GTE 540

Creativity and Leadership Assignment

Learning Objective: The purpose of this assignment is to familiarize yourself with opportunities to collaborate within your school to help develop creativity/leadership in students.

Assignment:

1. Conduct an informal survey of teachers in your school to ask them how they foster creativity or leadership in everyday classroom activities.
2. Based on these responses and what you have read regarding the development of creativity, create a graphic to represent areas of excellence, progress, opportunity for improvement.
3. Choose or create a program that you feel would help your teachers nurture creativity or leadership.
4. Write a reflection that includes the graphic, a description of the program you chose and the rationale for the choice, and describes what professional needs you feel you have to help you successfully collaborate with the classroom teachers to improve the development of creativity and how this training and learning will impact your practice as a GT advocate.
   a. How will you help teachers incorporate creativity in classroom learning? How will you help them implement this program in the classroom?
   b. What type of training and/or professional learning do you feel will help you to be the most effective in this collaboration?
5. Most importantly, how will your learning and collaborating with teachers impact students? That is: what are the specific expected outcomes.
   a. What will it "look like" when teachers are incorporating more creativity in the classroom?
   b. How will you know that your collaboration with teachers is resulting in more creativity or leadership?

The reflection should be 5-10 pages (12 point font, 1" margins) and include at least 8 references to research. APA format is expected however, the use of first person is acceptable for this assignment.

Criteria	Beginning (1)	Developing (2)	Proficient (3)	Exemplary (4)
Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions. Standard 2.1	Did not address the unique social and academic needs	Discussed the unique social and academic needs of gifted students. Did not provide strategies for support.	Emphasized the unique social and academic environmental needs of gifted students and strategies to engage students.	Provided multiple research-based aspects regarding student social and academic needs and how the classroom environment impacts these needs.
Beginning gifted education professionals use communication and motivational and instructional strategies to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop ethical leadership skills. Standard 2.2	Did not address motivation or did not provide recommendations.	Addressed motivation and provided recommendations but did not reference research.	Addressed motivation and provided research-based recommendations of ways to support motivation	Provided multiple research-based aspects regarding student motivation and evidenced based recommendations to nurture intrinsic motivation.
Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains. Standard 3.2	Did not recommend any strategies for modifications.	Recommended strategies to enhance creativity, acceleration, depth, or complexity for modifications but did not reference research.	Recommended a single strategy that focuses on creativity, acceleration, depth, and complexity in specific subjects for appropriate learning modifications based on research.	Recommend multiple strategies that focus on creativity, acceleration, depth, and complexity in specific subjects for appropriate learning modifications based on research.
Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents. Standard 5.5	Did not provide reasoning or methodology for instructional strategies that could be used to support the social/emotional needs of gifted students.	Provided reasoning and/or methodology for several instructional strategies that could be used to support the social/emotional needs of gifted students however did not cite research.	Provided reasoning and/or methodology for several instructional strategies that could be used to support the social/emotional needs of gifted students based on research.	Provided the reasoning and the methodology for several instructional strategies that could be used to support the social/emotional needs of gifted students based on research.

Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring. Standard 6.5	Did not advocate for the needs of gifted students throughout the presentation.	Advocated for the needs of gifted students however most information was personal opinion.	Provided advocacy for the needs of gifted students throughout the presentation by combining facts and personal opinion.	Provided strong advocacy for the needs of gifted students throughout the presentation by using facts and information.
Beginning gifted education professionals apply elements of effective collaboration. Standard 7.1	Presentation lacked elements of collaboration.	Presentation attempted collaboration.	Presentation used some elements of effective collaboration as shown in research.	Presentation used multiple elements of effective collaboration as shown in research.
Beginning gifted education professionals serve as a collaborative resource to colleagues. Standard 7.2	Presentation did not show a willingness to collaborate with other teachers.	Presentation showed a weak to reach out to other teachers.	Presentation showed a willingness to collaborate with other teachers.	Presentation demonstrated a strong willingness to collaborate with other teachers.
Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators. Standard 7.3	Presentation does not show opportunities for collaboration with parents and teachers.	Presentation shows limited opportunities for collaboration and/or only focuses on the school setting.	Presentation shows some opportunities for collaboration with parents and teachers in limited settings.	Presentation shows many opportunities for collaboration with parents and teachers in multiple settings.
Professional Design	Graphics, visuals, and/or font are lacking creating a very amateurish presentation.	Graphics, visuals, and/or fonts show some aspect of quality but need much more work.	Graphics, visuals and fonts are good quality and contribute to the presentation.	Graphics, visuals and font are designed at a high level of quality
Communication is Clear	Voice over or recording is unintelligible, cannot understand what is being said.	Speech has so many errors as to be confusing.	Narration is clear. Speaker made 1-2 errors.	Narration is clear and to the point. Message is easy to understand.
Content Creativity	Presented content directly from other resources	Presented some original thoughts and understanding regarding the content	Presented original understandings of the content	Presented individual insight and original understanding that brings new light to the content

Presentation Creativity	Presentation lacks any individual personality expression.	Some individuality is expressed in the presentation but seems mostly to come from a template or other source.	Individual personality is seen in the presentation.	Authentic, individual personality is expressed in the presentation.