

AI Planning & Usage in AAPS Teaching & Learning Environments

Board of Education - AI Update

April 8, 2026

ANN ARBOR PUBLIC SCHOOLS
LEAD. CARE. INSPIRE.



AI Design Process Steps

- 01** Where Are We Going?
Starting at Basecamp
- 02** Where Are We Now?
On the Trail...
- 03** How Are We Going To Get There?
Reaching the Summit(s)
- 04** How Will We Know We've Made It?
Leading The Expedition

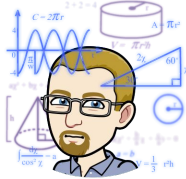


How We Are Growing...



Kaytee Bellows

Instructional Technology
Consultant for
Secondary Schools



Chris Thomas

Teacher & Hourly
Instructional Technology
Consultant for
Secondary Schools



Isaac
Huron HS
Senior



Max
Huron HS
Senior



Roman
Skyline
HS Junior

Human Thought Partners

- AI Council - Years 1 & 2
- Freeman Environmental Reps
- AAPS Staff & Students
- MV, Peer Districts, UM, EMU, AASA, MASSP, NEA



Melissa Gordon

Huron High
Business/CTE
Teacher



Jennifer Colby

Instructional
Technology
Consultant &
Secondary Library
Services District
Chair



Heather Kellstrom

Executive Director
of Instructional
Technology &
Information Systems



Makia Alexander

Assistive Technology
Coordinator OSE &
ITC Team Member



Katie Gibson-Dameon

Instructional
Technology Consultant
for Elementary Schools

AAPS Professional Learning

- '23-26 Digital Wellness
- '24-26 AI Literacy lessons for secondary
- **'24-26 AI Student Council***
- '25 Staff AI summits
- 'Back to School: Yearly AAPS AI tool update/pilots
- '25-26 Magic School and Brisk PL for staff leaders
- '26 Clague AI update

***With Students**

AAPS Leading the AI Future

- '24 Digital Wellness w/UM
- '25 NBEA AI Summit
- **'24-25 MV AI Summit***
- **'25 AASA AI Super Summit***
- '25 CS for Michigan
- '25 NBEA Conference
- '25 MASSA
- **'26 NEA National Leadership Summit***
- '25-26 MACUL Conference
- '26 EMU AI Conference

***With Students**

01



Starting at Basecamp

Our Why, Frameworks, & Essential Questions



Our AAPS WHY-HOW-WHAT

WHY

The Ann Arbor Public Schools recognizes the importance of **preparing** our students for a future where AI literacy is essential for college, career, and life.

THINKING...



HOW

The Ann Arbor Public Schools will approach AI through a **collaborative**, standards-based, and research-driven practice in partnership with students, teachers, district leaders, families, and experts. AI will be used in **alignment** with existing AAPS high-quality, rigorous instruction and accessibility best practices.



WHAT

In Ann Arbor Public Schools, AI is one of many tools that **engage** and **personalize** student learning. Our students will develop literacy and ethical awareness, gain critical thinking skills, and learn to create responsibly with AI technology. Teachers and staff will be empowered with new strategies and supports to promote **equity**, **innovation**, and deeper **engagement**.



As a district, AAPS will lead in shaping responsible AI use in K-12 education, modeling practices that protect students, honor community values, and strengthen human connections at the heart of learning.

ITD/C SWOT of AI Use in Education

STRENGTHS

Future Ready, Personalized Learning, Automated Tasks, Real-Time **Feedback**, Intelligent/Adaptive Tutoring Systems, Enhanced **Accessibility**, Partners, More Human-Centered In-Class Interactions



WEAKNESSES

Costs, Human Interactions, Technical Challenges, **AI Literacy** for All Stakeholders, Ongoing PD, Ethical Concerns, **Equitable Access**, **Environmental Issues**, Research and Best Practice



OPPORTUNITIES

AI Bill of Rights Ownership, **Connect to Existing Frameworks & New Initiatives**, Guaranteed Curriculum Drives Decisions, Enhanced Learning Analytics, Efficient Resource Allocation, Future Ready and a **Chance to Rethink "School"**



THREATS

Technological Dependence, Algorithmic Bias or Discrimination, **Ethical Decision-Making**, Data Privacy/Security, Academic Integrity, **Intentional Misuse**, Determining Which Learning Analytics to Use



Position Statements: NEA, NCTE, NCTM, IB, NSTA, ASCD

AAPS 4-CORE AI Use Priorities

Humans First. AI Helps. Humans Finish.

Time Reinvested in Learning

Time is reclaimed when using AI by assisting with feedback, planning, and differentiation to increase space for relationship building, intervention, and collaboration.

Quality & Integrity of Learning

Intentional AI use by students and staff can strengthen understanding and support inquiry & creativity.

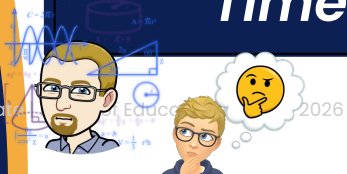
Staff Confidence & Well-Being

Developing AI expertise improves workload balance and provides clarity around expectations for responsible AI use.

“Show Me Your Workflow” Moments

Peer-to-peer sharing of practical, classroom-tested AI workflows advances learning goals and upholds district priorities.

Time Returned for Human-Centric Interactions



Collecting “Street Data” to Inform the Essential Q’s Driving the Current Need

AI Literacy encompasses an understanding of how AI works, using AI responsibly, recognizing its social and ethical impacts, understanding AI’s potential benefits and risks, and knowing how to mitigate the risks.

01

What does it mean to be AI Literate for a student at different grade ranges?

02

What does it mean to be AI Literate for an instructional-based staff member?

