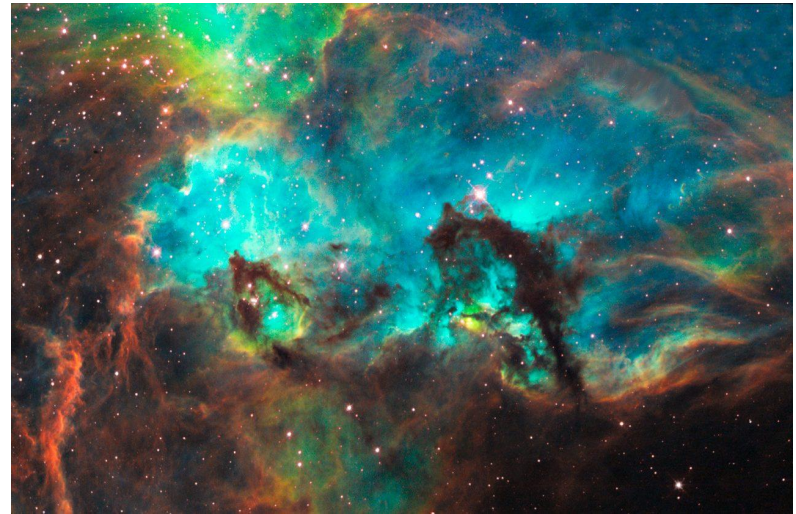


Welcome High Ability Teachers!



It's great to see you!



Please take a moment to settle in.
We'll begin shortly.

Let's **Reconnect** – *opening reflection...*



↗ **CREATIVITY & PROBLEM-SOLVING** self assessment

- ↗ Consider your own practice & complete this assessment, brainstorming first & then marking where you fall on the continuum. This reflection will only be shared voluntarily.

- ↗ **CURIOSITY** - On the back of the assessments sheet, list 3 things you'd like to have the time **to learn more about**.

↗ **Extended Learning Opportunity** (homework)

- ↗ **STUDENT knowledge** – *Bring an example of something your students have DONE or SAID, or an example of advanced achievement.*

- ↗ **SHARING** – *table & whole group* 😊

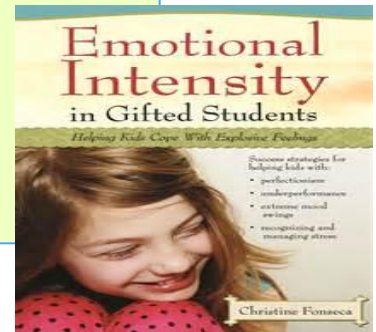
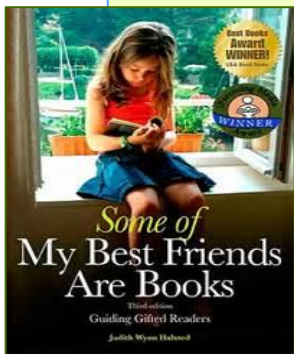
Book Study Final Discussion...

↗ Let's take one last look at the books we chose this year.

↗ **Extended Learning Opportunity**
(homework)...

↗ **Book study** – *Bring a lesson or artifact influenced by your book along with related student work. You might also mark favorite parts for sharing.*

↗ **Table & whole-group sharing...**



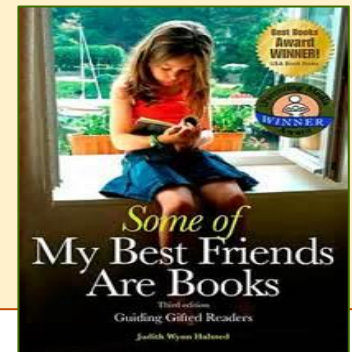
HA CHALLENGE Sharing 😊

Your students are some amazing THINKERS!!!!

Kindergarten & 1st Grade RIDDLE CHALLENGE Responses			
Teacher, School & Grade...	Our RIDDLE Answers (numbered to match riddle numbers, please)...	Our NEW ORIGINAL Riddles...	Comments/answers to the new riddles & any interesting facts you thought to maybe look up and find out about riddles...
<p>Mrs. Plocinski, Kennedy Primary Academy, First Grade</p> <p>You are 1st Grade RIDDLE CHAMPS!!!! ♥♥♥♥♥♥♥♥</p> <p>You all are so smart!!! I tried to stump you!!!!</p>	<ol style="list-style-type: none"> 1. A clock, but if you count the seconds hand, then there are 3 hands ♥♥♥♥♥♥ 2. A goose can honk 3. We came up with a few great answers for this riddle. 1. Air, 2. Liquid, 3. A pocket liner, 4. A hole LOVE 	<p>What can travel all around but never leaves home?</p> <p>Hmmmm.... I don't know!!! I need to think about this! A computer? I am still thinking!!</p>	<p>This is a tough one for us! Mrs. <u>Ruszkowski's</u> class</p> <p>Dust? Air? Mrs Swartz</p>

Today's **OUTCOMES**...

