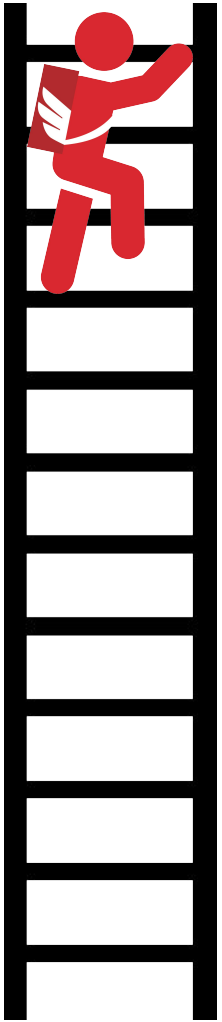
Artificial Intelligence Work in 24-25

January 27, 2025

EDEN PRAIRIE SCHOOLS

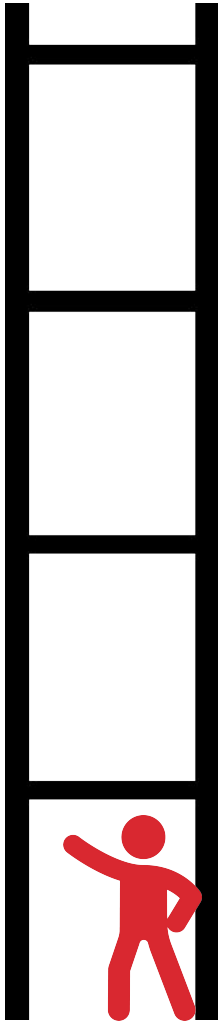
Topics

- Grounding
- Current work
  - AI for personalized instruction
  - AI for authentic assessment
  - AI as personal assistant
- Future work



The Importance of
SMALL STEPS

Creating conditions to learn by doing



Each person in our community experiences an Inspired Journey of **DISCOVERY**, **EXPLORATION**, and **PURSUIT**.

During the Discover portion of the journey, students begin to discover their strengths, talents and interests as they sample a variety of topics, have new experiences and explore available resources.

During the Explore portion of the journey, students dive even deeper into their interests with opportunities to explore, become curious about, and build skills across many disciplines.

During the Pursue portion of the journey, students take their interests to the next level to pursue their individual goals. Coursework and co-curricular experiences are provided and aligned so that students are prepared for the next step in their journey.

Thought leadership

- EdLeader21 National Innovation group–Developing Toolkit with 6 areas
- Presentations from various leaders across areas
- Solution Tree courses
  - AI for District Leaders
  - AI for Teachers
  - AI for Collaborative Teams
- EP course with graduate credit

Current work

- Personalized instruction
  - 4Cs at EPHS
- Authentic assessment
  - Elementary
- Personal assistant
  - Creating Discovery groups to reflect the interest data

AI for Personalized Instruction

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EPHS: Enhancing 4Cs Instruction Through AI

- How might we deliver on Ends Policy 1.5 by creating conditions to learn by doing for our staff?

- How might AI enhance and streamline staff's ability to guarantee each student has the 21st century skills needed to succeed in the global economy?

Imagine the power of…

Clear and consistent language defining the 4Cs is used in every classroom. Frequent and *explicit* practice with the 4Cs in every class. High and common expectations for each across the school.

THE STANDARD

Vague or unclear definition of the 4Cs. Activities that promote practice the 4Cs without clear expectations and supports for what high performance looks like.

Schoolwide Term 2 Project

Learn By Doing. Move from below to above.

