

AI in the Classroom: A Practical Guide

Developed in partnership with P-CCS Secondary School Librarians and Technology Integration Specialists, this resource provides educators with the tools and knowledge to effectively integrate AI into their classrooms. It offers:

- Student-Centric AI Usage Scales: Clear guidelines to help students understand when and how to appropriately use AI tools.
- Guidance on AI Citation & Disclosure
- AI Prompting and Evaluation Techniques: Strategies for crafting effective prompts and critically analyzing AI-generated content.
- Teacher-Friendly Implementation Tips: Practical advice for incorporating AI.
- Best Practices for Responsible AI Use: Guidelines for ethical AI usage and data privacy considerations.

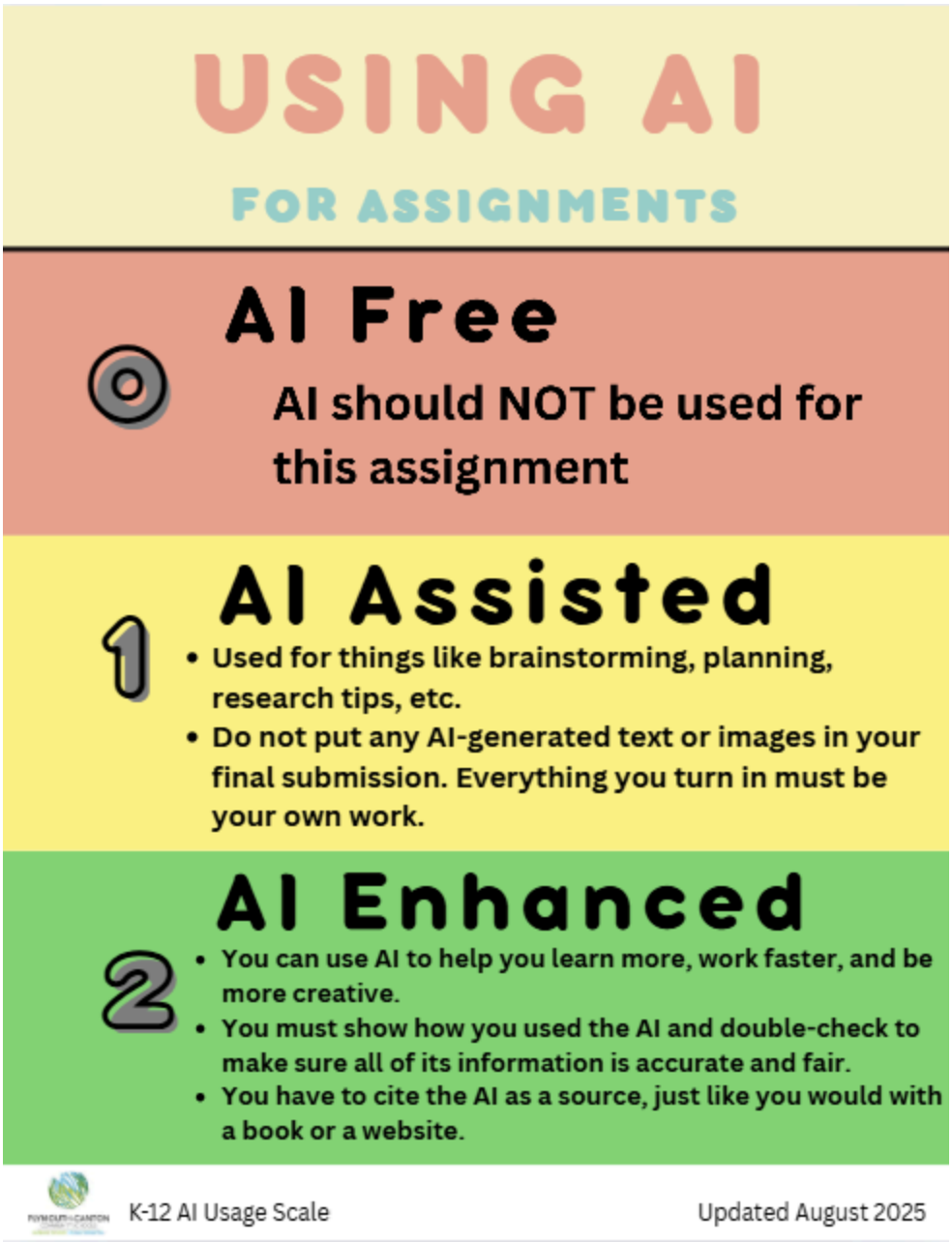
This resource empowers educators to harness the power of AI to enhance teaching and learning, while ensuring responsible and ethical use.

