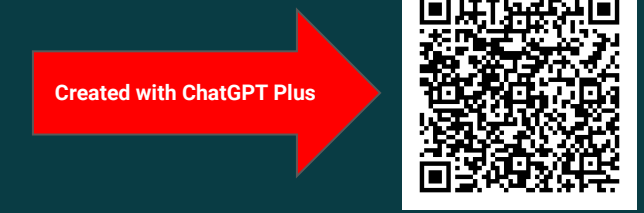
MICHIGAN VIRTUAL

Lead. Collaborate. Build.

Preparing For a World Where Everyone Uses AI

MSBO Annual Conference - April 2024



The New York Times

Artificial Intelligence › | A.I. Faces Quiz | How the A.I. Race Began | Key Figures in the Field | One Year of ChatGPT

Test Yourself: Which Faces Were Made by A.I.?

By Stuart A. Thompson Jan. 19, 2024

Tools powered by artificial intelligence can create lifelike images of people who do not exist.

See if you can identify which of these images are real people and which are A.I.-generated.

Was this made by A.I.? 1/10

A.I. | Real

Link

Justin Bruno

AI Strategist

jbruno@michiganvirtual.org

Ken Dirkin

Senior Director

MICHIGAN VIRTUAL LEARNING
RESEARCH INSTITUTE

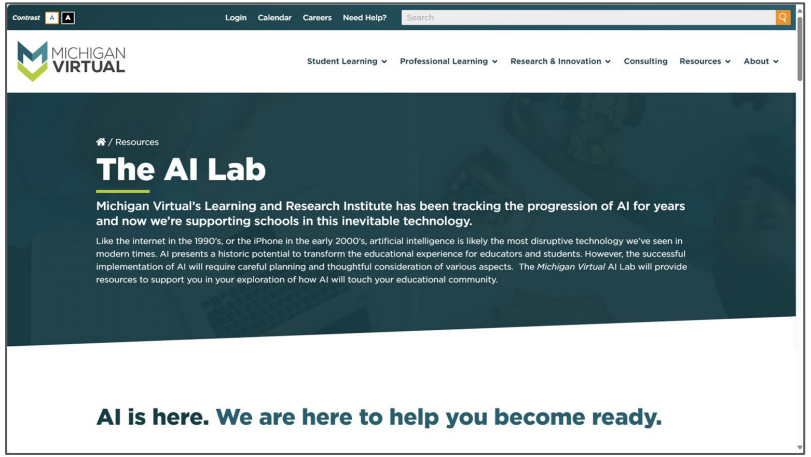
MICHIGAN VIRTUAL LEARNING
RESEARCH INSTITUTE

- AI Educator Support
- District AI Integration
- AI Professional Development
- AI Program Piloting
- Ethical AI Use
- AI Education Research
- AI Partnerships

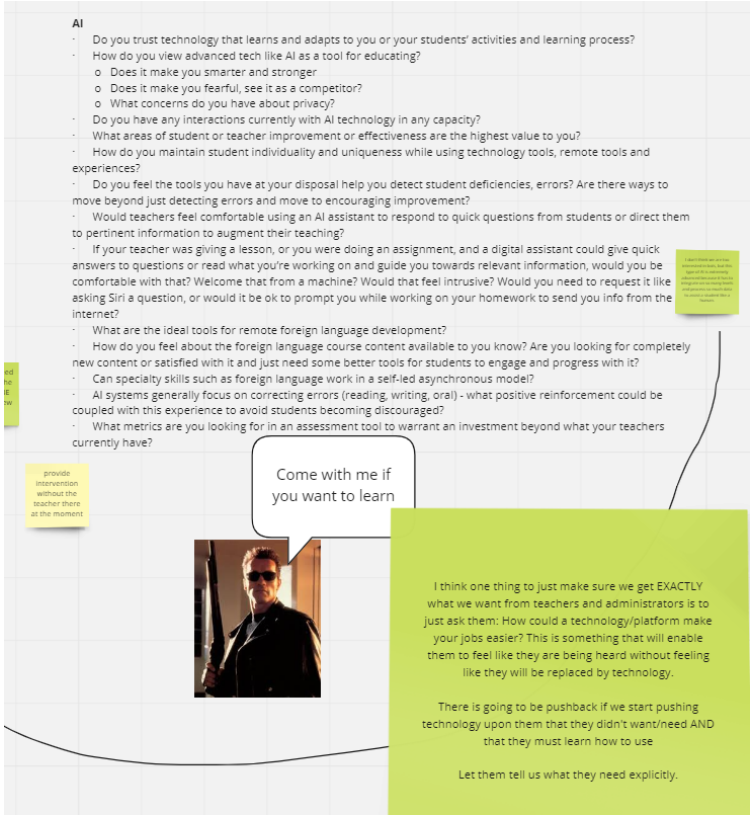
https://michiganvirtual.org/ai

MICHIGAN VIRTUAL LEARNING
RESEARCH INSTITUTE

- ~115 presentations and workshops
- AI Integration Workgroup (20+ districts)
- Articles & blog posts
- Online professional learning
- AI Research
- Michigan AI Summit



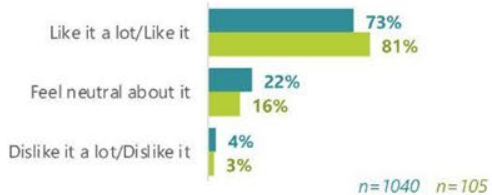
“Digital Assistant” circa 2021



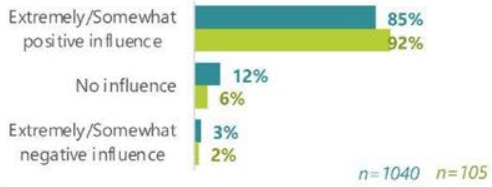
- **Tool to help kids learn how to learn, not give them the answer**. (Students, Teachers)
  - Give alternative ways to think, new questions to ask.
  - Give more tips while reading student homework.
  - DON'T just be a crutch. Concern from all stakeholders.
- **Tool for adaptive learning/diagnostic**. (Parents, Teachers)
- **Selective application in assessment**. (Teachers)
- **Privacy is not a concern - everyone is open to the help; but needs to have an “off button”** (Students)
  - *The few who expressed concerns mentioned worry about A.I. being used to make predictions about students, or being used to sort them.*