Schoolwide Term 2 Staff Project

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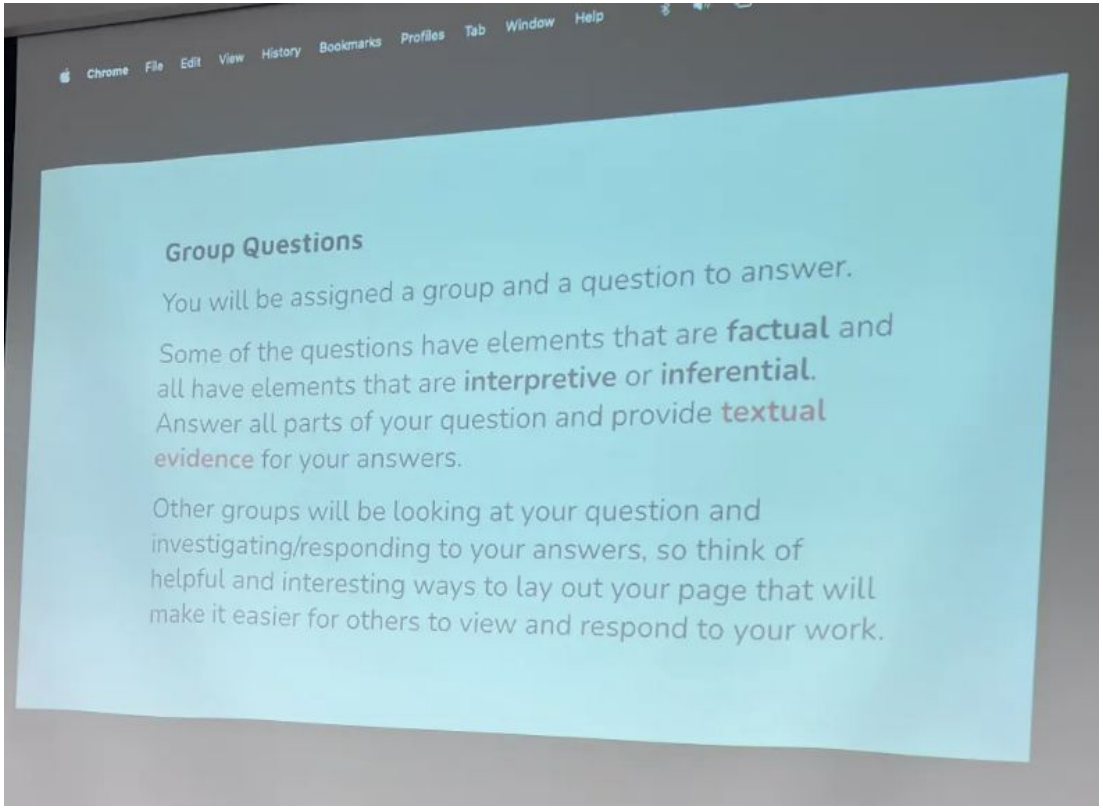
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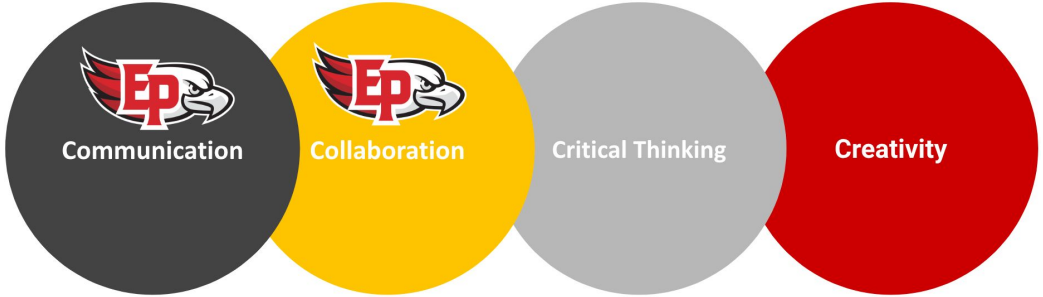
Group Questions
You will be assigned a group and a question to answer.
Some of the questions have elements that are factual and all have elements that are interpretive or inferential. Answer all parts of your question and provide textual evidence for your answers.
Other groups will be looking at your question and investigating/responding to your answers, so think of helpful and interesting ways to lay out your page that will make it easier for others to view and respond to your work.

