




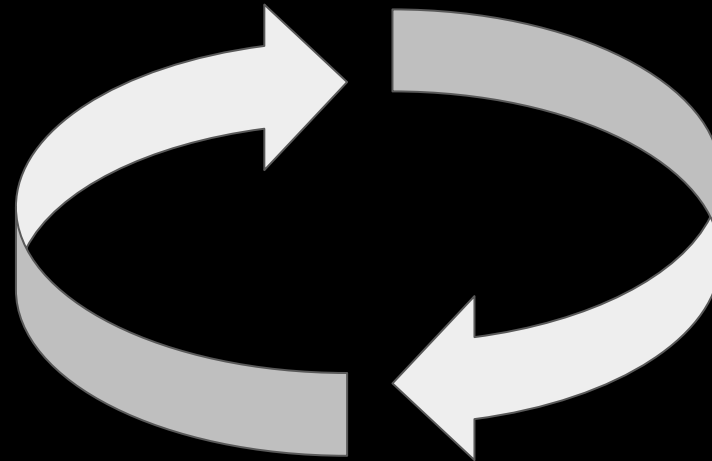


[Link to downloadable scale](#)

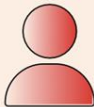




Level 1 No AI Assistance	Level 2 AI-Assisted Brainstorming	Level 3 AI-Supported Drafting	Level 4 AI-Collaborative Creation	Level 5 AI as Co-Creator
				
No AI tools are used at any point. Students rely solely on their knowledge and skills.	AI tools can help generate ideas. Final content must be created by the student without direct AI input. AI assistance must be cited.	AI can help with drafting initial versions. The final version must be significantly revised by the student. Clear distinction between AI input and student's contributions.	AI-generated content can be included. Student must critically evaluate and edit AI contributions. AI usage must be transparent and cited.	Extensive use of AI in content creation. Student provides a rationale for AI use and ensures original thought. Work adheres to academic integrity with proper citations.



Teacher Expectations

Student Expectations

[Link to downloadable scale](#)

Level 1 No AI Assistance	Level 2 AI -Assisted Brainstorming	Level 3 AI-Supported Drafting	Level 4 AI-Collaborative Creation	Level 5 AI as Co-Creator
				
<p>No AI tools are used at any point.</p> <p>Students rely solely on their knowledge and skills.</p>	<p>AI tools can help generate ideas.</p> <p>Final content must be created by the student without direct AI input.</p> <p>AI assistance must be cited.</p>	<p>AI can help with drafting initial versions.</p> <p>The final version must be significantly revised by the student.</p> <p>Clear distinction between AI input and student's contributions.</p>	<p>AI-generated content can be included.</p> <p>Student must critically evaluate and edit AI contributions.</p> <p>AI usage must be transparent and cited.</p>	<p>Extensive use of AI in content creation.</p> <p>Student provides a rationale for AI use and ensures original thought.</p> <p>Work adheres to academic integrity with proper citations.</p>

Teachers' Considerations Regarding AI Use in Assignments:

Clarity: Consider...before assigning any work, clearly stating whether AI is allowed and to what extent. This clarity ensures that all students understand the expectations and can adhere to them, fostering a fair and equitable learning environment.

Rationale: Consider...providing reasons behind decisions on AI use in assignments. Understanding why AI is permitted or not helps students see the value in developing their own skills and knowledge, even as they learn to leverage technology effectively.

Guidance: Consider...guiding students on how to use AI responsibly when allowed. This includes teaching students to critically assess AI-generated content and to use AI as a tool for learning enhancement rather than a shortcut.

Support: Consider...providing resources for students to learn about AI and its applications. This support ensures that all students, regardless of their prior exposure to AI, can confidently use these tools in their academic work.

Transparency: Always be clear and honest about how you've used AI in your assignments. Whether you've used it to generate ideas, conduct research, or check your work, your teachers and peers should know how AI tools have contributed to your final submission.

Understanding: You should not only use AI but also strive to understand the concepts and content it helps you create. Be prepared to discuss the reasoning behind your work, how you've used AI to assist you, and the knowledge you've gained through the process.

Reflection: Reflect on your learning process with AI. Consider what you've learned independently and what insights AI has provided. This reflection will help you articulate your workflow and the role AI played in your assignments.

