

## **2019 Presentation Topics Dr. Bill Daggett**

### **Our Children Are Our Future**

Our children are not just their own futures—they are *our* future. For our children’s sake and for the sake of our nation, we have to prepare our students for the future, not the past. Dr. Daggett will provide vivid examples of how advancing technologies and the increased use of data analytics are and will continue to fundamentally change how we work, interact, communicate, and manage our personal health. In doing so, the disconnect between the skills and knowledge we now teach and those needed for success and independence in a looming future will be unambiguously clear. He will then describe how the nation’s most rapidly improving schools have successfully addressed these challenges.

### **From Social-Emotional Learning to Mental Health: Addressing a Crisis in Our Schools**

We have no choice: all of us educators must act to counteract the alarming increase in mental health issues, which is bearing down primarily on our students and secondarily on the adults serving and surrounding them. Dr. Daggett and his colleagues at ICLE have searched the nation for the most successful practices to address these difficult challenges. While we are still in the early stages of confronting this crisis, many schools have devised programs that are successfully folding SEL/mental health into learning. Participants will learn from the mistakes of others and gain a toolkit of specific strategies and practices you can use at the classroom, building, and district levels to help our schools become places of wellbeing and health.

### **Career Ready Trumps College Ready**

So long as we keep our focus on preparing students for the next test, the next grade, and the next level of education, we will continue to focus on skills that have little relevance in the dramatically changing world. In today’s world – where lifelong learning and adaptability will define long, successful lives and careers – career ready trumps college ready, period. Taking some focus off of the test and primarily academic skills requires courage and a strategic shift in systems and instruction. Having studied those schools who have taken such decisive action, Dr. Daggett will share how you, too, can define and then close the gap between what your students need for tomorrow and what your school is providing today. It can be done.

### **Moving Vision to Action**

From classroom teacher to principal to superintendent—and everyone in between—our school days are filled with more tasks and challenges than there are hours in a day. How can you find the time, energy, and resources to implement the most valuable, innovative practices our nation’s most rapidly improving schools are teaching us? How can you take your vision and break it down into actionable steps? Dr. Daggett will guide you through a series of action steps that will enable you to implement in your classroom, school, and district to better prepare students for success in the world in which they will work, learn, and interact.

### **Re-envisioning Learning: Addressing the Critical Needs of Our Children**

The true visionaries in education are those that fight their way out of the proverbial box to innovate and create a learning environment where all students can thrive. Dr. Bill Daggett will inspire you to become a visionary leader to advance the future of K–12 education. He will share his latest research on innovative practices from the nation’s most rapidly improving schools that are resulting in dramatic improvements in student performance. Critical areas trending in these schools are addressing the social and emotional needs/mental health as a first priority; focusing on the future needs of students to succeed in the changing workplace and society over standards and state tests; a boardroom to classroom approach to student improvement; and a simple, yet impactful framework that allows educators to innovate.

### **A Picture of the Nation’s Most Rapidly Improving Schools**

A picture is worth a thousand words. Dr. Daggett will paint a picture of what success looks like in the nation’s most rapidly improving schools. He will then provide a roadmap of how these schools created a culture to support innovative changes, made necessary instructional changes, and changed how they organized and delivered instruction.

### **Creating Future-Focused Schools**

Today’s students need to be prepared for their future. Living in a rapidly evolving global economy, students need to be able to think at higher levels, employ strong literacy and analytical skills, and solve problems in unpredictable situations. There is currently a gap between what students need and what our schools provide. To be prepared for success in today’s increasingly technology-focused and information-based society, ALL students need a rigorous and relevant learning experience. Dr. Daggett will describe how the nation’s most rapidly improving schools are proactive, rather than reactive, to the demands of new standards, tests, and teacher evaluation requirements and have created a culture to support, define, and implement innovative, rigorous learning experiences for ALL students to better prepare them for the ever-changing world.

### **Culture Trumps Strategy**

Regardless of whether you call it innovation, reform or improvement, the first step to successful school transformation is to create a positive culture of high expectations among the educators, parents, students, media, and community to support change or your efforts will fail. In this session, Dr. Daggett will draw from his 25 years of experience working with the nation's most rapidly improving schools to lay out the action steps for cultivating a culture that will enable all stakeholders to embrace and support the strategies, initiatives, and organizational changes necessary—from classroom to boardroom.

### **WHAT We Need to Teach and Assess: The Emerging Definition of Academic Excellence**

Technology is fundamentally changing the academic requirements of society in general and the workplace in particular. Dr. Daggett will describe these new and emerging skills and then show how they are almost always more application based than those needed for higher education. Most of today’s testing programs do not measure these more application based skills. Therefore, in the immediate years ahead, we will see – at a minimum - the end of much of our present state testing programs and emergence of new assessment systems.

### **HOW Instructional Delivery is Going to Change**

How we organize and deliver instruction in Pre K – 12 education will change more in the next five years than is has in the last hundred. Driven by the need to move toward more rigorous and application-based skills and knowledge, the delivery system will be deeply impacted by advances in the movement from text to digital; increased use of automation technologies; gaming concepts; and the combination of augmented and mixed realities. In this session Dr. Daggett will describe and showcase how these changing technologies will change both how we organize and deliver instruction. The impact will be dramatic from student to teacher to administrator.

### **A Systems Approach to Innovative Best Practices**

Improving student performance requires more than a series of random acts of innovative best practices – it requires a systemwide approach that nurtures and ties these practices together. Dr. Daggett will share how the nation’s most rapidly improving schools created a classroom-to-boardroom approach to school improvement and provide a series of best practices applied at the organizational leadership, instructional leadership, and teaching levels.

### **Rigor and Relevance for ALL Students**

Highly successful schools have academically rigorous curricula that also incorporate real-world relevance. These schools understand that rigor, while essential, is not adequate to lead all students to high levels of achievement. Dr. Daggett will provide an in-depth look at the Rigor/Relevance Framework®, created by the International Center for Leadership in Education, a cornerstone of curriculum and instruction throughout the country and abroad. Two additional Rs, which are also critical to maximizing student success, will be described: relationships between student and teacher, student and student, and teacher and teacher, and opportunities for reflective thought on what is being taught and learned.