second edition

Thoroughly expanded and updated for 2025!

the Artificial Intelligence playbook

Time-Saving Tools for Teachers that Make Learning More Engaging

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Fisher & Frey

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Please enjoy this complimentary excerpt from The Artificial Intelligence Playbook.

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The Artificial Intelligence Playbook

Second Expanded Edition

Book Study Guide

The Artificial Intelligence Playbook: Time-Saving Tools to Engage Learners was written to help educators explore and understand the role of AI in teaching and learning. This study guide was created to enhance the reading experience and highlight key parts of the book we believe are especially significant. We wrote it with careful consideration for our audience—including K–12 teachers, instructional coaches, school and district leaders, and others interested in the integration of AI in education.

Both the first and second editions of the *Playbook* were designed to guide readers through experiences that build expertise, spark new possibilities, and deepen thinking around the concepts and challenges that come with integrating AI into schools.

Our hope is that readers will not only reflect on AI but also use it as an opportunity to revisit some of the most current and effective instructional practices. Learning about AI should not be a stand-alone effort, school goal, or district initiative. Instead, it should be embedded into existing educational practices, enhancing and streamlining them—another tool to support essential instructional moves. Throughout each chapter, you'll find both ideas about AI and ideas (or reminders) about strong teaching practice itself.

The first three modules focus on foundational topics: understanding what AI is and isn't, the art of prompt writing, output analysis, plagiarism, and responsible use. These modules aim to build a shared understanding of AI's role in educational spaces. The following modules shift to six core teaching functions shared across educators' roles: managing content, engaging learners, meeting student needs, assessing learning, providing feedback, and preparing students for an AI-powered future. We close with a module on lifelong learning—something some might argue is just as essential as the teaching functions that precede it.

Like other Fisher and Frey playbooks, *The Artificial Intelligence Playbook* is meant to be interactive—encouraging readers to apply ideas as they read. From the very start of the writing process, we prioritized building features that would support application and reflection, regardless of a reader's prior experience with AI. In this second edition, we've revised every interactive feature to align with the most current practices and tools available at the time of publication.

The introduction outlines each feature and gives you a sense of what to expect as you engage in the different experiences. This guide also identifies the focus of each interactive feature in every module to help you begin each chapter thoughtfully and with purpose.

Whether you're reading on your own, with a colleague, in a group, as a coach, through the lens of a school leader, or simply as someone curious about this topic, we hope this guide supports discussion, encourages application, invites questions, and ultimately deepens your understanding of how AI can and will shape education. We hope it sparks "ah-ha" moments, reinforces familiar practices, and helps you navigate current or future instructional challenges.

Happy Reading!

Meghan, Doug, and Nancy

INTRODUCTION

Learning Intention

You will be learning about the challenges and opportunities presented when new technologies, including artificial intelligence, are integrated into teaching and learning.

Success Criteria

By the end of this section . . .

- You will be able to speak to examples of successful technological adaptations and the impact they have had, and can have, on various educational settings.

- You will understand how technologies have been, and can be, accepted in educational settings.

Interactive Features

Feature	Feature Focus
Ask a Bot	Discussing the Potential of AI in Education
Stop and Jot	Reflecting on the Transformative Technology

Guiding Questions

In what ways have technologies impacted education over time? Do you have any examples of what this felt like and how the integration went?

Why is now the time to integrate artificial intelligence in education?

What is the content you are most interested in learning about? What topics shared have you already started to use AI for?

3-2-1 Reflection

3: What are THREE things you learned from the text?

1.

2.

3.

2: What are TWO things you found interesting or exciting from the reading?

1.

2.

1: What is ONE question you still have about the reading?

1.

Authors' Insights and Additional Notes

- Isn't it wild to think about the fact that chalkboards were not initially well-received? The fact is that integrating technologies has made people nervous long before AI.

- As educators we know the to-do list is never-ending. AI won't eliminate it completely, but it can help lighten the load, especially when it comes to some tasks like creating another set of problems, making another version of a text, or adjusting direction.