- ↗ Together, we will...
 - ↗ **Reconnect** with one another and with the journey we are on together...
 - ↗ Reconnect with our shared purpose of holding up as needing special support our **highest ability students**...
- ↗ Together, we will revisit ...
 - ↗ The **content of our respective books**
 - ↗ **THINKING & CREATIVITY** in the schools today...



What will the **Working Agreements** for our work together be?

- Listen fully and reflectively.
- Practice forming new habits of mind.
- Hold experiences and revelations of others with care.
- Challenge the limits of your potential.
- Monitor your personal technology.
- Be responsible for your impact on the room.
- Have **FUN!**



Teaching & Encouraging **CREATIVITY** ...

- ↗ An experiencing **CREATIVITY** activity – getting ready to TEACH it...

Just THINK! *Creativity in action...*

Creativity...

↗ Aspects to **CREATIVITY**...

- ↗ **Fluency** = The ability to generate many ideas. *How many ideas are generated?*
- ↗ **Flexibility** = The ability to switch categories of ideas and think along many different lines. *How many categories did you have?*
- ↗ **Originality** = The ability to generate novel and unique ideas. *How many unique ideas did you have?*
- ↗ **Elaboration** = The ability to generate interesting and detailed connections between a topic and ideas about that topic. The ability to embellish and enrich ideas. *How easily could you elaborate on one of your ideas?*

Creativity can be taught!

Creativity...

- ↗ **Creativity** (Ken Robinson) = the process of having **original** ideas that have value...
- ↗ **Principles** of Creativity in the Classroom...
 - ↗ **Transparency**: It's important to let students know you are looking for...
 - ↗ many ideas,
 - ↗ different kinds of ideas,
 - ↗ detailed ideas, or possibly a
 - ↗ one-of-a-kind idea



Creativity Principles (cont'd)...

↗ **BIG C** Creativity vs. **Little C** Creativity

↗ *Let students know that they don't have to be a BIG C creative person to be creative!! 😊*

↗ **Research** - *Students who learn in a creative environment, are exposed to creative activities & assignments, & observe their teacher modeling creative thinking will become more creative thinkers!*

↗ **TEACHING** Anything – including **CREATIVITY** ...

↗ **NAME** the thinking skill

↗ **Describe how** to do it well

↗ Provide students with **feedback**

↗ *You cannot effectively teach creativity through pure discovery & unguided exploration.*

Creativity Principles (cont'd)...

- ↗ **Creativity is “unnatural” – Our brains prefer patterns, predictions, success & meaning.**
 - ↗ Creative thinking requires establishing new pathways & generating new & unusual ideas which is “contrary to the brain’s native learning.”
 - ↗ Practice in creative thinking can help students learn to become comfortable making new connections.
- ↗ **Safe Risk-Free Environments** – Creativity will not become a habit in a classroom where students are afraid of failure or of making mistakes, are overly focused on grades, or are worried about being different.

Creativity – Ideas to Try...

- ↗ **HOURGLASS** Approach to Learning – *save the punch line for... the **MIDDLE!*** 😊
 - ↗ Teachers often teach **backwards** – telling first, then asking students to practice/ or restate the new knowledge.
 - ↗ **Hourglass Teaching** = Begin with exploration, discovery, & hands/minds-on (thinking!!) ... leading to concrete & clear exposition of the principle (TEACHING point – a clear conclusion, focused idea, or realization)... leading finally to a broadening - the “So WHAT?” ... the “Now What?” ... the “What can we do now?” (application, generalization, innovation)



Creativity – Ideas to Try...

- ↗ **FedEx Days** = time set aside to think about, read about, or experiment with something that interests them
 - ↗ ~ Google's 20% time & Genius Hour
 - ↗ = Periodically giving students a day to work on something in which they have an interest
 - ↗ Brainstorm possible ideas in advance – gather resources (with students' help) in advance
 - ↗ Be willing to have things be as polished as they get...
 - ↗ Begin 1x/ quarter; move to 2x/quarter or even monthly!

The FedEx logo is displayed in white on a dark blue rectangular background. The word "FedEx" is written in a bold, sans-serif font, with "Fed" in blue and "Ex" in orange.

Creativity – Ideas to Try...

↗ Open-Ended Learning

↗ Related to **ANY** unit...

- ↗ Bring in **Real-world Issues & Problems**!!! (We can even ask the students to consider: are there any real **problems** that relate to this unit of study? Can we come up with some solutions for them?)
- ↗ Bring in **Persuasion**!!! (Have students think of ways they can practice oral &/or written persuasion to fit the unit.)
- ↗ Bring in **Then & Now Analysis**!! (Is there a way to get students thinking about then & now???)
- ↗ Bring in the **NUMBERS**!!! (Is there a way to have students think about and write about the NUMBERS related to the unit?)



Bringing *Creativity* to our Core Program Units...

