

WHOLE

WHAT TEACHERS **NEED**
TO HELP STUDENTS THRIVE

HEALTHY
HAPPY!

PURPOSEFUL

SECURE



REX MILLER

BILL LATHAM • KEVIN BAIRD • MICHELLE KINDER

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Praise for **WHOLE**

Many people talk about teacher burnout, but few have taken the time to really understand the problem and propose solutions. Rex and his team have. Highly recommended.

—**Tony Wagner**, best-selling author of *The Global Achievement Gap* and *Creating Innovators*

Growing up poor in Hell's Kitchen, New York, with a single mother who immigrated to the US at a young age, education was both critical and challenging. I knew it would be the most important factor in my ability to succeed in life. As the Chief Education Evangelist at Google, or any of the other organizations I am involved with, my mission is to give the millions of students who are growing up under similar conditions the opportunity to succeed. *WHOLE* is a bold book that successfully takes on the challenge students are facing today. It provides a roadmap for administrators and teachers to bolster teacher well-being and help students thrive.

—**Jaime Casap**, Chief Education Evangelist, Google

Too often technology becomes one more thing teachers must learn, which adds more work and stress. If applied properly, technology should instead reduce the load and free a teacher to engage more with each of their students in higher-quality interactions. I recommend reading *WHOLE* to think through ways to reduce teacher stress and improve their health and well-being. Less-stressed teachers are key to unlocking learning.

—**Michael B. Horn**, coauthor of *Choosing College* and *Blended* and cofounder of the Clayton Christensen Institute

In order to learn optimally, children need to feel safe and cared for. Teachers want to provide environments that give students what they need to thrive, but often find themselves so overworked and highly stressed, that they're unable to be the kinds of teachers they set out to be. *WHOLE* looks at the current challenges and obstacles our teachers and schools are facing, how they are impacting health, mental health, and the vitality for learning, and offers practical suggestions for bringing wholeness into our schools.

—**Tina Payne Bryson**, PhD, LCSW, co-author of *The Whole-Brain Child*, *No-Drama Discipline*, *The Yes Brain*, and *The Power of Showing Up*

Finally a book on conscious schools!! Schools have become places that demand our children to conform and perform. *WHOLE* does a wonderful job of exposing how this pressure is shutting down students and raising the stress on teachers. Neither can perform under these conditions. The stories and research *WHOLE* shares of schools that have broken out of this cycle provide hope and a path forward for your school and your classroom.

—**Dr. Shefali Tsabary**, acclaimed speaker, clinical psychologist, and author of *The Awakened Family*

Nothing is more important to me as a Superintendent than graduating students who are healthy, happy, and well-prepared for life. However, I'm concerned over the trend we are seeing with the levels of stress and anxiety our students and teachers increasingly

experience. *WHOLE* has provided us with new insights into the problem and tools that have allowed us to launch a student-led, district-supported movement to reverse the trend. Every Superintendent and teacher needs to read *WHOLE*. It's the first book for educators to comprehensively tackle the mental health crisis we face and provide effective strategies and tools to make our schools safe havens for learning.

—**David Tebo**, Superintendent, Hamilton Community Schools, Hamilton, Michigan

Traditional education prioritizes the transfer of information by teachers and the passive consumption of that information by students. It is grounded in uniformity and compliance. Yet, what students need to be successful in a rapidly changing world is creativity, curiosity, and adaptability. Our educational system is out of step with the needs of today's students. Schools are producing students who are dependent, passive, and disengaged. The lack of engagement, personalization, and human connection in many classrooms has negative impacts on both teachers and students. *WHOLE* examines how we are harming the mental and physical health of teachers and students with our current approach to education. *WHOLE* is a fascinating book that explores neuroscience, wellness, and the work-life balance to shine a light on what is possible in education if we are willing to question the status quo.

