



CREATING A HUMAN-CENTERED AI STOPLIGHT MODEL

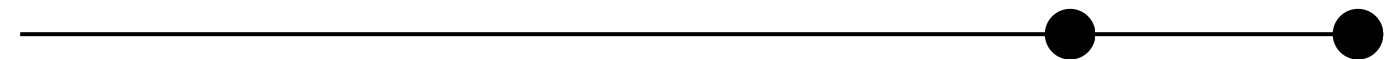
A NEED FOR CLARITY

M. DENISE LUTZ, ED.D.
CHIEF EXCELLENCE & ENGAGEMENT OFFICER

<http://bit.ly/47JBcUY>

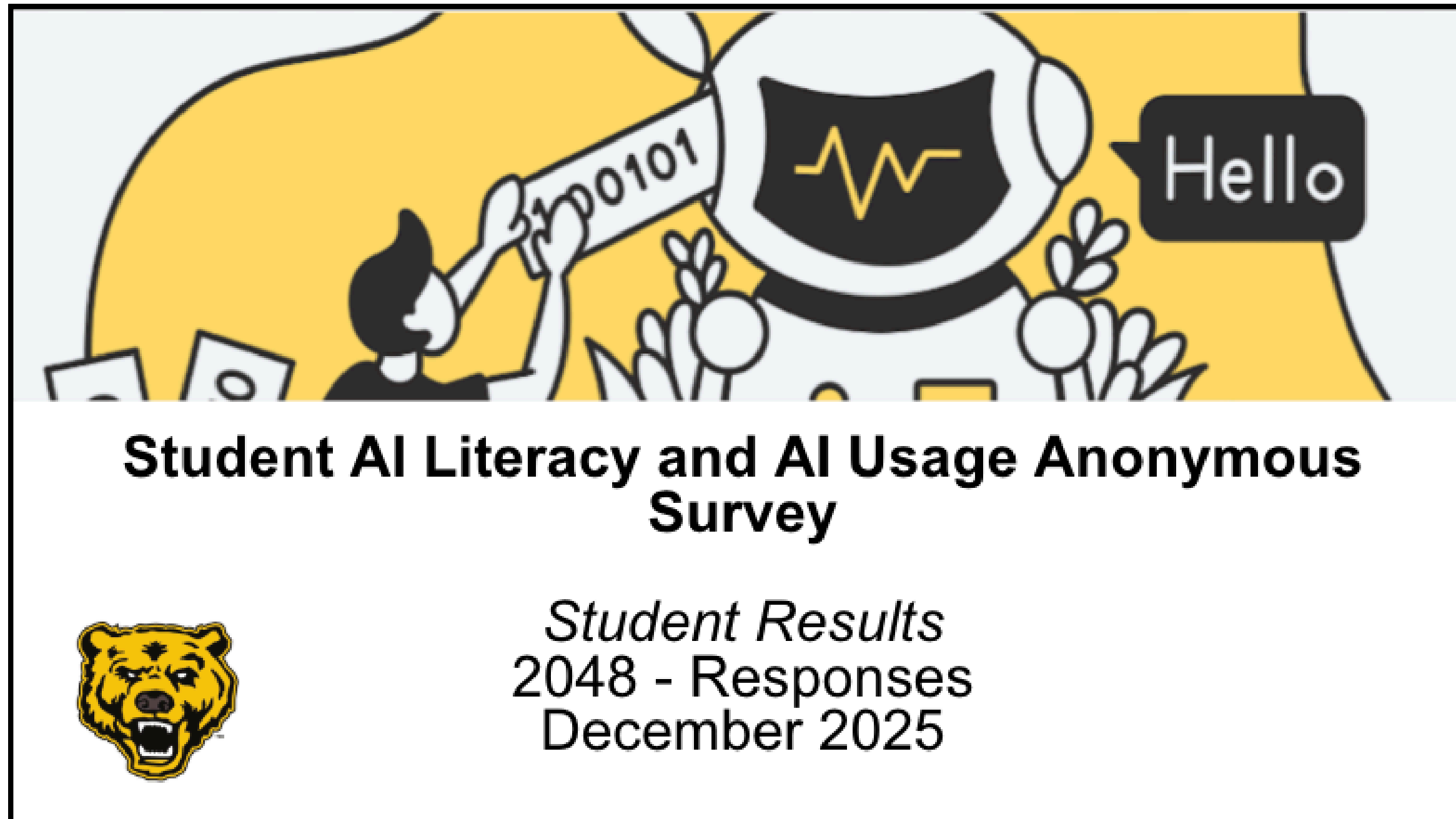
District Purpose

UACS embraces the responsible and purposeful use of Artificial Intelligence (AI) to empower all learners and staff to achieve their full potential while preparing them for a future where AI is prevalent.



Student Voice in AI Committee

The Why

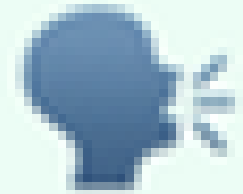


Student AI Literacy and AI Usage Anonymous Survey



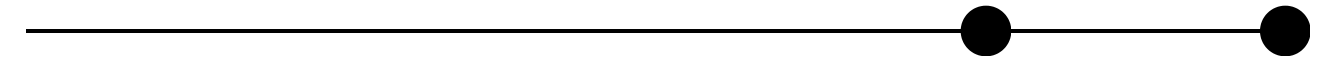
