

AI Use Policy Teacher Guide

Short explanations, classroom examples, and decision-making routines to accompany the 1-page educator checklist

Purpose

This guide is an educator-facing resource and professional learning companion. It is not a static district policy document. Districts can adapt it by adding their current approved tools, privacy rules, and assignment expectations.

Big idea: AI is the context, not the focus. The focus is educator decision-making, student thinking, information evaluation, and professional responsibility.

Core Approach: DDC as Decision-Making

Diagnose - Draft - Calibrate is not only a prompting routine. It is a decision-making framework that keeps teachers and learners in the role of decision-makers before, during, and after AI use.

Step	Teacher question	What it means
Diagnose	What is the situation, purpose, learner context, constraints, and privacy boundary?	Define the problem before seeking AI support.
Draft	What possibilities, perspectives, examples, revisions, or starting points could AI generate?	Use AI to move thinking forward, not produce a final answer.
Calibrate	What needs to be evaluated, revised, localized, rejected, or refined?	Professional judgment takes over before anything reaches students.

Approved Tools + District Guardrails

Avoid treating any printed handout as the official source of truth for approved tools. Tool approvals, permissions, and privacy expectations can change. Educators should consult their district's current AI policy, staff support page, or approved tools list before using AI for school-related work.

- Use only tools approved for the specific purpose, such as teacher planning, student use, feedback, grading support, or student-data use.
- Do not assume that a tool approved for teacher planning is approved for direct student use or private student work.
- NotebookLM should not be described as approved unless the district explicitly confirms its status.
- Local Central Islip note, if this resource is adapted locally: current district guidance identifies Microsoft Copilot, Google Gemini, and DIFFT as approved platforms. Verify through official district guidance because this can change.

Privacy Rules

When in doubt, de-identify. Personally identifiable student information and sensitive records should not be entered into AI tools unless the district has explicitly approved both the tool and the use case.

- Do not enter student names paired with academic, behavioral, medical, family, or background details.
- Do not enter student IDs, addresses, discipline records, immigration status, family circumstances, or sensitive history.
- Do not enter IEP/504 information, disability information, accommodations, assessment data, multilingual learner records, or private student work unless explicitly approved.
- Use generalized descriptions for planning, such as: "Create a second-grade vocabulary activity for students who benefit from visual supports, partner talk, and repeated practice."

Prompt AI Like a Thinking Partner

Good prompting is not about getting a perfect answer quickly. It is about giving enough context, asking better questions, and using the response as material for professional judgment.

Prompt Elements

- Task: what should AI help with?
- Audience: who is this for?
- Context: grade, subject, learner needs, language needs, classroom constraints.
- Goal: what should students learn, practice, or decide?
- Boundaries: what should AI avoid, not assume, or not include?
- Revision request: how should AI improve or vary the draft?

Meta-prompt: Before answering, ask me three questions that would help you give a more useful response for my students and classroom context.

DDC Classroom Examples

Setting	Diagnose	Draft prompt	Calibrate
Bilingual / ENL	Second-grade bilingual students are learning habitat vocabulary and need language support before reading an informational text.	Create three vocabulary activities for second-grade emerging bilingual students. Use student-friendly language, visual support ideas, partner talk, and possible Spanish cognates when appropriate.	Remove vocabulary that is too advanced, align activities to classroom materials, verify translations, and adjust supports based on proficiency levels.
Adult ESL	Adult ESL students are preparing for workplace conversations and need practice asking and answering questions during a job interview.	Create a realistic job interview role-play for adult English learners. Include common interview questions, possible responses, and follow-up questions. Use clear intermediate-level language.	Adjust vocabulary, remove culturally unfamiliar references, verify workplace language accuracy, and adapt examples to local employment contexts.
Elementary science	Students are beginning a space unit. A textbook asks students to look at astronauts and discuss what they would ask an astronaut.	Act as an astronaut aboard the International Space Station. Respond to second-grade student questions using age-appropriate language and engaging details about daily life in space.	Review for scientific accuracy, simplify vocabulary, connect to unit objectives, and guide students in asking whether the answers make sense and what else they wonder.