📢Use the tabs on the left to navigate to the various sections.



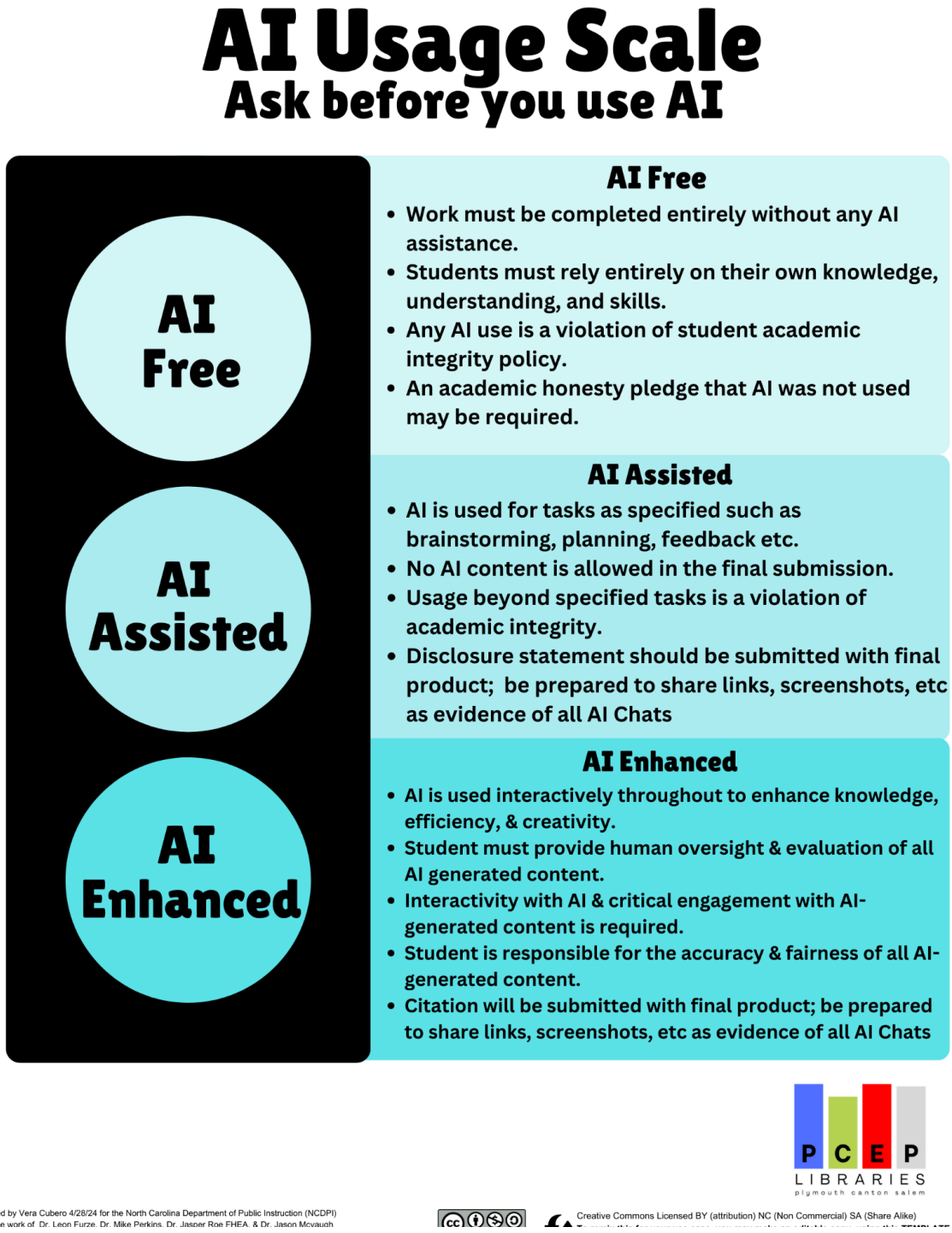
Top Line Tips from Common Sense Media:

- **Don't input personal information**. No matter what type of generative AI you're using or how you're using it, do not include any personally identifiable information (PII) about yourself or your students.
- **Use it for language tasks, ideas, explanations, and editing**. Generative AI is most helpful as a thought partner, a starting place, and a distiller of information. It's not as reliable for research or fact-finding because it can make things up, or hallucinate.
- **Keep in mind what you gain and what you lose**. Depending on how you're using generative AI, you may save time brainstorming but lose true creativity. Similarly, you may get a quick summary but lose nuance, or draft efficiently but lose your authentic voice.
- **Verify, specify, and clarify**. Double-check the information you get for accuracy, refine your prompt until you get the output you need, and tell the bot how it can improve its response even further.
- **Include reputable sources in your prompts**. If you're using AI to ask for information, include some trustworthy sources so it pulls from those first. This isn't a guarantee that it won't hallucinate, so it's still best to verify, but it's a helpful starting point.
- **Ask for citations** (and make sure they're real). If you decide to use AI as a research tool, ask the bot to include citations and then make sure they're real, reputable sources.



Click the image for a printable poster!

This AI Usage scale can be used across K-12. High school teachers can have the option for the more detailed version.



Click the image for a printable poster!

We recommend teachers have this up in their classrooms to reference while students are working. Continue to reference P-CCS Board Policy to guide the work you and your students are doing.



The WISE Framework Questions

Use the WISE Framework coupled with usage scales to help students understand appropriate and ethical AI use.

The WISE framework is made up of four key questions designed to guide thoughtful decision-making when using AI:

- **W**ell-being: How does using AI impact my well-being and those around me?
- **I**ntegrity: Am I using AI with integrity in a way that's honest and fair?
- **S**kills: What am I learning when I use AI, and what might I be missing out on?
- **E**ngagement: How does using AI help me better engage with what I'm doing, or should I have just not used AI at all?

You can use these scenarios to discuss with students or colleagues.

A Quick Tip
Want to personalize the discussion? Use Gemini (or preferred AI tool) to generate custom AI scenarios!

Prompt:
"I teach [subject/grade level], and I want to create a real-world scenario where a student

uses AI in a way that raises ethical questions. The scenario should be realistic and relevant to my subject area, encouraging discussion using the WISE Framework. Can you generate a few examples?" (attach WISE image)

Prompt for Assignment Integration:
"I have a [type of assignment] where students [briefly describe what they do]. I want to integrate the WISE Framework into this to encourage ethical and thoughtful AI use. Can you suggest ways to do this while keeping students engaged?"

Can I Use AI on this Assignment?

