

THE CREATIVITY PROJECT

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Three Giant Post-Its

For your questions and comments

Identification

Service

WEPs

Anything else!

My Purpose

To gain foundational knowledge:

- As to school personnel's general understanding of Ohio's identification of gifted K-12 students in Creative Thinking Ability;
- Of how Ohio schools serve identified gifted K-12 students in Creative Thinking Ability;
- Of how Ohio schools incorporate WEP goals to show growth of identified gifted K-12 students in Creative Thinking Ability; and
- Regarding school personnel's beliefs of their creativity and the creativity of their students.

Topics and Sample Questions

- General information
- Your District and the Identification of Creative Thinking Ability
- Your District and the Ohio Rule for Serving Creative Thinking Ability
- The Written Education Plan (WEP) and Creative Thinking Ability
- Opinion Questions and Your Thoughts

Topics	Sample Questions
General information	What is your district type? What is your role in the district
Your District and the Identification of Creative Thinking Ability	Does your district ID in CTA? At what age does your district identify giftedness in CTA? How does the district ID in CTA?
Your District and the Ohio Rule for Serving Creative Thinking Ability	Does your district/school serve students who are identified gifted in CTA? How does your district serve students who are identified gifted in CTA? Do you service CTA in your classroom, and how do you do so?
The Written Education Plan (WEP) and Creative Thinking Ability	Does your district have WEP goals in CTA? Do you have comments about WEP goals in CTA? How is it possible to show growth in CTA for the WEP?
Opinion Questions and Your Thoughts	What characteristics do you observe in students who are gifted in CTA? What is your opinion about Ohio's CTA identification protocol? I am creative. (Yes, No, Maybe) My students are creative. (All of them, Some of them, None of them) What do you need to better serve/meet the needs of students gifted in CTA?

General Information: Who responded? [Q1, 2, 3, 4]

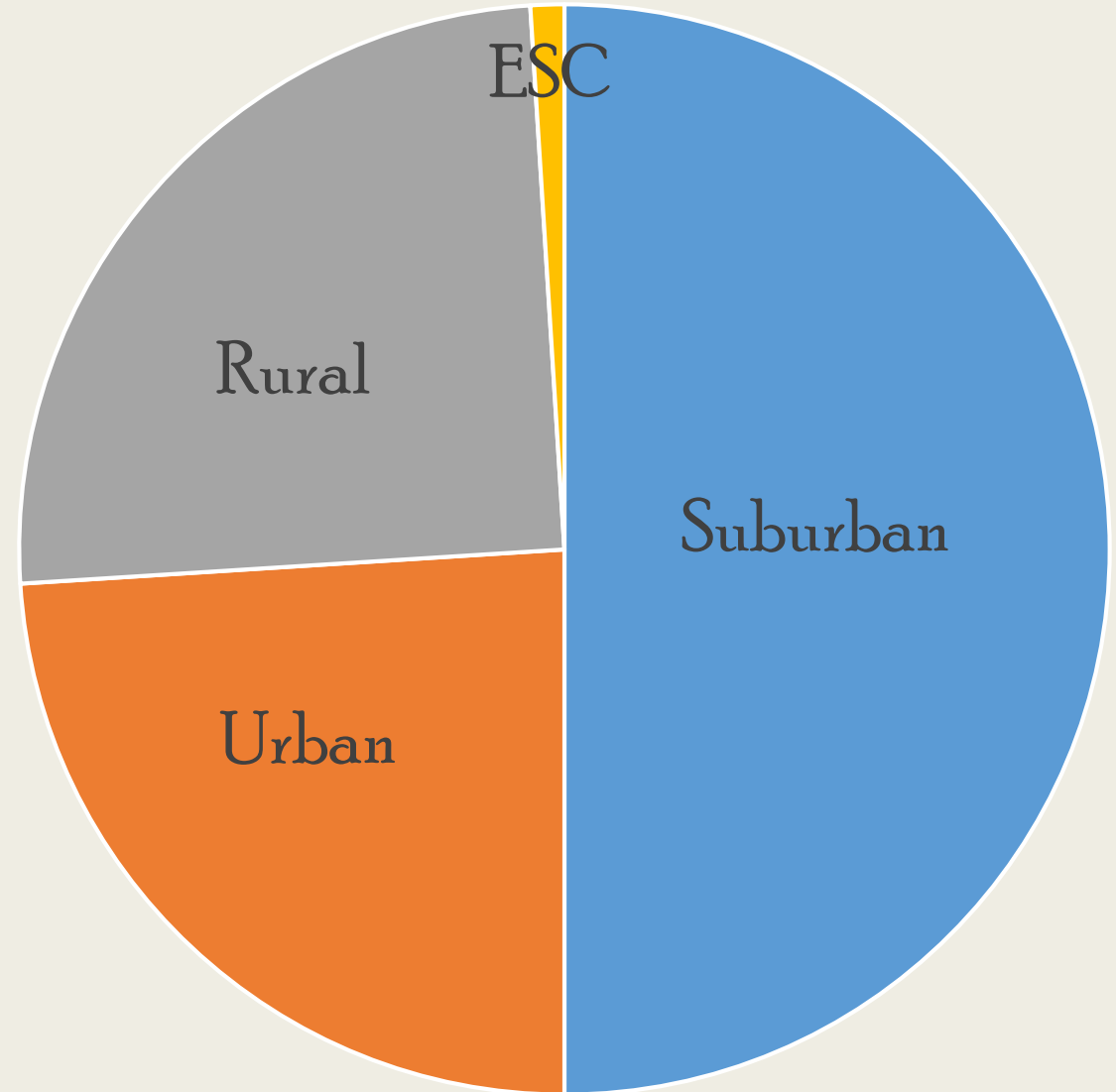
GIS Endorsement?

Yes = 86%

In Program = 4%

No = 9%

N/A = 1%



General Information: Who responded? [Q1, 2, 3, 4]

Of the 71 Respondents

46 identified as teachers

28 identified as Gifted Coordinators

14 identified as Administrators

13 chose “Other”

All respondents had more than 10 years experience.

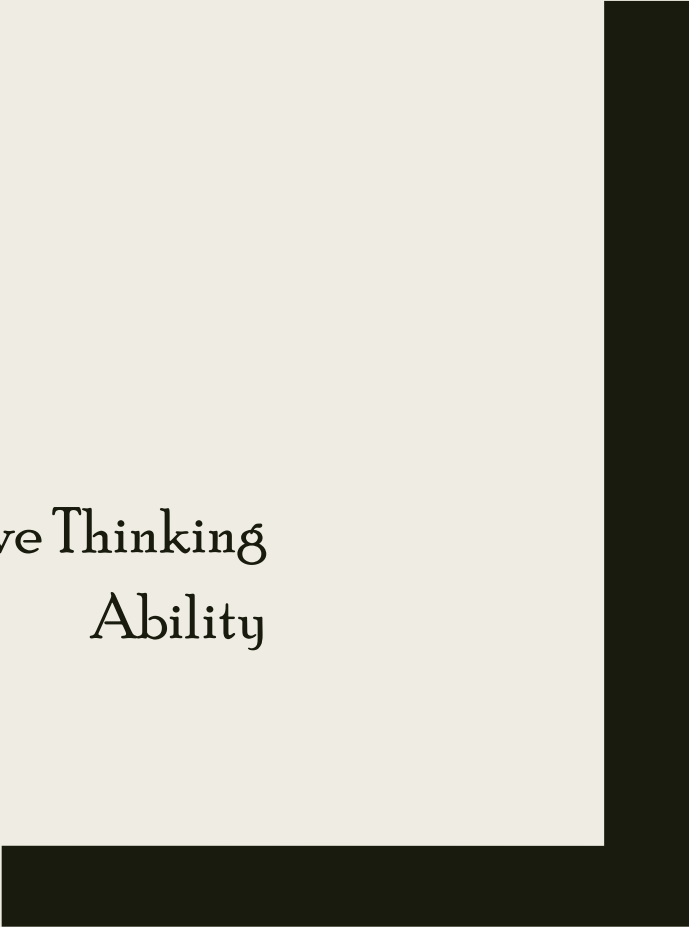
70% of respondents had more than 15 years in education.

