

Volusia AI Academy 2026

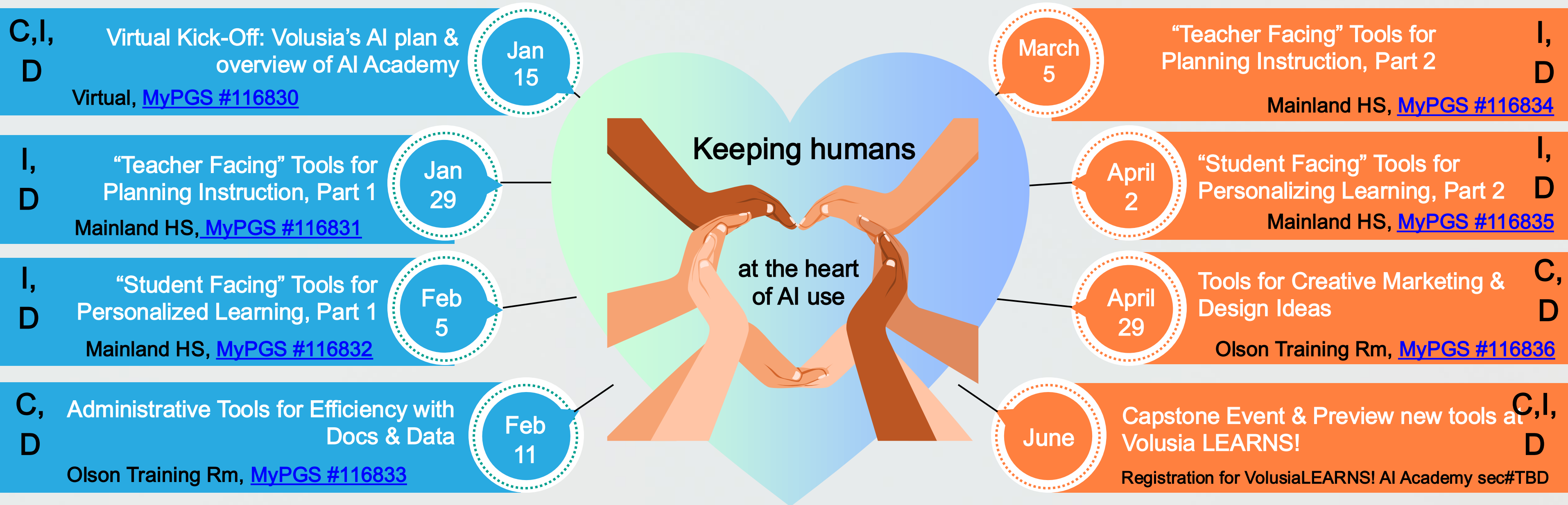
"Creating life-long learners prepared for an ever-changing global society."