—**Catlin Tucker**, Google Certified Innovator, best-selling author, international trainer, and keynote speaker

Once again Rex Miller has nudged and jolted us into understanding the complexities of teaching and health. Mixing stories with brain research and new understandings of how our bodies respond to stress, Rex offers insights and recommendations that will help teachers as they pursue their passion. Most importantly, as those teachers walk alongside their students, they will flourish together.

—**Jonathan Eckert**, Professor of Education, Baylor University, and author of *Leading Together: Teachers and Administrators Improving Student Outcomes*

WHOLE artfully weaves together the science of the brain and nervous system, brave and inspiring stories from outliers, and plain old mindful common sense. The resulting “whole cloth” shows how better care for teachers is the most cost-effective strategy for improving their well-being and the health of our schools, resulting in healthier, happier, and better-educated children. This book is an infectious plea to restore passion and love in our schools, from authors whose own passion and love shine through.

—**James Gimian**, Executive Director, Foundation for a Mindful Society

WHOLE recognizes and acknowledges the soulful (full of soul) work done by those who answer the call to teach. The unfortunate reality for many such people is that teaching as a profession is at odds with teaching as a calling. *WHOLE* honors, respects, and shows how to reunite the profession with the calling. If you're interested in the topic of education, and we all should be, this book serves as a beacon of hope, that taking care of our teachers is a critical part of taking care of our children and therefore taking care of our future.

—**Andy Smallman**, Founding Director, Puget Sound Community School

Incorporating up-to-date scientific findings on stress, neuroscience, neuroimaging, and brain functioning, Rex Miller has launched an innovative path for schoolteachers and administrators to make a difference in students' lives. Written with a creative spirit and sharp analytical thinking, *WHOLE* offers educators a path for hope, optimism, and rejuvenation for the stress-ridden classroom setting.

—**Dr. Jay Faber**, Amen Clinic

School districts across the country are caught between improving academic outcomes and meeting the higher social and emotional needs of students. District 59 has been a pioneer in adopting social and emotional health (SEH) as an integrated part of learning. *WHOLE* is the first manual to capture these new social and emotional realities. *WHOLE* provides a science-based roadmap for us and others to continue meeting the growing needs of our students and community.

—**Art Fessler**, Ed.D, Superintendent, Community Consolidated School District 59,
Elk Grove Village, CA

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FIRST EDITION

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To Mrs. Stavoe, my first grade teacher; Mr. Roubidoux, my eighth grade teacher; Professor Clifford Christians; and my mom. These were the four guiding lights and inspirations throughout my education. It is because of them I maintain the belief we can and must do our very best to give every child a similar love for learning, throughout life.

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FOREWORD

Many books have been written about how and why the industrial model of education fell out of step with the times. These books explain why education now kills creativity and creates growing inequities in the system. But *WHOLE* is the first book to examine the psychological damage to teachers and students in a system that no longer reflects society's demands upon it. And teachers are caught in the middle. On the one hand, they are expected to achieve higher standardized test scores. At the same time, they must also work with kids who are emotionally not ready to learn.

Yet, many school leaders just hope teachers and students will just somehow grit it through, that teachers will just figure out how to get kids to grade. That is a recipe for teacher burnout; it will assure more students get left behind. Schools that remain there will not achieve the excellence they can and must deliver if America's schools meet the realities of the twenty-first century.

The University of North Texas Dallas was specifically designed to address those new realities. More than 80% of the students we serve are classified as low-income. But the challenges are deeper than economic. Most are students of color, living in vulnerable neighborhoods, and characterized as under-resourced. Many are learning English as a second language. Children who live in these communities *experience some of the most turbulent, volatile, and traumatic experiences in life.*

That's why schools are becoming the new field hospitals—think M*A*S*H—in America. What kind of services and training and support would people need to work in a field hospital? Because *WHOLE* digs deep into that question, it gives us a field manual on how to prepare teachers for those conditions. This book tells us how to develop resilient teachers with a new sense of mission.

