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"It's Here, It's Real" Training With, and For AI

Unlock the Power of AI By Learning about District Training Opportunities and More

Introduction and Contact

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Examples Are Not Endorsements

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slido



Where are you at in your AI journey?

① Click **Present with Slido** or install our [Chrome extension](#) to activate this poll while presenting.

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What is your ethical and personal thoughts on AI and its application to education?

① Click **Present with Slido** or install our [Chrome extension](#) to activate this poll while presenting.

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How impactful do you feel AI is,
and will be, in regard to education
and its future?

① Click **Present with Slido** or install our [Chrome extension](#) to activate this poll while presenting.

Description

This presentation will discuss the current training opportunities and an upcoming dynamic educational series regarding the world of artificial intelligence and its use in schools. This presentation will summarize a statewide collaborative project for AI training and give a summary of what each district has access to.

Work Related Revolutions

Transformation of Work and Industries

- **Industrial Revolution:** Introduced mechanization and factory systems, which replaced manual labor in industries such as textile manufacturing and led to the mass production of goods.
- **Internet Revolution:** Changed how information is accessed and disseminated, revolutionizing communications, media, and commerce through the internet.
- **AI Revolution:** Is automating complex cognitive tasks that once required human intelligence, transforming sectors like transportation, healthcare, and finance through AI-driven technologies like machine learning, robotics, and data analytics.

Work Revolution Demands, Beyond Local

Skill and Education Shifts

- **Industrial Revolution:** Required a workforce skilled in mechanical and later technical skills, leading to changes in educational systems to meet these new demands.
- **Internet Revolution:** Necessitated digital literacy, leading to a global push for teaching skills like coding and digital communication.
- **AI Revolution:** Is driving demand for advanced technological and analytical skills, prompting educational reforms to include AI literacy, data science, and robotics in curricula.



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AI and Why?

Enhanced Personalization: AI tailors educational content to individual student needs, improving engagement and outcomes.

Teacher Support: AI automates routine tasks like grading, freeing teachers to focus on teaching and student interaction.

Data-Driven Insights: AI analyzes performance data to guide educational strategies and policy decisions.

Inclusion and Accessibility: AI provides adaptable tools for students with disabilities, promoting equal learning opportunities.

Future-Readiness: Integrating AI in education prepares students for a future dominated by digital and AI skills.



Activity

Add to the City as Partners

Attach Your City to A Neighbors

Draw a City.



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Designing the AI Community: The Vision



A thriving community is a tapestry of essential elements working in harmony. Key components such as hospitals, law enforcement and fire departments, educational institutions, and grocery stores form the bedrock of a well-functioning society. In our mission to foster a vibrant and flourishing statewide AI “community,” we, as the AESD community aim to construct an ecosystem that provides the AI “community” that is needed for the students in the State of Washington.



The Foundation of the Community

The Structure and Organization:

As an organization we are laying the foundation of the community. We currently have developed the roads, infrastructure and basis to build upon.

