

# Teacher Prep:

## Rethinking What Matters

Creativity is one of the top skills today's students (and teachers!) need. But most teacher prep programs skip it entirely. This one-pager offers a quick way to start rethinking how creativity fits into the way we train and support teachers... *without* needing to overhaul your whole curriculum.

### START THE CONVERSATION

Use these prompts to reflect on your current program or team PD:

- ◆ Where do we talk about creativity with future teachers?
- ◆ Are we helping teachers recognize their own creative strengths?
- ◆ Do we model creative thinking in our assignments, PD, or teaching?
- ◆ Is creativity something we add in, or something we build into everything?
- ◆ What's one simple way we could make space for more creative thinking?

### CREATIVITY "LOOK-FORS" AT A GLANCE

From the RDCA ([Reisman Diagnostic Creativity Assessment](#)):

Originality · Flexibility · Fluency · Elaboration · Risk-taking

Tolerance for ambiguity · Divergent + Convergent thinking

Intrinsic + Extrinsic motivation · Resistance to premature closure

**Quick check:** Which of these do your current programs already support? Which ones don't?

### EASY WAYS TO START

- ◆ Let future or current teachers take the free [RDCA](#) to reflect on their strengths
- ◆ Add a creative option to assignments or portfolio tasks
- ◆ Use journaling, brainstorming, or design thinking routines in methods courses or PD
- ◆ Model the mindset: creativity = curiosity, not chaos

### Dr. Reisman's Books

[Creativity and Motivation Research: Lab to Learner](#)

[Using Creativity to Address Dyslexia, Dysgraphia, and Dyscalculia: Assessments and Techniques](#)

[Creativity As A Bridge Between Education and Industry Fostering New Innovations](#)