I was able to participate in the unique process that produced *WHOLE*. And I believe we all built a bridge enabling your school and community to lift the health and happiness of teachers and students. I believe we live in a golden moment; we *can* shift the social narrative and priorities.

But doing so means that schools need to re-mobilize around making sure the collective central nervous system of the team of adults in the building is being cared for. After all, these are human beings! They have brains and bodies. Our society must rise to preserve and protect the collective well-being of the humans charged with such a high calling. We must attend to them with urgency, genuine concern, and excellence of care for the *WHOLE* person.

Our future requires that.

—Dr. John Gasko,
Special Advisor to the President of UNT Dallas,
Dallas

FOREWORD

Whatever good things we build end up building us.

—Jim Rohn

Most of us know the pace of technological, social, and cultural change steamrolls many school districts and classrooms. But, you may not know teaching has become the fourth most stressful occupation in America. *WHOLE* captures the story of a revolution in education as schools respond to these new realities. Bottom line: We must take care of the whole teacher: body, mind, and soul in order to engage the whole student. That requires the courage to reimagine roles, skills, support, and new environments that will adapt to increasing demands.

Teaching is tough. Today, more than ever, educators must prepare learners for jobs and technologies that don't yet exist. The speed of change requires teachers to train students for a society that has not even arrived yet. That means educators must have spaces that are flexible, that can adapt to the tsunami racing

below the surface toward our shorelines. That means those in my business must design and build the innovative spaces that inspire every stakeholder in the

Every kid is one caring adult away from being a success story.

—Josh Shipp

learning process—teachers, students, administrators, parents, legislators, and every member of the larger community.

The magic of learning requires meaningful connections between students and adults who care. But too many of today's parents are absent or overwhelmed. While we must try to reach and support them, we must also locate, train, and equip teachers who can step into that gap *now*. Shipp is right; one caring adult can make the difference between failure

and success. We all know that; you and I can name the teacher who made that difference for us.

That's what makes the *WHOLE* story so exciting. The book provides examples of teachers and schools that dared to break out of out-

The greatest wealth is health.

—*Virgil*

dated mindsets. But, the reader will also see the critical importance of the right type, size, and quality of learning space. As

Rex Miller told us in a previous book, *Change Your Space: Change Your Culture*, designed space carries the power to build a culture that equips students to move competently and confidently into the rapidly approaching future. Welcoming spaces, open areas for relationship building, vibrant colors, and natural light are some of the elements that cultivate a trusting environment and a positive school atmosphere.

Finally, this book addresses the holistic experience for all users. Designers are focusing more intentionally on the design of school spaces and schedules. For example, we know that casual interaction and cross-disciplinary activities improve the learning experience for everyone. Designs that provide designated spaces for reflection and relaxation, loud group activities, and individual quiet work, as well as brain breaks and movement, can alleviate increasing demands and stress levels.

Throughout my career with DLR Group, I've had the pleasure of meeting educators from around the world. I'm constantly in awe of their passion for nurturing young minds and for their devotion to the profession. *WHOLE* helps the design world to visualize how we can better support those educators, and those they teach, with space that allows the human spirit to soar!

—Jim French,
DLR Group Senior Principal,
Kansas

ACKNOWLEDGMENTS

WHOLE grew out of a cohort of educators and experts who were not ready to go home after finishing our earlier book, *Humanizing the Education Machine*.

Bill Latham was the catalyst for that book. He came to me because I had developed a process that resolved complex problems in large capital projects and corporate cultures. Bill and his team at MeTEOR Education persuaded me to use our MindShift process to help them in their quest to re-humanize the classroom. That book became the spark for change we all hoped it might be.

At our final gathering, we toasted one another, sang “So Long, Farewell,” hugged, and went back to our respective fields in education, architecture, psychology, and various places in the corporate world. But, MeTEOR and the educators who came together continued their crusade. They operated much like a reserve army. They continued to meet, stay in shape, study new literature, share activities, stories, experiences, and new research on a virtual project site created for the Humanize project.

