

2009

The EdVisions Hope Logic Model

*Meeting adolescent needs by developing a
strong school culture*

www.edvisionschools.org

*Hope sees the invisible,
feels the intangible and
achieves the impossible -
Anonymous*

Hope

Contents

Issues in Today's High Schools	3
Other Options for Charting Growth	3
HOPE: The EdVisions Solution	5
The EdVisions Hope Logic Model	6
Implementing the Hope Logic Model	7
Summary	8

Introduction

The hope logic model connects the developmental needs of adolescents to school practices and makes the connections more explicit.

Problem Statement

Research and anecdotal evidence supports the contention that high schools are, in many cases, not working properly to engage adolescents and meet their developmental needs.

Other Options

Assessment practices have traditionally looked at gains as measured by grades, standardized tests or criterion referenced academic scores. Even when performance is measured, it is more likely to be tied to academic performances rather than life skills.

Our Solution

The Hope Logic Model utilizes the hope survey which is designed to assist schools in pinpointing their strengths as well as areas for improvement. Results from the hope survey can help schools create a proactive action plans with an eye towards enhancing and enriching the student experience to create an environment to raise engagement, hope and enhance student achievement.

Increased hope benefits students during school

Higher hope students set more challenging school related goals, believe they can achieve their goals and have greater chance of graduation from college.

Increased hope benefits students outside school

Higher hope is associated with more optimism about life, increased physical healthy, higher self-esteem, greater happiness and less depression.

Implementation

Begin use of the Hope survey, data analysis, interpretation, goals setting and school improvement planning.

Issues in Today's High Schools

Student's passage through high school is accompanied by gradual decreases in student engagement (Marks, 200); intrinsic motivation (Gottfried, Fleming & Gottfried, 2001); attention and effort in school (Steinberg, et al., 1996); and interest in learning (Harter, 1994). The drop-out rates have remained basically the same despite the constant churn between reform initiatives. According to the National Center for Educational Statistics 2001, 347,000-544,000 students dropped-out per year in the decade preceding the year 2000. There is much anecdotal evidence supporting the contention that high schools are, in many cases, not working properly.

Typical secondary school environments generally offer few opportunities for student choice. Teachers have lesson plans that require the coverage of certain academic content and students are rarely able to deviate from this schedule. In addition, secondary school teachers often feel as though they need to exercise strict discipline to maintain order. As a result, students often feel as though their academic work is divorced from their "real life" and has no relevance to their current or future lives. For students who have a strong push toward achievement from their parents and or peers, the results are usually just disinterest and boredom. However, for students without such support from parents and peers, this lack of relevance in academic work can lead to disengagement and dropping out.

Traditional course-based secondary school environments can impede the formation of high quality relationships. Each teacher must work with 100 or 150 students per day, and each student has 6, 7, or even 8 different teachers. Class times are usually less than one hour, most of which is spent in the discussion of content. Very little personal exchange and interaction occurs in these environments, and as a result, meaningful teacher-student relationships are rare.

The transition from elementary to middle or high school is often accompanied by a reduction in the students' mastery learning goal orientation and or increase in performance goal orientation. One of the most commonly cited explanations for this change is the increased competitiveness of secondary school and the public nature of student evaluations. Students often feel as though they are competing with one another for recognition, and that recognition accrues mostly to the students only. A student who struggles valiantly to raise a "C" to a "B" often receives no recognition at all for his or her efforts. As a result, most students choose not to compete in the "grade game," put forth minimal effort, and denigrate the value of academic achievement.

Other Options for Charting Growth

Simply asking for greater rigor will not ensure long-term success. When new school cultures are created, the general assessment practice is to immediately look for academic gains as measured by grades, standardized tests or criterion referenced academic scores. Even when performance is measured, it is more likely to be tied to academic performances rather than life skills. Generally dispositional goals are dismissed as too difficult to discern or as irrelevant. But when only

academic gains are measured, there often may be an immediate level of growth but they soon level off if not accompanied with deeper levels of change in the learning community that promote relevance and relationships.

Adolescence marks the emergence of psychological disturbances, such as depression, anxiety, and eating disorders and an increase in high-risk behaviors, such as substance abuse, and delinquency. These psychological and behavioral problems can inhibit intellectual growth and emotional maturation and impede the transition to adulthood. This “mismatch” of adolescent development needs and their educational environment is casually related to negative outcomes like disengagement and dropout, (Eccles & Midgley, 1989). Key developmental needs for adolescents are autonomy, belongingness and perceived control. These developmental needs have not been assessed and or analyzed for growth as typical assessments utilized during adolescence are standardized tests. These developmental needs CAN be assessed and charted for growth since the birth of the Hope Scale by Dr. Rick Snyder at the University of Kansas. Hope, an assessment of a generalized expectancy for achieving goals, can be assessed on a scale with two components; motivation for pursuing goals (“agency”), and ability to identify workable routes to goal attainment (“pathways”). The surveys ask for student perceptions of the following variables;