Events From the Year Statewide

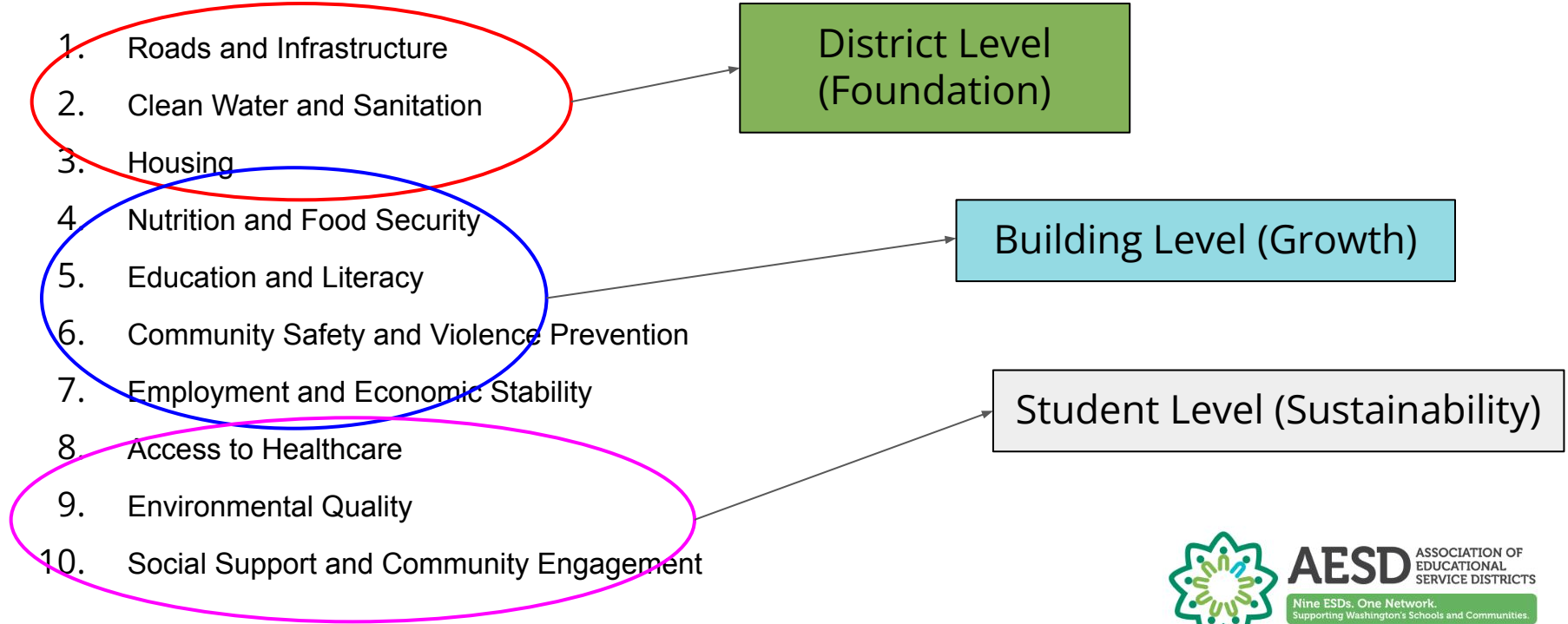
- **AI Admin Summits:** These three events have been targeted at administrative staff and the role they play in utilizing, implementing and practicing AI.
- **AI OSPI Innovators NCCE/Microsoft Training and Rollout:** A collaborative work between ESDs, their content areas, NCCE and OSPI to create a base level training statewide.
- **Creation and Updating** of the state AI guidelines



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Top Ten Needs For a Healthy Community



Essential Needs for an AI Ready School

- **Integrate AI Literacy:** Incorporate AI education across subjects to familiarize students with AI principles and impacts.
- **Enhance STEM Education:** Strengthen STEM curricula to provide the foundational skills needed for AI.
- **Develop Critical Thinking:** Equip students with critical thinking and problem-solving abilities to handle AI-related challenges.
- **Teach Data Literacy:** Ensure students understand data analysis and management, critical for working with AI.
- **Focus on Ethics:** Include ethical considerations in curricula to address the moral implications of AI technology.
- **Support Digital Equity:** Provide equal access to digital resources and AI technologies for all students.
- **Train Educators:** Offer ongoing professional development in AI and digital technologies for teachers.

“Leadership should prioritize staff understanding of how to utilize the technology in the following areas”- *OSPI Guidance*

“The appropriate use of AI always begins with human inquiry and ends with human engagement with the AI output. LEAs must ensure users of Gen AI understand the safe, responsible ways to utilize these tools in a human-centered approach.” - *OSPI AI Guidance*

- Improve organizational awareness, productivity, and effective use of AI tools
- Understand the pedagogical changes that Gen AI has for learning
- Promote student empowerment in the use of AI in work and assessments
- Establish a shared understanding about the importance and equity concerns when using AI
- Promote access to appropriate AI tools for learning
- Create a shared understanding of academic integrity in the era of AI
- Emphasize ethical use of AI
- Promote understanding of AI and AI tools across the wider educational community
- Empower teachers to generate curriculum using open educational resources provided by OSPI (Washington OER Hub)



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AI Implementation in Action

The Parts of the Community



Once a community has an infrastructure, the needs of the community begin to take root for its citizens. Schools, safety and community health become priorities. The ESDs are currently supplying those needs to the community with their AI courses.