2 respondents had 44 years in education (!)

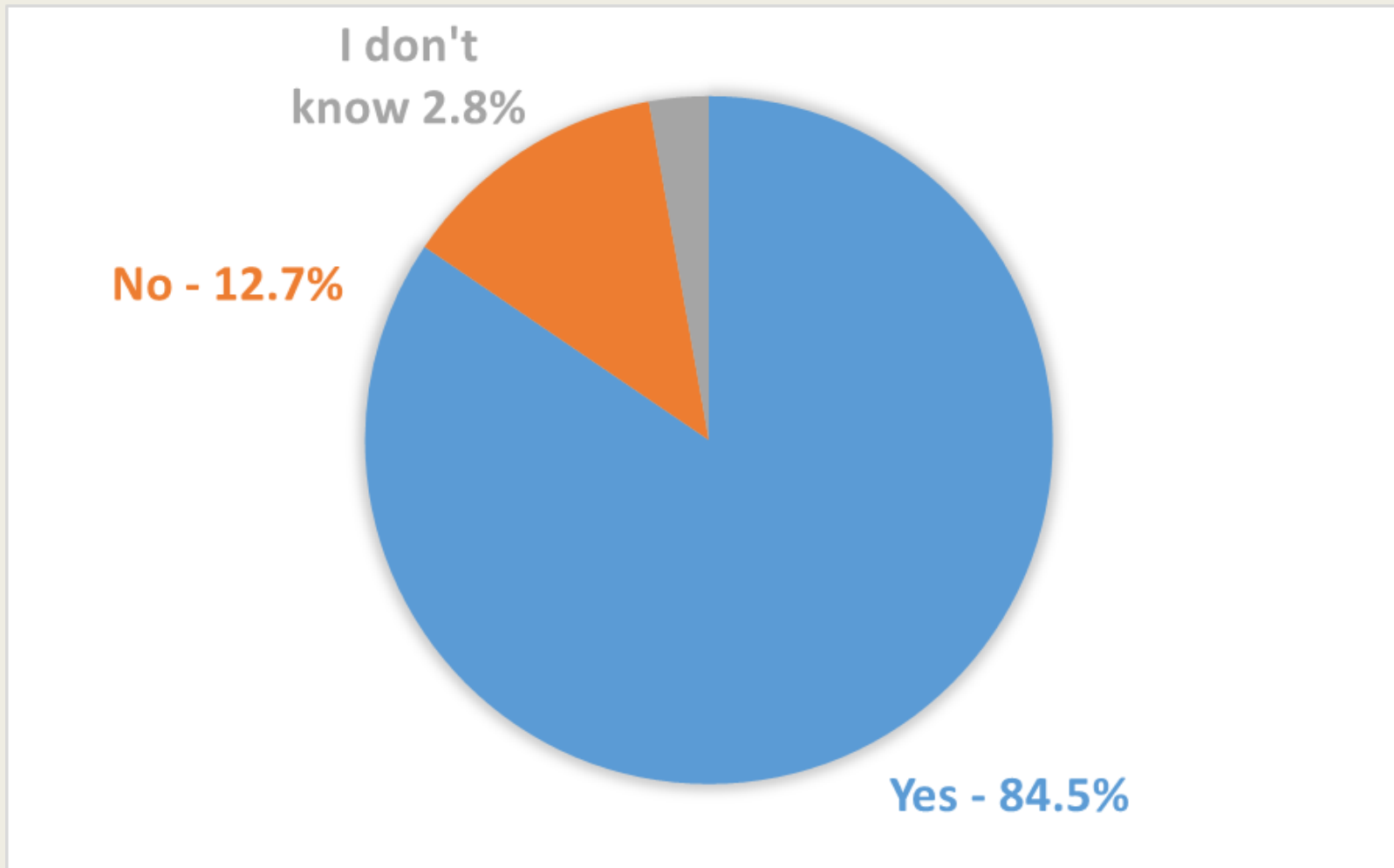


Your district

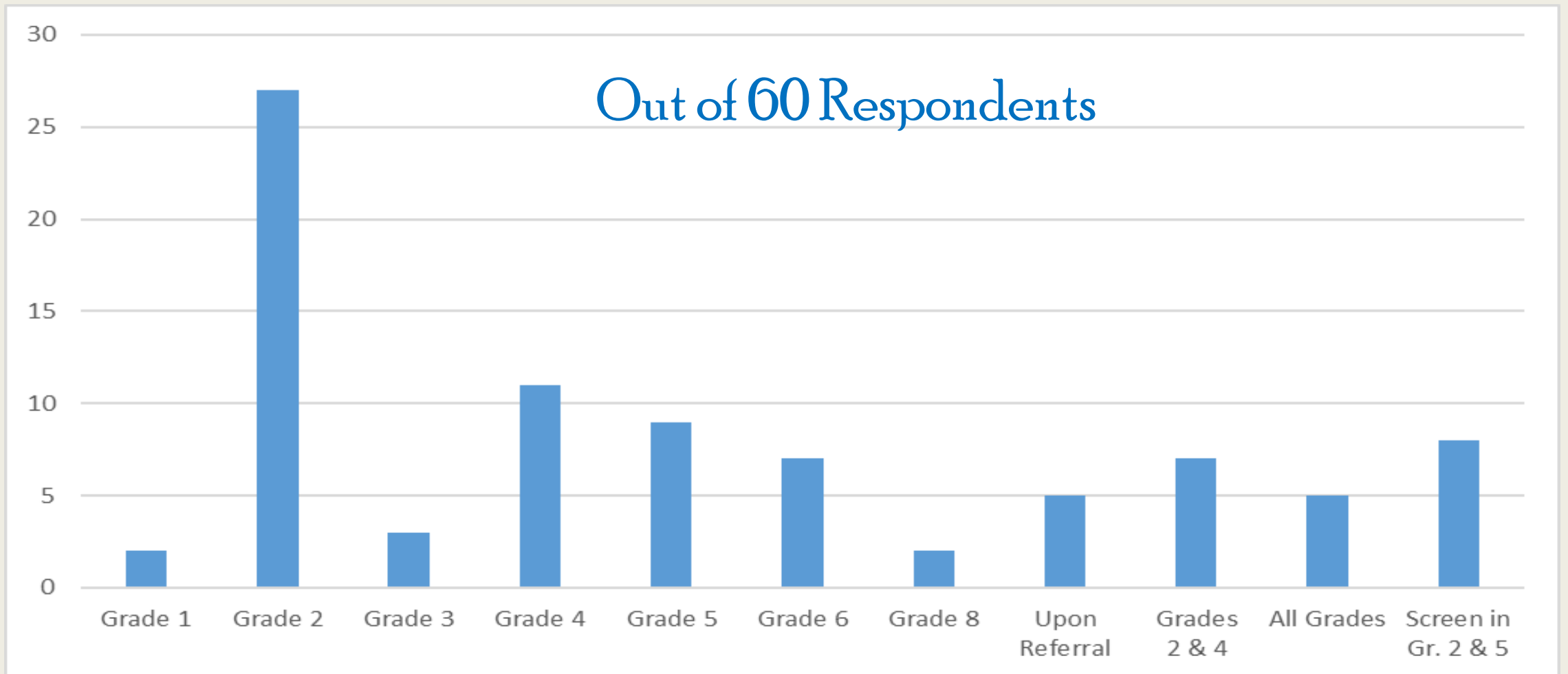
and the Ohio Standards for Identifying Creative Thinking
Ability



Q5: Does your district identify students for giftedness in Creative Thinking Ability?



