



Beyond the Bot, Powered by the Human Algorithm

Fall Summit

Day 2: 10-21-2026



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Agenda



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Day 2

- ☐ From Competency to Practice
- ☐ From Practice to Teacher Preparation
- ☐ From Guide to Practice: Choose, Localize, Test
- ☐ Refine and Share: Learning from One Another
- ☐ Thinking Back: Readiness Retrospective
- ☐ Closing Reflection and Pulse Check



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**YOUR VOICE IS PART OF OUR
STORY.
TELL US YOURS.**



As we celebrate 10 years of BranchED, we want to hear from you. Share your thoughts on the AI Compass, your Summit experience, or the moments and connections that have shaped our journey.

SCAN TO SHARE YOUR THOUGHTS



Pulse Check Results



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What three words describe your experience of today's session together?





Pulse Check Results



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What feedback can you give us to help us improve tomorrow's sessions?

I'm excited for the content

More breaks

Fast paced was good Time to talk and stand - move appreciated

The room was a little cold otherwise everything was fine

Turn the air up, if possible please.

More fun, more human expressions surprising, dramatic emotions, funny or humor moments....

It's been great so far. Thank you for the opportunity.

A couple more brief breaks to stretch from lying sitting, otherwise everything else was great

I thought there was a nice balance between small group work/discussion and whole group share out/discussion. Keep up the good work!

No feedback at this time.

Framework too complex with too many components.



Pulse Check Results



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What feedback can you give us to help us improve tomorrow's sessions?

It's just right . Maybe turn the air down a little

This has been excellent!

Couple more briefly stretching breaks.
All else is great

None at this time

Breaks have been great!

Tell us don't touch anything on the table yet.

Thank you!

Play music during breaks or while we discuss.

It's been good



Pulse Check

What feedback can you give us to help us improve tomorrow's sessions?



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Today was effective. The interaction was interesting, the presentations were engaging and short.

Continue with breaks and movement.

It was wonderful! The las. Activity description was a bit of an overload of factors to consider, but I am sure it will be easy to understand as we go through the process.

I really appreciate that you challenge us to think differently and change the pace often. The opportunity to share ideas and get different perspectives.

More breaks

Lets move more and share



Objectives



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1

Synthesize learning from the summit and reflect on implications for AI readiness.

2

Consider what educator preparation must intentionally provide for candidates to develop and demonstrate readiness.

3

Collaboratively develop, peer-refine, and share a context-specific instructional artifact.

4

Reassess AI readiness through informed reflection on initial responses and learning gained during the summit.



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?

