



To Boldly Go...
Artificial Intelligence (AI) Committee
December 5, 2024



Essential Question: How do we effectively launch the implementation of Artificial Intelligence this year using district tools to support effective climate, culture, systems, and instruction?

Meeting Agenda:

- Opening & remarks – Dr. Saltzman
- Ignite: Unpacking standards using AI
- Learn: Differentiation and UDL with Colleague AI – Dr. Min Sun
- Engage: Parameters and ethical standards for Everett
- Share: AI Pilot update



AI for unpacking Standards



AI for Unpacking Standards



Unpacking Standards might include:

- Identifying the standard
- Breaking down the standard
- Determining learning targets
- Pulling academic vocabulary
- Considering prior knowledge
 - Building pre-assessments
- Planning instruction
- Determining differentiation strategies

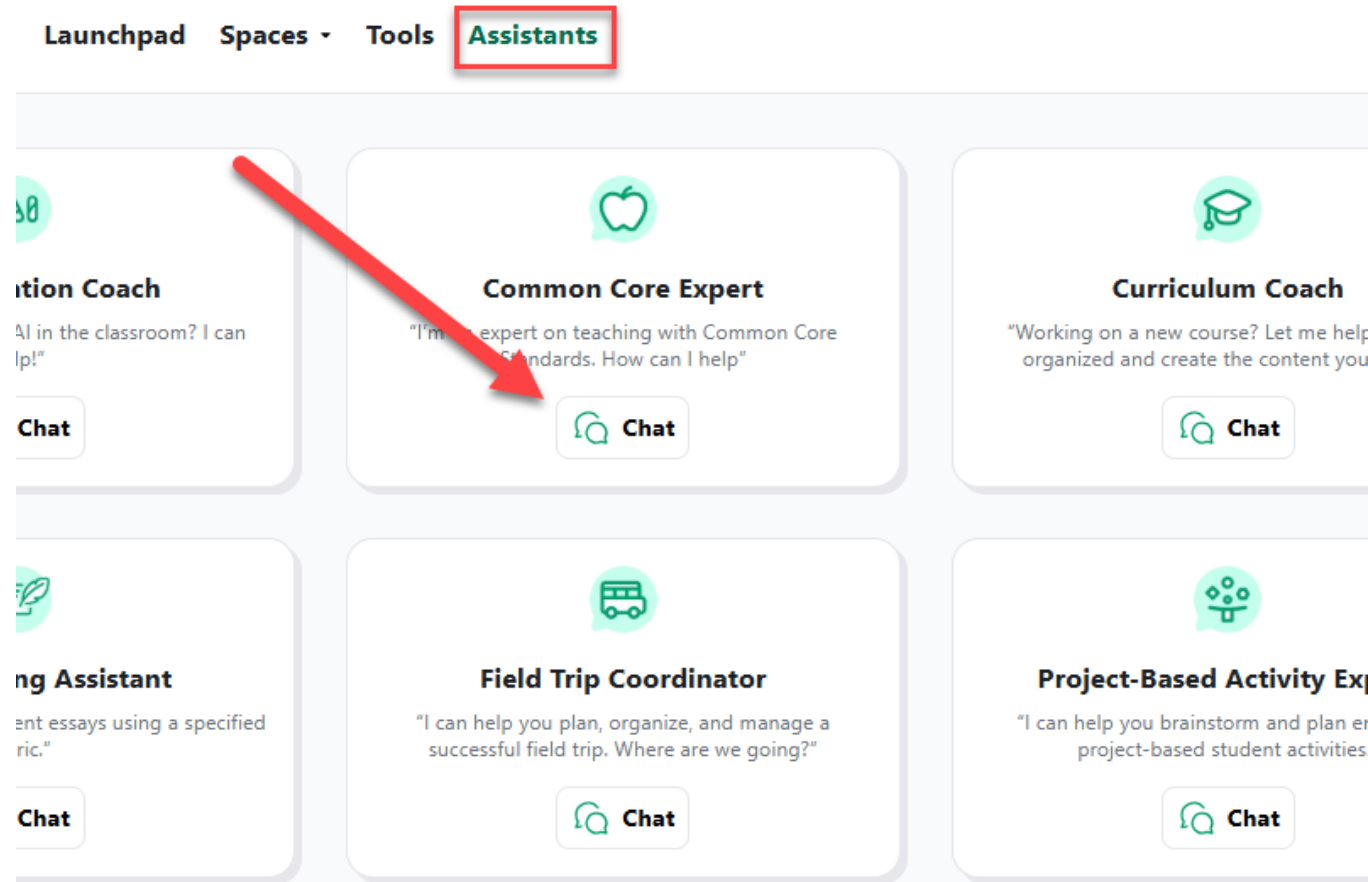


ThePhoto by PhotoAuthor is licensed under CCYISA.

AI for Unpacking Standards



Go to Schoolai.com --> Assistants --> Common Core Expert --> Chat





What are the 5th grade measurement and data standards in WA state?



The 5th-grade measurement and data standards in Washington State are aligned with the Common Core State Standards. Here are the key areas covered:

1. Convert like measurement units within a given measurement system

- Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step real-world problems.

2. Represent and interpret data

- Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.

3. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition

- Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
- Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
- Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.

These standards aim to develop students' understanding of measurement and data through practical applications and problem-solving. Always verify the standards through official state education resources for any updates or changes.

Identifying the standard:

What are the 5th grade measurement and data standards in WA state?

AI for Unpacking Standards



In standard 2, identify the nouns and verbs to help me understand what my students need to know and be able to do in this standard.