03

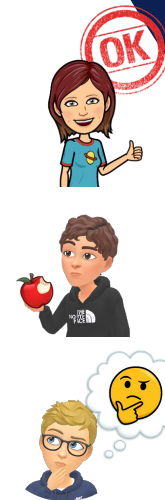
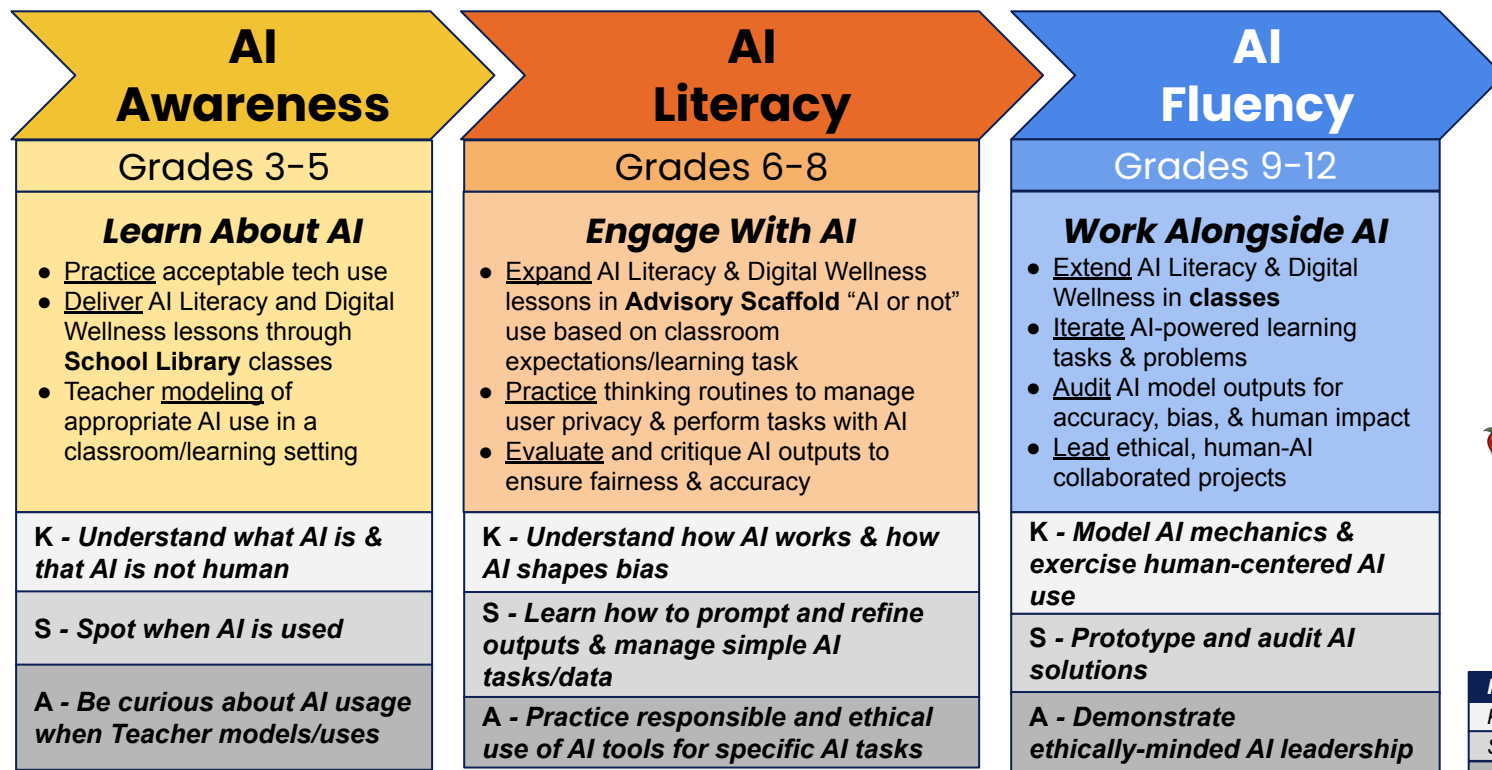
What does it mean to be AI Literate for an operational-based staff member?

04

How can AI Literacy deepen the teaching and learning experience and build lifelong transferable skills without doing all the thinking for both staff & students?

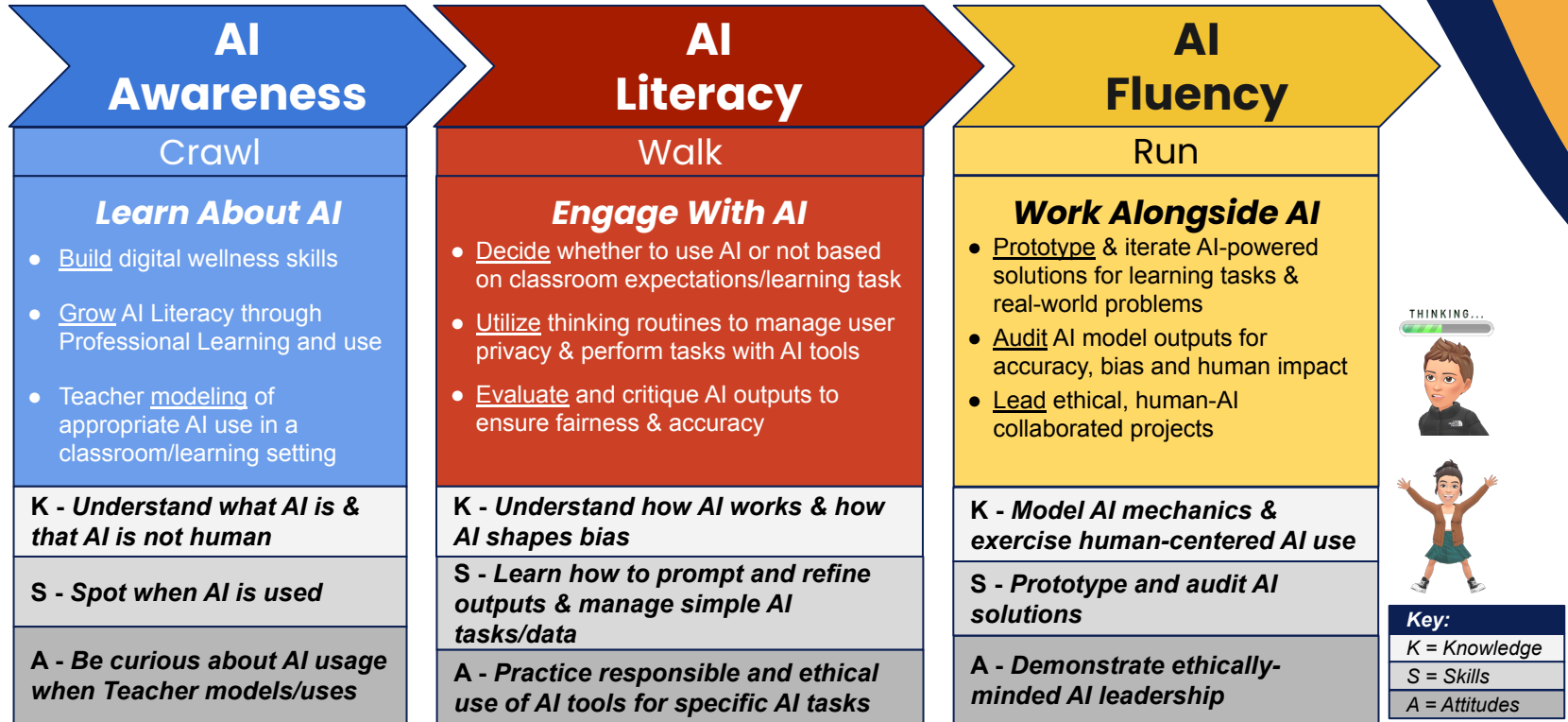


AI Literacy for Students



Key:
K = Knowledge
S = Skills
A = Attitudes

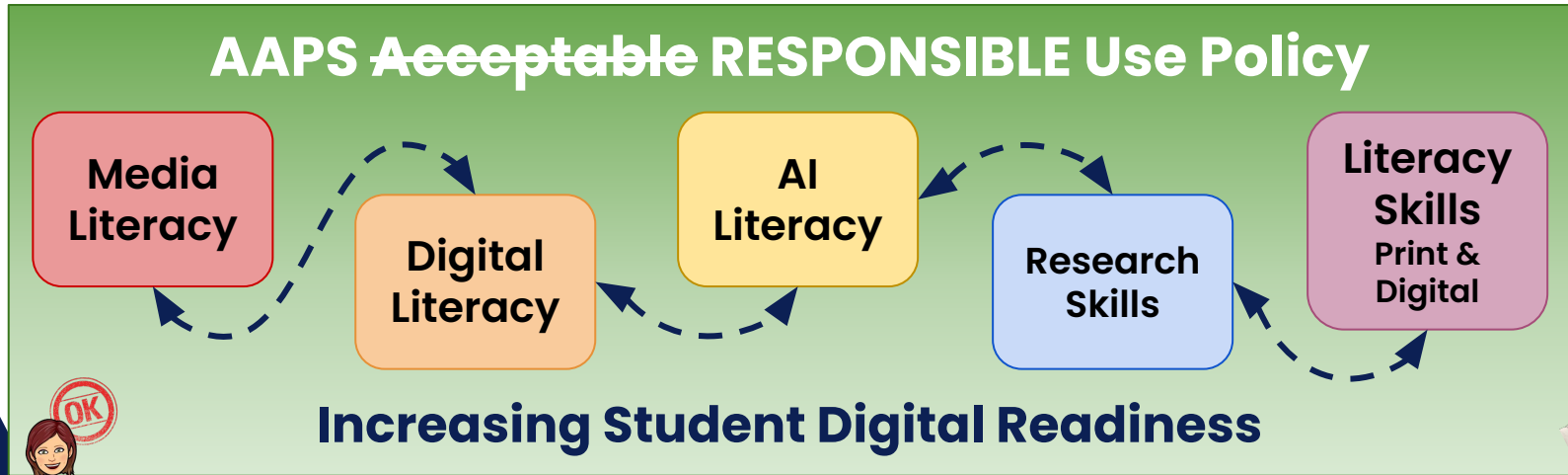
AI Literacy for Staff





In partnership with our School Librarians

Every day, in every building, school librarians are...
Improving information literacy by engaging with students and teachers through instruction and resource development.