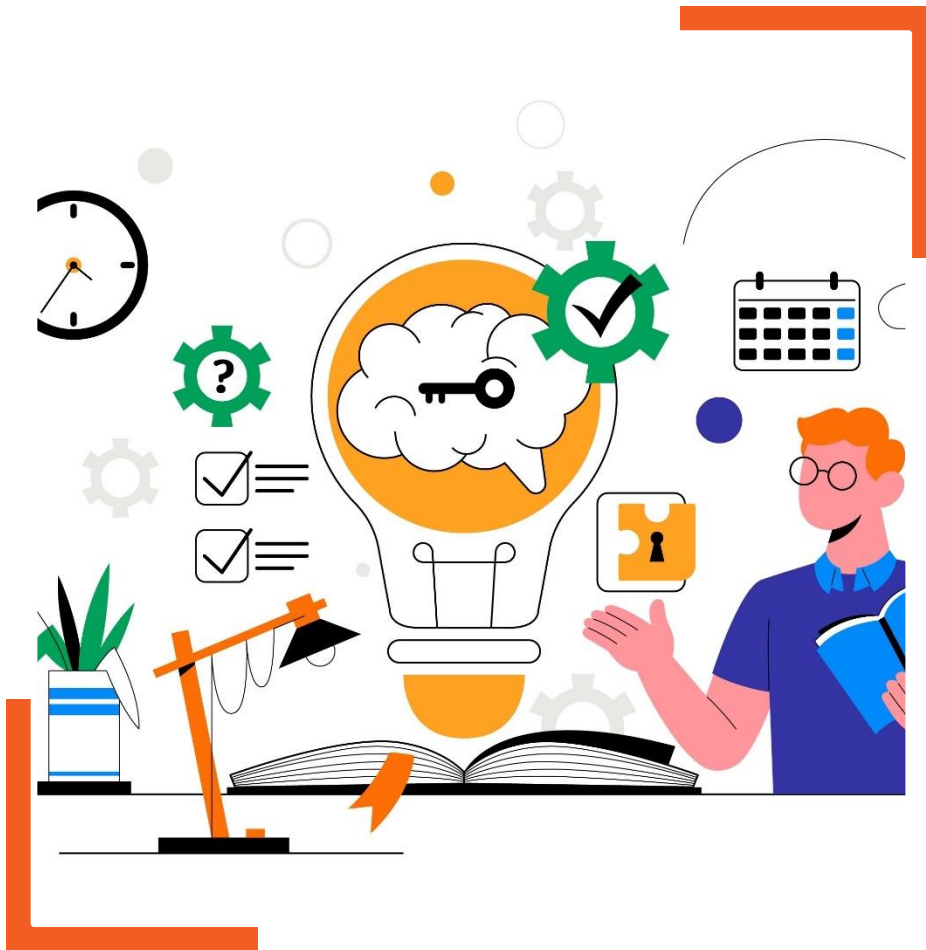
ANTICIPATE

What do you want to explore during the summit?





Day 2: From Readiness to Practice



Guiding Question

What does AI readiness look like when it moves from principle to practice?



From Readiness to Practice



What would AI readiness look and sound like in practice?

01 WHAT WOULD WE

SEE?

What would an AI-ready educator actually be doing?

02 WHAT WOULD WE

HEAR?

What kinds of questions, reasoning, explanations, or conversations would signal readiness?

03 WHAT WOULD WE

**NEED AS
EVIDENCE?**

What would convince us that this is genuine competence rather than simply AI use?



From Competency to Practice



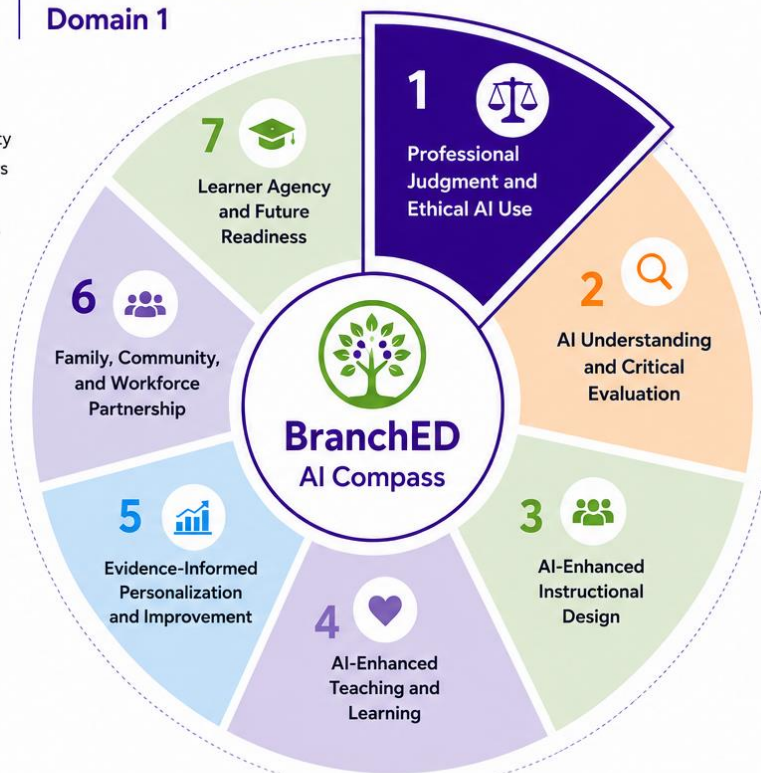
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Each domain contributes to educators' ability to use AI in ways that advance learning, equity, and human flourishing.

