

Resource C: Expectations Worksheet as Found on the TUFTS Website

Artificial Intelligence and Academic Integrity: Expectations Worksheet*

Directions: If you knew for certain that your student used ChatGPT in one of these ways, would find it acceptable, unacceptable, or acceptable in some conditions? Indicate your answers via the dropdown menus.

ChatGPT as a Reading Aid	
Acceptable ▾	A student asks ChatGPT to generate an overview of an assigned text, which they read <i>before</i> reading the text.
Acceptable ▾	A student reads ChatGPT's overview <i>after</i> reading the assigned text.
It Depends ▾	A student reads ChatGPT's summary <i>instead of</i> reading the assigned text.
It Depends ▾	A student reads ChatGPT's summary instead of coming to class unprepared. (Suppose this is a student who would not have done their reading in any case.)
Acceptable ▾	A student reads a text and asks ChatGPT clarification questions to help them understand it as they go.
Acceptable ▾	A student copies a complex passage from a text and asks ChatGPT to explain the text in simpler terms (e.g., "explain this to a five-year-old" or "explain this to a 15-year-old.")

ChatGPT as a Writing Aid	
Acceptable ▾	A student gives ChatGPT a writing prompt and asks it to give several thesis statement examples. The student uses these examples to spur their own brainstorming.
Acceptable ▾	A student gives ChatGPT a writing prompt and asks it to generate a few possible ideas for a thesis statement. The student chooses one of the ideas ChatGPT generated and writes an essay defending it.
Unacceptable ▾	A student gives ChatGPT a paragraph they wrote and asks it to provide illustrative examples to support their argument. The student adds one of the examples ChatGPT generated to their draft.
Unacceptable ▾	A student gives ChatGPT a writing prompt and submits its response to you wholesale.
Unacceptable ▾	A student gives ChatGPT a writing prompt, edits ChatGPT's response, and submits it.
Unacceptable ▾	A student writes most of an essay and asks ChatGPT to complete it.
Acceptable ▾	A student gives ChatGPT a writing prompt and uses its response as a model for the structure and scope of their response, which they write independently.

*Adapted from a worksheet developed by Dr. Ronni Gura Sadovsky, Trinity University, March 2023.

ChatGPT as an Editing Aid

Acceptable ▾

A student gives ChatGPT a paragraph and asks it for editorial feedback (e.g. "what can I do to make this clearer?") The student revises the essay based on ChatGPT's feedback and submits it.

Unacceptable ▾

A student gives ChatGPT their rough draft and an example of good writing that you have provided. They ask ChatGPT to rewrite their draft, matching the style of your example. The student then submits ChatGPT's output as their first draft.

Acceptable ▾

A student gives ChatGPT a few sentences from their rough draft and an exemplary essay that you provide. They ask ChatGPT to rewrite their work, matching the style of the example. The student revises their own work based on ChatGPT's example.

Unacceptable ▾

A student gives ChatGPT a first draft and your feedback and asks ChatGPT to revise the paper. The student submits the output as their revised paper.

It Depends ▾

A student gives ChatGPT individual sentences from their paper with your feedback. They ask ChatGPT to give examples of 3-4 different ways to implement your feedback. The student selects one of them and adds it to their paper.

Acceptable ▾

A student gives ChatGPT sentences or paragraphs and asks questions like "Should I rewrite this sentence or move on?" The student follows ChatGPT's advice, using it to avoid excessive revisions.

ChatGPT as a Study Aid

Acceptable ▾

A student gives ChatGPT three sample exam questions that you have provided. The student studies ChatGPT's answers to prepare for the exam.

Acceptable ▾

A student prompts ChatGPT to help fill out a notetaking guide you have provided. The student uses ChatGPT's answers to prepare for the exam.

Acceptable ▾

A student pastes in passages from a complex text and asks ChatGPT to generate a multiple choice quiz so the student can assess their understanding of the material.

Acceptable ▾

A student asks ChatGPT to generate likely exam questions or essay questions based on passages from the course readings and uses these as a study guide.

ChatGPT as an Aid to Presentations

Unacceptable ▾

A student asks ChatGPT to generate a script for an oral presentation. The student then memorizes and delivers the scripted presentation in class.

