EDUCATE • INSPIRE • EMPOWER

multnomah clackamas regional educator network

Clackamas EDUCATION SERVICE DISTRICT

RAIN REGIONAL AI NETWORK

AI in Action:

Scaffolding Success & Scaling Creativity

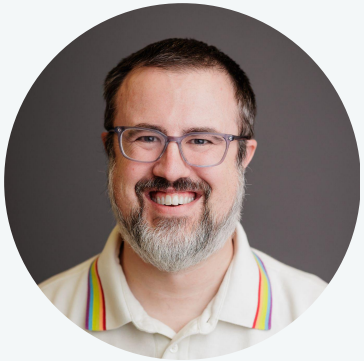
bit.ly/RAIN26

Introductions

Erin Bray
MCREN
Facilitator

Laura Axon
Teacher Librarian, Portland PS

Emery Mitchem
Teacher, Centennial



Patrick Stenger
Teacher, Portland PS

What is MCREN?

Nurture and expand a high-quality pool of engaged educators who are reflective of student racial demographics in Multnomah and Clackamas counties.

Increase Healthy Cultures for educators in Schools & Districts

Increase Educators Sense of Efficacy & Impact

multnomah clackamas
regional educator network

How MCREN?

- **Funding Partner**
- **Technical Assistance**
  - Human-Centered Design
  - Continuous Imrprovment
  - Data Support
- **Networked Learning**

multnomah clackamas
regional educator network

AI Educators
Cohort Overview

Cohort Goal

To bring together a group of thoughtful educators to engage in deepening AI literacy skills, and grapple with ethical, responsible & innovative implementation across our regions.

Who's in the cohort?

- 16 School Districts across 2 counties
- 19 K-5 educators
- 13 MS educators
- 12 HS educators
- 3 librarians
- 4 special education teachers
- 4 Instructional coaches/TOSAs
- 1 Administrator

RAIN
REGIONAL AI NETWORK

Made Possible by Partnership

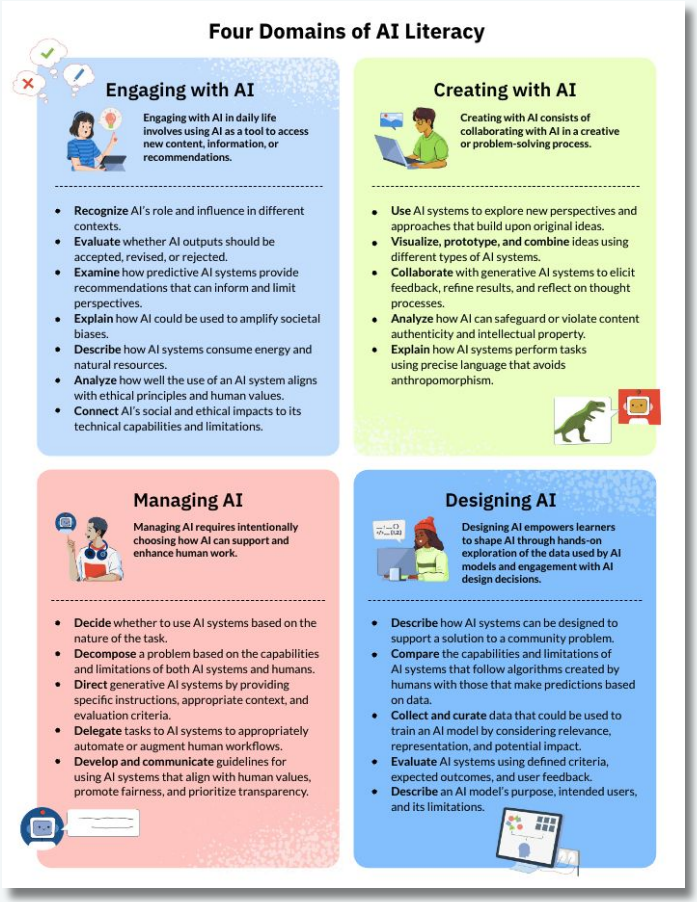
Clackamas
EDUCATION SERVICE DISTRICT

multnomah clackamas
regional educator network

MESD
EDUCATE • INSPIRE • EMPOWER

Grounding the Work: Teach AI Framework

AI literacy represents the technical **knowledge**, durable **skills**, and future ready **attitudes** required to thrive in a world influenced by AI. It enables learners to **engage**, **create** with, **manage**, and **design** AI, while critically evaluating its **benefits**, **risks**, and **ethical implications**.
[TeachAI AI Literacy Framework]



