



**Creative
Leadership
Solutions**

**What Picasso Got Wrong:
How Great Teachers Inspire Creativity
from Every Every Student**

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Learning Protocols

- Stop any time for comments, questions, challenges, and personal application
- Breaks scheduled, but take whatever time you need
- Participate via talk, text, Twitter, note, or e-mail
- Choose your collaborative style



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*This seminar will be a
success if . . .*



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Overview

- Research
- Assessing Creativity
- Creativity Meta-Assessment in Practice
- Coaching Colleagues for Improved Creativity



Defining Creativity

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One Working Definition of *Creativity*

- The process of **experimentation, evaluation, and follow through**, which leads to a significant **discovery, insight, or contribution**
- Note what it doesn't say: *original, novel, superstar ...*



Fundamental Research Findings

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- Creativity is essential for society and the planet
- Creativity is valued by businesses, schools, and governments
- Unfortunately, ...



Enormous Gap Between Intentions and Reality

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Student grading systems deliberately undermine the essentials of creativity: trial, error, feedback, and improvement.

The “average” punishes every experimental error.



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Diminishing Teacher Creativity

Teacher evaluation systems undermine experimental approaches to teaching, learning, and engagement because they punish failure.



Creativity Is Systematically Devalued

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The most creative students were the least popular with students and teachers; the least creative students were the most popular.

(Research results from Union College and Skidmore College study of Albany, NY elementary school teachers, 2012)



Can creativity be assessed?

	Individual	System (Classroom, School, District, Nation)
Risks		
Rewards		



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How to Assess Creativity?

- Torrance Tests of Creative Thinking – the most widely used creativity test in the world
 - 40 languages
 - Systematic assessment of validity – the relationship between student scores and later adult creative production, over four decades



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Creativity Is Declining for Individuals

- Creativity among students has declined significantly in the past 20 years.
- The biggest decline is in “creative elaboration” – the ability to develop and elaborate on ideas with detailed and reflective thinking.

(Kyung Hee Kim, College of William and Mary, after analysis of nearly 300,000 American adults and children based on the Torrance Tests of Creating Thinking (TTCT), October 2010.)



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Creativity Is Declining for Organizations

- Fewer than half of companies surveyed said their corporate culture robustly supports their innovation strategy.
- But most organizations make decisions based on avoiding mistakes rather than embracing risk and innovation.

(Booz & Co., Global Innovation 1000,
InnoCentive, 2013)



The False Dichotomy Between “Big C” and “Little c” Creativity

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Big C:

- The creator as rock star, or at least a Nobel Prize winner
- Social, artistic, or scientific recognition

Little c:

- Insights that are functional, often based on previous major insights



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Assessing Creativity Assessments

- 100+ creativity assessments, including K–12 and college, evaluated on 8-dimension scale, with four points on each, for >3,200 data points
- >95% inter-rater reliability
- Maximum score of 32 (Level 4 on all eight dimensions)



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Dimensions of Creativity Assessment

- Research basis
- Multidisciplinary perspective
- Source material
- Clarity of guidelines
- Product
- Process
- Collaboration
- Practice and error



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Understanding the Creativity Meta-Rubric

- 1) Review the meta-rubric
- 2) Find an element of the meta-rubric that especially resonates with you
- 3) Find an element of the meta-rubric that is unclear
- 4) Find an element of the meta-rubric with which you disagree



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Dimensions of Creativity Assessment – % Proficient

+

- Research basis – 42%
- Multidisciplinary perspective – 49%
- Source material – 34%
- Clarity of guidelines – 52%
- Product – 17%
- Process – 41%
- Collaboration – 9%
- Practice and error – 20%



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Dimensions of Creativity Assessment – Exemplary

- Research basis – 0%
- Multidisciplinary perspective – 9%
- Source material – 2%
- Clarity of guidelines – 3%
- Product – 8%
- Process – 3%
- Collaboration – 0%
- Practice and error – 0%



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STOP and Consider

How are the results of international research similar to or different from your observations in your own school?



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A Few Research Footnotes

- Positively biased sample – These were publicly available and willingly shared. Don't be disappointed if your initial results are lower.
- Don't try this alone. Checks for inter-rater reliability are essential for meaningful results.
- Use this meta-rubric as a starting point—not the ending point. When there is disagreement in applying a rubric, the rule is, *“The enemy is not one another; the enemy is ambiguity.”* Rework the rubric until you achieve 80% agreement.



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Your Task

- Apply the meta-rubric to sample assessment #1
- Report your score – from zero to to 32. That’s from zero to four on each of 8 dimensions on the meta-rubric



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Your Task

- Apply the meta-rubric to sample assessment #2
- Report your score – from zero to to 32. That’s from zero to four on each of 8 dimensions on the meta-rubric



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Your Task

- Apply the meta-rubric to sample assessment #3
- Report your score – from zero to to 32. That’s from zero to four on each of 8 dimensions on the meta-rubric



What Observations Do You Have About Using the Meta-Rubric?

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Discussion and Questions

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