

ABSTRACT OF CAPSTONE

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The Graduate School

Morehead State University

March 29, 2022

THE INNOVATION STANDARD:
THE ARGUMENT FOR AN OFFICE OF INNOVATION
IN CLARK COUNTY PUBLIC SCHOOLS

Abstract of Capstone

A capstone submitted in partial fulfillment of the
Requirements for the degree of Doctor of Education in the
Ernst and Sara Lane Volgenau College of Education
At Morehead State University

By

Lindsay Ruthann Bryan Hale

Catlettsburg, Kentucky

Committee Chairs: Dr. Jeannie Justice, Associate Professor
Dr. Daryl R. Privott, Associate Professor

Morehead, Kentucky

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This capstone project provides an examination of educational and organizational change within the Clark County Public School district in Winchester, Kentucky. A review of literature was conducted surrounding organizational change management and how to best utilize organizational and educational change models to establish a sustainable avenue for innovation and evolution in a K12 public education environment. These efforts resulted in a proposal for an Office of Innovation in Clark County Public Schools.

KEYWORDS: innovation; educational change; culture; K12 education;
organizational trust

Candidate Signature

Date

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DEDICATION

This work is dedicated to my family and friends who have supported me throughout this entire process. To my life partner, Eric Hale, who has been everything to me since the day we met, I cannot fully express my gratitude for all the sacrifices you have made on my behalf so that I may chase this dream. You are my daily inspiration to be the best version of myself, and I eagerly await the future that lies ahead of us. To my A-Team—Aiden, Addison, Avery, and Ace—you four are what makes my life beautiful and fulfilling. Aiden made me a mother, and we have continued to grow up together. My firstborn, my oldest son, and my deep thinker, he is the reason I finished my higher education. Addison Sue made me a bonus mom, and she is the reason I strive to use education as an example of what women can do if they put their mind to it. Avery Ruth and Ace Branton are my wildlings, and they remind me every single day of how fun and unexpected life can be. They have given me gray hair, but also a new zest for life and adventure. My kids are my world, and this is all for them.

To my mom and dad, Sheri and Snook, we know too well the mountains of struggles that came before this triumph. Looking back at the girl I was then; I could only dream of finally making it to this point. You two gave me the toughest, deepest, truest, and longest love of my life, and pulled me out of so many deep dark holes. I hope the combination of my beautiful family and long-awaited success have made all the sleepless nights somewhat forgivable. My only regret is that Mommaw is not here to see me cross the finish line. I love you all beyond measure.

There are a few people that deserve a medal for their support throughout the last few years. My sister, Melanie, has been my mirror over the years. We have uncounted shared life stories, and we both made it out alive! She is to be commended for allowing me to vent and wallow an embarrassing number of times. Samantha Duchscherer has been an unbelievable friend throughout this doctoral journey, and I literally cannot thank her enough for all the phone calls, texts, and emails to help keep me afloat when I was most certainly drowning. I am so thankful for our friendship and know it will continue to grow far beyond this program. Megan Swart, Mike Murray, and Ellen Hoffman are the reason I talked myself into this adventure in the first place, and they are the reason I was able to find success in Clark County Schools. They were the best work family I could ask for, and are all amazing educators that help me find myself when I get lost. I will never forget the cheerleading and advocating they have done, and continue to do, for me in my professional endeavors.

“Find a group of people who challenge and inspire you, spend a lot of time with them, and it will change your life forever.” –Amy Poehler

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My final thanks are to my Ed Tech cohort, the Power Rangers—Chris, Jason, Brandon, Josh, and Samantha. All of them are my heroes. We have stuck together like glue and this journey would not have been possible, or nearly as fun, without all of them. I am extremely grateful to have met you all. Go, go, Power Rangers!

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Executive Summary

What is the core of the capstone?

This capstone creates an Office of Innovation to be established within Clark County Public Schools in Winchester, Kentucky, and provides a possible blueprint for other districts across Kentucky to do the same. Clark County Public Schools is a rural school district situated in Winchester, Kentucky. Total enrollment is 5,290 students with 340 certified staff across 10 schools (National Center for Education Statistics, 2021). Schools in the district are George Rogers Clark High School and Clark County Area Technology Center, servicing grades 9-12; Phoenix Academy, an alternative school partnered with the Kentucky Department of Juvenile Justice and the Kentucky Educational Collaborative for State Agency Children, servicing grades 7-12; Robert D. Campbell Junior High School, servicing grades 7-8; Rev. Henry E. Baker, Sr. Intermediate School, servicing grades 5-6; William G. Conkwright Elementary School, Willis H. Justice Elementary School, O.F. and Lelia Shearer Elementary School, and Strode Station Elementary School, each servicing grades K-4; and Clark County Preschool, servicing Pre-K students.

Of the nearly 5,300 students, 62.2% are economically disadvantaged, 81.2% are white, 7.8% are Hispanic or Latino, 5.7% are African American, and 5.3% identify as more than one race. Although the district's graduation rate is 95.9%, the African American student population's graduation rate is 6% lower than each of the other student populations, and is 5.6% lower than the district average. At GRC High School, 92.2% of the students complete advanced coursework but only 52.4% entered

some sort of post-secondary education. These percentages are worse for African American and economically disadvantaged students. These gaps in achievement are exactly what the Office of Innovation is meant to address (Kentucky Department of Education, 2021).

The Office of Innovation is a department at the district level with three purposes: 1) act as a liaison between the district and the Kentucky Department of Education's (KDE) Office of Innovation, 2) establish a dedicated space for the development and implementation of programming and policies that extend outside of the normal educational regulations and norms, what many in the education field would consider "innovative", and 3) cultivate the workplace satisfaction of district employees.

The first two purposes of acting as liaison and establishing a space to develop ideas that are outside the educational norms means that this office would work directly with KDE to seek out alternative methods or policies such as half-day or all virtual learning options, modified graduation credits, performance-based assessments to supplant standardized testing, and more (see Appendices A and B). Furthermore, the Office of Innovation would work with KDE to seek out and apply for the necessary waivers from the Kentucky Board of Education (KBE) in order to legally implement the desired initiatives. Additionally, the office would be able to develop and implement innovative ideas throughout the district that do not require such approval from the state education department including reevaluating grading policies, working to separate academic and behavioral reporting at all grade levels, and

building capacity for technology use in both students and staff. Examples of these possible initiatives are fully described in the capstone.

The third purpose lies in the cultivation of a fulfilling work environment for staff throughout the district. This means the Office of Innovation looks to streamline the opportunities and procedures for staff development and evaluation, develop and implement support programs for new teachers and administrators, establish opportunities for staff to pilot programs or policies about which they are passionate, and build a culture of open dialogue and transparency. This would ultimately allow staff, students, families, and community members to feel heard and to know they can be an active part of shaping their educational environment alongside legislators and state/federal departments of education.

The Office of Innovation promotes a culture of innovation (thinking outside educational norms and traditional structures), personalized learning, and transition readiness for students at every level, and works within the following focus areas: teaching and learning; opportunity and access; and, application and outreach. These three focus areas are meant to target stakeholders through a combined effort of curation, communication, collaboration, and celebration. By curating input and feedback from relevant stakeholders/parties, opening communication to allow for maximum transparency, collaborating with other district leaders and staff on pertinent projects, and publicly celebrating processes from beginning to end, the Office of Innovation can become an innovation incubator.

This project proposal outlines the office creation and rollout in a 3-year progression. Before implementation, the Clark County Board of Education must approve the creation and funding of the Office of Innovation (KRS § 160.290). It also investigates the desperate need for such an office, how it can have a major impact on the quality of education in Clark County Public Schools, along with how much the district stands to gain from engaged and fulfilled stakeholders. Additionally, this capstone outlines the proposed staffing of the department and each member's specific roles and responsibilities as presented in two options: first, staffing as a result of restructuring current district positions into new ones for the purpose of this department, and second, as an additional department with new staff.

Who is the capstone meant to impact?

District administrators, building principals, grade level or content departments, individual teachers, students, parents, and community members are all closely connected to the success of their local school district. By establishing an Office of Innovation, each stakeholder may be served in different ways based on the programming and policies developed and implemented by such a division, but the overarching purpose is to advance the welfare of everyone involved.

The programs and policies designed for this capstone project could reach and benefit many stakeholders. For example, students would benefit from a district-wide competency-based curriculum that could embrace both personalized learning and a shift to performance-based assessment, both of which are beyond the reasonable

workload of current district positions like the Chief Academic Officer or Instructional Specialists. Student-led help desks, training programs, and device management programs piloted by the Office of Innovation could give middle and high school students an active role in the ongoing maintenance and management of our district's current 1:1 initiative and develop important skills while gaining industry experience and certifications. Projects could reimagine school libraries in a way that would expose students of all ages and grade levels to exploratory learning through STEM-related activities and equipment. Additionally, flexible scheduling and a choice of learning environments allow students to take control of their education and their lives. All of these are examples of how an Office of Innovation may pick up where traditional positions leave off within a district or school, and are fully described in the office's proposed initiatives presented in the capstone.

Administrators and teachers would also benefit from the office's initiatives to streamline the opportunity for professional development, how they are evaluated during the course of their school year, and to add support for new hires through increased training, mentorship, and collaboration with experienced colleagues. Parents can work with the Office of Innovation to establish initiatives that allow them to be involved in tailoring their child's educational experience based on alternative programs, modified scheduling, differentiated credit and certification offerings, and individualized graduation timelines. Even community members like local business leaders, religious organizations, and philanthropy groups could collaborate with this office to shape new and innovative graduate profiles while also extending the

opportunities they offer our students at every grade level both inside and outside the classroom from K-12 and beyond.

All of these initiatives sound overwhelming for one office to tackle, but if the sole purpose of this office is to expand the educational experience beyond the current norms, and it is fully supported by the district and its stakeholders, then the Office of Innovation has the potential to be an agile and flexible department that could continuously grow and evolve throughout the years to meet the ever-changing needs of the district and tackle the most important issues facing education in Clark County Schools.

How would the capstone project be implemented?

There are three areas to consider when first creating and implementing the Office of Innovation in Clark County Schools: (1) understanding the needs of the district, (2) appropriate staffing, and (3) initiative development and rollout. Each component is critically important to ensure the success of the office during its initial development, introduction, and integration. Careful consideration must be given to the intended scope of the office, the budgetary constraints of the district, and the use of appropriate data to navigate these three areas of implementation.

Understanding the Needs of the District

Before the office is implemented, a needs assessment should be conducted in order to gauge the areas of need across the district and prioritize resources for creating the office's initial budget. This includes, but is not limited to, looking into testing data, staff satisfaction data, data surrounding student attendance, behavior,

completion, current spending for curriculum and programming district-wide, and programming data (alternative programming, migrant education, English-language learners, community education, mental health, family resource and youth services center). This data can be used to advise the Clark County Board of Education regarding the creation and maintenance of the Office of Innovation, while also determining the specifics of the Office of Innovation (initiatives, budget, necessary resources).

This office should perform various Needs Assessments (NAs) in order to properly identify the specific needs of the district (students, staff, systems) and to develop an appropriate action plan to address those needs (Sleezer et al., 2014, pp. 31-32). The first should be a Complex NA because Office of Innovation personnel would have would need to analyze multiple data sets, systems, job descriptions, to understand the initial scope of work for the Office of Innovation's first year. This would likely require Strategic NAs to illustrate the connection between student and staff performance improvement along with how to align those improvements with our district's educational strategy and vision. Additionally, it would include an array of Knowledge and Skills NAs, Job and Task Analyses, and Competency-Based NAs to create or redefine job descriptions, roles, responsibilities, training and support requirements, and standards of evaluation for new or existing positions within the Office of Innovation and throughout the district. This series of NAs could be initiated during the first week of the new fiscal year in which the office is created. From this,

the Director of Innovation can develop our first initiatives and work towards their implementation.