In the standard "Represent and interpret data," the key nouns and verbs are:

- **Nouns:**

- Line plot
- Data set
- Measurements
- Fractions ($1/2$, $1/4$, $1/8$)
- Operations
- Problems
- Information

- **Verbs:**

- Make
- Display
- Use
- Solve

Understanding these elements helps clarify the focus of the standard. Students need to know how to create and interpret line plots, work with fractional measurements, and apply mathematical operations to solve problems using data.

Breaking down the standard:

In standard 2, identify the nouns and verbs to help me understand what my students need to know and be able to do

Try These on Your Own



Identify Learning Targets

Identify 2-3 learning targets I can focus on for standard 2

Common Misconceptions

What are some common misconceptions students have related to standard 2

Academic Language

What academic language do I need to make sure my students can use correctly?

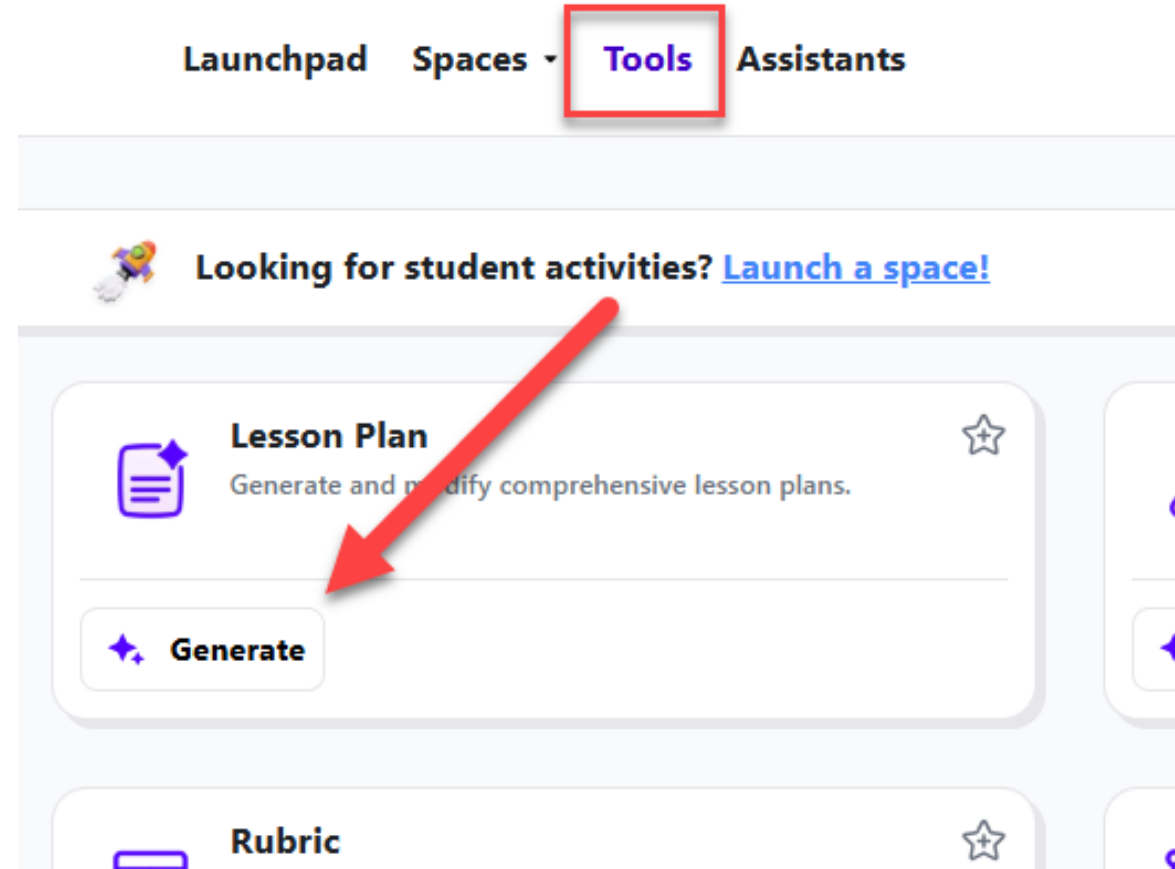
Prior Knowledge

What prerequisite knowledge should they have come in with from 4th grade and what are they going to be doing in 6th grade that I'm preparing them for?

AI for Lesson Planning



At this point, you could stay inside Common Core Expert or... switch to Tools --> Lesson Plan --> Generate



Considerations – where do you want to be able to find it again? You may need to copy your chat history over from Common Core Assistant

Using AI for Lesson Planning



Building Pre-Assessments

Generate 5 questions that will help me determine if my students have the prerequisite knowledge to start learning standard 2

Activities

I am using the Illustrative Math (IM) curriculum. Suggest 3-5 hands-on activities I could use to help engage my students with standard 2.

Differentiation

Help me differentiate for 5 students who don't have the prerequisite skills in standard 2. How can I help catch them up?

Vocabulary

Build a vocabulary list with definitions written at a 5th grade and 3rd grade reading level



Colleague AI is an **Educational Platform** where our AI assistants act as **knowledgeable colleagues** for educators and **friendly buddies** for learners. We aim to foster a **dynamic, collaborative, and personalized** educational experience for everyone in school or after school.



Colleague AI was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305C240012, and by several awards from the National Science Foundation (NSF #2043613, 2300291, 2405110), and a Gates Foundation's grant to the University of Washington and NSF SBIR/STTR award to Hensun Innovation LLC (#2423365). The opinions expressed are those of the authors and do not represent views of the funders.

Key Features

Demo Video

1. Brainstorm Ideas
2. Generate Lessons
3. Find/Modify Lessons
4. Rubric Generation and AI-assisted Grading
5. Classroom *Beta*
6. My Document
7. Web Extension
8. School Dashboard

Brainstorm Ideas

























 [Learn New Features >](#)



How can I help you today?