Autonomy

Student choice

- Choose what to study and when & learn what is relevant to them and why
- Personalize goals with flexible time frames
- Use creativity and various learning styles
- Various points of view accepted and encouraged

Belongingness

Perceived support of advisors (teacher) and peers

- Advisors (teachers) have ongoing interaction with students
- Advisors (teachers) show care and concern for each student
- Advisors (teachers) advocate for students and support their learning
- Peers accept & demonstrate respect for one another also supporting one another in their learning

Goal Orientation

Approach to learning

- Intrinsically motivated
- Willing to risk
- Positive attitude
- Choose effective strategies for learning

Engagement

Approach to tasks

- Strong work ethic
- Pay attention and concentrate
- Sustained effort & good use of time
- High level of cognitive engagement in learning tasks

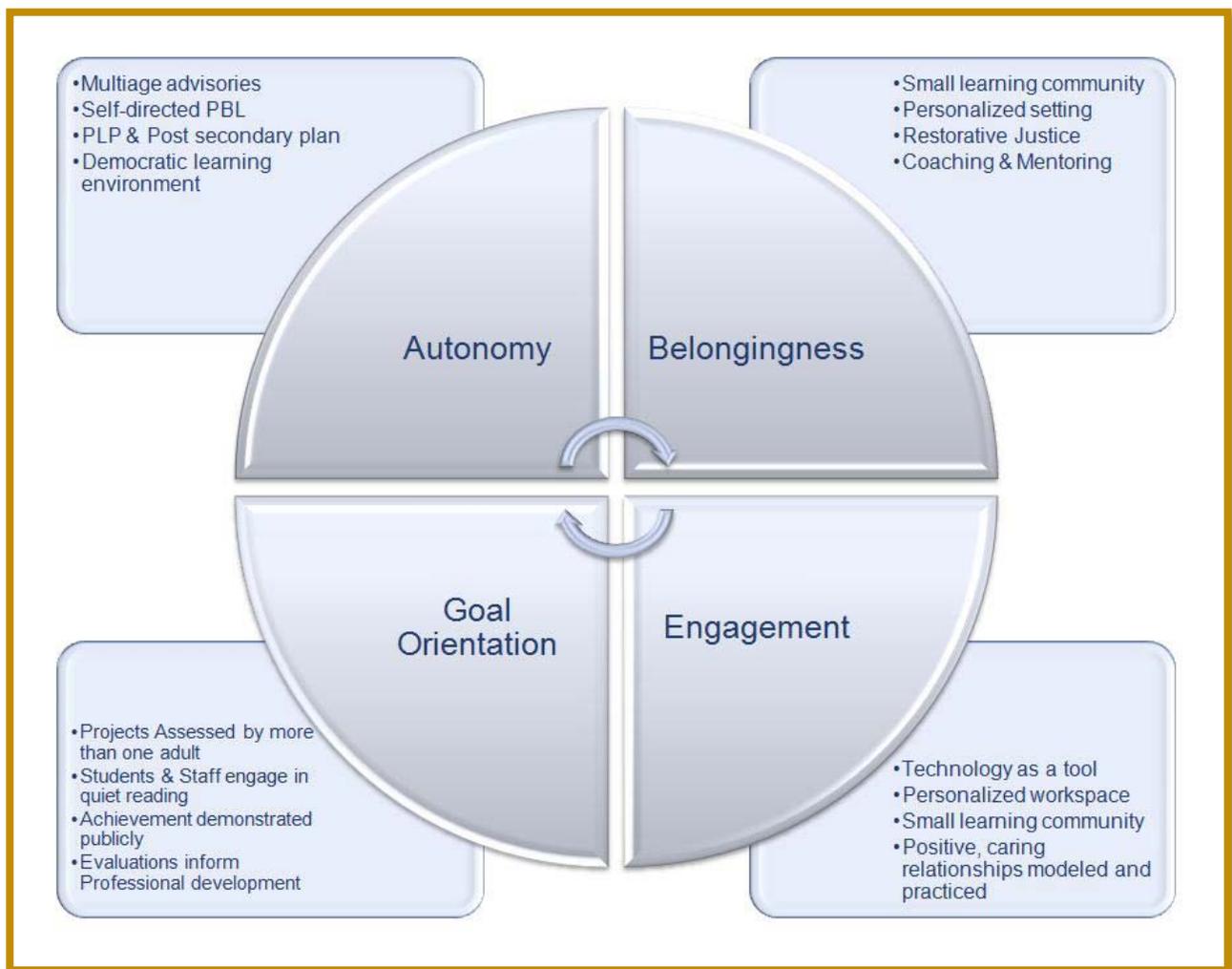
Hope

Level of optimism toward ones' ability to be successful

- Conceptualize challenging goals and pathways to obtain them
- Develop various strategies to achieve goals
- Initiate and sustain motivation toward goals
- Demonstrate resilience in achieving their goals