Although I didn’t stay very active on the site, one day I posted some questions, “What if the problem isn’t disengagement? What if it’s deeper? What if fatigue and burnout look like disengagement?” A loud and emotional “YES!” quickly rippled through our network. Stories poured out; teachers told why they quit. Not because they didn’t care, but they were worn out. Depleted. Running on empty.

Bill suggested we dig deeper. He brought Kevin Baird into our conversation. As the co-founder of the Global Center for College & Career Readiness and with his seminal work inside the education policy world, he understood the nature and scale of the new challenge. Kevin signed on as co-author; he also bridged our research to the complexity of a national conversation.

When Michelle Kinder served as the Executive Director for the Momentous Institute, she walked me through their work in Social and Emotional Health (SEH). That work became a compass for our new *WHOLE* work. I knew we needed her help, her resources, and her ability to communicate a still emerging mindset to educators and the public.

Our team was complete. Bill provided the passion and belief in the cause. Kevin brought his strategic overview of the stakeholders. Michelle understood the toll on teachers. And I was the war correspondent, doing my best to make the “fog of war” understandable for the folks back home.

We also had help. A lot of help. More than 120 educators, experts, parents, students, and leaders rallied to the cause; they engaged the good fight. Although we list our most active participants in Appendix A, I must thank those who made key contributions.

Thank You, Underwriters

Leaders win through logistics. Vision, sure. Strategy, yes. But when you go to war, you need to have both toilet paper and bullets at the right place at the right time. In other words, you must win through superior logistics.

—Tom Peters – Rule #3: Leadership Is Confusing As Hell,
Fast Company, March 2001

We held four summits in four cities over fifteen months. We visited dozens of schools, working with more than 200 people. We chased the stories, gained backstage access, and arranged food, transportation, and technology. We recorded the events, studied the research, and pulled clear signals from the noise.

None of that could have happened without the support, the networks, and the guidance of MeTEOR Education, the DLR Group, Carroll Daniel Construction, Paragon Furniture, Interior Concepts, the Mein Company, Tarkett, and In2 Architecture.

Each firm is a leader in the K-12 market. I want to extend a personal thank you to Jim French, Brian Daniel, Mark Hubbard, Remco Bergsma, Russ Nagel, Jonathan Stanley, and Irene Nigaglioni. Their willingness to support and assign some of their best talent to our work, share

research, and open doors paved the way for many warm and welcoming site visits and interviews. Instead of coming in as strangers, we were received as friends of the family.

Thank You, Summit Hosts

I thank Matt Wunder, the CEO and one of the founders of DaVinci School in Los Angeles, and Carla Levenson, their Director of External Relations, for hosting our California summit. DaVinci is a distinctive ecosystem of five free public charter schools, serving 108 zip codes. They also coordinated our tour to RISE, an exceptional high school serving about 200 homeless students in South Central Los Angeles. DaVinci School provides an extraordinary model for innovative twenty-first-century learning—within the urban struggles faced by many students and their families. I get inspired each time I visit and hear the new stories of kids thriving. Matt represents the school administrator of the future. His entrepreneurial approach designed a solution fit for the school's demographic. To do that forced him to build a public-private partnership of support inside a traditional urban public school district and continue to walk the line between the competing agendas from all sides.

Matthew Haworth, the Chairman of Haworth, headquartered in Holland, Michigan, has been a friend for several decades. I reached out to Matthew when I read the story of Holland in James and Debra Fallovs' book, *Our Towns*. I described our mission and desire to dig deeper into Holland's education and community story. He immediately offered to host our summit at their beautiful and inspiring headquarters. Matthew also made personal calls, opening doors to community and school leaders for us.

