

# Every Hero Needs a Sidekick

Lessons from Yamhill-Carlton's EL Academy AI Cohort



**Willamette**  
EDUCATION SERVICE DISTRICT



# On scale of THOR how are you feeling today?



1



2



3



4



5



6



7



8



9

# On scale of BANNER/HULK how are you feeling today?



1



2



3



4



5



6



7



8



9



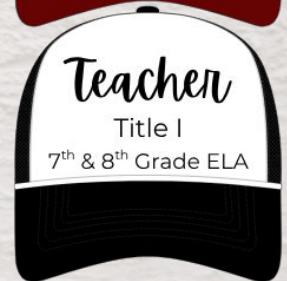
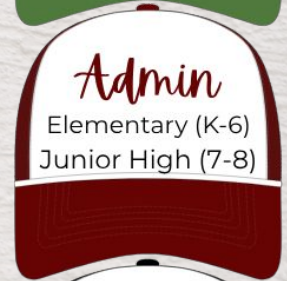
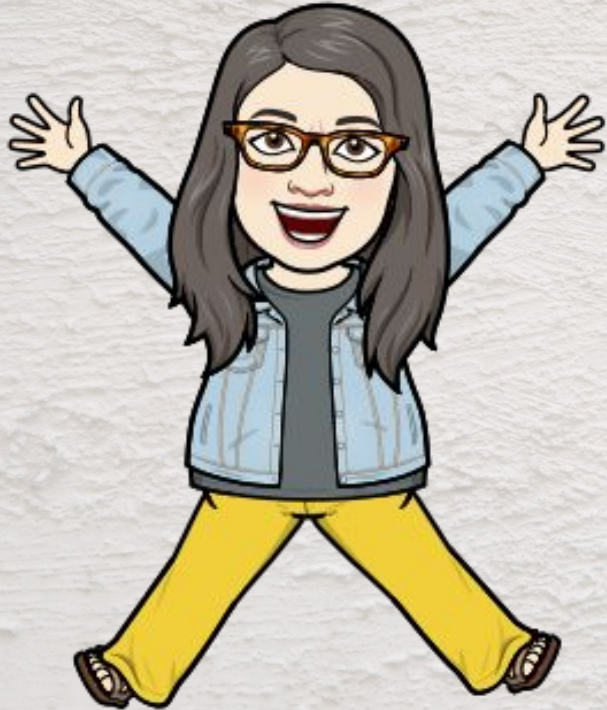
# Session Objectives

- 1) Identify specific ways generative AI tools (such as MagicSchool) can be used to differentiate instruction and support multilingual learners;
- 2) Apply example strategies and prompts from YCSD's AI Cohort model to their own classroom, school, or district context;
- 3) Reflect on next steps for responsible, equitable AI integration that aligns with instructional goals and learner needs.



# Colleen Henry

Data Systems Coordinator







# The Origin Story



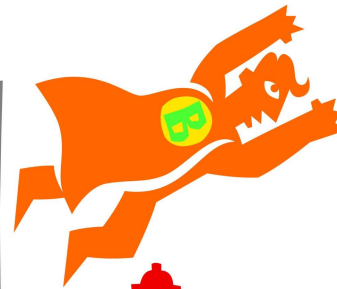
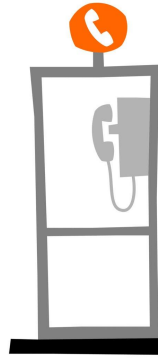
- In January 2025, Yamhill-Carlton was notified by ODE that they had been identified for support with improving outcomes for students who are Multilingual/English Learners.
- They joined the EL Outcomes Program Cohort 3
- They began searching for high leverage strategies that would support EL students while also being beneficial to all students.



# The Origin Story

- John Horne had the answer...

## EL Academy with AI



# EL Academy AI Cohort

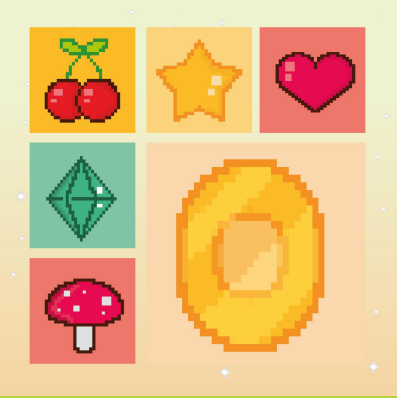
## 16 Licensed Staff

- 3 Special Education Teachers
- 1 ELD Teacher
- 12 Classroom Teachers
  - 2 Elementary
  - 11 Intermediate
  - 3 High School

## Learning Outcomes

1. Use AI to develop instructional materials to improve outcomes for MLL students;
2. Demonstrate MagicTool proficiency to earn Magic School Certification.





