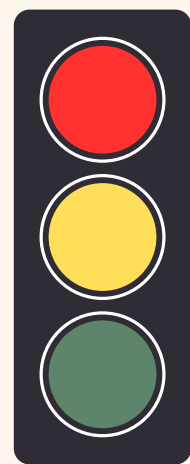


Yellow-Light:



Developing Clear and Ethical
Guidelines for AI Integration

Context: Writing in the Age of AI

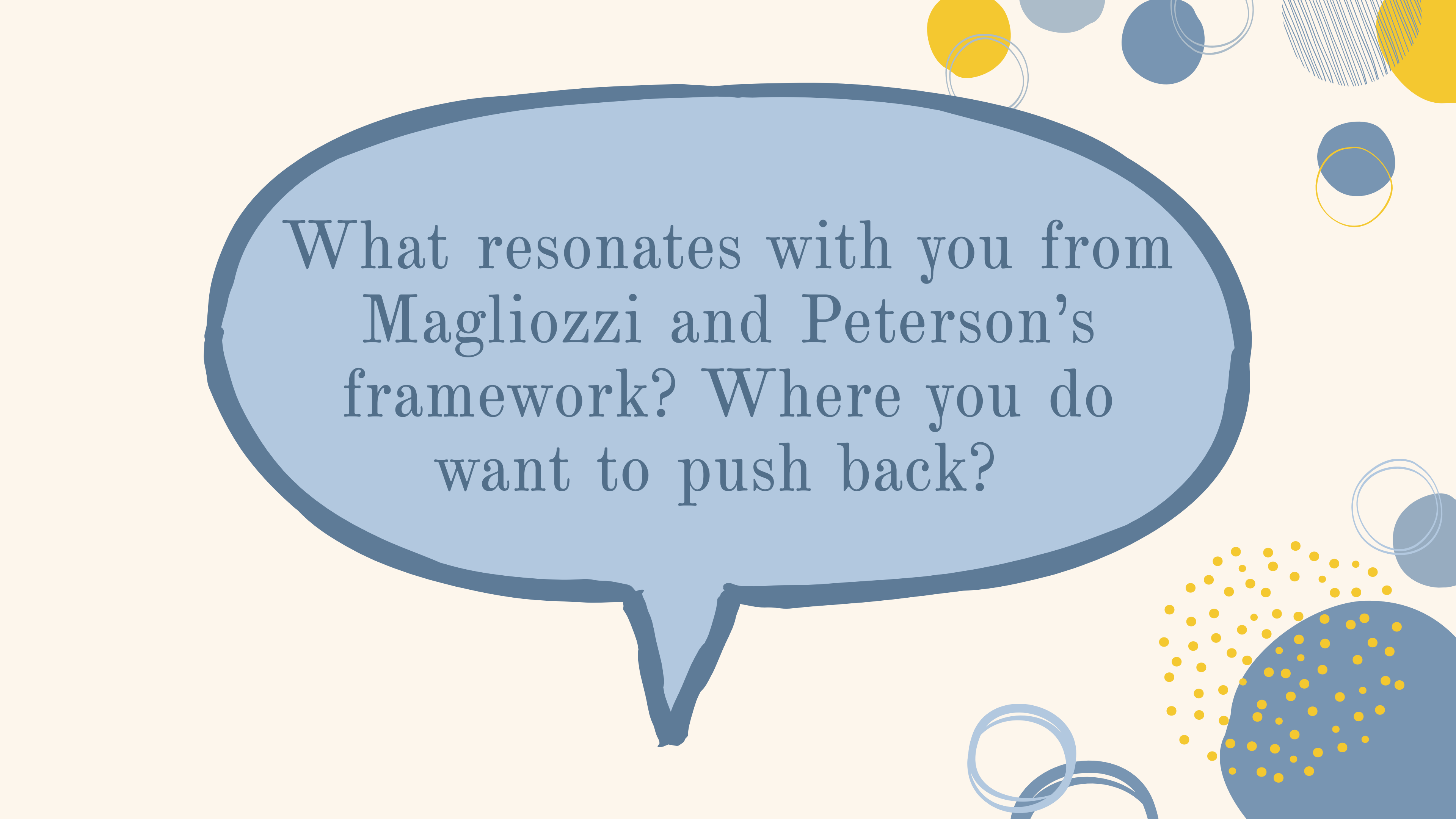
Anthropic co-
founder and
president,
Daniela Amodei



Learning Objectives

- Attendees will be able to describe the AI “traffic light” system.
- Attendees will be able to review examples of ethical, student-centered AI integration.
- Attendees will be able to justify AI integration in alignment with their assessments and personal pedagogy.

“Instead of feeling like we have to redefine our teaching toward becoming **plagiarism investigators**, our time in education can be better spent **learning** how to **embrace** this **new frontier**. Not necessarily because teachers of today dreamed up the idea of artificial intelligence and therefore need to take responsibility for it, but because the **world** has **brought** it to our **doorsteps**, and we have a generation of **students who will grow up with AI** as if it has always been there. Just like we are teaching generations often referred to as ‘digital natives,’ so too will we one day teach **‘AI Natives.’** To ignore this and pretend that AI has not **entered our students’ lives in some profound way** would be a mistake on the part of today’s educators” (Magliozzi and Peterson 4).



