ENTREPRENEURIAL EDUCATORS: A NARRATIVE STUDY EXAMINING
ENTREPRENEURIAL EDUCATORS IN LAUNCHING INNOVATIVE
PROACTICES FOR K-12 SCHOOLS.

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Dedication

To family and friends that have supported me,
led me into education,
and continue to make a positive contribution to my life.
Acknowledgments

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Abstract

The purpose of this doctoral thesis was to examine the entrepreneurial orientation reflected in the experiences of seasoned entrepreneurial educators as they reflect on the development of their innovative practices. The researcher used the Entrepreneurial Orientation of Lumpkin and Dess (1996) as a theoretical lens to accompany interpretive research perspective. An in depth literature review revealed many differing definitions of entrepreneurship and few ideas on educational entrepreneurs. A qualitative approach was selected to gain data through the use of artifact collection and open-ended interviews. Data was analyzed using the three-dimension space approach model of Clandinin and Connelly (2000). Individual participant profiles were created before a collective restory was made. Five participants who were purposefully selected as being educational entrepreneurs were used. Based on the data, six themes and additional subthemes emerged. The findings partly agreed with Lumpkin and Dess’s (1996) Entrepreneurial Orientation. The study found that educational entrepreneurs are: risk-takers, innovators, proactive, built on positive prior experiences, had difficulties starting, and were collaborative.
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Chapter 1

The purpose of this doctoral thesis was to examine the entrepreneurial orientation reflected in the experiences of seasoned entrepreneurial educators as they reflect on the development of their innovative practices. It focused on the experiences of five educational entrepreneurs who have had vast educational experience in areas that included naturalist education, performing arts, integrated arts, and the flipped classroom. This chapter will provide an introduction, problem statement, research questions, theoretical framework, overview of the research, and definition of the key terms.

Introduction

United States educational practices are currently based on outdated educational ideals. Robinson said, “The problem is that many of our established ways of doing things in…education, are rooted in old ways of thinking. They are facing backwards not forwards. As a result, many people and organizations are having a hard time coping…” (2011, p. 19). Although many attempts to solve various educational issues have been made, the need for improvement is present. Past reforms, such as No Child Left Behind, have often failed in making the promised changes (Zhao, 2012). Learning in the United States has become a passive experience and lecture based, where the students do not need to apply the knowledge they have learned. Learning is often focused on the individual not collaboration. “The culture of schooling in America celebrates and rewards individual achievement, while offering few meaningful opportunities for genuine collaboration” (Wagner, 2012, p. 172). If the United States continues to educate in its current, traditional way, it could find itself falling behind economically. Because it currently outsources most low-skill jobs to jobs to other countries, “current students
needed to be able to compete in an intelligent, highly creative marketplace. …a well prepared citizen of the future needs to be creative, entrepreneurial, and globally competent” (Zhao, 2012, p. 15).

Entrepreneurship was described in various differing ways, many of which related to starting a business, and perhaps making a profit. Although various definitions existed, the researcher used the World Economic Forum’s definition, which stated a process that results in creativity, innovation and growth. Innovative entrepreneurs come in all shapes and forms; its benefits are not limited to startups, innovative ventures, and new jobs. Entrepreneurship refers to an individual’s ability to turn ideas into action and is therefore a key competence for all, helping young people to be more creative and self-confident in whatever they undertake. (2009, p. 9)

Within the business setting, the idea of Entrepreneurial Orientation, or EO, existed. Many successful studies had taken place, but a disconnect was found between business and education. These are two sectors that are increasing overlapping in our current educational environment. The researcher sought to understand the degree on congruency between these sectors through the narrative experiences of entrepreneurial educators launching K-12 programs. This narrative approach was able to better show the processes of the participants, which were often lacking in quantitative studies and which mostly focused on the traits of entrepreneurs.

Research conducted looked into innovative educational programs and the entrepreneurs that have started them. It let participants tell their stories and looked for commonalities amongst them, even though their types of innovations varied.
“Entrepreneurs, in a broad sense, are not only a select few. Everyone needs to be entrepreneurial in the 21st century” (Zhao, 2012, p. 8). For students to become entrepreneurs, education needs to focus on incorporating creativity and innovation. We need to transform, “the classroom experience at every level is essential to develop the capacities of young people to become innovators” (Wagner, 2012, p. 202).

Although education is failing many students, success stories do exist. Rich, innovative, experiential learning is taking place, often due to the ideas of educational entrepreneurs. Many educational entrepreneurs have created programs or practices that are meeting student needs and better preparing them for the twenty-first century than traditional education practices. The specific purpose that the researcher studied was how do educational entrepreneurs see themselves when creating an educational innovation or when using an innovative practice. To gain insight into this problem, the researcher conducted a narrative, qualitative study of five experienced educational entrepreneurs. He gathered data by reviewing artifacts, and through open-ended interviews. From telling the stories of educational entrepreneurs, the researcher learned about the process that educational entrepreneurs go through when creating an innovation, complete with their personal thoughts, feeling, reflections, and opinions. The next section will discuss the problem statement.

**Problem Statement**

This section outlines the issues that the researcher discovered as he sought to uncover stories of seasoned entrepreneurial educators through an interpretivist perspective. These problems included the rigid structure of today’s education with a focus on standardized learning and the lack of qualitative research in the area of
entrepreneurship. The specific problem of practice was that educational practices need to change in order to meet the needs of the twenty-first century and there is a lack of research into the experiences of outlying educational innovators who are trying new approaches.

Due to education currently being based on a traditional model that focuses on core, tested subjects, the researcher chose to examine the experiences of educators who were doing things differently. These participants created innovative programs that focused on the humanities and sciences, integrated the curriculum, and created educational models that better met the needs of twenty-first century students. “We need to gain access to these outliers so we can understand the organizational features, challenges, and dynamics that enable them to operate in new ways, so we can create knowledge that is useful to other organizations” (Mohrman & Lawler, 2012, p. 43).

To transform education, entrepreneurs will be a key element. Currently research on entrepreneurship is mostly quantitative, and focused in the business sector. Assumptions about education and entrepreneurship must be identified and articulated for meaningful research to occur (Alvesson & Sandberg, 2011). Per Davidsson discussed the need for qualitative research in entrepreneurship.

Entrepreneurial research expert Davidsson (2004) helped justify the need for qualitative research. He argued that due to the youth of entrepreneurship as a field, the need for qualitative studies in this area was great. He stated, “We have simply not had time enough yet to familiarize ourselves with all facets of this empirical phenomenon, or to exploratively develop all the theory we need” (2004, p. 56). To properly capture the process of entrepreneurship, qualitative research is necessary because surveying research,
which is often used in entrepreneurial studies, “has difficulty capturing processes…” (Davidsson, 2004, p. 56). Davidsson found that some events that happened during the entrepreneurial process were casually related and “virtuous circles of this kind would be hard to capture in ‘quantitative’ work and entirely impossible with a cross-sectional survey design” (2004, p. 57). Besides showing the need for qualitative research in the field, Davidsson spoke of the need for researchers to be able to study the process of entrepreneurial activities as they are happening, without having to worry about the outcome. He believed in “…the idea that entrepreneurship research should study behavior in the process of emergence” (Davidsson, 2004, p. 21). To examine the process of entrepreneurship, researchers have had difficulty creating solid theories, but some have developed entrepreneurial orientations.

Gartner spoke of two differing approaches that could be taken when researching entrepreneurship: trait and behavioral. The trait approach assumes that all entrepreneurs hold similar personalities, and seeks to find these personalities. Although Gartner called reasoning for trait research “understandably persistent” (1988, p. 58), he preferred the behavioral approach. This approach studied not the personalities of the entrepreneurs, but the process of creation. “If we are to understand the phenomenon of entrepreneurship in order to encourage its growth, then we need to focus on the process by which new organizations are created” (Gartner, 1988, p. 62). He concluded by adding that “the entrepreneur is not a fixed state of existence, rather entrepreneurship is a role that individuals undertake to create organizations” (1988, p. 64).

This section shared the issues that education is currently facing by being based on old ideals. It also showed the need to challenge assumptions about what is currently
known about entrepreneurs by expanding the research using qualitative methodology. The specific problem of practice is that educational practices need to change in order to meet the needs of the twenty-first century and there is a lack of research into the experiences of outlying educational innovators, who are trying new approaches. Currently, the body of knowledge about the conceptual process of entrepreneurial educators and their traits is lacking. Narrative research could help illuminate the processes the educators go through and shift assumptions on how entrepreneurship is researched. Therefore the purpose is to examine the entrepreneurial orientation reflected in the experiences of seasoned entrepreneurial educators as they reflect on the development of their innovative practices. The next section will share the research questions.

**Research Questions**

There were two questions that guided this thesis research. In research question number two, the term portrait represents the collective dimensions of EO that educational entrepreneurs show.

(1) How are entrepreneurial educators making sense of the development of their narrative as they launch innovative K-12 practices?

(2) What is the portrait of entrepreneurial orientation of entrepreneurial educators who have launched Innovative Practices for K-12 schools?

**Theoretical Framework**

A critical review of the literature from a broad interpretivist perspective revealed that the stories of educational innovations need to emerge and that there is a shortage of qualitative research on educational entrepreneurs existed. Due to this the researcher
chose to conduct a narrative study to illustrate the participant experiences. The theoretical perspective used to capture participant stories from an educational entrepreneur perspective was three-fold. The overall view taken was an interpretivist worldview that took into account the educational entrepreneurs processes, practices, and activities. This view also took into account the innovative outliers in educational practices and challenged educational and entrepreneurial assumptions. The 3-D Space Model of Clandinin and Connelly (2000) was also used to form interpretations of participant experiences. Lastly, during this process the stories were examined through the theoretical lens of the EO, created by Lumpkin and Dess (1996). This section will discuss the three-fold theoretical framework. Figure 1.1 models the formation of the educational entrepreneur’s stories.

![Diagram showing the formation of Educational Entrepreneur Stories](image)

*Figure 1.1 Model of formation of Educational Entrepreneur Stories*

The overall view taken was an interpretativist perspective that took into account
the educational entrepreneurs processes, practices, and activities. It focused on interpreting the outliers in education who were trying different things and challenged educational and entrepreneurial assumptions. Studying outliers are important because they “provide fertile fields in which to learn about the emerging order, about how organizations are redefining the problems and opportunities they face and putting in place new approaches to operate effectively in a dynamic environment” (Mohrman & Lawler, 2012, p. 42). This brought the focus of the study to the “next” practices in education, and away from “best” practices. This view also focused on the broader view of entrepreneurship as researchers “need to connect with broader knowledge exists for organizational researchers who want to do useful and impactful research” (Mohrman & Lawler, 2012, p. 43). This view attempted to challenge assumptions in the areas of education and entrepreneurship by taking into account the broad view. This challenging of assumptions had the potential to make research more meaningful and relevant (Alvesson & Sandberg, 2011).

The 3-D Space Model of Clandinin and Connelly (2000) was also used to form interpretations of participant experiences. This model focused on the three areas of interaction (Personal and social), continuity (past, present and future) and situation (physical places or storyteller’s places). These were used to create a story that “looks backwards and forward, looks inward and outward, and situates the experiences within place.” (Creswell, 2007, pp. 184-185). It was based on the idea of narrative, which “is a strategy of inquiry in which the researcher studies the lives of individuals and asks one or more individuals to provide stories about their lives” (Creswell, 2009, p. 13).
The primary theoretical lens that was used to examine the data was the EO of Lumpkin and Dess (1996). Lumpkin and Dess’s (1996) construct of Entrepreneurial Orientation or EO was widely accepted in the field of entrepreneurship and referenced by many different researchers. Lumpkin and Dess (1996) described entrepreneurial orientation or EO as,

the processes, practices, and decision-making activities that lead to new entry. It emerges from a strategic-choice perspective (Child, 1972), which asserts that new-entry opportunities can be successfully undertaken by “Purposeful enactment.” (Van de Ven & Poole, 1995)

EO was found to be one of the few areas of entrepreneurship where the body of knowledge was growing after receiving substantial conceptual and empirical attention. This area was more promising for research because key theorist in the area about the dimensions had found agreement. Over 100 documented studies have been conducted using EO. This was not the case in entrepreneurship as a whole, where progress was slow with key issues on what an entrepreneur was and researchers failure to build on each other’s results (Rauch et al., 2009).

This section discussed the theoretical perspective used to capture participant stories from an educational entrepreneur perspective. This conceptual approach reflected the evolution of thinking about entrepreneurial educators by taking into account participant stories on three levels. Additionally it used a narrative approach and the ideas of Clandinin and Connelly (2000) to help shape data collection and analysis. It was three-fold approach with an overall interpretativist worldview used that took into account the educational entrepreneurs processes, practices, and activities. The 3-D Space Model
was also used to form interpretations of participant experiences. Lastly, stories were examined through the theoretical lens of the EO of Lumpkin and Dess (1996). This approach showed the EO as reflected in the experiences of seasoned entrepreneurial educators as they reflected upon the development of their innovative practices. The next section will provide an overview of the research.

**Overview of Research**

The overview of this research contained an inductivist design where stories were interpreted through the collaboration with five accomplished educational entrepreneurs. To examine the stories of entrepreneurial educators launching innovative practices, the researcher chose a narrative approach, with open-ended interviews as the main form of data collection.

This approach allowed participants to share their experiences and the researcher to further examine multiple experiences in an effort to shape their stories into one, through a collaborative effort of participants and researcher. The participants were vastly experienced, learned from past experiences, and were each innovators in education. These participants were willing to share their stories and were purposefully selected by the researcher as being educational entrepreneurs. The research design was a five-step process that included: choosing narrative to conduct the research, finding the participants, collecting data, analyzing data, and collaborating with participants to form a restory.

All participants were from urban areas in Colorado and very experienced and accomplished. Some participants were from the researcher’s district, which is a choice district, meaning different types of schools existed there. The researcher also used a contact at the Colorado Department of Education to gain insight into possible candidates.
To engage the participants to share their stories the researcher conducted a short pre-interview to explain the study and to see if the participant would like to participate. Next an artifact review was conducted and the researcher uncovered the background and current endeavors of the participants. This artifact review led to open-ended interviews, which were used as the primary form of data collection. Following the interviews transcripts were sent to the participants and analyzed by the researcher as participant stories started to form.

The participant stories emerged through the artifacts and interviews and through an inductive analysis process. This process included the three-dimension space approach of Clandinin and Connelly (2000), which involved analyzing data for three elements, interaction (Personal and social), continuity (past, present and future) and situation (physical places or storyteller’s places). By analyzing the data in this way, the researcher was able to create a story that could reflect the three-dimensional inquiry space that Clandinin and Connelly (2000) discuss “…a text that looks backwards and forward, looks inward and outward, and situates the experiences within place” (Creswell, 2007, pp. 184-185). After analyzing the data, individual profiles of the participants were created and shared with participants. These profiles were created by the researcher to summarize participant experiences after the interview and artifact collection. They included many direct quotations. Shorter versions can be found in chapter four, while full summaries can be found in Appendix D. After further collaboration, restorying took place and themes were found through the use of *in vivo* coding. This restorying also took into account the views of the researcher, as was common in narrative research. This was important because the researcher is an educator who wants to have an impact in education.
and has a preference for alternative approaches. Six main themes were found, although most contained subthemes as well. These themes will be shared in chapter four. The study was significant because it linked the concept of EO from a traditional business to new educational environment. The next section will provide definitions of key terms used.

**Definition of Key Terms**

The following key terms will be used in this study: **educational entrepreneur, entrepreneurship, innovation, entrepreneurial orientation, creativity, arts integration, naturalist education, flipped classroom, and narrative research.** Although each of these terms has several definitions from many different authors, the terms defined here are the definitions that the researcher chose to use in this study. A more in-depth discussion of the terms by key theorist will be discussed in chapter two.

Although a few definitions of educational entrepreneur existed, the researcher created his own which described an **educational entrepreneur** as: a member of the educational community who turns ideas into action, shows creativity and innovation, and whose innovation ultimately helps learners become more creative and confident.

The World Economic Forum defined **entrepreneurship** as:

> a process that results in creativity, innovation and growth. Innovative entrepreneurs come in all shapes and forms; its benefits are not limited to startups, innovative ventures, and new jobs. Entrepreneurship refers to an individual’s ability to turn ideas into action and is therefore a key competence for all, helping young people to be more creative and self-confident in whatever they undertake. (2009, p. 9)
Innovation was found to be an important component of entrepreneurship the definition found to be most applicable was that of Cohen and Ball, who defined innovation as a “…departure from current practice—deliberate or not, originating in or outside of practice, which is novel” (Towndrow et al., 2007, p. 19). Several researches have created their own entrepreneurial orientations to study entrepreneurs. For the purpose of the study the author chose the EO of Lumpkin and Dess (1996) as it was widely accepted and cited in the literature review. The described EO as:

the processes, practices, and decision-making activities that lead to new entry. It emerges from a strategic-choice perspective (Child, 1972), which asserts that new-entry opportunities can be successfully undertaken by “Purposeful enactment.” (Van de Ven & Poole, 1995)

Ken Robinson described creativity as “the process of having original ideas that have value” (2011, p. 151). An arts integration based education could be defined as “a school or classroom environment in which the substantial units are taught using the arts as both learning tools and unit centers” (Cornett, 2007, p. 13). Naturalist education is letting students learn in and from nature. The word nature should be used in a general way meaning “natural wilderness: biodiversity of abundance-related loose parts in a backyard or a rugged mountain ridge. Most of all, nature is reflected in our capacity for wonder” (Louv, 2008, pp. 8-9). The flipped classroom is “redirecting attention away from the teacher and putting attention on the learner and learning” (Bergmann & Sams, 2012, p. 12). Narrative research “is a strategy of inquiry in which the researcher studies the lives of individuals and asks one or more individuals to provide stories about their lives” (Creswell, 2009, p.13). The next section will provide a summary of the chapter.
Summary

This chapter provided an introduction to this study and shared that education will need to adapt to be successful as it is currently based on old ideals and focused on the tested, core subjects. Possible solutions into how education can be successful in the future can be found in the experiences of educational entrepreneurs, who are using innovative practices. The specific problem of practice is that educational practices need to change to meet the needs of the twenty-first century and there is a lack of research into the experiences of outlying educational innovators that are trying new approaches. The chapter also shared research questions, the theoretical framework used, and definitions of key terms used. Chapter two will provide an in-depth literature review.
Chapter 2 Literature Review

This chapter contains a review of the literature that the researcher used to gain a broad interpretivist view of educational entrepreneurs. It includes general findings on entrepreneurship and how it has been related to education.

Introduction

After two decades of reform, the American school system currently involves high-stakes testing and accountability for schools. As reforms such as No Child Left Behind have brought focus on student achievement, they have also changed and increased demands on teachers (Valli & Buese, 2007). The educational system is full of bureaucratic regulations that enforce uniformity in the way students are taught and inhibits educational entrepreneurship and innovations (Lubienski, 2003). Although such reforms have brought benefits such as core subject curriculums improving, aligned curriculums, and attention being brought to diverse subgroups, many challenges remain that the reforms are not helping. These included: curriculums being narrowed as teachers spend more time on tested subjects, cultural bias on test questions, unrealistic goals, and increased teacher and student frustration (Linden, 2007). These reforms have led to more school choice for parents and students mostly through charter schools; although Christopher Lubenski (2003) found it difficult for innovation to occur, in even charter school settings. For education to change to a system that will meet the diverse needs of the twenty-first century, educational entrepreneurship will be key. This literature review will discuss the seminal roots of entrepreneurship; key scholars definitions; the Entrepreneurial Orientation of Lumpkin and Dess (1996) with its five dimensions; Entrepreneurship in education including types of educational entrepreneurs, educational
entrepreneurial ideas, and quality of entrepreneurial ventures; and conclude with innovation and education, with further information on creativity. Throughout the literature review entrepreneurial orientation may also be referred to as EO as was common in much of the found research.

**Seminal Roots of Entrepreneurship**

The first author to mention entrepreneurship was Richard Cantillion in 1755 when he outlined the principles of early market economy that was based on individual property rights. Joseph Schumpeter was another major contributor and is the most heavily cited person in entrepreneurial research. His idea in 1934 “was to build a new economic theory based on change and newness. His basic realization was that economic growth resulted not from capital accumulation, but from innovations or ‘new combinations’ that create a disequilibrium on the market” (Landstrom et al., 2012, p. 1155). After Schumperter, the School of Economic Thought was then developed in Austria, which later produced Israel Kirzner, who in 1973 regarded the entrepreneur “as a person who is alert to imperfections in the market and is able to coordinate resources in a more effective way thanks to information about the needs and resources of different actors” (Landstrom et al., 2012, p. 1155). Other major contributions came from Frank Knight in 1916 and Arthur King in the 1960’s.

Knight, wrote about risk, uncertainty, and profit and “made an important distinction between insurable risk and non-insurable uncertainty, arguing that entrepreneurial returns result from activities that cannot be predicted and that entrepreneurial competence is the individual’s ability to deal with uncertainty” (Landstrom et al., 2012, p. 1155). Cole organized a Research Center in Entrepreneurial
History at Harvard University, where studies were typically based on Schumpeter’s ideas and focused on the modernization process of societies (Landstrom et al., 2012). These early pioneers led the way to the entrepreneurial boom that started in the 1980s and led to an enormous growth in entrepreneurial research since the early 1990s. This growth has led to over 2,200 entrepreneurship courses being taught at over 1,600 schools at the start of the new millennium (Katz, 2003). However with the varying definitions and wide range of applications, the study of entrepreneurship is loosely connected and has “become a broad label under which a ‘hodgepodge’ of research is housed” (Shane and Venkataraman, 2000, p. 217).

Cuban investigated the history of educational entrepreneurship with a focus on urban schools and concluded four assertions (2006). First, “Since the early twentieth century, educational entrepreneurs have made major changes is U.S. public school goals, governance, organization, and curriculum” (Cuban, 2006, p. 224). Included in this were changes made to education almost 100 years ago, when innovators reformed a system that was not competing globally and began to focus education on job readiness. Education was also expanded to immigrants and became truly “public.” Secondly, Cuban concluded that although entrepreneurs have caused major changes in schools, they have not succeeded in changing common classroom practices or altering low-income students poor academic performance. No matter what had radically changed in type of education, the interaction between student and teacher has stayed largely the same. Third, Cuban ascertained “Current educational entrepreneurs’ efforts toward making radical changes in the governance and preparation of school leaders have ended up preserving present organizational structures and school practices in urban schools” (2006, p. 231). Lastly,
Cuban found that current educational entrepreneurs focused too much on the economic purpose of education and this had overshadowed civic and social purposes that had brought schools in the past into communities.

Although Cuban’s summation of the history of educational entrepreneurship is currently grim, with little meaningful change having taken place, he does hold hope for the future. Cuban stated,

Innovativeness and dedication are admirable qualities. Were both to be attached to an energetic willingness to examining existing organizational structures, consider hybrid pedagogies, and question popular social beliefs about the purpose of schooling, this generation of educational entrepreneurs might well leave a deeper boot print on the ground than the one they are leaving now. (2006, p. 239)

He thought this progress by the future could be made if more aggressive action were taken to build on all the smaller changes that are currently being made. One issue with researching entrepreneurship is taking into account the various definitions of the term.

**Key Scholars defining Entrepreneurship**

According to Scott Shane and S. Venkataraman, “Perhaps the largest obstacle in creating a conceptual framework for the entrepreneurship field has been its definition. To date, most researchers have defined the field solely in terms of who the entrepreneur is and what he or she does” (2000, p. 218). Arthur Cole was one of the first to attempt to define it and found it challenging as well. He stated, “My own personal experience was that for ten years we ran a research center in entrepreneurial history. For ten years we tried to define the entrepreneur. We never succeeded” (Cole, 1969, p. 17). In addition to some limited definitions a wide variety of definitions exist. Per Davidsson found over
ten various definitions and mentioned, “no one can claim to have the right answer of what entrepreneurship really is” (2004, p. 6), before settling on the definition of Austrian economist Kirzner who described entrepreneurship as consisting of “the competitive behaviors that drive the market process” (1973, pp. 19-20). Other authors whose definitions will be included in this review include: World Economic Forum (2009), Lumpkin & Dess (1996), Low & MacMillan (1988), Gartner (1988), and Stevenson & Jarillo (1990). Although so many definitions existed, the researcher will use the definition from the World Economic Forum in 2009 to accompany Lumpkin and Dess’s (1996) EO construct.

The most recent definition came from the World Economic Forum. Although it was one of the longer definitions, it may also be one of the most complete. The forum described entrepreneurship as:

a process that results in creativity, innovation and growth. Innovative entrepreneurs come in all shapes and forms; its benefits are not limited to startups, innovative ventures, and new jobs. Entrepreneurship refers to an individual’s ability to turn ideas into action and is therefore a key competence for all, helping young people to be more creative and self-confident in whatever they undertake. (2009, p. 9)

The work of G. T. Lumpkin and Gregory Dess (1996) was used frequently in this study because they chose to use the Entrepreneurial Orientation construct as a theoretical framework for the study. They also provided the most basic definition of entrepreneurship as simply, a new entry. “New entry can be accomplished by entering new or established markets with new or existing goods or services. New entry is the act
of launching a new venture…” (1996, p. 136). This new entry can take place in either a startup or an existing firm and is “thus the central idea underlying the concept of entrepreneurship” (1996, p. 136). They cited the use of other authors including MacMillian in creating their definition.

