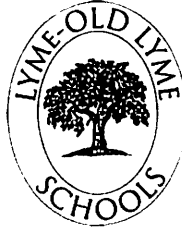


LYME-OLD LYME SCHOOLS

Regional School District #18

A Private School Experience



in a Public School Setting

Regular Board of Education Meeting

May 3, 2023

Board Present: Steven Wilson, Chair; Mary Powell St. Louis, Vice Chair; Christopher Staab, Treasurer; Suzanne Thompson, Secretary; Laura Dean-Frazier; Anna James; Jason Kemp; Jennifer Miller; Martha Shoemaker

Administration Present: Ian Neviaser, Superintendent of Schools; Michelle Dean, Director of Curriculum; Melissa Dougherty, Director of Special Services; Kelly Enoch, Principal of Mile Creek School; Allison Hine, Principal of Lyme Consolidated School; Holly McCalla, Business Manager; Jeanne Manfredi, Assistant Principal of Lyme-Old Lyme High School; Ron Turner, Director of Facilities & Technology; Noah Ventola, Assistant Principal of Lyme-Old Lyme Middle School; James Wygonik, Principal of Lyme-Old Lyme High School

Others Present: Mercedes Alger and Heather Fried, RETA Co-Presidents; Lucy Trost, Library Media Specialist at LOLHS; Bridget Compagno, Director of Communications and Marketing; Chloe Datum and William Barry, High School Student Representatives; 15 community members from LOL

I. Call to Order

The meeting was called to order at 6:30 p.m. by Chair Steven Wilson. The Pledge of Allegiance was recited.

II. Approval of Minutes

MOTION: Mr. Staab made a motion, which was seconded by Mr. Kemp, to approve the minutes of the District Budget Hearing of April 3, 2023 as presented.

VOTE: the Board voted in favor of the motion; Mrs. Shoemaker abstained as she was not present at the hearing.

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MOTION: Mr. Staab made a motion, which was seconded by Mrs. James, to approve the minutes of the Regular Meeting of April 5, 2023 as presented.

VOTE: the Board voted unanimously in favor of the motion.

III. Visitors

1. Connecticut Association of Schools Distinguished Friend of Education Award

Mike Rafferty, a representative from the Connecticut Association of Schools (CAS), presented the Distinguished Friend of Education award to the Lymes' Youth Service Bureau and its staff:

Mary Seidner, Director

Missy Garvin, Youth Programs Coordinator

Arleen Sharp, Parent Resource Manager (Early Childhood Programs Coordinator)

Allison (Alli) Behnke, Prevention Coordinator

Tracy McGlinchey, Administrative Assistant

Noah Ventola, Assistant Principal of Lyme-Old Lyme Middle School, spoke to LYSB's positive impact on the Lyme-Old Lyme students and community.

2. CABA Communications Awards

Eileen Baker, on behalf of the Connecticut Association of Boards of Education, presented communication awards for the district's social media platforms, the *Focus on Education* newsletter, the 2022-2023 Budget Book, and the 2022-2023 District Calendar.

3. Report from Student Representatives

Chloe Datum and Billy Barry reported on the following activities taking place at the schools:

At LOLHS: Spring sports began in April, and the boys and girls tennis teams each won the Shoreline Conference Championship going undefeated in their conquests. This week kicked off AP testing as well, which will be continued over the remainder of this week and next week. Additionally, the junior prom will be held on May 13 at St. Clements Castle. The mock trial team will be traveling to Arkansas on May 16 to compete for a national championship while representing the State of Connecticut. Many seniors are aware of their post graduation plans and are now enjoying their final full month of school before the June 8 graduation ceremony.

At LOLMS: April began with LOLMS hosting a student leadership conference with a partner school from Norwich. Students developed leadership skills focusing on communication, collaboration, and teamwork. The 8th grade choral students went to the high school to show off both individual and combined talents in a concert. Following the spring break, teachers and students have been focused on SBAC and NGSS preparations as students will be taking these important assessments in mid-May. As we approach May, we are entering the season of end of year concerts, field trips and events, culminating with the 8th grade promotion which will be held on June 14.

At Lyme Consolidated School and Mile Creek School: Both elementary schools started Smarter Balanced Assessments on May 2. During the year, students practice assessments on the testing platform and so, as they began testing yesterday, the goal was to ensure they felt comfortable and prepared. We partnered with LYSB to provide prevention programming in response to the most recent survey results and are offering family events in the coming week aimed at supporting families in discussing difficult topics like substance use with their children. Fifth grade students from both schools participated in the District Choral Festival, and many elementary students had their art displayed as part of LYSB's annual art show. During April at Lyme School, the students enjoyed a visit from Dennison Pequotsepos Nature Center sponsored by the Lyme Land Trust. We also enjoyed a wonderful talent show highlighting students from all grades. The annual kids' marathon has begun and each morning before school and during recess, kids are accruing miles toward their total. On June 1, students will run a final mile together on the high school track. During April at Mile Creek, second grade students visited Hammonasset Beach Park as part of their study of ecosystems. Last week we began the ACE (After School Enrichment) program. Over 160 students are participating in the classes being offered by the PTO.

