

SUMMER COMMITTEE WORK: ENGLISH

September 17, 2024

I-READINESS TEAM: MACOPIN MIDDLE SCHOOL

- 2 Macopin ELA teachers
- Teacher survey of **successful strategies for engaging students** during the 23-24 school year with iReady diagnostic and MyPath implementation
- **Compiled, discussed, organized**
- Created a 10-slide **visual teacher resource, “iReady for a Great Year”** to turnkey in the September 4th PD day
- **Successes and challenges** will be reviewed in October



"I-READY, FOR A GREAT YEAR"

- Began with **current strategies and use**
- **Directions** (with visuals) for assigning, checking lessons
- **Anchor Activities** (ongoing, self-directed assignment students return to throughout the week)
- Shared the "**why**" of **MyPath as an anchor** (building skills, applying new knowledge, increasing relevance by tying to student interest, self-management of time, ownership of learning)
- **Ideas for motivating students**
- **Directions** for accessing diagnostic reports
- **Sharing** of successes, challenges, and various lesson and material ideas on October 14th PD day

ARTIFICIAL INTELLIGENCE AND ACCEPTABLE USE COMMITTEE



- **2 HS English Teachers** (1 general education, 1 special education English teacher)
- **Curation of information and resources** gathered, tried and discussed across the 23-24 school year through PD (Rutgers Writing, Drew University AI Symposium, individual PLNs, Northern NJ Supervisor Roundtable)
- **Committee objective:** to develop a short (1-2 period) department-wide lesson to **enhance student understanding of acceptable uses and unacceptable uses of AI in the English classroom** to be shared on 9.4.24 PD Day

ENGLISH DEPARTMENT-WIDE LESSON

- **Sample lesson materials:** DoNow, choice board with 9 resources (articles, podcasts & short videos) & reflective graphic organizer.
- **Teachers were immersed in the lesson in the role of “students”**
- **Activities:** Read, watch and/or listen to texts on the topic of AI and be able to discuss benefits and drawbacks with classmates, reflect in writing
- **Differentiation:** Some lesson activities and materials could be substituted (e.g. add class drafting of classroom policy, argue pros/cons)
- **Common language/rubric** for *all classes* included the **AI Assessment Scale for Ethical Gen AI Assessment** (AI classroom usage defined, with examples & rating)

COMMON LANGUAGE AROUND ACCEPTABLE USE

AI Assessment Scale for Ethical GenAI Assessment
(Adopted from Leon Furze with modifications for MCDS).

Code	AI Usage Level	AI Usage Defined
1	Any use of AI Prohibited	<u>Guiding Statement</u> AI must not be used at any point while completing assignments and assessments.
		Guidance Explained Your work is completed entirely without the assistance of AI. This assignment/assessment requires that you rely solely on your knowledge, understanding, and skills. All submitted work must be in your authentic voice.
2	AI Assisted Idea Generation and Structuring is Permitted	<u>Guiding Statement</u> No AI content is allowed in the final submission - even if cited – but you can use it to get started!
		Guidance Explained AI can be used by you to brainstorm, create structures, and to help generate ideas for improving work on your assignment/assessment but all work submitted must be in your authentic voice.
		<u>Guiding Statement</u> AI can be used but your original work with no AI content must be

FOLLOW-UP AND ASSESSMENT

- Students will have input about acceptable use and guidelines for their classes
- Successes, challenges, and various lesson and material ideas will be shared on October 14th PD day
- Assessment/follow up discussion will include reduction (or not) of unacceptable uses

Our ultimate goal for students is **education and proactivity**,
rather than punitive measures–

AI isn't going anywhere;

We need to help students need to learn to navigate it effectively.