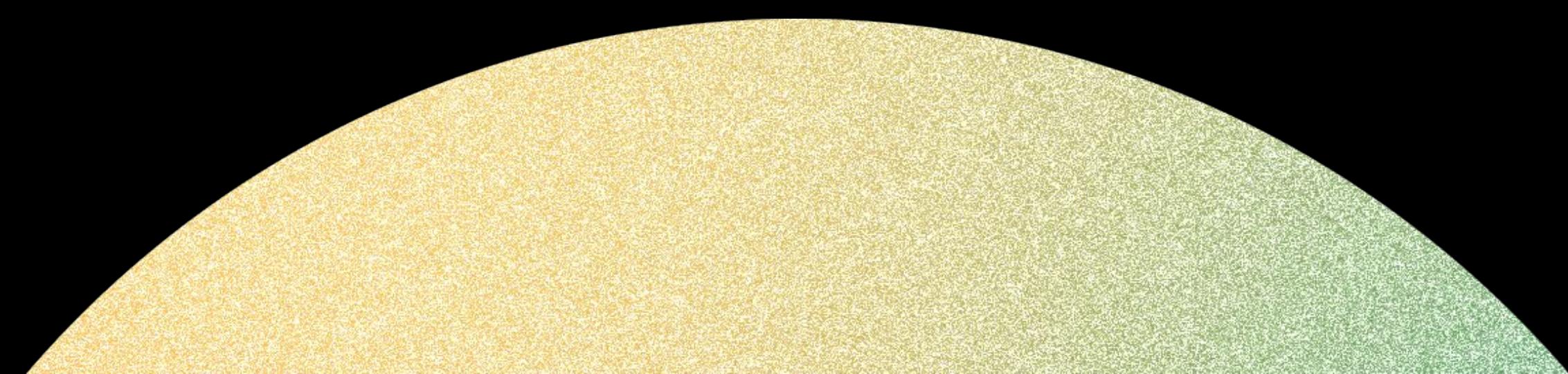


# AI for Educational Administrators

Prepared for CAS 1-14-26  
by Michael Yagid



# Agenda:

## Waypoints

What are your guideposts for the use of AI?

## AI to Enhance Your Coaching

Prompts to enhance current processes

## Gems/ GPT's

Overview, Sample Gem for Observations, Other uses for Gems?

## Gem/GPT Creation

Time to create a functional Gem

## Resources

Share out of ideas

# Waypoints

- Permission
- Boundaries
  - Ethical and Responsible Use
- **Human first, humans last...**
- **Continuous Learning**

# Permission

- Shift our mindset:
  - *Poor mindset*: "I used AI to write an observation for me in 20 seconds."
  - *Strong mindset*: "I used AI to synthesize 45 minutes of notes into clear themes, which allowed me to focus my attention on quality coaching and meet with the teacher sooner."
- Transparency
  - Give others permission to discuss AI with you.

# Boundaries

- Informed Boundaries:
  - *You should try inviting AI to help you in everything you do, barring legal or ethical barriers.* – Ethan Mollick, Co-Intelligence
- Ethical and Responsible Use
  - No sharing of sensitive student data with public AI tools...
  - Anonymize and aggregate data...
  - Do not use AI to generate official communication without review and editing...



# Human first, humans last...

- **Inputs:**
  - AI will respond to the inputs, context, and tone that you provide
- **Processing:**
  - Understand that these models can be biased, sycophantic, and hallucinate
- **Output:**
  - How do you want to be heard?
  - Maintain your authenticity

## Continuous Learning

- **“Beta Models”:**
  - AI will respond to the inputs, context, and tone that you provide
- **Exponential Change**
  - Rise of Agentic AI
  - Tools
- **Educating our Community**
  - Students, Staff, Parents, BoE's



