



Creative Teaching in the Classroom

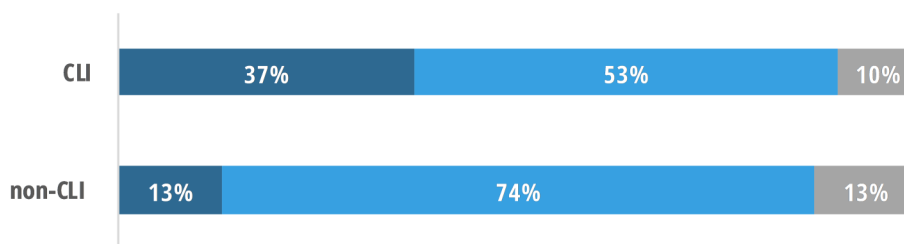
In 2017-2018 Creative Teaching was related to higher scores in math and most teachers were eager to learn more about the strategies.

Creative instruction across the curriculum is a critical pillar of the Creative Learning Initiative (CLI). CLI supports a professional development model that empowers teachers to use a specific set of research based strategies, collectively called “Creative Teaching,” to enhance students’ learning. CLI’s initial goal for arts-rich schools is that 75% to 100% of the teachers are competent in using Creative Teaching strategies and use them throughout their curricula, at least once per week. This report evaluates teacher’s reactions to training in Creative Teaching, how and why they used the strategies in the classroom, and how that usage was related to student outcomes.

Highlights of Findings and Recommendations

CLI teachers continued to rate professional development in Creative Teaching very highly, and the majority of non-CLI teachers were still eager to learn more: In teacher surveys on Creative Teaching, 96% said the workshops increased their skill, 79% found the coaching to be very effective, and 95% said that the strategies engaged their students. Even teachers at non-CLI schools viewed Creative Teaching favorably, with 74% being interested in learning more about the method. However, with budget shortfalls on the horizon, the comprehensive roll-out method that has been used in the past will probably need modification. Therefore, in the interest of efficiency, we recommend targeting support to teachers who are already interested in implementing Creative Teaching in their classrooms.

Figure 1. Teachers who said they were **already knowledgeable** in Creative Teaching or **wanted to learn more** about Creative Teaching made up the majority of the instructional staff at both CLI (90%) and non-CLI schools (87%).

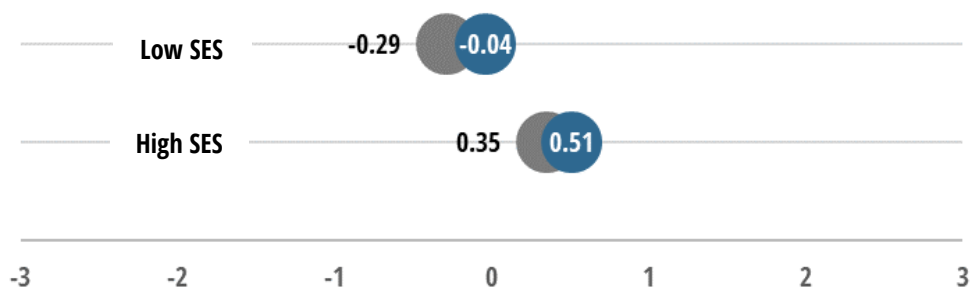


Source: 2017-2018 Employee Coordinated Survey ($n = 1266$)
Note: See full report for notes on methodology.

Creative Teaching was positively related to several desirable student outcomes: Elementary students who had teachers who implemented Creative Teaching at higher levels, both in terms of their frequency of use and competency of use, reported higher levels of engagement on the annual student climate survey. Specifically, the students reported having more fun in their classes and liking to come to school more. They also scored better on STAAR math (Figure 2). In addition, our research found a positive relationship between Creative Teaching and STAAR reading scores for students with Limited English proficiency (LEP students). Therefore, we recommend the use of Creative Teaching strategies in the elementary classroom, not just for student engagement, but also to enhance learning and achievement.

Figure 2.

Student whose teachers implemented Creative Teaching at **higher levels** scored higher on 3-5th STAAR Math than students whose teachers implemented Creative Teaching at **lower levels**.



Source: CLI coach documentation, student records 2017-2018 (n = 568)

Note: Z-scores are used in this report to transform students' STAAR scale scores. See full report for notes on methodology.

For more information on this subject, use the interactive report or read the full report. The interactive report represents teachers' ratings of the training in Creative Teaching, as well as how they use it in the classroom. It shows which teachers are using Creative Teaching, how often and in which subjects. It can be filtered by vertical team. The full report offers detailed information on the findings summarized here. Both can be found at www.austinisd.org/dre/publications (search for "Creative Teaching").

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