

AI Teacher Quick Reference

Responsible Classroom Use of Artificial Intelligence



We believe...

AI should amplify thinking, not automate learning.

Students may use AI when it supports the learning goal, is permitted by the teacher, protects privacy, and still requires students to think, create, explain, revise, or reflect.

1. Before using AI with your class, ask:

Question	Quick Check
Is this tool approved for this age group?	Use district-approved tools only.
Is this accessible?	Have I provided the necessary training and scaffolds to ensure equitable access for students with disabilities and English Learner students?
Does this support the learning goal?	AI should deepen learning, not replace it.
Does the task protect student privacy?	Do not enter names, grades, IEP/504 details, behavior data, or other personally identifiable information (PII).
Have I told students what is allowed?	Label the assignment with an AI permission level.
Can students explain their work?	Students should be able to discuss, defend, revise, or reflect on their final product.
Are parameters in my lesson plans?	Teachers shall outline the use of Generative AI tools and assigned permission levels (0–5) in their required lesson plans.

2. Keep student privacy in mind

Never enter the following into AI tools:

- Student names
- Grades
- IEP or 504 information
- Behavior information

- Health or family information
- Student photos, videos, or voice recordings
- Full student work with identifying details

When in doubt: anonymize, use an approved tool, or ask before uploading.

3. Design your assignments and tasks to be harder for AI to answer

Weak tasks are usually one-step, product-focused, and easy for AI to complete. Focus on the process over the end product. Students should be able to show brainstorming, notes, revisions, or any other “middle steps” that led them to the end product.

Stronger tasks require students to:

- Make a decision
- Justify with evidence
- Compare options
- Revise or improve something
- Verify accuracy
- Reflect on their process
- Explain what AI missed, oversimplified, or got wrong

Instead of: “Use AI to write a summary.”

Try: “Use AI to generate a summary. Then identify what is missing, revise it using class evidence, and explain why your version is stronger.”

4. Provide specific AI permission levels for each assignment

🚀 0 to Infinity 🚀 - NCDPI AI Use Continuum v. 2.0: for Educators

	Levels	Full Description
0	AI Free	This AI-resistant assessment is completed in a controlled environment, entirely without AI assistance. AI Must not be used at any point during the assessment. This level ensures that students rely solely on their own knowledge, understanding, and skills. Disclosure is not required.
1	AI Planning	AI can be used in the pre-work for the assessment including brainstorming, outlining, researching, creating structures, and generating ideas for improving work. This level focuses on the effective use of AI for planning, synthesis, and ideation but assessments should emphasize the ability to develop and refine these ideas independently. Disclosure is not required.
2	Task-Based AI	AI completes one specific task with human oversight. AI may be part of brainstorming, drafting, OR revision, but should not be involved in every step of the process. Disclosure is required.
3	AI Collaboration	Students may collaborate with AI to help complete the assignment, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI-suggested outputs, demonstrating their own understanding. Disclosure is required.
4	Full AI Use	AI may be used to complete any elements of the task unless specific use cases are communicated by the teacher. The focus is on students directing AI to achieve the assessment goals while maintaining critical oversight and evaluation to achieve goals and solve problems. Disclosure is required.
5	AI Exploration	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. AI should be a 'co-pilot' to enhance your human intelligence and creativity. Disclosure is required.

Originally adapted by Vera Cubero for the North Carolina Department of Public Instruction (NCDPI) from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason Mcvaugh
[Link to Original Work](#). Adaptation for Dover Area School District by S. Helwig.



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🚀 0 to Infinity 🚀 NCDPI AI Use Continuum v. 2.0: For Students

