



Academic Tenacity: The beliefs and skills that allow students to look beyond short-term concerns to longer-term or higher-order goals, and withstand challenges and setbacks to persevere toward these goals.¹

Agency: A student's individual decision-making and autonomous actions.²

Attachment: A deep and enduring emotional bond that connects one person to another across time and space.³

Curiosity: The desire to engage and understand the world, interest in a wide variety of things and preference for a complete understanding of a complex topic or problem.⁴

Empathy: The ability to take the perspective of, and empathize with, others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school and community resources and supports.⁵

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating,

¹ Dweck, et al., (2011).

² Toshalis, E. & Nakkula, M.J. (2012).

³ Ainsworth, M. D. S. (1973).

⁴ Goff, M., & Ackerman, P. (1992).

⁵ Payton, J., et al. (2008).

resisting inappropriate social pressure, negotiating conflict constructively and seeking and offering help when needed.⁶

Executive Functions: The cognitive control functions needed when one has to concentrate and think, when acting on one's initial impulse would be ill-advised. Core executive functions include cognitive flexibility, inhibition (self-control, self-regulation) and working memory. More complex executive functions include problem-solving, reasoning and planning.⁷

Growth Mindset: Wherein students ascribe to the belief: my ability and competence grow with my effort.⁸

Purpose: A student's understanding of their interests, values, and skills, and the articulation of a credible path after high school for translating those interests, values, and skills into fulfilled lives.

Relevance of School: A student's sense that the subject matter he or she is studying is interesting and holds value.⁹

Resilience: Positive adaptation during or following exposure to adversities that have the potential to harm development: (a) developing well in the context of high cumulative risk for developmental problems (beating the odds, better than predicted development), (b) functioning well under currently-adverse conditions (stress-resistance, coping) and (c) recovery to normal functioning after catastrophic adversity (bouncing back, self-righting) or severe deprivation (normalization).¹⁰

Self-Regulation: Regulation of attention, emotion and executive functions for the purposes of goal-directed actions.¹¹

Self-Awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.¹²

Stress Management: Constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person.¹³

Self-Direction: A process in which learners take the initiative in planning, implementing and evaluating their own learning needs and outcomes, with or without the help of others.¹⁴

Self-Efficacy: The perception that one can do something successfully.¹⁵

⁶ Payton, J., et al. (2008).

⁷ Diamond, A. Lee, K. (2011).

⁸ Farrington, et al., (2012).

⁹ Farrington, et al., (2012).

¹⁰ Masten, A., (2007).

¹¹ Blair, C., & Ursache, A. (2011).

¹² Payton, J., et al. (2008).

¹³ Kraag, G., Zeegers, M. P., Kok, G.; Hosman, C., & Abu-Saad, H. H. (2006).

¹⁴ Knowles, M. S. (1975).

¹⁵ Farrington, et al., (2012).

Sense of Belonging: A sense that one has a rightful place in a given academic setting and can claim full membership in a classroom community.¹⁶

Sources

Ainsworth, M. D. S. (1973). The development of infant-mother attachment. In B. Cardwell & H. Ricciuti (Eds.), *Review of child development research* (Vol. 3, pp. 1-94). Chicago, IL: University of Chicago Press.

Blair, C., & Ursache, A. (2011). A bidirectional model of executive functions and self-regulation. In R. F. Baumeister & K. D. Vohs (Eds.), *Handbook of self-regulation* (Second ed., pp. 300–320). New York, NY: Guilford Press.

Diamond, A., & Lee, K. (2011). Interventions shown to aid executive function development in children 4 to 12 years old. *Science*, 333, 959–964. doi: 10.1126/science.1204529.

Dweck, C., Walton, G. M., & Cohen, G. L. (2011). Academic tenacity: Mindsets and skills that promote long-term learning. Seattle, WA: The Gates Foundation.

Farrington, C. A., Roderick, M., Allensworth, E. A., Nagaoka, J., Johnson, D. W., Keyes, T. S., & Beechum, N. (2012). *Teaching adolescents to become learners: The role of noncognitive factors in academic performance – a critical literature review*. Chicago, IL: The University of Chicago Consortium on Chicago School Research.

Goff, M., & Ackerman, P. (1992). Personality-intelligence relations: Assessment of typical intellectual engagement. *Journal of Educational Psychology*, 84, 537-552.

Kraag, G., Zeegers, M. P., Kok, G.; Hosman, C., & Abu-Saad, H. H. (2006). School programs targeting stress management in children and adolescents: A meta-analysis. *Journal of School Psychology*, 44, 449-472.

Masten, A. S. (2007). Resilience in developing systems: Progress and promise as the fourth wave rises. *Development and Psychopathology*, 19, 921–930. doi: 10.1017/S0954579407000442.

Payton, J., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., & Pachan, M. (2008). *The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.

Toshalis, E. & Nakkula, M.J. (2012) Motivation, engagement, and student voice. The students at the center series. Boston, MA: Jobs for the Future.

¹⁶ Farrington, et al., (2012).