Identity and Agency

1 Semester Credits/Units

Instructor – Ryan Pickett

Course Overview

Most educators experience social and emotional learning (SEL) through isolated programs that are separate from academics. Learn to be more effective and efficient in teaching such skills by embedding it into the daily academic curriculum. Explore one of the first steps educators must take in this regard: helping students recognize their strengths and improve their confidence so that they can be persistent after set-backs.

Welcome to **Identity and Agency**. This class was created as part of a five course series entitled **SEL: The Real Essential Skills.** These courses can be taken in isolation and/or in any order. There are no prerequisites. The other four courses in the series are:

- **Emotional Regulation**
- **Cognitive Regulation**
- **Social Skills**
- **Public Spirit**

All five courses in the SEL: The Real Essential Skills series require one book entitled All Learning is Social and Emotional Learning: Helping Students Develop Essential Skills for the Classroom and Beyond by Nancy Frey, Douglas Fisher, and Dominique Smith. This book is available for purchase at www.Amazon.com.

Course Objectives:

After completing the course Identity and Agency, participants will demonstrate or indicate:

- The definitions of student identity and agency.
- The importance of student identity and agency.
- How to utilize feedback to help students identify their strengths and build confidence.
- How to create lessons that build self-efficacy.
- How to create curriculum and/or environments that improves student resiliency.
- Demonstrate an improved ability to build student identity and agency in the classroom.

Course Relation to CCS or other Professional Standards

This course aligns to the following professional teaching standards: http://www.cde.ca.gov/pd/ps/index.asp

- Engaging and Supporting all Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing learning Experiences for all Students

How to Submit Coursework

After reading chapters 1, 2, and 7 in the book All Learning is Social and Emotional Learning, complete all of your assignments. Place each assignment 1-5 on a separate page in a single Word Processing file, clearly labeling each assignment by number and name. Submit the single document containing all 5 assignments to the *Independent Learning,* Submit Assignment Section. Some assignments may require supplemental documents. Attach these documents clearly labeled with your name and assignment number. If your assignments are too large for the assignment section or you create them in a format that cannot be attached (i.e. Google Docs), feel free to e-mail or share the documents directly with your instructor. Either way, be sure to email your instructor when you turn in any work.

Course Assignments

1. **Conversations with Colleagues**

   a. After reading chapter 2 of the book All Learning is Social and Emotional Learning, write a script of a conversation with one or more colleagues in which you help them understand what identity and agency are with respect to social and emotional learning and why it is so important to help our students build capacity in these areas.

   b. Write a script of a follow-up conversation with the same colleagues that reflects on your current practices with respect to building identity and agency within your students. Be sure to include your strengths as well as where you need to improve within your conversation.

2. **Gathering and Providing Feedback**

   After reading chapter 2 of the book All Learning is Social and Emotional Learning, create a plan for how you will gather information from your students and then provide them with the necessary feedback in order for them to recognize their strengths and have the appropriate amount of self-confidence. Describe your plan and explain your reasoning for each decision that you made. Be sure to include any forms or documents that you created in order to implement your plan in the future.

3. **Lesson Plans**

   a. Attach an existing lesson that you have taught your students that you feel has the potential to build student beliefs in their efficacy. Explain why you chose this lesson.

   b. Utilizing the information that you learned in the book, All Learning is Social and Emotional Learning, alter and reattach this lesson improving upon it's ability help students with self-efficacy. Explain the changes that you made.

4. **Integration**

   What opportunities do you see in your course content to improve student resiliency. Explain where and how you might accomplish it.

5. **Building Identity and Agency**

   Pretend that you won teacher of the year due to your ability to build identity and agency in you students. Because of this honor, you were asked to write an article for Education Weekly about building student identity and agency. Write this article. While doing so, be sure to address recognizing strengths, self-confidence, self-efficacy, growth mindset, grit, and resiliency.

Course Assessment Rubric

Exemplary: A+ to A-	**Acceptable**: B+ to B-	**Unacceptable** Must be resubmitted
Reflective, thoughtful ideas relevant to the assignment are clearly stated	Presents some relevant ideas and connections to the assignment	Ideas are not clear or relevant
Very well organized	Generally well organized	Shows little or no organization
Responses relate numerous facts and specific details of the program materials	Some facts and specific details of the program materials are included	Few or no facts or specific details of the program materials are included
Free of spelling and/or grammatical errors	Writing contains a few spelling and/or grammatical errors	Numerous spelling and/or grammatical errors make the writing difficult to read