

The AI Enabled Teacher

Presenter Notes

Workshop Learning Objectives

By the end of this session, participants will be able to:

- identify routine educator tasks appropriate for AI assistance;
- apply structured prompting techniques using context and constraints;
- evaluate AI-generated outputs for accuracy and appropriateness;
- use AI tools responsibly within professional workflows.

Audience: K–12 educators with limited prior AI experience

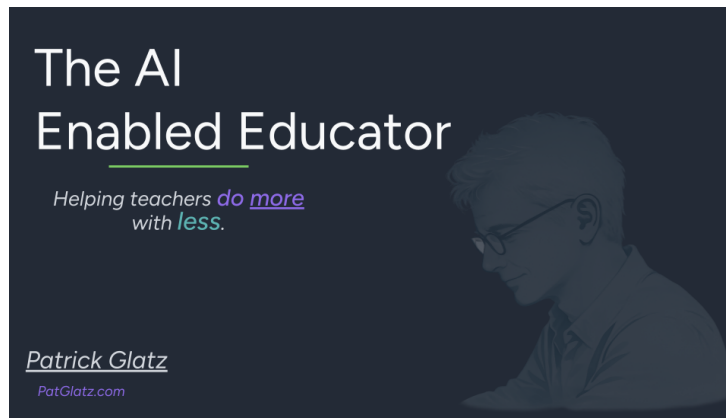
Duration: 45 minutes

Format: Presentation, demonstration, guided practice

Technology Requirements:

- internet access
- laptop or tablet
- AI account (ChatGPT, Gemini, Claude, etc.)

Slide 1:



Introduction- Brief

Hello and good afternoon.

Today we're going to explore how AI can help reduce educator workload by completing routine tasks.

Consider a common situation. I need a worksheet for a specific skill.

I search Google and can't find exactly what I need.

I check Teachers-Pay-Teachers, but it's behind a paywall.

I check other websites, but I've already used the free examples.

Eventually, I either spend money or spend time creating it myself.

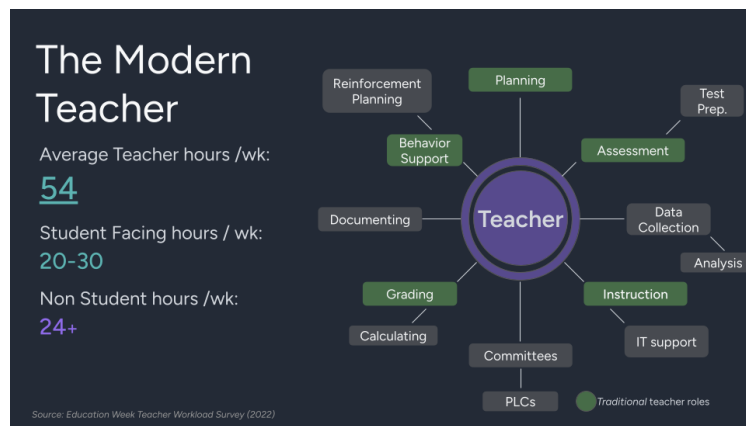
I imagine many of you have experienced that same cycle.

AI won't solve this every time, but it provides educators with another tool for reducing time spent on routine tasks.

Facilitator Note:

- *Ask participants to think of one repetitive task they wish took less time.*
- *Pause briefly for nods or quick responses before continuing.*

Slide 2:



A recent Education Week study reported that teachers work an average of 54 hours per week.

If a class period is 45 minutes and you teach six or seven periods each day, that's roughly 22 to 26 hours of direct instruction each week.

So where does the other half of our time go?

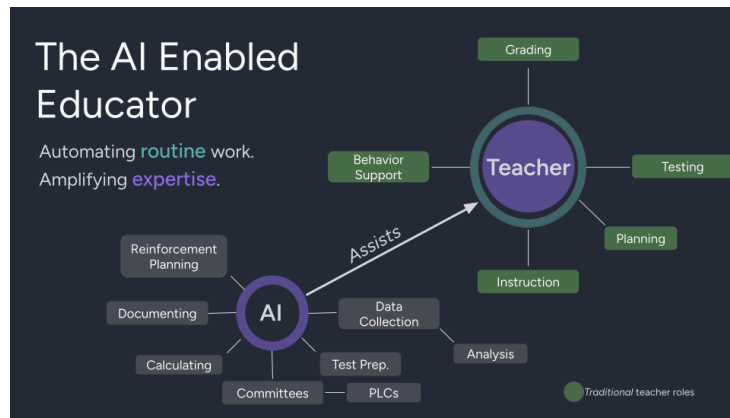
Planning. Grading. Documentation. Parent communication. Meetings. Individualization.