02



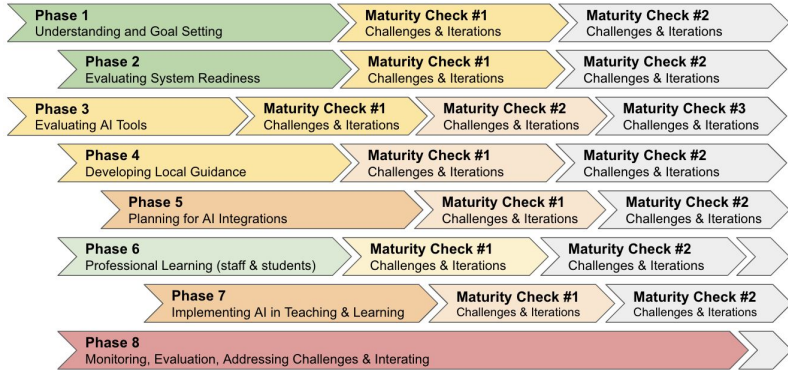
On The Trail

Current Reality of AI Activities

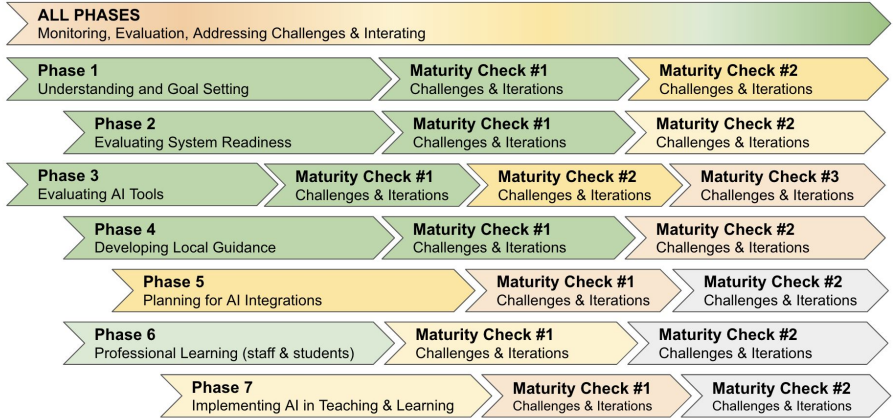


AAPS AI Planning Guidance

Periodic Iteration Snapshots



Winter 2025



Winter 2026



AAPS AI Route Map - To Date



Basecamp

Learning & Collaborating

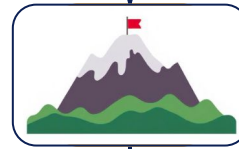
Supporting early adopters in conferences, TLNs and small collaborations



On The Trail

Learning, Collaborating & Co-Creating

Student AI Council, Iteration with teacher, administrator, cabinet and BoE



Reaching the Summits

Learning, Collaborating, Co-Creating & Leading

Draft AI Bill of Rights & Responsibilities, Collaboration with local, state and national AI thought leaders



Leading The Expeditions

2025-27 Digital Leaders

Building AI literacy across system and leverage local experts



AAPS - Student Symposium Stories



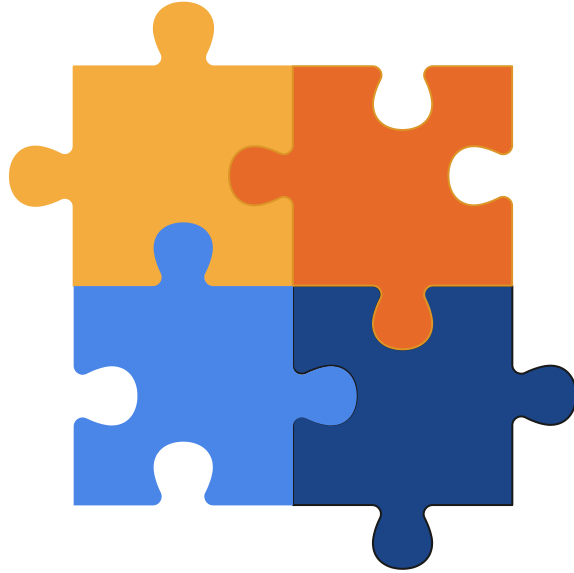
Story #1

Student impacts and Opportunities



Story #2

Student & Staff Rights and Responsibilities



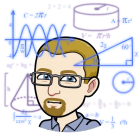
Story #3

AI Misuse Flowchart & Root Causes



Story #4

AI Restorative Conversations





Story # 1: Student impacts & Opportunities

- Our GenAI Journey started years ago
- Academic Integrity and Fair Evaluation
- AI Literacy and Understanding
- Equity and Accessibility
- Privacy and Ethical Bias
- Critical Thinking and Responsible Use
- Accountability and Responsibility





Story #2: Student and Staff Rights and Responsibilities



SUMMARY of Student Rights & Responsibilities Regarding AI in Education

The Right to AI Literacy and Critical Thinking	Students have the right to AI literacy so they can responsibly use and verify AI-generated content, understand its limitations and biases, and use AI only to complement their own critical thinking.
Equity and Accessibility for All	Students have the right to equal access to district-provided AI tools with clear expectations on their allowability for use by their teachers, as well as transparency in grading by teachers while using AI in a fair and inclusive manner.
Academic Integrity and Accountability	Students have the right to fair, transparent usage expectations, while being held accountable for upholding academic integrity through proper citation and adherence to district policies.
Privacy and Ethical Use	Students have the right to protect their personal data and creative works, learn ethical AI practices, and use district-provided AI tools responsibly to enhance learning.
Safe and Responsible Use	Students have the right to choose whether to use AI as a supportive tool (as allowed by their teacher), also understanding its environmental impact, verifying outputs, and avoiding unethical, or inappropriate uses.





Story #3

AI Misuse Flowchart

&

Root Causes and Next Steps

THINKING...



Suspected AI Misuse Flowchart

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Step 1: Private Conversation

The teacher arranges a one-on-one meeting with the student. Approach the conversation with curiosity and ask student to explain their work process.

Begin by assuring the student this is a conversation, not an accusation. Use open-ended questions, such as:

How did you develop this idea?

What sources did you use for this work?

Can you explain your thought process?

I notice you're using vocabulary words that you've never used in your writing before. Can you tell me more?

I notice your structure is very formal and polished, even though earlier drafts were more conversational. Can you tell me more?

I notice your tone and language shift suddenly between sections. Can you tell me more?

If additional information is needed, directly ask student if A.I. tools were used to complete assignment, and/or move to Step 2.

Step 2: Gather Artifacts

Teacher may collect evidence by comparing the work in question with previous, proctored, student examples, reviewing document revision history, and noting any content anomalies.

Writing Style:

Inconsistencies in vocabulary or complexity, voice, or tone changes

Document Analysis:

Unusual revision history, bulk text additions, timestamp patterns

Content Red Flags

Topics or references not covered in class or generic responses

Step 3: Evaluate & Determine Next Steps

Make an assessment based on the evidence and student explanation -

AI Misuse (Both Probable and/or Proven): Determine the Root Cause

Possible Root Causes:

Time Management
Knowledge/Skill Gap

Lack of Engagement
Unclear Expectations

Determine next steps using Root Cause Table on the following page.

No AI Misuse:

Document, clear the record, & conduct a restorative conversation w/student after wrongful accusation. This focuses on repairing harm, rebuilding trust, and re-establishing a relationship grounded in mutual respect.

