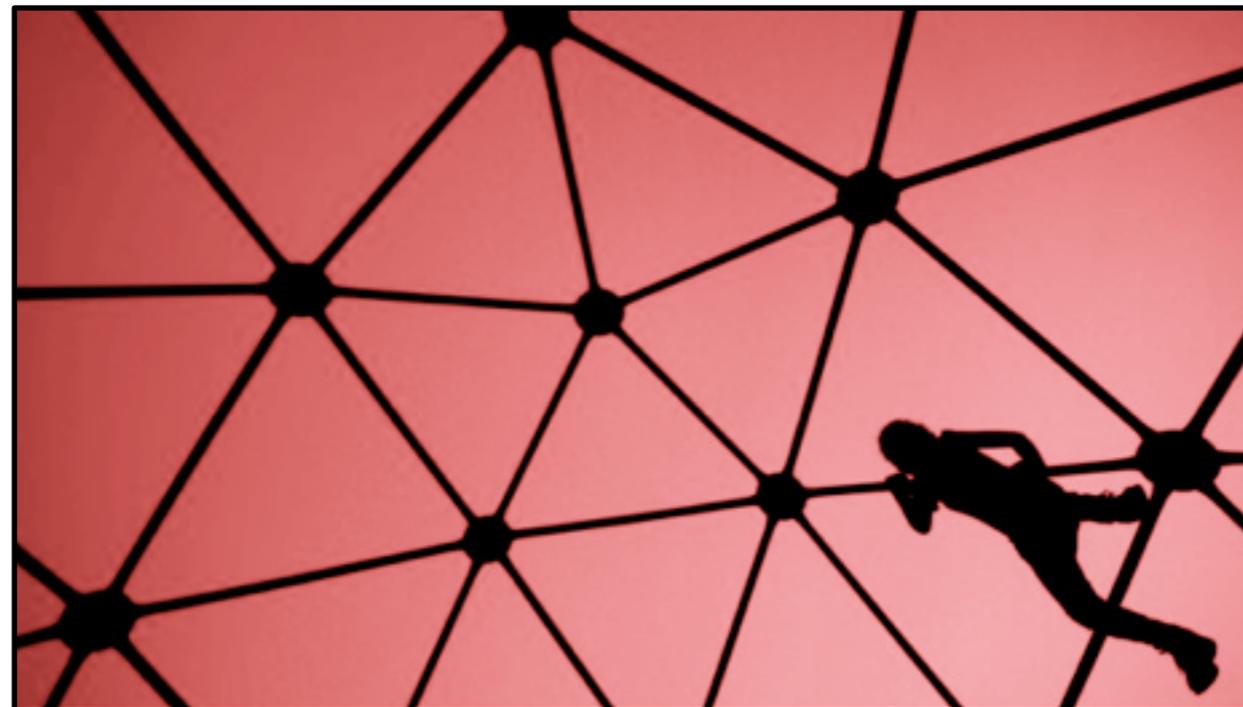


# ***Introducing Grit***

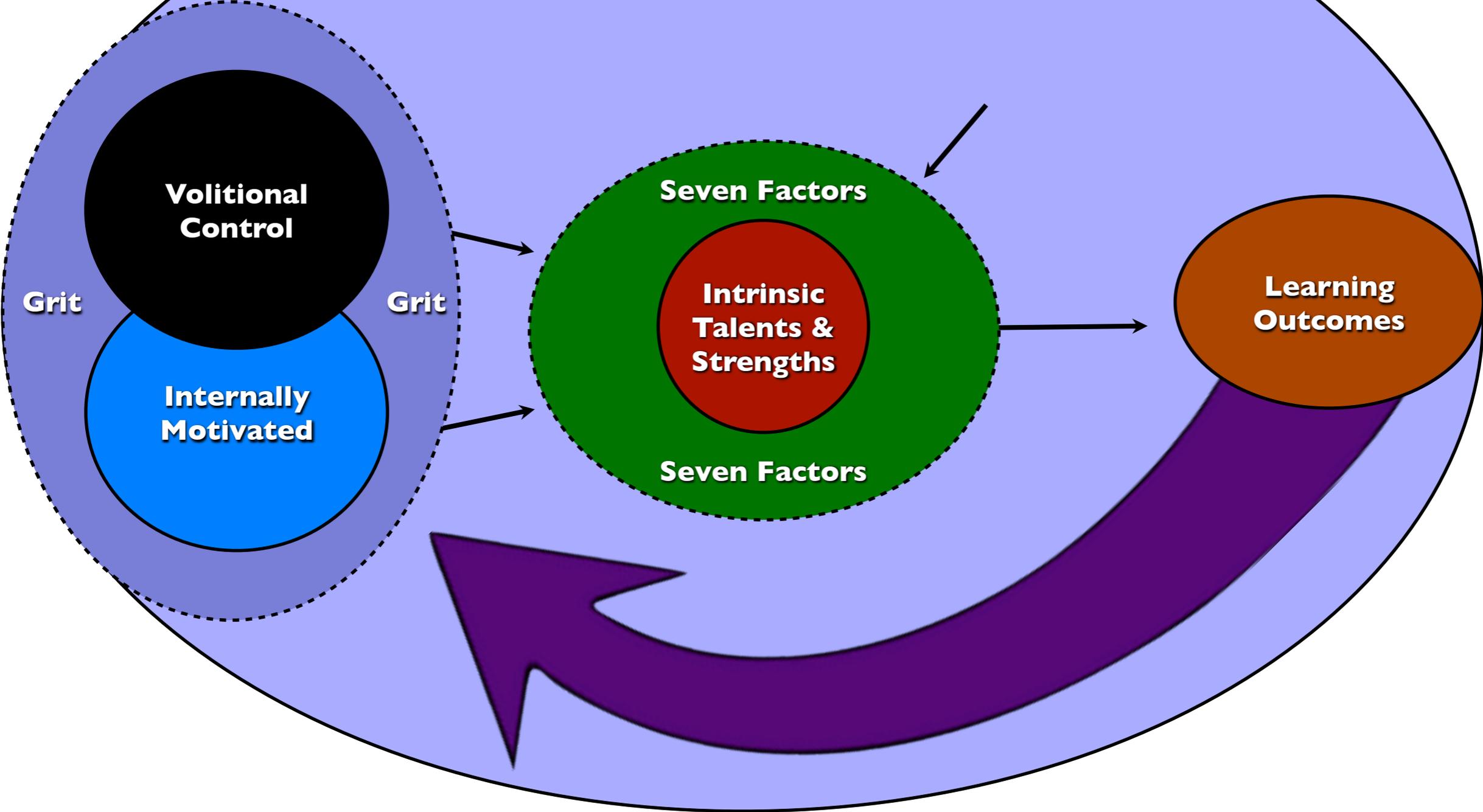
## **A Mindset Consistent with The CTA IFT Mission**