Cohort Overview

Nov 6

In Person Session

Foundations of AI in Education

Virtual Session

Practical Classroom Applications & Beyond

Dec 11

Jan 15

In Person Session

Assessments & Student Use of AI

Virtual Session

AI Equity and Ethics

Feb 19

March 12

In Person Session

Artifact Development and Collaboration

Virtual Session

Project Sharing

April 16

May 12

AI EDU Conference

Teacher Project Spotlights

Writing Historical Narrative Graphic Novels

Laura Axon, , Portland Public Schools, Library Media Specialist/Teacher Librarian

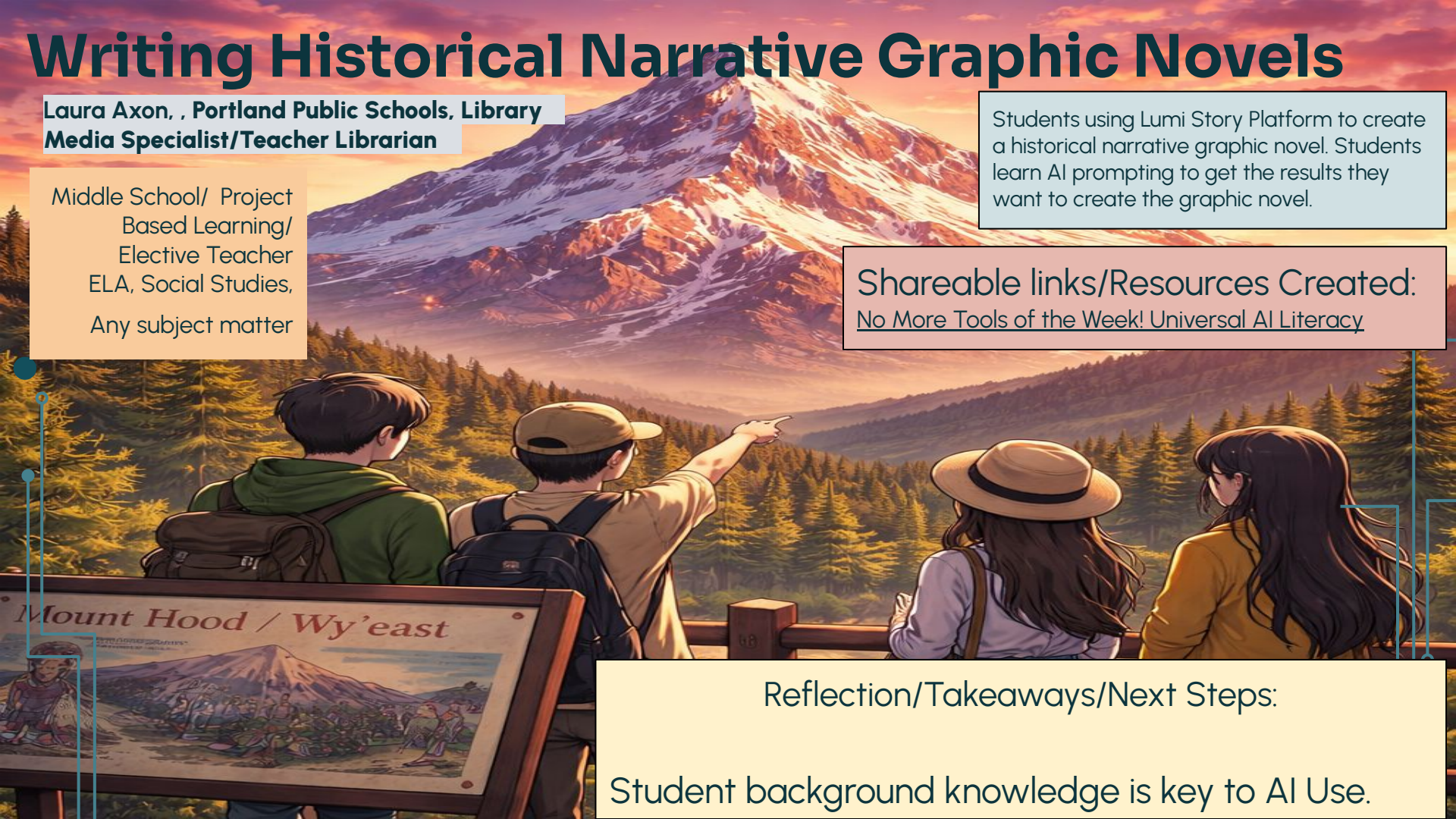
Middle School/ Project Based Learning/ Elective Teacher
ELA, Social Studies,