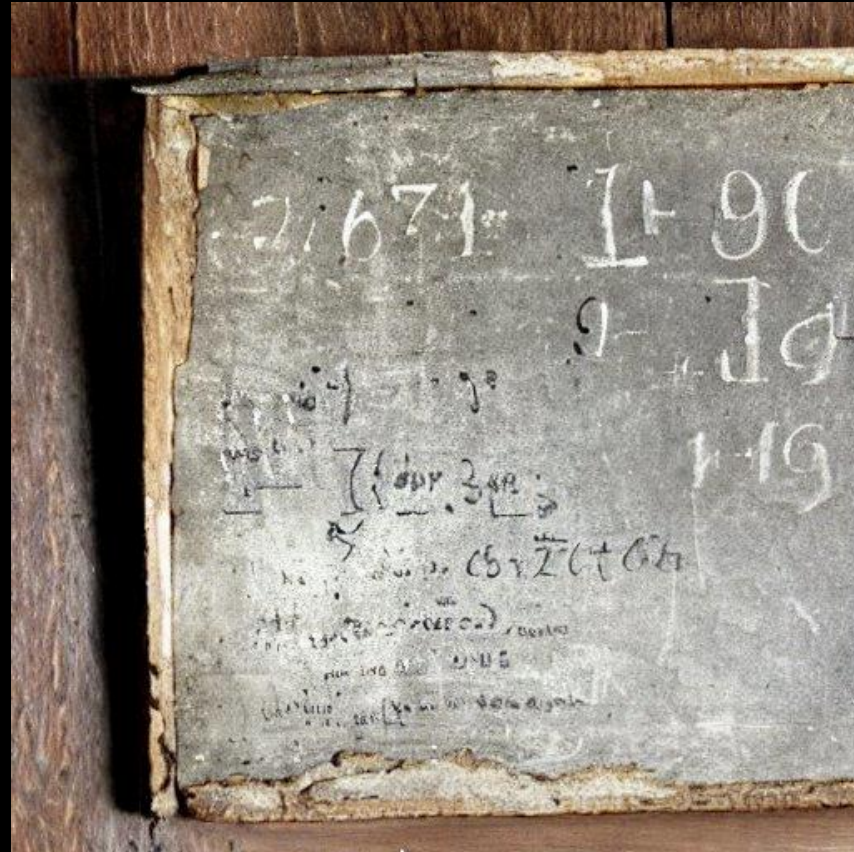
Collaboration: Engage in discussions with your peers and teachers about the use of AI in your work. Sharing your experiences can foster a community of learning where everyone benefits from collective insights and strategies.

Preparing them for their future

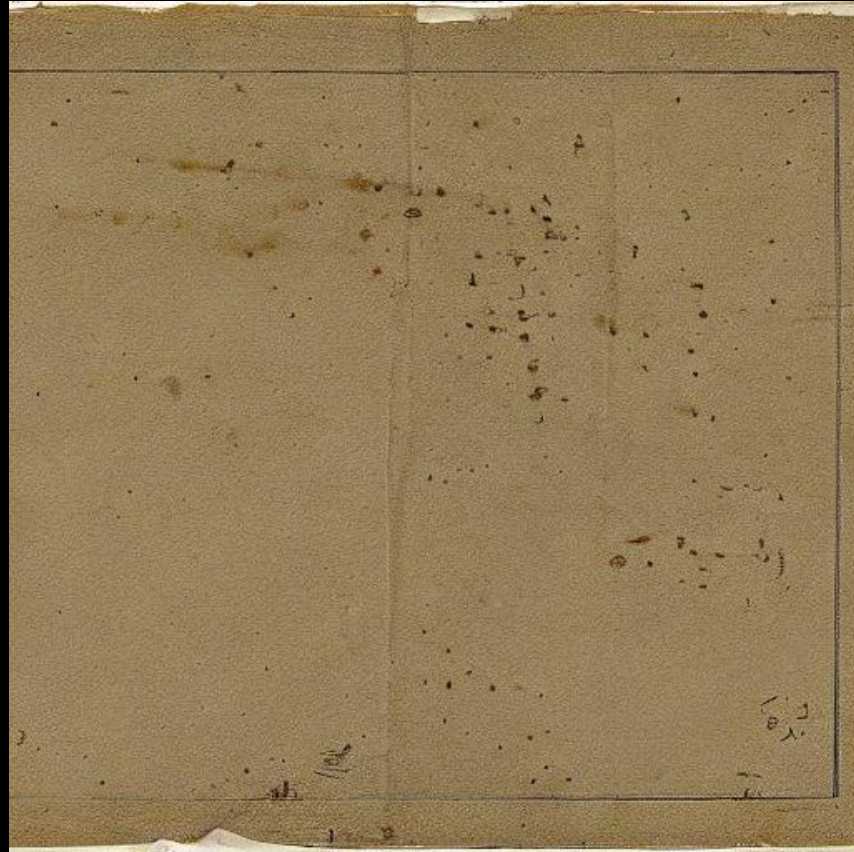


ChatGPT

1703 Teachers Conference



Principal's Association 1815



PTA Gazette 1941



Federal Teachers 1950



High School Math Teacher 1980



Tech Committee 1996



Teachers Union 1999



Teacher 2001



Teacher 2003

https://bvpc.bluevalleyk12.org/PXP_Gradebook.aspx?AGU=0

SV Parents Online - BV Parents... ParentVUE

File Edit View Favorites Tools Help

BV Home dropbox BV SC BV tech res BV mlp BV iTunes BV Curr BV ECP BV Google BV ET Synergy train Synergy BV Synergy support BVWrb Misa Synergy