In the Preschool Program: April was an exciting month at Center School. To enrich the study of oviparous animals, one of our families brought in several baby chicks that they are raising. We took our monthly walking field trip to the Phoebe Griffin Noyes Library to check out books, and we had so much fun dressing up as pirates for Pirate Day. In May, we are looking forward to learning about dinosaurs and fossils. We will read *I am a Dinosaur*, *I am a T-Rex* and *I am a Triceratops* along with other books about dinosaurs, and we will learn about the difference between carnivores and herbivores. We will finish the alphabet by learning the letter Z and, during math instruction, we will learn about the ABC pattern and we will continue to learn about conservation of numbers. In STEM, we will explore and learn about fossils, and we will talk about why we celebrate Memorial Day during social studies instruction. We are looking forward to silly hat day and our teddy bear picnic. The color of the month is brown, the shape is a hexagon, and Georgia O'Keefe is the artist of the month.

4. Public Comment

There was no public comment.

IV. Correspondence

There was no correspondence to report.

V. Administrative Reports

1. Superintendent's Report

Mr. Neviaser reviewed the May personnel report which reflected vacancies for a technology facilitator and campus security for the 2023-2024 school year. Mr. Neviaser reviewed the hiring of two instructional assistants, a Spanish teacher (long-term sub), and a chemistry teacher for the following school year.

Mr. Neviaser reviewed the May enrollment report which reflected a total of 1,300 students in-house, an increase of four students from last month this time.

Mr. Neviaser reported on the approval of the district budget for the 2023-2024 school year. He reviewed the results of the referendum:

	Yes	No
Old Lyme	276	97
Lyme	<u>97</u>	<u>11</u>
Total	373	108

Mr. Neviaser reported that Holly McCalla was chosen as CASBO's 2023 Celebrated School Business Official. This award acknowledges the value and contributions of outstanding school business officials.

Mr. Neviaser gave an update on the progress towards the district goals.

Curriculum. By June of 2023, in collaboration with the Teaching and Learning Committee, departments, and/or grade levels, the five year curriculum review schedule and framework will be evaluated and updated to demonstrate what is currently being addressed and what will be completed in the future. *Curriculums are now on a formal cycle as a working draft. Department Leaders will meet to review and have an orientation to the process. May TLC meeting canceled as the work for this school year is complete.*

Human Resources. Over the course of the 2022-2023 school year, ensure employees have the resources necessary to perform their jobs at the highest level possible by offering a minimum of five building level training meetings to introduce new certified staff to the Wildcat Way; and utilize CFG protocols, resulting in a minimum of 80% of all certified staff indicating that collaboration and efficiency increased as a result.

Lyme School staff were trained the Project Adam Team and enacted the first drill. This included local first responders in cooperation with Valley Shore. Additionally, many staff members were trained in CPR. They also held a meeting with instructional assistants that replicated training from the certified faculty meeting.

Center School identified members of the Project Adam Team and held two drills. The second drill was held in cooperation with Valley Shore.

LOLHS selected and trained their Project Adam Team. Staff has also been trained in new safety drill protocols.

LOLMS held both a Project Adam Drill, a new scenario-based lockdown drill, as well as a full faculty stop the bleed training.

Community. By June of 2023, complete an inventory of community partnerships and service opportunities that promote student growth and development to ensure purposeful, diverse, and equitable experiences for each student over the course of their PK-12 experience.

Lyme and Mile Creek School worked with LYSB to bring a lesson about prevention to all 5th grade students. They additionally collaborated with LYSB to present an evening event called "Gearing up for

Middle School" designed to help families develop the skills of having conversations around a wide variety of topics including social media, screen time, academic demands, and substance use. Grades 1-3 enjoyed a presentation by the Audubon Society organized by the PTO. In collaboration with the Lyme Land Trust, all grades participated in lessons by the Dennison Pequotsepos Nature Center in celebration of Earth Day.

Mile Creek: In April, grade 2 students visited Hammonasset State Park as part of their study of ecosystems. In May, kindergarten students will visit the Mystic Aquarium and the Roger Williams Zoo, grade 2 students will have a visit from the Connecticut River Museum staff, and grade 3 students will visit Mystic Seaport.

Center School took a monthly trip to the Phoebe Griffin Noyes Library to check out books, and they are hosting their third and final visit from the Connecticut Audubon Society on May 10.

LOLHS: Community Service and Environmental Club members were honored for their volunteer work for Open Space in Old Lyme. Rotary Club of Old Saybrook continues to support our students by recognizing students of the month for all disciplines - this month was world language and art. LYSB continues to collaborate with our schools to provide a districtwide youth art show at the Lyme Academy.

LOLMS: The middle school met with members of the Lyme-Old Lyme Food Share Garden Club. They are planning to utilize the greenhouse next winter and spring to start seedlings which will be used in the community garden. This will involve training and collaboration with our unique learners and select members of our school community.

Facilities. Over the course of the 2022-2023 school year, audit, update, and further develop the My-EOP platform to streamline the dissemination and training of building-specific and district-wide security procedures and practices for all staff and substitutes.

All schools worked with the Safety Committee to address concerns over unannounced safety drills. As new information is requested from the practice of these drills, it will be added to the MyEOP app.

