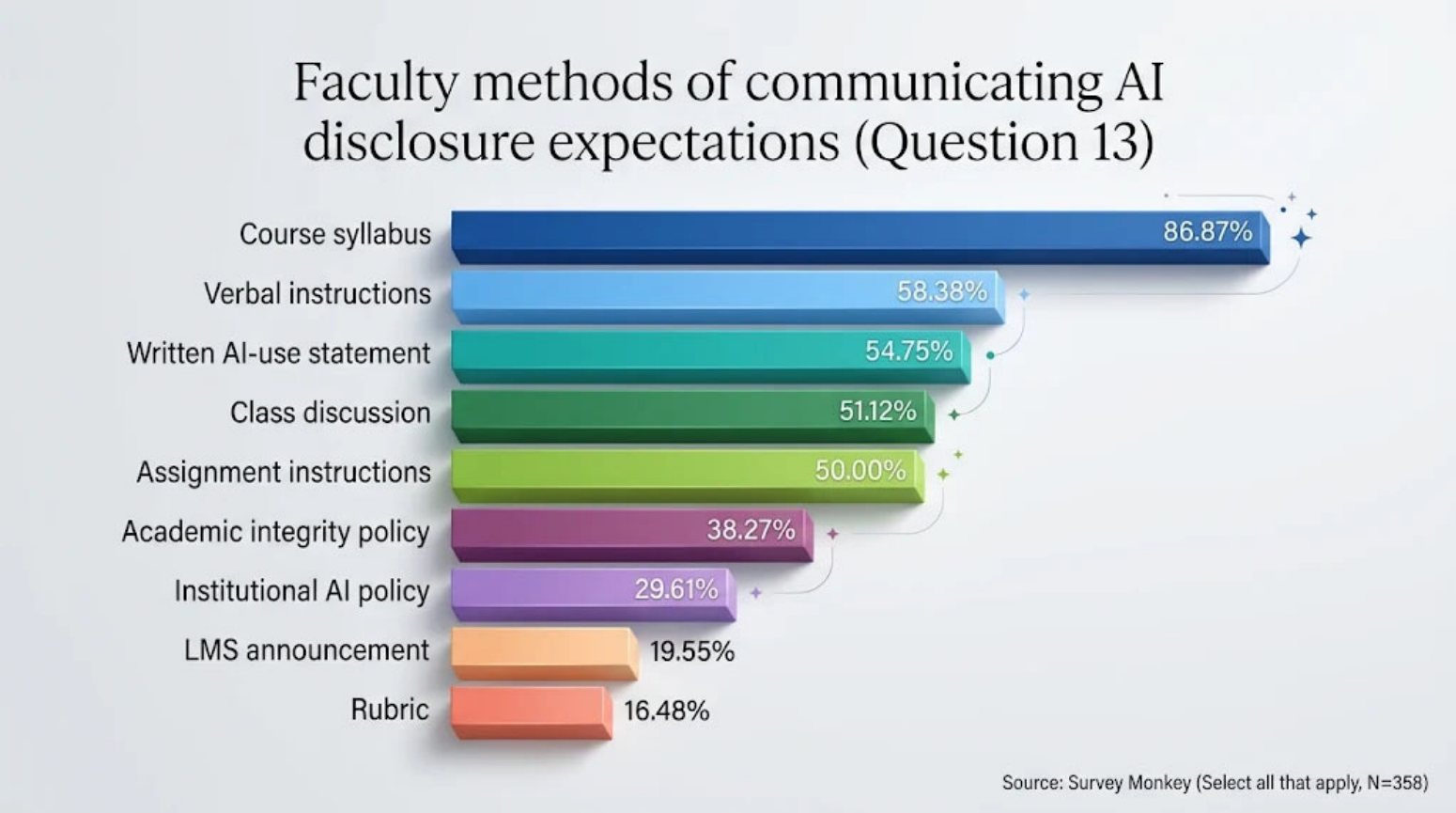
Developing Guidelines for AI Use

IETC Conference November 2026

Steve Baule

How Faculty Communicate AI Instructions



Why this Student Guide for AI Use Exits

Why This Guide Exists

Artificial intelligence tools are now a routine part of professional practice in education. As future teachers, administrators, and educational leaders, you are expected to learn how to use AI responsibly while protecting your own thinking, maintaining academic integrity, and demonstrating real understanding. Your instructors may permit, restrict, or prohibit AI use depending on course goals. This guide explains how to use AI ethically when it is allowed and how to disclose your use properly.