Appropriate Staffing

If the Board approves of the initial creation of the Office of Innovation (depending on the option they choose and the results of the initial complex needs assessment), staffing is the first priority. Once the core roles are established and staffed, those hired should consider a needs assessment to identify priority issues and develop a strategic plan to address them during the first year of the office's implementation. The second year includes additional projects and/or solutions to issues from the needs assessment, which could lead to evolving roles and responsibilities if deemed necessary. By the third year, the office should have reached its staffing capacity, and should continue to focus on developing, monitoring, and maintaining initiatives based on the outcomes and experiences of the first two years. Additionally, office space, initially, could be small, perhaps one office for the core staff, for example, but may grow over the following two years depending on the performance and outcomes of the office and its projects and/or solutions. Moreover, because of the recent construction of a new high school and the subsequent redistribution of classrooms and office spaces throughout the district, there are several empty spaces scattered throughout the district in various buildings including the technology and maintenance offices, the junior high school building, and there may be upcoming availability at Central Office after the current restructuring and renovations occur.

Initiative Development and Rollout

Although the Office of Innovation fundamentally deals with educational change on the district's organizational level, the creation of the office itself is an example of educational change. Therefore, the same steps and considerations must be taken to ensure its establishment is incremental, smooth, and embraced by the district and its stakeholders. Speaking with teachers over the years, they seem to have developed a disdain for new initiatives because they appear (and subsequently disappear) in an established pattern: (1) introduce a shiny new thing someone is telling us to do, (2) assume lots of new roles or responsibilities, (3) change everything, (4) find little to no support or resources to do the new thing with the new responsibilities, (5) give it very little time to magically fix all our problems, (6) decide it is an utter failure, (7) ditch it, and (8) move on to the next shiny new thing. Because of this cycle of despair, this office must fully understand how educational change must be developed and implemented through research-based approaches to minimize the pushback and growing pains of new ideas (Ash & D'Auria, 2012; Christensen et al., 2016; Ellsworth, 2000; Fullan, 2015; Robinson, 2006). It would utilize change models such as Ely's Conditions of Change (1976) to gauge the readiness of an environment or organization to embrace change, Fullan's Six Secrets of Change (2008) to determine how individuals within the system contribute to successful change and how to increase the likelihood they would do so, and understanding obstacles at all levels of change in order to anticipate and mitigate them (Zaltman and Duncan, 1977). Additionally, the Concerns-Based Adoption

Model specifically addresses how to include stakeholders in the change process to maximize buy-in and increase the sustainability of new initiatives (Hall et al., 1973).

The office would be tasked with expanding and offering new perspectives on education by practicing the fundamentals of relevant educational change models throughout every process to keep the office from acting as a bull in a ceramic shop.

Why were this capstone and related strategies selected?

An Office of Innovation in the Clark County Public School System could potentially help to solve several problems at once: a need for curriculum and policy reform to best serve the needs of all stakeholders (Ash & D'Auria, 2012), the already heavy workloads of current school staff (Zimmerman et al., 2020), and the development of a culture of innovation and forward-thinking to potentially avoid stagnation (Barshay, 2018). Throughout the last three decades, both for students and professionals, there has been little change in the approaches educational institutions take to prepare students for their transition between elementary, intermediate, junior high, high school, post-secondary, and beyond (Christian et al., 2018). For instance, moving from 5th to 6th grade in 1990 is about the same process as doing so in 2022, yet, since 1990, we have learned much more about the critical importance of this transition for student success (Paterson, 2019). It is concerning that not much has changed in thirty years. This concern shifts to alarm when one compares the lack of change in public schools to the dramatic changes our world has seen in those same three decades.

More recently, COVID-19 has further highlighted a disconnect between traditional education methods and truly meaningful instruction and assessment, especially as they relate to low-income and minority students (Garcia & Weiss, 2020). These students were already struggling under the system of compliance versus mastery and self-direction, and many teachers have tried to simply replicate their same classroom instruction into a virtual setting. This has been doubly damaging for the majority of students under this model as seen by their poor performance throughout the COVID-19 crisis (Darling-Hammond, Schachner, & Edgerton, 2020). When there is a culture of ownership, individuality, and flexibility, students rise to the challenge in nearly any environment, even during a pandemic (Tate, 2021).

Clark County Public Schools have begun to address the issues of access and opportunity in the form of 1:1 Chromebook devices for students and teachers. Previously, students had sporadic home access to reliable Internet and/or devices, thus making the COVID-19 situation extremely concerning, especially for lower income students. While this is a critical step forward, simply granting access to devices is not enough. Meaningful interaction with these devices, other educational technologies, and individualized curriculum and assessment is the key to developing true competency, curiosity, and engagement for students. Additionally, staff must have the training and support to choose, manage, and implement such technology and instructional programs in their classrooms.

While this new landscape is constantly evolving, Clark County Public Schools should designate a department to develop programs to resolve the problems identified

above and to grow and evolve with the needs of students and staff. Clark County Public Schools must be committed to providing students with an educational experience that maximizes their chances of success in their current and post-secondary pursuits.

Why Must Schools Focus on Innovation?

Innovation, for the purpose of this capstone, is defined as programming and policies that extend outside of the normal educational regulations and norms. It is important to define innovation herein because it is an incredibly common descriptor used to mean many things in many organizations. Even those in education use the term differently throughout the field. For this project, innovation is meant to convey the idea of moving beyond traditional instructional methods, environments, schedules, policies, and programming that would transform the staff, student, parent, and community interactions with an educational institution. While this is a large scope, this would be the sole undertaking of the Office of Innovation. This type of innovation must be given priority and authority across our Commonwealth.

The COVID-19 pandemic brought to light the deeply rooted deficiencies of public education on a global stage. Parents, teachers, administrators, and students were unprecedentedly united against these shortcomings as they were exacerbated by lockdowns and homeschooling. The struggles of the pandemic renewed calls for flexibility, creativity, and empathy to be better integrated into the educational process and its accompanying institutions (Darling-Hammond, Schachner, & Edgerton, 2020). Educators found students to be largely ill-prepared to handle educational

adversity and to work within the modernized idea of what a school environment should look like. Due to the pandemic, businesses are leaning towards permanent remote work options, valuing less traditional skills in employees, and are constantly evolving with the technological tides (Global Education Futures & WorldSkills Russia, 2020). Consequently, educational institutions must follow suit to best prepare students for their transition into the world's workforce when their K12 education is complete.

The continued decline of American students in global education rankings over the last decade has highlighted the necessity of transforming education away from traditional industrialized models and towards a focus on teacher and student autonomy (Amadeo & Potters, 2021). We constantly hear about teacher shortages, but fail to address the root cause of them. When great teachers are heard, are free to effectively practice within their unique skill sets rather than a blanket curriculum, and have real input and investment in the educational development processes, they will stay put for the long haul (Diamandis & Kotler, 2020). Additionally, 2.1 million students dropped out of school in 2018 (U.S. Department of Education & National Center for Education Statistics, 2020) with the majority citing boredom as their reason for quitting (Diamandis & Kotler, 2020). Not only is stagnation failing to prepare students for a constantly changing and competitive world, it is causing them to simply give up and leave school altogether.

Solutions to school system stagnation exist, but educational institutions must be willing to devote the necessary human and financial resources to them (Vincent-

Lancrin et al., 2017). Most proposed changes include the following categories: increased equity and quality for all students, student expectations (graduate profiles and transition readiness), performance-based learning and assessment, college and career readiness based on experience and real-world training/certification, and flexible options for student attendance (Patrick et al., 2020).

Because of the great disruption to the normal processes of school caused by COVID-19, schools have a unique opportunity to essentially stop their business-as-usual mentality and actually enact the changes they have been talking about all these years. Districts had long used every excuse from finances to personnel to community backlash to avoid change in the past, but those excuses were invalidated during the pandemic as the need for change became painfully obvious. The most compelling articulation of this concept came from a report by the Learning Policy Institute (Darling-Hammond et al., 2020):

Our current system took shape almost exactly a century ago, when school designs and funding were established to implement mass education on an assembly-line model organized to prepare students for their ‘places in life’—judgments that were enacted within contexts of deep-seated racial, ethnic, economic, and cultural prejudices. In a historical moment when we have more knowledge about human development and learning, when society and the economy demand a more challenging set of skills, and when—at least in our rhetoric—there is a greater social commitment to equitable education, it is time

to use the huge disruptions caused by this pandemic to reinvent our systems of education (p. v).

Why Do Districts Need a Designated Office of Innovation?

An Innovation Office is desperately needed to avoid system stagnation and to ensure innovative programming and policies have both priority and authority within the district. Current Clark County Public Schools district positions are designed to be largely reactive to new legislation and initiatives coming from state and federal levels, but this practice is reactive and does not let offices become proactive in nature. An innovation-focused office needs to seek out problems and anticipate future needs while fundamentally understanding the nature of organizational change as they relate to performance, growth, legislative or market conditions, globalization and technology, and also why so many are initially resistant to that change (14.3 *Organizational Change – Organizational Behavior*, 2017). This understanding is the critical key to successful curation, development, and implementation of any new program or policies. Hence, it is important to create a new and separate district-level department because it requires a fresh approach to rethinking education. The literature surrounding successful organizational and educational change has three themes: organizational trust, making room for trial and error, and the systematic (yet transparent and inclusive) examination of problems and their possible solutions (Ash & D'Auria, 2012; Christensen et al., 2016; Ellsworth, 2000; Fullan, 2015; Robinson, 2006).

Organizational Trust

Because the Office of Innovation is responsible for piloting programs and initiating policies that can push stakeholders out of their usual comfort zones, the department must be led and staffed by members that can build trust and rapport with stakeholders. Innovation can be hard to sell sometimes, but innovators who offer real resources, actively seek and use team learning, and build upon a shared vision and language are the most successful (Reich, 2016). These four components are critical in building trust among stakeholders for future support and input. Trust, as described by Ash and D'Auria (2012) is when all stakeholders can feel safe being vulnerable, can openly ask questions and make mistakes, and know they have room to grow over time. Trust is also built by clear and consistent communication between all stakeholders. From this transparency, communities begin to form and build trust amongst themselves, working towards the collective good of their shared vision and increasing their chances of longevity and effectiveness.

Teachers often feel micromanaged by forces that have little experience or interest in their field (legislators, parents, donors), and all while no one really asks for or cares about their professional input (Logan & Wimer, 2013; Strauss, 2018). A culture of acceptance, transparency, and trust must be established for staff, administrators, students, and the community to buy into new initiatives that may greatly affect them. Simply incentivizing stakeholders through traditional avenues (testing, parties, jean days) will not create a sustained culture of innovation. Stakeholders must understand the roles of the Innovation Office as stated in the

following capstone project, and be included in its processes. This will ultimately build the trust and shared responsibility necessary to make this avenue of educational change successful.

