

Curriculum & Student Development Committee Meeting

Tuesday, October 3, 2023 5:30 PM

Town Campus Hammonasset Room/Zoom, 10 Campus Drive , Madison, CT 06443

I. DHHS Artificial Intelligence Presentation

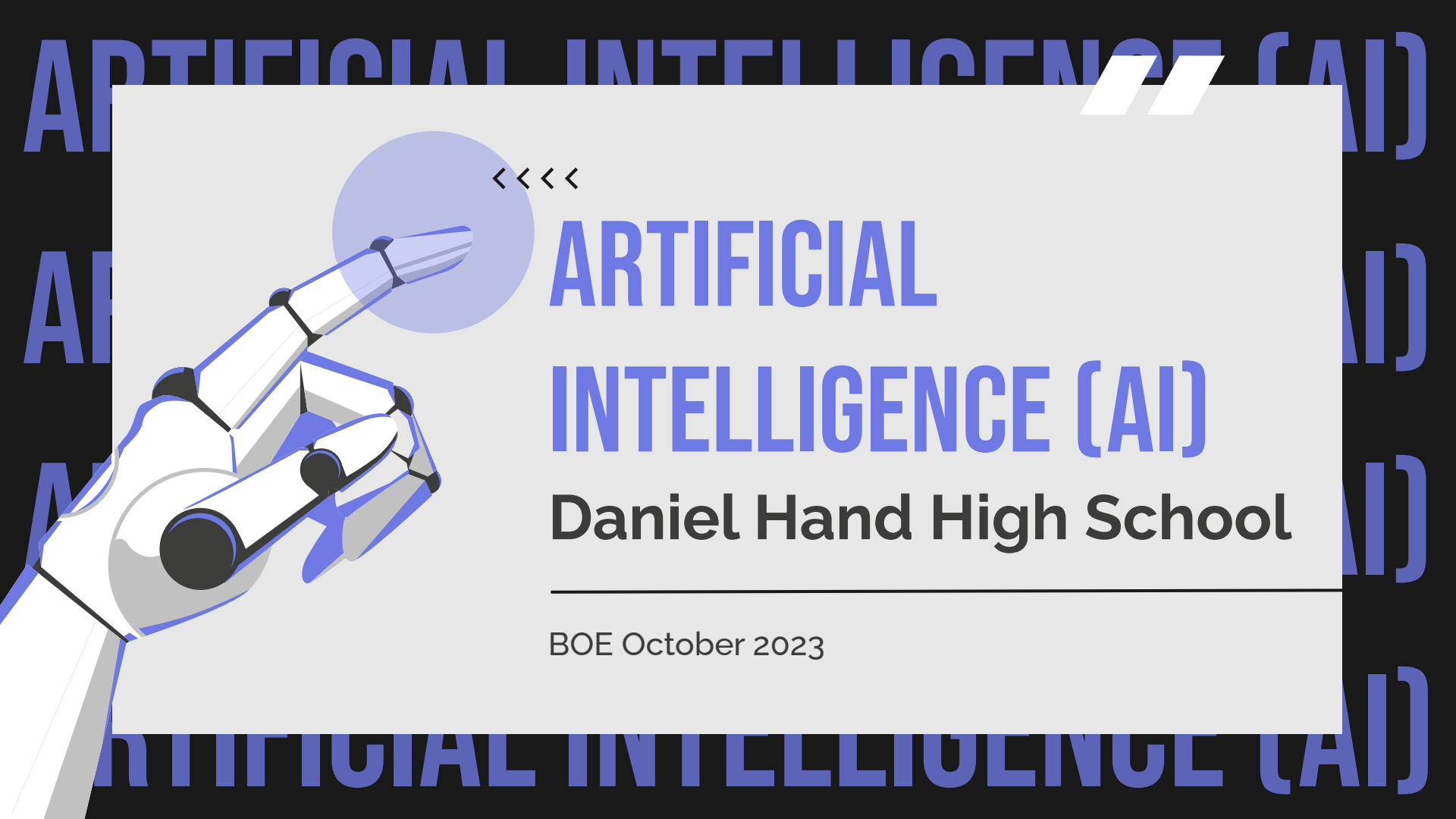
Speaker(s): Celina
DaSilva, Peter Nye

II. Grade 8 Madison Experience Presentation

Speaker(s): Kathryn
Hart, Kim Russo, Jen
Weisburg

III. Public Comment

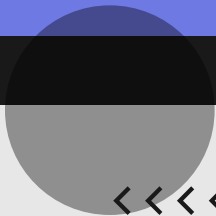
- IV. The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town ADA/Human Resources Director, Debra Ferrante, at 203-245-6310 or by email at ferranted@madisonct.org at least five (5) business days prior to the meeting.**



ARTIFICIAL INTELLIGENCE (AI)

Daniel Hand High School

BOE October 2023



01.

