

Hope as Strategy: The Effectiveness of an Innovation of the Mind

A Dissertation Defense

October 29, 2018

Shawn T. Loescher

Doctoral Candidate

Ed.D. of Leadership and Innovation

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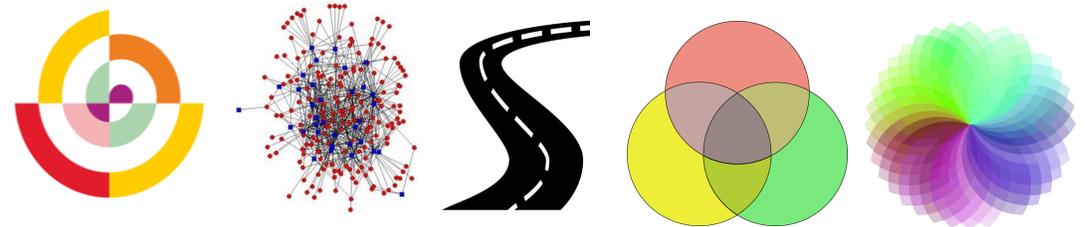
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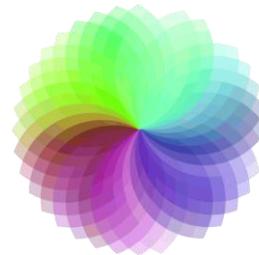
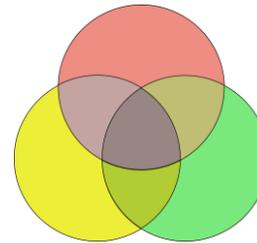
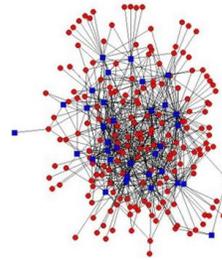
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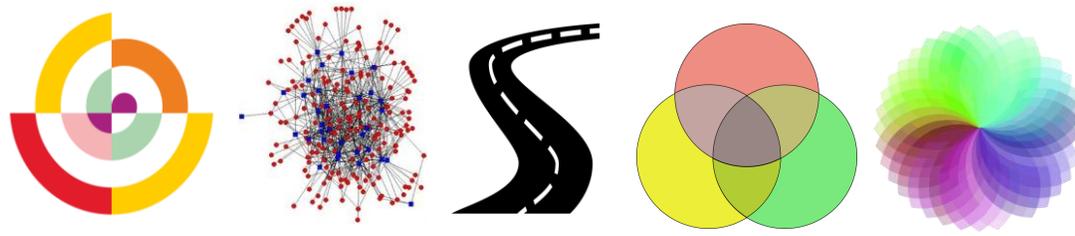
Presentation Overview



Acknowledgments
Review
Findings
Discussion
Dialogue



With gratitude



Dedication: For our students, practitioners, my family, wife, and children.

Acknowledgments: MLFTC faculty and staff: Dr. Garcia and Dr. Koro-Ljungberg. My wife and children.

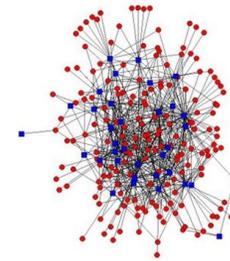
Special Thanks: Dr. Moore & Dr. Jordan. Dr. Mertler, for three years of wise counsel.

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Review: Chapters 1-3

Problem of Practice
Research Questions
Theoretical Model
Literature Review
Previous Research
Design & Setting
Data Analysis



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Chapter 1: The problem of practice

“The problem of practice was that systems complexity may lead to socio-economic reification of our students’ educational and post-secondary opportunities through institutional structures that spanned ecological systems. This complexity obscured setting relevant positive goals for high school graduation, college attainment, and career success.” (p. 13)

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Chapter 1: Research Questions

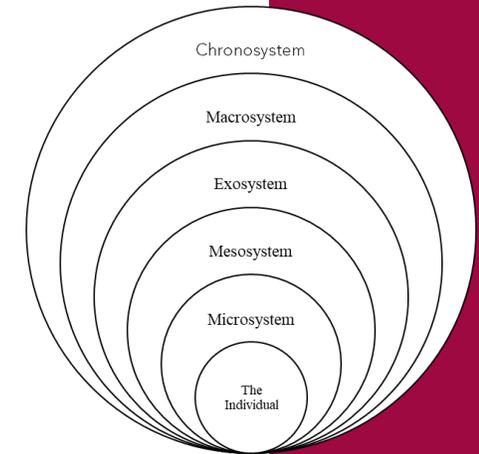
1. How, and to what extent, will the implementation of the iCCR parent/community development plans increase parent/community understanding of what students need to accomplish in order to be college and career ready?
2. How, and to what extent, will the implementation of iCCR support the school site in setting positive goals for students?
3. How, and to what extent, will the implementation of the iCCR student pathway and agency plan increase students' understanding of what they need to accomplish to be college and career ready?
4. How, and to what extent, will the implementation level of iCCR support student levels of hope for their future?