↗ RW K – *Thinking Outside the Box*

↗ RW 1st– *Together We Can*

↗ RW 2nd – *How on Earth*

↗ RW 3rd – *Think It Over*

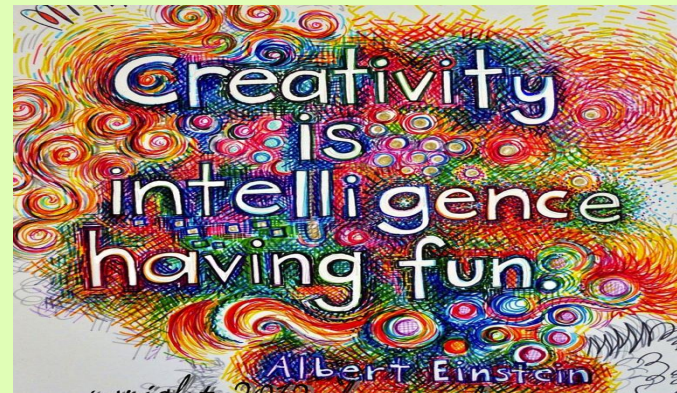
↗ RW 4th – *Past-Present & Future*

↗ Nat Geo 5th – *One Idea* (changing things through starting a business/ economics)

↗ Expert 21 6th – *On a Mission* (the power of our effect on the world)

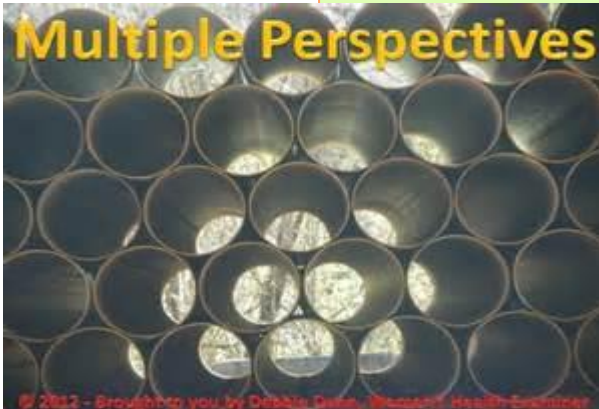
↗ Expert 21 7th – *A Better World* (what we can do to make the world a better place)

↗ Expert 21 8th – *Do the Right Thing* (solving problems of today)



Creativity – Ideas to Try...

- Present **Multiple Perspectives...**
 - Provide multiple **SCENARIOS**
 - Outline several **CASE STUDIES**
 - Plan **PROBLEM-BASED** or **PROJECT-BASED** learning experiences



Creativity – Ideas to Try...

- ↗ **Target Creative Thinking VERBS** – encourage multiple answers, different kinds of answers, unusual answers, or elaborative answers
 - ↗ *Brainstorm, generate, connect, relate, design, create, produce, construct, elaborate, embellish, predict, improve*

Creativity – Ideas to Try...

- ↗ **Diversify QUESTIONS...** Plan your units to include these kinds of engagements & answer these kinds of questions...
 - ↗ **What would happen IF?????** [What would happen if the British had won the Revolutionary War? What would happen if we had no form of measurement?]
 - ↗ **Unusual Uses...** [What are some unusual uses of a cell phone? What are some unusual uses for a car? What are some unusual uses for a pet?]
 - ↗ **Product Improvement...** [List ways to improve the Declaration of Independence. List ways to improve food distribution.]
 - ↗ **Perspective Taking...** [List many different stakeholders & brainstorm from their point of view]
 - ↗ **Cause and Effect...** [Find & list the causes & effects in our studies...]



Creativity – Ideas to Try...

↗ Be the THING 😊

- ↗ Students use fluent thinking to generate many responses & original thinking to place themselves in the role of an object – an object that is related to your unit of study. They answer these questions from the object's perspective:
 - ↗ *How do you feel?*
 - ↗ *What are your thoughts?*
 - ↗ *What will you do?*



Final Reflection...

- What does a culture of **curiosity & questioning** look like in a classroom?
- Rate your *willingness* to take on one or more of the following on this scale:
1 (not at all willing) – 2 (not too willing) – 3 (eh...maybe) – 4 (pretty willing) – 5 (very willing – I intend to!!!)
 - To explicitly **TEACH** creativity (*to name it, model it, and allow students to practice it*)
 - To employ the **HOURGLASS** approach to instruction
 - To use occasional **FedEx Days**
 - To engage students in **Open-Ended Learning** (*real world issues, persuasion, then & now, numbers*)
 - To have students consider **Multiple Perspectives**
 - To employ **Creative Thinking Verbs** in questioning & lesson planning
 - To **Diversify QUESTIONS** (*what would happen if? Unusual uses... product improvement, perspective taking, cause & effect*)
 - To use **Be The THING**

EXIT Card...

- ↗ Reflect for a minute on this afternoon...
- ↗ **On an INDEX CARD –**
 - ↗ **Front: Personal synthesis** – Write 3 take aways for your practice.
 - ↗ **Back: Feedback** - What would you like for me to know?
 - ↗ Please let me know if there are any upcoming celebrations of HA student work that I could come & experience with you!!! I would love to be invited into your rooms!!!!



Thank you for your presence here and for the work you have done with your HA students this year!!!