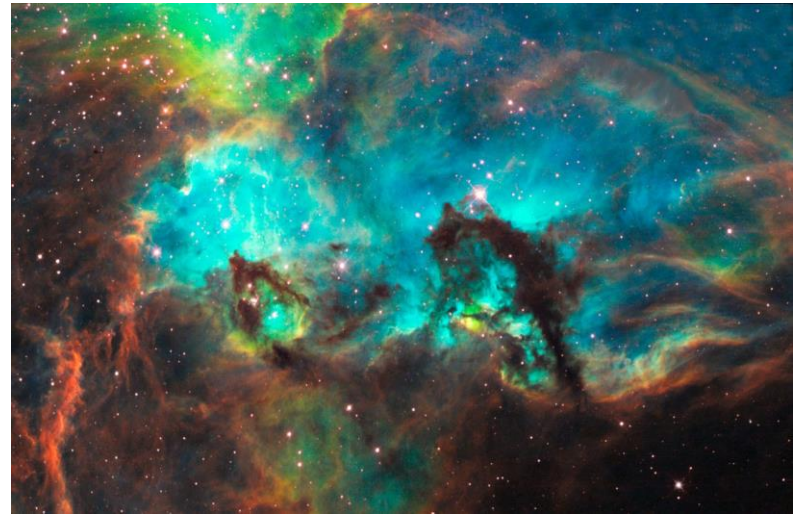


# Welcome High Ability Teachers!



**It's great to see you!**



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

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

## ➤ **REFLECTING** on the year as a new HA teacher...

- Think about your instruction & the moves you have made to ensure your HA students receive: *daily challenge, independent work, acceleration, ability grouping, differentiation*
- *What new things have you taken on? What are you celebrating? What concerns you?*

## ➤ **CREATIVITY & PROBLEM-SOLVING** *self assessment*

- Consider your own practice & complete this assessment, brainstorm first & then mark 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**.

# Let's Share!

## ➤ Options for opening SHARE...

- Self-Assessment
- HA students
- HA teaching this year
- Book Study
- HA Challenge sharing (me in a minute...)



# 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 ...

➤ **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!**



Let's bring in an outside voice...



**Sir Ken Robinson -  
How to Escape  
Education's Death  
Valley**

# Some of your work this year – Academic Brackets (a new twist on research)...

## Wild weather Bracket

What type of weather is the wildest?

Blizzard

Flood

Tornado

Hurricane

Tornado

Tornado

Wildest Weather Champion

## Tornado safety

go to the basement. Need food and water.

hold on to the

Go to a windowless

You need to get away from windows.

Tornadoes

Tornadoes

Flood tornado that occurs over water is called a waterspout.

Tornadoes are not called hurricanes.

Floods can develop very quickly.

Fact: Floods can damage bridges, roads and other transportation.

Fact: Floods can develop very quickly.

Fact: River flooding is the most common type of flood event.

FLOODS

## Thunderstorm

## Blizzard

## Flood

## Hail

First aid kit, blanket, move to a higher floor, Avoid all easy flood areas.

You need food and water.