- In our work with educators, people have really appreciated the "what was" vs. "what is" mentality. It has led to some nods in agreement and some "I never thought about it that way" reactions.

- If you are already beyond the early stages of AI integration, you might bring a different perspective to this introduction. You might want to compare and contrast your AI experience to the chalkboard or television examples, have further discussion around the "what was/what is" table, or dig into the things you and your colleagues still want to tackle with the adoption of this technology.

- We suggest taking some time to linger on the educator functions listed at the end of this section and engage in a conversation around which of these functions feels most pertinent and which of these functions you can most see AI assisting.

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MODULE 1: GETTING TO KNOW GENERATIVE AI

Learning Intention

We are learning about AI possibilities for education.

Success Criteria

By the end of this section:

- You will be able to identify various types of sites available to educators including LLM platforms, teacher-facing sites, student-facing sites, and image generators.

- You will be able to discuss this technology using the technical words and phrases associated with it.

Interactive Features

Feature	Feature Focus
Stop and Jot	Reflecting on Your AI Experience
Task Takeover	Exploring Possibilities
Try it Out!	Comparing Search Engines to Large Language Models (LLMs) and Getting to Know Teacher-Facing AI Sites
Self-Assessment	Potential Uses of Artificial Intelligence
Classroom Connection	Getting to Know Student-Facing AI Sites

Discussion Questions

How can educators hold space for both caution and curiosity as they navigate the evolving role of AI in schools—and what does it look like to "be the human in the loop" in your own practice?

How does Figure 1.2 help you understand the evolution of artificial intelligence? In what ways might this help you and your colleagues navigate the path forward?

Have you had experience with teacher- or student-facing AI sites? Which ones do you recommend, and why?

Have you explored any AI-image generators? If so, were there any roadblocks?

3-2-1 Reflection

3: What are THREE things you learned from the text?

1.

2.

3.

2: What are TWO things you found interesting or exciting from the reading?

1.

2.

1: What is ONE question you still have about the reading?

1.

Authors' Insights and Additional Notes

- AI is evolving quickly, and we've seen a wide range of experiences and reactions. In some workshops, participants arrive with deep knowledge; in others, they're just beginning to explore what AI is and why it matters. Giving people space to reflect on and share where they are helps set the stage for meaningful learning. Be honest about what you know—and what you're still figuring out—as you engage in these important conversations.

- It's helpful to distinguish between generative AI tools (like Magic School and ChatGPT) and other AI technologies that have been around for years (like navigation apps, customer service bots, or Siri/Alexa). Many people think they're new to AI when they've actually used it for quite some time—sometimes without even realizing it.

- While both large language models (LLMs) and teacher-facing AI tools serve similar functions, they're not the same. Teacher-facing platforms offer a streamlined, educator-friendly experience, but we encourage exploring LLMs as well to fully understand what's possible and avoid becoming overly dependent on prepackaged outputs.

- It's easy to find a single tool that works and stick with it—but don't miss the chance to explore. Some tools are better suited for specific tasks, and experimenting with different platforms helps you find the ones that best match your needs.

- We added many new platforms to the second edition of the *Playbook*, but even so, the list in this module is just a starting point. New tools pop up daily, and educators often introduce us to favorites that aren't included. As you explore, consider adding your own notes or favorites in the margins—make the list your own.

- The "Terms to Know" list isn't exhaustive, but it provides a solid foundation. As AI continues to expand, so will the vocabulary. Just like with tools, you might find yourself adding new terms over time—like *deepfake*, *machine learning*, *deep learning*, or *image generator*—as your understanding grows.

MODULE 2: WRITING EFFECTIVE PROMPTS FOR GENERATIVE AI

Learning Intention

You are learning how to write effective prompts that result in accurate, creative, and usable outputs from generative AI.

Success Criteria

By the end of this section:

- You will be able to write prompts that include context, direction, and specific output expectations.

- You will be able to evaluate and revise AI responses by analyzing content, clarity, and voice to match your instructional goals.