HOPE: The EdVisions Solution

Building schools of hope began by utilizing the Hope Surveys which were compiled by Mark Van Ryzin, a doctoral candidate at the University of Minnesota in Educational Psychology. Hope can be grown by creating a stage-environment fit for adolescents that increases adolescent decision making, increases significant relationships and support between peers and teachers and increases interest in learning. So he asked the basic question: what pedagogical model is a good stage-fit environment for adolescence? He was interested in finding student self-perception surveys that determine adolescents' perception of whether or not their high school was a healthy place for psychological development. The Hope Survey includes self-perception surveys on autonomy, belongingness, goal orientation, engagement and hope. Autonomy is opportunity for self-management and choice, belongingness is relatedness or a measure of depth and quality of life and interpersonal relationships in an individual's life, engagement is the students' behavior and attitudes in schools, and goal orientation is the reasons behind student's efforts to achieve. Hope reflects individuals' perceptions regarding their ability to clearly conceptualize their goals, develop the specific strategies to reach those goals, and initiate and sustain the motivation for using those strategies.



Results of creating a culture that support hope provides an indication of how a learning environment affects adolescents and have been shown to correlate positively with success in college, physical health, and self-actualization. Preliminary surveys have shown that the EdVisions Schools Model (EdVisions Design Essentials) creates a learning environment that provides a much healthier place for adolescents than traditional schools; and that project based learning and advisory systems have a positive impact on student engagement and their sense of hope.