FLOODS

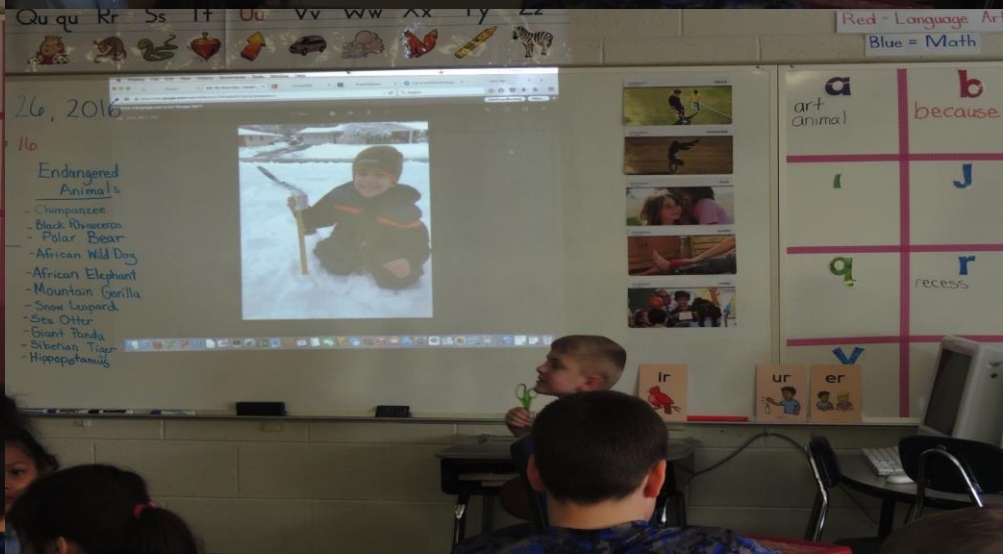
FLOODS

FLOODS

FLOODS

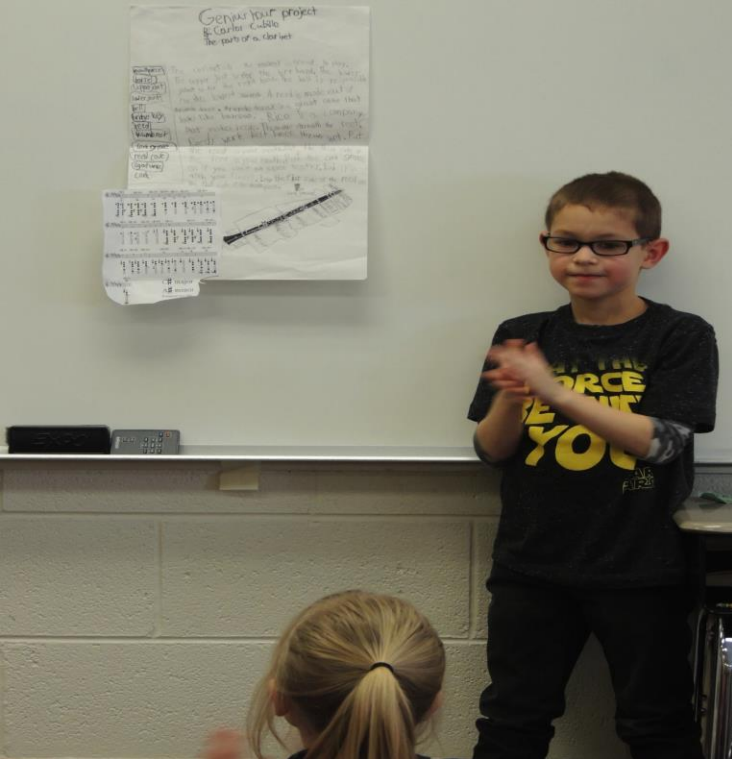
Flood river flooding is the most common type of flood event.