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My Theoretical Model

Proximal Process	Environmental System	Goal Formation	Pathway/Agency Thinking
Lowest	Chronosystem K-12 Education	High School Graduation	Graduating Knowing What Is Next, Belief in a Better Future
Low	Macrosystem Community Influence	College and/or Career	Knowing the Difference, Commitment to Positive Goal Attainment
Medium	Exosystem District Systems	District Graduation Requirements, School Expectations	Course of Study, Graduation Rates
High	Mesosystem School	Unit Accrual, Grade Point Average	Course Choice, Commitment to School Work
Highest	Microsystem Classes	High Scores for Assignments	Skills to Complete Assignments, Motivation to Do Well



Chapter 2: Literature Review— Preparing Students for Their Future

World and National Views:

Mass Education History
Mass Education as Enterprise

Economics and Peace:

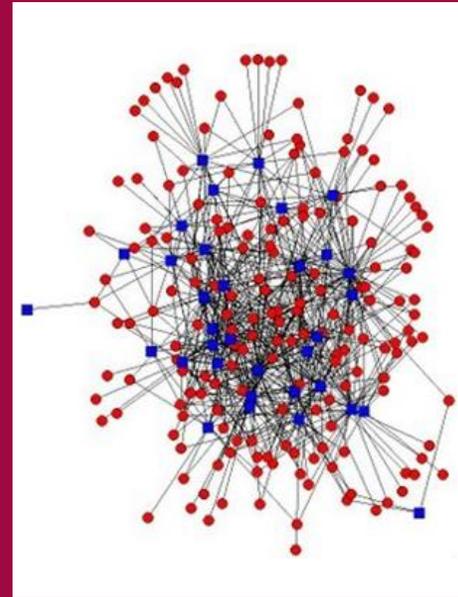
Economic Freedom
Property Rights
Peace and Safety
Incarceration Rates

Educational Indicators:

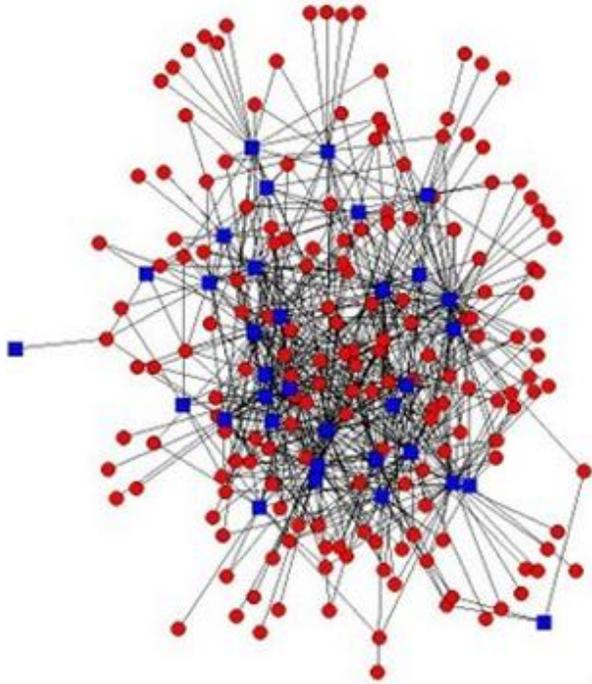
General Education Levels
College Attainment

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Chapter 2: Previous Cycles of AR

- **Reconnaissance:** Policy and artifact data analysis;
- **Cycle 0, Qualitative Exploratory:** Interviews ($n = 4$) with three findings on policy and expectations;
- **Cycle 1, Mixed-Methods:** Clarifying pathway through revising the course of study with a finding on systems complexity;
- **Cycle 2, Qualitative Case Studies:** Interviews to critically examine urban educators and their belief systems with the development of grounded theory.

Chapter 3: Design & Setting

Method:

Multi-Strand Mixed-Methods

Setting:

New design thinking urban high school in San Diego, CA.

Participants:

Students ($n = 65$), Parents ($n = 35$), Staff ($n = 9$), advisory/board members ($n = 3$).

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Chapter 3: Data Analysis

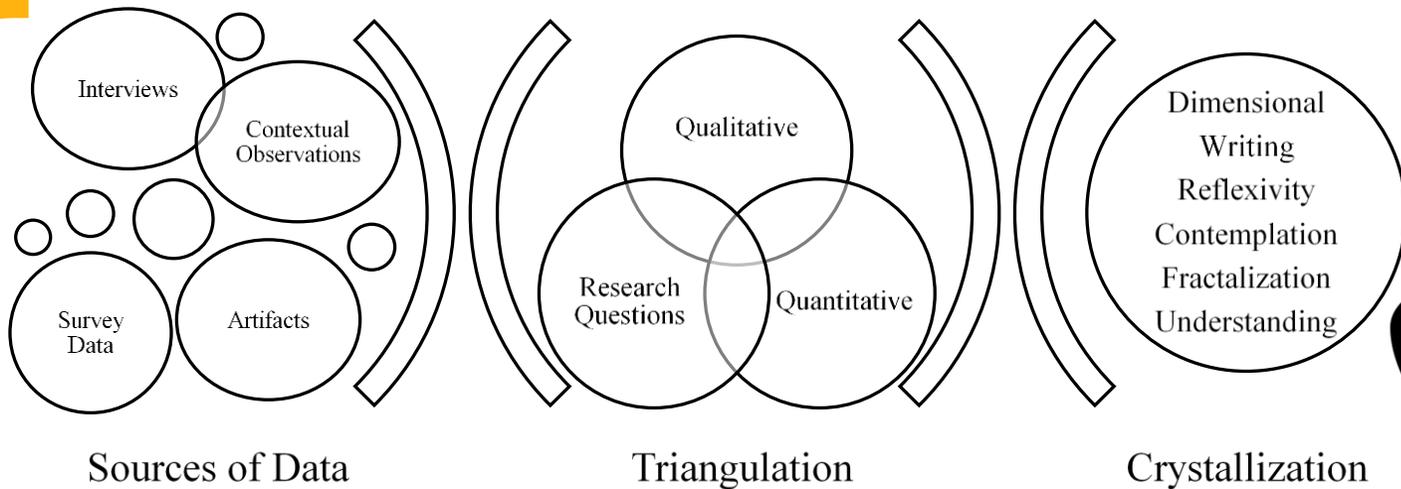


Figure 5. Representation of my Triangulation/Crystallization process.