Room for Trial and Error

Another critical barrier to educational change is the tendency of schools to make failure a fatal end result (Reeves, 2004). Because they have equated failure with the end of all hope, they have sent the message that “mistakes are the worst thing you can make,” (Robinson, 2006). The overwhelming focus on standardization has caused schools to strive to meet arbitrary numbered scores that only measure a dimly narrow scope of student achievement (Ash & D’Auria, 2012). Too often, adults blame student failure on a lack of ability or poor support beyond school (Ash & D’Auria, 2012). Some teachers give grades for a failed attempt that can ultimately haunt the student later in the course. If a student receives a 50% on an assignment on their first attempt and the teacher does not allow them to use feedback to learn from their mistakes and try again, two things will likely happen. First, the students become discouraged and receive the message (perhaps unintentionally) that they are no good at this, they will never be any good at this, and they should accept that and move on to the next thing. Second, that low score may fatally lower their final grade in the course. If students cannot recover the grade, they are forced to fail the course and decide to either take a course they no longer have interest in or keep the failing grade and move on to some other course.

This is in no way advocating for giving students good grades regardless of effort or merit. Instead, it is an argument that teachers should allow students to use meaningful and timely feedback to correct mistakes on assignments that will help them learn both the material and the value of growth. In other words, failure should be part of the learning process, not an end result (*Failure: Part of the Learning Process?*, 2010; *The Value of Failure in Learning*, 2018; Lottero-Perdue & Parry, 2017). Additionally, we as educators should afford this same opportunity for growth to our colleagues and subordinates. Room to make mistakes is a critical component of any successful change within an organization and is equally important to sustain that change through continuous improvement.

Systematic Examination of Problems and Solutions

The literature review of educational change models is substantial, but I have focused primarily on the work of Fullan (2008; 2015), Hall et al. (1973), and Rogers (1995), with insights from Ellsworth (2000) on additional models and theories. Each of these models or theories presents important guidance surrounding the climate necessary for change, components of examining the success or failure of initiatives, and how to include stakeholders in the change process based on their roles and responsibilities. Because of the revolving door of tried and failed silver bullet solutions, this office must fully understand how educational change must be developed and implemented through research-based approaches to minimize the pushback and growing pains of new ideas. Additionally, these change models specifically address how to include stakeholders in the change process to maximize

buy-in and increase the sustainability of new initiatives (Ash & D'Auria, 2012; Christensen et al., 2016; Ellsworth, 2000; Fullan, 2015; Robinson, 2006). It is important to actively practice the fundamentals of relevant educational change models throughout every process to keep the office from acting as, or being perceived as, a bull in a ceramic shop.

The theory of Diffusion of Innovations (Rogers, 1995) categorizes the variables that determine whether change will succeed or fail, and the rate at which it does so. Rogers identifies how intended adopters may perceive the innovation as advantages and disadvantages, complexity, compatibility, room to try it, observable process or results, whether the innovation is optional or mandatory, how the change is communicated, how does it relate to the established norms of the current system, and the communication efforts of those initiating the change. This model can be used at the beginning of a change process to best structure the intended change in a way to maximize the chances of success and widespread adoption.

While Rogers' model addresses the rate of adoption by looking at change components before the change, the Concerns-Based Adoption Model (CBAM) presented by Hall et al. (1973) gives clear steps on how to take the fears or opinions of the clients into consideration throughout the change process. The CBAM is based on the need for "the effective change facilitator [to] understand how his or her clients (e.g. teachers) perceive change and adjust what he or she does accordingly," (Ellsworth, 2000, p. 146). It looks at the available resources, how the change facilitator disseminates information, stages of concern for implementation, levels of

use by the clients, the configuration of innovation, interventions for improvements or abandonment, and the types of innovation users and non-users in the system (Hall et al., 1973). Taking into account the hesitations of the intended adopters throughout the entire process is incredibly important for the success of any suggested change.

Fullan (2015) steps outside of the change processes mentioned above to consider the outside factors that affect educational change. He outlines the influence of government forces like policies and funding, community involvement, and access to quality information on the implementation of any proposed changes within an educational organization. Most important of these is usually government funding or policies which normally focus on big-picture reforms like literacy or desegregation, yet they often overlook the critical need to build capacity within the educational system to be effective and innovative (Fullan, 2015). Oftentimes, innovators have a great idea and a solid plan to get local support, but they fail to consider the external forces that could sink their ship before it even leaves the dock. Additionally, many changes that go beyond “superficial changes in content, objectives, standards, and structures” are torpedoed by the lack of consideration for how hesitant most stakeholders are to change “culture, role behavior, and conceptions of teaching and learning,” (Fullan, 2015, p. 28).

Fullan addresses these social and cultural considerations in his *Six Secrets of Change* (2008), where he focuses on creating change through building trust, capacity, and shared vision throughout the stakeholders of an organization. He emphasizes the notion that behaviors change before beliefs, feelings are more influential than

thoughts (Kotter, 2008), and shared vision is a product of a quality change process than it is a precondition of change (Fullan, 2008). Overall, he takes the human element into consideration when planning or implementing change, and echoes the sentiments of the aforementioned literature (Ash & D'Auria, 2012; Christensen et al., 2016; Ellsworth, 2000; Fullan, 2015; Robinson, 2006) in which change must have a plan that includes organizational trust, plenty of room to make mistakes and correct them, and a systematic way to include all relevant aspects of the change process while planning and implementing such educational changes.

Staff working within the Office of Innovation must fundamentally understand three critical change models/theories: the Six Secrets of Change (Fullan, 2008), the Concerns-Based Adoption Model (Hall et al., 1973), and Diffusion of Innovation (Rogers, 1995) as they relate to implementing and supporting successful systematic change. Specifically, Fullan's third component of his Six Secrets - Capacity Building Prevails (2008) cites the development of competent employees, an access to adequate resources, and proper motivation as the critical three components of building capacity for organizational change.

In this capstone project, special emphasis is placed on capacity building throughout the office and the school district. This includes training Office of Innovation staff on these fundamental change models and how to use them throughout their work. Fullan (2015) posits that change is only successful when you convince the majority of your stakeholders that motivation and success depend on the shared vision and knowledge of everyone involved or affected. One must be able to

banish the fear of failure from the larger crowd to make room for innovation and lasting change. Once capacity is built for innovation, one may then address specific issues through the Concerns-Based Adoption Model (Hall et al., 1973) and prepare for implementation ups and downs as predicted by the theory of Diffusions of Innovation (Rogers, 1995). Additionally, they must understand the relationship between each piece of the system in which they are working so they are able to correctly identify weaknesses or shortcomings, develop or create the necessary solutions, and roll out the solutions without overwhelming pushback from those affected (Ellsworth, 2000, pg. 28).

Why Not Use Current District Positions to Innovate?

Establishing a dedicated office to handle the heavy lifting of innovation within school districts is a must if Kentucky hopes to keep pace with the evolving landscape of the 21st Century. Using Clark County Schools as a pilot, one can look at their existing organizational structure and current duties to understand why the Chief Academic Officer (CAO) and Instructional Specialists (IS), by themselves, are not the best suited avenue for curriculum and policy innovation. This is a large change to tackle through existing positions within educational institutions. The CAO and ISs already handle a wide range of responsibilities, and adding the role of change agent will almost certainly overwhelm staff in those positions (Ellsworth, 2000). As stated in their job description (Clark County Public Schools, 2019, pp. 58-61), the CAO of Clark County has over twenty-two specific assigned duties, but they include all things related to academic achievement within the district.

Additionally, the CAO is responsible for supervising and evaluating all building principals (which, as of 2022, totals 10 in Clark County, but could be much higher in larger districts), acts as liaison with other school districts/universities and the Kentucky State Department of Education, and is prepared to serve as head of the district in the absence of the Superintendent. While this seems as if it should include curriculum and policy innovation, there simply is no room for this important work within this position. They are meant to supervise and evaluate, not create, develop, or implement. This does, however, make them a critical partner to a Director of Innovation and his/her Innovation Leaders.

The Clark County Instructional Specialist is probably the closest position to curriculum innovation, yet they, too, are already tasked with a heavy load of instructional evaluations and coaching (Clark County Public Schools, 2019, pp. 208-209). They look at specific curriculum resources and their implementation through staff collaboration, training, and coaching, while the Office of Innovation would look at the larger picture of curriculum and policy. The Innovation Leaders and Director would look at how curriculum is offered, flexible scheduling and environments, overarching instructional delivery methods like blended learning or self-paced programming, while the Instructional Specialist looks at core content resources like textbooks, apps, intervention/enrichment programming, and how to best initiate professional development and support for district curriculum and instructional resources.

These existing positions (e.g., Chief Academic Officer and Instructional Specialists) are simply not designed to enact sweeping changes in the educational delivery structure (e.g., virtual or part-time options) because they largely focus on instructional strategies and professional development. Additionally, adding to their plates would dilute their ability to perform their current tasks and responsibilities well, which potentially could damage the district.

Intended impact of the capstone

The overall intended impact of this capstone project is to create a more holistic, flexible, and meaningful educational experience for students throughout the Clark County Public School district by solving many of the problems identified above through the creation of an Office of Innovation. While each program or policy the Office of Innovation may implement has specific goals, they share a common purpose to expand opportunities and accessibility for students at every grade level, especially those marginalized populations for which the traditional educational model has not been, nor was designed to be, successful (Ash & D'Auria, 2012). By developing, implementing, and supporting innovative programs and policies deemed important or necessary by the stakeholders themselves, the department can shift the emphasis of education from behavioral compliance to true academic mastery and application. This may exponentially increase student achievement within the district and student success beyond them. By revamping our district to embrace innovation by giving it priority and authority via this new department, students can reap the benefits of better academic performance, meaningful experiences, and personal development that only

comes with educational adaptation to the real world. An Office of Innovation allows us, as educators, a real avenue to move away from what is considered to be obsolete, and push past our century-old comfort zone for the sake of our students and their families.

The greatest impact from an Office of Innovation could be the safe space for fresh ideas. District administrators, building principals, grade level or content departments, individual teachers, students, parents, and community members should all feel welcomed to posit and initiate real change in their areas of control without fear of being ignored or facing retaliation. Ideally, this Office could cultivate an environment that valued both positive and negative feedback from all stakeholders, celebrate successes and failures in the name of progress, and work solely on bettering the quality of education for every student at every level.

Limitations of the capstone

This capstone is focused on establishing an Office of Innovation in the Clark County Public School System. Budgetary constraints (see Appendices C and D), along with successfully staffing the necessary positions to ensure department sustainability, inevitably play a role in limiting the selection and rollout of any chosen program. In this case, the Clark County Board of Education must approve the creation and funding of the Office of Innovation (KRS § 160.290). Given the nature of the Innovation Office, the Kentucky Department of Education needs to approve waivers for some innovative program or policy components (KRS 156.160), and

stakeholder buy-in is critical to both secure the waivers and garner the necessary support the department and its programs must have for sustainability and longevity.

It is also important to note that I am currently a Technology Resource Teacher for Clark County Public Schools and have used my own experience as an educator in this district to outline some possible needs for the Office of Innovation to address. Additionally, generalizability is an issue with this capstone project because I am using Clark County as an example district; therefore, all ideas or techniques may not equally apply across all districts in Kentucky or elsewhere. However, it is my belief that they may be adapted to fit wherever they are implemented.

Reflections

Looking back on my journey, it seems like a blur of time and emotions that only lasted a few weeks. In reality, it was a few years of learning important lessons that fueled a sustained period of personal and professional growth that has proven invaluable. I learned about being flexible and willing to pivot to follow an idea through every twist and turn, how to dig deeper into myself to go beyond surface-level thinking, and how to be creative and original while also being logical and steady.

