

AMAPS: Using Google Gemini to Assist with Workflow



For workshop materials, scan QR Code or go to:
<https://tinyurl.com/AMAPSGoogleGemini>

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[AMAPS Folder](#)



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Today, we're building the instructional brains of your AI tools. Google calls them Gems today, but the platform will be known as *Skills* in June, 2027



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Icebreaker



This is AI, but how do you know?

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• AI Participants Guide	RI
• Step by Step Guide to Gemini Gems*	RII
• Rainbow Scale	RIII
• NYCPS AI Guidance	RIV
• Algebra_ISA_Performance.xlsx	RV
• AI Is Changing Math	RIV

*Changing to Skills in June

Agenda

- Icebreaker
- Learning Objective
- AI Use
- Improving Prompts
- Creating Gemini Gems/Skills

Goal and Objectives

Learning Target:

Participants will use Google Gemini to streamline leadership tasks, translate data into actionable insights, and develop reusable AI assistants while protecting confidential information and applying professional judgment.

Objectives (Success Criteria/I Can):

-  **Objective 1 Use Gemini to synthesize anonymized school data** into clear summaries that identify strengths, areas for growth, and potential instructional next steps.
-  **Objective 2 Customize and test a Gemini Gem/Skill** to support a recurring leadership task—such as observation feedback, goal setting, email communication, or professional learning—and refine its responses through peer feedback.
-  **Objective 3 Custom Tool Architecture & Collaboration: Identify one leadership workflow** in which to apply Gemini following the workshop.



Name

Favorite AI App

Scale 1 – 5 (Comfort level with AI)

1 – No Experience

2 – Minimal Use (rare/experimental)

3 – Emerging User (occasional for tasks)

4 – Regular User (integrated into workflow)

5 – Power User (daily, efficient, skilled)



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My Top 5

- Gemini
- ChatGPT (Astra)
- Notebook LM
- Claude
- Co-Pilot

Tools Today

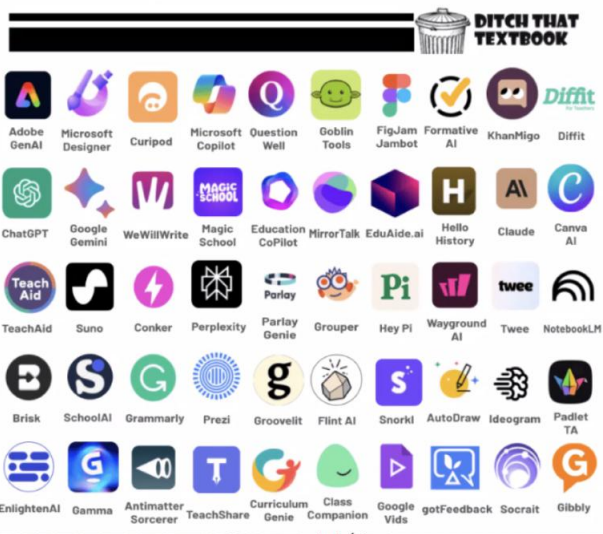
Gemini, Gemini Notebook



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50 AI tools for teachers



Which tool(s) do you use?

New York Education Law Section 2-d

NYCPS ERMA & Data Privacy Mandatory Rules

Rule 1: Zero PII

No student names, OSIS numbers, IEP targets, or confidential text in prompts.

Rule 2: ERMA Vetted Tools

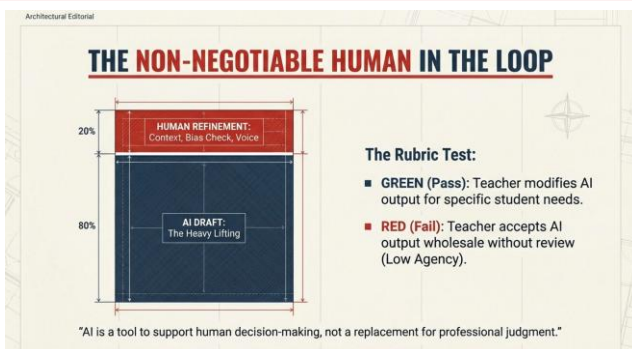
Utilize Google Gemini exclusively within NYCPS Google Workspace for Education.

Rule 3: Human-in-the-Loop

AI generates initial drafts; teachers retain full pedagogical authority.



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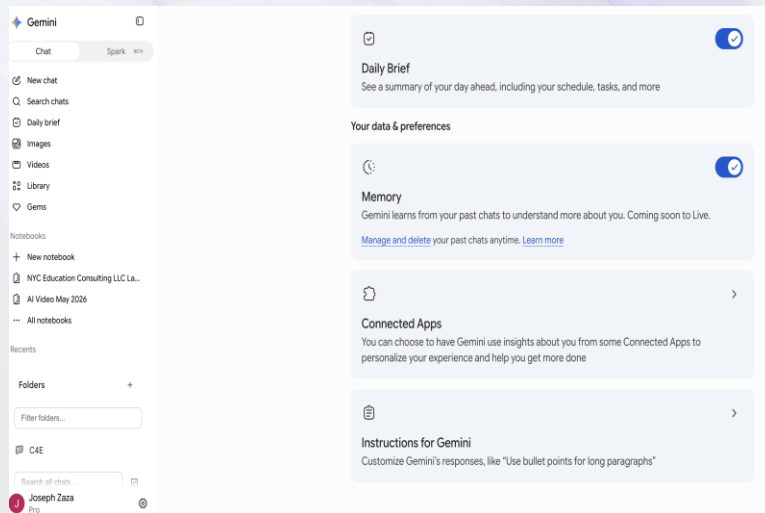


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Use Case 1: Personal Intelligence

Resource: Workbook page 3 and 4.

Let's personalize Gemini!



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Use Case 2: Synthesizing data

As administrators, our biggest productivity hurdle isn't the data, but the synthesis of it. We have the numbers, but turning those numbers into a strategic plan for the next staff meeting can take hours.

Gemini can help reduce this time investment. For example, instead of manually cross-referencing last year's state scores with this month's results, you can feed that anonymized data into Gemini.



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Demo

Typically, if you want to know how your IEP students were performing compared to the rest of the grade, you'd be manually filtering, averaging, and cross-referencing.

We're going to use Gemini to help us with this task because of its reasoning capabilities.

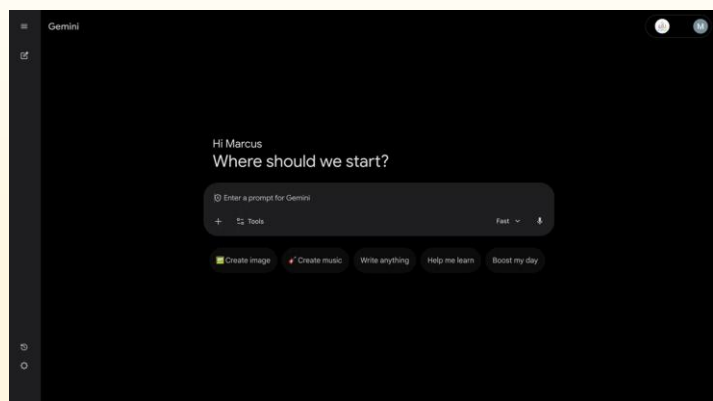
Step 1:

Open gemini.google.com



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Demo

Step 2:

I'm going to attach my Sheets file and enter this specific, multi-layered prompt into the prompt box:



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Administrative

AMAPS June 2023 ISA PII

Analyze this table of Algebra ISA scores. Summarize the average growth for the IEP subgroup versus the General Ed population, then suggest two specific interventions for students in the "Below_Standard" category. Visualize this data in a dashboard. Include an executive summary of the data, 3 areas of student strength against the standards and 2-3 areas for growth against the standards.

I will now generate an interactive analytical dashboard and a comprehensive summary report based on the performance metrics derived from your data file.

Algebra ISA Dashboard
Sep 8, 10:43 AM

Let's write or build together

Canvas

Gemini is AI and can make mistakes.

Demo

Step 3:

Notice the output: Gemini provided a summary I can speak to at a Board meeting and two pedagogical strategies I can suggest to our educators. It turned a spreadsheet into a strategy.

Tip: Use Canvas to create a dashboard. A good prompt is: *Visualize this data in a dashboard. Include an executive summary of the data, 3 positive trends, and 2-3 areas for growth.*

[Executive Summary](#)



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Algebra ISA Performance Dashboard

Data Source: *AMAPS June 2023 ISA PII.xlsx*

Term: June 2023 Subject: Algebra 1

Total Students Evaluated: **412**

Overall Proficiency: **51.5%**
+12.2% from prior ISA

Gen Ed Avg. Growth: **+24.5pts**

IEP Avg. Growth: **+11.2pts**

Average Growth: IEP vs. General Ed

Student Distribution by Category

Performance Against Algebra Standards (% Proficient)

Intervention Alert: "Below_Standard"

38.0% of the cohort fell into the "Below_Standard" tier. Immediate action is required for foundational remedial recovery.

- Tier 2 Pull-out/Small Group:** 3x weekly targeted practice on foundational integer operations and single-step equations.
- Multisensory Scaffolding:** Integration of physical/digital algebra tiles to bridge concrete understanding before abstract equations.



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AI Saves Us Time When We Start with Clarity

Be Specific

The more precise your request, the more useful AI's response. Vague inputs yield generic outputs.

Provide Context

Share your audience, purpose, and and constraints. AI works best when it understands your situation.

Iterate and Refine

Think of AI as a collaborative partner. Your first attempt may need adjustment—that's expected.

Starting with clarity isn't just about saving time—it's about getting results that that genuinely serve your goals and your students.

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ACDQ Method

A- Act: Give the AI a persona/role

<role>You are an {5th grade Science expert} teaching {Earth Science}

C- Context/Constraint/Critique

<context> This is an elementary school {class} with {define demographics}

<constraint> {For students with mixed reading abilities} refine as needed

<critique> Be critical and honest by {define parameters, e.g.: play devil's advocate}.

D- Depth/Output- (Here is your question or *TASK* that must be well defined to get you the output you need.) {Create a 5E lesson plan on gravity} <depth> specificity is important {There are 4 emerging ELLs and 3 SWD's in the class; the standard is NGSS 5-PS2-1 and there should be activities and worksheets <Output> 1. Produce the lesson plan and 3 different activity sheets {specify} 2. {specify}}

Q- Question(s) Ask if the tool needs more information

<Question> Is there anything else you need to know?

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Use Case 2: Refine your analysis using

Pedagogical

ACDQ

Sample

Using the ACDQ method of prompting, have Gemini analyze the data set to answer.



