Introduction



Al 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 Al Citation & Disclosure
- Al Prompting and Evaluation Techniques: Strategies for crafting effective prompts and critically analyzing Al-generated content.
- Teacher-Friendly Implementation Tips: Practical advice for incorporating AI.
- Best Practices for Responsible Al Use: Guidelines for ethical Al 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.

Best Practices



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 Al 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 Al
 as a research tool, ask the bot to include citations and then make
 sure they're real, reputable sources.

K-12 Al Usage Scale

USING AI

FOR ASSIGNMENTS



Al Free

AI should NOT be used for this assignment



Al Assisted

- Used for things like brainstorming, planning, research tips, etc.
- Do not put any AI-generated text or images in your final submission. Everything you turn in must be your own work.



Al Enhanced

- You can use AI to help you learn more, work faster, and be more creative.
- You must show how you used the AI and double-check to make sure all of its information is accurate and fair.
- You have to cite the AI as a source, just like you would with a book or a website.



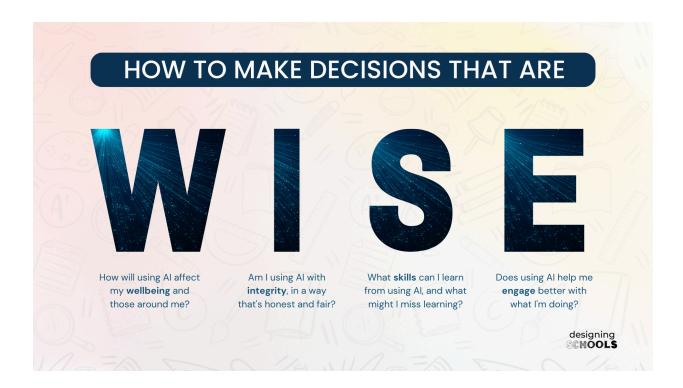
K-12 AI Usage Scale

Updated August 2025

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.

WISE Framework



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:

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

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

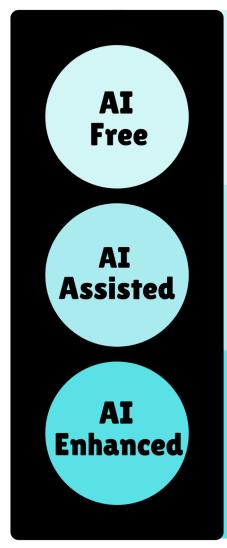
subject area, encouraging discussion using the WISE Framework. Can you generate a few examples?" (attach WISE image)

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?"

HS Alternate Option Al Usage Scale

AI Usage Scale Ask before you use AI



AI Free

- Work must be completed entirely without any AI assistance.
- · Students must rely entirely on their own knowledge, understanding, and skills.
- Any AI use is a violation of student academic integrity policy.
- An academic honesty pledge that AI was not used may be required.

AI Assisted

- Al is used for tasks as specified such as brainstorming, planning, feedback etc.
- No AI content is allowed in the final submission.
- · Usage beyond specified tasks is a violation of academic integrity.
- · Disclosure statement should be submitted with final product; be prepared to share links, screenshots, etc as evidence of all AI Chats

AI Enhanced

- · Al is used interactively throughout to enhance knowledge, efficiency, & creativity.
- · Student must provide human oversight & evaluation of all Al generated content.
- Interactivity with AI & critical engagement with AIgenerated content is required.
- Student is responsible for the accuracy & fairness of all AIgenerated content.
- Citation will be submitted with final product; be prepared to share links, screenshots, etc as evidence of all AI Chats





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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.

Al Usage Scale Assignment Rubric

Can I Use AI on this Assignment? **Generative Al 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 Al capabilities such as Microsoft CoPilot, Google Duet, Canva, etc etc)

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



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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.

Al Citation & Disclosure Handout



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 Disclosure VS

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





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.]







Click image above for printable poster!

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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 <u>NOT</u> 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 Al Disclosure statements:
 - Al Disclosure: This document was created with assistance from [name of Al tool] with human oversight and revision. Access to Al usage can be found here [insert link to chat].
 - Al Disclosure: I used [name of Al program] to [insert task] on this assignment.
 You can find evidence of my use here [insert link to Google Doc with Al chats, generated content, etc.]

Academic Integrity



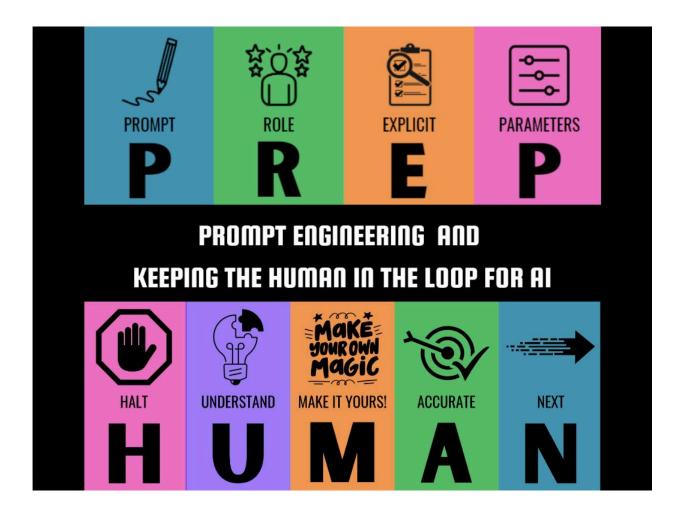
Proof of Positive Authorship: Guidelines for Students

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

What about AI Detectors?

- <u>Studies</u> 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 <u>cautioning against their use</u>.
- Please see some of the proactive approaches included in the <u>Proof of Positive</u>
 <u>Authorship</u> section for ideas on how to approach this issue in your classroom, the <u>Al</u>
 <u>usage scale</u> to help set clear expectations, and this section on <u>citing Al</u> when it is
 allowed.
- 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.

PREP and HUMAN Prompt & Evaluation Guidance



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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 Al.

• 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 Al-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 Al-generated content, considering disclosure and citation requirements.

Suggested AI Tools



Suggested AI Tools

Al 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 Al 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. <u>Guide for</u> teachers.
- <u>SchoolAl</u>: 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

Al Tools for Students:

- <u>SchoolAl</u> (P-CCS has a premium account): Allows Al chatbot interaction with oversight and reporting for the teacher
- Snorkl (P-CCS does not have a premium account): Al 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 Al use in front of students
 - Use Gemini to generate student work examples, share those with students for discussion and critique
- <u>Canva Image Generator</u>: If suggesting use for students, teach them how to use it responsibly following <u>this guidance</u>.

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 Al-generated samples.
- 3. Students use an AI tool that involves some oversight by the teacher like SchoolAI (you do)

Al Literacy for Students



- <u>Michigan Virtual Student Al Literacy Videos</u>: A robust collection of videos on a variety of Al topics
- Student Guide to Al | 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 Al with curiosity.
- Al in EDU Snapshots: 10-20 minute, flexible prompts to spark discussion and learning about Al
- <u>Evergreen Education AI Competencies</u>: Provides simple suggestions to infuse AI literacy across the K-12 curriculum
- Common Sense Media: Al literacy lessons for grades 6-12
- TeachAl Al Literacy Sources: Includes Al ethics discussion slides