Fostering students’ mathematical creativity necessitates certain instructional actions - one of which is designing and implementing tasks that foster creativity. Drawing on the literature on mathematical creativity, we describe existing research-based features of tasks for eliciting student creativity, or creativity-based tasks, and provide suggestions for implementation of such tasks. Based on these features, we analyzed two instructors’ first experiences designing and implementing creativity-based tasks in Calculus I. Both instructors’ frequent use of the multiple-solutions feature suggests that this feature could be an entry-point for designing and implementing creativity-based tasks for other instructors seeking to foster creativity. (Received September 10, 2019)