Sustainability. Throughout the 2022-2023 school year, support and promote the TREX challenge to increase the amount of plastic waste collected by 10%.

Comparative data from previous years

	September*	October	November	December	January	February	March	April**
Center	113	23	47	18	42	35	44	27
Mile Creek	117	84	154	78	130	134	224	
Lyme	550	138	114	109	131	61	99	33
LOLMS	342	98	101	89	114	61	56	46
LOLHS	195	56	125	98	144	194		
Total by Month	1317	399	541	392	561	485	423	106

***September weights include any plastic collected between the end of the contest on April 22, 2022 through the last day of September 2022.**

****April is a partial month because the official end date of the Trex Challenge is April 14**

School Year	CS	LC	MC	LOLMS	LOLHS	Total
2020-21 (Nov-Apr)	206	827	735	252	2230	4250
2021-22 (Apr-Apr)	367	800	718	314	2336	4535
2022-23 (Apr-Apr)	349	1235	921	907	949	4361
% change 22-23	-5%	35%	22%	65%	-146%	-4%

Board of Education. During the 2022-2023 school year, at least six of the nine BOE members shall participate in eight hours of professional development offered through CABE.

Suzanne Thompson, Anna James, Steve Wilson and Mary Powell St. Louis attended the CABE Webinar: As Book Bans Escalate, Here's What You Need to Know.

2. Business Manager's Report

Mrs. McCalla reviewed the Executive Budget Summary as of April 30, 2023. Spending is on track year over year with nothing substantial to report.

Year To Date Revenue Report

	2021-2022 Received	2022-2023 Received YTD
Town of Old Lyme	\$27,006,352	\$21,950,084
Town of Lyme	\$5,996,088	\$4,720,606

Mrs. McCalla reviewed the Contingency Maintenance Report. There was an increase of \$30,734 in spending attributed to an invoice for excavation and backfill related to the oil leak. Balance stands at \$41,544.

VI. Educational Presentation

1. Artificial Intelligence Presentation

Lucy Trost, Library Media Specialist at LOLHS, gave a presentation entitled *Artificial Intelligence and Education, Understanding and Integrating the Power of ChatGPT within Lyme-Old Lyme Public Schools*. A copy of her presentation is attached to these minutes for informational purposes. Highlights included an explanation of what ChatGPT is, benefits to instruction, lesson planning, student engagement, feedback, imperfections, mitigating issues, and next steps.

Follow-up discussion centered on open AI sources; the benefit of increased interaction between students and teachers; ways that ChatGPT broadens intelligence and encourages research; privacy concerns; educating students and parents on how to effectively use this tool; and benefit and empowerment to new and seasoned teachers, especially with lesson planning.

VII. Chairman & Committee Reports:

- a. *Facilities*. No report.
- b. *Finance*. No report.
- c. *Communications*. Mrs. Thompson reported that the spring edition (budget focused) of the *Focus on Education* newsletter was recently published.
- d. *Policy*. Mr. Kemp reported that the committee is recommending revisions to Policy 5125 *Student Records and Confidentiality* and Policy 6162.51 *Student Surveys* which will be reviewed under New Business.
- e. *LEARN*. No report.
- f. *LOL Prevention Coalition*. Mr. Kemp reported on a LYSB workshop for Mile Creek and Lyme School 5th graders “Gearing up for the Middle School.”
- g. *PreK-8 Building Committee*. The group will meet again on May 15 when they will interview candidates for a construction manager.

Mr. Wilson reported on a *Freedom to Read Rally* that recently took place in Old Lyme and sponsored by the local libraries.

There was Board discussion on whether there would be the need for an additional meeting in June since the June agenda is normally very full. There was Board consensus that they should hold the date of June 14 open in the event they need a second monthly meeting in June.

MOTION: Mrs. Shoemaker made a motion, which was seconded by Mrs. James, to schedule a Special Board Meeting on June 14 at 6:30 p.m. and cancel it if not needed.

VOTE: the Board voted unanimously in favor of the motion.

Mr. Neviaser reported on the need for a meeting of the Human Resources Committee to review the Central Office contracts that do not fall under the administrators' (LOLA) contract. This meeting will take place on May 17 at 6:00 p.m. The following Board members will comprise the Human Resources Committee: Chris Staab, Martha Shoemaker, Jennifer Miller, Laura Dean-Frazier and Steve Wilson.

VIII. New Business

1. Textbook Proposals for AP Chemistry, Anatomy and Physiology, and AP American History
Michelle Dean, Director of Curriculum, presented three textbook proposals for AP Chemistry, Anatomy and Physiology, and AP American History. This was the initial presentation of these textbooks; the administration will be looking for approval at the June Board meeting. The textbooks will be available for the Board members to review in the Central Office.

2. Field Trip Proposal to Quebec City

Mr. Neviaser reviewed a field trip proposal to Quebec, Canada for 8th, 9th and 10th grade French students on April 5-9, 2024. The proposal contained information on group size, chaperones, tour company used, cost per student, itinerary, and academic connections.

Mrs. Shoemaker voiced concern over the low number of chaperones going on this trip. Mr. Neviaser said they would take this under advisement and would increase the number of chaperones depending on the total number of students going on the trip.