Student Results
2048 - Responses
December 2025

Why We Set Rules



Value Voice

AI output is generic. We must preserve and recognize each student's unique voice, analytical insight, and personal style.



Why We Set Rules

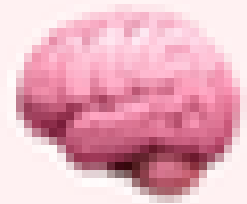


Cultivate Adaptability

The essential real-world skill is learning to use new tools ethically and effectively, not avoiding them out of fear.



Why We Set Rules

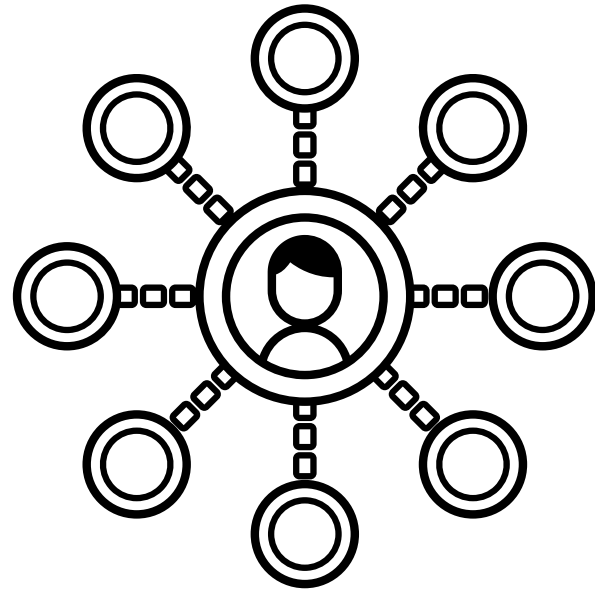


Think Deeply

We must ensure students still wrestle with the messy, initial parts of thinking (brainstorming, drafting) that build cognitive muscle.