Chapter 4: Findings

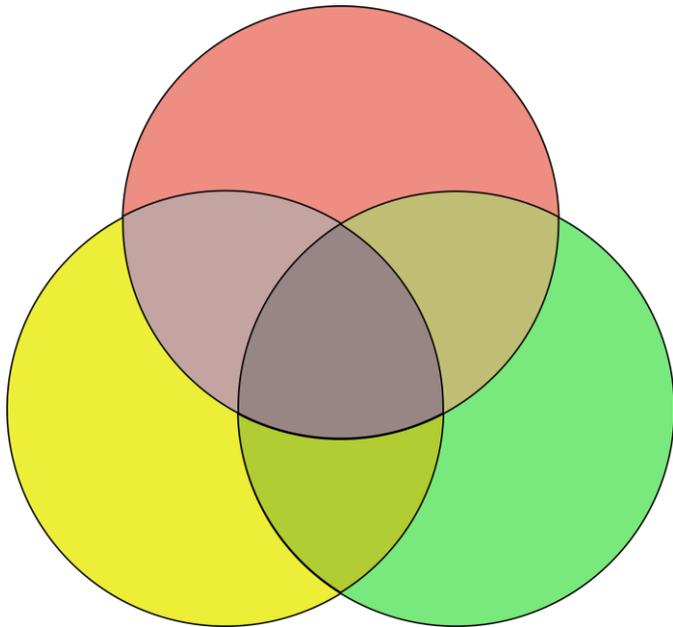


Qualitative Findings
Quantitative Findings
Triangulated Findings

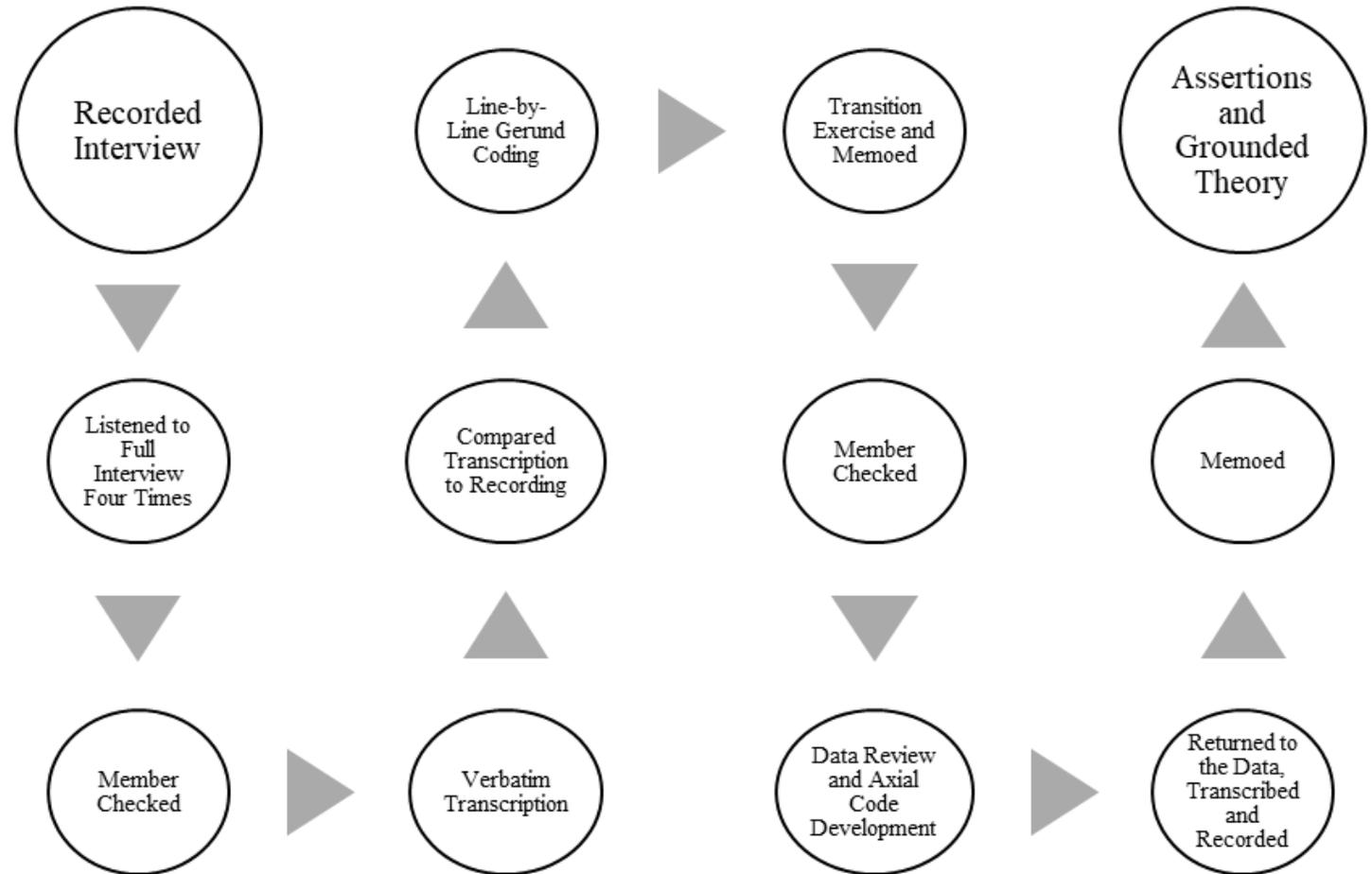


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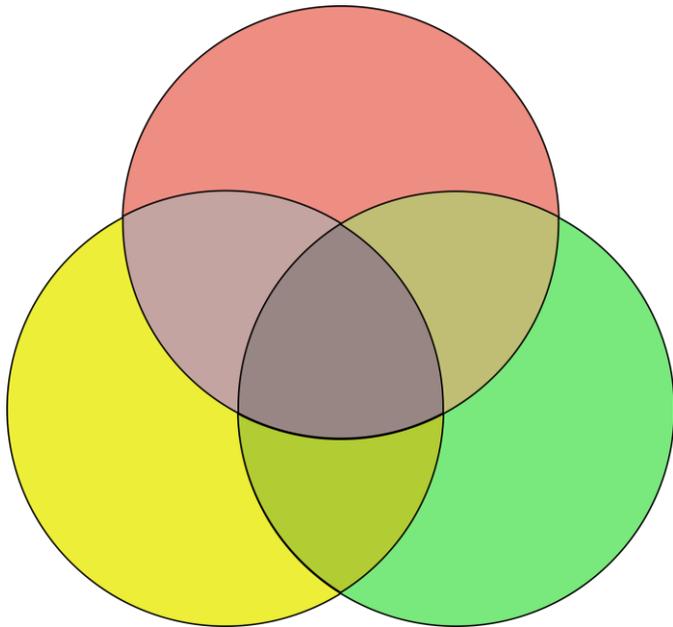
Chapter 4: Qualitative Process



Data ($n = 144,040$); Memoing ($n = 62,188$), Open gerunds ($n = 1,386$); Axials ($n = 55$), and Assertions ($n = 9$).



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Chapter 4: Qualitative Findings

- **Student Assertions:** Teachers believed in students; student found iCCR meaningful; and iCCR should be implemented earlier.
- **Teachers Assertions:** iCCR as useful; students may have had a false sense of hope and did not trust teachers; and the information in iCCR should be presented earlier in academic career.
