AI Center for Effective Teaching & Learning

Implementation Toolkit

A Four-Phase Planning Process and Examples of Framing Documents to Support Effective Leadership, Teaching, and Learning in a World Where AI Tools are Everywhere

Tony Frontier, PhD
Director, AI Center for Effective Teaching & Learning

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ARTIFICIAL INTELLIGENCE | ALIGNED & INTENTIONAL TEACHING | STUDENT AGENCY & INTEGRITY

About the *AI Center for Effective Teaching & Learning*

We build the capacity of educators and learners to use AI tools in ways that support, rather than undermine, effective teaching and learning.

MISSION

Our mission is to empower educators and learners to leverage artificial intelligence tools in ways that support, rather than undermine, effective teaching and learning. We help educators and students bridge the gap between what AI tools *can* do and how those tools *should* be used. AI is a disruptive, transformational technology that creates new challenges and opportunities for schools, teachers, and learners — and in times of transformational change, how we respond to an innovation is more important than the innovation itself.

VISION

We envision a future where **Artificial Intelligence** tools are everywhere, and educators use them in ways that support **Aligned & Intentional** teaching, and students use them with the **Integrity & Agency** necessary to support deep learning.

PURPOSE

The AI Center bridges the gap between what AI tools can do and how they should be used. Grounded in recent research and practical strategies proven in schools and classrooms, we help leadership teams, teachers, and students establish the boundaries, guidelines, and effective use cases that protect safety and integrity while strengthening — rather than replacing — professional expertise and student learning.

OUR DIRECTOR

Tony Frontier, PhD, is the Director of the AI Center for Effective Teaching and Learning. An award-winning educator with 30 years of experience as a teacher, principal, curriculum director, university professor, and consultant, he facilitates practical, research-based work on curriculum design, assessment, student engagement, and academic integrity. His most recent book — *AI with Intention: Principles and Action Steps for Teachers and School Leaders* (2025) — includes a foreword by Jay McTighe and has been praised by John Hattie as one of the best introductions to optimizing the power of AI in schools.

HOW WE SUPPORT YOU

Workshops, Keynotes, & Institutes

Research-based sessions on effective AI use, strategies that support aligned & intentional teaching, and how to support student agency & academic integrity.

Audits & Assessments

We have survey instruments and focus group protocols to help you better understand your staff and students' perceptions, concerns, and uses of AI tools.

Policy Review & Design

We can assist in the review and design of policies, guidelines, boundaries, and best practices to ensure AI tools are used responsibly, and in ways that support — rather than undermine — effective teaching and learning.

FIRST Educational Resources
POWERFUL · AFFORDABLE · SUSTAINABLE

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SCHOOL & DISTRICT AI IMPLEMENTATION FRAMEWORK

AI with Intention Implementation *Guidance for Planning*

This document provides guidance to implement **AI with Intention: Principles and Action Steps for Teachers and School Leaders** (Frontier, 2025), in a school or across a school district. Use this document as a resource to guide planning, professional learning, and student learning that ensures when AI tools are used, they are used in ways that intentionally support effective teaching & learning.

HOW TO USE THIS DOCUMENT

> Ground yourself and the committee by learning about the research, guiding principles, and action steps explained in the book *AI with Intention: Principles and Action Steps for Teachers and School Leaders* (Frontier, 2025 © ASCD).

> Remember the adage, "if you expect it, teach it" to guide deep implementation of this work. Meaningful change takes time and requires opportunities to learn.

> Use unchecked items to clarify priorities for action and discussion, not as evidence of failure.

> Return to earlier phases regularly; implementation is a recursive & reflective process.

> Document your decisions, revisions, and rationale as you work through each phase.

FOUR PHASES & STRATEGIC STEPS

01
Learn the Potential Benefits & Risks of AI

Address Obligations for Legal Compliance · Build Capacity of Leadership to Support Transformational Change · Establish a Committee · Act as a Learning Organization · Gather & Analyze Local Data

02
Build Capacity for Staff to Use AI Effectively

Establish Guidelines for Staff · Establish Boundaries for Staff · Establish Effective Use Cases for Staff · Policy Review & Revision · Professional Learning: Staff's Effective Use of AI · Professional Learning: Students' Effective Use of AI

03
Build Capacity for Students to Use AI Effectively

Establish Guidelines, Boundaries & Use Cases for Students · Policy Review & Revision · Teach Students to Use AI Intentionally · Teach Students to Use AI with Agency

04
Monitor & Continuously Review

Monitor Continuously · Emphasize Integrity as an Ongoing Commitment · Revise Policies, Guidelines & Boundaries as Needed · Sustain the Cycle Through Transformational Leadership

Core Belief: *AI tools have the capacity to support and undermine effective teaching and learning; what matters is how they are used.*

Questions? Contact Tony Frontier, Director of the AI Center for Effective Teaching & Learning at tony@firsteducation-us.com

SCHOOL & DISTRICT AI IMPLEMENTATION FRAMEWORK · OVERVIEW

A FOUR-PHASE PROCESS

Implementing AI with Intention: *A Systemic, Strategic Approach*

A systemic approach that ensures AI tools are used in ways that support rather than undermine effective teaching & learning requires action that moves beyond purchasing AI solutions & deterrents or ensuring statutory compliance. The phases of an intentional approach are outlined below.

PHASE 01

Learn the Potential Benefits & Risks of AI

Build a shared understanding of the capacity, limits, and risks of AI as a tool to support or undermine effective teaching & learning before establishing policy or expanding access to AI tools.

ENSURE COMPLIANCE

Identify statutory obligations related to AI access, privacy, & safety and address them.

BUILD LEADERSHIP CAPACITY

Build shared awareness of the differences between transactional and transformational change — and the rationale for an intentional approach to AI.

ESTABLISH A COMMITTEE

Build a shared understanding of AI's capacity, potential risks, and opportunities for teaching and learning with a committee that includes teachers, administrators, technology specialists, parents, and students.

ACT AS A LEARNING ORGANIZATION

Engage in inquiry that challenges assumptions, avoids surface-level solutions, and addresses big questions without easy answers.

GATHER & ANALYZE LOCAL DATA

Gather perception & use data to understand teachers' & students' current uses of, and beliefs about, AI tools.

GUIDING PRINCIPLES

Lead by Learning
Take a Transformational Approach

Adapted from 'AI with Intention: Principles and Action Steps for Teachers and School Leaders' (Frontier, 2025)

PHASE 02

Build Capacity for Staff to Use AI Effectively

Establish shared expectations and professional learning so staff use AI safely and with fidelity, transparency, and explainability.

ESTABLISH GUIDELINES

Articulate criteria for effective use: fidelity to learning priorities, transparent documentation, and ability to explain AI-generated content.

ESTABLISH BOUNDARIES

Clarify when and how AI tools should not be used by articulating boundaries for ineffective or inappropriate use.

ESTABLISH EFFECTIVE USE CASES

Provide examples and models of effective AI use.

POLICY REVIEW & REVISION

Review and revise policies related to AI, administrators, teachers, and staff in a manner that aligns guidelines & boundaries to related policies & statutory requirements.

PROFESSIONAL LEARNING

Build staff capacity to use AI tools to support effective teaching and learning through modeling, guided practice, trial & error, reflection, and dialogue.

GUIDING PRINCIPLES

Fidelity Before Efficiency
Know Your Purpose
Prompt AI Tools Intentionally

PHASE 03

Build Capacity for Students to Use AI Effectively

Establish shared expectations for students to use AI tools safely and with agency. Provide professional learning to teach students to use AI with integrity, transparency, and explainability.

ESTABLISH SHARED GUIDELINES

Articulate criteria for effective student use: expectations for integrity, transparent documentation, and expectations for students to further explain any evidence of learning.

ESTABLISH SHARED BOUNDARIES

Clarify when and how AI tools should not be used. Boundaries could include shared expectations for levels of use, such as: No AI · AI for Feedback · AI Co-Created · AI Driven. This should also include boundaries to ensure student safety, privacy, and age-levels of use.

ESTABLISH EFFECTIVE USE CASES

Provide examples and models of effective AI use.

POLICY REVISION

Revise Academic Integrity and Acceptable Use policies based on established guidelines.

STUDENT LEARNING

Teach students how — and when — to use AI tools through modeling, guided practice, and reflection.

GUIDING PRINCIPLES

Emphasize Integrity
Stand in Their Shoes
Use AI Tools for Intentional Learning

PHASE 04

Monitor & Continuously Review

Continuously monitor data and adapt policies, guidelines, and use cases as AI tools evolve and context changes.

MONITOR CONTINUOUSLY

Assess whether policies are supporting — not just regulating — effective AI use.

Are teachers using AI with fidelity? Are students being taught how to use AI, or only told what they cannot do?

REVISE AS NEEDED

Update guidelines, boundaries, and use cases as new AI tools become accessible.

Return to Phase 1 processes when significant shifts in tools or context occur.

SUSTAIN THE CYCLE

Intentional implementation is continuous — not a one-time event.

GUIDING PRINCIPLES

Continue to Lead by Learning
Continue to Align Leadership Behaviors to Magnitude of Change

Essential Questions: *How can leaders build capacity to ensure AI tools are used to effectively support intentional teaching and learning? How can teachers and learners use AI tools in ways that support intentional teaching and learning?*

Questions? Contact Tony Frontier, Director of the AI Center for Effective Teaching & Learning at tony@firsteducation-us.com

SCHOOL & DISTRICT AI IMPLEMENTATION FRAMEWORK · FOUNDATIONAL IDEAS

CONTEXT & COMMITMENTS

AI with Intention:
Premise, The Committee's Charge, & Guiding Principles

As strategic work related to AI with Intention begins, it is important to establish the underlying premises for the committee's work and articulate a charge to the committee. Examples of these, along with the Guiding Principles for AI with Intention, are articulated below.

CONTEXT

Premise

- AI tools differ from technologies addressed in legacy school policy and practice.
- AI tools can plan and accomplish nearly any academic task done digitally.
- AI tools can support or undermine effective teaching and learning, depending on how they are used.
- AI tools make errors, are biased, and are not omniscient. They require human insight and oversight.
- Human interaction is essential for a child's learning, development, and well-being.
- Once students are old enough to navigate the internet independently, they will encounter AI tools. Educators have the skills & expertise to teach students how to use these tools safely, effectively, and appropriately.
- Ensuring AI tools are used in ways that support effective teaching is less about acquiring technical deterrents and more about curriculum design, quality instruction, fidelity to learning, and relational trust.

FOUNDATIONAL COMMITMENTS

The Committee's Charge

- The purpose of the committee is to articulate clear, consistent guidelines and boundaries to support safe, effective, and appropriate uses of AI tools and to minimize inappropriate and potentially harmful uses for staff, teachers, and students. Then, schools need to align policies, professional learning, and students' learning to those identified guidelines and boundaries.
- The committee's work should build capacity to fulfill the school's or district's mission and vision.
- The committee's purpose is not simply to decide what AI tools to purchase or block — transactional solutions alone almost always fail to address the complexity of a transformational challenge.
- Schools are responsible to ensure compliance with privacy, safety, data security, and open-records statutes. Addressing these issues is urgent. However, these actions are separate from important decisions related to effective use of AI tools.
- The committee must weigh both the opportunities and costs of AI tools as related to efficiency, effectiveness, and automation of skills and strategies related to teaching & learning.

GUIDING PRINCIPLES FOR SCHOOL LEADERS · TONY FRONTIER, *AI WITH INTENTION* (2025)

Lead by Learning
Learning Organization vs. Reactive Organization

Take a Transformational Approach
Transformational Leadership vs. Transactional Leadership

Emphasize Integrity
Humanism vs. Behaviorism

Fidelity Before Efficiency
Effectiveness vs. Efficiency / Automaticity

GUIDING PRINCIPLES FOR TEACHERS · TONY FRONTIER, *AI WITH INTENTION* (2025)

Stand in Their Shoes
Empathetic Design vs. Non-Empathetic Design

Know Your Purpose
Learning vs. Compliance / Task Completion

Prompt AI Tools Intentionally
Aligned & Intentional Teaching vs. Misaligned Teaching

Use AI for Intentional Learning
Agency & Independence vs. Dependence & Passivity

Core Tension: *AI tools are designed to process information quickly and eliminate struggle. Effective learning requires the opposite — time, strategy, and productive struggle. Intentional implementation helps address this tension by emphasizing principles of effective teaching and learning rather than the bells & whistles of the tools themselves.*

To learn more about these guiding principles, see AI with Intention: Principles and Action Steps for Teachers and School Leaders, 2025, © ASCD

Questions? Contact Tony Frontier, Director of the AI Center for Effective Teaching & Learning at tony@firsteducation-us.com

SCHOOL & DISTRICT AI IMPLEMENTATION FRAMEWORK

PHASE 1

Learn the *Potential Benefits & Risks of AI*

Before establishing policies or expanding access to AI tools, build a shared foundation of understanding. Form inclusive structures and gather the local data needed to make informed, context-specific decisions.

