

From Input to Impact: Equipping Educators to Model and Teach AI Literacy

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Essential Question(s)

How can educators effectively model the evaluation and responsible use of AI-generated content for students?

Summary

As artificial intelligence tools become more accessible to students and educators, it's critical that schools build a shared understanding of how to use these tools responsibly and effectively. In this session, educators will explore the foundational elements of AI literacy, practice crafting high-quality prompts, and evaluate when AI tools can meaningfully support instructional planning and student learning. Participants will analyze sample AI interactions, reflect on their role in modeling responsible AI use, and explore strategies for integrating AI literacy into their own classrooms. Through hands-on activities and collaborative discussion, educators will leave with practical strategies and a stronger sense of confidence in using AI to enhance—not replace—sound teaching practice.

Learning Goals

Attachments

- AI Readiness Framework Jigsaw Reading—From Input to Impact.pdf
- Decision Division T-Charts—From Input to Impact.docx
- Decision Division T-Charts—From Input to Impact.pdf
- Presentation Slides—From Input to Impact.pptx
- Rose Bud and Thorn—From Input to Impact.docx
- Rose Bud and Thorn—From Input to Impact.pdf
- Say It Right Get It Right Scenarios—From Input to Impact.docx
- Say It Right Get It Right Scenarios—From Input to Impact.pdf
- Say It Right Get It Right TAG & Rate—From Input to Impact.docx
- Say It Right Get It Right TAG & Rate—From Input to Impact.pdf
- Triangle-Square-Circle—From Input to Impact.docx
- Triangle-Square-Circle—From Input to Impact.pdf

Materials

- Presentation Slides (attached)
- Decision Division T-Charts (attached)
- Say It Right, Get It Right Scenarios (attached)
- Say It Right, Get It Right TAG & Rate (attached)
- AI Readiness Framework Jigsaw Reading (attached)
- Rose, Bud, and Thorn handout (attached)
- Triangle-Square-Circle handout (attached)
- Sticky chart paper
- Sticky notes (standard size)
- Markers
- Pens/pencils

10 minutes

Engage

Display **slide 2** and divide participants into groups of four. Have each group focus on one topic and decide what parts of the work are best done by humans and what parts are best delegated to AI. Ask participants to record their ideas on the provided **Decision Division** T-Chart handouts. Assign the following topics, one to each group.

- Writing a Poem
- Diagnosing a Disease
- Grading an Essay
- Driving a Car

Have each group share what they decided with the whole room. Emphasize through discussion about each topic how AI **assists** rather than **replaces** human judgment. Encourage educators to think critically about how AI can be used in ways to **enhance** versus **replace** learning.

Then display **slides 3–4** and share the essential question and learning objectives for this session.

Facilitator's Note

To save time, you can have participants sit in groups of four as they enter the session.

Topics can be given to more than one group, and the facilitator can cross-compare group answers during the share-out.

25 minutes

Explore

Move to **slide 5** and hand out the **Say It Right, Get It Right Scenarios** (literary analysis, math relevance, ecosystems, history, classroom management). Have each group select the scenario they will write a prompt for, then have each individual in the group write a prompt for that scenario. Transition to **slide 6** and have individuals share their prompts out to their whole group. After all have shared, the group determines which one they would like to move forward with—exactly as written with no changes—for the rest of the activity. Pass out the **Say It Right, Get It Right TAG & Rate** handout and have participants write the prompt they are moving forward with at the top.

Next, display **slide 7** and have each group run their chosen prompt through an AI tool (ChatGPT, Gemini, CoPilot, etc.). Ask each group to evaluate the output generated by the AI using the TAG & Rate handout. Move to **slide 8** and ask the group to read the output and reflect on its quality by TAGing it:

- **T**ell something that worked well.
- **A**sk what could be improved.
- **G**ive a suggestion for revising the prompt.

Have participants write responses for each of these reflection statements on their handout.

Facilitator's Note

As an alternative grouping, you can allow participants to choose a scenario and then re-group participants by their chosen scenarios. The facilitator can adapt scenarios to address common practices or issues that you recognize with your participant group.

Transition to **slide 9** and ask groups to evaluate the quality of the output by rating on a scale of 1 to 3 how well the output met each of the following criteria:

- Relevance to Scenario
- Alignment to Prompt
- Clarity of Information
- Usefulness to Educator

After this analysis, move to **slide 10** and introduce the PARTS framework for writing prompts. Show **slide 11** and have each group rewrite their prompt using the PARTS framework on their Say It Right, Get It Right TAG & Rate handout. They should put their new prompt into the same AI tool they used before and compare the output.

20 minutes

Explain

Display **slide 12** and distribute the **AI Readiness Framework Jigsaw Reading** and the **Rose, Bud, and Thorn** handout to each group.

