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Beyond the Bot, Powered by the Human Algorithm

Fall Summit

Day 1: 10-20-2026



Welcome



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Agenda



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Day 1

- ☐ Welcome, Connector, and Introductions
- ☐ Seeing the Landscape
- ☐ From Change to Readiness
- ☐ Our Starting Point
- ☐ Closing Reflection and Pulse Check
- ☐ Reception and Dinner



About BranchED

2025-2026 Year in Review



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YEAR IN REVIEW 2025-2026





Who We Are



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BranchED builds individual, institutional, and collective capacity to strengthen educator preparation and educational outcomes.



Norms of Engagement



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- ☐ Be Present in the Moment
- ☐ Be Vulnerable
- ☐ Be Bold
- ☐ Assume Positive Intent
- ☐ Honor the Collective
- ☐ Have FUN!



Your Commitment



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- Apply the learning during the summit
- Share updates on your progress after the summit
- Share the impact of your efforts
- Participate in two virtual Community of Practice meetings

Wisdom without
Application is
worthless!



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Some Ex...

SURPRISE

- ☐ ... of the Bands
- ☐ Math Superheroes
- ☐ Songs of the Summit: AI Edition
- ☐ Data News Network
- ☐ Remix Room
- ☐ ??????



IACET CEUs

International Association for Continuing Education and Training



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International Accrediting Body

- ☐ Indicator of accomplishment that can be shared with your networks
- ☐ Aligned to specific competencies
- ☐ Requires completion of a deliverable