The work around teaching has grown alongside the work of teaching itself.

Facilitator Note:

- *Emphasize that the goal is not reducing teacher value, but reducing administrative burden.*
- *Allow participants to identify additional hidden labor not listed on the slide.*

Slide 3:



By delegating routine tasks to AI, educators can reclaim time for instruction, planning, and individualization.

The goal is not to replace expertise.

The goal is to amplify it.

Facilitator Note:

- *Pause after "replace expertise."*
- *Repeat "The goal is to amplify it" for emphasis.*

Slide 4:

A Live Demo

The Problem:
Finding Independent Practice Resources

Common Methods:
Teachers-Pay-Teachers | Paid Service | Google Search

An Alternative:
Generation

As a 4th grade teacher, develop a worksheet of 15 division problems — two-digit numbers divided by one-digit numbers, all with whole-number quotients and no remainders for students age 9-11. Format using the long division bracket. Output as a PDF.

What would you do with extra time?

Rather than continuing to talk about AI, I think a demonstration will be more useful.

As a special education teacher, long division was always a skill where students needed more practice than the available resources provided.

Many online resources are behind subscriptions, paywalls, or limited free tiers.

Let's see if AI can help us create something useful.

Facilitator Note:

- *Personal examples may be substituted based on facilitator background or audience needs.*
- *Prepare backup screenshots in case of internet or model failure.*
- *Remind participants that AI outputs may vary.*

Slide 5:

While we wait...

As a **4th grade teacher**, develop a worksheet of **15 division problems** — **two-digit numbers divided by one-digit numbers**, all with **whole-number quotients and no remainders**. Format using the **long division bracket** for **student age 9-11**. Output as a **PDF**.

This is called a **PROMPT** - Directions for the AI

Your prompt need to contain **EVERYTHING** you expect.

You won't get what you don't ask for.

You may be wondering why this prompt is so long?

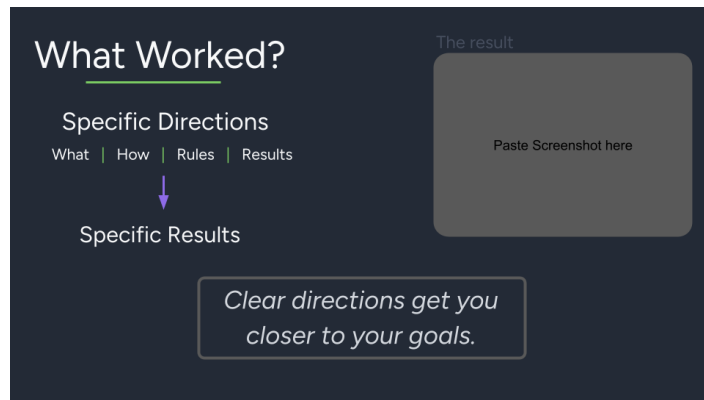
The goal of a prompt is to provide all of the instructions the model needs. The stronger your description, the better results you typically get from AI.

You can see I highlighted all the information that is telling the AI what I want from this division worksheet.

Facilitator Note:

- *Use generation time to discuss prompt structure while the model responds.*

Slide 6:



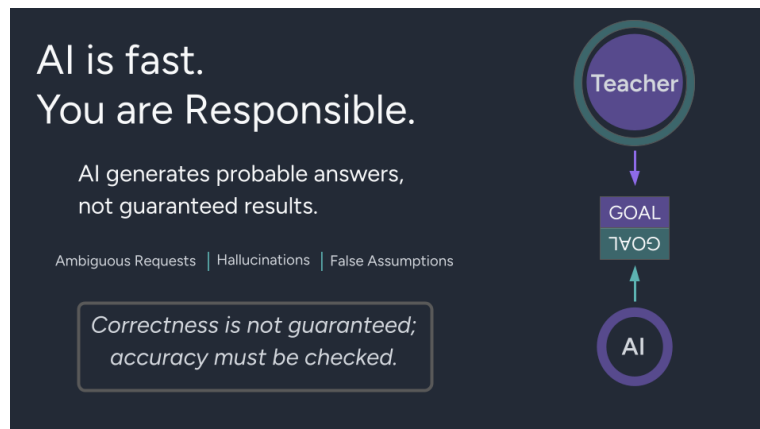
And that is our worksheet. As you saw, in about a minute, we were able to create a new resource.

