

Appendix 1.

Studies used in the synthesis for the manuscript:

Bramwell, G., Reilly, R. C., Lilly, F., Kronish, N., & Chennabathni, R. Creative teachers. To be published in *Roeper Review*.

Documents	Participants	Methods
Bamford et al. (1999, April)	Everyday creativity; an action-research group at a secondary school. Participants included males and females, and beginning and experienced teachers in an ethnically diverse city near Montreal.	Single-case (action-research group) with embedded cases (teachers, teachers' aids, a technician, a university professor, and two doctoral students). This group met weekly to support each other in their ongoing attempts to systematically improve their teaching. The study documents their activities in their own words
Bramwell-Rejskind, Halliday, & McBride (2008)	Everyday creativity; nine teachers experimenting with inquiry methods of teaching.	A multiple-case study; teachers were interviewed about their experiences experimenting with inquiry approaches to teaching.

<p>Chennabathni (2005); Chennabathni & Rejskind (2002, May)</p>	<p>Local creativity; Alice, an innovative and award-winning secondary science teacher in an ethnically diverse school in a small city near Montreal. Her work was well known in two school boards and at a university.</p>	<p>A single-case study. The primary data source was multiple interviews with the teacher, supplemented by interviews with a colleague and an administrator, and classroom observations.</p>
<p>Dagenais (2003)</p>	<p>Everyday creativity; Morgain, a sessional lecturer known for her innovative teaching.</p>	<p>Single-case study. Interviews with and observations of the instructor throughout a semester-long course were supplemented by a personality questionnaire.</p>
<p>Kronish (1999)</p>	<p>Local creativity; Esfir, an experienced and renowned female piano teacher originally from eastern Europe.</p>	<p>An embedded single-case study. The teacher and four promising students were videotaped during lessons, interviewed over a four-month period, and extensive observational reports were made.</p>
<p>Kronish (2004)</p>	<p>See Kronish (1999)</p>	<p>Follow-up study to Kronish (1999).</p>

Lilly (2002); Lilly & Bramwell-Rejskind (2004)	Local creativity; Grace, an award-winning sessional lecturer, teaching inclusive education methods to a large class of pre-service teachers; highly regarded by students for her innovative teaching.	A single-case study. Grace was interviewed and observed as she planned and taught the course, and at the end of the course. Lilly attended all classes, collected handouts, and interviewed students and the informant's husband.
McBride & Dagenais (2002, May)	Everyday and local creativity; McBride (local), a secondary-school teacher teaching a university course for the first time; known internationally for her action research; Dagenais (everyday), a teacher in McBride's course.	An embedded case study. Self-studies by the instructor and a teacher who was a student in her class, on whom she had an impact.
Mitchell (2001; 2002)	Local creativity; McBride, an award-winning female special education teacher and her students in an ethnically diverse school near Montreal.	An embedded semester-long single-case study based one-day-a-week observations in a Special-Needs secondary-school classroom, attendance at Knowledge Fairs, and interviews with students and teacher.

Reilly (2005)	Everyday creativity; Four Teaching Assistants and their instructor. All female.	An embedded-case study using participant-observation by the university teacher of herself and four teaching assistants as they co-taught a process-oriented course on group dynamics.
Rejskind (1967); Rejskind & Sydiaha (2002, May)	Everyday creativity of 32 grade-seven teachers and their students.	Quantitative study. Teachers' creativity and personality measures were based on paper and pencil tests. Students were given divergent thinking tests on two occasions four months apart, from which change scores computed.
Rejskind (1998, Jan.); Rejskind, Chennabathni, McBride, & Halliday (1998); Rejskind & Halliday (1997, May)	Everyday creativity; initial sample of six teachers used in Bramwell-Rejskind et al. (2008).	A multiple-case study; teachers were interviewed about their experiences experimenting with inquiry methods of teaching. Each report explores a different theme.

<p>Rejskind, Reilly, Mitchell, & French (2002, May)</p>	<p>Students from the secondary school in Bamford et al. (1999).</p>	<p>Quantitative study. Students completed a questionnaire on their use of, and attitudes towards, skills learned in inquiry-oriented activities.</p>
<p>Riccardi (2001)</p>	<p>Local creativity. Luisa, a retired elementary teacher, pioneered whole-language teaching in her school board and was a leader in developing programs for gifted students. At the time of the study she was introducing a new approach to guiding at a local museum.</p>	<p>A single-case study. Data included transcripts of interviews, a video of the informant leading a tour at a fine arts museum, a video made by her school board in which she demonstrated whole language teaching, and a follow-up interview conducted by Bramwell in 2007.</p>

Ricci (2002)	Everyday creativity; a team of teachers developed and implemented a revised ESL curriculum for a private elementary school in Hong Kong.	A single-case study using participant observation to document the development and implementation of an ESL curriculum. Evaluation of the ESL writing skills of a class of primary-grade students who were taught using it was based on citywide achievement tests and creative writing samples.
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Appendix 2.

Reference list for data sources

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