What AI is and Is Not

AI tools can	AI tools cannot
• Help you brainstorm, outline, summarize, and revise work. • Offer feedback on clarity, logic, organization, and citations. • Generate examples or suggest alternative ways to explain ideas.	• Replace your thinking, judgment, or professional reasoning. • Be used to submit machine-generated work as your own. • Be trusted blindly; AI often produces confident but inaccurate information.
You are always responsible for verifying. If AI is wrong, the error is yours.	

Core Expectations for Student AI Use

- ✓ **Your Brain Comes First:** Your understanding must precede AI use. You should be able to explain, defend, and revise your work without AI present.
- ✓ **Be Transparent:** Any meaningful use of AI must be disclosed. Concealing AI involvement is a violation of academic integrity.
- ✓ **Protect Privacy:** Never enter identifiable student, school, or district information into AI tools unless your instructor explicitly authorizes a FERPA-compliant system.
- ✓ **Verify Everything:** AI output must be checked against course materials and scholarly sources. Do not assume accuracy.

Overview of Methods of using AI

Guiding Values

Teacher retain the discretion to determine whether to encourage, allow, or prohibit AI within their courses to best serve their instructional goals.

AI is poised for a transformative role in teaching, learning, and professional preparation in both PK-12 and higher education.

Consider:

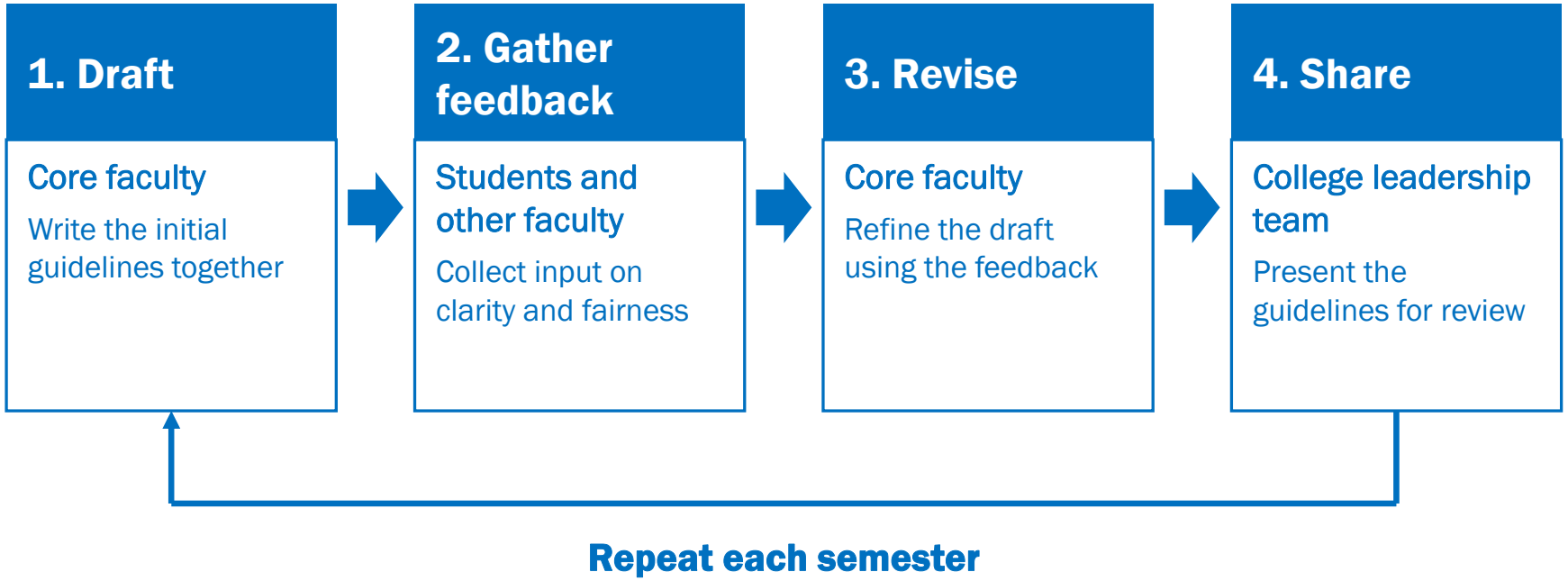
- Evolution of Teaching and Learning
- Demonstrating Learning
- Learner Agency