Although this experience was incredible, it started during a very tumultuous time in my life. I had just abruptly moved school districts, had just given birth to my fourth child, and was working on adjusting to a totally new place with new coworkers and a new 2-hour commute (one way). I felt very low at this time, and was looking to reinvent myself in some way. I had stumbled onto educational technology through

my new position, since I was only named Site Technology Coordinator because I was the only one who was familiar with Google Suite products at the time. I found a glimmer of fulfillment in earning my Google Certified Educator Levels 1 and 2, and then Google Certified Trainer earlier in the year. It started me on the path to exploring educational technology as a career specialization. That is when I found the Doctor of Education in Educational Technology Leadership program, and the result is this capstone.

I had originally explored using my experience in teaching alternative school as my capstone subject, but started to see a pattern unfolding around me. The constant back and forth of trying to fix the problems of public education began to weigh heavily on my mind, and this capstone was my opportunity to dig deeper into working towards some sort of solution. Thinking back on the topic I chose, I wish I had been able to study it more deeply to find out what every innovative school in the country is doing right these days, but the time and scope of the capstone would not allow me. Additionally, the whole purpose of this capstone is to eventually find those solutions, so I am satisfied with at least establishing a starting point that may ultimately have a real impact on teaching and learning in Clark County Schools, and maybe beyond.

To anyone who is toying with the idea of completing a graduate degree of any kind – do it. There is no situation in which adding to your education is harmful. It is always worth it, no matter what. I would also encourage everyone to take a deep look into their local educational institutions and find a way to lend a hand. Whether you

believe it or not, you are connected to the success of that organization. Volunteer your time, advocate for higher salaries or more resources, or publicly support the students and staff through donations or praise. Be a part of the solution.

Through all this, I have achieved my goal of reinventing myself during a time when I felt lost and hopeless. I had little direction and was simply in survival mode. Since then, I moved on to a district position as a Technology Resource Teacher, helping other teachers and administrators navigate one of the most difficult times in history to be a public school employee. I am incredibly proud of myself for how far I have traveled away from where I began, and I absolutely look forward to using my educational doctorate to impart meaningful change on the educational experience for students, teachers, parents, and community members all over Clark County, Kentucky.

Capstone Project

Presentation to the Community



The Innovation Standard



An Argument for an Office of Innovation
in Clark County Public Schools



SLIDESMANIA.COM



Lindsay Hale

Technology Resource Teacher

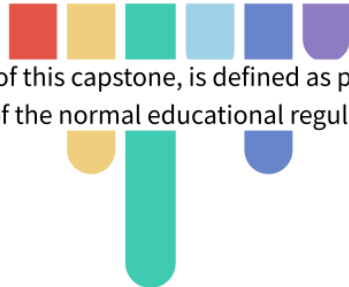
Clark County Public Schools
Winchester, Kentucky



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Innovation?



Innovation, for the purpose of this capstone, is defined as programming and policies that extend outside of the normal educational regulations and norms.

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What is the Office of Innovation?



Liaison with KDE



- Apply for waivers from the Kentucky Board of Education (KBE)



School Innovation

- Seek out, develop, and implement alternative methods or policies

Retain & Recruit

- Streamline opportunities and procedures for staff

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Who is meant to be impacted?

District and building administrators are able to tailor the educational experience to the needs of their specific populations.

Teachers and staff are encouraged to explore new approaches to teaching and learning, and are supported in a way that incentivizes growth.

Students benefit from increased instructional and environmental personalization that promotes authentic learning experiences.

Parents and community members become invested and engaged in the educational experience.

The district is able to recruit and retain highly qualified staff.



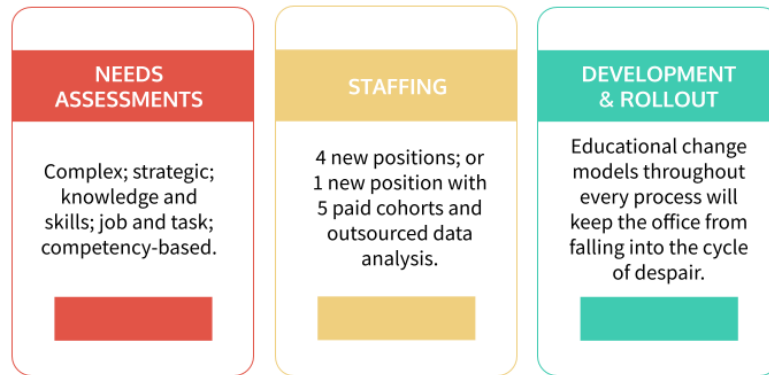
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How would this office be implemented?

There are three areas to consider when first creating and implementing the Office of Innovation in Clark County Schools.

Photo by [Mina Sordy](#) on [Unsplash](#)

Implementation Considerations



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Why Innovate?



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(Ziegler & U.S. News & World Report, 2020; Diamandis & Kotler, 2020)

Why Innovate?



(Kentucky Department of Education, 2021)

Cycle of Despair

NEW THING

Shiny new initiative someone is telling us to do without our input.

DITCH IT & REPEAT

Ditch it and repeat the cycle with the next new thing.

FAILURE

Decide it is an utter failure immediately.



NEW ROLES & RESPONSIBILITIES

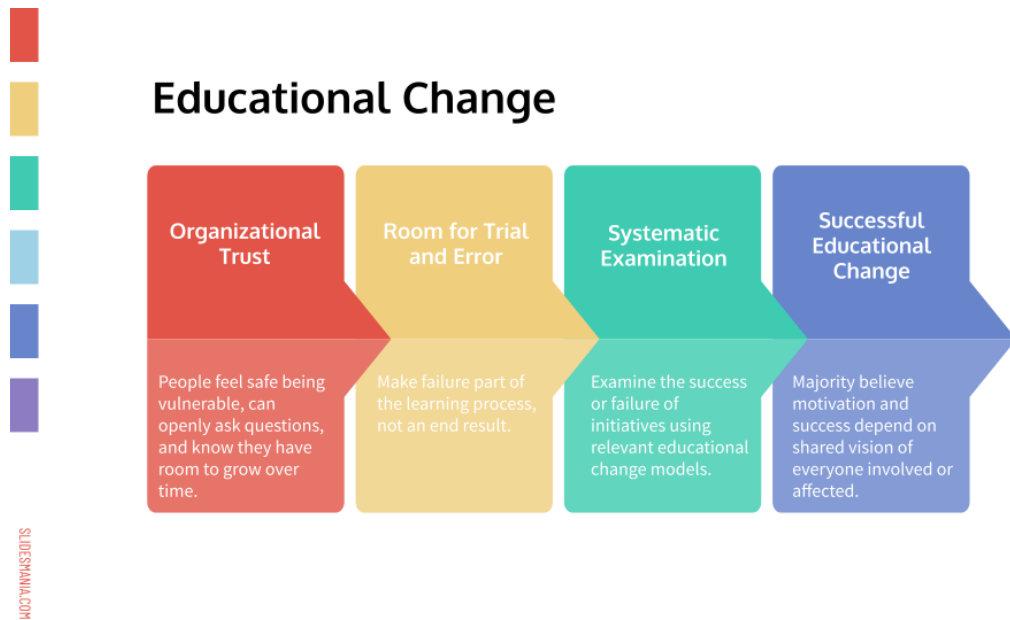
Lots of new roles, responsibilities, and everything changes.

NO SUPPORT

Little to no support or resources to do the new thing with the new responsibilities.

NO TIME

Give everyone very little time to magically fix all our problems.







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Proposal Booklet



LINDSAY HALE
CLARK COUNTY PUBLIC SCHOOLS



**OFFICE OF
INNOVATION**
PROPOSAL

OFFICE OF INNOVATION

CLARK COUNTY PUBLIC SCHOOLS

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SUMMARY

Summary

In researching educational innovation I found many educators who are working themselves into the ground for the sake of creating a better educational experience for students. These educators are making sacrifices and going above and beyond to do what they can to help the kids they serve. They're piecing things together, making it work, but at what cost? Also, how long can they sustain this working model? What I uncovered through my research lit a fire inside me to find real solutions to the root causes of issues plaguing public education. Like these educators, I, myself, was at the end of my rope... being at the end of my rope because of the ridiculous the circus of policies and revolving door of shiny new solutions. Teachers are overwhelmed, micromanaged, overworked, and underpaid -- all while working without proper support or respect from many administrators and the general public. This must end. It is unsustainable, unethical, counterproductive, and ineffective.

If the impact on our teachers isn't compelling enough to change the educational system, then let's talk about the students. They are not being prepared for the future, either as workers or leaders. Our system has not adapted to the evolving workforce demands, economic landscape, social upheaval, or technological advances that we all live with, everyday. As educators, this disconnect demands our attention. For my part, I created create a real department dedicated to daylighting real problems and connecting them with real solutions. For me, starting in Clark County was most logical, but it's my hope this will become the norm everywhere.

The Office of Innovation will help us, as educators, move away from obsolete practices, push past our outdated comfort zone for the sake of our staff, our students, their families... and ourselves. The Office of Innovation will seek out solutions for today's issues, and also anticipate and plan for the rapidly-changing educational landscape. The Office will fill the gaps that our overtaxed peers can't take on; between our current system and the needs of all stakeholders throughout our district. We will curate the best and brightest ideas from our district, our state, our nation, and those worldwide. We will stop at nothing to transform the educational experience for every person

WHAT IS THE OFFICE OF INNOVATION?

What is the Office of Innovation?

The vision of the Clark County Public Schools Office of Innovation is to become the gold standard for quality education, staff fulfillment, and community involvement. The Office of Innovation is a new District department that will:

1. Establish a dedicated space to develop and implement programming and policies that extend the current educational norms, to encompass what many in the education field would consider "innovative".
2. Act as a liaison between the district and the Kentucky Department of Education's (KDE) Office of Innovation for the purpose of obtaining waivers for new initiatives through the Kentucky Board of Education (KBE).
3. Enhance workplace satisfaction among district employees to increase recruitment and retention.

Innovation, for the purpose of this proposal is defined as programs and policies that extend outside of the normal educational regulations and norms to move beyond traditional instructional methods, environments, schedules, policies, and programming. Actively transforming interactions between the staff, student, parent, and community members within an educational institution, The Office of Innovation will open up new opportunities for students that will prepare them for the rapidly evolving work landscape.

The Office of Innovation will work directly with KDE to seek out alternative methods or policies, such as alternate learning options, modified graduation credits, and performance-based assessments.



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WHAT IS THE OFFICE OF INNOVATION?

The Office of Innovation will also work with KDE to seek necessary waivers from KBE in order to officially implement these initiatives. Additionally, the office will be able to cultivate and propagate innovative ideas throughout the district including reevaluating grading policies, separating academic and behavioral reporting at all grade levels, and building capacity for technology use in both students and staff.

The third function of the Office of Innovation will be to cultivate a fulfilling work environment for staff throughout the district. This may include looking for ways to streamline the opportunities and procedures for staff development and evaluation, develop and implement support programs for new teachers and administrators, establish protocols for staff to pilot programs or practices they're passionate about, and strengthen a culture of open dialogue and transparency where staff, students, families, and community members feel heard. Where they feel like they're actively helping to shape their own educational environment.