DIGITAL ASSISTANT

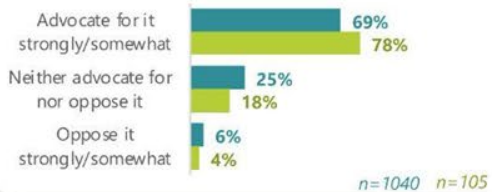
Initial Reaction



Influence on ability to succeed

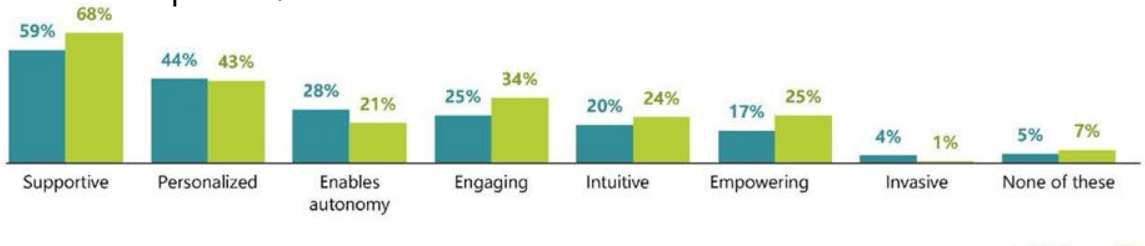


Advocacy for subscription



Attributes

Influence on ability to succeed One of the highest rated concepts for teachers/administrators, and the highest rated concept for parents/students



Features

(extremely effective)

Tools that can make a positive impact The highest rated concept by teachers & administrators and parents & students

MICHIGANVIRTUAL

Artificial Intelligence (AI) Integration Framework for Sch

	Investigating	Implementing	Innovating
Leadership & Vision	District leadership is beginning to understand the potential uses of AI to assist with teaching, learning, and operations; however, they have not endorsed the widespread use of AI tools or developed a plan.	The district leadership has created a plan, along with an implementation team, to incorporate AI into various aspects of teaching, learning, and operations. The plan aligns with their strategic priorities and includes a baseline risk assessment.	Leaders at all levels understand t vision and harness AI to enhance and maximize student learning o leveraging the distinct human tal staff.
Policy, Ethical, & Legal Considerations	The district is in the early stages of examining the policy, ethical, and legal considerations associated with using AI to support teaching, learning, and operations, including the potential risks and appropriate access for all student populations.	The district is establishing policies, reviewing ethical guidelines, and strengthening a legal framework to address the challenges associated with AI technologies, including student privacy, data protection, and responsible AI practices. There is consideration of how AI can be used to support all student populations, aiming to address equity gaps.	The district has adopted Board-a robust ethical guidelines, and a s demonstrating a commitment to privacy, compliance, and continu AI. The district has a plan to eval including efforts to narrow educa
Instructional Framework	Educators are independently exploring the potential of AI-powered tools to enhance their productivity; however, little effort is being directed to change instructional practices.	Educators are beginning to use AI tools to scale personalized learning activities. The tools enable teachers to develop and deliver tailored instructional activities and resources that meet the unique needs and preferences of students.	The district's instructional frame and students to use AI to accele learning, foster learner ownership, leverage intelligent tutoring services, enable data-driven decision-making, or assist with teaching and educator administrative tasks.
Learning Assessments	Educators are beginning to explore how AI tools can enhance formative measures in quizzes, tests, projects, and performance-based assessments.	Educators use AI tools and technologies to create assessments aligned with personalized learning goals measuring higher-order thinking skills and competencies.	Educators and students use AI to holistically assess learning experiences and outcomes, including creativity, critical thinking, inventive problem-solving, and the application of knowledge in real-world situations.
Professional Learning	The district is in the early stages of developing a plan for professional development opportunities focused on AI tools and resources, leading educators to take the initiative to seek training independently.	Educators have access to a variety of professional development opportunities to support the adoption and integration of AI-based teaching tools and approaches aligned with the district's vision for student learning. Educators have the necessary expertise to teach AI ethics to students.	Educators have developed a strong understanding of AI, including ethical considerations, and have incorporated its use into reimagining learning pedagogies and assessment strategies. They are using AI systems and tools that generate personalized professional development solutions.
Student Use	Students are being introduced to the basic concepts of AI and its potential applications in a handful of classes. They are developing an awareness of ethical considerations related to AI use but have a limited understanding of responsible practice.	Students engage with AI technologies in a variety of classes, demonstrating growing competence. They have explored the ethical implications of AI and have begun to collaborate on projects emphasizing the responsible and ethical application of AI tools. Evidence of student use/ proficiency is limited.	Most students utilize AI to support their learning goals, critically assessing AI's societal impact, including biases, privacy concerns, and fairness issues, while making informed judgments about the authenticity and origin of content. Evidence of use/proficiency is well documented.
Business & Technology Operations	The district is beginning to explore the use of AI to automate routine administrative tasks. A review of the technology ecosystem needed to support AI integration district-wide is being scheduled.	The district integrates AI to enhance business operations and create efficiencies. Updates to the technology ecosystem needed to support AI integration are planned or already completed.	The district uses AI to optimize most business functions. The district has a robust technology ecosystem and staff to support AI integration.
Outreach	Communication with staff, parents, and community stakeholders regarding the use of AI to support teaching, learning, and business operations is limited.	The district prioritizes regular interactions with students, parents, staff, and other stakeholders to gauge community readiness, provide awareness training, address concerns, and foster a collaborative environment.	The district's communication plan engages all stakeholders in the use of AI. Two-way interactions with staff, community partners, and experts help gauge the community's comfort level with AI, while also exploring new opportunities.

NOTE: The purpose of this rubric is to outline key planning considerations for the use of AI in school districts. Michigan Virtual developed this framework to assist educational leaders in assessing their preparedness as they create plans to leverage AI for teaching, learning, and operational functions. Leaders are encouraged to identify practical ways to measure and evaluate progress with their AI plans. We anticipate updating this framework on a regular basis. This framework and other resources on AI may be found at ***michiganvirtual.org/resources/ai/***

- AI Integration Framework
- Planning Guide for AI
- 6 Appendix Documents
- 2 Professional Learning Courses
- Customized AI Navigation Workshop
- Examples of K-12 AI Usage

MichiganVirtual.org/ai

What is Artificial Intelligence?

