Leading with Hope for the Future
Who We Are

Valerie Greenhill
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Aaron Spence, Ed.D.
Loudoun County Public Schools (Va.)

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Today, we will explore how *Hope* can be a predictor of future outcomes and can be positively impacted by the learning environment and mindsets that support it.
“Hope is the belief that your future can be brighter than your past and that you play a role in making it happen.”

HOPE MATTERS

Exploring the Research
Hope Matters!

The higher the hope of a child...

- the higher the **daily attendance rate**
- the **lower** the tardiness rate
Several academic studies indicate that hope is a more robust predictor of future success than the ACT, SAT, and a GPA.
Youth who are hopeful about their future:

- Have greater resilience and a positive outlook on life
- Experience reduced stress, anxiety and depression
- Perform better in school
- Develop stronger relationships and social connections
- Engage in healthier behaviors and coping skills
Hopeful Educators...

- report higher levels of **job satisfaction** and commitment to the organization.
- are better at **critical thinking** and **problem-solving**.
- are **more energetic** in their pursuit of goals.
- are more likely to be **engaged** in their work and approach new tasks with vigor.

Snyder, Lopez, Gwinn & Hellman
Hope Matters!

2,000 Published Studies on the Science of HOPE

“In every published study of hope, every single one, hope is the single best predictor of well-being compared to any other measures of trauma recovery.”
Hopefulness

Trait

Genetic
Fixed

Mindset & Skill

Malleable
Learn it & Grow it
Hope Pillars: More Than Wishful Thinking!

The New G P A

Goals
Pathways
Agency

- C.R. Snyder
Want resources from our sessions?

All Access to each Battelle for Kids Session at AASA NCE

bfk.me/aasa24
Please share your feedback for this session. Thank you!

Leading with Hope for the Future
Feedback Form (Copy)
Karen Cheser, Ed.D.
Durango School District 9-R (Colo.)

Natasha Adams
West Clermont School District (Ohio)

Mike Duncan, Ed.D.
Battelle for Kids (Ohio)

Portrait of a Graduate
Educational Session | Friday, February 16 | 12:45-1:45 p.m. PT
Convention Center, 5A

Visit us at Booth #1416
Let's Connect

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AASA National Conference on Education
February 15–17 | San Diego, CA

Visit us in the Exhibit Hall

BOOTH #1416

Battelle for Kids
HOPE
Exploring the Current State
Nearly all indicators of poor mental health and suicidal thoughts and behaviors *increased* from 2011 to 2021.
Feelings of Sadness or Hopelessness

U.S. Department of Health & Human Services

10-Year Trend by Gender
Psychological Effects of the Pandemic
U.S. Department of Health & Human Services Stats

High School Students

Males  
20% +  Reported they felt sad or hopeless *almost every day* over a two-week period.

Females  
40% +
Condition of Education - 2023

70% Public schools reported that % of students seeking mental health services has increased.

Are you able to effectively provide mental health services to all students in need?

12% Strongly Agreed
HOPE

Exploring the Science
Hopefulness

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Malleable
Learn it & Grow it
The Hopeful…

believe their future will be better than their present…

and they have the power to make it so;

understand there are multiple pathways to success;

and they anticipate and plan for obstacles.

- Shane J. Lopez
Hope Pillars: More Than Wishful Thinking!
The New

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HOPE IN PRACTICE
Exploring Strategies
The Hopeful...

“believe their future will be better than their present...

and they have the power to make it so;

understand there are multiple pathways to success;

and they anticipate and plan for obstacles.

-Shane J. Lopez
GOALS: *My future will be better*
Uniquely You

Focusing on the Past to...

Shaping the Future
The Hopeful...

believe their future will be better than their present...

and they have the power to make it so;

understand there are multiple pathways to success;

and they anticipate and plan for obstacles.

-Shane J. Lopez
Pathways

Present

Future

Where there’s a will...
Productive Struggle

Key Elements:
1. Motivation
2. Persistence
3. Scaffolded support through targeted explanatory feedback

Productive Struggle for Deeper Learning Marcella L. Bullmaster-Day, Ed.D.
Those who report fewer barriers and obstacles to their goals, also report lower levels of hope.

(McDermott et al., 1997; Munoz-Dunbar, 1993)
“Perceived ability to shape our lives day to day.”

AGENCY...to take action!
Building Blocks to Support Student Agency

- Learner Autonomy
- Self-Regulation
- Self-efficacy
- Metacognition
“THE ILLITERATE OF THE 21st CENTURY

WILL NOT BE THOSE WHO CANNOT READ AND WRITE,

BUT THOSE WHO CANNOT LEARN, UNLEARN AND RELEARN.”

~ALVIN TOFFLER, FUTURE SHOCK
Dimensions of Self-Directed Learning

• **Self-Regulation**: predicts educational persistence, course grades, achievement test scores, and graduation

• **Autonomy**: Influences motivation and engagement, increases achievement in marginalized student populations (problem, project, inquiry-based learning approaches)

• **Motivation**: Enjoyment or perceived attainment of an important or valuable outcome
<table>
<thead>
<tr>
<th>Teacher-led experiences</th>
<th>Learner-led experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers choose</td>
<td>Learners choose</td>
</tr>
<tr>
<td>Teachers assess</td>
<td>Learners assess through peer review, expert review, and/or self evaluation</td>
</tr>
<tr>
<td>Teachers set the pace</td>
<td>Learners set the pace</td>
</tr>
<tr>
<td>Teachers lecture</td>
<td>Learners explore</td>
</tr>
<tr>
<td>Teachers explain</td>
<td>Teachers ask questions</td>
</tr>
<tr>
<td>Teachers are at the front</td>
<td>Teachers are alongside or in the background</td>
</tr>
<tr>
<td>Classrooms are quiet and controlled</td>
<td>Classrooms are busy and sometimes appear chaotic</td>
</tr>
<tr>
<td><strong>Teachers are responsible to meet learners’ needs</strong></td>
<td>Teachers are responsible to guide learners to become self aware and to self advocate</td>
</tr>
<tr>
<td><strong>Teachers make rules for learners to follow</strong></td>
<td>Teachers design learning challenges, incentives, and natural consequences for learners to experience</td>
</tr>
<tr>
<td>Teachers set goals</td>
<td>Learners set goals</td>
</tr>
</tbody>
</table>
BUILDING HOPE

Let’s Reflect and Consider
You can’t give what you don’t have...
Oxygen Mask Analogy
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FEEDBACK

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Thank You