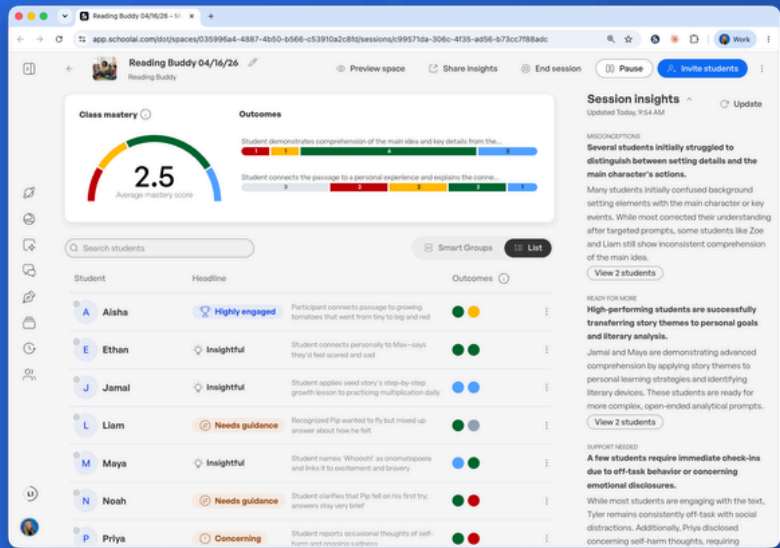


Teaching in the Margins

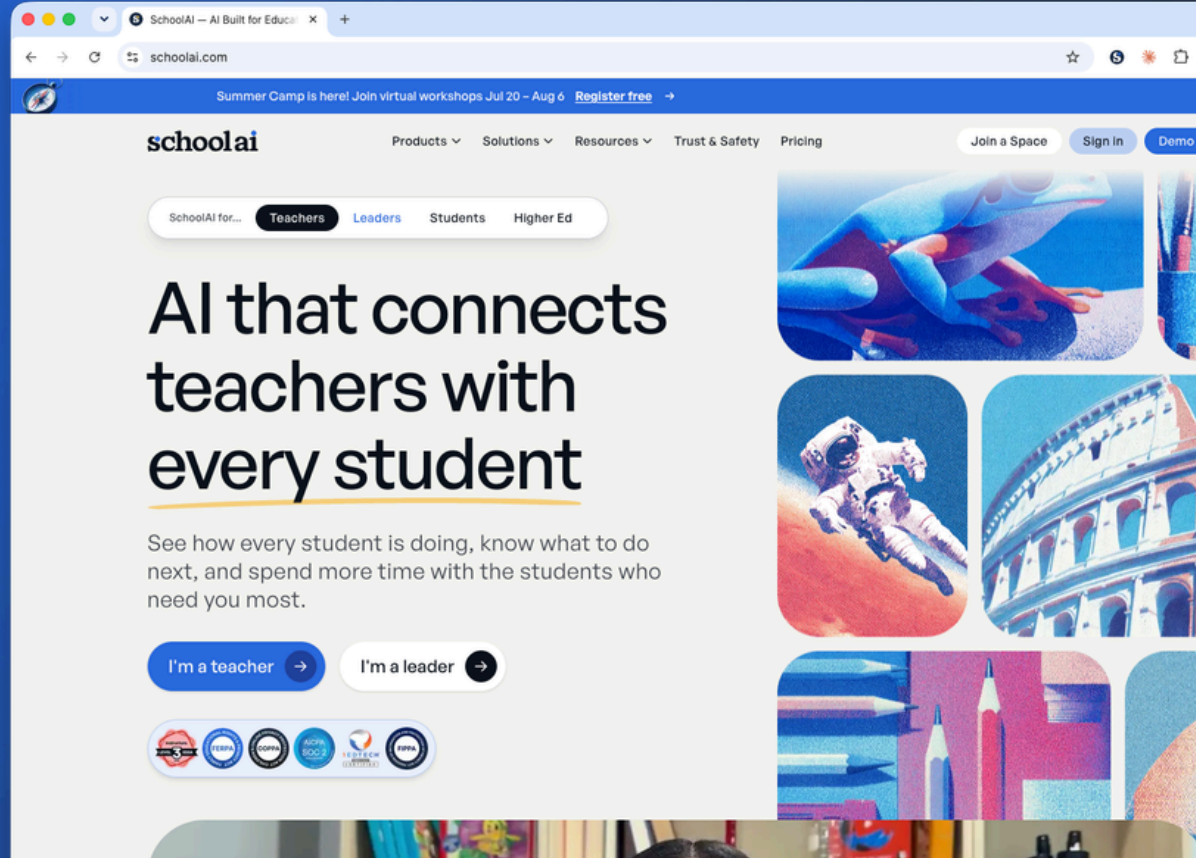
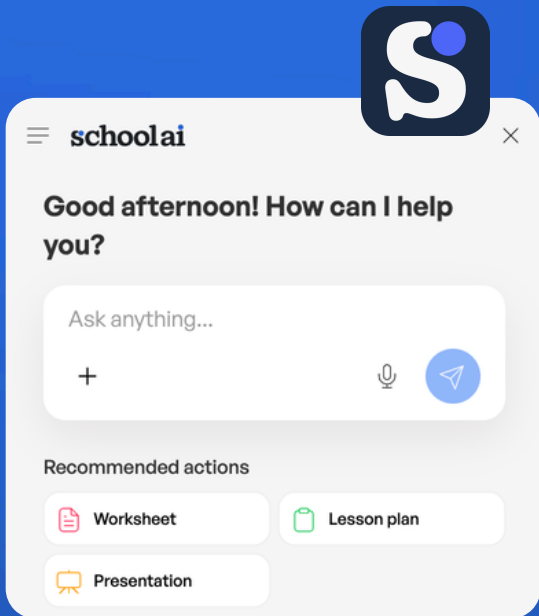
Discern · Build · Send



