

Redesigning Readiness

Conversations about Career-Connected Learning

Episode 1: A Conversation with Dr. Bill Daggett

Hosted by Dr. Joseph Goins
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Episode summary: Dr. Joseph Goins and Dr. Bill Daggett discuss how AI, automation, and a rapidly evolving workforce are challenging public education to redefine what it means for students to be “ready.” They argue for more career-connected, skills-based learning, stronger partnerships between schools and industry, and classroom experiences that make academic subjects relevant to real-world opportunities.

Dr. Joseph Goins (00:00)

It is a privilege to be here today, and I'm honored to be here with Dr. Bill Daggett. And before I have Bill introduce himself, I'm gonna tell a quick story for the audience. I was a high school math teacher in the 90s. I always like to say it was so long ago my hair turned gray. but I was a high school math teacher, and at the time I called local businesses and I wanted to figure out how my high school math curriculum would be more enticing for my students.

And I remember at the time I was calling these local businesses, and for me it was something brand new as a brand new teacher. And I remember these businesses were so excited to hear from me. And I remember thinking at the time, wow man, this is really hard and complicated. And then somebody introduced me to this framework called Rigor, Relevance, and Relationship. And for the first time in my life, I was able to have a framework on how to be an effective teacher. And I'm excited because the person who created that framework is joining me. So Bill, I give that an introduction because I've been looking at your work since I began in education. And it's an honor to be here and I could give your background but it would take the next 30 minutes. And so instead of me doing it, I'm gonna let you introduce yourself in a background. but excited to have you joining us, Bill.

Dr. Bill Daggett (01:23)

thanks Joseph. And I love the topic. Readiness. You know, Joseph, are our kids really ready for the changing workplace in society that is changing exponentially? And I think we all know we're working at it, but that workplace is changing a lot faster than we in education have been able to to keep up with. But the reality of it is that's not a new dynamic. I emerged

On the national scene, way back before most of your listeners, or clearly all of them were probably not in education, probably studied about it, something called the nation at risk. And we were all afraid that Japan and Germany were beginning to hand us economically our lunch. And business and industry put enormous amount of pressure on elected officials to begin to reform schools.

At the time that that started, I was the state CTE director for New York State in the State Ed Department. I had been a local teacher and administrator before that. And we had a a state commissioner or director, obviously state uses a different term, that took a liking to me, fortunately. And he said, you know, we really need to change the system.

And we gotta stop thinking that CTE is just for some kids who can't make it academically. And we gotta drive more CTE related concepts into pre-K through 12. I want you to take the lead and we're gonna call it futuring. And that's what we

Dr. Joseph Goins (02:45)

Like that.

Dr. Bill Daggett (02:46)

call that. And I took the lead, got a a lot of support from business and industry, a lot of foundations began to support our work.

and long and short of it is I became connected up with somebody some of you probably have read, Alvin Toffler. And what happened was I he used to give me speeches that he couldn't take.

That's how I got on

Dr. Joseph Goins (03:05)

Right.

Dr. Bill Daggett (03:06)

the national scene.

Dr. Joseph Goins (03:07)

that's funny, Bill.

Dr. Bill Daggett (03:09)

Yeah.

And what began to happen is I I was getting then so many requests, I finally left the department. I had become been promoted up three times since being CTE director. So I now I was director of the department. And I and I I left to start the International Center for Leadership and Education. Because remember back then, Joseph, it was all about the international connections and where were we competing?

And so I developed lots of relationships in in Japan and China, literally around the globe. And I started the International Center with the intent of bringing in best practices to showcase what it would look like, create something called the Model Schools Conference. That all grew to a pretty big conference. We get 8,000 people for four days.

two, the Bill and Melinda Gates Foundation approached me and said, We really think you're doing what schools across this nation need to do. We'd like to fund you to develop some hard research around it.

And so we began a discussion. I said, you know, what do you mean by hard research? Well, can you really document the skills, knowledge, and attributes all workers are going to need? And shouldn't those skills, knowledge, and attributes that all n workers need become kind of foundational skills for for all kids in K-12? And so we like to identify them, and then we want you to find

and document with good research the schools in the country that are doing best at it and they will become the new n North Star for American education. So say, yeah, great, we'll do that. But then they say, yeah, but we're only do it we only fund not-for-profit companies. My company was a for-profit company. So I created a not-for-profit called Successful Practices Network with a very, very large grant.