This result comes not from a special program, but from providing clear instructions. The clearer the instructions, the better the output.

Facilitator Note:

- *Emphasize that output quality depends on both prompt quality and human review.*

Slide 7:



If you take away one thing from today, please make this it.

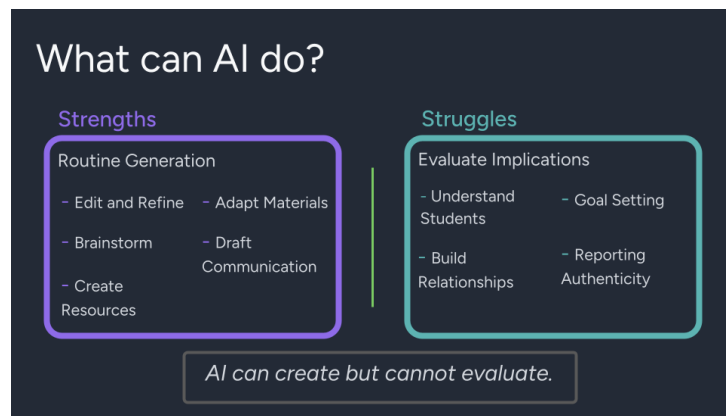
AI is a powerful tool. When used by a professional, it is a great assistant and can help them quickly complete and structure ideas. However it is still a tool. The hammer is not responsible, nor is the AI model.

All AI results need to be checked for accuracy, and may need revisions before considered done by the professional.

Facilitator Note:

- *Invite participants to share examples of when technology produced incorrect results.*

Slide 8:



AI is very strong at creative tasks: editing / revising writing, image creation, brainstorming, drafting, and adapting. In other words, tasks that require low amounts of judgement. Where implications of choices are considered, AI has no grounding in the real-world. It can make a guess based on probability, but it cannot do what we do every day: build relationships, understand people, and evaluate how our choices will affect their development. AI can create, but it cannot evaluate.

Facilitator Note:

- Transition from opportunities to limitations to reinforce responsible use.

Slide 9:



When using AI, for any task, there are three things you need to consider.

The first is:

Provide clear instructions.

Just like students, the less ambiguity, the stronger the outcome. The more structured the prompt, the more likely the AI will complete the task as you asked.

Next, provide background information to the AI, like audience and reason. For the best results, the AI needs to know not only what they are creating but for whom and why. Much like instructing essay writing, audience and purpose are crucial to strong development.

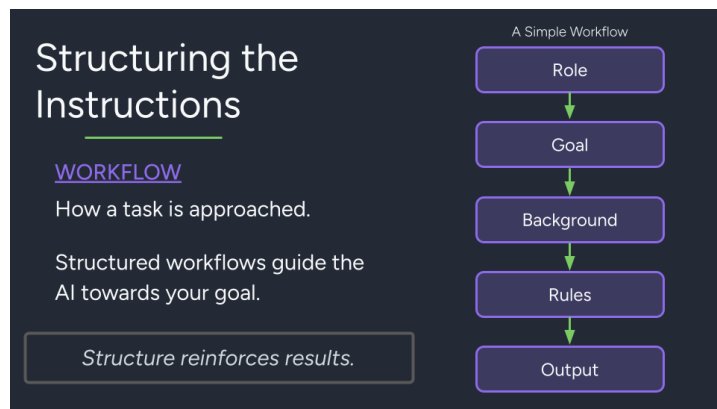
Finally

Mistakes will be made and revisions will be required. Revisions within a prompt are called iterations, and are a part of using AI. First drafts are not final drafts, and AI produced work needs to be checked for accuracy. If you need to fix something, this does not mean your prompt was “wrong”, but that the AI did not interpret the information as you hoped.

