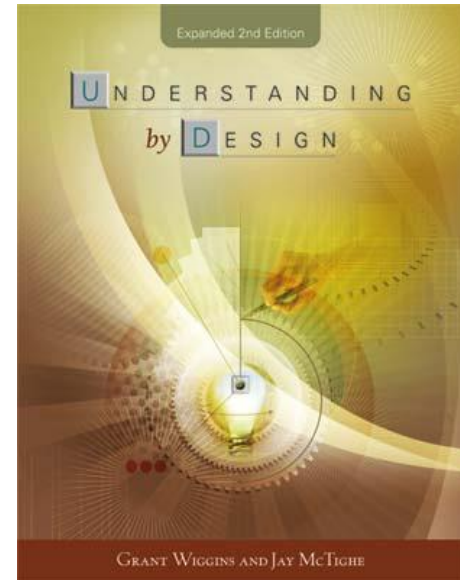
Pick one

- Every subject has major concepts
 - In national or state standards
 - Large
 - Math
 - Social Studies
 - Science
 - ELA
 - Foreign Language
 - Art
 - Music



Essential Questions a few

- Rooted in the universals and concepts
 - Include
 - What you want them to know?
 - What you want them to be able to do?
 - Why they should do it?
 - Why is it important?



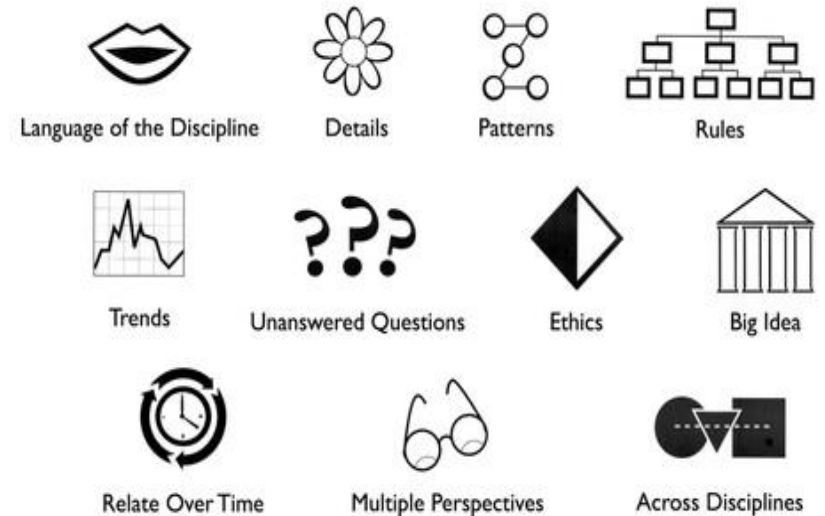
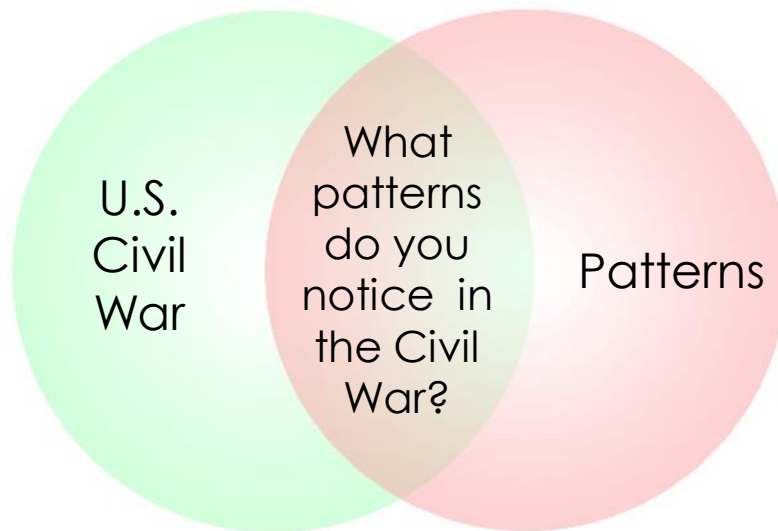
Connect to “The Core”

- Content
- Topic or
- Skills



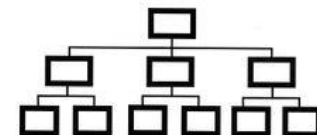
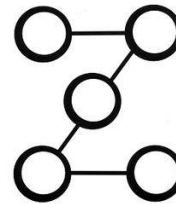
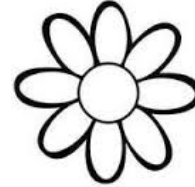
Add Depth and Complexity

- Venn diagram the content or topic from “the Core” with one of these



Increasing Depth

- Use one of these:
 - Language of the discipline
 - Details
 - Patterns
 - Trends
 - Rules
 - Ethics



- 



Inquiry

(Make Socrates and Dewey proud)

- Use:
 - Discovery learning
 - Questioning
 - Scientific method
 - Socratic method



Creativity

- Fluency
- Flexibility
- Originality
- Elaboration



Have Systems for

- Differentiation
- Procedures & Structure
 - The students: teach them how to function
 - Whole group
 - Small group
 - On your own



Structure – The Room

- Your classroom as co-teacher
 - Places for all, some, few, one

- Large area –whole class
- Medium areas –centers
- Small areas –folders at desks



Differentiate!

