Ashland University Founders School for Continuing Education
PD and Graduate Credit Course
The Creativity Project: Practical Applications for Teachers of the Gifted
Spring, 2022, 16 weeks

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Office hours
Other hours by appointment

Graduate Contact Hours: 45
OR
Graduate Credit Hours: 3

Course Number:
22GW EDU 6100 H6 (graduate credit)
22GW EDU 6100 H6U (contact hours)

Course title for the catalog:
Creativity Studies for Teachers of the Talented

Catalog Description:
Students will be trained on the Piirto model of creativity, including experiential activities in Core Attitudes, the Seven I's, and General Practices of creative individuals. Students will research one aspect of the model in depth, write a curriculum application for use in their classroom, implement the application, and report on the results. Special attention will be given to writing WEP goals for students identified gifted in Creative Thinking Ability as specified by the Ohio Department of Education. This course allows students an opportunity to earn three graduate credit hours for their participation in The Creativity Project 3, a research project. This course is job-embedded. Participants must be a working K-12 educator (public or nonpublic) with a valid Ohio Gifted Intervention Specialist endorsement and have access to gifted students OR a working gifted coordinator with access to gifted students.

This is a 3 credit hour/45 clock hour course (Rule 4757-9-04) which can be used toward continuing education units as gifted professional development, and instruction is provided by an accredited Ohio Gifted Intervention Specialist and graduate program director in Talent Development Education, who is also a state and national speaker in the field of gifted education. This course incorporates all Ohio Department of Education gifted professional development competencies.

Special note: There will be credit and non-credit teacher participants in this course sessions, which are part of an instructor research project on creativity in K-12 education, especially gifted education. Participants will be co-creating a workbook for teachers with practical applications for embedding aspects of the Piirto model of creativity into the classroom, with examples of

Written Education Plan (WEP) goals for the area of Creative Thinking Ability. The completed workbook will be available to all educators without cost via various public websites.

7a. List what participants will know and be able to do when they complete this class. Outcomes are directly connected to All ODE Gifted Professional Development Competencies

Knowledge and skills. Students will…
…have a strong understanding of the Piirto model of creativity and be able to incorporate aspects of the Piirto model of creativity into their classrooms.
…understand aspects of the Piirto model of creativity that allow for differentiation of instruction and be able to use the model to differentiate instruction based on student readiness, knowledge and skill level.
…understand aspects of the Piirto model of creativity that allow for an extension or replacement of the general education curriculum and be able to use the model to modify the learning process based on individual student needs.
…understand and be able to use aspects of the Piirto model of creativity that allow for knowing the social and emotional needs of students, especially students who are gifted.
…understand and be able to use aspects of the Piirto model of creativity that allow for addressing the impact of the social and emotional needs of students, especially students who are gifted, on their learning.
…understand and use aspects of the Piirto model of creativity to address the needs of students from traditionally underrepresented populations who are gifted.
…understand aspects of the Piirto model of creativity that may facilitate assessment to inform academic decision-making
…understand and use aspects of the Piirto model of creativity in the Written Education Plan for students identified as gifted in Creative Thinking Ability

Student assessment criteria:
This course is Pass/Fail. All course assignments must be submitted and gain a score of 80% for a passing grade, unless otherwise specified.

Required texts and/or references:

Piirto, J. (2004). *Understanding creativity*. Tempe, AZ: Great Potential Press. (provided as part of tuition)

Optional texts and/or references:

Piirto, J. (2011). *Creativity for 21st Century Skills*. Rotterdam, Netherlands: Sense Publishers.

Starko, A. (2022). *Creativity in the classroom: Schools of curious delight.* Longman.

Log of Hours

A log of 45 contact hours with the material is required for students taking the course for graduate credit or contact hours. If you are auditing, this is not required. Hours can be logged for (but not limited to):

Reading course materials, completing any course activities (including pre- and post-assessments), writing and reflecting in the thoughtlog, planning lessons related to creativity, direct contact with one or more students while integrating course concepts, direct contact with colleagues when discussing or working on any of the ideas from the course, the two Saturday face-to-face meetings, any optional Zoom meetings related to the course, and other activities as related to course concepts.

Below is a suggested template. You might keep it with your Thoughtlog.