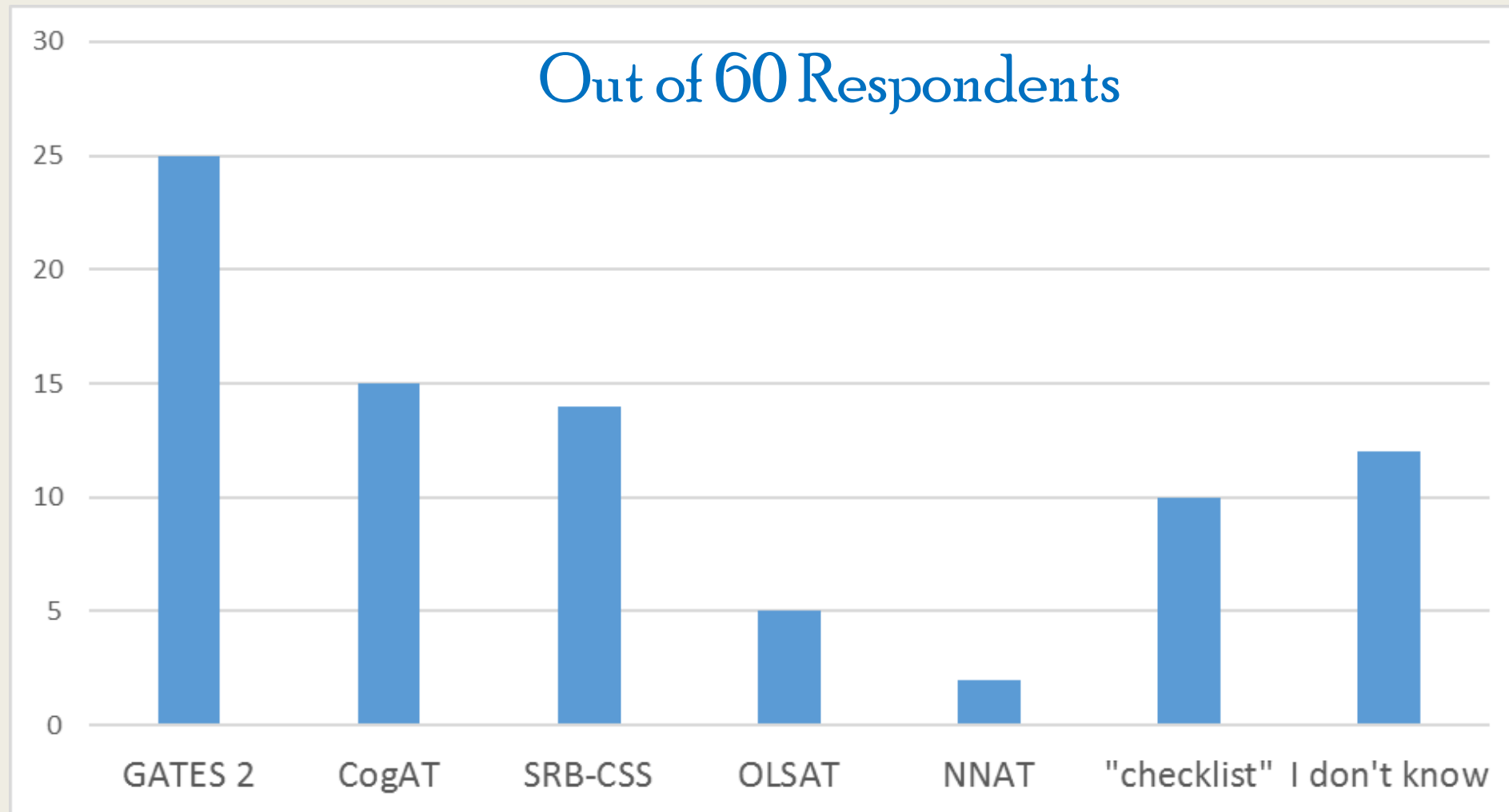
Q6: At what age or grade level does your district identify students for giftedness in Creative Thinking Ability?



Q7: How does your district identify for giftedness in Creative Thinking Ability?

25 mention
two
“prongs” or
more

16 mention
only one
“prong”





Your district

and the Ohio Operating Standards for
Serving Creative Thinking Ability



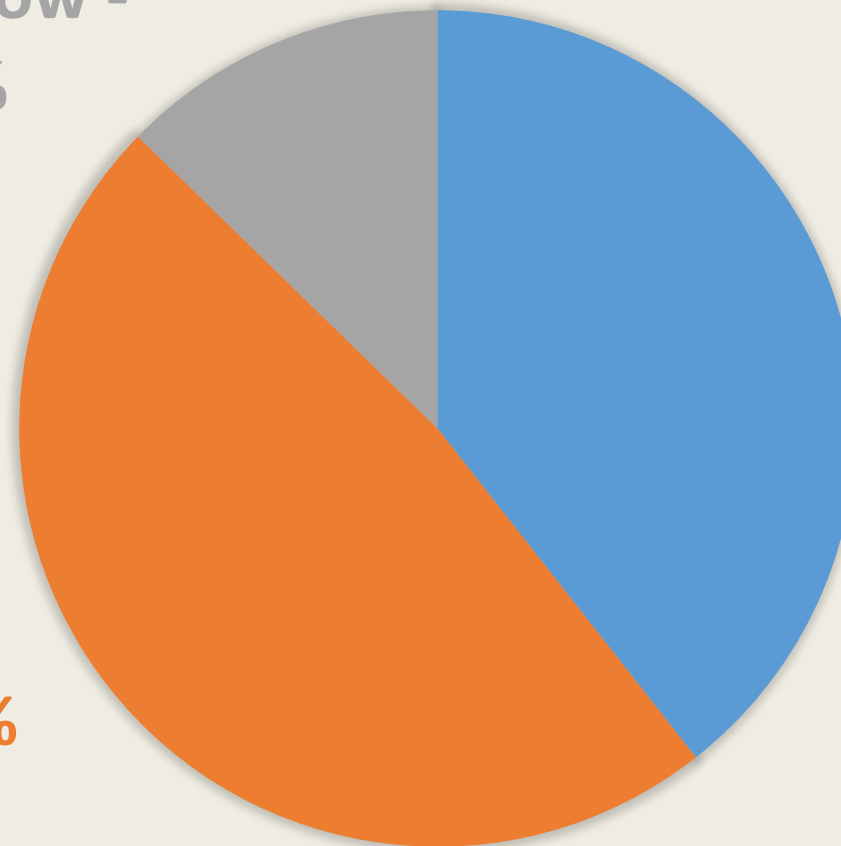
Q8: Does your district or school serve students who are identified gifted in Creative Thinking Ability?

