ASU Mary Lou Fulton Teachers College
ARIZONA STATE UNIVERSITY

Ed.D. of Leadership and Innovation Candidate:
Shawn T. Loescher | sloesche@asu.edu

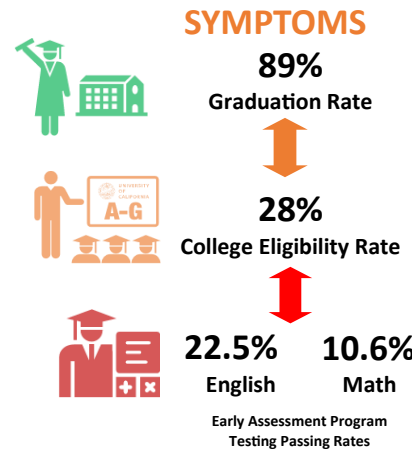# HOPE AS STRATEGY:

Clarifying Pathway to Facilitate Hope Theory

CONTEXT

19,390 STUDENTS

23 SCHOOLS

Hispanic/ Latina/o — 78%
White — 11%
Asian — 5%
African American — 4%
Other — 2%
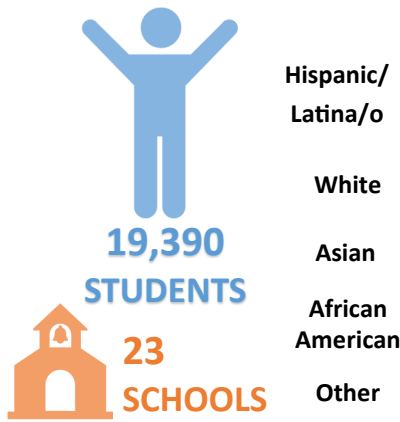
SUBGROUPS

- 79% Low Income
- 40% English Learners
- <1% Foster Youth
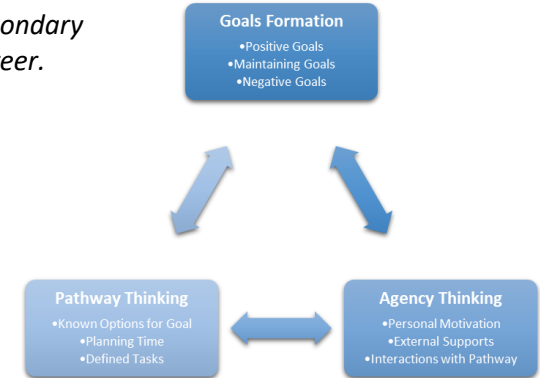- 80.3% Unduplicated High Need

PROBLEM OF PRACTICE

Systems complexity at the district level may have been obscuring a clear pathway to post-secondary success and preparation for college and career.
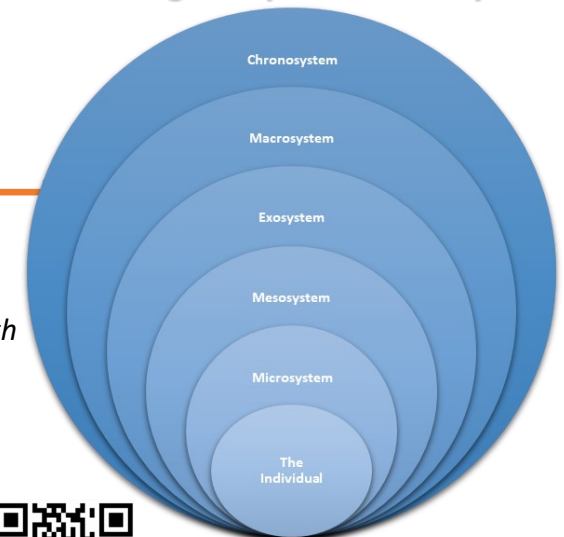
SYMPTOMS

89% Graduation Rate

28% College Eligibility Rate

22.5% English   **10.6%** Math

Early Assessment Program Testing Passing Rates

THEORY
Hope Theory

Goals Formation
- Positive Goals
- Maintaining Goals
- Negative Goals

Pathway Thinking
- Known Options for Goal
- Planning Time
- Defined Tasks

Agency Thinking
- Personal Motivation
- External Supports
- Interactions with Pathway

Ecological Systems Theory

Chronosystem
Macrosystem
Exosystem
Mesosystem
Microsystem
The Individual

RESEARCH QUESTIONS

RQ 1: What were the perceptions of post-secondary student preparedness as expressed through graduation requirements?

RQ 2: How, and to what extent, might the Course of Study be a barrier to establishing pathway?

RESULTS

RQ 1: Graduation requirements were not perceived as preparing students for post-secondary success.

RQ 2: A 68.6% reduction of the Course of Study to clarify pathway.

THE INNOVATION

COMPLEXITY REDUCTION: *The introduction of Participatory Action Research for a Curriculum Advisory Committee charged with the redevelopment of the Course of Study.*

SCHOLARLY SIGNIFICANCE

- District level use of Action Research;
- Practitioner use of theoretical models;
- Alignment of theoretical perspective with actions and innovations.

Learn More @ sites.google.com/asu.edu/hope

Snyder, C. R. (2002). Hope Theory: Rainbows in the mind. *Psychological Inquiry, 13(4)*, 249–275.
Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist, 32(7)*, 513-531.