I also thank Dan Beerens, another longtime friend and a nationally recognized educator, who also lives in Holland. Dan served as our tour guide for the five schools, giving us the advantage of being accompanied by someone who knew everyone we met.

Dr. John Gasko hosted our final summit at the University of North Texas in Dallas. He took us deep into social emotional literacy. We learned how to process emotional and polarizing topics with the help of students from Cry Havoc Theater, led by Mara Richards Bim.

Will Richey, founder of Journeyman INK, introduced us to his tribe of artists, and ushered us into their world of transforming students who carry deep and painful wounds. Will took us into his Deep Ellum neighborhood in Dallas for a stirring evening at DaVerse Lounge. Dr. Jay Faber, a psychiatrist who specializes in neuroimaging, walked us through brain images ranging from healthy, to ADHD, to chronic stress, to the damage of trauma. We learned why the practices of social and emotional health restore much of this damage.

Thank You, Specialists

Good editors are like magicians. They bring the writer's intent to life. Ed Chinn is more than a good editor. He traveled to our summits, met and interviewed the participants, and joined the process. *WHOLE* was his fourth MindShift book project. When he received my manuscript, it was like a crisp handoff from a quarterback to a seasoned running back who knew the play and found the end zone. His experience and our relationship go beyond editing to collaborating. While I was in the weeds of writing, he often helped me see a clearer path or sharper angle.

Michael Lagocki, the illustrator for the book, designed the cover (his first for a MindShift book) and a companion comic book. He is more than an artist; he choreographs our summits. I build the theme and establish the goal, but Michael designs and manages the flow and rhythm. One of the main reasons our summits attract distinguished thought leaders is they have never experienced an event like what Michael designs. Many have told me they've never participated in enterprises that challenged, informed, inspired, and produced the level of collaborative work like MindShift. Thank you, Michael.

Richard Narramore has served as my Senior Editor at Wiley for four books. He has also coached me with great skill and finesse through each project. When I presented *WHOLE*, he validated our topic but felt it would be better stewarded in another division of Wiley. He generously introduced us to his counterpart at Jossey-Bass. Thank you, Richard, for your endorsement and preparation for this project.

Marilyn Dennison, a crucial part of the DLR Group team and a former assistant school superintendent, became an invaluable guide for

our team. She helped us to better understand the needs of students and teachers. Marilyn also explained how her team leads a school district outside its comfort zone and into transformation.

Dr. Lynn Frickey has been one of our strongest supporters. Her career work with high-risk students helped us appreciate the very human side of our work. But, she also brought the academic rigor we needed to collaborate with educators.

There would be no *WHOLE* without Irene Nigaglioni, Chelsea Poulin, Ed Chinn, and Lisa Miller. As a team, they created a book cover using the Japanese art form of Kintsugi to convey the beauty of broken lives finding wholeness through education.

I invited Joe Tankersley, a longtime colleague, futurist, former Disney Imagineer, and master of storytelling to join our Holland summit. Joe went far beyond his workshop. He helped three students from Hamilton High School and their superintendent with the work and helped me integrate that work into the book.

Those three Holland High students—Colin, Haleigh, and Luke—developed a project and provided the material for one of our most important chapters, *Having the Stress Conversation in Your School*. Their superintendent, Dave Tebo, agreed to loan them to our project. He also secured approval to let them design the project for credit toward graduation. After learning the basics of designing and conducting surveys, they administered the survey, synthesized the data, and delivered the story of an American high school.

Chris Irwin, a former ISD Superintendent (and now part of Carroll Daniel's team supporting schools), received the call that administrators fear, an active shooter inside the school. He told me the timeline of events as if it happened the day before. His account was riveting and disturbing. Chris gave me a new appreciation for the ability of administrators to calmly navigate through chaos and later through the healing process. The next day I watched Chris and Brian Daniel guide a school's leadership through how to prepare for the worst.