Murry Low and Ian MacMillan (1988) found the entrepreneurial phenomenon to be multifaceted and capable of cutting through many different discipline boundaries including economics, sociology, finance, history, psychology, and anthropology. They felt that the issue with previous definitions was that none of them captured the whole picture of entrepreneurship. “The phenomenon of entrepreneurship is intertwined with a complex set of contiguous and overlapping constructs such as management of change, innovation, technological and environmental turbulence, new product development, small business management, individualism and industry evolution” (1988, p. 141). Due to these issues Low and MacMillan described entrepreneurship as the creation of a new enterprise and proposed that entrepreneurial research should “seek to explain and facilitate the role of new enterprise in furthering economic progress” (1988, p. 141).

Gartner took a slightly differing view when defining entrepreneurship.

Gartner believed that the component of organizational creation was what separated entrepreneurship from other disciplines. He stated that, “Entrepreneurship is the creation of new organizations” (1988, p. 62). His thoughts were not a formal definition but instead helped to change the viewpoint of what entrepreneurship was. “If we are to understand the phenomenon of entrepreneurship in order to encourage its growth, then we need to focus on the process by which new organizations are created” (1988, p. 62). He wanted his definition to encourage people to look at what entrepreneurs do, not just focus on their personalities.

Stevenson and Jarillo defined entrepreneurship as “a process by which
individuals- either on their own or inside organizations- pursue opportunities without regard to the resources they currently control (1990, p. 23). They also described opportunity as, “a future situation which is deemed desirable and feasible” (1990, p. 23). Although this definition had a corporate entrepreneurship field background, the work of Stevenson and Jarillo was included in this review due to similarities between corporate businesses and school systems.

Although the ideas of entrepreneurship have existed since 1734, only in the last thirty years has the topic been heavily researched. Although this research had spawned many classes and much documentation, many questions still exist. One major issue was the lack of a cohesive definition. Although many definitions are similar, some experts in the field argued that it was an idea that cannot be defined. Although the ideas of entrepreneurship typically have a business background, they were applicable in many different areas. Although many definitions of entrepreneurship existed, fewer definitions existed for educational entrepreneurship.

**Key Scholars defining Educational Entrepreneurship**

Although many definitions of entrepreneurship exist, the researcher was only able to locate three definitions of an educational entrepreneurship. The first came from Peter Drucker’s classic book *Innovation and Entrepreneurship*. He described an educational entrepreneurship as:

A process of purposeful innovation directed toward improving educational productivity, efficiency, and quality. By pioneering or applying new management techniques, delivery systems, processes, and tools, entrepreneurs-for-profit and nonprofit-work to improve cost-effectiveness and address new needs, and then
31

grow those new solutions to scale. (1985, p. 23)

Giving credit to Drucker, Frederick Hess thought, “that it may be most useful to
think of educational entrepreneurship as a process of purposeful innovation directed
toward improving educational productivity, efficiency, and quality” (Hess, 2006, p. 2).
Hess further described entrepreneurs as people who rethink assumptions about what it
possible or what works and mentioned that they need to be given the opportunity and
resources to act. Perhaps these environmental influences are to blame for the lack of
entrepreneurship in education. “Historically, educational entrepreneurship has been most
notable for its absence” (Hess, 2006, p. 3). In addition to Drucker and Hess, Kim Smith
and Julie Peterson also defined an educational entrepreneur.

Smith and Peterson described an educational entrepreneur as, “a rare breed of
individual whose characteristics and activities may lead to the transformation-not merely
slight improvement- of the public education system” (Smith & Peterson, 2006, p. 22).
This definition had similarities to Hess, but was more focused on an innovation that
created change on a larger scale. Smith and Peterson found that entrepreneurs were
people who were visionary thinkers, started new organizations, and thought they could
change the way things were done (2006). An entrepreneur in the educational sector was
also a social entrepreneur, because they have the ability to impact a larger system. They
have a “particular potential for transforming public education. The …vision is not
merely to create something new in pursuit of fame or fortune, but rather to do so in the
quest to make the world a better place” (Smith & Peterson, 2006, p. 24). Smith and
Peterson also mentioned what created opportunities for educational entrepreneurs.
Due to the lack of definitions about educational entrepreneurs the researcher found in his search, he decided to create his own that is based on the definition of entrepreneurship, from the World Economic Forum, that he used for this study. The researcher described an educational entrepreneur as: a member of the educational community who turns ideas into action, shows creativity and innovation, and whose innovation ultimately helps learners become more creative and confident. Larry Cuban mentioned, “Neither I (nor anyone else) can squeeze all entrepreneurs, past and present, into a one-size-fits-all category” (2006, p. 223).

These entrepreneurial educators exhibited some entrepreneurial behaviors, which were described as “variables as well as subjective preferences and perceptions influence the decision to start a business” (Koellinger et al., 2007, p. 504). Although this definition was based on business ideals in terms of starting a business, it was adapted to fit education by replacing “to start a business” with “the decision to start an educational innovation.” The EO of Lumpkin and Dess (1996) was used as the theoretical lens in which to analyze the stories.

**Entrepreneurial Orientation of Lumpkin and Dess (1996)**

In addition to entrepreneurship being a new entry, the Entrepreneurial Orientation or EO construct of Lumpkin and Dess helped explain the processes, practices, and decision-making activities that make up a new entry. The idea is based on Child’s (1972) idea of strategic-choice perspective, which emphasized purposeful enactment. EO included five dimensions or factors that make a new entry possible. In some new entries, all five will be present, but not all five are needed for a new entry to form. “The key dimensions that characterize an EO include a propensity to act autonomously, a
willingness to innovate and take risks, and a tendency to be aggressive toward competitors and proactive relative to marketplace opportunities” (Lumpkin & Dess, 1996, p. 137). Each dimension was based on earlier research. For the purpose of this research the collective dimensions of EO that were exhibited by an entrepreneur were referred to as their portrait.

The Lumpkin and Dess EO construct’s origin may be first attributed to the work of Miller in 1983. He was the first to use innovativeness, risk-taking, and proactiveness to characterize and test entrepreneurship. Other work that heavily contributed to Lumpkin and Dess’s Entrepreneurial Orientation construct included Gasse (1982), who mentioned types of risk, and Gartner (1985) who studied new venture creation (Lumpkin & Dess, 1996).

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Year</th>
<th>Contribution</th>
<th>Based on work by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colvin and Slevin</td>
<td>1991</td>
<td>Brought EO from individual to organizations, developed a measurement scale for EO</td>
<td>Miller (1983)</td>
</tr>
<tr>
<td>Morris, Lewis &amp; Sexton</td>
<td>1994</td>
<td>Also saw EO as multidimensional but used only three factors of innovativeness, proactiveness, and risk-taking</td>
<td>Miller (1983) Colvin &amp; Slevin (1991)</td>
</tr>
</tbody>
</table>
Table 2.1 summarizes the Entrepreneurial Orientation contribution of Lumpkin and Dess (1996) as well as other authors who have provided additional insight into EO.

The entrepreneurial orientation construct consisted of five dimensions, although other researchers use fewer, or differing dimensions, the work of Lumpkin and Dess (1996) was the most widely accepted and therefore their five dimensions were used.

Lumpkin and Dess (1996) described entrepreneurial orientation or EO as:

- the processes, practices, and decision-making activities that lead to new entry. It emerges from a strategic-choice perspective (Child, 1972), which asserts that new-entry opportunities can be successfully undertaken by “Purposeful enactment.” (Van de Ven & Poole, 1995)

EO was found to be one of the few areas of entrepreneurship where the body of knowledge was growing after receiving substantial conceptual and empirical attention. This area was more promising for research because key theorist in the area about the dimensions had found agreement. Over 100 documented studies have been conducted using EO. This was not the case in entrepreneurship as a whole, where progress was slow with key issues on what an entrepreneur was and researchers’ failure to build on each other’s results (Rauch et al., 2009). Measurement scales of EO have been developed and widely used, mostly in quantitative research.

Most measurement scales were performance indicators and a diversity of indicators were found, although a common distinction was between financial and non-financial measures. Non-financial measures included satisfaction and global success, where financial indicators focused on sales growth. “This is the basic premise of contingency theory which suggests that congruence or "fit" among key variables such as
industry conditions and organizational processes is critical for obtaining optimal performance” (Rauch et al., 2009, p. 11). The following figure from Lumpkin and Dess (1996) shows the factors, environmental and organizational, that affected performance.

![Conceptual Framework of EO](image)

**Figure 2.1 Conceptual Framework of EO (Lumpkin & Dess, 1996, p. 19).**

EO was based on strategy making process literature and involved the policies and practices that provide the backbone for entrepreneurial decisions and actions. “EO may be viewed as the entrepreneurial strategy-making processes that key decision makers use to enact their firm’s organizational purpose, sustain its vision, and create competitive advantage(s)” (Rauch et al., 2009, p. 6). After conducting a meta-analysis of a large number of studies it was found that innovativeness had the largest relationship to performance and risk-taking had the least out of the dimensions, although each study depends on other factors that would effect performance as well (Rauch et al., 2009). The EO of Lumpkin and Dess (1996) included five dimensions.
The five dimensions of EO of Lumpkin and Dess.

Autonomy was an “independent action of an individual or a team in bringing forth an idea or a vision and carrying it through to completion. In general, it means the ability and will to be self-directed in the pursuit of opportunities” (Lumpkin & Dess, 1996, p. 140). In this idea the organizational player or new entry creator was free to make key decisions, act independently, and proceed forward.

Innovativeness was another key dimension and the one that had the most direct links to educational research, which will be further discussed in the literature review. It built on Schumpeter’s views of creative destruction and “reflects a firm’s tendency to engage in and support, new ideas, novelty, experimentation, and creative processes that may result in new products, services, or technological processes” (Lumpkin & Dess, 1996, p. 142). It represented a willingness to leave the existing norm and create something new. Two types of innovation existed. Product-market innovations emphasize product design, market research, and advertising and promotions, whereas, technological focuses on product and process development. Even though the two types differ, they often overlap. It often involved experimenting with new products or services and technological research and development (Rauch et al., 2009).

Risk-taking was the dimension with the longest history dating back to Cantillon in 1734 who thought that the factor that made someone an entrepreneur was the idea of taking greater risk, usually by working for oneself. Gasse (1982) discussed different types of risk including personal, social, and psychological. Baird & Thomas (1985) identified three types of strategic risk: venturing into the unknown, committing a large portion of assets, and borrowing heavily. It was defined as “taking bold actions by
venturing into the unknown, borrowing heavily, and/or committing significant resources to ventures in uncertain environments” (Rauch et al., 2009, pp. 6-7).

James March and Zur Shapira (1987) studied risk theory and how it related to executives. They found that risk was a key factor in decision-making and that finding a definition can be difficult. This was partly due to so many factors that risk could entail. Risk preference was found to be a stable part of someone’s personality, but that many others factors went into to an individual deciding to take a risk. Some of these factors in need of consideration included a person’s mood, perception of the situation, and how the problem was being framed. The choice of taking a risk involved a trade-off between risk and the expected return. March and Shapira defined risk as, “reflecting variation in the distribution of possible outcomes, their likelihoods, and their subjective values” (1987, p. 1404).

March found the choice to make a risk could be related to decision-making and was an intended, rational choice. He found that when individuals make a decision, they have a set of alternatives for their actions, know the consequences of their choice, are consistent, and make rules. Being consistent meant that if a person justified being able to take a risk, that he/she would most likely make that choice often. This was relatable to individuals having a rule by which they make decisions. “Decision-makers have rules by which they select a single alternative of action on the basis of its consequences for the preferences” (March, 1991, p. 97). Taking risks could be tied to decisions, which contained more uncertainty and ambiguity. Even if an individual goes through the decision-making process discussed above, “there are limits on (a) the number of alternatives considered and (b) the amount and accuracy of the information that is
available” (March, 1991, p. 98).

March also saw a link between risk taking and the surrounding factors, he referred to as slack. “When slack is plentiful, it tends to lead to relaxation of controls, reduced fears of failure, institutionalized innovation, and increased experimentation, thus high levels of risk taking” (March, 1991, p. 101). Risk-taking was linked to danger, aspirations, assimilation of resources, and self-confidence. Although March believed that variable risk-taking behavior could be understood, “the determination of an optimal level of risk taking remains elusive” (March, 1991, p. 102).

When taking a risk and trying something new, failure often results. The number one reason for failure maybe insufficient experience (Shepherd, 2003). Shepherd examined failure and the role of emotion in the learning process. “Failure involves an involuntary change in both the ownership and management of the business owing to poor performance. For the self-employed… this business failure likely represents a personal loss, which, in turn, generates a negative emotional response” (2003, p. 319). Along with learning hard lessons from failure, negative emotional feelings such as grief are often present as well. Sometimes this grief can impede the learning process (2003). The role of failure is pivotal to success, as lessons cannot be learned without it. Entrepreneurial students may benefit from learning about the role of emotions in preparation for future failures. Learning from failure may also have wider repercussions as others in the same business setting may learn from mistakes made by others. The next dimension of EO to be discussed is proactiveness.

Proactiveness was heavily tied to the dimensions of competitive aggressiveness and innovativeness and has its roots in the topic of initiative. Lieberman and
Montgomery found that being first, or first-mover advantage, was the best strategy for capitalizing on a market opportunity. Therefore, “taking initiative by anticipating and pursuing new opportunities and by participating in emerging markets also has become associated with entrepreneurship” (Lumpkin & Dess, 1996, p. 146). Acting with anticipation for future occurrences, problems, and needs also fell under this category. Williams (2013) found that ambition, or proactiveness, to accomplish an entrepreneurial venture could be traced to person’s need to fulfill self-efficacy.

The final dimension of Lumpkin and Dess’s EO construct was competitive aggressiveness. They described this as “a firm’s propensity to directly and intensely challenge its competitors to achieve entry to improve position, that is to out perform industry rivals in the workplace…” (Lumpkin & Dess, 1996, p. 149). This was stressed as important for new entry because it was found that younger firms or entries have a liability to newness and must “…take steps to establish legitimacy and power relative to suppliers, customers, and other competitors. Because new ventures are much more likely to fail than established businesses, many scholars have argued that an aggressive stance and intense competition are critical” (Lumpkin & Dess, 1996, p. 149).

Although these five dimensions are often present when a new entry starts, many other factors exist that can affect the performance and survival of a new entry. These factors can be environmental or organizational. Environmental factors included industry characteristics, complexity, and dynamism. Organizational factors included size, structure, culture, strategy, and resources. “The nature and success of a new undertaking may be contingent on external factors, such as the industry or business environment, or internal factors, such as the organization structure (in the case of an existing firm) or the
characteristics of founders” (Lumpkin & Dess, 1996, p. 149). Although educational entrepreneurship was not heavily researched, some information on it was discovered.

**Entrepreneurship in Education**

This section will discuss the types of educational entrepreneurs; educational entrepreneurial ideas, which will relate how entrepreneurs fit into education; the quality of educational ventures; how innovation is linked to education; and the role of creativity in entrepreneurial ventures.

**Types of educational entrepreneurs.**

Williams agreed with many others in that entrepreneurship was not often found in education. His explanation was that American School Systems “historically have been closed to entrepreneurs. Going along to get along has long been encouraged, and anything even close to rocking the boat has been viewed as a good way to risk losing one of the best pensions the public sector has to offer” (Williams, 2006, p. 129). He categorized educational entrepreneurs into six types: Fresh Bloods, James Deans, Jonny Appleseeds, Destiny Grabbers, Cooks using all their Burners, and Bulls Managing the China Shop.

<table>
<thead>
<tr>
<th>Name</th>
<th>Rule Breaker or Follower</th>
<th>Individual or System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresh Blood</td>
<td>Rule-Breaker</td>
<td>Individual</td>
</tr>
<tr>
<td>James Dean</td>
<td>Rule-Breaker</td>
<td>Individual</td>
</tr>
<tr>
<td>Jonny Appleseed</td>
<td>Rule-Follower</td>
<td>System</td>
</tr>
<tr>
<td>Destiny Grabber</td>
<td>Rule-Follower</td>
<td>Individual</td>
</tr>
<tr>
<td>Bulls Managing the China Shop</td>
<td>Rule-Breaker</td>
<td>System</td>
</tr>
<tr>
<td>Cooks Using all Burners</td>
<td>Either</td>
<td>Individual</td>
</tr>
</tbody>
</table>
Table 2.2 summarizes Williams’s types of educational entrepreneurs or entrepreneurial systems

Fresh Bloods were individuals who were new to education, often inexperienced, but more open to new ideas. These individuals were typically enthusiastic, but often found themselves in education only a few years, due to negative feedback. Many of these people were top-notch college students and participated in programs such as Teach for America.

James Deans were described as, “subversive entrepreneurial types (who) tend to be rebels with a cause” (Williams, 2006, p. 132). These were typically leaders of schools who may disregard rules if they believed that they stand in the way of creating better schools. These people could be folk heroes and have complicated relationships with others in power. James Deans were known for “serving their students by any means necessary” (Williams, 2006, p. 132).

Jonny Appleseeds were not individual entrepreneurs, but a program or system, which invested heavily in change agents. These change agents can someday lead transformations at different school levels, and eventually the school system would be turned. These people tended to be rule followers who “believe that if you do a job correctly, there are ways to bring change to schools within the existing school system framework” (Williams, 2006, p. 135).

Destiny Grabbers were the least used to date, but could have the most opportunity in the current educational reform environment. These people used mandated reforms and sanctions as a means to turn around failing schools. “In short, these entrepreneurs- typically teachers, administrators, and parents- are in the business of making lemons into lemonade” (Williams, 2006, p. 137). These people may use charter
schools as their means to implement change.

   Bulls Managing a China Shop were rare within public education and “involves leaders of school systems who believe strongly that the normal rules of engagement actually contribute to the problems we are trying to solve” (Williams, 2006, p. 142). These leaders charged to create a theory of change. This process often disrupted systems and was typically controversial. These leaders were often frustrated with the slow pace of change within systems. These systems were rarely successful in the long term.

   The last form of entrepreneur that Williams discussed was the Cooks Using all their Burners. These were individuals who were school leaders who “are so committed to finding new ways to improve the delivery of education to students that they try every means imaginable to make it happen” (Williams, 2006, p. 139). These leaders had recognized that schools were typically places that stifle creativity and innovation and tried all means to change the culture of the school system to make it more entrepreneurial. They “find ways to embrace various entrepreneurial efforts even when their directions clash with one another or the stated mission of the school system” (Williams, 2006, p. 139).

   Educational entrepreneurial ideas.

   Bryan Hassel echoed many of the previously mentioned authors in the need for entrepreneurship in education and created a profile for entrepreneurs (2008). This profile stated that entrepreneurs had a need for achievement, were relentless problem solvers, saw themselves as responsible for their actions, and had strong interpersonal skills. Hassel saw several barriers that keep entrepreneurs from entering the educational field including financial, political and policy, and cultural and structural. In spite of these
challenges, Hassel saw several possibilities existing for entrepreneurs in education. Hassel believed that although entrepreneurs could be brought into education from other areas, many teachers, administrators, and superintendents, already possess some if not all of the characteristics to make a successful entrepreneur. He mentioned many examples of people who worked in education to become successful educational entrepreneurs. Some examples included, Wendy Kopp’s Teach for America, Mike Feinberg and Dave Levin’s KIPP schools, and Larry Rosenstock’s High Tech High. Hassel also discussed several current educational initiatives that have the ability to attract entrepreneurs to education.

Hassel stated that, “Several initiatives exist to recruit entrepreneurial leaders for a wide range of education ventures, and others aim to entice people to launch specific kinds of enterprises- namely charter school management organizations or individual charter schools” (2008, p. 53). NewSchools Venture Fund was based out of California and since 1998 took money from philanthropic sources and invested it nationally into entrepreneurial ventures across a wide range of educational sectors. The majority of these ventures had fallen under the charter school management category and had served 26,000 students. Teach for America Social Entrepreneurship Initiative was created in 2007 and attempted to support people across the nation at different stages of their entrepreneurial ventures. This was often done through creating partnerships and networking. The Charter School Growth Fund wished to develop and grow the network of high-quality charter schools. Several other initiatives existed to help as well, although many were on a smaller, local level (2008).

Hassel found other programs were aimed at recruiting entrepreneurs. These
programs “are designed to entice talented people into the roles within the educational system, such as teachers, school principals, or district of CMO managers” (Hassel, 2008, p. 57). Some examples of these programs included New Leaders for New Schools, Teach for America, and the Academy for Urban School Leadership. New Leaders for New Schools attempted to find and prepare outstanding leaders nationally for urban public schools. The program partnered with the schools districts to place highly qualified and trained leaders into schools and had placed over 430 principals. Teach for America recruited top college students and placed them as teachers in high-poverty urban and rural schools. It had a low acceptance rate to get in and many of the Teach for America members stay in the educational field. Lastly, the Academy for Urban School Leadership, based out of Chicago, recruited 40 to 50 individuals per year to enter a medicine-style residency. These individuals made a five-year commitment to the cause, earn their masters degree, and receive rigorous teacher training and mentoring compared to most traditional teaching programs.

Hassel believed that many of the organizations mentioned in this section were taking the right steps to bring entrepreneurs into education and that policy changes needed to continue so further progress could be made. “These organizations have a strong concentrated interest in certain policy changes that would increase the likelihood that their work would turn out more successful” (2008, p. 64). In addition Hassel did not see the culture of education to quickly change and that “recruiting talent against the odds… holds much more promise” (Hassel, 2008, p. 64).

Steven Wilson spoke of other areas that entrepreneurs may have used to succeed in education. “Alongside K-12 education are many firms that exploit the failures of the
public school franchise” (Wilson, 2006, p. 186). Included in this area are test-preparation companies, tutoring, e-learning, virtual schooling, district-management systems, and student services to supplement services that some schools are no longer able to offer. Some of these services took the place of traditional schooling and some were in addition too it. Many of these were often for-profit companies. Although these were a few ideas on where the K-12 entrepreneur may turn, Wilson saw many more opportunities outside of the K-12 realm in post-secondary and early education, such as day-care. When describing day-cares and post-secondary educational companies, Wilson stated, “the success of such organizations in building valuable companies stands in sharp contrast to the ongoing struggles of companies in the K-12 sector, where profitability, after more than a decade, has generally proven elusive” (2006, p. 201).

John Chubb found charter schools to be frustrating because they “have become a cottage industry, with thousands of small schools struggling alone in far too many cases to develop the wherewithal to function effectively” (2006, p. 222). Chubb acknowledged that after years of watching the private sector support education, the private sector was now getting its chance to offer education directly. For charter school innovations to work, Chubb argued that educational policy would need to change to become looser with fewer restrictions. “Without such basic changes in charter law…the new entrepreneurship will never get to the heart of what ails public education” (Chubb, 2006, p. 222).

Quality of entrepreneurial ventures.

One of the issues that entrepreneurial ventures faced was that with the variety of programs that had entered the educational field, some were much better than others. As charter schools were one of the most common educational entrepreneurial ventures, the
New York Center for Charter School Excellence was created as a way to monitor the quality of these charter schools and support the better ones. The center “would not protect weak schools. In fact, we pleaded for school leaders to self-police and put pressure on one another. This proactive stance was a departure from most traditional charter support efforts, and one that we worked hard to communicate” (Candler, 2008, p. 147). Sometimes managing these schools resulted in difficult choices being made and money being lost. The center gave out 35,000 dollar planning grants, but would be willing to lose that money if they thought the planners of the school were not up to the challenge of opening up a school of needed quality. It “was a simple cost-benefit calculation for us- the funds were a small price to pay to keep a bad school off the street” (Candler, 2008, p. 149).

After the schools were planned and approved the center would give the school more funding and critical friendships were formed with other successful charter schools. The center also focused on replicating and sharing practices from the very best charter schools. It was a simple process, “close the worst and replicate the best” (Candler, 2008, p. 152). The model of the Center worked hard to ensure the quality of new educational ventures and although it looked to replicate the best, supported a variety of programs. A similar program, New Schools for New Orleans, has since taken place in post-Katrina New Orleans to attempt to raise the quality of education there. The ideas of the centers to ensure quality are shown in table 2.3.
<table>
<thead>
<tr>
<th>Definition</th>
<th>Lowest Performers</th>
<th>Moderate Performers</th>
<th>High Performers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consistently 10 or more points lower than district/city</td>
<td>Less than high-performing suburban districts</td>
<td>As strong suburban districts where achievement gap does not really exist</td>
</tr>
<tr>
<td>12 month strategy</td>
<td>Focus on clear diagnosis; Support Leadership Change</td>
<td>Offer incentives for rapid improvements (without cheating or teaching to the test)</td>
<td>Help build bench strength; Replicate as soon as possible; Capture best practices</td>
</tr>
<tr>
<td>Long-term strategy</td>
<td>Work with authorizer to speed closure</td>
<td>Invest in leadership change</td>
<td>Replicate</td>
</tr>
</tbody>
</table>

Table 2.3 A Proactive Supply-Side Portfolio Strategy (Candler, 2008, p. 155)

Hess warned of education’s tendency to innovate for innovation’s sake and not for the betterment of education. He stated that the constant pressure to create reforms to change education have created these countless changes that often do not bring the desired results. He felt that a successful entrepreneurial system would be dynamic and able to change with the changing world, should attract and retain the best teachers who would be properly rewarded, and have funding that supported new ventures that fostered creative problem-solving. It would also be a system that would be highly transparent and based around student needs and outcomes. The next section will describe innovative opportunities in the educational sector.