Automation of tasks that were once only done by humans

WEAK AI	STRONG AI	SUPER AI
• Function-focused ➔ Think Chess • Search • Recommendation Engines • GPT Large Language Models	• Cognitive AI • Deep Learning • Reasoning	• Artificial General Intelligence


ChatGPT


perplexity


Gemini


Copilot


ANTHROP\C
Talk to Claude
claude.ai

AP English Language and Composition

Score 2/5

https://cdn.openai.com/papers/gpt-4.pdf

https://cdn.openai.com/papers/gpt-4.pdf

Scored 5/5	Scored 4/5
• AP Art History • AP Biology • AP Environmental Science • AP Macroeconomics • AP Microeconomics • AP Psychology • AP Statistics • AP US Government • AP US History	• AP Calculus BC • AP Chemistry • AP Physics 2 • AP World History

Simulated exams	GPT-4 estimated percentile
Uniform Bar Exam (MBE+MEE+MPT)[1]	298 / 400 ~90th
LSAT	163 ~88th
SAT Evidence-Based Reading & Writing	710 / 800 ~93rd
SAT Math	700 / 800 ~89th
Graduate Record Examination (GRE) Quantitative	163 / 170 ~80th
Graduate Record Examination (GRE) Verbal	169 / 170 ~99th
Graduate Record Examination (GRE) Writing	4 / 6 ~54th

Basic vs Pro/Plus (ChatGPT)

- Getting Access
  - Free/Paid/Enterprise/Team

- Usage Considerations
  - Access during high demand time
  - Model Versions (GPT-4 and above)
  - Custom Models (GPTs)
  - Plugins and Other Tools (Dall-e 3, Browsing, Advanced Data)

- API Access
  - Not included with all licenses
  - Priced per model/output/token
  - Personal and Organizational API Keys

Humans needed for…

Ensuring quality and reliability

Protecting data privacy and security

Navigating copyright

Ensuring equitable access

Mitigating bias

Preventing bad actors

Current State:

Even the best GPT models can act a lot like a college intern on a Friday afternoon who is kind of paying attention to you.

Activity #1 - AI as Copilot

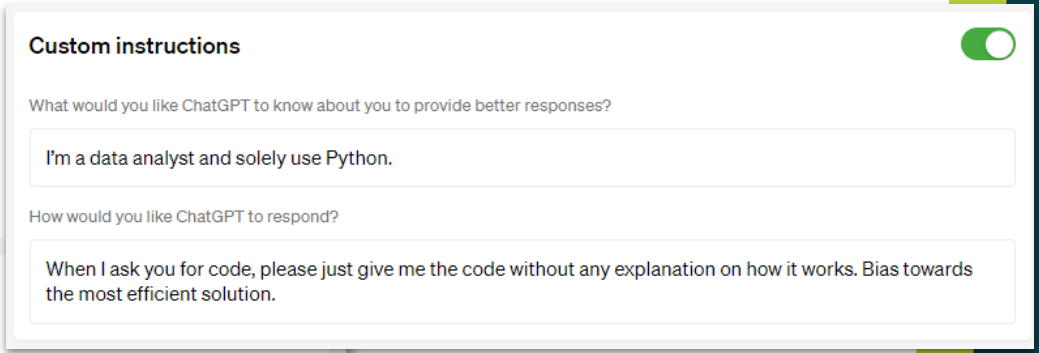
If you have it handy, consult your own job description. Insert the information about your professional role and copy/paste the prompt into the chatbot of your choice (ChatGPT, Claude, Copilot or Bard):

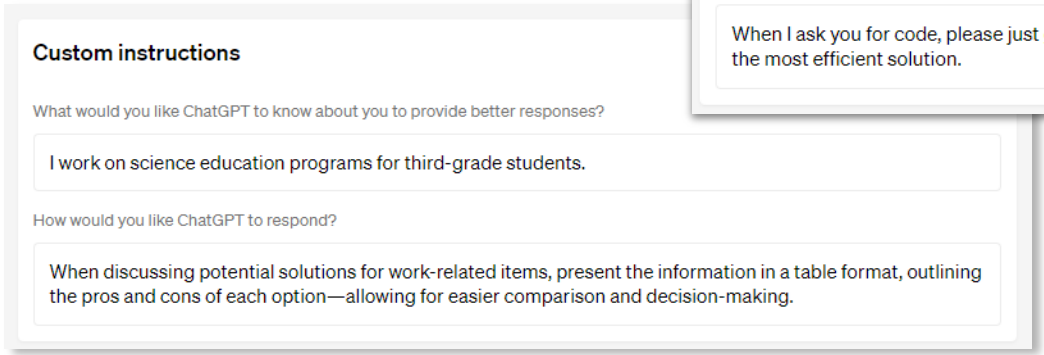
You are a professional assistant. My job title is _____. I work for a K-12 school district, and one of the primary functions of my job is to _____. Provide me with concrete examples and ways that I might benefit in my job with your assistance. Ask me follow up questions for added context that will be helpful for you in crafting your answers. Also help me identify goals that I might achieve with your assistance.

ChatGPT Claude Copilot Gemini

Custom Instructions (ChatGPT)

- Having the AI take on a persona
- Giving it information on what you are doing
- Telling it how you want to respond
- Saying “Please”





Making it behave with “Good” prompting

- Clear and Detailed Instructions
  - “....Provide me with 3 examples …”
  - “....Provide me a list of….”
  - “....Output a table with….”

- Specific Context
  - “....Algebra students in the USA….”
  - “....local business owners….”

Prompt Writing

C - context (“you are a ____, who is good at _____, focused on the goal of ___”