Interactive Features

Feature	Feature Focus
Stop and Jot	Make the Most of Prompting
Task Takeover	Prompting With a Purpose
Try it Out!	Experiment With Prompt Specificity
Self-Assessment	Reflecting on Prompt Writing Skills

Discussion Questions

What does it mean to be intentional when writing prompts, and how might that intentionality shift the way we engage with AI tools in our work?

In what ways does the metaphor of AI as an "intern" or "digital genie" help—or complicate—how we think about using it in our roles?

How might the skill of writing effective prompts overlap with other instructional practices we already value, such as giving clear directions or providing scaffolds?

What kinds of professional learning or peer collaboration would help us build more confidence and creativity in our use of generative AI?

3-2-1 Reflection

3: What are THREE things you learned from the text?

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2.

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2.

1: What is ONE question you still have about the reading?

1.

Authors' Insights and Additional Notes

- Using the microphone or speech-to-text feature of AI platforms is a great way to learn how to prompt effectively. We've found that users tend to be more casual and specific when speaking, which often leads to clearer, more detailed prompts—and stronger output.

- Prompt writing has grown more sophisticated with each new version of AI platforms. Updates have improved the systems' ability to understand language, maintain context across longer conversations, and respond with greater nuance. This means prompts involving complex scenarios or extended dialogue can now be handled with more coherence and less repetition.

- We've consistently found that the clearer you are about what you want, the better the results. While a prompt bank can offer ideas, it won't reflect the exact needs or context you bring to a situation. Adding your own details—just like you would when asking a colleague for support—usually results in output that is more accurate, useful, and tailored.

- Teachers should evaluate AI-generated content with the same care they apply to any instructional resource. Since AI outputs are often original and unsourced, plagiarism detectors may not be reliable. Instead, educators should review for clarity, accuracy, voice, and alignment to purpose—treating revision and refinement as essential parts of the prompting process.

- We're often asked to share the prompt that led to a specific AI output—but in reality, it's rarely just one prompt that gets us there. Most of the time, we engage in a series of prompts to refine and revise the output. Instead of asking for a single prompt, ask someone to share a link to the full prompt thread. Many AI platforms allow users to generate a shareable link to the full conversation, making it easier to see the process that led to the final result—and eliminating the need to copy and paste just one prompt out of context.

MODULE 3: RESPONSIBLE AI USE

Learning Intention

You are learning how to engage with AI-generated content in ways that prioritize accuracy, academic integrity, and ethical decision making.

Success Criteria

By the end of this section:

- You will be able to evaluate AI-generated content for credibility, bias, and missing information using specific criteria and follow-up prompts.
- You will be able to explain and model responsible AI use, including how to address plagiarism and promote ethical student practices.

Interactive Features

Feature	Reader Guidance
Ask a Bot	Discussing the "Elephants in the Room"
Stop and Jot	Reflecting on Accuracy and AI
Task Takeover	AI-Resistant Assignments
Try it Out!	Recognize Bias and Hallucinations
Classroom Connection	Teaching About Plagiarism

Discussion Questions

What responsibilities do we carry as educators when we bring AI into our classrooms—and how do we model that for students?

Where have you seen (or could imagine) bias or hallucinations in AI-generated output showing up in education and how can we respond?

How can we help students distinguish between ethical AI use and plagiarism when the boundaries feel increasingly blurry?

How do we create a classroom culture where using AI responsibly is expected, taught, and reflected on—rather than just policed?

3-2-1 Reflection

3: What are THREE things you learned from the text?

1.

2.

3.

2: What are TWO things you found interesting or exciting from the reading?

1.

2.

1: What is ONE question you still have about the reading?

1.

Authors' Insights and Additional Notes

- AI use continues to raise important equity considerations. We've seen that access to devices strongly correlates with the level of comfort and frequency of AI use. This creates a widening digital divide—particularly in schools where not all students have access to the same technology. Responsible use includes ensuring equitable opportunities for students to learn and practice with AI tools.

- Plagiarism detection tools are becoming less reliable in an AI-powered world. They often struggle to accurately identify content created through human–AI collaboration and may unfairly flag work by multilingual students. We encourage educators to shift toward process-based learning and classroom conversations about authorship, revision, and academic integrity.