Date/Time	(Very brief) Activity or course concept	Time in hours (15 min= .25, 30 min=.50, etc)	Running total time in hours

Thoughtlog as Research Data

The Thoughtlog is a way for you to practice the core attitude of Self-Discipline through consistent (brief daily sessions of) reflection on the course topics, your personal and professional growth, your students' growth, and responding to the prompts throughout the course. The Thoughtlog will also be powerful anecdotal data in my research on the impact of creativity training on teachers and their students.

While *daily* reflection in your thoughtlog is not required, please be *consistent* in reflecting in the thoughtlog every few days, and try to respond to all prompts provided.

The format of the thoughtlog is up to you. There are two requirements: 1) you must date and timestamp every entry and 2) you must be able to share it with me/Jennifer at the end of the course. Prior to sharing it with me, please replace all proper names with pseudonyms, including place names. Try to be consistent with pseudonyms throughout your thoughtlog, perhaps keep a list of pseudonyms you assign certain students. Also prior to sharing with me, please black out or eliminate any personal reflections you do not want to be included in the research.

Possible formats	Could be submitted as:
Hard copy journal or sketchbook	Scanned document(s) Photocopied documents
Video journal (app or program)	Shared file of dated entries
Multi-media journal	Shared file of dated entries
Mixed format journal	Shared file of dated entries and scanned or photocopied documents

These will be submitted through your personal Google Drive folder

<u>Personal Creativity in your Thoughtlog</u>

Concurrently during this course you may wish to start or continue working on your own personal creativity. If you do this, please include periodically in your thoughtlog an account of reflections and images from your personal creativity projects and works.

<u>Student Thoughtlogs and Student Work</u>

I strongly encourage you to have students work in personal thoughtlogs, too! This is great data for me to see how your teaching is impacting your students. To be effective, the thoughtlogs should be consistent (though they do not have to be daily. Once or twice a week, consistently, is fine). You may use prompts as you wish - either prompts from the list I provide, your own prompts, or free-writing before, during, or after the activity you create and write up for this project.

The format of the thoughtlog is up to you. The same two requirements apply: 1) have students date and timestamp every entry and 2) it must be possible to share with me/Jennifer at the end of the course. Prior to sharing it with me, please replace all proper names with pseudonyms, including place names – or indicate to Jennifer if this has NOT been done. Jennifer can do this after you have submitted thoughtlogs, if you let me know.

Consider submitting at least three student thoughtlogs. More is better! Students whose thoughtlogs are forwarded as part of the research must have a research permission form completed by a parent or guardian. You can submit the forms through your personal Google Drive folder labeled "Student Permission Forms" in the first three weeks of the semester, or keep a file of paper forms to submit to Jennifer. You can submit student thoughtlogs through your personal Google Drive folder labeled "Student Thoughtlogs" at the end of the semester.

Artifacts of student work (images of the work, screenshots, scans, or hard copy artifacts) are very useful research data. You may want to keep a desktop file, Google file, or paper file to collect dated student work. Any student whose work is submitted for this research must have a Parent Permission Form.

Tentative Calendar

Week and dates	Assignments **Readings in Google Drive folders organized by Module** **Weekly video released with an overview of the week's work**	**Thoughtlog Prompts to consider**
Week 1 **Jan 10-16** **Getting Started and Encouraging Creativity I**	<u>Module 1 - Getting Started (do these in order)</u> <u>Week 1 video</u> Complete <u>Teacher Form 1 (Informed Consent</u>) and <u>Teacher Form 2 (General Information).</u> Locate the <u>Parent/Student Form 1: Research Consent Form.</u> Decide if you wish to have all of your students participate in the research or just a select few (at least three). Distribute the letter (paper) OR this e-form link to chosen students. Get parent permission forms returned before you have students complete next week's pre-assessments. **NOTE- You are all added as a collaborator to this form, so you can see if/when parents complete it. Click on the pencil in the lower right, then click "Responses." You should be able to scroll through the responses so see who has completed it. ALSO note that you can comment in your thoughtlog about ANY/ALL students, even those who do not have the Parent Research Consent Form. But only collect thoughtlogs and/artifacts from those with parent permission.** If you do not own a copy of Piirto's text *Understanding Creativity*, please email me ASAP with your snail mail address so I can send you one. <u>Here is a link to a video overview I did of the Piirto creativity model</u>	-Why do you think the Piirto creativity process/model is termed 'organic'? -Sketch out the Piirto Pyramid as it applies specifically to you, what aspects were strong in your life and how? -Reflect on the challenge of gauging growth in your students in the area of creativity -What kind of creativity matters in your students' lives and why? -What is your "growing edge" (the edge of your fear) in pursuing this project? You could also reflect on your initial thoughts on the research, your own creativity and your own creative work -If you have recently taken EDIS 654 at AU, revisit your thoughtlog and note any powerful concepts or ideas.