- Current: Regional rollout of NCCE/Microsoft training
- Planned and current: Each region has planned and been offering AI trainings within their own networks. These continue to grow based on demand and capacity
- AI Courses with unified ESDs. AI Regional Design (<https://www.pdenroller.org/psesd/catalog/165092>)
- Landing page and access (<https://learn.waesd.org/ai/>)



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Innovator Training Examples



Elements of a Good Prompt

Act as a high school History teacher who breaks down complex subjects into easy explanations. Explain the events of the Boston Tea Party to a 15-year-old student, to assist with History exam preparations. Your answer should be 300 words, written in a tone that is friendly and educational. It should also include visuals, descriptions, and links to videos. Include any ideas for accessibility, inclusion, and differentiation.

Role: Ask the tool to take a role

Prompt: What do you want the tool to do

Explicit: Specify who it's for and what it needs to know

Parameters: Set your own direct limitations

Critically Assessing AI Outputs



Tip #1

Define the Purpose & Explore Wording

Tip #2

Incorporate Details

Tip #3

Generate & Evaluate

Time to Explore

1. Identify a specific standard or topic you wish to create content and materials using AI based upon.
2. Create a draft prompt to begin your exploration using the strategies discussed in this session.
3. Pick an AI tool and enter in your prompt.
4. Evaluate the output.
 - Is it what you wanted?
 - Does it need more detail or adjusting?
5. Continue to engineer your prompt, inputting new iterations or new prompts to generate results.



Sonnet #1

A green nub pushes up from moist, dark soil.
Three weeks without stirring, now without strife
From the unknown depths of a thumbpot life
In patient rhythm slides forth without turmoil,
A tiny green thing poking through its sheath.
Shall I see the world? Yes, it is bright.
Silent and slow it stretches for the light
And opens, uncurling, above and beneath.
The sun warms it and with a little time
Another slight leaf joins its neighbor,
They crown slowly and birth without labor
Feeding on the air's breath like a rhyme.
How can we know with body and with brain,
The force that makes the earth suck up the rain.

Sonnet #2

The dirty rusty wooden dresser drawer.
A couple million people wearing drawers,
Or looking through a lonely oven door,
Flowers covered under marble floors.

And lying sleeping on an open bed.
And I remember having started tripping,
Or any angel hanging overhead,
Without another cup of coffee dripping.

Surrounded by a pretty little sergeant,
Another morning at an early crawl.
And from the other side of my apartment,
An empty room behind the inner wall.

A thousand pictures on the kitchen floor,
Talked about a hundred years or more.

<https://www.npr.org/sections/techtalk/2016/06/27/480639265/human-or-machine-can-you-tell-who-wrote-these-1>



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Content with AI Step 2

Now it is your turn...

1. Locate a standard of your choice
2. Go to the National Archives (www.archives.gov)
3. Search for an article on your topic and apply it to your standard.

Bonus Tip: Make AI work for you!

Role: Ask the tool to take a role

Prompt: What do you want the tool to do

Explicit: Specify who it's and what it needs to know



Human-AI-Human Partnership



<https://bit.ly/3Vf0hCA>



NCCF LEADERSHIP
INNOVATION
LEARNING

Microsoft



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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Chat Bots

(Large Language Models-LLM)

ChatGPT



[Go to chat.openai.com](https://chat.openai.com)

[Click Log in or Sign up](#)

Copilot



Go to copilot.microsoft.com

Click Sign In

Gemini



[Go to gemini.google.com](https://gemini.google.com)

Click Sign In

*Must have google account

- Working with two others near you, each person should select a different chat bot and sign in.

chat.openai.com



copilot.microsoft.com



gemini.google.com



1. Ask this prompt to the Chat Bot you are exploring:

Where should I go on vacation?