Generative AI Acceptable Use Scale

Generative AI refers to any of the thousands of Artificial Intelligence tools in which the model generates new content (text, images, audio, video, code,etc)
This includes, but is not limited to, Large Language Models/ LLMs such as ChatGPT, Google Gemini,etc, Image creators such as Dall-E3, Adobe Firefly, and any tools with built in generative AI capabilities such as Microsoft CoPilot, Google Duet, Canva, etc etc)

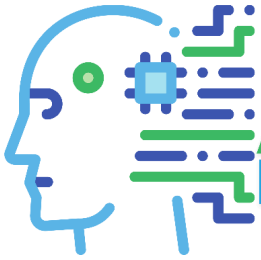
	Level of AI Use	Full Description	Disclosure Requirements
AI Free	**None**	• This assessment is completed entirely without AI assistance. • AI Must not be used at any point during the assessment. • This level ensured that student rely solely on their own knowledge, understanding, and skills.	• No AI disclosure required • May require an academic honesty pledge that AI was not used.
AI Assisted	**Generation and Structuring**	• No AI content is allowed in the final submission. • AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.	• AI disclosure statement must be included disclosing how AI was used. • Link(s) to AI chat(s) must be submitted with final submission.
	Editing	• No new content can be created using AI. • AI can be used to make improvements to the clarity or quality of student created work to improve the final output.	• AI disclosure statement must be included disclosing how AI was used. • Link(s) to AI chat(s) must be submitted with final submission.
AI Enhanced	**AI for Specified Task Completion**	• AI is used to complete certain elements of the task, as specified by the teacher. • This level requires critical engagement with AI generated content and evaluating its output. • Student is responsible for providing human oversight and evaluation of all AI generated content.	• All AI created content must be cited using proper MLA citation. • Link(s) to AI chat(s) must be submitted with final submission.

Adapted by Vera Cubero for the North Carolina Department of Public Instruction (NCDPI)
from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason Mcvaugh
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Click the image to customize this scale for classroom assignments.

This acceptable use scale serves as a consistent framework for staff and students. It provides an opportunity for direct conversations about the use of AI for each assignment. Addressing this at the front end of each assignment will help to mitigate instances of academic dishonesty.



AI Citation & Disclosure Guidance

Citing and Disclosing AI

When to do what?

Knowing when to cite and when to disclose can be a complicated thing. When using AI or any other tool for school or work, users should always be prepared to show their work and what AI was used for.

Citing and disclosing this information provides transparency to the audience about what work is the author's own. Most chats and AI tools have the ability to save the conversation or generated product. This is an important step for both citing or disclosing!

Citation vs Disclosure

When new content is generated by AI, you will need to cite.

MLA Style Guide

APA Style Guide

When AI is used to organize or edit and new content is NOT created, it is best practice to disclose.

Example statement:
AI Disclosure: I used [name of AI program] to [insert task] on this assignment. You can find evidence of my use here [insert link to Google Doc with AI chats, generated content, etc.]

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Adapted by Vera Cubero 4/28/24 for the North Carolina Department of Public Instruction (NCDPI) from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason Mcvaugh
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When to cite?

- If new content has been generated, a citation is required. Users should always be able to provide proof of what AI was used to generate ex. Link to chats, version history, images/documents generated etc.
- Reference MLA & APA style guides for specifics on citation creation.

When to disclose?

- If new content has NOT been generated and AI was used to organize thoughts, edit work, etc., a disclosure statement should be included above the Works Cited page. Users should always be ready to provide proof of what AI was used to generate ex. Link to chats, screenshots of chats, version history, etc.
- Example of an AI Disclosure statements:
    - AI Disclosure: This document was created with assistance from [name of AI tool] with human oversight and revision. Access to AI usage can be found here [insert link to chat].
    - AI Disclosure: I used [name of AI program] to [insert task] on this assignment. You can find evidence of my use here [insert link to Google Doc with AI chats, generated content, etc.]