[Flowchart Here](#)

First Offense:

Document and communicate with caregivers and administrator. Provide scaffolding and opportunity to redo assignment if determined during Steps 1-3

Repeat Offenses:

Follow school/district's disciplinary policy and schedule a meeting with administration and caregivers.

Restorative Conversations Flowchart



Story #4

Restorative Conversations



Step 1: Reflect & Prepare For A Conversation

Teacher should take a little time to reflect on the process, but act quickly: don't let damage fester.

The reflection period is crucial for genuine growth and preventing future mistakes. Understand what happened, examine your mindset, and focus on growth.

Understand What Happened

What triggered my suspicion? Was it quality of work, student behavior, something else?
At what point did I decide the student was guilty? Did I investigate thoroughly first?
Who else did I involve before confirming the facts? Did I escalate too quickly?

Examine Your Mindset

What was I feeling when I made the accusation?
Did I want to be right more than I wanted to be fair?
Do I have unconscious biases or did I make an assumption about who is "likely" to cheat?

Learning and Focus on Growth

Do I have clear, communicated expectations about AI use in my classroom?
Do I need training on identifying AI-generated work?
What questions should I have asked before making the accusation?

Step 2: Initiate A Private Conversation With The Student

Use "I" statements, be specific, and give the student space. Own your mistakes and prioritize student well-being.

Acknowledge the Mistake & Harm Caused

No excuses or Justifications

Don't defend or justify your actions.
Acknowledge that you wish to correct this mistake.
Take responsibility for the breakdown in relationship.

Offer a Sincere Apology

Avoid "But" Statements

"I made a mistake and I'm sorry."
"I made an assumption and I was wrong. I realize that this was hurtful. I am sorry."

Consider Student's Perspective

Approach their pain with empathy

"How did this make you feel?"
"What do you need from me moving forward?"
"How can I earn back your trust?"

Discuss the impact together and make amends: How did this affect the student? What can be learned? How can trust be rebuilt?

It's also important to inform all relevant parties: make sure that you communicate with parents/caregivers, administrators, other teachers involved.

Step 3: Establish a Moving Forward Plan & Follow Up

Collaborate and create the plan together with the student as an active participant, not just the recipient of your decisions.

Collaborative Planning

"I want to work with you to figure out how we can move forward together. Your input is really important to me because you're the one who was hurt by my mistake."

- "What would help rebuild your confidence in our classroom?"
- "Are there specific things that'd make you feel more supported?"
- "How often would you like to check in on how things are going?"

Communication & Positive Relationship Building

Establish clear communication protocols:

- "I'll explain specifically what I'm seeing and ask for your perspective"
- "You can always ask me to clarify any expectations or concerns"
- "We'll have regular check-ins (weekly/bi-weekly) for the first month"

Positive Relationship Building

- Greet the student by name when they enter class
- Show interest in their learning progress and recognize improvement
- Connect their interests to classroom content

Consider a Check-in Structure (an example:)

Week 1-2: Frequent Check-ins

- "How are you feeling about class so far this week?"
- "Is there anything I can do differently to support you?"

Week 3-4: Structured Reflection

- "What's working well in our classroom relationship? What still feels challenging?"
- "Should we adjust anything in our agreement?"

Monthly: Ongoing Assessment

- "How do you feel our relationship has improved?"
- "What should we continue, start, or stop doing?"

AAPS AI Pledge

OUR BELIEF

Human First. AI Helps. Human Finishes. Generative AI supports—never replaces—human relationships, critical thinking, and meaningful learning.

OUR COMMITMENTS

- **Safety & Privacy:** We prioritize student and staff safety and protect personal data.
- **Purposeful Use:** We use AI only when it enhances learning.
- **Equitable Access:** Students engage with AI in developmentally appropriate, district-supported ways.
- **Transparency:** We are clear about when and how AI is used.
- **Human-Centered Learning:** AI supports thinking—students do the thinking.

ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
<ul style="list-style-type: none">● No direct student use of generative AI tools.● Students build foundational digital citizenship and safe technology habits.● Students begin to understand how technology supports learning.	<ul style="list-style-type: none">● Teacher-guided use of district-sponsored AI tools.● Students develop AI literacy and digital wellness.● Students evaluate AI outputs for accuracy and fairness.● Students practice responsible data use and privacy protection.● AI supports multiple ways to access and engage with learning.	<ul style="list-style-type: none">● Increasingly independent, teacher-guided AI use.● AI integrated into learning across subjects.● Students evaluate bias, reliability, and real-world impact.● Students make informed ethical decisions about AI use.● Students prepare for college, career, and civic life in an AI-enabled world.



AAPS Implementation Resources

Front-Facing

AAPS AI Web Pages *(Coming Soon)*

[AAPS Equitable Framework
for Instruction](#)

AAPS AI Pledge

[Students and Staff Rights &
Responsibilities](#)

AAPS Governance Model

For Leaders & Teachers

[AI Literacy PD Options](#)

[AI Syllabus Statements](#)

AI Staff Thinking Routines &
Use Cases *(Coming Soon)*

[AI Misuse Flowchart](#)

[Student AI Misuse Root
Causes & Next Steps](#)

[AI Restorative Flowchart](#)

For Students

[AI Literacy PD Options](#)

AI Student Thinking Routines
& Use Cases *(Coming Soon)*

[AI Misuse Flowchart](#)

[AI Restorative Flowchart](#)

AI Student Symposium
Opportunities *(Coming Soon)*

[AI Student Presentation &
Peer-Mentoring Opportunities](#)



AI District Guidance Agreement

Move Resources from DRAFT to Expected District Guidelines



AI Pledge

[Students and Staff Bill of Rights & Responsibilities](#)

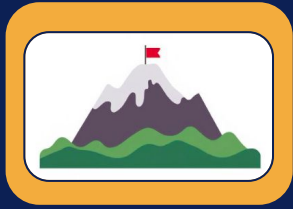
[AI Misuse Flowchart with Root Causes & Next Steps](#)

[Restorative Conversations Flowchart](#)