I don't know -
12.7%

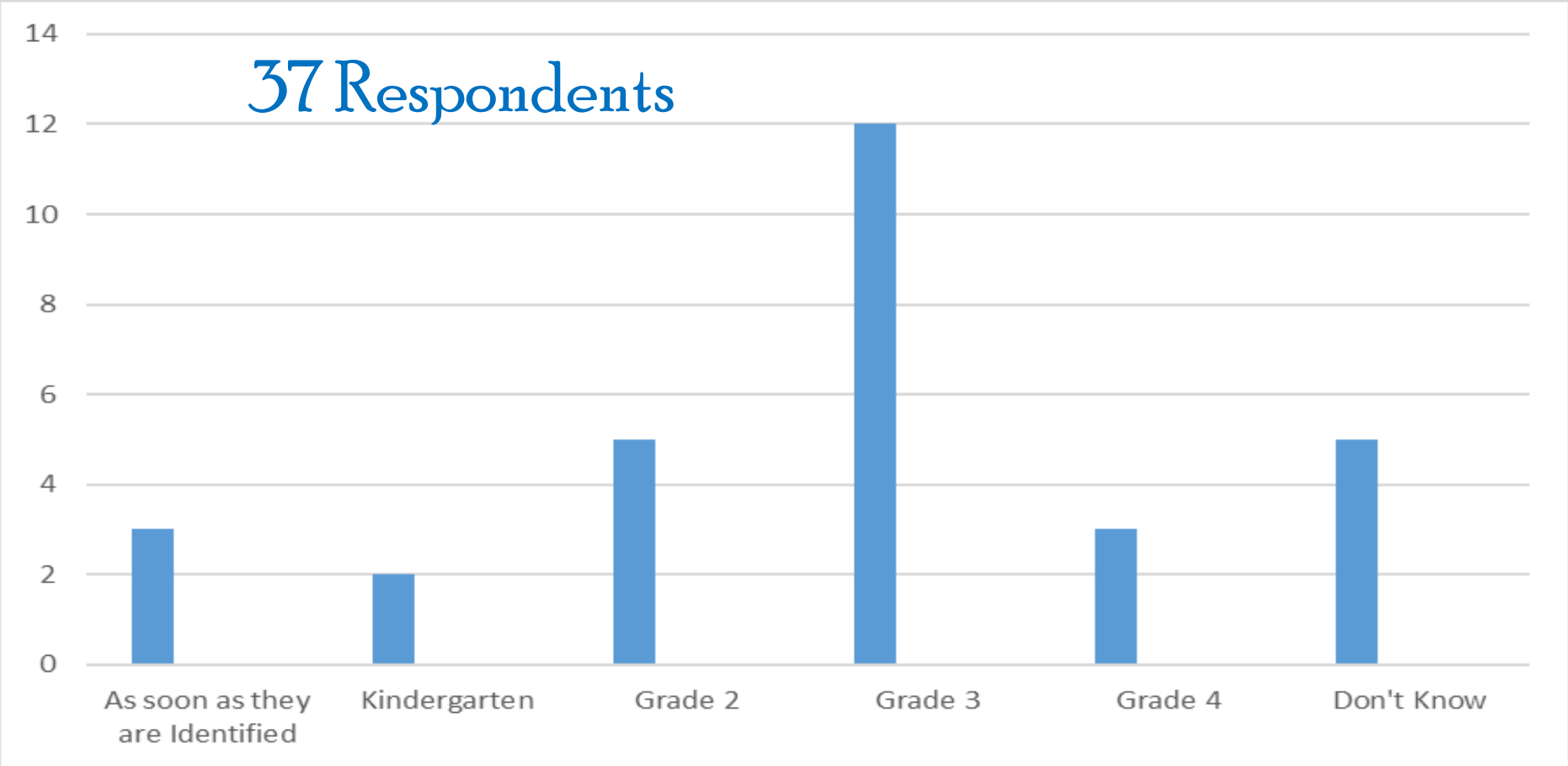
Yes - 39.4%

No - 47.9%

71 Respondents



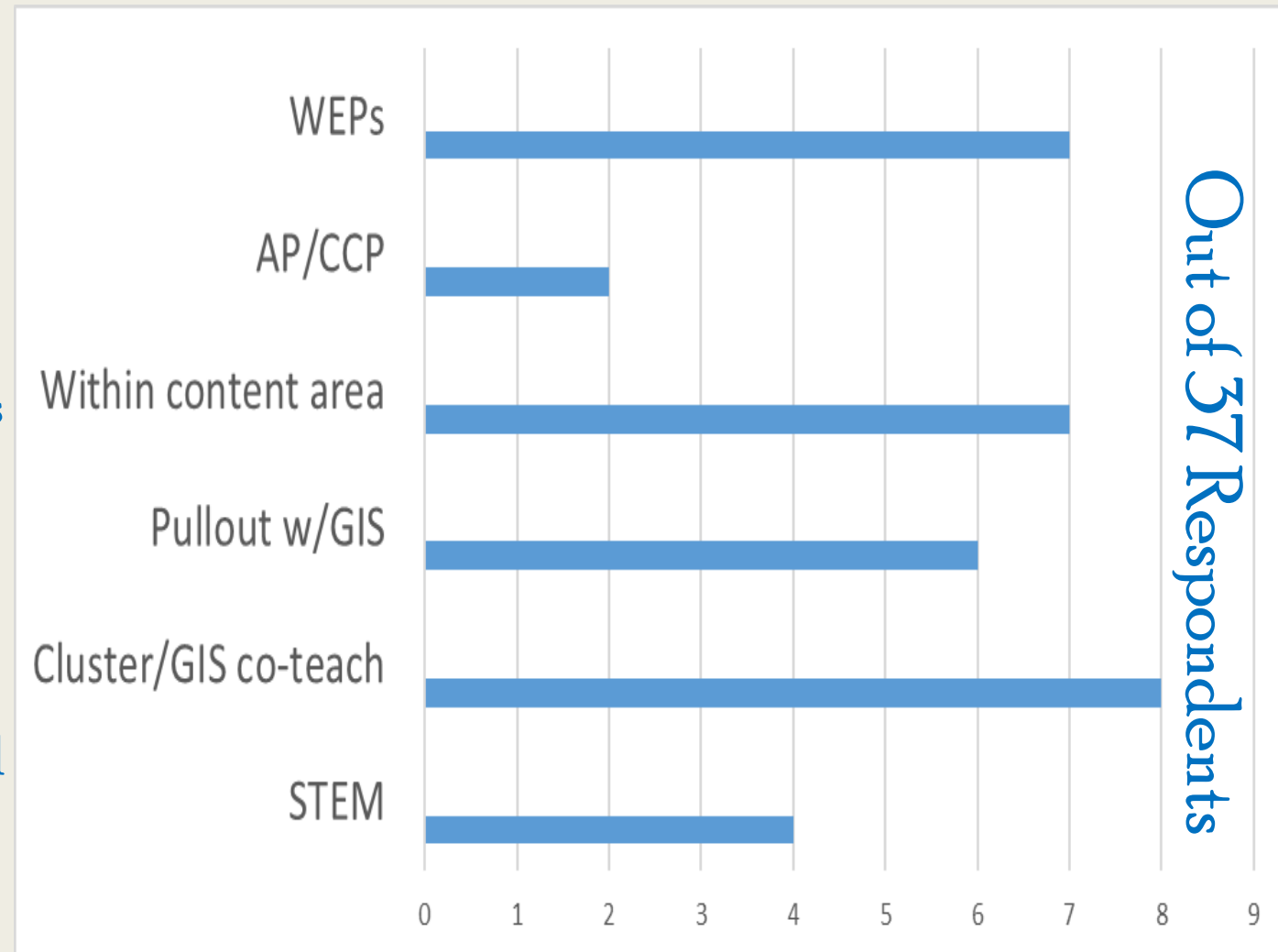
Q9: At what age or grade does your district begin serving students who are gifted in Creative Thinking Ability?



Q10: How does your district serve students who are identified gifted in Creative Thinking Ability?

Related Comments:

- PD Support (3)
- Music, Art, Theater (2)
- Weekly creativity collaboration
- Teachers across the curriculum are aware of the ID and evaluate students on a creativity goal
- Open-ended Projects
- Whole class lessons in creative thinking
- Most respondents were noting general gifted services rather than V/P Arts
- Specific curriculum on next slide



Q10: Specific curriculum mentioned in service

- Problem Based Learning
- STEM
- Invention League
- Creative Writing
- Creative Thinking Lessons
- Open ended Projects
- Differentiated Products