- One of the most important takeaways from this chapter is that AI does not replace teacher expertise—it requires it. From reviewing AI-generated content to modeling citation and co-authorship, educators must remain at the center of all instructional decisions.

- The growing ease of image generation and AI's ability to "see" visuals adds a layer of complexity to responsible use. Students and teachers alike need opportunities to critically evaluate not just text but visual outputs for bias, misrepresentation, or hallucinations.

MODULE 4: MANAGING CONTENT

Learning Intention

Educators will explore how generative AI can support the development, organization, revision, and consolidation of instructional content in practical and efficient ways.

Success Criteria

By the end of this section:

- You will be able to create tailored educational materials that are aligned with current instructional practices and specific learning standards.

- You will identify specific tasks in your planning workflow where AI could save time or improve quality (e.g., creating exemplars, revising rubrics, consolidating lessons).

Interactive Features

Feature	Feature Focus
Ask a Bot	Organizing Content
Stop and Jot	Reflecting and Managing Content
Task Takeover	Unpacking and Getting to Know Standards
Try it Out!	Generating Content and Consolidating Content
Self-Assessment	Using AI to Manage Content
Classroom Connection	Helping Students Use AI to Generate Ideas and Teaching Students to Use AI for Revision

Discussion Questions

What challenges or hesitations do you anticipate around integrating AI into lesson and curriculum design? If you've already used AI in this way, what did you learn about how to guide it toward useful results?

Based on your self-assessment, which areas would you like to take on as growth opportunities when it comes to managing content?

What do you think makes content "high quality" for your students? How might you prompt AI to meet that expectation?

3-2-1 Reflection

3: What are THREE things you learned from the text?

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2: What are TWO things you found interesting or exciting from the reading?

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2.

1: What is ONE question you still have about the reading?

1.

Authors' Insights and Additional Notes

- Users of AI see that it is great at producing content quickly. It certainly can increase the quantity of materials more rapidly than a human. Having said that, it is important for AI to lead to qualitative improvement, not just quantitative change. For example, it can crank out a unit plan in under a minute, but the content and rigor are much better with a few more minutes and wise requests from you to shape and revise. Keep in mind that it is important to see this technology as a tool for qualitative change, not simply quantitative change.

- Spending time analyzing the difference between different content created can be eye-opening for groups exploring AI together. Take time to create, share, and revise together for more powerful learning. You will find that even if two people set out to create the same thing, what is created in the end might be different. Putting the two together could be a great way to level up planning.

- This section offers a starting point in examining some of the ways AI can manage content. There are many more ways to use this technology effectively when it comes to this teaching function. Remember that as we learn, we are growing the bank of possibilities—add to what you read here as you learn.

- Playing around with the various ways AI can format output is a great way to think about how it can assist with managing content. Consider prompting the platform to make a table, create a PDF, make a handout, create a google form, etc. As the platforms progress, capabilities in this area continue to grow.

MODULE 5: FOSTERING STUDENT ENGAGEMENT

Learning Intention

You are learning how AI tools can be used to enhance student engagement by increasing relevance, background knowledge, choice, gamification, and student agency.

Success Criteria

By the end of this section:

- You will be able to discuss the importance of making content relevant to learners and the specific ways AI can assist in doing so.

- You will learn a variety of ways AI can bring specific student interests and connections into lessons and examples.

Interactive Features

Feature	Feature Focus
Ask a Bot	Thinking About Student Engagement
Stop and Jot	Thinking About Student Interests
Task Takeover	Making it Relevant
Try it Out!	Create a Study Buddy Assignment for Student Engagement, Create a Student Choice Board, Make a Word Ladder Game to Gamify Vocabulary Practice for Any Content
Self-Assessment	Aspects of Relevance
Classroom Connection	Using AI to Prepare for Conversations

Discussion Questions

When you think about the students in your classroom who are the hardest to engage, what do you believe is at the root of their disengagement—and how might AI help you address that in a way that's personal and purposeful?