DHHS ENGLISH

Expectations & Preventative Measures



ON SYLLABI

All assignments (both formative and summative) should be completed independently by students and should not contain ideas/analysis gathered from outside sources without proper citations (other students' work, online, AI, etc.). Students should not share their work with any other student(s), unless the assignment requires collaboration.

Per the Code of Conduct, if either of these conditions are not met, students will receive a zero on the assignment without the option to re-do it, adults at home will be notified, and a referral for plagiarism will be sent to administration.

ON SYLLABI

The use of AI platforms to generate work is prohibited in this class. To ensure that students are participating in the educational process, the following notes and rules are in effect, and there are no exceptions to them:

1. A MPS Google account must be used for ALL typed work. This means that students may NOT type your work elsewhere and copy/paste it into a Google doc.
2. The Code of Conduct for plagiarism will be enforced if the editing history on Google is not visible.
3. The use of Grammarly is allowed, but work must be created on a Google Doc before it can be run through Grammarly.

There are some ways to use artificial intelligence appropriately, and we will explore those throughout the year. If a situation were to arise where an assignment may benefit from the use of AI, let's chat(GPT) about it.

ON STUDENT-FACING ASSIGNMENTS & RUBRICS

By submitting this assignment, I confirm that my work has been done independently by me, and will not contain ideas/analysis gathered from outside sources without proper citations (other students' work, online, AI, etc.).

I also confirm that I will not (and have not) shared this work with any other student(s).

If either of these conditions is not met, I understand I will receive a zero on the assignment without the option to re-do it, adults at home will be notified, and a referral for plagiarism will be sent to administration.

ON STUDENT-FACING ASSIGNMENTS & RUBRICS

The use of AI platforms to generate work is prohibited in this class. To ensure that you do your own work, the following notes and rules are in effect, and there are no exceptions to them:

1. Your MPS Google account must be used for ALL typed work. This means that you may NOT type your work elsewhere and copy/paste it into a Google doc.
2. The code of conduct for plagiarism will be enforced if the editing history on Google is not visible.
3. The use of Grammarly is allowed, but work must be created on your Google Doc before it can be run through Grammarly.

There are some ways to use artificial intelligence appropriately, and we will explore those throughout the year. If you feel like one of your assignments may benefit from the use of AI, let's chat(GPT) about it.



PREVENTATIVE MEASURES

01.

GOOGLE DOCS

Allows teachers to reference edit history and see "live" work-in-progress

02.

GOOGLE CLASSROOM

Provides easy access to student work

03.

ORIGINALITY REPORT

Compares student work to web pages and books found online

04.

GOOGLE EXTENSION - DRAFTBACK

Allows a teacher to see keystrokes on a Google Doc

05.

AI DETECTION SITES

Detects the likelihood of AI-generated material

06.

PREVIOUS WRITING & WORK

Provides a baseline for student work

ARTIFICIAL INTELLIGENCE (AI)



ARTI

AI PLC

(AI)

ARTI

In addition, the DHHS English Department has created a small PLC group that will meet twice a trimester to analyze AI use (for both teachers and students), reflect on best practices, identify areas of concern, and research new applications.

