Thinking Like an Artist: An Evolving Rubric for Educators

	Early Phase	Implementation Phase	Innovation Phase
Reflection and Revision	Teacher makes time and space for student to reflect on what they have learned and how they learn. Teachers value revision and make time for students to make multiple drafts in response to feedback.	Reflection time and revision in response to self-, peer-, and teacher feedback are part of the classroom culture. Teacher uses language that emphasizes the importance of reflection and revision in learning and life.	Teacher and students value time, reflection, and revision as necessary aspects of deep learning. Students develop a mindset for in-depth, evolving exploration of a topic. The processes, not only products, of learning and creativity are showcased and discussed in order to deepen learning.
Persistence through Failure	Teacher recognizes that students need to take risks and may fail sometimes, and uses this language with students.	Teacher actively encourages students to take on challenges and supports students when they fail. Teacher prompts students to reflect on why something failed and what steps they can take to move toward success. Teacher language highlights the value of risk-taking and persistence.	Teacher and students both value "smart" risk taking as a necessary aspect of creative thinking. Students develop a comfort with acknowledging their failures and the fortitude to move past them. Challenges are valued as opportunities for growth. Teacher models taking risks, working through obstacles, and learning from failure, and these become part of the students' mindset.
Tolerance for Ambiguity	Lessons are developed that allow room for more than one answer. Teachers resist demonstrating a single, "correct" approach.	Teacher encourages students to explore and respectfully debate challenging issues. Many different perspectives and approaches are presented and explored. Teacher and students both develop a comfort level with not having one definite answer, outcome, or path to follow.	Teacher and students value "figuring out" possibilities over "being told what to do." They recognize ambiguity as a given, and see it as an opportunity to explore difficult questions and ideas. Teachers and students understand that ambiguity can be uncomfortable, but that openly and reflectively engaging in uncertain situations can result in important discoveries.
Curiosity	Teacher organizes time flexibly in order to pursue emergent learning. Teacher incorporates space for idea triggers, collections, or objects of interest. Teacher asks students about their interests as they pertain to classroom content.	Teacher encourages students to notice, make connections, and wonder. Teacher values questioning over answering. Assignments require research beyond the textbook. Teacher allows and supports students to pursue interests and questions, even across different disciplines. Teacher encourages students to bring in and display objects that spark interest.	Curiosity is fully embraced in classroom culture. Lessons are developed to investigate an interest, idea, or question, and largely driven by the student. Transdisciplinary research – in which the question drives exploration across domains – is part of the student experience and valued as integral to all disciplines.
Questioning Over Answering	Teacher encourages questions relevant to curricular content. Teacher language values correct answers as the result of learning.	Students are encouraged to formulate and explore their own questions, even when they challenge classroom content or go beyond the content area. Teachers encourage students to question assumptions. Teacher language values question generation as evidence of thinking.	Teacher encourages students to question and debate, to pursue their puzzles, and bring new knowledge back to the class. Teachers and students consider learning to be not only the pursuit of knowledge, but the ability and inclination to engage in inquiry and experimentation.
Valuing Influence and Collaboration	Teacher allows some incorporation of others' ideas, and some individuality in the development of students' own thinking. Teacher distinguishes between "copying" that is wrong, and the sharing and learning from one another that is the basis of growth.	Classroom is flexible and designed with spaces for individual and group work. Works in progress are displayed and discussed. Teacher uses his/her knowledge of content and students to bring in inspiring objects. Teacher makes space and time for students to share their ideas and feedback with one another. Students begin to value feedback and collaboration.	Students see one another as "critical friends," each helping the other to refine ideas and execute work of high quality. Students soak up disparate ideas from other people and from the world, and integrate inspiration and feedback in ways that are their own. Students are aware of how their ideas have evolved in response to feedback and others' work, and are encouraged to articulate it.
Play as Process	Teacher makes space and time for "messing around" or open-ended play.	Teacher facilitates intentional and purposeful play to pursue questions, to explore content, to try out ideas, and make discoveries. Teacher allows for some spaces to get "messy."	Students engage in play with an intense focus, and teacher take seriously the resulting creative processes and products. Teacher is willing to let go of intended outcomes when necessary to pursue deep student learning. Teacher can articulate why play is important, and makes the case for play in learning by documenting and displaying the thinking involved.
Experimental Execution	Teacher expands choices of media that are offered for projects, and allows for some choice in executing projects.	Teacher allows students to demonstrate understanding in multiple ways, and encourages them to try approaches they might not ordinarily use. Teacher recognizes when transdisciplinary needs arise and helps students employ other teachers, classmates and experts to inform execution.	Teacher and students both explore and challenge ways to fulfill educational outcomes. Teacher and students value demonstrating understanding through various media, and experiment with a variety of media when pursuing a project. Student drives his/her own exploration of new media, seeking out mentors and guidance for technical support.
Idea Generation and Imagination	Teacher values and makes space for students' ideas. Teacher encourages students to generate multiple ideas, and to adapt them, rather than settling on the first.	Teacher supports a classroom culture in which is it expected that students generate many ideas, elaborate on those ideas, be flexible in changing and moving on from ideas, and seek out original solutions. Teachers encourage students to "borrow and improvise" ideas from other sources as well as generate original ones. Teacher uses friendly critique to support idea development. Both divergent and convergent thinking are encouraged.	Teachers and students consistently use the language of idea generation and development, including conditional language and "what if…" to spark imagination and refine ideas. Students apply critical thinking skills to evaluate their ideas, and are flexible in choosing and adapting them. Students remind themselves and one another about the intrinsic value of idea fluency, flexibility, originality, and elaboration to thinking and creativity, and to developing and realizing their vision. Friendly critique is used in the spirit of individual and group learning, and is ingrained in classroom culture.

Behaviors
Occasional actions by teachers and/or students, which support creativity and the development of a culture of creativity

What can I start doing, stop doing, or do differently to spark these behaviors of creativity *(left column)*, **and encourage myself and my students to value and internalize them as dispositions** *(right column)*?

Dispositions
Predictable behaviors motivated by the values of teachers and/or students, and reinforced by norms of classroom culture