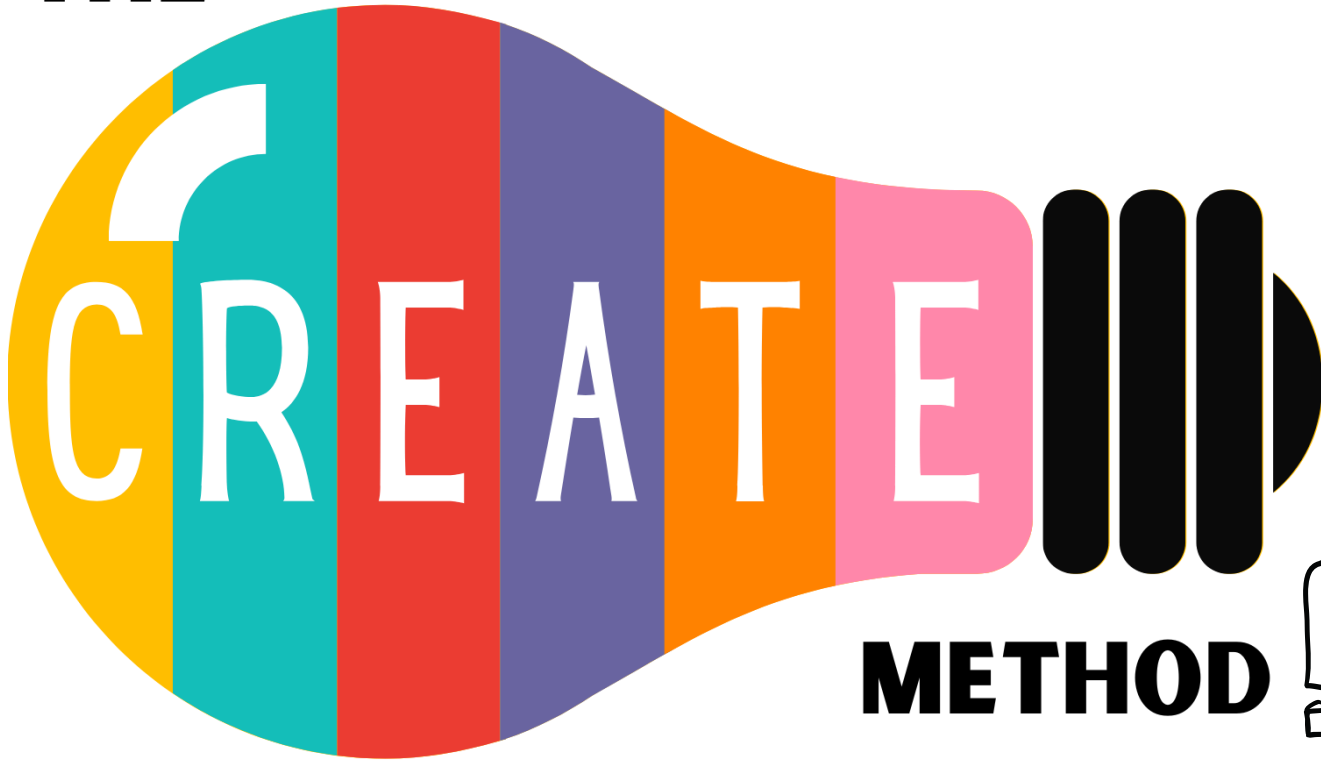