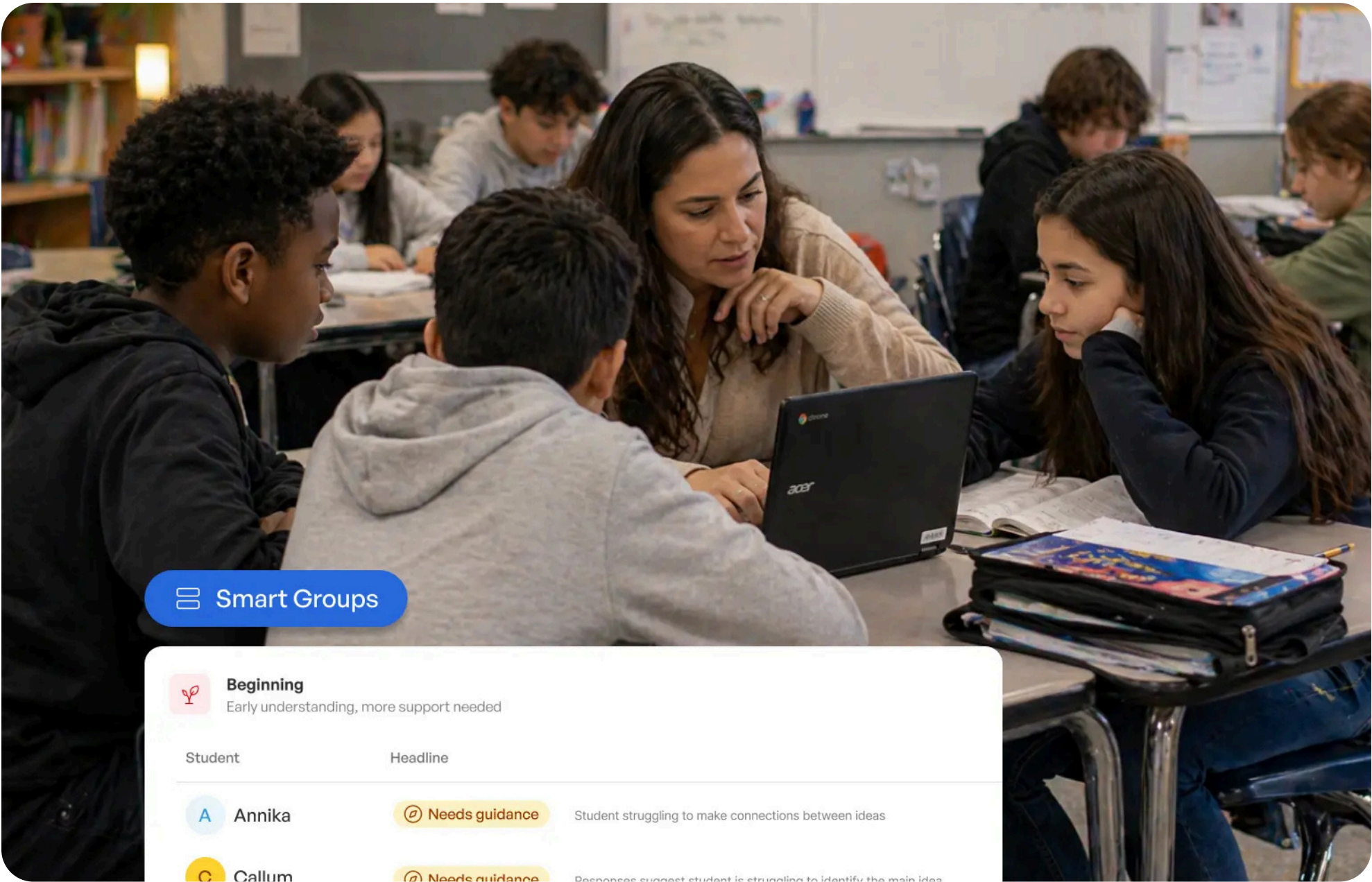
Trevor Goertzen
RVP SchoolAI/Harding Univeristy



Create a Space



Agenda



1. The margins in education

2. The Discern - Build - Send framework!

3. Applying the framework

4. Creating learnign experiences for the margins

5. Closure

There is no greater feeling than to be seen and known.

Think of a *student*
you almost missed.

Turn to someone next to you.

Say the student's name – or describe them in one sentence.

You don't have to share the whole story yet.

The margins are
the edges of
the a field that
were to be left
for those in
need, the
unseen....



THE FRAMEWORK

A singular vision guiding three core actions.

Not a checklist – language for what great teachers already do.