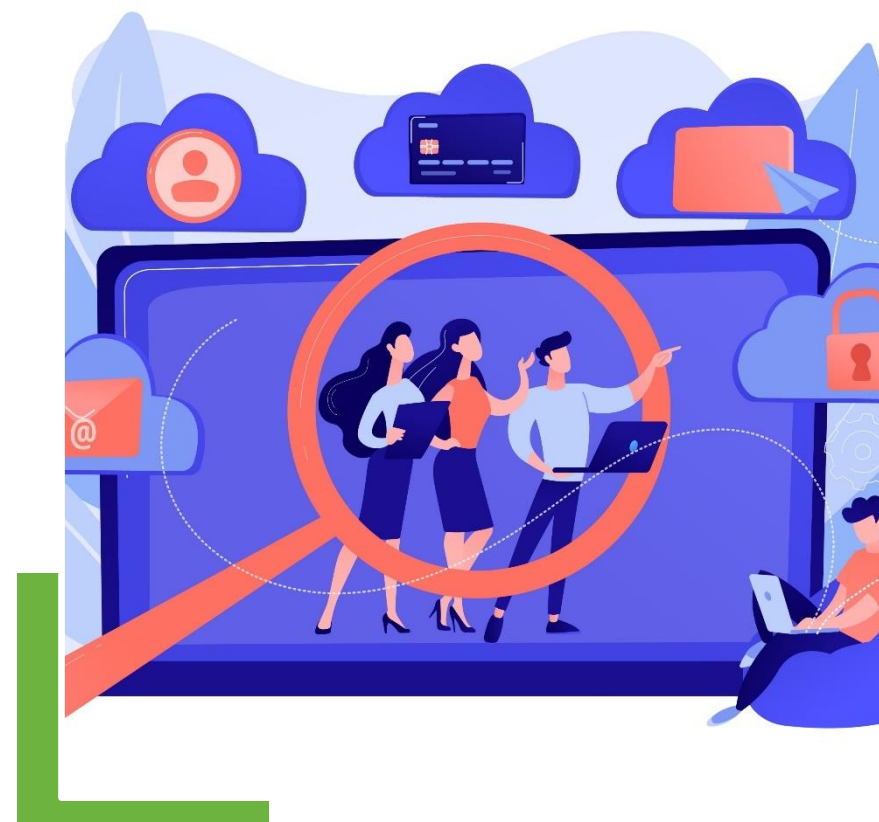


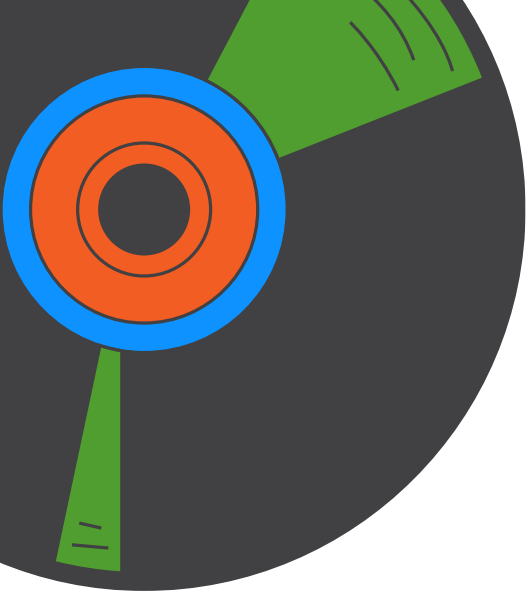
Materials and Resources

<https://educatorexcellence.org/2026-fall-summit-resources/>



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<https://bit.ly/3Vm0TIA>





Day 1: Seeing the Landscape



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Guiding Question

What is changing, what remains distinctly human, and what does readiness require?





Objectives



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Establish the learning community, surface the complexity of preparing educators in an AI-enabled world.



Develop a shared understanding of how AI is changing education, work, knowledge, and expectations for educators.



Translate emerging shifts into a shared conception of AI readiness and help participants interpret readiness at both the collective and individual levels.



Connector

Table Groups

1. Quick Introductions
2. Distribute Voting cards
3. Pose a Scenario
4. Vote
5. Discuss
6. Award the Card to the Player Who Made the Most Compelling Case
7. Repeat



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Share Out

- Table Introductions
- The Most Compelling Case Recipients





What is changing?



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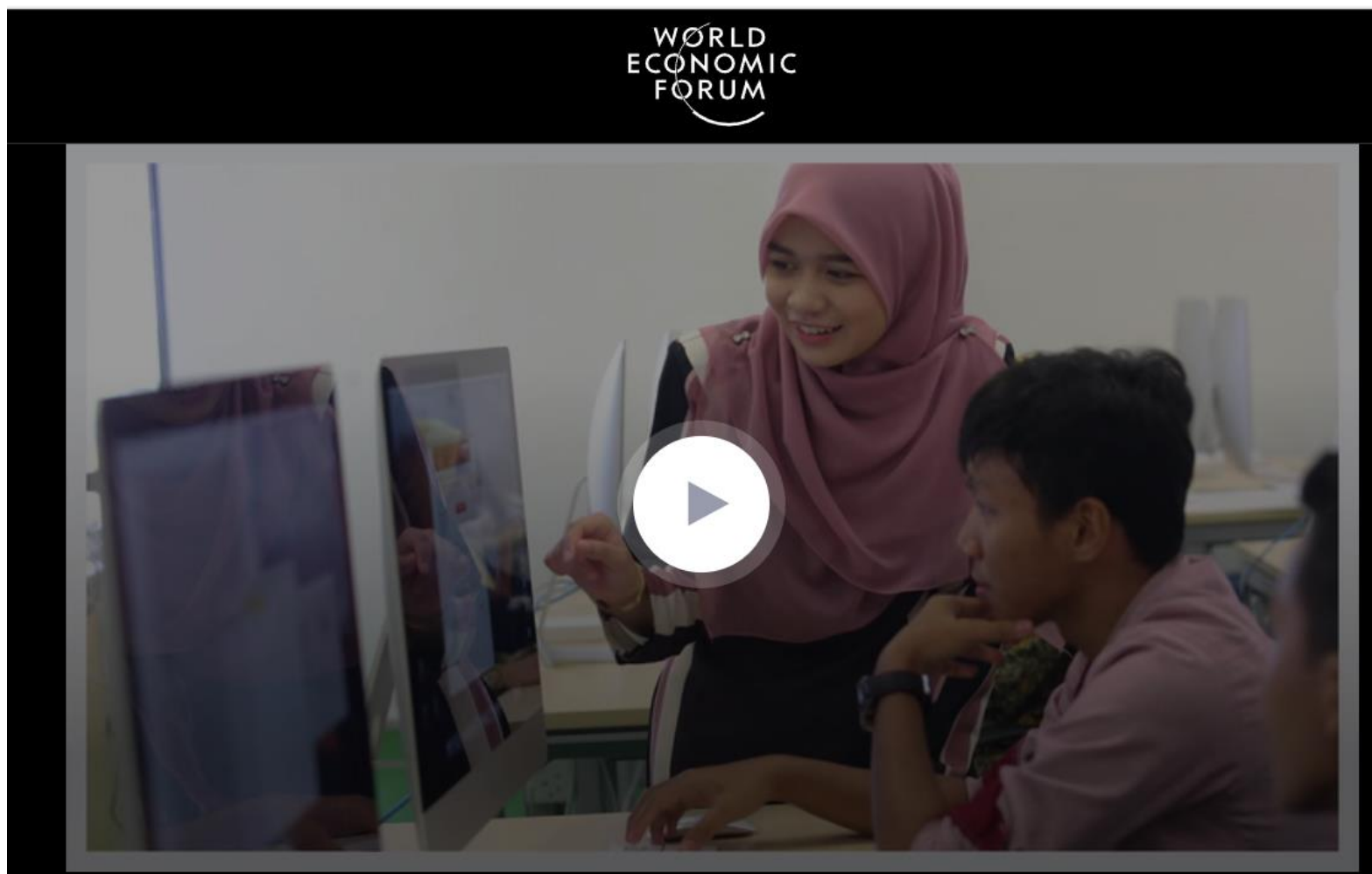