ADDRESS OBLIGATIONS FOR LEGAL COMPLIANCE

- [ ] Administration has identified all **privacy, safety, data security, open-records requirements, and other relevant statutory obligations** and has assigned responsibility to individuals with the technological and legal expertise required to address them.
- [ ] Administration acknowledges that **compliance is different from effectiveness**. To ensure AI tools are used effectively requires input & guidance from individuals with expertise in **children's cognitive & social-emotional development** and expertise in **effective teaching & learning**.

BUILD CAPACITY OF LEADERSHIP TO SUPPORT TRANSFORMATIONAL CHANGE

- [ ] A leadership team has built **shared awareness of important differences** among managing the status quo, leading transactional change, and leading transformational change.
- [ ] Leaders know the **research and rationale** that support an intentional approach to AI, including the guiding principles for effective leadership and for effective teaching & learning.

ESTABLISH A COMMITTEE

- [ ] A committee has been formed that includes **teachers**; they are the classroom practitioners who understand instruction and student needs.
- [ ] The committee includes **parents/guardians** who represent community values and concerns.
- [ ] The committee includes **students**; they are the people most directly affected by AI tools inside and outside of school.
- [ ] The committee includes **administrators** who connect decisions to policy and strategic priorities.
- [ ] The committee includes **technology specialists** who understand technological limitations, requirements, and network infrastructure.
- [ ] The committee has established a **shared purpose** grounded in learning. This purpose is not simply about tool procurement or access decisions.

ACT AS A LEARNING ORGANIZATION

- [ ] The committee strives to **avoid transactional, surface-level solutions**. The committee acknowledges the importance of **inquiry that challenges assumptions**, engaging in **root cause analysis**, and addressing **big questions without easy answers**.
- [ ] Committee members have built **shared awareness of AI's capabilities, limitations, and trends**.
- [ ] A **shared vocabulary and common language** around AI has been established before drafting guidelines or policies.
- [ ] Committee members have built a **shared understanding of current research** on how AI tools can support and undermine effective teaching & learning.
- [ ] A plan is established to ensure **clear, timely communication to all stakeholders**.

GATHER & ANALYZE LOCAL DATA

- [ ] Data has been gathered and analyzed on **how teachers currently use AI tools** in planning, instruction, and assessment.
- [ ] Staff **perceptions, concerns, and knowledge gaps** about AI have been identified, documented, and analyzed.
- [ ] Data has been gathered and analyzed on **how students currently use AI tools** inside and outside of school.
- [ ] Student **misconceptions and knowledge gaps** about AI have been identified, documented, and analyzed.

GUIDING PRINCIPLES *Lead by Learning* · *Take a Transformational Approach*

To learn more about these guiding principles, see AI with Intention: Principles and Action Steps for Teachers and School Leaders, 2025, © ASCD

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SCHOOL & DISTRICT AI IMPLEMENTATION FRAMEWORK

PHASE 2

Build Capacity for Staff to *Use AI Effectively*

Establish shared expectations and provide professional learning so that teachers and staff can use AI tools safely and in ways that are effective, intentional, and aligned to the school's core purpose — with fidelity, transparency, and explainability.

ESTABLISH GUIDELINES FOR STAFF

- ☐ A guideline for **fidelity** has been established, such as: AI output must align to stated priorities for teaching and learning — fidelity comes before efficiency.
- ☐ A guideline for **explainability** has been established, such as: teachers can explain, expand on, and justify the content of any AI-generated instructional materials they use.
- ☐ A guideline for **transparency** has been established, such as: staff document how AI tools were prompted and used, including revisions made for accuracy and clarity.
- ☐ Guidelines affirm that **whoever uses AI tools is always responsible and accountable** for any output that is used, generated, or shared.

ESTABLISH BOUNDARIES FOR STAFF

- ☐ **Boundaries** defining ineffective and inappropriate AI use by staff have been articulated and communicated.
- ☐ The "twin sins" have been addressed: AI use that **lacks fidelity** to learning priorities, and AI use that **removes professional judgment** from consequential decisions.

ESTABLISH EFFECTIVE USE CASES FOR STAFF

- ☐ **Exemplary use cases** have been developed and shared: examples of how to prompt with purpose, revise for fidelity, and document transparently.

POLICY REVIEW & REVISION

- ☐ Policies related to **AI use by administrators, teachers, and staff** have been reviewed and revised to align guidelines & boundaries to related policies & statutory requirements.
- ☐ **Acceptable Use** policies have been updated to reflect established guidelines, boundaries, and effective use cases for staff.
- ☐ **Guidelines, Boundaries, and Use Cases** and explanations of Effective, Ineffective, and Inappropriate uses for teachers & staff are published.

PROFESSIONAL LEARNING

- ☐ **Modeling** of effective AI use in instructional contexts has been provided to staff.
- ☐ Opportunities for **reflection and dialogue with colleagues** have been built into the professional learning cycle.
- ☐ Staff can demonstrate **fidelity, transparency, and explainability** in their use of AI tools.
- ☐ **Guided practice** with structured feedback has been provided so staff can try AI tools safely.
- ☐ Staff have had opportunities to **apply AI use directly to their practice** and modify their approach based on student outcomes.
- ☐ Teachers have had opportunities to learn how to **teach students to use AI tools safely & responsibly and with agency & integrity** as aligned to established guidelines, boundaries, and effective use cases.

GUIDING PRINCIPLES *Fidelity Before Efficiency* · *Know Your Purpose* · *Prompt AI Tools Intentionally*

To learn more about these guiding principles, see AI with Intention: Principles and Action Steps for Teachers and School Leaders, 2025, © ASCD

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SCHOOL & DISTRICT AI IMPLEMENTATION FRAMEWORK

PHASE 3

Build Capacity for Students to *Use AI Effectively*

Establish guidelines, boundaries, and effective use cases for students; then provide structured teaching so students learn how, when, and why to use AI tools in ways that support their learning, protect their integrity, and align to shared expectations.

ESTABLISH GUIDELINES, BOUNDARIES & USE CASES FOR STUDENTS

- [ ] A guideline for student **integrity** has been established: students' work accurately reflects what they know and can do; integrity is not the absence of AI use.
- [ ] A guideline for student **explainability** has been established: students can explain, expand on, and reflect on their work; an inability to explain is evidence learning hasn't occurred.
- [ ] **Exemplary student use cases** have been developed: models of effective prompting, privacy practices, and protocols for checking AI output for accuracy.
- [ ] A guideline for student **transparency** has been established: students document every tool, source, and resource, including AI tools and prompts, used in their work.
- [ ] **Levels of AI use** have been defined and communicated: No AI · AI for Feedback · AI Co-Created · AI Driven; integrity, transparency, and explainability are required at every level.

POLICY REVIEW & REVISION

- [ ] **Academic Integrity** policies have been reviewed and revised to reflect established student guidelines, boundaries, and levels of AI use.
- [ ] **Acceptable Use** policies have been updated to align student guidelines & boundaries to related policies & statutory requirements.
- [ ] **Cheating & Plagiarism** policies have been reviewed and revised to reflect AI-related challenges. If AI detection tools are used, language exists related to how they will be used consistently & fairly.
- [ ] **Guidelines, Boundaries, and Use Cases** and explanations of Effective, Ineffective, and Inappropriate uses for students are published & taught.
- [ ] **Expectations for stakeholders** to support academic integrity are published.

TEACHING STUDENTS TO USE AI INTENTIONALLY

- [ ] Students' **misconceptions about how learning occurs, the purpose of school, the relationship between strategy & effort, and about AI** are continuously addressed, and explicitly taught.
- [ ] Students are taught, and have **frequent opportunities**, to plan, monitor, and self-assess their learning, including when using AI tools.
- [ ] Students understand they are **always responsible and accountable** to be transparent about their use of sources & resources and are accountable to explain any completed work — whether or not they used AI.
- [ ] Students are given the opportunity to **learn and receive feedback on specific strategies** related to demonstrating integrity, avoiding cheating & plagiarism, taking responsibility for the process of learning, and using AI tools responsibly in all disciplines & courses.
- [ ] Students are taught **important differences in each Level of AI use**, and important distinctions between superficial uses of AI that undermine learning and intentional uses of AI that support learning.
- [ ] Students are taught the importance of **good digital citizenship** when using AI tools. And are taught the **limits of AI tools**, including bias, hallucinations, & sycophancy as well as risks associated with using AI as a confidant, friend, counselor, or therapist.

TEACHING STUDENTS TO USE AI TOOLS WITH AGENCY

- [ ] Students have been taught to **pursue learning goals, self-assess, ask for help, and apply strategies for intentional learning — including when prompting or interacting with AI tools**. This builds agency rather than dependence on others or on AI tools.
- [ ] Instruction is designed with **empathy**: students' learning needs are affirmed and their misconceptions about learning, schooling, and AI tools are acknowledged and addressed.

GUIDING PRINCIPLES *Emphasize Integrity* · *Stand in Their Shoes* · *Use AI for Intentional Learning*

To learn more about these guiding principles, see AI with Intention: Principles and Action Steps for Teachers and School Leaders, 2025, © ASCD

Questions? Contact Tony Frontier, Director of the AI Center for Effective Teaching & Learning at tony@firsteducation-us.com

SCHOOL & DISTRICT AI IMPLEMENTATION FRAMEWORK

PHASE 4

Monitor & Continuously Review
The Impact of AI on Teaching & Learning

AI tools are evolving rapidly. Policies, guidelines, and boundaries that are effective today may need revision as new tools emerge. This phase ensures implementation remains responsive, current, and grounded in what's actually happening in classrooms.

MONITOR CONTINUOUSLY

- ☐ A **regular, structured data-gathering cycle** has been established — returning to Phase 1 strategies on an ongoing basis.
- ☐ Monitoring confirms that policies are **supporting safe and effective AI use** — not merely regulating it.
- ☐ Student use is being assessed: are **integrity, transparency, explainability, and levels of AI use** being upheld across disciplines and grade levels?
- ☐ Expectations for **intentional AI use have been integrated** into existing structures used to support and evaluate effective teaching.
- ☐ Classroom practices are being assessed: are teachers **using AI with fidelity** to learning priorities?

EMPHASIZE INTEGRITY AS AN ONGOING COMMITMENT

- ☐ Students continue to be **taught what academic integrity is** — not just what cheating is. If it is expected, it is taught.
- ☐ As AI tools evolve, the school **continuously clarifies when and how students may use AI** and updates expectations accordingly.
- ☐ All stakeholders have **ongoing learning opportunities** to understand and support a culture of integrity.

REVISE POLICIES, GUIDELINES & BOUNDARIES AS NEEDED

- ☐ **Policies, guidelines, boundaries, and use cases** are reviewed and updated as new AI tools emerge and become more accessible to students and staff.
- ☐ Policy revisions continue to **align guidelines & boundaries to statutory requirements** for privacy, safety, data security, and open records.

SUSTAIN THE CYCLE THROUGH TRANSFORMATIONAL LEADERSHIP

- ☐ Leadership is asking **transformational questions**: What assumptions are we making? What has changed? Given our mission, what advice would we give ourselves?
- ☐ Implementation is treated as a **continuous, community-wide commitment** — not a one-time event. The goal is a school culture that adapts to strengthen learning, ensure safety, and affirm integrity.
- ☐ Ongoing **opportunities for practice and play** are provided — staff and students need structured time to explore with feedback.

GUIDING PRINCIPLES *Continue to Lead by Learning* · *Align Leadership Behaviors to Magnitude of Change*

To learn more about these guiding principles, see AI with Intention: Principles and Action Steps for Teachers and School Leaders, 2025, © ASCD

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Examples of Guidelines for Effective AI Use: Staff

> *Guidelines describe what staff should do to ensure AI use is effective, intentional, and aligned to professional purpose. Staff are expected to be transparent about how AI contributes to their work and accountable for its accuracy, with fidelity to the priorities and policies that guide effective teaching and effective school leadership.*

Review federal, state, & local statutes to ensure compliance as you build your boundaries & guidelines for use.

1. ## Fidelity to Professional Purpose

AI tools must be used with fidelity to stated priorities for teaching, learning, and school improvement. AI-generated content used in classrooms, communications, or administrative decisions must align with board-adopted policies and institutional goals, not simply what is convenient.

2. ## Transparency & Documentation

Staff are expected to transparently document their use of AI tools, including the platforms used and the prompts submitted. When AI contributes to materials, communications, or decisions, that contribution should be acknowledged and traceable. Transparency is foundational to professional trust and accountability.