Continued Guidance as Outlined/Updated on District AI Web Pages**



03



Reaching The Summits

AI Co-Created Design, Use & Ongoing Development



AAPS Governance Model - 5 Guardrails

GOVERNANCE & POLICY	TECHNICAL & SECURITY	IMPLEMENTATION	INSTRUCTIONAL PRACTICE	MONITORING & HUMAN OVERSIGHT
<i>We follow clear rules and student protections</i>	<i>We vet, limit, and monitor AI tools</i>	<i>We pilot, reflect, and improve over time</i>	<i>We support teachers and meaningful classroom use</i>	<i>We continuously review impact, safety, and effectiveness</i>
<ul style="list-style-type: none"> • AUP, FERPA, CIPA, COPPA • Student Code of Conduct • Aligned to emerging best practices • No State of MI AI Framework yet (<i>coming soon</i>) 	<ul style="list-style-type: none"> • NIST AI Risk Management Framework & COSN AI Maturity Tool • Ongoing privacy/security monitoring • Limited, district-sponsored AI tools • AI tool use is teacher-driven 	<ul style="list-style-type: none"> • Multi-year rollout and testing • Stakeholder input (students, staff, peer districts, experts) • Student & staff co-created AI work serves as guidelines • Continuous improvement (SWOT, iteration) 	<ul style="list-style-type: none"> • Professional learning (formal + embedded) • Classroom pilots and real-world use cases • Collection of student/staff work and workflows • AAPS AI web pages (<i>coming soon</i>) 	<ul style="list-style-type: none"> • Audit and review cycles • Bias, accessibility, and performance checks • Usage insights (how tools are used) • Feedback from students, staff, and families



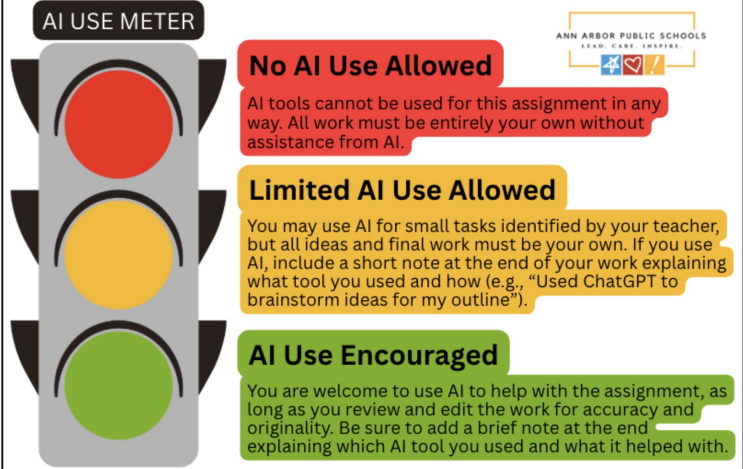
AAPS AI Roadmap - Teacher Workflow

Course Guidance Syllabus Statement

AI Statement for Syllabus Suggestions	
OPTION 1: IF YOU DO NOT PLAN TO USE AI FOR STUDENT FEEDBACK IN YOUR COURSE	OPTION 2: IF YOU PLAN TO USE AI FOR STUDENT FEEDBACK IN YOUR COURSE
When and if AI is used in this course, by teachers or students, expectations will be communicated clearly and guided by the AAPS AI Bill of Rights and Responsibilities . This ensures students' right to fair and transparent use of AI, including being informed when it is used in grading, and emphasizes students' responsibility for ethical, responsible use that supports learning and academic integrity. Addressing AI misuse accusations and any restorative process will follow this flowchart . AI will not be used for student feedback in this course.	When AI is used in this course, by teachers or students, expectations will be communicated clearly and guided by the AAPS AI Bill of Rights and Responsibilities . This ensures students' right to fair and transparent use of AI, including being informed when it is used in grading, and emphasizes students' responsibility for ethical, responsible use that supports learning and academic integrity. AI may also support feedback by helping identify patterns or suggest starting points, but all feedback will be reviewed, personalized, and grounded in my knowledge of you and your work. AI will never replace my role in giving meaningful, human feedback. Addressing AI misuse accusations and any restorative process will follow this flowchart .

Assignment Guidance AI Use Stoplight

AI USE METER



No AI Use Allowed
AI tools cannot be used for this assignment in any way. All work must be entirely your own without assistance from AI.

Limited AI Use Allowed
You may use AI for small tasks identified by your teacher, but all ideas and final work must be your own. If you use AI, include a short note at the end of your work explaining what tool you used and how (e.g., "Used ChatGPT to brainstorm ideas for my outline").

AI Use Encouraged
You are welcome to use AI to help with the assignment, as long as you review and edit the work for accuracy and originality. Be sure to add a brief note at the end explaining which AI tool you used and what it helped with.

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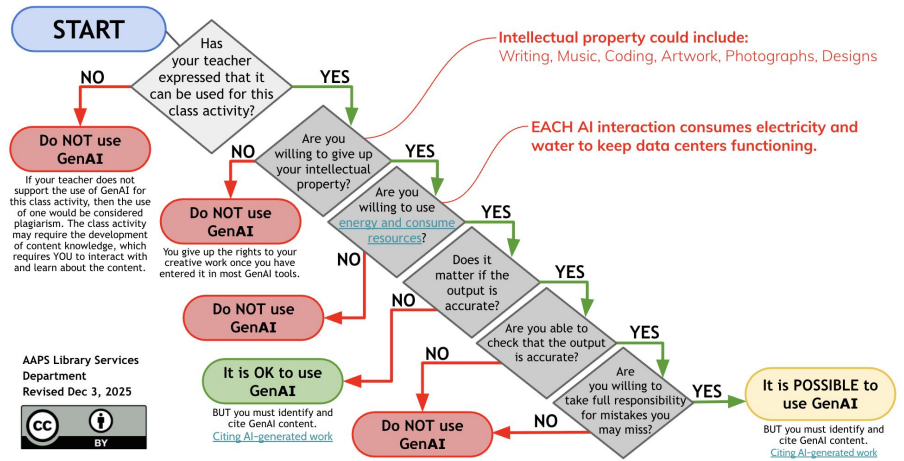
Continual Teacher Modeling & Check-Ins