Table Talk

What did you hear or see that has implications for how we prepare teachers and how they prepare students?



Four Shifts in an AI-Enabled World

SAME FOUNDATIONS. A NEW EMPHASIS.

1



ACCESS → SENSEMAKING

From finding information to **judging, interpreting,** and **making meaning** from abundant information.



Key Implication for Educators

Help learners question, verify, connect, and make meaning.

2



PRODUCT → THINKING

From evaluating what was produced to understanding the **thinking**, learning, and decision-making behind it.



Key Implication for Educators

Attend to process, reasoning, explanation, revision, application, and transfer—not just the final product.

3



AUTOMATION → INTENTIONALITY

From asking “Can AI do this?” to deciding “What **should** AI do, what should humans do, and why?”



Key Implication for Educators

Make intentional design and judgment decisions about when and how to use AI.

4



TECHNOLOGY USE → HUMAN JUDGMENT

From preparing educators to use new technologies to preparing them to exercise sound **professional judgment** in an AI-enabled environment.



Key Implication for Educators

Develop AI fluency and strong professional judgment, ethical reasoning, and human-centered decision-making.



As AI becomes more capable, *what becomes more important—not less*—about being human and being an educator?

If these shifts are occurring, what do they mean for the knowledge, skills, dispositions, and practices educators need?



4 Corners

More / Less / Different / New



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- 1. MORE:** What should educator preparation expand?
- 2. LESS:** What should educator preparation reduce or stop?
- 3. DIFFERENT:** What should educator preparation redesign?
- 4. NEW:** What must educator preparation create?

Keep the focus on educator preparation, not proficiency with particular AI tools.



Corners Share Out

- ☐ **MORE**
- ☐ **LESS**
- ☐ **DIFFERENT**
- ☐ **NEW**



Break Time!



The BranchED AI Compass



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An Educator Readiness Framework for an AI-Enabled World

Why a compass?

- ☐ It does not prescribe a single route.
- ☐ It helps educators exercise responsible professional judgment in changing conditions.

AI COMPASS



Important Caveat



- ☐ The AI Compass is a readiness framework, not a policy framework.
- ☐ Policy sets boundaries and requirements.
- ☐ Professional judgment guides decisions within those boundaries.
- ☐ AI readiness develops the knowledge, skills, dispositions, and practices needed to exercise that judgment responsibly.

THE AI COMPASS

Educator Readiness Framework

for an AI-Enabled World

A HUMAN-CENTERED FRAMEWORK FOR THE FUTURE.

Defining the knowledge, skills, dispositions, and professional practices educators need to prepare learners to thrive in a world increasingly shaped by artificial intelligence.



1 HUMAN-CENTERED BELIEF

AI enhances what educators can do, but it does not replace what matters most. Human judgment, ethical decision-making, meaningful relationships, and learner success remain at the center of every practice.