Discern

**Seeing beneath
the surface**

Build

**Finding what is already there
& building upon it**

Send

**Preparing them for what's
coming & where they are
going**

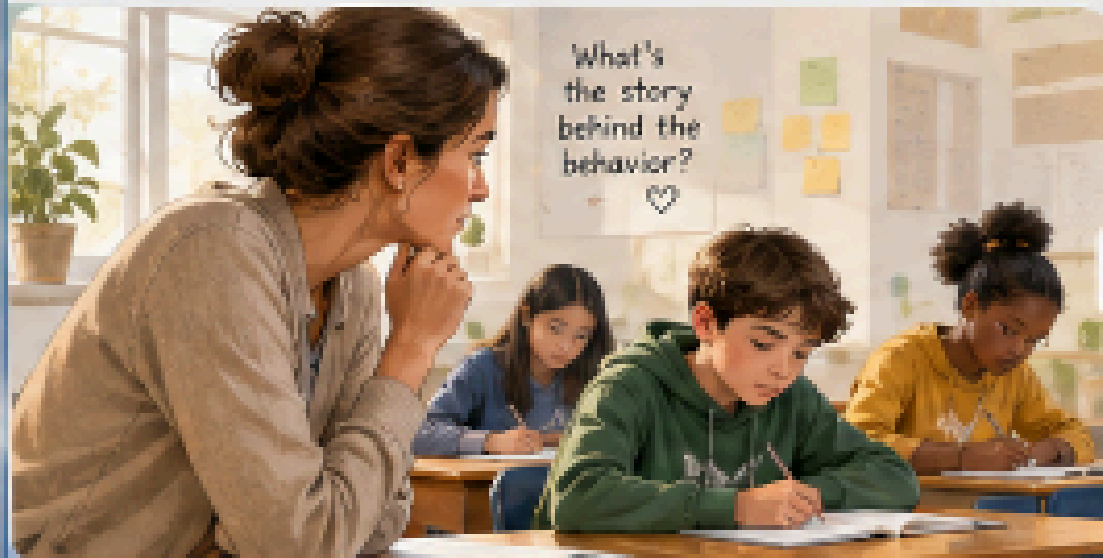
Teaching in the Margins: Discern, Build, Send.

See clearly. Build intentionally. Send them forward.



DISCERN

Seeing what's really going on beneath the surface behavior

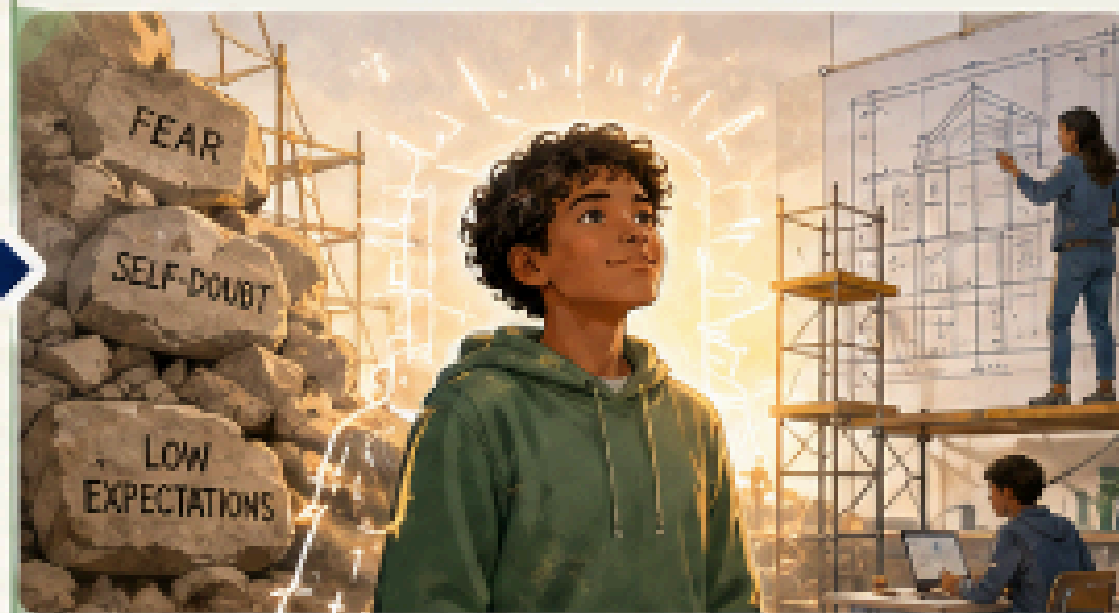


- Teachers are constantly reading students — discernment is the ability to see what's actually there.
- In the classroom: asking why and how, noticing who's almost slipping through.
- Help reduce screen time with more meaningful experiences.
- With **SchoolAI**: surfaces patterns across 30 students at once — feeds instinct, doesn't replace it.