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



Writing in the Secondary Classroom

Draft Coach: Ages 13+
Copilot: Ages 13+

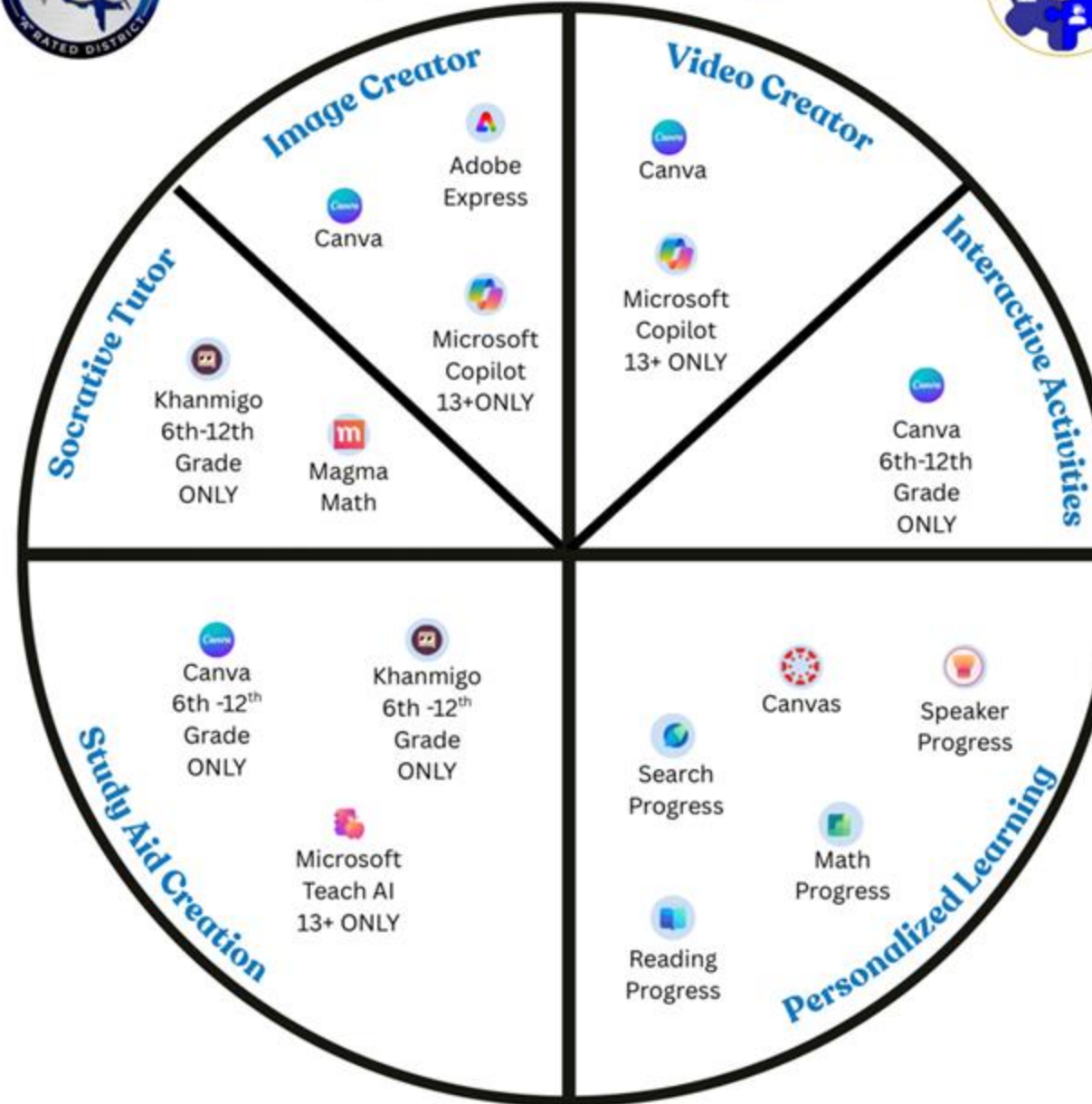


Dr. Melissa Carr, Director ITS Ed Tech
Christa Chapple, Specialist Instructional Tech

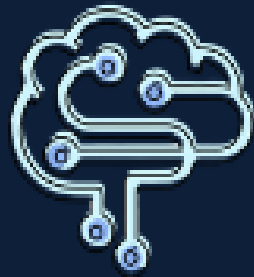
VCS-SUPPORTED AI TOOLS



Students

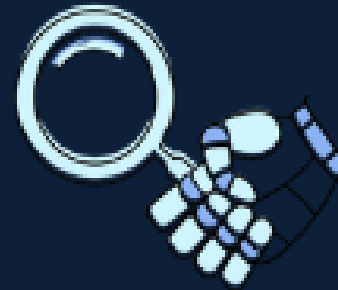


Profile of an AI-Ready Graduate



Learner

Uses AI to develop learning goals, create plans for learning new skills (including getting unstuck) and seek targeted feedback to improve performance and understanding.



Researcher

Uses AI to deeply investigate topics, evaluate claims, and compare sources of information.



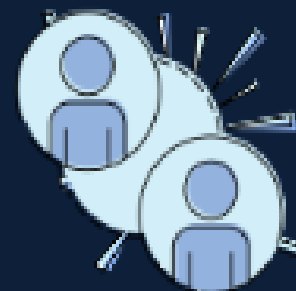
Synthesizer

Uses AI to synthesize and remix information into formats and levels of complexity that best meet their unique needs and capabilities.



Ideator

Uses AI as a brainstorming partner to generate new ideas and explore a wide range of possible solutions.



Connector

Uses AI to increase human collaboration, including overcoming language barriers, and finding common ground among divergent perspectives.



Storyteller

Uses AI to present and communicate complex ideas through text, image, audio, video, and other media.

Share Ideas

- ❑ Teacher Strategies: Require drafts, show prompts, model responsible use.
- ❑ MLA and APA Citing Generative AI: <https://style.mla.org/citing-generative-ai/>