2 ONE FRAMEWORK. MANY ROLES.

The same competency framework applies across educator roles—teacher candidates, practicing educators, educator preparation faculty, and school and district leaders. Companion resources provide differentiated proficiency indicators, examples, and evidence expectations.



3 INTERCONNECTED BY DESIGN

The seven domains are intentionally interconnected and mutually reinforcing. AI is not a separate instructional practice, but a context that influences professional judgment, instructional design, assessment, collaboration, and continuous improvement.



4 DEVELOPMENTAL, NOT EVALUATIVE

The framework supports continuous professional growth. Educators use the competencies to reflect on current practice, identify next steps, and build readiness over time.

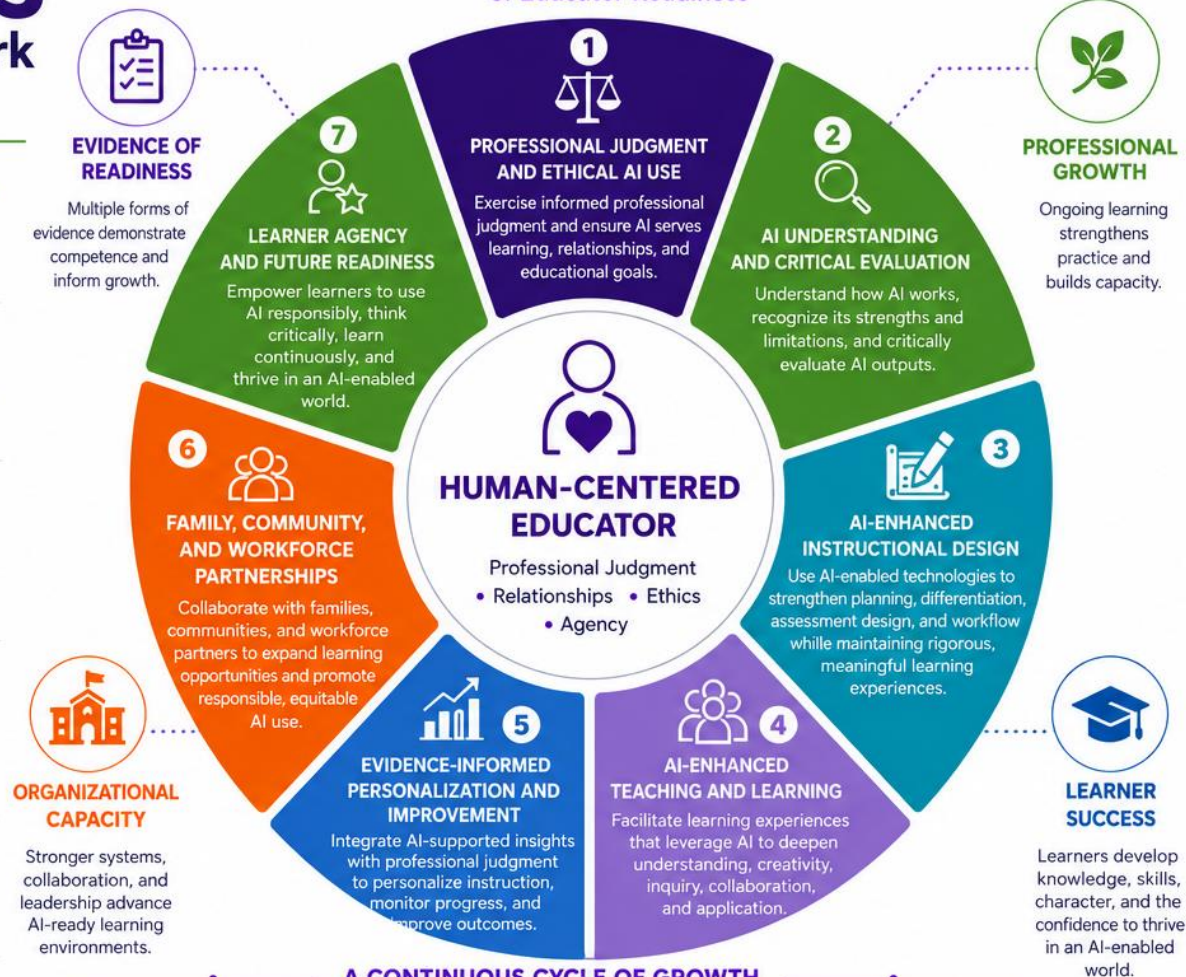


5 EVIDENCE OF READINESS

Each competency includes multiple ways to demonstrate learning and application, including artifacts, observations, reflections, learner outcomes, and other documentation of practice.

