

AN EXPLORATORY STUDY OF CREATIVITY-FOSTERING TEACHER BEHAVIORS IN SECONDARY CLASSROOMS

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ABSTRACT

The purpose of this exploratory study was to investigate creativity-fostering teacher behaviors in the context of the high-stakes standardized testing environment. Data were collected through a combination of teacher self-report surveys, investigator observations, and in-depth interviews. Preliminary findings suggest that 9th and 10th grade teachers utilize creativity-fostering behaviors to a moderate degree in the classroom. Ten behavioral strategies are identified which appear to be utilized with a high degree of effectiveness in the classroom. Additionally, factors are identified which may impede or facilitate the use of creativity-fostering behaviors. Implications for practice and research are discussed.