Any subject matter

Students using Lumi Story Platform to create a historical narrative graphic novel. Students learn AI prompting to get the results they want to create the graphic novel.

Shareable links/Resources Created:

No More Tools of the Week! Universal AI Literacy



Reflection/Takeaways/Next Steps:

Student background knowledge is key to AI Use.

VIBE CODING APPS FOR SPECIFIC SKILLS PRACTICE

Examples are @ 5th, but could be applicable k-12

Patrick Stenger, PPS, 5th grade teacher

SHORT DESCRIPTION OF PROJECT:

Using Google Gemini Canvas, I have been creating games specific to the math skills we are covering each week. This has allowed me to provide students with additional practice with key skills.

Now that this has become an established routine, I am asking students to develop and submit proposals for their own math games, using specific math vocabulary, and collaborating to prompt revisions in Gemini.

This has both helped to support student automaticity with foundational math skills, and reduce the amount of time spent combating students attempting to access games during class time.

SHAREABLE LINKS/RESOURCES CREATED:

CLASSROOM GAMES LIBRARY

STUDENT PROPOSAL TEMPLATE

Examples are @ 5th, but could be applicable k-12

Science Quest 2

Science Quest 2 is an educational JRPG where players explore maze-like floors, battle enemies by answering science questions, collect tools, and level up while searching for their missing teacher, Mr. M. The game blends classic dungeon exploration with NGSS-aligned science review to make learning part of the adventure. I built it for my students using vibe coding(its deeper than it looks). :)

Oregon's 8th grade science proficiency rate is about 31%. At the same time, science teachers have shifted to NGSS standards, which emphasize investigation and explanation rather than multiple-choice testing, while the state OSAS science exam is still roughly 65–75% multiple choice. **Science Quest 2** is a game designed for middle school students to review the wide range of concepts from grades 6–8 that are assessed together on that single exam.

Emery Mitchem, 6th Grade Science, Oliver Middle School , Centennial School District

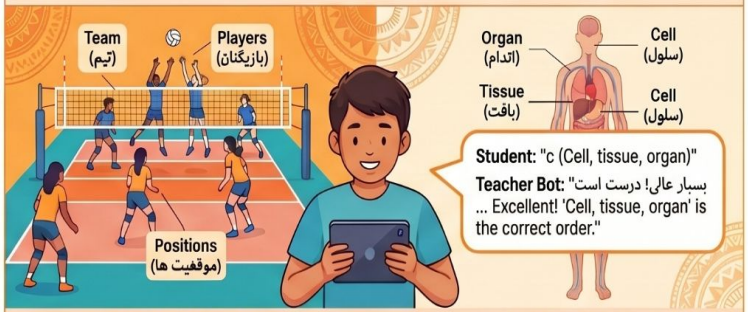
Transforming the Static Worksheet through Custom AI Differentiation-Emery Mitchem Olive Middle School

