CVSU Guidelines for 6-12 Instructional Material Creation using Generative AI

This guide applies to the use of Generative AI for creating lessons and communications. It does not cover the use of Generative AI for assessing student work. If you are using AI tools for assessment and evaluation of student learning, please fill out this form.

These guidelines focus on maximizing Generative AI's ability to support complex learning, critical thinking, and the development of digital citizenship skills.

Teachers may use any available Generative AI tools of their choosing. The District's **recommended platform is Google Gemini** due to its robust data privacy protections and seamless integration with our existing educational suite. If you are interested in a District paid version of Gemini or a different program, please contact Brucie Donahue.

Understanding Generative AI

Generative Artificial Intelligence (GenAI) is a type of AI that uses large data models to create new, original content (text, images, code, ideas) in response to a simple human prompt. Unlike a traditional search engine that finds existing content, GenAI synthesizes information and patterns to generate novel material, such as a tailored lab report rubric or a set of conflicting historical arguments.

5 Guidelines for 6-12 GenAI Material Creation

1. Design for Critical Analysis and Source Verification

Use GenAI to intentionally create materials that require students to think critically. You could generate a set of conflicting historical arguments, a scientific explanation with deliberate flaws (hallucinations), or a sample essay with weak sourcing. The assignment must then require students to verify, evaluate, and edit the AI's output using reliable, academic sources. This type of high-level task ensures students must do the critical thinking themselves, rather than having the AI complete the work for them.

2. *Maintain Thoughtful Transparency and Model Prompt Practice*

When you use GenAI to create significant or high-stakes materials (e.g., a complex rubric, a final assessment question, or a detailed simulation), please make a practice of noting the tool, the date, and prompts you used. This act of documentation models professional and ethical usage for your students and supports academic integrity within our profession.

3. Use AI to Personalize Complex Scaffolding

Leverage GenAI to build sophisticated, individualized support structures, which is a major time-saver at the secondary level. Examples include:

- Generating specialized revision checklists for various writing genres.
- Creating tiered complexity levels for lab report analysis questions.
- Developing sample annotations for complex texts.

4. Uphold Confidentiality for All Sensitive Student Data

Confidentiality is paramount, especially at the secondary level where sensitive student data (IEPs, 504 accommodations, mental health notes, discipline records, or detailed academic profiles) are more common. Never input this high-stakes, confidential information into any public GenAI platform.

5*. Mitigate Bias and Ensure Cultural Responsiveness*

GenAI models reflect the biases present in their training data. When generating content (e.g., historical summaries, case studies, or cultural examples), you must actively review the output for subtle or overt bias related to race, gender, culture, or perspective. Use prompts to explicitly request diverse viewpoints, and always ensure the final material is culturally responsive and represents a balanced and ethical perspective.

Other Notes:

Teachers should communicate their classroom policy regarding student use of GenAI tools (e.g., prohibition, use with attribution, or active integration) for assignments. There will be more information related to AI tools for teachers this later year. Please reach out to Brucie Donahue if you have questions..

This document was created using Gemini.