BUILD

Finding what was already there — the ability was in the student all along

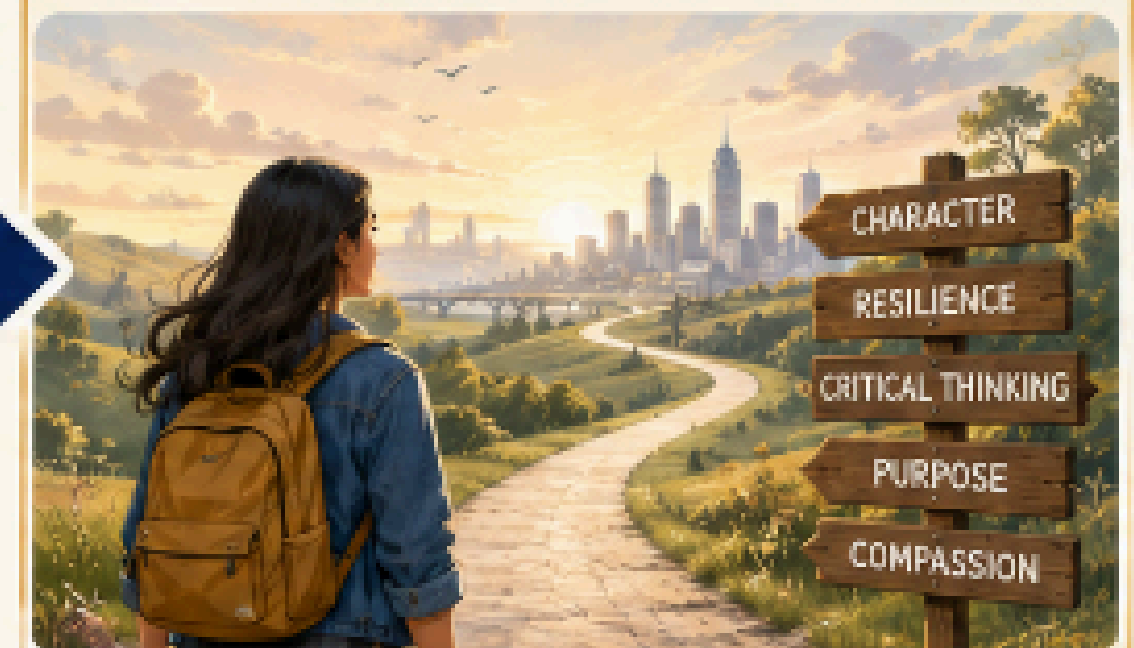


- Teacher's job: clear away what's covering it up — fear, self-doubt, low expectations from others.
- You're an excavator and an architect.
- With **SchoolAI**: shows who's quietly capable, who's persisting when no one's watching.



SEND

Preparing them for a world you can't fully predict or control



- Building capacity that travels: character, resilience, thinking clearly under pressure.
- With **SchoolAI**: safe place to build AI fluency before the stakes are real.



See each student.



Grow what's possible.



Send them with wisdom and courage.



DISCERN

Seeing what's really going on.

Teachers are constantly reading students – beneath the surface behavior, beneath the grades. Discernment is the ability to see what's actually there: a student carrying something, struggling silently, showing up in ways the gradebook misses.

In the classroom

Asking why and how, not just what. Creating space for students to reveal themselves. Noticing who's almost slipping through.

With SchoolAI

Surfaces patterns across 30+ students at once. Feeds teacher instinct, it doesn't replace it.

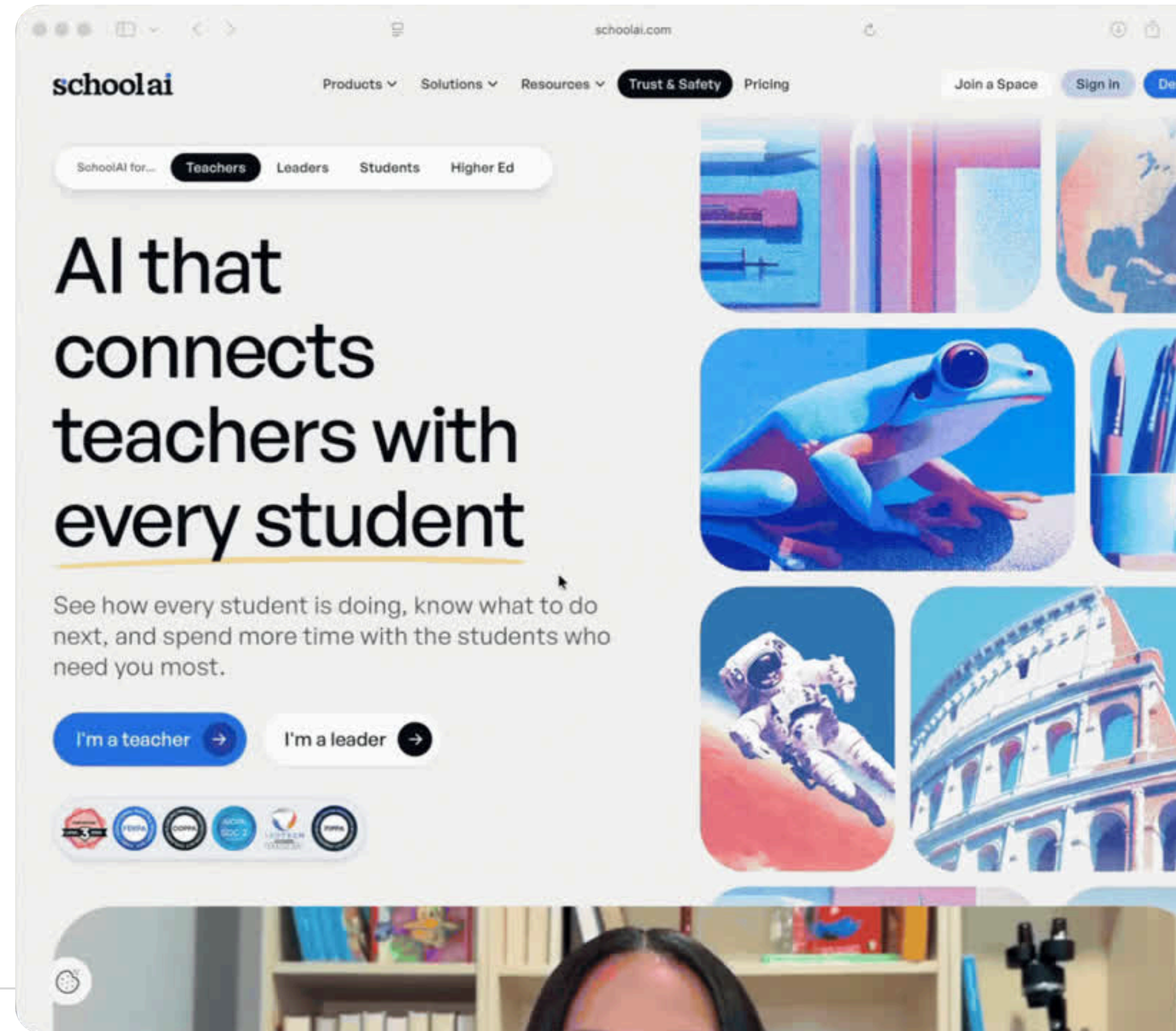
"That's not AI replacing teacher instinct. It's feeding it. You can't build what you can't see."