Joseph, bigger than you and I have ever seen before or since. And

Dr. Joseph Goins (05:02)

Yeah.

Dr. Bill Daggett (05:02)

to do that, and it was a five year grant. And I hired away the number two per person at the Gates Foundation, Ray McNulty, with the Gates money to run my not for profit. I often

Dr. Joseph Goins (05:12)

Yeah.

Dr. Bill Daggett (05:12)

say I did that with Bill Gates' permission. And long and short of it is we continue to expand

I've spoken in every state in this country, I've spoken in forty seven other countries over my career.

And it's really about the topic we're still talking about: Redefining Ready.

Dr. Joseph Goins (05:27)

It is.

Dr. Bill Daggett (05:28)

And Joseph, right now, it's more important than it was any time during that journey I've had over the last 35 years. Because AI

Dr. Joseph Goins (05:37)

I okay.

Dr. Bill Daggett (05:39)

is so fundamentally changing the workplace in society. And you know, no employer is going to pay our kids to do what technology can do faster, more efficiently than the technology can.

And so we've got to train our kids to do what technology can't do. And that begins the same way it did with the Gates request to me. What are those skills?

Dr. Joseph Goins (05:58)

And I don't know, Bill, if

you I don't know if you remember the subtitle of A Nation at Risk. Do you remember the subtitle? Low Skills, High Wages? Yeah, which I

Dr. Bill Daggett (06:05)

Yeah. Yeah. Yes. Absolutely.

Dr. Joseph Goins (06:07)

I think it is and to your point is so evident today. 'Cause I I read a nation at risk too, right? And I laugh because we've come full circle.

But back then we were concerned about getting kids through high school and we were concerned about like low level certificates. I think that argument today is so advanced to your point.

Like if

Dr. Bill Daggett (06:29)

Yeah.

Dr. Joseph Goins (06:30)

you don't have these skills today, you are I mean, back then they were sounding the alarm and I remember Tony Wagner's from Harvard published a book called Global Education kind of at the same time, and he was warning like

Hey, there's a global economy coming and if we don't address the workforce and so all of this was occurring, but I think about today, and man, I couldn't echo more what you're saying, like it is so much more relevant today.

Dr. Bill Daggett (06:58)

and and it's and it's coming at us so much faster.

Dr. Joseph Goins (07:00)

yeah.

Dr. Bill Daggett (07:01)

You know, you know, I it it's pretty apparent to me that what automation did to manual workers in the twentieth century

AI is now doing to knowledge workers. But and it took three, four decades for automation to do it to the manual workers, so it's led to the closing of factories, all kinds of things.

Dr. Joseph Goins (07:18)

Hey.

Dr. Bill Daggett (07:20)

It's taken two, three years for AI to do it. There's a new great report out, Joseph. And I'm gonna try to test my communication skills by describing a visual here.

I i if you think of all jobs in the country and you you draw a line and below the line are are the jobs that can be automated that technology can do, both manual and knowledge based. Okay?

Dr. Joseph Goins (07:45)

Right.

Dr. Bill Daggett (07:47)

And with knowledge based, remember if you can write an algorithm for any task, AI can do it faster, more efficiently than a human being.

so jobs that fall below that line, which is they can be automated, they're in jeopardy.

Above

Dr. Joseph Goins (08:02)

Very much.

Dr. Bill Daggett (08:03)

the line are all the jobs that cannot be automated.

And so if you think of it like a line going straight across this screen, that that would be that line. Then if you take a line from top to bottom and put that in the middle, and the jobs on the left are the ones that are non-physical in nature. You don't have to physically do things. The ones on the right are the ones that are physical.

Okay? So in this little square that I'm talking about, it's got four boxes. The bottom left hand side are the jobs that can be automated and are knowledge based. And a new report just out from Mackenzie and others is that forty four percent of the American jobs fall in that quadrant.

Dr. Joseph Goins (08:43)

And what's interesting is what type of jobs are those?