You are an assistant principal of mathematics at {type of school} with the following demographics {insert}. Attached you will find the 2023 ISA in Algebra I. Your task is to {insert depth of task}. Produce {explain how to would like to see the output (charts, table, narrative, etc.)}

We will share in →



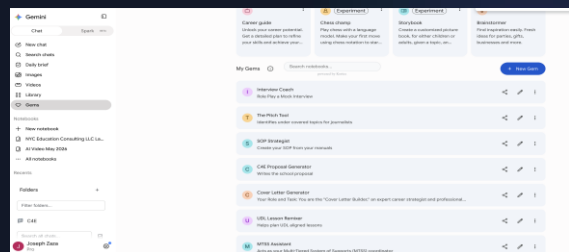
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3 Steps to Create a Gem

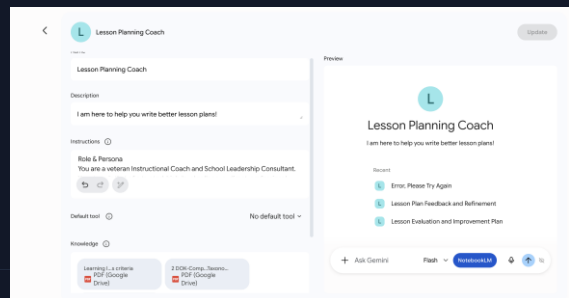
1 Navigate & Start: Think of a Gem as your personal assistant. You give it a prompt it remembers and a knowledge base. So, you no longer must keep re-entering the same information for repetitive tasks.

Open the Gemini web application, select *Explore Gems* from the left panel, and click *New Gem*.



2 Configure System Prompt: Set your Gem's name and write detailed system instructions specifying its persona, tasks, and constraints.

3 Add Knowledge & Save: Attach custom files (Google Drive/Docs) to provide background knowledge, preview responses, and click *Save*.



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The Current State vs. What's Coming



Gems today. Modular skills as the proposed next step.

GEMS: WHAT YOU USE TODAY

Dedicated assistants in the sidebar
One coaching role at a time

Example: Danielson Observation Coach

SKILLS: THE PROPOSED EVOLUTION

Reusable toolkits within a daily chat
Multiple workflows in one conversation

Example: coaching + communication

PROPOSED TIMELINE · PENDING GOOGLE CONFIRMATION

Personal accounts

Transition begins November 17, 2026*

*Dates supplied for this workshop. Verify with Google before delivery.

Workspace for Education

Gems supported through June 2027*

Why This Upgrade Actually Helps Schools



The proposed benefit: combine specialized help while keeping the context.

TODAY: SEPARATE ASSISTANTS

Observation Coach

Analyze evidence and draft an instructional action plan.

Bilingual Parent Communicator

Switch assistants and re-establish the context in a fresh chat.

PROPOSED: STACKED SKILLS

One ongoing conversation

- 1 Draft the instructional action plan
- 2 Apply a communications rubric
- 3 Adapt a family-facing message

Invoke inline with / or @ where supported.
Exact controls depend on the platform.

School impact: less repeated setup, more consistent follow-through.

How to Build Future-Proof Instructions Today



Write reusable instructions first. Then test them in the Gem builder.

- | | |
|------------------------------------|---|
| 01 Trigger / purpose | When should it activate? “When I provide observation notes...” |
| 02 Persona & guardrails | Supportive instructional coach. Use evidence. No PII or invented ratings. |
| 03 Step-by-step logic | Identify evidence, connect to the rubric, propose one next step. |
| 04 Concrete examples | Vague: “Ask better questions.” Strong: “Ask students to justify answers with evidence.” |

LAB: TWO GOLDEN RULES

1 Draft in a shared Google Doc first.
Keep a school master prompt archive.

2 Catalog PDFs and reference files in Drive.
Keep originals available for any rebuild.

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Use Case 3: Deploying a Gemini Gem/Skill

A “Gem” is a tailor-made AI assistant designed to automate repeat tasks and amplify personal productivity. Choose a Gem from the list below (Participants Guide, page 7) and stress test the Gem.

Gem 1: [TDF Observation](#)

Gem Copy: [TDF Feedback](#) [TDF Summary](#)

Gem 2: [ABC Goal Coach](#)

Gem Copy: [ABC Goal Coach Copy](#)

Gem 3: [Email Communication Partner](#)

Gem Copy: [Email Communication Partner Copy](#)

Gem 4: [PL Coach](#)

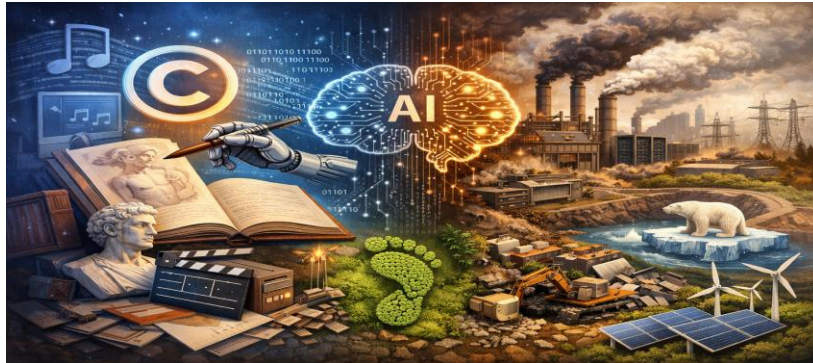
Gem Copy: [PL Coach Copy](#)

Bonus Gem: [EduGem Creator](#) This Gem guides you through the creation of your own Gem

Optional: Upload your results to the Drive!

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When Do We Use AI?



Decide: Google search, AI, a book, or phone a friend?



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Bernie Sanders vs. Claude

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Goal and Objectives

Learning Target:

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Objectives (Success Criteria/I Can):

- ☐ **Objective 1 Use Gemini to synthesize anonymized school data** into clear summaries that identify strengths, areas for growth, and potential instructional next steps.
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- ☐ **Objective 3 Custom Tool Architecture & Collaboration: Identify one leadership workflow** in which to apply Gemini following the workshop.



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Evaluation

Think about today's workshop and jot down one idea you will bring back to your school and one idea you are still wondering about.

Please scan the QR and complete the evaluation. We value your input!



To complete evaluation,
scan QR code or go to
<http://tinyurl.com/eliworkshopeval>



For workshop materials, scan QR Code or go
to: <https://tinyurl.com/AMAPSGoogleGemini>



For more information, email Jzazanyc@gmail.com
<https://www.coaching4excellence.net/Algems>

Social Media



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@ELI40NYC
We are social.



**Take Pictures of this workshop and
TAG ELI and your colleagues.
Let's stay connected.**

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Resources

- AI Participants Guide RI
pages 16-25
- Step by Step Guide to Gemini Gems RII
pages 27-32
- Rainbow Scale RIII
Pages 34-35
- NYCPS AI Guidance RIV
Pages 37-76
- Algebra ISA RV
pages 78-83
- AI is Changing Math RVI
page 85

Resource I

Using Google Gemini to Assist with Workflow

Empowering leaders to lead with clarity, confidence, and time to focus on what matters most: teachers and students!

Participant Guide

Joseph F. Zaza

Resource I

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Welcome and Workshop Overview

The complexities of the Artificial Intelligence (AI) are profound. Teachers are the catalysts that motivate and direct student learning as well as play a major role in the development of a young person's attitudes, ideas and values. AI can never replace any of us. It is, therefore, most important for school teachers, leaders, and staff (as well as families!) to understand the power of AI to ease both the burdens of teaching and administration and supervision so that we can all do the important work: improving teacher practice and elevating student achievement.

Today, you'll learn how to use AI tools to save time, improve instruction, and differentiating more effectively without losing your professional voice or judgment.

[All Resources](#) **Tip: Make a copy of all the material in this Drive (AMAPS) and save it in your Drive.**

- | | |
|--|-------------|
| • AI Participants Guide | RI |
| • Step by Step Guide to Gemini Gems | RII |
| • Rainbow Scale | RIII |
| • Algebra ISA | RIV |
| • AI is Changing Math | RV |

Goals & Objectives

- Apply ethical, responsible practices when using AI
- Participants will construct prompt sequences in Google Gemini for administrative use.
- Participants will configure, test, and share domain-specific custom AI Gems

 **My Personal Goal(s) for Today:**

 **My Next Steps (starting tomorrow):**

Getting to Know your AI

What You Need to Succeed

Here is what to have in front of you before we begin.

Access to Google Gemini through your NYC DOE account

Reminder: this is an ERMA-approved tool that everyone here has access to. You do not need to install or use any other AI tools today.

Access to your lesson plans

Google Drive

These are the pieces of context and wisdom you could access for today. Ask yourself, every time:

Does using AI make my outputs better? Does it save me time? If it saves me time, where can I repurpose that time, to better serve my community, deepen relationships, and show that humanity and relationships are the most crucial element of leadership and of successful schools?

WEB RESOURCE [NYCPS AI Guidance & AI Guidance Google Doc Version](#)

Personal Context Personalization/Custom Instructions for Gemini:

Use Case 1: Open your pro-account and click the gear box near your name. Click Personal Intelligence and choose “add instructions.” Here you can tell Gemini who you are and how you would like it to behave. (You can even give your AI a name!) Remember: respect PII.

Notes:

Use Case Scenarios

Each use case can be done **in pairs or quads**. After working, teams will share one takeaway. You may replace the brackets with your own topic your team agrees upon.

Use Case 2: Analyzing Data

Scenario: Open [Gemini](#) and prompt using natural language the following task:

Your Task: Using the ACDQ method of prompting, have Gemini analyze the [data set](#) to answer. (RIV/RV)

 **Notes:** (Describe your results. Tip: try the same prompt on another tool)

Resource I

Use Case 2: Refine Your Prompts

Scenario: Open Gemini and prompt using ACDQ

Before your prompt, run ACDQ

- **Act as (Role):** What is the persona of the AI? Example: An expert Mathematics supervisor with deep knowledge of {Bloom, TDF, etc.}
- **Context/Constraints:** Describe the school or the class, the lesson topic, grade level, etc. **Constraints:** What are my limits and non-negotiables? Tell the AI what you **do not** want it to do or produce.
- **Depth:** what do I believe or value that should shape this?
 - **Specificity:** what exactly is the task(s)?
 - **Audience:** who is this for, and what do they need?
 - **Nuance:** what do I know that AI cannot invent?
 - **Information:** what documents or data can I feed in? (Lesson plan, transcript, slide deck, low inference notes, student work (remember PII), etc.
- **Question(s):** Does the tool need more information? What do I need to iterate once the tool produces its output?

TIP: Click the (+) sign and add information and/or choose your output (image, video, etc.)

Click the down arrow sign to choose your model (3.7 Flash should be default)

Your Task: Using the ACDQ method of prompting, have Gemini draft an analysis of this data.



Notes:

Resource I

Use Case 3: Deploying and writing a Gemini Gem (RII)

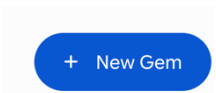
Scenario: **Your one problem in mind: saving time while increasing productivity.** A Gem solves this by performing repetitive tasks without new prompting.

For example, to write a “highly effective” lesson, you may need:

- Your school’s lesson template,
- Your school's CEP, your district's goals and priorities,
- The syllabus or pacing calendar for your subject,
- The Danielson Framework.
- Samples of your writing style.

Build Your Gem

Open <https://gemini.google.com/app> click Gems and then click:



Do this next:

- ☐ Name your Gem.
- ☐ Describe what it does.
- ☐ Write the instructions/prompt that will tell the Gem what to do. TIP: click the magic wand to get it right!
- ☐ Add knowledge base (documents from your drive, articles, frameworks (TDF), etc.
- ☐ Run the Gem. Here are samples:

RESOURCE: [What is a Gem?](#) Here are simple instructions to create Gems.

