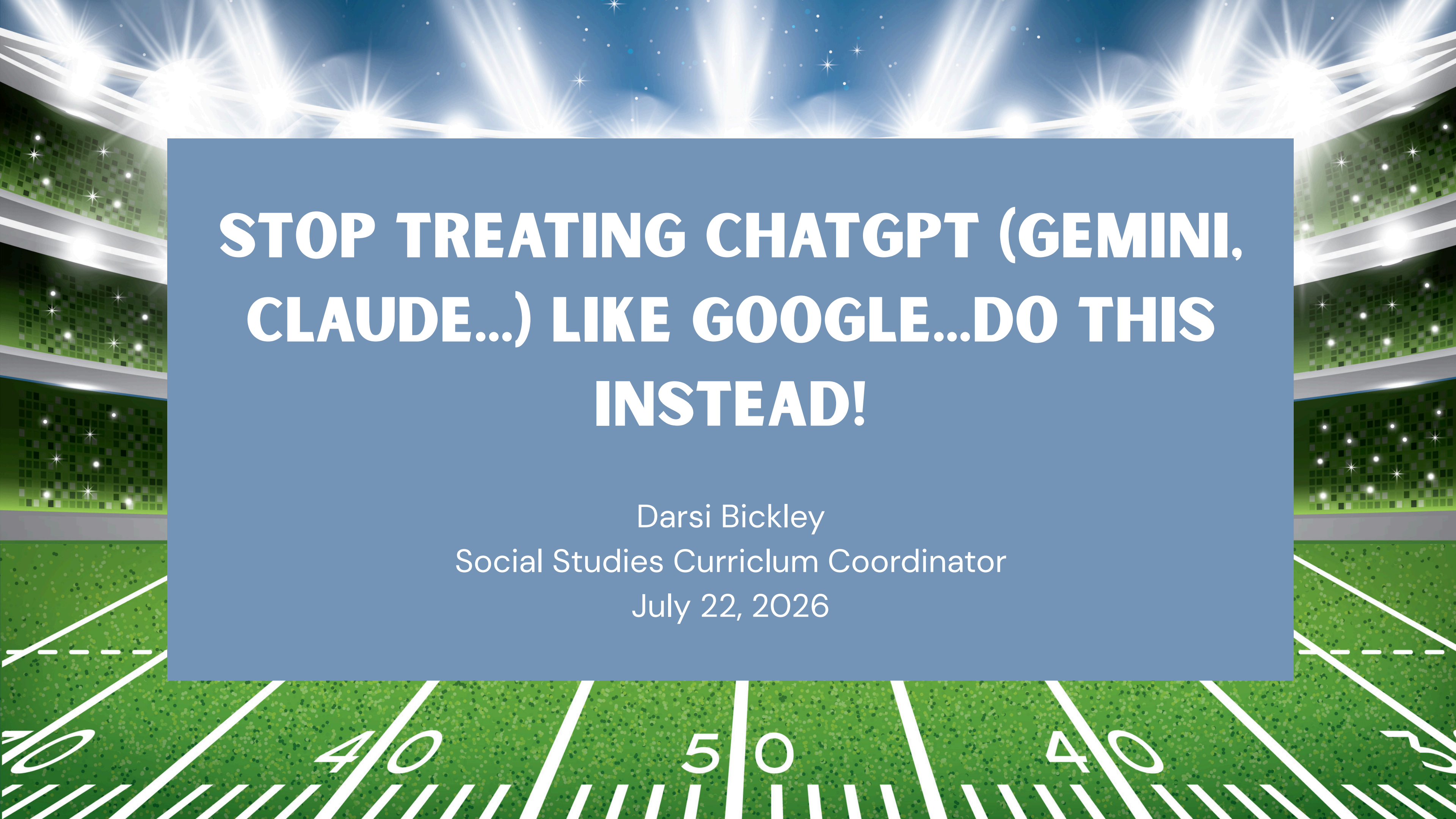




ENGLAGE



STOP TREATING CHATGPT (GEMINI, CLAUDE...) LIKE GOOGLE...DO THIS INSTEAD!

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HOW MOST PEOPLE USE CHATGPT/GOOGLE/CLAUDE

Prompting with simple questions or tasks

What is.....

How do you.....

Write a.....

Create a

Make a

What are some....

HOW WE SHOULD USE CHATGPT/GOOGLE/CLAUDE

We need to be giving AI Context
(this goes for any AI tool)

Basic Prompt	Stronger Prompt
What is...	Explain <i>[topic]</i> to me as if you were an instructional coach helping me teach it to my students. Include common misconceptions, why the concept matters, and an example I could use in class.
How do you...	I need to accomplish <i>[task]</i> with my <i>[grade level]</i> students. Ask me up to five questions to understand my goals before giving me recommendations.
Write a...	Write a <i>[lesson/email/activity/etc.]</i> based on the information below. Before you begin, identify any information you need from me to make the result more useful.
Create a...	Create a <i>[resource]</i> that aligns to these learning objectives, fits within <i>[time]</i> , considers these student needs, and includes opportunities for student thinking rather than just completion.
Make a...	Help me design a <i>[product]</i> that is engaging, practical, and easy to implement. Before creating it, explain your approach and suggest two or three options I could choose from.
What are some...	Generate 10 ideas for <i>[topic]</i> . Organize them from easiest to most ambitious, explain why each would be effective, and recommend the three you think would have the greatest impact based on my goals.

B.U.I.L.D.
A STRUCTURE FOR PROMPTS (CONTEXT)

B – Background – Who you are and what you are working on.

U – Use Case – Who the output is going to

I – Instructions – What tone to use, what to avoid, what to include, what to skip, how to structure the output

L – Length – Be specific

D – Deliverables – What should the output look like

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PROMPT

I am a U.S. History teacher working on analyzing some data from a test my students just took.

I will be using this data in a discussion with my PLC as well as to help plan for spiraling content students struggled with into upcoming content to give them additional time with it.

I would like for you to be conversational as if you are a member of our PLC and taking part in the data discussion. Please be specific in terms of what students struggled with on the assessment.

Be as concise as possible without leaving out any major points. Think about 1–2 pages.

The analysis should be easy to read in a table that is categorized.

OTHER AI TOOLS

GEMS
GPTS
PROJECTS

LET'S TRY A FEW

bit.ly/4wWCXsW

- Clarify a Standard from both the Student and Teacher perspectives
- EB & SPED Supports
- Sentence Starters
- Question Stems
- Picture/Table/Graph Analysis
- Text Readability –Leveled Texts
- One Page Text from a standard
- Document Summary

The background of the slide is a vibrant illustration of a sports stadium at night. Bright, starburst-style lights illuminate the scene from the top, casting a glow over the green field and the tiered seating areas. The field is marked with white yard lines, and the numbers '40' and '50' are visible on the grass. A large, solid blue rectangle is centered over the image, serving as a backdrop for the title text.

BULK CREATION

<https://canva.link/lu02mxr9zm68dns>

TIME TO PLAY

VIBE CODING

“AI Builds code that works, not necessarily code that is safe.
If you don't know to ask for it, it won't include it”
– Amber Robinson

**TO RECEIVE CREDIT FOR THIS SESSION,
MAKE SURE YOU COMPLETE THE
SURVEY AT THE END**





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<https://tinyurl.com/ENGAGE26FB>

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