Dr. Bill Daggett (08:46)

Yeah, yeah, and they're they are jobs that even two or three years ago were some of the hottest jobs out there, web designers.

Dr. Joseph Goins (08:51)

Correct? Hot stops.

Dr. Bill Daggett (08:54)

you know, I use the example of paralegals, journalists. I mean there's all kinds of jobs there. Jobs that fall above the line on the left hand side are those that can't be automated and our knowledge base. Right now that's about 22% of the jobs. Okay.

The projection is over the next four years those numbers are gonna reverse.

And that's why we got this new problem that people can't quite comprehend. Joseph, almost every company out there has got to help want it sign out. From

Dr. Joseph Goins (09:23)

Yeah.

Dr. Bill Daggett (09:24)

little companies to big companies. For schools, try to find a bus driver. Try to find a special ed teacher, a math teacher, a science teacher. Try to find a a paralegal. I mean a paraprofessional. It's every industry, including ours.

But at the

Dr. Joseph Goins (09:37)

Right.

Dr. Bill Daggett (09:38)

exact same time, our recent college graduates can't find work.

Dr. Joseph Goins (09:42)

Right.

Dr. Bill Daggett (09:43)

How can that

be? How can there be a huge labor shortage and our recent college graduates

Dr. Joseph Goins (09:47)

That's right.

Dr. Bill Daggett (09:47)

can't find work? Rob be Joseph, it's because they're prepared for those forty-four percent of the jobs in the bottom left. Because in the

Dr. Joseph Goins (09:55)

That's correct.

Dr. Bill Daggett (09:55)

knowledge industry, that's where you begin your career.

Dr. Joseph Goins (09:59)

That is correct.

Dr. Bill Daggett (10:00)

And if we have to almost a total overhaul of what we're doing in education. And again,

Dr. Joseph Goins (10:05)

Right.

Dr. Bill Daggett (10:05)

we're now back in, and I I'm very fortunate to have support from the Burroughs Wellcome Fund, the Smithsonian, and a couple others, to go and find the schools in the country that are absolutely the best at it.

Dr. Joseph Goins (10:17)

Yeah. And you know, to your point, I saw the there there was an article today. I literally read this today, that said Aviation Maintenance job. Right now,

Dr. Bill Daggett (10:26)

Mm-hmm.

Dr. Joseph Goins (10:27)

they estimate that job could pay up to three hundred thousand dollars a year because of the shortage. And that is a job that can't be replaced by AI because it's maintenance on an airplane. And

Dr. Bill Daggett (10:38)

Yep.

Dr. Joseph Goins (10:39)

they're

They're starving for schools to think about. and I have personal story. I have a one of my children is doing aviation maintenance. And he's an 18-month certification program, Bill. And he

Dr. Bill Daggett (10:50)

Yeah.

Dr. Joseph Goins (10:51)

has multiple job offers and he's halfway through. He's halfway through. These airlines, they're coming in and just saying, We'll take you now. We know you're not done because they need to ensure they have the pipeline.

because they're so short. And I'm going, wow, how do we like that is just it's eighteen month certification. It's not even a full degree.

Dr. Bill Daggett (11:12)

I'm not surprised, Joseph. let

me give you another one. even more basic than that. In fact, and anybody's listening to us, have them Google, tell them go Google, prompt engineer. Okay.

Dr. Joseph Goins (11:24)

sure.

Dr. Bill Daggett (11:25)

and that's a you think pretty basic so how to really write a prompt. Most people think it's just writing a sentence. Prompt can be, you know.

Full items you scan in and it can be all kinds of things you put in to create the prompt. Google has created a six-root week training program in prompt engineering. They have a

Dr. Joseph Goins (11:45)

Six weeks.

Dr. Bill Daggett (11:46)

Joseph, they have 147,000 students in it. And

Dr. Joseph Goins (11:52)

Wow.

Dr. Bill Daggett (11:52)

go go Google it.

Starting salary

Dr. Joseph Goins (11:54)

Okay.

Dr. Bill Daggett (11:55)

anywhere from sixty eight to ninety five thousand dollars. Six weeks. Yeah. So

Dr. Joseph Goins (12:00)

Six weeks. That's it's insane.