NEW Need more help? Ask Charlie, Your new AI colleague... 

NEW Generate Diagrams 	NEW Generate Images 
Facilitating student discourse 	PLC or PD Agenda 
Generating Tasks With Different Rigor Levels 	Develop a Context-Based Project or Problem 
UDL Choice Board 	Text Dependent Questions 
Text Scaffolders 	Syllabus Generator 
Learning Accommodations (IEP/504 Plans) 	Social-Emotional Learning (SEL) 
Prepare School Emails 	Classroom Newsletter 
Reference Letters 	Supporting Multi-Language Learners (MLL) 
Supporting Students Below Grade Level 	Rubrics Generator 
Culturally Responsive Teaching (CRT) 	Different Assessment Methods 
School Improvement Plans 	Principals' Feedback to Teachers 



Chatting with Claire  

 Send a message...

Content generated is for suggestion only; always use professional judgement and comply with school policies before implementation



Brainstorm Ideas

	Claire ^{AI}	Charlie ^{AI}
Similarity	Trained to know and promote research-based best practices in education	
Differences	An integrated solution with pre-defined AI guides to perform tasks, such as facilitating student discourse, generating tasks with different rigor levels (DOK), facilitating UDL and inclusive practices, generating PLC or PD agenda, or supporting project-based learning, SEL, multi-language learners (MLL), culturally responsive teaching (CRT), and preparing school improvement plans, drafting principal feedback to teachers aligning with CEL 5D and other TPEP evaluation framework.	An experimental solution with new features, maybe slower than Charlie ^{AI} on some tasks.
	Produce relatively concise responses	Produce longer, more detailed responses
	Produce text response, generate images and generate diagrams via separate tabs	Generate images and emoji as part of its responses
	Show chain of thoughts and reflections	Show nudging questions at the end of the response
	Scrape web URL to allow users to include web links in their prompt	Scrape web URL
		More advanced math problem solving abilities
		Perform web searches for content (both text, image, video)

Brainstorm Ideas: Example for Administrators

(Here is the [conversation history](#))



Prompt with Charlie

You are an experienced school leader and expert communicator, proficient in crafting compelling messages that effectively convey information to school stakeholders. Your task is to write a school update letter for Washington State's AI policy: <https://ospi.k12.wa.us/student-success/resources-subject-area/human-centered-artificial-intelligence-schools>.

Include a brief introduction, a section on the Policy, a section for Important Dates, and a final paragraph/summary. Include the following information in your letter:

Introduction: welcome educators back to school, remark on their summer experiences, express excitement for the upcoming school year Policy.

Summary: explain the importance of AI policy, include the OSPI link, and summarize its key points in five sentences.

Actions: school principals organize trainings to prepare educators to implement this policy in classroom instruction.

Important Dates: list upcoming district professional development dates.

Write the letter in an informative and friendly style.

Charlie's Response

Dear Wonderful Educators,

I hope this letter finds you refreshed and rejuvenated after a fantastic summer break! 🌞 Whether you spent your time exploring new places, diving into a good book, or simply relaxing with loved ones, I trust you've had some well-deserved rest. As we embark on this exciting new school year, I'm thrilled to share some important updates with you. 📧

Washington State's AI Policy in Education 📄

As we step into the future of education, it's crucial that we stay informed about the latest developments in educational technology. Washington State has recently released a comprehensive guidance on Human-Centered Artificial Intelligence in Schools. This policy is a game-changer for how we approach AI in our classrooms! 🚀

Here's a quick summary of the key points:

1. AI is here to stay, and we need to prepare our students to understand and use these tools effectively.
2. The state emphasizes a "Human-AI-Human" approach, putting students and educators at the center of all AI interactions.
3. The guidance provides ethical considerations for AI and guidelines for responsible use in the classroom.
4. AI-assisted learning can include personal tutoring programs, virtual assistants, and quick lesson plan generation.
5. The policy focuses on improving learning for every student, empowering teachers, and strengthening learning management systems.

You can find the full guidance document here: [OSPI Human-Centered AI in Schools](#)

Actions for School Leaders 📅

To ensure we're all prepared to implement this exciting new policy, I'm asking our wonderful school principals to organize training sessions. These sessions will help us understand how to effectively and ethically integrate AI into our classroom instruction. Keep an eye out for more information from your school leadership team!

Important Dates 📅

Mark your calendars for these upcoming district professional development dates:

- September 15, 2023: Introduction to AI in Education Workshop
- October 6, 2023: Ethical Considerations of AI in the Classroom
- November 3, 2023: Hands-on AI Tools for Educators
- December 1, 2023: AI and Personalized Learning Strategies

(Note: These dates are placeholders. Please adjust according to your actual district schedule.)

In Conclusion... 💡

The integration of AI in education presents an incredible opportunity for us to enhance our teaching methods and prepare our students for the future. By embracing this human-centered approach to AI, we can ensure that technology serves as a tool to augment our expertise, not replace it. As we navigate this exciting new landscape together, remember that your creativity, empathy, and human touch are irreplaceable. AI may be able to generate lesson plans in seconds, but it's your passion and dedication that truly inspire our students.

Here's to a fantastic, innovative, and AI-enhanced school year! 🌟


Warmest regards,

[Your Name] District Superintendent



Generate Lessons : [Link to History](#)


- Uses CCSS, NGSS, state learning standards and research-proven practices of high-quality and inclusive instruction to develop complete lesson plans customized to a teacher's prompt.
- Crosswalk between national standards and individual state standards.
- Full editing functions.
- Special math tools (equation writing and coordinate/diagram drawing and generation).
- AI nudging function to assist teachers to iteratively improve the initial draft lesson.
- Simulation function to offer educators feedback before delivering the lesson.