SEVEN INTERCONNECTED DOMAINS

of Educator Readiness



A CONTINUOUS CYCLE OF GROWTH



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Critical Distinction



AI Tool Proficiency

Knowing how to use a specific AI tool.

-  Refine
-  Use features
-  Edit
-  Generate
-  Prompt



AI Readiness

Being prepared to thoughtfully, ethically, and effectively integrate AI in ways that enhance teaching, learning, and programs.

-  **1. Professional Judgment and Ethical AI Use**
Use AI responsibly, ethically, and with professional discernment in P-12 and teacher preparation.
-  **2. AI Understanding and Critical Evaluation**
Understand how AI works, evaluate outputs, and recognize bias, limitations, and risk.
-  **3. AI-Enhanced Instructional Design**
Design standards-aligned learning experiences that leverage AI effectively.
-  **4. AI-Enhanced Teaching and Learning**
Facilitate learning with AI while supporting productive struggle, rigor, and academic integrity.
-  **5. Evidence-Informed Personalization and Improvement**
Use data and AI to personalize learning and continuously improve practice and programs.
-  **6. Family, Community, and Workforce Partnerships**
Collaborate across stakeholders to expand equitable and responsible AI readiness.
-  **7. Learner Agency and Future Readiness**
Prepare learners to think critically, create, and contribute in an AI-enabled world.



Exploring the AI Compass



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- What's there that you expected?
- What's there that you hadn't considered?

AI COMPASS



Our Starting Point



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A Snapshot of the Room

Before we move from the Compass to our own readiness, let's look at the collective picture we brought into the room.

This Is the Room: An Aggregate Snapshot of Readiness



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BranchED | AI Compass | Teacher Educator AI Readiness Snapshot | Educator Readiness for an AI-Enabled World

Aggregate responses from 26 of 27 expected participants (one outstanding). This is a collective view of reported perspectives, practices, and program conditions; individual responses are not reported.

WHO RESPONDED 26 responses; faculty, clinical, program coordination, and leadership roles represented (some roles overlap).	USE AI WEEKLY OR DAILY 21 of 26 weekly or daily; 4 monthly or less; 1 never	STANCE TOWARD AI 12 enthusiastic; 11 cautiously exploring; 1 skeptical but open; 1 seriously concerned; 1 still forming a view	A PATTERN TO NOTICE Domain 6 has the lowest program-opportunity average (1.81/5) and the most “least developed” selections (12).
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The Seven Domains	My own practice (avg 1–5)	TC learning opportunities in my program (avg 1–5)	Individual–Program Pattern	Named most urgent	Named least developed
Domain 1 — Professional Judgment and Ethical AI Use	3.71	2.23	Ahead	17	6
Domain 2 — AI Understanding and Critical Evaluation	3.52	2.15	Ahead	8	10
Domain 3 — AI-Enhanced Instructional Design	3.31	2.19	Ahead	7	4
Domain 4 — AI-Enhanced Teaching and Learning	3.25	2.08	Ahead	14	3
Domain 5 — Evidence-Informed Personalization and Improvement	3.46	2.12	Ahead	2	6
Domain 6 — Family, Community, and Workforce Partnership	3.04	1.81	Ahead	0	12
Domain 7 — Learner Agency and Future Readiness	3.37	2.00	Ahead	3	10

How to read the pattern: This is a descriptive comparison, not a score. “Ahead” indicates that individual confidence appears stronger than reported program-provided TC learning opportunities; “Aligned” indicates a similar overall pattern; “Behind” indicates that reported program-provided learning opportunities appear stronger than individual confidence.