- **Content** by readiness
 - Grouping based on **assessments**
 - Pre, Formative, and Post



OR

- **Process** – what students will do

OR

- **Product** – what students will make

OR

- **Interest** – the aspect of the content that the student will become an expert in

Procedures

- Lessons – who is with you when?
 - Tiered – All, some, few, one
- Signals – chimes, clapping, rhyme
 - Getting attention
 - To talk, water, bathroom
 - Stopping action
- Transitions
 - Shifting from one activity to another
 - Warnings



Structure

- ◉ **Where**

- ◉ Areas set up for every type of learning

- ◉ **How**

- ◉ Students are instructed in
 - ◉ How to go to an area
 - ◉ What to do there
 - ◉ How to hand in products
 - ◉ How to get help
 - ◉ How to get back



Procedure

- Behaviors

- Positive**

- Praise
- Affirmation
- Listening
- Your time

- Negative**

- 3 strikes and your out
 - Gentle warning
 - Firm warning
 - Consequence
 - Must be perceived by the student as unpleasant



Student Connections

- Student interests
- Student learning styles
- Student point of view



REFLECTION

- During action
 - After action
 - In the future
-
- Students
 - Teacher





An example:



- **Universal** – *Change*
- **Concept of the discipline** - Social Studies: *War*
 - Essential Question – *Is war necessary?*
- **The Core** – Content: *U.S. Civil War*
- **Depth & Complexity** – *pattern & change over time*

Learning Systems example

- o **Differentiation**

- o *Process , Product, or **Interest***

- o Students will chose an aspect of the U.S. Civil War time period that interests them such as the armaments, the leaders, the clothing, the customs, geography, reasons, time line



Learning Systems Example

- Inquiry

- *Scientific Method* -

- Question - consider the essential question in the context of the U.S. Civil War.
 - Research –their chosen aspect of the war
 - Hypothesis –predict/plan their product
 - Experiment – make a first “draft” of product
 - Results – evaluate the first try and make it better
 - Conclude – share their product and learning with the class



Learning Systems Examples



- **Creativity** – make *a product* that shows what *you know* about your aspect of the U.S. Civil War
 - Use the *process* of the professionals
 - Example: clothing – select cloth & sew
- **Reflection** – List
 - 3 things you've *learned*,
 - 3 things that *went well* &
 - 3 things that *need improvement*.
 - *Discuss* with teacher or class.

Learning Systems Examples



- **Student Connections**

- Interest – **chose** an aspect of the war
- Inquiry – used the **scientific method** to conduct their process
- Testing – **experimented** in a safe way
- Sharing – **contributed** to class whole learning
- **Self-evaluation** – considered and made improvements
- **Reflection** – expressed how the experience impacted them and made recommendations for future

Logistical Systems example

- Procedures for student movement
 - With teacher, small groups, on their own
 - Teach, teach, *and reteach* these
 - Stick to them
- Structure the room with areas and materials near them that are needed.



Result

- The whole apple
 - Delicious
 - Nutritious
 - Digestible
 - Memorable



The keys

- 1) A “**Yes and...**” mentality and process
- 2) **Go Bigger** than. Like **nesting dolls** with...
 - Universals
 - Concept of the discipline
 - Essential Questions
 - Depth and Complexity
 - Inquiry
 - Reflection
 - Classroom Systems



Your turn

- Universal _____
- Concept of the discipline _____
- Piece of The Core _____
- Depth &/or Complexity _____
- Method of Inquiry _____
- Method of Differentiation _____
- Creativity _____
- Reflections _____
- Student Connections _____
- _____
- Systems
 - Structures _____
 - Procedures _____

Credits:

Where I learned these things

- Dr. Sandra Kaplan
 - Universal themes & Depth and complexity
- Dr. Jann Leppein
 - Concepts of the Discipline
- Drs. Parnes, Biondi, Noller, & Treffinger
 - Creativity
- Dr. Carol Rogers
 - Reflection
- Dr. Carol Ann Tomlinson
 - Differentiation & Classroom systems
- Wiggins & McTighe's Understanding by Design
 - Essential Questions

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