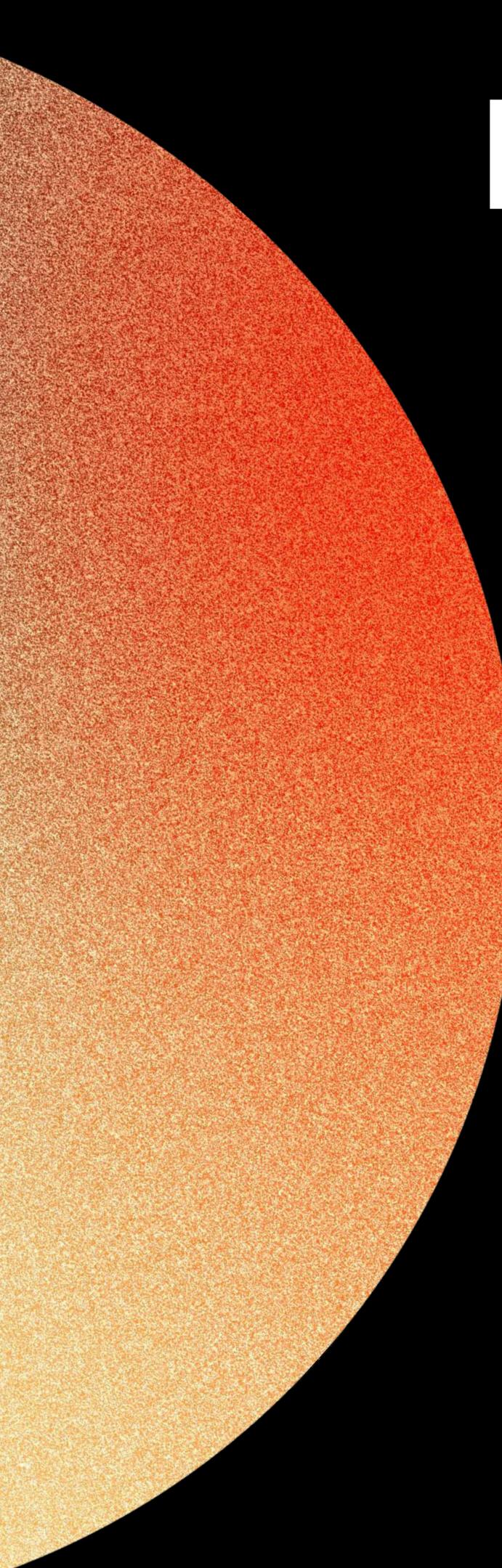
# AI to Enhance Your Coaching

# Quality Prompts

- **RCT**: Role, Context, Task
- **CRIT**: Context, Role, Interview Me (prompt the AI to ask you questions before it answers), Task
- **RTF**: Role, Task, Format
- **TRACE**: Task, Role, Audience, Context, Example (provide a sample of the style you want)
- **TAG**: Task, Audience, Goal
- **TIGER**: Task, Intention, Guidelines, Example, Review

# Quality Prompts: Avoid AI Sycophancy

- How can we 'trick' AI to give us the answers we may not want, but need?
  - "Act as a **strict mentor** for objective, evidence-based note-taking. Review the notes below and identify exactly where I rely on opinion or judgment rather than observable facts. **Do not rewrite the notes for me**; instead, highlight my vague statements and **challenge me** to recall the specific evidence I missed."
  - "Act as a **defensive teacher** who historically rejects feedback. Read the observation notes below and **aggressively challenge my findings**, pointing out exactly where my evidence is weak or where I might have misunderstood the lesson context. Your goal is to **force me to defend my perspective** so I can prepare for a difficult post-observation meeting."
- Strategic Thinking Prompts
- \*\*\*Tip: Create your own Prompt Libraries



# Enhance Observation Notes

- Sample Observation Notes
- Shift focus: during an observation, take notes (on a Google Doc, or even by hand)
  - Don't worry about perfect sentences, capture the key moments.
  - Don't focus on which indicator data falls into.
  - Tally low vs. high order questions
  - List out wait time
  - Tally number of student participants
- **Leverage AI to work FOR you:**
  - Sample Prompts for Observational Notes
  - Teacher Feedback
  - Feedback for the Observer
  - Identify Overarching Trends

# Enhance Observation Notes

- Add-ons:
  - Specify indicators that you would like to focus on
  - Include the teachers growth goal, school goals, look fors
  - Create templates for yourself
- Refine, Edit, Improve:
  - Gemini will generate a draft in seconds. Your job is to review, edit, and add your own specific insights. This is where your expertise is essential.



Gems and  
GPTs

# What is a Gem?

- Specialized AI assistant within Gemini
- “Learns” the material you provide
- “Remembers” instructions and preferences

\*\*\*Note: ChatGPT version of a Gem is called a “GPT”

# Why would I use a Gem?

- More efficiently complete repetitive tasks
- Create a team of specialized assistants
- Personalize your outputs

The background features a black canvas with four large, semi-transparent circles. One circle is in the top-left, transitioning from yellow to green. Another is in the bottom-left, transitioning from purple to red. A third is in the top-right, transitioning from light blue to pink. The fourth is in the bottom-right, transitioning from light green to orange. They overlap each other and the black background.