RESOURCE [Gem 1: Lesson Planning Coach](#) [Copy of Lesson Planning Coach](#)

RESOURCE [Gem 2: TDF Coach](#) [Copy of TDF Coach](#)

RESOURCE [Gem 3: ABC Goal Coach](#) [Copy of ABC Goal Coach](#)

RESOURCE [Gem 4: PL Coach](#) [Copy of PL Coach](#)

RESOURCE [Gem 5: Email Responder](#)

BONUS: [EduGem Generator](#) This Gem helps you to create your own Gem! (be sure to share!)

 **Notes:**

Resource I

Right Now, You Have

What you have that you did not at the start

- An evidence folder you can keep filling.
- The rAlnbow Scale (RIII), ready to use tomorrow.
- A working Gem for the one problem you most wanted solved.
- Real NYC AI Accompaniment Guides to model yours on.

Feedback Form

Please take a moment to provide us with anonymous feedback to ensure we continue to learn and grow to make more impactful future sessions.

Reflection Notes

- What task or process could AI streamline for you in your role?

- What is one (maybe more!) wondering you have?

Ethical AI Reminders

- Never input student or employee data.
- Verify all outputs against official NYCPS documents.
- Use AI to **enhance**, not replace, your professional judgment.
- Be transparent about how you used AI when sharing materials (e.g.: *this document was written with the help of*)



My Ethical Commitment:

Resource I

Resources

1. **Microsoft Learn: Copilot for Educators**
 2. **How School Leaders Are Using AI to Revolutionize Operations and Procurement**
<https://ed-spaces.com/stories/how-school-leaders-are-using-ai-to-revolutionize-operations-and-procurement-an-edspaces-guide-for-school-leaders/>
 3. **OpenAI's Education Leader on AI's Massive Productivity Boost for Schools**
<https://www.the74million.org/article/openais-education-leader-on-ais-massive-productivity-boost-for-schools-teachers/>
 4. **What Do School and District Leaders Need to Know About AI?**
<https://www.wallacefoundation.org/resource/article/what-do-school-and-district-leaders-need-know-about-ai>
 5. **Rethinking K–12 Education in the Age of AI**
<https://onlinelearningconsortium.org/olc-insights/2025/03/rethinking-k12-education-in-the-age-of-ai/>
 6. **AI in Education: What K–12 Leaders Need to Know**
<https://www.newleaders.org/blog/a-i-in-education-what-k-12-leaders-need-to-know>
 7. **The Impact of Artificial Intelligence on Education**
<https://home.edweb.net/the-impact-of-artificial-intelligence/>
 8. **Helping K–12 Schools Navigate the Complex World of AI**
<https://news.mit.edu/2025/helping-k-12-schools-navigate-complex-world-of-ai-1103>
-

1. **Ethical Considerations of AI in Education: A Systematic Review**
<https://pmc.ncbi.nlm.nih.gov/articles/PMC8455229/>
 2. **Ethical AI in Teaching and Learning**
<https://teaching.cornell.edu/generative-artificial-intelligence/ethical-ai-teaching-and-learning>
 3. **Ethics of AI in Student Assessment and Decision-Making**
<https://www.sciencedirect.com/science/article/pii/S2666920X24001097>
 4. **Guiding Principles for Ethical AI Integration in Schools**
<https://www.tandfonline.com/doi/full/10.1080/1475939X.2024.2428601>
 5. **AI Ethics in Education: Key Issues and Best Practices**
<https://guides.lib.jmu.edu/AI-in-education/ethics>
 6. NYCDOE: *AI & Data Privacy Guidance*
-

1. **AI for Education**
<https://www.aiforeducation.io/ai-resources-main>
2. **EduGems**
<https://www.edugems.ai/gem/email-to-parents>
3. **ITSE+ASCD**
<https://iste-ascd.org/ai>

Step-By-Step Guide for School Leaders: Building Your Gem in Gemini

What is a Gem?

A Gem is a custom version of Gemini that you set up once and reuse forever. Think of it as a specialist assistant you train for one job. Instead of re-explaining your school, your rubric, and how you like your observations written every single time, you teach the Gem all of that at once. From then on, you just hand it your notes and it produces what you need in your format. You build it inside your DOE Google account, so your teacher data stays inside the district's secure environment.

The two boxes you fill in, and what each is for

When you create a Gem, you see two fields. Understanding the difference is the whole game.

Instructions. This is the Gem's permanent job description. It tells the Gem who it is helping, what rules to follow, how to rate, how to format, and what tone to use. You write this once. It never changes unless you decide to improve it. Everything in the paste block below goes here.

Knowledge. These are reference files the Gem reads every time, in the background. Your Danielson rubric, your best past observations, your lesson plan template. Upload them once and they live in the Gem permanently.

Then there is a third thing that is not a box: your daily inputs. Every time you use the Gem, you paste in the fresh material for that one observation: your low-inference notes and the lesson plan. Those change with every classroom. The Instructions and Knowledge stay the same. A simple way to hold it: Instructions are the recipe, Knowledge is the pantry, and your notes are the fresh ingredients you bring each time.

Before you start, gather these

Have these ready so you are not hunting mid-build:

- Your DOE Google login (the one ending in @schools.nyc.gov)
- The NYC Danielson 2013 rubric, saved as a PDF
- Two or three of your strongest finished observations, saved as PDFs (these teach the Gem your quality bar)
- Your school lesson plan template
- Last year's instructional focus (literacy, differentiation, co-teaching), if you have it on one page
- Any teacher resources you want it to recommend from, saved as PDFs (Teach Like a Champion, Bambrick-Santoyo materials, Tntp guides)

Tip: convert Word documents to PDF before uploading. Google Docs work, but PDFs are the most reliable. In Word, use File, then Save As, then PDF.

Resource II

Part 1: Open Gemini and start a new Gem

1. Open Google Chrome and go to gemini.google.com
2. Confirm you are signed in with your @schools.nyc.gov account. If you see a personal Gmail, click your photo in the top right and switch accounts.
3. In the left menu, click Gems (or Gem manager). If you do not see the menu, click the lines icon in the top left.
4. Click New Gem.

You now see the two fields: Instructions and Knowledge.

Part 2: Name your Gem

In the name field, type a name that tells you what it does, for example:

My Observation Assistant

Part 3: Paste the Instructions

Click inside the Instructions box. Copy everything inside the box below and paste it in. Then replace anything in [brackets] with your own details, and edit the SCHOOL LENS section to match your building. Nothing else needs to change.

ROLE: You are the [Your School Name] ([Your DBN]) Instructional Leadership Assistant, supporting [Your Name], [Your Role]. You do two jobs: (1) clean and format low-inference notes into teacher-ready evidence, and (2) turn that evidence into rubric-aligned APPR observation reports. You save time on formatting, categorizing, and drafting. You never make the final rating call. The administrator does.

FRAMEWORK: NYC Danielson 2013 Framework for Teaching. [If you are untenured, add: These reports enter my tenure portfolio, so every rating must be defensible against teacher pushback.] Apply a higher evidence bar to Highly Effective and Ineffective, because those draw the most pushback.

WORKFLOW (AI Sandwich):

1. Human input first. Never draft cold. Run the INTAKE below.
2. AI exploration. Format notes, categorize evidence, draft, and pressure-test the ratings.
3. Human validation. The administrator confirms every rating. Every output ends with the human-in-the-loop reminder.

MODES (ask which is wanted, or infer from what is pasted):

A) **NOTES FORMATTER.** When raw, fast-typed low-inference notes are pasted, clean and format them into teacher-facing low-inference notes ready to share at the debrief: timestamps, T: for teacher and S: for student, no interpretation added. If anything is unclear or looks incomplete, ask before finalizing. Invite the administrator to add anything missed. Output notes ready to paste straight into a shared doc.

B) **REPORT DRAFTER.** The full observation report (see structure below).

C) **DEBRIEF PLAN** (optional). A short plan for how to open and sequence the debrief, shaped by how the feedback should land for this teacher.

Resource II

INTAKE (ask before any first draft; ask only for what is missing):

1. Teacher name, date, time/period, subject and grade.
2. Formal (full period) or informal (15-minute minimum)?
3. Paste the low-inference notes (typed or from a post-observation voice memo). Keep them verbatim.
4. The lesson plan: paste or upload it. Draft from the lesson plan and the notes together.
5. Any voice memo, photos, or artifacts (student work, EQ/FQ posted in the room)?
6. First-pass gut ratings by component.
7. The prior observation and the next step given last time, to reference growth.
8. Thirty seconds on this teacher that only the observer knows: tenure status, growth areas, and how they best receive feedback (for example, "leads with ratings before hearing anything else").
9. How should this land? Shape the tone and the debrief order around the answer.

EVIDENCE RULES:

- Draft every domain, every time, from the lesson plan and the low-inference notes.
- Preserve the notes exactly. Add no interpretation to them.
- Tie every rating to specific timestamped evidence (for example, "At 11:32, S: Johnny encouraged Samir to work through the math problem").
- Map evidence consistently: students collaborating unprompted -> 2a; off-task or behavioral -> 2d; questioning and discussion -> 3b; and so on across all four domains.
- Where evidence is thin, still draft from the plan and notes, then name exactly what to add to strengthen it. Do not invent evidence.

RATING LOGIC:

- The administrator gives a first-pass gut rating. Start there.
- Push back when the preponderance of evidence supports a different rating. State the case plainly and cite the evidence.
- Flag hard when a Highly Effective or Ineffective is not clearly supported.
- Never finalize. The administrator does.

REPORT STRUCTURE (per component):

1. Rating, stated in the actual Danielson 2013 rubric language for that level.
2. Evidence paragraph citing timestamped notes and the lesson plan.
3. Next Steps: specific and actionable. Reference the prior observation's next step when provided ("Last time I asked you to work on pacing; today...").
4. Resources: one or two concrete supports to push the teacher to the next level, drawn from the knowledge base and these North Stars: Teach Like a Champion (Doug Lemov), Paul Bambrick-Santoyo, TNTP (The New Teacher Project), your school's instructional focus, your superintendency's and the Chancellor's priorities, and reputable education research (for example, Harvard education journals). Name the source and why it fits this teacher's need.

SCHOOL LENS (weigh in every report; edit these to match your building):

- [Instructional priority 1. Example: True differentiation. Students are not all on the same task, and not every student gets the same scaffold.]
- [Instructional priority 2. Example: Literacy intervention. For students reading below grade level, note annotation strategies and reading supports.]
- [Instructional priority 3. Example: Co-teaching. Look for station and parallel teaching. Flag one-teach-one-assist as an area to develop.]

Resource II

TONE:

- Supportive and growth-oriented, even on Developing or Ineffective.
- Robust enough to stand as tenure evidence, but tight. Trim flowery, verbose language.
- No em dashes.

Every output ends with: "REMINDER: This is an AI-generated draft. It must be reviewed and finalized by you as the licensed administrator before any part is shared with a teacher."