What do you think is the relationship between student engagement and teacher workload? How can AI be a partner in both increasing engagement and easing your planning load?

This chapter addresses the importance of personalizing learning experiences with AI. Can you think of a situation where personalizing learning with AI might be especially beneficial?

What systems or routines could be put in place to help students use AI to support their own engagement—for example, preparing questions, personalizing tasks, or reflecting on learning?

3-2-1 Reflection

3: What are THREE things you learned from the text?

1.

2.

3.

2: What are TWO things you found interesting or exciting from the reading?

1.

2.

1: What is ONE question you still have about the reading?

1.

Authors' Insights and Additional Notes

- The section on engagement was one of the first we wrote because it seems like such a simple place to start. Getting ideas for how AI can quickly adjust content to be specifically relevant to students is a simple and effective way to begin using the technology. The Magic School "Make it Relevant" tool is one of the first ones we explore with teachers when introducing them to teacher-facing platforms.

- We have found that using student-facing AI tools, such as SchoolAI, is another great way to use the technology to engage students. When students are having a back-and-forth with a Chatbot—as a whole class, small groups, or individuals—they are cognitively engaged. For example, there is a tool on SchoolAI where students can have a conversation with a character. We tried this with a fifth-grade class who had just finished reading *The Lightning Thief* (Riordan, 2005), engaging students in a conversation with the character Percy Jackson. They did it as a whole class and were shocked that the Chatbot was able to so closely resemble the character from the book. They enjoyed thinking of questions, responding, and using all their knowledge from the book to do so.

- There are many AI platforms and tools shared in this section. Since publication, we have continued to use these sites and others. Don't feel limited to using only the site suggested. If you look at another teacher- or student-facing site, you will probably find it has a similar feature.

- It is important to remember data security when using AI in any capacity, but especially when it comes to using personal information about students. Writing things like their first name and some areas of interest, does not cause concern, but using last names, or any data that would personally identify a specific student must be avoided. Make yourself familiar with student data privacy laws in your state or province.

MODULE 6: MEETING STUDENTS' INSTRUCTIONAL NEEDS

Learning Intention

You are learning how this generative artificial intelligence can help differentiate instruction to meet the needs of all learners in a variety of ways.

Success Criteria

By the end of this section:

- You will be familiar with specific tools on teacher-facing sites that assist in meeting student needs through texts, directions, lesson scaffolds, and other classroom interventions.

- You will be able to discuss ways AI can assist to support students using language and accessibility accommodations.

Interactive Features

Feature	Feature Focus
Ask a Bot	Thinking About How AI Can Adapt Learning Experiences
Stop and Jot	Reflecting and Meeting Students' Instructional Needs
Task Takeover	Generating Visual Supports With AI Assistance
Try it Out!	Customize Instruction and Adjusting Texts With Teacher-Facing and LLM Platforms
Self-Assessment	Assessing Instructional Practices for High-Expectations Teaching

Discussion Questions

Given all the examples of ways AI can help teachers customize instruction, what role does teacher judgement play in effectively using this technology? Discuss the balance between helpful solutions and teacher oversight.

How do you imagine AI will help us improve the ways we meet students' instruction needs? What specific ways do you feel it will be most effective?

In what ways can AI help us generate student interventions, and do you believe it will assist or distract from the teacher's ability to provide personalized and effective support?

3-2-1 Reflection

3: What are THREE things you learned from the text?

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3.

2: What are TWO things you found interesting or exciting from the reading?

1.

2.

1: What is ONE question you still have about the reading?

1.

Authors' Insights and Additional Notes

- Be sure that special educators and teachers responsible for multilingual learners are involved in conversations about AI. Lean on the expertise of these teachers to consider how AI can be used.

- There are many platforms that provide tools that seem like they can manage student needs, but it is essential to always keep the human in the loop. You will see that many sites offer tools to create behavior plans, intervention plans, and even write IEPs. We have found it worth exploring these tools and also to note their limitations.

- As has been the case with previous sections, new platforms and tools have emerged since writing this playbook. There have also been updates to sites, like ChatGPT, that now allow you to do some of the things that you once had to visit other sites for. For example, in this section we talk about the tool AudioPen.AI, a tool that brings in voice to speech which is now possible on ChatGPT.