BranchED AI Compass Domain-to-Practice Guide Domain 1



YOU ARE HERE:
DOMAIN 1

Professional Judgment and Ethical AI Use

Educators exercise informed professional judgment when using AI and ensure that technology serves learning, human relationships, and educational goals.

COMPETENCIES IN THIS DOMAIN

C1 Human-Centered Professional Judgment

Educators make intentional decisions about when, how, and whether AI should be used in ways that preserve human agency, professional expertise, learner dignity, and educational purpose.

C2 Ethical, Legal, and Responsible AI Use

Educators apply ethical, legal, and responsible principles to the use of AI, including privacy, equity, transparency, accessibility, accountability, and human oversight.



WORKING TOGETHER

These seven domains are interconnected and mutually reinforcing. Strength in one domain amplifies impact across all others.



Deep Dive

Your Mission...

Study your assigned domain.

Identify what readiness looks like in observable practice.

Prepare a concise synthesis of the guide's key ideas for the room.



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Break Time!





Gallery Walk

Readiness in Practice

Visit the other Domain-to-Practice Guides.

Review each table's key takeaways and add feedback using the four lenses.



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Clarify What needs explanation?	Notice a Gap What important practice or example is missing?
Strengthen What would make this more useful?	Connect How does this relate to another Compass domain or preparation practice?



Patterns

Across the Guides...



- ☐ What seems to characterize readiness across multiple domains?
- ☐ What connections across domains became more visible?

If we want teacher candidates to develop and demonstrate this kind of readiness, what must educator preparation intentionally provide?



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From Practice to Teacher Preparation

Shifting the Lens



LEARN

What knowledge and understanding do candidates need opportunities to develop?



EXPERIENCE

What do they need opportunities to see modeled and experience?



PRACTICE

Where and how do they need opportunities to try, receive feedback, revise, and improve?



DEMONSTRATE

What evidence would show that readiness is actually developing?



How Do We Know?



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Teacher Candidate Readiness Reflection

Part 4 | How Much Opportunity My Program Has Provided

Now think about your program of study as a whole. Rate the extent to which your program has provided opportunities for you to develop and practice each area of AI readiness. Your responses describe your experience of the program; they are not an evaluation of individual faculty.

Scale: 1 = Not yet · 2 = To a limited extent · 3 = To some extent · 4 = To a considerable extent · 5 = To a great extent

Opportunity to learn & practice	1	2	3	4	5
My coursework gives me opportunities to examine when AI should and should not be used in educational practice.					
I have opportunities to learn how AI works and critically evaluate what it produces.					
I have opportunities to practice using AI for instructional planning, differentiation, or student support without lowering rigor.					
My assignments and assessments require me to demonstrate my own thinking and professional judgment when AI is available.					
I have opportunities to practice guiding students in responsible, productive AI use.					
My preparation helps me use evidence and professional judgment together when AI provides data, insights, or recommendations.					
My preparation addresses AI in clinical or field experiences, not only in university coursework.					
My preparation helps me think about communication and partnership with families, schools, communities, or other stakeholders around AI.					
My preparation helps me develop learner agency, metacognition, critical thinking, creativity, and problem-solving in an AI-enabled world.					



Reflection Alignment

Teacher Educator – Teacher Candidate



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Teacher Educator	Teacher Candidate
About You and Your Context	About You and Your Context
My Developing Readiness	My Developing Readiness
What Have I Had the Opportunity to Practice	What Have I Had Opportunities to Practice
TCs Learning Opportunities Provided by My Program	How Much Opportunity My Program Has Provided
Where I Want to Grow	Where I Want to Grow
Reflection	Reflection



Institutional Team Time I

Thinking About Your Own Preparation Program



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Evidence of Current Practice	A Specific Gap	One Question to Carry Forward
Where are we intentionally creating these opportunities?	Where are opportunities inconsistent, implicit, or missing?	What do we want to understand about our program?



Popcorn Share Out



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Lunch Time!

**From Guide to Practice: Choose,
Localize, Test**



Choose Your Domain

Vote With Your Feet



Revisit the Domain Areas.