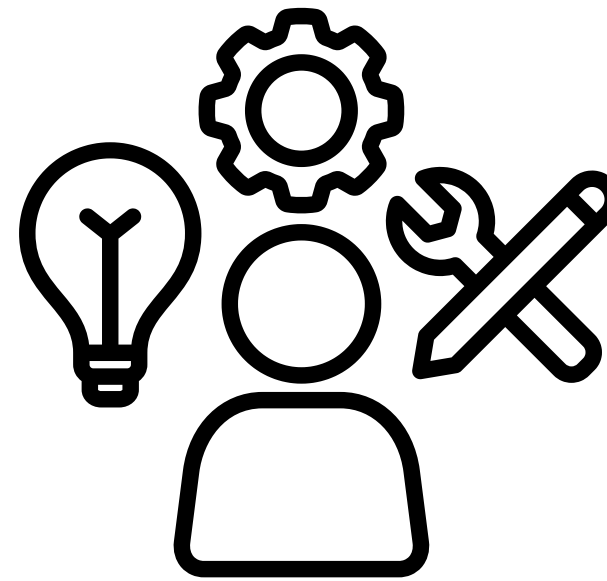


Philosophy



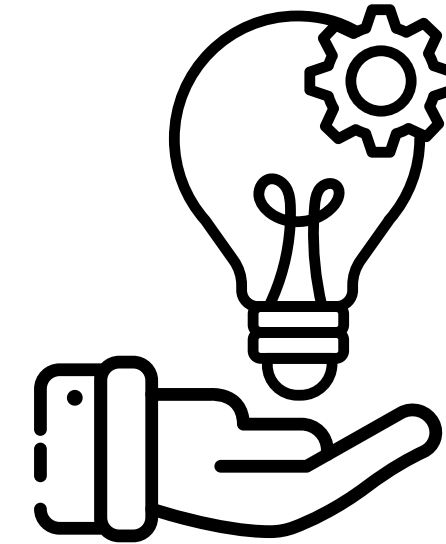
Human Centered

A human-centered policy **prioritizes** the student's learning **process**, not just the final product.



Cultivate Core Skills

AI cannot replace the **core skills** we must **cultivate**.



Architect of Learning

Our role as educators shifts from "plagiarism detective" to "architect" of learning experiences - **guiding students** on how and when to **use new tools effectively**.



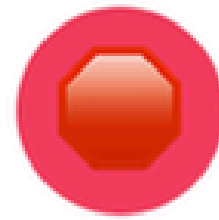


*AI is a powerful assistant.
We need a way to
harness its power
without compromising
foundational learning.*



The How

Teacher defines the permissible level of AI interaction based on the specific learning goal for that activity.



RED LIGHT

Stop. AI Usage Not Permitted.

Purpose: To assess individual, foundational knowledge and skills. This is for work that must be 100% human-generated.

Examples:

- Traditional Quizzes & Exams
- Initial Brainstorming Sessions
- The First Draft of a Key Essay



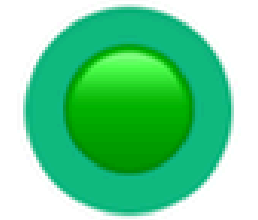
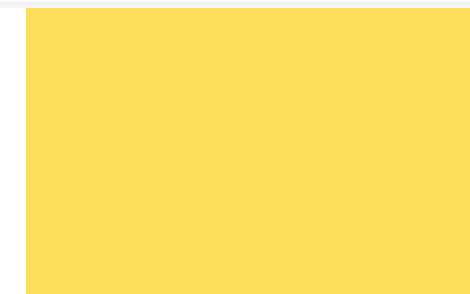
YELLOW LIGHT

Caution. Requires Permission & Disclosure.

Purpose: To accelerate a specific part of a process or get guided feedback. This opens a dialogue with the teacher.

Examples:

- Getting Feedback on a Finished Draft
- Summarizing a Complex Article
- Generating an Outline (with permission)



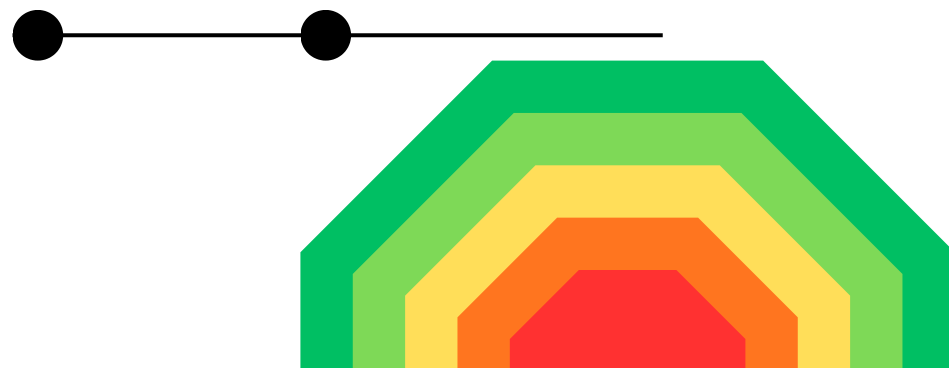
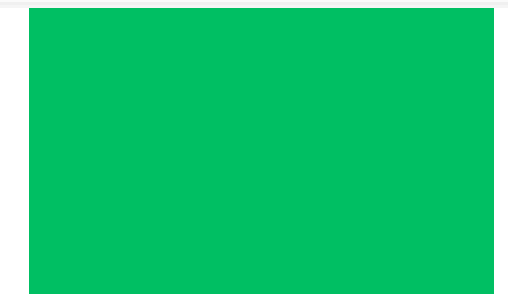
GREEN LIGHT

