



Not So Fast: AI on Your Terms

An AI-focused Workshop Series for Educators

Series Overview:

AI is already in your classroom, your inbox, and your students' lives, whether or not you've decided what to do about it. This series is about building the kind of judgment that holds up: knowing how these tools actually work, where they put your students and your community at risk, and where they're genuinely useful once you stop taking the hype at face value.

Each session stands on its own, but together they build a fuller picture, from the mechanics of how these tools generate an answer, to the privacy tradeoffs, to what students themselves are actually saying. No session assumes you've already made up your mind about AI, and none of them will try to make it up for you. Bring your curiosity, questions, excitement, and skepticism. No prior AI experience required.

Registration Rates:

*VTLC Member Per Person: \$60 each session or all nine at \$450 (17% percent savings)

Non Member Per Person: \$72 each session or all nine at \$540 (17% savings)

**VTLC members include: MVSU, Windsor SE, Springfield, Two River SU, Windham SE, Windham SW, Windham NE and Windham Central*

Casey Daigle, Presenter: Casey Daigle is a digital learning leader, facilitator, and curriculum designer who helps educators and school communities build sound judgment about AI. Casey partners with schools to demystify technology and connect the dots between the tools they have and the vision they hold, making room for curiosity, creativity, and meaningful change. Her workshops give leaders, teachers, and school-community groups hands-on practice with AI tools grounded in their own materials, so they can decide what belongs in their work. With over 15 years in education and technology, Casey brings deep respect for educators' practice and an approach to design that is human-centered, imaginative, and grounded in strong instructional design. She is an ISTE Certified Educator and Google Certified Trainer.

Register HERE: bit.ly/VTLC-not-so-fast

Session Dates	Workshop Title & Description
November 17th, 2026 3:15 - 4:30 pm Audience: ALL Focus: Judgment	<u>Not So Fast: Making Sense of the Machine</u> This workshop is for everyone. The rest of the series builds on what happens in this session. "AI" gets used as a catch-all for a lot of different tools that work in very different ways, and that's part of why conversations about it get confusing fast. This session zooms in on the kind you're most likely to run into: large language models (chatbots like Gemini, ChatGPT, Claude). We'll get concrete about what they do (spoiler: they don't think), how they generate answers, and why a tool sounding confident doesn't mean it's right. We'll also dig into why AI search results have gotten worse lately, and why these tools tend to tell you what you want to hear rather than what's true. By the end, you'll have a real handle on how these tools work, something to build on for the rest of the series and for whatever AI decisions come your way after.
December 8th, 2026 3:15 -4:30 pm Audience: ALL Focus: Judgment	<u>Not So Fast: Keeping Data Safe</u> AI tools create better outputs when you give them more info to work with, but you want to protect the data of your students, colleagues, and community. This session is about finding the line between what's safe to include, what's off limits, and what details are genuinely helpful in your prompt. Knowing what the platform does with the prompts you enter, and why that data is valuable to someone else, equips you to make informed choices that protect everyone. We'll practice spotting privacy risk in the kinds of prompts educators write every day. You'll leave with a clearer sense of what's safe to share, what to hold back, and how to get a specific, useful answer without giving away more than you meant to.
January 12th, 2026 3:15 - 4:30 pm Audience: ALL Focus: Skills	<u>Not So Fast: Making AI Useful, Not Agreeable</u> A prompt works best as a back-and-forth, not a single ask. This session is about steering that conversation: shaping what you ask and how you ask it so the response holds up, instead of just sounding good. We'll also look at why these tools are built to agree with you, and how that shows up in ways you might not notice. You'll leave with a small set of prompting moves you can use right away, and a sharper eye for when a response is actually useful versus just agreeable.

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<p>January 26th, 2026 3:15 - 4:30 pm</p> <p>Audience: Instructor-focused content (or anyone in an instructional role)</p> <p>Focus: Skills</p>	<p><u>Not So Fast: Differentiating with Care</u></p> <p>Differentiating for a room full of learners takes time. This session looks at where AI genuinely helps with that, and where it doesn't. We'll also cover how to describe what a student needs without naming the label attached to them, and how to spot subtle bias in AI output.</p> <p>You'll leave with practical ways to differentiate, language that gets you useful support, and a sharper eye for bias in what comes back.</p>
<p>February 9th, 2027 3:15 - 4:30 pm</p> <p>Audience: ALL</p> <p>Focus: Judgment</p>	<p><u>Not So Fast: Student Perspectives</u></p> <p>Much of what we hear about AI and students comes from adults talking <i>about</i> them, not to them. This session brings together current research about AI Companions, student resistance, their requests of adults, their concerns. Sources include a mix of research studies, polls from reputable sources, statements directly from students, and advocacy efforts by young people.</p> <p>You'll leave with a stronger understanding of students' diverse experiences and perspectives related to AI.</p>
<p>March 16th, 2027 3:15 - 4:30 pm</p> <p>Audience: Classroom & Administrator focused</p> <p>Focus: Judgment</p>	<p><u>Not so fast: Co-Creating Classroom Policies</u></p> <p>Drawing on lessons from the Student Perspectives session, this session supports educators to facilitate conversations about AI use with their students. School and district-level AI guidelines are often general by design, creating opportunities for classroom-specific decisions. Each teacher may develop a completely different policy based on group conversation, unique needs, and context. For example, a journalism class may want to ban AI while a yearbook class may welcome it in certain use cases. We'll explore the key questions and considerations for co-creating classroom guidelines with students.</p> <p>You'll leave with a template for shaping the conversation with learners and developing a policy that works for you.</p>
<p>April 13th, 2027 3:15 - 4:30 pm</p> <p>Audience: ALL</p> <p>Focus: Environmental Impact</p>	<p><u>Not So Fast: Water, Carbon, and What's Actually True</u></p> <p>What does it mean when people say AI is guzzling water? Is it going to solve the climate crisis? This session looks past the headlines at what's actually happening, the real costs and the real claims, so you can tell the difference between the two.</p> <p>AI's impact on the environment comes up in nearly every conversation about this technology, and it's a complex topic with a lot of noise around it. In this session, we will action-plan to improve understanding and move beyond the noise.</p>

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	You'll leave knowing what you can actually do, as one person, to engage with this thoughtfully.
May 4th, 2027 3:15 - 4:30 pm Audience: ALL and Guidance Counselors, Clinicians Focus: Judgment	<u>Not So Fast: When AI Becomes a Relationship</u> For a lot of people, AI isn't just answering questions, it's playing a role: tutor, coach, assistant, confidant, friend, sometimes more. Current AI models are built to keep that relationship going. This session looks at what's actually happening, what the research says, and what red flags to watch for. We'll cover topics like cognitive reliance, the Attachment Economy, and sycophancy.
May 18th, 2027 3:15 - 4:30 pm Audience: School communications personnel Focus: Skills	<u>Not So Fast: AI for School Communications</u> You're not a communications person. You just do all the communications. This session supports school-based staff who carry communications work alongside a range of other responsibilities, from family communication and board updates to social media, grant writing, and school tours for visitors and policymakers. We'll focus on building the kind of grounded, practical judgment that holds up in day-to-day communications work: staying close to your own sources, understanding what a tool is actually doing, and using that understanding to produce work you can stand behind. We'll cover how to organize sources for reliable results. You'll leave knowing how to turn AI-enhanced content into accessible, ready-to-use materials that work across platforms.

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Contact Jill Graham, Vermont Learning Collaborative for questions or further information.
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