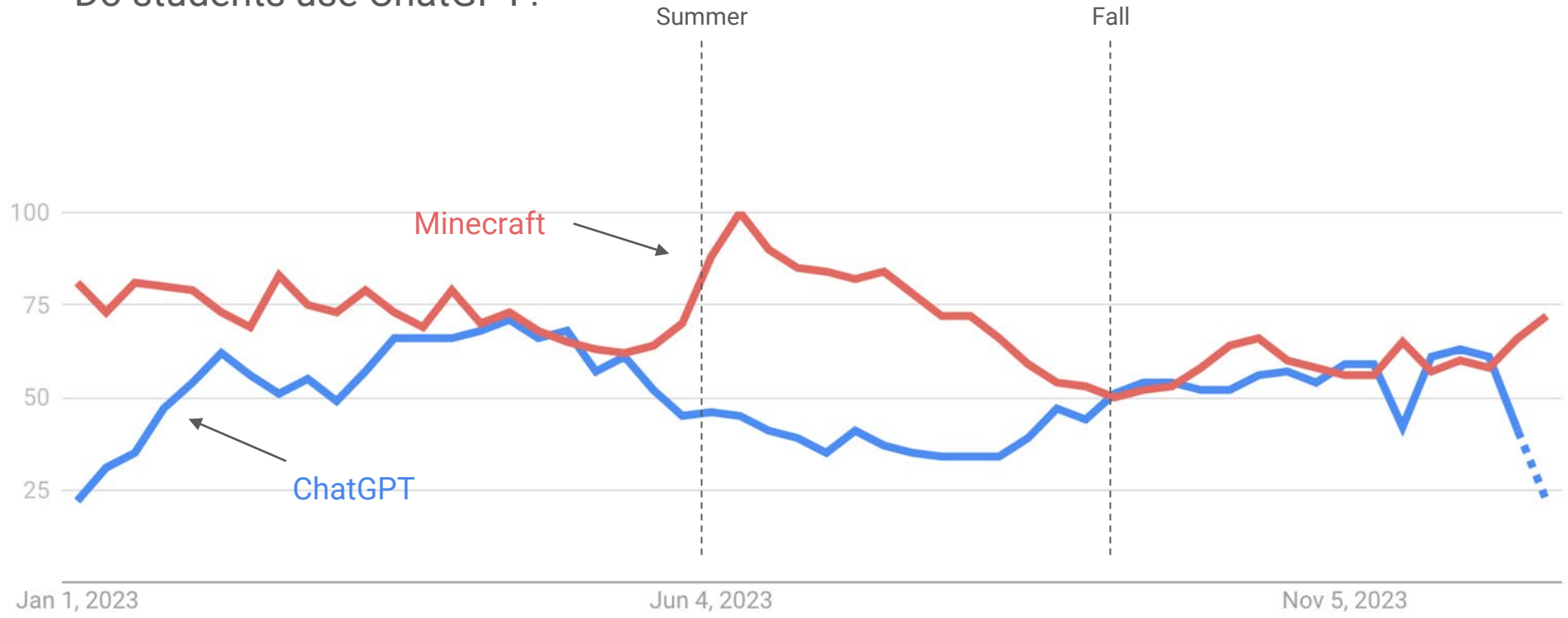
I - instructions (“I will give you _____, you will do ____”

D - details (tone of voice, format, etc)

I - input (important information about the desired end product)

AI in Education

Do students use ChatGPT?



@M.STEVENS03 ON TIKTOK

LIFE > ACADEMICS

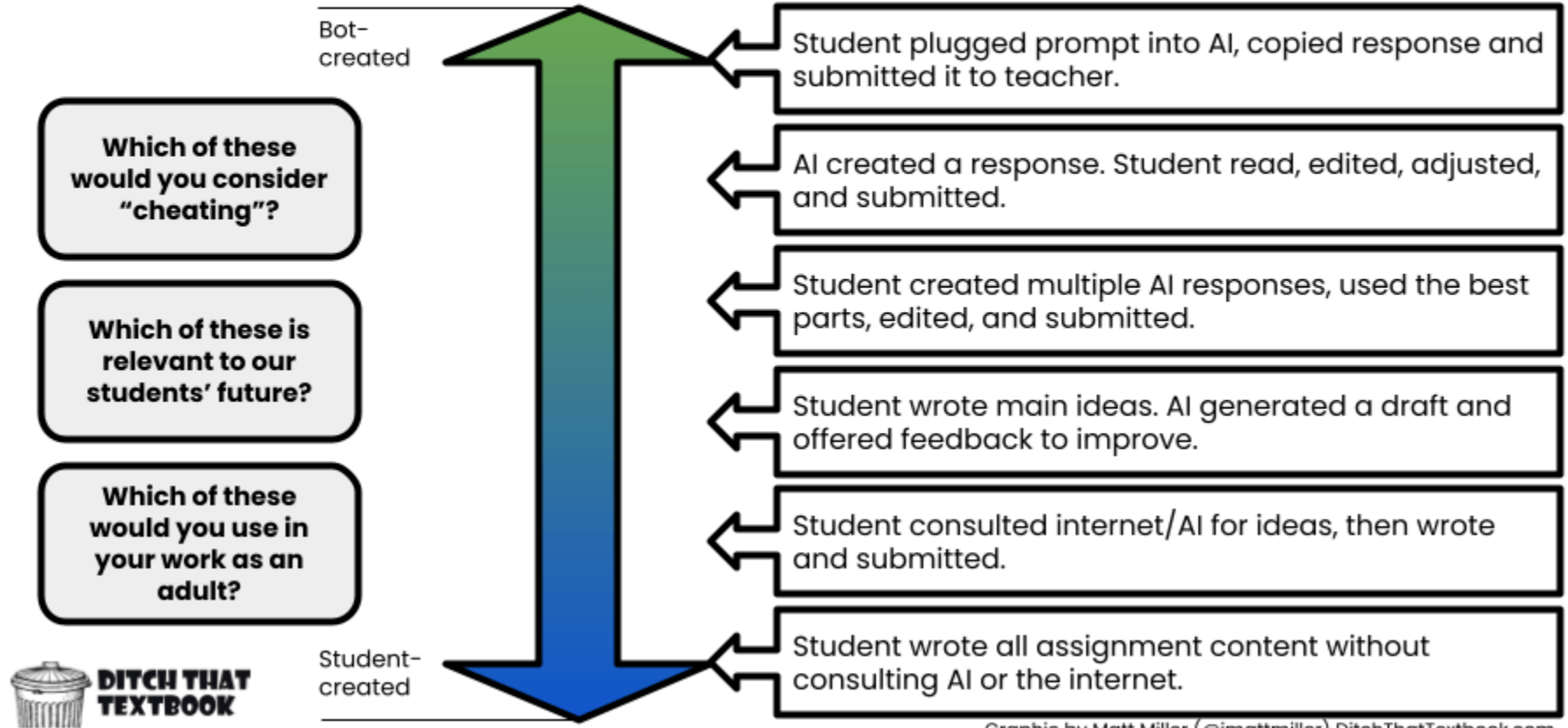
THIS COLLEGE STUDENT WAS PUT ON PROBATION FOR USING GRAMMARLY & HER STORY'S GOING VIRAL

FEBRUARY 21, 2024

ZETTA WHITING

[Marley Stevens Used Grammarly AI & Was Put On Academic Probation (hercampus.com)]

It's time to rethink "plagiarism" and "cheating"