The Model Provided to Staff Assisted by AI

1. Input original learning example in to ChatGPT, input EP 4Cs Learning Targets, input the language of the standard we are striving for
2. Prompt ChatGPT to enhance learning activity with the standard and targets as outcomes
3. Revise and humanize
4. Focus on the art and science of bringing the learning activity to life for each student though instruction



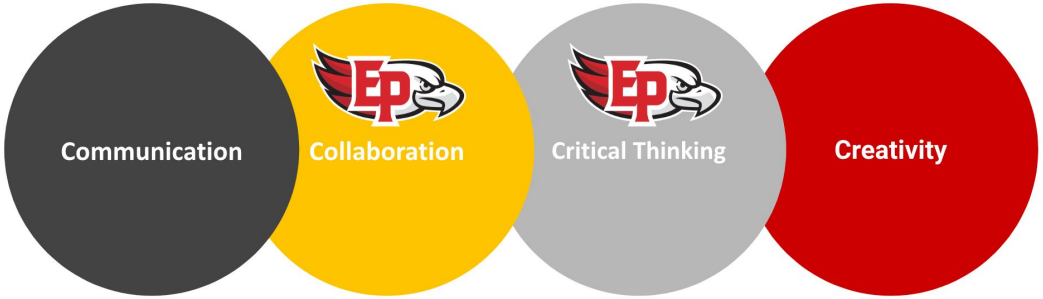
Objective

Students can develop clear, focused, and detailed ideas to demonstrate conceptual understanding and knowledge and effectively communicate those ideas.

Instructions

Step One: Roles and Responsibilities: Assign the following roles to each group member. Everyone's contribution is essential for a thoughtful and detailed response. Engage in communication around your question using these roles.

- **Discussion Leader**:
  - Facilitates the group's conversation around the question.
  - Ensures that all group members share their thoughts and contribute to the discussion.
  - Keeps the group focused on answering the question thoroughly.
- **Textual Evidence Collector**:
  - Identifies and records key quotes or passages from the text that directly support the group's answers.
  - Ensures that the evidence used is relevant and properly cited.
- **Idea Developer**:
  - Expands on the group's initial thoughts by providing clear, focused explanations that connect to the text.
  - Ensures that the group's ideas are detailed and demonstrate deep understanding of the novel's themes and characters.
- **Response Writer**:
  - Organizes the group's thoughts and textual evidence into a cohesive written response.
  - Focuses on clarity and structure, making sure the answer is well-organized, detailed, and easy to follow.



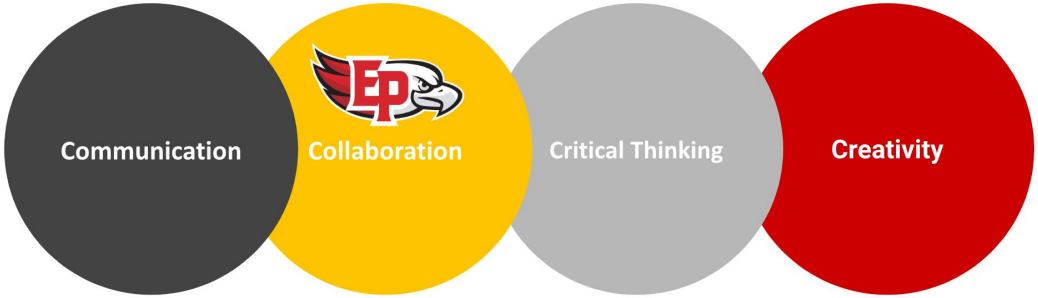
Objective

Students can analyze claim based writing and evaluate the accuracy, relevance, point of view, and completeness of the information.

Instructions

Step Two: Roles and Responsibilities: Another groups writing product from step one has been shared with you. Assign the following roles to each group member. Everyone's contribution is essential for a thoughtful and detailed response. Engage in critical thinking around your write using these roles.