Acceptable ▾

A student writes a short paper and asks ChatGPT to convert it into an outline for a 5-minute presentation. The student then uses ChatGPT's outline as a basis for their presentation.

Acceptable ▾

A student records themselves giving a practice presentation that goes much longer than it should. They transcribe the recording and give it to ChatGPT, asking it to cut the length down by a third. The student implements ChatGPT's suggestions.

ChatGPT as an Aid to Group Work

Unacceptable ▾

A student asks ChatGPT to generate a discussion forum post and post ChatGPT's response as their contribution.

Unacceptable ▾

A student gives ChatGPT another student's discussion forum post and asks it to generate a response. The student submits the ChatGPT's output, after some light edits.

Unacceptable ▾

A student gives ChatGPT another student's paper draft and asks ChatGPT to generate constructive feedback. The student selects two of ChatGPT's suggestions and submits them as peer feedback.

Which of the following beliefs do you think were driving your choices during this exercise?

- ~~Students' graded work should reflect their own original ideas.~~
- ~~Students need to be honest and transparent about the sources of the ideas in their writing.~~
- ~~Students should engage authentically with course content, with professors, and with peers.~~
- ChatGPT cannot cite its sources.
- ChatGPT fabricates its sources.
- ChatGPT plagiarizes from the sources included in its training data.
- ChatGPT is error-prone and therefore unreliable.
- ChatGPT's writing is bad. (formulaic, impersonal, bland, biased...)
- It is wrong to give ChatGPT access to someone's writing without their consent.
- Many of the tasks we give students are not valuable in their own right; they are valuable because students need to do something educationally valuable in order to complete the tasks. When students use ChatGPT, these assignments no longer work as intended.
- ~~Students need to practice using ChatGPT in order to prepare for a changing work world.~~
- ~~ChatGPT is a perfectly acceptable tool when it functions as a _____. (brainstorming partner, writing tutor, search engine, etc.)~~

Resource B: AI Story Creation Example

can you create a picture of a little girl with blonde hair and blue eyes playing with a dog

ChatGPT said:



Here is the picture of the little girl with blonde hair and blue eyes playing with a dog. If you want any changes or another scene, let me know!

4o

You said:

make the girl cartoonish and add a little brown boy as her friend to the picture

ChatGPT said:



Here's the cartoon-style illustration with the little blonde girl, her brown-skinned friend, and their playful dog. Let me know if you'd like any further adjustments!

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You said:

can you write a short paragraph to go along with this picture as part of the story

ChatGPT said:

Lily and Jay laughed as they ran across the sunny park, their golden retriever puppy, Max, bounding beside them. Lily tossed a bright red ball into the air, and Max leaped up, his tail wagging with excitement. Jay clapped his hands, cheering Max on. The warm breeze rustled the trees, and fluffy white clouds drifted across the sky as the two friends played together, their laughter echoing through the park. It was the perfect afternoon for an adventure!

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You said:

can you write a short paragraph using a literacy element and tell me which literacy element you used

ChatGPT said:

The golden sun stretched its warm fingers across the park, wrapping Lily and Jay in a cozy glow as they chased after Max. The little puppy's paws thumped against the soft grass, his excited barks blending with their laughter. A gentle breeze whispered through the trees, making the leaves dance like tiny green butterflies. Everything felt alive, as if the park itself was joining in their game.

Literacy Element Used: Personification – I gave human-like qualities to the sun, breeze, and leaves to create a vivid, engaging scene.

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You said:

can you use rhyming words please

ChatGPT said:

Lily and Jay ran fast and free,
Laughing beneath the old oak tree.
Max the puppy chased the ball,
Leaping high so he wouldn't fall.

The sun shone bright, the sky so blue,
A perfect day for fun times too.
With every giggle, every cheer,
Their friendship grew more strong and dear.

Literacy Element Used: Rhyme – I used rhyming words at the end of each line to create rhythm and make the story more engaging for young readers.