DITCH THAT TEXTBOOK

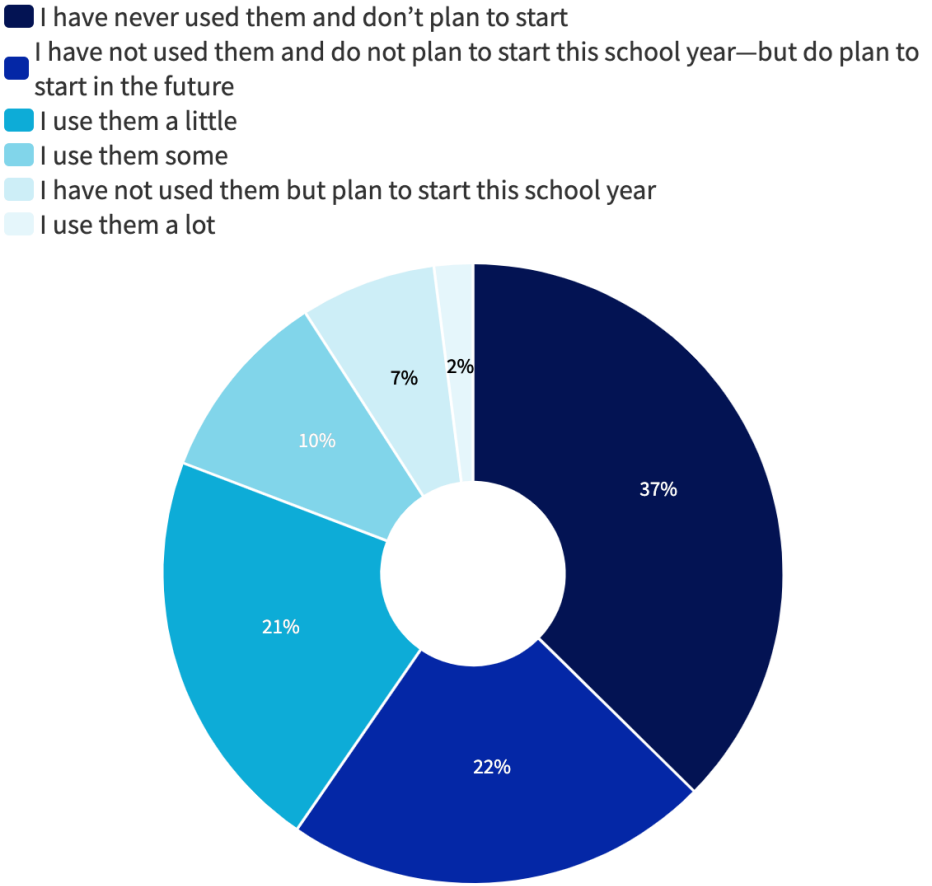
Graphic by Matt Miller (@jmattmiller) DitchThatTextbook.com

Student Can't Do Learning Task	Student Can Do Learning Task With Supports	Student Can Do Learning Task On Their Own
AI Accelerator A student uses AI tools to advance their work with a coding or programming project, working closely with an educator to strengthen their independent learning skills.	**AI Accelerator** A student utilizes a lesson crafted by an educator that integrates AI research tools for collecting data, analyzing discoveries, and publishing their findings.	**AI Accelerator** A student acquires and independently uses AI-guided directions to design a science experiment.
AI Assistant An ELL student relies on an educator for guidance and support using AI tools that provide pronunciation feedback, vocabulary practice, and conversation simulations.	**AI Assistant** A student is taught how to use grammar and spell-check tools to improve their writing skills.	**AI Assistant** A student uses language translation tools to collaborate with international peers who speak different languages.
AI Crutch A student not well-versed in a subject turns to AI to complete a writing assignment.	**AI Crutch** A student relies heavily on AI-generated study notes to prepare for an assessment without guidance or direction from educators.	**AI Crutch** A student prone to procrastination chooses to quickly finish a project using AI rather than putting in the required effort.