Ms. Miller voiced concern over those students who might not be able to afford these type of field trips and the increase in personal "Go Fund Me" initiatives. She suggested that fundraising efforts have more structure. Mr. Neviaser reported on school-sponsored fundraising efforts and other means of support for students in need.

MOTION: Mr. Staab made a motion, which was seconded by Mrs. Shoemaker, to approve the field trip request to Quebec, Canada as presented.

VOTE: the Board voted unanimously in favor of the motion.

3. Rescinding of Nonrenewals

Based on the approval of the 2023-2024 budget by the community, Mr. Neviaser reported that the Board could rescind the non-renewal of specific staff members which will allow the administration to make appointments for next year and finalize scheduling and placements.

MOTION: Mr. Staab made a motion, which was seconded by Mrs. Shoemaker, that pursuant to Connecticut General Statutes Section 10-151, the Region 18 Board of Education rescind the nonrenewal of the teacher contracts of the non-tenured teachers as noted on the document provided by the Superintendent and that the Superintendent of Schools is directed to advise such person(s) in writing of this action.

VOTE: the Board voted unanimously in favor of the motion.

4. Tuition Student Requests for 2023-2024

Mr. Neviaser reviewed two tuition student requests (4th and 6th grade) for the 2023-2024 school year. Both students and parents visited the schools, and Mr. Neviaser recommended approval.

It was noted that the 4th grade is nearing optimum of the class size guidelines. Mr. Neviaser reported that there is a clause in the tuition policy that the Board can revoke or rescind the enrollment of nonresident students at its discretion.

MOTION: Mr. Staab made a motion, which was seconded by Mrs. Shoemaker, to approve the tuition student requests as presented.

VOTE: the Board voted unanimously in favor of the motion.

5. Policy Review: Student Surveys and Student Records and Confidentiality

Mr. Neviaser reviewed changes to Policy 6162.51 *Student Surveys* and Policy 5125 *Student Records and Confidentiality* based on recommendations by CAGE and which were reviewed and approved by the Policy Committee.

MOTION: Mr. Staab made a motion, which was seconded by Mrs. Dean-Frazier, to waive the first reading and approve Policy 6162.51 *Student Surveys* as revised and presented.

VOTE: the Board voted unanimously in favor of the motion.

MOTION: Mrs. Shoemaker made a motion, which was seconded by Dr. Powell St. Louis, to waive the first reading and approve Policy 5125 *Student Records and Confidentiality* as revised and presented.

VOTE: the Board voted unanimously in favor of the motion.

6. LOLMS Auditorium Sound Upgrade

Ron Turner, Director of Facilities and Technology, provided the following background information on this agenda item: the District solicited proposals from qualified firms utilizing an open public bidding process to address upgrading the outdated sound system at the Middle School. The existing hardware, speakers, and microphones will be replaced with new technology to provide the District the ability to create professional productions in the multi-use space. The District received only one bid which is as follows:

Sound Stage Productions, Inc. \$150,000

The bid was evaluated and references were checked. Sound Stage has successfully completed several recent projects in the District including the stage lighting and sound system in the Mile Creek cafeteria, the sound system in the Mile Creek gym, and the company will begin renovating the stage lighting in the High School auditorium at the conclusion of this school year.

This project is a part of the District's five-year facilities plan, and the total project value is included in the 2023-2024 fiscal year budget. Final approval will be contingent upon the passage of the budget.

MOTION: Mr. Staab made a motion, which was seconded by Ms. Miller, to award Sound Stage Productions Inc., the contract to upgrade the Lyme-Old Lyme Middle School auditorium sound system for \$150,000.

VOTE: the Board voted unanimously in favor of the motion.

IX. Old Business

There was no old business to report.

X. Executive Session

MOTION: Mr. Staab made a motion, which was seconded by Mrs. Dean Frazier, to move into executive session to discuss a student discipline matter, the superintendent's year-end review, and pending litigation. Mr. Neviasser was invited to attend the executive session.

VOTE: the Board voted unanimously in favor of the motion.

XI. Adjournment

The regular meeting adjourned at 8:19 p.m. upon a motion by Mr. Staab and a second by Mrs. Dean-Frazier.

Respectfully submitted,

Suzanne Thompson, Secretary

ARTIFICIAL
INTELLIGENCE



ChatGPT

Lucy Trost
Lyme-Old Lyme High School LMS



Artificial Intelligence & Education

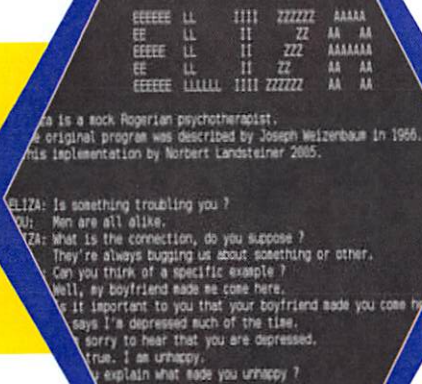
Understanding and integrating
the power of ChatGPT within
Lyme-Old Lyme Public Schools

PRESENTATION

Visit My Webpage:
[AI Resources for Educators](#)



Chat Bots



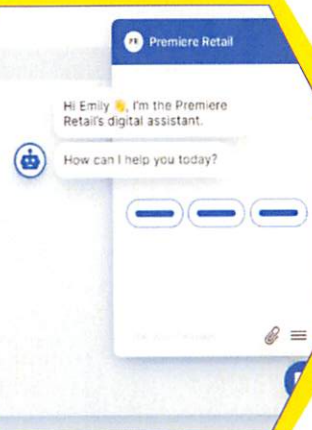
EEEEEE LL IIII ZZZZZZ AAAAA
EE LL II ZZ AA AA
EEEE LL II ZZZ AAAAAA
EE LL II ZZ AA AA
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is a mock Rogerian psychotherapist.
The original program was described by Joseph Weizenbaum in 1966.
This implementation by Norbert Landsteiner 2005.

