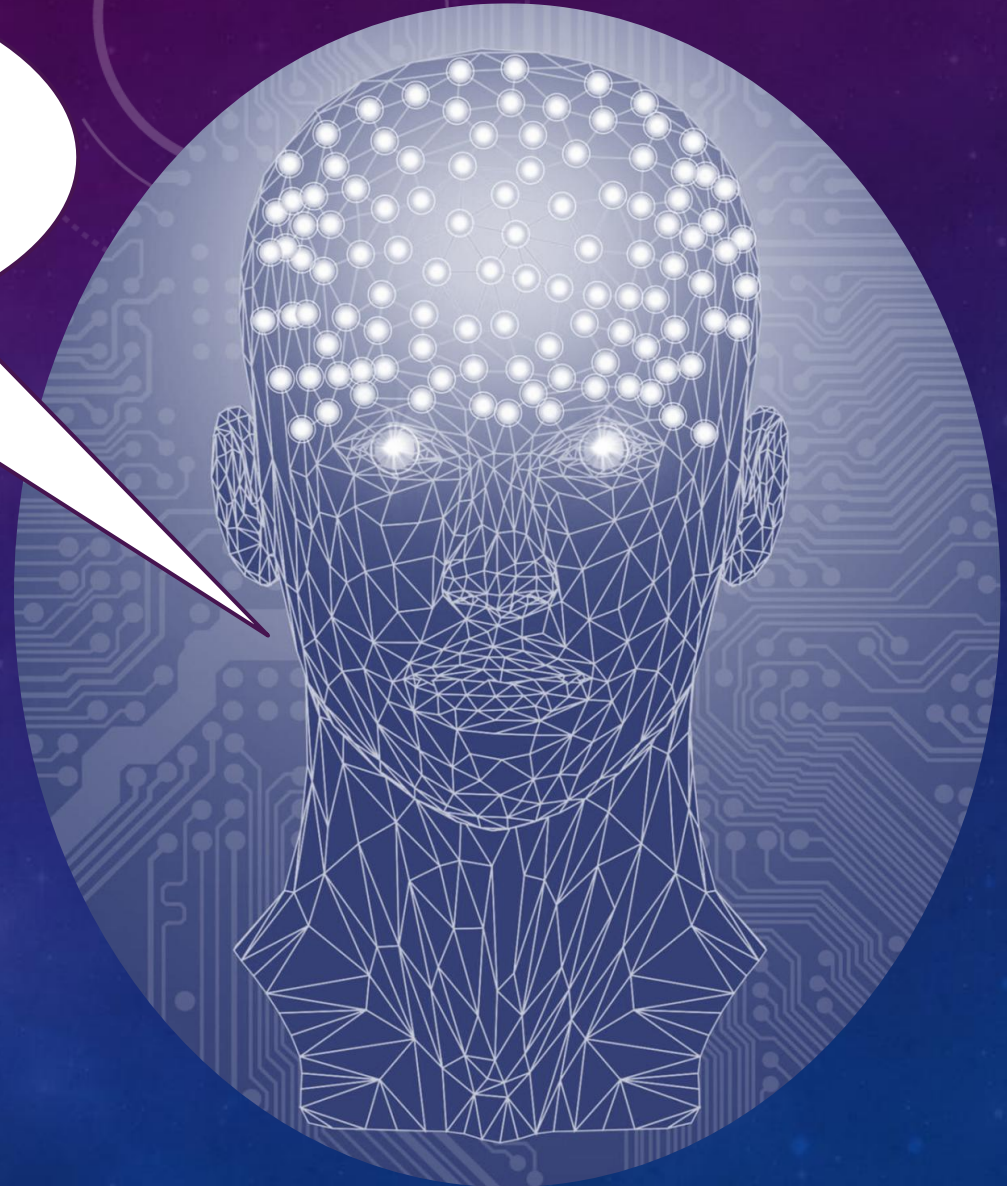


VCS AI

DR. MATT KUHN

INFORMATION TECHNOLOGY SERVICES

*AI is used as an
augmentation to one's
ability to learn, create,
and analyze. It doesn't
replace you; it adds to you.*



OUR JOURNEY SO FAR...