I called Ron Burkhardt, the Managing Director of Newmark Knight, a commercial real estate brokerage, before our Los Angeles summit. I asked if he could produce a historical analysis of South Los Angeles to provide us a better understanding of the shifting demographics and the gentrification of the area. When he heard we were visiting RISE and

researching the stressful condition of teachers and students, Ron asked his team to give us the reports they would produce for a potential client moving to the area. The excellence and detail of the report blew us away. Thank you, Ron.

I want to express my deep gratitude to my wife Lisa and our now-grown children. Lisa helped me sift through research on childhood development. She also took part in each of the summits. Our family became a laboratory for exploring new topics. They allowed me to share their school sagas. While they sometimes rolled their eyes when I described what I was doing, they support the mission. Thank you, Lisa, Michelle, Nathan, and Tyler.

The sheer expanse of the project—we left another big book on the editing floor—means I've almost certainly missed some people I should thank. I'm sorry.

This is the first book to tackle the vast terrain of mental health and well-being in education. I hope *WHOLE* becomes the catalyst for bringing more happiness and resilience to teachers and students and helps schools enter the twenty-first century. We are all stakeholders in that magnificent challenge. And those stakes are very high for every student, teacher, family, and neighborhood across the nation.

ABOUT THE AUTHORS

Rex Miller is a six-time Wiley author. *The Commercial Real Estate Revolution* and *Change Your Space, Change Your Culture* and *The Healthy Workplace Nudge* have won international awards for ground-breaking innovation. His book, *Humanizing the Education Machine*, has become a catalyst for rethinking education as a uniquely human and relational experience.

He is a respected futurist, frequent keynote speaker, and an elite leadership coach. His MindShift process applies a unique crowdsourced approach to tackling complex leadership challenges. Miller was named a Texas A&M Professional Fellow for his work combining leadership and scholarship to innovation. When organizations and industries are stuck, the MindShift approach to “wicked” problems has found breakthroughs by creating a uniquely human touch.

MindShift also guides organizations through the difficult change process of improving the project, team, and organizational culture. Recent clients include Google, Disney, Microsoft, GoDaddy, Intel, FAA, Delos, Haworth, Turner Construction, Balfour Beatty Construction, DPR Construction, MWH Constructors, MD Anderson Hospital, Universal Health Systems, Oregon Health Science University, University of Illinois, Texas A&M, University of Denver, and many others.

Miller is also a USPTA certified tennis professional, a member of the National Speaker’s Association, and actively mentors young leaders. He believes leaders come from anywhere in an organization or community and hopes his work helps empower hidden leaders to step up and step forward to create positive change. He can be reached at www.rexmiller.com and on LinkedIn at [linkedin.com/in/rexmiller](https://www.linkedin.com/in/rexmiller)

Bill Latham is a leader in a movement to design and implement High Impact Learning Environments in schools. He is a co-author

of *Humanizing the Education Machine*, the *Thinking Guide for Educators*, MeTEOR Connect Courseware for High Impact Learning Environments, and *Cognitive Demand and High Impact Learning Environments*.

He is an Accredited Learning Environment Planner (ALEP) and today creates accreditation courses through the Association for Learning Environments for architects, educators, and consultants.

In October 2001, Latham acquired the assets of Contrax Furnishings with his business partner. Through his experience at Contrax, Latham was involved in some of the largest bond-funded school building initiatives in the United States. Those projects, funded by local communities and governmental programs, often had stated goals for school reforms which did not materialize.

Latham's observations of failed school reforms led him to create an approach now widely known as "Space Hacking"—the intentional use of disruptive school spaces to directly support the acceleration of high impact instruction and student inquiry. Latham contributed to an extension of the work of Dr. Karin Hess and Dr. Norman Webb in cognitive demand, creating a new model of immersive learning practice which leverages research-based learning environment design.