Dr. Bill Daggett (12:03)

why the heck aren't we teaching that in high school to all kids?

Dr. Joseph Goins (12:06)

Why are why are we not exposing them to those kinds of opportunities? I agree. to add to it, my son, he's friends with four other young men. They just graduated from high school. And what I find very fascinating about this conversation is all four of opted out of doing the four-year track. And these are four young men graduated high school, one is studying to be an electrician.

is set to make \$150,000, \$200,000. My son's aviation maintenance. One is running a construction company. These are 19, 20 year old young men just saying we opted out, And the most fascinating thing I asked them one night, they were sitting around my deck one night at home, and I said, You guys feel like you missed out. Do you miss out? Because we beat the drums so hard for so long.

Go to college. Everybody has to have this unique college path, a unique college experience. And I asked him one day, I said, Do you guys feel like you missed out? Did you miss out on going to college? And these these young kids looked at me and they said, We played golf on a private golf course today. And I started laughing. And I was like, and I was

Dr. Bill Daggett (13:10)

Yeah.

Dr. Joseph Goins (13:14)

like, okay, never mind. but you know, it's interesting. The kids that get it, they they see a different path.

Path. They're they're starting to see it. You know, I worry, are we creating enough exposure for the other kids that are following it just in the middle? that are just like, I don't know what to do, but I'm gonna go to college. And you and I

Dr. Bill Daggett (13:34)

Yeah.

Dr. Joseph Goins (13:34)

both know we have a massive, I saw report the other day we're up to like 1.8 trillion on student debt. and it's just for jobs that don't exist, right?

Dr. Bill Daggett (13:40)

Yeah. Yeah. Yeah. Yeah.

there's a this real shift in in the world of work. And we both interact with business almost as much as we do educators, but there's this shift with a de- emphasis on degrees and an increased emphasis on skills. and the skills can be with micro credentials that are stackable.

that's basically what your son and his friends are all engaged in. I know you've seen me present the statistics about how well our four-year colleges are doing. You know, the present graduation rate in our four-year colleges after six years is forty-three percent. Fifty-seven percent are dropping out. With debt.

And the bigger problem is if you disaggregate that data and just take those kids whose families qualify for free and reduced lunch at the time they graduated, their four year college graduation rates after six years is thirteen percent. And these are the

Dr. Joseph Goins (14:39)

I know.

Dr. Bill Daggett (14:39)

kids who went. Now take

Dr. Joseph Goins (14:40)

That's correct.

Dr. Bill Daggett (14:40)

that those figures and take the ones who did graduate.

Forty one percent of them are now working in a job that didn't require a day of higher education.

we took our eye off the ball. Redefine ready. ready it doesn't mean that it yeah. Doesn't mean the next grade,

Dr. Joseph Goins (14:52)

That's correct. and by the way, that that

Dr. Bill Daggett (14:57)

next test, next level of education. It means life. It means the workplace.

Dr. Joseph Goins (15:02)

Yeah.

you and I use some of the same statistics and I talk about that free and reduced lunch stat on college completion and you know I tell people that's probably our greatest equity challenge. Like if you really want to give students that are underrepresented an equal path in life, they have to have opportunities. And if we don't create these career pathways for that population, then they're just

constantly getting left behind. And I really talk about that a lot because it's like I keep pass a law that says you have a skill in in airplane mechanics. You have to actually

Dr. Bill Daggett (15:37)

Yeah.

Dr. Joseph Goins (15:38)

have the skill to do the job.

Dr. Bill Daggett (15:40)

Yeah.

Dr. Joseph Goins (15:40)

you know, to your point about skills. I I mean one question I have for you Bill is you know obviously we're talking about redesigning readiness. So how do schools start to think about this? I mean what is a path for schools? You know, if you if you were running a school today

And we're talking to education leaders that hopefully stumble across our talk here. And like, how do they do it? what's our journey for?

Dr. Bill Daggett (16:02)

Yeah. the the schools who are watching that appear to be kind of the North Star is setting the pace. step number one is remember culture trumps strategy. And so you've got to have

a deep awareness program of how fundamentally the workplace is changing and society is changing. When I do that, Joseph, I always begin by asking, How many have a son or daughter as a pre teen, teen or in their early twenties?