1. Board Policy

- Do's & Don'ts for Staff
- Vision for Student Use

2. Code of Student Conduct

- Do's & Don'ts for Students

3. Resource Selection, Design, and Implementation

4. Principal and Teacher Training

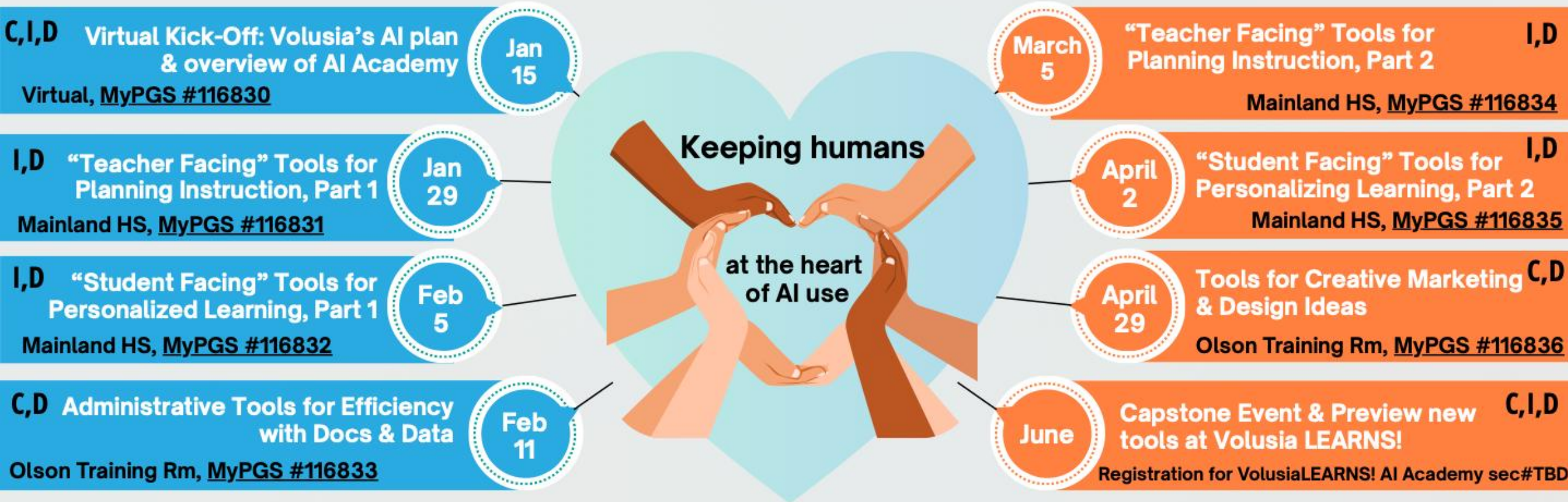
5. Improved Student Outcomes



Volusia AI Academy 2026

"Creating life-long learners prepared for an ever-changing global society."

Achieve an "AI Accomplished" microcredential, become a Tech Showcase Classroom and earn up to 13 in-service credits.