3. ## Explainability & Accountability

Staff must be able to explain, in their own words, the content, rationale, and implications of any AI-generated output they use or distribute. If a staff member cannot explain or justify the content, it should not be used. Accountability for AI output rests with the professional who used it.

4. ## Verification & Human Oversight

All AI-generated content must be reviewed, verified, and edited by a qualified professional before use. AI errors and inaccuracies are common; human oversight is not optional. No AI output should reach students, families, or the public without meaningful human review.

5. ## Professional Judgment & Decision-Making

AI may inform professional practice but must not replace professional judgment. Consequential decisions (including instructional planning, student support, evaluation, and resource allocation) require the contextual knowledge and relational accountability that only human professionals can provide.

6. ## Stewardship of Community Resources

Staff are responsible for ensuring AI tools are used in ways that are fiscally sound, aligned to board priorities, and reflective of long-term institutional goals. Stewardship extends to time, data, and community trust, not only budget.

7. ## Bias Awareness & Critical Evaluation

Staff must recognize that AI can reflect, and even amplify, biases present in its training data. All AI output must be critically evaluated for accuracy, fairness, and appropriateness before use, particularly when used with or about students.

8. ## AI Literacy as a Professional Competency

Effective and ethical AI use is a professional responsibility. Staff are expected to develop knowledge both about AI (how it works and its limitations) and with AI (using it intentionally to amplify, rather than replace, professional practice). Ongoing learning about AI is part of each staff member's professional growth.

9. ## Modeling Integrity for Students

Staff set the standard for integrity by how they use AI themselves. The expectations staff hold for students must be reflected in the expectations staff hold for themselves: that work produced honestly represents their professional knowledge, judgment, and effort.

GUIDELINES & BOUNDARIES · PART 2

Examples of Boundaries for Effective AI Use: Staff

> *Boundaries define what staff must not do to ensure AI use is safe, legally compliant, and aligned to professional obligations. Staff are accountable for ensuring that AI tools are never used in ways that compromise privacy, integrity, stewardship, or trust.*

Review federal, state, & local statutes to ensure compliance as you build your boundaries & guidelines for use.

PROFESSIONAL RESPONSIBILITIES

1 No Delegation of Consequential Decisions

High-stakes decisions (including hiring, staff evaluation, disciplinary action, student intervention plans, IEP development, and safety determinations) may not be delegated to AI. AI may support analysis or draft materials, but final decisions must reflect direct human observation, professional judgment, and legal accountability.

2 Transparency & Disclosure Requirements

AI-generated content must be disclosed when used in official communications, reports, evaluations, or documents distributed to students, families, or the public. Presenting AI-generated work as entirely one's own, without disclosure or substantial review, violates standards of professional integrity.

3 No Distribution of Unreviewed AI Content

Staff must not distribute AI-generated materials to students or families that have not been thoroughly reviewed for accuracy, age-appropriateness, bias, and alignment to learning goals. Sharing unvetted AI output (particularly assessments, rubrics, or feedback) without meaningful human oversight is a violation of professional responsibility.

4 No Unauthorized AI Procurement or Adoption

AI tools must not be adopted, subscribed to, or paid for using school funds without a formal vendor privacy review, board awareness, and verification of alignment to board-adopted priorities. Unauthorized procurement, regardless of intent, undermines stewardship obligations and may create unvetted data risks.

5 Equity & Access Obligations

AI must not be used in ways that widen equity gaps or create disparate outcomes based on race, language, disability, or socioeconomic status. Staff bear particular responsibility to ensure AI tools do not create inequities in instructional practice, assessment, or resource access. Equitable AI use is a professional and ethical obligation.

LEGAL REQUIREMENTS

6 Legal Compliance: FERPA, COPPA & Terms of Service

AI tool use must comply with all applicable law, including FERPA, COPPA (for students under 13), and state-level student privacy statutes. Staff must verify that any AI platform used with or about students meets legal privacy standards. Age-non-compliant tool use is prohibited. Consult state statutes and local policies to ensure compliance.

7 Student & Staff Data Privacy (FERPA / HIPAA)

Staff must never enter personally identifiable student or employee information into AI tools that lack adequate privacy safeguards. This includes names, ID numbers, grades, disability classifications, disciplinary records, or any data covered by FERPA, HIPAA, or district policy. Violation of data privacy is among the most serious misuses of AI in a school setting.

8 Confidentiality of Institutional & Personnel Information

Confidential personnel records, HR communications, legal correspondence, board documents, and sensitive institutional data must not be uploaded to AI tools without explicit authorization and verified privacy protections. Professional confidentiality obligations do not pause when using AI tools.

9 Approved & Authorized Tools Only

Staff may only use AI tools that have been reviewed and sanctioned by the district for the intended purpose. Consumer-grade AI tools used for institutional tasks, especially those involving student or employee data, are prohibited unless formally vetted. All tool use must comply with board policy, applicable law, and the platform's Terms of Service.

10 Copyright & Intellectual Property

AI-generated content does not carry automatic copyright protections and may draw on protected source material. Staff should understand that AI output used in official materials, published resources, or externally distributed documents may carry unresolved intellectual property implications and must be reviewed accordingly.

Shared Expectations for *Staff & Administration's Effective Use of AI Tools*

AI tools must be used with fidelity to board policies and school improvement priorities. Staff document their AI use and ensure the accuracy and appropriateness of any AI-generated output. Staff must be able to explain the content and rationale of any AI-generated communications or decisions.

FIDELITY
I ensure communications and decisions align resources, needs, and strategies with strategic priorities and goals.

TRANSPARENCY
I document my AI use, including tools and prompts. I ensure the accuracy and appropriateness of any AI resources or output.

EXPLAINABILITY
I can explain any AI-generated content and can justify my rationale for how output or resources are accurate and effective.

STEWARDSHIP
I ensure any AI output or use is fiscally responsible, aligned to policy, and aligned to long-term student, community, and institutional goals.

EFFECTIVE

Aligned & Intentional

"When AI tools are used, they are used in ways that are aligned to strategic priorities, effective practices, and goals for continuous improvement."

ADHERES TO GUIDELINES & BOUNDARIES

- AI output reflects board priorities and demonstrates stewardship of community resources. *(fidelity and stewardship)*
- The administrator can explain the content, rationale, and implications of any AI-generated output. *(explainability)*
- Prompts are documented. AI output is reviewed for accuracy, clarity, and appropriateness before use. *(transparency)*

EXAMPLES

- An administrator uploads board policies and a report template to generate a board update on a literacy initiative. *(fidelity and stewardship)*
- A principal uses AI to draft talking points, reviews every claim, and can explain the rationale in their own words. *(explainability)*
- An administrator drafts a family newsletter using AI, logs the prompt, and reviews for accuracy before sending. *(transparency)*

INEFFECTIVE

Lacks Fidelity

"AI tools are used in ways that lack fidelity to school improvement priorities or leadership responsibilities."

DOES NOT ADHERE TO GUIDELINES

- AI output aligns to policy but is loosely connected to stated priorities and improvement goals. *(lacks fidelity)*
- AI use is only partially documented, or review fails to catch errors or omissions. *(lacks transparency)*
- Staff can explain the general intent of AI content, but not specific language or rationale. *(lacks explainability)*
- AI tools are prompted without grounding in board priorities, community needs, or available resources. *(lacks fidelity & stewardship)*

EXAMPLES

- A PD plan stays within budget but doesn't connect to the school's teacher effectiveness framework. *(lacks fidelity)*
- AI use is noted in documentation, but a factual error about program dates is not corrected before distribution. *(has transparency, but lacks fidelity)*
- An administrator speaks generally about an AI-generated data analysis but cannot explain the statistical procedure used. *(lacks explainability)*

INAPPROPRIATE

Violates Boundaries

"AI is used in ways that jeopardize privacy or safety, compromise professional judgment, or violate contractual or fiscal obligations."

VIOLATION OF STATUTE OR POLICY

- Staff or student privacy is not protected, or confidential information is shared with an AI tool lacking adequate safeguards.
- Consequential decisions such as hiring, evaluation, or student safety are delegated to AI without human oversight or professional judgment.
- AI tools are adopted without vetting for data privacy, fiscal responsibility, or alignment to board policy.

EXAMPLES

- Student names, disability classifications, and disciplinary records are uploaded to a consumer AI tool without verifying FERPA compliance.
- AI-drafted teacher evaluation language is submitted into the formal system without review against direct observations.
- A paid AI platform is subscribed to using discretionary funds without a privacy review or board awareness.

Questions for Reflection: Does this align to board policies and school improvement priorities? Have I reviewed AI output for accuracy and appropriateness? Have I documented my AI use? Can I explain any AI-generated output? Does my AI use reflect my stewardship obligations?

Questions? Contact Tony Frontier, Director of the AI Center for Effective Teaching & Learning at tony@firsteducation-us.com

STAFF & ADMINISTRATION'S EFFECTIVE USE OF AI TOOLS

Core Commitments: *Fidelity, Transparency, Explainability & Stewardship for Administrators*

Four commitments for staff and administrators to plan and reflect on their uses of AI to ensure they are used in ways that support effective school leadership and operations.

Fidelity

I ensure communications and decisions align resources, needs, and strategies with strategic priorities and goals.

EXAMPLES OF QUESTIONS TO PLAN AND REFLECT

- *Does this AI use align with board-adopted policies and strategic priorities for school improvement?*
- *Have I intentionally prompted the AI using framing documents and precise language to align output with our policies, mission, and goals?*
- *If AI tools were used, was the output reviewed and revised for accuracy and alignment with:*
  - *Effective leadership practices?*
  - *Research on effective teaching & learning?*
  - *Institutional goals?*
- *Have I used AI and edited output in a manner that accurately represents my voice, beliefs, values, decisions, and professional expertise?*

Transparency

I document my AI use, including tools and prompts. I ensure the accuracy and appropriateness of any AI resources or output.

EXAMPLES OF QUESTIONS TO PLAN AND REFLECT

- *Have I documented my AI use, including the platforms used and the prompts submitted?*
- *When AI contributed to materials, communications, or decisions, have I acknowledged that contribution?*
- *Have I reviewed and edited AI output for accuracy, clarity, and appropriateness before sharing or distributing it?*
- *Is the use of AI in this work traceable and visible to those who rely on its accuracy?*

Explainability

I can explain any AI-generated content and can justify my rationale for how output or resources are accurate and effective.

EXAMPLES OF QUESTIONS TO PLAN AND REFLECT

- *Can I explain, in my own words, the content, rationale, and implications of any AI-generated output I plan to use or distribute?*
- *Can I justify the appropriateness of any AI-generated content for its intended audience and purpose?*
- *Have I considered the implications of distributing this AI-generated content to staff, students, or families?*
- *Knowing I, and not the AI tool, am accountable for any decisions and communications I put forward, could I describe how I used, edited, or revised the AI output?*

Stewardship

I ensure any AI output or use is fiscally responsible, aligned to policy, and aligned to long-term student, community, and institutional goals.

EXAMPLES OF QUESTIONS TO PLAN AND REFLECT

- *Have accessible AI platforms been formally vetted and implemented to ensure data privacy, security, and Terms of Service compliance?*
- *Does this use of AI reflect, and support, responsible stewardship of community resources — including fiscal resources, time, data, and trust?*
- *Does this AI use serve long-term student, community, and institutional goals rather than short-term convenience?*

- **Effective** uses of AI align with board priorities and support effective school leadership
- **Ineffective** uses of AI lack fidelity to school improvement priorities or leadership responsibilities
- **Inappropriate** uses of AI jeopardize privacy or safety, compromise professional judgment, or violate contractual or fiscal obligations

Questions? Contact Tony Frontier, Director of the AI Center for Effective Teaching & Learning at tony@firsteducation-us.com

AI TOOL USAGE MATRIX

Shared Expectations for *Teachers' Effective Use of AI Tools*

If teachers use AI tools, they need to be used in ways that have fidelity to stated priorities for teaching and learning. Teachers are expected to transparently document their use of AI tools. Teachers are accountable to ensure the accuracy and appropriateness of any AI-generated output. Teachers must be able to explain the content and rationale of any AI-generated instructional materials.

FIDELITY
I ensure any instructional materials and resources align the stated priorities for teaching with students' opportunity to learn.

TRANSPARENCY
I document my AI use, including tools and prompts. I ensure the accuracy and appropriateness of any AI resources or output.

EXPLAINABILITY
I can explain any AI-generated content and can justify my rationale for how resources or output are accurate and effective.

EFFECTIVE

Aligned & Intentional

"When AI tools are used, they are used in ways that support effective teaching & learning."

GUIDELINES & BOUNDARIES

- Any AI output used in the classroom has fidelity to stated priorities for teaching & learning.
- The teacher can clearly explain the content, concepts, and rationale of any AI-generated output that is used in the classroom.
- Prompts, sources, and resources are documented. Any AI-generated content is reviewed, edited, and revised for accuracy, clarity, and appropriateness.