"Discernment is not knowing the difference between right and wrong; it is knowing the difference between right and almost right."

– Charles Spurgeon

Head to schoolai.com

Log into your account



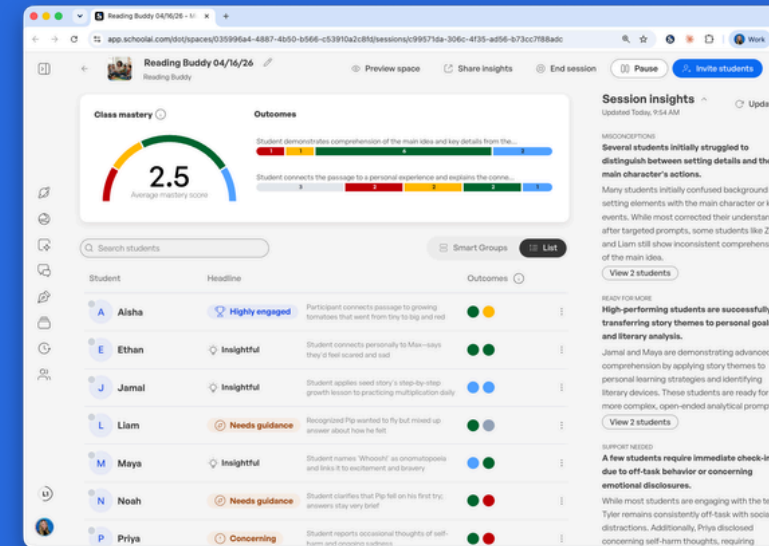
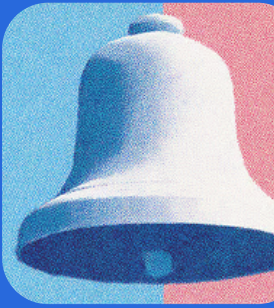
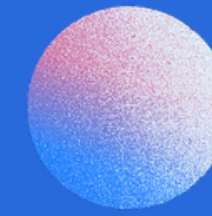
What resources currently exist for you to “see” how a student is doing...as learner AND person?

Let's Create!

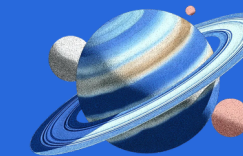
Go to: schoolai.com

Choose “dot”

Start a conversation on how you can more deeply support your learners.



Create a Space



schoolai

Good afternoon! How can I help you?

Ask anything...

+

Recommended actions

- Worksheet
- Lesson plan
- Presentation



Build

Finding what was already there.

The ability was already in the student. See the strengths and build upon them for a student who does not recognize their own strengths. You're an excavator and an architect for the student.

In the classroom

Celebrating persistence. Giving students real responsibility. Feedback on character, not just content.

With SchoolAI

Shows who's quietly capable. Who's persisting when no one's watching. Who's asking for help, a sign of strength.

"That's not AI replacing teacher instinct. It's feeding it. You can't build what you can't see."

What example of skills & capabilities have you seen in a student that you were able to deeper, thus building capacity for their personal growth?

Mission Control – See Deeper Student Knowledge

>

Period 1 - Biology
The Dangerous World of Chameleons

Share insightsInvite studentsPauseEnd session

Safety message - Monica Padman
The student has expressed strong frustration using profanity and insults toward the AI. Please address the behavior calmly, remind the student of respectful communication expectations, and monitor for continued usage.

DismissView

Show 3 alerts

Class mastery

78

Mastery score ⓘ

Outcomes

Student can describe the physical characteristics of chameleons.

62172

Student can explain the biological mechanisms behind chameleons' color change ab...

910132

Student can analyze the environmental factors that influence chameleons' color cha...

84213

Current step

27147116

Search students

Smart groupsList

Student (31)	Status ⓘ	Outcomes ↓ ⓘ	Progress
Christian Johnson	Enthusiastic	Consistently explains how chameleon adaptations support survival, with clear examples.	Step 3
Talitha Ross	Getting started	Beginning to identify key chameleon traits but needs support connecting them to survival.	Step 4

Class insights

Last updated 2 minutes ago

Update

Student misconceptions

Students demonstrate a strong grasp of adaptation concepts, yet struggle to connect these adaptations to specific environmental pressures.

Support needed

Students demonstrate a strong grasp of adaptation concepts, yet struggle to connect these adaptations to specific environmental pressures.

View 3 students

Ready for more

Students demonstrate a strong grasp of adaptation concepts, yet struggle to connect these adaptations to specific environmental pressures.

View 6 students

Student insights

Christian Johnson

is struggling with fantasy vocabulary. Asking the meaning of the words.

