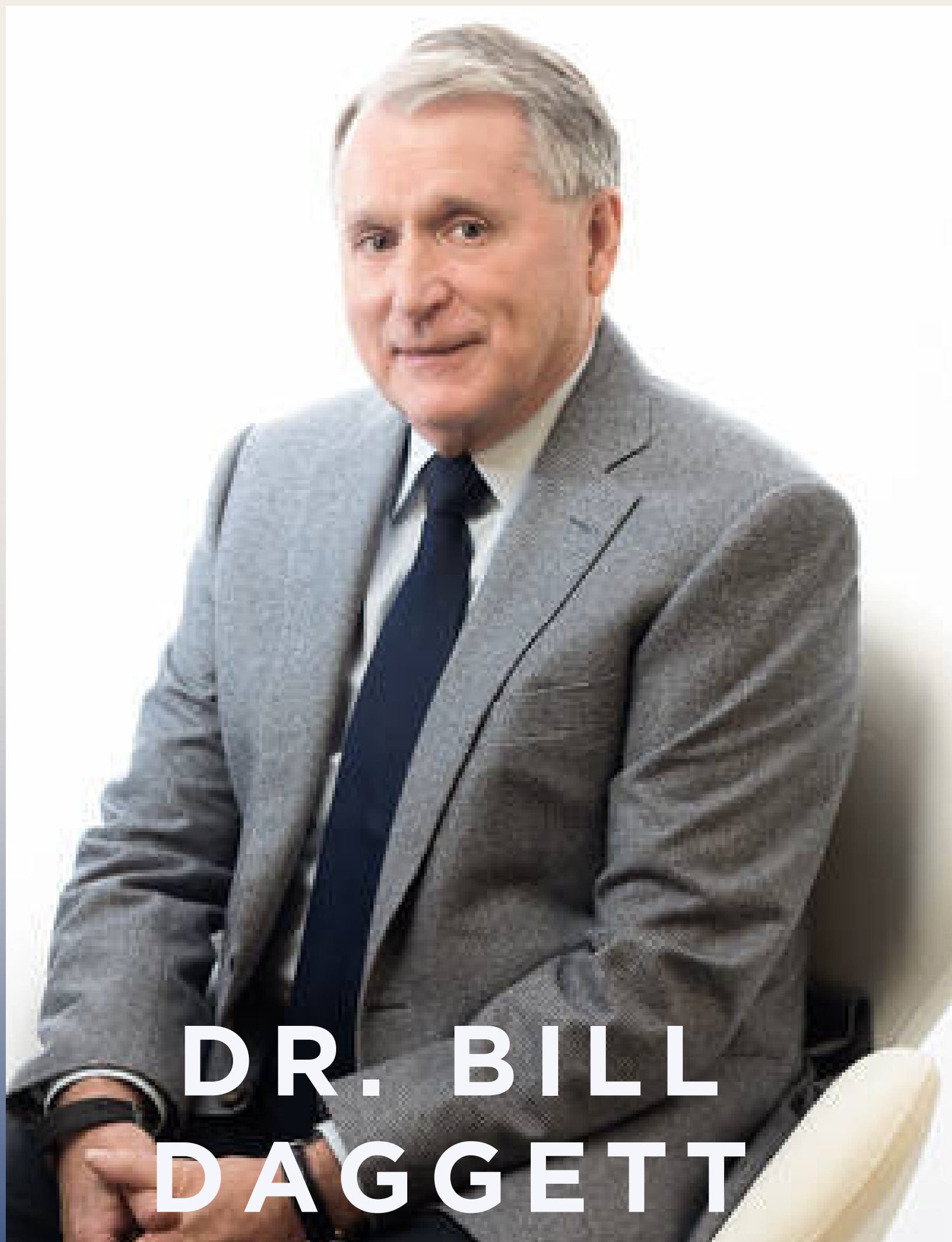




**DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM
Successful Schools Practices Network**



**DR. BILL
DAGGETT**

To bring Dr. Daggett into your district, please contact the Professional Development Team

Bernadette Gentile, Program Administrator



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2023 Presentation Topics

Dr. Bill Daggett

The Future of Artificial Intelligence and Its Implications for Education

Artificial Intelligence—from classroom teacher to Principal to Superintendent—can pose as an unwanted challenge OR it can be an ally that relieves you of some of the tasks and responsibilities that consume your time and energy. Dr. Daggett will offer strategies that will allow you to employ AI as your co-pilot, freeing you from many of your time-consuming tasks and allowing you to focus your attention on other important matters. AI does require careful oversight, however, and Dr. Daggett will describe ways to use it responsibly and with caution. Dr. Daggett will then describe how AI will increasingly impact the workplace, home and society, which will cause a major shift in the skills, knowledge and attributes students will need to be successful in the world beyond school.



System Transformation — Where Are You Now? Where Do You Want To Be In Two Years?

Dr. Bill Daggett will show HOW school systems can become future-focused by breaking out of the confines of traditional classrooms and textbooks and fostering the development of critical skills that empower students to navigate the challenges of the future. This vision of a future-focused school positions students for success in their future and not our past. Dr. Daggett will provide a description of successful innovative structures and strategies that rapidly improving districts are using, leading to improved student performance for ALL students — from the most struggling to the most gifted. Examples of tools and strategies to restructure our curriculum, instructional practices, and assessments will be provided.