Instructional Themes

Instructional design must remain in the driver's seat: AI integration must deepen thinking and support learning.	*Assessment should verify genuine understanding while protecting student cognitive work.*	*AI should support and supplement human thinking, decision-making, and learning.*

Derived from Grand Canyon University AI Support Materials

Drafting and Review Cycle



Core Principles for the Use of AI

- **Pedagogy First:** Human reasoning precedes AI involvement.
- **Transparency:** Both educators and students should disclose AI use.
- **Privacy:** No identifiable student data should be used with AI tools unless fully FERPA compliant.
- **AI Literacy:** Both educators and students must verify accuracy and identify bias.
- **Authentic Assessment:** Instructors verify learning not focusing on detecting AI use.

Shifting Assessments

Core Principles for AI Use	Transforming Assessments
• Pedagogy First: Human reasoning precedes AI involvement. • Transparency: Students must disclose AI use. • Privacy: No identifiable student data in AI tools. • AI Literacy: Candidates must verify accuracy and identify bias. • Authentic Assessment: Instructors verify, not detect, learning.	• Shift to process artifacts, drafts, oral checks, and real-time demonstrations. • Embed structured AI protocols to strengthen cognition. • Require verification when AI obscures learning. • Redesign signature assessments to emphasize situational judgment and contextual decision-making.

Faculty Responsibilities:

- Adhere to AI criteria to guarantee the integrity and quality of instruction. Manage evaluations and be open about AI applications. Put your attention on developing human relationships and meaningful learning.
- Prevent unapproved AI use and preserve student privacy in accordance with FERPA.
- Permitted Use of AI: Improve course design, content production, and evaluations in accordance with moral principles, making sure AI supplements faculty knowledge.
- Unsuitable AI Use: Don't allow AI to take the place of human judgment or jeopardize privacy, human contact, or institutional norms.
- Verification and Assessment Integrity: Confirm student learning by emphasizing learning objectives and real-world involvement.
- Privacy and Data Protection: To protect student and proprietary data, use authorized AI tools while abiding by privacy regulations.
- Model Sustainable and Ethical Use: Model sustainable and ethical practices in their use of AI, demonstrating responsible integration that prioritizes human judgment, protects privacy, and upholds institutional values.

Reframing the Question

- **Old question:** “Can students use AI?” leads to yes/no rules that differ from room to room.
- **Better question:** “What does appropriate use look like for this assignment and these learning targets?”
- **Consistency:** Shared language and routines reduce hidden rules across classes.
- **Coach, don’t police:** Shift from detecting AI to coaching student judgment.
- **Plain message:** Students and families hear one clear story on integrity, privacy, and access.

Co-Creating Guidelines

Who	What they bring	How to involve them
Students	Real AI habits; what feels fair or confusing	Advisory panel; plain-language review
Teachers	Subject and assessment knowledge by grade	Grade or department teams test drafts
Support staff	Counselors, special ed, EL, library, tech	Review for IEP/504, language, tool vetting
Families & admin	Community expectations, FERPA/COPPA	Family night; administrator review

A Short Guideline-Design Cycle

Step	What you do	Facilitation move
1. Align	Pick one outcome and the task that shows it	“What must students show on their own?”
2. Map	List where AI could enter the workflow	Sticky-note walk-through of the task
3. Classify	Sort each step: acceptable, limited, prohibited	Traffic-light sort, then debate edge cases
4. Anticipate	Check equity, access, privacy, accessibility	“Who might this leave out?”
5. Draft & test	Write plain-language guidance and try it	Student read-aloud: clear? teachable?