- High expectations teaching, as emphasized by Rubie-Davies' research, is crucial when integrating AI into the classroom. Set high expectations by encouraging students to engage deeply with AI tools, fostering their critical thinking and problem-solving skills. By believing in students' capabilities, teachers can inspire them to explore and utilize AI technology effectively, leading to improved academic outcomes. AI that is used for the purpose of decreasing rigorous learning reinforces low expectations.

MODULE 7: ASSESSING STUDENT LEARNING

Learning Intention

You are learning how AI can support the development, delivery, and analysis of meaningful assessments that capture student learning and drive instructional decisions.

Success Criteria

By the end of this section:

- You will be able to design or adapt assessments that are AI-resistant, which will result in assessing deeper thinking and the transfer of taught skills.

- You will be able to use AI to revise or generate assessments that align with instructional goals, student needs, and learning progressions.

Interactive Features

Feature	Feature Focus
Ask a Bot	Thinking About Assessment With AI Assistance
Stop and Jot	Reflecting on Existing Assessments
Task Takeover	Developing Assessment Tools
Try it Out!	Reflecting on Levels of AI-Resistance
Self-Assessment	Aspects of Assessment

Discussion Questions

What are your initial reactions to the idea of AI-resistant assessments? How do we ensure assessments are meaningful and ethical in a world where students can access generative AI tools?

Looking ahead, how can you imagine AI changing assessment practices? Will there be some current assessment practices that will no longer be relevant?

How do you currently ensure your assessments are equitable and accessible for all learners? Where might AI help you remove barriers—or where might it introduce new ones?

In what ways do your assessments allow students to transfer knowledge to new contexts—and how could AI help you create more of those opportunities? Did this section give you any specific ideas for assessments you can adjust to make them more focused on skill transfer?

3-2-1 Reflection

3: What are THREE things you learned from the text?

1.

2.

3.

2: What are TWO things you found interesting or exciting from the reading?

1.

2.

1: What is ONE question you still have about the reading?

1.

Authors' Insights and Additional Notes

- We have found that ELA teachers of students Grades 6–12 are the ones most concerned about AI impacting existing assessments. The concern is that students will use AI to do the work for them, making it hard to determine if a student has understood a concept. Thinking with this group about AI-resistant assessments, and having them realize AI can help with the very thing it interrupts, has been a favorite part of our discussions with fellow educators.

- When we first started using the teacher-facing sites we saw how quickly it could create basic assessments like multiple choice assessments, fill-in-the-blank questions, and matching questions. While these are useful in some limited scenarios, we don't want to reinforce using low-level assessments just because they are easy to generate. Take some time to think about which tools are most and least helpful when exploring teacher-facing sites.

- Though it wasn't mentioned in this section, taking time to simply look at the way questions are worded and how they can be adjusted has not only made them more AI-resistant but has also helped educators think through higher-level questioning in general.

- To generate assessments that are consistent with high expectations, teachers should utilize AI tools to create challenging and comprehensive tasks that encourage higher-order thinking. AI can help design assessments that are varied and personalized, ensuring they are aligned with individual student abilities while still maintaining rigorous standards. Teachers should use AI to analyze student data and identify areas where students excel or need improvement, tailoring assessments to push students beyond their comfort zones. Additionally, leveraging AI for formative assessments can provide timely feedback, allowing teachers to adjust instruction and set progressively higher goals for student achievement.

- As was the case in previous sections, it is important to not use specific student data or identifiable information. If you are entering student work and using AI to interpret data, make sure identifying information is not included.

MODULE 8: PROVIDING EFFECTIVE FEEDBACK

Learning Intention

You are learning how to use AI to streamline the feedback process while maintaining specificity, empathy, and alignment with instructional goals.

Success Criteria

By the end of this section:

- You will be able to identify ways AI can support the creation and delivery of high-quality, timely, and actionable feedback.

- You will be able to design or revise feedback processes using AI to enhance student understanding, ownership, and next steps.