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Resource A: AI Education Outcome Prompt

Prompt: Greetings I have been asked to work on a project to ensure that each of the student learning outcomes is linked to a program learning outcome. I have attached a document called Education Program Outcomes that lists the 8 outcomes for our program. For each out the student learning outcomes listed below can you tell me which program outcome you would align it with and your rationale. If it doesn't seem to align with any can you also indicate that and recommend a program learning outcome that it would align to.

Student learning outcomes for CDEC 1311 Educating Young Children

1. Discuss and explain the contributions of key historical and contemporary professionals and theorists to the field of early childhood care and education
2. Identify and explain the features of quality developmentally appropriate program for young children
3. Define each of the four basic developmental domains (physical, cognitive, emotional, and social)
4. Analyze and examine various types of early childhood programs and curricular models that have influenced practice in the field of early childhood education
5. Analyze and describe current and future trends and issues of early care and education.
6. Identify the characteristics and developmental stages of a professional in early care and education as well as describe and adhere to professional code of legal and ethical requirements for educators
7. Apply classroom observation and assessment skills to identify developmentally appropriate programs in diverse early childhood educational settings

Response

Here is the alignment of the student learning outcomes (SLOs) for *CDEC 1311 Educating Young Children* with the *Education Program Outcomes*, along with the rationale for each pairing:

1. **Discuss and explain the contributions of key historical and contemporary professionals and theorists to the field of early childhood care and education**
 - o **Aligned with Outcome #6:** *Students will summarize and analyze current issues that impact the field of education.*
 - o **Rationale:** Understanding the contributions of key theorists and professionals provides context for analyzing current trends and issues in early childhood education.

2. Identify and explain the features of a quality developmentally appropriate program for young children

- **Aligned with Outcome #1:** *Students will identify and apply evidence-based instructional strategies, assessment processes, and observation techniques in a variety of settings including general and special education classrooms.*
- **Rationale:** Developmentally appropriate programs are based on evidence-based instructional strategies and best practices, aligning with the outcome's focus.

3. Define each of the four basic developmental domains (physical, cognitive, emotional, and social)

- **Aligned with Outcome #7:** *Students will demonstrate an understanding of child growth and development.*
- **Rationale:** The four developmental domains are fundamental to child growth and development, making this the most relevant program learning outcome.

4. Analyze and examine various types of early childhood programs and curricular models that have influenced practice in the field of early childhood education

- **Aligned with Outcome #1:** *Students will identify and apply evidence-based instructional strategies, assessment processes, and observation techniques in a variety of settings including general and special education classrooms.*
- **Rationale:** Analyzing curricular models requires understanding instructional strategies and how they are applied across different early childhood settings.

5. Analyze and describe current and future trends and issues of early care and education

- **Aligned with Outcome #6:** *Students will summarize and analyze current issues that impact the field of education.*
- **Rationale:** This outcome directly addresses analyzing trends and issues in early care and education, making it a strong match.

6. Identify the characteristics and developmental stages of a professional in early care and education as well as describe and adhere to the professional code of legal and ethical requirements for educators

- **Aligned with Outcome #4:** *Students will display an understanding of ethical and professional responsibility in educational settings including familiarity with certification exams and future pathways.*
- **Rationale:** This outcome is focused on professional development and ethics, aligning with understanding legal and ethical responsibilities in education.

7. Apply classroom observation and assessment skills to identify developmentally appropriate programs in diverse early childhood educational settings

- **Aligned with Outcome #1:** *Students will identify and apply evidence-based instructional strategies, assessment processes, and observation techniques in a variety of settings including general and special education classrooms.*
- **Rationale:** Classroom observation and assessment skills are directly linked to applying instructional strategies and assessment techniques, as emphasized in this program outcome.

Would you like me to refine or further justify any of these alignments?

Prompt: Are there any of the student learning outcomes that you thought were a weak connection and could be strengthened with a change to an existing outcome or adoption of a new outcome?

Response:

1. SLO #1: Contributions of Key Historical and Contemporary Theorists → Aligned with Outcome #6 (Current Issues)
 - **Weakness:** While analyzing current issues is relevant, the study of historical and contemporary theorists focuses more on foundational knowledge rather than just current trends.
 - **Recommendation:** Strengthen Outcome #6 by explicitly mentioning understanding the historical foundations of education, or introduce a new outcome focused on foundational theories in early childhood education.

