

Agile Mind Institute

Boston, MA · June 3 - 4, 2010

Hosted by Agile Mind, Inc. and
The Charles A. Dana Center at the
University of Texas at Austin



Thursday, June 3rd

- 7:00 - 7:45** **Registration (Continental breakfast provided)**
- 8:00 - 12:00** **Academic Youth Development (AYD) for New AYD Teachers: An Introduction**
AYD melds best practices in supporting algebra-readiness skills with recent advances in developmental and social psychology concerning the factors that shape students' commitment to success in rigorous academic programs. The summer bridge experience and essential ongoing academic-year experiences shape the way students think about themselves as learners and develop their commitment to high achievement. In this session, teachers new to AYD will gear up for an exciting summer with their students and begin shaping the culture of their Algebra I classroom for the upcoming school year.
- 12:00 - 1:00** **Lunch Provided**
- 1:00 - 4:00** **Academic Youth Development (AYD) for New AYD Teachers: Delving into AYD Topics**
Teachers investigate the ideas of malleable intelligence and effective effort through guided exploration of AYD lessons and facilitated discussion. Participants also become familiar with the latest research on which AYD is built.
- 1:30 - 3:30** **Leadership Teams: Planning for Success**
District and school leaders and instructional coaches discuss goals, structures, and processes to plan for the successful implementation of Agile Mind. Agile Mind staff share essential research and the experiences and feedback from partners to assist leadership teams in developing a plan for the implementation of Agile Mind Services.

Friday, June 4th

- 7:00 - 7:45** **Registration (Continental breakfast provided)**
- 8:00 - 8:30** **Featured Presentation**
- 8:30 - 12:00** **Academic Youth Development (AYD) for New AYD Teachers: Communication and Sense-Making**
Teachers continue their exploration of AYD lessons and deepen their understanding of how the psychosocial components of learning interact with the mathematics. These lessons continue the ideas of malleable intelligence and effective effort and introduce the additional topics of communication and making sense of problems and learning.
- Academic Youth Development (AYD) for Returning AYD Teachers: Reflect and Share**
Teachers participating in AYD for a second or third year partake in guided reflection and analysis of their implementation of the program while learning from the experiences of colleagues.

12:00 - 1:00

Lunch Provided: Presentation by Chelsea Public Schools District

1:00 - 4:00

Academic Youth Development (AYD) for New AYD Teachers: Problem Solving and Making Attributions

Teachers investigate various tools and strategies for problem solving. Some of these tools and strategies include multiple representations, communication, and solving problems as a classroom learning community. The psychosocial factors addressed here include motivation and attributions.

Academic Youth Development (AYD) for Returning AYD Teachers: Revisit and Plan

Teachers revisit the AYD content and work with colleagues to prepare an AYD lesson to enhance and deepen understanding of how the psychosocial and mathematics components interact. Agile Mind and Dana Center staff facilitates discussion to expand awareness and insight on the latest research regarding the impact of psychological factors on student success in education.

1:30 - 3:30

Leadership Teams: Planning for Success

District and school leaders and instructional coaches discuss goals, structures, and processes to plan for the successful implementation of Agile Mind. Agile Mind staff share essential research and the experiences and feedback from partners to assist leadership teams in developing a plan for the implementation of Agile Mind Services.

To best identify and prepare presentations for all participants, Agile Mind partners are asked to register online at www.agilemind.com/upcoming_events.html and provide the requested information related to role, experience, and content area. Final Institute Sessions will be determined according to the information that attendees provide in addition to the latest research and emerging state and national trends. The final customized program will be e-mailed to each registrant 4 weeks prior to the Institute and will also be provided on the day of the Institute.