

CREATIVE OBSERVATION

Classroom _____ Observer _____ Date _____

INTEGRATING STRATEGIES FOR FOSTERING CREATIVE DEVELOPMENT

Unconditional acceptance of each child

_____ The staff members are warm and affectionate with the children.
Example:

_____ The staff members interact with each child in a way that demonstrates acceptance of their ideas, actions, and projects. Example:

_____ The staff member's comments and responses show awareness of building confidence and a positive self-concept in children. Example:

Flexible scheduling of time

_____ There is at least 45 minutes for free play and free exploration of materials.
Example:

_____ There is time for children to finish or space to store projects until time to complete them.
Example:

_____ If an unexpected event occurs, the teacher capitalizes on it for the interest of the children.
Example:

Providing materials for children to rearrange or change the environment

_____ There is supply of items in the dramatic play area for children to rearrange.
Example:

_____ There is an ample supply of blocks and props for children to construct with.
Example:

_____ There is an ample supply of art related materials (ie: play dough, marker, natural collage materials, glue/paste). Example:

_____ There is a focus on natural/gathered materials with which children can create.
Example:

_____ There are woodworking related materials and tools. There is evidence that the woodworking table is being frequently used. Example:

_____ There is an ample supply of gender appropriate clothing and accessories for both boys and girls
Example:

_____ Dramatic Play wear needs to be clean, in good repair and stored appropriately.
Example:

Providing items for children's independent creativity

_____ There is an ample supply of music/movement related supplies, including: musical instruments, scarves, streamers which are readily available to children on a regular basis. Example:

_____ There are supplies to enable experimentation and scientific inquiry.
Example:

_____ There is an ample supply of storytelling props, such as puppets, felt board and books which portray fantasies and challenges. Example:

Arrangement of space

_____ There is a place for children to move freely and dance.
Example:

_____ The space that children choose art materials from is clean, well organized and inviting.
Example:

Value differences

_____ The staff members invite parents of children of various cultures to come to the classroom and teach a song, a dance, or a game, or cook something with the children.
Example:

_____ There are dolls, dress-up clothes, recordings, pictures, and toys that represent the cultural makeup of the classroom. Example:

Focus on process and not Product

_____ The artwork on the walls indicates that the children have freedom to create.
Example:

_____ In the week's plan there is sufficient time allotted for open-ended exploration.
Example:

_____ If the activity is teacher structured, what is said to the child who wishes to use materials in a different way? Example:

Reward for children being creative

_____ The staff members show enthusiasm for children's new ideas.
Example:

_____ The staff members use the child's ideas and incorporate it into teaching.
Example:

_____ Staff members give specific praise and recognition in front of the child's peers.
Example:

_____ When a child's idea is not one that can be incorporated into the activity, the teacher still shows appreciation to the child. Example:

General Comments:

After completing this observation do you feel that the classroom staff demonstrates an overall commitment to inspire and nurture children's creativity? Explain.