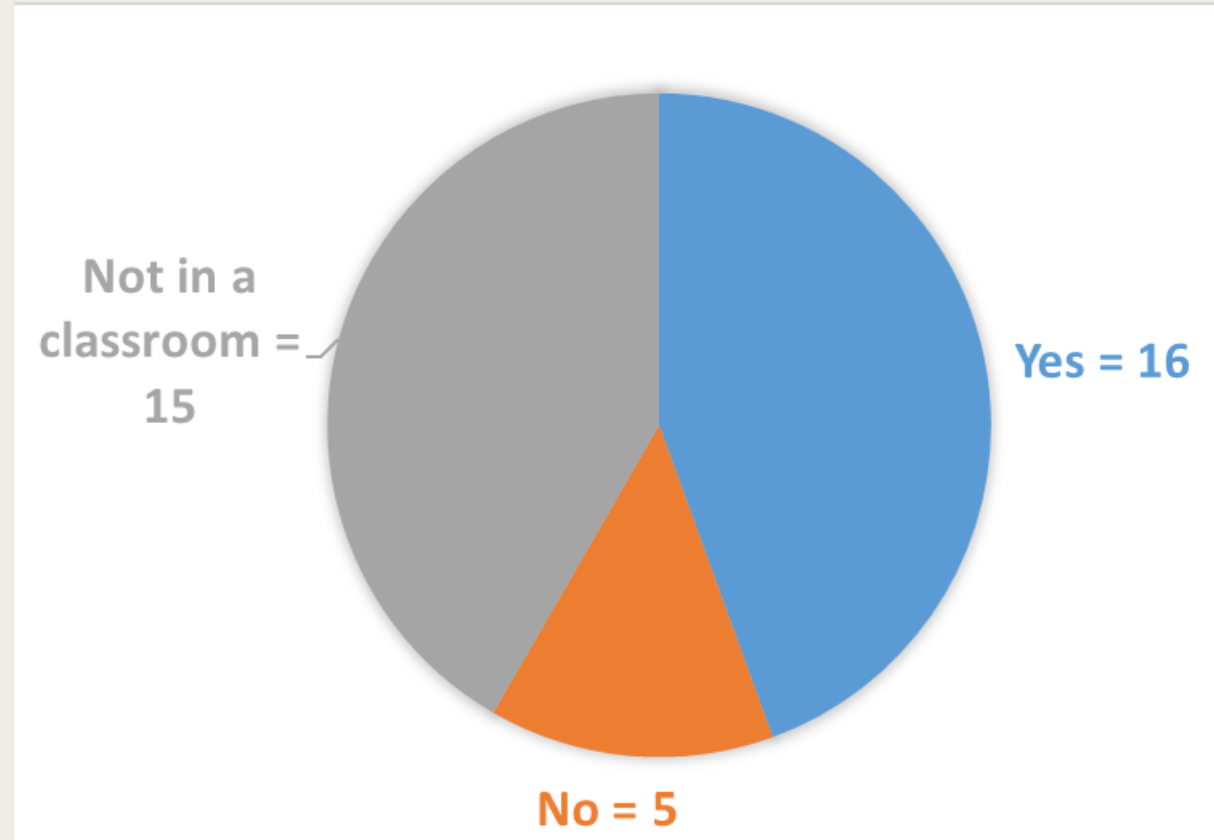
Your classroom

and the Ohio Standards for Serving Creative Thinking
Ability

Q11. Do you serve Creative Thinking Ability in your classroom? If yes, state how.

- “Differentiate” (4)
- Choice/alternate activities (4)
- Enrichment projects (2)
- WEP Goals in creativity attached to content
- Encourage creative responses
- Problem-Based Learning

Out of 36 Respondents



Q11. A few specific responses to this question.

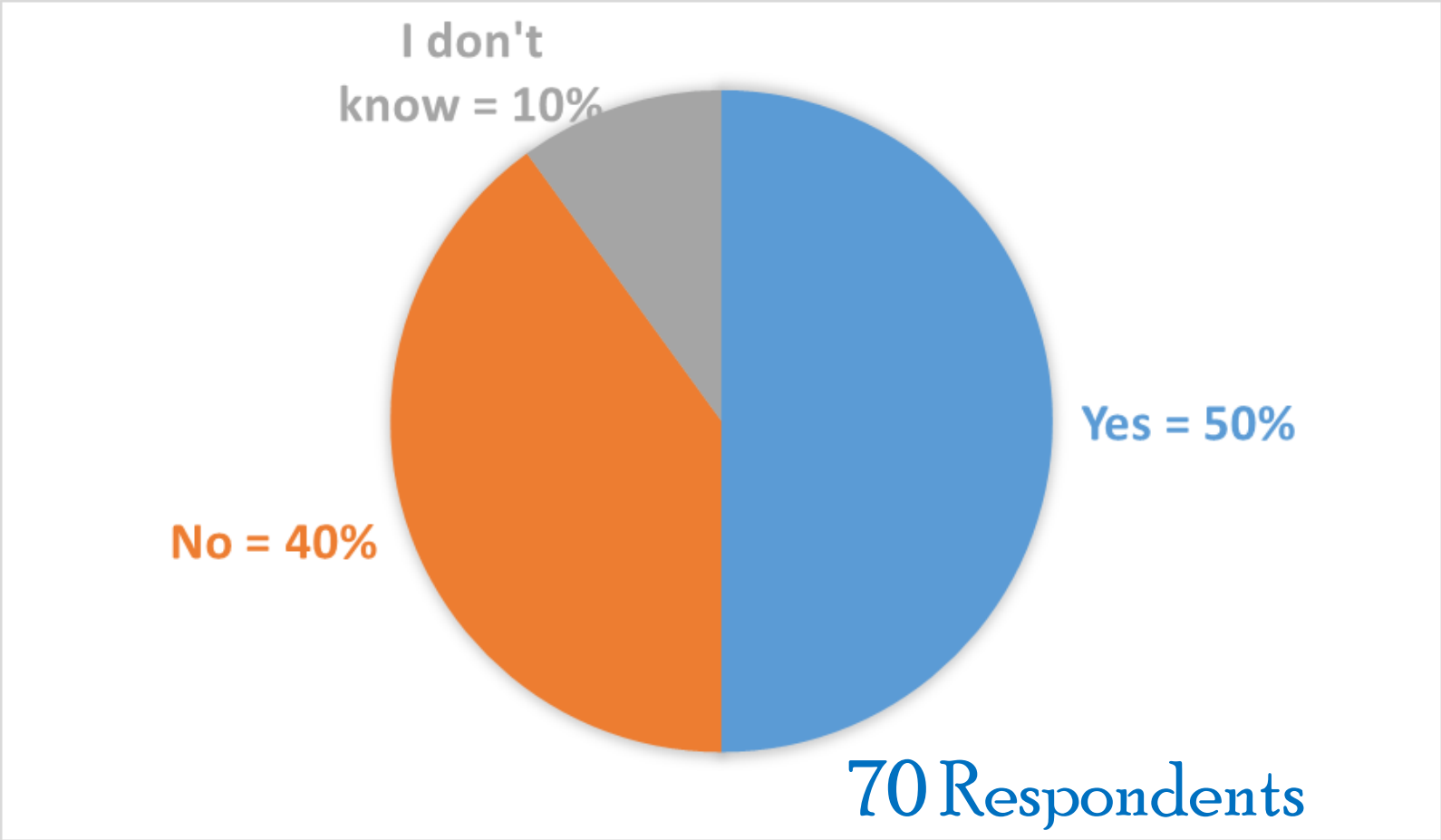
- By creating opportunities to expand creative thinking through specialized enrichment projects and options related to the 'regular' classwork.
- I give assignments that allow students to create artwork.
- I teach creative thinking and creativity in my resource room for superior cognitive students.
- I have projects specifically designed to allow students to choose a creative means of expressing the content.
- Students identified in creativity have WEP goals related to creativity, but tied to content areas.
- I offer choice and a variety of ways to show knowledge.



The WEP

and Creative Thinking Ability

Q12. Does your district have WEP goals in the area of Creative Thinking Ability?



Q13. Do you have any comments about WEP goals in the area of Creative Thinking Ability?

52 total responses, 18 “No” responses

1) Out of the 34 actual comments, 16 are not sure how to write goals for Creative Thinking Ability, stating that they need more guidance or training. Two respondents stated that they are not sure how goals in CTA would be measured.

“We need guidance from the state as to as to what can be reported as valid ‘Creative Thinking’ service.”

Q13. Do you have any comments about WEP goals in the area of Creative Thinking Ability?

2) 7 respondents feel that CTA goals are or should be connected to other identified areas of giftedness (Reading, ELA, Math, and Cognitive ID were mentioned).

“To provide elaboration, multiple ideas, unique ideas in LA projects.”

“Very general and usually addressed through ELA.”

Q13. Do you have any comments about WEP goals in the area of Creative Thinking Ability?

Specific suggestions for service:

- Depth and Complexity icons
- Divergent thinking (elaboration, fluency, flexibility)
- Independent thinking and learning
- Project-based learning
- School clubs
- Depth of Knowledge (levels 3 and 4)

“What actually matters is teachers planning for creativity (even in AP courses) and encouraging creative thinking and expression.”

Q14: Is it/How is it possible to show growth in Creative Thinking Ability for the WEP?

59 Responses.

Half stated they do not know, it is difficult to show growth, or they would like to know how, too.

Half responded positively, but with little agreement about how.

Three responded that it is either not appropriate to do so or you simply cannot show growth in creative thinking ability.

The most often cited strategies are rubrics and checklists, followed by showing growth in Creative Problem Solving using CPS vocabulary (fluency, flexibility, elaboration).