What resonates with you from
Magliozzi and Peterson's
framework? Where do you
want to push back?



Our Approach

- Prioritize student thinking and skill development
- Alignment with assessment goals and rubric
- Transparent expectations with students and families



Key 9th Grade Skills

Foundation for 4 years at Jesuit:

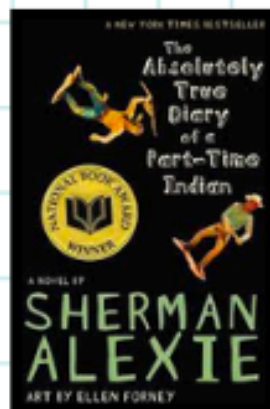
- annotating + close reading
- paragraphing
- developing analytical thinking
- evidence selection & thesis statements
- college prep writing

English I

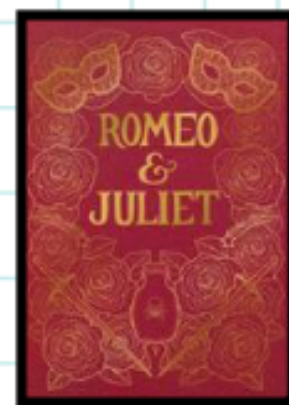
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Do not need to purchase



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The OG “AI”: Academic Integrity

Week 2 of the School Year

Any discussion of AI use, first begins with developing an understanding of Academic Integrity.

Our students are expected to uphold academic integrity by submitting work that accurately represents their knowledge, skill, and individual process. We define plagiarism broadly, as well as specific types of plagiarism before having students examine scenarios. We also explain the “traffic system” at this time.

Origin and history of *plagiarism*

plagiarism (n.)

"the purloining or wrongful appropriation of another's ideas, writing, artistic designs, etc., and giving these forth as one's own" [Century Dictionary], 1620s, from **-ism** + *plagiary* (n.) "plagiarist, literary thief" (c. 1600), from Latin *plagiarius* "kidnapper, seducer, plunderer, one who kidnaps the child or slave of another," used by Martial in the sense of "literary thief."

Brookings Institute (Jan 14, 2026)

It's not too late to bend the arc on AI implementation. We find that AI has the *potential* to benefit or hinder students, depending on how it is used. We all have the agency, the capacity, and the imperative to help AI enrich, not diminish, students' learning and development.

- ⤴ **AI-enriched learning:** Well-designed AI tools and platforms can offer students a number of learning benefits *if* deployed as a part of an overall, pedagogically sound approach.
- ⤵ **AI-diminished learning:** Overreliance on AI tools and platforms can put children and youth's fundamental learning capacity at risk. These risks can impact students' capacity to learn, their social and emotional well-being, their trusting relationships with teachers and peers, and their safety and privacy.

Brookings Institute (Jan 14, 2026)

POTENTIAL BENEFITS

Access

AI can improve equity by addressing educational resource gaps and expanding access to education.

Time savings

AI can optimize teacher time for greater focus on students.

Learning outcomes

AI can improve students' learning.

Personalization

AI can tailor learning to each student's needs.

Accessibility

AI can extend learning to neurodivergent students and students with disabilities.

Assessment

AI can advance assessment.

POTENTIAL RISKS

Cognitive development

AI can undermine students' cognitive development.

Social and emotional development

AI can impede students' social and emotional development.

Trust

AI can degrade trust in education.

Safety

AI can threaten students' safety.

Dependence

AI dependence can erode students' autonomy and agency.