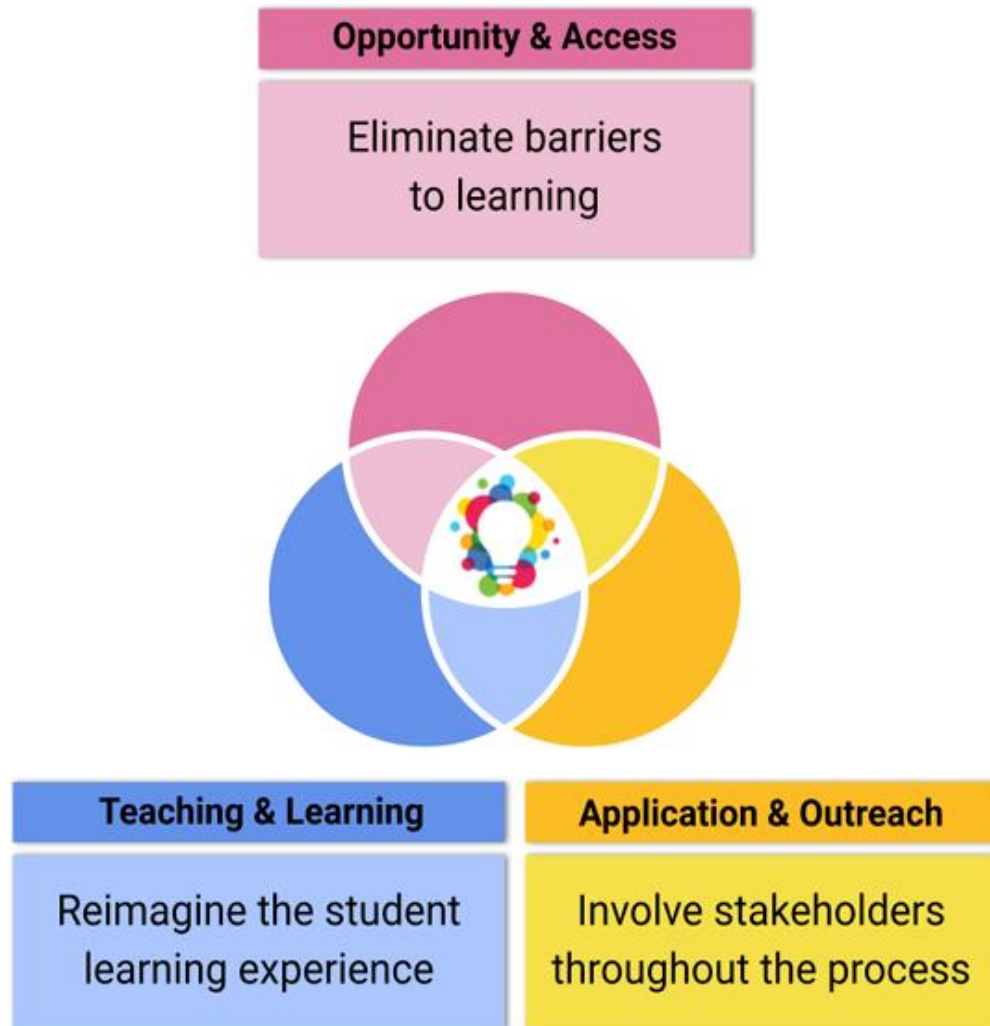
The Office of Innovation promotes thinking outside educational norms and traditional structures to explore personalized learning and enhance transition readiness for students at every level applicable to these focus areas:

- Teaching and learning
- Opportunity and access
- Application and outreach

Curating input from all stakeholders will open communication in a way that allows for maximum transparency, collaborating with other district leaders and staff, and publicly celebrating success, the Office of Innovation will be an innovation incubator.

The Office of Innovation will collaborate to create a more holistic, flexible, and meaningful educational experience for students throughout the district. It will teach educators and students to embrace innovation so students will reap the benefits of better academic performance, have more meaningful experiences, and achieve the level of personal development that only comes when the realm of education and the real world combine.

OFFICE OF INNOVATION



WHAT IS THE OFFICE OF INNOVATION?



EVERYONE BENEFITS FROM EDUCATIONAL INNOVATION

District administrators. Principals. Departments. Teachers. Students. Parents. Community members. All have a stake in the success of their local school district. The Office of Innovation will serve each stakeholder in different ways with the goal of advancing the welfare of everyone involved.

Why innovation?

The COVID-19 put a spotlight on the deeply-rooted deficiencies of public education. Parents, teachers, administrators, and students were unprecedentedly united by these shortcomings, exacerbated by lockdowns and homeschooling. The struggles elevated through the pandemic renewed calls for flexibility, creativity, and empathy to be better integrated into the educational process and its accompanying institutions (Darling-Hammond, Schachner, & Edgerton, 2020). students were largely ill-prepared to handle educational adversity and adapt to an alternate, (perhaps more modern), version of the school environment.

Just as businesses are leaning towards permanent remote work options and placing higher value on less-traditional skills (Global Education Futures & WorldSkills Russia, 2020), educational institutions must follow suit. Our students need to be better prepared for their transition into the world's changing workforce.

The continued decline of American students have continually declined in global education rankings over the last decade, highlighting the need to transform education by moving away from traditional industrialized models toward a focus on teacher and student autonomy (Amadeo & Potters, 2021). At the same time, we constantly hear about teacher shortages, but fail to address the root cause. When great teachers feel heard they are free to effectively practice within their unique skill sets rather than a blanket curriculum, giving them genuine input and investment in the educational development of their students. If so, they will stay put for the long haul (Diamandis & Kotler, 2020). Additionally, 2.1 million students dropped out of school in 2018 (U.S. Department of Education & National Center for Education Statistics, 2020). Most cited boredom as their reason for quitting (Diamandis & Kotler, 2020). Not only is education stagnation failing to prepare students for a constantly changing and competitive world, it is encouraging them to simply give up.

Countering stagnation means that educational institutions must be willing to devote the necessary human and financial resources to them (Vincent-Lancrin et al., 2017). This generally includes:

- Increased equity and quality for all students, student expectations (graduate profiles and transition readiness).

OFFICE OF INNOVATION

- Performance-based learning and assessment.
- College and career readiness based on experience and real-world training/certification.
- Flexible options for student attendance (Patrick et al., 2020).

The disruption to the normal processes of school caused by COVID-19, schools created a unique opportunity to essentially stop business-as-usual and actually enact changes talked about for these years. All excuses were invalidated by the pandemic as the need for change became painfully obvious.

What's the impact?

The Clark County Schools Office of Innovation will reach and benefit all stakeholders. Students will benefit from a district-wide competency-based curriculum that embraces both personalized learning and performance-based assessment. Student-led help desks, training programs, and device management programs piloted by the Office of Innovation could give students an active role in our district's 1:1 initiative and develop important skills while gaining industry experience and certifications. Projects could reimagine school libraries to expose students of all ages and grade levels to exploratory learning through STEM-related activities and equipment. Flexible scheduling and a choice of learning environments could allow students to take control of their education and beyond. Why isn't this happening already? Because it doesn't fit into the traditional district positions and no staff have been empowered or dedicated to implement this type of change.

Administrators and teachers would benefit from the Office's initiatives to streamline professional development, improve how they are evaluated, and add support for new hires through training, mentorship, and collaboration with experienced colleagues. The Office of Innovation would also work with parents to establish initiatives allowing them to be more involved in tailoring their child's educational experience based on alternative programs, modified scheduling, differentiated credit and certification offerings, and personalized graduation timelines. Community members, like local business leaders, religious organizations, and philanthropy groups, could collaborate with The Office to shape new graduate profiles while extending the opportunities they offer students at every grade level, both inside and outside the classroom, from K-12 and beyond.



Educational Change

Although the Office of Innovation is focused on educational change at the district level, the creation of the office itself is an example of educational change. Therefore, the same steps and considerations must be taken to ensure its establishment is incremental, smooth, and embraced by the district and its stakeholders.

Seasoned administrators and educators tend to be resistant to change. They have seen new initiatives and trends come and go. The Office of Innovation must understand attitudes toward change, find empathy with stakeholders, and offer mutually-beneficial solutions. This will lessen inevitable growing pains that come with adopting change.

Kentucky continually ranks near the bottom of the list in education quality (36th), due to a lack of higher education completion (38th) and public school ratings (33rd) (Ziegler & U.S. News & World Report, 2020). While the state has worked with Districts of Innovation since 2012, the much-anticipated program has seen little participation. Under the District of Innovation program, “KRS 156.108 and KRS 160.107 (House Bill 37, enacted 2012) is charged with providing Kentucky public school districts the opportunity to apply to the Kentucky Board of Education (KBE) to be exempt from certain administrative regulations and statutory provisions, as well as waiving local board policy, in an effort to improve the learning of students. By re-thinking what a school might look like, districts can redesign student learning in an effort to engage and motivate more students and increase the numbers of those who are college- and career-ready,” (Kentucky Department of Education, 2020c).

An Office of Innovation in the Clark County Public School System could address several problems at once: curriculum and policy reform the heavy workloads shouldered by school staff, and stagnation.

“Our current system took shape almost exactly a century ago, when school designs and funding were established to implement mass education on an assembly-line model organized to prepare students for their ‘places in life’— judgments that were enacted within contexts of deep-seated racial, ethnic, economic, and cultural prejudices.

In a historical moment when we have more knowledge about human development and learning, when society and the economy demand a more challenging set of skills, and when—at least in our rhetoric—there is a greater social commitment to equitable education, it is time to use the huge disruptions caused by this pandemic to reinvent our systems of education.”

(Darling-Hammond et al., 2020)

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COVID-19 has further highlighted the disconnect between traditional education methods and truly meaningful instruction and assessment, especially for low-income and minority students (Garcia & Weiss, 2020). Although these students were already struggling under the system of compliance versus mastery and self-direction, and many teachers tried to simply replicate their classroom instruction in a virtual setting. This has been doubly damaging for the majority of students under this model as seen by their poor performance throughout the COVID-19 crisis (Darling-Hammond et al., 2020). In my experience, when there is a culture of ownership, individuality, and flexibility, students rise to the challenge in nearly any environment.

Clark County Public Schools have made some progress toward addressing the issues of access and opportunity in t by distributing 1:1 Chromebook devices for students and teachers. Previously, students had sporadic home access to reliable Internet and/or devices, thus making the COVID-19 situation extremely concerning, especially for lower income students. While this is a critical step forward, simply granting access to devices is not enough. Meaningful interaction with these devices, other educational technologies, and individualized curriculum and assessment is the key to developing true competency, curiosity, and engagement for students. Additionally, staff must have the training and support to choose, manage, and implement such technology and instructional programs in their classrooms.

The Chief Academic Officer (CAO) and Instructional Specialists handle a wide range of responsibilities. As stated in their job description (Clark County Public Schools, 2019, pp. 58-61), the CAO of Clark County has over twenty-two specific assigned duties, covering all functions related to academic achievement within the district. adding the role of change agent will almost certainly overwhelm staff in those positions (Ellsworth, 2000).

The CAO is also responsible for supervising and evaluating all principals, acting as liaison with other school districts or universities and the Kentucky Department of Education, and being prepared to lead the district in the absence of the Superintendent. Rather than curriculum and policy innovation, the CAO role is to supervise and evaluate, not create, develop, or implement.

WHY NOT USE CURRENT DISTRICT POSITIONS TO INNOVATE?

Instructional Specialists are tasked with a heavy load of instructional evaluations and coaching (Clark County Public Schools, 2019, pp. 208-209). They look at specific curriculum resources and implementation through staff collaboration, training, and coaching the Office of Innovation would look at the larger picture of curriculum and policy.

The Office of Innovation will look at how curriculum is offered, flexible scheduling and environments, overarching instructional delivery methods like blended learning or self-paced programming, while the Instructional Specialist looks at core content resources like textbooks, apps, intervention/enrichment programming, and how to best initiate professional development and support for those.