2. SLO #2: Features of Developmentally Appropriate Programs → Aligned with Outcome #1 (Instructional Strategies)
 - Weakness: While instructional strategies and assessment techniques are part of developmentally appropriate programs, this SLO is broader—it includes environmental setup, play-based learning, and relationship-building.
 - Recommendation: Modify Outcome #1 to include designing and implementing developmentally appropriate practices (DAP) or create a new program outcome explicitly focused on best practices in early childhood education.
3. SLO #6: Professional Development and Ethical Responsibilities → Aligned with Outcome #4 (Ethical and Professional Responsibility)
 - Weakness: This outcome currently mentions certification and professional pathways but does not fully address lifelong professional development and advocacy in early childhood education.
 - Recommendation: Enhance Outcome #4 to include a focus on career-long professional development and advocacy for early childhood education.
4. SLO #7: Classroom Observation and Assessment → Aligned with Outcome #1 (Instructional Strategies and Assessment)
 - Weakness: The observation aspect is well-covered, but assessment skills are a key professional competency that could be emphasized more.
 - Recommendation: Expand Outcome #1 to emphasize formal and informal assessment techniques, or introduce a new program outcome on assessment and documentation in early childhood education.

Would you like me to draft revised program outcomes incorporating these suggestions?

Resource D: AI Syllabus Statement and Disclosure Form

Inspired by syllabus statements from various sources, the materials in this document have been organized (if adapted from another source) or created by Ashleigh Maldonado for courses taught at Hill College in Hillsboro, TX. This is a working example that I continue to refine as I learn more. For more guidance, visit the Tufts website:

<https://provost.tufts.edu/celt/online-resources/artificial-intelligence/ai-syllabus-statements/>

AI Statement

In Education Pathways, we anticipate that you will want to use AI to help you complete assignments. Consequently, we want to lay a few ground rules for acceptable use.

1. **AI should be a collaborative tool** - We expect and encourage you to use AI to help you brainstorm, study, seek feedback, revise, and edit. You should generate your own ideas and responses before engaging AI in the collaborative process.
2. **Collaboration is not the same as completion** - You may not submit any AI generated work as your own. For example, providing a writing prompt for AI and submitting the AI response as your own is considered AI generated work. Engaging AI in this way is considered academic dishonesty and will result in a failing grade on the assignment.
3. **You must cite or acknowledge the use of AI in your submitted assignments** - Your instructor will provide an AI disclosure statement that should be filled-out if you use AI at any point during your completion of a task. This resource will also help you accurately cite your collaboration: [How to cite ChatGPT \(apa.org\)](#).
4. **When in doubt, reach out!** - The lines for AI use can sometimes be unclear. If you have questions about using AI for an assignment, contact your course instructor. They are always willing to help you out!

In addition to the guidelines above, the chart below outlines more specific examples of what will be considered acceptable or unacceptable in your EDUC, TECA, or CDEC classes.

Acceptable <i>The student is using AI as a collaborative tool as outlined in the acceptable use statement.</i>	Unacceptable <i>Use of AI in these ways does not contribute to student learning because the student is not doing the work.</i>	Case Dependent <i>Acceptable as long as the student is doing their best to participate authentically with course materials, instructor, and peers. Accommodations for student success are also considered.</i>
A student asks ChatGPT to generate an overview of an assigned text, which they read <i>before</i> reading the text.	A student asks ChatGPT to generate a script for an oral presentation. The student then memorizes and delivers the scripted presentation in class.	A student reads ChatGPT's summary <i>instead of</i> reading the assigned text.
A student reads ChatGPT's overview <i>after</i> reading the assigned text.	A student gives ChatGPT a first draft and your feedback and asks ChatGPT to revise the paper. The student submits the output as their revised paper.	A student reads ChatGPT's summary instead of coming to class unprepared. (Suppose this is a student who would not have done their reading in any case.)
A student reads a text and asks ChatGPT clarification questions to help them understand it as they go	A student gives ChatGPT their rough draft and an example of good writing that you have provided. They ask ChatGPT to rewrite their draft, matching the style of your example. The student then submits ChatGPT's output as their first draft.	A student gives ChatGPT three sample exam questions that you have provided. The student studies ChatGPT's answers to prepare for the exam.