	See the folder for three readings: one by Piirto on her Pyramid of Talent Development, and two (here is the first, here is the second) on her creativity model. As you read, use your thoughtlog to jot down reflections on the concepts. Reflect in your Thoughlog at least 4 times this week. General reflections or using the prompts provided. Log 2 or more hours interaction with the material in this course.	-Consider how you might keep track of/note student behaviors, comments, or work throughout this research project. If you do anything new in the classroom as a result of the readings, describe and reflect on them.
Week 2 **Jan 16-23** **Encouraging Creativity II: School and Home**	Module 2 - Encouraging Creativity I (start with the video, then any order) Week 2 video See the folder for links to Teacher Forms 3, 4, and 5. Complete these three Google forms – feel free to spread them out over Weeks 2 and 3. See the folder for links to Student Research Scales A and B (in Word format). As soon as parent permission forms are i, you may administer these two scales to all participants. You may guide students through this scale with any support they need to understand the words and concepts. Contact Jennifer if you prefer to use a Google Form. Submit these hard copy forms on the first Face-to-Face meeting January 29, 2022. Submit to Jennifer only the ones for whom parent permission is granted. If you prefer a Google form or other format, let me know and I'll create it. Try to get these forms completed by our January 29 Face to Face meeting, but the deadline is really before you begin any teaching related to this project.	-Continue to reflect on the challenge of gauging growth in creativity. -Find a way to illustrate your own creative process. -Reflect on the role of ritual in the classroom, in schools, society, etc, and its connection to creativity. -Choose one of the I's and reflect on its role in your classroom, in schools, in society, and its connection to creativity. -Make an image or reflect on the concept of motivation. -In what ways can creativity be observed or seen in the classroom?

	Two readings from *Understanding Creativity* (Let me know if you do NOT have this book!) - Chapter 3 Encouraging Creativity - Chapter 4 How Parents and Teachers Can Enhance Creativity in Children Thoughtlog Prompts Log 2 or more hours	Continue to reflect on your thoughts on the research, your own creativity and your own creative work. If you do anything new in the classroom as a result of the readings, describe and reflect on them.
Week 3 **Jan 24-30**	Module 3 - Encouraging Creativity II Week 3 video I mention Sir Ken Robinson's video "How Schools Kill Creativity" - but I means this one about changing educational paradigms. Here is the "How Schools Kill Creativity" one, too. He's so funny. See the folder for three readings: two articles by Beghetto, one on micromoments in the classroom, one on nonroutine problems, and one by Groman (me!) on creativity and underachievement, submitted as a book chapter for a future publication. Thoughtlog Prompts Log 2 or more hours Prepare for the Saturday meeting by: Masks are required on campus Be prepared to introduce yourself, bring something (or a picture of something!) you are proud of creating Thoughtlog reflections on as many of the prompts as possible	Your reflections and thoughts on Ohio's WEP and Creative Thinking Ability Thoughts on classroom structures to support creativity Continue to reflect on your thoughts on the research, your own creativity and your own creative work. If you do anything new in the classroom as a result of the readings, describe and reflect on them.