The AI powered wizard can swiftly curate new content to complement your existing lesson plans or assist you in crafting a tailored lesson from scratch.


Simply provide the details below, and let's embark on a journey to enrich your curriculum.

Lesson plan context

Title * 

Subject *

Mathematics  Select subject

Learning objectives * 


1. Students will first review how to conduct single digit multiplication.

2. Students will be able to accurately understand the meaning of Associative property of multiplication. For example, $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$.


3. Students will be able to apply this knowledge to solve word problems or story problems involving products of whole numbers.

For better results, be as descriptive as possible. The maximum allowance is 5000 characters. 410


Grade level *

Grade 3  Select grade

Learning standards *

3.OA.B.5  Select standard

State

Washington  Select state

Other requirements

embedding support for English Language Learners at each stage of the lesson

Draft plan

Generate the Entire Lesson



This function embeds **research-based, subject-specific** effective teaching to draft the **entire standard-aligned lesson plan** from scratch, based on your teaching style and your students' needs.

Lesson Plan Rubric

Lesson plan context

Title *

multiply using the associative property of operation

Subject *

Mathematics

Grade level *

Grade 3 Select grade

Learning standards *

3.OA.B.5 Select standard

State

Washington Select state

Other requirements

embedding support for English Language Learners at each stage of the lesson

401

You can ask AI to embed certain type of the support throughout the entire lesson. E.g.,

“Embed the support for multilanguage learners at each stage of the lesson”



AI-Assisted Assessment Rubric Generation

- Offer two types of rubric generations: for a given/several learning standards; for individual assessment items
- For all subjects
- Support input text and upload documents
- Support different types of rating scales: Depth of knowledge, Advancement Level, Approaching Standards, and Educator's Own Scale Framework.
- Allow teachers to specify other requirements, such as scaffolding strategies of problem solving, choices of presentation.

Lesson Plan

Rubric

Rubric context

Title *

3rd grade word problem rubrics

Rating Scales *

Depth of Knowledge

Type of rubric *

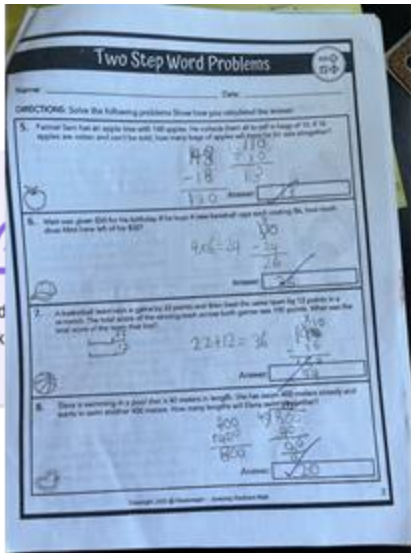
Specific Rubrics for Assessments

Assessments

Input text

Upload documents

Drag and drop or click



Draft rubric

Other requirements

Rubrics include sequence of steps to scaffold 3rd graders' problem solving.



AI-Assisted Assessment Rubric Generation

- An AI-generated rubrics, which is automatically saved to “My document” folder.
- Educators can use the AI grading function to draft initial **scoring** and detailed feedback for students’ learning.

3rd grade word problem rubrics

Subject: Mathematics • Grade: Grade 3 • Standard: 3.OA.D.8

3.OA.D.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

No Evidence (0)	Recall and Reproduction (1)	Skills and Concepts (2)	Strategic Thinking (3)	Extended Thinking (4)
Student shows no understanding of solving two-step word problems or representing them with equations. No attempt is made to assess the reasonableness of answers.	Student attempts to solve simple two-step word problems but makes significant errors. Equations are incomplete or incorrect. Little to no attempt is made to check answer reasonableness.	Student solves basic two-step word problems using some operations. Represents problems with equations, but may have minor errors. Attempts to assess answer reasonableness, but strategies may be inconsistent.	Student accurately solves most two-step word problems using the four operations. Correctly represents problems using equations with a letter for the unknown. Usually assesses answer reasonableness using basic mental computation or estimation.	Student consistently and accurately solves complex two-step word problems using all four operations. Fluently represents problems using equations with variables. Efficiently assesses answer reasonableness using advanced mental computation and estimation strategies, including rounding.

Claire AI

Hello! You can ask any questions related to best practices in teaching or your work in school. Feel free to ask me for ideas for your classroom, research on best practices in pedagogy, behavior management strategies, or any general advice! The more specific your questions, the better my responses will be. How can I help you today?

AI Grading

Drag and drop files here or click to upload

Scan QR and upload with mobile.

Send a message...

AI-assisted assessment grading



Two Step Word Problems

Name: _____ Date: _____

DIRECTIONS: Solve the following problems Show how you calculated the answer.

5. Farmer Sam has an apple tree with 148 apples. He collects them all to sell in bags of 10. If 18 apples are rotten and can't be sold, how many bags of apples will there be for sale altogether?

$$\begin{array}{r} 148 \\ -18 \\ \hline 130 \\ \div 10 \\ \hline 13 \end{array}$$

Answer: 13

6. Matt was given \$50 for his birthday. If he buys 4 new baseball caps each costing \$6, how much does Matt have left of his \$50?

$$\begin{array}{r} 50 \\ -24 \\ \hline 26 \end{array}$$

Answer: 26

7. A basketball team won a game by 22 points and then beat the same team by 12 points in a re-match. The total score of the winning team across both games was 190 points. What was the total score of the team that lost?

$$\begin{array}{r} 22 \\ +12 \\ \hline 36 \\ 190 \\ -36 \\ \hline 154 \end{array}$$

Answer: 154

8. Elena is swimming in a pool that is 40 meters in length. She has swum 400 meters already and wants to swim another 400 meters. How many lengths will Elena swim altogether?

$$\begin{array}{r} 400 \\ +400 \\ \hline 800 \\ \div 40 \\ \hline 20 \end{array}$$

Answer: 20

Copyright: 2023 @ Kladnegan - Jumping Elephant Math

AI Assistant

Based on the image provided, I will grade the student's work on the "Two Step Word Problems" worksheet.