OPTION 1

Option 1 creates a new department outside of current positions within the district, thus requiring the creation of four new positions:

1. Director of Innovation
2. District Data Analyst
3. Two Innovation Leaders

These four positions would work together over the course of the 3-year rollout to establish and grow the Office of Innovation get established and take root within the District.. This option is slightly more expensive compared to the second option due to the additional staff and equipment (see Appendix A). This option does not require any current teachers or administrators to add to their already stressed workload in order to participate in the cohorts option (Option 2). Additionally, the data analysis stays within the district and is accessible at any time throughout the year.

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Director of Innovation

The Director is the face of the office; the direct liaison between the Board and District leadership; and the person accountable for the successful implementation of the Office within the District. The face of the Office of Innovation and the line of communication between the department and district leadership, the Board of Education, and the community. This position would be the first hired after the office's creation, and would report to the Superintendent, partner with the District Technology Coordinator, Chief Academic Officer, and Instructional Specialists. In Option 1, they work directly with the District Data Analyst and building administrators without any Innovation Leaders during the first year of the office's implementation and during the second year and beyond, they would manage and direct the District Data Analyst and Innovation Leaders as both their direct supervisor and their organizational leader. This position would require at least five years of classroom teaching experience along with administrative credentials in the form of a Supervisor of Instruction or Principal Certification.

The Director of Innovation will collect feedback and input from all stakeholders regarding the successes and challenges of the district's programs and policies through town hall forums, surveys, social media, or any other method of input the office deems appropriate or necessary. They will then meet directly with district leadership partners (Chief Academic Officer, District Technology Coordinator, Instructional Specialists, etc.) to find or create the best possible solutions to the district's cultural or instructional shortcomings and present them to the Superintendent, the Board of Education, district staff, and the community. The Director will then work with building

administrators (during the first year) or their Innovation Leaders (second year and beyond) to flesh out the solutions' details to make the change effective and manageable while helping to support implementation and sustainability. The salary of this position in Option 1 is slightly lower than Option 2 because of the additional paid staff within the department that will take on some of the workload placed solely on the Director in Option 2.

District Data Analyst

This position will be hired in the first phase and will report to the Director of Innovation. They will work with Infinite Campus data (attendance, behavior, demographics, etc.), student performance and outcome data, budgetary data, human resources data, and other relevant data to inform the approaches taken by this office. They need no teaching or educational experience, but must have at least 3 years experience in data management and analysis.

Innovation Leaders

Innovation Leaders work with the Director of Innovation to develop and implement innovative programs and policies that best suit the district and their assigned schools or grade levels. They collaborate with and gather feedback from their assigned building administrators to find creative ways to close achievement gaps, promote equity, consistently grant opportunity and access, and increase transition readiness across the district.



OPTION 2

Option 2, also known as the cohort option, will instead rely on the input of focus groups throughout the district to work towards developing and implementing initiatives of the Office of Innovation. These cohorts will be coordinated by the Director of Innovation, as well the data collection and analysis, which would be outsourced under Option 2. Additionally, all necessary data analysis will be outsourced to a data analysis firm for a monthly fee. This option is slightly less expensive compared to the first option due to less designated staff and equipment. However, this option requires current teachers and administrators to add to their workload in order to participate in this option. Each cohort will be paid for their time and efforts, and this does increase the amount of input and collaboration between the Office of Innovation and district staff.

Director of Innovation

This position is the face of the Office of Innovation and the line of communication between the department and district leadership, the Board of Education, and the community. This position would be the first hired after the office's creation, and would report to the Superintendent, partner with the District Data Analyst, District Technology Coordinator, Chief Academic Officer, and Instructional Specialists. In Option 2, they would work directly with each cohort and the data analysis firm. This position would require at least five years of classroom teaching experience along with administrative credentials in the form of a Supervisor of Instruction or Principal Certification.

The Director of Innovation will collect feedback and input from all stakeholders regarding the successes and challenges of the district's programs and policies through townhall forums, surveys, social media, or any other method of input the office deems appropriate or necessary. They will then meet directly with district leadership partners (Chief Academic Officer, District Technology Coordinator, Instructional Specialists, etc.) to find or create the best possible solutions to the district's cultural or instructional shortcomings and present them to the Superintendent, the Board of Education, district staff, and the community. The Director will then work with cohorts and community members to flesh out the solutions' details to make the change effective and manageable while helping to support implementation and sustainability. The salary of this position in Option 2 is slightly higher than Option 1 because of the additional workload placed solely on the Director that is handled by other paid department staff members in Option 1.

Cohorts

Five cohorts are proposed under Option 2: administration elementary, middle grades, secondary, and Library Media Specialists (LMS). Each will consist of one representative from each school, except the LMS cohort will not have a representative from two schools (Phoenix Academy and Preschool) because they do not have such a position in their building. Each cohort will meet to work directly with the Director of Innovation at least once monthly after school hours and will elect one chairperson to manage the information of each meeting and be responsible for their correspondence throughout the year.

Each chairperson will receive a slightly higher stipend than the rest of the cohort members for their extra time and efforts. Cohorts will be phased in each year. The administrative cohort will begin the first year, the LMS and secondary grades cohorts will begin the second year, and the elementary and middle grades cohort will begin the third year. Once each cohort is phased in, they will continue to participate each year thereafter.



FUTURE INITIATIVES

The programs and policies implemented through the Office of Innovation have the potential to reach and benefit all stakeholders. For example, a district-wide, competency-based curriculum could embrace personalized learning and a shift to performance-based assessment, both of which are beyond the reasonable workload of current district staff. Student-led help desks, training programs, and device management programs... all piloted by the Office of Innovation could give middle and high school students an active role in the ongoing maintenance and management of our district's current 1:1 initiative, developing important skills while gaining industry experience and certifications. Projects supported by the Office of Innovation could reimagine school libraries in a way that will expose students of all ages to exploratory learning through STEM activities and equipment. By working with administrators, the Office could jumpstart flexible scheduling and a choice of learning environments that allow students to take control of their education and their lives. These are all ways an Office of Innovation can help support and boost the existing system.

Future Initiatives

NEEDS ASSESSMENTS

The Office will conduct assessments to identify the current needs within the district (students, staff, systems) and develop an action plan. At the start of the fiscal year, the Office will conduct a Complex NA to understand the overall needs within the District. This Complex NA will be used to develop and prioritize initiatives based on the data received.

Throughout the course of the year, we will conduct Strategic NAs to measure student and staff performance improvement. This data will be used to adjust or realign priority initiatives. Over time, the Office may also gain capacity to conduct an array of Knowledge and Skills NAs, Job and Task Analyses, and Competency-Based NAs to create or redefine job descriptions, roles, responsibilities, training and support requirements, and standards of evaluation for new or existing positions within the Office of Innovation and throughout the district (see Table 1 below).

APPROACH	PURPOSE
KNOWLEDGE & SKILLS ASSESSMENT	Identify the knowledge and skills required to perform a job
JOB & TASK ANALYSIS	Determine responsibilities and tasks necessary to perform a job
COMPETENCY-BASED NEEDS ASSESSMENT	Identify knowledge, skills, and attitudes for superior job performance
STRATEGIC NEEDS ASSESSMENT	Examine existing performance problems (reactive) or address new and future performance needs (proactive) Develop long-term performance improvement plan
COMPLEX NEEDS ASSESSMENT	Assess situations that include non-training or systemic needs, training needs, complex needs that require innovation or more than one bodies of expertise beyond needs assessment

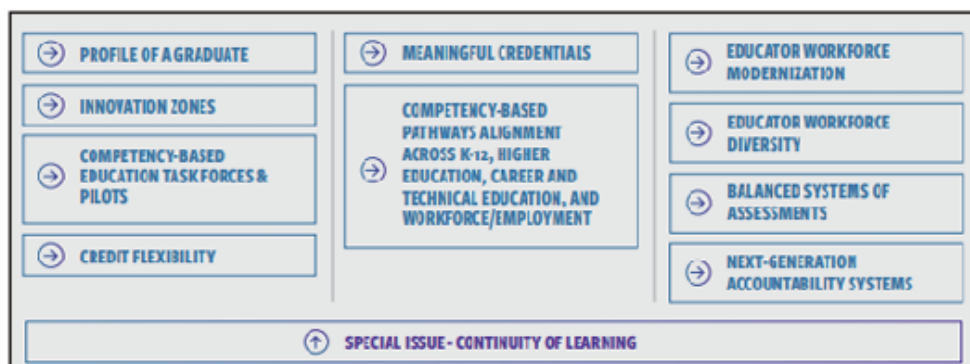
Table 1 (Sleezer et al., 2014, pp. 31-32)

FUTURE INITIATIVES

POSSIBILITIES

The Office of Innovation will develop and help implement programming that promote a culture of future-forward education: personalized learning and transition readiness for students at every level, and each would fall within one of the focus areas that will encompass teaching, learning, opportunity, access, application, and outreach. The Office of Innovation in any Kentucky school district will work to develop, implement, and support programs and policies that align with the current Kentucky Department of Education Office of Innovation Initiatives and Innovation Partnerships (see Table 2), while also tackling important policy reformations as presented in the Aurora Institute's policy report, "Future-Focused State Policy Actions to Transform K-12 Education," (see Figure 1 below).

KDE INNOVATIVE INITIATIVES	KDE INNOVATIVE PARTNERSHIPS
PERSONALIZED LEARNING	STUDENT- CENTERED LEARNING COLLABORATIVE
COMPETENCY EDUCATION & ASSESSMENT CONSORTIUM	KNOWLEDGE WORKS
NON- TRADITIONAL INSTRUCTION PROGRAM	CENTER FOR INNOVATION IN EDUCATION
DISTRICTS OF INNOVATION & INNOVATIVE LEARNING NETWORK	NETWORK OF STATE INNOVATION PARTNERS



Library Renovation Program

In this project, district libraries are infused with age-appropriate, engaging technology to develop curiosity and interests in all things STEM. Equipment is used to transform traditional library spaces into learning commons that have books and gadgets for any age and fascination. This promotes meaningful interaction with technology which develops curiosity, competency, and engagement.

ELEMENTARY GRADES K-4

In elementary schools, the focus is on meaningful experiences through exposure to STEM-related activities. This includes integrating technology in the form of robotics and beginner circuitry and coding kits.

INTERMEDIATE AND MIDDLE GRADES 5-8

In intermediate and junior high schools, our focus shifts to creation and innovation that allows students to use technology to explore their creativity and expand possibilities for curriculum enrichment. This would include integrating technology in the form of robotics, intermediate and advanced circuitry and coding kits, virtual reality headsets, and 3D printers with design software.

HIGH SCHOOL GRADES 9-12

In high school, the focus would be on using technology to enrich the curriculum for every grade level and content area, and to gain industry experience and certification. This would include integrating technology in the form of virtual reality tablets that allow students to engage in scientific and artistic activities, virtual reality headsets, collaborative monitors and Chromecast equipment, and additional creative studio equipment that would facilitate journalistic endeavors like news productions and podcasts.

Focused Flex Program

Establishing flexible learning schedules for hardship students, employed students, or students who are currently/expecting parents drastically opens opportunities for students with unique needs (Corbin Independent Schools, 2018; Newport Independent Schools, 2019).

OPTION 1: HOMESCHOOL+

This is a homeschooling option for middle and high school students that includes educational guidance, support, and extracurricular opportunities. Coursework is delivered virtually, students must meet in person twice weekly, and monthly tuition is required.