(AI)

TEACHER USE

- Refine and integrate current rubric language and POG rubric language for PBAs and other summative assessments
- Generate student groups
- Refine discussion or comprehension questions
- Provide opportunities for student analysis/reflection (ex., AI-generated personal narrative versus a student-generated narrative)
- Create “models” for analytical writing and reflect on depth and substance of the material
- Provide sample sentences for grammar and mechanics instruction

AI/TAI/

AI SITES AND RESOURCES FOR INSTRUCTION

<u>Open AI</u>	<ul style="list-style-type: none">• Role playing challenging conversations• Building quizzes, tests, and lesson plans from curriculum materials• Reducing friction for non-English speakers• Teaching students about critical thinking
<u>Eduaide.Ai</u>	<ul style="list-style-type: none">• Includes over 100 resource types and learning objects to choose from (ex: Lexile decriaser/increaser, substitute planner, newsletter outlines, sentence stems, scenario-based questions).
<u>Twee</u>	<ul style="list-style-type: none">• Create questions for any YouTube video in just a few seconds• Generate dialogues, stories, letters or articles on any topic and for any level• Quickly create multiple choice questions, open questions, and True/False statements• Find interesting discussion questions, facts, and quotes by famous people related to the topic• Brainstorm vocabulary related to the topic and create fill-in-the-gap and open-the-brackets exercises
<u>MagicSchool.ai</u>	<ul style="list-style-type: none">• Create lesson plans and rubrics• Draft paperwork (IEP generator)• Create differentiated materials (text leveler and text scaffolder)

AI SITES AND RESOURCES FOR INSTRUCTION (CONT'D)

<u>Lessonlab.ai</u>	<ul style="list-style-type: none">• Write reports and IEPs• Chat with historical figures• Create lesson plans and unit plans• Standards-aligned
<u>Diffit.me</u>	<ul style="list-style-type: none">• Provides leveled resources for topics, questions, and terminology• Provides leveled resources for articles, texts, and excerpts (PDF or from the web)
<u>Conker.ai</u>	<ul style="list-style-type: none">• Create multiple choice quizzes/assessments for any subject and/or grade level• Aligned to standards

02.

DHHS STUDENTS

Student Perspectives

AI SURVEY RESULTS

Have you used AI on past assignments?

- 59.5% reported that they had not use AI on assignments; 40.5% reported that they had used AI in the past

For those who reported that they had used AI in the past, 72% stated that they used AI once or twice, 24% stated that they used it often, and only 1% of students reported that they used it all the time.

Reasons for Use:

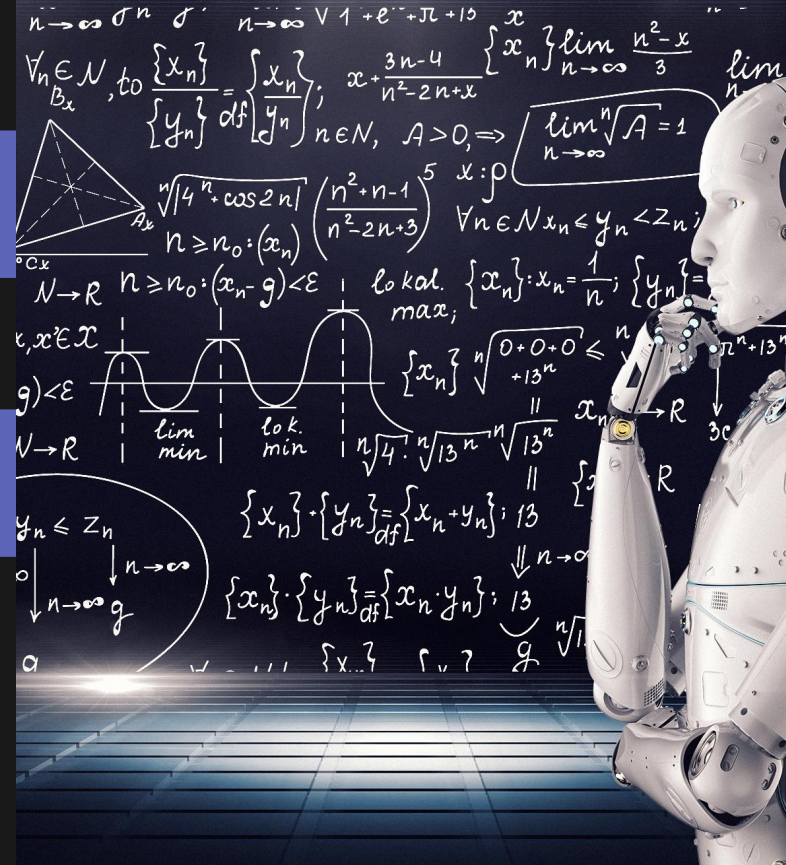
- To aid in comprehension and to help refine writing or research (10%)
- To generate/capture new ideas (9%)
- To explore the capabilities of AI (8%)
- To solve problems (6%)
- To assess and reflect on your work (4%)
- To create study materials (2%)

OTHER WAYS TO USE AI



Some students reported that they have used AI in the following ways:

- For personal use (baking, writing cards)
- To explore image-creation AI platforms, like Dall.E
- To translate when other assistive technologies are not helpful
- To correct grammar and sentence structure (Grammarly)
- To explain a point in a project (with teacher permission)



ACADEMIC INTEGRITY



Over 97% of students reported that they had never presented AI-generated work as their own.