Go. AI Usage Encouraged & Required.

Purpose: To encourage refinement, innovation, and critical evaluation of AI outputs. The student acts as the editor and expert.

Examples:

- Generating Practice Math Problems
- "Debugging" an AI-generated Analysis
- Creating Diverse Analogies for a Concept

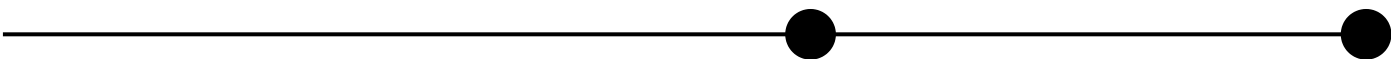




The Focus

The **focus** is always on the **learning outcome**, and the **teacher is the guide**.

The **rule** is based on the **purpose of the assignment**, not a blanket class ban.





WHERE

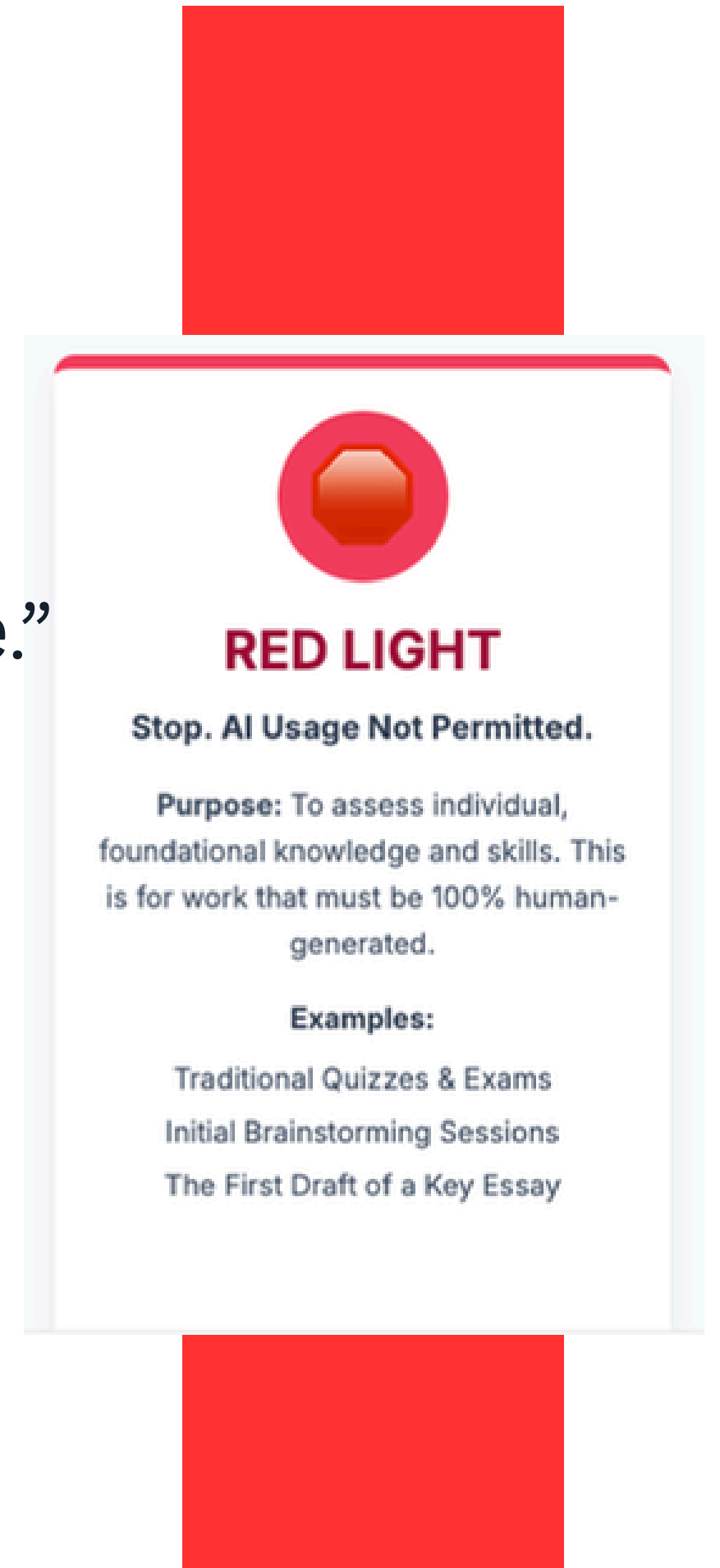
**Begin with a
Central Question**

**Does AI usage support
the learning outcome, or
does it replace the
necessary cognitive
work?**

Red Light-Stop Usage Not Permitted

Purpose: To assess individual, foundational knowledge and skills.

- **Teacher Rationale:** “I need to know what you know, alone.”
- **Student Rationale:** “This is where I build my mental muscle.”
- **Examples:**
 - Quizzes/Exams (Traditional assessments).
 - Initial Brainstorming or Idea Generation (The "messy thinking" stage).
 - The First Draft of a key writing assignment.



Yellow Light Caution-Permission

Purpose: To accelerate a specific part of the research or revision process, or for guidance on complex concepts.

- **Teacher Rationale:** “Use it, but you must ask me why first. I want to guide the dialogue.”
- **Student Rational:** “This is where I use AI as a partner, with my teacher, without replacing my initial design or work.”
- **Key Strategy:** Opening the Dialogue for AI Use
 - Teacher can ask: "What is your prompt?" and "What do you hope to gain?"