	Levels of AI Use	Can I Use AI on this Assignment? If so, How?	How must I disclose my use of AI?
0	AI Free	No. You may NOT use AI at any point or in any way during this assessment. You must demonstrate your own core skills & knowledge.	No AI disclosure required May require an academic honesty pledge that AI was not used. Example pledge: "I attest that I did not use any form of AI to complete this work and it demonstrates my own knowledge and skills."
1	AI Planning	You may use AI for planning, idea development and research. Your final submission should show how you have developed and refined these ideas. No AI generated content should be submitted in the final product.	No AI disclosure required May require an academic honesty pledge that AI was used only in the planning process. Example pledge: "I attest that I only used AI to help me think through or understand the assignment, I did not use AI to write, edit, or create."
2	Task-Based AI	You may use AI to assist you with ONE specific area of your assignment. AI may be part of brainstorming, drafting, OR revision, but should not be involved in every step of the process. You must edit and evaluate the AI generated content.	Include an AI disclosure statement that names the person (you), tool(s) used, & how it/they were used must be submitted with your work along with link(s) to AI chat(s). Example disclosure statement: "I used Claude to edit my assignment after it was written, but did not use it for brainstorming or drafting."
3	AI Collaboration	You may use AI to collaborate on your assignment. Collaboration means you work with AI and refine/edit the suggestions that it provides for you. You must critically evaluate and modify any AI-generated content you use to reflect your own understanding, voice, and style.	Include an AI disclosure statement that names the person (you), tool(s) used, & how it/they were used must be submitted with your work along with link(s) to AI chat(s). Example disclosure statement: "I used Gemini 1.5 to brainstorm, research, draft, and evaluate my work."
4	Full AI Use	You may use AI extensively throughout this assessment as you wish, unless specific use cases are directed by your teacher. Focus on directing AI to achieve your goals while also demonstrating critical thinking and evaluating all AI-generated outputs for accuracy and fairness.	Include an AI disclosure statement that names the person (you), tool(s) used, & how it/they were used must be submitted with your work along with link(s) to AI chat(s). Example disclosure statement: "I used ChatGPT 4o as a thought partner throughout the completion of this work."
5	AI Exploration	You should use AI freely and creatively to enhance problem-solving, generate new insights, or develop innovative solutions to solve problems. You are responsible for providing human oversight and evaluation of all AI generated content.	AI disclosure statement that names the person (you), tool(s) used, & how it/they were used must be submitted with your work along with link(s) to AI chat(s). Example disclosure statement: "I used Gemini 1.5 to brainstorm, research, draft, and evaluate my work."

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Add this to assignments:

AI Permission Level: _____

AI may be used for: _____

AI may not be used for: _____
Documentation and disclosure required: _____

[Graphics for each permission level are included in this folder](#). Download the images to add to your assignments or Schoology page.

5. Teach and reteach the EVERY Framework

EVERY Step	Student Question
E — Evaluate	Is AI allowed and appropriate for this task?
V — Verify	Did I check facts, sources, accuracy, and bias?
E — Explain	Can I explain how I used AI?
R — Reflect	Did AI help me think, or did it think for me?
Y — You are responsible	Am I proud to submit this as my work?

AI for Education

How to Use AI Responsibly EVERY Time

E

VALUATE

the initial output to see if it meets the intended purpose and your needs.

V

ERIFY

facts, figures, quotes, and data using reliable sources to ensure there are no hallucinations or bias.

E

NGAGE

In every conversation with the GenAI chatbot, providing critical feedback and oversight to improve the AI's output.

R

EVISE

the results to reflect your unique needs, style, and/or tone. AI output is a great starting point, but shouldn't be a final product.

Y

OU

are responsible for everything you create with AI. Always be transparent about how you've used these tools.

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EVERY for Student AI Reflection

E

valuate

What task am I using AI for? Is it appropriate or allowed?

V

erify

Are the facts and sources accurate and reliable?

E

xplain

Can I describe how I used AI in my process?

R

eflect

Did AI help me think or did AI do the thinking for me?

Y

ou are responsible

You are accountable for the final product. AI is a tool, not the author.

6. Remind students how to use AI as a learning partner

Helpful AI Use	Harmful AI Use
Brainstorming ideas	Writing the whole assignment
Explaining a difficult concept	Avoiding reading or problem-solving
Giving feedback on a student draft	Submitting AI text as original work

Generating practice questions	Copying answers without understanding
Suggesting counterarguments	Using AI when the teacher said no
Helping revise for clarity	Turning in work the student cannot explain

7. Use caution with AI and Grading/Feedback

Use caution with AI and Grading/Feedback AI may help teachers draft or organize feedback, but Generative AI outputs shall not be the sole basis for:

- Grading or student discipline
- Special education determinations or eligibility decisions
- Threat assessments

Teachers should:

- Keep the final say
- Review all AI-generated feedback
- Use rubrics and professional judgment
- Avoid entering identifiable student information into unapproved tools
- Be cautious with subjective writing, creative work, and nuanced responses

Do not rely on AI detectors as proof.

When concerned, ask students to explain, revise, teach, defend, or answer questions about their work.

8. Model disclosure of AI use; teach students how to disclose their own use

Student Disclosure Example

I used AI to brainstorm ideas and organize my outline. I wrote the final response myself and checked the information using class notes.

Teacher Disclosure Example

This resource was created with AI assistance and reviewed, revised, and approved by the teacher.

9. When you suspect misuse...

Start with fact-finding, not “gotcha.”

1. Review the assignment’s AI level.
2. Look for drafts, notes, revision history, or process evidence.

3. Talk with the student.
4. Ask the student to explain, teach, defend, revise, or answer questions.
5. Use academic integrity procedures only when evidence of misuse exists.

The student should remain the thinker.
The teacher should remain the professional decision-maker.
AI should remain the tool.

This resource was co-created with AI assistance. It was reviewed, revised, and approved by edtech and district administration.