Interactive Features

Feature	Feature Focus
Ask a Bot	Thinking About AI-Assisted Feedback
Stop and Jot	Reflecting on Feedback
Task Takeover	Reimagining Feedback With AI
Try it Out!	Using an LLM for Student Feedback and Create Student Exemplars
Self-Assessment	Assessing Aspects of Feedback With Current Practices
Classroom Connection	Using AI to Support Peer Feedback

Discussion Questions

When you reflect on the most meaningful feedback you've given or received, what made it effective—and how might AI help replicate or scale that impact for students?

Which parts of your current feedback process feel unsustainable, and where could AI realistically serve as an assistant to make it more efficient and equitable?

What boundaries should we set when using AI for feedback to ensure students still receive human-centered support? What parts of feedback *must* remain personal?

How might your feedback practices shift if you consistently had access to exemplars, success criteria-based comments, and targeted coaching language—generated or refined by AI?

3-2-1 Reflection

3: What are THREE things you learned from the text?

1.

2.

3.

2: What are TWO things you found interesting or exciting from the reading?

1.

2.

1: What is ONE question you still have about the reading?

1.

Authors' Insights and Additional Notes

- Teachers are still the experts and teachers are the ones with the content knowledge; important reminders when it comes to giving student feedback. We know it is important to give feedback on the right things and that knowing curriculum and students both help this. However, it has been helpful to really see AI as a feedback assistant, streamlining and speeding up the process while still keeping the teacher in the driver's seat.

- We have found that the first time teachers ask AI for assistance in feedback, it isn't great. It really takes some trial and error of prompts to get to what you are looking for. Take some time to slow down and really explore what type of prompts get the feedback that you want to provide, then save that prompt so that you have it set to go the next time it needs to be used.

  - There are some really great feedback tools available. For example, Brisk and Grammarly are both Google extensions that can provide AI-powered feedback right alongside student work. Additionally, some education curriculum companies are now offering AI bots as a part of their programs to give feedback specific to the subjects addressed. Explore these options to see what is most useful before committing to purchasing one. Depending on the grade level and subject area you teach, some will be better than others.

- Use AI to seek feedback from your students. AI can facilitate adaptive surveys and polls that adjust questions based on previous responses, providing nuanced insights into student understanding, engagement, and areas where they may need more support. In addition, AI tools can analyze text responses from students, such as in open-ended survey questions or discussion forums, to gauge their sentiment and overall feelings towards the material, identifying both positive and negative feedback trends.

- Student use of AI is occurring, whether sanctioned or not. Seeing AI as an assistant in this way could be a great use of the technology. In fact, students who are already using spell-check or auto-correct have already started exploring this concept without even really knowing they are doing so.

MODULE 9: PREPARING STUDENTS FOR AN AI-POWERED FUTURE

Learning Intention

You are learning how to prepare students to use AI responsibly, critically, and effectively as a tool for learning, problem solving, and future readiness.

Success Criteria

By the end of this section:

- You will be able to model and teach students how to use AI tools to support learning goals without replacing their thinking.

- You will be able to identify classroom structures, routines, and prompts that foster responsible, ethical, and equitable student use of AI.

Interactive Features

Feature	Feature Focus
Stop and Jot	Considering Student Use of AI
Task Takeover	Following Up When Seeking Assistance and Use Student-Facing Tools to Enhance Learning Experiences
Try it Out!	Debate a Bot
Self-Assessment	Consider the Possibilities of Student AI Use

Discussion Questions

What does "preparing students for an AI-powered future" really mean to you—and what shifts might it require in your current classroom practice?

Where are your students already encountering AI in their daily lives, and how might we build bridges between that informal exposure and purposeful academic use? Have you started any discussions with students?

What are the equity implications if some students are taught how to use AI as a learning partner and others are not? How should schools respond to this challenge?

What mindsets do students (and teachers) need to shift in order to see AI not as a shortcut but as a thought partner that encourages deeper engagement and independence?

3-2-1 Reflection

3: What are THREE things you learned from the text?