OPTION 2: U SUCCEED

This option is for high school students who are expecting, young parents, are caring for a family member, or who need a flexible schedule due to employment. Coursework is delivered virtually, and students must participate in family planning and independent living classes.

OPTION 3: ACCELERATED

This is a path for high school students who would like to graduate early or want the opportunity to attend college classes to get a jumpstart on their postsecondary education. Coursework is delivered virtually, and students must meet in person twice weekly.

FUTURE INITIATIVES

Competency-Based Curriculum and Assessments

Competency education is a flexible method of teaching that enables students to progress as they demonstrate mastery of academic content, regardless of time, pace, or place of learning. Students gain deeper learning on dimensions (skills and dispositions) not captured in current assessments, (e.g. skills and dispositions), that result in outcomes of success that extend beyond traditional academic performance. It reaches the success of all students, especially those who are less likely to perform well in the current system of assessment and accountability and shows evidence of stronger student engagement than more traditional approaches.

Competency education allows students to choose their interdisciplinary paths across the curriculum through authentic projects and assessments. Competency education also considers different measures of success beyond traditional academic performance.

The Kentucky Department of Education has already established a partnership with the Kentucky Competency Education & Assessment Consortium (KCEAC). Therefore, the Office of Innovation will adopt the five KCEAC Anchor Competencies (KDE, 2020b):

1. Critical Thinker - Thinks deeply and makes informed decisions to create solutions or new understanding supported by relevant and reliable evidence.
2. Empowered Learner - Demonstrates mastery and application of academic competencies. Develops the skills and dispositions to persist through difficulties and plan for a future of self-improvement.
3. Collaborator - Engages with others to achieve a common goal through building positive relationships, actively listening, showing empathy, and making individual contributions to a larger group.
4. Engaged Citizen - Applies learning, shows respect and empathy, embraces diversity of opinion, seeks cultural understanding, and participates in the democratic process to challenge the status quo to positively impact the community and world.
5. Communicator - Engages diverse audiences respectfully by exchanging ideas and information responsibly, listening actively, speaking and writing clearly, and using print and digital media appropriately.

OFFICE OF INNOVATION

These anchor competencies are connected with the Kentucky State Standards and its plans to modernize the state's standardized tests. Working with a set of core competencies that help streamline the responsibilities of teachers and expectations of students at each grade level, teachers shift from a daily or weekly planning model to unit planning. This gives teachers the freedom and flexibility to customize their daily activities and lessons to meet the dynamic needs of their students. It also ensures that teachers give students ample opportunities to complete a yearly passion project on a topic of their choice, and demonstrate proof of mastery for each component in the Digital Pulse Program.

Grading Performance & Behavior Reporting

Along with streamlining instruction and assessment, grading and behavior reporting needs the same treatment. As presented by Reeves (2004), grading shifts from the traditional 100-point scale to a 4-point scale. This allows students to fail in a safe space, where they can build resilience and develop true mastery. There is little chance that their early mistakes kill their future results. Progress reports reflect a more accurate picture of student as they have been developing and growing rather than a reflection of their attendance, behavior, or academic lows.

Additionally, it helps to eliminate the subjective nature of grading by utilizing highly developed rubrics for student work outcomes. Students will know in advance the expectations for their work and develop their products accordingly. This small but significant change has the power to remove a serious barrier to student growth and ultimate success because, on a 100-point scale, "two or three zeros are sufficient to cause failure for an entire semester, and just a few course failures can lead a student to drop out of high school, incurring a lifetime of personal and social consequences," (Reeves, 2004, p. 325). Additionally, report cards should illustrate mastered skills, concepts, and/or competencies instead of an overall average of grades in order to reflect an accurate picture of the student as they have been developing and growing. This, in combination with the separation of academic and behavioral reports, have the potential to transform students' relationships with school and their teachers.

Instead of students' attendance or behavior being reflected in failing grades, they are accurately addressed in a separate behavior report that can identify the root causes of negative behavior and establish the necessary support to correct it. Many times, behavior-negative students are able to master content, but their lack of graded assignments (suspensions, attendance, etc.) tank their grade. Conversely, compliant students are often able to fly under the radar by simply following directions, completing assignments, and not failing tests. Their academic reports reflect behavior compliance, not academic mastery.

FUTURE INITIATIVES

Student Technology

The Student Technology Initiative (STI) is an umbrella program that contains two components: (1) management and maintenance of district devices and (2) student and staff training. Students enrolled in the appropriate Information Technology classes at the Clark County Area Technology Center will be considered for the Repair and Maintenance branch of the Student Help Desk. Student applications will be considered when choosing participants for the Troubleshooting and Inventory Management branch of the Student Help Desk and the Training and Development program.

DEVICE MANAGEMENT & MAINTENANCE

This program currently includes high school students at George Rogers Clark High School (GRC), but will expand to junior high school students at Robert D. Campbell Junior High School (RDC) in the near future. There are two divisions of our student help desks: (1) device repair and maintenance and (2) on-call troubleshooting and inventory management.

REPAIR & MAINTENANCE

Students participating in Information Technology classes at the Clark County Area Technical Center (CCATC) are well-equipped and capable of taking on new responsibilities in the areas of student and staff device repairs and general maintenance. Because the sudden dramatic increase in student devices

created a high demand for repairs, a ticketing system is used to ensure proper tracking and documentation during the process.

TROUBLESHOOTING & INVENTORY MANAGEMENT

Students participating in Help Desk Aide classes at GRC will handle the daily troubleshooting calls from teachers and students along with the overall inventory management of the school's devices. These students will visit classrooms to guide students and staff through any problems they are experiencing with their instructional technology. They, too, will use a ticketing system to insure proper tracking and documentation during their process.

Additionally, these students will manage the Chromebook asset tagging system which includes, but is not limited to, adding devices to the Clark domain, device imaging, tracking devices, and working with staff to dispense or collect devices before, during, and after the school year. They will also troubleshoot and manage any technology in the Library as needed.

STUDENT & STAFF TRAINING

A major aspect of successful technology use is a well-trained staff and student body. This component will focus on two things: (1) student certifications through Google for Education; and (2) ongoing professional development and program promotions.

Library Initiative

GOOGLE CERTIFICATIONS (Google, 2021)

Foundational Certification	Associate Certification	Professional Certification
<p>The foundational certification is intended for individuals with experience using Google Workspace and determines an individual's ability to use core collaboration tools.</p> <p>Cloud Digital Leader</p>	<p>Associate certifications focus on the fundamental skills of deploying, monitoring, and maintaining projects on Google Cloud.</p> <p>Cloud Engineer</p>	<p>Professional certifications span key technical job functions and assess advanced skills in design, implementation, and management.</p> <ol style="list-style-type: none"> 1. Cloud Architect 2. Data Engineer 3. Cloud DevOps Engineer 4. Cloud Network Engineer 5. Cloud Security Engineer 6. Collaboration Engineer 7. Machine Learning Engineer 8. Cloud Developer



PROFESSIONAL DEVELOPMENT

Students work to plan, produce, and lead professional development opportunities for district staff. This may include, but is not limited to, sessions covering the Google Certified Educator Exam Levels 1 and 2, Google Workspace for Education applications, and Instructional Technology tools. These students also work with district libraries to manage and promote the technologies and programming implemented as part of the Library Innovation Project.

FUTURE INITIATIVES

Partners in Learning

The elementary-level program provides a replacement for the Media Literacy class in the Related Arts rotation with an Elementary STEM class and creates a flexible schedule for the Library Media Specialist in order to allow for co-planning, co-teaching, and co-assessment with homeroom teachers to best support the curricular goals of the school. The shift provides flexibility and support for the elementary librarians to best implement the Library Innovation Project.

The new STEM teacher has designated classes (KDE, 2019) to teach in the Related Arts class rotation while the Library Media Specialist collaborates with homeroom teachers to co-plan, co-teach, and co-assess instructional units that best utilize library media and the Makerspace in accordance with core competencies.

ELEMENTARY TECHNOLOGY COMPETENCY

This course is designed to increase technology competency for grades K-2 through use of basic computer programs (word processing, spreadsheets, slide presentations, internet, keyboarding, etc). It introduces students to proper computer use, maintenance, and digital citizenship.

ELEMENTARY STEM

This course is designed to allow students grades 3-4 to explore the sciences, in a STEM environment, beyond the Kentucky Academic Standards. Students also explore using science and engineering practices, and crosscutting concepts. The science and engineering practices are skills students use as they investigate the natural world and develop solutions to problems. The crosscutting concepts are conceptual ways of thinking that cross the domains of science.

Digital Pulse Program

The Digital Pulse Program provides a dedicated space where students collect evidence of learning from yearly passion projects or daily lessons and activities, continually monitor their progress, set goals, and reflect upon their learning (Backpack of Success Skills, 2019). Students participate in a twice-weekly Genius Hour (Kesler Science, 2013) that affords them adequate time and access to resources to properly develop their project. These evidence artifacts could be shaped to satisfy the assessment requirement for the state accountability program (KRS 158.6453) as part of pilot programs in the Innovative Learning Network (KDE, 2020a).

As part of the program, students not only complete yearly projects with measurable success and documented mastery, but they also must present their project to a panel of educators before they move on to the next phase of their education (grades 4, 6, 8, and 12). Through this flexibility and opportunity for student choice, teachers allow students to take ownership of their education and how they prefer to interact with content and express understanding.

THE UNIVERSITY OF KENTUCKY CENTER FOR NEXT GENERATION LEADERSHIP

A powerful network of students, teachers, leaders, and communities committed to upgrading educational systems to deepen the learner experience of every student. Through a collaborative research-practice partnership, they reimagine learning, teaching, leadership, and research to create and sustain innovation and transformation through leadership development, shared learning, and action research (University of Kentucky College of Education, 2019).

THE MODERN CLASSROOMS PROJECT MENTORSHIP PROGRAM

This research-backed instructional model serves students at all levels of understanding, both inside and outside the classroom. It works across all grade levels and subject areas, all over the world. They will create a custom version of their Mentorship Program course that contains content specific to the school/district partner, and provide school/district leaders with regular progress reports and other cohort-level data (The Modern Classrooms Project, 2021).

ADMINISTRATIVE COACHING

Match seasoned administrators (3+ years in a department) with new Administrators (< 3 Years) to assist with the transition to improve specific knowledge, skills, and abilities related to the role of an administrator.

NEW TEACHER COHORTS

Match seasoned teachers (3+ years in a department) with new teachers (< 3 Years) to assist with the transition to improve specific knowledge, skills, and abilities related to the role of a teacher.

GRADE LEVEL & CONTENT COHORTS

Elementary teachers meet with other teachers in their grade level throughout the district to ensure cohesive and consistent instructional methods and practices. Intermediate, middle, and high school teachers would meet with other teachers in their content area throughout the district to ensure cohesive and consistent instructional methods and practices.