Facilitator Note:

- *Ask participants to identify which of the three principles they expect to be most challenging.*

Slide 10:



We just looked at why structure is important in your prompt. Now I want to show how you can apply that structure using a workflow, or set of instructions that help direct the model to your goal.

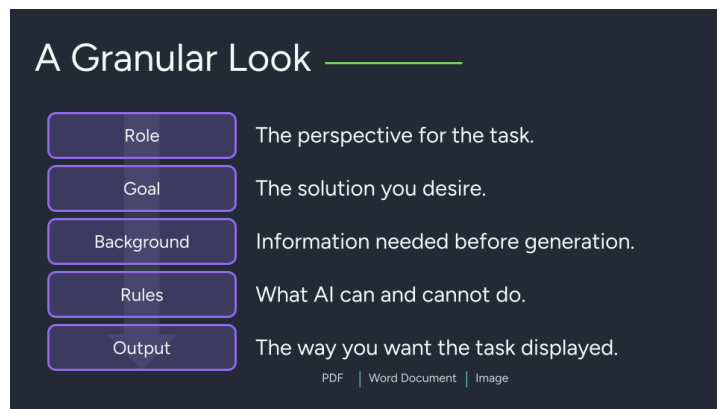
By imposing structure, you are stepping the model towards the final results.

On the next slide, we are going to look at the workflow to the right and break down what each part is telling the AI to do.

Facilitator Note:

- *Remind participants that workflows reduce ambiguity and improve consistency.*

Slide 11:



This workflow is one of many that you can use to help guide the AI. I want to look at each part in better detail to help show the purpose of each part.

Role- tells the AI what perspective to use for the task. For example: teacher, literacy coach, curriculum writer, or parent communicator. Different perspectives produce different results.

Goal- tells the AI what success looks like. The clearer the goal, the easier it is for the AI to stay aligned with what you want.

Background-provides context. Grade level, student ability, and prior knowledge all help the AI create materials for the correct audience.

Rules- are your constraints. Tell the AI what to include, avoid, or limit so the output matches your expectations.

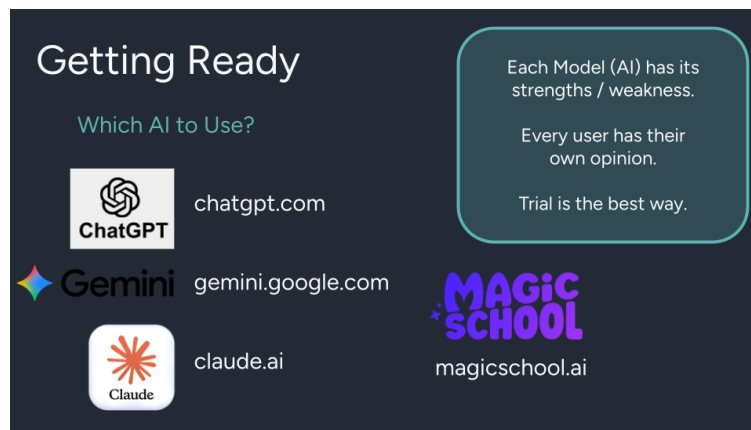
Output- tells the AI how to deliver the result: document, spreadsheet, image, infographic, or plain text.

By providing structure, you reduce AI guessing and guide it toward the result you envision.

Facilitator Note:

- *Encourage participants to modify one component at a time to observe how outputs change.*

Slide 12:



Getting Ready

Which AI to Use?

ChatGPT chatgpt.com

Gemini gemini.google.com

Claude claude.ai

MAGIC SCHOOL magicschool.ai

Each Model (AI) has its strengths / weakness.
Every user has their own opinion.
Trial is the best way.

I am going to set you guys loose to practice in just a bit, but I wanted to share which AI you might want to start with.

Honest answer- it depends on the job and the user. I like to brainstorm with GPT, create images with Gemini, and edit writing with Claude, but you might find you like a different way, and that is great!

Open AI is the owner of ChatGPT and was one of the first publicly available AI models. Free accounts are available by sharing your email address.

Gemini is Google's AI and has a lot of strong features. Typically, if you have a Google for Education email or use Google Classroom, then you have a Gemini account.

Anthropic is the creator of Claude and has been in the news a lot recently. They are another strong product that offers many different tools.