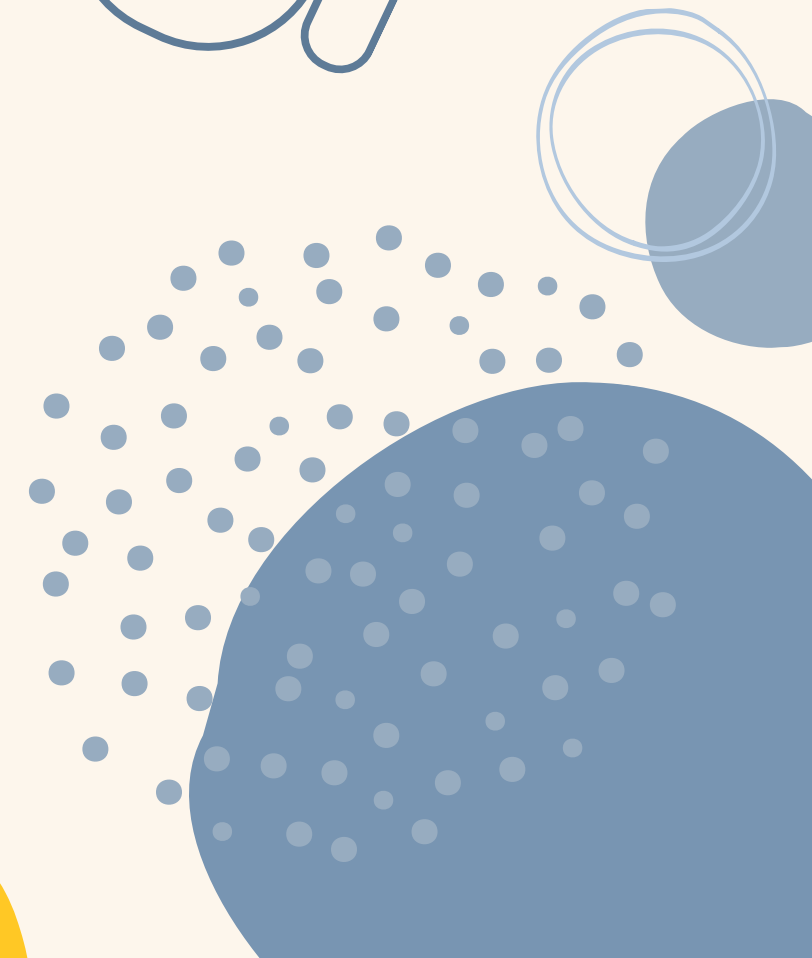
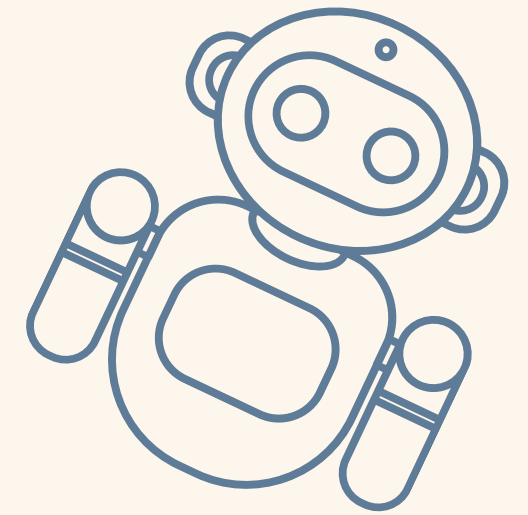
Inequality

AI can deepen equity divides.

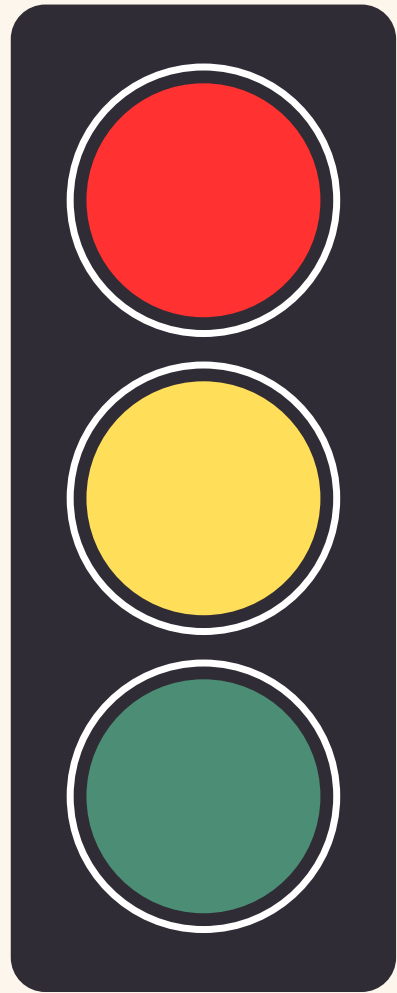


Brookings Institute (Jan 14, 2026)

“The real danger lies in using tutoring and personalization systems for substitution versus supplementation. When systems position learners as isolated individuals interacting with platforms, they automate rather than augment learning, eliminating the embodied experiences and relationships so critical to human learning” (Cukurova 2024).



Yellow Light System



All assignments will detail the appropriate level of AI usage: red, yellow, or green light. Failure to follow these usage guidelines will be considered an Academic Integrity violation. Remember, when you submit your assignments on Canvas and complete assignments on paper, you attest that the work reflected in your process and final product meet the AI guidelines for the assignment.

- **Red light:** NO use of any AI tools
- **Yellow light:** AI usage is permitted for specific parts of the process; all AI use is cited appropriately
- **Green light:** AI usage is allowed for the entire assignment without restrictions; all AI use is cited appropriately

**We are not the original creators of the traffic light system.*

The background features a collection of abstract geometric shapes. There are several overlapping circles in various shades of blue and yellow. Some circles are solid, while others are hollow rings. A large yellow circle in the top-left corner is filled with small blue dots. Another large blue circle in the bottom-right corner is filled with small yellow dots. The overall aesthetic is clean and modern.