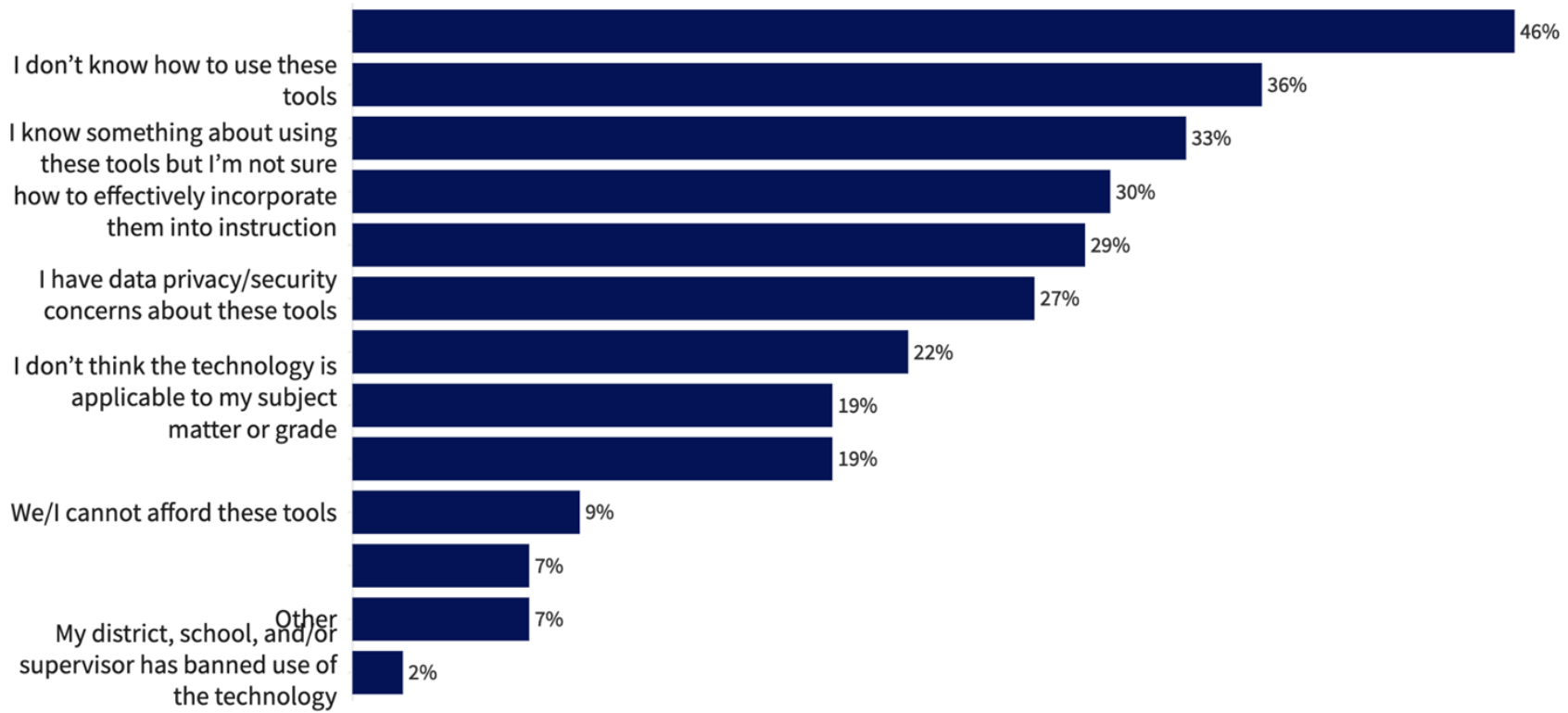
Student AI Use Cases

TEACHERS

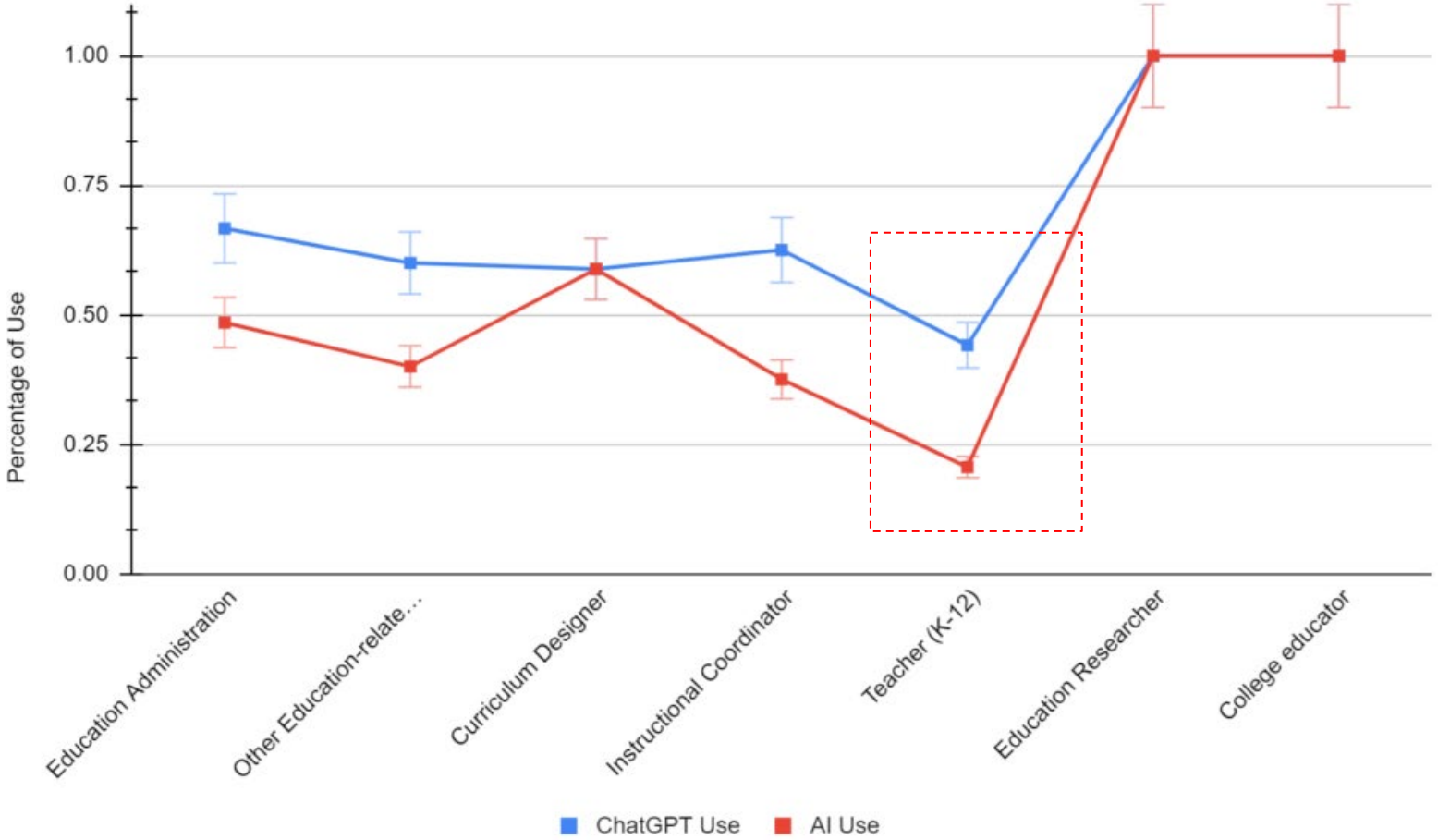
Which of the following best describes your current use of artificial intelligence-driven tools in your classroom?



You indicated you don't currently use artificial intelligence-driven instructional tools in your classroom. Why not? Select all that apply.