Student 1

Item	Standard	Score	Justification	Strengths	Areas for Improvement
5. Farmer Sam's apple problem	3.OA.D.83	(Strategic Thinking)	Student correctly solved the two-step problem, showing work for $148-18=130$ and $130\div 10=13$. The answer of 13 bags is correct.	- Accurate calculations- Clear presentation of work- Correct final answer	- Could show equation with a variable for unknown quantity
6. Matt's birthday money problem	3.OA.D.83	(Strategic Thinking)	Student correctly calculated $4\times 6=24$ and $50-24=26$, arriving at the correct answer of \$26.	- Correct multiplication and subtraction- Accurate final answer- Clear work shown	- Could represent the problem with an equation using a variable
7. Basketball team score problem	3.OA.D.83	(Strategic Thinking)	Student correctly added $22+12=34$, then subtracted $190-36=154$, reaching the correct answer of 154 points.	- Accurate calculations- Correct interpretation of the problem- Clear work presentation	- Could show the equation representing the problem
8. Elena's swimming problem	3.OA.D.84	(Extended Thinking)	Student accurately added $400+400=800$, then divided $800\div 40=20$, correctly determining Elena will swim 20 lengths.	- Precise calculations- Clear work shown- Correct interpretation and solution	- Excellent work, no significant areas for improvement

Overall Score: 13 out of 16

Overall Assessment: The student demonstrates a strong ability to solve two-step word problems using various operations. They consistently show their work, perform accurate calculations, and arrive at correct answers. The student exhibits skills in addition, subtraction, multiplication, and division, applying them appropriately to real-world scenarios.

Comments: Strengths:

- Excellent problem-solving skills across different types of word problems
- Consistent in showing step-by-step work, which aids in understanding their thought process
- Accurate calculations in all problems
- Correct interpretation of problem requirements and final answers

Areas for Improvement:

- Practice representing problems using equations with variables for unknown quantities
- Consider adding units (e.g., dollars, points) to final answers for clarity
- Continue to develop skills in more complex multi-step problems

Overall, the student shows a very good grasp of solving two-step word problems. To further enhance their skills, they could focus on representing problems algebraically and ensuring they include units in their final answers. Keep up the great work!

Classroom and Student-Facing Version (piloting stage)



Teachers can use to manage their classroom:

- Offer AI tutoring for students;
- Teachers can monitor the chat;
- Formative assessment management and AI-assisted grading;
- Dashboard of classroom activities and student learning progression;
- Chat with students directly;
- One click to connect to gradebook

High School Class

High school math class

STUDENTS
3

DISCUSSIONS
7

ASSIGNMENTS
1

USAGE
258

Students

Alex perplexedalex112@gmail.com
Oct 20, 2024 09:43 AM

Anthony Cui
Oct 20, 2024 09:43 AM

Santoshshiva Thirumurugan
Nov 04, 2024 17:29 PM

Discussions

Title: "A Century of Conflict and Hope: The Saga of Israel a...
The Iran-Contra Affair is indeed a fascinating and complex ep...

Title: Understanding Impulse as the Integral of Net Force O...
Certainly! Let's break this problem down step-by-step. We're ...

Title: Calculating Standard Deviation from Height Percentile...
Excellent! You're right that we need to cover numbers from 1 t...

"Guided Problem-Solving: A Step-by-Step Approach"
Yes, I agree that the assignment is done. You've completed al...

Title: Calculating Initial Velocity and Collision Dynamics in ...
Great work! Your answer of $x = 0.049$ m appears to be correc...

Assignments

Unit1Lesson1

Usage

Alex perplexedalex112@gmail.com (Assistant)
The Iran-Contra Affair is indeed a fascinating and complex ep...

Alex perplexedalex112@gmail.com (Assistant)
iran contra affair

Teachers

Min Sun

Kevin He

zeweit.tian

Join class

Scan QR and join the class.
Or click to copy invite url.

OR

00fad63

EVERETT PUBLIC SCHOOLS December 5, 2024

Classroom and Student-Facing Version (piloting stage)



- AI Study Companion can:

Answer any questions the student may have;

Review to prepare for exam

Guidance on project and homework

Scenario-based conversations, mock interviews, role play

AI shows its reflective thinking to support students' critical thinking

Save chat history

Call educator or parent to join the conversation

The screenshot displays the AI Study Companion interface. On the left is a sidebar with a list of icons and a vertical menu with labels AZ, AC, ST, and AH. The main area shows a chat conversation. The header indicates the location is 'High School ... Classroom' and the topic is 'Discussions'. The chat history shows a message from Alex Zhang asking 'How would you typically use this flashlight?'. Claire AI responds with a detailed answer, including a 'Show chain of thought' section and a 'Show reflection' section. Alex Zhang then asks 'what do you dislike about it?'. Claire AI responds with another detailed answer, also including a 'Show chain of thought' section. At the bottom, there is a text input field with a microphone icon and a prompt 'Press "Enter" to continue...'. A footer note states: 'Content generated is for suggestion only; always use professional judgement and comply with school policies before implementation.'

