

Figure 8.1: Success Tool—Hope and Resilience Assessment

Instructions: Rate each behavior on a scale of 1–4 according to its current level of performance.

1 = Not yet

2 = Developing

3 = Performing

4 = Modeling effectiveness

Use your ratings to celebrate your behaviors and identify how to adopt better ones.

Rating	Behaviors
	Setting aspirational goals: Consistently setting and communicating ambitious, clear, and achievable goals for students and staff
	Focusing on long-term outcomes: Committing to the larger vision of student success and deeper learning even during setbacks
	Celebrating progress: Acknowledging small wins and milestones to motivate staff and students and build momentum
	Highlighting strengths: Emphasizing what is working well as a foundation for further growth
	Collaborating and teaming: Encouraging strong partnerships among educators, students, families, and the wider community
	Building trust and empathy: Creating a culture where students and staff understand one another and can rely on each other
	Demonstrating calm and constructive behavior: Managing stress visibly and showing how to manage challenges without giving up
	Promoting self-care: Fostering practices that help maintain physical and mental health
	Proactively identifying challenges: Addressing obstacles early and focusing on solutions rather than dwelling on setbacks
	Using data-informed decision making: Using data as a tool for growth and continuous improvement rather than as a measure of failure
	Sustaining effort over time: Maintaining dedication to school-improvement goals despite difficulties or slow progress
	Encouraging a “learn and try again” mentality: Cultivating an environment where mistakes are seen as learning opportunities rather than failures

REPRODUCIBLE

Rating	Behaviors
	Believing in potential: Trusting in the ability of students, staff, and the school community to grow and achieve deep learning
	Inspiring hope: Nurturing a hopeful perspective by communicating confidence in the school's path and the capacities of all involved
	Reflecting regularly on practices: Evaluating what works and what needs to change to foster an adaptive and evolving school culture
	Encouraging lifelong learning: Supporting ongoing professional learning for all to promote resilience and adaptability