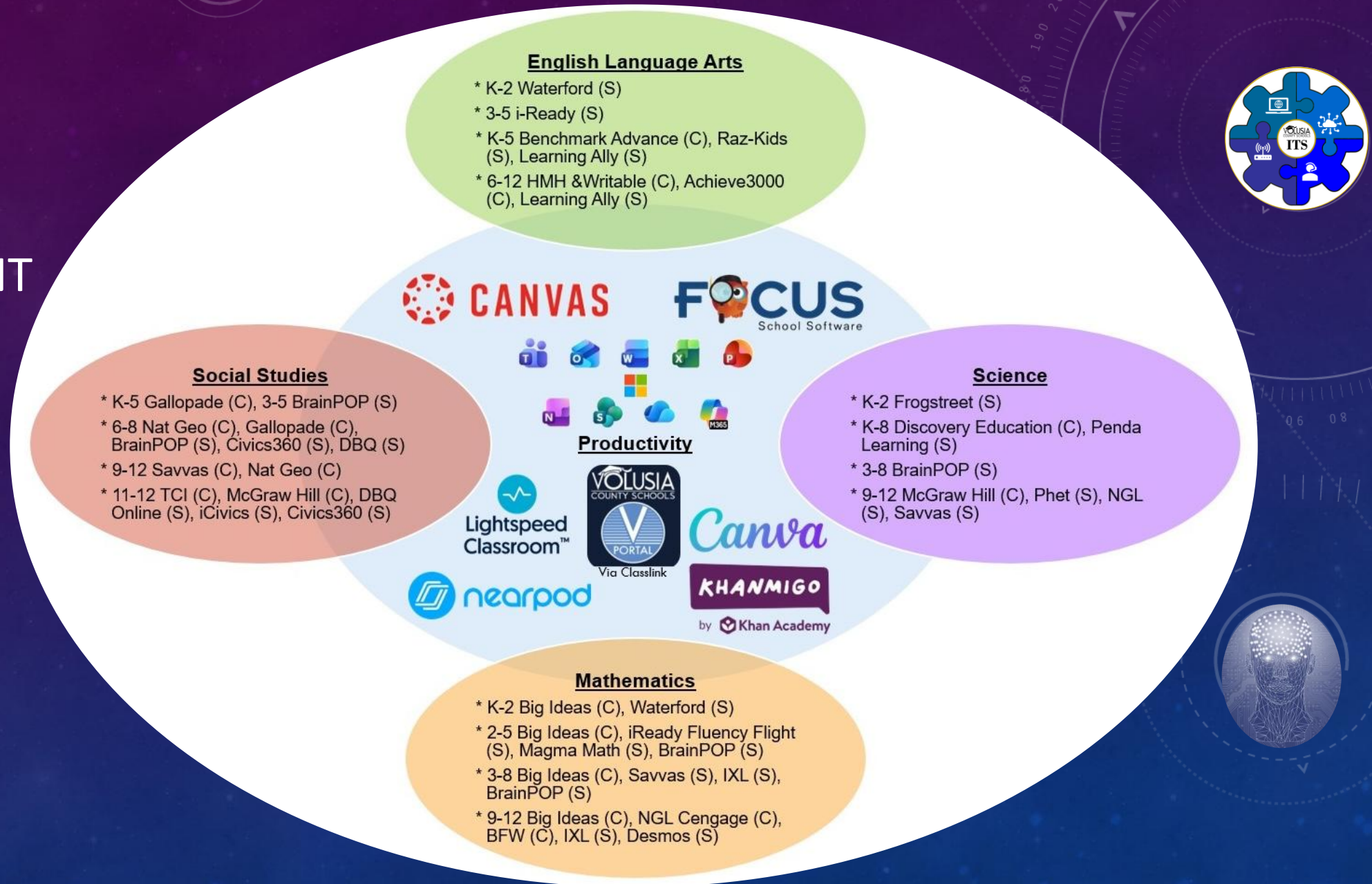
All clerical (C), instructional (I) and district (D) staff are encouraged to participate. Sessions are labeled with target audience. Go to MyPGS for session descriptions and register. Choose to attend one or all sessions. **ALL are WELCOME!**



The ITS EdTech team is ready to assist & respond to any questions. We look forward to hearing from you.