EXAMPLES

- Differentiating reading materials to better match student learning needs.
- Developing assessment items with targeted prompts that include standards and unit overview documents, then selecting and refining aligned items.
- Synthesizing formative writing responses to identify misconceptions and guide instruction.

INEFFECTIVE

Lacks Fidelity

"AI tools are used in ways that lack fidelity to priorities for teaching and learning."

DOES NOT ADHERE TO GUIDELINES

- AI output is used but is only loosely aligned to standards or student needs. *(lacks fidelity)*
- Review of AI-generated content shared with students is cursory or incomplete. *(lacks transparency)*
- Teacher cannot explain specific vocabulary, concepts, or feedback in AI output used in the classroom. *(lacks explainability)*

EXAMPLES

- Generating lesson ideas, rubrics, or assessments with minimal connection to course standards.
- Making only surface-level edits to AI output before sharing, leaving minor errors in place.
- AI output is used that requires students to have knowledge of academic vocabulary or utilize skills that are disconnected from what was taught in class.

INAPPROPRIATE

Violates Boundaries

"AI is used in ways that jeopardize student privacy or violate acceptable use."

WARNING SIGNS

- Student privacy is not protected or other boundaries are violated.
- AI-generated output is shared with students that wasn't adequately reviewed, edited, or revised to ensure appropriateness for classroom use.
- Tasks are automated without the teacher ensuring accuracy, reliability, or appropriateness of the process or product (no human in the loop).

EXAMPLES

- Uploading private or confidential student information to an AI tool that lacks adequate privacy safeguards.
- AI-generated materials are used without vetting to ensure content is appropriate for grade-level use.
- Teacher batch-uploads student assignments and AI-generated feedback is sent to each student, but the teacher hasn't ensured the feedback is accurate and reliable.

Questions for Teacher Reflection: How does this have fidelity to priorities for learning? Have I reviewed and edited for accuracy, clarity, and appropriateness? Have I documented my AI use transparently? Can I explain the content, concepts, and rationale of any AI-generated output?

Questions? Contact Tony Frontier, Director of the AI Center for Effective Teaching & Learning at tony@firsteducation-us.com

TEACHER'S EFFECTIVE USE OF AI TOOLS

Core Commitments: *Fidelity, Transparency & Explainability for Teachers*

Three commitments for teachers to plan and reflect on their uses of AI to ensure they are used in ways that support effective teaching and learning.

Fidelity

I ensure any instructional materials and resources align the stated priorities for teaching with students' opportunity to learn.

EXAMPLES OF QUESTIONS TO PLAN AND REFLECT

- *If AI tools were used, how did I prompt them using specific framing documents and precise language to ensure output is aligned to local context, curricular priorities, and students' needs?*
- *I know that any initial AI output should be considered a draft. How did I review, edit, and revise initial output to ensure:*
  - *Alignment to curricular priorities?*
  - *Appropriateness for my students?*
  - *Accuracy of content?*
  - *Alignment to my students' learning needs?*
- *Have I used AI and edited output in a manner that has fidelity to priorities for student learning and represents my voice, beliefs, values, decisions, and professional expertise?*

Transparency

I document my AI use, including tools and prompts. I ensure the accuracy and appropriateness of any AI resources or output.

EXAMPLES OF QUESTIONS TO PLAN AND REFLECT

- *Have I documented my AI use, including tools and prompts?*
- *Have I reviewed and edited AI output for accuracy, clarity, and appropriateness?*
- *What specific resources — including individuals, books, and technology — were used to plan curriculum, instruction, and assessments in this unit?*

Explainability

I can explain any AI-generated content and can justify my rationale for how resources or output are accurate and effective.

EXAMPLES OF QUESTIONS TO PLAN AND REFLECT

- *Can I explain the vocabulary, content, concepts, and rationale of the AI-generated output I intend to use in the classroom?*
- *How did I ensure the intentional design of this unit/assignment/assessment to scaffold students from more basic, to more complex, evidence of understanding?*
- *How does this task/assessment provide me with important evidence of students' knowledge and understanding as related to prioritized standards?*
- *Can I justify the appropriateness of the design, phrasing, expectations for rigor, and use of all academic vocabulary in any AI-generated output?*

- **Effective** uses of AI support aligned & intentional teaching
- **Ineffective** uses of AI lack fidelity to priorities for learning or learners' needs
- **Inappropriate** uses of AI violate boundaries for privacy or safety

Questions? Contact Tony Frontier, Director of the AI Center for Effective Teaching & Learning at tony@firsteducation-us.com

Examples of *Ineffective* vs. *Effective* Prompts for Teachers

Prompts that support aligned & intentional teaching provide context, include explicit instructions & examples, use specific academic language, and provide process & product constraints.

For more information on how to write prompts that support aligned & intentional teaching, see AI with Intention: Principles and Action Steps for Teachers and School Leaders (Frontier, 2025).

1 PROVIDE CONTEXT
Share grade level, standards, and relevant background so AI understands the full situation.

2 EXPLICIT INSTRUCTIONS & EXAMPLES
Describe exactly what you want and include a model or sample when possible.

3 BE SPECIFIC
Name the exact standard, skill, format, length, and audience. Vague prompts yield vague results.

4 PROCESS & PRODUCT CONSTRAINTS
Define how the output should be structured, what to include or exclude, and how it will be used.

ALIGNED PURPOSE	INEFFECTIVE PROMPT	EFFECTIVE PROMPT
Create a draft of a standards-aligned rubric.	*"Create a rubric for 8th-grade writing."*	I teach 8th-grade ELA. I'm launching an argumentative essay unit. By the end, students will write an evidence-based argument, and I want the rubric ready before the unit begins. I've uploaded our state writing standard and two anchor papers (proficient and developing). Build a single-point rubric with criteria for claim, evidence, reasoning, and organization, in student-friendly language. Keep it to one page, four criteria max, and use descriptors only — no numeric point scale.
Assess students' understanding of WWII causes and effects, not just recall.	*"Make a test for my high school students on World War II."*	I teach 10th-grade U.S. History. I'm planning a three-week WWII unit. By the end, students will be able to analyze its causes, key turning points, and the home front, and I'm designing the assessment first so it drives my planning. I've attached the standards we'll target and a sample question format I like. Write 10 multiple-choice items at DOK 2 and two short-answer items at DOK 3 that target causation and consequence. Include an answer key with rationales. Don't write items on content outside the attached standards.
Varied, aligned project options so all students show learning.	*"Create a list of six project options for my students to do about ancient Greece."*	I teach 6th-grade social studies. I'm about to begin an ancient Greece unit; by the end, students will explain Greek government, daily life, and contributions. I want the choice options ready before the unit opens. I've uploaded the unit standards and our class's UDL guidelines. Create six options that all assess the same standards but vary the product — visual, written, oral, build — so students can choose by strength. Give each option a one-sentence task plus success criteria, all at a grade-6 reading level.
Hands-on stations for active student learning.	*"Plan station activities for my science students on Rocks & Minerals."*	I teach 3rd-grade science. I'm planning a Rocks & Minerals unit; by the end, students will describe rocks, minerals, and the rock cycle. I'm designing the hands-on stations as the unit opens, not after. I've uploaded the NGSS performance expectation and a photo of the materials available for student use. Brainstorm ideas for three hands-on stations, how students will collect data at each, and a closing student reflection, in grade-3 vocabulary. List the materials each station needs and keep all text at a 3rd-grade reading level. Keep it hands-on — no digital tools.
Opening lesson to launch student learning in a new unit.	*"Plan a lesson on photosynthesis."*	I teach 7th-grade life science. This is the first lesson of a new unit; by the end of the lesson, students will be able to explain how plants convert light into usable energy. I'm building it before the unit launches. I've uploaded the unit overview document and the NGSS performance expectation we're working toward. Design a 50-minute 5E lesson with an inquiry hook, a hands-on investigation, and a formative check, in grade-7 vocabulary. Include timing for each phase and a materials list. Keep it to in-class activities only — no homework.

REFLECTION QUESTIONS FOR TEACHERS - EFFECTIVE USE OF AI OUTPUT

FIDELITY
Does this output align to the standard, learning goal, or instructional need it is meant to serve?

TRANSPARENCY
Have I documented the tools, prompts, and sources used — and reviewed and edited the output for accuracy?

EXPLAINABILITY
Could I explain the meaning and rationale behind every part of this output if a student or colleague asked?

Questions? Contact Tony Frontier, Director of the AI Center for Effective Teaching & Learning at tony@firsteducation-us.com

AI PROMPT STARTERS · ELEMENTARY · GRADE 3

Example Prompts for *Elementary Teachers*

When teachers use AI tools, they are accountable for alignment of any output or resources to priority standards and learning goals (fidelity), must document their use of sources and resources (transparency), and must be able to explain the meaning and rationale behind what is included in instructional materials or resources (explainability).

FIDELITY
Output aligns to priority standards and learning goals.

TRANSPARENCY
Sources and resources are documented and reviewed for accuracy.

EXPLAINABILITY
Teacher can explain the meaning and rationale of any AI-generated materials.

1 PROVIDE CONTEXT
Share grade level, standards, and relevant background so AI understands the full situation.

2 EXPLICIT INSTRUCTIONS & EXAMPLES
Describe exactly what you want and include a model or sample when possible.

3 BE SPECIFIC
Name the exact standard, skill, format, length, and audience. Vague prompts yield vague results.

4 PROCESS & PRODUCT CONSTRAINTS
Define how the output should be structured, what to include or exclude, and how it will be used.

INSTRUCTIONAL RESOURCES

Generating instructional materials aligned to standards

RUBRIC CREATION

Create a rubric to assess 3rd grade informational writing aligned to ELA Standard W.3.2. Include four levels of performance with student-friendly language. Focus on criteria for introducing a topic, grouping related information, developing facts and details, and providing a concluding statement. Include one sample response at level 3. I've uploaded an example of an exemplar rubric.

QUIZ GENERATION

Generate 8 multiple-choice questions for 3rd grade math on understanding fractions as numbers, aligned to Math Standard 3.NF.A.1. Include visual fraction models in at least 4 questions. Use contexts familiar to 8-year-olds (pizza, cookies, crayons). Provide 4 answer choices per question with common misconceptions as distractors. Items should be at SOLO 2 or 3.

PERFORMANCE TASK

Design a 3rd grade science performance task aligned to Science Standard SCI.PS2.A.3 on forces and motion. Create a hands-on investigation where students explore how different strengths of force affect the motion of objects. Include a prediction sheet, data recording table, and reflection questions. The task should take 2–3 class periods and include a simple rubric for Planning and Carrying Out Investigations. I've uploaded an example of an exemplar rubric.

DIFFERENTIATED MATERIALS

Rewrite a text about the life cycle of butterflies for three reading levels: struggling readers (Lexile ~400, with picture support and sentence starters), on-grade 3rd graders (Lexile ~550), and advanced readers (Lexile ~700, with cause-effect questions). Align all versions to ELA Standard RI.3.3. Include 2 comprehension questions per level.

FIDELITY COACHING

Reviewing & refining assessments, rubrics, and unit plans

ASSESSMENT REVIEW

Review the attached exit ticket for 3rd grade reading meant to assess Standard RL.3.2 on recounting stories and determining the central message. Provide feedback on alignment to the standard and whether questions require students to use evidence from the text. Suggest improvements if items are too simple or not clearly aligned.

RUBRIC REVIEW

Critique a rubric for 3rd grade opinion writing aligned to Standard W.3.1. It includes criteria for stating an opinion, providing reasons, using linking words, and writing a conclusion. Critique the rubric's alignment and language for 8-year-olds. Suggest revisions to make it clearer. Then create one exemplar and one developing response. I've uploaded an example of an exemplar rubric.

UNIT PLAN REVIEW

Review a one-week math unit for 3rd grade on multiplication within 100, aligned to Standard 3.OA.C.7 on fluency strategies. Review the attached unit pacing guide for appropriate sequencing and rigor. Highlight any gaps in strategy instruction (arrays, skip counting, equal groups). Suggest ways to include more visual models and real-world word problems.

EMPATHY COACHING

Anticipating misconceptions and analyzing formative data

EMPATHY COACH

I'm teaching 3rd graders about place value to 1,000, aligned to Math Standard 3.NBT.A.1. What misconceptions should I anticipate? Provide examples of how students typically confuse rounding up vs. down or struggle with numbers ending in 5. Suggest a diagnostic question and a hands-on activity using base-ten blocks to address misconceptions.

EMPATHY COACH

I created a reading comprehension task for 3rd grade aligned to Standard RI.3.8 on logical connections between paragraphs. The task asks students to explain how paragraphs connect and support the main idea. Provide suggestions to reduce cognitive load. Recommend scaffolds like graphic organizers and sentence frames, plus appropriate pacing for 8-year-olds.