Examples From Our Class

Romeo & Juliet Graphic Essay

AI Guidelines

- **Specific tool:** Canva's "Magic Media"
- **Specific purpose:** Generating visuals based on textual evidence for the graphic essay
- **Citation and usage guidelines/requirements:** [AI Collaboration Record.pdf](#) ↓

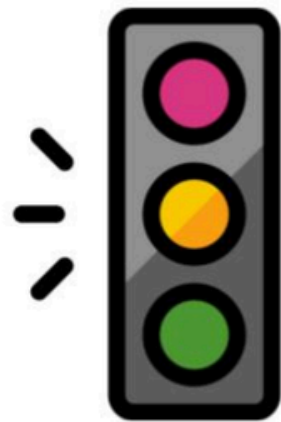


This is a **“yellow-light” assignment**. AI use is permitted for **specific parts** of the **process**, which is described on Canvas/the assignment. By submitting this assignment on Canvas and/or on paper, I attest that I have **cited** all **AI content, ideas, etc.** *Failure to cite AI use is considered plagiarism.*

WHY IS THIS A YELLOW LIGHT?

AI Guidelines

- **Specific tool:** Canva's "Magic Media"
- **Specific purpose:** Generating visuals based on textual evidence for the graphic essay
- **Citation and usage guidelines/requirements:** [AI Collaboration Record.pdf](#) ↓



This is a **"yellow-light" assignment**. AI use is permitted for **specific parts** of the **process**, which is described on Canvas/the assignment. By submitting this assignment on Canvas and/or on paper, I attest that I have **cited** all **AI content, ideas**, etc. *Failure to cite AI use is considered plagiarism.*

- rhetoric + expectations from admin to experiment with AI
- not consequential to assessment of skills → images were enhancements of the project, not the core skill being assessed
 - *but* use of AI allows for nuance in how students examine textual evidence
- created excitement
- culturally responsive

Visuals + Explanations	Mastery: ___/10 points	Proficient: ___/8 points	Emergent: ___/7 points
	-Visual is present, professional, and intentionally colorful. -Visual logically illustrates evidence. -Caption clearly and precisely describes image's connection to the evidence.	-Visual is present, professional, and colorful. -Visual illustrates evidence. -Caption describes image but <i>may</i> need additional details to clarify how visual illustrates the evidence.	-Visual <i>may</i> be lacking in professional qualities (neatness); <i>may</i> be lacking color -Visual relies on simplistic representation of RJ/poem (general, nonspecific, or a different plot point) -Caption <i>may</i> not be logical

Name: _____ Date: _____ Period: _____

AI Collaboration Record Cover Sheet

DIRECTIONS: Review the process below for using Canva AI.

Before You Begin ... You will need a Canva account. Sign-up using your Jesuit Mail to get "education" access with more features! Using AI requires **extra** diligence with following directions and keeping track of information. Remember, failure to follow these specific instructions may result in an Academic Integrity Violation because of these additional ethical considerations. Meet with your teacher if you need assistance on citation and/or image generation.

Accessing Canva's Text-to-Image Feature, "Canva AI"

1. Log into Canva with your Jesuit Gmail
2. Look at the left-hand side-bar of tools. →
3. Click "Canva AI"



Creating Your AI Image: Write a descriptive prompt

4. Be specific about what you want to see as you write your prompt. Take screenshots of your written prompt(s) to create an image.
 - a. **PLEASE NOTE:** If you choose to regenerate the image and change the prompt, keep track of the changes! This is why the screenshots are so important at each stage you interact with AI. You want your citation to use the exact language you used with AI, with whatever image you decide to incorporate.
5. Include details about style, colors, composition, and mood
 - a. Example: "A watercolor painting of a coastal classroom with students working on laptops, bright natural lighting, blues and greens, educational atmosphere"
 - b. You can use the drop-down menu to change the 'Style' of the images.
6. Generate the image:
 - a. Click the "purple arrow" to generate the image.
 - b. Wait for Canva's AI to create several options based on your prompt.
 - c. Browse through the generated options and select the one that best matches your purpose! OR draft a new prompt.
7. Make additional adjustments using Canva's editing tools as necessary *screenshots for citations*

Ethical Considerations for Your "Yellow Light" Assignment

- **Be transparent:** Always clearly identify AI-generated content
- **Consider bias:** Reflect on any potential biases in your prompts or the resulting images
- **Respect copyright:** Avoid prompts that explicitly ask to copy a specific artist's style or existing works
- **Original thinking:** Use AI as a tool to express your ideas, not to replace your own creative thinking

DO!	DON'T!
- Keep track of your prompts using this handout.	- Use general language in your prompt.
- Consider your layout. Canva allows you to choose between square, portrait, or landscape.	- Directly prompt "Create me an image based on [title of text]."
- Create a prompt based on your understanding of your selected evidence.	- Ask to copy the style of a particular artist.
- Create a prompt that illustrates your own visual image from reading the text.	- Use an image in your final product when you don't remember or haven't documented your prompt. This may result in an Academic Integrity violation.

Name: _____ Date: _____ Period: _____

AI Collaboration Record

DIRECTIONS: Using AI for your Graphic Essay is **optional**. However, if you choose to use AI for this project, you are required to submit the AI Collaboration Record for each image you generate. Review the process below.