Assign each group one of the **three domains** to examine:

- Know Your Basics (AI Literacy)
- Be a Critical Thinker (AI Literacy)
- Know the Human Advantage (AI Readiness)

Participants identify a **competency** they're confident in teaching (Rose), excited to explore (Bud), and challenged by (Thorn). Share out to the whole group and identify examples of each (Rose, Bud, and Thorn).

Facilitator's Note

This is a great time to acknowledge teacher concerns about their knowledge of AI literacy and ability to increase their students' AI literacy skills.

20 minutes

Extend

Transition to **slide 13**. Have each group select **one competency** and complete a Strategy Harvest to support the competency in the classroom with students. Ask participants to visit the **LEARN** website and search for strategies under the "Strategies" tab. They will explore strategies and select one that would work well with their chosen competency.

Each group will record the competency and corresponding strategy on a sticky note, including a brief description of how the group would facilitate this strategy to teach the competency to students.

Groups will place their sticky notes under the correct domain on the labeled chart paper.

Know Your Basics	Be a Critical Thinker	Know the Human Advantage

Discuss the chart as a whole group.

Teacher's Note: Tech Option

Instead of chart paper, have participants record responses on a Padlet and include links to their strategies for future reference.

Facilitator's Note

You can ask the participants to complete this step individually, if you prefer.

You may encourage or even require participants to use the "Placement in Lesson" filter to explore how the component could be presented at different points in the class period.

After the presentation, you could choose to display the chart paper in a common area, such as a teacher's lounge, for participants to reference in the future. You could also take a picture or create a table to send out to participants with links to the strategies they identify.

5 minutes

Evaluate

Display **slide 14** and distribute the **Triangle-Square-Circle** handout. Ask participants to complete it individually.

Triangle-Square-Circle Reflection:

- Triangle: Three key takeaways
- Square: Something that squares with your prior knowledge
- Circle: One question still circling in your mind

Facilitator's Note

If time is short, you can ask 1–2 volunteer groups to share out their competencies and supporting strategies.

This reflection activity offers an opportunity to conduct follow-up conversations with participants regarding their level of knowledge, preparation, questions, and confidence in facilitating AI literacy instruction with students. You can then offer supporting strategies, lessons, and resources based on participant needs.

Research Rationale

As artificial intelligence rapidly reshapes the global workforce and everyday life, equipping educators and students with AI literacy has become critical. According to the **aiEDU AI Readiness Framework** (2024), AI is now an "inescapable part of our world, our economy, and our K–12 education system." Educators are uniquely positioned to model the thoughtful use of AI tools and integrate AI literacy skills into instruction in ways that promote critical thinking, ethical engagement, and responsible decision-making.

The aiEDU framework organizes competencies around three key domains for both students and educators: Know and Model the Basics, Foster and Model Critical Thinking, and Know the Teacher Advantage. These domains align with global AI literacy frameworks and are supported by a growing body of peer-reviewed research.

For example, **Long & Magerko (2020)** define AI literacy as a combination of competencies including understanding how AI works, evaluating its outputs, and reflecting on its ethical and social implications. Their work emphasizes that AI literacy is not simply about technical knowledge, but also about preparing learners to navigate an AI-powered world with agency and discernment.

Similarly, **Mills et al. (2024)** highlight three essential dimensions of AI literacy for K–12 settings: understanding what AI is, evaluating its outputs, and using it responsibly. They call for instructional models that are iterative, student-centered, and grounded in real-world applications—an approach echoed in the interactive and scenario-based strategies featured in this PD session.

Teacher-focused studies such as **Lin & Brummelen (2021)** stress the importance of engaging educators in co-designing AI-infused curricula and building their own confidence in evaluating AI tools. This reinforces the importance of professional development that not only introduces AI concepts but also models instructional strategies for the classroom.

By providing opportunities for educators to create and refine prompts, evaluate AI-generated outputs using structured tools, and reflect on their readiness to teach AI competencies, this session supports the development of both educator fluency and student-facing instructional planning. It aligns with national recommendations from **ISTE**, **Digital Promise**, and **UNESCO**, all of which advocate for scaffolded, ethical, and interdisciplinary approaches to AI integration in schools.

In sum, this professional development is built on a well-established research foundation that recognizes the need for educators to be **critical users, instructional designers, and ethical models** in the age of artificial intelligence.

Resources

aiEDU. (2024). AI readiness framework: What district leaders need to know. https://static1.squarespace.com/static/63ebe79f606efb032dd05a5b/t/66f32d390307213ae4d203db/1727212857655/ai_readiness_framework_district_leaders.pdf

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Long, D., & Magerko, B. (2020, April 23). What is AI literacy? Competencies and Design Considerations. *CHI '20: Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems*. https://doi.org/10.1145/3313831.3376727

Mills, K., et al. (2024). *AI literacy: A framework to understand, evaluate, and use emerging technologies*. Digital Promise. https://doi.org/10.51388/20.500.12265/218