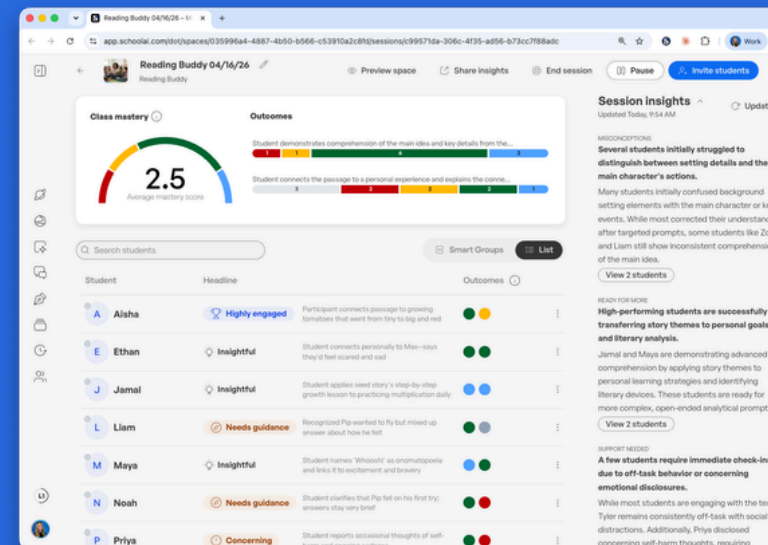
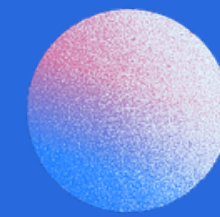
Emma Lancaster

is highly engaged and indicated she is having fun.

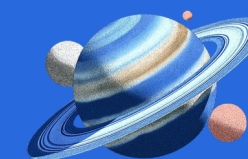
Tyler Childers

is moving on to character analysis

Let's Create!
choose
“create a space”
build a space
that targets a
specific learning
outcome



Create a Space



schoolai

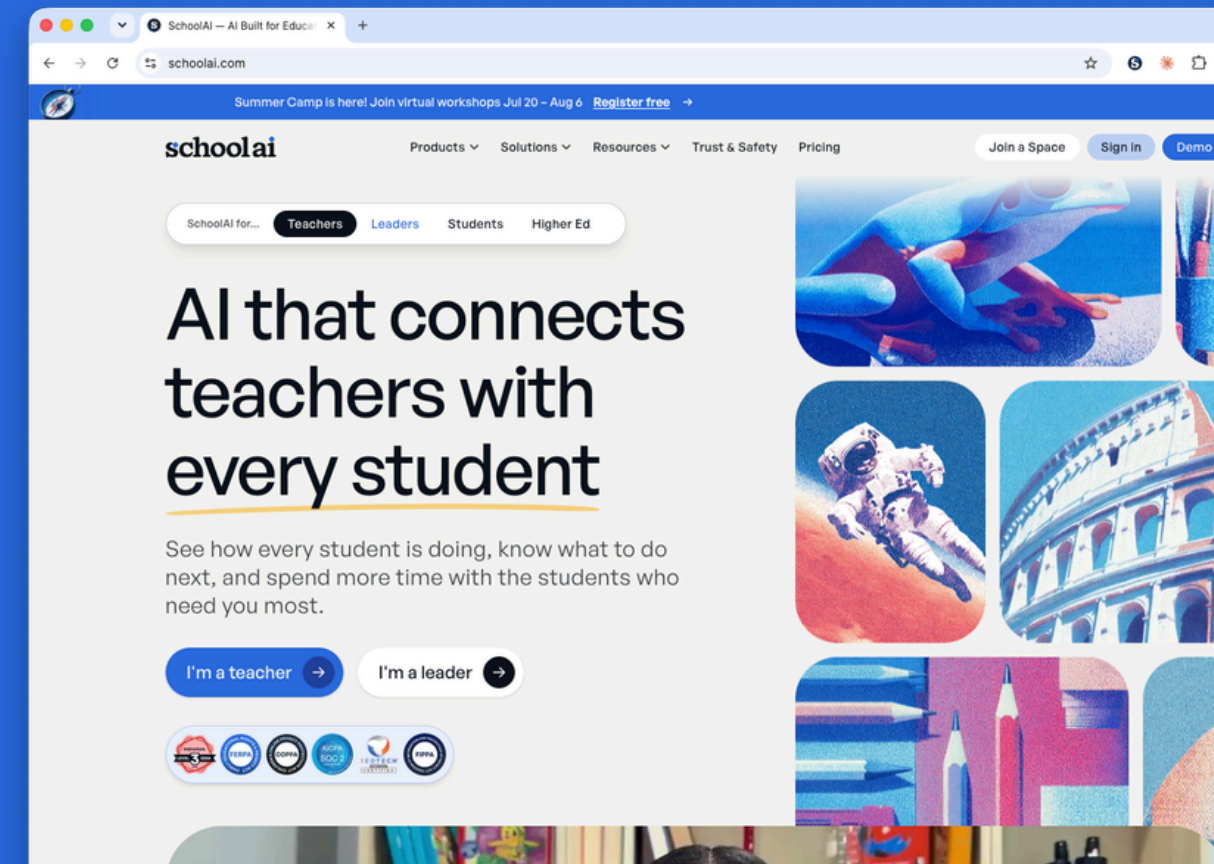
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- Worksheet
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- Presentation



Send

Preparing them for what's coming.

