

LYON COUNTY SCHOOL DISTRICT

Staff Travel Report to School Board of Trustees

Your recent request to travel has been approved. Within two weeks of the date of the conference, the following report is due in the office of the Deputy Superintendent via Margaret Heim.

Please Download & TYPE the following information.

Staff Member:	Will Bumgardner	School:	DHS
Conference:	Association for Career and Technical Education CareerTech Vision 2025	Staff Assignment	Attendee
Do not use acronyms	Nashville, TN	Dates Attended:	12/9-12/25
Location of Conference:			

General Overview: Do not use acronyms

CareerTech Vision is the annual national conference for Career and Technical Educators across the country. Teachers come to this conference to take sessions on strategies within their area, learn things that may work or may not work, and also meet with exhibitors with the latest equipment for the classroom.

I found this year's conference to be heavy in two areas -- AI (probably as expected) and administrative areas. The sessions I ended up sitting in mainly dealt with AI. It is important that I stay updated on what is going on in the world of AI and how it impacts education. As educators we can't sit back and just watch things happen.

I took away two really big things from this conference this year that I will get into below.

How will this impact student learning in a positive way?

Two big things that I firmly believe can impact students (as well as give them more opportunities to succeed):

1) I was sitting in a session dealing with AI and VEX Robotics. I have been thinking about doing something with robots in my course load, so I thought this would be beneficial anyway. The main speaker started talking about things from research that I was well aware of, such as students are grasping concepts of computer science such as binary, networking, etc. But when it comes to coding, they are lost. Businesses end up hiring individuals that aren't able to code to the level they need to, so they have to use time and resources training these people when they already should be coming in with that knowledge. Then he said something that hit me -- we should be doing more hands-on coding. As I'm listening to him speak about this and the product that he was showing off, I was starting to think about how I could possibly implement hands-on coding into my classroom, especially with a robot. I then realized that it would be perfect in my Computer Education and Technology class, which is the computer course all students need to take in order to graduate. The students that choose to take other computer science classes already know what they're getting into, so this doesn't feel appropriate. However, there are a lot of struggles in the CET course from students learning very basic, low-level Python. What if we flip it so that the students can actually work hands-on with the robot, first learning how to move it, and then learning how to code to do things? I think students would greatly benefit from being able to be more hands-on with this class than just learning how to code.

See below for 2.

How will I implement what I learned and how will I share this information with my colleagues?

2) I was in another session on certifications for computer science courses. During that session, they started talking about WordPress and web design. In this, they showed statistics on just how important web design still is in business. As I thought about it, I realized that he was right. This is an area that I pretty much brushed aside because I felt that there were (and are) so many design websites available where all you need to do is essentially put things where you want it to go and the program codes it for you. What I failed to realize at the time is that you still need to know the HTML and CSS tags that go to different things in case it doesn't appear correctly and you need to make changes on the backend. I know that there are students interested in this sort of thing. There could even be students that are doing things like writing blogs now that could directly benefit from learning how to properly build a website.

I would love to be able to implement both of these things at school. For the robots, it would take buying enough robot sets for the class in order to properly implement that section. For web design, that would really be as simple as adding the course. Of course, there would also need to be recruitment and curriculum research that needs to be done.

I am more than willing to share any information that I have learned with my colleagues, not only those at DHS, but with anyone in the district. Whether that's one on one, group setting, a professional development session. I have no problems teaching what I've learned.

Other Comments:

I did find one negative in one of the sessions I attended. One speaker was talking about his implementation of AI in his classes. This is something I'm definitely not opposed to. However, he went so far as to also state that they essentially used AI to do everything. For example, if the class was building something and needed to write code for it, they would ask AI (in this case, Google Gemini) to write the code for what they are doing. They would take the code and upload it into the project and see if it works. If something didn't work, they'd go back to Gemini and say that something didn't work and to fix it. While I think AI can be a very good tool, students need to have full understanding of what is happening before they go to AI to have them code something. It just felt like now these students are using the crutch that AI will do everything for them, so they don't have to learn how to code, which couldn't be further from the truth.


Site Principal/Supervisor Approval

1/15/26
Date


Deputy Superintendent Approval

1/16/26
Date