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A student copies a complex passage from a text and asks ChatGPT to explain the text in simpler terms (e.g., "explain this to a five-year-old" or "explain this to a 15-year-old.")	A student writes most of an essay and asks ChatGPT to complete it.	A student gives ChatGPT individual sentences from their paper with your feedback. They ask ChatGPT to give examples of 3-4 different ways to implement your feedback. The student selects one of them and adds it to their paper.
A student gives ChatGPT a writing prompt and asks it to give several thesis statement examples. The student uses these examples to spur their own brainstorming.	A student gives ChatGPT a writing prompt, edits ChatGPT's response, and submits it.	
A student gives ChatGPT a writing prompt and asks it to generate a few possible ideas for a thesis statement. The student chooses one of the ideas ChatGPT generated and writes an essay defending it.	A student gives ChatGPT a writing prompt and submits its response to you wholesale.	
A student gives ChatGPT a writing prompt and uses its response as a model for the structure and scope of their response, which they write independently.	A student gives ChatGPT a paragraph they wrote and asks it to provide illustrative examples to support their argument. The student adds one of the examples ChatGPT generated to their draft.	
A student gives ChatGPT a paragraph and asks it for editorial feedback (e.g. "what can I do to make this clearer?") The student revises the essay based on ChatGPT's feedback and submits it	A student gives ChatGPT another student's paper draft and asks ChatGPT to generate constructive feedback. The student selects two of ChatGPT's suggestions and submits them as peer feedback.	
A student gives ChatGPT a few sentences from their rough draft and an exemplary essay that you provide. They ask ChatGPT to rewrite their work, matching the style of the example. The student revises their own work based on ChatGPT's example.	A student gives ChatGPT another student's discussion forum post and asks it to generate a response. The student submits the ChatGPT's output, after some light edits.	
A student gives ChatGPT sentences or paragraphs and asks questions like "Should I rewrite this sentence or move on?" The student follows ChatGPT's advice, using it to avoid excessive revisions.	A student asks ChatGPT to generate a discussion forum post and post ChatGPT's response as their contribution.	
A student prompts ChatGPT to help fill out a notetaking guide you have provided. The student uses ChatGPT's answers to prepare for the exam.		
A student pastes in passages from a complex text and asks ChatGPT to generate a multiple choice quiz so the student can assess their understanding of the material.		

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A student asks ChatGPT to generate likely exam questions or essay questions based on passages from the course readings and uses these as a study guide.		
A student writes a short paper and asks ChatGPT to convert it into an outline for a 5-minute presentation. The student then uses ChatGPT's outline as a basis for their presentation.		
A student records themselves giving a practice presentation that goes much longer than it should. They transcribe the recording and give it to ChatGPT, asking it to cut the length down by a third. The student implements ChatGPT's suggestions.		

Statements use in this table were pulled from "Artificial Intelligence and Academic Integrity: Expectations Worksheet" as linked on the Tufts website ([Developing Syllabus Statements for AI - Center for the Enhancement of Learning and Teaching \(tufts.edu\)](https://www.tufts.edu/center-for-the-enhancement-of-learning-and-teaching/developing-syllabus-statements-for-ai))

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Disclosure of AI use in Assignment

Completion and submission of this form indicates a use of AI when completing an assignment. The student using this form understands that AI should be used in a collaborative way, which includes seeking feedback on student generated compositions, simplification of complex texts, organization of notes, and revising and editing suggestions. This form should be submitted **with** the assignment and **does not** take the place of submitting the assignment as directed by the course instructor.

Using AI to generate a response is unacceptable and, regardless of the submission of this form, will result in a zero for the assignment.