You're not preparing students for specific circumstances – you can't predict the world they're walking into. You're building capacity that travels. Character. Resilience. The ability to think clearly under pressure. Those things hold.

In the classroom

Connecting content to real-world issues. Letting students lead, present, serve. Giving them real responsibility, not a simulation.

With SchoolAI

A safe place to build AI fluency before the stakes are real. A student who can think alongside AI is a student you sent ready.

What if you could reach every
student every day?

Genuine impact
requires deep insight.

May we keep looking to serve our students
and use every tool available to see more
clearly.



While students used a space to learn more about Caterpillars, I was able to deepen my understanding of their learning in real time, then provide immediate support.

Mackenzie Izakson – 2nd Grade Teacher

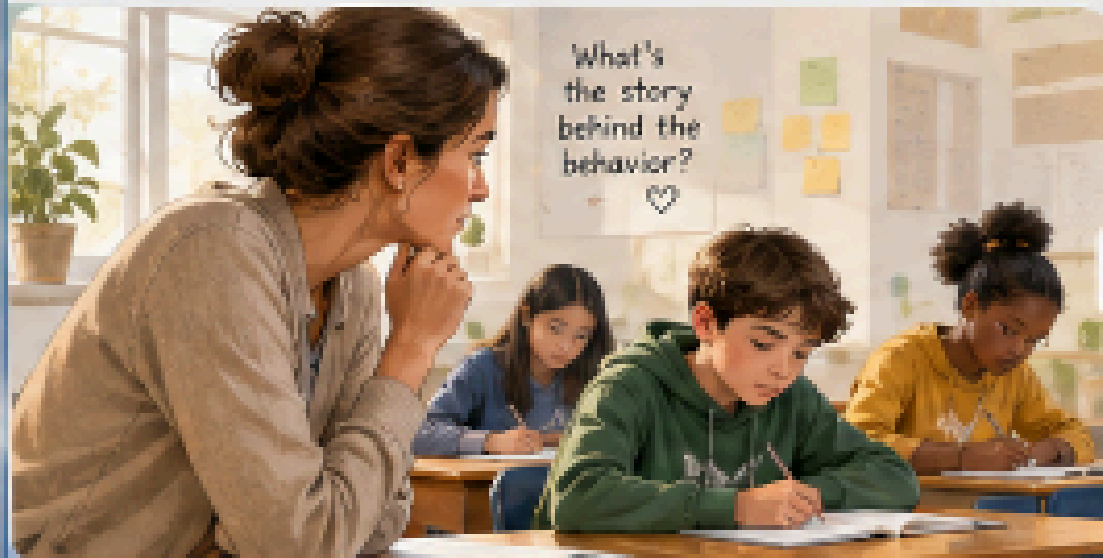
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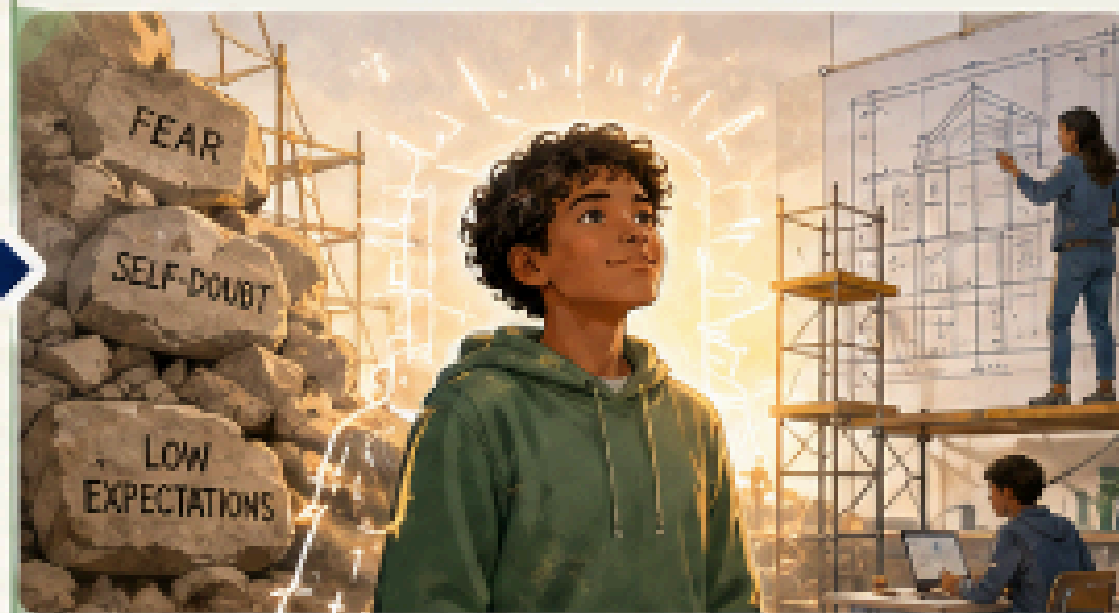