Preparing Students for Their Future NOT Our Past

From mental health issues to the post impact of COVID to the impact of artificial intelligence, our classrooms and schools are being impacted in multiple ways. Dr. Daggett will describe new and emerging strategies to address these challenges and opportunities. He will then describe the impact they are having on the skills, knowledge, and attributes our students will need to be successful in the changing workplace and society. He will conclude by providing specific strategies teachers, administrators and support staff may want to consider to position classrooms, schools and their students for future success.

Restoring Balance to Schools While Preparing Students for Their Future

Several national reports have been released about the skills, knowledge, and attributes that our students will need in the immediate future to be successful in a progressively information-based and technology-driven society and workplace. At the same time classroom teachers, school nurses, counselors, principals, central administration and superintendents are finding it very difficult to set their focus on the future needs of our students due to the multiple challenges they are facing in the wake of the pandemic. The levels of stress and burnout among educators, students and the entire school community is unprecedented. The sentiment of “please do not give me one more thing to do or to think about” is commonly heard by educators and completely understandable, as is the desire to get back to “normal”. How is it in any way reasonable to contemplate planning for the future during this time?

So how do school leaders provide the support and leadership to staff, boards, and communities to address both today’s daunting challenges while positioning their systems for future success?

Dr. Daggett will share what the nation’s most successful school districts have done to restore balance in their schools while simultaneously preparing students for the future, not our past.

Lessons Learned from Learning 2025:

National Commission on Student-Centered, Equity-Focused Education

Equity, social justice, Social-Emotional Learning, mental health, and a rigorous and relevant instructional program for **all** students are recent but critical issues that schools today are required to address. Meanwhile, the demands of the past have not gone away. The brick-and-mortar school model of the last century with the bell schedule, boundaries, rules, regulations, certifications, tenures, contracts, and a hyper-focus on meeting proficiency on high-stakes tests continue to demand attention. While the demands continue to compound, a silver lining is emerging through the hardships brought on by COVID. It has created a tipping point for many educators, policy makers, business leaders, and parents around the immediate need to transform our education system. The pandemic has also taught us that change is possible in the ways we had not imagined even one year ago.

Dr. Bill Daggett will share emerging solutions to these challenges. He is co-chairing a National Commission named “Learning 2025: National Commission on Student-centered, Equity-focused Education” with AASA, in cooperation with several other national organizations. The National Commission was charged with identifying and documenting the cognitive and non-cognitive skills, knowledge, behaviors, and dispositions that high school graduates will need to master to prepare for the digital age workplace as citizens of a global community. They then set in motion a national search for the most successful practices at developing these skills, knowledge, behaviors, and dispositions in **all** students.

Dr. Daggett will share the evidence-based practices that the Commission identified to be most effective and provide suggestions on how school districts can implement these practices from classroom to boardroom.

Preparing Students for Their Future—NOT our Past

The COVID pandemic alongside the drive for social justice have consumed education leaders, teachers, students, and communities nationwide. Couple that with the accelerating impact of advancing technologies and the changing values and aspirations of young people and you will find is a tipping point in both the need for, and opportunity to address, meaningful change in and around the U.S. education system.

Dr. Daggett will lay out how the nation’s most rapidly improving schools have created a culture that is first, supportive of change and second, able to make the necessary fundamental shifts in how instruction is organized and delivered and how learners are assessed.

Beyond COVID-19: The Academic and SEL Needs of Our Students

The COVID-19 interruption brought unparalleled challenges to every school district in the country. Using the lessons we have learned from those experiences, coupled with the dramatic changes in the workplace, home, and society, Dr. Daggett will focus attention on what now needs to be done for the 2021/22 school year and beyond to prepare our students and our schools for future success – a future that will be dramatically different than the past in terms of what, how, when, and where students will learn, interact, and work.

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.

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 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.

HOW Instructional Delivery is Going to Change

How we organize and deliver instruction in PreK-12 education will change more in the next five years than it 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.

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.

**For more information and questions, please contact:
Karen Wilkins at Karen@BDaggett.com or 518.429.5592**



ABOUT BILL DAGGETT, Ed.D.

Bill Daggett is the founder of both the Successful Practices Network and the International Center for Leadership in Education. He recently co-chaired the AASA LEARNING 2025: National Commission for Student-Centered, Equity-Focused, Future-Driven Education and is now leading the National Demonstration Network for AASA.

Dr. Daggett is recognized worldwide for his proven ability to move preK-12 education systems towards more rigorous and relevant skills and knowledge for *all* students. For 30 years, he has crisscrossed our nation, as well as the industrialized world, to lead school reform efforts to effectively prepare students for their future.

While an avid supporter of public education, he also challenges all of us to be more focused on our children's future than on maintaining the schools of our youth. His insights and leadership have caused nearly every major education association in the country, hundreds of school districts, numerous political and business leaders, publishers, and others to seek out his advice and guidance.

Dr. Daggett began his career as a teacher, local administrator, and then director with the New York State Education Department. He spends much of his time providing leadership and guidance to the National Dropout Prevention Center and the Career and Technical Education Technical Assistance Center, which are part of the Successful Practices Network.

He is the creator of the Rigor/Relevance Framework and the Future-Focused Success Framework which has recently become the cornerstone of much of the nation's school reform efforts. He is also the author of 26 books about learning and education, textbooks, research reports, and journal articles.

Dr. Daggett has been recognized as a distinguished alumnus by both Temple University and the State University at Albany.

Dr. Daggett has a special commitment to individuals with disabilities. He and his wife, Bonnie, volunteer their time and lend their support to Wildwood Programs in upstate New York. Wildwood serves the needs of people of all ages who, like their daughter Audrey, have neurological impairments/learning disabilities or autism, by enabling them to become the best that they can be.