2. Take note of the following and be prepared to share:

- How were the response time and efficiency?
- What are the unique features of each?
- Were the responses accurate?
- Is one more accessible and user-friendly than another?
- What did you like/dislike?

Prompt Engineering

Instead of “perfect prompt”
think “mindful
modifications”

You need to **P.R.E.P.** Your Bot:



Introduce the question with a **PROMPT**



Give it a **ROLE** or voice



Be **EXPLICIT**



Set the **PARAMETERS** of the answer

Elements of a Good Prompt

Act as a high school History teacher who breaks down complex subjects into easy explanations. Explain the events of the Boston Tea Party to a 15-year-old student, to assist with History exam preparations. Your answer should be 300 words, written in a tone that is friendly and educational. It should also include visuals, descriptions, and links to videos. Include any ideas for accessibility, inclusion, and differentiation.

Role: Ask the tool to take a role

Prompt: What do you want the tool to do

Explicit: Specify who it's for and what it needs to know

Parameters: Set your own direction & limitation

Tip #1

Define the Purpose & Explore Wording

Use commands that instruct the AI tool on what you want to generate such as 'explain', 'translate', summarize' or 'compare'.

Tip #2

Incorporate Details

Adding context and background information can help the tool understand the task better. For example, mention the project type such as 'short story', 'report' or 'outline'.

Tip #3

Generate & Evaluate Alternatives

Try different instructions and techniques if you don't get the results you want. Once you have your desired output, be sure to evaluate information for accuracy and add your own personality and touch.

Let's try!

As an elementary math teacher, please provide step-by-step instructions on how to solve division problems using an area model. This will be for a group of 5th grade math students. These students are struggling with the algorithm to solve a division problem and need to remediate on how to create an area model. Include visuals and ideas for inclusion, accessibility, and differentiation.

Role: Ask the tool to take a role

Prompt: What do you want the tool to do

Explicit: Specify who it's for and what it needs to know

Parameters: Set your own direction & limitation

Let's try !

As an elementary math teacher, please provide step-by-step instructions on how to solve division problems using an area model. This will be for a group of 5th grade math students. These students are struggling with the algorithm to solve a division problem and need to remediate on how to create an area model. Include visuals and ideas for inclusion, accessibility, and differentiation

Role: Ask the tool to take a role

Prompt: What do you want the tool to do

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Parameters: Set your own direction & limitation

Image Generators



History Detective

What's wrong
with this picture?

Find the Generated Image!

[AI Image Quiz Google Arts](#)



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Image Generators

Create Alternate
Endings



The 3 Little Pigs

Imaginative
Storytelling



Story about a dog as a pilot

Historical
Scenes/characters



Sacagawea/Lewis & Clark

Image Generators

Visualize
Scientific Concepts



Parts of a cell

Math
Visualizations



3D solid shapes

Geography
Landscapes



Amazon Rainforest

Your turn!

- Select one of the image generator tools.
- Create an example of student work that can accompany the lesson that you designed earlier.
- If your lesson doesn't lend itself to an image generator activity, feel free to try out one of the other activities shared to showcase student work.

Canva

<https://canva.com>



Microsoft Designer

<https://designer.microsoft.com>

Adobe
Firefly

<https://firefly.adobe.com>

Gemini

gemini.google.com

Current Innovators Rollout



- AESD/OSPI <https://www.pdenroller.org/aesd/catalog/event/168795>
- ESD 113 <https://www.pdenroller.org/esd113/catalog/event/168429>
- ESD 121 PSESD <https://www.pdenroller.org/psed/catalog/event/168393>
- NW 101 <https://www.pdenroller.org/newesd101/catalog/event/168429>
- ESD 123 <https://www.pdenroller.org/esd123/catalog/event/168429>



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A Community Together, Questions



What will Schools look like both physically and structurally?

What does education look like pre age 13 and post?

How do you work with your board and community?

How do we reach across the current lines we have drawn?



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