Name of Assignment	
Due Date of Assignment	
AI site used (include link)	
Student's Original Response	
Copy of AI interaction (copy and paste your AI conversation - use as much space as you need)	
Student Response After AI Collaboration	<i>You can copy and paste your response here, but your final response should also be submitted separately according to your instructor's directions.</i>

EXAMPLE

Disclosure of AI use in Assignment

*Completion and submission of this form indicates a use of AI when completing an assignment. The student using this form understands that AI should be used in a collaborative way, which includes seeking feedback on student generated compositions, simplification of complex texts, organization of notes, and revising and editing suggestions. This form should be submitted **with** the assignment and **does not** take the place of submitting the assignment as directed by the course instructor.*

Using AI to generate a response is unacceptable and, regardless of the submission of this form, will result in a zero for the assignment.

Name of Assignment	Philosophy of Education
Due Date of Assignment	8/23/2024
AI site used (include link)	ChatGPT
Student's Original Response	<p>I believe that respectful, caring bonds with children and their families are the vital foundation for a wonderful kindergarten experience. As a teacher of the young, I share with parents the responsibility for teaching their child. I believe that each child has unique strengths, varied prior language learning experiences, and preferred learning styles. My instruction must be differentiated to provide enough challenge and enough support for all children to build on success and develop positive attitudes about learning. I believe that emotional engagement is the key to all powerful learning. That is why I bring love, laughter, passion, and meaningful project work into my kindergarten. I always look for ways to personalize learning and engage the child's imagination. I believe kindergarten is for language. It is the familiarity with the English and Spanish languages that precedes and underlies excellent literacy instruction. This familiarity allows the child's decoding to be error-free and reading to be fluent. While actively and systematically "playing with language" I encourage children to become "voracious vocabulary learners," use their phonics skills, and build comprehension. I believe that children deserve to memorize, recite, and perform many wonderful pieces of language in kindergarten — to turn print into sound and the pleasures of sound over to an appreciative audience. My curriculum invites children to talk, sing, dramatize, and perform language. Developing the child's capacity for language and thought underlies everything I do.</p> <p>(This example was pulled from Nellie Edge - My kindergarten teaching philosophy)</p>

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Copy of AI interaction (copy and paste your AI conversation - use as much space as you need)

I need to write a philosophy of education. What should I include?

ChatGPT said:
ChatGPT

Writing a philosophy of education involves articulating your beliefs about teaching, learning, and the role of education in society. Here are some key elements to consider including:

1. Purpose of Education: Define what you believe the primary goals of education should be. This could range from developing critical thinking and problem-solving skills to fostering a love of learning or preparing students for specific careers.
2. Role of the Teacher: Describe your view on the teacher's role in the educational process. Are teachers primarily facilitators of learning, sources of knowledge, or mentors and guides? Consider how they should interact with students and support their development.
3. Role of the Student: Explain what you believe students' responsibilities and roles are in their own education. How should they engage with the material, with the teacher, and with their peers?
4. Teaching Methods: Outline the methods and approaches you believe are most effective for teaching. This could include discussion-based learning, hands-on activities, experiential learning, or technology integration. Justify why you think these methods work best.
5. Learning Environment: Describe what an ideal learning environment looks like. Consider aspects such as classroom management, physical space, and the emotional and psychological atmosphere that supports student learning and well-being.
6. Curriculum: Discuss your views on curriculum design. What should be included in the curriculum? How should it be structured to meet the needs of diverse learners and prepare them for the future?
7. Assessment and Evaluation: Explain how you think students should be assessed and evaluated. Should there be a focus on standardized tests, formative assessments, project-based evaluations, or other methods?
8. Equity and Inclusion: Address how you believe education should address issues of equity and inclusion. What steps should be taken to ensure that all students have equal opportunities to succeed?
9. Impact of Society and Culture: Reflect on how societal and cultural contexts influence education. How should education adapt to or reflect changes in society, and how can it address societal issues?
10. Personal Philosophy and Influences: Share any personal experiences, educational theories, or influential thinkers that have shaped your philosophy. This helps provide context for your beliefs and shows the foundation of your perspective.
11. Goals for Students: Finally, articulate what you hope students will ultimately gain from their educational experiences under your philosophy. What long-term skills, values, or attitudes do you aim to instill?

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Make sure your philosophy is clear, coherent, and aligned with your values and beliefs about education. It should provide a comprehensive view of how you envision education working best and reflect your commitment to fostering effective and meaningful learning experiences.