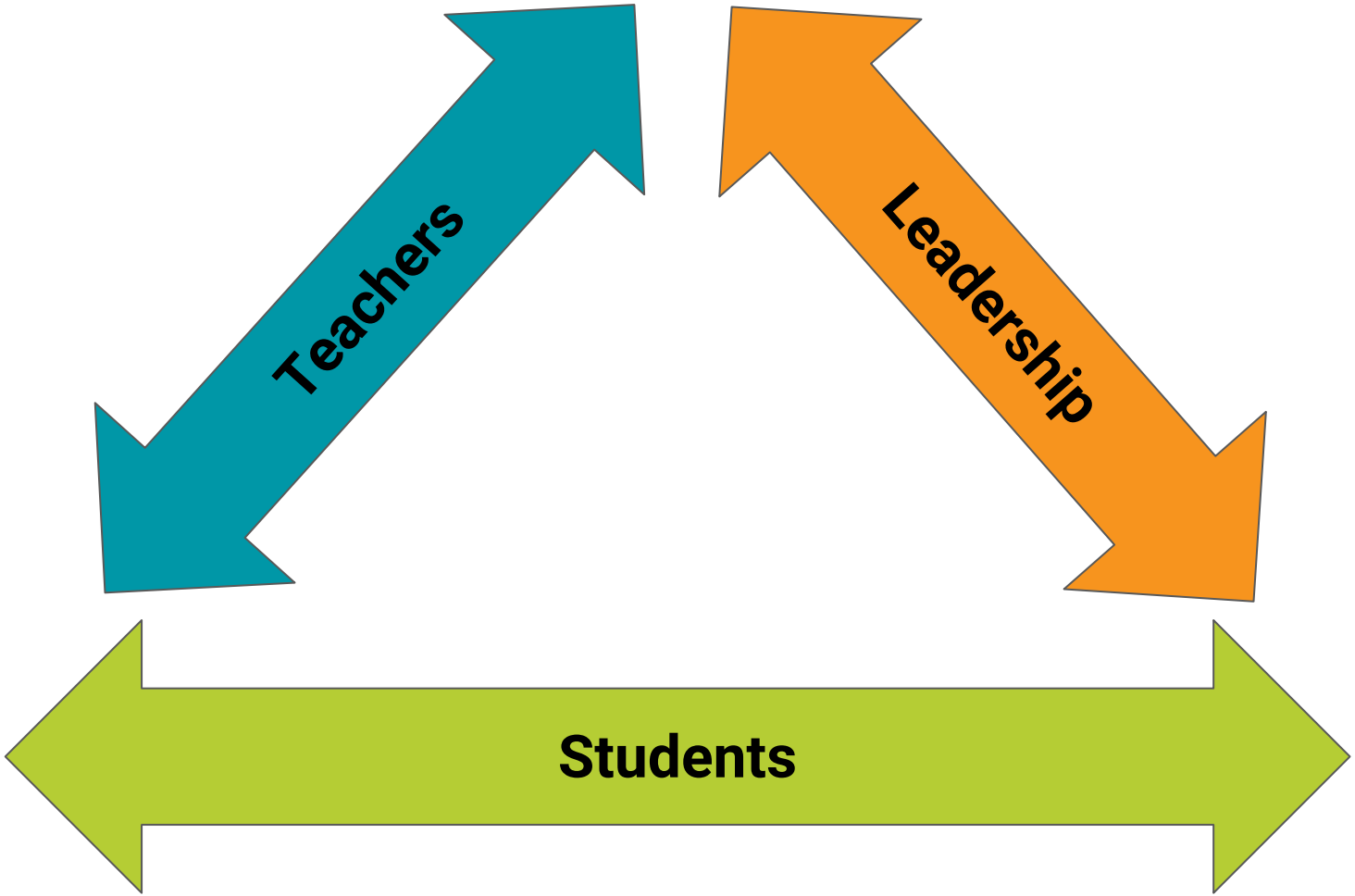
SOURCE: EdWeek Research Center survey, December 2023


1.00
0.75
0.50
0.25
0.00
Percentage of Use
Education Administration
Other Education-relate…
Curriculum Designer
Instructional Coordinator
Teacher (K-12)
Education Researcher
College educator
ChatGPT Use
AI Use

Discussion

1. How were you talking about AI before the release of ChatGPT?
2. How are you talking about AI now?

Michigan Districts


Teachers
Leadership
Students

Teachers

Productivity

Innovation

Students

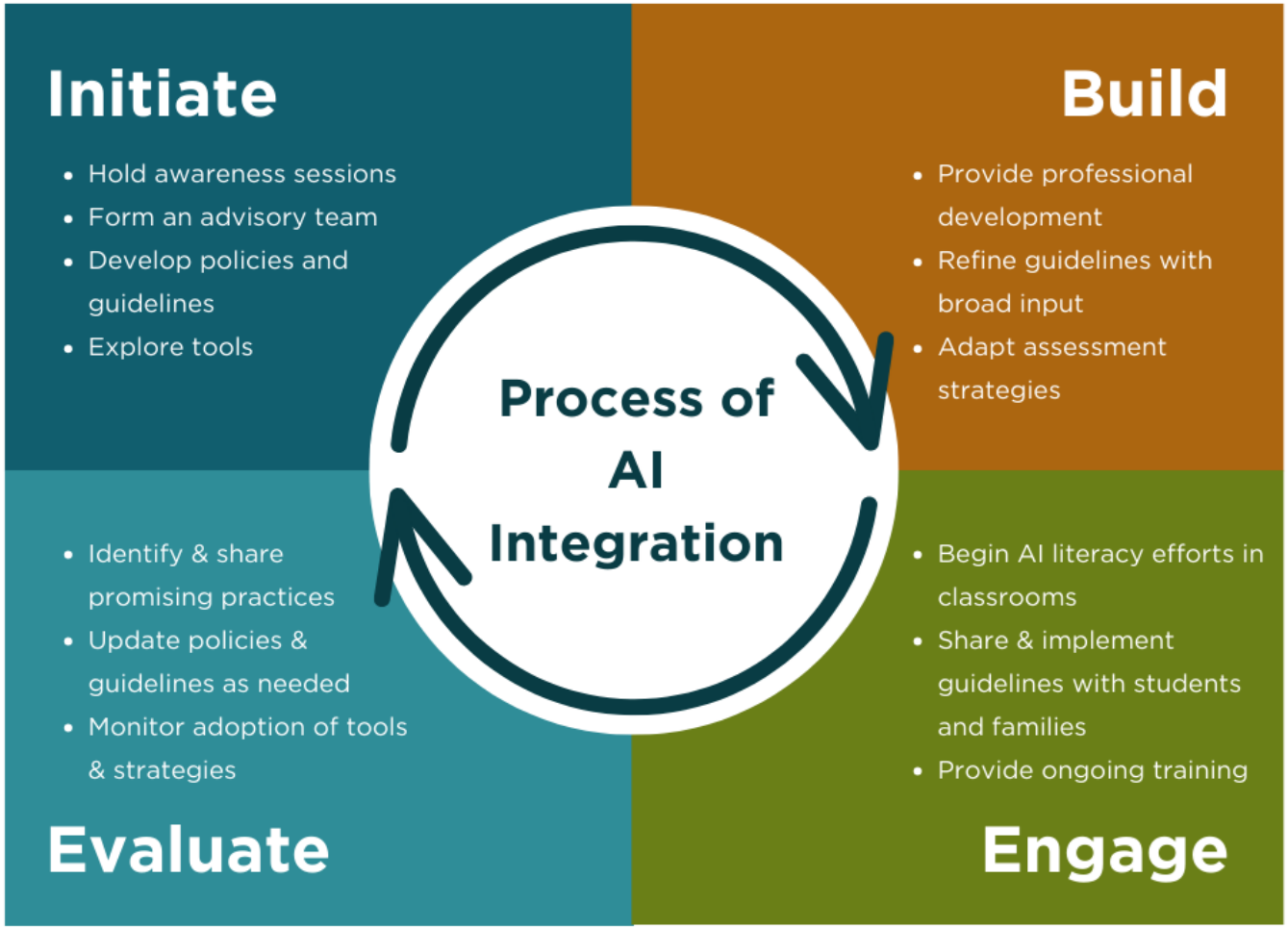
Task Performance

Learning

Leadership

Risk Mitigation

Experimentation



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Northville Public Schools

- Introductory training for all K-12 staff
- Support of annual Parent Camp outreach efforts
- Partnership in other events throughout the state to share experience