 - This makes AI usage visible and turns it into a teachable moment.
- **Examples:**
 - Use AI to summarize a long, complex documents after the student has attempted to read it.
 - Getting initial feedback on a complete, self-written draft
 - Generating an outline for a large, long-term project.
 - Require a specific, cited log of the prompt and the output used.



YELLOW LIGHT

Caution. Requires Permission & Disclosure.

Purpose: To accelerate a specific part of a process or get guided feedback. This opens a dialogue with the teacher.

Examples:

Getting Feedback on a Finished Draft

Summarizing a Complex Article

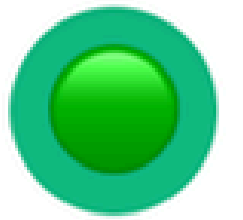
Generating an Outline (with permission)

Green Light - Go

AI Usage Encouraged/Required

Purpose: To encourage refinement, innovation, and critical evaluation of AI outputs.

- **Teacher Rationale:** “Use the tool to push your thinking, then correct and improve its work.”
- **Student Rationale:** “I am the editor and expert, refining and verifying the AI’s output.”
- **Examples:**
 - Using AI to generate practice math problems or flashcards.
 - "Debugging" AI code or historical analysis for accuracy.
 - Using AI to create diverse, alternative metaphors or analogies for a concept that the student is teaching to the class.
 - Using image generators to plan a visual design concept.



GREEN LIGHT

Go. AI Usage Encouraged & Required.

Purpose: To encourage refinement, innovation, and critical evaluation of AI outputs. The student acts as the editor and expert.

Examples:

Generating Practice Math Problems
"Debugging" an AI-generated Analysis
Creating Diverse Analogies for a Concept



Let's

try it!