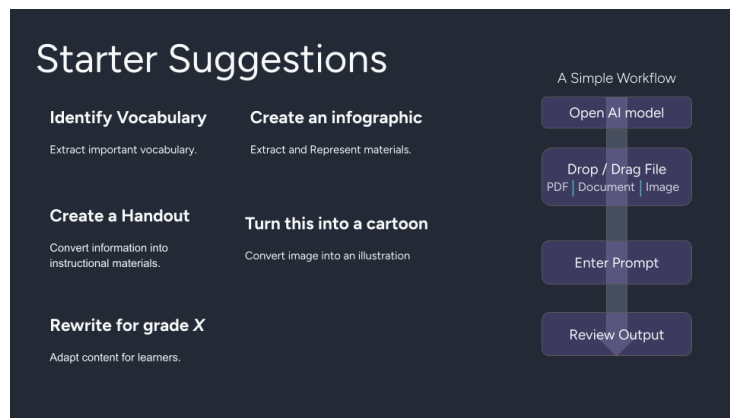
Magic School- This is an AI set-up specifically for teachers, and has a lot of teacher specific tasks preset into the AI model which helps with certain tasks.

The best way to decide which you like to use and for what is to give it a try for yourself. Please open up your laptops, pick a service, and give it a try.

Facilitator Note:

- *Adjust workflow to your personal usage.*
- *Verify district-approved tools before the workshop.*
- *Remind participants to review local AI policies.*

Slide 13:



The workflow on the right helps highlight the steps for trying out a model of your choice.

Open the AI model.

Upload any documents / images by clicking, dragging and dropping them into the chat window.

Enter your prompt (tip- you can write in docs and copy/ paste into the chat window).

Review the AI's output and make changes if needed.

Here are some suggestions of tasks you might want to try, or you can try one of your own. I hope that we could try out one or two different types of prompts before we wrap up, maybe a vocabulary list and a funny image. Let me know if you have any questions or an experience you would like to share.

Facilitator Note:

- *Circulate and support participants during practice.*
- *Encourage low-risk tasks for first attempts.*
- *Invite volunteers to share successful prompts or lessons learned.*

Timing Suggestions:

Slide	Time
Introduction	3 min
Demonstration	8 min
Prompting	7 min
Responsible AI	5 min
Guided Practice	15 min
Debrief	7 min

Indicators of Success

Participants can:

- create a structured prompt;
- revise AI output through iteration;
- explain why verification is necessary.

Responsible Use Reminder

AI-generated outputs may contain inaccuracies or fabricated information. Educators remain responsible for reviewing materials for accuracy, accessibility, and appropriateness prior to use.

Anticipated participant questions

1. Which AI tool should I use?

Response: There is no single best AI tool. Different tools have different strengths. The best choice depends on the task, district policies, and personal preference. Experimentation is often the best way to determine what works for your workflow.

2. Can AI replace teachers?

Response: No. AI can assist with routine tasks such as drafting materials or brainstorming ideas, but educators remain responsible for instruction, relationships, professional judgment, and evaluation.

3. Can AI be wrong?

Response: Yes. AI systems can produce inaccurate or fabricated information, sometimes called "hallucinations." AI outputs should always be reviewed and verified before use.

4. Is it safe to enter student information into AI?

Response: Educators should follow district policies and avoid entering personally identifiable student information or protected data into public AI systems unless specifically approved.

5. Why do different prompts give different results?

Response: AI responds to the information it receives. Clear instructions, context, constraints, and audience information typically produce more useful outputs.

6. What if the AI does not give me what I want?

Response: AI use is iterative. Revising prompts, adding details, or clarifying expectations often improves results. First drafts—whether human or AI-generated—are rarely final drafts.

7. How much time does AI actually save?

Response: Time savings vary by task and user experience. AI is often most effective for reducing time spent on routine drafting, brainstorming, and formatting tasks.

8. Can AI create instructional materials for different learners?

Response: AI can help generate differentiated materials, but educators should review outputs to ensure they align with student needs, accessibility requirements, and learning goals.

9. Will using AI make me less creative or less skilled?

Response: AI is best used to support professional expertise, not replace it. Educators still make instructional decisions, evaluate quality, and adapt materials for their students.

10. Where should I start if I am completely new to AI?

Response: Start with a small, low-risk task you already do regularly—such as drafting an email, creating discussion questions, or generating practice problems. Small successes often build confidence.