Align AI Use to Learning Targets

- **Constructive alignment:** Learning target, task, and evidence of learning point the same way.
- **Start with the standard:** Which state standard or learning target does this assignment assess?
- **Decide where AI helps or hides:** If AI does the thinking being assessed, limit or prohibit it.
- **Make process visible:** Drafts, checkpoints, and teacher conferences give formative feedback.
- **Say it in the directions:** Put AI-use expectations in the task and success criteria.

Acceptable, Limited, Prohibited

Acceptable	Limited	Prohibited
Brainstorming topics and questions	Outlines or sentence starters, only if the assignment allows	Submitting AI-written work as your own
Practice quizzes and study help	Revising after the student's own draft	Entering student names or personal data
Checking grammar and spelling	Image or media generation for projects	Using AI on assessments of independent skill



Set the tier for each assignment, not each course, and disclose when AI shaped the work.

Equity, Access, & Accessibility

- **Access:** Not every student has devices, home internet, or paid AI tools, so don't require them at home.
- **Supports:** Translation and text-to-speech can help English learners and IEP/504 students when approved and planned.
- **Bias:** AI output can repeat stereotypes and leave out voices; teach students to check.
- **Fair enforcement:** AI detectors are unreliable and can flag multilingual writers, so rely on process evidence.
- **Privacy & age:** Use district-approved tools, follow FERPA/COPPA, and offer a no-AI path.

Rubrics That Reward Reasoning

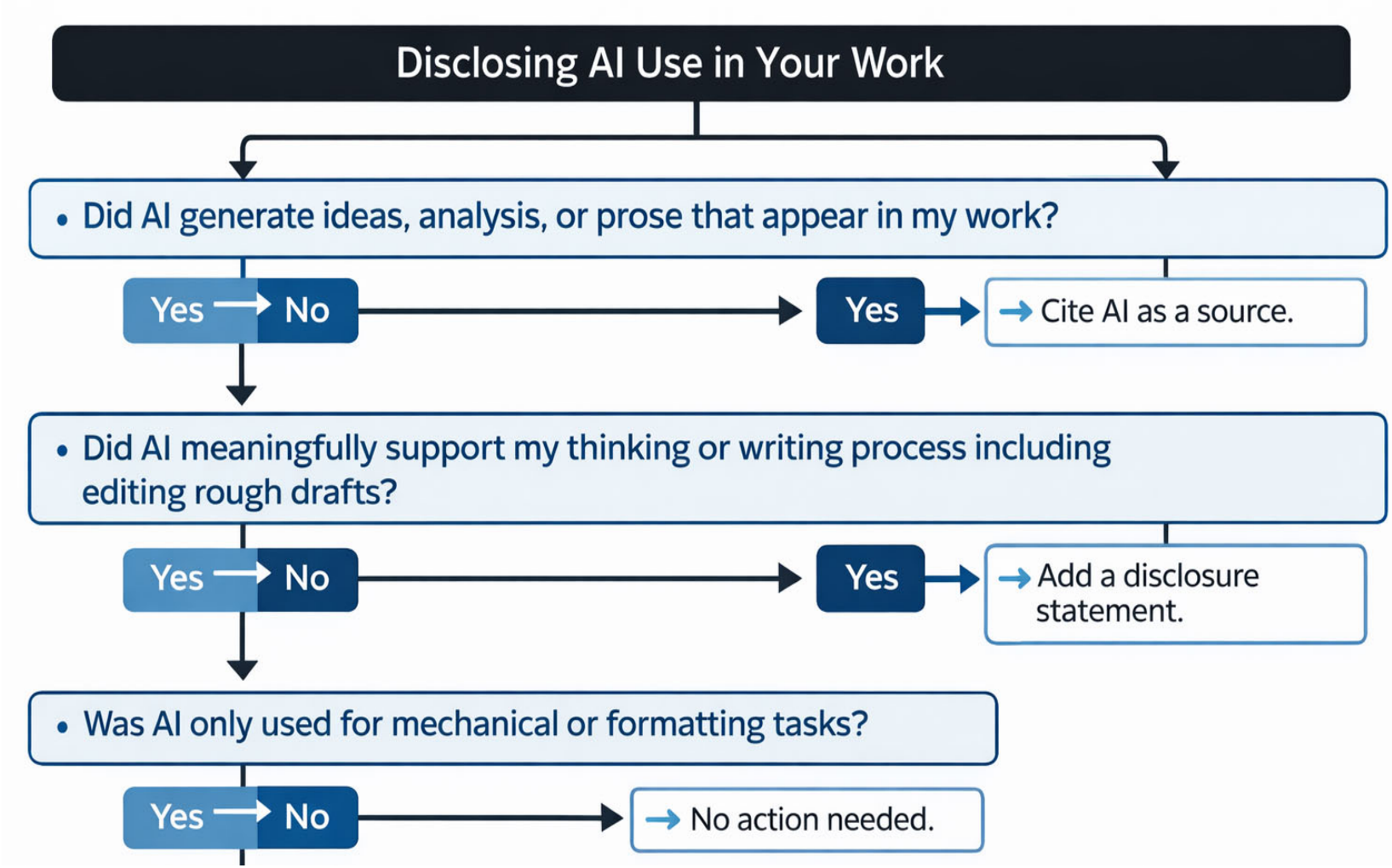
Criterion	What to reward	Evidence students show
Reasoning	Explaining why, not just what	Annotated notes, oral check
Revision	Meaningful change between drafts	Version history, draft comparison
Verification	Checking AI claims against sources	CARE or SIFT check, source list
Disclosure	Honest, specific statement of AI use	Disclosure note, prompt log
Ownership	Final work in the student's own voice	Short conference, in-class writing