Where innovation can be found in education

As the researcher examined the experiences of educational entrepreneurs, he searched for links between literature on entrepreneurship and education. There was a vast amount of literature on entrepreneurship classes and programs and their effectiveness, but little literature existed on the experiences of educational entrepreneurs.
Where the link existed was between the idea of the educational innovator and the EO construct’s dimension of innovativeness. When searching for educational innovators or educational innovations, many more search results were yielded but findings into what described an educational innovation or innovator was as broad as the findings of definitions of entrepreneurship. In 2003, Lubienski examined charter schools and what practices different states were calling innovative. He found a wide array of self-proclaimed innovative practices that included: non-graded classes, integrated arts, computer-based, IEP’s for all students, Edison curriculum, Waldorf, Montessori, and multiple intelligences emphasis. Towndrow, Silver, and Albright (2010) found similar variety in terms of what an educational innovation was while looking into innovation-based educational reforms and how their successes or failures should be judged. This section will discuss the link between education and innovation, describe why entrepreneurship is needed in education, provide a description of different types of educational entrepreneurs, and lastly includes ideas of how entrepreneurship can fit into education and be monitored for quality.

Due to the complexity of local circumstances, educational innovations may not be judged fairly. This could be attributed to the lack of a cohesive definition. “Definitions of innovations are prototypically wide-ranging and non-specific about the kind of evidence that is necessary to demonstrate the achievement of desired outcomes” (Towndrow et al., 2010, p. 428). The definition that Towndrow et al. found to be most applicable was that of Cohen and Ball, who defined innovation as a “…departure from current practice—deliberate or not, originating in or outside of practice, which is novel” (2007, p. 19). Under this definition a variety of educational programs could be concluded
to be innovative, such as: “changes in policy goals, curriculum design and implementation, assessment regimes, administrative arrangements, leadership, classroom practices, pedagogical technologies and resources, and teacher capacities” (Towndrow et al., 2010, p. 427). They identified many challenges that educational innovators face, especially in relation to educational-based reforms and concluded that innovations tend to be more prone for failure than success.

Henry Levin also saw a link between innovation and entrepreneurship in education. He stated educational entrepreneurship and innovation was difficult because of the considerable regulation at every level of the educational market. “If one were to ask public school authorities what limits their ability to innovate and change, their answer would almost invariably be the regulations” (Levin, 2006, p. 173). The basic idea of educational innovation was “how to free up schools so that they can become more entrepreneurial and innovative” (Levin, 2006, p. 168). After researching market-oriented and mission-oriented schools, Levin concluded that although the results about how well some schools are doing was accurate, it was also misleading. “They represent a sorting device that makes the school appear to be more productive in achievement than schools with students who are not required to meet these standards” (Levin, 2006, p. 172). He also looked into virtual schools that saved money by providing fewer resources to students. Levin concluded that innovative programs and schools do exist, but due to three factors, schools have a difficult time sustaining that innovation. The factors were: a stable school culture where change was unlikely, too many reforms that are consistently mutating, and schools being historically conservative.

With an entrepreneurial environment being key to innovative creations, Robert
and April Maranto (2006) saw organizational culture as being an important component of creating an educational innovation. “The key to success for new, entrepreneurial education providers is creating strong organizational cultures that ensure uniformly good performance while adapting to local conditions. Successful providers combine centralized values with local management” (Maranto & Maranto, 2006, p. 145).

Although entrepreneurship was a popular subject with many classes offered on the subject, little had been written about it in terms of education. Where the link occurred was in educational innovation, where much literature existed. As innovation is one of the five dimensions of EO, it provided a connection between the ideas of an entrepreneur and the education sector. Although, the researcher sought to keep the ideas of entrepreneurship and innovation as separate entities, overlap occurred with innovation being such a key component of entrepreneurship. As with the definitions of entrepreneurship, a vast variety of definitions of educational innovations existed, as did ideas of what types of programs that can be counted as innovative. Creativity was another key component needed for innovation to occur.

**Creativity as a subcomponent to innovation.**

According to E. Paul Torrance, creativity “defies precise definition” (1988, p. 43). Torrance spent years developing tests for creativity and spoke of his issues attempting to define creativity. In the process of creating his “survival” definition he went through the process as seeing creativity as something that was new, something that did not conform, and involved a process and mental abilities. Based on the previous work of Taylor, Torrance outlined five levels of creativity: expressive, productive, inventive, innovative, and emergenative. Emergenative was the level that most people think about when
thinking about creativity and was “where there is an entirely new principle or assumption around which new schools, movements, and the like can flourish” (Torrance, 1988, p. 46). Although he prefers not to define it, Torrance came up with a survival definition. “When a person has no learned or practiced solution to a problem, some degree of creativity is required” (1988, p. 57). Torrance also translated the idea of creativity into an instructional model, so that creativity could be taught.

This model incorporated creative thinking abilities that were adaptable to any discipline, at any level. “This model had three stages: heightening expectations and motivation, deepening expectations or digging deeper, and going beyond or keeping it going” (Torrance, 1993, p. 233). The purpose of the first stage was to create curiosity and provide motivation to learn further. The second stage looked closer into the new information. Torrance stressed that time must be given for connections to be made so that the participant saw that one thing would lead to another. The purpose of the last stage was to move beyond the learning environment and incorporate what was learned into the participant’s daily life. This model was proven successful as “field reports indicate that this program resulted in more reading, more books checked out of libraries, more seeking information through interviews and experiments, and discovery learning” (Torrance, 1993, p. 234).

Robinson defined creativity as “the process of having original ideas that have value” (2011, p. 151) and saw creativity as being directly linked to imagination. “Imagination is the source of our creativity…it is the ability to bring to mind things that are not present in our senses” (Robinson, 2011, p. 141). He saw creativity as the next step that involved using our imagination to actually do something. “Creativity involves
putting your imagination to work… creativity is applied imagination” (Robinson, 2011, p. 142). People are not creative in general, but in a particular sense. It is also a process that involved generating ideas, making judgments, judging value, making connections, and having the freedom and control to make it happen. The creation of an innovation is the final step in the process, where creativity is further applied.

**Summary of Literature Review**

Currently much has been written about the need for entrepreneurship in the United States and how our current educational school system may not be meeting the students 21st century needs (Zhao, 2012). Because of this this researcher chose to address the problem that educational practices need to change to meet the needs of the twenty-first century and there is a lack of research into the experiences of outlying educational innovators that are trying new approaches. Due to the broadness of the idea of entrepreneurship, it had been difficult to define with some experts in the field branding it indefinable. Although this was the case, many experts’ definitions are similar, and the author chose the World Economic Forum’s definition to conduct his research. Although ideas of entrepreneurship started in 1734, it is a relatively new field, only gaining popularity in the 1980’s. Some of this research has led to differing views of the EO construct. The researcher chose the Lumpkin and Dess’s (1996) EO construct with five dimensions to use as his theoretical framework. Of these five, innovativeness may be the most important as it provided the link to education. The researcher hoped his study furthered the literature in terms of how entrepreneurship was relatable to education and what educational entrepreneurs experience when creating a new entry. Hess provided a proper summation for the need for entrepreneurship in education.
…the greatest educational risk we confront today lies not in nurturing the nascent entrepreneurial sector but in continuing to cling to an inadequate and anachronistic status quo. Risk is the price of progress. Failed ideas, providers, and schools are indeed a high price to pay. They are only worth paying when compared to the alternative, to the stagnation and the ceaseless, pointless tinkering that have for so long been the face of school reform (2006, p. 260).

Solving today’s educational problems of stagnation and tinkering may be up to an educational entrepreneur.
Chapter 3

To examine the stories of seasoned entrepreneurial educators who contributed in launching innovative educational programs, the researcher chose a narrative approach, with open-ended interviews as the main form of data collection. This approach allowed participants to share their experiences and the researcher to further examine multiple experiences in an effort to shape their stories into one, through a collaborative effort of participants and researcher. This chapter of the research will cover the topics of: research traditions, including the researcher’s interpretivist perspective, and narrative research; educational entrepreneurial participants, including the general population, criteria used to select them, strategies used to gain participants, and a profile summary; research design, including the six phases of data collection, three steps of data analysis, and coding; and trustworthiness, including how the researcher used a code checker.

Research Tradition and Overview

This section will explain the researcher’s broad interpretivist research perspective. This was used in the study in order to study the processes, practices, and activities of veteran entrepreneurial educators. It will also discuss traditions of narrative research, including the importance of the component of storytelling.

Interpretivist research perspective.

The overall view taken was an inductive research design from an interpretativist research perspective that took into account the educational entrepreneurs processes, practices, and activities. It focused on interpreting the outliers in education who were trying different things and challenged educational and entrepreneurial assumptions. Studying outliers are important because they “provide fertile fields in which to learn
about the emerging order, about how organizations are redefining the problems and opportunities they face and putting in place new approaches to operate effectively in a dynamic environment” (Mohrman & Lawler, 2012, p. 42). This brought the focus of the study to the “next” practices in education, instead of current “best” practices. This view also focused on the broader view of entrepreneurship as researchers “need to connect with broader knowledge exists for organizational researchers who want to do useful and impactful research” (Mohrman & Lawler, 2012, p. 43). This view attempted to challenge assumptions in the areas of education and entrepreneurship by taking into account the broad view. This challenging of assumptions had the potential to make research more meaningful and relevant (Alvesson & Sandberg, 2011). To gain this perspective, researcher interaction with participants was necessary.

Interaction between people is needed to make a collective story. In the case of this research, the researcher applied his knowledge and through interaction with the participants, formed a collective story of an educational entrepreneur through the form of a restory. A trail of evidence was considered to make the story including the artifact review, open-ended interviews, and further collaboration. People cannot create knowledge individually, but a collaborative effort was needed. According to Czarniawska, using a narrative approach with an interpretive worldview can yield three opportunities. First, it allows for the extended use of texts as field material. This is due to discussion being able to take place and differing viewpoints of a text can be shared. The second is the opportunity of creative barrowing of writing. This lets researchers from different points of view look beyond their methodology and into others, if that is
where the answer lies. The last opportunity is that narrative applies reflection and analysis (2004).

Research conducted by Lawler (2012) found that restorying occurred in leadership positions and found the role of the audience to be pivotal in the direction of the story. A restory can be powerful because although those in leadership positions may feel that there is no need and the story will not change, other stakeholders in positions below the leader often feel it is necessary. Lawler felt that longitudinal studies would be needed to answer further questions about how restories are perceived and if those in control could mediate the propensity to restory (2012). John Creswell provided additional information on narrative research.

**Narrative.**

*Research Design* author Creswell based his narrative definition off of the work of Clandinin and Connelly (2000). Creswell stated that:

Narrative research is a strategy of inquiry in which the researcher studies the lives of individuals and asks one or more individuals to provide stories about their lives. This information is then often retold or restoried by the researcher into a narrative chronology. In the end, the narrative combines views from the participant’s life with those of the researcher’s life into a collaborative narrative. (2009, p. 13)

In more basic terms, narrative analysis was where “researchers collect descriptions of events or happenings and figure them into a story using a plot line (Creswell, 2007, p. 54). Narrative research maybe guided by a theoretical perspective as was the case in this study where the author has chosen the EO of Lumpkin and Dess (1996).

Creswell stated that “Narrative research is best for capturing the detailed stories or
life experiences of a single life or the lives of a small number of individuals” (2007, p. 55). In this case the author used a small number of individuals, but could give more voice to some participants over others, as was common in narrative research. Narrative research may emphasize a key event or the epiphany, use transitions, give hints of what is to come, use metaphors, and can report themes. The researcher was particularly interested in themes that emerged in the data analysis and Creswell recommended finding a theme to guide the research and show the development of the participants. “This theme emerges from the preliminary knowledge or a review of the entire life, although researchers often experience difficulty in distinguishing the major theme from lesser or minor themes….the researcher looks for common threads or elements across participants” (Creswell, 2007, p. 55). Czarniawaka described storytelling and how it was vital in narrative research.

**Storytelling and its link to narrative.**

The work of theorist Czarniawaka (2004) was considered in telling the story of the participants. This storytelling was an eight step process that included: watching how stories are being made, collecting the stories, provoking story telling, interpreting the stories, analyzing the stories, deconstructing the stories, putting together your own story, and put your story with other stories. Czarniawaka considered interacting with participants to form a story as a necessary step. The interaction was key because individuals do not invent knowledge on their own; it was gained through social interaction. The story was constructed by the knowledge of the researcher interacting with the knowledge of the participant.

Czarniawaka described narratives being more than just chronological accounts and
that stories could be collected in many ways including through interviews. She argued that social science can be studied through narrative and has seen it used successfully in areas such as economics, which is commonly linked with entrepreneurship. Narrative research in these areas helped explain why researchers often disagree due to their differing perspectives. This could explain the many definitions of entrepreneurship found in the literature review. The narrative approach opens up the opportunities to use texts as field material, and genre reflection and analysis. The next section will discuss the research participants used in this doctoral thesis.

**Educational Entrepreneurial Participants**

The researcher used five experienced participants that met his criteria and were willing to be involved in the highly collaborative nature of narrative research. This section of the chapter will discuss the general population of educational entrepreneurs, the criteria the researcher used to select them for this study, the strategies used to get the participants, and the participant profile summaries.

**Study Population.**

Table 3.1 shows a profile of the five participants used in this study. Due to their extensive experience in education, the researcher deemed the participants to be experienced, veteran, and accomplished. The experienced nature of the participants was vital for this study, as it gave the participants many years to form opinions on what education should look like and provided more background on what can make an entrepreneur, than would have been possible with a less experienced participant. Other demographic information is also found in the table. Further information on the
participants can be found in the participant profile summary later in this chapter and in chapter four.

<table>
<thead>
<tr>
<th>Race</th>
<th>4 Caucasian, 1 Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>4 Male, 1 Female</td>
</tr>
<tr>
<td>Range of years in education</td>
<td>22-35 (2 were recently retired)</td>
</tr>
<tr>
<td>Range in ages</td>
<td>46-67</td>
</tr>
<tr>
<td>Degrees earned</td>
<td>2 had PhD’s, 5 had Master’s degrees, 4 had administrative licenses (all educationally based)</td>
</tr>
<tr>
<td>Moved to Colorado to start innovation</td>
<td>2 out of 5</td>
</tr>
</tbody>
</table>

*Table 3.1 showing characteristics of study population*

The general population of educational entrepreneurs depends on which definition of an educational entrepreneur used to determine the population. Certainly individuals with programs such as Wendy Kopp’s Teach for America, Mike Feinberg and Dave Levin’s KIPP schools, and Larry Rosenstock’s High Tech High would be considered educational entrepreneurs by all definitions. Some definitions require a major transformation to take place. For example, Smith and Peterson described an educational entrepreneur as, “a rare breed of individual whose characteristics and activities may lead to the transformation—not merely slight improvement—of the public education system” (Smith & Peterson, 2006, p. 22). The researcher examined the definition of the World Economic Forum (2009) on entrepreneurship to describe an educational entrepreneur as: a member of the educational community who turns ideas into action, shows creativity and innovation, and whose innovation ultimately helps learners become more creative and confident. The researcher felt that although the entrepreneurs affected thousands of
students that they may not have meet the definition of Smith and Peterson. What programs could be called innovative was another issue, as several states described many innovative programs. The researcher felt that there are lots of educational entrepreneurs out there who are trying new things to meet the needs of their students. Because of this this researcher chose to explore the specific problem that educational practices need to change to meet the needs of the twenty-first century and there is a lack of research into the experiences of outlying educational innovators that are trying new approaches. The next section will describe how participants were chosen.

**Criteria used to select educational entrepreneurs.**

To choose participants for this study, the researcher looked for individuals who had exhibited many of the characteristics of what an entrepreneur was, as defined by the World Economic Forum (2009). These participants were members of the educational community who turned ideas into actions, showed creativity and innovativeness, and whose innovation ultimately helped learners become more creative and confident. This meant purposeful sampling occurred. “The concept of purposeful sampling is used in qualitative research. This means that the inquirer selects individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study” (Creswell, 2007, p. 125). Although it was common to only have one or two participants in narrative research, the researcher used five. This allowed the researcher to develop a collective story. The next section will address how the researcher was able to get participants for the study.
Strategies used to get participants.

The researcher started recruiting participants whom he felt meet the criteria for the study by following an approved protocol. Participants met the following criteria: He or she must be or have been a member of the educational community, been critical in creating and launching an innovative practice, and are willing to participate in the study. This protocol included the information about the research, including researcher biases, expectations of participants and researcher, and a need to gain participant consent. After conducting research on possible participants the researcher conducted a pre-interview. This pre-interview was done in the form of an email (Appendix C), phone conversation, or in person. This was to see if the participant was interested and give general information about the study. If done by phone or in person it lasted approximately 10-20 minutes. If the participant was interested, details were then made to have participants fill out and sign a participant consent form (Appendix A). IRB approval was gained prior to the study taking place and all participants were competent adults. The necessary consent forms were also provided. Since the participants worked at various locations, and the researcher was not observing, no further consent was needed, although in one instance the participant requested that the district be aware of the study. To comply with this request the researcher went through that district’s IRB and approval was gained for that individual to participate. As the researcher was counting on a snowball sample, he asked participants if they know other possible participants for the researcher to look at and judge if they meet the criteria. No incentives were offered to the participants, except for the chance to share their stories about the idea they had that was positively impacting young people. No ethical issues arose as the researcher spoke to his own biases.
beforehand, and the project was a highly collaborative effort, in which all information was shared with participants. The researcher also shared artifacts he had discovered and asked the participants for any additional applicable resources. The next section will provide a summary of the participants used in this research.

**Participant profile summary.**

The five participants in the study had a vast amount of educational experience and knowledge. Of the five participants, four were male. All participants were also married, and had children or grandchildren. Four of the five participants were also Caucasian, with RAYMOND being from a Hispanic culture. The participants had a vast amount of educational experience. Participants ranged in experience from 22 to 35 years in education and two of the five had recently retired. The participants were also very well educated. All of the participants had Master’s Degrees, two of the five had Ph.D.’s, and four had administrative licenses. Most of the participants worked solely in the K-12 educational sector, although RAYMOND had university experience as well. Although their experiences differed, four of the five started, or led from a very early stage their own school, which used an innovative method. WILLIAM was not an administrator, but a teacher leader and used innovative practices in his classroom. It was also not uncommon for the participants to work at numerous locations. LIAM, WILLIAM, and RICHARD all worked at another school, prior to the one that was the focus of their story, but then stayed at their location for a number of years and seemed very connected to it. RAYMOND and IRENE held many more jobs and seemed to move from one opportunity to open a school to another. Frequently, they would stay as long as eight years to get the
school established before moving onto their next entrepreneurial adventure. Individual participant profiles can be found in chapter four.

**Research Design**

The research design was a five-step process that included: choosing narrative to conduct the research, finding the participants, collecting data, analyzing data, and collaborating with the participants to form a restory. During these five steps the researcher held an interpretivists perspective that allowed for assumptions to be challenged and the outliers to be studied. Figure 3.1 shows the five-step process of the research.

![Diagram of the five-step research process]

*Figure 3.1 The five-step research process*

The next section will describe how the data was collected through six-phases, which included: pre-interviews, artifact review, interviews, individual profiles, restory with participants and theme development.
Data collection.

To collect data for narrative research Clandinin and Connelly (2000) suggested collecting field texts through many different sources including: autobiographies, journals, researcher field notes, letters, conversations, interviews, stories of families, documents, photographs, and personal-family-social artifacts. For the purpose of this study the researcher used interviews and artifact collection as his primary means of collecting data, which was collected in this study in six phases.

Phase 1: pre-interview with possible participants.

The first phase involved a “pre-interview” to gauge participant interest and to insure that the potential participant would meet the criteria. This “pre-interview” was done in the form of an email (Appendix C), phone, or in person and took approximately 10-20 minutes. This included distribution of the consent form (Appendix A), background information, and clarification of the dissertation process. The researcher used five participants for the study. Although narrative research often had fewer participants, narrative can form a collective story. Since that was the purpose of the research, five were used. This number allowed for multiple stories to be told, but still allowed the researcher to gain in in-depth understanding of participant experiences.

Phase 2: artifact gathering and review.

The second phase was to conduct a document review about the participant’s innovation. This review included gathering artifacts that related to the participant’s innovation. These artifacts included school mission statements, vision statements, or literature that the participant recommended, such as books or newspaper articles. Clandinin and Connelly (2000) referred to this type of data as field texts and found
artifacts or documents to be a viable way to collect data for a narrative study and found that documents can be easy to overlook. “It is (easy) to forget… the existence and relevance of documents. The researcher who establishes intimate participant relations can become so focused on the relationship that the flow of documents that can help conceptualize the work goes unnoticed” (Clandinin & Connelly, 2000, p. 114). After the researcher developed an initial idea of the innovation, an open-ended interview was conducted for phase three. In agreement with Clandinin and Connelly, eliciting stories through interviews was one of Czarniawska’s (2004) three ways to collect data for narrative research.

**Phase 3: open-ended interviews.**

For the third phase of data collection, the researcher conducted an open-ended interview consisting of four questions was conducted for a period that varied between 30 and 60 minutes. During the interview, a protocol (Appendix B) was followed. The researcher used digital audio recording equipment to record the interview. When available and applicable, the author conducted face-to-face interviews. For one interview this was not possible and a videoconference over the computer was used after being mutually agreed upon by the researcher and participant. In addition to recordings, the researcher took field notes. These interviews took place in various locations agreed upon by researcher and participant. The researcher conducted a pilot interview to run through and fine-tune the protocol before starting with the participants. The following questions were asked with supporting literature:
1. Can you tell me how you came into your role as an educational entrepreneur? Links question to EO theory. Beverly (2005) wrote that narratives maybe guided by a theoretical perspective or lens.

2. Tell me about your current innovative endeavor? Polkinghorn (1995) discussed narrative analysis in which researchers collect descriptions of events or happenings.

   2B. Can you describe what problem your program was seeking to solve? Or What problem are/were you trying to solve with the launch of this innovative practice?

3. Tell me about an early attempt you remember to launch an innovative or entrepreneurial program. Plummer (1983) discussed creating an oral history, which gathers personal reflections of events from one or more individuals. Clandinin & Connelly (2000) spoke of the need for narratives to show how the story has evolved.

4. Future Perfect: In five years from now and your being written about as the person who successfully launched an alternative education program, what would be the headline of the article, including the who, what, when, where, and how? Czarniawska (2004) mentioned being able to elicit stories through interview questions as a way to collect data for a narrative story.

Table 3.2 shows research questions with literature to justify the use of these specific questions.

To gain further information, additional prompts were given to the above questions. These prompts are included in Appendix B. Open-ended questions were chosen as a form of data collection because they allowed for a variety of responses that let the participant share his/her story without constraints, but still were structured enough so that the researcher was able to organize and find themes in the data. Table 3.3 below showed the link between the research questions and the interview questions.
<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Interview Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are entrepreneurial educators making sense of the development of their entrepreneurial orientation as they launch innovative K-12 practices?</td>
<td>Tell me about an early attempt you remember to launch an innovative or entrepreneurial program. In five years from now and your being written about as the person who successfully launched an alternative education program, what would be the headline of the article, including the who, what, when, where, and how?</td>
</tr>
<tr>
<td>What is the portrait of entrepreneurial orientation of entrepreneurial educators who have launched Innovative Practices for K-12 schools?</td>
<td>Can you tell me how you came into your role as an educational entrepreneur? Tell me about your current innovative endeavor?</td>
</tr>
</tbody>
</table>

*Table 3.3 Link between research and interview questions*

Interview questions were a viable method to collect data for a narrative and the open-ended format. This format lent itself best to being able to elicit stories (Czarniawska, 2004). Phase four involved the creation of profiles of the participants.

**Phase 4: create individual profiles of participants.**

The fourth phase included developing individual profiles for the participants. Each participant had an individual profile developed on them based on data gathered from the artifacts and interview. Brief profiles may be found in Chapter four and the full profiles may be found in Appendix D.