- **Accuracy Checker**:
  - Reviews the factual accuracy of the claims made in the paragraph.
  - Cross-checks the use of textual evidence, ensuring that quotes or paraphrased information from *To Kill a Mockingbird* are correctly cited and interpreted.
- **Relevance Evaluator**:
  - Assesses whether the evidence provided directly supports the group's main ideas and answers the question.
  - Ensures that the group's response stays focused on the prompt without irrelevant information or ideas.
- **Point of View Analyst**:
  - Analyzes the perspective presented in the response. Are there any biases or limited viewpoints in the argument?
  - Considers if the group's analysis of the text is balanced and considers multiple perspectives from *To Kill a Mockingbird* (e.g., characters' different perspectives on justice, race, or morality).
- **Completeness Reviewer**:
  - Examines whether the group's response fully addresses all parts of the prompt.
  - Looks for areas where the response could be further elaborated or where additional evidence or explanation is needed for a more complete analysis.



Objective

Students can provide and seek out constructive feedback in an effective manner.

Instructions

Step Three: Provide Constructive Feedback

As a group, draft a feedback summary for the other group. Your feedback should include:

- A positive aspect of their analysis (e.g., strong use of textual evidence, clear argument).
- Suggestions for improvement, such as providing additional evidence, addressing missing perspectives, or clarifying their argument.
- Specific examples or corrections if there are any inaccuracies or incomplete ideas.

The Result

2,804 x 3 = 8,412 individual learning experiences that come closer to meeting the goal of Ends Policy 1.5.

Next Steps

Now that we've learned more about instructing for the 4Cs through learning by doing, during our February 14 PD Day:

- All staff will be trained on using AI to improve learning activities.
- Focus will be on enhancing and streamlining the instructional design process.

