

# An Educator's Course in Academic Youth Development

Bringing Noncognitive and Social and Emotional Learning Research to Practice



*An Educator's Course in Academic Youth Development (E-AYD)* introduces the latest developments in noncognitive and social and emotional learning (SEL) research and equips participants to apply what they learn to classrooms and school systems. Designed for teaching faculty, counselors, and site and district leaders, the course provides research-to-practice skills to meet the increasing demands of next-generation college and career readiness standards. The Charles A. Dana Center at the University of Texas at Austin and Agile Mind, Inc. developed this course in collaboration with experts in psychology and the other learning sciences to enhance educator practices, change classroom culture, and transform student learning and achievement at scale.

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## Face-to-Face Seminar

According to educators, effective professional development is interactive, sustainable, and relevant to the realities of their classrooms and schools. Together, over a day of facilitated experiences, E-AYD participants explore powerful research and strategies to build a rigorous, welcoming learning culture in their schools that increases the number and diversity of students who succeed. During this in-person session participants plan ways to incorporate new thinking and practices into their roles as educators. Included are:

- **Learning mindsets** – Participants consider the research on malleability of intelligence and the benefits and potential pitfalls of its practical applications. They explore the changes that occur in the brain when we learn and how they can effectively, sustainably cultivate positive self-beliefs and learning mindsets among students.
- **Effective effort (grit)** – Participants explore the role of effort, or productive persistence, in learning, as well as strategies to help students sustain effort in the face of struggle.
- **Self-management** – Participants learn strategies to support students' self-regulation as they work on challenging tasks and to help students manage the confusion and frustration that are to be expected during learning.
- **Culture of learning** – Participants explore how a strong culture of learning reflects powerful classroom and school processes and structures, and supports effective habits of mind for students. They consider how they can incorporate characteristics of a strong learning culture into their daily practice and instill them in students, including communication and collaboration skills and shared accountability.



## Self-Study and Facilitated Collaboration

Following the face-to-face seminar, participants engage in ongoing self-study and collaboration in a facilitated online learning experience, to extend their learning and strengthen new practices. This includes deeper explorations of what psychology really has to teach us about concepts such as motivation and self-regulation – to help educators better understand what drives students to want to work hard, and how to harness that motivation for school.

The self-study timeline can be customized to accommodate existing professional schedules. Upon course completion, participants can earn 15 hours of continuing professional education (CPE) credit through the University of Texas at Austin.

# The AYD Family of Programs for Educators and Students

E-AYD is a part of Agile Mind's family of Academic Youth Development programs, which share common foundations in the latest research on student motivation, engagement, and learning. In addition to the E-AYD course for educators, two AYD programs are intended for students and teachers to share:

**Summer-Start AYD** is for students and teachers who are preparing for Algebra I in the fall. This course prepares students to excel in this key gateway course and throughout high school, creating new "learning mindsets" that contribute to building a positive learning environment for themselves and their peers.

**School-Year AYD**, for students in grades 8-10, is taught during advisory, homeroom, after-school programs, and freshman academies.

## AYD Outcomes

Districts that engage students and educators in the AYD programs report these outcomes.

### Schools can expect:

- Significant achievement gains in middle and high school mathematics courses, with particularly strong gains among low-income and minority students

### Students experience changes in attitudes, beliefs, and behaviors:

- Higher self-confidence, sense of belonging to a community, and feeling of support from peers and teachers
- Greater motivation and persistence in the face of frustration
- Increased use of learning strategies that benefit achievement, such as the purposeful selection of approaches to problem solving
- Understanding that with effort, they can increase their intelligence and academic achievement

### Teachers can expect:

- Students taking more responsibility for creating and sustaining positive, productive learning environments
- Better student-to-student communication in which students talk through ideas and solve problems together
- Higher levels of student engagement—especially among those who were previously disengaged in school

**Agile educators. Agile learners. Agile tools to support high achievement.**