# Power Up Moment

Discovery of New Strengths

# Instructor Insights

- Scaffolding
- Differentiation
- Intervention
- Time Saving



## ACCESSING CONTENT IS KEY!

- [Text Translator: Translates text instantly for classroom material or communication](#)
- Text Leveler: Adjusts reading level of any text
- Worksheet Generator: Creates different versions of an assignment for various levels
- IEP, 504, Behavior Intervention Plan, and Accommodations generator for specific needs



# SAMR Model

✦ **Redefinition** ✦

New tasks previously inconceivable.

**Modification**

Significant task redesign.

**Augmentation**

Substitute with functional change.

**Substitution**

Direct substitute with no functional change.

Description: An outline of four stairs with a description of each segment of the SAMR Model at each step.





# The Team Assembles

Building a League of Extraordinary Educators

# The League's Missions



## Summer AI Institute:

- 4 days of training for the 1st AI Cohort at YCSD
- In-Depth training on utilizing Magic School AI
- Applications for Multilingual Learners

## Ongoing Professional Development:

- Monthly Office Hours with WESD
- Collaboration within the AI Cohort to develop supports/guidance for YCSD staff
- Offering Professional Development for all staff at YCSD (3-Sessions during 25-26 SY)





# The Transformation

From Users to Leaders

# The apprentice becomes the master



**The AI Cohort takes on the next hero assignment!**

**Given their next hero assignment....**

## Walk-To-PD

- AI Cohort develops PD sessions for colleagues on implementing AI in their teaching practice
- PD sessions held 3 times a year
- Topics included:
  1. Student Rooms
  2. Differentiating using AI
  3. Using AI as a Lesson Plan Thought Partner
  4. And many more!



# EL Academy participants received credits for their time and work from WOU



## PACE – Professional and Continuing Education

### Course Information

Course Name: ED805 MLLs Academy AI Training CRN#: 31193

Instructor: Jeremiah Xiong Credits: 4 Term: 202503 – Spring 2026  
(Jessica Dougherty/Alicia Wezel are listed as the Instructor for Course Registration)

Admissions application deadline: Friday, **March 20<sup>th</sup>, 2026**

You **MUST** apply for admission to WOU **PRIOR** to registering for the course. Admission can take up to one week to be finalized. Please plan accordingly.

Course registration opens: Monday, **March 2<sup>nd</sup>, 2026**

You must register by **Friday, March 27<sup>th</sup>, 2026**; there are **no exceptions** if you miss this date.

During spring term, you can register for up to 8 PACE credit hours.



# Superhero Feedback



So that's what that feels like

“I really enjoyed how we got to think about using these tools in our actual classrooms.”

“I feel like all the things we did were well aligned and meant to demonstrate best practices for teaching/using AI.”



# Shared Resources

Copy of the Canvas Course



SUMMER EL ACADEMY  
& AI Cohort

Willamette  
EDUCATION SERVICE DISTRICT

 Import/Download

 Add to Favorites

 Copy Resource Link

A digital resource card for the Summer EL Academy & AI Cohort. It features the Willamette Education Service District logo and three interactive buttons: "Import/Download", "Add to Favorites", and "Copy Resource Link".

# Launchpad for Support with Other Districts

- Cascade
- Silver Falls
- Dallas
- Willamina
- Amity
- North Santiam
- SPED Web Series (3 monthly meetings)



# Why Use AI in Education?

## Differentiated Reading Passages: Agriculture in the Willamette Valley

### Grade 4 Reading Passage (Grade-Level)

The Willamette Valley, a long and wide low area of land between two mountain ranges, is a special place for farming in Oregon. Its landscape makes it one of the most productive agricultural regions in the world. The soil here is very **fertile**, which means it is rich in nutrients and can produce a lot of plants. The valley also gets plenty of rain and has warm summers, making it perfect for growing many different **crops**.

Farmers in the Willamette Valley grow all sorts of things, from berries and hazelnuts to Christmas trees and vegetables. When the crops are ready, farmers work hard to **harvest them**, or gather them from the fields. The **agriculture** of this region is a vital part of Oregon's economy. The work of these farmers helps to feed people all over the state and beyond. The **valley** is not just a beautiful place to live, but a hardworking one that helps provide food and goods for everyone.