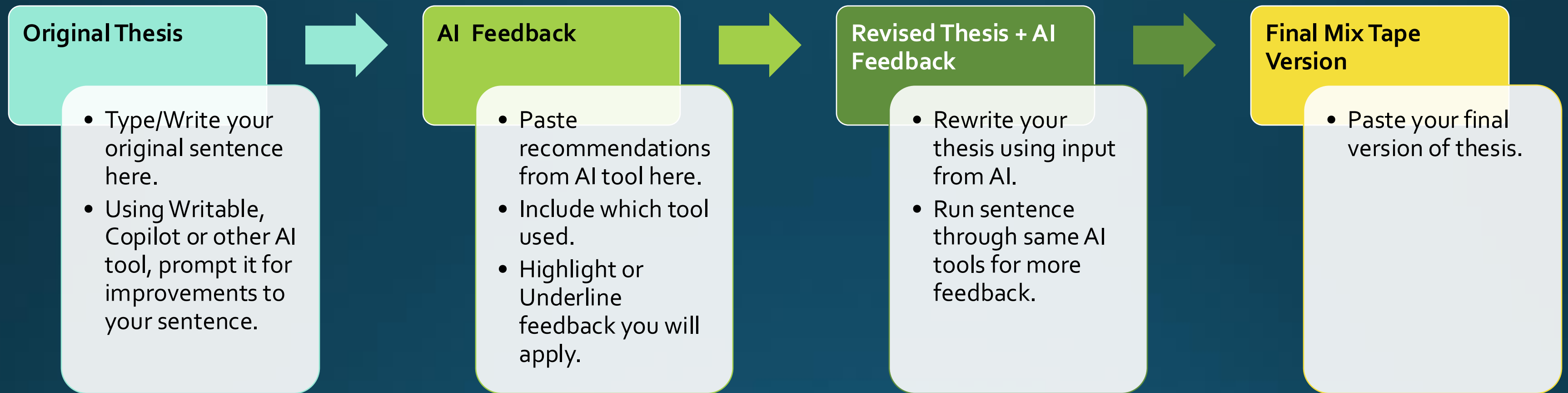
EXPLICIT INSTRUCTION

Acceptable Uses of AI	Unacceptable Uses of AI
Rewriting a reading passage at a simpler reading level.	Asking things like "What are the main points of the reading passage?"
Asking for clarification on a confusing concept or passage.	Requesting direct answers to specific questions or assignments without any effort to read or understand the material.
Seeking suggestions for additional resources or references related to the topic.	Asking for a summary or paraphrasing of the reading passage instead of reading it.
Requesting help with understanding complex vocabulary or sentence structures.	Asking for a complete essay or paper on the topic without doing the necessary research or writing.

Best Practices for Integrating AI into Writing

1. **MODEL** by demonstrating use of AI tools in discussion and collaboration with students.
2. **GUIDED PRACTICE** that requires them to use a tool on specific writing assignments and get them to reflect on how it went for them.
3. **REFLECT, REFLECT, REFLECT.** Always engage students in reflecting on the role AI played with questions like:
 - How are you using AI tools?
 - How/When are AI tools useful?
 - What are they learning from using AI tools that they can apply to their future writing and learning?

SAMPLE Thesis Statement Lesson + AI



Reflection:

1. Do you think the AI revised sentences were better or not as good as your original? Explain briefly.
2. How did the AI sentence rewriter help you to develop a more effective thesis statement?
3. What might you learn from this that you can apply as you write future thesis statements?

REFLECT, REFLECT, REFLECT

- Have students constantly reflect on their use of AI and find its flaws.
- Use logs, peer reviews, metacognitive conversations.
- Emphasize the skill of using AI to improve, supplement, enhance—never replace their thinking!





AI Literacy Lessons for Grades 6–12

Quick, grab-and-go lessons to help your students think critically about AI and its impact.

Artificial intelligence (AI) is rapidly transforming the world we live in. From using generative AI for schoolwork to dealing with misinformation and befriending AI chatbots, students have a lot to consider when it comes to this ever-evolving technology.

This collection of quick lessons (20 minutes or less!) provide an introduction to AI and help address its social and ethical impacts. Through these lessons, students will:

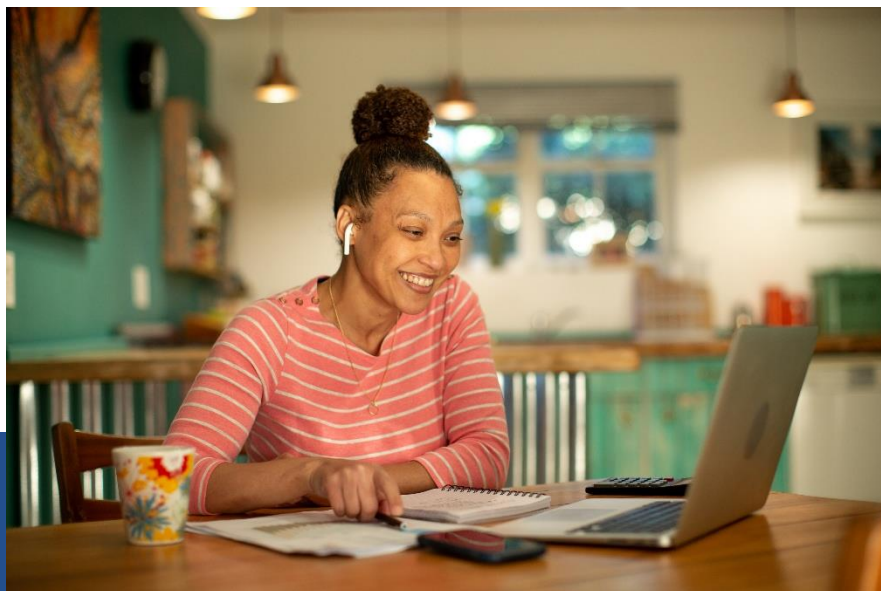
- Understand what AI is and how it works
- Consider some of its potential benefits and risks
- Think critically about how we can be responsible and ethical users of AI



common sense education®

“Uncheatable Assessments”