Why Disclose

Students: reflect on when AI helped or hindered their learning.

Instructors: gain usable evidence of process, not just a final product.

Everyone: builds a shared language for attribution, verification, and responsibility.



Generated by ChatGPT 1/27/2026

Attribution vs. Citation in AI Use: A Simple Decision Tree for Students

Faculty can offer students this three-question test to determine how to disclose their use of AI Tools.

- Did AI generate ideas, analysis, or prose that appear in my work?
  - Yes → Cite AI as a source.
  - No → Continue.
- Did AI meaningfully support my thinking or writing process including editing rough drafts?
  - Yes → Add a disclosure statement.
  - No → Continue.
- Was AI only used for mechanical or formatting tasks?
  - Yes → No action needed.
  - No → Why not?

This framework is easy to teach, easy to audit, and easy to defend in academic integrity hearings.

Sample Student Disclosure Statement	Sample Citation Guidance
The author used the generative AI tool ChatGPT to assist with language editing, organization, and refinement of this manuscript. All AI-generated suggestions were reviewed, revised, and integrated by the author, who takes full responsibility for the final content. *Example from Kristin Berndt, Winona State University EdD Student.*	How to Cite AI (APA 7th Ed. Example) Reference list: OpenAI. (2025). ChatGPT (GPT-5.2) [Large language model]. [I recommend including the specific prompt]. https://chat.openai.com/ In-text citation: (OpenAI, 2025) For major assignments, best practice is to include a brief appendix with the prompts used so that the AI's contribution is transparent and reproducible.

Disclosure Routine by Grade Band

Grade band	Disclosure routine	Teacher move
K–2	Class talk: “Did a tool help us?”	Model AI use aloud; check tool age limits
3–5	Sentence frame: “I used ___ to ___. I decided ___.”	Teacher-guided use of approved tools
6–8	Three-question test plus short note	Post the decision tree; spot-check prompts
9–12	Disclosure statement, citation, prompt appendix	Conference on when AI helped or hindered