AI for Authentic Assessment

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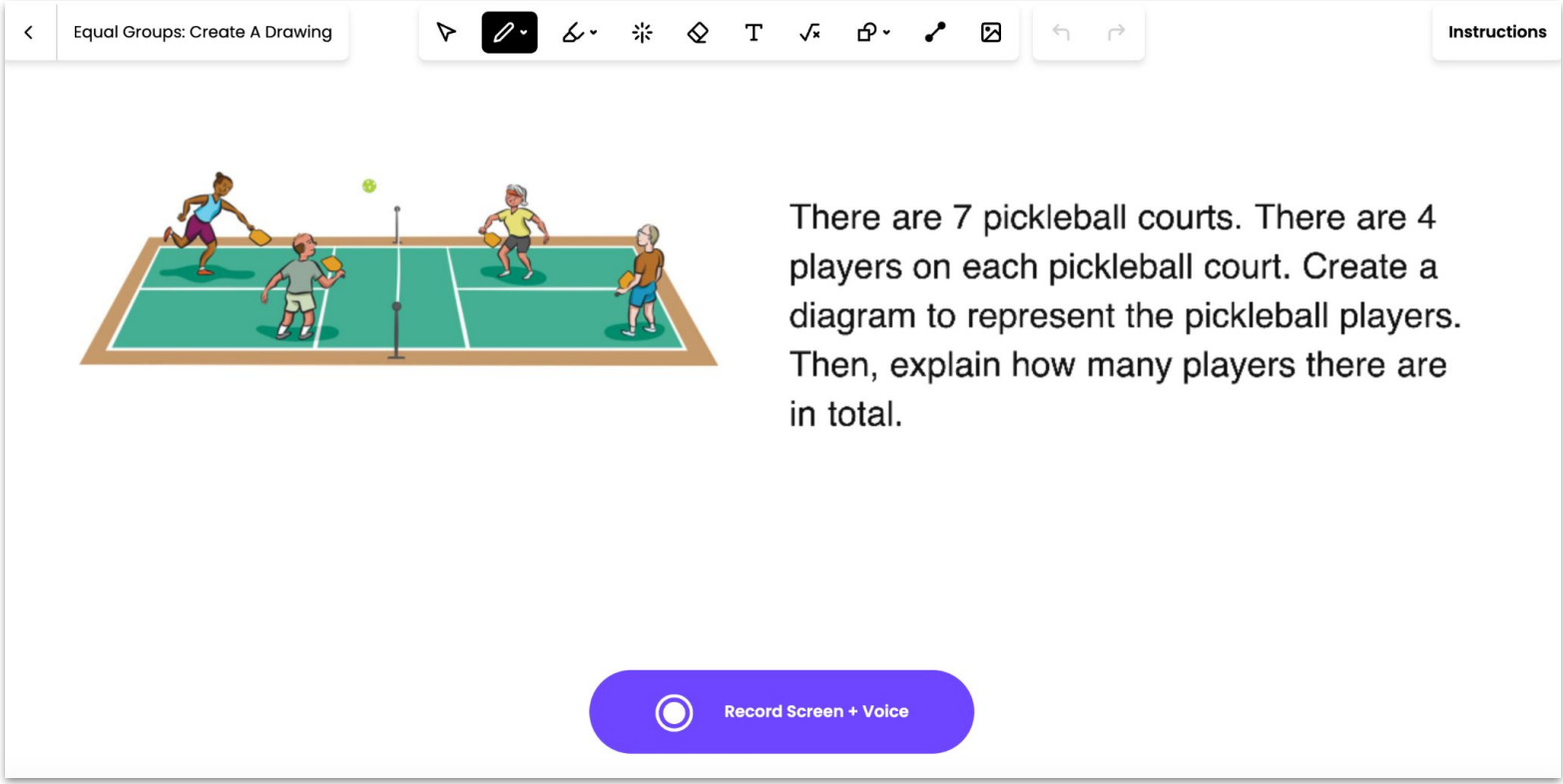
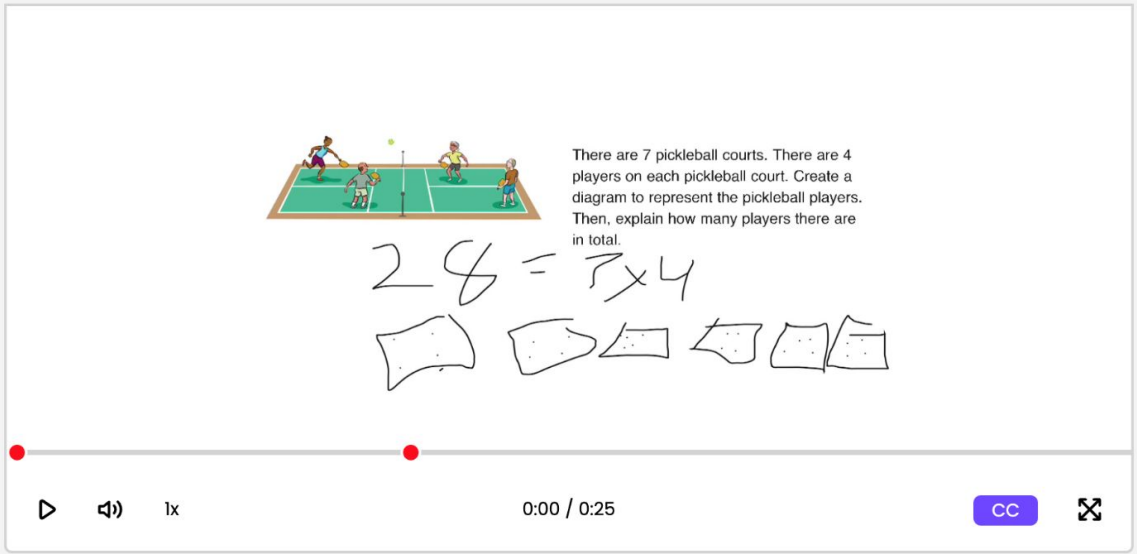
AI for Assessment and Feedback