And then when they raise their hands, they said, How many of you would like to have your child become independent sometime in the next decade? Okay.

Dr. Joseph Goins (16:33)

Right.

Dr. Bill Daggett (16:34)

And then I said, Well, let's look at what they have to do then. So you create the culture. And then when you get the educators and they hear that story, our experience is about a third of them jump up and say, Let's do something about this. Another third say, maybe, but.

And now we get the test, we got, you know, lots of issues. And another third basically, they don't say it, but they act it out. Don't mess with my laminated lesson plant.

Our advice is start with the top third. Do awareness. Start with the third that's willing. They'll figure it out. And what they'll figure out is the issue isn't curriculum as much as it is instructional practices and instructional design. Show them, and we have videos of this, show them the classrooms, what they look like that are really doing it. And what we find is that top third within the first school year make really substantive change.

The kids become more engaged. They actually, once they learn how to apply the knowledge, you are a math teacher, teach me how to apply math, and I'm going to do well and remember math. If I just have to memorize the formula, I won't remember a year from now. And so

Dr. Joseph Goins (17:39)

That is correct.

Dr. Bill Daggett (17:40)

what we find is about into the second year, that middle third come aboard.

Because they're not

Dr. Joseph Goins (17:45)

Yeah.

Dr. Bill Daggett (17:45)

negative people, they just can't visualize it. And then you've got the majority of your staff.

That's the scenario we see happening all across the country in the pace setting school districts.

Dr. Joseph Goins (17:57)

yeah, I always say, 'cause I've used your analogy, a third will change the world for ya. that middle third is gonna wait and see. and then they're gonna go with where they think the success is, right? And once you got two thirds then you can go after the bottom, right? You've got the majority. You know,

Dr. Bill Daggett (18:11)

Yep. Exactly. Yep.

Dr. Joseph Goins (18:14)

and you can start thinking about it, right?

Yeah, I mean that's something we we think about too. Like as how and I I'm a big fan of exposure. I think a lot of learners don't have enough exposure. And I think we limit exposure in I mean today we still have this weird track. Academic stands over here, career tech stands over here. The two are gonna meet some point in life. And I'm a big believer that those ideas need to meet early, often, as many times as we can.

And I I think too often we think they're separate ideas. You know, that career tech and academic, they need to remain pure, would be a good example.

Dr. Bill Daggett (18:52)

Yeah.

Dr. Joseph Goins (18:52)

so how do you mesh those ideas together in that general academic environment to have a bigger impact too? I think is a challenge for schools. I don't know if that's

Dr. Bill Daggett (19:01)

Yep.

Dr. Joseph Goins (19:01)

what you're seeing too, Bill.

Dr. Bill Daggett (19:02)

Yeah. Absolutely, Joseph. And and you got success models you can point people to. and that's a good thing. I think the work that you have done and your colleagues is you're lighting the path for a lot of people. it's been hard work for you, but those districts you have worked with, they look different. Their kids are doing better, and we desperately needed that because again.

Most educators liked school when they were a kid. So they went to college to major in school.

Dr. Joseph Goins (19:27)

Yeah.

Dr. Bill Daggett (19:28)

So when they graduate from college, could return to school

Dr. Joseph Goins (19:30)

Makes it.

Dr. Bill Daggett (19:31)

to do to others would have been done to them. And

Dr. Joseph Goins (19:34)

Yep.

Dr. Bill Daggett (19:35)

who do they work with? People look and think the same way. They're stuck in a paradigm. Your work breaks that paradigm for them. And they can see beyond the the existing paradigm. Because if that's that third part, you know, yes, awareness.

Two get the third that wanna do it, but then you gotta show what's it look like in seeing

Dr. Joseph Goins (19:54)

Right.

Dr. Bill Daggett (19:54)

is believing.

Dr. Joseph Goins (19:55)

Yeah. I did a presentation for a superintendent that was a friend of mine and Bill knows this model. we redesigned math as a company. And one of the things we did is we wanted to make math relevant and so we put careers inside of math. And I mean, Bill, you know this. What's the number one question kids ask when they're learning something?