**Vocabulary Words:** agriculture, valley, fertile, crops, harvest

### Comprehension Questions:

1. What are two reasons the Willamette Valley is a good place for farming?
2. Besides growing food, what are some of the other types of crops mentioned that are grown in the valley?

## Kindergarten Reading Passage (ELL)

The **valley** is a big place. It is a good place for farming. Farming is called **agriculture**. The ground is good for plants. The ground is very **fertile**.

Farmers grow **crops**. Crops are plants like apples and carrots. When the plants are big, farmers **harvest** them. They pick the food.

**Vocabulary Words:** agriculture, valley, fertile, crops, harvest

### Comprehension Questions:

1. Where does farming happen?
2. What is one kind of plant that farmers grow?
3. Why do farmers harvest their crops?

- Personalized learning experiences
- Time-saving for educators
- Enhanced student engagement
- Data-driven insights for better decision-making
- Accessibility and inclusivity in education

## Grade 2 Reading Passage (Below-Grade Level)

The Willamette **Valley** is a special place in Oregon. It is a long, low area of land. The land here is very good for farming. The soil is very **fertile** and helps plants grow big and strong. The rain and sunshine are also good for the plants.

Farmers grow many different kinds of **crops** in the valley. They grow berries, vegetables, and fruit. When the plants are ready, the farmers **harvest** them. This means they pick them to eat or to sell. The **agriculture**, or farming, of this place helps us get food for our tables.

**Vocabulary Words:** agriculture, valley, fertile, crops, harvest

# Resource Creation with AI

**Open Ended Questions:** Answer the following questions in complete sentences:

1. Explain the difference between a consistent and inconsistent system of linear equations. Provide an example of each.

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2. Describe a real-world situation that could be modeled using a linear equation. Explain how you would set up the equation and what each variable represents.

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3. How can you determine if two lines are perpendicular using their slopes? Explain your reasoning.

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**The Process of Mitosis Worksheet (Hoja de trabajo sobre el proceso de mitosis)**

Mitosis is the process of cell division that results in the production of two identical daughter cells from a single parent cell. This process is crucial for growth, repair, and replacement of cells in multicellular organisms. Mitosis consists of several stages: prophase, metaphase, anaphase, and telophase, followed by cytokinesis.

La mitosis es el proceso de división celular que resulta en la producción de dos células hijas idénticas a partir de una célula madre. Este proceso es crucial para el crecimiento, la reparación y el reemplazo de células en organismos multicelulares. La mitosis consta de varias etapas: profase, metafase, anafase y telofase, seguidas de citocinesis.

**Fill in the Blank (Completar los espacios en blanco):** Fill in the blank with the correct words.

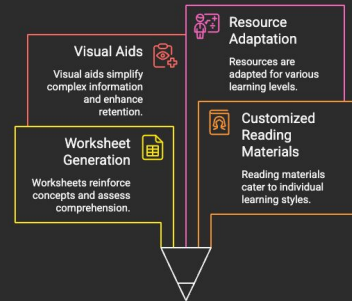
1. During \_\_, the chromosomes condense and become visible.  
Durante \_\_, los cromosomas se condensan y se hacen visibles.
2. The \_\_ is the structure that chromosomes attach to during cell division.  
El \_\_ es la estructura a la que se unen los cromosomas durante la división celular.
3. In \_\_, the chromosomes align at the cell's equator.  
En \_\_, los cromosomas se alinean en el ecuador de la célula.

- Generating worksheets, quizzes, and handouts
- Creating customized reading materials
- Developing visual aids and infographics
- Adapting resources for different learning levels

## Native American Tribes of Oregon Unit Quiz

1. Which of the following Native American tribes is NOT traditionally found in Oregon?  
a. Chinook  
b. Nez Perce  
c. Navajo  
d. Umatilla
2. What was a common food source for many Native American tribes in Oregon?  
a. Salmon  
b. Coconuts  
c. Rice  
d. Mangoes
3. Which tool was commonly used by Oregon Native American tribes for fishing?  
a. Bow and arrow  
b. Spear  
c. Harpoon  
d. Fishing rod
4. In which region of Oregon would you most likely find tribes that lived in longhouses?  
a. Eastern Oregon