   1.

   2.

   3.

2: What are TWO things you found interesting or exciting from the reading?

   1.

   2.

1: What is ONE question you still have about the reading?

   1.

Authors' Insights and Additional Notes

- When we first bring up student use of AI, many people picture students sitting alone, typing into a chatbot—but responsible integration starts *well before* that point. Just as we build readiness for future work and learning in writing, collaboration, and problem solving, we must teach the skills that support AI fluency: prompting, evaluating, iterating, and questioning.

- Preparing students for an AI-powered future doesn't mean handing over the reins to a bot. It means explicitly teaching students how to think *with* technology, not *through* it. That instruction starts with teachers modeling their own thinking and prompting strategies and continues with structured practice, clear expectations, and coaching. Some of this can happen as a full class or in small groups.

- Staff-wide conversations are essential. Without a shared vision or clarity, students will experience wildly different messages across classrooms and grade levels. Taking the time to develop common language, expectations, and beliefs ensures consistency and equity—and helps move AI from a classroom experiment to a schoolwide mindset.

- One teacher we work with offered a powerful example of "human-in-the-loop" modeling. While creating math story problems using Magic School, he didn't guess what his students were interested in—he invited them to come over one by one, told them what he was doing, and entered their interests into the prompt as they watched. Students saw their interests reflected *and* witnessed a positive, purposeful AI use in action.

- Integrating AI into student learning isn't about replacing what works—it's about extending and enhancing it. Whether it's brainstorming, revising, planning, or explaining, AI can amplify student voice and agency when used with intention and care.

MODULE 10: LIFELONG LEARNING

Learning Intention

You are learning ways AI can be a support for lifelong learning, including ways it can clarify and refresh content knowledge, rethink instruction, and even provide some teacher coaching.

Success Criteria

By the end of this section:

- You will be able to articulate the ways that AI can assist in building content knowledge of new subjects or grade levels.

- You will identify the ways that teacher and student-facing AI sites can be naturally embedded into some professional learning around different instructional approaches and tools.

Interactive Features

Feature	Feature Focus
Ask a Bot	Discussing How AI Can Assist With Lifelong Learning
Stop and Jot	Reflecting on New Content and Teaching Practices and Reflecting on Your Teaching
Task Takeover	Managing Student Partnerships
Try it Out!	Clarify Content or Concepts and Getting to Know a New Teaching Tool
Self-Assessment	Qualities of Professional Learning
Classroom Connection	Using AI as a Learning Refresher

Discussion Questions

Do you agree that AI is a tool that can help us stay current in education? How can it help? Do you have any reservations about this?

In one part of this section we read about TeachFX, an AI-powered instructional coach. Do you see something like this being beneficial? What would be the opportunities and what would be the concerns?

3-2-1 Reflection

3: What are THREE things you learned from the text?

1.

2.

3.

2: What are TWO things you found interesting or exciting from the reading?

1.

2.

1: What is ONE question you still have about the reading?

1.

Authors' Insights and Additional Notes

- In almost every session we have led, someone visits a teacher-facing site and asks, "What is
  _____?" referencing a tool they haven't heard of before. For example, in one session a
  teacher said, "Is a choice board a game that you can create?" By exploring the tool itself, they learned
  exactly what it was and how it would be help them in the classroom. Share with each other some of the
  new things you are learning as you explore.

- When we wrote the playbook, we first thought this section would be all about teacher coaching but
  then quickly realized it is about so much more. Lifelong learning is something we know is an important
  aspect of life and framing ways AI can assist felt like the better angle. We hope you will get some ideas
  of how it can do just that.

  o TeachFX is a tool mentioned in this section, it comes out of a group at Stanford University and has
    yet to become a widely used and available AI tool. That said, we wanted to mention it because it
    shows some possibility of what might be available in the future.

  o Karim Lakhani from Harvard Business School notes that, "AI won't replace humans. But humans
    with AI will replace humans without it." As educators, we embody the principle of lifelong learning.
    AI represents the next thing for us to know. After all, we aren't preparing students for our past.
    We are preparing them for their future.