- **Parents Assertions:** College and career readiness is complicated; iCCR increased parent knowledge; and more parents needed to be involved in iCCR.

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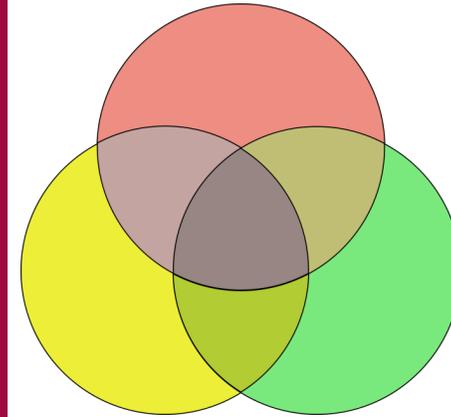
Chapter 4: Quantitative Data

Innovation Development:

- Parents had higher scores ($M = 20.61$, $Mdn = 20.00$, $SD = 5.45$) than student ($M = 14.36$, $Mdn = 15.00$, $SD = 4.86$);
- Parent iCCR on all aspects;
- Student iCCR on graduation requirements and college entrance.

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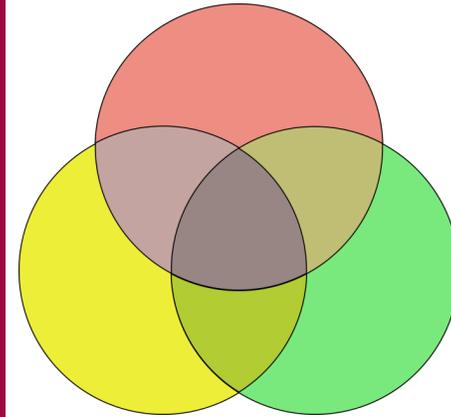
Chapter 4: iCCR Data

Measurements of Knowledge:

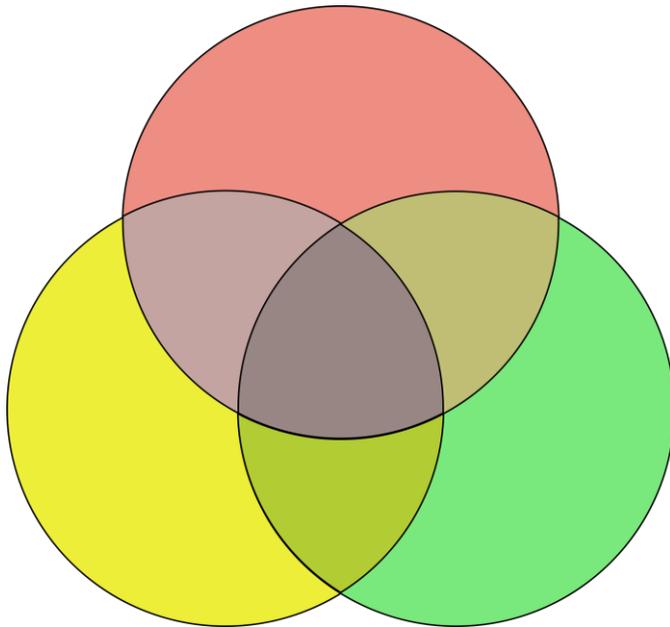
- Parents overall measure of knowledge scores moved from pre test of 55.6% to 82.2%;
- Student overall measure of knowledge scores moved from 42.7% to 52.7%.
- Different types of pre/posts.

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Chapter 4: SHS and SS Data

Table 29

Post-Innovation SHS Descriptive Table of Central Tendency

Sub-Construct	<u>M</u>		<u>Mdn</u>		<u>SD</u>	
	Pre	Post	Pre	Post	Pre	Post
Goals	4.88	4.94	5.00	5.00	.75	.65
Agency	4.55	4.50	4.50	4.50	.71	.78
Pathway	4.17	4.56	4.33	4.67	.89	.86

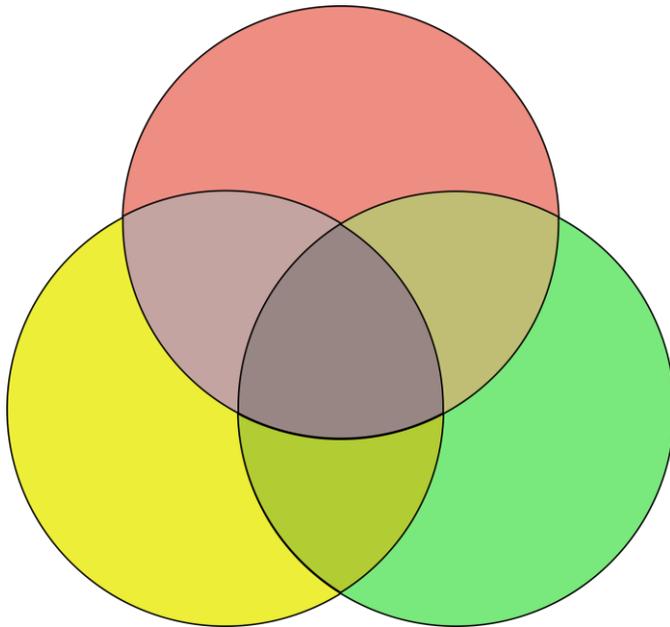
Note. Items were reported on a 6-point Likert scale where strongly agree = 6, agree = 5, slightly disagree = 3, disagree = 2, and strongly disagree = 1. *M* = Mean, *Mdn* = Median, *SD* = Standard Deviation, Pre = Pre-Innovation, and Post = Post-Innovation.

Table 32

Post-Innovation School Survey Descriptive Statistics

Sub-Construct	<u>M</u>		<u>Mdn</u>		<u>SD</u>	
	Pre	Post	Pre	Post	Pre	Post
Student Perceptions of Self	2.92	3.02	3.00	3.00	.51	.52
School/Community Supports	3.13	3.16	3.14	3.14	.60	.60

Note. Items were reported on a 4-point Likert scale where strongly agree = 4, agree = 3, disagree = 2, and strongly disagree = 1. *M* = Mean; *Mdn* = median; *SD* = Standard Deviation; Pre = Pre-Innovation; and Post = Post-Innovation.



Chapter 4: ANOVA Data

Table 35

ANOVA of Levels of Use on Student Hope Levels

Source of Variation	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	1142.256	3	380.752	2.814	.050*	2.812
Within Groups	6087.744	45	135.283			
Total	7230.000	48				

Note. Method of at $p \leq \alpha$ with $\alpha = 0.05$; *notes that $p \leq 0.05$. *SS* = Sum of Squares; *df* = degrees of freedom; *MS* = Means Squared; *F* = F distribution; *P-value* = probability value; *F crit* = F critical value.

Table 36

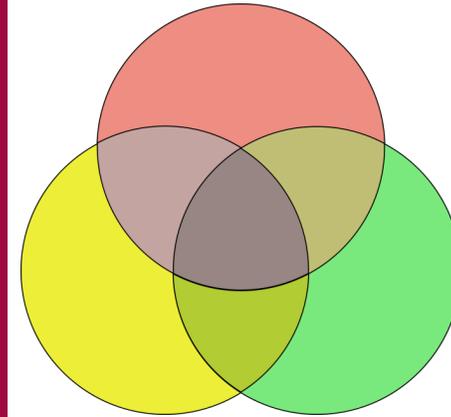
Descriptive Statistics of Level of Use on Student Hope Levels

Level of Use	<i>n</i>	<i>M</i>	<i>SD</i>
Renewal	12	87.91	11.56
Integration	13	86.38	13.68
Refinement	16	84.38	11.89
Mechanical Use	8	73.50	6.00
Total	49	84.00	12.27

Note: *M* = Level of Use Assigned Metric, *n* = number, *M* = Mean, *SD* = Standard Deviation. Levels of Use from lowest to highest are *Nonusers*: Nonuse, Orientation, Preparation; *Users*: Mechanical use, Routine, Refinement, Integration, and Renewal.