Dr. Bill Daggett (20:13)

Where am I ever gonna use this?

Dr. Joseph Goins (20:15)

When and why do I ever have to use this? So in our redesign we thought hey,

Let's tackle this. And I remember doing this presentation for a superintendent friend of mine that I really respect. And as soon as I was done, I called her afterward and I said, What'd you think? And she said, Hey, you your curriculum's perfect for my career tech kids. and I remember I said, Do you mind if I hold up a mirror and just bounce your words back to you and have you reflect on them? And she said, Sure. And I said, Why is it not good for all kids?

Doesn't math need to be relevant for all kids? We've been stuck in that, as you said, laminated lesson plans. and I asked that superintendent, I said, Well, how's it been working out for you? And she said, Well, my test scores have been going down for 10 years. And I said, Well, I know the definition of insanity.

Dr. Bill Daggett (20:57)

Ha ha ha.

Dr. Joseph Goins (20:59)

even your academic kids need this model. But we again that separation, and I do believe we're seeing the change.

from especially from those schools that are saying we have to change. I mean career connected learning is a pretty big topic right now, for most states, right? And I'll be curious to see your thoughts on this 'cause I love the fact you mentioned Ray. I'm halfway through his book. Make sure you tell Ray I'm halfway through his book.

Dr. Bill Daggett (21:23)

Okay.

Dr. Joseph Goins (21:25)

but he's got a chapter in there talking about the educators need to be working with business and industry.

I'm curious to know your thoughts on that because I think for a lot of educators they probably haven't done that a lot and they're starting to realize the need to do that. I'm curious to know your thoughts on that.

Dr. Bill Daggett (21:41)

Yeah, exactly what you said. They they need to do that. And I'll give you an analogy of why I think it's important. You know, AI is something that a lot of educators have been really resistant to deal with. And my position always is look, just use it to help get your own nights and weekends back. have it help you do tasks.

and one of the reasons I do that, Joseph.

Is once they touch AI, like Chat GPT, for example, and they say, Wow, that can help me with lesson plans, that can help me write assessments, it can grade help me grade assessments, it can help me with the IEPs, they begin to see what it can do. They suddenly understand the power of it. Okay? But unless they step into the world of AI, they don't understand the power of AI. I think that's the same.

issue we have with business and industry today in our educators. They really don't understand how fundamentally that workplace has changed. And they need to begin to rub shoulders with the educators. They need to visit businesses to see, wow, this is this is the world my kids are going to have to function in. So I think the business education tie, and you found that with all your work.

is absolutely critical.

Dr. Joseph Goins (22:56)

Sure. Yeah.

you know, my I lived exactly the model you said, used some chat AI type functions, and I remember the first time I saw the power, we do a lot of research, And I remember I was doing a big research project we had six thousand student data surveys and things like that, which are it's not complicated work. It's incredibly time consuming though. I gotta code

All of this data. And I remember, I said, I wonder if AI can help. And I threw 6,000 data interactions on AI. And 30 minutes later, I had a coded Excel spreadsheet. Now I am doing the work of writing an analysis as opposed to coding. And I remember thinking, that was 40 hours of work. Gone. And and now it's done in 30 minutes. And now I'm doing the work that I think people want us to do, which is

Tell me what it means. I'm doing the interpretive work now. And I remember walking away from that going, yeah, this is here to stay. And so yeah, we use it in a lot of projects like that. Personally, I've seen the value of it and just the amount of work it can do. but I started the same way. I'm gonna start with some chat, some little bitty functions. And then I remember the first time I saw the power of it, I was like,

Wow, this is gonna fundamentally change how we do. And in fact, I was using some part-time help. I don't need the part-time help anymore. I mean, that's the consequence of it too, right? I didn't need the part

Dr. Bill Daggett (24:15)

Yeah. Well, yeah, sure sure is.

Dr. Joseph Goins (24:19)

Yeah, because I did not need people coding things for me on the side when AI can take complicated data sets and give me a nice pretty summary.

Dr. Bill Daggett (24:29)

you just described an example of where I talked about the forty four percent that were in jobs that could be automated with non physical, because coding is one of those forty four percent. But what it did

Dr. Joseph Goins (24:40)

Yeah. Right.

