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?

- the WOW!

- That crisp, wet, fun, cool, zing you get when you bite into something interesting.

- The role of interest
  - Motivation
  - 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

- 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

- Let’s start at the very beginning
Universals – Pick one

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

- U.S. Civil War

What patterns do you notice in the Civil War?

Patterns

- Language of the Discipline
- Details
- Patterns
- Rules
- Trends
- Unanswered Questions
- Ethics
- Big Idea
- Relate Over Time
- Multiple Perspectives
- Across Disciplines
Increasing **Depth**

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

- Consider
  - Different time periods
  - Different points of view
  - Different disciplines’ view of it
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

- Differentiation
  - Process, Product, or Interest
    - Students will choose 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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