Chapter 4: Quantitative Findings

- Overall student hope levels remained about the same with an increase to goal setting and pathway thinking that was offset by a decrease in agentic thinking.
- Student scores on perception of self and community supports had slight increases.

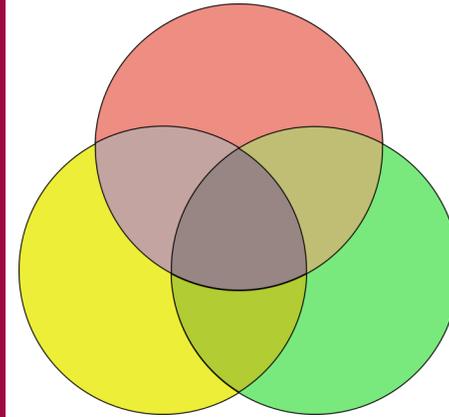


Chapter 4: Quantitative Findings

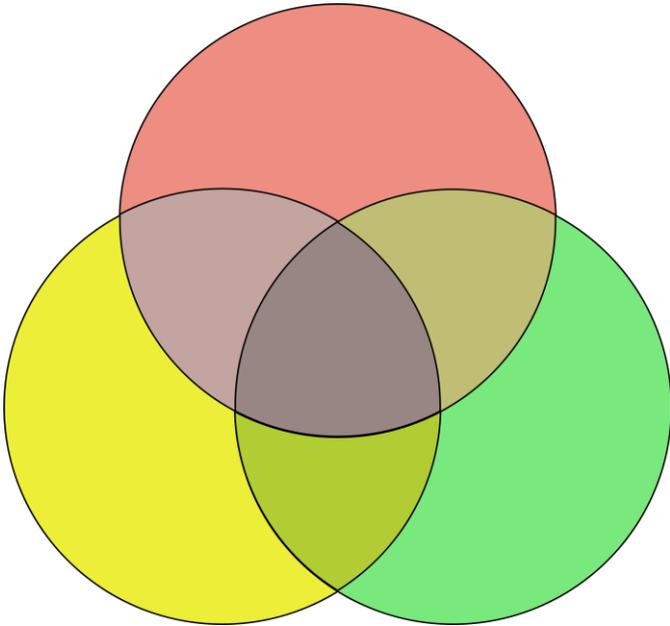
- There was a statistically significant effect on student hope based on LoU.
- Post hoc comparison suggested that renewal ($M = 87.91$, $SD = 11.56$) was statistically significantly different than mechanical use ($M = 73.50$, $SD = 6.00$), with the $p = 0.045$.
- All of the other comparisons were different, but they were not statistically significant.

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Chapter 4: Triangulated Findings

RQ1: iCCR increased parent and community knowledge of college and career readiness.

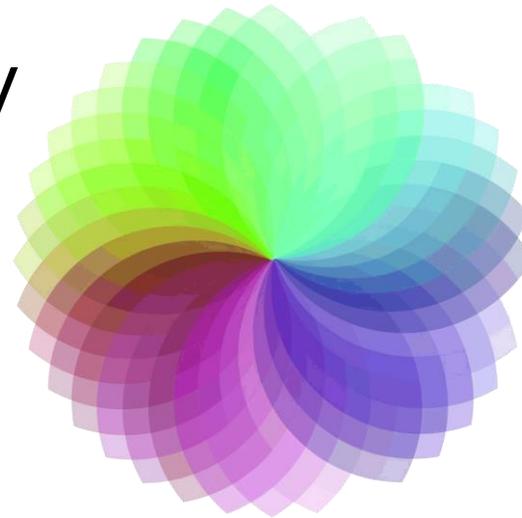
RQ2: Students increased their positive goals setting while reassessing what goals were being set based upon new knowledge.

RQ3: Students increased pathway knowledge but had a decrease in agentic thinking.

RQ4: The level of implementation of iCCR had effects on student hope levels.

Chapter 5: Discussion

Crystallization
My Grounded Theory
Limitations &
Implications
Forward



Chapter 5: Crystallization

Method:

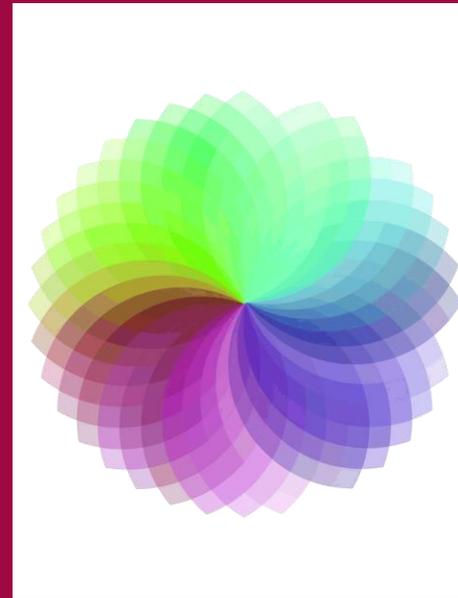
Post-modern
Mixed-methods
Writing and critical reflection
Reflexive and introspective

Purpose:

Deconstruction and
reconstruction
Reveals multiple truths, realities,
and perspectives