ELIZA: Is something troubling you ?
DU: Men are all alike.
ZA: What is the connection, do you suppose ?
They're always bugging us about something or other.
Can you think of a specific example ?
Well, my boyfriend made me come here.
Is it important to you that your boyfriend made you come here?
He says I'm depressed much of the time.
I'm sorry to hear that you are depressed.
True. I am unhappy.
I explain what made you unhappy ?

Past

Inspired by the Alan Turing's article, "Computing Machinery and Intelligence," humans developed computer programs to impersonate a human in real time conversation.



Present

Ever heard of Siri, Alexa, Google Assistant? Or been taken to a chat pop-up to access customer service? These are chatbots. Companies are using chatbots to save time, money and to provide more tailored and personalized experience(s). Ex: [Expedia](#)



Future

Solaris? War Games? Terminator? Robo-Cop? 2001: A Space Odyssey? The Matrix? Minority Report? I-Robot? Wall-E? Resident Evil? Tron? Megan?

What is ChatGPT?



how would you explain this to a 5th grader?



ChatGPT is a computer program that uses artificial intelligence to understand and respond to human language. It's like a robot that can have a conversation with you! It has learned a lot of information by reading many books and articles, so it can answer questions and provide useful information.

The program uses a process called natural language processing, which means it analyzes the words you type or say and tries to understand the meaning behind them. Then, it generates a response that is helpful or interesting based on what it has learned.

ChatGPT is a great tool for people who want to ask questions, get help with a problem, or just have a conversation with a machine that can understand and respond to their input. It's like having a smart friend who knows a lot of things and is always ready to chat!

ChatGPT



Examples

"Explain quantum computing in simple terms"

"Got any creative ideas for a 10 year old's birthday?"

"How do I make an HTTP request in Javascript?"



Capabilities

Remembers what user said earlier in the conversation

Allows user to provide follow-up corrections

Trained to decline inappropriate requests



Limitations

May occasionally generate incorrect information

May occasionally produce harmful instructions or biased content

Limited knowledge of world a events after 2021

Dialogue: Our goal is to make AI systems more natural to interact with and your feedback will help

Apps & Extensions



ChatGPT

chrome web store

trostl@region18.org

Home > Extensions > ChatGPT for Chrome - search GPT



ChatGPT for Chrome - search GPT

Remove from Chrome

★★★★★ 673 | Productivity 600,000+ users

Overview

Privacy practices

Reviews

Related



YouTube Videos Summa...

★★★★★ 45



LinkedRadar - OpenAI C...

★★★★★ 62



AI PRM for ChatGPT

★★★★★ 1,175



Open AI ChatGPT for G...

★★★★★ 59



ChatGenie for Chatgpt

★★★★★ 99



YouTube Summary with ...

★★★★★ 226



ChatGPT Writer - Write ...

★★★★★ 433



ChatGPT for Google (No...

★★★★★ 3



ChatGPT » summarize e...

★★★★★ 341



ChatOnAi - Unlock the p...

★★★★★ 337

Benefits to Instruction



Lesson Planning

Ask ChatGPT for lesson ideas about a topic or concept. Ask it to create a rubric or to change the level of a pre-existing lesson.



Student Engagement

Create Concept Maps.
Gamify lessons.
Adjust lessons to re-teach concepts. Create virtual lessons/labs esp. to assist with homebound or absent students.



Differentiate and Translate Text

Have ChatGPT differentiate, translate or modify readings.



Provide Feedback to Students

Provide students with detailed feedback using the criteria or rubric you already have in place.

Lesson Planning

ChatGPT is not intended to replace teachers or the traditional in-person classroom experience. Instead it can enhance the classroom experience by providing teachers with additional resources to create engaging lessons for their students.



Brainstorming



Restructuring & Re-teaching



Creative Approaches



Real World Applications



The students in this class are struggling with the concepts of ratios, what is another way (with visuals) to re-teach the concept of ratios?



One way to re-teach the concept of ratios to struggling students is through the use of visual aids. Here is a simple activity that can help students understand ratios using colored beads:

1. Provide each student with a bag of colored beads. The beads should be of different colors but the same size and shape.
2. Ask the students to sort the beads by color and count the number of beads in each color group.
3. Have the students create a ratio using the two largest color groups. For example, if the student has 20 red beads and 30 blue beads, the ratio could be written as 20:30 or simplified to 2:3.
4. Ask the students to represent the ratio visually using the beads. For example, the student could use 2 red beads and 3 blue beads to represent the ratio 2:3.
5. Have the students create different ratios using the other color groups and represent them visually with the beads.

