

# A Teacher's Guide to Using AI

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## Facilitator Guide

For educators using *A Teacher's Guide to Using AI*  
in shared professional learning



## About the Facilitator Guide

This facilitator guide is designed to support educators who are reading *A Teacher's Guide to Using AI* together—in book clubs, PLCs, grade teams, departments, and other learning communities. Like the book itself, this guide is not intended to rush toward adoption or prescribe a single right approach. Instead, it offers structures and prompts to support thoughtful conversation, grounded reflection, and practical next steps.

*A Teacher's Guide to Using AI* is built on a simple belief: teachers need clarity, not hype. They need space to think about what is changing, what matters, what they want to try, and what they want to protect. This facilitator guide is meant to help create that space.

## Who This Is For

- individual teachers reading alongside one another
- professional learning communities
- school or district teams
- instructional coaches
- department chairs
- school and district administrators facilitating professional learning or staff discussion

**Note:** While these materials are designed for group use, facilitators are encouraged to adapt pacing, structures, and norms to fit the size, purpose, and context of their group.

## Before You Begin

Consider asking participants to:

- have access to the book (or coordinate a group set)
- read the chapter that will be discussed prior to each meeting
- bring the chapter's discussion questions from the Professional Learning Companion/Book Study Guide
- come ready to connect the reading to their own students, subject area, grade level, and school context



## Group Norms

The following norms are offered as a starting point. Use them as written, modify them, or replace them to fit the aims of your group.

- Speak from your own experience.
- Avoid assuming that all schools, students, or teachers are navigating AI in the same way.
- Stay grounded in what is actually happening in your setting.
- Make room for both possibility and concern.
- Focus on reflection, not performance.
- Aim to leave each meeting with one idea, one question, or one possible next step.
- Respect different levels of readiness. No one needs to be enthusiastic, expert, or fully settled in their thinking.

## Helpful Facilitator Moves

To keep conversations grounded and productive, facilitators might:

- Begin with context rather than opinion: “What are you noticing in your students or school right now?”
- Encourage participants to anchor comments in their actual grade level, subject area, and setting.
- Make room for uncertainty and differing perspectives; not everyone needs to be in the same place.
- Recenter discussion on students, learning, trust, and professional judgment when conversations drift toward tools alone.
- Close each meeting by asking: “What feels worth trying, questioning, or protecting?”

## Sample Meeting Agendas

The agendas below offer possible structures for five meetings—one per chapter. Each agenda is designed for a session of just under an hour. Adjust timing, activities, and emphasis as needed to fit your group's goals and constraints.



### Meeting 1: The Moment We're In

**Reading:** Introduction and Chapter 1

**Purpose:** Ground the group in the larger moment, surface current realities, and name what feels most urgent in each setting.

#### Agenda

<b>Welcome and quick check-in (5 min)</b>	What brought you to this book?
<b>Opening reflection (10 min)</b>	Where is AI already showing up in your students' lives?
<b>Use 2 or 3 questions from the Professional Learning Companion/Book Study Guide, prioritizing the questions most connected to your group's context (25 min)</b>	
<b>Individual reflection (10 min)</b>	What feels most urgent in my setting right now?
<b>Closing (5 min)</b>	Share one takeaway or question to carry forward.



## Meeting 2: Using AI in Your Work

**Reading:** Chapter 2

**Purpose:** Help educators think honestly about where AI may support their work—and where they want to keep their practice fully human.

### Agenda

<b>Opening check-in (5 min)</b>	What is one part of teaching that drains your energy right now?
<b>Revisit considerations on pages 22–24 (10 min)</b>	What idea resonated most with you?
<b>Chapter discussion (20 min)</b>	
<b>Reflection (15 min)</b>	Use the three-column chart in Chapter 2 to clarify what you might try—or choose not to try.
<b>Closing (5 min)</b>	Name one idea you may test or hold onto before the next meeting.



## Meeting 3: Teaching Students About AI

**Reading:** Chapter 3

**Purpose:** Reflect on what students already believe, use, and misunderstand about AI—and what they need help naming and understanding.

### Agenda

<b>Opening check-in (5 min)</b>	What do you think your students already believe about AI?
<b>Review student usage data from the chapter (10 min)</b>	What surprises you? What doesn't?
<b>Chapter discussion (20 min)</b>	
<b>Application (15 min)</b>	Select two or three "Teach Your Students..." sections to adapt for your context.
<b>Closing (5 min)</b>	What conversation do your students most need from you right now?



## Meeting 4: Teaching Students to Use AI

**Reading:** Chapter 4

**Purpose:** Consider discernment, ethics, and what students need to use AI in ways that support real learning.

### Agenda

<b>Opening check-in (5 min)</b>	What is one appropriate use of AI you've seen from students? One concerning use?
<b>Reflection (15 min)</b>	Complete the Chapter 4 reflection chart.
<b>Chapter discussion (20 min)</b>	
<b>Application (15 min)</b>	Adapt two or three "Teach Your Students..." sections for your subject, grade, and school context.
<b>Closing (5 min)</b>	What kind of clarity or support do your students need most?



## Meeting 5: What Kind of Story Are We Writing?

**Reading:** Chapter 5

**Purpose:** End the series by reflecting on what remains human in teaching, what students need most, and what educators want to help shape moving forward.

### Agenda

<b>Opening check-in (5 min)</b>	What part of your work feels most deeply human?
<b>Chapter discussion (25 min)</b>	
<b>Reflection (15 min)</b>	What do I want to carry forward from this book and our conversations?
<b>Closing conversation (10 min)</b>	Share one belief, practice, or commitment you want to carry forward and one concrete next step you are willing to try or discuss with colleagues.



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**[Hein.pub/GuideToUsingAI](https://heinemann.com/GuideToUsingAI)**