AAPS AI Roadmap - Student Workflow

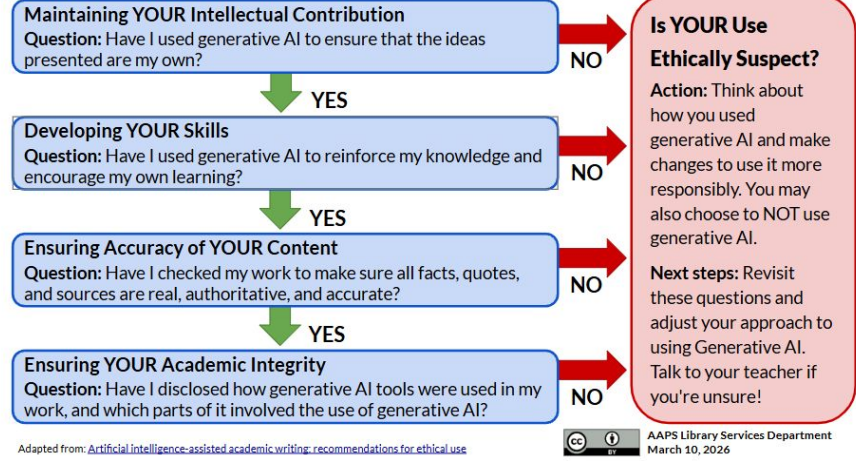
Student Checklist: PRE Generation

Should you use generative AI for your classwork?



Student Checklist: POST Generation

How did you use Generative AI for your classwork?



Continual Student Regulation and Auditing



Sample Teacher-Student AI Workflow

Teacher Lesson Design Workflow	Student Thinking Routine for Assignment
Will using AI support or replace student learning?	Has the teacher given permission to use an AI tool for my “writing” assignment?
Is the AI tool supported by AAPS?	Do I understand how I can use the AI tool to improve my “writing”?
Can I structure the AI tool to safeguard student information?	Am I willing to share my own thoughts and ideas with the AI tool?
Can I structure the AI tool to allow for student engagement/feedback that only supports the needs of the assignment?	Can I check for mistakes and understand when the tool is wrong or shows bias in its responses to my “writing”?
<u>Am I able to give explicit instruction on how students should engage with the AI tool?</u>	Do I know how to properly cite any work that is not my own?
Am I able to engage with the AI tool throughout the assignment to ensure that student learning is enhanced?	Can I document how I used the AI tool to improve my “writing”?
What do the student completed assignments with AI-enablement show/tell me?	Have I completed the post-assignment AI reflection survey?



What this Looks Like for the Student



Week of November 17th

Monday	Tuesday	Wednesday	Thursday	Friday
Noun and verb quiz	Introduction to folk tale types and elements.	Read the <i>Rough face Girl</i> . Practice identifying the	Read the <i>Jack and the Beanstalk</i> . Practice identifying the	Read Anansi stories. Practice identifying the elements.

Week of December 1st

Monday	Tuesday	Wednesday	Thursday	Friday
View two folktales and read more folktales in class	Folk tale type quiz Aesop's	What is THEME? Complete the folktale	Introduction to story elements.	Review of story elements Focus on exposition

Week of December 8

Monday	Tuesday	Wednesday	Thursday	Friday
Students begin writing the exposition of the folktale.	Review of AI tools Continue to write and revised the	Mini-lesson on writing the middle (rising action, climax)	Students continue to write the middle.	Writing the end of the folktale.

Week of December 15

Monday	Tuesday	Wednesday	Thursday	Friday
Students continue writing the rising action of their story.	Writing and publishing the folktale.	Writing the resolution or publishing the folktale.	Design your own toy writing activity	Reading comprehension activity

Use MagicSchool Responsibly

Your Teacher Can See Your Activity in MagicSchool: Please make sure to follow your school and classroom guidelines when interacting with the AI.

Math Answers are Not Reliable: Large Language Models can help you with step by step processes, but can not calculate math solutions accurately. Do not rely on AI for math solutions.

Interacting With An AI Takes Practice: Be clear and specific about what you need so the AI can give you a better answer. Try again if the first try isn't what you hoped for!

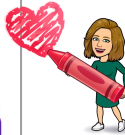
AI is a Tool - Not a Replacement for Your Thinking: See AI-generated content as something that can help assist you, but not the final version.

Monitor for Bias and Accuracy: AI might occasionally produce biased or incorrect content. Always double-check important information.

Protect Privacy: Don't include personal details like names or addresses. We strive to promptly remove any accidentally submitted information.



I acknowledge



- Progression of learning
- Responsibility acknowledgement
- Intentional tool usage
- Accessibility supports
- Assessment and choice making
- Revision based on tool and teacher feedback
- Reflection on impact on learning





What this Looks Like for the Teacher

Room Activity Dashboard

Date [] Time Grouping: Day [x] Tool [] Student [] Learning Progress [] Thread Engagement []

Key Metrics

Purpose: Provides key student activity metrics in the room for the selected time range and filters. Data is refreshed hourly.
Usage Tip: Adjust the date range to explore different periods. Hover over the info icons for metric details.

Students in Room	Generations	Tools Used	Data Last Updated
25	990	12	19 minutes ago
Students with Generations	Generations Per Student	Days with Room Activity	Last Room Activity (MST)
25	39.6	21	Mar 20, 2026, 11:55 AM

Tools Used

Purpose: Highlights the most used tools based on generations, threads, students, and days used.
Usage Tip: Click a tool name to filter the dashboard. Use filters to explore tool usage by students or time period.