Specifics were mentioned: Torrance, Guilford, Williams Taxonomy, and the Depth and Complexity icons.

The image features two thick black L-shaped corner brackets. One is positioned in the top-left corner, and the other is in the bottom-right corner, framing the central text.

Opinion Questions

and thoughts

Q15: What characteristics do you observe in students who are gifted in Creative Thinking Ability?

(59 responses, most with lists of multiple characteristics)

Overall positive characteristics:

- Originality, “Out of the Box” (12) and unusual thinking and responses (35)
- Fluency (13)
- Curious, asks questions (13)
- “Deeper” (9)
- Visual representations, doodling, graphic organizers, artistic (8)
- Humorous/witty (7)
- Shy, daydreamer, aloof, incubation (7)

Negative characteristics (6) include:

- Belligerent
- Lack follow-up
- Do not follow directions
- Clown
- Troublemaker

Q15: What characteristics do you observe in students who are gifted in Creative Thinking Ability?

My favorite response:

They are creative.

Q16: What is your opinion about Ohio's Creative Thinking Ability identification protocol? 61 responses

- Do not know enough to say (10)
- Do not agree/do not like, confusing (10)
- Mention the checklists as subjective (6), biased, difficult to determine “average” or “above average”
- Prefer other options (6), the Torrance mentioned three times, but ruled as “costly” by all three.
- Too little training/support (3)
- No approved checklists at that time (2018-2019 list)

Q16: What is your opinion about Ohio's Creative Thinking Ability identification protocol?

Positive comments (5)

- Ohio is trying to get teachers to look at students differently
- It is good to ID them
- It does ID creative thinkers
- A good start

Negative comments

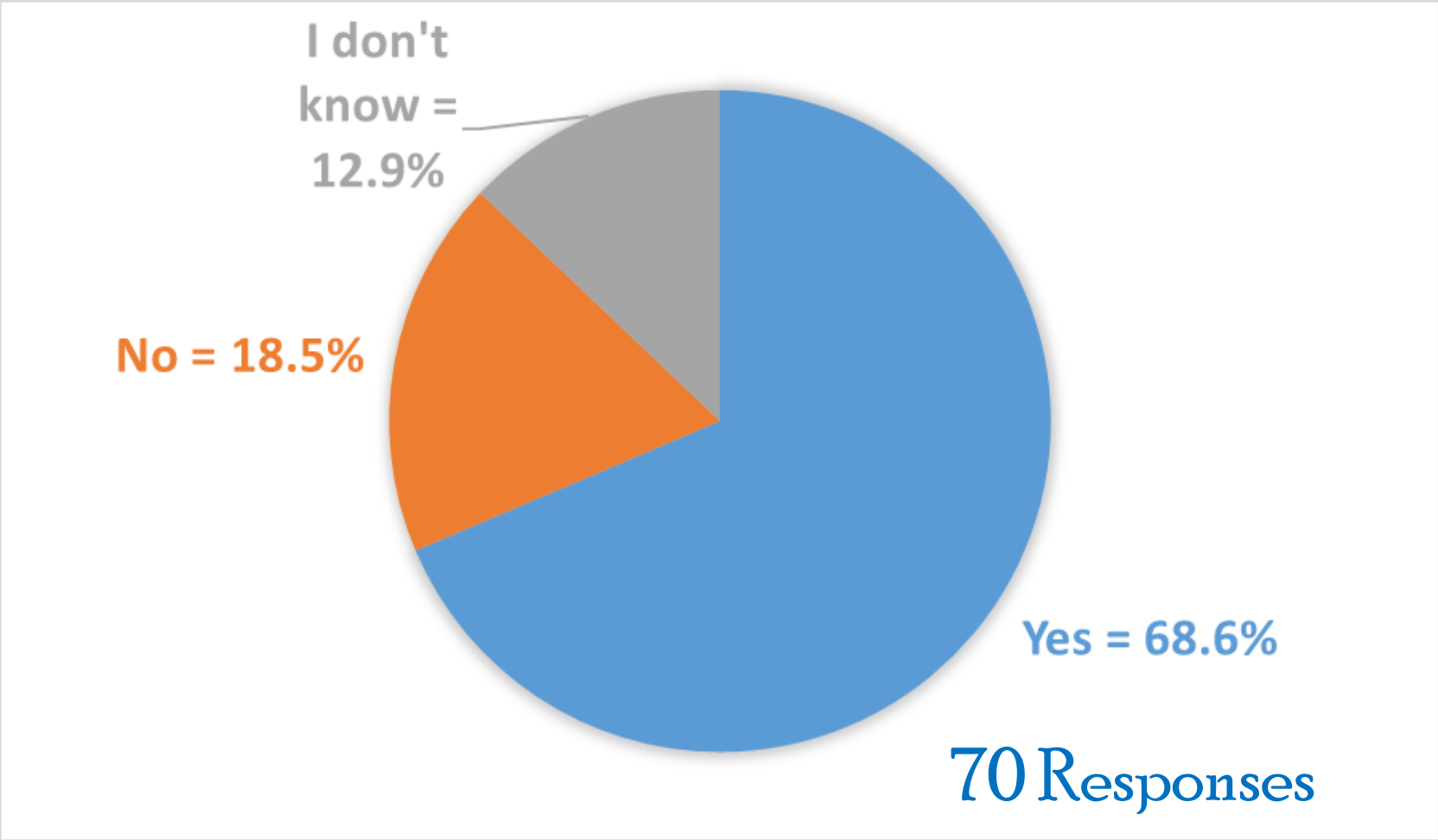
- No guidelines or guidance (3)
- Limited
- Unrealistic
- Missing students
- Overidentifies
- Too restrictive and simplistic
- Strain on Ohio schools

Q16: What is your opinion about Ohio's Creative Thinking Ability identification protocol?

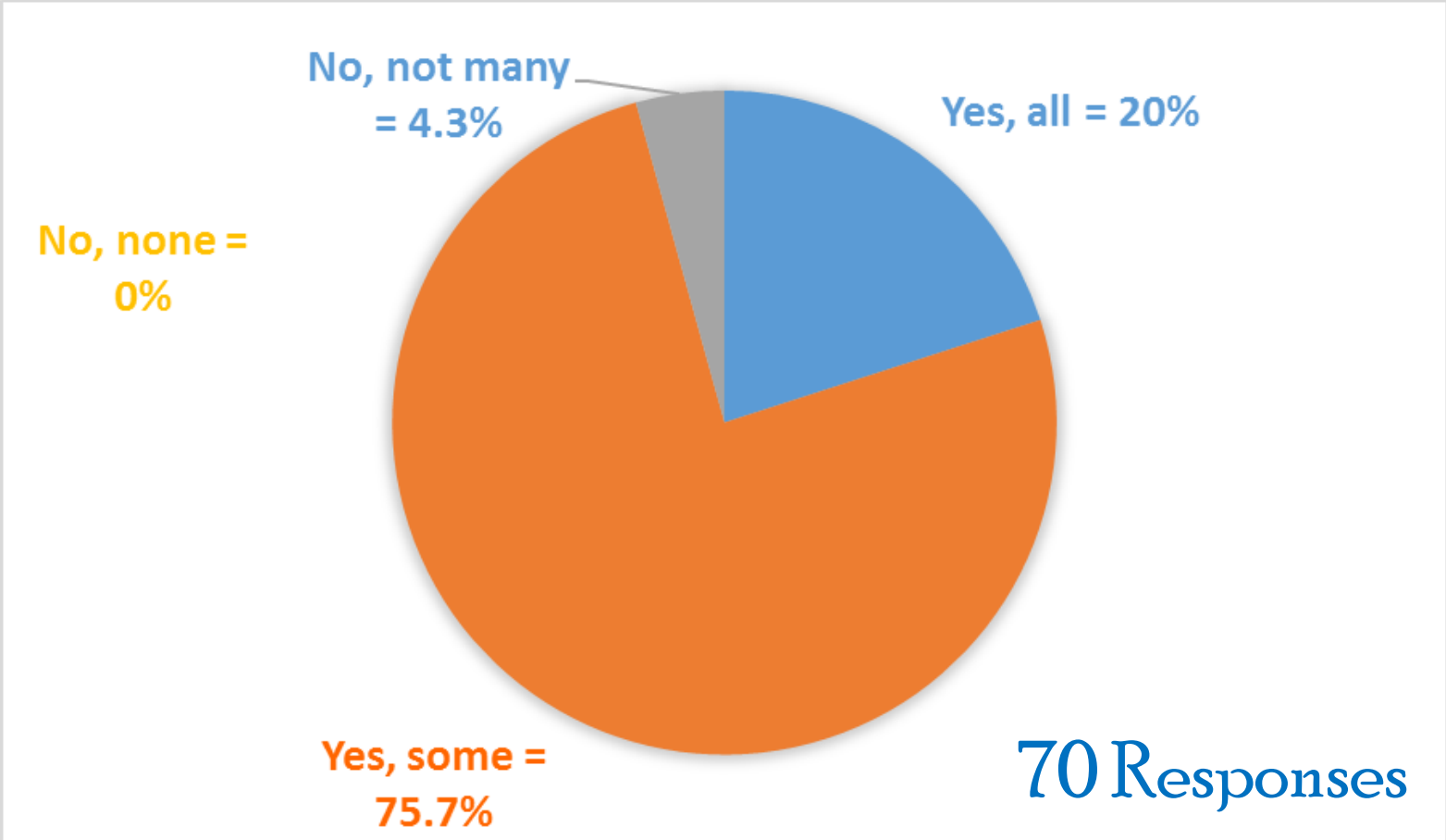
Interesting responses:

- I feel this identification is a characteristic of Sup. Cog. Ability.
- I do believe that all students are gifted and should be given the same opportunities as the identified gifted students.
- I have concerns. First, even if the child has been identified as SCA, we are required to give another ability test to address the one standard deviation above the mean requirement [for CTA].
- It relies on people who aren't necessarily creative to ID kids who are. Teachers aren't trained well in creativity.
- I would like to see mandated service.

Q17: I am creative (Yes; No; I don't know)



Q18: My students are creative (Yes, all: Yes, some; No, not many; No, none)



Q19: What do you need to better serve/meet the needs of students gifted in Creative Thinking Ability?

66 Responses

- Professional Development [guidance, training] (16)
- Exemplars/Lessons/Ideas [models that are doable, suggestions for differentiation] (14)
- Clarification [more information, guidelines] (9)
- Resources (9)
- Time (5)

Q19: What do you need to better serve/meet the needs of students gifted in Creative Thinking Ability?

Quotes:

- Training on what is considered service per the state of Ohio; I feel this identification was created to try to spur more creativity in education before they had a plan HOW to serve creative students more consistently or effectively. Creative Thinking does not align with the pressure to perform on high-stakes state tests.
- More clear delineation that shows how unique this area of giftedness is. For example, lumping it together on the state indicators with visual/performing arts perpetuates the misunderstandings about creatively gifted students being “artsy.”
- I am the human equivalent of a very minuscule dollop of peanut butter spread over an enormous slice of bread.

Specifics about service

- Problem Based Learning
- STEM
- Invention League
- Creative Writing
- Creative Thinking Lessons
- Open ended Projects
- Differentiated Products
- Teacher Support with PD
- Weekly creativity collaboration
- Teachers across the curriculum are aware of the ID and evaluate students on a creativity goal
- Open-ended Projects
- Whole class lessons in creative thinking

Specifics about service

- Specialized enrichment projects/options related to the 'regular' classwork.
- Allow students to choose a creative means of expressing the content.
- WEP goals related to creativity, but tied to content areas.
- Offer choice and a variety of ways to show knowledge.

Specifics about service

- Creative Problem Solving [Osborn and Parnes; Convergent and Divergent Thinking process]
- Torrance [Incubation Model]
- Guilford [Divergent Thinking]
- Williams Taxonomy [elements of Divergent Thinking and affective, like risk-taking, curiosity, complexity, imagination (intuition)]
- Depth and Complexity icons.

My Purpose

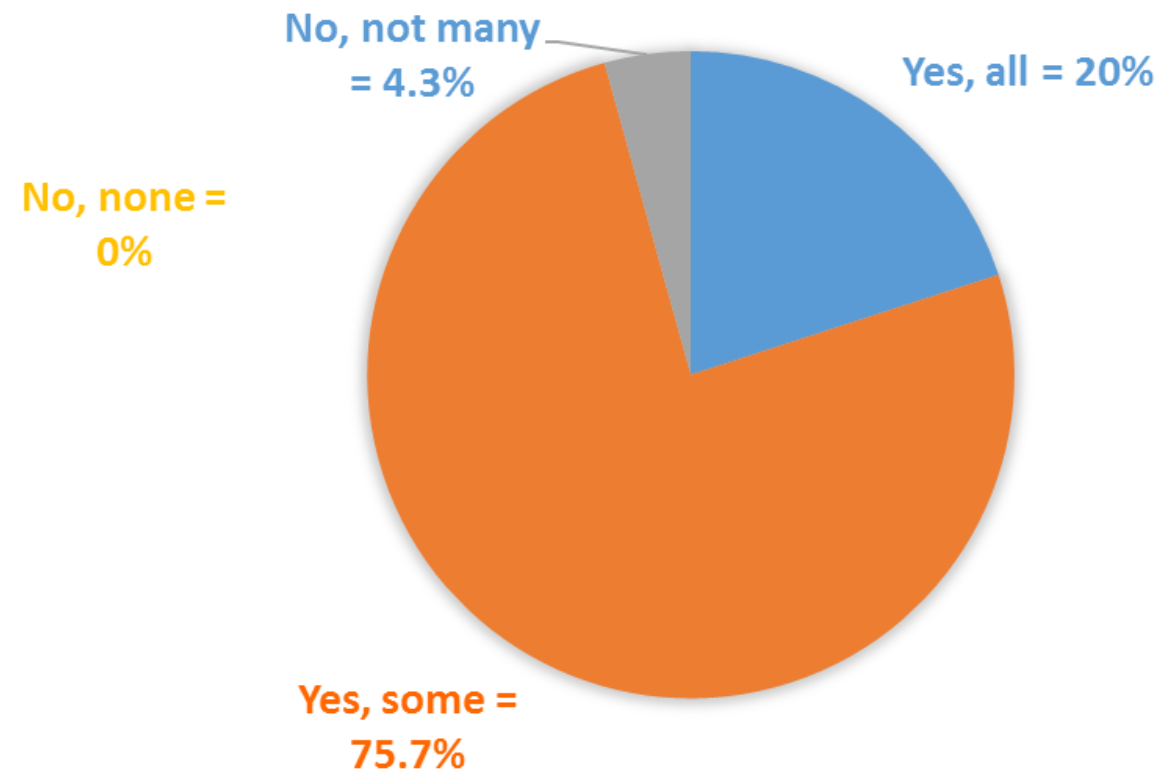
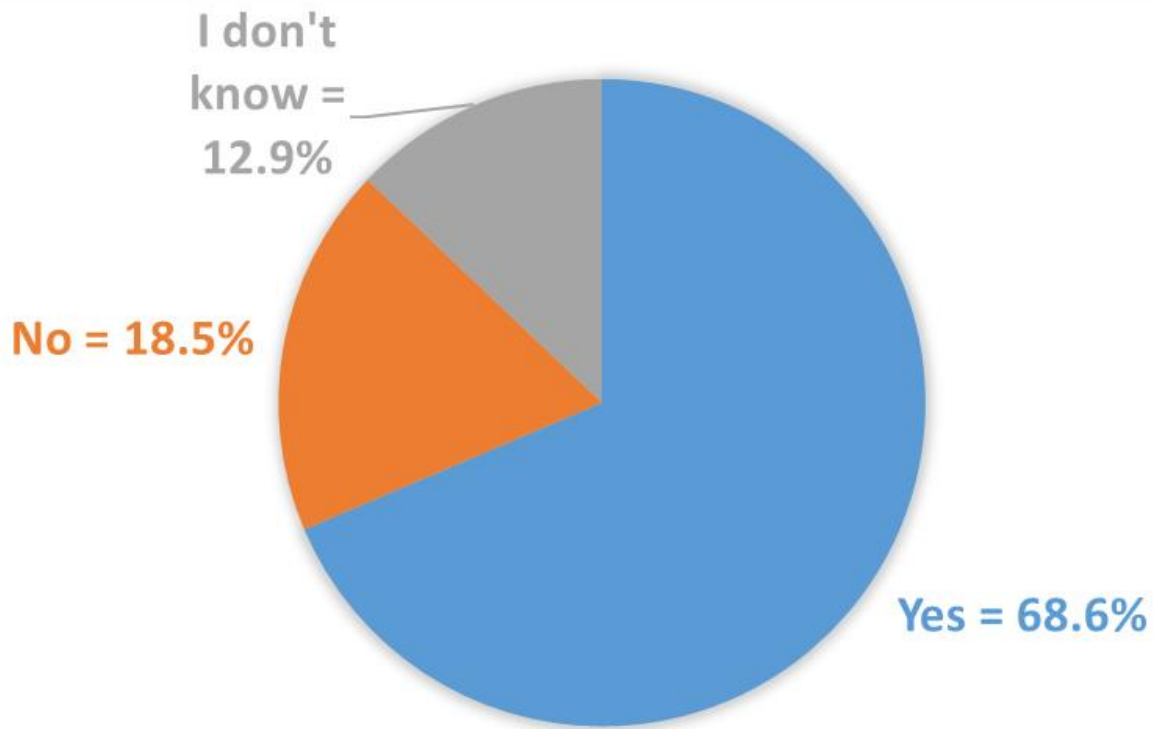
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- Of how Ohio schools serve identified gifted K-12 students in Creative Thinking Ability;
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General Population