You said:

This is what I came up with: I believe that respectful, caring bonds with children and their families are the vital foundation for a wonderful kindergarten experience. As a teacher of the young, I share with parents the responsibility for teaching their child. I believe that each child has unique strengths, varied prior language learning experiences, and preferred learning styles. My instruction must be differentiated to provide enough challenge and enough support for all children to build on success and develop positive attitudes about learning. I believe that emotional engagement is the key to all powerful learning. That is why I bring love, laughter, passion, and meaningful project work into my kindergarten. I always look for ways to personalize learning and engage the child's imagination. I believe kindergarten is for language. It is the familiarity with the English and Spanish languages that precedes and underlies excellent literacy instruction. This familiarity allows the child's decoding to be error-free and reading to be fluent. While actively and systematically "playing with language" I encourage children to become "voracious vocabulary learners," use their phonics skills, and build comprehension. I believe that children deserve to memorize, recite, and perform many wonderful pieces of language in kindergarten — to turn print into sound and the pleasures of sound over to an appreciative audience. My curriculum invites children to talk, sing, dramatize, and perform language. Developing the child's capacity for language and thought underlies everything I do.

ChatGPT said:

ChatGPT

Your philosophy of education for kindergarten is both thoughtful and comprehensive, highlighting your commitment to fostering a nurturing and engaging learning environment. Here's a breakdown of your key points and some suggestions for enhancing clarity and depth:

1. Respectful and Caring Relationships:

- Current Text: "I believe that respectful, caring bonds with children and their families are the vital foundation for a wonderful kindergarten experience. As a teacher of the young, I share with parents the responsibility for teaching their child."
- Suggestion: Emphasize how these relationships specifically impact learning and development. You could mention how building trust and open communication with families creates a supportive network that enhances the child's educational experience.

2. Differentiated Instruction:

- Current Text: "I believe that each child has unique strengths, varied prior language learning experiences, and preferred learning styles. My instruction must be differentiated to provide enough challenge and enough support for all children to build on success and develop positive attitudes about learning."
- Suggestion: Consider providing specific examples of how you differentiate instruction.

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	<p>This could include strategies for accommodating diverse learning needs or examples of how you adjust lessons based on individual progress.</p> <ol style="list-style-type: none"> 3. Emotional Engagement: <ul style="list-style-type: none"> ○ Current Text: “I believe that emotional engagement is the key to all powerful learning. That is why I bring love, laughter, passion, and meaningful project work into my kindergarten. I always look for ways to personalize learning and engage the child’s imagination.” ○ Suggestion: Elaborate on how emotional engagement translates into effective learning outcomes. You might want to include examples of project work or activities that foster emotional connections and ignite curiosity. 4. Language Development: <ul style="list-style-type: none"> ○ Current Text: “I believe kindergarten is for language. It is the familiarity with the English and Spanish languages that precedes and underlies excellent literacy instruction. This familiarity allows the child’s decoding to be error-free and reading to be fluent. While actively and systematically ‘playing with language’ I encourage children to become ‘voracious vocabulary learners,’ use their phonics skills, and build comprehension.” ○ Suggestion: Highlight how bilingualism benefits young learners beyond literacy, such as cognitive development or cultural awareness. You might also specify methods or activities used to integrate both languages into daily learning. 5. Performance and Expression: <ul style="list-style-type: none"> ○ Current Text: “I believe that children deserve to memorize, recite, and perform many wonderful pieces of language in kindergarten — to turn print into sound and the pleasures of sound over to an appreciative audience. My curriculum invites children to talk, sing, dramatize, and perform language. Developing the child’s capacity for language and thought underlies everything I do.” ○ Suggestion: Include the impact of these activities on language development and self-expression. You could explain how performing language helps with confidence, memory, and understanding of language nuances. <p>Overall, your philosophy beautifully encapsulates your approach to teaching kindergarten. To further refine it, consider integrating specific examples or strategies that illustrate how your beliefs are put into practice. This not only strengthens your philosophy but also provides a clearer picture of your teaching methods and their benefits.</p>
<p>Student Response After AI Collaboration</p>	<p><i>You can copy and paste your response here, but your final response should also be submitted separately according to your instructor’s directions.</i></p>

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