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Appendix A Budgetary constraints may be the largest hurdle to jump when creating or implementing the Office of Innovation. These financial considerations, along with successfully staffing the necessary positions to ensure department sustainability, will inevitably play a role in limiting the selection and rollout of any chosen program. Additional money is hard to come by in school

	Year 1	Year 2	Year 3
Option 1	STAFFING		
	Director of Innovation		
	District Data Analyst		
	Innovation Leader 1		
	Innovation Leader 2		
	EQUIPMENT		
	Acer Chromebook Spin 713	2	1
	iPad Air 8th Gen	2	1
	Desktop Computer w/ Dual Monitors	2	1
	Rocketbook Everyday Planner	2	1
	Frixion Pen Pack	2	1
	Frixion Fineliner Marker Pack	2	1
	ALLOTMENTS		
	Professional Development		
	Conferences		
Option 2	STAFFING		
	Director of Innovation		
	Cohorts		
	Administrative		
	Secondary Grades		
	Elementary Grades		
	Middle Grades		
	Library Media Specialists		
	EQUIPMENT		
	Acer Chromebook Spin 713	1	
	iPad Air 8th Gen	1	
	Desktop Computer w/ Dual Monitors	1	
	Rocketbook Everyday Planner	1	
	Frixion Pen Pack	1	
	Frixion Fineliner Marker Pack	1	
	ALLOTMENTS		
	Data Analysis Firm		
	Professional Development		
	Conferences		

OFFICE OF INNOVATION

districts as overall budgets continue to be slashed year after year. However, the yearly cost of this office is roughly the same amount as a district may spend on the next new curriculum they will eventually surrender to the scrap heap in a few years. This money can make a real and lasting impact for many years and will cover a much broader range of issues.

Yearly Expense	Raw Cost	Total Cost with Benefits	Total Expenses
			Year 1
	\$90,000.00	\$121,482.00	\$235,316.98
	\$75,000.00	\$101,235.00	
	\$75,000.00	\$101,235.00	Year 2
	\$75,000.00	\$101,235.00	\$334,293.99
			Year 3
	\$699.00		\$435,528.99
	\$569.00		
	\$950.00		Ongoing
	\$39.99		\$433,187.00
	\$20.00		
	\$22.00		5-Year Total
			\$1,871,513.96
	\$5,000.00		
	\$3,000.00		
			Year 1
	\$100,000.00	\$134,980.00	\$244,424.19
	\$29,000.00	\$39,144.20	Year 2
	\$29,000.00	\$39,144.20	\$320,412.60
	\$29,000.00	\$39,144.20	
	\$29,000.00	\$39,144.20	Year 3
	\$29,000.00	\$39,144.20	\$398,701.00
	\$699.00		Ongoing
	\$569.00		\$398,701.00
	\$950.00		
	\$39.99		5-Year Total
	\$20.00		\$1,760,939.79
	\$22.00		
	\$60,000.00		
	\$5,000.00		
	\$3,000.00		

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WINCHESTER, KENTUCKY

2022-2023

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Appendix A

Kentucky Department of Education Office of Innovation Initiatives

<i>KDE Initiative</i>	<i>Description as provided by KDE Office of Innovation</i>
Personalized Learning	<p>Personalized learning is a student-centered, customized learning model that addresses the diversity of a student's background and needs and sets high expectations for all students. This may entail a formalized plan and process that requires students to set learning goals based on personal, academic, and career interests with the close support of adult mentors that include teachers, parents, and other members of the community.</p> <p>https://education.ky.gov/school/innov/Pages/Personalized%20Learning.aspx</p>
Competency Education and Assessment Consortium	<p>The Kentucky Competency Education & Assessment Consortium (KCEAC) consists of districts across the state interested in providing their students with the option of a competency pathway toward graduation. The KCEAC vision is to create a collaboration among districts committed to a systemic approach to competency education and assessment and, with the support of the Kentucky Department of Education, design and implement a competency education and assessment system.</p> <p>https://education.ky.gov/school/innov/Pages/Competency-based-Education-.aspx</p>
Districts of Innovation	<p>KRS 156.108 and KRS 160.107 (House Bill 37, enacted 2012) provide Kentucky public school districts the opportunity to apply to the Kentucky Board of Education (KBE) to be exempt from certain administrative regulations and statutory provisions, as well as waiving local board policy, in an effort to improve the learning of students. By re-thinking what a school might look like, districts will be able to redesign student learning in an effort to engage and motivate more students and increase the numbers of those who are college- and career-ready.</p> <p>https://education.ky.gov/school/innov/Pages/Districts-of-Innovation.aspx</p>

Innovative Learning Network	<p>The Kentucky Innovative Learning Network (ILN) is a partnership between local school districts and the Kentucky Department of Education to provide a space for sharing innovative strategies and learning about ways to transform our education system. KDE is committed to working with a group of leading districts within Kentucky, in addition to peer states and expert educational organizations, to advance new models of learning that can best prepare all students for success in the 21st century.</p> <p>https://education.ky.gov/school/innov/Pages/Innovation-Lab-Network.aspx</p>
Non-Traditional Instruction Program	<p>The Non-Traditional Instruction Program (NTI) is a program that encourages the continuation of learning on days when school would otherwise be canceled. School districts create plans to deliver instruction to every student in the district and provide for student and teacher interaction on NTI days, with the ultimate goal of continuing instruction. The Commissioner of Education can waive up to 10 NTI days to count towards student attendance days in the school districts' calendars.</p> <p>https://education.ky.gov/school/innov/Pages/Non-Traditional-Instruction.aspx</p>

Appendix B

Kentucky Department of Education Office of Innovation Partnerships

<i>KDE Innovation Partnership</i>	<i>Description as provided by KDE Office of Innovation</i>
Student-Centered Learning Collaborative	The Student-Centered Learning Collaborative is facilitated by the Council of Chief State School Officers (CCSSO) and is designed to support states committed to increasing access to equitable, student-centered learning through systems-level change to develop life-long learners prepared for success in college, careers, and life. CCSSO is committed to working alongside states to develop education systems that encourage and inspire student-centered learning, including personalized learning, competency-based education, and social-emotional learning and academic development. CCSSO believes this work must be anchored in equity and have [an] unapologetic focus on increasing access for students who have been historically underserved. This collaborative is a key element of CCSSO's overall commitment to student-centered learning.
KnowledgeWorks	KnowledgeWorks is a national organization committed to providing every learner with meaningful personalized learning experiences that ensure success in college, career and civic life. With a presence in more than 30 states, they develop the capabilities of educators to implement and sustain competency-based and early college schools, partner with federal, state and district leaders to remove policy barriers that inhibit the growth of personalized learning and provide national thought leadership around the future of learning.
Network of State Innovation Partners	The Network of State Innovation Partners is a consortium of states facilitated by the Foundation for Excellence in Education (ExcellinED). The Network was created to assist state education agencies and education partners in building innovative programs and pilots. The Network will focus on issues that are common to all states, and ExcellinEd will locate and provide state and national resources. The primary goal of the Network is to advance state efforts to identify and provide the support and regulatory relief schools need to develop more student-centered models. Through quarterly virtual and in-

	<p>person convenings, participants will continuously explore common problems, brainstorm ideas, and share best practices. The secondary goal of the Network is to identify and support effective communication and outreach efforts at the state, regional, and local levels. Support and resources will be made available as needs are identified. Finally, the Network will help ExcelinEd and its partners ensure that policy development and advocacy plans are informed by state and local experience. It will also provide an opportunity to “pressure test” new policy proposals.</p>
Center for Innovation in Education	<p>The Center for Innovation in Education at the University of Kentucky contributes to the national education reform agenda with a focus on ensuring more states are adopting and implementing a standard definition of college and career readiness that embodies “deeper learning” outcomes, implementing meaningful measures of those outcomes, and holding all levels of the system accountable for results.</p>

<https://education.ky.gov/school/innov/Pages/Innovation-Networking-and-Partnerships-.aspx>

Appendix C

Option 1 - Budget

Need	Raw Cost	Cost with Benefits	Phase	Quantity	Total Cost	Ongoing
Director of Innovation	90,000.00	121,482.00	1	1	121,482.00	Yes
District Data Analyst	75,000.00	101,235.00	1	1	101,235.00	Yes
Acer Chromebook Spin 713	699.00	699.00	1	2	1,398.00	No
iPad Air 8th Gen	569.00	569.00	1	2	1,138.00	No
Desktop Computer w/ Dual Monitors	950.00	950.00	1	2	1,900.00	No
Rocketbook Everyday Planner	39.99	39.99	1	2	79.98	No
Professional Development Allotment	5,000.00	5,000.00	1	1	5,000.00	Yes
Conference Allotment	3,000.00	3,000.00	1	1	3,000.00	Yes
Innovation Leader	75,000.00	101,235.00	2	1	101,235.00	Yes
Acer Chromebook Spin 713	699.00	699.00	2	1	699.00	No
iPad Air 8th Gen	569.00	569.00	2	1	569.00	No
Desktop Computer w/ Dual Monitors	950.00	950.00	2	1	950.00	No
Rocketbook Everyday Planner	39.99	39.99	2	1	39.99	No
Innovation Leader	75,000.00	101,235.00	3	1	101,235.00	Yes
Acer Chromebook Spin 713	699.00	699.00	3	1	699.00	No
iPad Air 8th Gen	569.00	569.00	3	1	569.00	No
Desktop Computer w/ Dual Monitors	950.00	950.00	3	1	950.00	No
Rocketbook Everyday Planner	39.99	39.99	3	1	39.99	No

Year 1	Year 2	Year 3	Ongoing	5-Year Total
\$235,232.98	\$334,209.99	\$435,444.99	\$433,187.00	\$1,871,261.96

Appendix D

Option 2 - Budget

Need	Raw Cost	Cost with Benefits	Phase	Quantity	Total Cost	Ongoing
Director of Innovation	100,000.00	134,980.00	1	1	134,980.00	Yes
Administrative Cohort Stipend (8 x 3,000, 1 x 5,000)	29,000.00	39,144.20	1	1	39,144.20	Yes
Acer Chromebook Spin 713	699.00	699.00	1	1	699.00	No
iPad Air 8th Gen	569.00	569.00	1	1	569.00	No
Desktop Computer w/ Dual Monitors	950.00	950.00	1	1	950.00	No
Rocketbook Everyday Planner	39.99	39.99	1	1	39.99	No
Professional Development Allotment	5,000.00	5,000.00	1	1	5,000.00	Yes
Conference Allotment	3,000.00	3,000.00	1	1	3,000.00	Yes
Data Analysis (Sub-contracted)	60,000.00	60,000.00	1	1	60,000.00	Yes
Library Media Specialist Cohort Stipend (6 x 2,000, 1 x 3,000)	15,000.00	20,247.00	2	1	20,247.00	Yes
Secondary Grades Cohort Stipend (6 x 2,000, 1 x 3,000)	15,000.00	20,247.00	2	1	20,247.00	Yes
Elementary Grades Cohort Stipend (6 x 2,000, 1 x 3,000)	15,000.00	20,247.00	3	1	20,247.00	Yes
Middle Grades Cohort Stipend (6 x 2,000, 1 x 3,000)	15,000.00	20,247.00	3	1	20,247.00	Yes

Year 1	Year 2	Year 3	Ongoing	5-Year Total
\$244,382.19	\$282,618.20	\$323,112.20	\$323,112.20	\$1,496,336.99

VITA

LINDSAY RUTHANN BRYAN HALE

EDUCATION

December, 2010	Associate of Arts Associate of Science Ashland Community and Technical College Ashland, Kentucky
December, 2013	Bachelor of Arts Morehead State University Morehead, Kentucky
July, 2017	Master of Arts Morehead State University Morehead, Kentucky
Pending	Education Specialist Morehead State University Morehead, Kentucky
Pending	Doctor of Education Morehead State University Morehead, Kentucky

PROFESSIONAL EXPERIENCES

2020-Present	Technology Resource Teacher Clark County Public Schools Winchester, Kentucky
2018-2020	Teacher Phoenix Academy Winchester, Kentucky
2015-2018	Teacher Boyd County High School Ashland, Kentucky

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