Another way to use visuals is through the use of diagrams or pictures. For example, you can draw a picture of a pizza and ask the students to determine the ratio of the number of slices with pepperoni to the total number of slices. This can help students visualize the concept of ratios and see how they are used in everyday situations.

Lesson Planning



Rubric for Real-World Ratios Assignment:

Criteria	1	2	3	4	5
Accuracy	Inaccurate and unclear ratio calculations and explanations	Somewhat inaccurate and unclear ratio calculations and explanations	Mostly accurate and clear ratio calculations and explanations	Accurate and clear ratio calculations and explanations	Highly accurate and clear ratio calculations and explanations
Relevance	Irrelevant and unrealistic scenarios	Somewhat relevant and realistic scenarios	Mostly relevant and realistic scenarios	Highly relevant and realistic scenarios	Extremely relevant and realistic scenarios



Create a rubric on a likert scale to evaluate the students mastery of the criteria given within this activity.

Creativity	and ineffective visual aids	somewhat effective visual aids	creative and effective visual aids	creative and effective visual aids	creative and effective visual aids
Presentation Skills	Incoherent and poorly organized presentation	Somewhat coherent and organized presentation	Mostly coherent and organized presentation	Highly coherent and organized presentation	Extremely coherent and organized presentation

I do (25 minutes):



Rewrite this lesson plan in the I do, you do, we do format.

- Bell Ringer:** Write the following prompt on the board: "What is a ratio? Provide an example." Have students write their response on a piece of paper or in their math notebook for 2-3 minutes. Then, have a few students share their responses with the class.
- Introduction:** Introduce the concept of ratios by defining what a ratio is and providing an example. Write the definition on the board, "A ratio is a comparison of two or more quantities that have the same units." Then, write an example ratio, "2:3" and ask the class to identify what the ratio is comparing.
- Simplifying Ratios:** Explain to students that ratios can be simplified by dividing both numbers by their greatest common factor (GCF). Demonstrate how to simplify a ratio by using the example "12:16".
- Solving Ratio Problems:** Explain to students that ratios can be used to solve problems. Demonstrate how to solve a ratio problem using the example "If there are 10 boys and 15 girls in a classroom, what is the ratio of boys to girls?"

You do (25 minutes):

- Simplifying Ratios:** Distribute ratio worksheets and have students work on simplifying ratios independently or with a partner.
- Solving Ratio Problems:** Distribute ratio worksheets and have students work on solving ratio problems independently or with a partner.

We do (25 minutes):

- Guided Practice:** Divide students into pairs or small groups. Distribute ratio worksheets and have students work on the guided practice section together. As they work, circulate the room and provide assistance and feedback as needed.
- Review and Exit Ticket:** Review key concepts and take time to answer any questions. On a slip of paper, have students write a closing question: "What is one

Regenerate response

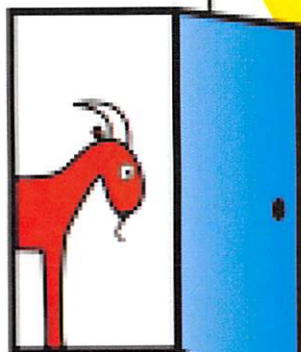
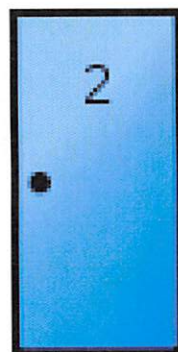


Write a lesson for an 85 minute AP Psychology Course about the importance of both empiricism and intuition within the study of human behavior. Provide a hook that the teacher can execute to get the students thinking about this concept and provide a partnered activity that exemplifies the concepts taught.

Student Engagement

1/3

2/3



2/3

0



What is another way I could make this lesson engaging?



One way to make this lesson more engaging is to incorporate some interactive activities that allow students to apply the concepts they are learning. Here are a few ideas:

1. Case Studies: Provide students with case studies that highlight the importance of both empiricism and intuition in the study of human behavior. Divide the class into small groups and have each group analyze a case study, discussing which research methods might be most appropriate for studying the behavior in question, as well as what role intuition might play in generating hypotheses or interpreting results. After a set amount of time, have each group present their findings to the class.
2. Role-playing: Divide the class into small groups and assign each group a different scenario that involves making decisions based on a combination of empirical data and intuition. For example, one group might be asked to role-play as a psychologist who needs to make a diagnosis based on clinical observations and test results, while another group might be asked to role-play as a journalist who needs to report on a scientific study



How could I evaluate students knowledge other than a traditional multiple choice or short answer quiz?



Provide an example of this: Concept Map: Ask students to create a concept map that illustrates the relationships between the concepts covered in the lesson, including how empiricism and intuition are related to one another and how they are used in the study of human behavior.

Class.

Regenerate response

Differentiate & Translate

ChatGPT is not intended to replace teachers or the traditional in-person classroom experience. Instead it can enhance the classroom experience by providing teachers with additional resources.