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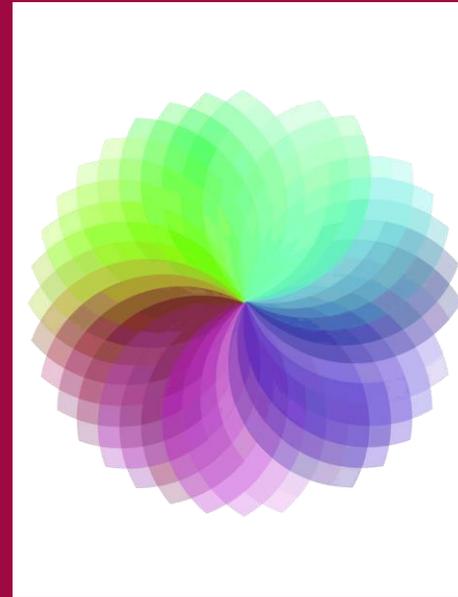
Chapter 5: Crystallization

RQ1: Parents may not understand the social dynamics at work in our students lives. This includes community structures that may lead to cyclical poverty.

RQ2: Positive goal setting may be relational to community dynamics and represent the appropriation or assimilation of cultural values within a globalized economy.

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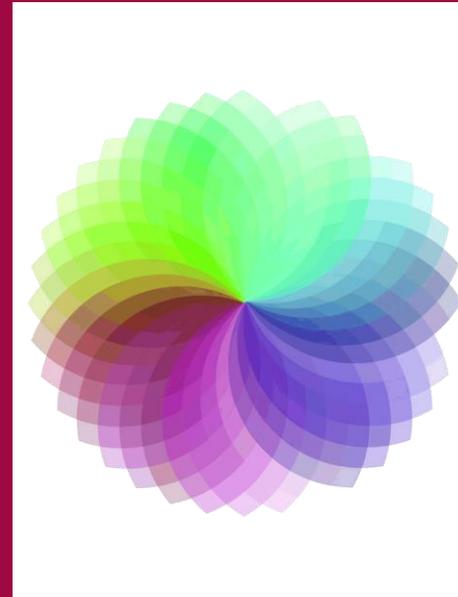
Chapter 5: Crystallization

RQ3: In the absence of pathway information, students may fulfil their need for hope with a sense of inflated agency which was labeled false hope.

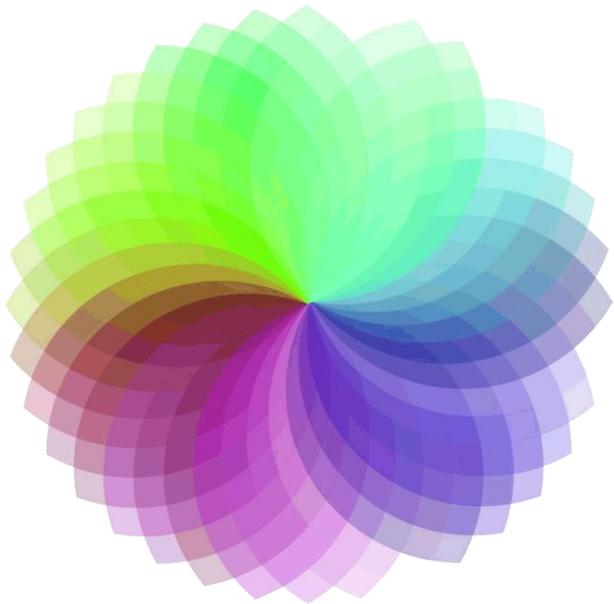
RQ4: Teacher belief systems may have an equal or greater influence on student hope levels than the innovation.

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My Grounded Theory

Teachers, parents, schools, and school systems have influence over a student's level of hope and dispositions to seek out a more ideal future state of being—*with agentic thinking and pathway knowledge being primarily influenced through interactions in environments of higher proximal process and goal setting being primarily manifested in environments of lower proximal process.*

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Chapter 5: Limitations

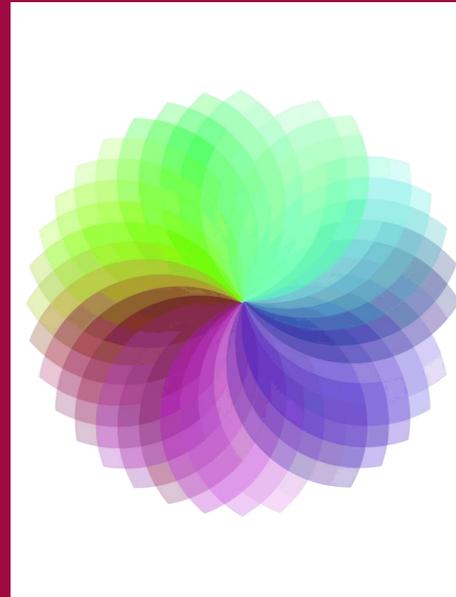
Experimenter Effect: If the experimenter(s) were not in place the outcomes may have been different.

Novelty Effect: Both parents and students participants were eager for information.

Transferability: Applicable to all action research.