Livingston ESA

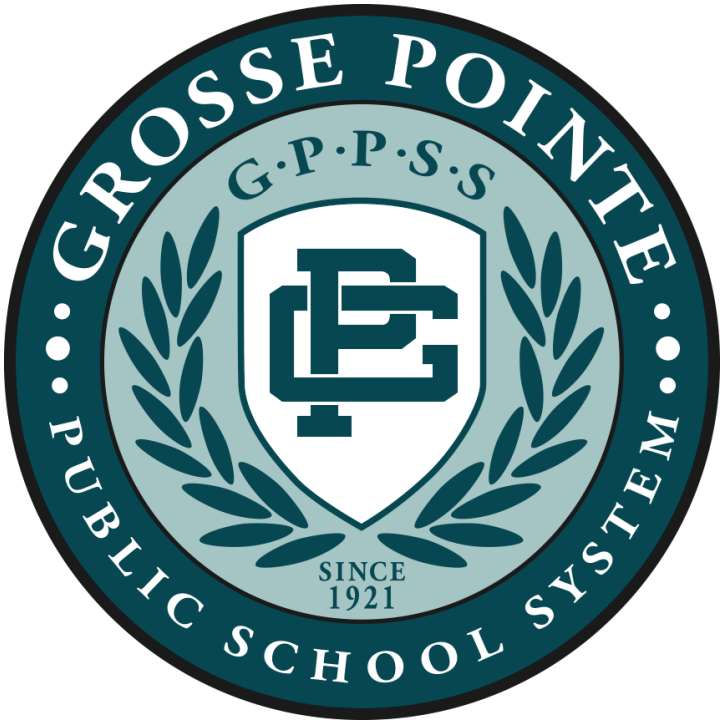
- County-wide task force support
- Introductory training support for individual districts
- County School Boards Association Panel
  - Aaron Boughman, Northville
  - Tom Leitz, MASSP
  - Deven Parrish, Howell
  - Justin Walworth, Peckham

Westwood Community Schools

- District task force support
- Introductory and ongoing training
- AI tool vetting

Grosse Pointe Public Schools

- Task force support
- Thought partnership around:
  - Policy development
  - Instructional models



District Provided PD

- Fitzgerald
- Lincoln Consolidated
- Muskegon
- Northville
- Dearborn Heights
- Tuscola Technology Center
- Cheboygan Area Schools
- Ecorse
- Van Buren Tech Center
- Westwood Community Schools
- Roseville Community Schools
- Manchester Community Schools

District Wide Trainings

AI: What and Why?

Establish a common understanding of AI.
Explore classifications and evolution of AI.
Examine AI's impact across industries and its future.

Preparing for a Future Where All Students Use AI

Adapt teaching methods in AI-integrated classrooms.
Focus on critical thinking and meaningful interactions with AI.

Teachers - What Can AI Do for You?

Discover AI's applications in automating tasks and personalizing learning.
Integration of AI tools into teaching strategies.

AI's Day Off (from the Hype): Ethical Considerations for AI in the Classroom

Address ethical implications of AI in education.
Explore biases, privacy concerns, and environmental impacts.

AI for School Administrators: From Leadership, Vision and Policy to Administrative Tasks

Discuss visionary leadership and AI-inclusive policies.
Explore AI's role in administrative tasks and collaborative decision-making.

Teaching AI Literacy

Emphasize the importance of understanding AI mechanics and ethical issues.
Introduce practical resources for teaching AI literacy across disciplines.

Leveling Up: Becoming Advanced in the use of AI

Advance skills in AI tools through hands-on activities and demonstrations.
Explore advanced features of popular AI tools.

Assessment Intelligence: Exploring AI's Impact on Assessment in Education

Examine AI's potential effects on educational assessments.
Explore various strategies to integrate AI in assessment processes.

Power Up Your CTE Classroom with Generative AI: Tools for Real-World Skill Building

Enhance CTE programs with generative AI tools.
Focus on real-world skills like brainstorming, problem-solving, and project design.

Shaping Your AI Story - A Workshop for Teachers

Equip teachers with foundational AI knowledge and hands-on experience.
Discuss responsible AI use, inclusivity, and ethical considerations.

AI Tool Pilots

- Farmington Public Schools
- FlexTech
- Gibraltar School District
- Hamilton Community Schools
- Holly Area Schools
- Lincoln Consolidated School District
- Milan Area Schools
- Muskegon Public Schools
- Plymouth-Canton Community Schools
- Redord Union Schools
- Ypsilanti Community Schools

PRIMER

Ingham ISD
Ottawa Area ISD

QuestionWell

56 Teachers

https://sites.google.com/mivu.org/questionwellpilot/

COLLABRIFY ROADMAP CENTER

Starting Soon

School Day 2030

- Students grouped by progress/competency
- Each assisted by personal tutor
- Students co-designing learning plan with teachers & peers
- Less need for teacher content expertise
- Schools are defining the guide rails for learning centrally

Let’s continue the conversation

AI Resources Planning Page:

- AI Integration Framework
- Planning Guide for AI
- 6 Appendix Documents
- 2 Professional Learning Courses
- Customized AI Navigation Workshop
- Examples of K-12 AI Usage

kdirkin@michiganvirtual.org

MichiganVirtual.org/ai

Resources

Blog post: AI, Performance, and Learning

AI Can Do Your Homework. Now What?

One Useful Thing - Ethan Mollick

Syllabi Policies for AI Generative Tools

How Do We Respond to Generative AI in Education?

Bringing AI to School: Tips for School Leaders

AI x Education Newsletter

AI Policy Guidance

TeachAI Toolkit

Generative History Blog

Hard Fork Podcast from NYT

Ezra Klein Podcast

AI Breakfast

The Rundown