Email: edtechall@groups.volusia.k12.fl.us, message us on Teams or dial #51613

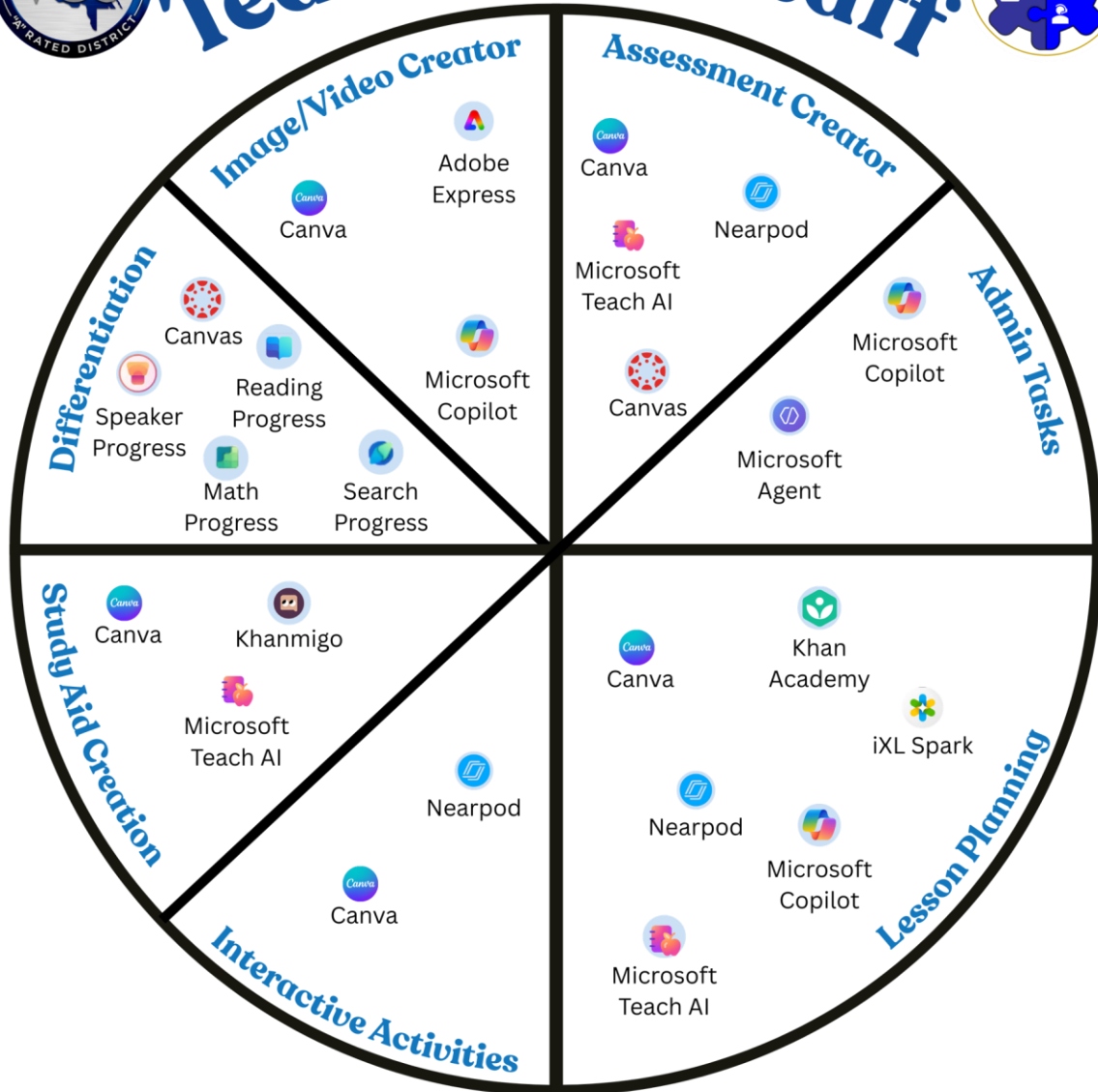
AI LEARNING AUGMENTATION IS AN IMPORTANT SUBSET OF OUR PORTFOLIO OF KEY SOFTWARE.