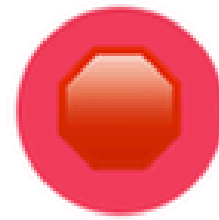
**SUPPORT
OR
REPLACE?**



<https://www.menti.com/alhrcmkh3s7j>

LIVE STOPLIGHT MAPPING

ACTIVITY



RED LIGHT

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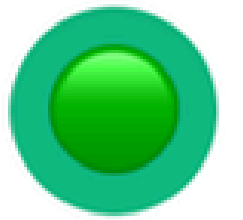
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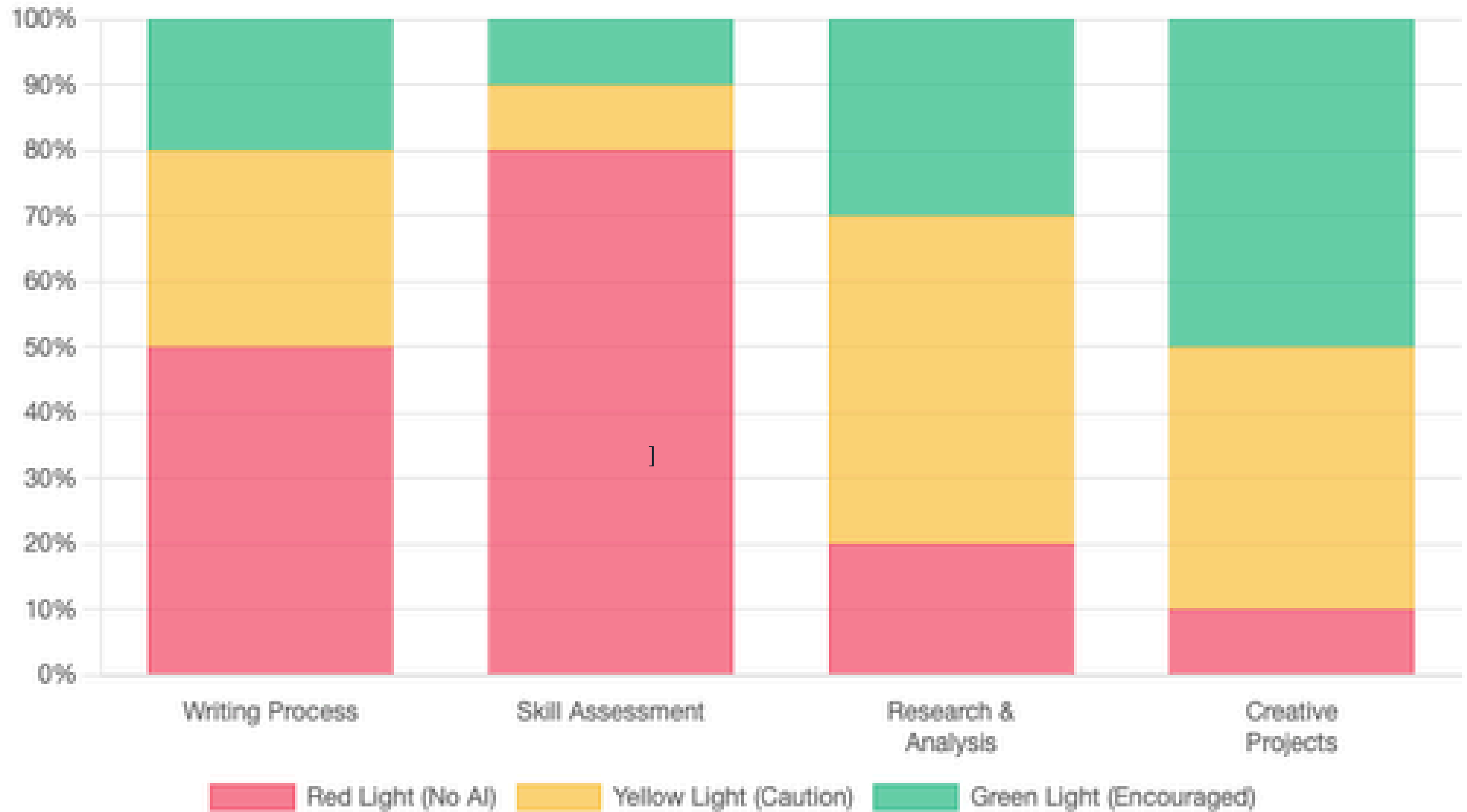
Generating Practice Math Problems
"Debugging" an AI-generated Analysis
Creating Diverse Analogies for a Concept

THE TEACHER IS THE ARCHITECT OF
LEARNING.