# Guided and Independent Research...






# Genius Hour...



1. Pick
2. Research
3. Make habitats  
put animals

4. Persuasive  
Report

5.  poster  
saving  
animal

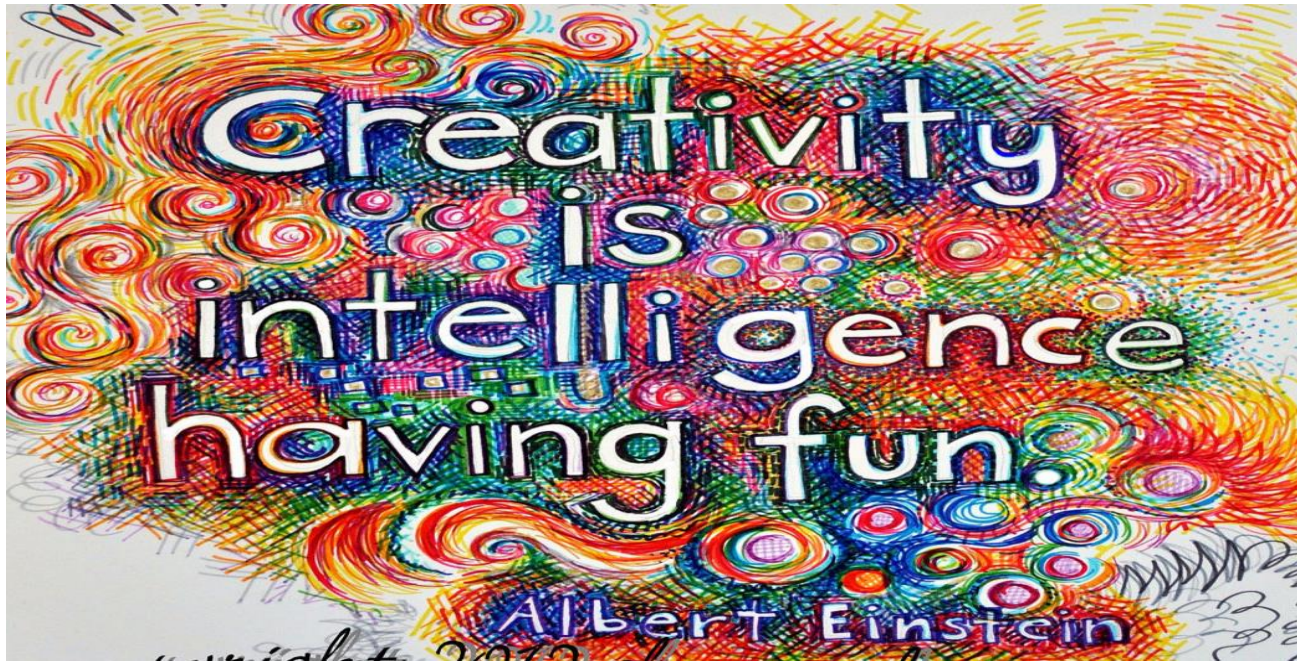
v = i only vowel

# 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><b>You are 1st Grade RIDDLE CHAMPS!!!!</b> ♥♥♥♥♥♥♥♥</p> <p>You all are so smart!!! I tried to stump you!!!!</p>	<ol style="list-style-type: none"> <li>1. A clock, but if you count the seconds hand, then there are 3 hands ♥♥♥♥♥♥</li> <li>2. A goose can honk</li> <li>3. We came up with a few great answers for this riddle. 1. Air, 2. Liquid, 3. A pocket liner, 4. A hole <b>LOVE</b></li> </ol>	<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>

# Creativity....



# 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 a white rectangular box with a blue border, set against a dark blue background. The logo itself consists of the word "FedEx" in a bold, sans-serif font, with "Fed" in blue and "Ex" in orange.

# Creativity – Ideas to Try...

## ➤ Open-Ended Learning

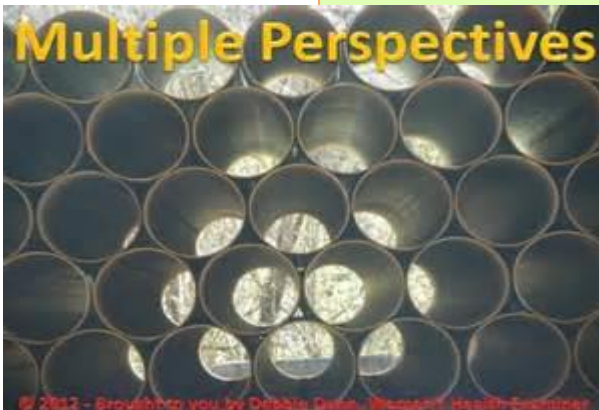
### ➤ Related to *ANY* unit...

- 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?)



# 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?*



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

Unit Planning for Added <i>CREATIVITY</i>		
Unit Title:	Unit Topic:	Essential Questions:
Real World Problems - Are there any real world problems/issues that can be investigated?		
Persuasion - Is there any way you can bring in a chance for students to take a stance & try to persuade others (orally or in writing)?		
Then & Now Analysis - Is there any way that you can work in then-and-now analysis?		
Numbers - Are there any interesting ways numbers can be worked in?		
Multiple Perspectives - Is there any way you can work in case studies, scenarios, or problem-based learning?		
Creative Thinking Verbs - Can you plan for some of the following: brainstorming, generating, connecting, designing, creating, improving, embellishing, etc.?		
Diversity Questions - Can you plan for some of the following: what would happen IF questions, exploration of unusual uses, product improvement, perspective taking, cause & effect analysis?		
Be the Thing - Can you include an engagement where students have to take the perspective of an item related to your unit?		





# Unit Planning Tool...



Unit Planning for Added <b>CREATIVITY</b> □		
Unit Title:	Unit Topic:	Essential Questions:
<i>Real World Problems - Are there any real world problems/issues that can be investigated?</i>		
<i>Persuasion - Is there any way you can bring in a chance for students to take a stance &amp; try to persuade others (orally or in writing)?</i>		
<i>Then &amp; Now Analysis - Is there any way that you can work in then-and-now analysis?</i>		
<i>Numbers - Are there any interesting ways numbers can be worked in?</i>		
<i>Multiple Perspectives - Is there any way you can work in case studies, scenarios, or problem-based learning?</i>		
<i>Creative Thinking Verbs - Can you plan for some of the following: brainstorming, generating, connecting, designing, creating, improving, embellishing, etc?</i>		
<i>Diversify Questions - Can you plan for some of the following: what would happen if questions, exploration of unusual uses, product improvement, perspective taking, cause &amp; effect analysis?</i>		
<i>Be the Thing - Can you include an engagement where students have to take the perspective of an item related to your unit?</i>		

# 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!!! **You ROCK!!!**