One Bot, Many Voices: The Power of Teacher-Designed Adaptive Scaffolding

The Student Experience: Breaking Barriers for 504 Students

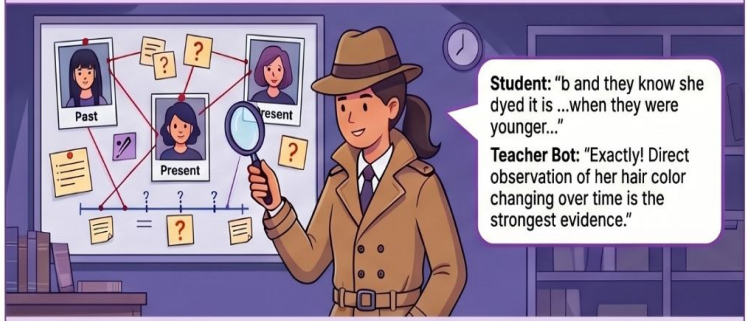
By anchoring the lesson in a VR horror narrative, the barrier of technical jargon vanishes. The student shifts from being overwhelmed to being fully immersed, using the chatbot's immediate "Perfect!" feedback to build a streak of success. This cognitive momentum transforms vocabulary exercises into an act of sense-making.

The Student Experience: Empowering ELL through Dual-Language Analogies



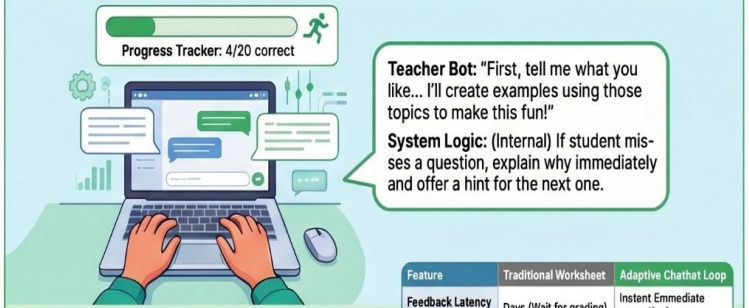
By engaging in high-level biological discourse through a dual-stream of English and Dari, the student navigates complex cell hierarchies using a familiar volleyball team analogy. This cultural bridge allows them to participate in deep scientific thinking without the delay of traditional transiation tools.

The Student Experience: Challenging TAG Learners with "Detective Mode"



In "Detective Mode," the TAG student moves beyond simple identification into the realm of theory-crafting and synthesis. Their voice evolves from choosing options to justifying complex conclusions—such as remembering a character's past hair color to prove a point—demonstrating mastery.

The Engine: The Adaptive Feedback Loop



Feature	Traditional Worksheet	Adaptive Chathet Loop
Feedback Latency Loop	Days (Wait for grading)	Instent Emmediate eerractiɔn)
Cognitive Load	High 6 anguage/ Anxiety Sarriers)	Targeted (Sesfinlding/Analogies)
Student Agency	Passive (Receiving a grade)	Active (Self- assessing in the moment)

The "Adaptive Feedback Loop" serves as the engine of transformation. A 20-minute review session becomes a high-frequency learning cycle. The student's voice is never silenced; they interest, correct misconceptions immediately, and self-assess in real-time.

NotebookLM

Using Magic School that I can deploy a chatbot I have written myself, which transforms a static 20-minute review worksheet into a living, high-frequency loop where students who might get ten answers wrong are able to use the bot's immediate redirection to self-assess and master the concept in real-time. This becomes important because when I architect my own prompt to pivot between high-interest VR scenarios for 504 support and bilingual sports analogies for ELL inclusion, it creates a situation where every student is actively navigating their own path to mastery through a conversation that reflects my instructional voice rather than a generic task.

Don’t let AI plan the thinking. Put it where students do the thinking.

- AI should not replace the professional work of teaching.
- When AI does the planning for us, teachers risk offloading the same cognitive work we are trying to preserve for students.
- AI makes teaching tasks feel easier, but constant affirmation can weaken the reflection that keeps us responsive to students.
- We cannot protect student thinking by outsourcing our own.

The goal is not faster lesson production.

The goal is deeper student understanding.