SO, THERE IS NO 'WRONG' COLOR,

ONLY A COLOR THAT DOESN'T
ALIGN WITH YOUR SPECIFIC
LEARNING GOAL.

The Model in Action



The Central Question for Every Task:

Does this use of AI support the learning, or replace the thinking?



ACTION AND REFLECTION



01 DEFINE THE LEARNING PURPOSE

For your next assignment, decide: Is this about assessment, practice, creation, or refinement?

02 ASSIGN THE COLOR

Based on the purpose, explicitly label the assignment (or phases of the assignment) with the Stoplight color in your framework.

03 REQUIRE REFLECTION - THE HUMAN CHECK

For Yellow and Green light assignments, have students include a copy of the chat and reflection log where they can answer:

- What tool did you use (e.g., Google Gemini)?
- What was your exact prompt?
- How did the output change your thinking or work? (This is the most critical question.)



THE ARCHITECT'S WORKSHOP REDESIGNING A LESSON

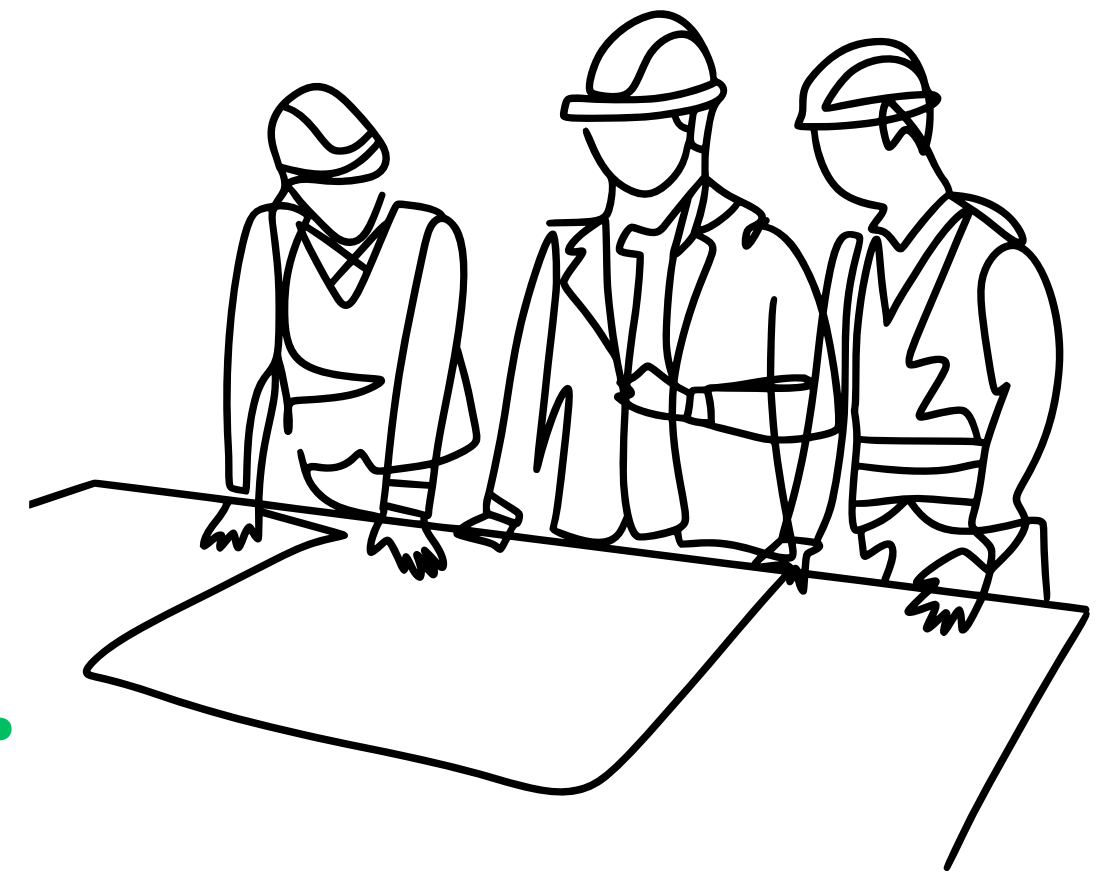
Think about one assignment you regularly teach.
Starting small is ok, just start somewhere.