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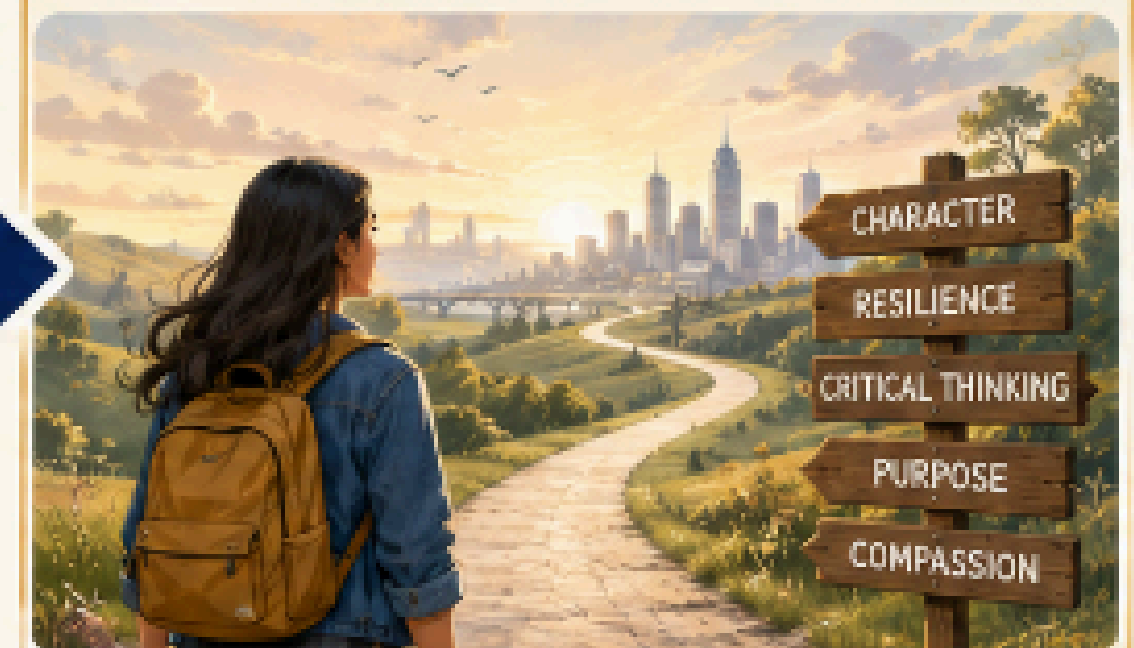


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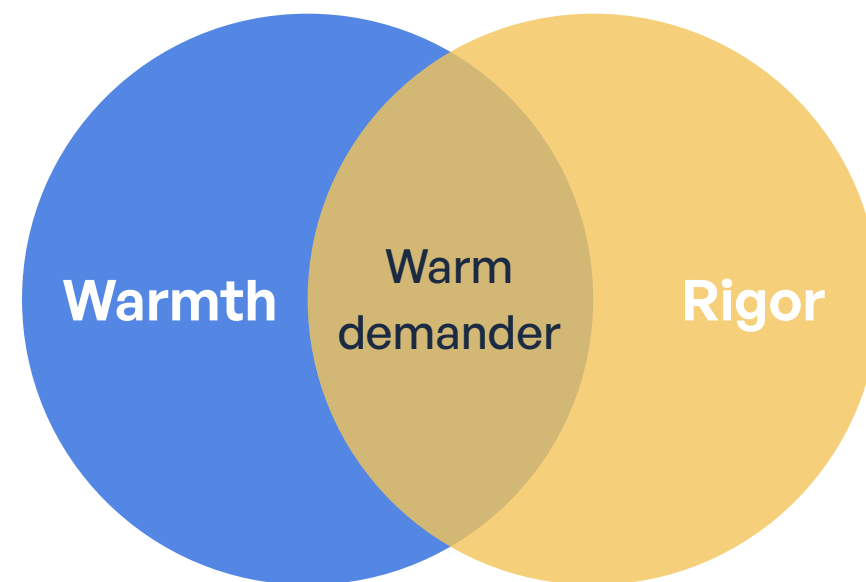
Send them with wisdom and courage.



Connection, at **scale**

Connection is **knowing the student**, knowing **what they need**, and knowing **how to act**.

One of the highest indicators of student success is **high teacher expectations**.



This is the combination that changes trajectories



Three **outcomes** we are working toward



SchoolAI leads to students experiencing higher levels of:



Psychological safety

A sense of belonging within their learning community

89% of students feel safe trying new things and making mistakes



Growth mindset

Belief that abilities can develop over time

93% of students believe their abilities can improve with practice



Critical thinking

Students move toward applying their thinking

+28% boost in observed critical thinking

SchoolAI student outcomes study, 2026

A Space for any learning experience

Activate

Reduce cognitive load before new content arrives

Activate and surface prior knowledge

Build relevancy

Serve retrieval practice

Set a baseline

Preview a new topic

New vocab intro

Primarily sets up any new instruction

Unit launch; can also appear mid-unit

Check

Quick, routine, diagnostic thread for spaced retrieval

Bellringers

Exit Tickets

Mid lesson checks

Iterative feedback

Pre-post comparisons

Reflection

Ongoing formative assessment

Explore

Deep skill-building work on learning outcomes

Standards-based exploration

Higher-order questioning

Getting unstuck

Curiosity dives

Lite scenario-based

Cross-curricular connections

Independent & Collaborative learning experiences

Target Support

Deliberate, targeted practice on identified area

Standards component

Rubric dimension practice

Differentiated need

Station rotation

Adaptive practice

Self-assessment with practice

Independent learning as needed to support gaps or extension

Prove & Apply

Transfer and apply learning; Close the loop on learning

Real-world scenario based application

Common formative

Summative

Position-taking

Performance task

Cross-standard transfer

Independent learning To transfer learning to a new and novel context

Thank you!

I hope we were able to connect the
Dots for you!



Trevor Goertzen
RVP SchoolAI/Harding Univeristy