Tool Activity

Tool	Learning Goal	Custom
FOLKTALE Writing Feedback	Write a narrative to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	✓
Text Proofreader		✓
Text Proofreader		x
AI Learning Assistant		x
Sentence Starters		✓
Text Translator		✓

Student Activity

Purpose: Students are scored and categorized based on their activity level, which considers generations, tools used, and days active.
Usage Tip: Click on the name of a student to filter all data by that student to see which tools they used.

% of Students with Room Activity

Student Activity Levels

Student Usage

Student	Activity	Generations	Threads	Tools Used	Days Active	Last Active	Joined Room
	Very High (top 10%)	286	57	10	16	3/20/2026, 11:55 AM	12/3/2025, 6:49 PM
	Very High (top 10%)	89	17	5	8	12/17/2025, 11:28 AM	12/3/2025, 6:38 PM
	Very High (top 10%)	59	24	6	8	12/16/2025, 11:45 AM	12/3/2025, 6:49 PM
	High (top 25%)	53	18	8	8	12/16/2025, 7:57 AM	12/3/2025, 6:34 PM
	High (top 25%)	53	9	4	8		
	High (top 25%)	43	8	3			
	High (top 25%)	40	9	5			

- Intentional tool choice
- Ability to monitor: Room Activity, Student Activity, Output History, Flagged Content
- Reflection on impact on learning

Output History

Beta AI summaries are in beta—your feedback will help make them more accurate and useful. We'd love to hear from you!

Generate summary

FOLKTALE Writing Feedback: Sixth grade folktale elements >

Engagement level: High

Summary
The student shared a detailed folktale about three dog sisters, focusing on Spot, the youngest, who overcomes challenges and proves her worth by shaping the Earth. The story features a clear structure, engaging themes, and incorporates elements of a traditional folktale. The narrative meets the learning goal effectively by developing a coherent sequence of events and embedding relevant details, showing strong understanding. Areas for improvement include enhancing descriptive details and varying sentence structure.

AI thread summary (last student message: Tue, Dec 16, 2025, 9:57 AM ET)

Text Proofreader: Teacher guidelines for student requests >

Engagement level: Distracted

Summary
The student did not engage meaningfully with the AI tool, as there were no messages exchanged from the student indicating any attempt to utilize the Text Proofreader for writing enhancement. The only message present is from the assistant inviting the student to submit their writing for feedback, but the absence of a student response suggests a lack of engagement or focus. Therefore, there is not enough information to evaluate progress toward any specific learning goal.

AI thread summary (last student message: Tue, Dec 16, 2025, 9:44 AM ET)

Text Proofreader: Teacher guidelines for student writing help >

Engagement level: Distracted

Summary
The student did not engage in the activity meaningfully; they did not provide any writing or ask questions. The assistant's prompt was to help improve writing, but there was no student input to evaluate. As a result, there is no evidence of progress towards any learning goals, nor any demonstration of engagement with the tool.

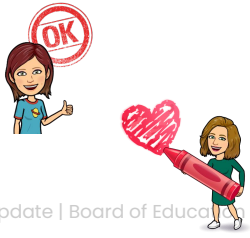
AI thread summary (last student message: Tue, Dec 16, 2025, 8:23 AM ET)

Text Proofreader: Teacher guidelines for student assistance >

Engagement level: High

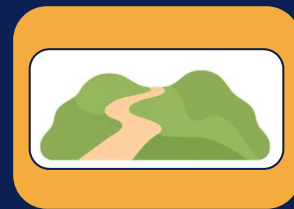
Summary
The student engaged actively with the Text Proofreader, providing multiple writing excerpts and making revisions based on the AI's feedback. The conversation focused on improving spelling, grammar, and clarity. However, without a specific learning goal, it's challenging to assess clear progress towards any educational objectives. The student's ability to take feedback and apply it to their writing demonstrates strong engagement, but the lack of a detailed learning goal limits the analysis of their learning progress.

AI thread summary (last student message: Mon, Dec 15, 2025, 1:59 PM ET)



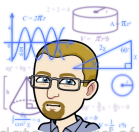


04



Leading The Expedition

Voices, Use Cases, & Artifacts Will Tell The Story of AAPS meeting the needs of students for their future



Digital Ecosystem Transformation

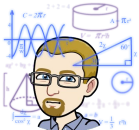
IN THE PAST...

The edtech ask would have been... ***How can we design and deliver instruction that is engaging, rigorous, and offers digital “skills” practice?***



NOW...

The edtech ask is now... ***How do we design teaching environments and deliver instruction that is equitable, engaging, accessible, personalized, and rigorous with students at the center?***



AAPS 4-CORE AI Use Priorities

Humans First. AI Helps. Humans Finish.

Time Reinvested in Learning

Time is reclaimed when using AI by assisting with feedback, planning, and differentiation to increase space for relationship building, intervention, and collaboration.

Quality & Integrity of Learning

Intentional AI use by students and staff can strengthen understanding and support inquiry & creativity.

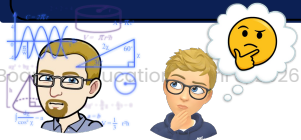
Staff Confidence & Well-Being

Developing AI expertise improves workload balance and provides clarity around expectations for responsible AI use.

“Show Me Your Workflow” Moments

Peer-to-peer sharing of practical, classroom-tested AI workflows advances learning goals and upholds district priorities.

Time Returned for Human-Centric Interactions



What Success Looks & Feels Like

2025-27 SY Guidance

- BOE Supported Working AI Guidance Resources (*slides 18-21*)
- AAPS AI Website to Show Visible Thinking & Artifacts
- Participation in AI PD Pathways for Staff & Students
- Participation in AI PD Pathways for Families & Community
- Feedback Loops for all Stakeholders
- Substantive Points of Pride of AI Lesson Design & Classroom Use

And continued AI leadership worldwide!



AAPS AI Web Pages
on District Website
(going live in May)

Michigan Department of Education AI Guidance
link to AAPS AI Rights & Responsibilities Resource
(district exemplar)

<https://www.ai4mi.org/>