Dr. Bill Daggett (24:43)

do was create more data analytics on your side, a higher order scale.

Dr. Joseph Goins (24:48)

Well,

Dr. Bill Daggett (24:49)

And and it so it's not like it's just gonna eliminate jobs. It's just gonna make the workplace more sophisticated, like automation did in the twentieth century.

Dr. Joseph Goins (24:59)

Yeah, I mean I interpret it as I have the data now, what are we doing with the data? So my question isn't like how do I get the data, how do I organize it and we're all gonna sit around and talk about that. Now it's here's the data, what are we doing? Which is a totally

Dr. Bill Daggett (25:12)

Yeah.

Dr. Joseph Goins (25:12)

different question than when you can present that, right? 'Cause you're

moving now. I'm ready to move to action as opposed to spending two months analyzing things. Well, I don't know if you have any

Thoughts like final thoughts like for leaders, you know, as I think about it. Obviously Bill, you and I speak the same language. been following your work for years. and any final thoughts for some of the leaders that as we think about you know what can they I love your idea of the culture trump strategy. I think that's true.

I don't know if you have any thoughts, any direction or any final thoughts for some of these education leaders out there?

Dr. Bill Daggett (25:48)

Yeah, I'll go back to something I said kind of in the middle of this session. and you just referred to it. Start by creating a culture. share with staff fundamental examples of how the workplace in society is changing. Then again ask for that top third. And roll up your sleeve, change your professional development model from trying to just focus on the bottom third.

The focusing on the top third as you change agents. They'll find out that the issue is about instructional practices and instructional design pretty quickly. And then showcase those best practices, and that middle third will come along. That's my advice. And it's being proven district after district that we analyze the most rapidly improving schools in the country.

Dr. Joseph Goins (26:31)

Yeah. there's a report in Edweek that came out that said the more anxiety you have as a teacher, and it was specifically talking about math, it transfers to the students. So I also worry the anxiety with the change in public education, and how do we also come alongside of educators and say, Hey, change, this happened before in public education, we've seen these big shifts.

And I don't know if you agree with me, but I think we're on a big fundamental shift in public education right now. Like how do we think about

Dr. Bill Daggett (27:00)

Yeah, I I do too.

Dr. Joseph Goins (27:02)

it differently? And it's gonna look different. And it's gonna look I mean, I've had three young men graduate college now, but I I think about like a middle school student right now. That world is gonna look so different

Dr. Bill Daggett (27:15)

Yeah.

Dr. Joseph Goins (27:16)

in ten years for them.

Dr. Bill Daggett (27:17)

yeah, last week I was in a North Carolina state chamber annual meeting and one of the business people stood up and said to the educators that were there, they had invited them to bring educators to this thing. And they said, the eight year olds in your schools are my future workers.

Do you think they're really ready for this world? And the room went silent.

Dr. Joseph Goins (27:37)

Yeah. I'm so glad we started this with a nation at risk, because I think the timeline on that, if I remember it was like, Hey, what are we doing in the next ten, twenty years to fix public education? I'm not sure you can think like that right now. I'm not sure ten year path is going to be viable. I think you're right. that eighth grader is gonna be using AI a lot and it's gonna look really different and

Dr. Bill Daggett (27:58)

Yeah.

Dr. Joseph Goins (27:58)

well Bill, I mean I don't know if you want people to reach out to you, but anything you want people to go look you up or your work?

Dr. Bill Daggett (28:05)

it's easy to Google me. it's Bill at bdagget dot com.

let me close by just saying to you, Joseph, thanks for what you and your colleagues are doing. you are really, as I said earlier, lighting the path for a school district. So thank you.

Dr. Joseph Goins (28:20)

Well, and I appreciate it, Bill. And I have to say I stood on the giants of people like you early on in my teaching career. you know, back then when I was doing it, everybody thought I was crazy and now there's a framework for it and now it's evolved here. So I really appreciate the opportunity and hopefully the listeners get a lot out of this and I appreciate it, Bill. And hope you have a terrific day and I'm sure we'll be in touch in the future. Thanks,

Dr. Bill Daggett (28:45)

Thank you.