AI in the Classroom
Academic Integrity

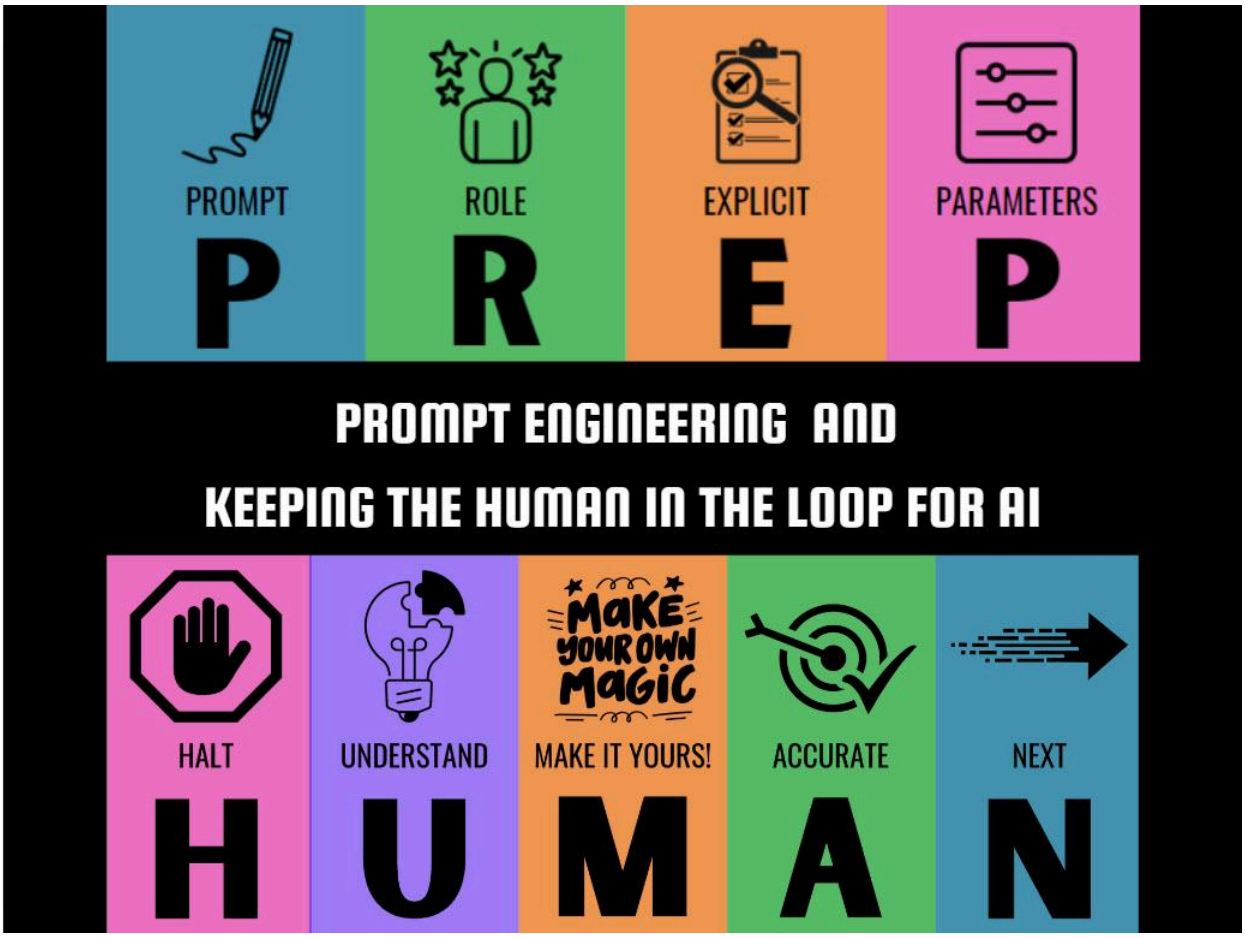
Proof of Positive Authorship: Guidelines for Students

Please see this document for suggested language you can include in your classroom syllabus to share your expectations with students.

What about AI Detectors?