Familiar Documentation Habits

Habit students know	AI parallel	Example
Method section	Describe how AI was used	“I used AI to make practice questions.”
Lab notebook	Log prompts and results	Prompt log: date, tool, what changed
Citation norms	Credit AI-generated text or ideas	APA or MLA reference for AI content
Version history	Show drafts before and after AI	Saved drafts, Google Docs history

Mike Caufeld's SIFT method adapted to generative AI



S	**Stop**	Take a moment to consider the information or output provided by the AI tool in more depth
I	**Investigate the source**	Investigate the AI tool you are using with the ROBOT Method to identify any possible weaknesses, shortcomings, or bias in the tool. Check how current the data that the AI tool is trained on is.
F	**Find better coverage**	Locate additional resources on the same topic as the information generated by the AI tool and compare what the scholars have argued to the AI generated content
T	**Trace claims, quotes, and media to the original context**	Ask GenAI to list its sources when generating content, and confirm that: • Those sources are real • The information in those sources match what the AI tool's output claims

UGA (2026). Introduction to AI evaluation tools https://guides.libs.uga.edu/AI/evaluation

Sample Syllabus Language

You are encouraged to use generative AI tools to help prepare for assignments and projects (e.g., to help with brainstorming, etc.). You are welcome to use AI tools to help revise and edit your work (e.g., to help identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or to simply fix citations). When submitting work, clearly identify any writing, text, or media generated by AI. This can be done in a variety of ways. One suggestion is to add a disclosure statement at the end of the paper, prior to the reference list outlining which AI Tools you used and how you used each. Items that are specifically created by an LLM or other generative AI Tool should be cited.

Sample Syllabus Language v2

Students may use generative AI tools as part of their preparation for assignments and projects, such as for brainstorming, outlining, or preliminary drafting. AI tools may also be used for editing and revision purposes, including identifying issues in clarity, logic, organization, or citation formatting.

Any writing, text, media, or substantive content generated by AI must be clearly identified at the time of submission. Disclosure may take several forms; one acceptable method is a brief statement placed at the end of the paper, prior to the reference list, describing the AI tools used and the nature of their use. Content produced by large language models or other generative AI systems should be cited in accordance with the relevant citation style. As always, the student is fully responsible for the final submission

Template: Assignment AI-Use Guide

Field	What to write	Example
Learning target	Standard or outcome being assessed	Write an argument supported by evidence
AI-use level	Acceptable, limited, or prohibited	Limited: brainstorming only
Disclosure	Which of the three questions applies	Statement at the end, before references
Verification	How students check AI output	CARE check on each AI claim
Process evidence	What students submit	Outline, two drafts, 3-minute conference
Access & support	Alternatives and accommodations	No-AI option; district-approved tool

Sample Instructional Techniques

Collect, Think, Consult (CTC)

- This routine is designed to ensure the student's brain is the first and last "processor" of information.

AI as Second Collaborator

- This routine shifts the AI from a "ghostwriter" to a "teammate" that the student must manage.

AI Counter-Challenge

- This routine uses AI as a "Devil’s Advocate" to stress-test student logic.

Explain Your Prompting (EYP)

- This routine focuses on the process rather than the product.

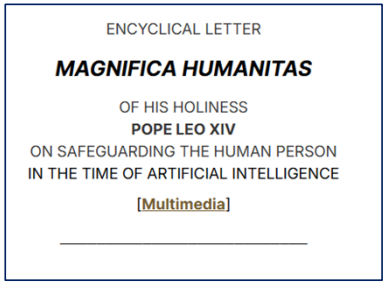
Dual Verification Loop

- This is a high-rigor routine used to detect AI "hallucinations" and ensure factual accuracy.