**Phase 5: restory with participants.**

These profiles were used in phase five, which involved collaborating to form a restory with the participants and where codes were made to locate themes. This involved each participant receiving a copy of their individual profile and then being given the chance to share any reflections, insights, or additional thoughts. This allowed the
researcher and participant to agree upon the findings before the research moved forward into using the data to develop themes. This also gave the researcher a chance to seek clarification on previously collected data. These, follow up, conversations were not recorded, but field notes were taken. This clarification took place face-to-face, on the computer, or by phone, as was agreed upon by researcher and participant.

**Phase 6: develop themes.**

The final phase of data collection was to develop themes. The researcher reviewed data from the artifacts, interview, and participant re-telling in order to identify any emerging themes as they related to the purpose of the research. Original transcripts were also coded at this time. Further information on finding themes will be discussed in the data analysis section below.

**Data Analysis.**

According to Creswell the data “collected in a narrative study need to be analyzed for the story they have to tell, a chronology of unfolding events, and turning points or epiphanies. Within this broad sketch of analysis, several options exist for the narrative researcher” (2007, p. 155). Of these various methods, the researcher had chosen the three-dimension space approach of Clandinin and Connelly (2000) that involved analyzing data for three elements, interaction (Personal and social), continuity (past, present and future) and situation (physical places or storyteller’s places). By analyzing the data in this way, the researcher was able to create a story that could “reflect the three-dimensional inquiry space that Clandinin and Connelly (2000) discuss….a text that looks backwards and forward, looks inward and outward, and situates the experiences within place.” (Creswell, 2007, pp. 184-185). Although the focus of the data analysis was
centered on the three-dimensional model, a template for coding a narrative study by Creswell, was also taken into account to insure that the participants' stories were complete. A three step coding process was further used to analyze data and determine themes.

![Diagram of narrative analysis process]

*Figure 3.2 Template for Coding a Narrative Study (Creswell, 2007, p. 170)*

Step one involved the researcher developing initial codes and stating his researcher bias through the use of a researcher Epoche (see appendix F). Step two used *in vivo* coding to develop themes through the use of highlighting data (see Appendix E). Also in step two the author developed individual participant profiles by summarizing participant stories from the transcripts, which included key quotes (see appendix D). In the final step, themes were developed and grouped into *emic* and *etic* categories (see table 4.2).

The following sections describe how the data was coded and code-checked for reliability as well as a description of data analysis.
<table>
<thead>
<tr>
<th>Steps</th>
<th>Method</th>
<th>Data Display</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- initial code development and researcher bias</td>
<td>Researcher Epoche</td>
<td>Appendix F</td>
</tr>
<tr>
<td>2- <em>In Vivo</em> coding</td>
<td>Highlighting</td>
<td>Appendix E</td>
</tr>
<tr>
<td>2- Create individual participant profiles</td>
<td>Summarizing participant stories from transcripts</td>
<td>Appendix D</td>
</tr>
<tr>
<td>3- Theme development</td>
<td>Grouping emic and etic themes</td>
<td>Table 4.2</td>
</tr>
</tbody>
</table>

Table 3.4 Steps followed in data analysis

**Coding.**

To code the data, the researcher used a three-step process. The first step was to read through all the artifacts again and read through the interview transcripts. During this read the researcher made initial notes and began forming initial codes. The researcher began by taking a deductive approach where he searched for evidence of the EO traits of Lumpkin and Dess (1996). After that, a more inductive approach was taken and emerging themes were sought. This step also involved the researcher looking at himself reflectively. This was a key step in the three-dimensional model because “as narrative inquirers we work with-in the space not only with our participants but also with ourselves” (Clandinin & Connelly, 2000, p. 61). During this time, the researcher developed an Epoche (Appendix F), which gave the researcher a chance to reflect and look as an outsider upon his own biases. The second step involved a second reading of the artifacts and transcripts and used *In Vivo* coding, which involved looking for keywords that participants used (Creswell, 2007). This was done by highlighting key words and phrases and attaching a label to the information.

The researcher also took into account where the data would fit in the three-dimensional model. Initially, *etic* codes that were based on the theory of EO were looked for, but *emic* codes emerged as well over time. A summary of these possible themes and
which participants displayed the information can be found in table 4.2. The second step also involved the creation of individual participant profiles. Two versions were completed, a shorter summary version to be included earlier in chapter four and a full summary version to be completed in Appendix D. The researcher then shared these summaries with participants and through participant feedback made necessary changes to ensure their story was correct. The final step included a final read through of the transcripts to further investigate emerging themes and etic codes previously identified. It was at this time that the data and themes were shared with an additional code checker to bring reliability and trustworthiness to the study by validating the coding. Subthemes also emerged during this time. As themes were being found, the stories were put in order chronologically as was congruent with the three-dimensional model. To classify the data, the researcher identified individual stories before trying to interpret the larger meaning of the collective story by taking into account all of the participants. The next section will discuss how the codes were developed.

**Code development.**

To develop codes the researcher initially became familiar with the participants first through an artifact review and then through the interview process. After the interviews were transcribed, the researcher made initial notes on possible themes that were surfacing. The researcher kept notes and recorded possible themes, from which the codes were developed. The *in vivo* process was then used through highlighting key quotations, which are included in Table 3.5 and Appendix E. These key phrases and labels or codes that were attached to the phrases are found in Appendix D.
<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Codes/Themes</th>
<th>Sample <em>In Vivo</em> Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>When participant mentioned risk.</td>
<td><strong>EO-Risk taking</strong></td>
<td>“Just my appearance shows that I'm a risk-taker.”</td>
</tr>
<tr>
<td>When participant mentioned working alone.</td>
<td><strong>EO- Working Alone</strong></td>
<td>“You have to be alone sometimes.”</td>
</tr>
<tr>
<td>When participant mentioned innovative or ideas that were thought to be innovative.</td>
<td><strong>EO –Innovativeness</strong></td>
<td>“That’s an innovative process.”</td>
</tr>
<tr>
<td>When participant stories showed participants taking initiative.</td>
<td><strong>EO- Proactiveness</strong></td>
<td>“I am proactive. I get interested in many things and then I follow through.”</td>
</tr>
<tr>
<td>When participants mentioned competing with others.</td>
<td><strong>EO- Competitive aggressiveness</strong></td>
<td>“You’re going to take our cream of the crop kids.”</td>
</tr>
<tr>
<td>When participant mentioned their path of education important for their story.</td>
<td><em>Additional education</em></td>
<td>“Then I finished the doctorate.”</td>
</tr>
<tr>
<td>When participant mentioned difficulties within the first 2 years of starting.</td>
<td><em>Difficulties starting</em></td>
<td>“That was very difficult, but I didn’t quit.”</td>
</tr>
<tr>
<td>When participant mentioned supportive higher administration being important for success.</td>
<td><em>Supportive higher admin</em></td>
<td>“You have to have leadership that allows you to take risks.”</td>
</tr>
<tr>
<td>When participant mentioned educational policies or reforms that helped them.</td>
<td><em>Correct educational policy</em></td>
<td>“The superintendent of our district was concerned that vouchers.”</td>
</tr>
<tr>
<td>When participants mentioned experiences they had prior to main one the researcher was most interested in.</td>
<td><em>Positive prior experiences</em></td>
<td>“They didn’t carry it on, but it was extremely successful.”</td>
</tr>
<tr>
<td>When participant mentioned their families.</td>
<td><em>Family oriented or supported</em></td>
<td>“I sort of continue that ... I have four grandchildren…”</td>
</tr>
<tr>
<td>When participants mentioned the need to receive assurance or compliments.</td>
<td><em>Need for assurance</em></td>
<td>“We sought encouragement, that’s important.”</td>
</tr>
<tr>
<td>When participant mentioned creativity or something thought to be creative.</td>
<td><em>Creativity</em></td>
<td>“That’s where I think I have creativity.”</td>
</tr>
<tr>
<td>When participant held multiple jobs throughout their career (more than 3).</td>
<td><em>Frequently changed jobs</em></td>
<td>“Get it launched and then somebody else can take over.”</td>
</tr>
</tbody>
</table>
| When participant mentioned | *Right place, right time* | “It was two weeks before
When participant mentioned collaborating with others. | *Working with others | “I liked interacting with people.”
---|---|---

Table 3.5 Possible themes, codes, descriptors, and sample in vivo statements used in step two

**Possible etic themes based on EO of Lumpkin and Dess (1996)**

*Possible etic themes that emerged

Table 3.5 was developed to show the initial possible themes with codes used and exemplar quotes from the transcripts. A more in-depth version of this table with more quotations may be found in Appendix E.

**Trustworthiness**

Maintaining trustworthiness and validity in this study were of the upmost importance to the researcher. “Study participants should be appraised of the motivation of the researcher for their selection, granted anonymity (if they desire it), and told by the researcher about the purpose of the study” (Creswell, 2007, p. 123-124). This disclosure helped build rapport with participants, which was vital in a narrative study. The researcher did this by openly sharing his biases about the topic (see Appendix F), following protocols (see Appendix B), and having someone else validate the coding in addition to the researcher. He had the interviews transcribed by an outside agency, Fox, and checked those transcripts for obvious mistakes. After the initial gathering of artifacts and interviews the researcher used member checking to “determine the accuracy of the qualitative findings through taking the final report or specific descriptions or themes back to participants and determining weather these participants feel that they are accurate” (Creswell, 2009, p. 191). The participants were also given an electronic copy of their transcripts. In addition, in step three of data analysis, a code-checker further examined
the data and found themes; and discussion occurred to solve the few discrepancies that occurred. The research overcame several potential challenges in collecting data that could have potentially threatened internal validity.

One of these threats was the large amount of data that was needed for a narrative study. The researcher needed to collect “extensive information about the participant, and needs to have a clear understanding of the context of the individual’s life. It takes a keen eye to identify in the source material gathered the participant stories that capture the individual’s experiences” (Creswell, 2007, p. 57). This was solved by keeping data organized by participants and by limiting the number of participants to five. Another potential threat was that the participants would not be willing to provide enough data for the researcher. This issue was solved by the careful selection of the participants who were used and by the clear explanation of the needs of the study. Following protocols ensured consistency in this process. Researcher biases were a major concern as the researcher used a few participants whom he was previously acquainted. These were dealt with by the researcher keeping a high professional standard throughout the study and following protocols. This professionalism was important due to “the way an interviewer acts, questions, and responds in an interview shapes the relationship and therefore the ways participants respond and give accounts of their experience” (Clandinin & Connelly, 2000, p. 110). The researcher also clearly shared his biases in the pre-interview with the participants.

Although issues existed, by knowing them going into the study, the researcher felt that he overcame them and produced a study that was ethical, valid, trustworthy, and positively added to the current research on educational entrepreneurs. By sharing biases,
following protocols, and getting outside assistance through a professional transcription agency, and an additional member to validate coding, the researcher felt he helped limit potential problems and his participants felt it was a positive experience and a chance to share their stories in the form of narrative research. Code checking was one way that the researcher made the study trustworthy.

**Code checking.**

To help insure the reliability of the codes and the themes found, the researcher enlisted the help of a trusted individual to provide an agreement check with the findings. The code-checker was used towards the end of the analysis process, after the researcher had the chance to form initial themes. Creswell stated that this step was important to insure reliability in the study. “In qualitative research, reliability often refers to the stability of responses to multiple coders of data sets” (Creswell, 2000, p. 210). Creswell added that this process needed to be realistic and flexible, but consistent. The code checker was provided with the transcripts and summaries prior to meeting with the researcher to give him time to properly become acquainted with the data. The code checker was experienced at coding data and was aware of the three-dimensional model that the researcher was applying to the data. When the code-checker and researcher found discrepancies or disagreed on the findings, a discussion would take place and the data further reviewed until both parties agreed upon the findings. This dialogue was used to confirm results found by the researcher, and answer questions of findings the researcher was unclear of. Often this resulted in a subtheme or different placement of a potential theme.
Summary

This chapter of the research told of the research traditions of the researcher’s inductive research design from an interpretivist research perspective and narrative research. It also discussed the participants including their general population, how the researcher selected them and got them participate, and a profile summary of them. The research design included six phases of data collection including a pre-interview, artifact review, interviews, individual profiles, restory with participants, and developing of themes. It also included the three steps of data analysis, which included initial code development, *In Vivo* coding, and theme development. The chapter concluded by discussing why the research was trustworthy, and how the use of a code checker was used to add validity to the study.
Chapter 4 Results

The purpose of this narrative qualitative study was to examine and explore the nature of entrepreneurial behavior of accomplished educational leaders who launched alternative K-12 school programs or innovations. These innovators worked in a variety of alternative models, and in a variety of roles. This chapter will describe the context the study took place in, provide a summary of the participants and individual profiles, discuss the steps of data collection and analysis, provide key themes found, general findings, and provide a summary of the results which took into account all the participants stories.

Context

The study included five experienced participants purposefully selected as educational entrepreneurs; meaning that they were members of the educational community who turned ideas into actions, showed creativity and innovativeness, and whose innovation ultimately helped learners become more creative and confident. All participants were from Colorado, although they were from a variety of locations in the state and worked for a variety of school districts. Prior to pre-interviewing potential participants, the researcher had ideas of a variety of possible participants through his background in working in a choice district. He also used a source at the Colorado Department of Education to find additional names and contact information of possible participants. The pre-interview judged the willingness of the participants, since a narrative study is a highly collaborative experience. The next section contains individual profiles of each participant, which was formed through collaboration with participants and data collected from the artifacts and interviews.
Participant profiles.

This subsection will include a summary of participant profiles that were created by the researcher. These summaries are a paraphrased version of their full stories taken from the transcripts and artifacts. Longer versions of these summaries are included in Appendix D and include many more quotations from the participants. The names of all participants have been changed to provide anonymity.

IRENE.

IRENE was an incredible individual who started entrepreneurial ventures early in her educational career after moving often as a child and often living in poverty. She successfully opened schools, whose purposes she deeply believed in. Although at the time of this study she was retired, she was still very involved with the arts and education and focused on inner city kids. She had a Ph.D. in Gifted Education/Administration, was a writer, and had won numerous accolades over the course of her career.

IRENE attributed her entrepreneurial skills and belief to starting in the Peace Corps during college in South America and the Outward Bound training she received there. IRENE found self-belief there and a will-not-quit attitude that transferred over to her educational career. In the Peace Corps she got to be creative, as she had to make up her own job. While in South America she saw a need to help the children read since many of them continued to struggle. Along with creating a library out of her home, she also wrote a reading guide and set up a tutoring system with college students. IRENE loved books and children’s literature and thus became a librarian when she and her family moved back to the United States. She also obtained a Master’s Degree in Library Science at that time.
It was while she was librarian that IRENE became aware of another need that guided some of her further studies. She saw that students were not engaged and those that needed to be challenged the most were not getting those opportunities. This observation, along with observing her own children, made IRENE interested in Gifted Education.

After helping to start a small Christian School, IRENE knew she wanted to focus on the gifted. While having her first experience working in a gifted school, she started the process of getting her Ph.D. in Gifted Education and Administration.

After working in that gifted school IRENE went back into public school and was both the GT resource teacher and the librarian. Two jobs, which she stated, complemented each other wonderfully. She was chosen at that time to be in a group of teachers to go to Africa for part of the summer to study the slave trade. While there she decided that the best way to impact larger numbers of students would be to go into administration. When she got back she pondered several jobs and took up her first principal position in the western United States.

This move into administration coincided with IRENE leaving her previous school because she was not able to continue her roles in both areas of Gifted and Talented and as librarian. Although leaving the school was difficult because she had helped start it as a teacher, she knew the move was right. IRENE was successful as an administrator and turned the school into an artistic school, which was what the community and IRENE had a desire for. After four years, IRENE got the opportunity to start an inner city gifted school. IRENE kept thinking about inner city students and she got the job.
IRENE stated that they got the oldest building in the district and she had a feeling that she was expected to fail.

_I think they thought I would fail, but I don’t fail._

In a few years the school was flourishing and had to move to a larger, near-by location to accommodate the growth. She spent eight years at the school, before she was asked, by the district, to takeover and turn around a low performing middle school. It was difficult decision for IRENE as she could have retired by then, but did not want to. What helped her move onto her next challenge were the changing demographics of the inner city gifted school. Although it started out very diverse, towards the end of her eight years it was becoming less so because affluent parents knew how to get their children tested and into the school, where inner-city kids often did not get that opportunity.

Her next opportunity of opening the middle school turned out to be one of the more challenging of IRENE’s career. She had a planning year before reopening the school as a Creative Arts Academy, as it was a traditional middle school at the time. She knew going into opening the school that she felt she could give three years of her time. A big surprise came when IRENE was told that her school, would have to share its building with another school with a completely different educational focus. She was disappointed that she was not part of that decision that so heavily impacted her school. Despite that and a difficult first year, the school was still expanding to become K-12 and was a success.

At the time of this study, IRENE was retired from public school, but was still very involved in her passions of the arts in schools, inner city children, and gifted children.
She was recently involved with a program to bring music to inner city kids and served on two boards as well as wrote for a blog at a local art museum.

In the future, IRENE would love to read headlines about students from her inner city middle school being accepted by marvelous arts academies or other programs so that they could make a positive impact in their neighborhoods. She would also love to see legislation change so that children who were brought to the United States as babies from Mexico could attend college.

IRENE was a very innovative person from college when she started a library from her home. She attributed her drive to go into education to her own poverty background and teachers who believed in her and gave her confidence along the way. Throughout her career she was able to start non-traditional schools that have met the needs of the community. She was a very motivated and proactive person and spoke of doing way more, as a librarian, than was in her job description as she was very proactive. She also liked to be involved with things that are new and not traditional and described a recent program she had worked on to bring music to inner city kids as a new idea. Although she liked to work with people, she preferred to put many of the details in herself. Although she liked to start working alone, she was very aware that she was part of the educational system and preferred to work with the system. She attempted to do this without compromising the vision of the school. She also considered herself a risk-taker by being willing to leave a school or program that was going well to take on one that was struggling.

IRENE loved quotes and inspiration things. In her career she focused on bringing aspects of education she felt the current system was lacking in.
What I believe in is rich experiential learning, and I think the arts help that happen. It isn’t just gifted children I'm interested in of course, but I want to make sure that … I think they’re amongst the most neglected in education today and left to just languish. So it’s not just gifted and just the arts but rich, experiential learning which we’re losing in public education, and I don’t want it to be lost.

WILLIAM.

WILLIAM had been an intermediate elementary teacher for twenty-two years. While working at two different schools he had come up with teaching methods that got students interested in their learning, and put the responsibility on the student. Two great examples of these were WILLIAM’s use of technology and drama in the classroom. WILLIAM had a background in theatre and wondered what it would be like to involve students in creating a Shakespeare play after walking through the library and seeing a picture book that sparked the idea. He could not find a script that was kid-centered, so he created his own. Over the years it has improved and evolved. Although WILLIAM was still doing Shakespeare with his class, he was also focused on letting students learn using technology, through the idea of the flipped classroom.

I have always been interested in technology and how technology can put more of the work on the kids, put more of the effort. Give them more ownership I guess. What can be done in the classroom to get the kids more actively involved in the learning process? That’s always been my philosophy is that the kids have to be doing rather than being taught to. I’ve always looked for ways to incorporate that.

The flipped classroom was an idea that let the students watch the lecture portion of the lesson on a video and gave them more time in class to discuss questions they have had or to do related hands-on activities. It was also was heavily based on the idea of differentiation. Some students are able to move faster in the curriculum and the ones that are not as independent receive more teacher help in smaller groups than was possible other ways.
WILLIAM got the idea from some other teachers when he joined his school’s 21st Century skills committee. He liked the idea of the committee because he liked to be creative and liked technology.

This committee had the opportunity to go see some of founders of the flipped classroom, who were using it on a high school level. After seeing them do it, WILLIAM started searching for a way to adapt to an elementary level. He started to try it in math for the end of that school year and was fully committed to it the next. As he was working on it WILLIAM saw the popularity of the flipped class start to spread, especially at the high school level. Being one of the first at the elementary level to do it, WILLIAM used social media sites, such as Twitter to find and communicate with others who were trying similar things. At the time of this study WILLIAM was in his third year of implementation and used the flipped concept in many other subjects such as literacy and social studies. He also continued to communicate and share his ideas with others, opened his class up for visitors to see his idea first hand and was teaching at a national flipped conference.

WILLIAM attributed some of his ability to create innovations to use in the classroom to supportive administration. He also liked to work with others and attributed many of the small changes he had made in his flipped classroom to others ideas, but felt that there were times when he had to go out on his own to try something. With the flipped class there was little interest from his teammates, so he created it on his own and although over social media he was able to find people to bounce ideas off of, much of the work that it took to get his classroom running and create the videos was done individually.
WILLIAM felt he was a risk-taker by being willing to try new things. He described creating an innovation, as taking a risk and getting a spark of innovation. His ideas have evolved and continued to as he continued to work with others and make adaptations to meet student needs and make his ideas run smoother. In addition to risk-taking, WILLIAM saw a need for creativity when starting an innovation.

In the future WILLIAM would like to look back at the progress that had been made in getting students to become more active, curious, and engaged in their learning. He thought differentiation would be a key component of achieving that. He would also like to have seen technology increase in the classroom and every student be given access to more technology.

RICHARD.

At the time of this study RICHARD had been teaching for 25 years at the intermediate elementary level. At his first school he created one of his first initial entrepreneurship programs, which started in his class, but then it expanded to the entire fourth grade. It was a program to encourage students to watch less TV and challenged them to go a month without watching TV or playing videogames. If students were able to accomplish this, RICHARD rewarded them with a limo ride to school. Year after year, RICHARD saw this program become more and more of successful until many students were requesting his class to get a chance at participating in this. It was at this time that administration made it a mandatory program for the grade level. RICHARD saw lots of value in the program and discussed the positive results. The program was then discontinued when RICHARD left the classroom to become the school’s mobile science teacher.
Although the program was not continued it gave RICHARD personal confidence and showed him that he could accomplish something professionally that was his own idea and matched his teaching philosophy.

When teaching Science, RICHARD would travel from room to room with a cart and he knew that the students were enjoying Science, but

*I immediately began to see that something was wrong with that way of teaching....I could see this disconnect between learning science, learning writing, learning spelling, and that everything was being compartmentalized.*

Although he enjoyed teaching Science RICHARD felt uncomfortable teaching this way. About this time he was also on a teacher leader communicator group and met with a superintendent who believed that a rallying cry was being made for vouchers in education and sought ways to address parent concerns. He encouraged the group to think about alternative schools and possible programs to bring to the district.

It was the next day that RICHARD shared his idea with his teaching partner and the creation of a naturalist school began. RICHARD thought the school could be part of their current school, but his partner had another idea. RICAHARD’s partner had also recently attended a meeting in which she learned that the district had access to some public land and that the naturalist school may be able to use it. A state amendment had also recently been passed that said that state land could be used for educational purposes.

Soon after, RICHARD and his teaching partner went to the district with their idea. When they met with the superintendent, he was excited and supportive and told them about the process to start the school, which ended up taking two years.

At the start of the process they surveyed the district and found plenty of interest for a program its size. During this time an outline of what the school would look like was
made to give parents and students an idea of what the program would be like, since none of the buildings were on site yet. Although progress was being made, there were difficult times in the two-year process. It was at this time that RICHARD’s naturalist school was paired with another school to provide them with cover and administrative oversight.

Up to this point RICHARD and his partner had continued teaching while taking on the additional workload of attempting to start the naturalist school. It was at this time they found district support and were provided with a semester off to continue planning and working on the details. Although RICHARD and his partner were glad to have the time, their current school was unhappy to see them leave so suddenly.

The next year, after two-years of planning, RICHARD and his partner opened the naturalist school and the support from the first group of students and parents was wonderful. They fundraised, begged and borrowed furniture, and found donations to get the school set-up. Several years have gone has seen his first class and he was able to see the positive impact the school made on their life.

The school continued to do well, and had recently grown in size to accommodate the need for more to-be naturalists. RICHARD had recently moved on from a classroom teacher to be a coordinator and facilitator for the site, a position he has lobbied to have at the school for some time. He liked his new role as it still allowed him to teach, but now he had more time to look for ways to make the program better, see the big picture, and be proactive, instead of having to react to events that have happened.

The school was a place that had the freedom to let students learn about nature without typical restraints. The kids’ used what they learn and made personal connections
and the students could truly learn about the natural world. Being a naturalist then became part of who they were.

RICHARD was a few years away from retirement and recently got his administration license in hopes that his school would turn the coordinator position into an official administrative one, although he had many administrative type duties already. He would like to see additional programs open up everywhere and the ideas that follow the naturalist perspective of education grow. He maintained that there were lots of opportunities and places that have available land nearby that could be used.

RICHARD was more than happy to share what they have done at their naturalist school and the ideas of what worked and maybe what were some other ways of doing things. He would also like to see children start learning about nature from a young age and felt that would led them to make a larger difference later in life. In the future RICHARD saw himself as a possible liaison between the parks system, schools, and other groups.

It was hard for RICHARD to pick a favorite moment from his teaching career, but to him it seemed the most satisfying was hearing from former parents and students how significant of an impact the naturalist school has had on their life. He had heard countless stories about how students have not only become true naturalist themselves, but have started programs at other schools or at home and really involved others. He has had students tell him that the naturalist school has made them into who they are today.

Although RICHARD attributed the school being able to start to the confidence gained from the reading program, a supportive district that wanted to start new innovative
programs, supportive parents, and his partner, he acknowledged having many attributes of an entrepreneur.

*My strengths are motivation, passion, inspiration, leadership, things like that. That’s where I think I have creativity.... I’ve a lot of tenacity. I don’t take no for an answer. I am an activist. I go out on a limb. I take risks. I am stubborn. I’m driven. I’m a little bit of a control freak. I like things, I kind of see how things need to be done.*

He stated that the school would not have been as successful if he had not had those attributes due to the increased workload. RICHARD was not only the teacher, but with his staff of four had to be the playground monitors, lunchroom clerks, and custodians as well. Richard was also not sure the school would have started without him being able to work with his teaching partner or this district providing the necessary freedom for the program to work.

Along with the freedom the district provided encouragement and although many stumbling blocks came up, RICHARD and his partner were told that it was good idea worth continuing to work on.

RICHARD knew he had helped create a special, unique place for learning. Although the school had a naturalist focus, it taught much more. The naturalist school was a place where an integrated science curriculum let the students learn about Native American dwelling by letting students create their own in the woods, heavily involved writing and gave students time to reflect in a natural setting, and where reading involved reading about other naturalist and studying field guides.

**LIAM.**

LIAM was a music teacher for 15 of his 35 years in education before he decided to enter administration, where he was the principal of two different schools in a Western
state school district. As an instrumental and vocal music teacher in a low-income area of town, he saw value in students learning music and was able to build a successful music program by getting to really know the kids. Once in band or choir he noticed that many of these students were very bright, and talented and created a before and afterschool musical enrichment program.

Through the support of administration, LIAM was able to grow the program and implement it into the day, where students would be pulled out. This worked well, but LIAM did not agree that it fell under the title of “gifted education” as he was discovering that

all children are gifted and you have to find their gift. And once you do, you can tap into that and they will blow your socks off. I saw these kids as immensely talented. And many of them with discipline problems. And so, I kept thinking it's because nobody's challenging them...but, amazing kids just produced incredible things.

As this was happening LIAM was getting his Mater’s Degree and decided to write his thesis on an arts oriented school for gifted children. He continued teaching until he decided that students could benefit from a different type of administrator. Up until that point he noticed that many administrators were retired “coaches” who were good motivators, but with a different type of philosophy.

After gaining his license he was able to get a job at an elementary school, where he was able to put some of his integrated arts ideas from his thesis paper into place. LIAM got to rework some of the architecture of the school and many teachers bought into his philosophy. His next big opportunity to open a school came ten to twelve years later as he was in

the right place at the right time with a school board that was willing to let people try things, or at least, at that time, have a year off to do the whole... And give you
the resources to do to do the project. After I wrote the thesis about that, and then my whole ... most of my career, I wanted to do that.

He always was the arts voice in the district and was often chosen to take part in things like writing curriculums to give the arts point of view. He had a superintendent at the time in the district that had previously opened an arts school elsewhere and liked the idea. The idea for the school was pushed through, and although there were many delays and changes in management in the district the school was given the go ahead and LIAM was given a year to plan the school; which he felt was a huge plus. Highlights of the process included getting to work with the architects and getting to pick teachers with wonderful ideas.

After many years, LIAM’s dream of an integrated arts school had come to fruition. After running the school for three years he retired to spend more time with his family and grandchildren.

LIAM saw the value of an integrated arts education in his own children and grandchildren, as well as many others. LIAM felt he took risks starting the schools with the arts philosophy and although he was confident it would work, it took many attempts and efforts before it became a reality. He looked outside the school district and was creative about looking at different spaces for the school, before his became a reality. Throughout his career LIAM was a strong advocate for the arts and mentioned that there was competitiveness between his school and others in the district, due to the district being a choice district. LIAM liked the fact that at that point in time schools were autonomous and helped meet the needs of the students of a specific neighborhood and he did not consider using integrated arts a risk because he knew the students would be successful.
Career highlights included his school being recognized by the Kennedy Center, and an individual student, who despite being special needs learned to walk, and then starred in a school play while at both schools that LIAM was administrator at. Although the vision of his school has gone through changes since his departure he would like to see it become a place where kids have some voice in what they are learning and where they get to explore through the arts. Although LIAM was retired he was still an advocate of the arts and continued to pursue them on a personal level with his grandchildren.

RAYMOND.

RAYMOND always saw himself as someone who liked to create things and work with people through his musical background in high school to scouts. He did not see much relevance in school until his senior year when he was able to work on things he was interested in through an independent study class. After high school he got an undergraduate degree in Music Education and heard about schools with innovative approaches to education. At that time he met an important person who was teaching technical Theater Design classes, that got RAYMOND interested in that area. From there RAYMOND went on to get his Master’s degree, where he continued to work under this professor.

Upon graduation RAYMOND moved with this professor to another university to help develop the Master’s and doctoral degree programs in Technical Theater Design. So early on in his career RAYMOND had that opportunity of creating programs. From there he moved onto another university to develop a similar program and get his Ph.D. After tiring of higher education RAYMOND free-lanced and worked with a junior college and a regional theatre company. It was during this time, that he saw the need for this type of
work in a high school setting. This led RAYMOND to become the Director of the Facility of the Performing Arts.

He also saw that students who were being labeled “learning disabled” could be successful if they were interested in that they were doing and was also highly encouraged by his superintendent at the time to get his administration license, which he did.

During that period of time, one of the courses that I took was about organizations, and I started doing some research about different kinds of schools. One of the models that I ran into was Schools of the Arts.

At that time he found out that there were currently only five schools that followed that model, but that a sixth was being planned. RAYMOND quickly applied, interviewed, and was to become the 6-12th grade school’s first administrator.

RAYMOND said the school was partly attributed to the government at the time, which was pushing for desegregation through the use of magnet schools, like the one RAYMOND was going to open up. He had a scare initially before the school even opened as there were budgetary concerns that threatened the opening and RAYMOND had taken a risk by moving to start the school. Luckily, RAYMOND had a supportive superintendent, who agreed to a budget and the school was created.

Although the school had much support from the beginning, it started out as a school within a school, for its first six years of existence. The first year was especially stressful for RAYMOND because most of the stakeholders wanted the school to be fully operational the first year.

There were other roadblocks as well as RAYMOND also had to work closely with the other schools that shared the space and other schools in the area were worried
that the arts school would take their best students away from them. RAYMOND explained this was not true as

*This is open to any student who wants to apply, who wants to audition, who has the passion in the arts. It was amazing because we accepted kids who were failing in other schools. We were accepting kids who had bad behavior. We were accepting kids who had never had formal lessons but they were playing or drawing or writing or whatever, which at that time it was about 65% minority.*

Although the school was focused on performing arts, it also had an integrated, challenging curriculum, which made the school perform well academically as well. The current model that followed that curriculum was an understanding by design model.

RAYMOND was with the school for eight years and it became very successful as many of their students went into their art form that they studied, or found other successful jobs, due to their training received at the school. Some of their students continued their art form in college.

To create a school, RAYMOND felt it was important to have a vision, be able to see the end product, and knew that there were lots of things that needed to be put in place in order for it to be successful. RAYMOND believed in creating a solid foundation.

After RAYMOND moved on from the school, he helped open up another Performing Arts Center for a college institution. After that, RAYMOND did freelance work for about four years until recently taking a job to help create high school program focused on preparing students for careers after high school. He was also working with other entrepreneurs to open up a for-profit arts center. He liked the opportunity because it was student centered and students were in control of their destiny.

Although RAYMOND attributed his career direction to his technical theatre teacher, he felt that he was comfortable taking risks from an early age, to which he
attributed to supportive parents. He said this was rare in his culture as it was common in his Hispanic culture to stay close to home. Sometimes RAYMOND felt it was necessary to work alone, but he enjoyed working with a team, which he related to so many people working together to create a theatrical production.

Data Collection

Data for this study was collected from open-ended interviews with participants and from the collection of artifacts. The interviews were digitally recorded with permission and professionally transcribed before being coded. Four of the five interviews were conducted face-to-face and the fifth used a videoconference over the computer. The artifacts included mission and vision statements, books, newspaper articles, resumes, and other items given to or recommended by the participants. Participants were sent a copy of their transcripts by email to review for accuracy and the researcher did the same. After summaries of the participants were made, the participants reviewed those as well to add further information or clarification when needed.

Data Analysis

The following sections describe how the data was coded and code-checked for reliability as well as a description of data analysis.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Method</th>
<th>Data Display</th>
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<tbody>
<tr>
<td>1- initial code development and researcher bias</td>
<td>Researcher Epoche</td>
<td>Appendix F</td>
</tr>
<tr>
<td>2- In Vivo coding</td>
<td>Highlighting</td>
<td>Appendix E</td>
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<tr>
<td>2- Create individual participant profiles</td>
<td>Summarizing participant stories from transcripts</td>
<td>Appendix D</td>
</tr>
<tr>
<td>3- Theme development</td>
<td>Grouping emic and etic themes</td>
<td>Table 4.2</td>
</tr>
</tbody>
</table>

*Table 4.1 Steps followed in data analysis*
Initial code development involved reading through the transcripts and looking for possible themes. These possible themes were developed after the first read through and after subsequent read-throughs. The research started out looking for the five deductive or *etic* themes that were linked to the traits of EO. After that, a more inductive approach was taken to find emerging or *emic* themes. Codes were then developed for these possible themes. A research Epoche was also developed at this time to address researcher bias. *In Vivo* coding was then used by highlighting key phrases in the transcripts. This let the research create individual profiles and develop themes.

**Coding.**

To code the data, the researcher used a three-step process. The first step was to read through all the artifacts again and read through the interview transcripts. During this read through the researcher made initial notes and began forming initial codes. This step also involved the researcher looking at himself reflectively. This was a key step in the three-dimensional model because “as narrative inquirers we work with-in the space not only with our participants but also with ourselves” (Clandinin & Connelly, 2000, p. 61).

During this time, the researcher developed an Epoche (Appendix F), which gave the researcher a chance to reflect and look as an outsider upon his own biases. The second step involved a second reading of the artifacts and transcripts and used *In Vivo* coding, which involved looking for keywords that participants used (Creswell, 2007). This was done by highlighting key words and phrases and attaching a label to the information. Table 4.2 was developed to show which participants could be attributed to possible themes.
<table>
<thead>
<tr>
<th>Possible Themes</th>
<th>IRENE</th>
<th>WILLIAM</th>
<th>RICHARD</th>
<th>LIAM</th>
<th>RAYMOND</th>
</tr>
</thead>
<tbody>
<tr>
<td>**EO-Risk taking</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>**EO- Working Alone</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>**EO –Innovativeness</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>**EO- Proactiveness</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>**EO- Competitive aggressiveness</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>*Additional education</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>*Difficulties starting</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>*Supportive higher admin.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>*Correct educational policy</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>*Positive prior experiences</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>*Family oriented or supported</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>*Need for assurance</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>*Creativity</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>*Frequently changed jobs</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>*Right place, right time</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>* Working with Others</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Table 4.2  Summary of possible themes after initial round of coding during step two

**possible etic themes based on EO of Lumpkin and Dess (1996)**

*possible emic themes that emerged

These key phrases and labels or codes that were attached to the phrases are found in Appendix E. The researcher also took into account where the data would fit in the three-
dimensional model. Initially, etic codes that were based on the theory of EO were looked for, but emic codes emerged as well during time. A summary of these possible themes and which participants displayed the information can be found in table 4.2. The second step also involved the creation of individual participant profiles. Two versions were completed, a shorter summary version to be included earlier in chapter four and a full summary version to be completed in Appendix D. The researcher then shared these summaries with participants and through participant feedback made necessary changes to ensure their story was correct. The final step included a final read through of the transcripts to further investigate emerging themes and etic codes previously identified. It was at this time that the data and themes were shared with an additional code checker to bring reliability and trustworthiness to the study by validating the coding. Subthemes also emerged during this time. As themes were being found, the stories were put in order chronologically as was congruent with the three-dimensional model. To classify the data, the researcher identified individual stories before trying to interpret the larger meaning of the collective story by taking into account all of the participants.

**Code checking.**

To help insure the reliability of the codes and the themes found, the researcher enlisted the help of a trusted individual to provide an agreement check with the findings. Creswell stated that this step was important to insure reliability in the study. “In qualitative research, reliability often refers to the stability of responses to multiple coders of data sets” (Creswell, 2000, p. 210). Creswell added that this process needed to be realistic and flexible, but consistent. The code checker was provided the transcripts and summaries prior to meeting with the research to give him time to properly become
acquainted with the data. The code checker was experienced at coding data and was aware of the three-dimensional model the researcher was applying to the data. When the code-checker and researcher found discrepancies or disagreed on the findings, a discussion would take place and the data further reviewed until both parties agreed upon the findings. Often this resulted in a subtheme or different placement of a potential theme.

**Analysis.**

The following six themes were identified as part of the coding process:

*Educational entrepreneurs are risk takers; Educational entrepreneurs are innovative, Educational entrepreneurs are proactive; Educational entrepreneurs have difficulty starting programs; Educational entrepreneurs have had positive prior entrepreneurial experiences;* and *Educational entrepreneurs are collaborative.* These themes were further divided into subthemes. A definition of each theme and subthemes was provided in table 4.3.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Subthemes</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Educational entrepreneurs are risk takers</td>
<td>Risk of reputation</td>
<td>A personal risk the participants were making as the success of their innovation affected their professional reputation</td>
</tr>
<tr>
<td></td>
<td>Risk of wasted time</td>
<td>A personal risk participants took by putting forth an enormous amount of time toward their innovation</td>
</tr>
<tr>
<td></td>
<td>Monetary risk to district</td>
<td>A risk that was taken by the school districts to start the schools or innovative</td>
</tr>
<tr>
<td>Educational entrepreneurs are innovative</td>
<td>Creativity</td>
<td>2-</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-----------</td>
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</tr>
<tr>
<td>Educational entrepreneurs are proactive</td>
<td>Right place, right time</td>
<td>3-</td>
</tr>
<tr>
<td>Educational entrepreneurs have difficulty starting programs</td>
<td>Hard to meet expectations</td>
<td>4-</td>
</tr>
<tr>
<td>Educational entrepreneurs have had positive prior entrepreneurial experiences</td>
<td>Too much to do</td>
<td>5-</td>
</tr>
<tr>
<td>Small scale</td>
<td>Started with help</td>
<td>6-</td>
</tr>
<tr>
<td>Educational entrepreneurs are collaborative</td>
<td>Key members</td>
<td>6-</td>
</tr>
</tbody>
</table>
worked with, who were believed to be vital in the creation of the innovation

| Non-key members | People who the participants enjoyed working with and may have added to the overall success of the innovation, but did not have a key role |

Table 4.3  Summary of themes, subthemes, and definitions

These six themes and subthemes will be discussed in depth later in this chapter. In chapter five the researcher will discuss the implications of these findings. These six themes emerged from participant stories and allowed the researcher to find commonalities between participants. These commonalities were then used to form a collective restory, which may be found in chapter five. These six themes were later related to the research questions as was summarized in table 4.4.
Three themes emerged that related to the first research question: How are entrepreneurial educators making sense of the development of their entrepreneurial orientation as they launch innovative K-12 practices? These were from the *emic* coding because they were not part of the theoretical lens of EO and emerged from participant stories. The researcher found that educational entrepreneurs endure difficulties when starting an educational venture, had built on prior success, and prefer to and need to work with others.
Three themes also emerged that related to the second research question: What is the portrait of entrepreneurial orientation of entrepreneurial educators who have launched Innovative Practices for K-12 schools? These were *etic* themes because they were based off the theoretical lens of EO by Lumpkin and Dess (1996) and its five dimensions. Three out of the five dimensions of EO, were found to be true within the educational sector. The themes that related were that educational entrepreneurs are risk takers, are innovative, and are proactive. More in-depth information about each theme with subthemes may be found in the next section.

**Themes**

This section discusses the themes and subthemes taken from the stories the participants told. It includes an explanation of how the themes relate back to the research questions.

**Theme 1: educational entrepreneurs are risk-takers.**

Taking risk was described as taking bold actions by venturing into the unknown (Rauch, 2009). This theme was related to research question two, which asked *what is the portrait of entrepreneurial orientation of entrepreneurial educators who have launched Innovative Practices for K-12 schools?* All five of the educational entrepreneurs were found to be risk-takers and all discussed the importance of taking risks in the interview. Although some seemed to take larger risks than others, they all were interested in doing something new. RAYMOND added, “I was comfortable at taking risks early on.” RICHARD described himself as “…an activist. I go out on a limb. I take risks.” IRENE attributed much of her career success to taking risks and felt that she had learned the confidence to do it in an Outward Bound course, then was able to build on that
confidence shortly after in the Peace Corps. Although much of the literature involving risk in entrepreneurship typically involved fiscal risks, other subthemes emerged in the educational sector. The following section will examine the subthemes of risk of reputation, risk of wasted time, and monetary risk of the district.

**Subtheme: risk of reputation.**

The researcher described this subtheme as a personal risk the participants were making as the success of their innovation affected their professional reputation. All the participants had been very successful over the course of their long educational careers and attributed their current success to past successes. It seemed like it was often the case that once a participant showed success at one school or with an innovation, more opportunities became available to them. IRENE described one such opportunity. “After eight years I was asked to leave there and do turnaround of a low-performing middle school.” This may not have been the case if the participants did not have quality reputations, which they risked with every new innovative endeavor.

**Subtheme: risk of wasted time.**

In the case of every one of the participants’ innovative projects, much time and effort was needed to make it a success. If the schools turned out to be failures, the entrepreneurs would have wasted a tremendous amount of time. The researcher described this subtheme as; personal risk participants took by putting forth an enormous amount of time toward their innovation. Several participants mentioned the increased workload and time needed. IRENE commented, “I had to spend a billion hours going through orientation with their leadership so that we would understand each other.” She further added, “My assistant and I spent the whole jolly summer trying to sort through
that and get it out so that we could open the school, on top of having with all these meetings…”

**Subtheme: monetary risk of the district.**

The researcher defined this risk as one that was taken by the school districts to start the schools or innovative programs, often in the millions of dollars. Although the participants usually risked time and reputation, they did not mention risking personal finances as is common with entrepreneurial ventures. It is mentioned as a subtheme, because the financial resources and support of the districts came across in participant stories as being a vital component of the creation of the school. In two instances these financial resources were threatened and each time the participant realized it was a key component and expressed concern. RAYMOND was extremely disappointed when he read a part of the school application that he had not seen that said “if we do not receive these funds, the grant, we will delay the start of the school.” This caused RAYMOND to go directly to the superintendent and vent his frustrations by saying, “I didn’t move across the country to not start a school.” LIAM also had his school delayed by funds that went misplaced in the district. His school was already approved by the board, “but there was something that happened. About $5 million was not accounted for somehow. And they kept saying we're not going to point fingers, nobody cares. Well, I cared, because that was my school.”

**Theme 2: educational entrepreneurs are innovative.**

Upon reviewing the literature, the researcher believed that the idea of innovation would be a key link between the concepts of entrepreneurship and education. As there was not much information on educational entrepreneurs available, innovation was a key
buzzword in education. It was of little surprise that innovation emerged as one of the themes as all participants were involved in practices or schools that could be called innovative. Lumpkin and Dess (1996) described innovation as a willingness to leave the existing norm and create something new and all of these participants did that. Even if they got the idea from another source and adapted it to their area, their endeavors were new, successful, and outside of the traditional model of education. IRENE and LIAM started arts integrated schools; RICHARD founded a naturalist program; RAYMOND established a performing arts academy; and WILLIAM brought the ideas of Shakespeare and the flipped classroom to students. Upon reviewing the artifacts, the author discovered that three of the participants’ schools used innovative in their mission statements, such as “highly innovative in daily approaches” and a fourth mentioned creativity. This theme also related to research question number two, which asked what is the portrait of entrepreneurial orientation of entrepreneurial educators who have launched Innovative Practices for K-12 schools?

_subtheme: creativity._

Creativity was heavily linked to the idea of innovation upon review of the literature. It was defined as, “the process of having original ideas that have value” (Robinson, 2011, p. 151). Robinson saw innovation being the next step after creativity, once creativity was applied. Although creativity started out as a possible theme on its own, its direct links to innovation made it a subtheme. WILLIAM spoke for the need of creativity, “Anytime you have somebody who wants to be innovative, that person also has to have a strong creative streak. They have to be able to do something different.” The participants not only needed to be creative when thinking of the program itself, but also
to solve many of the issues that arose when creating something new. RAYMOND shared an example; “We had to come up with a way where students could express that other art form or other art forms.”

**Theme 3: educational entrepreneurs are proactive.**

The EO trait of being proactive was the final trait that linked to educational entrepreneurs and helped answer research question number two, which asked *what is the portrait of entrepreneurial orientation of entrepreneurial educators who have launched Innovative Practices for K-12 schools?* Being proactive was described as taking initiative by anticipating and pursuing new opportunities (Lumpkin & Dess, 1996). Every participant exhibited this trait some way. The literature review showed that education is an industry where change occurs slowly and most individuals are content to go with the traditional system, which was deemed a “safe” career choice. All of these participants have broken away from that to create innovative places of learning that are outside the traditional mold. When linking data to the continuity portion of the three-dimensional model, the idea of participants came out when taking into account the past, present, and future, although participants directly mentioned it at times as well. When describing herself, IRENE mentioned, “I am proactive. I get interested in many things and then I follow through.” An example of participant actions showing proactiveness came from RICHARD who stated, “we were really on the forefront of this whole proposing something, so they hadn’t even developed a template yet.” An idea that became linked to being proactive was the idea of opportunity. Being in the right place, at the right time to have the opportunity to create something new.
**Subtheme: right place, right time.**

The researcher defined being in the right place at the right time as participants seeing an opportunity. This opportunity was different for every participant, but each story seemed to have a defining moment, or moments, that led to their successes. Some of the original possible themes, such as correct educational policy, and supportive higher education, found a place in this subtheme. RAYMOND was offered a job by a former professor, to start an innovative college program that led him to his life as an entrepreneur. He later stumbled upon performing arts program, which was in its infancy and looking for a leader as he was writing a paper for his doctorate. LIAM and RICHARD saw their opportunity when a superintendent, who thought vouchers were going to be the key to future district success, was looking for ideas of alternative school models to start. WILLIAM got his idea when joined a 21st century skills committee at his school and got to take a tour of some of the founders of the flipped classroom, who taught in a nearby city. IRENE’s journey through starting many programs seemed to have a less sudden pivotal point, but she took advantage of professional opportunities that arose.

**Theme 4: educational entrepreneurs have difficulty starting programs.**

Throughout the interviews the researcher began to notice that the educational entrepreneurs put forth a tremendous amount of effort to be successful. This was an emerging theme that was linked to research question one, which stated, how are entrepreneurial educators making sense of the development of their narrative as they launch innovative K-12 practices? This theme was defined by the researcher as various challenges that participants needed to overcome for their innovation to be successful. There were various issues that the participants faced, and many were unexpected.
RAYMOND and LIAM both dealt with budget problems that threatened their schools. IRENE found herself in a situation where they were moving a school in with hers without her consent. She mentioned “Not long after I moved into my office that year, one of the high-level administrators came to me and said, we’re going to put …Prep here.” RICHARD dealt with a vastness of things to start, while continuing to teach at the same time and WILLIAM spoke of his issues of starting something on his own. “There’s always struggle. You do some things, oh, that’s not working the way I had envisioned it but what can I do differently?” It was clear from the participants’ stories that they overcame these challenges, but not without putting in lots of hard work to do so and displaying a fear is not an option attitude. IRENE summed up the attitude that the entire group seemed to convey. “I think they thought I would fail, but I don’t fail.” RICHARD spoke of his strengths as “motivation, passion, inspiration, leadership, things like that.”

Subtheme: Hard to meet expectations.

One issue came up is that for the entrepreneurs it was difficult to meet the expectations of stakeholders, who wanted instant success. RAYMOND discussed how this was an unrealistic expectation as it took several years to properly lay the ground work and get a program going.

creating that school, it was very, very difficult. It was because the committee who created ... the community who brought this to the school board, they felt that that first year should have been a full-blown year. I know that when building programs that it takes at least three to five years.