Classroom and Student-Facing Version (piloting stage)



- Assignment Submission can:

Teachers distribute assignments or other types of study materials;

Create and attach rubrics;

Student assignment submission management

AI-assisted scoring

AI-assisted report writing and student personalized, detailed feedback

The screenshot displays a web application interface for classroom management. At the top, a breadcrumb trail shows the path: Home > High School ... Classroom > Assignments > Week 3 assign... Assignment. A left sidebar contains a vertical list of icons for navigation, including a home icon, a list icon, a document icon, a mail icon, a calendar icon, a people icon, a speech bubble icon, a bar chart icon, a pencil icon, and a diamond icon. Below these icons is a vertical list of circular buttons labeled AZ, AC, ST, and AH. The main content area is divided into two sections. The top section, titled 'Assignment Details', shows the 'Due Date' as 'Nov 25, 2024' and a 'Description' asking for thoughts on future learners, school success, student learning evaluation, AI benefits/harms, and data privacy/security. The bottom section, titled 'Grade Details', shows a score of '-/0'. Below the grade details is a chat interface for 'Claire AI', which includes a text input area and a button to send a message. The chat interface also features a 'AI Grading' section with a large purple box containing a cloud upload icon and the text 'Drag and drop files here', and a smaller box with a refresh icon.

Classroom and Student-Facing Version (piloting stage)



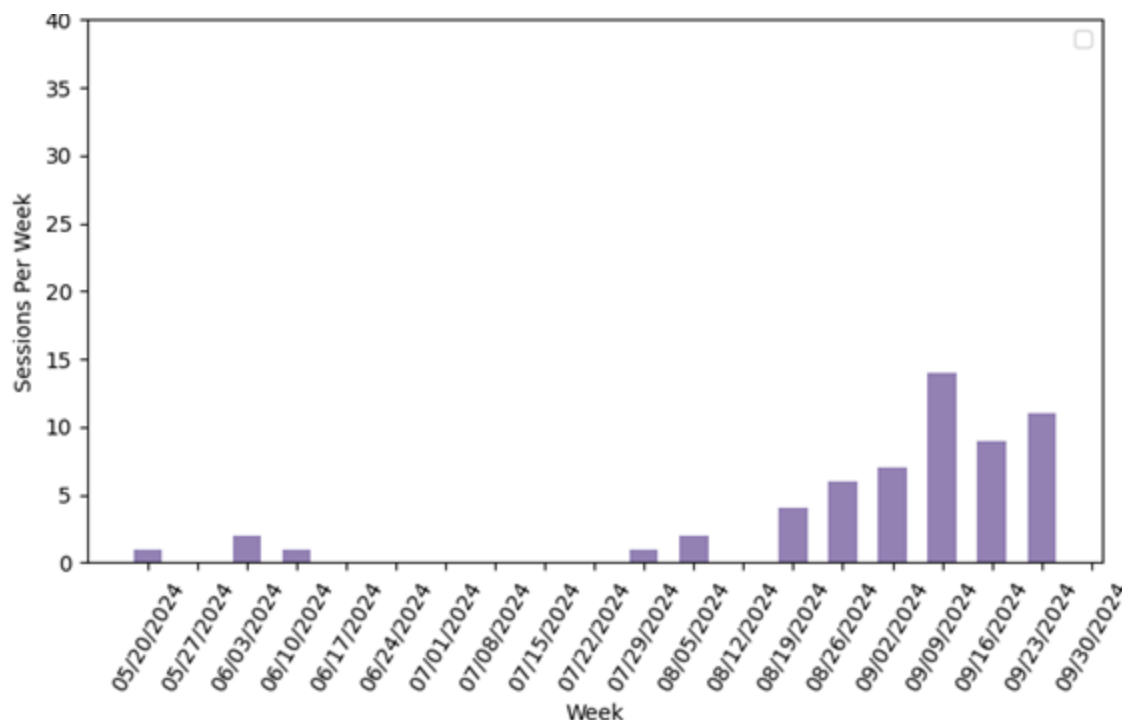
- Searchable database of lessons freely available through Creative Commons License: Illustrative Mathematics, OpenSciEd, BetterLesson, and Colleague AI's own materials
- Full editing function
- Quality measures
- Nudges and simulations to support educator's iterative refinement

The interface features a search bar at the top with the text "Search hundreds of curated lesson plans". Below the search bar are filters for Types, Grades, Subjects, Standards, Sources, and Quality Measures, along with a Reset button. The main content area displays a grid of lesson plan cards, each with a blue header containing a math icon (a 2x2 grid of +, x, -, and ÷ symbols) and a title. The cards are organized into two rows of four.

Lesson Plan Title	Subject	Grade
World's Record Noodle Soup	Mathematics	Grade 5
Bases and Exponents	Mathematics	Grade High School
Non-unit Fractions	Mathematics	Grade 3
Compare Story Problems	Mathematics	Grade 1
Train Track: Ordering Numbers 0-20 Greatest to Least	Mathematics	Grade K
Whole Numbers and Fractions	Mathematics	Grade 3
Jet-Setting to the Purrrrrfect Cat Toy Offices	Mathematics	Grade 11, Grade 12
Volume as Multiplication	Mathematics	Grade 5