	Be prepared to be involved today – we will be creating the protocol for the lesson plan, goals, assessments, etc., collaboratively Bring *Understanding Creativity*. I am purging a number of books from my personal library - I will invite you to browse through them and take any that you would like to have. I have multiple copies of a number of gifted texts. Bring a copy of a blank WEP	
Saturday, January 29 9:00-3:30 (5 hours, 1.5 hours lunch)	**Schar 265** **This morning - we will be doing a pre-assessment, introductions, talking a bit about when you took EDIS 654 (The Creativity Course), and interacting with the aspects of the creativity model in various ways.**	
	9:00 Entrance Ticket	Entrance Ticket Prompts - 1 - What is your comfort level with the course so far? (4=Great, 3=Fairly Comfortable, 2=A little Uncomfortable, 1=Very Uncomfortable) 2 - What questions do you have? 3 - What concerns do you have? 4 - What do you want Jennifer to know?
	Introductions	Tell who you are, where and who and what you teach, any personal information you want, and share one creative piece that you are most proud of.
	Expectations and planning Share: What are some of the activities you remember doing in EDIS 654 and what concepts did you experience? NOTES CK - the monster, she shared a lot about making it, representation, metaphor, "maybe painting isn't the only type of creativity" she did a word a day, calligraphy, relearning is, motivation, she wanted a tour of creativity (painting, string art, during COVID and couldn't).	PiirtoOrganicCreativity Model

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	SS - revisiting her children's book (final project) from an ABC book at Kent, her prof invited her to her house, you need to keep doing this! Her children's book is an ABC salad with gel overlays - her kids were supportive. Five Lives - she remembers, traveling, inspired to do something at home. finding time. my story - becky, my 654,	
	Share: A book or character you loved as a child. NOTES CK - blue spine, all kinds of stories, eight books, not very detailed, story about these bears - he didn't want to go to bed, had to read it over and over and over. corduroy was the other.red lens that popped out letters, workbooks. visual, SS - the little house, gets moved, caldecott, JG - MAry Poppins,	What does this reveal about me/us? Connect Piirto concepts to this discussion.
	10:00 Creativity experiences - "Where the H*ll is Matt?" 2006 "Where the H*ll is Matt?" 2012 NOTES Can't tell if he is teaching them or if they are teaching him? inspired by the places inspired by each place - improvisation. Risk-taking and group trust. it works both ways - back and forth.	Thoughtlog: Your emotional reaction to these two videos, thoughts, Piirto concepts, springboard to new ideas
	Five Lives NOTES	Gallery and Feeding Back

	Feeding Back -this reminds me of . . . -this makes me think of . . . -this makes me feel . . . -to me, this means . . . -[responding with poetry, art, silence]	Thoughtlog: What does this reveal about me? About us? Connect Piirto concepts to this discussion.
	11:00 Humor o Nina Conti https://www.youtube.com/watch?v=EADGMYpUa6I o Peter Kay https://www.youtube.com/watch?v=7my5baoCVv8 o Victor Borge https://www.youtube.com/watch?v=dKeqaDSjy98 NOTES	Thoughtlog - jot notes -what made you laugh and what did the comic do that struck you as being funny? -why are some people more effective at humor than others? -what is meant by timing? -what is meant by a 'good sense of humor?' -what is the difference between being funny and having a good sense of humor? -what is appropriate/inappropriate humor in the classroom? Connect Piirto concepts to this discussion
	Mandalas Collage Mandalas Mandalas for Mathematics Mandalas for Meditation	Thoughtlog reflections.
	Noon – Lunch in Lower Convo, Bookstore, Pictures, Book swap	
	This afternoon - we will be looking at some of the data I gathered on the CTA identification and service protocols through the state, and begin to determine some of the framework for the practical application	
	1:30 The Creativity Project - preliminary data	Thoughtlog: Jot down your thoughts, reflections, and ideas from this data

	Purpose: Looking at past data gathered from school personnel throughout Ohio asking about the CTA identification and service in their district, and their opinions on CTA ID and service.	
	NOTES standout	
	kids saying that pullout is a stigma, in high school taking courses they don't really want to take. they need choice	
	connecting brain-based research, neuroscience simple may not be a lesson plan -	
	scales - i got a few out to look at gen ed teachers don't see kids the same way "we" do they focus on what they cannot do - so they see completely different imaginative - but seen as a pain you don't behave so how can you be gifted? creative? wasn't completing work so he couldn't come to pullout/gifted	
	we give checklists out to teachers without explaining or training them on it.	
	terminology - useful, practical	
	integrate - not in addition For everyone differentiation ideas for both ends - strugglers and strong students	