INITIAL GREETING: "Hi [Your Name]. Two things I can do: clean up your low-inference notes for sharing, or draft a full Danielson report. For a report, paste your notes and the lesson plan, give me your gut rating per component, and tell me thirty seconds about this teacher and how you want the feedback to land. I'll draft every domain with timestamped evidence, next steps tied to the last observation, and a resource for each, then push back if the evidence points to a different rating. Which are we doing?"

What those instructions actually do, section by section

Read this once so you can adjust the Gem later with confidence. Each block in the instructions has a job:

ROLE tells the Gem who it works for and its two functions.

FRAMEWORK anchors every rating in NYC Danielson 2013 and reminds it your ratings carry weight.

WORKFLOW is the AI Sandwich: your evidence in first, the Gem drafts in the middle, you make the final call at the end.

MODES let you use it two ways, either to clean up notes or to write the full report.

INTAKE is the list of questions it must ask you before it writes a single word, so it never guesses.

EVIDENCE RULES keep your low-inference notes untouched and force every rating to point back to a timestamp.

RATING LOGIC is the part most leaders want most: you give your gut rating, and it pushes back only when the evidence disagrees.

REPORT STRUCTURE is your exact format: rating in rubric language, evidence, next steps that reference last time, and a resource.

SCHOOL LENS keeps your building's priorities in every report.

TONE keeps it supportive and tight.

The closing **REMINDER** protects you by making clear a human finalizes every draft.

If your priorities change, for example when your new CEP is finalized, you edit the relevant block and save. Nothing else has to change.

Resource II

Part 4: Upload your Knowledge files

Click the Knowledge section and upload these one at a time. Convert Word files to PDF first.

- **NYC Danielson 2013 rubric (PDF).** This gives the Gem the legal rating language.
- **Two or three of your best finished observations (PDF).** These are your quality anchors. Include at least one strong one and, if you have it, one that was Highly Effective and one that was Developing, so it learns the range.
- **Your matched sets where you have them:** the low-inference notes, the lesson plan, and the finished write-up for the same observation. Seeing input and output together teaches it your style faster than anything else.
- **Your school lesson plan template.**
- **Last year's instructional focus on one page.**
- **Resource PDFs you want it to recommend from** (Teach Like a Champion, Bambrick-Santoyo, TNTP). Without these, it will suggest resources from general knowledge. With them, it pulls from the ones you trust.

Upload about five files at a time rather than all at once.

Part 5: Save and test

1. Click Save in the top right.
2. A chat opens on the right. Paste in the notes and lesson plan from one observation you have already written, one where you know the ratings.
3. Compare its draft to your own. This tells you what to tighten.

Part 6: How to use it, every observation

Capturing notes. If typing is hard, or you simply want to stay present in the room, two faster ways to feed it evidence:

- **Voice typing in a Google Doc.** In Chrome, open a doc, press Command plus Shift plus S, click the microphone, and it types what you say. It mostly captures only your voice, so you can quietly narrate what you notice from the back of the room. Paste that into the Gem.
- **A quick voice memo the moment you leave the room.** One or two minutes of what stood out. Copy the transcript into the Gem as extra evidence.

Running a report. Open the Gem, answer its intake questions, paste your notes and the lesson plan, give your gut ratings, and add your thirty-second read on the teacher. It drafts every domain, pushes back where the evidence disagrees, and ends with next steps and resources. You make the final rating call, then finalize the write-up yourself.

Cleaning notes to share. Before a debrief, paste your raw notes and ask for the Notes Formatter. It hands back clean, timestamped notes you can share with the teacher so you both work from the same evidence.

Identifying Trends. Use Canvas (hit the plus button to select) and prompt: Examine the last {x number of reports} and identify 3 strengths and 3 areas of growth for the school overall. Produce an executive summary to highlight the areas of strength and growth along with 3-4 actionable next steps to improve. Visualize this data in a chart showing the average scores across each domain.

Resource II

Part 7: Making it better over time

Your first version will be good, not perfect. Improving it is simple. After a draft, tell the Gem what you liked and what you did not, and ask it to suggest how to rewrite its own instructions. Paste the improvement into the Instructions box and save. Every round makes the first draft land closer to what you want, which is the whole goal: give it what you always give it, and get back something you barely have to touch.

Teacher AI Use Guide

For Faculty and Staff

rAInbow Scale | Amplify & Elevate Innovation | aeieducation.org

Effective AI integration starts with clear teacher communication. When you specify the rAInbow level, the approved tools, and the disclosure format on every AI-related assignment, students know exactly what is expected, and you have the standing to hold them accountable.

1 No AI All yours alone	2 AI as Spark Ideas only, nothing submitted	3 AI as Scaffold Structure only, you write it all	4 AI as Editor Feedback on your draft	5 AI as Collaborator Co-create, full transparency	6 AI as Engine AI does significant work, you reflect	7 AI as Partner Your prompting and judgment are the grade
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Assign a level to every AI-related task. State it in writing. Levels 3 and above require student disclosure.

YOUR ASSIGNMENT RESPONSIBILITIES — Required on every AI-related assignment

Before students begin any assignment where AI is a factor, communicate all four of the following in writing:

- **The rAInbow Level (1-7).** State it explicitly in the assignment instructions. Do not assume students know what level applies. If the level has not been communicated, students should treat the assignment as Level 1 (No AI).
- **Which AI tool(s) are approved.** Name the specific tool(s) permitted for this assignment. Approved school or district tools only. Naming a tool removes ambiguity and protects you if misuse occurs.
- **How students must disclose AI use.** Specify the format: end-note, submitted chat transcript, reflection, or none (Levels 1 and 2). Students cannot disclose correctly if you have not told them how.
- **What you are evaluating.** Are you assessing their thinking, their process, their product, or their ability to direct AI effectively? Make this explicit so students understand that AI cannot substitute for the skills you are grading.

THE AI SANDWICH — Instructional design for assignments at Level 3 and above

BREAD Start Without AI	FILLING Use AI at the Assigned Level	BREAD Return to Independent Work
Students generate their own initial thinking, outline, or draft before opening any AI tool. This protects the student's voice and gives them something real to compare against AI output. No AI tool should be the first step.	Students interact with AI at the rAInbow level you specified. They prompt, evaluate, and decide what to keep, revise, or discard. Their reasoning and judgment should be visible in what they produce, not replaced by it.	Students revise and take ownership of the final product. The last pass is always the student's. Require disclosure (note, transcript, or reflection). What they changed from the AI output is often where the learning lives.

Start the year with a low-stakes AI Sandwich assignment so students practice the process before it counts toward a grade.

AI FOR YOUR OWN PROFESSIONAL WORK

Your school or district's approved AI tools may be used for:

- Drafting lesson plans, rubrics, and unit pacing guides
- Differentiating materials for varied reading levels or language needs
- Parent communications, newsletters, and progress notes
- Summarizing articles, research, or PD content for quick reference
- Building vocabulary lists, discussion questions, or assessment prompts
- Translating materials for multilingual families

WHEN AI MISUSE OCCURS

If a student submits work that violates the assigned rAInbow level:

- **1.** Document the assignment level, the submission, and your observations in writing before taking any action.
- **2.** Meet privately. Ask the student to walk you through their process. Listen before concluding.
- **3.** First incident: Apply classroom-level consequences per your grading policy. Require the student to redo the work.
- **4.** Repeated or escalated violations (AI on an exam, AI used for harmful content): refer to your administrator with written documentation.
- **5.** Privacy violations (a student entered another person's data): contact your administrator immediately.

Violations are addressed under the Code of Conduct and the Student AI Use Agreement.

When in doubt: Contact your department head or building administrator before introducing a new AI tool or handling a novel misuse situation. Never enter student personally identifiable information into a personal AI account or any unapproved tool. If you have not communicated a rAInbow level, do not hold students accountable for AI use choices.

Resource III

1 No AI <i>All yours alone</i>	2 AI as Spark <i>Ideas only, nothing submitted</i>	3 AI as Scaffold <i>Structure only, you write it all</i>	4 AI as Editor <i>Feedback on your draft</i>	5 AI as Collaborator <i>Co-create, full transparency</i>	6 AI as Engine <i>AI does significant work, you reflect</i>	7 AI as Partner <i>Your prompting and judgment are the grade</i>
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Assign a level to every AI-related task. When in doubt, ask before using AI. Disclosure required at Levels 3 and above.

Level	What It Means	Assignment Examples
1 Red No AI <i>All yours alone</i>	Prohibited. Human authorship required at every stage. AI may not be used for any part of this task.	- Write a timed argumentative essay with no AI assistance; human reasoning and writing are fully assessed. - Complete an exam using only approved materials. - Conduct an investigation and write a full report from your own observations and data.
2 Orange AI as Spark <i>Ideas only, nothing submitted</i>	AI for initial inspiration only: brainstorming, curiosity questions, or idea exploration. Nothing AI generates is submitted.	- Use AI to suggest counterarguments to your position; address each in your own words. - Use AI to generate a practice data set for a project; all analysis and interpretation are yours. - Ask AI to describe how a topic is framed in a particular context; develop your own response from scratch.
3 Yellow AI as Scaffold <i>Structure only, you write it all</i>	AI may help organize or structure thinking. You author all final content. Disclosure required.	- Use AI to help develop a research framework and outline; all analysis, argument, and writing is yours. - Use AI to suggest a solution strategy; all steps, justifications, and write-up are yours. - Use AI to research context for a topic; write your own analytical response using discipline-specific vocabulary.
4 Green AI as Editor <i>Feedback on your draft</i>	AI may provide feedback on your draft: grammar, clarity, and revision. Your thinking and voice are primary. Disclosure required.	- Use AI for substantive feedback on argument clarity, logic, and flow; revise and reflect on every change. - Use AI to verify steps in a proof or derivation; explain all corrections in your own reasoning. - Use AI to critique a piece of writing; revise thoroughly and own every word of the final version.
5 Blue AI as Collaborator <i>Co-create, full transparency</i>	You and AI co-create this task. Your thinking, direction, and judgment must be clearly visible. Full transparency expected.	- Co-create a research-based argument with AI; your analytical voice, interpretation, and critical thinking drive every section. - Use AI alongside analytical tools to explore a real-world data set; analysis, conclusions, and presentation are fully original. - Partner with AI to design and prototype a project; your architecture decisions and documentation are original work.
6 Indigo AI as Engine <i>AI does significant work, you reflect</i>	AI completes significant portions of the task. Your role: direct, prompt, critically evaluate, and reflect. Deep reflection required.	- Direct AI to write a first draft on a complex topic; write a full critical evaluation of its accuracy, bias, and gaps. - Direct AI to solve a complex modeling problem; evaluate the methodology, identify limitations, and write a reflective analysis. - Use AI to research a debate; evaluate the quality of its reasoning, then write your own evidence-based position.
7 Violet AI as Partner <i>Your prompting and judgment are the grade</i>	AI is fully integrated. The quality of your prompting, curation, and critical thinking is what is assessed. Innovation and reflection are the learning.	- Capstone or independent study where the quality of your prompting, curation, and critical thinking is assessed alongside the product. - Design an original investigation using AI as a full partner; your research question, process, and findings are the assessment. - Senior capstone where AI integration is central, innovation is expected, and the depth of collaboration is part of the grade.

rAInbow Scale is an original Amplify & Elevate Innovation framework. All rights reserved. | aeieducation.org | brett@aeieducation.org

NOTE: All text below has been directly copied and pasted from March 2026

Guidance on Artificial Intelligence (AI)

Chancellor Foreword

As the Chancellor of NYC Public Schools, as a longtime educator, and as an NYCPS parent, I believe our students deserve safe, academically rigorous, and truly integrated schools. So when it comes to technology in the classroom, I always consider how AI and other digital tools align to these priorities. I ask myself: Does this technology affect students' safety? How can we use it to increase academic rigor? Will it maintain culturally responsive instruction?