I am creative.

My students are creative

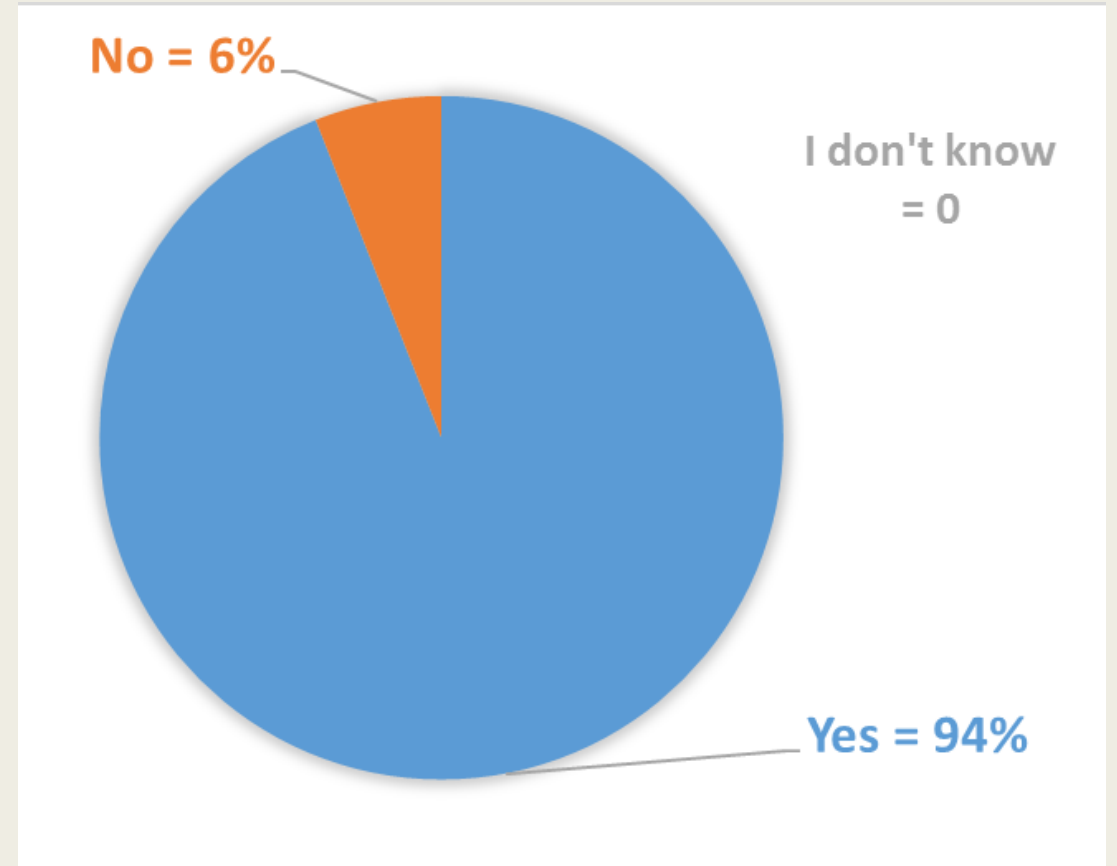
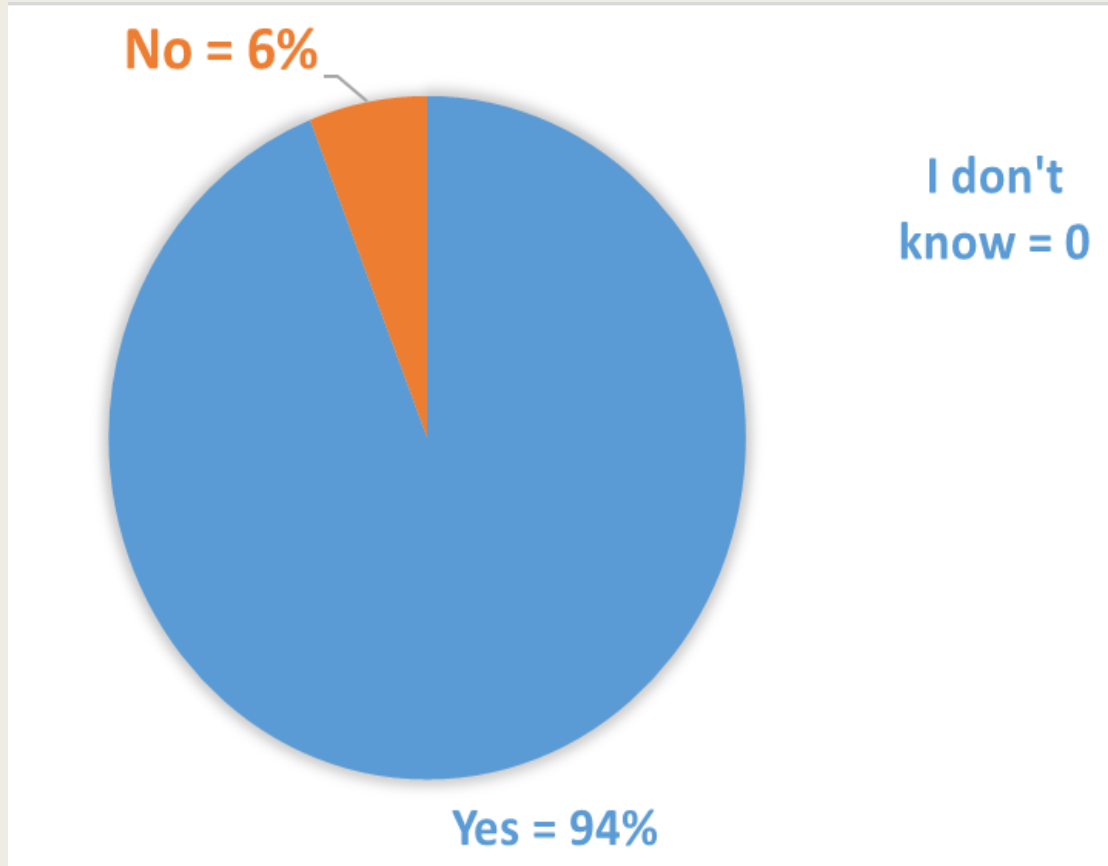


70 Responses

With Creativity Training

I am creative.

My students are creative.



17 Responses

Questions and Comments?

Three Giant Post-Its

For your questions and comments

Identification

Service

WEPs

Interested in taking the survey?

<http://bit.ly/CreativityProjectB>