AI for Assessment and Feedback: Student Attempt #1



Type a comment on this response

0:00 Private Send

Feedback

Snorkl-AI

Answer: Correct Explanation: 2/4 - Fair

0:00

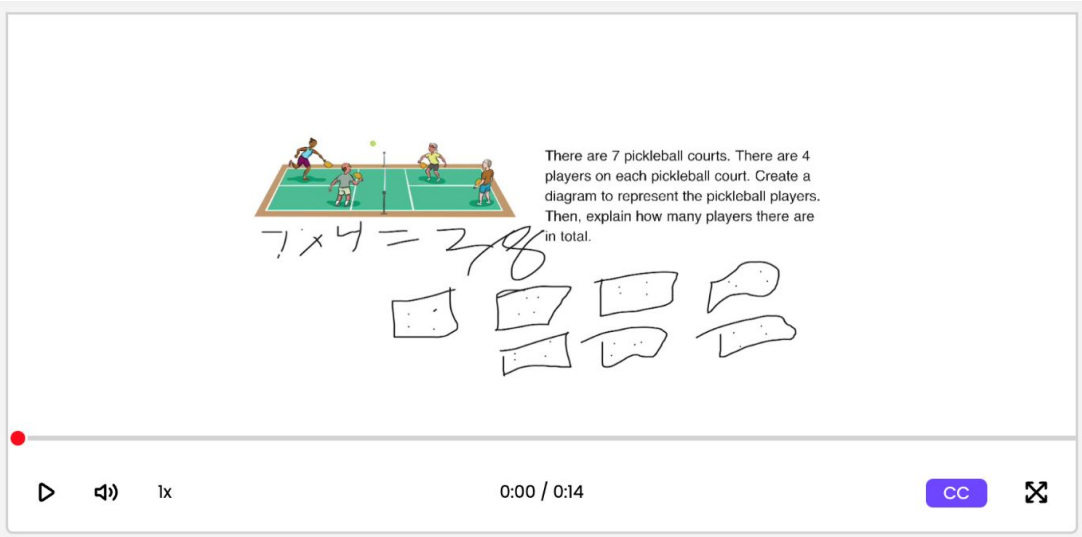
Great job recognizing this is a multiplication problem! 🌟 You understood that you needed to multiply 7 groups by 4 players to find the total.

0:09

I noticed some confusion when you mentioned "4 courts" - remember, the problem tells us there are 7 courts. 🤔 Can you double-check how many courts there should be in your diagram?

Your diagram shows 6 courts, but the problem mentions 7 courts. ✏️ How could you make sure your diagram matches the information in the problem?

AI for Assessment and Feedback: Student Attempt #2



Type a comment on this response

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Private

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Feedback

Snorkl-AI

Answer: Correct Explanation: 3/4 - Strong

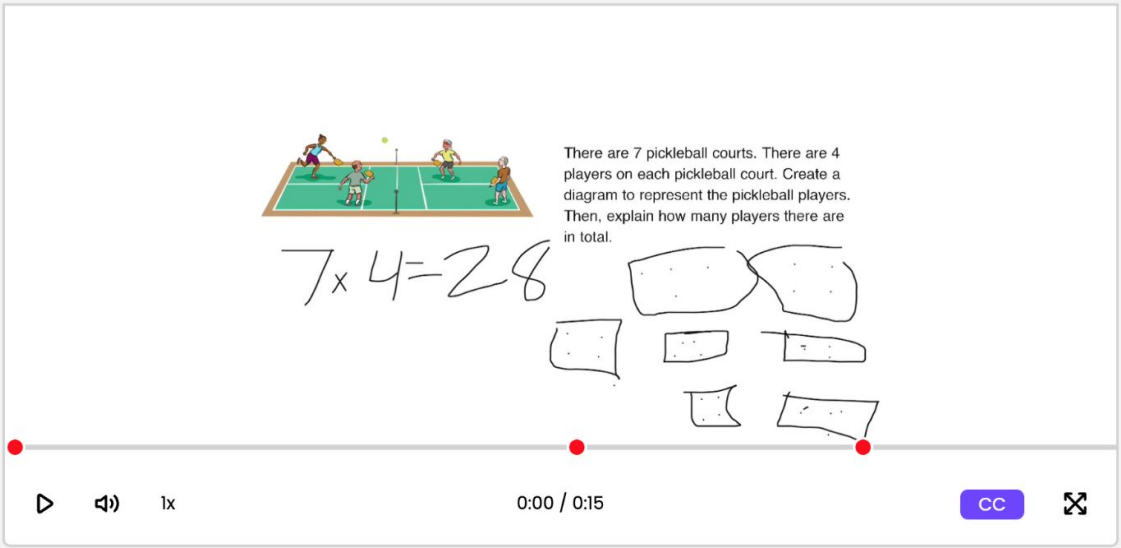
0:00

Great job using multiplication to solve this problem! 🌟 You recognized that you could multiply 7 courts by 4 players to find the total.