Blue Valley Middle School (913-239-5100)

Home My Account

Select Child T Good morning 11/2/2012

Navigation

- Calendar
- Attendance
- Class Schedule
- Course History
- Fix
- Grade Book
- Report Card
- School Information
- Student Info
- Lunch Information

GRADE BOOK

Sept Progress Report | Oct Report Card | **Nov Progress Report** | Dec Report Card | Feb Progress Report | March Report Card | April Progress Report

Grade Book Summary for Nov Progress Report (ending on 11/09/2012)

Period	Course Title	Resources	Room Name	Teacher	Nov Progress Report
1	Family and Consumer Sciences Quarter 2 (FAC07Q2)		103	Pamela Kising	A (93.2)
2	Band 7 Quarter 2 (BA07Q2)		119	Benjamin Strain	No grade book information for student
3	Reading 7 Quarter 2 (RE07Q2)		709	Sandra Fitzwater	A- (71)
4	Guided Study 7 Semester 1 (GS07S1)		708	Ethan Lowman	No grade book information for student
4	Physical Education 7 Semester 1 (PE07S1)		Gym	Garrett Pritchard	A (94.6)
5	Social Studies 7 Quarter 2 (SS07Q2)		711	Victoria Wohlschlag	A (99.5)
6	Communication Arts 7 Quarter 2 (CA07Q2)		709	Sandra Fitzwater	(0)
7	Science 7 Quarter 2 (SC07Q2)		704	Trisha DeLong	A- (70.7)
8	Integrated Algebra Plus 7 (MA17Q2)		703	Tony Lin	D (66.0)

Logout | Contact | Privacy

©Copyright 2014 Laureate, LLC

Teacher 2012



What did I miss that you
remember being a “thing”

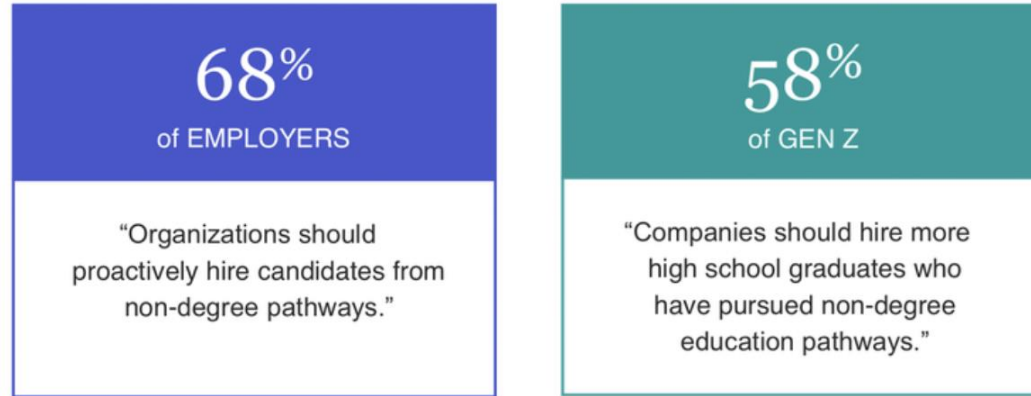
Teacher 2024



a recent survey by American Student Assistance and Jobs for the Future found 72% of employers don't see degrees as reliable signals of employee performance.

<https://www.forbes.com/sites/ryancraig/2023/01/20/the-rise-of-skills-based-hiring-and-whats-stopping-it/?sh=199ef327ec5a>

The majority of employers and high school students agree that organizations should hire candidates from non-degree pathways.



% Strongly agree or somewhat agree to statements

Source: “Postsecondary Education Pathways: Perception of Employers and Gen Z Students,” February 2022. Produced by Jobs for the Future and American Student Assistance (ASA).

Even in one of the tightest labor markets in history, only 44% of recent job openings required a bachelor's degree.

<https://www.forbes.com/sites/allisondulinsalisbury/2023/01/23/gateway-roles-open-up-opportunity-to-workers-without-degrees/>

As 'Skills-Based Hiring' Becomes All The Rage, These Education Leaders Want To Overturn A 117-Year-Old Way Of Measuring Students' Experiences

Emmy Lucas Forbes Staff

I write about careers and leaders.

Follow

Apr 26, 2023, 06:30am EDT

the Carnegie Foundation for the Advancement of Teaching—announced it was teaming up with Educational Testing Service, the nonprofit standardized testing developer, to begin changing how schools measure learning and skill development.