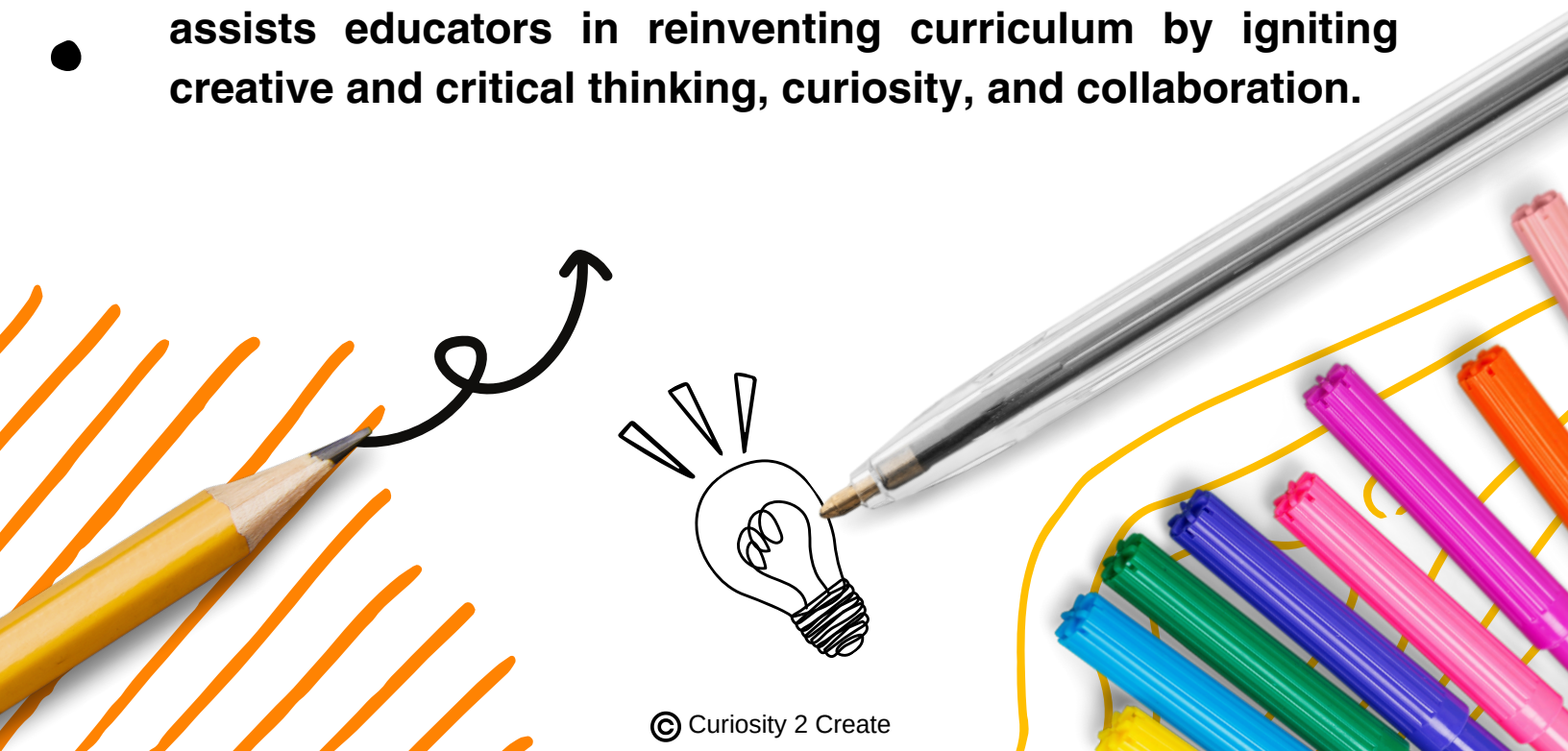