The reality is that if a student really wants to cheat, they can. But I’ve found that policing students only creates an antagonistic classroom culture. And cheat detection software, which is flawed (Rathi, 2024) and biased (García Mathewson, 2023), costs districts tens of thousands of dollars every year. We can sidestep the futile Whac-A-Mole of trying to catch kids being “bad” and instead focus our energy on constructive behaviors and mindsets.



Michael Hernandez, 2024 “Uncheatable Projects Students Want”

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

Assignments that incorporate AI

Teachers that provide guidance on AI use or require evidence of AI as a resource have reported:

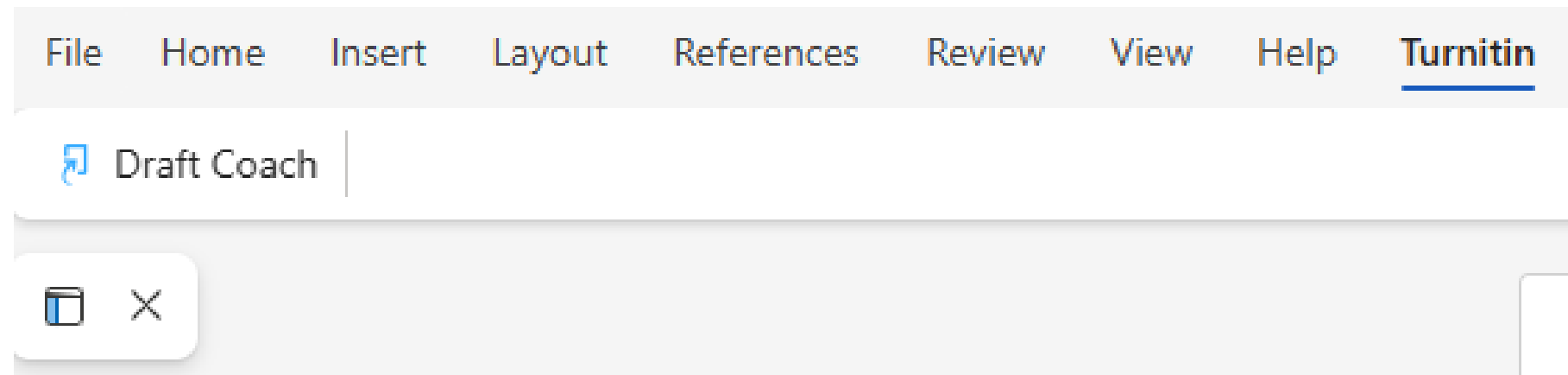
- ✓ less distrust
- ✓ less cheating on assignments, and
- ✓ less likely to use AI detection tools

(CDT, Dec 2023)



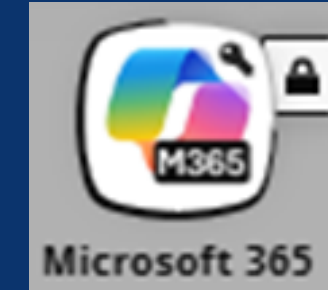
Draft Coach in MS Word

- Tool for student use in MS Word **Online**
- Address Unintentional Plagiarism
- Master Citation Skills
- Correct Grammar Mistakes
- Receive Detailed Guidance
- Improve Writing Confidence
- We have brief directions that you can provide to students at the end



Copilot for Students Age 13+

Students access through the Microsoft 365 Vportal



Today

List 5 possible essay topics with sample thesis statements for my class in AP Environmental Science. We just finished *Ishmael* so it should be in line with that book.

 Copilot ⓘ

Here are **five AP Environmental Science–appropriate essay topics** connected to *Ishmael*, each with a **clear, arguable sample thesis statement** that encourages environmental science thinking as well as literary analysis.

Create an outline for topic 2

Suggest sources for research on topic 4



Reflect on your Approach



- ☐ What expectations will I have for AI use in my classroom?
- ☐ Which tool(s) will I use? Which will I expect students to use?
- ☐ How will I require students to show evidence of AI use?
- ☐ How will I clearly communicate AI expectations with students?

Learning & Growing Together

- Ed Tech Tile in VPortal



- Reach out to DLTl to request training for your PLC
- Link to presentation: bit.ly/SECWrite
- Link to Draft Coach directions for students: [Student Draft Coach](#)
- Next **session** bring feedback on how you used this in your classroom.