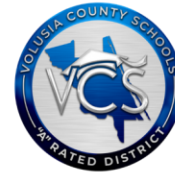
VCS-SUPPORTED AI TOOLS



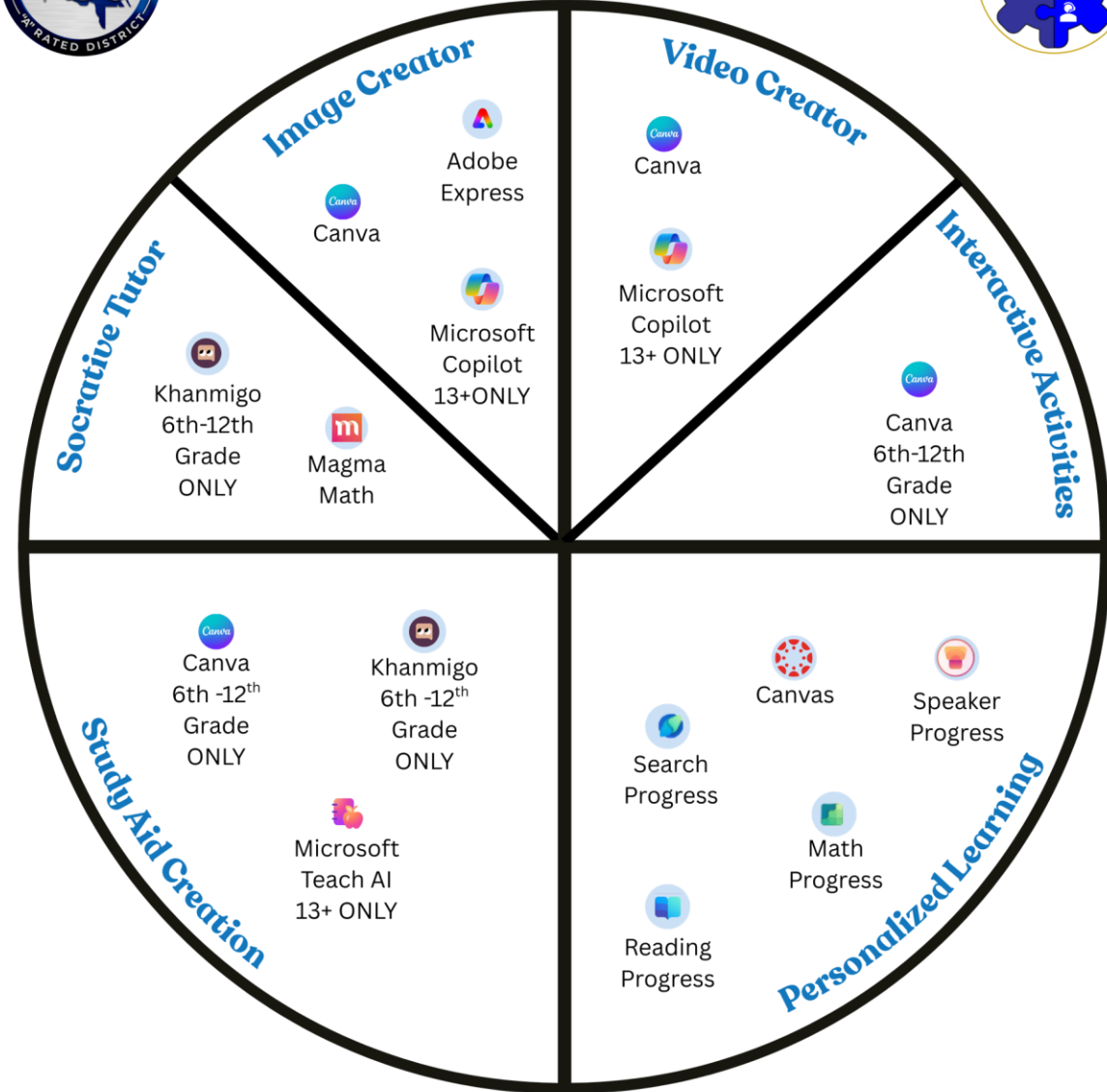
Teachers & Staff



VCS-SUPPORTED AI TOOLS



Students

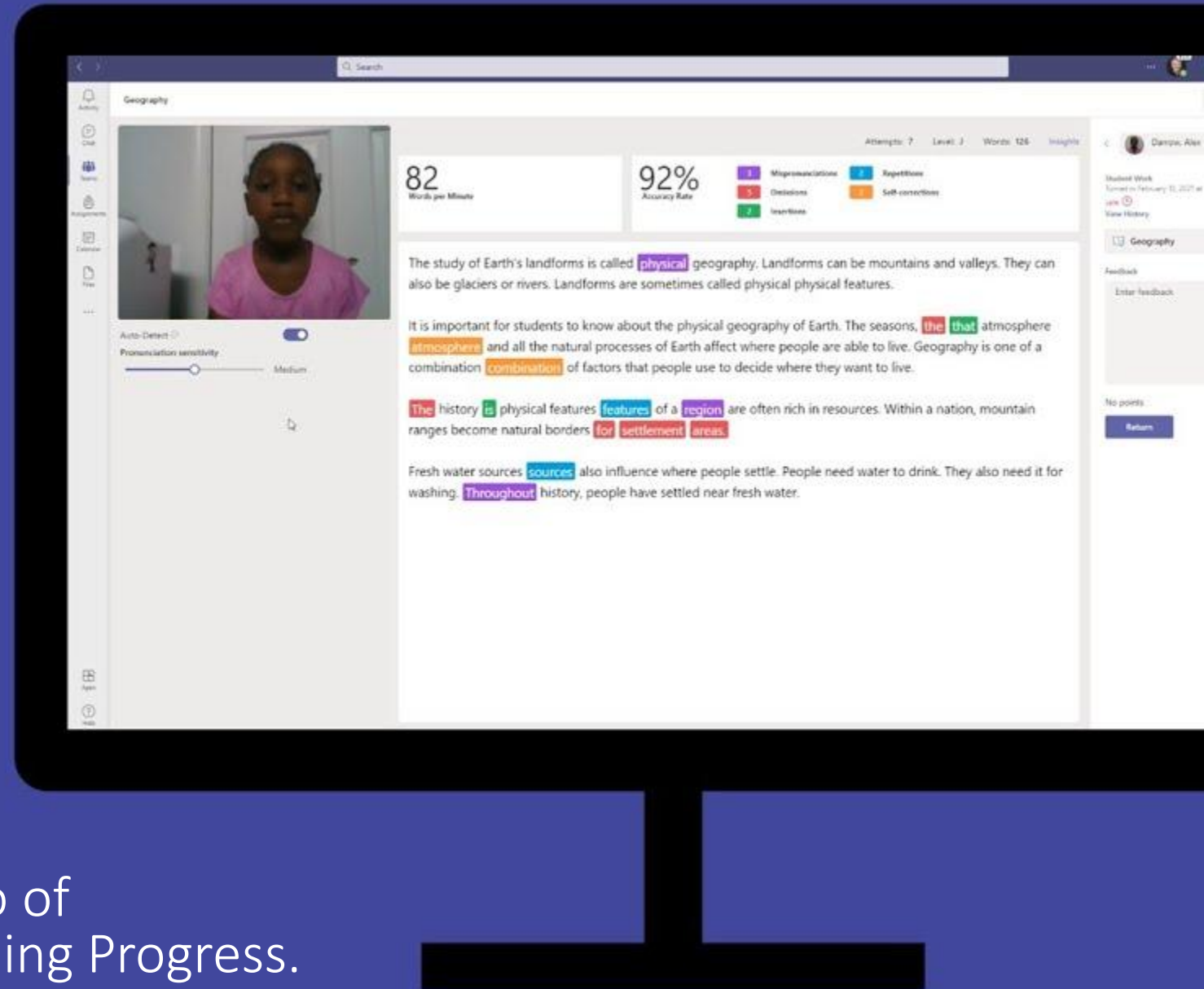




Reading Progress in Microsoft Teams

AI IN VCS

Click on the image to see a video of Timbercrest students using Reading Progress.



READING PROGRESS IN MS TEAMS SUPPORTED BY AI

Kourounis, Lisa M.

0:00 / 7:26

Auto-Detect PREVIEW

Pronunciation sensitivity

Return full report to student

Medium

Edit

thermodynamics, quantum gravity, and information paradoxes. String theory has influenced **phenomenon** **phenomenology**, aiming to extend the Standard **Model** of particle physics, and has been applied to cosmology **cosmology**, particularly in modeling cosmic inflation and **explaining** the cosmological constant via the **anthropic** like **principle**. Mathematically, string theory has inspired developments in **enumerative** **enumerative** geometry, mirror symmetry, and **noncommutative** geometry. The phenomenon of **monstrous** moonshine links modular functions and sporadic groups like the monster group to string theory, revealing unexpected connections between algebra and physics. Historically, string theory emerged from attempts to model hadronic interactions and evolved through the first and second superstring revolutions **revolutions**, driven by discoveries in **can** **and** conformal field theory, anomaly **anomaly** cancellation, and matrix models. Despite its

See progress of Kourounis, Lisa M. over time.

Feedback

KM Kourounis, Lisa M.

Student Work

Returned View History

Summary of String Theory Concepts and ...

Take action in student view

Feedback

You did well by getting most of the questions right, which shows you understand what you read. To improve even more, look at the question you missed and ask yourself why the right answer fits best. Try to put each paragraph into your own words after you read it—this can help you remember the main ideas. What clues in the text help you find the most important information?

Feedback with Copilot

Enhance feedback

Points

7 / 10

Return

Jones, Tammy M.

