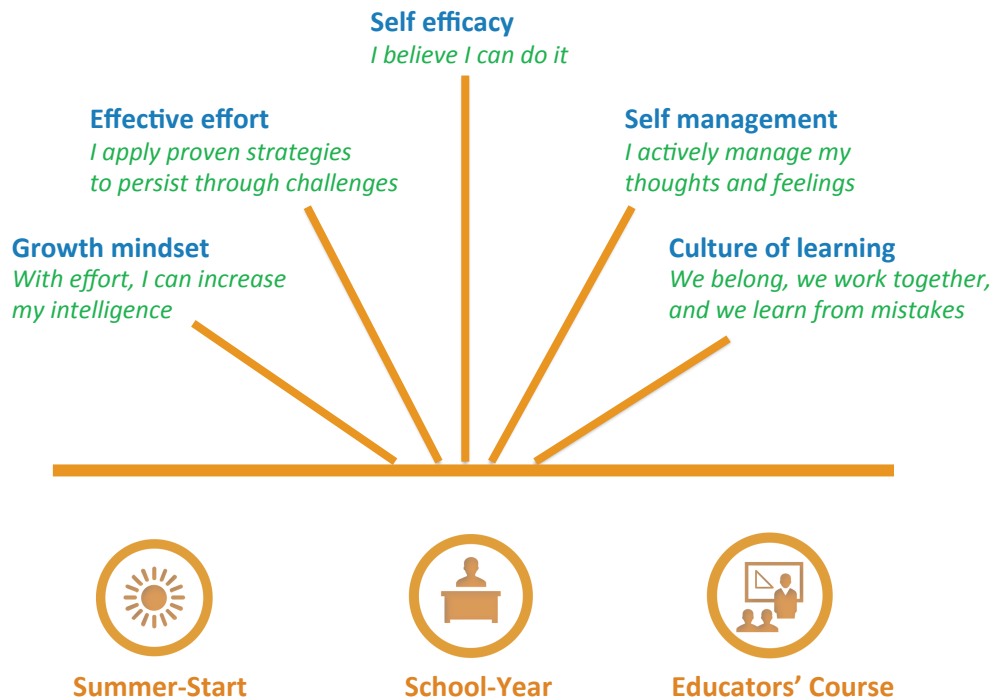


Academic Youth Development

“It was the voices of our AYD students—and their success in algebra and other classes—that convinced us we needed to change beliefs and practices throughout the district to reflect a growth mindset.”

—Kate Jamentz, Ed.D., Deputy Superintendent
Fremont Union High School District, CA

More students succeed in school, career, and life when they learn skills that support their social and emotional development and then explicitly connect those skills to their academic learning. Research shows that even modest interventions in students’ belief systems can have a powerful, positive effect on their motivation, academic and career success, and lifelong earnings. Equally important, these interventions help create productive relationships with peers and teachers that encourage active engagement and participation, productive persistence, affirmative accountability, and a sense of belonging in school.



Academic Youth Development—a suite of programs created by Agile Mind in collaboration with the Charles A. Dana Center at the University of Texas at Austin and with leading psychologists—translates the latest research on student mindset, motivation, learning, and persistence into practical classroom strategies and tools that can be enacted every day, in every classroom to produce a lasting impact on every student.

Students change.

AYD strengthens students’ engagement and persistence in school. It helps learners understand, at crucial stages of their academic lives, that intelligence isn’t fixed. Students learn how their brains change as they learn, and experience how effective effort, collaboration, motivation, and self-management skills lead to academic success.

Teachers change.

AYD transforms the way teachers approach their students and their practice. It equips them with new knowledge and strategies that support their goals for the success and well being of all their students.

Classrooms change.

AYD transforms the engagement of entire classrooms. It gives students and teachers strategies for effective collaboration and discourse, and for applying new ideas in daily learning. AYD classrooms instill feelings of safety to share ideas and a willingness to ask questions and make mistakes. Together, students apply new strategies for motivation, persistence, and critical thinking to challenging problem solving in math and science.

Results change.

Independent evaluations report significant achievement gains in middle and high school mathematics, with particularly strong gains among low-income and minority students. Over the past year, 94% of enacting teachers in NYC say that AYD improves student persistence in math and would recommend AYD to their colleagues.

AYD for Students and Educators: Supporting Students' Social, Emotional, & Academic Development



Summer-Start

Through our **Academic Youth Development** summer programs, students develop the habits of mind and actions associated with success in school and the workplace, and have daily opportunities to apply new learning to challenging problems in mathematics.

[Up to 65 curriculum hours + teacher PD]

Summer programs to build SEL and math skills for...

Upper elementary school

Middle school

Rising Algebra I



School-Year

School-Year AYD works during advisory, homeroom, and after-school programs for students in grades 8-10. It helps them explicitly connect these new tools and skills for learning to their areas of struggle in school and to problem solving in math and science.

[Up to 65 curriculum hours + teacher PD]



Educators' Course

Educator Academic Youth Development is a professional development experience that empowers faculty teams, site and district leaders, counselors, and other staff with knowledge and meaningful and manageable practices that support the learning of all their students.

[One PD day plus virtual collaboration & self study or two in-person PD days]

When teachers and students engage in **Academic Youth Development:**

Schools can expect:

- Significant achievement gains in mathematics, particularly among low-income and minority students

Students can expect:

- Higher self-confidence, sense of belonging in school, 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 greater responsibility for creating and sustaining positive, productive learning environments
- Better student communication that enables them to talk through ideas and solve problems together
- Higher levels of student engagement—especially among those who were previously disengaged in school