Image for (write the title of the play, song, or poem): _____

Write your exact prompt below before typing into Canva:

Note any additional settings or edits

Style options selected: _____

Post-generation edits OR reprompts made: _____

MLA 9 Citation

Last Name, First Name. "Write a title for the image." Created using Canva Magic Media, [Creation date], *Canva*. AI-generated image. Prompt: "[Your exact prompt text]."

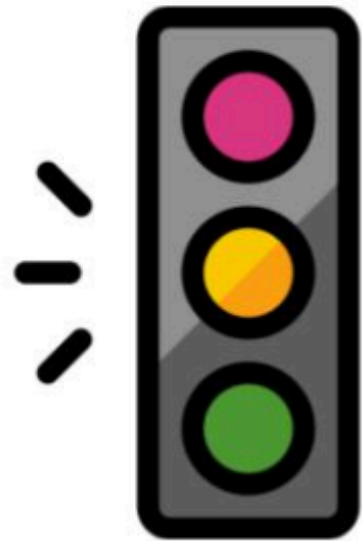
Model AI Image Citation:

Rey, Cady. "Person in a field of flowers daydreaming." Created using Canva Magic Media, 27 Feb. 2025, Canva.


AI-generated image. Prompt: "Create an image with a person in a field of flowers daydreaming and looking for shapes in the clouds. I want to focus on childish daydreams as a feeling when you look at the image."

Home is Not a Country Essay

AI Guidelines



This is a **“yellow-light” assignment**. AI use is permitted for **specific parts** of the **process**, which is described on Canvas/the assignment. By submitting this assignment on Canvas and/or on paper, I attest that I have **cited** all **AI content, ideas, etc.** *Failure to cite AI use is considered plagiarism.*

- Specific Tool: [Thelma Thesis \(Flint AI Bot\)](#) 
 - Log into your Flint account to access Thelma Thesis.
- Specific Purpose: Get feedback on your theme statement
- Citation: [AI Name]. "Conversation Title or Topic." Platform/Publisher, Day Month Year of conversation.

WHY IS THIS A YELLOW LIGHT?

AI Guidelines



This is a "yellow-light" assignment. AI use is permitted for **specific parts** of the process, which is described on Canvas/the assignment. By submitting this assignment on Canvas and/or on paper, I attest that I have **cited all AI content, ideas, etc.** Failure to cite AI use is considered plagiarism.

- Specific Tool: [Thelma Thesis \(Flint AI Bot\)](#)
 - Log into your Flint account to access Thelma Thesis.
- Specific Purpose: Get feedback on your theme statement
- Citation: [AI Name]. "Conversation Title or Topic." Platform/Publisher, Day Month Year of conversation.

- AI use is isolated to a singular sentence
- Skill is practiced is practiced multiple times throughout the year
- Teacher capacity: Students struggle writing theme statements. With only one teacher in the room, we don't have the time (in a period and in the unit) to individually conference with every student about this singular sentence

Thesis (subject + topic)	Mastery: ____/5 points -The writer expertly responds to prompt using the formula: subject + topic + claim. -The writer names the text and author (subject) and the motif (topic) -The motif of <i>belonging</i> is explicitly named -Writer chooses a precise power verb (from the outline packet list) to enhance the link between the motif/theme		Proficient: ____/3 points - The writer <i>may</i> not fully follow the formula; motif (topic) <i>may</i> be misidentified, vague, or missing - Chooses power verb that <i>may</i> not clarify link between motif/theme
Thesis (claim)	Mastery: ____/10 points -Writes an insightful claim (as a complete thought) beyond a statement of fact -The theme statement is universal, original, specific, & relates to motif -The theme is distinctly and accurately represented in the text	Proficient: ____/8 points -Writes a coherent claim (<i>may</i> not be a complete thought) that illustrates some insight, though it <i>may</i> be somewhat general or obvious (veering toward statement of fact) -The theme relates to motif, but needs clarity -Theme applies to the text	Emergent: ____/7 points -Writes a claim that resembles a plot summary, statement of fact, moral, or the theme <i>may</i> be cliché or loosely connected to the motif -Theme is not a complete thought -Theme <i>may</i> be illogical, convoluted

Developing Your Theme

This is a **Yellow-Light** assignment. Use of AI is **optional**.

However, **BEFORE** using AI, you **MUST** check your in-progress theme with your teacher.

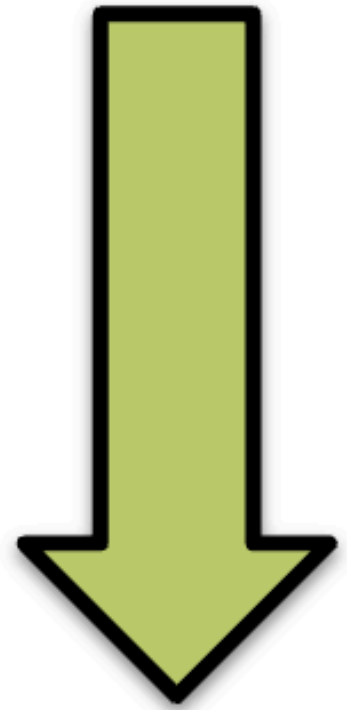
Use this thesis frame *in your final paper* – **do not need to write it below**. In Safia Elhillo's *Home is Not a Country*, the motif of belonging (1. choose power verb) (2. write theme statement).