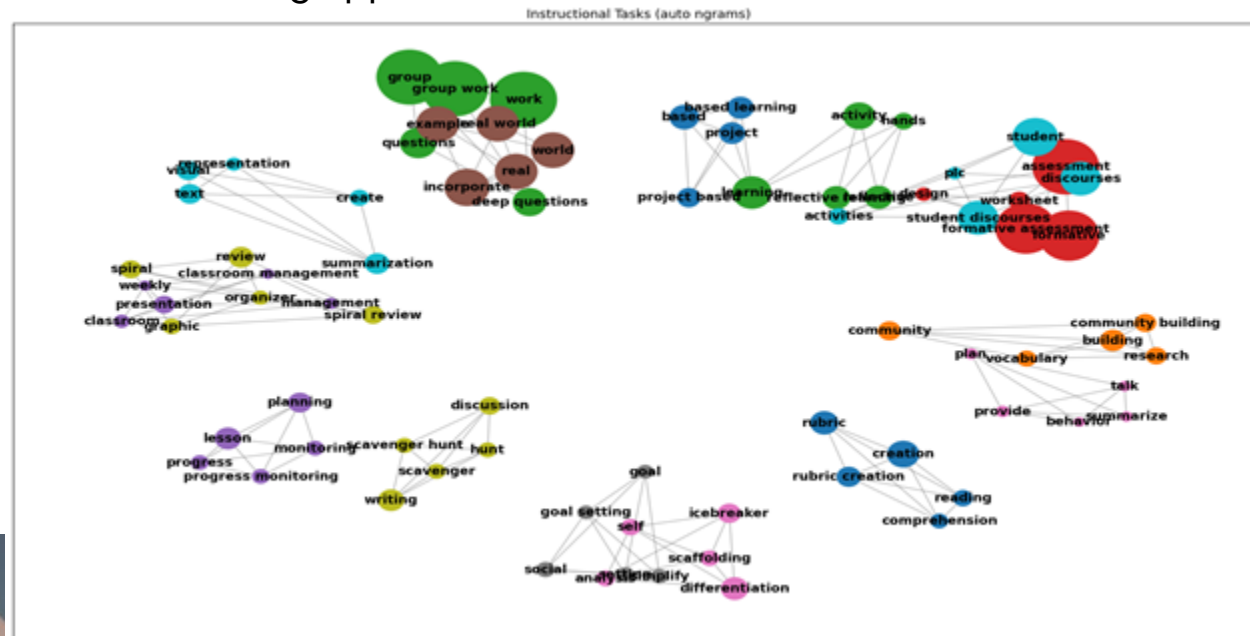
District Dashboard (In Development)



- **Average sessions per week:** The number of times teachers used (login) Colleague AI in a week. A session is counted if there is no idle time longer than 60 minutes; after 60 minutes, we regard a new session begins. Teachers can switch between platform features within a session.

Teachers used Colleague AI for a wide range of **instructional tasks**, including:

- Lesson planning, simplifying language, activity design, progress monitoring, making real-world connections in lessons etc.
- Creating assessments and rubrics
- Establishing collaborative learning environments
- Classroom management and scheduling
- Communication and community
- Differentiation and scaffolding
- Providing opportunities for student discourse





Web Extension

The screenshot shows a web browser window with the address bar displaying `ospi.k12.wa.us/student-success/resources-subject-area/human-centered-artificial-intelligence-schools`. The main content area of the website features the Washington Office of Superintendent of Public Instruction logo and a navigation menu. A sidebar on the left lists various subject areas under 'STUDENT SUCCESS'. The main article is titled 'Human-Centered Artificial Intelligence' and includes a link to 'Comprehensive Human-Centered AI Guidance for K-12 Public Schools (PDF)'. A web extension, 'Colleague AI', is overlaid on the right side of the page, providing a list of brainstorming ideas and a chat interface.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Home Student Success Certification Educator Support Policy & Funding Data & Reporting

Home » Student Success » Resources By Subject Area » Human-Centered Artificial Intelligence In Schools

STUDENT SUCCESS

Resources by Subject Area ▾

- Artificial Intelligence (AI)
- The Arts ▶
- Computer Science ▶
- English Language Arts ▶
- Educational Technology ▶
- Environment & Sustainability ▶
- Financial Education ▶
- Health and Physical Education ▶
- Sexual Health Education ▶
- Mathematics ▶
- Science ▶

Human-Centered Artificial Intelligence

Comprehensive Human-Centered AI Guidance for K-12 Public Schools (PDF)

Artificial Intelligence (AI) is here to stay. As this new technology continues to evolve, educators must prepare students to understand and use these tools. In Washington state, educators are already integrating AI-assisted technologies in schools and empowering students to do the same. The state's responsibility is to provide students, educators, and school district administrators with the resources and tools they need to understand how to use these technologies effectively, ethically, and safely.

The rapid development of AI tools has created opportunities for educators to re-examine the way they approach student learning. As our state embraces these changes, it is important to remember that human reflection and understanding are key to AI integration. This "Human-AI-Human" approach to AI puts our students and educators at the beginning and end of all interactions with AI.

Brainstorm ideas >>

- Interactive lesson planning
- Interactive assignment ideation
- Interactive quiz ideation
- Professional development ideation
- Classroom Management Strategies
- Bloom's Taxonomy

Need more help? Ask Charlie, Your new AI colleague...

Chatting with Claire +

Send a message...

Content generated is for suggestion only; always use professional judgement and comply with school policies before implementation.