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Chapter 5: Implications to Practice

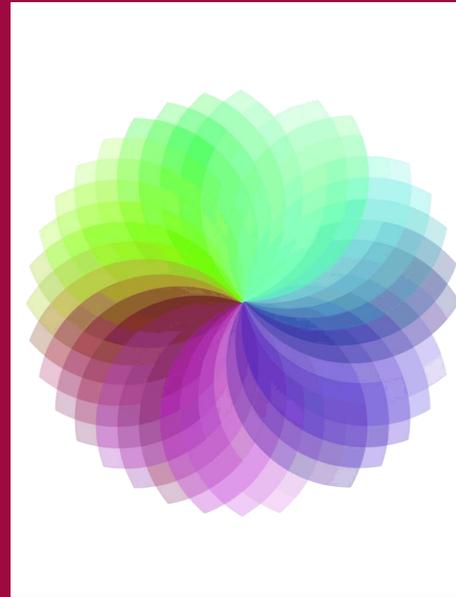
To iCCR: Modifications and expansion to iCCR.

Theoretical Alignment: The use of a known and published aligned theoretical framework by practitioners.

Participatory Action Research: The use of PAR as a communication change strategy for schools and districts.

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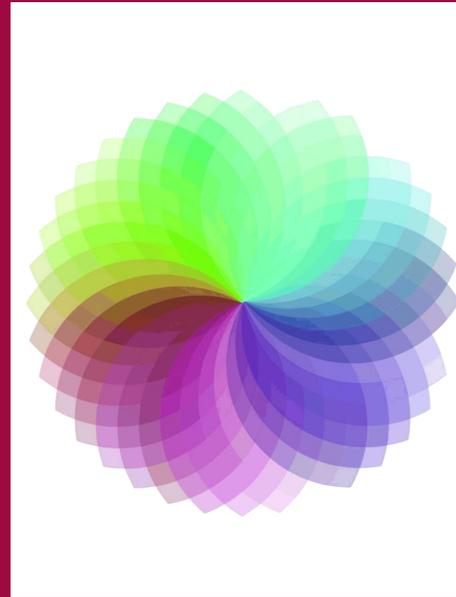
Chapter 5: Implications to Research

Cultural studies: How and to what extent school and/or community culture influence goal setting, pathway knowledge, and agentic thinking.

EST and HT: How the theoretical model of HT as a ground level change theory may operate within EST.

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Chapter 5: Forward

Purpose:

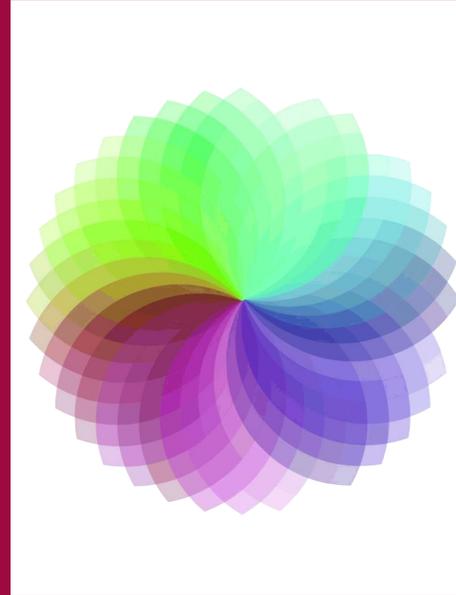
A critical examination of three years of research to provide direction for my next cycle of research and present my personal voice as a scholarly practitioner.

Process:

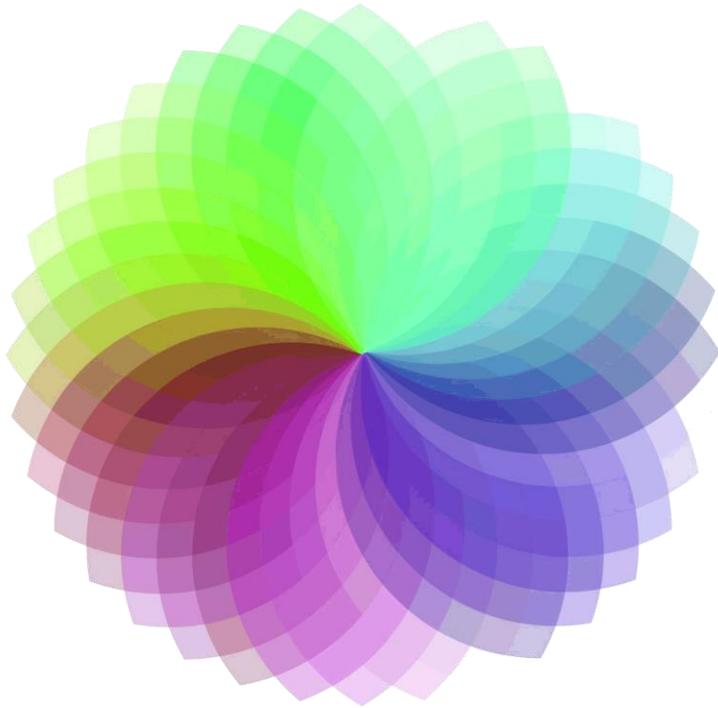
Review of all cycles of research, theoretical model, literature review, findings, and personal beliefs systems.

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Chapter 5: Forward

“I have found the thought of concluding this cycle of PAR study with a summary or conclusion as being paradoxically inconsistent with the tradition” (Loescher, 2018, p. 193)

- Reflecting on complexity;
- Reflecting on core beliefs;
- A paradox: American equality;
- Connections to the literature;
- Hope as a strategy;
- My argument articulated.

Dialogue on— Hope as Strategy: The Effectiveness of an Innovation of the Mind

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