THEME Draft 1

teacher check *before* Flint

Accessing Thelma Theme

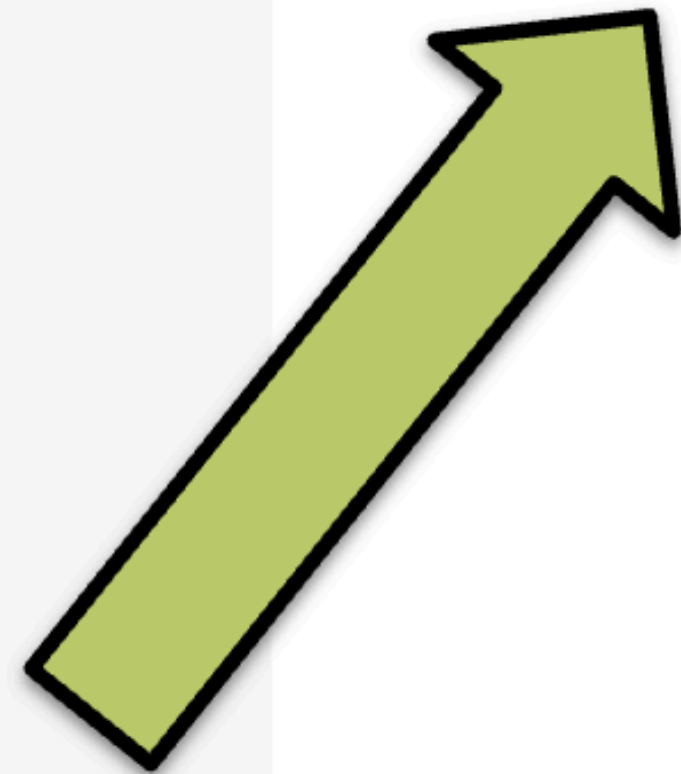
Step 1: Go to **Flint** (click) → <https://app.flintk12.com/>



Step 2: Find your English I class on the left-side bar

Groups + Add

- A AP ENGLISH III LANG 5(A)
- A AP ENGLISH III LANG 7(A)
- E ENGLISH I 1(A)
- E ENGLISH I 3(A)
- E ENGLISH I 6(A)
- E English Grammar



Step 3: Only use "Thelma Theme;" **don't create your own conversation with Sparky.**

ENGLISH I 3(A)

Claire Breiholz created 3 months ago

You and 24 more members

Private

Activities Gradebook

Thelma Thesis

Hi! I'm here to help you refine your theme statement for your *True Diary* literary analysis paragraph.

Share your theme statement with me, and I'll give you feedback on:

Claire Breiholz created 1 month ago

Open to ENGLISH I 3(A)

18 sessions created



How to Use "Thelma Thesis" and Maintain Academic Integrity

This AI tool is designed to help you improve your own thinking, not to do the work for you. Follow these guidelines. Remember, if you used this tool, you must cite it in your Works Cited page. Check the packet for guidelines on AI citations.

✔ DO

- Share your draft theme statement and ask for feedback
- Ask clarifying questions about what makes a theme universal, specific, or insightful
- Revise your own work based on the feedback you receive
- Return multiple times with new drafts as you refine your thinking
- Use the tool to understand the criteria for a strong theme statement

✘ DON'T

- Copy any theme statement the AI suggests or provides as an example
- Ask the AI to write your theme for you (e.g., "Write me a theme about stereotypes")
- Use any other AI tools besides "Thelma Thesis" for this assignment
- Share your Flint conversation with other students to copy
- Remember: The goal is to develop **your own insight** about the novel. Thelma Thesis will guide you, but the ideas must be yours!