<https://www.forbes.com/sites/emmylucas/2023/04/26/as-skills-based-hiring-becomes-all-the-rage-these-education-leaders-want-to-overturn-a-117-year-old-way-of-measuring-students-experiences/>

saying that instead of traditional measurements like GPA, attendance, test scores and credit hours, schools should measure students' skills via projects, feedback from teachers or artificial intelligence tools.

<https://www.forbes.com/sites/emmylucas/2023/04/26/as-skills-based-hiring-becomes-all-the-rage-these-education-leaders-want-to-overturn-a-117-year-old-way-of-measuring-students-experiences/>



WORK

This in-demand freelance job pays up to \$250 an hour, offers remote opportunities and doesn't require a degree

Published Mon, Aug 14 2023·9:33 AM EDT • Updated Wed, Aug 16 2023·8:22 PM EDT

Freelance Creative Writer



ARTIFICIAL INTELLIGENCE · Published July 29, 2023 9:04am EDT

Arizona State University Law School allows generative AI on applications

ASU says application changes will begin starting in August



~~Resume~~

~~Cover Letters~~

~~College Entrance Essays~~



Why do we “assume good intent” except when it comes to technology. We instantly go into “gotcha mode”.

For years, long before ChatGPT hit the scene, some **60 to 70 percent of students have reported engaging in at least one “cheating” behavior** during the previous month. That percentage has **stayed about the same or even decreased slightly in our 2023 surveys**, when we added questions specific to new AI technologies, like ChatGPT, and how students are using it for school assignments.

Maybe Plagiarism is the wrong question



How might this help us
assess knowledge outside
of writing?

How might this level the
playing field for students
who are not good writers but
know the content?

What if ChatGPT: Supports equity in education



Saves teacher 3-5 hours a week in doing work

Supports student in skill-based/standards based classrooms



Bias in responses

Doesn't cite its sources
unless you ask it to (who
does that sound like?)

Preparing Students for their Future not our past



It's not going away

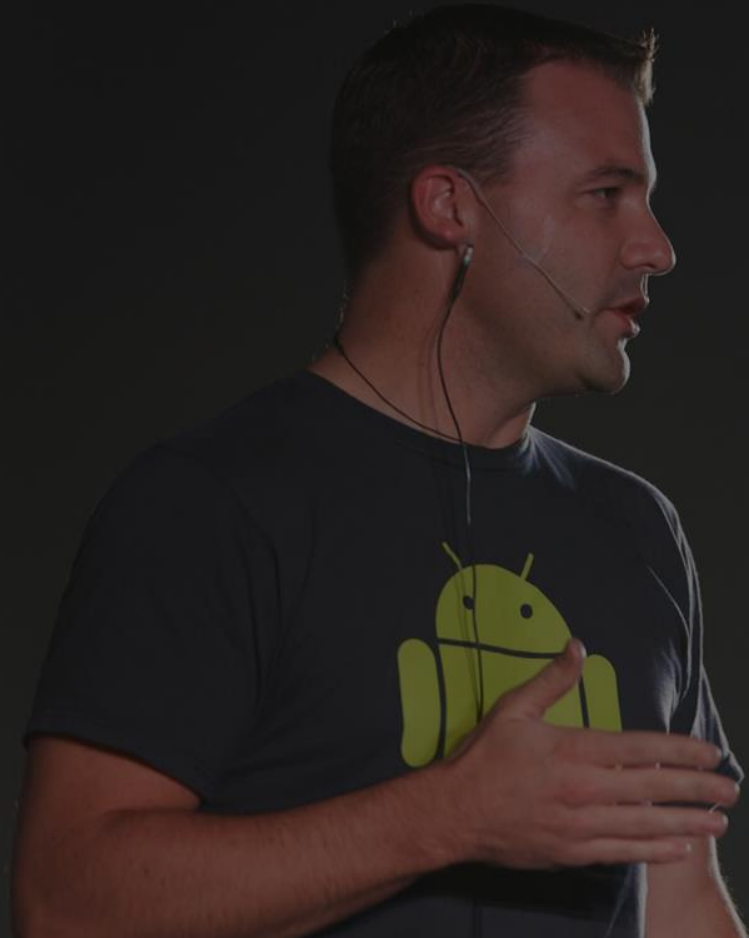
It will be part of their world

AI won't take your job, but a
person who knows how to
use AI will (replace AI with pencil, pen,
typewriter, calculator, email, etc)



**The future does not belong
to those who hold onto the
past; it belongs to those
who embrace change, even
if it means letting go of the
familiar.**

Quote created by ChatGPT based on this
presentation on May 6, 2024



Jeff Utecht

jeffutecht.com
shiftingschools.com
Handle: jutecht