FORMATIVE DATA ANALYSIS

I gave this constructed response task on forces and motion to my 3rd graders, aligned to Science Standard SCI.PS2.A.3. I collected 22 student responses. Summarize the most common accurate understandings about push/pull forces, the most frequent misunderstandings, and patterns in student vocabulary use. Recommend one targeted reteach mini-lesson and two quick formative check questions.

Uploading documents and referencing specific standards always produces better results.

Aligned to 3rd Grade Academic Standards for Reading, Mathematics, and Science · Based on AI with Intention by Tony Frontier (ASCD, 2025) · Hamilton, WI School District

Questions? Contact Tony Frontier, Director of the AI Center for Effective Teaching & Learning at tony@firsteducation-us.com

AI PROMPT STARTERS · MIDDLE SCHOOL · GRADE 7

Example Prompts for *Middle School Teachers*

When teachers use AI tools, they are accountable for alignment of any output or resources to priority standards and learning goals (fidelity), must document their use of sources and resources (transparency), and must be able to explain the meaning and rationale behind what is included in instructional materials or resources (explainability).

FIDELITY
Output aligns to priority standards and learning goals.

TRANSPARENCY
Sources and resources are documented and reviewed for accuracy.

EXPLAINABILITY
Teacher can explain the meaning and rationale of any AI-generated materials.

1 PROVIDE CONTEXT
Share grade level, standards, and relevant background so AI understands the full situation.

2 EXPLICIT INSTRUCTIONS & EXAMPLES
Describe exactly what you want and include a model or sample when possible.

3 BE SPECIFIC
Name the exact standard, skill, format, length, and audience. Vague prompts yield vague results.

4 PROCESS & PRODUCT CONSTRAINTS
Define how the output should be structured, what to include or exclude, and how it will be used.

INSTRUCTIONAL RESOURCES

Generating instructional materials aligned to standards

RUBRIC CREATION

Create a rubric to assess 7th grade argumentative writing aligned to ELA Standard W.7.1. Include four levels of performance using student-friendly language. Focus on criteria for introducing claims, supporting with logical reasoning and evidence, using transition words, and providing a concluding statement. Include one sample response at level 3. I've uploaded an example of an exemplar rubric.

QUIZ GENERATION

Generate 10 multiple-choice questions for 7th grade math on proportional relationships, aligned to Math Standard 7.RP.A.2. Include real-world scenarios such as recipes, maps, and unit pricing. Provide 4 answer choices per question with common misconceptions as distractors. Label each question with the specific sub-standard it addresses. Items should be at SOLO 2 or 3.

PERFORMANCE TASK

Design a 7th grade science performance task aligned to Science Standard MS-LS2-3 on ecosystem interactions. Create an investigation where students model energy flow in a local ecosystem. Include a research component, a visual model (food web), and a written explanation. The task should take 4–5 class periods and include a rubric focused on Developing and Using Models and Constructing Explanations. I've uploaded an example of an exemplar rubric.

DIFFERENTIATED MATERIALS

Rewrite a text about the American Revolution for three reading levels: struggling readers (Lexile ~700, with vocabulary support and graphic organizers), on-grade 7th graders (Lexile ~950), and advanced readers (Lexile ~1100, with primary source analysis). Align all versions to ELA Standard RH.6-8.2. Include 3 text-dependent questions per level.

FIDELITY COACHING

Reviewing & refining assessments, rubrics, and unit plans

ASSESSMENT REVIEW

Review the attached formative assessment for 7th grade math meant to assess Standard 7.EE.B.4 on equations and inequalities. Provide feedback on alignment, cognitive demand, and whether questions progress from procedural to application. Suggest improvements for any items that are misaligned or lack rigor.

RUBRIC REVIEW

Critique a rubric for 7th grade informational writing aligned to Standard W.7.2. It includes criteria for thesis, organization, evidence integration, and domain-specific vocabulary. Critique the rubric's alignment and clarity for middle schoolers. Suggest revisions, then create one exemplar and one developing response. I've uploaded an example of an exemplar rubric.

UNIT PLAN REVIEW

Review a two-week unit for 7th grade on rational numbers, aligned to Standard 7.NS.A.1 on adding and subtracting rational numbers. Review the attached unit pacing guide for sequencing and rigor. Highlight gaps in conceptual understanding. Suggest ways to integrate more problem-solving and collaborative tasks.

EMPATHY COACHING

Anticipating misconceptions and analyzing formative data

EMPATHY COACH

I'm teaching 7th graders about cells and body systems, aligned to Science Standard MS-LS1-2. What misconceptions should I anticipate? Provide examples of how students typically confuse cell organelles or struggle with scale. Suggest a diagnostic question and a hands-on activity using microscopes or models to address misconceptions.

EMPATHY COACH

I created a literary analysis task for 7th grade aligned to Standard RL.7.3. The task asks students to analyze character development across a novel. Provide suggestions to reduce cognitive load for students still building analytical writing skills. Recommend scaffolds like evidence trackers and paragraph frames, plus appropriate pacing.

FORMATIVE DATA ANALYSIS

I gave this constructed response task on expressions and equations to my 7th graders, aligned to Math Standard 7.EE.A.2. I collected 26 student responses. Summarize the most common accurate understandings about combining like terms and factoring, the most frequent errors, and patterns in student work. Recommend one targeted reteach strategy and two exit ticket prompts.

Uploading documents and referencing specific standards always produces better results.

Aligned to State Learning Standards for 7th Grade ELA, Mathematics & Science (NGSS) · Based on AI with Intention by Tony Frontier (ASCD, 2025) · Hamilton, WI School District

Questions? Contact Tony Frontier, Director of the AI Center for Effective Teaching & Learning at tony@firsteducation-us.com

AI PROMPT STARTERS · HIGH SCHOOL · GRADE 10

Example Prompts for *High School Teachers*

When teachers use AI tools, they are accountable for alignment of any output or resources to priority standards and learning goals (fidelity), must document their use of sources and resources (transparency), and must be able to explain the meaning and rationale behind what is included in instructional materials or resources (explainability).

FIDELITY
Output aligns to priority standards and learning goals.

TRANSPARENCY
Sources and resources are documented and reviewed for accuracy.

EXPLAINABILITY
Teacher can explain the meaning and rationale of any AI-generated materials.

1 PROVIDE CONTEXT
Share grade level, standards, and relevant background so AI understands the full situation.

2 EXPLICIT INSTRUCTIONS & EXAMPLES
Describe exactly what you want and include a model or sample when possible.

3 BE SPECIFIC
Name the exact standard, skill, format, length, and audience. Vague prompts yield vague results.

4 PROCESS & PRODUCT CONSTRAINTS
Define how the output should be structured, what to include or exclude, and how it will be used.

INSTRUCTIONAL RESOURCES

Generating instructional materials aligned to standards

RUBRIC CREATION	Create a rubric to assess 10th grade research-based argumentative essays aligned to ELA Standard W.9-10.1. Include four levels of performance. Focus on criteria for thesis clarity, integration of credible sources, counterargument acknowledgment, logical reasoning, and formal style. Model one level 3 sample aligned to the rubric. I've uploaded an example of an exemplar rubric.
QUIZ GENERATION	Generate 12 multiple-choice questions for 10th grade math on quadratic functions, aligned to Math Standard HSF.IF.C.7a. Include questions on vertex form, standard form, and graphing. Provide 4 distractors per item reflecting common algebraic errors. Label each question with the specific skill assessed. Items should be at SOLO 2 or 3.
PERFORMANCE TASK	Design a 10th grade biology performance task aligned to Science Standard SCI.LS4.B.h on natural selection. Create a multi-day investigation where students analyze adaptation data in a species population over time. Include a data analysis component, a claim-evidence-reasoning written response, and a peer review protocol. The task should take 5 class periods and include a rubric for Analyzing and Interpreting Data and Engaging in Argument from Evidence. I've uploaded an example of an exemplar rubric.
DIFFERENTIATED MATERIALS	Rewrite a text about the causes of World War I for three reading levels: struggling readers (Lexile ~900, with vocabulary glossary and guided reading questions), on-grade 10th graders (Lexile ~1100), and advanced readers (Lexile ~1300, with historiographical perspectives and document-based questions). Align all versions to Social Studies Standard SS.Hist2.b.h. Include 3 analytical questions per level.

FIDELITY COACHING

Reviewing & refining assessments, rubrics, and unit plans

ASSESSMENT REVIEW	Review the attached unit test for 10th grade chemistry meant to assess Science Standard SCI.PS1.A.h on the periodic table. Provide feedback on alignment to the standard, cognitive demand across Bloom's levels, and balance between recall and application items. Suggest improvements for any items that lack rigor or conceptual depth.
RUBRIC REVIEW	Critique a rubric for 10th grade literary analysis essays aligned to Standard RL.9-10.2. It includes criteria for thesis, textual evidence, analysis depth, and conventions. Critique the rubric's alignment and academic rigor. Suggest revisions, then create one exemplar and one developing response. I've uploaded an example of an exemplar rubric.
UNIT PLAN REVIEW	Review a three-week Geometry unit on similarity and congruence aligned to Standards HSG.SRT.A.2 and HSG.SRT.B.5. Review the attached unit pacing guide for rigor and sequencing. Highlight gaps in proof-writing instruction or real-world application.

EMPATHY COACHING

Anticipating misconceptions and analyzing formative data

EMPATHY COACH	I'm teaching 10th graders about cellular respiration and photosynthesis, aligned to Science Standard SCI.LS1.C.h. What misconceptions should I anticipate? Provide examples of how students typically confuse inputs/outputs or struggle with energy transformation concepts. Suggest a diagnostic question and a modeling activity to address misconceptions.
EMPATHY COACH	I created a Socratic seminar task for 10th grade English aligned to Standard SL.9-10.1. The seminar focuses on ethical dilemmas in a novel. Provide suggestions to support students with discussion anxiety or those who need processing time. Recommend scaffolds like discussion stems and reflection protocols.
FORMATIVE DATA ANALYSIS	I gave this constructed response task on solving systems of equations to my 10th graders, aligned to Math Standard HSA.REI.C.6. I collected 30 student responses. Summarize the most common accurate solution strategies, the most frequent procedural and conceptual errors, and patterns in showing work. Recommend one targeted reteach strategy and two exit ticket prompts.

Uploading documents and referencing specific standards always produces better results.

Aligned to High School Academic Standards for ELA, Mathematics, Science, and Social Studies · Based on AI with Intention by Tony Frontier (ASCD, 2025) · Hamilton, WI School District

Questions? Contact Tony Frontier, Director of the AI Center for Effective Teaching & Learning at tony@firsteducation-us.com

PART 1 · EFFECTIVE & APPROPRIATE USE

Examples of Guidelines for AI Use: Students

> *Guidelines describe how students should engage with AI tools to support intentional learning, integrity, and responsible use.*

Review federal, state, & local statutes to ensure compliance as you build your boundaries & guidelines for use.

1. ## Explainability & Ownership of Learning

   Students are accountable to explain any work they've completed to demonstrate ownership and understanding of content, concepts, and skills.

2. ## Transparency & Disclosure

   Students must disclose when, where, and how AI tools were used to ensure their use of resources is transparent and verifiable.

3. ## Integrity, Productive Struggle, and Agency

   AI use should build student agency and independence, not dependence or passivity. Students must invest genuine effort in productive struggle; their work must honestly reflect what they know and can do.

4. ## Verification & Critical Evaluation

   All AI-generated content must be fact-checked for accuracy, bias, and appropriateness. AI errors ("hallucinations") are common and expected; human review is always required.

5. ## Teacher / Instructor Permission

   AI use requires explicit teacher permission. Your teacher will specify the appropriate Level of AI use.

6. ## Bias Awareness

   AI can reflect biases in its training data; students must approach all outputs critically and discuss concerns about bias with teachers.

7. ## AI Literacy as a Core Competency

   Students should develop skills in learning *about* AI (how it works and affects society) and learning *with* AI (using it effectively, ethically, and with minimal environmental impact). Passive consumption of AI output undermines learning.

8. ## Prompting as a Skill

   Constructing clear, purposeful prompts is a learnable competency. Students should prompt and interact with AI tools intentionally. AI should be used to pursue learning goals rather than seeking shortcuts.

9. ## Workforce Readiness & Future Fluency

   Effective AI use depends on foundational competencies: creative and critical thinking, collaboration, questioning assumptions, and evaluating information for bias, credibility, and accuracy. Ease of access to AI makes these skills more important than ever.

PART 2 · LIMITS OF USE TO ENSURE SAFETY, PRIVACY & INTEGRITY

Examples of Boundaries for AI Use: Students

> *Boundaries describe what students should not do. Respecting boundaries ensures AI tools are used in ways that are safe and supportive rather than undermining their well-being and learning.*

Review federal, state, & local statutes to ensure compliance as you build your boundaries & guidelines for use.