Sources for Overview AI Guidance

UNESCO White Paper

Summary of the paper


ENCYCLICAL LETTER

MAGNIFICA HUMANITAS

OF HIS HOLINESS
POPE LEO XIV
ON SAFEGUARDING THE HUMAN PERSON
IN THE TIME OF ARTIFICIAL INTELLIGENCE

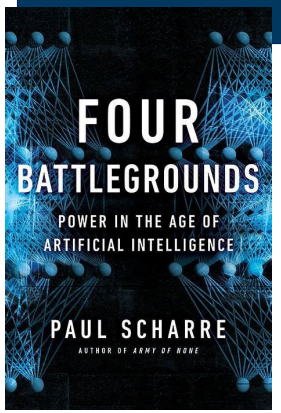
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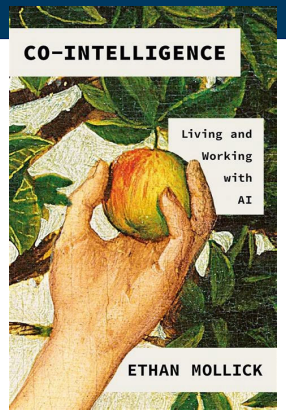
Magnifica Humanitas

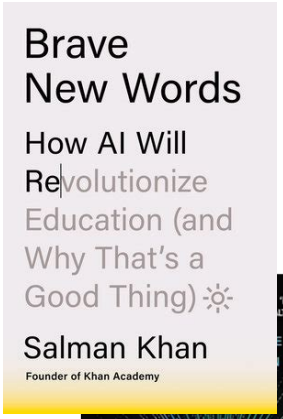
Summary of Magnifica Humanitas

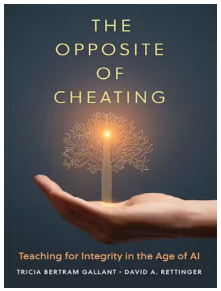
TeachAI ToolKit	Digital Promise	MDE's AI in Education