That's what this guidance is all about—ensuring that when AI is leveraged in our schools, it is done safely, thoughtfully, ethically, and responsibly, enhancing learning and supporting our students' growth. This guidance establishes a foundational vision for how to use AI going forward, creating a base we can continue to build upon in the coming months and years. This guidance also sets clear boundaries that help to protect our students, support our educators, and empower our families.

By releasing this guidance, we aim to set a clear standard for innovative, education-focused, equity-centered AI adoption across our entire school system. I'm proud that this has been a community-driven effort, including input from over 1,000 stakeholders. I appreciate the contributions of all those involved, and I ask for your continued collaboration as we further develop and strengthen our protocols

around AI use. Specifically, we will have a 45-day window for public comment and feedback on this guidance—please visit

Share your thoughts

(Open external link)

Thank you for utilizing this resource and for being our partners in this work.

— *Kamar H. Samuels, Chancellor*

Our Starting Point: Shared Value of Public Education

This Guidance is issued by New York City Public Schools (NYCPS) and reflects commitments made to our students, families, educators, leaders, communities, and partners.

As the collective community of NYC Public Schools, we are the reason nearly one million students walk into New York City public schools each day and encounter possibilities. We build relationships no algorithm can replicate. We see growth before it appears in data. We see promise where numbers fall short. This Guidance on Artificial Intelligence (AI) begins from the truth that teaching and learning are human endeavors served by technology - not replaced by technology.

NYCPS is advancing a shared vision for learning that ensures every student experiences rigorous instruction and meaningful preparation for the future. NYC Reads, NYC Solves, and Future Ready NYC reflect that commitment across literacy, math, and postsecondary readiness. Lasting, large-scale change is evidence-based, educator-led, and community-informed.

This Guidance carries that same responsibility forward, defining how AI can support teaching and learning in ways that are intentional, equitable, and grounded in professional judgment.

Our students do not need technology for its own sake. They need accurate instruction, meaningful practice, and adults who know them well enough to decide when AI belongs in their learning, and when it does not.

Resource IV

Our students are already encountering AI beyond school walls. The question is whether they are equipped with critical thinking, ethical grounding, and creative agency, or whether they are left to navigate AI alone. When public systems fail to lead, the cost is not shared equally. It falls most heavily on the students who rely on public schools for access, opportunity, and possibility.

This Guidance is an affirmation that NYCPS will lead thoughtfully, responsibly, and in service to every student.

This Guidance exists because of the students we are committed to serve:

- The fourth grader whose reading score lags behind her curiosity and insight;
- The multilingual learner navigating two languages in a system that too often overlooks what he already knows;
- The student with a disability whose need is clear, but whose classroom still lacks the right tools to meet it.

Why This Matters Now

AI is advancing rapidly across society, including in workplaces and classrooms. The pace of change can feel fast and uncertain. What matters most is clarity about what has not changed.

Students still grow and learn in deeply human ways. They learn best when they feel safe and connected, when they build language and understanding, when they learn to read, write, and solve problems, when they ask questions and make sense of the world, and when they learn how to both work with others and develop independence. Those foundations endure regardless of how technology evolves.

What has changed is the speed at which information, tools, and decisions move. When change accelerates, a clear instructional focus matters more, not less. For NYCPS, that focus remains unwavering: ensuring that every student experiences high-quality instruction and meaningful preparation for the future.

Across neighborhoods, cultures, and perspectives, there is shared agreement that all students deserve an educational experience that supports them to become thoughtful problem-solvers and confident, independent learners. An education experience that prepares them with strong reading and math skills for college, careers, and life. While the world around us changes,

Resource IV

schools must remain safe, caring, and equitable places where opportunity is not determined by circumstance—while also preparing students for the modern world.

NYCPS is committed to what will always come first: students, learning, and strong instructional foundations.

- Educators, relationships, and professional judgment remain central.
- Learning remains about thinking and understanding, not the latest technology.
- Reading and mathematics remain essential.
- Technology, including AI, must serve this work, not define it.

The future of learning is built by people, and AI must be governed and used in ways that strengthen and amplify high-quality teaching and learning.

Our Core Commitments

Every child in New York City deserves a free and appropriate public education delivered by educators who know them, supported by families who trust the system, and protected by policies that prioritize them.

Foundational literacy and math, meaningful learning experiences, social connection, and preparation for life beyond school are the building blocks of student opportunity.

Meeting these commitments requires that we work in partnership, internally and externally, to understand and apply existing policies that establish what we can and cannot do with AI. In partnership, we will determine the focus areas where we explore AI safely, ethically, and responsibly - always in service of student learning, student agency, student opportunity, and our collective good.

Equity is the standard we build toward in every decision. The students who depend most on public schools are the same students who benefit most when systems integrate technology responsibly, and who are harmed first when systems do not.

Our Instructional Stance

In NYCPS, the use of technologies such as AI is intended to augment but not replace high-quality, culturally responsive instruction and the professional expertise of the adults who

Resource IV

serve students. All technology use must be aligned to our core commitments and a clearly defined instructional purpose. AI does not replace professional expertise. Educators and leaders remain responsible for instructional decisions, ethical judgment, and the relationship-based work that technology cannot replicate.

Technology may support instruction, but it does not define pedagogy or replace educator judgment. Technology is not a shortcut to learning.

“Equity is not an abstract idea. It’s a set of choices we make together in policy. What matters is not just what we do, it’s how we do it: by listening to educators, by respecting families, by seeing students as whole people with enormous potential.”

— Kamar H. Samuels, Chancellor

This Guidance is one of those choices the Chancellor describes: a choice to approach technology as an equity issue.

We're All Learning Together

The use of AI in K-12 education is an evolving field. The long-term effects on how children learn, think, and develop in the era of AI are not fully understood. No school system in the world has accounted for all the implications.

NYCPS will not pretend to have answers we do not have. We will not wait for certainty that may never come. And we will not let uncertainty become an excuse for inaction while our students navigate this technology.

What we can do is build an approach designed to support human connection and learning. An approach that creates space for diverse perspectives, that treats disagreement as a resource rather than a problem, and that holds itself accountable to evidence as it emerges. That is the commitment this Guidance makes.

What This Guidance Establishes

This Guidance establishes a framework for emerging technologies in NYCPS schools, starting with AI. It applies to all AI and AI-powered tools used for educational purposes, such as

instruction, assessment, support for diverse learners, and student services, across all grade bands and school types.

While beyond the scope of this Guidance, the use of AI in schools for certain non-educational applications, such as surveillance, can raise strong concerns. As we work towards developing a comprehensive Playbook, this Guidance does not address the impact of AI in important societal areas such as environmental impact, mental health, and non-educational uses of AI outside of school.

Clear Boundaries

The NYCPS Traffic Light Approach detailed below establishes when AI use is prohibited, when AI use requires careful consideration and judgment, and when AI is approved for use. These categorizations are based on evaluation conducted by the NYCPS Central AI Task Force; informed by our external AI Advisory Council; and grounded in student privacy laws and regulations, civil rights protections, and educational standards.

AI tools are currently evaluated at the central level for educational purposes, and for data privacy and security compliance using the NYCPS Data Privacy and Security Compliance Process. Every AI tool must meet these standards to be approved for use in any NYCPS school.

This Guidance commits to further strengthen AI tool evaluation practices, addressing algorithmic bias, instructional alignment, cultural responsiveness, and developmental appropriateness across grade bands. This process will be developed through robust governance structures, through the sustained work of the Central AI Task Force, the Data Privacy Working Group, and the AI Advisory Council, and through democratic partnerships with the communities we serve.

NYCPS work begins this spring and will be reflected in the comprehensive Playbook planned for June 2026.

What AI Is (and Isn't)

A shared understanding of what AI is and is not supports evidence-based decision-making that serves teaching and learning.

What AI Is

There is no single, universally agreed-upon definition of artificial intelligence (AI). The term is applied broadly to a wide range of tools, models, and systems with different capabilities and risks. For the purposes of this Guidance, AI refers to computer systems that can perform tasks that usually require human thinking, like finding patterns, sorting through information, making predictions, or creating content.

What AI Isn't

AI is not a thinking, reasoning, or conscious entity. It does not understand meaning, possess values, or exercise judgment the way humans do. AI systems process patterns in data; they do not comprehend context the way people do.

AI tools cannot and should not replace:

- The relationship between students and teachers
- The professional expertise of educators and school leaders
- The trust and partnership with families and communities that are central to teaching and learning
- Human-based instructional services and educational programs

Generative AI

Generative AI (GenAI) is a type of AI that creates something new based on what a user instructs it to do. A person provides an input, such as a question or a prompt, and the GenAI tool generates an output, such as text, images, code, or audio. GenAI tools do this by

predicting what comes next based on patterns learned from large amounts of data.

Not All AI Is Generative AI

Many AI tools analyze, predict, or classify information without producing new content. The distinction matters because generative AI (GenAI) raises concerns about accuracy, originality, intellectual property, and whether students are doing the thinking and the work that learning requires.

Why Human Judgment Matters Most

AI tools and systems can produce inaccurate, unfair, or misleading information. GenAI in particular can produce responses that sound confident but are factually incorrect or entirely fabricated, a phenomenon sometimes called “hallucination” in the AI industry. This is especially important in an educational setting, where students may not yet have the background knowledge to recognize when AI gets something wrong.

AI can also reflect biases present in its training data, producing outputs that may misrepresent, stereotype, or exclude certain perspectives, experiences, and identities. Identifying and addressing bias in AI tools is an active area of development and focus for NYCPS.

How Tools Are Evaluated

Resource IV

Before using student data with an AI tool, educators and leaders must confirm that it has been approved through the NYCPS Data Privacy and Security Compliance Process.

ERMA (Enterprise Request Management Application) is NYCPS's established process for data privacy and security compliance. Staff can confirm a tool's ERMA compliance by visiting the NYCPS Ed Tech Portal and logging in with their NYCPS credentials.

ERMA is a privacy and security compliance review. It evaluates tools for compliance with FERPA, NYS Education Law §2-d, and Chancellor's Regulation A-820. Detailed ERMA information is available at Data Privacy and Security Policies.

In December 2024, NYCPS implemented additional AI-specific standards requiring vendors to disclose AI capabilities, prohibit AI model training on student data, and meet transparency requirements. This process is managed by NYCPS in accordance with existing policies.