Particularly when the participants were receiving funding from a group, the pressure to succeed from the start was immense. RAYMOND added, “You’ve got to prove what you can do. You’ve got to have successes, and those successes need to be small successes that can grow into big successes.” IRENE also found it hard to meet expectations. “I am
a very good fighter, and I had to do a lot of struggles…. They did not make it easy.” She had a difficult first year and the school needed time to become established and successful, which it eventually did. “Now those eighth graders who of course were going to have terrible test scores my first year of my school …”

**Subtheme: Too much to do.**

Aside from finding it hard to live up to stakeholder expectations, participants were often overwhelmed by the number of details that needed to be addressed. Often the extra work that was needed to plan a school, fell into their laps. Sometimes they were given planning time by the school district, but even with that the sheer number of tasks that needed to be done made it difficult. Irene added, “I had to spend a billion hours going through orientation with their leadership so that we would understand each other.” RICHARD also found it difficult to balance the process of attempting to open a school and also dealing with his normal teaching duties at the time. “There were several times in that two-year process where things weren’t going very well or didn’t look like it was going to happen…”

**Theme 5: educational entrepreneurs have had positive prior entrepreneurial experiences.**

This theme was defined by the researcher as: participants created other successful entrepreneurial ventures in the education sector, prior to a larger one, or multiple ones, that was/were the focus of this study. This theme was also linked to research question one which stated, *how are entrepreneurial educators making sense of the development of their narrative as they launch innovative K-12 practices?* All of the educational entrepreneurs had prior experiences, which were successful. These early experiences
provided the participants with confidence to move onto bigger things in the future, although the participants’ attitudes toward success contributed to the success of these early attempts as well. These early ventures were further categorized into two subthemes. Most of the participants started out with an entrepreneurial venture of a smaller scale, while RAYMOND received help, but started with a larger project.

Subtheme: smaller scale.

Most of the participants had created a previous successful educational innovation, but on a smaller, less risky scale. IRENE showed her innovation during the Peace Corps, when she set up a library in her home, wrote a new reading curriculum, and organized college students to help tutor struggling readers. RICHARD also set up a reading for success program in his school, which started in just his class, but expanded to the entire grade level due to popularity. He explained that after he left, “They didn’t carry it on, but it was extremely successful.” LIAM started an able and ambitious program to bring music to kids and later expanded to involve art as well. This program got students interested in music, but later was moved to the gifted and talented sector. WILLIAM started by learning about Shakespeare in his class, and letting the students perform at their request. That practice was still ongoing and has since turned into “this huge production some 16 years later that I couldn’t stop even if I wanted to.”

Subtheme: started with help.

RAYMOND took a bit of a different path as he started out doing entrepreneurial ventures, full time, right out of college. This was due to his relationship with one of his professors in college whom offered him a job once RAYMOND graduated. He took the professors class in theatrical design his junior year because he was singing opera at the
time and wanted to understand the design portion of it as well, so he could be a producer one day.

_He offered me an opportunity to go with him to... to help develop the Master’s and doctoral degree programs in Technical Theater Design. I was one of two that he asked. I had that opportunity early in my career of creating programs._

This job gave RAYMOND the knowhow to continue to take similar jobs at various universities, until he noticed the need for high school students to gain a meaningful education, which led him to lead the performing arts school.

**Theme 6: educational entrepreneurs are collaborative.**

Theme six was the final them found and also emerged from the collective story and was related to research question one which stated, _how are entrepreneurial educators making sense of the development of their narrative as they launch innovative K-12 practices?_ Although Lumpkin and Dess (1996) found that entrepreneurs typically worked alone and used that as one of the five dimensions of EO, the researcher found that the opposite was true with this group of educational entrepreneurs, as four out of the five participants were very collaborative. All participants acknowledged the need to work by themselves at times, but only IRENE seemed to prefer to put many of the details in place herself.

_Even with the school launch, for instance, setting school goals, all the different paperwork things you have to do, I love to lay it out and then say to the faculty, “Here’s something to work from.” I have no ego in this, but going into a meeting with nothing, that to me is non-productive. I will lay out, because I’m a pretty good thinker and writer, and then we’ll as a team adjust for change or whatever. Usually there’s not too much that has to be changed; they like it, but I do think it works better that way._

Although IRENE preferred to organize the details herself, she did mention a wonderful partner whom she worked with on occasion. Some of the participants mentioned partners
that were key members of their innovation who were believed to be vital to the successful creation of the innovation. Others mentioned non-key members whom the participants enjoyed working with and may have added to the overall success of the innovation, but did not have a key role. These were the two subthemes that emerged and will be discussed in the following sections.

**Subtheme: Key members.**

RICHARD was the most adamant that his naturalist school could have failed if it was not for the teamwork between himself and his founding partner, whom he mentioned several times in the interview.

*(She) had to encourage me or she would get down in the dumps and not feel like it was going to happen, and I would have to encourage her. We relied on each other’s strengths. Had it been one, just one, it may not have happened because if the road blocks would have happened then without having someone to help you along it might not have happened so, but it continued forward.*

LIAM also mentioned key members of a planning committee that helped start the school that included architects for the building and creative teachers. LIAM described the experience as “one of the highlights of my career was working with a team of young enthusiastic architects to design it.” RAYMOND had a similar experience as the performing arts school that he led had a solid planning committee behind it. Although this was also a hindrance, as the committee had unrealistic expectations, they were instrumental in getting the school started in the first place. RAYMOND stated he got “the packet and it was the philosophy of the school that this grassroots committee had written. It was pretty amazing. They had educators on the committee. They had school board members. They had legislature representatives. They had community.”
Subtheme: Non-key members.

Although many times key members were present besides the participant when an entrepreneurial venture took place, people who participants enjoyed working with and may have added to the overall success of the innovation, but did not have a key role, also emerged during the coding process. Although WILLIAM was able to conduct a Shakespeare play and flip his classroom on his own with success, he found that both areas got even better, when he started working with others.

_I think early on from the first seven years of the Shakespeare unit, I was doing everything by myself. I did believe that this facility at my previous school didn’t have a great stage, didn’t have great sounds, didn’t have great lights, but I was doing everything by myself. Here, it’s completely different in that everybody comes out of the woodwork. Can I help you do this? Oh, I’ve got this idea. In this case, collaboration with other like-minded people, I think really helped out._

He had a similar experience with the flipped classroom; only WILLIAM did not find support from in his school building, but from social media outlets like Twitter, that let educators who were flipping their class share ideas with each other.

General Findings

The researcher’s general findings were that educational entrepreneurs did not follow all the traits of EO, based on the model by Lumpkin and Dess (1996). They were very proactive people, who took risks, and were innovative, but they did not necessarily like to work by themselves or were competitive. Although the research conducted did not support these two dimensions, the researcher felt that their maybe a place in education for them and that they should be included in future studies done. For example the Kahn Academy was started by one person, working alone, but has helped shape the future of education using technology. The study did not truly get at what drove the participants to go through the struggles they did. Some evidence was found that the
participants were following their passions and hearts about how education should be conducted, but further research may uncover a competitive aggressiveness that was needed to succeed.

It was also found that educational entrepreneurs like and need to work with others to become successful. This could be that education is such an interpersonal setting, where collaboration is a necessity. It was also found that educational entrepreneurs often need to conquer many difficulties starting, but build on past smaller successes that gave them confidence along the way.

**Discussion of Possible Themes Not Used**

The researcher started out with sixteen possible themes from the initial coding and *in vivo* process and ended up using six definitive themes. Many of these possible themes, found their way into the findings as a subtheme. For example, creativity was found to have a direct link to innovation, so was used as a subtheme. Some further possible themes found a home in the participants’ summary at the beginning of this chapter. With the help of the code checker, the researcher placed participant education level and the idea of frequently changing jobs in the summary section, as this information seemed worth mentioning, but did not come across as an individual main theme. Other possible themes were merged with other during the coding process. Correct education policy was linked to the subtheme: right place, right time and supportive higher administration was taken into account in the working with others and subtheme of monetary risk to the district.

The researcher and code checker also dismissed three of the possible themes from initial coding due to lack of evidence. The EO dimensions of autonomy and competitive
aggressiveness received little support and not enough proof was shown to have family oriented emerge as a theme. Most of the participants enjoyed working with others or felt it was vital to the success of their endeavor. Only IRENE showed a sense of autonomy in stating that she had a preference for sorting out the starting details on her own and even she mentioned working with a partner. Competitive aggressiveness came up in a few instances, but did not warrant being worthy of a theme. LIAM spoke of his school starting at the same time as another alternative school with a different approach and the competitiveness of where students were going to go. RAYMOND also briefly mentioned it because the other schools in the district thought that his school was going to take all the top kids from their schools. Finally, family oriented was discounted. Although LIAM and IRENE both mentioned their families in their interviews, not enough evidence emerged to say that the participant’s families had a significant role in their educational innovation. The researcher concluded that although these three areas were not used in this study, future studies should continue to examine them, perhaps with slightly different language which is discussed in the limitations section in chapter five.

**Summary of Results**

This qualitative, narrative study examined the experiences of educational entrepreneurs. For data collection, the researcher used open-ended interviews as well as investigating artifacts. Coding was done through a three-step process that included *in vivo* coding. Possible themes were divided into *emic* and *etic* groups. The *etic* codes were based on the theory of EO by Lumpkin and Dess (1996); and the *emic* were the emerging codes that came from participant stories. Three themes of each type were identified: *Educational entrepreneurs are risk-takers; Educational entrepreneurs are
innovative, Educational entrepreneurs are proactive; Educational entrepreneurs have difficulty starting programs; Educational entrepreneurs have had positive prior entrepreneurial experiences; and Educational entrepreneurs are collaborative.

All five of the educational entrepreneurs were found to be risk-takers and although some seemed to take larger risks than others, they all were interested in doing something new. Three subthemes emerged as types of risk, risk of reputation, risk of wasted time, and monetary risk taken by the district. Innovation was found to be highly linked to education and participant stories, as well as the artifact review, showed that all participants created highly innovative places. Creativity was found necessary for innovation to occur and emerged as a subtheme. The third theme was that educational entrepreneurs are proactive. All participants seemed proactive people in general, but took the opportunities, when they came. All stories had an element of being in the right place at the right time, which became a subtheme. Although the participants were all successful they endured difficult times upon starting their venture. Often this was do to there just being too much to do which emerged as a subtheme along with trying to meet unrealistic expectations. Although they endured difficulties they also built on past successes, which became the fifth theme. Sometimes participants received help, and often they started small and gained confidence for larger ventures later in their careers. The last theme that emerged contradicted the EO of Lumpkin and Dess (1996). This theme found that educational entrepreneurs like to and need to work with others in order to have success. The two subthemes were key-members, who were vital for participant success and non-key members, who were helpful for participants, but did not play as significant of role as key-members.
Chapter 5 Interpretations, Conclusions, and Recommendations

Overview

This qualitative narrative study examined the experiences of accomplished educational entrepreneurs. From hearing the stories of educational entrepreneurs, the researcher learned about the processes that educational entrepreneurs went through when creating an innovation, complete with their personal thoughts, feeling, reflections, and opinions. Stories differed by participants, but commonalities were found and results formed. Five participants were used and their individual stories were told in chapter four (see Appendix D). The specific research questions for this study were as follows:

(1) How are entrepreneurial educators making sense of the development of their narrative as they launch innovative K-12 practices?

(2) What is the portrait of entrepreneurial orientation of entrepreneurial educators who have launched Innovative Practices for K-12 schools?

The following sections will discuss the interpretation of the themes, provide conclusions, feature a restory, and discuss implications for theory, practice, future research, and limitations. This information will be based on the results, which were previously discussed in chapter four.

Interpretation of themes

This section will discuss the researcher’s interpretation of the themes. Six total themes emerged from the research, most with additional subthemes. These subthemes and further information on the themes can be found in chapter four.
Theme 1: educational entrepreneurs are risk takers.

The literature review tracked risk-taking as the first trait of an entrepreneur, with people thinking early on that it was riskier to run your own business than work for someone else (Landstrom et al., 2012). This study found that entrepreneurs in the educational sector also endured risks. Unlike when risk was often discussed in the business sector, financial risk was not the focus. The main types of risks that our participants took were a risk to their reputation and a risk of wasted time. All of participants in this study were successful educational innovators, but they relied on their reputation, especially later in their careers. They seemed not to have to find work, but due to their reputation work would find them. Without putting their reputation on the line at several points in their career, the participants felt that they would not have been able to reach the success in their careers that they have. The second main risk that the participants took was a risk of wasted time. These individuals put in many hours of work to make sure that their innovative places worked and were successful. If they had put in all the time and effort, and failed, it would have wasted a vast amount of the participants’ time. In a few instances participants switched jobs often and did not stay long enough to enjoy the fruits of their labors, but those individuals seemed to enjoy and take pride in getting a program going and giving it a solid foundation before being happy to move onto another challenge. The last type of risk that was discussed was the financial risk of the district. Whenever a school was to open, multiple stakeholders risk something. In this case it was not the participants that were taking the risk, but the district, which provided the necessary funding for the project to occur. Although it was not participant risks, it was found to be important due to it being key to the success of the participants. This
study showed that educational entrepreneurs take risks, but they are somewhat different risks from what a traditional entrepreneur may take.

**Theme 2: educational entrepreneurs are innovative.**

The researcher hypothesized before collected data that the EO dimension of innovativeness would play a key role in the study, due to innovation being a buzzword of education and there being a shortage of information on educational entrepreneurs. Creativity was also heavily linked in the literature to innovation and was found that it was something that was necessary for innovation to occur (Robinson, 2011). Although not all of the entrepreneurs mentioned innovation, it was through a review of the artifacts that the data gained enough merit for a theme as the majority of the programs that the entrepreneurs started were touted as innovative or creative. The participants started places or used practices that tried something new and strayed from traditional educational models. Many of these programs were arts based, which was found to be an area in which students could truly be creative (Robinson, 2011). Innovation seemed to be key to popularity of these programs, and participant success, as many parents sought for additional ways to have their children educated that got the students move involved with their learning and did not limit the humanities.

**Theme 3: educational entrepreneurs are proactive.**

Theme three concluded the themes that were based on Lumpkin and Dess’s (1996) theory of EO. This theme showed that the educational entrepreneurs in this study sought out opportunities and took advantage of them by being proactive. The subtheme that emerged from the data was that many of the participants felt they were in the right place, at the right time to have the chance to be successful. The researcher felt that being
aware of these opportunities and taking advantage of them was a key component of the
participants being given the chance to create their innovation. Many times this idea of
being in the right place at the right time was linked to educational policy. On two
occasions a superintendent thought vouchers would be the key to district success and
classified others to come up with ideas to have passed. On another occasion, a
government mandate that was trying to give equitable resources to inner-city children
funded a school. The participants went far beyond just being proactive with that first
opportunity and seemed to be proactive people in general. All of the participants created
a successful entrepreneurial venture, but then were even more proactive in using the
success of that venture to start another one. Two of the participants followed this pattern
throughout their careers. In addition to finding three themes that were based on the
theory of EO, three other themes emerged from the data.

**Theme 4: educational entrepreneurs have difficulty starting programs.**

Although all of the participants had, or are still having, very successful careers, all
expressed challenges along the way that led to the finding of this theme. The struggles
varied by participant, but they all expressed that being successful was not easy and took
lots of hard work, long hours, and problem solving. Some of the difficulties emerged
from having to start as a school inside a school, or sharing space. Sometimes budget
concerns were an issue, and often the workload was too great. There are a lot of details
that need to be addressed in starting a school and sometimes the participants would
simply have too much to do. Often they would spend long hours, or most of their
summers break time, trying to organize the details. Although the districts often supported
the participants and even provided time off, working within the parameters of a larger
organization took extra time. Another issue that made things difficult for the participants was that many times stakeholders had high expectations for the school and wanted instant results. In a few cases the stakeholders saw the school as a failure, even though in years following it proved to be a success. Trying to keep the stakeholders happy took lots of meeting and extra efforts. This theme showed that although the participants were successful entrepreneurs, it was not easy for them and they had to work hard for success.

**Theme 5: educational entrepreneurs have had positive prior entrepreneurial experiences.**

All of the participants told of past entrepreneurial experiences in which they were successful. For some this happened quickly out of college, while for others it took them years of teaching, before they tried their first entrepreneurial experience. They all seemed to have success with that program, even through most of the programs went away when they changed positions and the leadership for it was no longer there. Most of these programs were of a much smaller scale than starting their own school, so the risk was a lot less. Sometimes the participants had help or an entrepreneurial mentor that showed them the way. This was an important step in the future success of the participants because they stated that it gave them confidence to continue to try new things. This theme showed that starting in a smaller, less risky environment, could lead to future success as an entrepreneur.

**Theme 6: educational entrepreneurs are collaborative.**

The final theme that emerged from the data was that entrepreneurs needed to work with others to be successful. Some participants spoke of key members, who were instrumental in founding the innovation. Others spoke of non-key members, who they
enjoyed working with and helped the project, but the project did not rely on their
collection. Perhaps the most telling data came from the fact that four of the five
participants preferred to work with others. Even if they did not need to, they preferred to
share ideas and saw collaboration as a key component of education. Only one participant
preferred to put down the details by herself, but even she discussed working with others.
This could stem from the idea that schools are people oriented organizations, and to open
a school, you must work with others and get along with them. You must gain stakeholder
support from the district, parents, and teachers to make it happen. Another idea could be
that there are so many details needed to open a school; the only way to do it is with help.
Whatever the justification, this theme showed that educational entrepreneurs prefer to and
need to work with others to start a successful innovation.

**Conclusions**

From the themes found in this study the researcher made the following three
collections about the data: *Educational entrepreneurs do not follow all the traits of a
typical entrepreneur based on the EO model of Lumpkin and Dess (1996). Educational
entrepreneurs take different journeys to create successful ventures but often build on past
successes and endure a difficult start. Educational Entrepreneurs need to work with
others to become successful.* Table 5.1 shows which conclusions are based on which
themes.
Conclusions
Educational entrepreneurs do not follow all the traits of a typical entrepreneur based on the EO model of Lumpkin and Dess (1996).

Themes
1- Educational entrepreneurs are risk takers.
2- Educational entrepreneurs are innovative.
3- Educational entrepreneurs are proactive.
4- Educational entrepreneurs have difficulty starting programs.
5- Educational entrepreneurs have had positive prior entrepreneurial experiences.
6- Educational entrepreneurs are collaborative.

Table 5.1 summary of conclusions relating to themes

These conclusions are important because they show that educational entrepreneurs differ somewhat from traditional entrepreneurs. They also show that educational entrepreneurs take different paths and although they have some similarities, have many differences as well. Lastly, the conclusions show the importance of collaboration when undertaking innovative educational endeavors. Further discuss about each conclusion will take place in the next sections.

Conclusion 1: traits of an educational entrepreneur.

Educational entrepreneurs do not follow all the traits of a typical entrepreneur based on the EO model of Lumpkin and Dess (1996). The traits of Lumpkin and Dess’s (1996) model that were left off were the autonomy and competitive aggressiveness dimensions. Although the participants sometimes worked alone, they preferred sharing ideas with others. Although competitive aggressiveness was mentioned, it seemed like the districts willfulness to compete with others, led to the creation of some of these
innovative schools. Similar to typical entrepreneurs, educational entrepreneurs were innovative, proactive, and were risk-takers.

**Conclusion 2: journeys to success.**

Educational entrepreneurs take different journeys to create successful ventures but often build on past successes and endure a difficult start. Some of the participants seemed destined to be entrepreneurs from the start as others starting using innovative ideas later in their careers. The commonalities that the participants had in their journeys to success were that they had positive prior experiences and overcame many difficulties upon start up. Hassel (2008) mentioned that entrepreneurs were relentless problem solvers and saw themselves as responsible for their actions, which could help to explain how they overcame their difficult starts.

**Conclusion 3: collaboration.**

Educational Entrepreneurs need to work with others to become successful. All participants spoke of working with others to accomplish what they needed. Many times it was felt that success would not have been possible if it was not for these other people working along side the entrepreneurs. Occasionally, non-key members were also mentioned that the project did not rely on, but did improve the innovation. Hassel (2008) spoke of educational entrepreneurs as having strong interpersonal skills, which would support the idea that they are effective in and prefer to work in a collaborative environment.

**Restory: the story of an educational entrepreneur.**

According the Creswell, “Restorying is the process of reorganizing the stories into a general type of framework” (2007, p. 56). The framework for this new story was taken
from the individual participant stories and has been put into a narrative form by the researcher. For the sake of the story, the researcher will call the main character DEWEY, after American educational pioneer John Dewey. Although DEWEY was a fictitious character, his experiences are based on those by the participants of the study, while taking into account the researcher’s experiences and future possibilities. DEWEY was about halfway through his teaching career, in which he had worked at a few different schools, each with their own model and ways of doing things. Even though his latest school was deemed an alternative school, with a global focus, DEWEY saw how the school still mimicked traditional school practices with a large focus on the tested subjects. DEWEY had always liked being outdoors as a kid, and that did not change as he grew up. He also noticed how his own kids loved to be outdoors as well and how much calmer he thought they were after a weekend camping, and how excited they got about doing something new like catching a fish, and how much they liked learning about the natural stuff they saw. DEWEY also knew that many students in his class did not get these experiences, even though proximity wise, they were close to number of outdoor activities. He heard from them how their weekends usually consisted of playing video games and saw that many were on their way to becoming obese through lack of exercise and poor eating habits. After keeping these thoughts about how the outdoors is good for kids in his head for a while, he picked up the paper one day.

The paper had an article about a nonprofit group in another city that took inner-city students on outdoor trips. These trips like rafting, rock climbing, and skiing gave the kids a new experience that they were proud of and kept them from becoming involved with many of the negative activities in the neighborhood. DEWEY liked the idea and
visited the site when he had the chance and learned that although the group was not affiliated with a school district, it did help kids with homework, teach outdoor skills, and have a community service aspect to it as well. DEWEY thought about the program and wondered how he could do something similar in a school setting.

Shortly there after DEWEY saw his opportunity as money was available through a national physical fitness grant. He quickly found support from his administrator and submitted the grant. DEWEY now had the funding and was excited about the prospect of getting students outside. Although money was not available to get all students outside, there was enough for him to take twenty interested students on three different trips that year, where they learned how to rock climb, cross country ski, and fly fish. It was during this that DEWEY came into touch with many local businesses that loaned equipment and even guides to make the trips possible. DEWEY ran the program for three successful years until the money for the grant ran out. It was a success for DEWEY and he would build on that success in his next entrepreneurial venture. The experience reinforced his idea that students need to be outside.

DEWEY showed he was proactive by getting his administrative license and had just had his first few years as an assistant principal. Although he enjoyed the work and was able to implement some of his ideas he kept thinking back to the outdoors programs. He met the assistant superintendent of another district at that time that liked his ideas of getting kids outside and active. Not long after she called DEWEY to tell him to apply for a job opening they had. It was at this time that he got a job in a nearby district as a principal. He had shared his philosophy of education with the individuals who had hired him, so he knew he had support when he wanted to turn the traditional school into what
he called an ACTIVE school, which would get kids moving throughout the day, take many outdoor field trips and have a curriculum that integrated the arts and nature with state standards. DEWEY had gotten ideas from several sources and was sure that it would work, but was risky as there was no other school like it that DEWEY could find. He felt he had a very innovative idea.

DEWEY was also happy to have some monetary support from the district and a planning year in which to hash out all the details. The school was to open as a new school, with a new name, which he called the ACTIVE Elementary. Even with all the planning and time that had been invested, issues immediately started to surface. Many members of the staff that DEWEY was counting on retaining did not like his innovative philosophy and left for the comforts of a traditional school and had to be replaced. He faced issues from the parent group who DEWEY felt had unrealistic expectations for how well the school should do and how quickly it should do it. Other details surfaced like lack of money to revamp the old playground, which was a key space in DEWEY’s philosophy. Although DEWEY contemplated quitting, he felt he knew it would and there would be better times ahead. He was also in consistent contact with the assistant superintendent who told him about the job in the first place. She was very supportive and helpful and always encouraging and he felt that it could be a success with her support.

The first year was difficult and the school did not do well on the standardized tests, sparking even more parents’ outrage that questioned the schools philosophy. Although he was upset, DEWEY knew that the school was making progress. He also knew that it took time. He could see how much the students enjoyed school and learned
about life skills on the trips. He saw teachers integrating curriculum and students who were troublemakers previously, engaged in their learning.

The school has now been open for five years and is a full success. DEWEY worked tirelessly to make sure it happened, but now the school almost seems to run itself. They are doing much better on tests and the school has a waiting list to get in and fundraising for the new playground is almost complete. Although DEWEY took a risk, in trying something new, through hard work and dedication it paid off. The school was also recently nominated for a national award that the assistant superintendent sent in. DEWEY saw first hand that his idea about an alterative way to educate was working. He is currently thinking about a way to share his success and bring similar programs to other districts.

Implications for theory, practice, future research, and limitations

This section will discuss the implications the findings had on theory, practice, and future research. The implication for theory will look at what makes an educational entrepreneur and what EO dimensions they have. The implications for practice tell of how the thesis affected the researcher, how education can be innovative, and provides advice for educational entrepreneurs. Lastly, the researcher makes a case for the need for future research.

Implications for theory.

This dissertation had two main theoretical implications, first it provided additional insight on the definition and profile of an educational entrepreneur. Second it showed that the EO of Lumpkin and Dess (1996) did not completely match the educational entrepreneur. It was also found that the idea of entrepreneurial orientation successfully
reflected the evolution about entrepreneurship, and this study explored how the EO lens translated from the business setting to an educational one. EO brought reliability to the study because it was an accepted theory with over a hundred studies conducted in the area. This helped illuminate the potential disconnect between the areas of business and education in the area of EO. The following sections will further discuss the theoretical implications.

**What is an educational entrepreneur?**

When seeking definitions for an entrepreneur, the researcher found a plethora of information and although similarities existed, they were many differences as well, and some experts even said the idea was not definable. Davidsson found over ten various definitions and mentioned, “no one can claim to have the right answer of what entrepreneurship really is” (2004, p. 6). Kirzner described entrepreneurship consisting of “the competitive behaviors that drive the market process” (1973, pp. 19-20) and Lumpkin and Dess (1996) called it simply a new entry. The researcher preferred the definition from the World Economic Forum who defined it as:

> a process that results in creativity, innovation and growth. Innovative entrepreneurs come in all shapes and forms; its benefits are not limited to startups, innovative ventures, and new jobs. Entrepreneurship refers to an individual’s ability to turn ideas into action and is therefore a key competence for all, helping young people to be more creative and self-confident in whatever they undertake (2009, p. 9).

The researcher found that this definition was the most complete and based his own definition of an educational entrepreneur off of it. He also felt that the participants best
matched this descriptive because they were innovative, creative and very focused on helping young people. The researcher found this definition to be true after the study took place, but would add the ideas of being collaborative, building on past success, and overcoming challenging starts.

Fewer definitions of an educational entrepreneur existed. The first came from Peter Drucker’s classic book Innovation and Entrepreneurship (1985). He described an educational entrepreneur as:

A process of purposeful innovation directed toward improving educational productivity, efficiency, and quality. By pioneering or applying new management techniques, delivery systems, processes, and tools, entrepreneurs-for-profit and nonprofit-work to improve cost-effectiveness and address new needs, and then grow those new solutions to scale. (p. 23)

Hess thought, “that it may be most useful to think of educational entrepreneurship as a process of purposeful innovation directed toward improving educational productivity, efficiency, and quality” (Hess, 2006, p. 2). Smith and Peterson lasted described an educational entrepreneur as “a rare breed of individual whose characteristics and activities may lead to the transformation-not merely slight improvement- of the public education system” (2006, p. 22). As all of these definitions somewhat differ, no clear answer emerged as to which definition best described the participants in this study. Although sometimes the participants were affecting hundreds of students per year, the author did not think that met the large-scale requirements of Drucker or Smith and Peterson. The researcher agreed with some of the ideas from the definitions that entrepreneurship was a process, and that educational entrepreneurs are a rare breed of
individual, that are trying to better education. In the case of all the participants they seemed to be improving the quality of education by giving students access to innovative schools or practices. Although the researcher believed all the participants to be innovative, entrepreneurial educators, it was also found difficult to find distinction between reform and innovation. Teske and Williamson added, “In theoretical terms it is difficult to draw a bright line between innovative reform and truly entrepreneurial behavior (2006, p. 49).

**What dimensions do educational entrepreneurs have?**

When looking at the EO of Lumpkin and Dess (1996), this study found that educational entrepreneurs are proactive, risk-takers, and are innovative, but found little evidence for the dimensions of autonomy and competitive aggressiveness. The researcher found it interesting that other models of EO use only the three dimensions of proactive, risk-taking, and innovative and would better match the profile of an educational entrepreneur (Morris, Lewis & Sexton, 1996; Wiklund & Sheperd, 2005). Although in these other EO’s competitive aggressiveness was often related to proactiveness.

Bryan Hassel created a profile for entrepreneurs (2008). This profile stated that entrepreneurs had a need for achievement, were relentless problem solvers, see themselves as responsible for their actions, and have strong interpersonal skills, and disregard rules if they believe that they stand in the way of creating better schools. Williams also mentioned disregarding the rules as well in several of his types of educational entrepreneurs. Although the study did not find that these entrepreneurs were rule breakers, the researcher agreed with Hassel in the ideas that educational
entrepreneurs are problem solvers, higher achievers, and have strong interpersonal skills. The researcher believes that educational entrepreneurs will come in all shapes and sizes and may not fit into a specific profile, but that they will probably be innovative, proactive and risk-takers. They may also focus on what is good for the students, instead of monetary gains, as is often the case in business. He also agreed with Hassel’s (2008) profile of an educational entrepreneur. Williams (2013) found that the quest to fulfill self-efficacy was what led to the motivation to undertake entrepreneurial ventures and further research could examine if this idea helps explain why educational entrepreneurs are proactive.

_The role of narrative research._

The narrative approach that was taken in this study was unique for the topic of entrepreneurship. It led to the researcher being able to gain insights into not only the participant’s accomplishments and innovations, but the process into how these innovations were created and allowed the for participants to engage in a reflective process. It enhanced the findings by giving real examples of how innovations can be created and what types of obstacles need to be conquered. It also took into account the thoughts of the researcher as well, which made it a personally meaningful experience for him.

_Implications for practice._

Chapter one of this research echoed the need of entrepreneurship in education and the time maybe right as opportunities are appearing and change is necessary. “The current policy climate appears highly favorable to the growth of for-profit activity in education…” (Molar, 2006, p. 115). The researcher hoped that this research gave more
insight into who these educational entrepreneurs are and gives others a chance to follow in their footsteps. Education is currently stuck in a rut that is based on old traditions and will not prepare students for the 21st century (Zhao, 2012). A way to change it is to share the stories of the individuals who are teaching in or running schools that are using innovative, alternative practices that are not narrowing the curriculum and allowing students to be creative. The researcher hoped that these stories could serve as a reminder and an inspiration to others that there are other ways to educate and that need ideas need to consistently be thought about and considered.

*Advice for educational entrepreneurs.*

If an individual would like to become an educational entrepreneur, the researcher would encourage him/her to be creative and believe in ideas that are right for kids and will prepare them for the future. The researcher would recommend educators look into current educational practices and ask themselves why they doing what they are; and if it just because that is the way that it has always been done, then to question it, and come up with ideas to try something new. Trying something new involves taking a risk and this should be encouraged, just as it should for students. He would like to see the current trend of teaching focused on the core subjects to be questioned and the use of humanities to be increased. Although education today is highly standardized, many opportunities exist in education to make this a good time for educational entrepreneurs. For the first time in United States history education, business is getting its shot at education with many for-profit schools, and charter schools emerging. Although the researcher does not believe that a focus on the standards will be going away as reforms are often not innovative, he would like to see alternative programs expanded. The researcher would
also like to see attempted changes that are made be thoughtful and researched and not just change for changes sake.

**How education can be more innovative.**

For education to be more innovative, changes need to be made, not only in the way that students are taught, but also in what they are taught. The researcher believes that students are often taught today in a passive manner that caters to few types of intelligences. Education should get kids moving, leading, and collaborating. Working with peers should not be thought of, as something that happens rarely, but something that is commonplace. Technology is changing education and will continue to, perhaps drastically. It can be used in a number of ways and currently is being used at several locations to individualize a student’s education.

This research has shown that students of the future will need a different skill set then they are currently being taught. To keep their creativity, students’ studies should give the humanities a larger role and at the very least, be integrated into the curriculum. Every student should learn to play a musical instrument and find ways to express him or herself using drama and visual arts. It is often in these activities that students find try meaning in what they are doing and make purposeful connections. A part of education will need to teach beyond the set of academic skills, and teach entrepreneurial ones as well. Education entrepreneurs could benefit from others ideas and being able to set up networks, possibly through social media, to connect entrepreneurial minds will be important.
How the researcher was affected.

At the least, the researcher was personally affected by meeting the various participants. He gained valuable insight into what it took to successfully start an entrepreneurial venture. He also was able to use this opportunity to gain valuable networking connections that will help him in future ventures. As the researcher has ideas of his own about alternative ways to educate, he will look for a right place, right time moment to take advantage and share his innovative ideas. He may also look to gain an administrative degree so he can be prepared once an opportunity arises. In the meantime, he will be looking to smaller opportunities to gain confidence, credibility, and experience. Since the start of this project the author has also made several changes in his classroom that he believes make learning more collaborative, student involved, and will better prepare them for the future.

Recommendations for future research.

In a review of the research the researcher noticed that most the entrepreneurship studies that had taken place were quantitative in nature and mostly focused on the business sector. It was for this reason that the researcher chose to conduct a qualitative, narrative study. Although this study added to the body of knowledge in the area of educational entrepreneurship, that researcher felt the body of knowledge was still lacking and would recommend any qualitative research about entrepreneurs done in an educational setting. Although several themes that were found echoed previous research findings, such as in the EO dimensions, further research needs to be conducted to further investigate the ideas that educational entrepreneurs have difficulties starting, have positive prior experiences, and are collaborative. As all the participants stories were
taken into account, all differed in some areas. Williams (2007) described four individual types of educational entrepreneurs, and as the author saw pieces of William’s descriptions with participant stories, the participants rarely fell into such a well-defined category. Since the sample size of five is small, more studies need to be conducted to gather more data in this area. Further narrative research could shed additional light on the subject. Flexibility was found important in narrative inquiry and narrative inquirers “tend to be less sure of themselves, less clear of what it is they have to say, after investigating themselves intensely over time in their research than they were prior to doing their research” (Clandinin and Connelly, 2000, p. 145).

In addition to the lack of research in this area, this thesis, especially in chapter one, has shown the need for entrepreneurship in education. It was this need to update our educational system to prepare students for the 21st century that could be the primary reason for further investigation. Future studies conducted could include: a study similar to this one but more geographically dispersed, a longitudinal study that followed the small group for a period of three to five years, perhaps from the point of creation to success or failure, and a multisite case study using some exemplars that looked beyond the leaders and into the students, parents, and other stakeholders as well. For educational entrepreneurs to become major players in the future of education, more information about who these people are and what they do will be needed. A good place to start would be a search for a common definition and possibly an EO that catered specifically to the educational entrepreneur. Future studies would also benefit from co-researcher, with a social sciences and researcher background, studies as the researcher found the use of a code-checker to be a vital component to ensure trustworthiness and confirm results.
Limitations.

Although the research did his best to make this a trustworthy study, some limitations occurred that may have impacted the results and could be improved upon. First, the study was geographically limited to Colorado. Next, although the study took into account five participant’s experiences, narrative researcher is limiting on the number of participants it takes into account and further research will be needed to confirm the accuracy of the themes found and conclusions made. In using the EO of Lumpkin and Dess (1996), the researcher was limited to certain terms, such as autonomy and competitive aggressiveness. If these terms were expanded to include similar language such as: locus of control, competition, tenacity, perhaps these traits would have shown up being important for the participants. Further research about the experiences of educational entrepreneurs could solve many of these limitations, as the body of knowledge in the subject continues to build.
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Appendix A - Letter of Informed Consent

**Northeastern University, College of Professional Studies, Department of Education**

**Name of Investigator(s):** Ian Schimmel, Doctoral Student, Dr. Margaret Gorman Kirchoff, Principle Investigator

**Title of Project:** Entrepreneurial Educators: A Narrative Study Examining Entrepreneurial Educators launching Innovative Practices for K-12 schools.

I am inviting you to take part in a research study. The goal of this study is to examine the stories of educational entrepreneurs who have created innovations with an alternative school method. This letter will explain what participation in the study means; however, I will also explain it to you. Please ask me any questions that you may have.

Participation is voluntary. If you decide to participate, I will ask you to sign this statement and I will give you a copy to keep. We are asking you to participate in this study because you have been identified as entrepreneurial educator, by being a member of the educational community who turn ideas into action; show creativity and innovation, and whose innovation ultimately helps learners become more creative and confident.

Participation in this study includes:

- Participating in an in-depth, interview with open-ended questions exploring the story of your innovative practice. This interview will last approximately 60 minutes and will be digitally recorded. You will be interviewed at a time and place that is convenient for you, or by phone.
- You must be available by phone for follow-up questions and provide the researcher with any applicable artifacts such as mission statements.
- After the interview is transcribed, a written copy will be sent to you for review. This is to ensure that I have accurately represented your point of view.
- In addition, after themes are found, I would like to talk with you again so to ensure that your story will be accurately told. These conversations will not be recorded, but field notes will be taken.

The decision to participate in this research project is up to you. You do not have to participate and you can refuse to answer any question. Even if you begin the study, you may withdraw at any time. There are no foreseeable risks or discomforts to you for taking
part in this study. There are no direct benefits to you for participating in the study. However, by doing so you may help us learn more about how educational entrepreneurs create innovative practices.

Your part in this study will be handled in a confidential manner. Only the researchers will know that you participated. Any reports or publications based on this research will not identify you or any individual as being of this project and an alias will be given to you and shared with you. Also, the digital recordings of your interview will be stored in a secure location for ten years once the analysis process is complete, and then destroyed.

If you have any questions or concerns regarding this study, please contact Ian Schimmel at 719-339-9812 (voice mail is confidential) or by email at ian.schimm@gmail.com. You may also contact Dr. Margaret Gorman Kirchoff at mdkirchoff@gmail.com.

If you have any questions about your rights in this research, you may contact Nan C. Regina, Director, Human Subject Research Protection, 960 Renaissance Park, Northeastern University, Boston, MA 02115. Tel: 617.373.4588, Email: irb@neu.edu. You may call anonymously if you wish.

____________________________________________
Signature of person agreeing to take part

____________________________________________
Printed name of person above

____________________________________________
Signature of person who explained the study to the participant above and obtained consent

____________________________________________
Printed name of person above
Appendix B – Interview Script

My name is Ian Schimmel and I am a doctoral candidate at Northeastern University in the Doctor of Education program. I have been working at an arts integrated elementary school for eight years as a third and fourth grade teacher. In this time I have become interested with alternative school models and am hoping this study will provide more insight into what makes an educational entrepreneur.

Thank you for agreeing to participate in this dissertation research. The purpose of this study is to tell the stories of entrepreneurial educators while they are in the midst of creating their innovation. This interview will have a specific focus on the process and thoughts about your innovation. I would like to remind you that all information will be kept completely anonymous and confidential. No identifiable information will be used. Your participation is completely voluntary. If it is okay, I will be recording this session and I will provide you a copy of the transcript for your review. Is it okay to proceed?

1. Can you tell me how you came into your role as an educational entrepreneur?

   -Probe- An educational entrepreneur is someone that is in the educational community who turn ideas into action, show creativity and innovation, and whose innovation ultimately helps young people become more creative and confident. Can you think of which of these criteria you met?

2. Tell me about an early attempt you remember to launch an innovative or entrepreneurial program.

2B. Can you describe what problem your program was seeking to solve? Or What problem are/were you trying to solve with the launch of this innovative practice?

   -Probe- What led you to working on what you are now?

3. Tell me about your current innovative endeavor?
-Probe- You are now working on ____________, can you tell me more about it? It’s purpose? How long you have been working on it?

4. Future Perfect: In five years from now and your being written about as the person who successfully launched an alternative education program, what would be the headline of the article, including the who, what, when, where, and how?

-Probe- Do you see yourself continuing in the same manner? How do you see your project as changing in the future?

Thank you for participating. I’ll be in touch with you about a copy of your transcript and for further information, so that we I can get an accurate account of your story.
Appendix C- Initial Contact Email to Possible Participants

My name is Ian Schimmel and I am currently a fourth grade teacher in Colorado Springs. I am also in the research phase of my doctoral studies at Northeastern University and am in need of study participants. The purpose of my study is to explore the nature of entrepreneurial behavior of educational leaders amidst launching alternative K-12 school programs and let participants tell their stories. Five to seven participants will be used for this study, from a variety of alternative K-12 programs. You were purposefully selected to possibly participate in this study due to your work in ________ (arts integration, naturalist education, flipped classroom, Waldorf education, etc.)

I am interested in interviewing you about your educational entrepreneurial experience. This initial interview would take up to 30 minutes and can be conducted at a time and place of your choosing, or if necessary or you prefer, via phone. This will be a narrative study, so further time will be necessary to insure the accuracy of the data being used. If you are willing to participate, please respond to me at this email address and I will contact you with further information. If you have any questions about my study, or would like further information, please feel free to contact me.

Thank you, and I look forward to hearing from you,

Ian Schimmel
ian.schimm@gmail.com
719-339-9812
IRENE

IRENE was an incredible individual who started entrepreneurial ventures early in her educational career after moving often as a child and often and living in poverty. She continued to successfully open schools, whose purposes she deeply believed in. Although at the time of the study she was retired, she was still very involved with the arts and education and was

*still impacting inner-city kids that I love.*

She had a Ph.D. in Gifted Education/Administration, was a writer, and had won numerous accolades over the course of her career.

IRENE attributed her entrepreneurial skills and belief to starting in the Peace Corps during college in South America and the Outward Bound training she received there. IRENE found belief there and a will not quit attitude that transferred over to her educational career. In the Peace Corps she explained,

*you create your job. We were community development.*

While in South America she saw a need to help the children read as many of them continued to struggle. Along with creating a library out of her home, she also wrote a reading guide and set up a tutoring system with college students. IRENE loved books and children’s literature and thus became a librarian when she and her family moved back to the United States. She also obtained a Master’s Degree in Library Science at that time.

It was while she was librarian that IRENE saw another need that guided some of her further studies. She saw that,

*fifth graders hating learning*
because many times the students that needed to be challenged the most, were not getting those opportunities.

*Because to me, kids need richness to learn. I didn’t see it being used that much, but those kids learning to be so nonchalant and not care about learning intrigued me a great deal.*

This observation, along with observing her own children, made IRENE interested in Gifted Education.

After helping start a small Christian School, IRENE knew she wanted to focus on the gifted. While having her first experience working in a Gifted School, she started the process to get her Ph.D. in Gifted Education and Administration.

After working in that gifted school IRENE went back into public school and was both the GT resource teacher and the librarian. Two jobs, which she stated, complemented each other wonderfully. She was chosen at that time to be in a group of teachers to go to Africa for part of the summer to study the slave trade. While there she decided that the best way to impact larger numbers of students would be to go into administration. When she got back she pondered several jobs and took up her first principal position in the Western United States.

This move into administration coincided with IRENE leaving her previous school because she was not able to continue her roles in both areas of Gifted and Talented and as librarian. Although leaving the school was difficult because she had helped start it as a teacher, she knew the move was right.

*I know what’s right. When administrative things aren’t right, I'm willing to leave and move on to something else.*

Although the teachers had “run off” the previous principal, IRENE was successful in turning in into an artistic school, which was what the community and IRENE had a
desire for. After four years, IRENE got the opportunity to start an inner city gifted school. IRENE stated that her

*old Peace Corps roots kept coming up*  
and she got the job.

IRENE stated that they got the oldest building in the district and she had a feeling that she was expected to fail.

*I think they thought I would fail, but I don’t fail.*

In a few years the school was flourishing and had to move to a larger, near-by location to accommodate the growth. She spent eight years at the school, before she was asked, by the district, to takeover and turn around a low performing middle school. It was difficult decision for IRENE as she could have retired by then, but did not want to. What helped her move onto her next challenge were the changing demographics of the inner city gifted school. Although it started out very diverse, towards the end of her eight years it was becoming less so because affluent parents knew how to get their children tested and into the school, where inner-city kids often did not get that opportunity.

Her next opportunity of opening the middle school turned out to be one of the more challenging of IRENE’s career. She had a planning year before reopening the school as a Creative Arts Academy, as it was a traditional middle school at the time. She knew going into opening the school that she felt she could give three years of her time. A big surprise came when IRENE was told that her school, would have to share its building with another school with a completely different educational focus. She was disappointed that she was not part of that decision that so heavily impacted her school.

*No decisions should be made about a school with no communication with the leadership in advance. That’s a really hard thing.*
Despite that and a difficult first year, the school was still expanding to become K-12 and was a success.

At the time of this study, IRENE was retired from public school, but was still very involved in her passions of the arts in schools, inner city children, and gifted children. She was recently involved with a program to bring music to inner city kids and served on two boards as well as wrote for a blog at a local art museum.

In the future, IRENE would love to read headlines about students from her inner city middle school being accepted by marvelous arts academies or other programs so that they could

change the economics of their families and their area, their community.

She would also love to see legislation change so that children who were brought to the United States as babies from Mexico could attend college.

IRENE was a very innovative person from college when she started a library from her home. She attributed her drive to go into education to her own poverty background and teachers who believed in her and gave her confidence along the way. Throughout her career she was able to start non-traditional schools that have met the needs of the community. She was a very motivated and proactive person and spoke of doing way more, as a librarian, than was in her job description.

I am proactive. I get interested in many things and then I follow through. I like to follow through with them.

She also liked to be involved with things that are new and not traditional and described a recent program she had worked on as,

a new thing that isn’t anywhere here.
Although she often worked with others, she liked

> to put all the foundational pieces in place by myself. I have no ego in this, but going into a meeting with nothing, that to me is non-productive. I will layout, because I’m a pretty good thinker and writer, and then we’ll as a team adjusts for change or whatever.

She described herself as

> well-oriented to handling all the details in starting something.

Although she liked to start working alone, she was very aware that she was part of the educational system and preferred to work with the system, but not without compromising the vision of the school. She also considered herself a risk-taker by being willing to leave a school or program that was going well to take on one that was struggling.

IRENE loved quotes and inspiration things. In her career she focused on bringing aspects of education she felt the current system was lacking in.

> I believe in is rich experiential learning, and I think the arts help that happen. It isn’t just gifted children I’m interested in of course, but I want to make sure that ... I think they’re amongst the most neglected in education today and left to just languish. So it’s not just gifted and just the arts but rich, experiential learning which we’re losing in public education, and I don’t want it to be lost.

Although she was a confident person and had won numerous accolades, IRENE did not carry a lot of ego about herself.

> I have a lot of ego about my schools because I’m so proud of what the teachers are able to do and I’m so proud of my teachers and I’m still very close to lots and lots of them.

**WILLIAM**

WILLIAM had been an intermediate elementary teacher for twenty-two years.

While working at two different schools he had come up with teaching methods that got
students interested in their learning, and put the responsibility on the student. Two great examples of these were WILLIAM’s use of technology and drama in the classroom. WILLIAM had a background in theatre and wondered what it would be like to involve students in creating a Shakespeare play after walking through the library and seeing a picture book that sparked the idea. He could not find a script that was kid-centered, so he created his own. Over the years it has improved and evolved and,

*turned into this huge production some 16 years later that I couldn’t stop even if I wanted to, I think.*

Although WILLIAM was still doing Shakespeare with his class, he was also focused on letting students learn using technology, through the idea of the flipped classroom.

*I have always been interested in technology and how technology can put more of the work on the kids, put more of the effort. Give them more ownership I guess. What can be done in the classroom to get the kids more actively involved in the learning process? That’s always been my philosophy is that the kids have to be doing rather than being taught to. I’ve always looked for ways to incorporate that.*

The flipped classroom was an idea that lets the students watch the lecture portion of the lesson on a video and gives them more time in class to discuss questions they have had or do related hands-on activities.

*The idea is where you take all of your direct instruction and you record it and make it into a podcast for the kids to view at any time whether at home or whatever. When they come to school then you have more time to work with them one-on-one or on projects or in small groups wherever the need may fall.*

It also was heavily based on the idea of differentiation. Some students are able to move faster in the curriculum and the ones that are not as independent receive more teacher help in smaller groups than was possible other ways.

*I’ve got a couple that are two units ahead. They are showing me they understand the material so why hold them back? Why make them bored? I think when you’re not differentiating and you’re saying everyone does the same thing at the same time, you’ve got kids that are checking out because they’re bored and they’re...*
going to cause behavior problems. You’ve got kids that don’t get it because you’re moving to fast and so they’re going to cause behavior problems. I think by using this way we can eliminate that and challenge everybody at their level.

WILLIAM got the idea from some other teachers when he joined his school’s 21st Century skills committee. He liked the idea of the committee because he liked to be creative and liked technology.

This committee had the opportunity to go see some of founders of the flipped classroom, who were using it on a high school level. After seeing them do it, WILLIAM started searching for a way to adapt to an elementary level. He started to try it in math for the end of that school year and was fully committed to it the next. As he was working on it WILLIAM saw the popularity of the flipped class start to spread, especially at the high school level. Being one of the first at the elementary level to do it, WILLIAM used social media sites, such as Twitter to find and communicate with others who were trying similar things. At the time of this study WILLIAM was in his third year of implementation and used the flipped concept in many other subjects such as literacy and social studies. He also continued to communicate and share his ideas with others, opened his class up for visitors to see his idea first hand and was teaching at a national flipped conference.

WILLIAM attributed some of his ability to create innovations to use in the classroom to supportive administration.

_I think administration can make or break you especially when it comes to innovation and creativity. If you have an administrator that’s not willing to let you take risks or it has to be this way. It has to be by the book. It’s my way or the highway then that completely it’s going to snuff out any creativity. Nobody is going to want to take a risk because you’ll be shot down and you won’t be allowed to take the risk._
WILLIAM liked to work with others and attributed many of the small changes he had made in his flipped classroom to others’ ideas, but felt that there were times when he had to go out on his own to try something. With the flipped class there was little interest from his teammates, so he created it on his own and although over social media he was able to find people to bounce ideas off of, much of the work that it took to get his classroom running and create the videos was done individually.