Teacher Uses

- Lesson planning: ideas, examples, non-examples, discussion prompts, exit tickets, rubrics, and checklists.
- Differentiation: reading-level adaptation, vocabulary support, sentence frames, small-group tasks, and extension options.
- Language support: translation comparison, simplified directions, bilingual vocabulary, family communication drafts, and integrated ENL scaffolds.
- Reflection: critique a lesson for clarity, accessibility, cognitive load, student engagement, or missed opportunities.
- Pattern analysis: review teacher-created materials over time to identify themes, standards coverage, recurring misconceptions, and instructional patterns. Use approved tools and de-identified or explicitly permitted data only.

Student Use, Grade Bands, and AI Modalities

Student AI use should match age, developmental readiness, district-approved tools, assignment goals, and student capacity to evaluate information.

Group	Recommended posture	What this can look like
Lower elementary	Primarily teacher-facing and teacher-guided	Students discuss, question, compare, and evaluate AI-generated information as a class. Direct independent AI use should be limited.
Upper elementary	Teacher-modeled and highly structured	Students compare AI responses, identify inaccuracies, discuss reliability, and practice simple responsible-use routines.
Middle school	Guided responsible use	Students brainstorm, revise, practice, compare, reflect, disclose use, and check sources with teacher guidance.
High school	Increasing independence with clear boundaries	Students use approved tools for research planning, draft feedback, study support, presentation practice, and evaluation of claims and sources.
Adult ESL	Language support and rehearsal space	Learners practice vocabulary, workplace language, role-play conversations, translation comparison, writing support, and human-reviewed communication.
Bilingual / ENL	Scaffolds and comprehension support	Sentence frames, vocabulary supports, translation comparison, family communication drafts, and comprehension supports.

Examples Across AI Modalities

Modality	Examples	Decision-making reminder
Text-based AI	Differentiated materials, sentence frames, family communication drafts, translation comparison, lesson-plan analysis, standards coverage review.	Treat text as a draft and check accuracy, tone, privacy, and fit.
Conversational / chat-based AI	Students interview an astronaut, scientist, historical figure, or book character; Adult ESL job interview practice; students compare AI responses.	This may become a whole-class conversation, not just a prompt. Keep questioning and evaluation student-centered.
Voice-based AI	Pronunciation practice, speaking confidence, oral language development, mock interviews, customer service or workplace conversations.	Useful when learners need speaking practice, not another worksheet. Human review still matters.
Video-based AI	Mock interviews, presentation rehearsal, public speaking practice, tone, pacing, eye contact, and professionalism reflection.	The focus expands from language accuracy to communication.
Reflection and pattern analysis	Review lesson plans, accommodations used across units, recurring misconceptions, family communication patterns, intervention themes.	Use only approved tools and data practices. AI may help teachers see patterns in work they have already done.

Calibrate, Disclose, and Implement

The goal is not simply to fact-check AI. The goal is to slow down thinking before accepting information or acting on it.

Calibrate Before Classroom Use

- Is the output accurate and fact-checked?
- Is it age-appropriate and developmentally appropriate?
- Is it culturally and linguistically responsive?
- Does it fit the learning goal and preserve student thinking?
- Does it reflect classroom context rather than generic language?
- What needs to be revised, verified, questioned, rejected, or localized?

Classroom reminder: AI may sound helpful, polished, or certain even when it is incomplete or incorrect. A confident tone is not the same as accuracy.

Pause - Look - Reflect

DDC and Pause - Look - Reflect are complementary. DDC is the educator-facing decision-making process. Pause - Look - Reflect is the learner-facing information evaluation process.

- Pause: What is the AI saying? Does the response seem unusually easy, polished, or certain?
- Look: What evidence, assumptions, sources, or context are included or missing?
- Reflect: Does this support the learning goal? What needs to be revised, verified, questioned, or rejected before use?

Disclosure Language

Assignments should state whether AI is allowed, what support is permitted, what must remain independent, and whether students should disclose prompts, process, or revisions.

Student disclosure sentence: I used AI to help with _____. I reviewed and changed the output by _____. The final ideas and decisions are my own.

Professional Judgment

AI can reduce friction, support planning, and generate ideas, but it cannot replace responsibility. Teachers remain accountable for instructional decisions, feedback, communication, intervention planning, student support, and the care required to meet learners where they are. Professional judgment remains human work.

Suggested Professional Learning Path

- Start with professional learning and conference audiences to test and refine the framework through educator feedback.
- Use a 60-90 minute session titled "Diagnose, Draft, Calibrate: A Practical AI Literacy Framework for Teachers."
- Collect teacher questions, localize examples, and revise guidance before broader adoption as a district guide, school pilot, news literacy resource, or article.