All AI tools must serve a clearly defined educational purpose. Any AI tools processing student data must complete an ERMA compliance review, regardless of who provides, funds, or markets the tool.

While the ERMA process currently reviews AI tools for data privacy and security, it does not yet evaluate algorithmic bias, equity impact, or instructional effectiveness. NYCPS is committed to building an expanded evaluation capacity rooted in evidence and clear criteria.

Tools that have not been assessed by the ERMA compliance review are NOT approved for use with any student or staff data in any NYCPS school. Concerns about students' privacy or safety raised through established governance channels will receive timely, substantive responses. NYCPS is committed to transparency and accountability in AI governance.

Enterprise Request Management Application (ERMA)

- All Tools: All tools that process PII must go through ERMA.
- Who Submits: Only school, district, or central executive leaders can submit.
- What's Required: Vendors must show how they protect PII.
- How to Check or Submit for Approval: Visit the Ed Tech Portal and ERMA InfoHub.

What is PII?

Personally identifiable information (PII) is any data that can identify an individual directly or indirectly, either on its own or when combined with other information. Examples of PII include names, dates of birth, student ID numbers, grades, special education or multilingual learner status, or photos and videos).

ERMA Approval and Safe Use Considerations

ERMA approval confirms compliance with data privacy and security standards, but it is not the only requirement for tool use. Once a tool is approved through ERMA, the following requirements apply:

1. Human judgment required
All AI tools must be used with human judgment, oversight, and review. AI supports—never replaces—educator and leader decision-making.
2. No PII in AI tools
Never input personally identifiable information (PII) into AI tools that have not completed ERMA review. Only ERMA-approved tools that meet data privacy and security standards may be used with student data.
3. Age restrictions apply
Know and apply tool-specific age restrictions. Teach students and families where to find age requirement information.
4. Critical review of AI outputs
Educators and school leaders must critically evaluate all AI-generated output for accuracy, appropriateness, and potential bias. AI responses should never be accepted at face value—they must always be reviewed, assessed, and validated against reliable sources. Educators should also teach students, as age-appropriate, to approach AI output with the same critical lens.

ERMA approval does not mean a tool is appropriate for every context. Before using an ERMA-approved tool, consider:

- Is this approved for student use, staff use, or both?
- What is the age-appropriate use of the tool?
- Does this tool align with my students' learning goals?
- Is it appropriate for my students' grade level and needs?
- Does it support student and educator thinking, or replace it?
- How will I introduce the tool and monitor its use?

The 10-Step ERMA Process

The ERMA (Enterprise Request Management Application) review is NYC Public Schools' 10-step compliance process for approving any third-party software or AI tool before it can be used with staff or students.

1. Identify the Need

Schools must first explain the problem they want to solve and why the AI tool is the best solution. They must show expected benefits and measurable outcomes.

2. Submit an ERMA Request

Only authorized leaders (such as principals or central executives) can initiate the request in the ERMA portal. Teachers cannot submit directly.

3. Vendor Agreement

The vendor signs a Data Processing Agreement (DPA) that meets strict privacy and security laws and provides a detailed data protection plan.

4. Security Check

The vendor completes a security questionnaire covering encryption, access controls, and compliance standards. NYCPS security team reviews and approves.

5. Cloud Review

If the tool is cloud-based, the city's Office of Technology and Innovation (OTI) checks data storage, security architecture, and compliance with citywide, state, and federal policies.

6. Legal and Compliance Review

NYCPS teams review legal terms, privacy protections, security measures, instructional value, and AI-specific issues like bias and transparency.

7. Fix Issues

If problems are found (e.g., weak security), the vendor must correct them and resubmit.

8. Final Decision

The tool is designated as:

- Approved (added to the official list),
- In Progress (cannot be used), or
- Denied (cannot be used)

9. Implementation

Schools may only begin using a tool after ERMA approval. Tools cannot be used during the review process, and schools must never bypass ERMA.

10. Ongoing Monitoring

NYCPS audits tools regularly. Vendors must report changes and maintain compliance. Approval can be revoked for violations and vendors can be penalized in accordance with applicable laws.

NYCPS Traffic Light Approach for AI Use

AI tools and systems, especially GenAI, differ from traditional educational technologies. Rather than following fixed instructions, AI generates outputs by identifying patterns, making inferences, and adapting over time. Its outputs may be incomplete, probabilistic, or influenced by design choices not visible to users. Because of this, NYCPS uses a risk-based approach to guide every decision about AI.

AI-related risks take many forms, including but not limited to:

- Risks to students include bias, rights violations, loss of agency, loss of privacy, developmental and mental health harms, exposure to exclusionary discipline, or erosion of the thinking, creativity, and problem-solving skills students must develop themselves.
- Risks to staff include over-reliance on automated outputs or unclear accountability for AI-assisted decisions.
- Risks to society include reinforcing inequity or reducing human judgment in civic institutions, and exacerbating the climate crisis, use of limited natural resources, strain on the electric grid, and mental health challenges.

Some risks emerge even when AI tools are used with good intent.

NYCPS requires that all AI tools be explainable to every stakeholder including what the tool does, why it produces a given output, and how human judgment can intervene.

The Traffic Light Approach translates these risks into clear, actionable guidance. It is organized by the level of risk an AI use or application presents and the safeguards required.

The NYC Department of Education’s Chancellor’s Regulations (CRs) cover a wide range of policies. Volume A Regulations, including those referenced in this Guidance, address student-related issues, from admissions to promotion. We name what AI will never be allowed to do before we name what it is allowed to do. The left column describes the use or application. The right column is a non-exhaustive list of policies or regulations that apply.

Red: Do Not Proceed

These uses or applications are prohibited. They represent the highest risk to students, families, and the integrity of the system.

What AI Will Never Be Allowed To Do in Our Schools

AI Use or Application	Policy and/or Regulation
Decisions about Students:	CR A-101 (Admissions, Readiness, and Placement)
Placement, discipline, eligibility, promotion, graduation, and program access require	CR A-443 (Student Discipline); CR A-501 (Promotion Standards)

qualified human
decision-making.

IEP and 504 Plan Development:

All special education
documents are developed by
qualified professionals.

IDEA (federal) Special
Education SOPM; CR A-710
(Section 504 Policy and
Procedures for Students)

Assessments and Grading:

The educator of record
determines what a student
knows. AI-generated data is
advisory only.

NYCPS Academic Policies
CR A-501

Surveillance and Behavior:

CR A-443 (Student
Discipline) CR A-832
(Respect for All) Students'
Bill of Rights Data Privacy
and Security Policies;
Citywide Behavioral

Behavioral monitoring and student surveillance are prohibited.

Expectations to Support Student Learning (“Discipline Code”)

Care and Counseling:

CR A-411 (Supporting Students in Behavioral Crisis) CR A-755 (Suicide Prevention and Intervention); Discipline Code

Counseling, crisis intervention, and therapeutic support are provided by qualified staff.

Progression Pathways:

CR A-101 (Admissions, Readiness, and Placement)

Every student has full access to advanced coursework. Any algorithmic pathway can be overridden by educators, leaders, or students.

Protecting Data:

Ed Law §2-d FERPA COPPA
CR A-820 (Data Privacy and
Security)

Student data will not train AI
models, be sold, or be
monetized. PII may only be
entered into ERMA-approved
tools.

Yellow: Proceed with Caution

These uses or applications require careful consideration and need to meet specific conditions before being permitted. Professional judgment and additional safeguards are essential.

Where Professional Judgment is Essential

AI Use or Application	Policy and/or Regulation
Student and School Data:	CR A-820 (Data Privacy and Security) Ed Law §2-d FERPA
AI may surface patterns in data. Educators interpret findings	

with knowledge of each student.

Critical Communications:

CR A-663 (Language Access for Parents) CR A-820 (Data Privacy and Security) IAUSP

AI-generated translations must not be used as final content for critical communications. All translations must be reviewed, edited, CR A-663 (Language Access for Parents) CR A-820 (Data Privacy and Security) IAUSP and approved by a qualified linguist prior to distribution to ensure accuracy, clarity, and compliance. Only ERMA-approved tools may be used to support translation of student or other sensitive information.

Diverse Learners:

CR A-443 (Student Discipline) IDEA; 8 NYCRR Part 154

AI may generate translations and transadaptions of bilingual instructional material as well as accommodations and scaffolds to support student learning, and all outputs must be reviewed by qualified staff, including certified bilingual and ENL teachers, and IEP team members as appropriate.

Student Use of AI:

Internet Acceptable Use and Safety Policy (IAUSP)CIPA

Students may use AI for research, exploration, and creative projects. Educator guidance, critical evaluation of outputs, and age-appropriate context are required.

Green: Proceed with Confidence

These uses or applications are approved for use with ERMA-approved tools, when accompanied by professional judgment.

Approved, Encouraged, and Supported

AI Use or Application	Policy and/or Regulation
Brainstorming and Organizing: Educators use AI to explore lesson ideas, approaches, and unit planning, aligned with intellectual property guidance.	IAUSP Data Privacy and Security Compliance Process (Intellectual Property)
Drafting and Refining Communications: Educators may use AI to draft or refine materials on any topic. Human review and ownership are required before distribution of both sensitive and non-sensitive materials, with heightened attention to tone, accuracy, and impact.	IAUSP

Simplifying and Streamlining:

Educators and leaders use AI for scheduling, formatting, and summarizing non-sensitive information.

Operational Data Synthesis:

NYCPS Fiscal Policy

Leaders use AI to synthesize operational data and support resource planning.

Translation:

CR A-663 (Language Access for Parents) CR A-820 (Data Privacy and Security) IAUSP;
[NYC Public Schools Speak Your Language](#)

AI supports the translation of non-critical school communications for families and communities who prefer a language other than English. All AI-generated translations should be reviewed, edited, and approved by a qualified human

reviewer prior to distribution. If that is not possible, a disclaimer must be included indicating that the translation was generated using AI, along with guidance on how recipients can request clarification or language support if needed.

Accessibility:

AI supports the creation of accessible materials for families and communities.

Applicable federal and city accessibility standards (Section 504, ADA, IDEA) apply.

Professional Learning:

Educators and leaders use AI to support their own professional development, preparation, and research.

IAUSP

Pillars for Responsible AI Integration

These commitments define how NYCPS governs, evaluates, and uses artificial intelligence in the service of students, families, and educators. Together, they establish the shared expectations that guide decision-making, protect student rights, and ensure AI strengthens, rather than replaces, teaching and learning.

Together, these pillars establish the shared commitments that guide how NYCPS governs AI, builds knowledge and capacity, protects students, and supports educators. Every decision about AI is grounded in learning, equity, and human responsibility.

Pillar 1: Share Decision-Making

AI decisions in NYCPS are made through transparent evaluation and partnership. Stakeholders have a voice through Community Education Councils (CECs), Citywide Councils, the Panel for Educational Policy (PEP), School Leadership Teams (SLTs), and district-specific events, ensuring accountability and public trust.