	2:00 WEP Presentation Purrpose 1: To determine if WEP goals can and should be included in the write-up of these practical applications. Purpose 2: To determine if Pre and Post-Assessments are feasible for these practical applications to show growth in specific aspects of Piirto. NOTES We will talk about goals and pre-post assessments later	Piiro Organic Creativity Model
	2:30 Purpose: To determine if we can create a format for the practical application, or is this something that can only be done in our last Saturday session together? *The Final Application will include an annotated bibliography OR short literature review of at least four sources, to show connection to research. NOTES A biography and picture research with four articles Wait to decide on format until end of Feb - Zoom	
	3:00 Choosing Piirto focus for your application (below - in purple) Final thoughts, Week 4, the next Face-to-Face in April and the Exit Ticket Research protocols:	Piiro Organic Creativity Model Exit Ticket Prompts - 1 - What is your comfort level with the course now?

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	-To include your thoughtlogs (3-4 times a week) -student thoughtlogs (weekly) -lesson plans -pre/post assessments -selected student work -Course Post-Assessments at the end (yours and students)	(4=Great, 3=Fairly Comfortable, 2=A little Uncomfortable, 1=Very Uncomfortable) 2 - What questions do you have? 3 - What concerns do you have? 4 - What do you want Jennifer to know?
Who	**Piirto concepts you are interested in trying out**	**Do you need anything?** A place to add comments for one another, preclude your comments with your initials, for example: JG: I might suggest reading more by Beghetto on this topic.
Cheryl		
Sharon		
Week 4 **Jan 31-Feb 6** **Independent Research & Writing**	Module 4 - Independent Research & Writing Link to AU library - Hoagies Gifted Page on Creativity February 4, 2022 video update Sign up/note the concepts you want to focus on below for your research on the Google doc (above). Beginning research on chosen concept(s) from Piirto and others (Beghetto, Kaufman, Piirto, Plucker, Torrance, Guilford, Starko, At least four sources). Search tips - use a Boolean search, like a math problem like this: gifted + creativity + intuition creativity + solitude	Thoughtlog – keep track of topics, sources, notes As you research and jot notes about the readings, take time periodically to mentally step away and daydream. Let the ideas percolate, incubate and see what ideas emerge. General and specific reflections on the work you are doing, any small implementations you are making in the classroom on Piirto concepts, student responses, your own reflections Log 2 or more hours

	If you have trouble finding a specific full-text article, email me. I can usually find it through my professional organizations or the AU library.	
Week 5 **Feb 7-13**	<u>Module 4 - Independent Research & Writing</u> Continued	Log 2 or more hours
Week 6 **Feb 14-20**	<u>Module 4 – Independent Research & Writing</u> Week 6 video Module 5 - Planning Start Module 5 Using the lesson planning structure we outlined during our Saturday meeting, plan out a way to integrate Piirto concept(s), plan some kind of pre-assessment if possible	Log 2 or more hours
Week 7 **Feb 21-27**	<u>Module 5 - Planning</u> Continued *Face to Face meeting - Saturday, February 26, 9:30-1:00* *Literature - begin writing, apa,* *what do the plans look like*	Consider thoughtlog prompts for your students as you plan Log 2 or more hours
Saturday, **February 26** **9:30-1:00**	<u>Thoughtlog prompt ideas</u> It could be pictures, sketches, etc How does making art make you feel? How does being creative make you feel? What is creativity? What does it mean to be creative? Are you creative? How? Are there other types of creativity besides art? What do you want to be when you grow up? How is that job creative?	<u>Sharon and Cheryl thoughtlog prompts</u>

	Is being creative scary? [tell a story when you were scared to do something as a child] What is something that you do during the school day that is scary to you? What do you do with that scary feeling? What happens to your body when you're scared in school? (for teachers, too) When can you be/act creative in school? When is it best that you NOT be creative in school? How do boys show creativity? How do girls show creativity? Is it the same or different? Who decides what is creative? How does red feel? Yellow? Green? How does a circle feel? Square? Showing a creative work - what does this remind you of? What does it make you think of? Is your teacher creative?	
Week 8 **Feb 28-Mar 6**	<u>Module 5 - Planning</u> Continued Submit your Lesson Plan (email to Jennifer or post in group Google folder)	Log 2 or more hours
Week 8 **Mar 7-13**	<u>Module 5 - Planning</u> Read colleague lesson plans, suggestions, comments, kudos	Log 2 or more hours
Week 9 **Mar 14-20**	<u>Module 6 - Implementing</u> Pre-assess, implement your lesson(s), take thoughtlog notes, have students respond in thoughtlogs, collect pictures of artifacts/student works, post-assessment	Reflect as you implement your lesson on anything - personal, professional, and student-related Log 2 or more hours
Week 10 **Mar 21-27**	<u>Module 6 - Implementing</u> Continued	Continue reflecting as you implement Continue reflecting as you finish your lesson