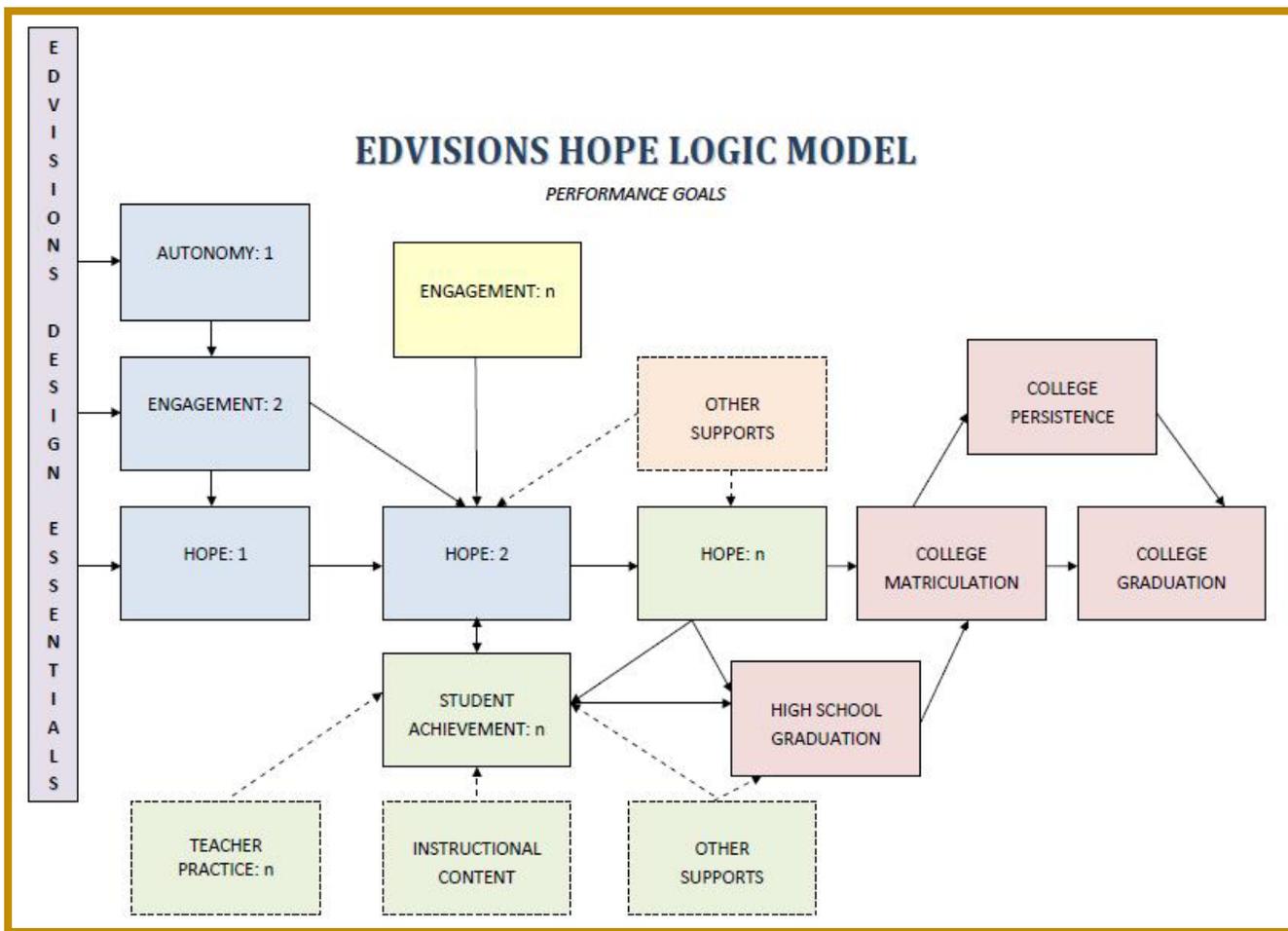
The EdVisions Hope Logic Model

The hope logic model connects the developmental needs of adolescents to school practices and makes how to connect those more explicit. A series of online surveys ask students questions regarding non-academic outcomes such as self-efficacy, optimism, and problem solving ability which impact traditional academic achievement and influence success and quality of life outside of school. The results of the Hope Logic Model can provide valuable insights into what the learning community does to provide students with a challenging, interesting and supportive place that enriches learning and engages students in *wanting* to learn. By measuring the relevance and relationships along with rigor, schools will be able to create learning environments that are more likely to have long term effects on student success.

We have proven through the Hope Study of the past five years (2004-2009) that by creating environments that foster strong levels of autonomy, belongingness, and mastery goal orientation, adolescents will become more engaged and will raise their hope. We know there is a strong correlation to our Design Essentials and higher levels of engagement and hope. We then asked ourselves whether that increasing engagement and hope leads to greater retention rates, higher attendance, high graduation rates, number of college admissions and eventually greater rates of college matriculation.

First we conducted correlative studies between higher hope and standardized tests scores in reading and math. Preliminary data indicates that as hope increases so does the ability of students to do better on tests. So as we engage with staff that have administered the hope surveys, and analyze the data, we also ask for correlative test data and other indicators of success mentioned above. By utilizing the hope surveys and correlative data, stronger school improvement plans can be made around what other supports (teacher practice, instructional context such as reading programs) may also raise hope.

We know that when strong personal learning plans and post-secondary planning (a future focus) is included in the school environment, hope can be built without other supports. With EdVisions consultants, you and your staff can build a strong data driven decision making model which ties together relationships, relevance and rigor.



Implementing the Hope Logic Model

The first step to implementing the Hope Logic Model is to begin use of the Hope Survey which in year one is to all students in the fall to obtain baseline data. Then in subsequent years current students complete the Hope Survey each spring. Newly enrolled students would complete the Hope Survey upon admission to the school and then join the existing students in the spring to spring completion. The second step consists of analysis and interpretation of data which is completed by EdVisions. Once the data is collected, analyzed and interpreted schools receive an explanation of the data in the form of a report. This step also includes an on-site or phone conference with a(n) EdVisions Evaluation Team member(s) to answer questions, give clarification to the data report and assist school staff with goal planning for the following school year. Step three includes a second year of data collection to obtain longitudinal data. Again, this is completion of the Hope Survey by new students in the fall (or at time of enrollment) and all current students in the spring. The final step consists of analysis and interpretation of data by EdVisions, receipt of an explanation of data report and an on-site or phone conference with a(n) EdVisions Evaluation Team member(s) to answer questions, give clarification to the data report and assist school staff with creating a school improvement plan. At any point during schools can request staff development, and or school improvement planning, with a(n) EdVisions Evaluation Team member(s).

Summary

Little attention has been paid to the ability of schools to encourage positive non-academic outcomes such as self-efficacy, optimism, and problem solving ability which all impact traditional academic achievement and influence success and quality of life outside of school. The Hope Logic Model addresses these concerns with the use of the Hope Survey which measures autonomy, belongingness, mastery goal orientation and academic press which lead to engagement and hope. Hope is measured with the Hope Index, an assessment of generalized expectancy for achieving goals which contains two components; motivation for pursuing goals and ability to identify workable routes to goal attainment. The Hope Survey results can lead to continuous school improvement to create a school climate utilizing the Hope Logic Model leading to greater engagement, higher achievement and higher hope in students.

Additional Resources:

On the web:

www.edvisionschools.org

Publications:

Newell, R. & M. Van Ryzin (2007). Growing Hope as a Determinate of School Effectiveness. *Phi Delta Kappan*. Vol. 88, no. 6, p. 465.

Newell, R. & M. Van Ryzin (2009). *Assessing What Really Matters in Schools: Building Hope for the Future*. Lanham, MD: Rowman & Littlefield.

Questions:

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