Latham spent his childhood moving from school to school as part of a military family. He earned a Bachelor of Science in Chemistry and later an MBA through the University of Florida. His early work at Clariant included the development of patents related to high purity alkoxy-trimethylsilane³ and branched phenylsiloxane fluids (US5847179A; EP0855418B1).

Latham lives in Central Florida with his wife and three children. He is active in martial arts with his children and competes at both the national and international level.

Kevin Baird is a noted leader in global College & Career Readiness and an expert in accelerated human development. He is one of the world's first researchers to measure learner engagement through content immersion and psychological safety using real-time neuroscience technology. As well, he is part of the world's largest study of student engagement and classroom self-efficacy.

Baird has contributed to the development of the most widely used reading and language acceleration programs; designed K-12 artificial

intelligence/predictive systems; and is the author of the National Implementation Pathway for College & Career Readiness. Kevin is also an Accredited Learning Environment Planner (ALEP). He reviews inquiry frameworks developed for high impact learning environments and consults on the development of new AI systems for classrooms.

Baird has trained administrators worldwide through his graduate-level College Career Readiness Black Belt Certification program, in partnership with the University of Southern California's Rossier School of Education. He is the co-creator of the ProSocial Paradigm for positive learning environments and is the principal designer of the Audible Learning Framework, Chairman & National Supervising Faculty of the non-profit Center for College & Career Readiness.

Outside of education, Baird is a patent-holding inventor in predictive analytics. He initiated the Huafeng partnership with the People's Republic of China, where his media has been viewed by a daily audience bigger than the Super Bowl.

Connecting classrooms with pragmatic, practical approaches which speed student learning is Baird's primary mission. He tweets regularly at [@KevinEBaird](https://twitter.com/KevinEBaird).

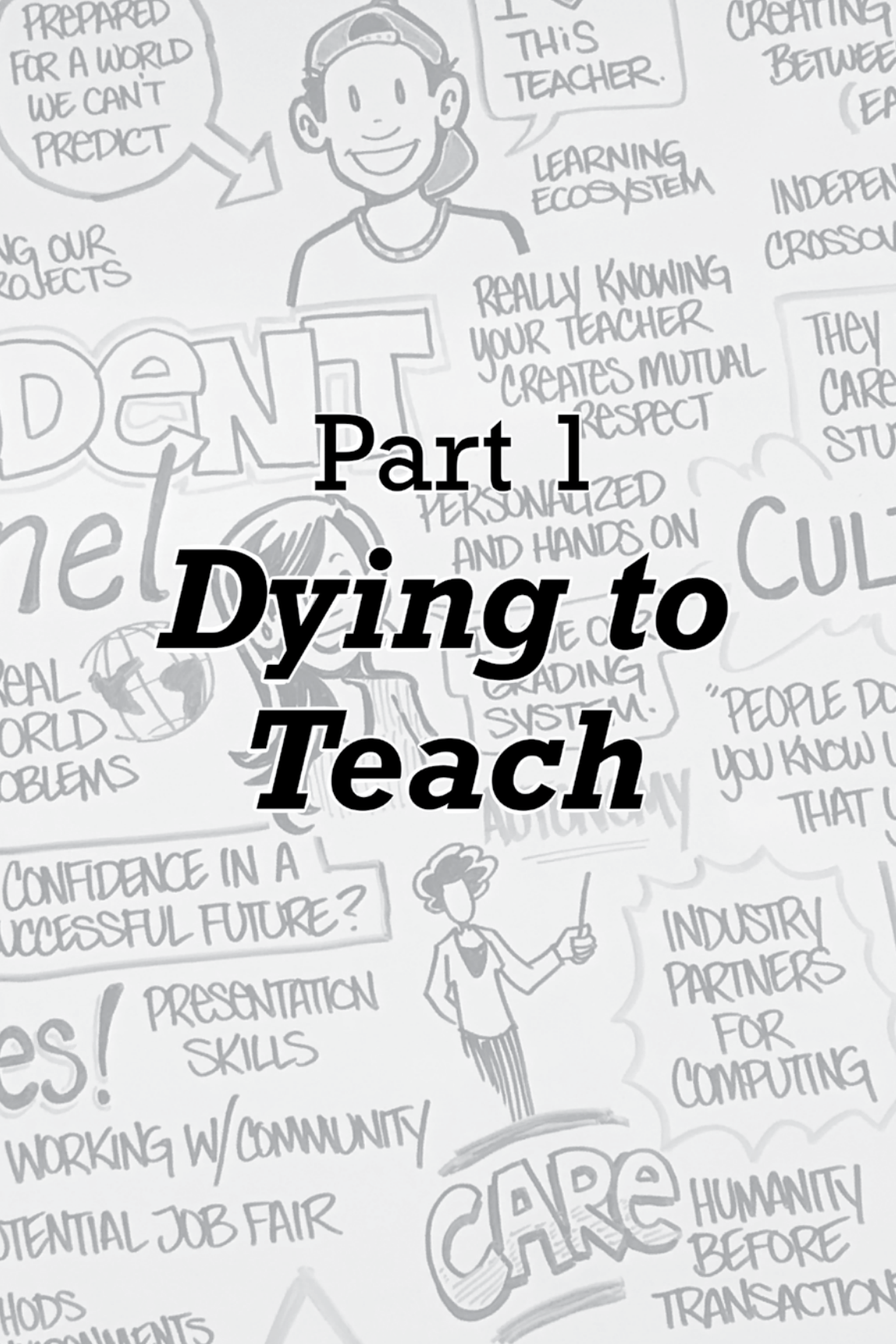
Baird holds an MBA in Global Management, Bachelor's degrees in Sociology and Anthropology, has served as a member of the Secretary's Circle of Phi Beta Kappa, is a Beinecke National Scholar and a Wing-spread Scholar, and supports global education efforts through EdLead: The Baird Fund for Education.