1. ## Data Privacy: No Personal Information

   Students must never enter personally identifiable information (names, addresses, phone numbers, photos) into AI tools.

2. ## No Academic Dishonesty or Plagiarism

   Submitting AI-generated content as original student work is prohibited. Submitted work must follow teacher guidelines for transparency & explainability and honestly reflect what students know and can do.

3. ## Approved / Authorized Tools Only

   Students may only use AI tools sanctioned by their teacher, school, or district. All use must comply with the platform's Terms of Service and applicable district policy.

4. ## Assessment & Assignment Restrictions

   AI is prohibited on tests, quizzes, and assignments unless a teacher explicitly permits it. These tasks reveal what students genuinely know and can do; unauthorized AI use undermines that purpose.

5. ## No Harmful, Disruptive, or Inappropriate Content

   Students may not use AI to generate content that is harmful, harassing, discriminatory, or disparaging toward individuals or groups.

6. ## No Sharing Others' Private Information

   Students may not use AI to access or share private information about classmates, teachers, or community members.

7. ## Terms of Service & Age Compliance

   AI use must comply with each platform's Terms of Service and age restrictions. COPPA applies to students under 13; schools must enforce minimum age requirements.

8. ## Copyright & Intellectual Property

   AI-generated content raises unresolved copyright questions. AI output is not automatically free to use or claim as original work, especially when drawn from protected source material.

9. ## No Use of School Data to Train AI Models

   Student and institutional data must not be used to train AI models without authorization. Students should avoid AI tools that may use their inputs for model improvement without consent.

10. ## Equity & Access

    AI must not be used in ways that widen equity gaps or disadvantage peers with less access to tools or technology. Equitable AI use is an ethical obligation, not just a logistical consideration.

Shared Expectations for Students: *Effective, Ineffective, and Inappropriate Uses of AI Tools*

How you use AI determines whether it helps you learn. Effective use means following your teacher's expectations for AI use, directing the work yourself, doing the thinking, documenting sources and resources, and being able to explain your work.

INTEGRITY
My work accurately and honestly reflects what I know and can do. I invested strategy & effort into the task and followed the assigned guidelines.

TRANSPARENCY
I report every tool, source, and resource I used and how I used it.

EXPLAINABILITY
I can explain, expand on, and defend every part of my submitted work.

EFFECTIVE

Agency & Integrity

"I use AI with agency and integrity. I follow my teacher's expectations for AI use and can explain and justify every part of my work."

WHAT EFFECTIVE USE LOOKS LIKE

- I use AI at the level my teacher permits, following those guidelines even when no one is watching.
- I document every tool used: which AI tool, what prompts I entered, and how I used or modified the output.
- I can explain, defend, and expand on everything in my submitted work, AI-assisted or not.

EFFECTIVE PROMPTING STRATEGIES

- Share your learning goal, not just the task: "Help me understand (topic) so I can explain…." Not "Do this for me."
- Add constraints: "Go slowly. Ask for my thinking first, then check my understanding."
- Check your reasoning: "Here's my answer. What's accurate? What's missing? What misconceptions do I have?"

EXAMPLES

- Asking for help, not answers. For example, "I understand ____ is _____. But, I'm stuck on why ____ is ____. Engage me in a discussion to help me understand."
- "I've uploaded my solutions and showed my work for problems 1-3 on linear equations. Can you check my work and if there are errors, give me feedback on where I am making errors."

INEFFECTIVE

Passive & Superficial

"I used AI to do all, or portions, of my work… and I didn't actually learn much."

WHAT INEFFECTIVE USE LOOKS LIKE

- Typing or pasting assigned practice questions directly into AI. *(passive compliance)*
- Submitting work with vocabulary or concepts you can't explain. *(lacks explainability)*
- Not being sure if a specific use of AI is appropriate, and not clarifying with my teacher. *(lacks transparency)*

WARNING SIGNS IN YOUR OWN WORK

- You can't explain an answer, term, or concept in your work.
- Your final product is more accurate or complex than your actual understanding of the topic.
- The assignment is done, but you know you didn't really learn much.

EXAMPLES

- Prompting: "Summarize this article into a paragraph," then reading the output rather than the original text.
- Prompting: "Complete this practice task for me" rather than "Help me understand...."
- Not tracking AI tools and prompts used, or not fact-checking AI-generated content.

INAPPROPRIATE

Dishonest or Harmful

"This violates the assignment guidelines, undermines academic integrity, or is unsafe."

WHAT INAPPROPRIATE USE LOOKS LIKE

- Using AI on any assignment without following the Level of Use provided by your teacher.
- Submitting AI-generated work as your own, in violation of assignment guidelines or integrity expectations.
- Uploading anyone's personal information, name, or image to AI without permission.

WHY IT'S HARMFUL

- Bypassing productive struggle with AI leads to worse performance when the tool isn't available.
- Dishonestly earned grades misrepresent your skills and set you up for future struggles.
- Misuse of AI can have real-world consequences for your and others' well-being.

EXAMPLES

- Using AI on a test, quiz, or assignment designated as independent work.
- Submitting AI-generated work as your own original, independent work.
- Generating content that jeopardizes another's safety, privacy, or reputation.

Questions to Ask Before Submitting: Did I follow the AI use level my teacher assigned? Can I explain every part of this work? Have I documented every tool and resource I used? Did I actually learn what I was supposed to learn?

Questions? Contact Tony Frontier, Director of the AI Center for Effective Teaching & Learning at tony@firsteducation-us.com

Examples of *Ineffective* vs. *Effective* Prompts for Students

Effective prompts that support learning begin by stating the learning goal (rather than the task), provide context, assign a role to the AI tool, and set clear boundaries with phrases like "Don't give me the answer" or "Go slowly before moving on".

For more information on how to write prompts that support aligned & intentional teaching, see AI with Intention: Principles and Action Steps for Teachers and School Leaders (Frontier, 2025).

Four Elements of Effective Prompts

1 STATE YOUR GOAL
Be clear about what you are trying to learn, not just what you want produced.

2 PROVIDE CONTEXT
Share relevant background: the assignment, what you already know, and where you're stuck.

3 ASSIGN A ROLE TO AI
Tell AI how to engage: as a coach, a quiz maker, a discussion partner, or a feedback provider.

4 SET CLEAR BOUNDARIES
Use phrases like "Don't give me the answer," "Go slowly," or "Check my understanding first."

TASK / GOAL	INEFFECTIVE PROMPT	EFFECTIVE PROMPT
Analyze the article so I can explain the author's argument.	*"Summarize this 12-page article into a paragraph."* **This is ineffective because** it hands the reading and thinking to AI, so you never build real comprehension.	I need to analyze the author's argument. I've read the article (uploaded) & taken notes. Engage me in a dialogue about the author's main idea, central argument, claims, evidence, and reasoning. **This is effective because** you read and annotate first, then use AI as a discussion partner to deepen your analysis — the thinking stays with you.
Solve the problems so I can explain how linear equations model future events.	*"What are the answers to 1-15 odd? Show all work."* **This is ineffective because** it asks AI for the answers, so you skip the problem-solving practice that actually builds the skill.	I am learning how to calculate and interpret linear equations. I've answered items 1-3, and I am not sure if they are correct (see photo). Can you check my answers and give me feedback? If there are errors, walk me through what I am missing. Go slowly, one-step at a time and help me understand my errors. **This is effective because** you solve first and ask AI to check and coach — reinforcing the skill and surfacing your misconceptions.
Write an essay so I can support claims with textual evidence and logical reasoning.	*"Write an essay from the perspective of a high school student who admires Atticus Finch because of his integrity, honesty, and wisdom."* **This is ineffective because** AI writes the essay, so you develop no argument, evidence, or writing skills — the work isn't your own.	I am writing an essay about the values of Atticus Finch from TKM that I admire. I have finished my outline. I've uploaded the assignment and the rubric. Can you critique my outline? Specifically, is the thesis clear? Are the examples relevant to the topic sentences? Provide feedback, don't do the task for me. **This is effective because** you draft your own outline and ask for targeted critique against the rubric — AI sharpens your thinking instead of replacing it.

CRITERIA FOR EFFECTIVE USE OF AI TOOLS

INTEGRITY
My work accurately and honestly reflects what I know and can do. I invested strategy & effort into the task and followed the assigned guidelines.

TRANSPARENCY
I report every tool, source, and resource I used and how I used it.

EXPLAINABILITY
I can explain, expand on, and defend every part of my submitted work.

Questions? Contact Tony Frontier, Director of the AI Center for Effective Teaching & Learning at tony@firsteducation-us.com

Shared Expectations for Students: *Levels of AI Use*

As a school, we've identified four levels of AI use. When you are assigned work, your teacher will let you know which level of AI use is appropriate. To ensure the integrity of your work, you will be asked to be transparent about the tools and resources you've used. You'll also be asked to explain the ideas and answers in your completed work to ensure it accurately reflects what you know and can do.

INTEGRITY
My work accurately and honestly reflects what I know and can do. I invested strategy & effort into the task and followed the assigned guidelines.

TRANSPARENCY
I report every tool, source, and resource I used and how I used it.

EXPLAINABILITY
I can explain, expand on, and defend every part of my submitted work.

Student's independent thinking · AI supported

Preparing to do the work · Doing the work · Checking the work · Final revisions and/or critique

LEVEL 1

NO AI INVOLVEMENT

No AI

"I did this independently from start to finish."

WHAT THIS LOOKS LIKE

All work, including planning, drafting, solving, and editing, is completed by you. No AI tools are used at any stage.

EXAMPLES

- Solving a math problem set with written explanations.
- Pre-writing, outlining, and drafting a personal narrative.
- Data collection, analysis, and written synthesis for a science lab.

LEVEL 2

AI AS REVIEWER

AI for Feedback

"I did this, then used AI to get feedback, then I refined it based on the feedback and explained what changes I made and why."

WHAT THIS LOOKS LIKE

You complete all initial work, then use AI to review, suggest edits, or check correctness. You summarize changes and explain new understanding.

EXAMPLES

- Checking math solutions with AI; revising with "I used to think, now I know."
- Using AI to review tone, grammar, and sentence structure in your essay.

LEVEL 3

AI AS COLLABORATOR

AI Co-Created

"I used AI as a collaborator on the process and initial product, then I refined it and explained what changes I made to the final product and why."

WHAT THIS LOOKS LIKE

AI helps generate ideas, suggest structure, or complete a portion of the task. You make decisions about how to complete the task. Report all prompts used, and explain your collaborative process.

EXAMPLES

- Free-writing first, then prompting AI to organize ideas into a 5-paragraph outline.
- Organizing data yourself, then asking AI to create a labeled table for a lab report.

LEVEL 4

AI AS GENERATOR
THEN, STUDENT CRITIQUE OR ANALYSIS

AI Driven

"I prompted AI to do this, then I analyzed or critiqued the output."

WHAT THIS LOOKS LIKE

AI completes or generates substantial portions. You evaluate, critique, justify, and verify accuracy. Always follow up with a No AI task (fact-check, critique).

EXAMPLES

- Generating a synthetic podcast on two short stories read for class, then critiquing for factual errors or analyzing for accuracy.
- Prompting AI to generate logo concepts, then selecting the best design by critiquing against design criteria and justifying one's selection.

Student Reflection Questions to Demonstrate Integrity at Every Level of Use

- *What was the process you used to complete this work?*
- *What resources or tools did you use and how have you documented them?*
- *What is the meaning of / can you expand on what you mean by _____ in your work?*

Questions? Contact Tony Frontier, Director of the AI Center for Effective Teaching & Learning at tony@firsteducation-us.com

STUDENT REFLECTION QUESTIONS · TRANSPARENCY & EXPLAINABILITY

Integrity: Showing Evidence of Transparency & Explainability

Your teacher will always ask you questions about how you completed your work and what you learned. Be ready to explain your process and your thinking in your own words.

EXPECTATIONS FOR LEARNING WITH INTEGRITY

INTEGRITY
My work accurately and honestly reflects what I know and can do. I invested strategy & effort into the task and followed the assigned guidelines.

TRANSPARENCY
I report every tool, source, and resource I used and how I used it.

EXPLAINABILITY
I can explain, expand on, and defend every part of my submitted work.

Examples of Transparency Stems

"I report every tool, source, and resource I used."

LEVEL 1 — NO AI — AND ALL OTHER LEVELS

"I did this independently from start to finish."

- "The process I used to complete this work was…"
- "Resources or sources I used were…"
- "A question I had while doing this was…"

LEVEL 2 — AI FOR FEEDBACK

"I did this, then used AI to get feedback, then I refined it."