- Studies have shown that AI detectors are not reliable or accurate and can be especially biased against non-native English speakers. For these reasons, many educators are cautioning against their use.
- Please see some of the proactive approaches included in the Proof of Positive Authorship section for ideas on how to approach this issue in your classroom, the AI usage scale to help set clear expectations, and this section on citing AI when it is allowed.
    - Transparency Support is a website that simplifies the process of teachers providing clarity about how AI can be used on an assignment. It can also be used by students to easily indicate how they used AI.
        - The teacher may bring this up in the front of the class and lead a discussion about what appropriate AI use might be for that assignment.
- Process Feedback for Google Docs: a Chrome extension to track writing on a Google Doc. It pulls the edit history of a Google Docs document and turns that history into a writing process report. In the process report, you can explore copy-paste events, the frequency and timing of breaks taken, typing fluency, time spent on each paragraph, time allocated to revision compared to initial drafting, and total typing time. *This is currently free, but could change like similar tools have done.*

- **Paid tool:** SchoolAI extension has a Revision history viewer tool under “Writing Analysis” that allows you to see a playback of the writing process with copy/paste events clearly marked.



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These two acronyms serve as a consistent framework to use with staff and students. They provide a structured approach to using AI effectively and ethically.

PREP: This acronym guides prompt creation, reminding users to define a clear role for the AI, formulate a precise prompt, set specific parameters for the response (e.g., length, format), and provide explicit instructions.

- P (Prompt): Introduce the clear prompt
- R (Role): Give it a role or area of expertise
- E (Explicit): Clearly include details
- P (Parameters): What should the response look like?

HUMAN: This acronym represents a checklist to ensure ethical and effective use of AI.

- H (Halt): Pause and consider whether AI is the appropriate tool for the task and whether its use aligns with ethical considerations.

- U (Understand): Examine potential biases within the AI output.
- M (Make It Yours): Personalize and adapt the AI-generated content to reflect your style and add your unique insights.
- A (Accuracy): Verify the information provided by the AI using evidence and research.
- N (Next): Determine the subsequent steps for the AI-generated content, considering disclosure and citation requirements.



Suggested AI Tools

AI Tools for Teachers:

- **Gemini** (Google's version of ChatGPT) can be found in the waffle or at gemini.google.com. This service is accessible at school for teachers. When using your P-CCS account, your information will not be used by Google to train the model. Try the AI Prompt Library for Educators for ideas.
- **NotebookLM**: Upload a variety of resources of your choosing to create a "database" of sources that the AI will consult. Based on that it will create a variety of materials that can be used with students. Please note that students can't access this site. Guide for teachers.
- **SchoolAI**: P-CCS has a premium plan that offers assistance to teachers in a variety of areas.
- **Khanmigo Teacher Tools** can be embedded in Canvas. Tutorial for adding to your Canvas course (teacher facing only): https://ior.ad/akfl

AI Tools for Students:

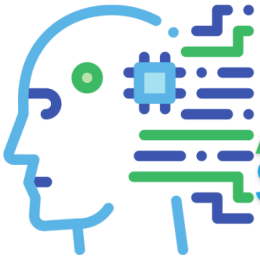
- SchoolAI (P-CCS has a premium account): Allows AI chatbot interaction with oversight and reporting for the teacher
- Snorkl (P-CCS does not have a premium account): AI tool that creates instant feedback based on student recordings
    - Current limits: 20 activities (each class would count as a separate activity)
- Gemini (teacher access only): Model AI use in front of students
    - Use Gemini to generate student work examples, share those with students for discussion and critique
- Canva Image Generator: If suggesting use for students, teach them how to use it responsibly following this guidance.

