

AI-Enabled Educators

Making AI adoption visible through practice, reflection, and responsible use.

Participant Workbook

Workshop Information

Duration: 45 minutes

Audience: K–12 educators

Format: Presentation, Demonstration, Guided Practice

Name: _____

Date: _____

District: _____

Workshop Purpose

Artificial Intelligence (AI) is becoming part of many professional workflows, including education. This workshop explores how educators can use AI responsibly to support planning, material creation, and other instructional tasks while preserving professional judgment. Rather than replacing educator expertise, AI can help reduce time spent on routine work so teachers can focus more on instruction, relationships, and meeting student needs.

AI can support educators in many tasks, but professional judgment still matters. Teachers remain responsible for reviewing and adapting AI-generated content before using it with students. Like any instructional tool, AI is most effective when paired with thoughtful planning, verification, and professional expertise.

Learning Objectives

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

- Identify routine educator tasks that may be supported by AI.
- Apply structured prompting techniques using context and constraints.
- Evaluate AI-generated outputs for accuracy, quality, and appropriateness.
- Use AI tools responsibly in educational settings.

Technology supports instruction. Professional judgment guides it.

Before We Begin

Reflection: Where Does Your Time Go?

Teaching involves far more than direct instruction. Planning, grading, communication, documentation, and meeting individual student needs all require time and attention. Many educators spend as much time working around teaching as they do teaching itself. Before exploring AI tools, it is helpful to identify where workload pressures already exist and where additional support might be most valuable.

There are no right or wrong answers. The goal is simply to reflect on where your time and energy are currently spent.

What routine tasks currently take the most time in your work?

If you could reduce the time spent on one task, what would it be?

How would additional time benefit your students or your own work-life balance?

Estimated reflection time: 2–3 minutes

AI and Teaching

Although AI may seem new, many of the skills involved are already familiar to educators. Writing a strong prompt is often similar to planning a lesson: setting clear goals, providing context, and evaluating whether the final product meets student needs. In many ways, educators have been working with structured processes for years. AI simply provides another tool that responds to the instructions we give it.

The comparison below highlights some of the similarities between teaching practices and AI workflows.

Teaching Practice	AI Workflow
Objective	Goal
Lesson Context	Context + Constraints
Assessment	Output

Reflection

In what ways is prompting similar to lesson planning? What skills do educators already bring to using AI effectively?

Estimated reflection time: 2–3 minutes

AI Vocabulary

AI has its own vocabulary, just like education, science, or any other field. Educators do not need to be AI experts to use these tools effectively. Understanding a few common terms can make AI easier to use and help us better evaluate the results it produces.

Term	Definition
Model	The AI system you interact with.
Prompt	The instructions you provide to the AI.
Iteration	Revising and improving outputs over time.
Output	The final result generated by AI.
Hallucination	Incorrect or invented information produced by AI.

Which term was new to you today?

Which term do you think will be most important in your work?

Estimated reflection time: 2–3 minutes

Responsible AI Checklist

AI can generate useful content quickly, but quick does not always mean correct. Like any instructional resource, AI-generated materials should be reviewed for accuracy, accessibility, and appropriateness before use. Educators remain responsible for protecting student privacy and applying professional judgment.

- ☐ No personally identifiable student information was entered.
 - ☐ The prompt included clear instructions.
 - ☐ Audience and purpose were identified.
 - ☐ The output was reviewed for accuracy.
 - ☐ Facts, references, and citations were verified.
 - ☐ Materials meet accessibility requirements.
 - ☐ Professional judgment was applied.
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Reflection

What decisions should always remain with the educator when using AI?

Remember:

AI can assist with the work of teaching, but educators remain responsible for teaching itself.

Estimated reflection time: 2–3 minutes

The AI Workflow

AI works best when there is a clear process to follow. Just as lesson planning and writing often happen in stages, working with AI follows a similar process. Starting with a clear task, providing context, and revising the results often leads to stronger outcomes and more useful materials.

Workflow

1. Define the Task
 2. Provide Context
 3. Add Constraints
 4. Generate
 5. Revise
 6. Finalize
 7. Export
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Reflection

Which step do you expect to be the most challenging? Why?

Estimated reflection time: 2–3 minutes

Build Your Prompt

Good prompts do not have to be complicated. In many ways, writing a prompt is similar to giving directions to a student or planning a lesson. The clearer the instructions, context, and expectations, the more useful the results tend to be.

Role

Who should the AI act as?

Goal

What do you want the AI to create?

Background

Who is the audience? What background information matters?

Rules

What should be included, avoided, or limited?

Output Format

How should the final product be delivered?

Estimated reflection time: 5-7 minutes

Try It Yourself

Start with a familiar task you already do regularly. Small, low-risk activities such as drafting questions, creating vocabulary lists, or revising directions are often good places to begin. The goal is not to create a perfect prompt on the first try. Like many new skills, using AI becomes easier with practice and revision.

My Prompt

What worked well?

What would you revise?

Estimated reflection time: 5-7 minutes

Evaluate the AI Output

AI outputs should be treated as drafts rather than final products. Educators remain responsible for verifying information, improving clarity, and adapting materials to meet student needs.

Did the AI:

- ☐ Follow instructions?
- ☐ Match the intended audience?
- ☐ Include errors or inaccuracies that need correction?
- ☐ Require revision?
- ☐ Save time?
- ☐ Meet accessibility needs?

What revisions would improve the output?

Estimated reflection time: 3-5 minutes

Planning for Practice

Learning to use AI often begins with small experiments rather than major changes. Consider one task you already do regularly and think about how AI might support your work while keeping educator judgment at the center.

One task I plan to try with AI this week:

Potential benefits:

Potential risks or concerns:

How will I verify accuracy?

Estimated reflection time: 3-5 minutes

Exit Reflection

Learning to use AI is an ongoing process. Trying new ideas, reflecting on the results, and making adjustments over time can help educators develop approaches that fit their students and classrooms.

One thing I learned today:

One question I still have:

One workflow or prompt I plan to use:

Responsible Use Reminder

AI-generated outputs may contain errors or fabricated information. Educators remain responsible for reviewing materials for accuracy, accessibility, appropriateness, and alignment with local policies before classroom use.

AI is fast. Professionals are responsible.

Estimated reflection time: 3-5 minutes