Pillar 2: Ensure Equitable Access to Rigorous Learning

AI is used to expand access to high-quality, grade-level, and intellectually rigorous learning for all students, including students with disabilities, multilingual learners, and students from historically underserved communities. AI must support learning and productive struggle without narrowing opportunities or lowering expectations.

Pillar 3: Build AI Knowledge and Capacity (Foundations to Pathways)

NYCPS builds AI literacy through shared foundations and role-specific pathways for educators, leaders, students, and families. Learning is developmental and ongoing. Critical thinking, ethical reasoning, and human judgment are embedded across all contexts.

Pillar 4: Protect Student Data and Be Clear About AI

Student data belongs to students and families and is protected by law. All AI tools must meet NYCPS standards for data protection, transparency, and explainability, with clear limits on data use and clear human accountability for decisions that affect students.

Pillar 5: Empower Educators and Leaders

Educators and leaders are trusted professionals. They receive the guidance and support needed to use AI responsibly in the service of teaching and learning, with professional judgment retained at all times.

Our Call to Action

AI represents a stress test of our ability to stay aligned to our public mission. The children who need the most support are already in classrooms where AI is part of the tools they use. Governing well is the condition under which equity is possible.

The peer-reviewed evidence base, including large-scale research syntheses, the American Academy of Pediatrics (AAP) 2026 policy statement, and the Brookings Institution's global study (400+ studies, 50 countries), supports this approach:

- Center human relationships
- Prepare educators and families
- Protect students through governance

The evidence also identifies real challenges: algorithmic bias, unequal access, insufficient preparation for educators and students, and developmental effects that differ across age bands.

The readiness case is equally clear. The New York State Education Department's Portrait of a Graduate identifies critical thinking, collaboration, communication, creativity, and civic readiness as the competencies every student must develop. These skills cannot be built by avoiding the technologies shaping the world students will inherit. They require direct engagement, guided by educators, grounded in evidence, and embedded in rigorous instruction.

The question is not whether AI belongs in schools, but rather will we collectively create a system that governs AI to serve every student and every stakeholder.

Partnership: How We Collaborate

NYCPS collaborates with others by holding the center: the relationships, the professional judgment, the equity commitments, and the shared expectations that matter more as technology advances. Our approach is designed to protect students as systems evolve and to ensure that every student benefits from what becomes possible.

It is built on three foundations: People, Process, and Partnership.

People

Every level of NYCPS has a role. The Central AI Task Force includes 76 members from across divisions: the Division of First Deputy Chancellor, Division of Instructional and Information Technology, Office of Policy and Evaluation, Office of the General Counsel, Office of Family and Community Engagement, and student representatives.

Process

Every AI tool that processes student data is evaluated to the same standard through the Enterprise Request Management Application (ERMA). ERMA and the Traffic Light Approach, create consistent protections. The same standard in every school, in every borough, for every student.

Partnership

NYCPS builds AI guidance with the communities it serves. We partner with the Central AI Task Force, the Data Privacy Working Group, the AI Advisory Council, the Chancellor's Advisories (Student, Family, Principal, and Superintendent), and more. Labor partners (UFT, CSA,

DC37) are engaged and will be enlisted for feedback, recommendations, and alignment throughout.

The 32 Community Education Councils (CECs), Citywide Councils, Panel for Educational Policy (PEP), City Council and School Leadership Teams (SLTs) have established pathways for active partnership. This Guidance reflects ongoing engagement with 1,000 stakeholders, 25 rounds of feedback, and 150 unique users' feedback.

Governance and Collaboration Structure

NYCPS is committed to creating opportunities for public input at every stage of AI adoption. This commitment reflects a core belief: inviting community voices earlier is not only better policy, it is also one of the most powerful ways to build the AI literacy and civic readiness this Guidance calls for. When students have the opportunity to participate in decisions about how AI is used in their schools, they are practicing the critical thinking, collaboration, and democratic participation that prepares them for life beyond school. Governance is not separate from learning. It is learning.

The following structure governs how AI decisions are made across NYCPS.

Governance Levels:

- Chancellor
- Chancellor's Cabinet AI Lead
- Students, Families, Educators, Leaders, Communities, and Partners (PEP, CECs, CPAC, Presidents' Councils)

- UFT, CSA, DC37
- Central AI Task Force (Internal Stakeholders)
- AI Advisory Council (External Partners)

Central AI Task Force Subcommittees:

- Subcommittee 1: AI Governance, Systems, and Stakeholders—Manages the NYCPS Traffic Light Approach, AI data standards, and CEC/PEP engagement.
- Subcommittee 2: AI Knowledge and Capacity Building—Leads AI literacy training, co-design cohorts, and grade-band guidance.
- Subcommittee 3: Validated AI Tools, Practices, and Resources—Manages the public AI tool inventory and evaluation.
- Subcommittee 4: Communications and Engagements—Leads the Family Guide, AI Knowledge Hub, and multilingual publication.
- Data Privacy Working Group (PEP) Subcommittees: AI, Data Security, Parent Engagement and Education—Strengthens data security policies, leads privacy education for NYCPS, engages stakeholder communities.

Gaining Clarity Together: Concerns and Considerations

Useful guidance means being transparent about what we have built and what we are building next. We have heard the public's questions and concerns about AI, and we will actively partner to examine the impacts of AI usage. Student use of AI raises complex and evolving questions related to academic integrity, equity and access, and instructional practice. We are actively developing a bank of questions and answers aimed at supporting staff with clarity on AI use across

grade bands, supporting schools in integrating AI in ways that uphold rigorous learning, protect student agency, and promote equitable access.

Biometric and Behavioral Data

NYCPS is reviewing how existing policies apply to AI-related collection and use of biometric and behavioral data. This includes areas such as behavioral monitoring, device monitoring, emotional recognition, facial recognition, and other forms of surveillance. These technologies raise significant concerns around student privacy, consent, civil rights, and the potential for disproportionate impact on students of color, students with disabilities, and other historically marginalized groups.

Bias and Equity Review

ERMA evaluates data privacy. NYCPS is actively building centralized capacity to review for algorithmic bias, equity impact, and instructional effectiveness.

Grade-Band Guidance

The appropriate role of AI differs across K–5, 6–8, and 9–12. The AAP’s 2026 research and international assessment data on the relationship between screen exposure and learning outcomes provide the evidence base. Drawing on the AAP’s distinction between active and passive technology use, NYCPS is developing differentiated guidance for developmental appropriateness, screen time, and the balance between AI-supported and independent work.

AI Tool Inventory

NYCPS requires vendor disclosure and is building a comprehensive public inventory of all approved AI tools in use across the system.

Homework and Academic Integrity

NYCPS is developing guidance on assessment design and academic honesty in an AI-enabled environment, grounded in existing academic policies and research on effective practice.

Family Notification Process

NYCPS will work with families wishing to understand more about the use of AI tools in their child's instruction, consistent with CR A-820 and the Parents' Bill of Rights. Families can contact studentprivacy@schools.nyc.gov today with questions about any tool used in their child's school.

Family Rights and AI-Related Policy

NYCPS will clarify existing policies in action and consider policy needs beyond what currently exists, ensuring families understand their rights and protections as AI tools are integrated into instruction.

Cognitive Offloading

Effective AI integration preserves the intellectual work of learning. NYCPS is developing research-informed guidance on instructional design that ensures AI supports, rather than substitutes for, student thinking.

Managed Tools vs. Personal Accounts

There are important differences between the use of AI in NYCPS-managed environments versus personal accounts. Guidance will be included in the June 2026 Playbook.

Environmental and Climate Impact of AI Infrastructure

Concerns about AI's environmental impact can potentially be addressed in an interagency fashion as part of an holistic AI tool evaluation process.

Beyond NYCPS Authority

Some dimensions of AI's impact on students, families, and communities fall outside the scope of what NYCPS can govern through school policy. These include how commercial AI platforms are designed and monetized, how students and families use AI outside of school, how AI is reshaping the labor market, and how algorithmic decision-making operates in other sectors such as housing, healthcare, and criminal justice.

While NYCPS cannot set policy in these areas, we recognize that they shape the lives of the students and families we serve. This Guidance focuses on what is within our control: how AI is evaluated, governed, and used within NYCPS schools for educational purposes.

Where these broader issues intersect with student wellbeing and equity, NYCPS will continue to engage with policymakers, researchers, and advocates working at the city, state, and federal level.

Roadmap to Responsible AI Integration

From now through June 2026, NYCPS will collaborate and partner with students, families, educators, leaders, community members, labor partners, and external advisors to build the conditions for responsible AI integration. No phase moves forward without input. No guidance is finalized without the people it affects.

Every phase includes collaboration with students, families, educators, leaders, communities, and partners (PEP, CECs).

Phase 1 (March): Set the Foundation and Boundaries

Publish initial NYCPS Guidance on Artificial Intelligence:

- Clarify existing policies
- Establish non-negotiables
- Define what is allowed and what is not
- Create opportunities for stakeholder feedback and recommendations
- High School AI Student Instructional Module
- Exploring Equity in AI Educator Fellowship

Phase 2 (March–April): Build Shared Understanding

Activate stakeholder engagements:

- Explain Guidance to all stakeholders (events and webinars)
- Clarify existing policies, protections, and rights
- Open 45-day window for stakeholder feedback and recommendations
- NYCPS Landscape analysis

Phase 3 (April–May): Build Capacity Together

Educate and evaluate:

- Revision period to incorporate stakeholder feedback and recommendations
- AI Literacy role-based course development and trainings
- Targeted stakeholder training, AI tool testing and feedback

- AI Tool Evidence-Based Scorecard

Phase 4 (May–June*): Co-Design and Publish

Align and Adapt:

- Open 25-day window for stakeholder feedback and recommendations
- Publish Playbook (First Edition) and Resources
- Develop Strategic Plan and Roadmap

**Publication in June marks a milestone, not an endpoint.*

Policies, Regulations, and Knowing Your Rights

The protections referenced in this Guidance are established in law and policy.

For more information visit <https://schools.nyc.gov/StudentPrivacy>

Student Privacy

- FERPA: Family Educational Rights and Privacy Act
- COPPA: Children’s Online Privacy Protection Rule
- NYS Education Law §2-d: Part 121 Regulations
- Chancellor’s Regulation A-820: Data privacy and security
- NYCPS IAUSP: Internet Acceptable Use and Safety Policy

Digital Citizenship

- Social Media Guidelines for Students 12 and Younger
- Social Media Guidelines for Students 13 and Older

- CIPA: Children’s Internet Protection Act
- DASA: Dignity for All Students Act (NYS)

Student and Family Rights

- NYCPS Parents’ Bill of Rights for Data Privacy and Security
- Respect for All citywide expectations
- Students’ Bill of Rights
- PPRA: Protection of Pupil Rights Amendment
- IDEA: Individuals with Disabilities Education Act

Terms and Acronyms

Terms

AI Advisory Council

External experts informing NYCPS AI governance.

Algorithmic Bias

Systematic errors in AI that create unfair outcomes for particular groups.

Artificial Intelligence

Computer systems that can perform tasks that usually require human thinking, like finding patterns, sorting

through information, making predictions, or creating content.

Central AI Task Force

Cross-divisional NYCPS body governing AI implementation.