Suggested Prompts

🤔 Asking for Clarification

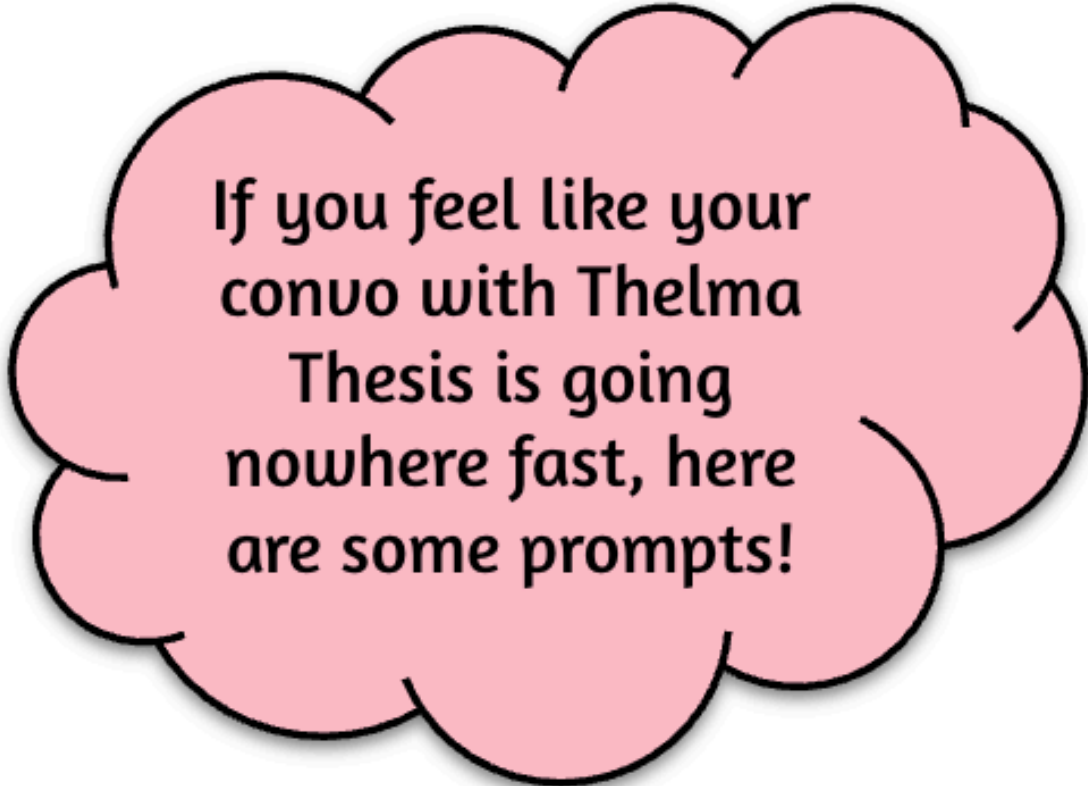
- "What does it mean for a theme to be universal?"
- "How do I make my theme more specific?"
- "Can you explain what makes a theme insightful vs. a statement of fact?"
- "What's the difference between a cliché and a strong theme?"
- "Is this a complete sentence: [paste your theme]?"

✨ Revising Your Work

- "I revised my theme based on your feedback. Here's my new version: [paste revised theme]. Is this better?"
- "You said my theme was too obvious. How can I add more insight without you rewriting it?"
- "I'm stuck on making this universal. Can you ask me questions to help me think deeper?"
- "Does this theme avoid clichés: [paste your theme]?"

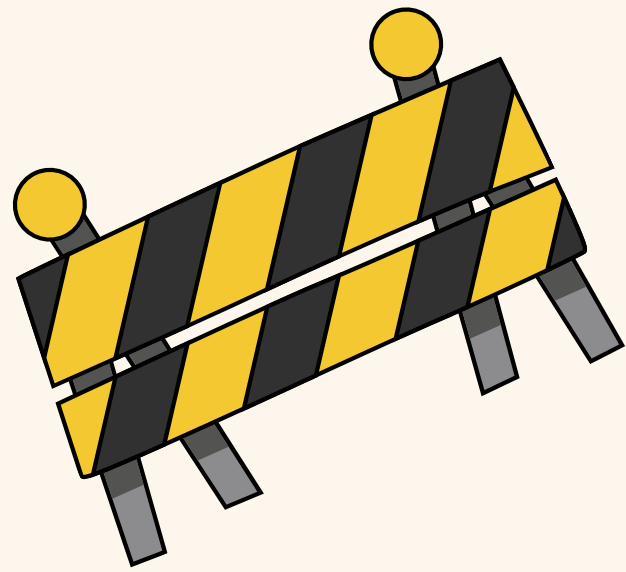
🎯 Checking Specific Criteria

- "Is my theme universal enough, or does it only apply to Junior's story?"
- "Does my theme connect clearly to the motif of [motif name]?"
- "Am I using vague language in this theme: [paste your theme]?"
- "Is this theme a statement of fact or does it have insight?"



If you feel like your convo with Thelma Thesis is going nowhere fast, here are some prompts!

What are your
barriers to
using AI?



Your turn!

Step 1: Identify the Skill Students Need Support With

- Pinpoint the specific writing, research, or thinking skill where AI assistance is pedagogically appropriate and where it isn't.
- Consider whether AI supports the process or risks replacing the learning itself.

**in collaboration with Claude*

Your turn!

Step 2: Choose the Right AI Tool for Your Context.

- Select a tool that fits your school's platform, privacy policies, and student age group.
- Evaluate the tool for accuracy, accessibility, and alignment with your learning goals.*

**Tool selection will vary based on your school's available resources and policies.*

**in collaboration with Claude*

Your turn!

Step 3: Align Your Rubric

- Review your existing rubric with AI use in mind.
- Adjust criteria to assess what students did with AI output: how they evaluated, revised, and built on it (rather than penalizing or ignoring its presence).