Many students are able to see the complexity of AI use (97%) and 3% of students think that AI has an exclusively positive impact on education.



ARTIFICIAL INTELLIGENCE (AI)



STUDENT PERSPECTIVES



AI
AI
ARTIFICIAL INTELLIGENCE (AI)

03.

PROFILE OF A GRADUATE

Connections to Our Vision

PROFILE OF A GRADUATE

Critical Thinking	Creative Thinking	Collaboration/ Communication	Self-Direction	Global Thinking
Inquiry	Idea Generation	Collective Intelligence	Self-Awareness	Citizenship
Analyzing	Design	Product Creation	Decision Making	Alternate Perspectives

AL
EN
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MOVING FORWARD

- Continue to investigate AI programs and resources to enhance the teaching and learning process
- Provide foundational and supplementary guidelines for use and misuse
- Maintain open and honest dialogue with students about AI and its usage

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ARTIFICIAL
INTELLIGENCE
(AI)

Set the Stage

“AI is a rapidly advancing field with the potential to transform various aspects of our lives.”

What is AI?

- A program that is capable of learning and thinking
- Performs a task that we would normally assume a human would perform
- Will have an impact on most people's lives
- Students may have a great understanding of AI, or they could know nothing

Your job, as a student, is to improve your understanding of the world around you, so that you will be able to make informed decisions and lead a successful life no matter what you choose to do in the future.

Day 1

“AI is a tool. The choice about how it gets deployed is ours.” ~ Oren Etzioni ~

- 1) Watch introductory video
- 2) Write questions about AI using the **Initial Question sheet**
- 3) Read and analyze, **“Introductory Article about AI”**
Common Information

- 4) **Review and analyze sources:**
Informative, Expressive,
Experiential -- *Choice*
- 5) Revise questions with the goal of improving your initial questions
- 6) Students select questions to pose to an AI expert

Sample Sources



INFORMATIVE

- **Articles**

Top 10 positive impacts of AI

- **Videos & Comics**

Journalist had a creepy encounter with new tech that left him unable to sleep

- **Graphics**

How companies are using AI - Charts, graphs

EXPERIENTIAL

- **Quiz**

Identify human vs AI created art

- **Songs**

Created by AI

- **Samples** created by Chat GPT



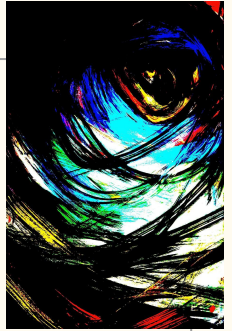
EXPRESSIVE

- **Literary**

Quotes, poems, articles

- **Visual**

I Challenged My AI Clone to replace me for 24 hours



Day 2

7) Meet an AI expert; students add information to their sources.

8) Prepare for Roundtable - plan to support their points!

9) Review criteria for success for Collective Intelligence and Alt. Perspectives.



10) Share learning/opinions. Ask questions; think about what peers share.

11) Compose final thoughts and new understanding. Reflect and evaluate on their participation using the self-assessment rubric.

Profile of a Graduate

All Students:

- **Inquiry**: Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue.



Students select ONE of the following capacities:

- **Collective Intelligence**: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.
- **Alternate Perspectives**: Interpret or critique complementary and competing approaches, experiences, and worldviews order to develop an empathetic perspective.



Feedback to Students

- Profile of a Graduate Rubric
 - Inquiry
 - Collective Intelligence OR Alt. Perspectives
- Assessed by 8th grade core and RA teachers
- Emphasis on process not product
- Record in Google Sheets for grade level analysis
- Survey completed by students
- Reflect and revise for future



Grade 8 Madison Experience

**The Impact of AI on our
world**

Interdisciplinary

Engaging

Complex

Relevant