	Module 7 – Reflecting As you complete your lesson(s), make notes about adaptations you want to make, updates, ideas for extension, WEP goals, assessments *Optional - end of the month check in and work session Zoom Thursday, March 25, 7:00-8:00pm*		Log 2 or more hours
Week 11 **Mar 28-Apr 5**	Module 7 - Reflecting Do your student post-assessments this week (Student Forms 1 and 2, Post)		Thoughtlogs Log 2 or more hours
Week 12 **Apr 6-10**	Module 7 – Reflecting Prepare for the Saturday meeting: Organize your thoughts on formatting the lesson and research component, WEP goals, Collect any hard-copy student post-assessments Collect hard copy student thoughtlog entries (scans can be returned to your Google drive folder any time before we're done)		Log 2 or more hours For April 9: bring in-progress lesson, questions, concerns, points for feedback, tentative WEP goals
Saturday, **April 9** **9:00-3:30** **(5 hours,** **1.5 hours** **unch)**	Required meeting Saturday, April 9 work day, 9:00-3:30 9:00 Welcome (post tentative chapter title), housekeeping 9:30 Discussion: WEP and lesson plan formatting 10:30 Sharing out projects, gathering suggestions, ideas 11:30 – Lunch, pictures 1:00 - Pair/sharing project and work session, (lesson plan/WEP goals) 3:00 check in, final thoughts, celebration Pictures		Log 6 hours Exit Survey
Week 13	Module 8 - Chapter finalizing		Credit: Log 2 or more hours

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Apr 11-17	*Optional - end of the month check in and work session Zoom Thursday, April 15, 5:00-6:00pm OR 7:00-8:00pm* 15-24 Cheryl 9-18 Sharon	
Week 14 **Apr 18-24**	<u>Module 8 - Chapter finalizing and submission</u> Finished "chapter" to include: Title, research, rationale and purpose, goals, materials list, instructions (opening, lesson, closing), product (rubrics, assessment), ideas for differentiation (where do the pre- and post-results of their try-out lesson go), supplemental materials (worksheets, rubrics, pre/post) Bio and picture	Thoughtlogs - Prior to sharing it with me, please replace all proper names with pseudonyms, including place names. Also prior to sharing with me, please black out or eliminate any personal reflections you do not want to be included in the research. Chapters due End of semester post-assessments Log 2 or more hours
Week 15 **Apr-25-31**	<u>Module 9 Last steps</u> Next steps, contact information for final draft Finish Teacher Form 1, 2, and 3 (Post) Submit Log (for credit) Submit thoughtlog into your folder or mail hard copy	Final Zoom, if needed Submit Logs of 35+ hours Submit thoughtlogs Submit student pre/post Submit select student thoughtlogs

APPENDIX A

Ohio Department of Education (2019) Gifted Professional Development Competencies (p. 2).

a) The ability to differentiate instruction based on a student's readiness, knowledge and skill level, including using accelerated content, complexity, depth challenge, creativity and abstractness;

b) The ability to select, adapt or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content;

c) The ability to provide an extension or replacement of the general education curriculum to modify the learning process through strategies such as curriculum compacting and to select alternative assignments and projects based on individual student needs;

d) The ability to understand the social and emotional needs of students who are gifted and to address the impact of those needs on student learning;

e) The ability to recognize and respond to characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments;

f) The ability to use data from a variety of sources to measure and monitor the growth of students who are gifted;

g) The ability to select, use and interpret technically sound formal and informal assessments for the purpose of academic decision-making; and

h) The ability to participate in the development of the Written Education Plan.

References

Ohio Department of Education. (2019, January). *Gifted Education Professional Development Resource Guide*.

www.education.ohio.gov/