**in collaboration with Claude*

Your turn!

Step 4: Establish and Communicate Citation Guidelines

- Decide how students should disclose AI use (e.g., a brief process note, an AI use statement, in-text acknowledgment).
- Clearly define what constitutes an academic integrity violation in this context – *both for yourself and in writing for students.*

Your turn!

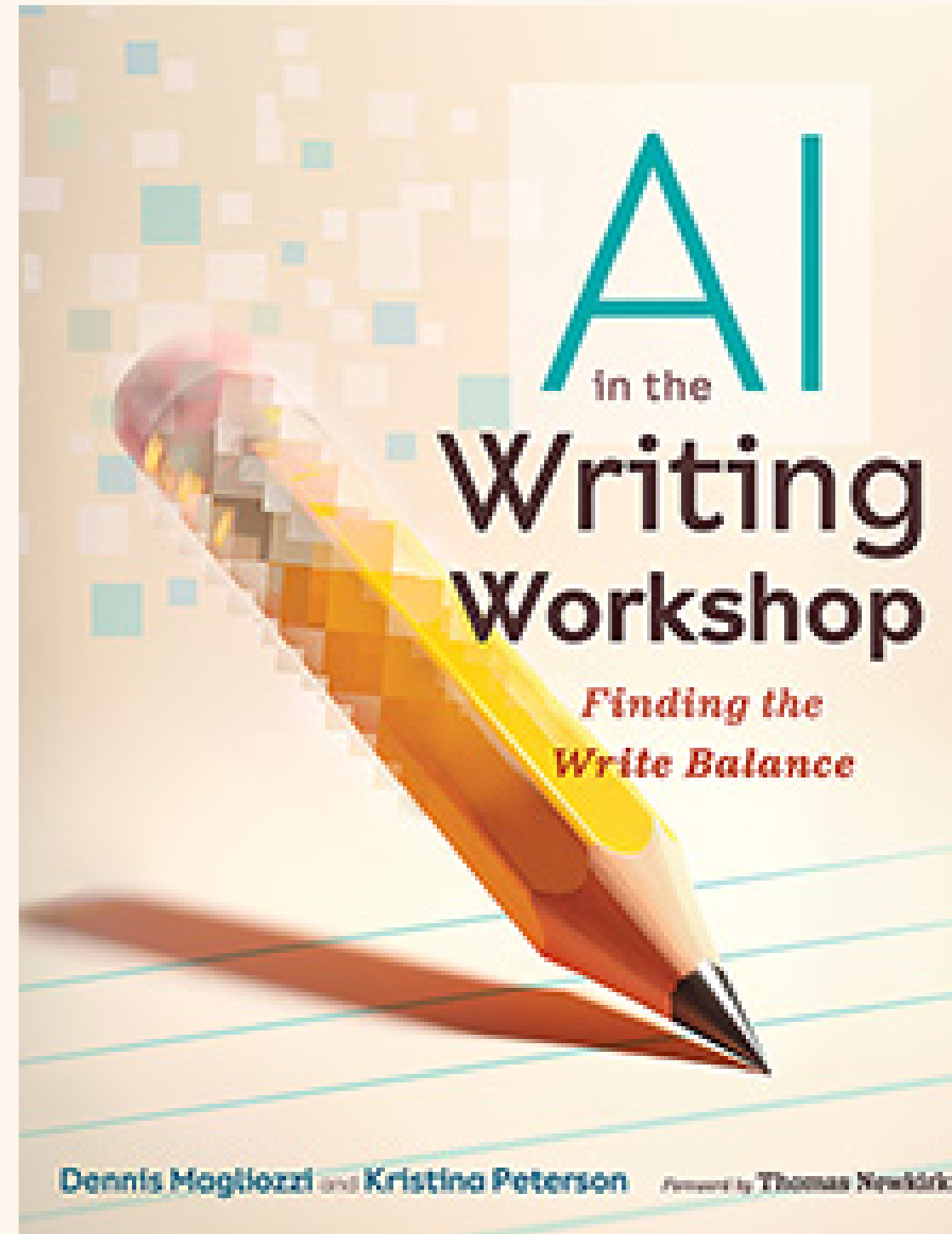
Step 5: Create and Post Stoplight Guidelines.

- **Green:** Are you allowing unlimited (but cited) use
- **Yellow:** Are you focusing on a specific cited tool, for a specific purpose?
- **Red:** Are you not allowing AI in any capacity?



Share:
What did you
come up with?

RECOMMENDED READING





WORKS CITED

Burns, Mary et al. “A New Direction for Students in an AI World: Prosper, Prepare, Protect.” *Center for Universal Education*, Jan. 2026, www.brookings.edu/wp-content/uploads/2026/01/A-New-Direction-for-Students-in-an-AI-World-FULL-REPORT.pdf

Magliozzi, Dennis and Kristina Peterson. *AI in the Writing Workshop: Finding the Write Balance*. Heinemann, 2025.