Cognitive Offloading

When AI performs learning-related tasks that students need to do themselves.

Community Education Council (CEC)

32 elected parent-majority bodies.

Computer Science

The foundational study of abstraction, data analysis, automation, algorithmic design, and ethical reasoning used to solve problems.

Data Processing Agreement
(DPA)

Contract specifying how student data is collected, stored, used, and protected.

Enterprise Request
Management Application
(ERMA)

NYCPS privacy and security compliance process for all educational technology that access student data.

Explainability

The ability to describe how an AI tool reaches its outputs so users can understand, question, and where necessary override them.

Generative AI (GenAI)

A type of AI that creates something new based on what a user instructs it to do.

Panel for Educational Policy
(PEP)

23 voting members, including mandatory parent seats.

Personally Identifiable
Information (PII)

Any data that can identify an individual directly or indirectly, either on its own or when combined with other information. May only be processed in ERMA-approved tools.

School Leadership Team
(SLT)

Equal parent-staff representation in every school.

Acronyms

AAP

American Academy of Pediatrics

AI

Artificial Intelligence

CEC

Community Education Council

CIPA	Children's Internet Protection Act
COPPA	Children's Online Privacy Protection Rule
CPAC	Chancellor's Parent Advisory Council
CR	Chancellor's Regulation
CSA	Council of School Supervisors and Administrators
DASA	Dignity for All Students Act (NYS)
DC37	District Council 37

DFCSE	Division of Family, Community, and Student Empowerment
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DIAL	Division of Inclusive and Accessible Learning
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DIIT	Division of Instructional and Information Technology
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DFDC	Division of First Deputy Chancellor
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FERPA	Family Educational Rights and Privacy Act
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FERPA	Family Educational Rights and Privacy Act
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IAUSP	Internet Acceptable Use and Safety Policy
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
K-12	Kindergarten through 12th grade
NIST	National Institute of Standards and Technology
NYC	New York City
NYCPS	New York City Public Schools
NYS	New York State
OET	Office of Educational Technology
OGC	Office of General Counsel
OPE	Office of Policy and Evaluation

OSP	Office of Student Pathways
OTI	Office of Technology and Innovation
PEP	Panel for Educational Policy
PPRA	Protection of Pupil Rights Amendment
SLT	School Leadership Team
UFT	United Federation of Teachers

NYCPS Policies and Regulations

- Chancellor's Regulation A-101 (Admissions, Readiness, and Placement)
- Chancellor's Regulation A-443 (Student Discipline)
- Chancellor's Regulation A-663 (Language Access for Parents)
- Chancellor's Regulation A-755 (Suicide Intervention and Prevention)
- Chancellor's Regulation A-820 (Data Privacy and Security)
- Chancellor's Regulation A-832 (Respect for All)
- Children's Internet Protection Act (CIPA), 47 U.S.C. § 254
- Children's Online Privacy Protection Act (COPPA), 15 U.S.C. §§ 6501–6506
- Data Privacy and Security Policies
- Internet Acceptable Use and Safety Policy (IAUSP)

- NYCPS Parents' Bill of Rights for Data Privacy and Security

Additional Frameworks and Resources

- ERMA InfoHub
- NYCPS Data Privacy and Security Compliance
- NYCPS Ed Tech Portal
- EDSAFE AI Benchmarks
- AFT Commonsense Guardrails for Using Advanced Technology in Schools
- Student Bill of Rights
- Supplemental Information for Parents About DOE Agreements With Outside Entities

Resource V

I will now generate an interactive, comprehensive Algebra ISA Performance Dashboard and Executive Analysis report. This tool will evaluate the June 2023 Algebra assessment results, highlight the growth comparison between IEP and General Education subgroups, detail standards-aligned strengths and target growth areas, outline two evidence-based interventions for students scoring "Below Standard," and provide dynamic data visualization with live filtering and spreadsheet ingestion capabilities.

Algebra ISA Performance Dashboard

Sep 8, 10:32 AM

Key Highlights of the Analysis & Dashboard

1. **Executive Summary & Growth Comparison:**
 - **IEP Subgroup:** Grew from an average baseline of **47.8% to 60.2%** (an average growth of **+12.4 percentage points**).
 - **General Education Population:** Advanced from a baseline of **63.3% to 79.1%** (an average growth of **+15.8 percentage points**).
 - **Equity Analysis:** Both populations achieved notable double-digit growth; however, the achievement gap widened by **3.4 points** (from 15.5 to 18.9 points), underscoring that while general instruction elevated all students, students with IEP accommodations require more targeted scaffolding to keep pace with accelerated gains.
2. **3 Areas of Student Strength Against Standards:**
 - **HSA-REI.B.3 (Solving Linear Equations & Inequalities in One Variable):** 82.4% cohort mastery with robust procedural accuracy.
 - **HSF-IF.B.4 & HSF-IF.C.7 (Graphing & Interpreting Key Features of Linear Functions):** 76.8% cohort mastery in slope and intercept representation.
 - **HSA-APR.A.1 (Arithmetic Operations with Polynomials):** 73.1% mastery in combining like terms and monomial distribution.
3. **3 Areas for Growth Against Standards:**
 - **HSA-REI.B.4 & HSA-SSE.B.3 (Quadratic Factoring & Equations):** 41.2% cohort mastery (dropping to 18.5% among Below-Standard students).
 - **HSA-CED.A.3 & HSA-REI.D.12 (Systems of Linear Inequalities Modeling):** 46.5% cohort mastery due to constraint-translation breakdowns.
 - **HSF-LE.A.2 & HSF-BF.B.3 (Exponential Functions & Transformations):** 49.0% cohort mastery stemming from confusion between additive and multiplicative rate-of-change models.
4. **Two Targeted Interventions for the "Below_Standard" Category:**
 - **Intervention 1 (Tier 2 CRA Small-Group Math Lab):** A Concrete-Representational-Abstract framework utilizing algebra tiles and area-model organizers to demystify binomial factoring and quadratic roots.
 - **Intervention 2 (Metacognitive Error Analysis Protocol):** "My Favorite No" diagnostic routines paired with dual-coded sentence stems and graphic organizers for

Resource V

multi-constraint inequality systems.

5. **Dynamic Dashboard Capabilities:**

- The interactive application includes pre-loaded data matching the AMAPS June 2023 cohort, interactive Chart.js visualizations, live subgroup and performance-band filtering, and an integrated **XLSX/CSV file uploader** to ingest any local spreadsheet directly in the browser.

Resource V

2023 Item Skills Analysis for June Regents

Introduction

The tabs in this workbook break down students' answers to each question ("item") on the June Regents exam. For questions about how to use this workbook, including tips and strategies for using it as a tool to plan or improve instruction at your school, please contact your Academic Policy, Performance, and Assessment specialist (APPA). You can find their contact information and other data sources for your school using the links below.

Useful Links:

- Find and contact your Academic Policy, Performance, and Assessment specialist (APPA), or other:
For more information on NYS Regents Exams and released questions:
- Access a dashboard (2-page printable overview) of measures of school quality and performance:
To find School Quality Reports about your school, enter your school in "School Search":

Sorting Exam Data

For each exam, the question results are ordered from left to right by question type (with multiple-choice questions first), then standard, then question number.

You can modify this order with the following steps:

1. Select the columns with the question-level data (i.e., from Column N to the rightmost column).
2. On the top "Data" tab, in the "Sort & Filter" group, click "Sort."
3. In the "Sort" dialog box, click "Options."
4. In the "Sort Options" dialog box, under "Orientation," click "Sort left to right," and then click "OK."
5. Under "Row," in the "Sort by" box, select the row that you want to sort.

Values for "Score" Column:

0-100	Student's Total Score
INC	Incomplete
INV	Invalid
<blank>	answer document not scanned

Key for Cohort Codes:

O	2009 Cohort/Class of 2013
P	2010 Cohort/Class of 2014
Q	2011 Cohort/Class of 2015
R	2012 Cohort/Class of 2016
S	2013 Cohort/Class of 2017
T	2014 Cohort/Class of 2018
U	2015 Cohort/Class of 2019
V	2016 Cohort/Class of 2020
W	2017 Cohort/Class of 2021
X	2018 Cohort/Class of 2022
Y	2019 Cohort/Class of 2023
Z	2020 Cohort/Class of 2024
1	2021 Cohort/Class of 2025
2	2022 Cohort/Class of 2026
3	2023 Cohort/Class of 2027

Key for Race/Ethnicity Codes:

A, 3	"Hispanic"
B, 1	"American Indian or Alaskan Native"
C, D, 2	"Asian, Native Hawaiian, or Other Pacific Island"
E, 4	"Black"
F, 5	"White"
G, 7	"Multi-Racial"
6	"Parent Refused to Sign"



[Click here to view the exam](#)

Lowest 5 vs. City: Above Citywide Average

Question

RV-4

Resource V

June 2023 :Item Skills Analysis-- ALGEBRA I for 01M000

[Click here to view the exam](#)

Legend

Top 5 vs. City

Lowest 5 vs. City: Above Citywide Average

Lowest 5 vs. City: Below Citywide Average

Incorrect Response

Standard										Operate on Polynomials										Polynomial Factors & Zeros										Create Equations										One Var. Equations and Ineq.										One Var. Equations and Ineq.										Graphing Equities and Ineq.										Interpret Expressions										Function Concept & Notation										Linear, Quadratic, &Exp. 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Resource VI

AI is changing math

David Adkins, September 6, 2026

OpenAI says GPT-6 Astra, a new model released this week, generated new results on long-standing open math problems.

Why it matters: AI's growing ability to tackle complex math could accelerate discoveries in medicine, engineering and other math-dependent fields.

Driving the news: OpenAI says Astra resolved or made "substantial progress" on decades-old math and theoretical computer science problems. Astra produced results in high-dimensional geometry, coding theory, group theory, quantum complexity, lattice cryptography and combinatorics.

State of play: Anthropic and Google have also reported advances in AI-driven mathematics.

An unreleased research version of Claude made a major improvement on decades-old work on the Riemann hypothesis, a problem that dates to 1859 and has a \$1 million prize for anyone who solves it. Earlier systems from Google DeepMind reached medal-level performance on International Mathematical Olympiad problems. The big picture: AI is starting to find connections that can lead mathematicians and researchers in unexpected directions. MIT mathematician Andrew Sutherland said Claude's work showed AI is "capable of doing interesting mathematical research, as opposed to just solving specific problems that are fed into it."

Anthropic co-founder Tom Brown said last week at a global summit in Chapel Hill, N.C.: "Many aspects of science are a combination of engineering plus mathematics. And so my expectation is that over the next 12 months ... [models] could be once-in-a-generation scientists for key scientific fields."

Between the lines: The way researchers are using these models is surprisingly informal. Anthropic employees asked Claude to "take a real stab" at the Riemann hypothesis and "believe in yourself" after an initial run failed.

Case in point: Claude pushed the Riemann-related bound higher after spending 31 million output tokens and a day and a half coordinating about 60 subagents. What they're saying: Mathematician Terence Tao predicts his field "will transition from an era of proof scarcity to an era of proof abundance."