Differentiated Readings



Differentiated Assignments



Translate for our ESL/ELL



Personalized Instruction



Translate this assignment for a student with a 3rd grade reading level: Act 1, Scene 1
Summary: Theseus and Hippolyta discuss their wedding which is to take place in four days. Theseus sends Philostrate to round up entertainers to while away the time. Egeus brings his daughter Hermia and her two suitors, Lysander and Demetrius, to Theseus to settle an



In this story, Theseus and Hippolyta are getting ready to get married. They talk about their wedding and Theseus sends someone to get entertainers for the party. A man named Egeus brings his daughter Hermia and her two boyfriends, Lysander and Demetrius, to Theseus to help them decide who Hermia should marry. Hermia wants to marry Lysander, but Egeus wants her to marry Demetrius. Theseus says Hermia must marry Demetrius, become a nun, or be killed if she disobeys. Hermia and Lysander plan to run away and get married in secret. Hermia's friend, Helena, loves Demetrius but decides to tell him about Hermia's plan so she can be with him.

Do you think Hippolyta and Theseus agree on how fast the four days until their wedding will go by? How do you think Hippolyta feels about the wedding? How do you think Theseus feels about the wedding?

Why did Egeus bring Hermia and her boyfriends to Theseus? What does he want Theseus to do?

In this story, what do people think women and daughters should do in Athenian society? Can you find proof in the text? What page is it on?

What do Hermia and Lysander decide to do when they can't marry each other?

Why does Helena tell Demetrius about Hermia and Lysander's plans even though she loves Demetrius and is Hermia's friend?

What actionable feedback should this student be given in order to improve their response

Here are some actionable feedback that could be given to the student to improve their response:

1. Provide more specific examples: The student's arguments could be strengthened by providing more specific examples to support their claims. For example, they could provide specific instances where using the internet was more reliable than using a book for research.
2. Use more advanced vocabulary: While the language used by the student is appropriate for their age, they could be encouraged to expand their vocabulary to include more advanced words and phrases. This would help them to express their ideas more effectively and to sound more mature in their writing.
3. Work on sentence structure: The student could work on varying their sentence structure to make their writing more interesting and engaging. For example, they could use complex sentences and compound sentences to convey more complex ideas.
4. Consider counterarguments: Encourage the student to consider opposing viewpoints and address them in their response. This would demonstrate critical thinking skills and make their arguments more convincing.
5. Edit for grammar and punctuation: The student could be encouraged to carefully review their writing for grammar and punctuation errors before submitting it. This would help them to communicate their ideas more clearly and effectively.

Feedback

This is another resource that teachers can access to provide actionable and personalized feedback. This is not the first tool to assist with this.

Specific and Targeted Feedback



Personalized and Actionable Recommendations



Foster Student Reflection



Encourage Student Creativity



DD

Evaluate this text in terms of complexity, quality of argument, and quality of writing. The children in my class have been talking about the proposal that some of you have made which is whether or not our school should participate in the national "Shut Down Your Screen" week. I don't think that if we did that, it would have a positive effect on the children in our school. There are a few reasons that we might want to participate but I

weighed it out and I don't think that we should.

One reason that I don't think that our school should participate in the national "Shut Down Your Screen" week is that if we use computers, we can get assignments done faster and that we can move on to other things. For example, if we have a task to type, if you write it by hand, it will take a long time, but if we just decided to type it. If we are given a task to research on, we can usually get a lot more information from the internet then even from a book sometimes. We can move on to our next subject much faster because we are finished.

Another reason that I don't think we should participate for a week is because the Internet is the most reliable source of information. In the article "Is Google Making Us Lazy?" it says that the internet has the world's best images, writing, and information. It will have better, more honest and reliable information than a book.

The internet lets us expand our range of knowledge in a different way from possibly someone else. It gives us more information lets us think better and faster. It is not helping us learn and not making us lazy. It is the case. I'm only eleven years old and I have learned a lot from the internet like how solar power works and how to use a computer so that is obviously a myth. Google and the internet have access to information on just about anything.

Feedback



In terms of complexity, the text is written in a simple and straightforward manner, with short sentences and clear ideas. The vocabulary used is appropriate for an 11-year-old, which is the presumed age of the writer. The arguments presented are also straightforward and do not require advanced reasoning or critical thinking skills.

In terms of the quality of the argument, the writer presents three reasons why they believe the school should not participate in the national "Shut Down Your Screen" week. However, the writer's arguments are not very convincing, and some of their claims are oversimplified or not entirely accurate. For example, the writer suggests that the internet is always a more reliable source of information than a book, which is not necessarily true.

In terms of the quality of writing, the text is well-structured and easy to follow, with clear transitions between paragraphs. However, the writing lacks depth and nuance, and the author does not provide any evidence or examples to support their claims. Overall, the text is a good effort for an 11-year-old, but it lacks the complexity, depth, and critical thinking skills that would be expected of a more advanced writer.

Benefits to Instruction



Lesson Planning

Ask ChatGPT for lesson ideas about a topic or concept. Ask it to create a rubric or to change the level of a pre-existing lesson.



Student Engagement

Create Concept Maps.
Gamify lessons.
Adjust lessons to re-teach concepts. Create virtual lessons/labs esp. to assist with homebound or absent students.



Differentiate and Translate Text

Have ChatGPT differentiate, translate or modify readings.



Provide Feedback to Students

Provide students with detailed feedback using the criteria or rubric you already have in place.