Emery Mitchem, 6th Grade Science, Oliver Middle School , Centennial School District

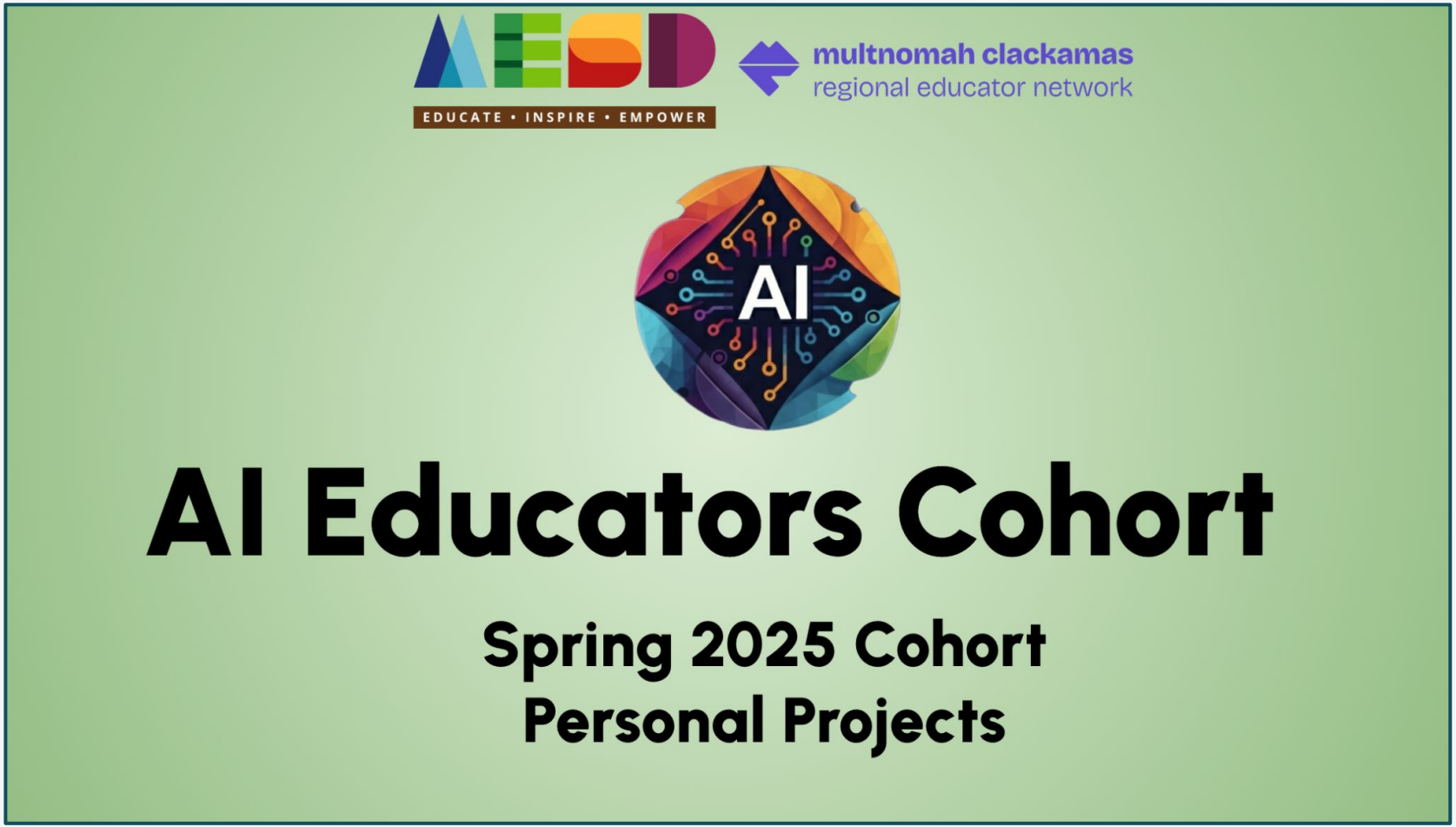
Don’t let AI plan the thinking. Put it where students do the thinking.

- Learning happens when students build understandings from the frameworks they already have.
- AI can help reveal those frameworks, making differentiation and scaffolding more responsive.
- After 19 years of teaching, this has reinvigorated my work.

AI is most powerful when it helps teachers and students access the frameworks for understanding that are already there.

Emery Mitchem, 6th Grade Science, Oliver Middle School , Centennial School District

RAIN Projects from Spring 2025



Questions?

2026-2027 Cohort Next Year!

Complete this form to receive information when it's available