Web Extension



Canvas

The screenshot shows a Canvas LMS submission page. At the top, the header includes the course name 'Final paper', the due date 'Due: Dec 12, 2023 at 11:59pm - EDLPS 560 A', and the submission status 'EDLPS 560 A' with a red arrow pointing to it. The submission details show '9/11 Graded', '43.89 / 40 (110%) Average', and '9/11 Group'. The submission date is 'Jan 4 at 7:16pm LATE' with a 'Days 22.8' indicator. The word count is '6,432 words'. The submitted files are listed as 'Submitted Files: (click to load)' with a link to 'Textual Analysis for Instructional Improvement.docx'. The assessment section shows a grade of '60' out of 40, with a note 'Use this same grade for the resubmission'. The assignment comments section shows two comments: 'This is just a placeholder, we can continue the work on Google doc.' by Victor Tian, Dec 13, 2023 at 12:48am, and 'I will comment on the google doc' by Min Sun, Dec 19, 2023 at 10:35am. The main content area displays the title 'Textual Analysis of Instructional Artifacts: Insights for Instructional Improvement' and the introduction text. A comment box on the right side of the introduction text contains the following text: 'Commented [1]: The introduction section can be expanded: 1. the paragraph, describe the big problem space and big idea. 2. second paragraph, describe the historical context of data and analysis to inform instructional improvement (needs to read and cite published peer reviewed papers) 3. third paragraph, today, the new, exciting developments with AI and ML, particularly text analysis and generation and how those relate to teaching and learning (need to read and cite published peer reviewed papers) 4. offer a preview of this rest of the content in this book chapter'.

Final paper
Due: Dec 12, 2023 at 11:59pm - EDLPS 560 A

EDLPS 560 A
AI Grading
9/11 Graded
43.89 / 40 (110%) Average
9/11 Group

you can experience and also be free to b...

Submission to view: Jan 4 at 7:16pm LATE
Days 22.8
Due: Tue Dec 12, 2023 11:59pm

Word Count: 6,432 words

Submitted Files: (click to load)
[Textual Analysis for Instructional Improvement.docx](#)

Assessment
Grade out of 40
60
Use this same grade for the resubmission

Assignment Comments
This is just a placeholder, we can continue the work on Google doc.
Victor Tian, Dec 13, 2023 at 12:48am
I will comment on the google doc
Min Sun, Dec 19, 2023 at 10:35am

Textual Analysis of Instructional Artifacts: Insights for Instructional Improvement

Introduction

Instructional improvement is an iterative process where educators harness data-driven insights to refine the teaching quality and improve student learning. To meet the shifts in post-pandemic learning needs and the demand of artificial intelligence (AI) advancement on workforce development, the education system seeks new instructional and learning strategies that are personalized, effective, safe, and scalable (Cardona et al., 2023). At the same time, innovative machine learning (ML) and AI technologies enable researchers to analyze vast textual data that depict the mechanisms of teaching and learning. These characteristics of new data and methods provide timely and actionable insights into the dynamics of the instructional environment. In recent years, this trend has been accelerated by the rapid adoption of generative AI tools, such as ChatGPT and Bard, which synergizes the capabilities of both text analysis and generation. A new field of research has emerged, in which researchers integrate the cutting-edge ML/AI techniques with educational domain knowledge of curriculum, teaching, and learning and to explore crucial questions for instructional improvement.

Commented [1]: The introduction section can be expanded:
1. the paragraph, describe the big problem space and big idea.
2. second paragraph, describe the historical context of data and analysis to inform instructional improvement (needs to read and cite published peer reviewed papers)
3. third paragraph, today, the new, exciting developments with AI and ML, particularly text analysis and generation and how those relate to teaching and learning (need to read and cite published peer reviewed papers)
4. offer a preview of this rest of the content in this book chapter

Commented [2]: The above remains to be

We are working on other learning management systems.



What do we offer to support teachers?

- **Colleague AI platform for free**
 - Teacher version is available to every US based educator
 - Classroom (student-facing version) BETA version is open and piloting: Teacher and student interaction platform
- **Implementation support**
 - **In person and synchronous learning**, offered by Colleague AI, Puget Sound Educational Services District (PSESD), and Capital Region ESD.
 - Colleague AI offers **free monthly webinars**
 - [How to write effective prompts](#). The [video](#) recording.
 - [AI-powered inclusion](#): UDL and differentiation for diverse learners. The [video](#) recording.
 - [Zoom link for Nov 15's webinar](#) (1-2pm PT). Title: Elevating Every Learner: Mastering Depth of Knowledge (DOK) with Colleague AI
 - **Asynchronous learning**
 - Colleague AI YouTube
 - Online Community
 - Canvas courses in partnership with districts



Thank You So Much!

1. Register a Free Account at colleague.ai
2. Please reach out to us if we can be helpful in anyway:
Min: misun@uw.edu
3. Join our monthly webinars
4. Schedule Free In-depth Demo and Training
sun@colleague.ai
info@colleague.ai
5. Connect on social media



Break



Modeling AI for Summarizing and Categorizing



Step 1: We started with your feedback from last time that had been consolidated from the posters into [Elementary](#), [Middle](#) and [HS](#) documents

Step 2: We uploaded those into CoPilot and asked it a series of questions

- Summarize the three documents
- Find key commonalities and differences
- Explain more about the ethical considerations

Step 3: Use 'Add to Pages' to consolidated it into one document

[AI Committee Table Talk Co-Pilot Summary.docx](#)



Step 1: Identify your table number and then open this doc [AI Committee Group Feedback.docx](#)

Step 2: Choose the group at the top of the Group Feedback doc that matches your table number and click on it to be taken to your notetaking page.

AI Committe Group Feedback – 12/5/24

Group 1	Group 2	Group 3	Group 4	Group 5
Group 6	Group 7	Group 8	Group 9	Group 10

Step 3: Follow the instructions and have at least one person add notes from your group



[AI Committee Group Feedback.docx](#)

Questions for Contemplation

- 1) How should AI be used to benefit student learning?
- 2) How can we use AI safely and ethically?
- 3) How can we use AI to create efficiencies?
- 4) How should we deal with misuse of AI?

Feedback is a Gift!

Where do we go from here?
Share your "next steps" thoughts
with us. We'll use it to inform the
work we do between now and
our next meeting.

<https://forms.office.com/r/YgP0EbFMM4>

EPS Artificial Intelligence
Committee-Feedback 2024-25