Imperfections:

- The bot “may make up facts” as it writes sentences. (Mira Murati, OpenAI Chief Technology Operator)
- Draws on data set which closed in 2021
- It may use the same word or phrases repetitively
- Room for mis-information & false information
- Bias and discrimination
- Security and privacy concerns
- Can misunderstand nuances of conversation or “hallucinate”

For example, ChatGPT might misunderstand a joke or a sarcastic comment because it doesn't have the same sense of humor or context as a human would. It might also have trouble understanding the tone of a conversation, like when someone is angry or upset.

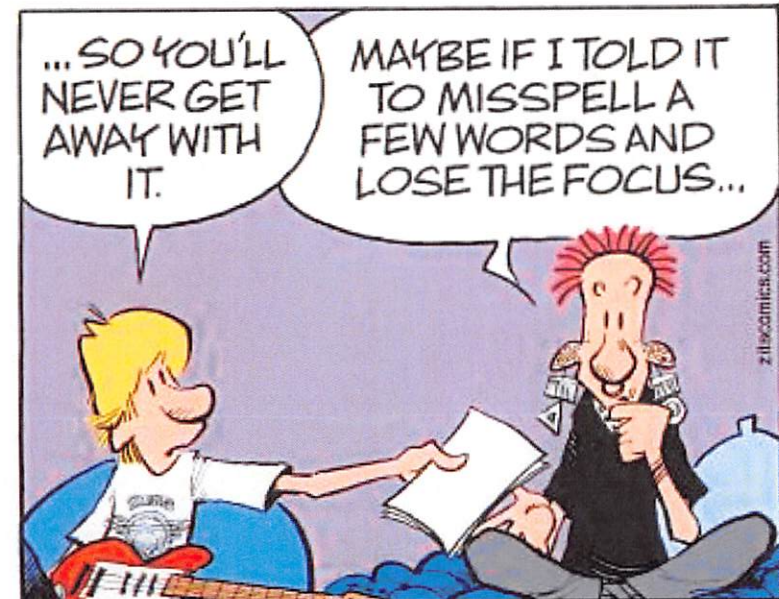
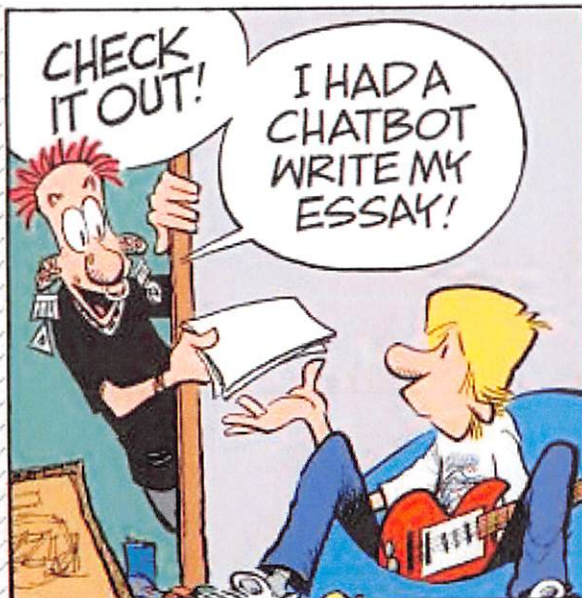
Another way ChatGPT might misunderstand is by taking things too literally. It doesn't always understand idioms or figures of speech, which can lead to confusion. For example, if someone says “it's raining cats and dogs,” ChatGPT might think that there are actually cats and dogs falling from the sky.

Finally, ChatGPT might also misunderstand because it doesn't have emotions like humans do. It can't pick up on subtle cues like body language or facial expressions, which can provide important context for a conversation.



Will thinking cease?

MONDAY, APRIL 17, 2023



AI

37%



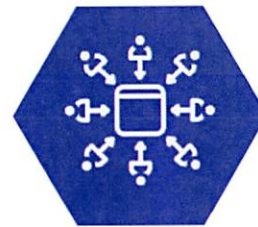
Mitigating Issues

Professional development to craft assignments and assessments that maintain academic integrity as well as updating our Academic Integrity policies will be needed.



Use your intuition

Does something seem awry? Is the same word repeated often? Is the students work different from other writing samples? Use your gut.



Turnitin

Turn on Turnitin when students are submitting assignments in Canvas. Students can use DraftCoach to check grammar and plagiarism.



Ask ChatGPT

Copy the text that you are concerned about. Access ChatGPT and type: Did you or ChatGPT generate this: and paste the content?

A hand is shown drawing a red arrow pointing upwards and to the right, and a white staircase with four steps, on a green chalkboard. The chalkboard is framed by a yellow border on the top and left, and a blue border on the bottom and right.

Next Steps

How can you, the Board of Education, support our administrators, teachers, IAs and our technology team to adapt to the advances of ChatGPT and AI?

Supportive Culture & Collaboration



Professional Development



Policies & Guidelines



Funding (training, technologies and maintenance)



ARTIFICIAL
INTELLIGENCE



ChatGPT

Lucy Trost
Lyme-Old Lyme High School LMS



THANK YOU

Visit My Webpage:
[AI Resources for Educators](#)