Getting Started, Suggested Steps:

1. Try Gemini personally (I do)
2. Use Gemini in front of your students (we do)
    a. This may include live prompting so students can see how they might use it to think more, not less. It may also lead to a discussion about its shortcomings.
    b. Or use it to develop examples for the class to analyze or discuss
        i. Try to "Beat GPT": Ask students to improve AI-generated samples.
3. Students use an AI tool that involves some oversight by the teacher like SchoolAI (you do)



- Michigan Virtual Student AI Literacy Videos: A robust collection of videos on a variety of AI topics
- Student Guide to AI | Michigan Virtual: This guide serves as a decision-making tool for students, translating big ideas into everyday choices. It focuses on setting personal boundaries, asking good questions, and exploring AI with curiosity.
- AI in EDU Snapshots: 10-20 minute, flexible prompts to spark discussion and learning about AI
- Evergreen Education AI Competencies: Provides simple suggestions to infuse AI literacy across the K-12 curriculum
- Common Sense Media: AI literacy lessons for grades 6-12
- TeachAI AI Literacy Sources: Includes AI ethics discussion slides



AI in the Classroom Student Reflection Questior

When using AI in the classroom, it is important to end that time with a reflection about their experience. Here are some sample questions.

Elementary (K–5)

Use these to help students name what they learned and how AI supported them.

General:

- What did you learn today? Say it in your own words.
- What was easy for you? What was tricky?
- How did you use AI to help you learn?
- What did the AI do well? What did you still need a person (you/teacher/classmate) for?
- If you did this again, what would you try differently?
- How did you make sure the AI's answer made sense and was true?

The "Helper" Check (Process)

- **Who did the work?** Did the AI do the heavy lifting, or just open the door for you?
- **The "Brain" Test:** Who used their "brain" more today: you or the computer?
- **Stuck & Unstuck:** When you got stuck, did the AI give you the answer or just a clue?
- **Time Check:** Did using this tool make your work faster or slower? Why?

Feelings & Experience (Emotional)

- **Surprise!** What is one thing the AI did that surprised you?
- **Frustration Station:** Did the AI get anything wrong? How did that make you feel?
- **The Robot Teacher:** If you could teach the AI one thing you know that it doesn't, what would it be?

Is it True? (Critical Thinking)

- **Fact Checker:** AI makes mistakes. Did you find any errors in what it told you?
- **Picture Perfect:** (If using image generation) Does this look like the real world or a dream? How can you tell?

Whole Group Quick-Checks (Thumbs Up/Down)

- 👍 / 👎 : "I felt like I was in charge of the computer today."
- 👍 / 👎 : "The AI gave me ideas I wouldn't have thought of alone."

Secondary (6–12)
These push students to evaluate learning, process, and the role of AI critically.

General

- What are the most important concepts or skills you learned today? How do you know you learned them?
- Where did AI meaningfully improve your work or thinking? Where did it fall short?
- How did you verify the accuracy and quality of AI outputs? What sources or checks did you use?
- What decisions did you make (prompts, revisions, structure) that most improved the result?
- What parts of the work should remain human-driven, and why?
- If you repeated this task, how would you change your approach to using AI to learn more deeply or work more ethically?

Process & Agency (The "Co-Pilot" Dynamic)

- **The 80/20 Rule:** What percentage of your final product is AI vs. human? Are you comfortable with that balance?
- **The "Blank Page" Effect:** Did AI help overcome writer's block or limit your original creativity?
- **Skill Audit:** Without this tool, what specific skills (e.g., summarizing, coding) would you have needed?

Critical Analysis & Ethics

- **Hallucination Hunt:** AI often "confidently lies." Identify one fact you verified. How did you check it?
- **Bias Detective:** Whose voice is missing? Does the output assume a specific cultural perspective or stereotype?
- **Attribution:** How would you cite this help? If this were a job, would you tell your boss you used AI?

- **Data Privacy:** What data did you share today? Would you be comfortable posting it on a public billboard?

Metacognition (Thinking About Thinking)

- **The "Upgrade" Question:** How did you improve the AI's work? What human insight did you add?
- **Learning vs. Doing:** Did this tool help you *learn* the material or just *finish* the assignment faster?

Quick Exit Ticket Ideas

1. **I used AI to...** (brainstorm/draft/edit/check).
2. **One thing I had to change was...** (because the AI was wrong/robotic).
3. **Next time, I will...** (refine my prompt/trust my ideas more).