- "I finished my work first, then I asked AI to…"
- "AI suggested ___, and I decided to [keep/change] it because…"
- "The prompt I used was ___, and AI responded by…"

LEVEL 3 — AI CO-CREATED

"I used AI as a collaborator on the process and product."

- "I started by ___, then I asked AI to help me…"
- "AI suggested ___, but I decided ___ because…"
- "My contribution was ___. AI's contribution was ___."

LEVEL 4 — AI DRIVEN

"I prompted AI to do this, then I analyzed or critiqued the output."

- "I asked AI to ___. What it produced was…"
- "I checked the AI output and found that ___ was accurate, but ___ was not."
- "AI's response was missing ___, so I added…"

Examples of Explainability Questions

"I can explain, expand on, and defend my work."

- What is the "big idea" from this assignment? **In three or four sentences, summarize your understanding of what you learned or what understandings were affirmed.**
- What is an important word or idea from your work? **Define it and explain what it means in your work.**
- What is the most important idea in your work? **State it in one sentence and explain why it matters.**
- What would change if one key detail were different? **Identify that detail and explain the impact.**
- Can you give a new example that supports your idea, one not in your work? **Explain why your example fits.**
- What was the hardest part to understand? **Describe how you worked through it or share a question you still have.**
- If your answer is wrong, where might the mistake be? **Point to a specific part and explain your thinking.**
- How would you explain the main idea to a younger student? **Write 2 or 3 sentences in simple language.**

REMEMBER

Follow your teacher's guidelines for Level of AI use so you are building real understanding, not just completing a task.

You are always responsible for being able to explain how you did your work and what it means.

Questions? Contact Tony Frontier, Director of the AI Center for Effective Teaching & Learning at tony@firsteducation-us.com

STUDENT AI TOOL USAGE · INTENTIONAL PROMPTING GUIDE · MS & HS

Intentional AI Prompting Guide: *Examples for Students*

Use AI tools intentionally by stating your learning goal, providing context, assigning a role to AI, and setting clear boundaries. AI tools support learning most when you prompt them *not to just give you answers*, but to engage you in dialogue, help you understand what you're learning, give you clarifying examples, and provide feedback.

INTEGRITY
My work accurately and honestly reflects what I know and can do.

TRANSPARENCY
I report every tool, source, and resource I used and how I used it.

EXPLAINABILITY
I can explain, expand on, and defend every part of my submitted work.

STATE YOUR GOAL
Be clear about what you are trying to learn, not just what you want produced.

PROVIDE CONTEXT
Share relevant background: the assignment, what you already know, and where you're stuck.

ASSIGN A ROLE TO AI
Tell AI how to engage: as a coach, a quiz maker, a discussion partner, or a feedback provider.

SET CLEAR BOUNDARIES
Use phrases like "Don't give me the answer," "Go slowly," or "Check my understanding first."

In each prompt below, look for the four elements: Learning Goal · Context · Role for AI · Boundaries

DEFINE & IDENTIFY

Defining, memorizing, identifying

MATCHING ACTIVITY

"*I am learning statistics vocabulary for my 8th-grade unit on statistics. Can you help me create a matching activity to practice pairing definitions with their terms? I pasted the terms and definitions below.*"

MNEMONICS OR SONG

"*I am learning to memorize the names of the 12 cranial nerves. Help me write a mnemonic for the 12 cranial nerves. It should be in 12 short rhyming lines, no chorus.*"

SUMMARIZE

Determining main ideas and summarizing from fiction and nonfiction texts

NONFICTION TEXT

"*I am learning to identify an author's main point and supporting evidence. I uploaded an article that I've read and taken some notes on (see attached). Ask me about the author's main point and evidence, then coach me to write the summary myself one step at a time — don't just give me the answer.*"

EXPLAIN RELATIONSHIPS & PROCESSES

Explaining processes, cause & effect, and compare & contrast

PROCESS EXPLANATION

"*I am an 8th-grade student learning to explain the steps of how a bill becomes a law in the United States. Ask me to explain the process. After I've written my understanding, go through it one step at a time and help me revise one part at a time if I've made mistakes — don't just give me the answer.*"

COMPARE & CONTRAST

"*I am a 10th-grade student learning to compare the Articles of Confederation and the Constitution. Ask me 4 questions comparing them, then review my answers and help me revise if I miss anything important. Go one step at a time and don't just give me the answer.*"

GENERATE IDEAS & BRAINSTORM

Choosing topics, generating & narrowing ideas, and building ownership

IDEA BRAINSTORMING

"*I need to choose a topic for a paper. I've attached the assignment. Ask me one question at a time to help me generate, and then narrow, my choices for a topic that is manageable and of interest to me.*"

PERSPECTIVE & WHAT IF

Perspective taking and considering "What if?" scenarios

PERSPECTIVE-TAKING

"*I am learning to analyze a historical event from multiple perspectives for my 10th-grade history course. Help me analyze the Boston Tea Party from the British and Colonial viewpoints. Ask guiding questions one at a time and I will answer them — don't just give me the answer.*"

SOCRATIC SEMINAR

"*I am learning to discuss and defend ideas about the ethics of civil disobedience. I'm preparing for a Socratic Seminar on 'Letter from Birmingham Jail.' Can you engage me in a back-and-forth discussion about the logic and ethics of civil disobedience? Go slowly and check my understanding before moving on — don't just give me the answer.*"

ANALYZE, EVALUATE & JUSTIFY

Analyzing or evaluating claims and reasoning and justifying one's own reasoning

CRITICAL THINKING

"*I am learning to analyze how different governments balance individual rights and power. Can you create four questions that help me analyze how the five different types of governments I've pasted below balance rights and power? After I've answered, give me feedback, then engage me in a discussion about important similarities and differences. Go one step at a time — don't just give me the answer.*"

TEXTUAL ANALYSIS

"*I am learning to identify and analyze the main idea, author's purpose, and supporting evidence in an argument for my 11th-grade Rhetoric course. Ask me questions about the document I uploaded to help me identify the main idea, the author's purpose, and supporting evidence. Go one step at a time and don't just give me the answer.*"

CLARIFY & GET HELP

Breaking down important ideas, asking for help, slowing the pace, and getting targeted feedback

CONCEPT CHECK

"*I am learning to understand the difference between the constant and the slope of an equation for my 8th-grade Algebra class. I don't understand the difference between the constant and the slope of an equation. Give me some real-world examples and let's discuss each one step by step. Go slowly and check my understanding before moving on.*"

SLOW DOWN

"*I am learning how the concepts of 'systems & system models' and 'cause and effect' can be used to explain the phases of the visible moon. I still don't understand how the phases work and I have a unit test coming up for my 9th-grade Earth & Space Science course. Go slowly. Explain one step at a time and check my understanding before continuing.*"

FEEDBACK

"*I am learning to identify strengths and areas for improvement in my work. I've completed my assigned task. Use the rubric attached to provide specific feedback about areas of strength and opportunities for improvement. Go one step at a time and don't just give me the answer.*"

Questions? Contact Tony Frontier, Director of the AI Center for Effective Teaching & Learning at tony@firsteducation-us.com

ACADEMIC INTEGRITY FRAMEWORK

Supporting Academic Integrity: *Expectations for Stakeholders*

Academic integrity is a commitment to ensure student's work is an accurate, honest reflection of what each student knows and can do. In a culture where stakeholders share responsibility to support integrity, honest effort and genuine learning thrive.

SHARED OWNERSHIP
Every stakeholder plays a role in supporting the integrity of each student's evidence of learning.

CLEAR EXPECTATIONS
Guidelines are communicated, understood, and applied consistently.

TRANSPARENCY
Students document sources, resources, and tools; adults model and reinforce honest practice.

EXPLAINABILITY
Work reflects what students actually know and can do; they can explain their evidence of learning.

ADMINISTRATORS

School Leadership

"We help set the standards for integrity and ensure they are upheld."

RESPONSIBILITIES

- Collaborate to establish and publish clear guidelines and expectations for academic integrity.
- Communicate policies related to cheating and integrity to all stakeholders.
- Provide professional learning to support teachers' and students' efforts to minimize cheating & plagiarism and demonstrate integrity.
- Ensure policies and guidelines are followed consistently, objectively, and fairly.

PARENTS & GUARDIANS

Home Partnership

"We reinforce expectations for honesty, integrity, and productive struggle and support our child's growth."

RESPONSIBILITIES

- Know and actively support the school's academic integrity policy.
- Help students take responsibility for their own learning and growth.
- Help students embrace productive struggle and perseverance.
- Encourage students to seek help from teachers and advocate for their learning needs.
- Help students balance academics, extracurriculars, social interests, with their emotional well-being.

TEACHERS

Instructional Leadership

"We design courses, assignments, and assessments for integrity by communicating priorities for learning and aligning them to opportunities to learn."

RESPONSIBILITIES

- Communicate the importance of academic integrity.
- Provide advance notice of due dates and break major assignments into manageable steps.
- Teach and model integrity, and the academic skills necessary to avoid cheating and plagiarism.
- Teach and expect students to explain the content, concepts, and skills in completed work.
- Follow procedures and report concerns about cheating or violations of expectations for integrity as aligned to board policy.
- Plan lessons that teach content and skills needed for assignments and learning goals.
- Clarify guidelines and boundaries for what resources students may or may not use.
- Teach and expect students to transparently document sources and resources.
- Affirm students' efforts to seek help, ask questions, and respond to feedback.

STUDENTS

Personal Ownership

"I demonstrate honesty and integrity as I engage in the productive struggle necessary to learn."

RESPONSIBILITIES

- Participate in class, complete assignments, and ask questions.
- Manage time effectively to complete work and prepare for assignments and assessments.
- Understand definitions and examples of academic integrity, plagiarism, and cheating.
- Transparently document all sources and resources used.
- If unsure whether a behavior is appropriate, ask your teacher before proceeding.
- Seek clarification if unclear about content, guidelines, instructions, or deadlines.
- Follow guidelines and boundaries for use of sources and resources.
- Demonstrate honesty and integrity in decisions and actions.
- Be prepared to explain content, concepts, and skills used in completed work.

STUDENT GUIDE TO ACADEMIC INTEGRITY

Your Responsibility to *Learn with Integrity*

Academic integrity means your work accurately and honestly reflects what you know and can do. This guide explains what integrity means and gives you strategies for avoiding cheating and plagiarism.

KEY DEFINITIONS

DEFINITION

Cheating

Cheating is using unauthorized help, information, or shortcuts to complete work that is meant to demonstrate your own knowledge and skills. It includes copying answers, using prohibited notes, or submitting work done by someone else, or by AI, as your own.

WHY IT UNDERMINES LEARNING

Cheating skips the struggle that builds understanding and undermines trust. You might get away with it, but the knowledge and skills gap stays and grows over time.

HOW TO AVOID IT

- I can describe and identify examples of cheating.
- I can explain why cheating undermines learning and trust.
- I understand the rules and consequences for cheating and do the right thing even when I think no one is watching.
- I follow expectations for the use of sources and resources, including AI tools.
- I ask my teacher questions when I am not clear about what I am learning, about instructions, or if I am unsure a behavior or action is cheating.

DEFINITION

Plagiarism

Plagiarism is presenting someone else's words, ideas, or work as your own or without giving proper credit. This includes copying text from a source without citation, paraphrasing without attribution, or submitting AI-generated writing as your own original work.

WHY IT UNDERMINES LEARNING

Plagiarism substitutes someone else's thinking for your own. You might get away with it, but you fail to develop the skills to think and communicate independently.

HOW TO AVOID IT

- I can describe and identify examples of plagiarism.
- I can explain why plagiarism undermines learning and trust.
- I understand the rules and consequences for plagiarism and do the right thing even when no one is watching.
- I know how to transparently document sources and resources, including AI tools.
- I can use quotation marks for direct quotes and attribute paraphrased ideas correctly.
- I ask my teacher questions when I am not clear about how to paraphrase, quote, or cite a source.

DEFINITION

Academic Integrity

Academic integrity means you own what you know, acknowledge what you don't know, and are transparent about the process and resources you used to learn. When you act with integrity, you can explain and expand on the answers and ideas in your completed work.

WHY IT MATTERS

Acting with integrity builds deeper learning, helps you navigate the struggle that results in growth, and builds skills and strategies to persevere and become an independent learner.

HOW TO PRACTICE IT

- I can describe and identify examples of academic integrity.
- I am transparent in my use of sources and resources.
- I can explain every part of my completed work to my teacher.
- I am open and honest with my teacher about what I know, and what I don't know yet.
- I welcome high expectations from my teachers for me to act with integrity.
- I can ask questions to clarify when I am confused or stuck.
- I know that it is okay to not know, but it is not okay to misrepresent what I know.

