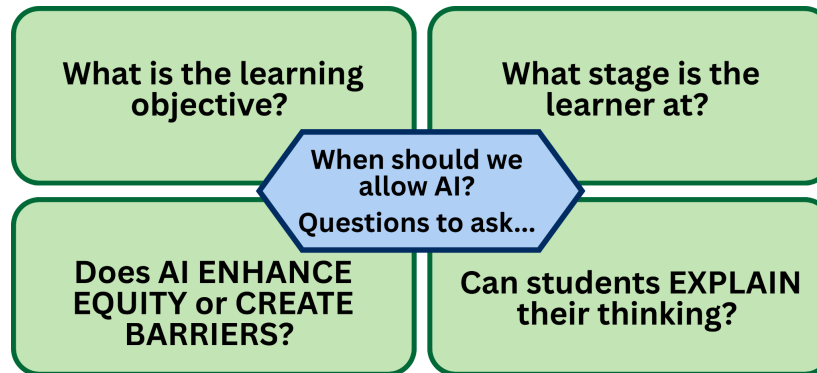




AI Decision Framework

Ask these questions before, during, and after AI-integrated lessons

AI Decision-Making Framework



Encourage ? **Scaffold** ? **Restrict**

BEFORE: Does AI belong here?

- ◆ What is the PRIMARY learning objective? Is it the process or the product?
- ◆ Which skills in this objective are students supposed to struggle productively with?
- ◆ Does AI use support OR bypass that productive struggle?
- ◆ Which students might benefit most from AI assistance here - and which might be harmed?
- ◆ What do you want students to be able to do without AI at the end of this unit?

DURING: How is AI being used?

- ◆ Are students thinking critically about AI output, or accepting it uncritically?
- ◆ Who is doing the intellectual work - the student or the AI?
- ◆ Are all students accessing the tool equitably (device, literacy, language access)?
- ◆ Is AI use transparent? Can students explain their own reasoning?
- ◆ Are students developing transferable skills, or tool-dependent habits?

AFTER: What did students actually learn?

- ◆ Can students explain their reasoning without the AI present?
- ◆ What evidence shows understanding vs. AI-assisted completion?
- ◆ Did AI use create or close equity gaps in this lesson?
- ◆ What would you do differently in the next iteration?
- ◆ What's one protocol change you can implement on Monday?

Personal Action Plan

The goal is not perfect policy—it's *professional judgment*. Use this tool to help you make that judgment consistent, transparent, and equitable.

1. One thing I'm rethinking about AI in my classroom:

2. A specific lesson where I'll intentionally reconsider AI's role:

3. What is ONE AI use I'll allow/encourage?

4. What is ONE AI use I'll restrict/prohibit?

5. What guidelines will I give students?

6. How will I teach AI literacy in my class?

7. A question I still have about AI and STEM learning:

8. One colleague I'll share this with:
