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Unlocked: Assessment as the Key to Everyday Creativity in the Classroom

By Katie White

Study Guide

This study guide is a companion to the book *Unlocked: Assessment as the Key to Everyday Creativity in the Classroom* by Katie White. *Unlocked* details the ways in which effective assessment can unlock and advance students' creative abilities.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

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Chapter 1

The Integrated Nature of Assessment and the Creative Process

1. Please explain each of the nine myths about creativity. What makes each of these statements a myth?
2. What are the four main stages of the creative process? Please explain each and describe how they interrelate.
3. Describe *Big C* and *Little c* creativity. How are they similar and how are they different?
4. Which component of creativity is it most important to begin with? Why?
5. Review the creative qualities listed on page 25. Which of these surprise you? Which don't? What makes these qualities so important to the creative process?
6. What are the primary threats to creativity? How do these various threats harm the creative process?
7. What role do teachers and students play in assessment during the assessment of creativity? How are these roles different from the norm? How are they similar?

Chapter 2

Unlocking the Creative Space

1. What are the four critical items that must be considered when unlocking a creative space?
Explain each.
2. Please describe the two key considerations of intellectual spaces. What are some techniques for addressing these considerations?
3. Describe the *recovery phase*. What role does it play in the process of creating an emotional space?
4. What does it mean to use space flexibly? How would you begin using the space in your classroom flexibly?
5. How can language be used to develop a creative space? What are some important words and phrases to use in the creative space?
6. Explain the various roles teachers must take as they develop creative spaces for their students?

Chapter 3

Unlocking Exploration

1. What are the eight critical actions that students must attend to in order to unlock creative exploration?
2. What are *catalysts*? How should students engage with them in order to unlock creativity?
3. Explain how questions provide a foundation for creativity. How might questions be used effectively during exploration, and what makes them such an important part of this process?
4. What role does collaboration play in the process of exploration? How does effective collaboration benefit student exploration?
5. How would you assist a student in working through their discomfort with the ambiguity of the creative process?
6. What roles should the teacher fill in order to support students through the process of unlocking exploration?

7. How would you conduct a formal assessment of students' progress in exploration?

Chapter 4

Unlocking Elaboration

1. What are the six critical actions that students must undertake in order to build their skills with elaboration?
2. Please define *self-handicap*. What is it and how can it be avoided?
3. What is a knowledge base? How do students build their knowledge base, and what role does it play in the process of elaboration?
4. Define and explain both *divergent thinking* and *convergent thinking*. How do these methods of thinking allow students to experiment with form?
5. During the process of unlocking elaboration, what role do you play? Provide an example of how you would assist students as they unlock their creativity in this way.
6. Please explain how noninvasive methods of assessment are particularly important during the process of unlocking creativity. Provide an example of a noninvasive assessment that you find particularly useful.

Chapter 5

Unlocking Expression

1. What are the three important actions that teachers and students must accomplish in order to unlock expression?
2. How might an educator enable his or her students to begin sharing with efficacy and confidence? What must be accomplished in order to do so?
3. What are products, performances, and services, and what role to they play in the expression stage of the creative process?
4. What is *emotional safety*? How does the audience of a creative act ensure or negate emotional safety?
5. Please describe some possible sharing acts. Which do you find particularly compelling? Pick one, and describe how you would go about implementing it in class.
6. Explain how and why an educator should adopt an *observer stance* during assessment of expression.

Chapter 6

Unlocking Reflection and Response

1. Please list the six important actions that students must take in order to unlock reflection and response.
2. Please define *insight* and describe its role in illuminating during the reflection and response stage of creativity.
3. How should a student go about verifying whether their work meets their established goals? What are the benefits of this kind of self-assessment at this particular point in the creative process?
4. What role do portfolios play in the reflection stage of the creative process? Why should students build portfolios of their work?
5. Explain the roles that forgiveness and empathy play in this stage of the creative process. Why is it important that students learn to forgive themselves for failure at this point?
6. Please list and describe each of the possible reflection methods. Which do you find most compelling, and how would you utilize this method in your classroom?