Define the Learning Purpose.

Assign a Color.

Draft a Student Rationale Statement.

Use Rationale Handout as a Reference





the
plagerism
concern
is real

PROCEDURES FOR ADDRESSING SUSPECTED MISUSE OF AI

01 STEP 1: THE TEACHER GATHERS MULTIPLE FORMS OF EVIDENCE TO INCLUDE:

- Specific instructions for the assignment indicating the permitted use of AI (red, yellow, green) as shared with the student/class
- Results from an AI detection tool (note that AI detection tools are not 100% accurate)
- Revision history in Google
- Comparison of submitted work to:
 - A previous writing sample
 - A teacher-generated AI response to the assignment



PROCEDURES FOR ADDRESSING SUSPECTED MISUSE OF AI

02 STEP 2: CONFERENCE WITH THE STUDENT

- Discuss the items the teacher has gathered with the student:
 - Assignment instructions indicating the permitted use of AI (red, yellow, green)
 - AI detection tool results
 - Comparisons gathered
- Student shares their process in completing the assignment, sharing where relevant:
 - Google revision history
 - All resources used
 - Key decisions they made during the creation, editing, and final stages of the assignment
 - AI chat log



PROCEDURES FOR ADDRESSING SUSPECTED MISUSE OF AI

03 STEP 3: DETERMINATION OF NEXT STEPS



Based on the student conference, the teacher will determine:

- If the student satisfactorily explained their process, and the teacher will grade the assignment as is.
- Student and teacher reach a consensus on the misuse of AI. The teacher refers to building-level policies on academic integrity, taking into account the student's age and grade, as well as the first or subsequent offense. The teacher may offer the student a second chance.
 - The teacher calls the parent and discusses/explains the outcome.
- In line with building policies and code of conduct, and/or if the teacher and student do not reach consensus, the teacher refers the incident to administration for follow-up.

AI DETECTORS

GRAMMARLY AI - DISTRICT HAS AN EDU ACCOUNT FOR GRADES 6-12

BRISKAI - ❤️ **STUDENT WRITING INSPECTION** ❤️ - WE HAVE A DISTRICT ACCOUNT

TURNITIN - UAHS HAS A LICENSE - [READ MORE ON AI DETECTION FROM TURNITIN](#)

ZEROGPT- WE DO NOT HAVE A PRIVACY AGREEMENT.

SCRIBBR - WE DO NOT HAVE A PRIVACY AGREEMENT.

COPYLEAKS - WE DO NOT HAVE A PRIVACY AGREEMENT.





Critical Rule

Never paste confidential or personally identifiable student or staff information (names, grades, medical info, etc.) into any unapproved AI tool (ex. ChatGPT or a personal Gemini account).

Upper Arlington City Schools has enterprise-level agreements for Google Gemini , NotebookLM, MagicSchool AI, BriskAI, & Grammarly EDU (6-12), which maintains the privacy of the data for uaschools.org accounts.

NOTE: Gemini's image generator is not available to students as Google requires users to be over 18.



Resources for Ideas

[UACS Guidance Document](#)

[Sample Classroom Guidelines for Student AI Use](#)

[Creating Effective AI Policies for Your Classroom: A Teacher's Guide](#)

[Creating Citations from Purdue University](#)

[4 Principles for Classroom AI](#)

[AI in Education: Six Steps to a Strong Classroom Policy](#)

[A Stoplight Model for Guiding Student AI Usage](#)

[Indicating Generative AI Assignment Permissions with the Traffic Light Model](#)

[Concord HS AI Hub](#)



Google. (2025). Gemini (October 31 version) [Large language model]. <https://gemini.google.com/>