Your diagram with the 7 shapes and 4 dots in each one helps show your thinking clearly! 📊 Could you explain how your diagram helped you solve the problem?

While your answer is correct, try using math vocabulary like "courts" instead of "groups" to make your explanation more specific to the problem. 🎯

AI for Assessment and Feedback: Student Attempt #3



Type a comment on this response

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Feedback

Snorkl-AI

Answer: Correct Explanation: 4/4 - Excellent

0:00
Excellent work showing your thinking with a diagram! 🎨 Your drawing of 7 groups with 4 players in each group really helps make the problem clear.

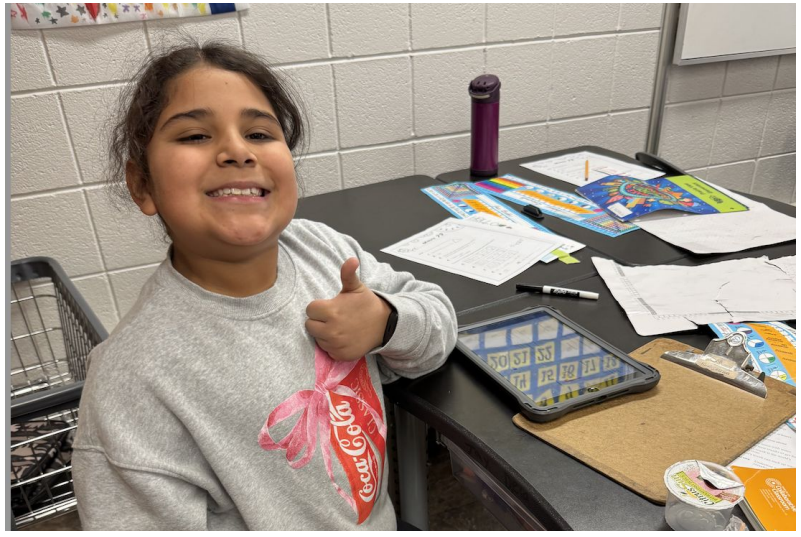
0:08
Great job explaining how you used multiplication to solve this problem! ✨ You recognized that 7 groups of 4 players can be written as 7 × 4.

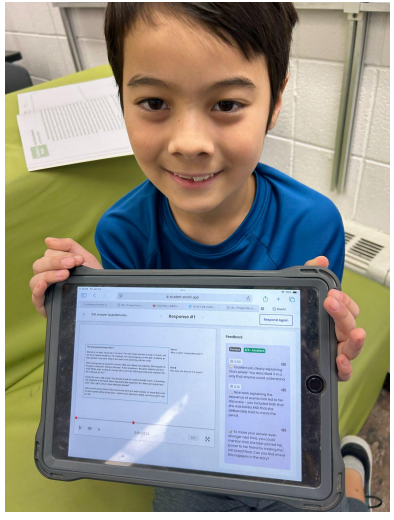
0:12
I like how you clearly stated your answer in terms of players! 🎯 This helps everyone understand exactly what the 28 represents.

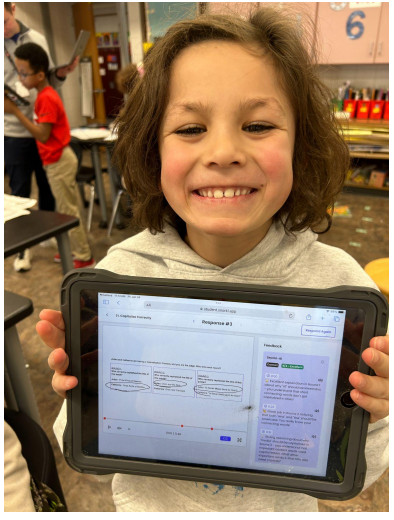
Rate this feedback?