Understanding & Avoiding Plagiarism & Cheating: *Tips & Strategies for Students*

RESPONSIBILITIES 01–04

RESPONSIBILITY 01

Understand Integrity, Plagiarism & Cheating

"I know what these terms mean, can recognize them in real situations, and understand why they matter."

TIPS & STRATEGIES

- **Know definitions and examples of integrity, plagiarism, and cheating.** Understanding these terms helps you follow guidelines and stay within boundaries.
- **Think about intent AND impact.** "I didn't mean to plagiarize" doesn't make it not plagiarism. Understanding why something is a violation helps you avoid it.
- **Know your school policy and classroom guidelines.** Know what the consequences are. Understanding what's at stake helps you make good decisions.
- **Talk it through.** If you're unsure whether something is cheating or plagiarism, ask your teacher before you act.

RESPONSIBILITY 02

Follow Guidelines for Sources & Resources

"I use only the tools and resources my teacher has authorized, and I document everything."

TIPS & STRATEGIES

- **Know the level of use before you start.** Your teacher will tell you what AI use and other resources are permitted.
- **Keep a resource log.** Document resources as you work: websites, books, AI tools, tutors, classmates. Documentation is easy when done in the moment.
- **Cite as you go.** Insert citations while you write so you don't forget where an idea came from.
- **When in doubt, cite it.** If you're not sure whether something needs a citation, add one. Over-citing is never a problem; under-citing is.
- **Shortcuts are temporary. Skills are permanent.** The grade from a shortcut fades. The knowledge gap it creates stays with you.

RESPONSIBILITY 03

Manage Your Time Effectively

"I plan ahead so I'm not in a position where cheating feels like my only option."

TIPS & STRATEGIES

- **Use a planner or calendar.** Write down due dates and work backward from deadlines to set checkpoints.
- **Start big projects early.** Most cheating happens when students run out of time. Starting early removes the pressure that leads to bad decisions.
- **Break work into chunks.** Small steps are easier to take and allow you to ask questions along the way.
- **Protect your study time.** Schedule homework and study time like an appointment.
- **Acknowledge and communicate your feelings.** If you feel stressed or overwhelmed, share that with a trusted adult.

RESPONSIBILITY 04

Seek Clarification on Guidelines & Deadlines

"When I'm unsure about instructions or expectations, I ask before I act."

TIPS & STRATEGIES

- **Ask before you start, not after.** If an assignment's instructions are unclear, ask for clarification.
- **Ask what resources can be used.** If you are unsure what tools and resources are allowed, ask your teacher.
- **Write it down.** When a teacher clarifies expectations verbally, jot a note so you can refer back to it.
- **The golden rule.** If you're unsure whether something is allowed, ask your teacher.
- **Resist social pressure.** "Everyone's doing it" is never a valid justification. It's okay to say no if a classmate pressures you to cheat.

Demonstrating Integrity: *Tips & Strategies for Students*

RESPONSIBILITIES 05–09

RESPONSIBILITY 05

Demonstrate Honesty & Integrity

"Learning is challenging; your teachers value hard work, honesty, and integrity."

TIPS & STRATEGIES

- **Integrity is doing the right thing even when no one is watching.** Honesty about what you know and don't know helps your teacher teach more effectively.
- **Own your errors.** Owning errors helps you ask questions, learn from mistakes, and build agency.
- **Own your mistakes.** Own bad decisions and correct them. Covering up a mistake is almost always worse than the original.
- **Own your learning.** Learning requires productive struggle. Celebrate your progress along the way.

RESPONSIBILITY 06

Participate & Ask Questions

"I show up, engage fully, and take ownership of my learning."

TIPS & STRATEGIES

- **Attend and engage.** Passive presence isn't participation. Ask questions and take part.
- **Don't mistake confusion for inability.** Getting stuck is part of learning. Unaddressed confusion often leads to shortcuts.
- **Treat assignments as practice.** The purpose is learning. Productive struggle now pays off with deeper learning and higher achievement later.
- **Ask for help, not answers.** "I understand _____, but I don't understand _____. Can you help me?" works well with teachers and AI tools.

RESPONSIBILITY 07

Transparently Document Sources & Resources

"I report every tool, source, and resource I used, completely and honestly."

TIPS & STRATEGIES

- **Documentation is a habit, not a chore.** Record sources as you work using a notes app or a list at the bottom of your document.
- **Be specific about AI use.** Note the tool, the prompts you entered, and how you modified the output.
- **Cite informal help.** If a parent or friend helped you, note it. Your teacher needs to know what you did independently.
- **When asked, be fully honest.** Answer questions about your process honestly and completely.

RESPONSIBILITY 08

Be Prepared to Explain Your Work

"I can explain, expand on, and justify my thinking in every part of what I submit."

TIPS & STRATEGIES

- **The self-test.** Before submitting, ask: "Could I explain this to my teacher right now?" If not, keep working.
- **Don't submit what you don't understand.** If you don't fully understand what a source or tool produced, dig deeper first.
- **Practice explaining out loud.** If you can't explain it clearly in your own words, you have more work to do.
- **View follow-up questions as an opportunity.** A teacher asking you to explain your work is a chance to demonstrate learning.

RESPONSIBILITY 09

When Unsure, Ask Your Teacher Before Proceeding

"I ask questions before I act, not after. Asking for help or clarification about citing sources or whether or not certain resources can be used is always better than engaging in behaviors that may violate expectations for integrity."

TIPS & STRATEGIES

- **Asking is a sign of integrity, not weakness.** Teachers prefer answering a question before an assignment to addressing a violation after.
- **Don't rely on what classmates say is allowed.** Always verify directly with your teacher.
- **Use the "I'm not sure if this is okay" opener.** "I was thinking about doing X. Is that within the guidelines?" Teachers appreciate this transparency.
- **The pause principle.** Before using any resource you haven't been told is allowed, pause and ask first.

PARENT & GUARDIAN GUIDE TO SUPPORTING ACADEMIC INTEGRITY

Supporting Students' Efforts to *Learn with Integrity*

Research shows that home conditions shape students' motivation, agency, and willingness to struggle productively. This guide outlines five responsibilities parents and guardians can embrace to reinforce integrity and support genuine learning.

IMPORTANT VOCABULARY

INTEGRITY When a student acts with integrity, they own what they know, acknowledge what they don't know, and are transparent about the process and resources they used to learn.

TRANSPARENCY Students are expected to openly report every tool, source, and resource used to complete an assignment, including AI tools.

EXPLAINABILITY Students are expected to explain, expand on, and defend the ideas and answers in their completed work in their own words.

LEVELS OF AI USE Students are expected to follow the teacher-assigned level of AI use, which indicates how much AI involvement, if any, is permitted for a given assignment.

PRODUCTIVE STRUGGLE When a student engages in productive struggle, they work through a difficult problem with effort and perseverance. This struggle is what builds understanding and skill.

AGENCY When a student has agency, they take ownership over their learning and believe that their effort and choices shape their outcomes.

HELP-SEEKING When a student seeks help, they should ask for guidance, clarification, or support rather than 'the answer'. Help-seeking is a sign of self-awareness and academic maturity.

RESPONSIBILITIES 01–02

RESPONSIBILITY 01

Know & Actively Support the School's Academic Integrity Policy

"I understand what the school expects and consistently reinforce those expectations at home."

TIPS & STRATEGIES

Be familiar with the academic integrity policy. This allows you to ask questions that keep your student on track, such as "Did your teacher say you could work with a partner, or is this independent work?"

Stay informed about guidelines & boundaries for AI use. This allows you to ask questions such as "What Level of AI use did your teacher give you for this portion of the assignment?"

Align your messages at home. Counter "everyone cheats" with your own values: "In our family, we do our own work."

Connect integrity to long-term success. Honest work habits build stronger self-regulation over time.

RESPONSIBILITY 02

Foster Ownership & Responsibility for Learning

"I encourage my child to take ownership of their learning rather than rescuing them from difficulty."

TIPS & STRATEGIES

Resist the urge to intervene too quickly. Students develop agency by working through difficulty themselves. Providing answers removes the struggle that produces growth.

Ask questions rather than give answers. "What have you tried so far?" keeps the thinking with your child.

Praise effort and process, not outcomes. Effort-based praise builds resilience; ability-based praise can lead to shortcuts (Dweck, 2006).

Let natural consequences teach. A teacher's response to a missed assignment is often more meaningful than a parent rescue.

Supporting Integrity at Home:
Tips & Strategies for Parents & Guardians

RESPONSIBILITIES 03–05

RESPONSIBILITY 03

Help Students Embrace Productive Struggle & Perseverance

"I help my child see struggle as a sign of learning in progress, not a sign of failure or a problem to be fixed."

TIPS & STRATEGIES

Normalize the need for effort. Working through challenge produces deeper understanding than being shown the answer (Kapur, 2016).

Add "yet" to fixed statements. "I can't do this yet" shifts the story from fixed inability to growth in progress.

Validate the feeling without solving the problem. "What part is hardest right now?" is enough. You don't have to fix it.

Create conditions for focused work. A consistent, distraction-free workspace and predictable schedule matter.

RESPONSIBILITY 04

Encourage Help-Seeking & Self-Advocacy

"I help my child build the confidence and language to ask questions, seek support, and advocate for their own learning."

TIPS & STRATEGIES

Teach the difference between help and answers. "I understand ___, but I'm confused about ___. Can you help me?" is self-advocacy. Practice this language at home.

Normalize not knowing. Students seek help more in environments where mistakes are treated as normal (Newman, 2002). Let your child know mistakes are a learning opportunity.

Role-play asking for help. Brief rehearsals build vocabulary and confidence to self-advocate.

Celebrate self-advocacy when it happens. When your child seeks teacher feedback, acknowledge it. That's what independent learners do.

RESPONSIBILITY 05

Help Students Balance Commitments & Protect Their Well-Being

"I help my child manage time and responsibilities in ways that protect their well-being and prevent the desperation that leads to poor decisions, including academic dishonesty."

TIPS & STRATEGIES

Teach backward planning as a habit. Most cheating happens when students run out of time. Help your child work backward from deadlines and identify small steps to take each day.

Protect sleep as a non-negotiable. Sleep-deprived adolescents show significantly reduced self-regulation and decision-making quality (Walker, 2017). A rested brain learns better and makes better choices.

Watch for signs of students feeling overwhelmed. Anxiety, avoidance, and frustration around schoolwork may signal a child struggling, but not knowing how to seek help. If you are concerned, talk to your child and reach out to their teacher or counselor.

Talk openly about pressure. Students who feel intense pressure to perform face elevated risk of academic dishonesty (Anderman & Murdock, 2007). Make clear that you value learning and integrity more than grades.

Know the dangers of AI chatbots when used as virtual friends or for advice. According to the American Psychological Association (2026), "Teens may turn to AI assistants because it feels safe, private, and nonjudgmental, yet human connection and parental guidance remain essential." To learn more about the dangers of AI chatbots used as 'friends' or to seek advice usually given by a trusted adult, counselor, or healthcare professional, and how to support your child by talking about privacy, setting healthy boundaries, and recognizing red flags of inappropriate AI use, search "APA teens and AI help for parents" and talk to your child's school counselor or a health professional.

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How this Document Was Created: *Notes on Fidelity, Transparency, & Explainability*

How this document was developed, who developed it, and where to learn more about the research and rationale that underlies it.

FIDELITY

The content in this document is grounded in an extensive body of research and professional practice. The guidelines, frameworks, expectations, and action steps presented here were developed by Tony Frontier, drawing on peer-reviewed research, his published books and articles, and direct application of principles and action steps implemented in schools and districts. Every recommendation reflects a deliberate effort to remain faithful to what research says about effective leadership, teaching, and learning.

TRANSPARENCY

The text in this document was written by Tony Frontier. Edits for clarity and brevity were completed by Claude Opus 4.8 High (Anthropic) and reviewed, accepted, rejected, or modified by the author. Final edits for punctuation and grammar were completed by Grammarly and accepted, rejected, or modified by the author. Layout and design were completed in HTML by Claude Opus 4.8 High. All edits and revisions to layout and design for continuity and readability were reviewed and approved by the author.

EXPLAINABILITY

Readers who want to understand the research, rationale, and premises that underlie this document are encouraged to consult the guidance and introductory sections included here, as well as works by the author — including *Teaching with Clarity* (Frontier, 2021, ASCD), *AI with Intention: Principles and Action Steps for Teachers and School Leaders* (Frontier, 2025, ASCD), and various other articles and reports by the author. The author takes full responsibility for the positions, recommendations, and language in the framework and the examples in this document. When using this document to guide your work, examples must be tailored to fit your specific, local needs and you must engage in independent review of federal, state, & local statutes to ensure compliance as you build your boundaries & guidelines for staff, teacher, and students use.

RELEVANT SOURCES

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Fidelity · Transparency · Explainability — the same principles guiding educators and students in this document guided its development.