*“The only thing that I see that is distinctly different about me is I’m not afraid to die on a treadmill. I will not be outworked, period. You might have more talent than me, you might be smarter than me, you might be sexier than me, you might be all of those things — you got it on me in nine categories. But if we get on the treadmill together, there’s two things: You’re getting off first, or I’m going to die. It’s really that simple...”* -  
**Oscar-nominated actor and Grammy award-winning musician Will Smith**



***Grit* is defined as perseverance and passion for achieving long-term goals.**

A Working Framework for a School  
Community Network of Success



# To Achieve Grit, Resilience, and Tenacity . . .

- Our schools should support students who demonstrate exceptional commitment to a particular goal with as many resources as those identified as “gifted and talented.”
- Our schools should prepare students to anticipate failures and misfortunes and point out that excellence in any discipline requires years and years of time on task.
- Our schools should be a place where the teaching and learning process is a continual trade-off between breadth and depth. To paraphrase Benjamin Franklin, the goal of an education is not just to learn a little about a lot but also a lot about a little.



## **Grit Questions**

- 1. New ideas and projects sometimes distract me from previous ones.**
- 2. Setbacks don't discourage me.**
- 3. I have been obsessed with a certain idea or project for a short time but later lost interest.**
- 4. I am a hard worker.**
- 5. I often set a goal but later choose to pursue a different one.**
- 6. I have difficulty maintaining my focus on projects that take more than a few months to complete.**
- 7. I finish whatever I begin.**
- 8. I am diligent.**



# Combining The Seven Factors Driving a Culture of Success with Grit, Tenacity, and Perseverance

Since their beginning, CTA IFT Think Tank Teacher Members in Region 4 have been reviewing the seven factors that lead to a culture of success. Recently, Think Tank Members have been focusing their attention on salient noncognitive components of the teaching and learning process — grit, tenacity, and perseverance. Think Tank Members have been reviewing these components to determine how they may influence a student’s capacity to strive and achieve higher-order goals, and to persist in the face of challenges and obstacles encountered throughout their education and life. Research suggests these components should not be treated as residing only within the student. Rather, it is the responsibility of the educational community to participate in the design of learning environments that promote *Grit, Tenacity, and Perseverance* so that students are prepared to meet 21st-century challenges. Below is a summary of how grit, tenacity, and perseverance support the seven factors driving a culture of success.

**Student Centered** - Encouraging grit in a student centered environment includes both cognitive and non-cognitive skills - such as critical thinking, problem solving, collaboration, effective communication, motivation, persistence, and learning to learn. Non-cognitive skills begin and end with the thoughts, feelings, visions, and actions of the students themselves. Through non-cognitive skills the teaching and learning environment becomes personalized, less random, more innovative, and less standardized.

**Future Oriented** - Students with grit have a tendency to sustain interest in and effort towards very long-term goals

**Student Relations** - Students with grit have a tendency to build a robust set of skills which encourage interactions with peer groups resulting in self-assuredness and confidence.

**Work Orientation** - Students with grit have a tendency to approach achievement as a marathon; their advantage is stamina; the gritty individual stays the course.

**Results Oriented** - Students with grit have a tendency to combine their talents with perseverance and passion to accomplish long-term goals.

**School Family Relations** - Students with grit have a tendency to be encouraged by parents who work with their children around academic goals by instilling a growth mindset through consistently praising effort over ability.

**School Wide Relations** - Students with grit have a tendency to persist more when teachers, administrators, and others in the school environment are perceived by students to have authentically high expectations for their success. These can be conveyed explicitly or implicitly. When remedial support is necessary, it is provided in ways that do not feel punitive or interfere with opportunities to engage in other interest-driven activities.

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# what's next

## Think Tank Areas of Inquiry

- Increase our understanding of grit, tenacity, and perseverance.
- Expand the relationship between grit, tenacity, and perseverance with the seven factors creating a school community network of success.
- Discover psychological and contextual characteristics that support grit, tenacity, and perseverance.
- Identify various methods for measuring grit, tenacity, and perseverance.
- Explore formal and informal teaching and learning strategies that promote grit, tenacity, and perseverance.
- Use grit, tenacity, and perseverance to increase student capacity for success.
- Explain the relationship between grit and student outcomes.

**For More Information:** <https://sites.sas.upenn.edu/duckworth/pages/research>

**Online Grit Quiz -** [https://sasupenn.qualtrics.com/SE/?SID=SV\\_06f6QSOS2pZW9qR](https://sasupenn.qualtrics.com/SE/?SID=SV_06f6QSOS2pZW9qR)