AI for Assessment and Feedback: Benefits for Deeper Learning

- Personal tutor
- Immediate personalized feedback
- Guides students to learn from mistakes
- Reinforces learning
- Builds confidence
- Progress at their own pace
- Progressive
- Engaged and motivated students
- Sense of pride







AI for Assessment and Feedback: Impact for Teachers

- Personal assistant
- Maximizes time in the classroom
- Visible Metacognition
- Valuable data
- Personalized Instruction
- Targeted Interventions
- Monitor progress
- Set meaningful goals

AI as an Personal Assistant

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AI as a Personal Assistant

Utilizing AI to Make Discovery Groups

3. **Create your Enrichment Clusters**: Based on the two lists above, use one or a few of the following steps to create your enrichment clusters. Please note, your team will need a form (Google form or worksheet) for students to select which cluster they would like to participate in.
    a. As a team, pick the top interests and form as many clusters based on the number of teachers you have leading groups. Use your own creativity to develop names and descriptions.
    b. As a team, pick the top interests and dive into this list of past Discovery Groups to come up with names and descriptions.
    c. Use ChatGPT (you can sign in with your Google Account) or another generative AI with the below prompt and your information/data to create the groups and descriptions. Edit as needed!
        i. I am an elementary curriculum coordinator that is working to create enrichment clusters based on student interests. The students took an interest inventory and from the results the top 15 areas of interest include: _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, and _____. Could you make me (Number of clusters in your grade) enrichment clusters based on their interests and provide a cluster description for each that is fun and catchy for elementary students?

AI as a Personal Assistant Benefits

- Efficiency
- Remove human bias
- Consider all data points
- Creative combinations of multiple interests

AI as a Personal Assistant: Other Uses

- Grant/award application writing
- HR Tasks
  - Job posts creation/review
  - Interview Creation
- Letter of Recommendations
- Data management

Future Work

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Future work

- 2nd semester: Adopt and test a tool for all staff to use
- Language translation
  - Other non-instructional functions of system
- Professional development to support students in the areas of:
  - Generative AI Proficiency
  - In-depth AI Evaluation
  - Bias and Data Awareness
  - Ethical Engagement with AI
  - Human-Centric AI Collaboration
- Flight Plan 2035 outcomes & connections

Magic School AI

- 2nd semester: Magic School AI will be piloted as a personal assistant for staff - 180 already use the free version
  - Offers tailored teaching tools including:
    - Differentiation strategies to support current curriculum resources
    - Formative assessment generators
    - Communication prompts for drafting emails, newsletters, and more
    - Rubric generators
    - SEL intervention suggestions

Magic School AI

Privacy and Safety Commitments

Robust Safeguards

- Automated bias detection and fact-checking systems with human oversight
- Built-in PII (Personal Identifiable Information) detection and removal
- Real-time compliance monitoring for COPPA, FERPA, and Minnesota privacy laws

Educator Guidelines

- Mandatory content review before classroom use
- "80-20" principle: AI assists with 80% initial draft, educator expertise refines final 20%
- Zero tolerance for student personal information sharing
- Immediate removal of any inadvertently shared student data

Language Translation

Real time Translation Tools:

- Instant translation: conferences, meetings, events
- Translating in Real Time: Providing instant access to content.
- Voice-to-Text Translation: Written text for multilingual learners/families

Non-Instructional Functions in the System

Streamlined communication:

- Documentation provided in a variety of languages

Professional Development

Generative AI Proficiency

- Using AI to enhance teaching practices
- Lesson planning
- Personalized feedback

In-Depth AI Evaluation

- More than just tools
- Align with educational goals
- Accuracy
- Usability
- Bias

Ethical Engagement with AI

- Academic integrity
- Protecting data privacy
- understand implications of relying on AI

Human Centric AI Collaboration

- Learn how biases can manifest in AI tools

Flight Plan 2035

Outcomes and Connections:

- 10 year envisioning process
- Student, Parent, Community Engagement Process
- What will we learn from Flight Plan 2035?