*I really wanted to try something different and if nobody else was going to be on board then I’ll try and if I failed, I failed. If I didn’t then other people would see the success and maybe want to hop on board too. That’s inherently taking risks right there. You’re going to risk something. You’re going to risk failing miserably at it on the opportunity that you might get something brilliant or you might get something that’s completely innovative.*

WILLIAM felt he was a risk taker by being willing to try new things. He described creating an innovation,

*it’s taking the risk. It’s seeing something. It’s getting that spark of innovation. I’d be like, “Hey, what if?”*

His ideas have evolved and continue to as he continued to work with others and make adaptations to meet student needs and make his ideas run smoother.

*Everything evolves, even the flip class. I look back to last year when I jumped in full into math with both feet. I see how I started the year. The way I started, the way I had it structured. It’s completely, not completely different but it’s significantly different from the way that it ended up in the middle of the year. It’s something that changes as you go.*

In addition to risk taking, WILLIAM saw a need for creativity when starting an innovation.

*Anytime you have somebody who wants to be innovative, that person also has to have a strong creative streak. They have to be able to do something different... I think the underlying essence is creatively whether the people will recognize it or not, you have to be willing to do something different and you must do things in a different point of view.*
In the future WILLIAM would like to look back at the progress that had been made in getting students to become more active, curious, and engaged in their learning. He thought differentiation would be a key component of achieving that. He would also like to have seen technology increase in the classroom and every student be given an ipad. 

*We could do everything electronically and I could individualize ten times more, faster if ten even than what I’m doing right now. It could be infinitely more collaborative than what we’re doing. It can be able to reach out globally. We can do that now but we’re limited by the number of devices that we have.*

**RICHARD**

At the time of this study RICHARD had been teaching for 22 years at the intermediate elementary level. At his first school he created one of his first initial entrepreneurship programs, which started in his class, but then it expanded. It was a program to encourage students to watch less TV and challenged them to go a month without watching TV or playing videogames. If students were able to accomplish this, RICHARD rewarded them with a limo ride. Year after year, RICHARD saw this program become more and more of successful until many students were requesting his class to get a chance at participating in this. It was at this time that administration made it a mandatory program for the grade level. RICHARD saw lots of value in the program and noted some of the results.

*It was extremely successful. Parents told me new games were played. Parents spent more time with kids, pets were lavished with attention and walked, room and bedrooms shined, activities were played, family time, etc. All positive stuff.*

The program was then discontinued when RICHARD left the classroom to become the school’s mobile Science teacher.
Although the program was not continued it gave RICHARD personal confidence and showed him that he could accomplish something professionally that was his own idea and matched his teaching philosophy.

*It showed me that I could do something and I could go against the grain and I could accomplish something, and see the rewards that took place...*

When teaching Science, RICHARD would travel from room to room with a cart and he knew that the students were enjoying Science, but

*I immediately began to see that something was wrong with that way of teaching....I could see this disconnect between learning science, learning writing, learning spelling, and that everything was being compartmentalized.*

Although he enjoyed teaching Science RICHARD felt uncomfortable teaching this way. About this time he was also on a teacher leader communicator group and met with a superintendent who believed that vouchers would soon be important in education and

*he challenged us or encouraged us to start thinking outside the box and said, “Think about other alternatives. What might we do here in the district? May be schools within schools, may be specialty schools, or something like that.” While I immediately became intrigued with that idea that night...*

It was the next day that RICHARD shared his idea with his teaching partner and the creation of a naturalist school began. RICHARD thought the school could be part of their current school, but his partner had another idea. RICAHARD’s partner had also recently attended a meeting in which she learned that the district had access to some public land that the naturalist school may be able to use. A state amendment had also recently been passed that stated that state land could be used for educational purposes. Soon after, RICHARD and his teaching partner went to the district with their idea. When they met with the superintendent,

*He was excited about what we had. We really on the forefront of this whole proposing something, so they hadn’t even developed a template yet, but they*
developed a 14-15 page template of all the questions that will need to be addressed and concerns, etc. if someone was going to open up some kind of program.

The process of answering all these questions took two years.

At the start of the process they surveyed the district and found plenty of interest for a program its size. During this time an outline of what the school would look like was made to give parents and students an idea of what the program would be like, since none of the buildings were on site yet. Although progress was being made, there were difficult times in the two-year process.

There were several times in that two-year process where things weren’t going very well or didn’t look like it was going to happen and (my partner) had to encourage me or she would get down in the dumps and not feel like it was going to happen, and I would have to encourage her. We relied on each other’s strengths. Had it been one, just one, it may not have happened because if the roadblocks would have happened then without having someone to help you along it might not have happened so, but it continued forward.

It was at this time that RICHARD’s naturalist school was paired with another school to provide them with cover and administrative oversight.

As the school was getting closer to opening, the first group of students and supportive parents needed to be found. RICHARD explained,

Essentially we had to convince parents that a program like this where something that they can have for their kids even though there was nothing here. There was forest. There was no trail. There was nothing here. Even in January when we had a choice night... there was nothing here. They had to have faith in us, and that first group of parents to sign on the line, “I will send my kid to this school even though it doesn’t exist” was very rewarding, was very affirming to us but also put a lot of pressure on us.

Up to this point RICHARD and his partner had continued teaching while taking on the additional workload of attempting to start the naturalist school. It was at this time they found district support and were provided with a semester off to continue planning
and working on the details. Although RICHARD and his partner were glad to have the
time, their current school was unhappy to see them leave so suddenly.

The next year, after two-years of planning, RICHARD and his partner opened the
naturalist school and the support from the first group of students and parents was
wonderful. They fundraised, begged and barrowed furniture, and found donations to get
the school set-up. Several years have gone by and that first group of students is

now five years out a high school. Many of them graduated college and they’ll tell
you that this, most of them will tell you these were the best year of their life and
many of them would tell you that this kind shaped who they became. Some are
evolutionary biologists, doctors, veterinaries; they say, “(the naturalist school)
started me down that.”

The school continued to do well, and had recently grown in size to accommodate
the need for more to-be naturalists. RICHARD had recently moved on from a classroom
teacher to be a coordinator and facilitator for the site, a position he has lobbied to have at
the school for some time. He liked his new role as it still allowed him to teach, but now
he had more time to look for ways to make the program better and be proactive, instead
of having to react to events that have happened.

This has allowed me to be kind of like a manager or an overseer, a person who
can see the big picture.

The school was a place that had the freedom to be

a little more environmentally focused, not have to watch every word that we do
and really go into depth so that kids can understand the natural world biology,
and if they do that, they’re going to learn a lot.

The kids use what they learn and make personal connections and where the students truly
learn about the natural world and being a naturalist becomes part of who they are.

RICHARD concluded,

They are naturalists forever.
RICHARD was a few years away from retirement and recently got his administration license in hopes that his school would turn the coordinator position into an official administrative one, although he had many administrative type duties already. He would like to see additional programs open up everywhere and the ideas that follow the naturalist perspective of education grow. He maintained that there were lots of opportunities and places that have available land nearby that could be used. These should be places.

LIAM

LIAM was a music teacher for 15 of his 35 years in education before he decided to enter administration, where he was the principal of two different schools in a Western state school district. As an instrumental and vocal music teacher in a low-income area of town, he saw value in students learning music and was able to build a successful music program by getting

_to know the kids, going to recess, play with them, talk with them, see them in the lunch room, all of a sudden you get kids who want to be in band or orchestra, or sing in the choir._

Once in band or choir he noticed that many of these students were very, very bright, and could play things like a Mozart horn concerto, not watered down for kids, but the original stuff, and they were all bilingual, but back then, that was sometimes considered a handicap or something to get over.

LIAM thought about how bright many of these students were and created a before and afterschool musical enrichment program.

Through the support of administration, LIAM was able to grow the program and implement it into the day, where students would be pulled out. This worked well, but
LIAM did not agree that it fell under the title of “gifted education” as he was discovering that

*all children are gifted and you have to find their gift. And once you do, you can tap into that and they will blow your socks off. I saw these kids as immensely talented. And many of them with discipline problems. And so, I kept thinking it's because nobody's challenging them...but, amazing kids just produced incredible things.*

As this was happening LIAM was getting his Mater’s Degree and decided to write his thesis on an arts oriented school for gifted children. He continued teaching until he decided that students could benefit from a different type of administrator. Up until that point he noticed that many administrators were retired “coaches” who were good motivators, but with a different type of philosophy.

*And I kept saying, I'm going to be a principal that has a different outlook than just sports. And I think sports are great for what they do, but there's so much more. So that's how I got into it and decided to become an administrator.*

After gaining his license he was able to get a job at an elementary school, where he was able to put some of his integrated arts ideas from his thesis paper into place. LIAM got to rework some of the architecture of the school and many teachers bought into his philosophy. His next big opportunity to open a school came ten to twelve years later as he was in

the right place at the right time with a school board that was willing to let people try things, or at least, at that time, have a year off to do the whole... And give you the resources to do to do the project. After I wrote the thesis about that, and then my whole ... most of my career, I wanted to do that.

He always was the arts voice in the district and was often chosen to take part in things like writing curriculums to give the arts point of view. He had a superintendent at the time in the district that had previously opened an arts school elsewhere and liked the idea. The idea for the school was pushed through, and although there were many delays
and changes in management in the district the school was given the go ahead and LIAM was given a year to plan the school.

One of the highlights of my career was working with a team of young enthusiastic architects to design it, put ideas ... how can we interpret what I'm thinking into a space.

He also go to

cherry-pick the teachers; outstanding, bright, enthusiastic people with great ideas.

After many years, LIAM’s dream of an integrated arts school had come to fruition. After running the school for three years he retired to spend more time with his family and grandchildren.

LIAM saw the value of an integrated arts education in his own children and grandchildren, as well as many others.

There's research to back it up, but my own gut feeling was that, all kids learn through the arts. If you go out at recess, they're learning jumping, skipping ... it's dance. When they have arguments it's great debate and high theater. I just know that it's intrinsic. There are some kids I think who learn exclusively that way, and my kids are examples of that, although they're way different people.

LIAM felt he took risks starting the schools with the arts philosophy and although he was confident it would work, it took many attempts and efforts before it became a reality. He looked outside the school district and was creative about looking at different spaces for the school, before his became a reality. Throughout his career LIAM was a strong advocate for the arts and mentioned that there was competitiveness between his school and others in the district, due to the district being a choice district. LIAM liked the fact that at that point in time schools were autonomous and helped meet the needs of the students of a specific neighborhood and

as far as the philosophy, I didn't consider that a risk, because I knew kids would be successful.
Career highlights included his school being recognized by the Kennedy Center, and an individual student, who despite being special needs learned to walk and then star in a school play while at both schools that LIAM was administrator at. Although the vision of his school has gone through changes since his departure he would like to see it become a place

*that lets kids learn, and by that, I mean they have some choices and some voice in what they're going to do. They're going to have to demonstrate mastery for the state and for themselves, but something that's open to letting them explore, hopefully through the arts; through visual arts or performing arts, which includes everything from writing to painting, building sets ... that's math ... science, what happens inside a kiln. It would just be a place where kids can learn, because they want to and they have everything at their fingertips to do that.*

Although LIAM was retired he was still an advocate of the arts and continued to pursue them on a personal level with his grandchildren.

**RAYMOND**

RAYMOND always saw himself as someone who liked to create things and work with people through his musical background in high school to scouts. He did not see much relevance in school until his senior year when he

*got to do things and create film about a subject that I wanted to do* 

through an independent study class. After high school he got an undergraduate degree’s in Music Education and heard about schools with innovative approaches to education. At that time he met an important person who was teaching technical Theater Design classes, that got RAYMOND interested in that area. From there RAYMOND went on to get his Master’s degree, where he continued to work under this professor.

Upon graduation RAYMOND moved with this professor to another university to help develop the Master’s and doctoral degree programs in Technical Theater Design. So
early on in his career RAYMOND had that opportunity of creating programs. From there he moved onto another university to develop a similar program and get his Ph.D. After tiring of higher education RAYMOND free-lanced and worked with a junior college and a regional theatre company. It was during this time, that he saw the need for this type of work in a high school setting.

*During that period of time, I always thought that it would be good if high school students had the opportunity to work with regional theaters and learn the craft of backstage and stagecraft and lighting design and all those things. We created a high school program and invited students who wanted to participate in that, and they did.*

This led RAYMOND to become the Director of the Facility of the Performing Arts. At this time he found out that the program was

*a lock-step type of program and everything that we do is very isolated...and I started finding these kids are losing interest. I finally decided, I told them, I said, “You know what? I want you to tell me what you want to learn,” and they did. They achieved everything that I ever wanted from them because they were so interested in it then. Plus, being the staff, and they had to earn the right to be the staff of the performing arts center.*

He also saw that students who were being labeled “learning disabled” could be successful if they were interested in that they were doing. RAYMOND stated,

*Right then I realized what we were doing to kids in education, that we were not tying the passion of the student to their general core.*

At this point RAYMOND was highly encouraged by his superintendent at the time to get his administration license, which he did.

*During that period of time, one of the courses that I took was about organizations, and I started doing some research about different kinds of schools. One of the models that I ran into was Schools of the Arts.*
At that time he found out that there were currently only five schools that followed that model, but that a sixth was being planned. RAYMOND quickly applied, interviewed, and was to become the 6-12th grade school’s first administrator.

RAYMOND said the school was partly attributed to the government at the time, which was pushing for desegregation through the use of magnet schools, like the one RAYMOND was going to open up. He had a scare initially before the school even opened as there were budgetary concerns that threatened the opening and RAYMOND had taken a risk by moving to start the school.

_I didn’t move across the country to not start a school._

Luckily, RAYMOND had a supportive superintendent, who agreed to a budget and the school was born.

Although the school had much support from the beginning, it started out as a school, within a school, for its first six years of existence. The first year was especially stressful for RAYMOND because most of the stakeholders wanted the school to be fully operational the first year.

_I’ll tell you, that first year…creating that school, it was very, very difficult. It was because the committee who created … the community who brought this to the school board, they felt that that first year should have been a full-blown year. I know that when building programs that it takes at least three to five years. I had to try to explain that to them that you cannot just do everything at the very beginning because, number one, you don’t have the personnel to do it. Number two, you’re not a known entity yet. You’ve got to prove what you can do. You’ve got to have successes, and those successes need to be small successes that can grow into big successes. That’s the way I operated._

There were other roadblocks as well as RAYMOND also had to work closely with the other schools that shared the space and other schools in the area were worried that the arts school would take their best students away from them. RAYMOND explained this was not true as
This is open to any student who wants to apply, who wants to audition, who has the passion in the arts. It was amazing because we accepted kids who were failing in other schools. We were accepting kids who had bad behavior. We were accepting kids who had never had formal lessons but they were playing or drawing or writing or whatever, which at that time it was about 65% minority.

Although the school was focused on performing arts, it also had an integrated, challenging curriculum, which made the school perform well academically as well. The current model that followed that curriculum was an understanding by design model.

RAYMOND was with the school for eight years and it became very successful as many of their students went into their art form that they studied, or found other successful jobs, due to their training received at the school. Some of their students continued their art form in college.

Nobody ever believed that students who had passion in the arts would ever have a rigorous academic approach. The arts are part of the academics. I stress that constantly. The other thing that we found out, too, is that a student who’s talented, or any person who’s talented, is not talented in just one area. They are multitalented. We had to come up with a way where students could express that other art form or other art forms.

To create a school, RAYMOND felt it was important to have a vision, be able to see the end product, and knew that there were lots of things that needed to be put in place in order for it to be successful. RAYMOND believed in creating a solid foundation.

If you create a good, solid base in an organization, because that’s important, creating that organization and the structure so it will last, it will go on for as long as you want it to.

After RAYMOND moved on from the school, he helped open up another Performing Arts Center for a college institution. After that, RAYMOND did freelance work for about four years until recently taking a job to help create high school program focused on preparing students for careers after high school. He was also working with
other entrepreneurs to open up a for-profit arts center. He liked the opportunity because it was student centered and

students finally have opportunities to learn as much as they want to. They have a say in what they want to learn. They control their own destiny.

Although RAYMOND attributed his career direction to his technical theatre teacher, he felt that he was comfortable taking risks from an early age, to which he attributed to supportive parents. He said this was rare in his culture as it was common in his Hispanic culture to stay close to home.

I guess I was already comfortable with taking risks, and it was only applying it to a different way. I’ve always believed in students, so that I always knew that students could do whatever you could challenge them with.

Although sometimes RAYMOND felt was necessary to work alone, he enjoyed working with a team, which he related to so many people working together to create a theatrical production.

I’ve always believed in, again, bringing people together and talking about it and creating something that they can buy into. If you don’t do that and you try to lay something on top of people, most of the time they’re going to reject it. If you bring them into the process, then they have a buy-in.
Appendix E- Possible themes, codes, and sample *in vivo* statements used in step two

**Possible etic themes based on EO of Lumpkin and Dess (1996)**

*Possible etic themes that emerged*

<table>
<thead>
<tr>
<th>Codes</th>
<th>Themes</th>
<th>Sample <em>In Vivo</em> Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>EO-Risk</td>
<td><strong>EO-Risk taking</strong></td>
<td>“Just my appearance shows that I'm a risk-taker.”</td>
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<td>“I would have said it was a risk.”</td>
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<td>“That’s risk-taking in a good way, and it’s been a really good model for kids.”</td>
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<td>“…it’s taking the risk. It’s seeing something. It’s getting that spark innovation. I’d be like, “Hey, what if?””</td>
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<td>“I am an activist. I go out on a limb. I take risks.”</td>
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<td>“I was comfortable at taking risks early on.”</td>
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<td>“You learn that you can take risks.”</td>
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<td>“I guess I was already comfortable with taking risks, and it was only applying it to a different way.”</td>
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<tr>
<td>EO-Alone</td>
<td><strong>EO - Working Alone</strong></td>
<td>“If there’s one thing I could add it’s while I love to do these things alone I'm also very aware that I'm part of a system.”</td>
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<tr>
<td></td>
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<td>“I was fine working by myself. I really wanted to try something different and if nobody else was going to be on board then I’ll try and if I failed, I failed.”</td>
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<td></td>
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<td>“You have to be alone sometimes.”</td>
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<tr>
<td>EO-Innov</td>
<td><strong>EO –Innovativeness</strong></td>
<td>“That’s an innovative process.”</td>
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<td></td>
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<td>“The basis of the flip class is differentiation. You allow...”</td>
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<tr>
<td>Character</td>
<td>EO-CA</td>
<td><strong>EO- Competitive aggressiveness</strong></td>
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<td>Add Edu</td>
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<td><strong>EO- Proactiveness</strong></td>
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</table>
“…turned out to be a little bit of a problem for our schools.”

“It was very, very difficult.”

“There’s always struggle. You do some things, “Oh, that’s not working the way I had envisioned it but what can I do differently?”

“We had a lot of gangs.”

“There were some challenges there.”

“Many things didn’t go well during this time.”

“There was something that happened.”

“I cared, because that was my school.”

“It was very challenging because that first year.”

“I think administration can make or break you especially when it comes to innovation and creativity.”

“You have to have leadership that allows you to take risks.”

“He was excited about what we had.”

“The principal had a year off to do that planning, to hire the staff, buy all the stuff that goes in, help design it.”

“Fortunately the district provided us with a semester off.”

“You got a power person in there and all of a sudden the hammer went down. Creativity became stifled.”

“The principle there let me do before and after school, and then it was fairly
<table>
<thead>
<tr>
<th>Edu Policy</th>
<th>Correct educational policy</th>
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<tr>
<td>“The superintendent of our district was concerned that vouchers.”</td>
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<tr>
<td>“…thinking that vouchers were going to come to pass, and district …would then be positioned everybody had a voucher”</td>
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<tr>
<td>“There was moneys through the federal government which was called Magnet School System Grants.”</td>
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<tr>
<td>+ Exper</td>
<td>Positive prior experiences</td>
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<td>“There in the Peace Corps I started a children’s library in our home.”</td>
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<td>“One was called the Read For Success program…”</td>
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<tr>
<td>“They didn’t carry it on, but it was extremely successful.”</td>
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<tr>
<td>“And I started a program called Able and Ambitious.”</td>
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<td>“I always thought that it would be good if high school students had the opportunity to work with regional theaters and learn the craft of backstage and stage craft.”</td>
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<tr>
<td>FO</td>
<td>Family oriented or supported</td>
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<tr>
<td>“I have two personal children…”</td>
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<tr>
<td>“I sort of continue that … I have four grandchildren…”</td>
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<tr>
<td>“I’ve always been very independent, and I think that’s due to my parents. They always believed in all of us, in all six kids, that we do what we want to do and they’ll support us in doing that.”</td>
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<tr>
<td>Need assur</td>
<td>Need for assurance</td>
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<tr>
<td>“We sought encouragement, that’s important.”</td>
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<tr>
<td>Creativity</td>
<td>Creativity</td>
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<tr>
<td>“There was kudos from people around us and words of encouragement.”</td>
<td>“I believe with the arts in that school – and we have all of them, dance, music, everything that you can have, we have it there – that they’ll find that inner, “I can do this.” I see it already in their performances, at all ages. It’s great.”</td>
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<tr>
<td>“…start collecting those little notes that you get, little messages you get as something positive.”</td>
<td>“There’s got to be a way I can adapt this for the elementary level.”</td>
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<tr>
<td>“I always hear back from especially parents, and lots of times young people who are in college or something.”</td>
<td>“Anytime you have somebody who wants to be innovative, that person also has to have a strong creative streak. They have to be able to do something different.”</td>
</tr>
<tr>
<td>“I worked with a lot of very creative teachers.”</td>
<td>“That’s where I think I have creativity.”</td>
</tr>
<tr>
<td>“We had to come up with a way where students could express that other art form or other art forms.”</td>
<td>“…and we ended up with a space designed for the philosophy”</td>
</tr>
<tr>
<td>Changed often</td>
<td>*Frequently changed jobs</td>
</tr>
<tr>
<td>“I’m also willing to be just in the beginning of them and leave. I am an entrepreneur in that way.”</td>
<td>“...and we ended up with a space designed for the philosophy”</td>
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<tr>
<td>RPRT</td>
<td>*Right place, right time</td>
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<tr>
<td>Get it launched and then somebody else can take over.”</td>
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<tr>
<td>“I’ll go up and see what it’s like.”</td>
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<td>“…had passed amendment … 23.”</td>
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<tr>
<td>“Well what do we need if we could do it out there, and we can have a school out in the ….. and we could do our program out there.”</td>
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<tr>
<td>“Since a new person came and it was already approved by the board of education, they still wanted it, and so we got to do it.”</td>
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<tr>
<td>“…offered me an opportunity to go with him to …University to help develop the Master’s and doctoral degree programs in Technical Theater Design.”</td>
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<tr>
<td>“It was two weeks before the close of the applications, so I applied.”</td>
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<table>
<thead>
<tr>
<th>Others</th>
<th>*Working with others</th>
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<tbody>
<tr>
<td>“I have worked very well with teammates.”</td>
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<tr>
<td>“That was kind of a planning team or a core and then it branched out to other people.”</td>
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<tr>
<td>“We relied on each other’s strengths. Had it been one, just one, it may not have happened.”</td>
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<tr>
<td>“I liked interacting with people.”</td>
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<td>“…was working with a team of young enthusiastic architects to design it.”</td>
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<tr>
<td>“I suppose I started early in that fashion, working with people.”</td>
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<tr>
<td>“I also had two committees that worked with me.”</td>
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Appendix F- Researcher Epoche

The idea of an *epoche* is to set aside the biases of the researcher by letting the researcher tell about his past experiences. Creswell described as bracketing and that researchers should do this “when they began a project by describing their own experiences with the phenomenon and bracketing out their views before proceeding with the experiences of others” (2007, p. 60).

Although the researcher does not consider himself an educational entrepreneur, he was interested in the types of innovative programs that were described in his study and how they were started. The researcher has taught for ten years and nine of those have been at an integrated arts school. It has been this experience, as well as some classes taken at Northeastern University that spurred the researcher’s interest in these types of programs. It was also at this school that the researcher became acquainted with the idea of the flipped classroom. After student teaching in a very traditional setting, the author began to form biases about which types of education were the best for students and felt that alternative models that get students more integrated into their studies were the better way to go. The researcher also felt strongly that the current educational system that focuses on standardized testing and was performance driven was leading education down the wrong path and depriving students of the humanities, an area that the author feels teaches life skills and can be very important to be a successful adult in the 21st century.

The researcher was previously interested in arts education since he worked at a school, but also loves the outdoors and the naturalist approach to education. It was only recently before he started the paper that the researcher learned about the flipped classroom. His favorite class he took at Northeastern University was Educational
Entrepreneurship, where he enjoyed learning about different types of schools that were achieving fantastic things and was encouraged to come up with his own ideas. These experiences led him to pick educational entrepreneurship as a topic of study. As only a select number of participants were used, the researcher used a personal preference of programs he felt met the definition of educational entrepreneurship and left out others such as teacher pay for performance plans. Although pay for performance had been touted as innovative by some, it did not meet the researcher’s definition and he did not feel it matched his personal preference for how students should be educated.