Theory and Development of Creativity

COMPONENT #: 1-106-303   **POINTS TO BE EARNED:** 60 MPP

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to demonstrate knowledge of the theory, research, practical strategies, and resources on creativity, with an emphasis on classroom applications and to increase the participant's ability to effectively develop, plan, and implement strategies to promote creativity in gifted students.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

☐ Learning Communities   X Learning Designs
☐ Leadership   ☐ Implementation
☐ Resources   ☐ Outcomes
☐ Data

Florida Educator Accomplished Practices (check all that apply)

X Instructional Design and Lesson Planning   X Assessment
X The Learning Environment   ☐ Continuous Professional Improvement
X Instructional Delivery and Facilitation   ☐ Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

☐ Student Learning Results   ☐ Decision Making
☐ Student Learning as a Priority   ☐ Leadership Development
☐ Instructional Plan Implementation   ☐ School Management
☐ Faculty Development   ☐ Communication
☐ Learning Environment   ☐ Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

X PS 2 – Knowledge of Learners   X PS 6 – Communication
X PS 3 – Instructional Planning   ☐ PS 7 – Professionalism
X PS 4 – Instructional Delivery and Engagement   X PS 8 – Learning Environment
X PS 5 – Assessment

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

☐ Educator knowledge/skill (content)   X Student learning
X Educator (professional growth)   ☐ Organizational support and change

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SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify the role that creativity plays in personal development of gifted students.
2. Describe the impact of creativity on personal growth and self-actualization.
3. Identify the elements of creativity.
4. State several definitions of creativity and compare and contrast these definitions.
5. Identify contemporary and historical examples of people who have demonstrated creativity in various domains and cultural settings.
6. Identify myths and misunderstandings associated with creativity.
7. State several definitions of creativity and compare and contrast these definitions.
8. Identify specific personal, socio-cultural, and educational experiences and opportunities that facilitate or inhibit the development of creativity.
9. Examine and analyze the dynamics of individual creativity and collaborative creativity.
10. Demonstrate an understanding of the elements of creative thinking including fluency, flexibility, originality and elaboration.
11. Identify critical points in the development of human creativity from early childhood through adulthood.
12. Identify controversies concerning the nature of creativity to understand why a universally accepted definition of creativity has not been attained.
13. Identify cognitive and personal characteristics associated with creativity across cultures and throughout time.
14. Recognize how culture, economics, environment, and time impact the expression of creativity.
15. Understand the role of assessment in determining creativity and the use of tests and inventories.
16. Describe, compare, and evaluate different instruments for measuring creativity.
17. Identify ways to establish a classroom environment that fosters the development and expression of creativity.
18. Consider role or emotion, physical aspects, exploration/discovery, experimentation, unpredictability, and ambiguity in creativity.
19. Analyze the creative learning environment from 3 perspectives: personal, socio-cultural, educational.
20. Describe the importance, implications, and benefits of creative thinking for students in today's schools and society.
21. Examine organizational and managerial structures and practices that facilitate/inhibit the development and expression of creativity.
22. Discuss the nature of innovation and the process of change relative to creative outcomes.
23. Identify examples of how creative thinking can be used to address problems in society.
24. Identify tools for generating ideas and focusing thought with overview of relevant programs.
25. Identify programs or curriculum that can serve as initiatives for fostering creativity.
26. Demonstrate an understanding of the process of invention and identify the steps of moving from an idea through the patent process.
27. Using the identified characteristics of the creative individual, plan appropriate teaching strategies and groupings that support the development and expression of abilities.
28. Explore and analyze the ethical issues surrounding creativity.
29. Discuss the value of creativity in an era of educational accountability.

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30. Examine the role of self-assessment, including portfolio development in the evaluation of creative processes and products.
31. Describe characteristics and appropriate criteria used to assess creative outcomes and products.
32. Develop plans to integrate creativity within and across the content areas focusing on process and product.
33. Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.
34. Create pathways/opportunities for developing individual student creativity (mentorship, community resources, contests, clubs, special lessons/classes, dual enrollment, distance learning).

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the "what") and formats/methods (the "how") that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participants will have a variety of experiences that will include, but are not limited to, the following professional development designs:
   Learning and application through a blended/hybrid format that will include
   o Web based resources
   o Discussion of research-based best practices
   o Reflection
   o Case Studies
   o Collaborative learning activities
   o Review of current research
   o Protocols
2. In a small group discussion, share individual and personal experiences with creativity in the workplace and classroom (SLO 1).
3. Write an essay describing the impact of creativity on personal growth (SLO 2).
4. List the elements of the creative process and provide examples of products (SLO 3).
5. Role play a variety of myths and misunderstanding associated with creativity (SLO 4).
6. Conduct web-based research on creative individuals (SLO 5).
7. Role play a variety of myths and misunderstandings associated with creativity (SLO 6).
8. Explore definitions of creativity and create a product to compare and contrast similarities and differences between definitions (SLO 7).
9. Conduct individual research on creative people and identify the experiences that contributed to their creativity (SLO 8).
10. List examples of experiences that facilitate and inhibit collaborative creativity (SLO 9).
11. Conduct a case study of a creative person and analyze how the elements of creative thinking influenced his/her work (SLO 10).
12. Write a position paper on the role of creativity in human development (SLO 11).
13. Research and summarize controversies regarding the nature of creativity (SLO 12).
14. Debate the positive and negative historical and contemporary controversies concerning creativity (SLO 13).
15. Summarize similarities and differences of cultures, economics, and environment on the development of creativity (SLO 14).
16. Discuss the reasons for assessments of creativity and research common assessments used in gifted education (SLO 15).

17. Administer, score, and analyze a test of creativity (SLO 16).
18. Redesign a lesson to incorporate one or more of the characteristics of creativity (SLO 17).
19. Debate the pros and cons of the implications for providing creative settings for gifted students at home and at school (SLO 18).
20. Redesign a lesson to incorporate one or more of the creative learning perspectives (SLO 19).
21. Identify some personal, social, and emotional reasons for encouraging creativity in the classroom (SLO 20).
22. Discuss the concepts of learning and systems free of boundaries (SLO 21).
23. Share lessons and/or learning centers that develop creative outcomes in the classroom. (SLO 22).
24. Write an essay on how creativity can foster problem solving (SLO 23).
25. Generate a list of ideas and practices in your school that have been successful in promoting creativity (SLO 24).
26. Research and report on a variety of programs that foster creativity, including but not limited to Odyssey of the Mind, Future Problem Solving, Interact Simulations (SLO 25).
27. Research the patent process and describe the steps for developing an invention (SLO 26).
28. List characteristics of creative individuals and teaching strategies that are appropriate for gifted students (SLO 27).
29. Conduct individual research on current ethical issues related to creativity in the classroom (SLO 28).
30. Construct an assessment for evaluating a creative product (SLO 29).
31. Formulate guidelines for creation and maintenance of portfolios for products developed using the creative process (SLO 30).
32. Develop a rubric for assessing a creative outcome or product (SLO 31).
33. Present a final authentic product demonstrating the stages of the creative learning process (SLO 32).
34. Present a thematic unit that incorporates creativity in the classroom (SLO 33).
35. Present an authentic, creative product utilizing concepts and research learned in the course (SLO 34).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.

X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.

X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

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IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skill: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events; will also include reflective journal entries of participants after receiving feedback from their peers.
2. Educator: Evidence will include classroom walk-throughs, student materials, parent communication, surveys, participant reflections, participant portfolios.
3. Student Learning: Evidence will include evidence of implementation through documented impact on student achievement.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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