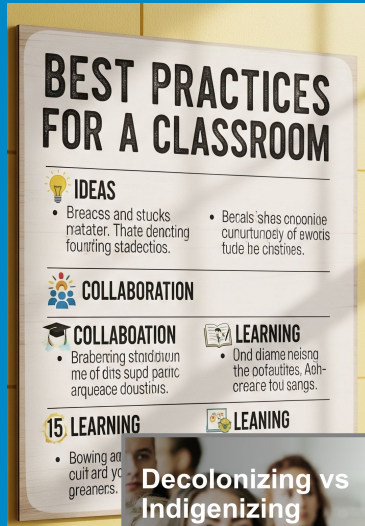
## Tailoring Educational Resources



Made with Nasim



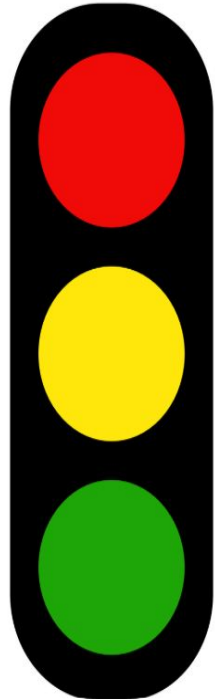
# Best Practices for AI Integration



- Start small and gradually increase AI usage
- Combine AI suggestions with your expertise
  - 80-20 Approach
- Regularly review and refine AI-generated content
- Encourage student feedback on AI-assisted learning
- Importance of responsible AI use
  - Protecting student privacy and data
  - Ensuring fairness and avoiding bias
  - Maintaining human oversight and judgment



# AI Guidelines



## Red Light: AI Use Not Allowed

- Your work should be completely original
- You should not use AI at any point
- Using AI would defeat the purpose of this task, assignment or assessment

## Yellow Light: AI Use Allowed with Citation

- You can use AI for this task or assignment but you **MUST** give credit to the AI tool
- Please follow your instructor's guidance regarding citing and crediting the AI tool

## Green Light: AI Use Allowed without Citation

- You can use AI for this task, assignment or assessment and you do not need to cite it
- The use of AI does not significantly impact skill development or originality of work

## • Tests/Quizzes - Red

- I need to see what you know, not what the computer knows

## • Projects - Yellow

- Use to help you jumpstart, create images, ect.
- Not to do it for you

## • Homework - Green

- Use to help you learn when you get stuck
- Not to do it for you



When I Can Use AI	How to Use It Properly	What Not to Do
<ul style="list-style-type: none"><li>• Brainstorming ideas for essays or projects</li></ul>	<ul style="list-style-type: none"><li>• Document which AI tool you used</li></ul>	<ul style="list-style-type: none"><li>• Don't submit AI-generated work as your own</li></ul>
<ul style="list-style-type: none"><li>• Checking grammar and spelling</li></ul>	<ul style="list-style-type: none"><li>• Keep a record of your prompts</li></ul>	<ul style="list-style-type: none"><li>• Don't use AI for math problem solutions</li></ul>
<ul style="list-style-type: none"><li>• Getting research starting points</li></ul>	<ul style="list-style-type: none"><li>• Edit and improve AI suggestions</li></ul>	<ul style="list-style-type: none"><li>• Don't share AI tools with other students during tests</li></ul>
<ul style="list-style-type: none"><li>• Practice questions for study</li></ul>	<ul style="list-style-type: none"><li>• Compare with other sources</li></ul>	<ul style="list-style-type: none"><li>• Don't use AI to write your entire paper</li></ul>
<ul style="list-style-type: none"><li>• Understanding complex topics</li></ul>	<ul style="list-style-type: none"><li>• Add your own thoughts and ideas</li></ul>	<ul style="list-style-type: none"><li>• Don't rely only on AI for research</li></ul>





# Call to Action

Create your own origin story

# Create your own origin story

Begin the adventure



## Deconstruct the Myth

- a) Decide if this will be a **Team-up** or **Solo mission**...
- b) **Identify** one element from our YCSD Case Study you could **replicate** in your school/district,
- c) **Identify** one element that would need **adaptation**, then
- d) **Share-out why** this model could **work** in your school/district/region



Create your  
own origin  
story



**Share  
Out!**



“AI isn’t here to take your cape. It’s here to hold it while you teach.”

Clint Raever, Superintendent  
John Horne, Directors of Student Services  
Sheryl Richardson, EL Teacher  
Casey Joramo, Classroom Teacher



save the date

OREGON  
AI SUMMIT

Willamette  
UNIVERSITY

Monday, November 3, 2025 | Register online at: <https://bit.ly/4pC8pK6>



# Q & A



Survey link → [shorturl.at/98ifK](https://shorturl.at/98ifK)



**Willamette**  
EDUCATION SERVICE DISTRICT

# THANK YOU

## How to Contact Us

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[jeremiah.xiong@wesda.org](mailto:jeremiah.xiong@wesda.org)



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