THE



METHOD!

The CREATE Method, created for teachers by teachers, assists educators in reinventing curriculum by igniting creative and critical thinking, curiosity, and collaboration.



THE



ALWAYS BE A



CONTENT CURATOR



RISK FACILITATOR



EXPERIENCE NAVIGATOR



ATTITUDE SHIFTER



TEAM TRANSFORMER



EVALUATION DESIGNER

CURIOSITY  CREATE

CONTENT CURATOR

Essential Question	How can we determine what content is most relevant and meaningful to our students while maintaining learning objectives?
Depth	Lesson allows students to research a topic, an interest, or the knowledge taught.
Relevance	<ul style="list-style-type: none">• Lesson explicitly shows students how the content is relevant to their interests, experiences, or lives.• Books, passages, or processes are related to real-world situations and students' perspectives and experiences.
Rigor	Content in lesson is appropriate and challenges the students in a supportive yet rigorous way.
Engagement	Lesson allows students to interact with the content, leading students to be active participants in the work willingly.
Motivation	Lesson creates internal motivation due to its connection to students' interests and dreams.

Strategies

- Includes *choice* in content.
- Consists of an element aiding in developing *questioning skills*.
- Consists of an opportunity for students to *research*.

Questions to consider while revising the curriculum

- Are there places within my unit where students have choice?
- Am I using the most relevant and up-to-date content?
- Is there an area where I can use storytelling to make my lesson more engaging?
- Are there moments in the unit/lesson where students can generate questions regarding the curriculum and what they are most curious about?

RISK FACILITATOR

Essential Question

How can we encourage students to push outside their comfort zone and enter their creative zone?

Be Uncomfortable at Times

- Activity or lesson includes moments with more than one right idea, and students can wrestle or talk through various possibilities.
- Activity or lesson pushes students to be uncomfortable, with opportunities to discuss and push through their discomfort.

Be Transformational

- Activity or lesson explicitly teaches models and provides opportunities for open-mindedness through deferring judgment, embracing difference, and fostering a culture of acceptance.
- Activity or lesson allows students to pursue discovery, strengthen resilience, and play with innovative ideas.

Be Prone to Failure

- Activity or lesson explicitly redefines failure as a necessary step in learning.
- Scripts in a vulnerable moment where you, as the teacher, share a failure and how you learned or became better from it.
- Scripts in activities that will create intentional failure with time for reflection and multiple attempts.
- Lesson or activity has a place scripted to embrace and celebrate failure.
- Activity or lesson has a place for discussing failure as a necessary step in the learning process.
- Activity or lesson allows students time to share what they've learned from a failure.

Strategies

- Includes opportunities for productive struggle.
- Has a place in your classroom where students can celebrate failures.
- Includes an activity that has Creative Problem Solving.
- Promotes self-efficacy.

Questions to consider while revising the curriculum

- Does my lesson include opportunities for productive struggle?
- Is there a place in my classroom where students can celebrate failures?
- Does my unit includes an activity that encourages creative problem solving?
- Are there moments when my students can showcase their ability to be creative?

EXPERIENCE NAVIGATOR

Essential Question	How can we make the learning experience meaningful, relevant, and beneficial for all students?
Relevant	<ul style="list-style-type: none">• Lesson or activity has students exploring and attempting to solve a real-world problem creatively or uniquely.• Discussion time is added to discuss the relevance of the solutions or ideas to solve a problem.
Meaningful	<ul style="list-style-type: none">• Lesson or activity has an opportunity for inquiry over a topic, idea, object, or problem that is important to students.• Lesson or activity provides a significant, new, or unique experience that matters to the students.
Engaging	<ul style="list-style-type: none">• Lesson is relevant to students and their interests.• Students share information in a way that appeals to their audience.
Challenging	<ul style="list-style-type: none">• Opportunities are planned for exploration, discovery, and complex ideas• Complexity in problem-solving.• Opportunities for students to direct their learning with provide tools, resources, and support for their exploration.

Strategies

- Creative teaching versus creative learning
- Has built-in an assignment or lesson that incorporates Project Based Learning
- Socratic seminars/academic conversations
- Torrance Incubation Model
- KWL

Questions to consider while revising the curriculum

- Does my lesson heighten anticipation for my students?
- Does my lesson extend a student's learning?
- Do the activities in this lesson allow opportunities for my students to embrace the unknown?
- Am I creatively teaching, and are my students creatively learning?
- Are my students putting in more effort than I am?