- Where do your candidates have fewer opportunities to practice guiding their own students' AI use?
- ☐ Move to that domain's area of the room; go to your gap, not your table.
- ☐ Within that domain, choose one specific learning experience.



Domain 4



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AI-Enhanced Teaching and Learning — Pick One, If This Is Your Gap

Examples

- ☐ Facilitate the Learning
- ☐ Feedback as Conversation
- ☐ Watch the Learning
- ☐ Protect the Thinking
- ☐ Scaffold or Shortcut?
- ☐ Make Thinking Visible



Domain 7



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Learner Agency and Future Readiness — Pick One, If This Is Your Gap

Examples

- ☐ Before/During/After AI
- ☐ Whose Thinking Is This?
- ☐ Choose Your Path
- ☐ Make the Question Harder
- ☐ AI as Provocateur
- ☐ Solve for a Real Context



Localize & Draft

Make It Yours



Within your group, adapt your chosen learning experience for your actual course or clinical context.

- ☐ Create one shared, one-page learning experience draft that names what candidates will do, what their future P–12 students will experience, and which competency it builds.



Professional Judgment Check



Domain 1: The Human Algorithm at Work

Before sharing your draft, take a few minutes to consider:

- ☐ Professional Judgment: Where must candidates exercise their own judgment rather than defer to AI?
- ☐ Ethical Use: What expectations or safeguards will support responsible AI use?
- ☐ Evidence of Learning: How will candidates demonstrate their own thinking and decision-making?

Make one adjustment to your draft based on your discussion.



Round 1: Bloom & Pollinate



Pressure-Test Your Draft with Fresh Eyes

Blooms host; Pollinators visit.

- ☐ Pollinators: Send 1–2 people to visit two Blooms for 4–5 minutes each.
- ☐ Blooms: Pitch your one-page learning experience draft in 90 seconds.
- ☐ Pollinators: Leave written feedback using the Domain 2 lens—accuracy, bias, quality, developmental appropriateness, and instructional relevance.



Round 2: Switch Roles

Everyone Pollinates, Everyone Hosts



Switch roles: Former Pollinators host; former Blooms visit.

- ☐ Use the same timing and the Domain 2 lens.
- ☐ Offer feedback: What is promising? What deserves a closer look? What small adjustment would strengthen the learning experience?



Refine Your Draft

Based on What You Heard



Incorporate the feedback you received.

- ☐ Show the full chain: what you model, what the candidate practices, and what future P–12 students experience.
- Build your Pecha Kucha presentation



Finalize and Present

Pecha Kucha Show & Tell



Your refined draft is ready. Build a four-minute Pecha Kucha-style, timed presentation:

- ☐ 8 slides, 30 seconds each.
- ☐ Show the room what you created and why it matters.
- ☐ We will collect each one-page learning experience draft so everyone can reuse ideas.



Build Your Slides

2:45–3:00 (15 min)



Open the Branch-a-Kucha Template and build your 8 slides:

- ☐ Use one idea per slide; replace every italic prompt with your group's content.
- ☐ You will have more time after the break to finish and rehearse.



Break Time!





Finalize Your Slides

3:15–3:30 (15 min)



Complete all eight slides.

- ☐ Delete the instruction slide and rehearse once at the 30-second pace.
- ☐ Assign speaking roles so every group member participates.



Presentations

3:30–4:20 (50 min)



7–8 groups; 4 minutes per group

- ☐ A facilitator keeps time and advances slides — trust the pace and keep
The facilitator will keep time and advance slides. Stay with the pace.
- ☐ Each one-page learning experience draft will be collected and shared.
Note ideas you want to adapt.



Hear the Room

One Sentence, Team by Team

One sentence per team:

- ☐ What are you taking home, and how does it fit into your plan?



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Thinking Back



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AI Readiness Retrospective

For this reflection, you will rate each statement twice from your current perspective:

THEN: Looking back, how would you rate where you were before this learning experience, based on what you understand now?

NOW: How would you rate where you are today?



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

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.



YOUR MISSION:

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



TOP SECRET
NATIONAL PARK SERVICE

REMEMBER:



Be creative.



Be entertaining.



Include real insights from your summit experience.



Have fun!





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.