43

Correct words per minute

85%

Accuracy rate

23 Mispronunciations

1 Self-corrections

3 Omissions

28 Insertions

7 Repetitions

to where a is a its there

Summary of String Theory Concepts and Developments

String theory is a **theoretical** **theoretical** framework in which **which** the fundamental **constant** **constant** **to** **and** **constituents** of reality are not point-like particles but one-dimensional objects called strings. These strings vibrate in various modes, each corresponding to different particles, including the **gravitational** **graviton**, which mediates gravity, making string theory a candidate for a quantum theory of gravity and potentially a theory of everything. The theory **evolved** from bosonic string theory, which only includes **bosons**, to superstring theory, which incorporates **supersymmetry—a** **supersymmetry**—a symmetry between **bosons** and **fermions** **fermions** **fermions** **power** **fermions**. There are five consistent superstring theories, unified under M-theory, an eleven-dimensional framework.

Practiced Words

anthropic

compactified

theoretical

fermions

model

★

★

★

★

★

↑ TEACHER'S FEEDBACK

← STUDENT'S FEEDBACK

7

AI EXPERIENCE

1. Practice what it's like to get feedback on an essay like a student. Let's use Copilot together to generate a so-so 5th grade essay.
 2. Go to <https://m365.cloud.microsoft> to use Copilot. Ask it to write a 5-paragraph essay about skateboarding that looks like it was written by a typical 5th grade student including the usual errors in grammar and spelling that 5th grade students often make. Save the document
 3. Open a new chat in Copilot and write a prompt like "Suggest ways I could improve this essay." Use the "+" to attach the essay from step 2 under the AI prompt. *Note: Teachers would manage this with Lightspeed Classroom to mitigate any cheating.*
 4. Go deeper by asking the AI a follow up question.
 5. The teacher doesn't grade the essay, she grades the students understanding of the feedback.
- You can also try summarizing documents like an RFP proposal, research papers, or survey results.
 - I will demonstrate a survey results summary using the 2024-25 Student Technology Use Survey.



WHY AI DETECTORS ARE PROBLEMATIC (AND WHAT TO DO INSTEAD)



✓ Have conversations w/students about appropriate use of AI

✓ Collect writing samples throughout the year to use as growth indicators

✓ Capture student reflections on the AI collaboration process

✓ Think of collaboration with AI as similar to working with a tutor

✓ Have students share about how much AI was used for idea generation and feedback and how it impacted the final writing



✗ High frequency of false positives

✗ A lot of unnecessary work for teachers

✗ Lack of transparency about how they actually work

✗ Discrimination against non-native English speakers

✗ Promotes a false assumption that this is always bad

✗ Many institutions of higher learning are now turning these off



AI PRINCIPAL LEADERSHIP EXPECTATIONS

- **Clear guidelines on AI use:** Go over the high points a [Staff and Student Use of Artificial Intelligence](#) policy with teachers.
- **Discussions on AI use:** Foster open discussions among teachers about AI use cases, challenges, and best practices.
- **Privacy and security:** Ensure teachers prioritize student data privacy and security when using AI tools.
- **AI literacy for teachers:** Encourage teachers to learn how AI works, its limitations, and potential biases. This empowers them to use AI effectively and critically.
- **Align AI with curriculum:** Emphasize that AI tools should supplement, not replace, core instruction. Maintain human decision-making.



CLOSING THOUGHTS



“We have been thrust into the top four levels of Bloom’s taxonomy of educational objectives together, and it’s a pretty exciting place to be.”

- Stacie Marvin, Presidential Award Winner for Excellence in Mathematics and Science Teaching

“Artificial intelligence is not a substitute for human intelligence; it is a tool to amplify human creativity and ingenuity.”

– Fei-Fei Li, Co-Director of the Stanford Institute for Human-Centered Artificial Intelligence



EXAMPLE OF WHAT STUDENTS CAN DO WITH AI



Students developed an AI-based solution enabling the identification of five local fish species to help improve the understanding of population patterns in their ecosystems. The solution is based on a waterproof enclosure with a microcomputer and camera which streams video to a cloud account for analysis. From there the video is analyzed by an AI neural network and data is collected about fish sightings. Click the image to view the student presentation.