ATTITUDE SHIFTER

Essential Question	How can we teach open-mindedness and acceptance while embracing differing perspectives?
Belongingness	Lesson or activity has opportunities for all students to feel heard, seen, and included, regardless of ideas or perspectives.
Purpose	Lessons/unit meet the needs of students and show purpose in the learning.
Compassion	<ul style="list-style-type: none">• Explicitly teaches and models being kind, welcoming, non-judgmental, allowing others to be heard, and understanding of others' needs, interests, strengths, and weaknesses.• Planned discussions around the importance and impact of compassion and the environment it creates.
Open-mindedness	Lesson/unit demonstrates differing perspectives to challenge students to embrace differing perspectives ways while differing judgments.

Strategies

- Dealing with Ambiguity
- Purpose Driven Learning
- Reflection Over Mindset

Questions to consider while revising the curriculum

- Am I exhibiting a positive and energetic attitude towards the content?
- Are my lessons or activities providing ample opportunity for students to practice traits of compassion?
- Are there times when students can feel confident even when the material being presented may be complex and deal with differing perspectives?
- Do students have the opportunity to reflect on their attitude while learning?
- Am I being vulnerable and authentic with my students?
- Does my classroom demonstrate a creative culture? Is it bursting with enthusiasm?

TEAM TRANSFORMER

Essential Question

How can we build strong, creative, collaborative teams with contagious energy?

Embraces empathy

- Explicitly teaches and models understanding and sensitivity to others' feelings and experiences.
- Incorporates discussions around the traits of empathy and how they build a team culture.

Celebrates differences

- Lessons/activities allow students to share their unique personalities, interests, and talents.
- Incorporates discussions around the benefit of differences and how to celebrate that as a classroom community.

Builds on other's strengths

- Publicly celebrate each student's strengths.
- Explicitly teaches how to utilize one another's strengths for the good of the team.
- Plans time for collaboration guiding discussions to help students see one another's strengths and their impact on the assignment, activity, or learning process.

Strategies

- Teaching empathy
- Defining Effective team characteristics
- Building Unity

Questions to consider while revising the curriculum

- Does my lesson allow students the opportunity to work in teams? Am I allowing for diversity in thought while team building?
- Am I allowing my students to build relationships and learn how to deal with conflict?
- Am I taking advantage of times when scaffolding content might benefit learning?
- Am I personally being a team member within my department, school, or online community to help nurture my teaching abilities and others?
- Does my lesson allow students to reflect on their strengths and weaknesses as a team transformer?

EVALUATION DESIGNER

Essential Question

How can we encourage curiosity and creativity so students can manage, monitor, and modify their learning?

Motivation and curiosity

- Planned opportunities for students to showcase their strengths and growths.
- Planned opportunities for students to take ownership by experimenting, engaging, and questioning material.
- Formative assessments are planned to assess students in social interactions and emotional intelligence.
- Formative assessments are planned to assess students in specific, measurable, and/or experiential learning.

Different modes of creative thinking

- Planned opportunities/activities for students to reflect and evaluate themselves on their performance, behaviors, emotions, and progress on self-set goals.
- Planned opportunities/activities for students to make decisions that align with their goals.
- Planned Activities for students to evaluate their ability to manage their attention, memory, and emotional control.
- Planned opportunities for students to reflect, identify, and make adjustments to their academic and emotional habits that are ineffective

Student choice and voice

- Planned opportunities for students to seek out constructive feedback from peers, teachers, and mentors.
- Choice of assessment offered, such as written, oral, or practical.

Strategies

- Methods to manage, monitor, and modify student learning.
- Teaching effective peer feedback.
- Student ownership grading practices.
- Formative feedback.

Questions to consider while revising the curriculum

- Do students have input on how and when assessment take place?
- Are there multiple opportunities for formative feedback?
- Are students able to reflect on their work and make changes before the summative assessment?
- Are there places in my lesson/unit where students can control their learning process?