Michelle Kinder is a nationally recognized social emotional health expert. She is a keynote speaker, writer, and leadership coach and is the former Executive Director of the Momentous Institute. She has worked in executive leadership for over a decade, in children's mental health for more than two decades, and is a Licensed Professional Counselor. At Stagen Leadership Academy, she is the Director of the Social Change Leadership Programs. Michelle graduated from Baylor University with a Bachelor's degree in Theatre Arts and the University of Texas with a Master's degree in Educational Psychology.

Under Kinder's leadership, Momentous Institute was named one of the top 100 Best Workplaces for Women and one of the 50 Best Workplaces in Texas by *Fortune* magazine and Great Place to Work.

Kinder is a Public Voices Fellow and a Peer Coach with the OpEd Project and her articles have featured in more than a dozen publications, including *TIME*, the *Washington Post*, *Texas Tribune*, *Dallas Morning News*, *Mindful Magazine*, *Huffington Post*, and PBS' *Next Avenue*. In addition to her opinion pieces, Kinder is a published poet. She is a member of the Leadership Dallas Alumni Association and serves on a number of community boards and advisory councils. In 2015, Kinder was named CEO of the Year by CNM Connect. In 2018, she was recognized as one of the Faces of Hope by the Grant Haliburton Foundation and as Dallas-Fort Worth Teach for America's Honorary Alumni. Recently, Kinder was honored as Juliette Fowler's 2019 Visionary Woman and was selected by the Dallas Historical Society to receive an Award in Excellence in Education.

Kinder grew up in Guatemala and is fluent in Spanish. She lives in Dallas, Texas, with her husband, Patrick, and their two daughters, Maya and Sophia.



Part 1

Dying to Teach

PREPARED FOR A WORLD WE CAN'T PREDICT

THIS TEACHER.

CREATING BETWEEN (EA

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WORKING W/COMMUNITY

POTENTIAL JOB FAIR

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HUMANITY BEFORE TRANSACTION

HODS COMMENTS