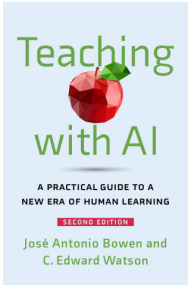
A Brief Reading List on AI



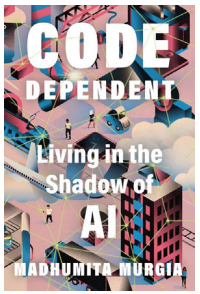


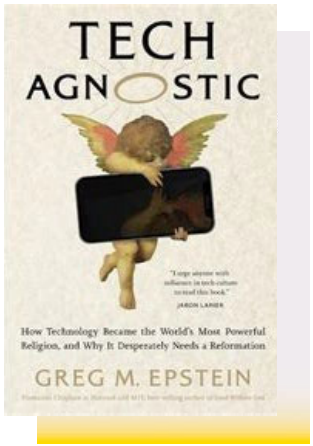


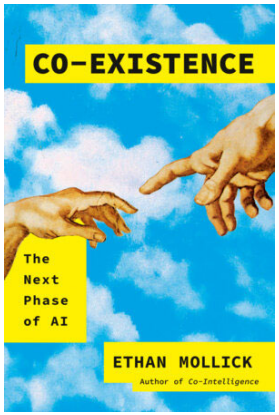


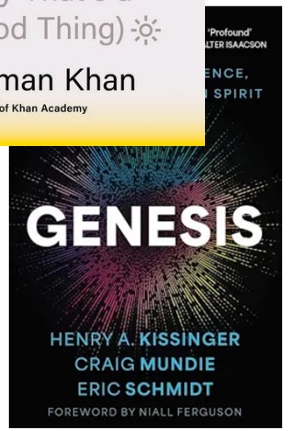


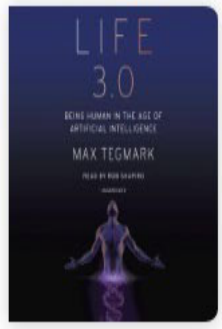


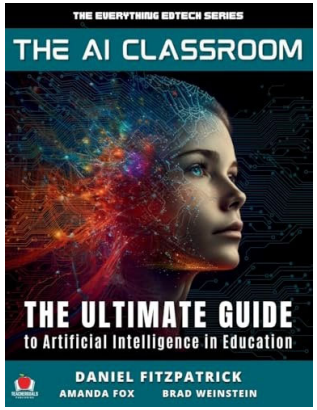








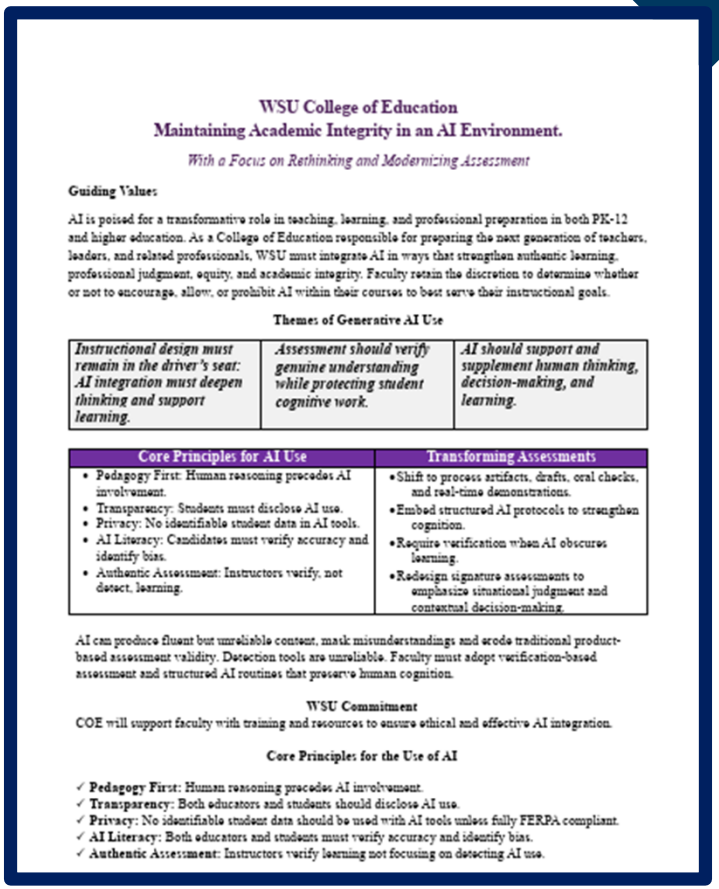




[9 Suggestions For Your AI Reading List | *Tech & Learning*]

Sample Documents

- Teacher/Instructor Guidelines
  - https://stevenbaule.org/AI_materials/WSU_CoE_AIguidelines20260109.pdf
- Student Guidelines
  - https://stevenbaule.org/AI_materials/Student%20Guide_AI_Academic%20Integrity_20261014.pdf



WSU College of Education
Maintaining Academic Integrity in an AI Environment.

With a Focus on Rethinking and Modernizing Assessment

Guiding Values

AI is poised for a transformative role in teaching, learning, and professional preparation in both PK-12 and higher education. As a College of Education responsible for preparing the next generation of teachers, leaders, and related professionals, WSU must integrate AI in ways that strengthen authentic learning, professional judgment, equity, and academic integrity. Faculty retain the discretion to determine whether or not to encourage, allow, or prohibit AI within their courses to best serve their instructional goals.

Themes of Generative AI Use

Instructional design must remain in the driver's seat: AI integration must deepen thinking and support learning.	***Assessment should verify genuine understanding while protecting student cognitive work.***	***AI should support and supplement human thinking, decision-making, and learning.***

Core Principles for AI Use	Transforming Assessments
• Pedagogy First: Human reasoning precedes AI involvement. • Transparency: Students must disclose AI use. • Privacy: No identifiable student data in AI tools. • AI Literacy: Candidates must verify accuracy and identify bias. • Authentic Assessment: Instructors verify, not detect, learning.	•Shift to process artifacts, drafts, oral checks, and real-time demonstrations. •Embed structured AI protocols to strengthen cognition. •Require verification when AI obscures learning. •Redesign signature assessments to emphasize situational judgment and contextual decision-making.

AI can produce fluent but unreliable content, mask misunderstandings and erode traditional product-based assessment validity. Detection tools are unreliable. Faculty must adopt verification-based assessment and structured AI routines that preserve human cognition.

WSU Commitment

COE will support faculty with training and resources to ensure ethical and effective AI integration.

Core Principles for the Use of AI

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Questions

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