In the past twelve months, this group has:

10 of 26 Changed/declined AI use over ethical concerns	22 of 26 Revised assignment or assessment	9 of 26 Taught how AI works	13 of 26 Discussed AI in clinical placements	21 of 26 Consulted AI policy or framework
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WHAT YOU HOPE FOR -More responsive planning, differentiation, and personalized support -Time reclaimed for feedback and relationships -Creative, iterative lesson and assessment design.	WHAT WORRIES YOU -Overreliance on AI at the expense of critical thinking and professional judgment -Misinformation and ethical use -Uneven faculty preparation, policies, and access.	WHAT YOU WANT TO STRENGTHEN -Intentional AI-integrated assignments and assessments -Clear ethical guidance and candidate-facing expectations -Faculty collaboration, training, and practical implementation time.
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State of the Room

Overall Readiness Snapshot

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BranchED | AI Compass | Teacher Educator AI Readiness Snapshot | Educator Readiness for an AI-Enabled World

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- Creative, iterative lesson and assessment design.

WHAT WORRIES YOU

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- Uneven faculty preparation, policies, and access.

WHAT YOU WANT TO STRENGTHEN

- Intentional AI-integrated assignments and assessments
- Clear ethical guidance and candidate-facing expectations
- Faculty collaboration, training, and practical implementation time.

Interesting Patterns



Qualitative Responses

Themes



- ☐ Protecting thinking, professional judgment, and authentic learning
- ☐ Moving from reactive policing to intentional instructional design
- ☐ Practical opportunities in planning, differentiation, and assessment
- ☐ Institutional readiness, faculty learning, and shared expectations
- ☐ Feasible action constrained by time, capacity, and uncertainty



Qualitative Responses

Cross-cutting Tensions

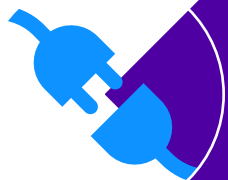
- ☐ Task completion versus evidence of learning
- ☐ Restriction versus responsible participation
- ☐ Tool use versus professional readiness
- ☐ Individual innovation versus institutional conditions.



How We Perceive Our Own Readiness



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Where does this connect to something we've discussed today?



What questions do the data raise?



What do you notice in the data?



From the Room to Me

Read your profile as a story, not a score.

NOTICE

Where do you see confidence, uncertainty, or variation?

INTERPRET

What experiences might explain the pattern?

ANTICIPATE

What do you want to explore during the summit?





In Summary



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What is changing?

Four Shifts in an
AI-Enabled
World

What becomes
important?

Human judgment

Relationships

Ethics

Agency

What does
readiness require?

A Compass





BranchED Tradition

Some Examples:

- ☐ Poetry Slam
- ☐ Battle of the Bands
- ☐ Math Superheroes
- ☐ Songs of the Summit: AI Edition
- ☐ Data News Network
- ☐ Remix Room
- ☐ **TIME CAPSULE**



THE GREAT AI TIME EXPEDITION

A NATIONAL PARK
TIME CAPSULE ADVENTURE



BEYOND THE BOT

POWERED BY THE HUMAN ALGORITHM

EST. 2026

EXPLORE THE PAST

PREDICT THE FUTURE

CELEBRATE THE PRESENT



MISSION BRIEFING



TOP SECRET
NATIONAL PARK SERVICE

It's the year 2046 and you are a team of National Park Rangers and archaeologists exploring the **Beyond the Bot National Park**.

You've uncovered a time capsule buried by a group of educator preparation leaders in October 2026. It contains clues, hopes, predictions, and artifacts from their journey.

REMEMBER:



Be creative.



Be entertaining.



Include real insights from your summit experience.



Have fun!



YOUR MISSION:

Investigate the artifacts, reconstruct what these educators believed about the future, and share your findings with the National Park Historical Society.





How it works



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WHAT EVERY TEAM MUST INCLUDE

1

A relic from the past – something from 2026 that seems hilariously outdated in 2046.

2

A bold prediction – what changed about AI and educator preparation?

3

A prediction that aged terribly – what were we completely wrong about?

4

A human survival story – what did professional judgment, relationships, or ethical decision-making still require?

5

A message to future educators – what should they remember from the 2026 expedition?



PRESENTATION IDEAS



PARK RANGER TOUR

Give a tour of the artifacts you discovered.



BREAKING NEWS: 2046

Report on your shocking findings.



MUSEUM OF OBSOLETE AI

Display historical artifacts and explain their mysterious functions.



TIME TRAVELER INTERVIEW

Interview a 2026 educator who has arrived in 2046.