Let's create our  
own GEM

# Components of a Gem

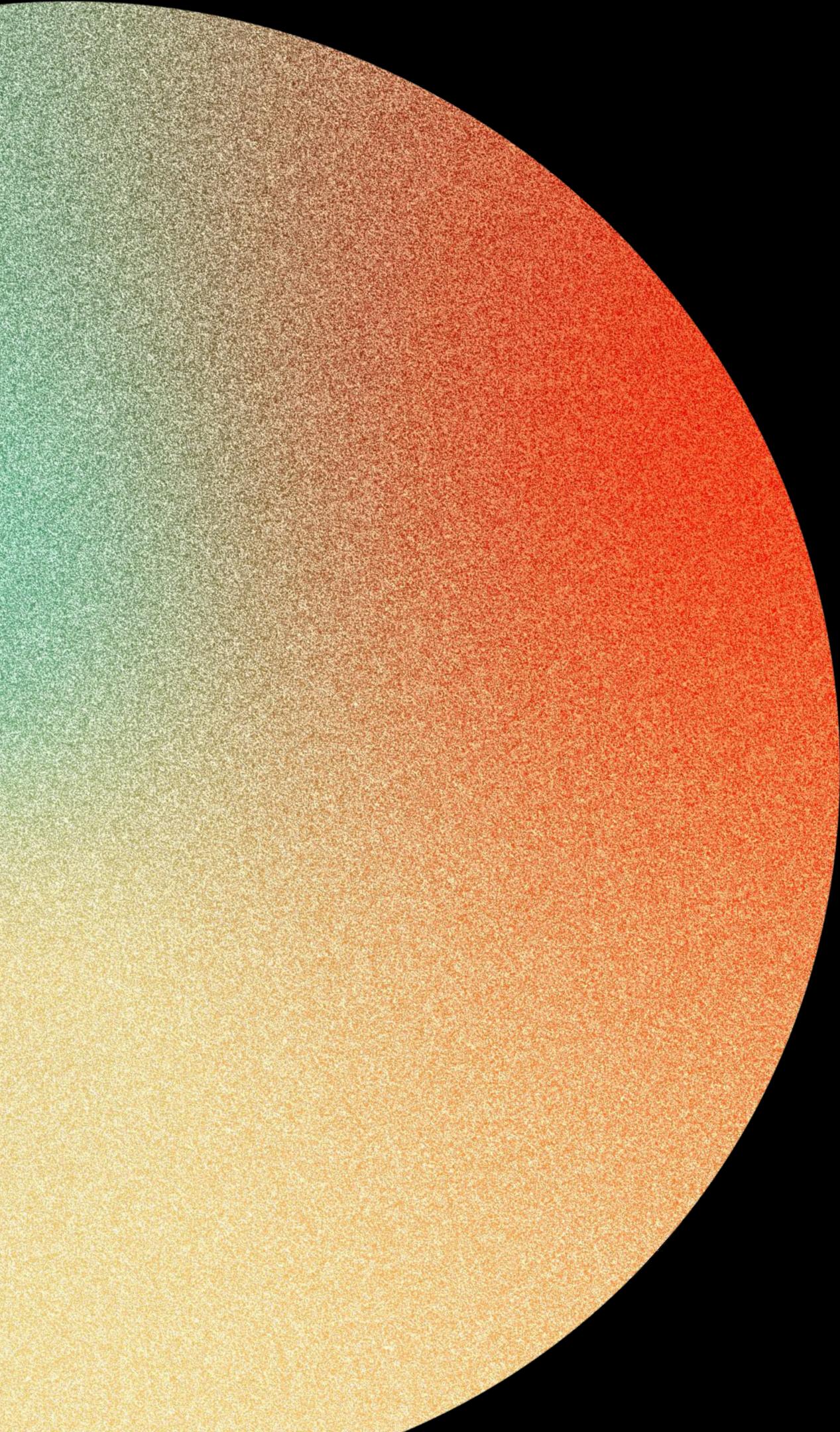
- **Name:**
  - Easily identifiable
- **Description:**
  - Brief overview/reminder
  - Important if sharing
- **Instructions:**
  - Remember RCT, CRIT, RTF, TRACE....
  - Specify and hone output format
  - \*\*\*Use AI to improve your instructions\*\*\*
- **Knowledge:**
  - Add files to your Gem to provide context, information, style, format, etc.
  - Gem will still access outside sources
  - File limits may apply

# Sample Gem

- Goal:
  - Maximize time in classrooms
  - Remove the burden of immediate analysis
  - Deeper focus during the lesson
  - More actionable feedback for staff
- Gem for Observations

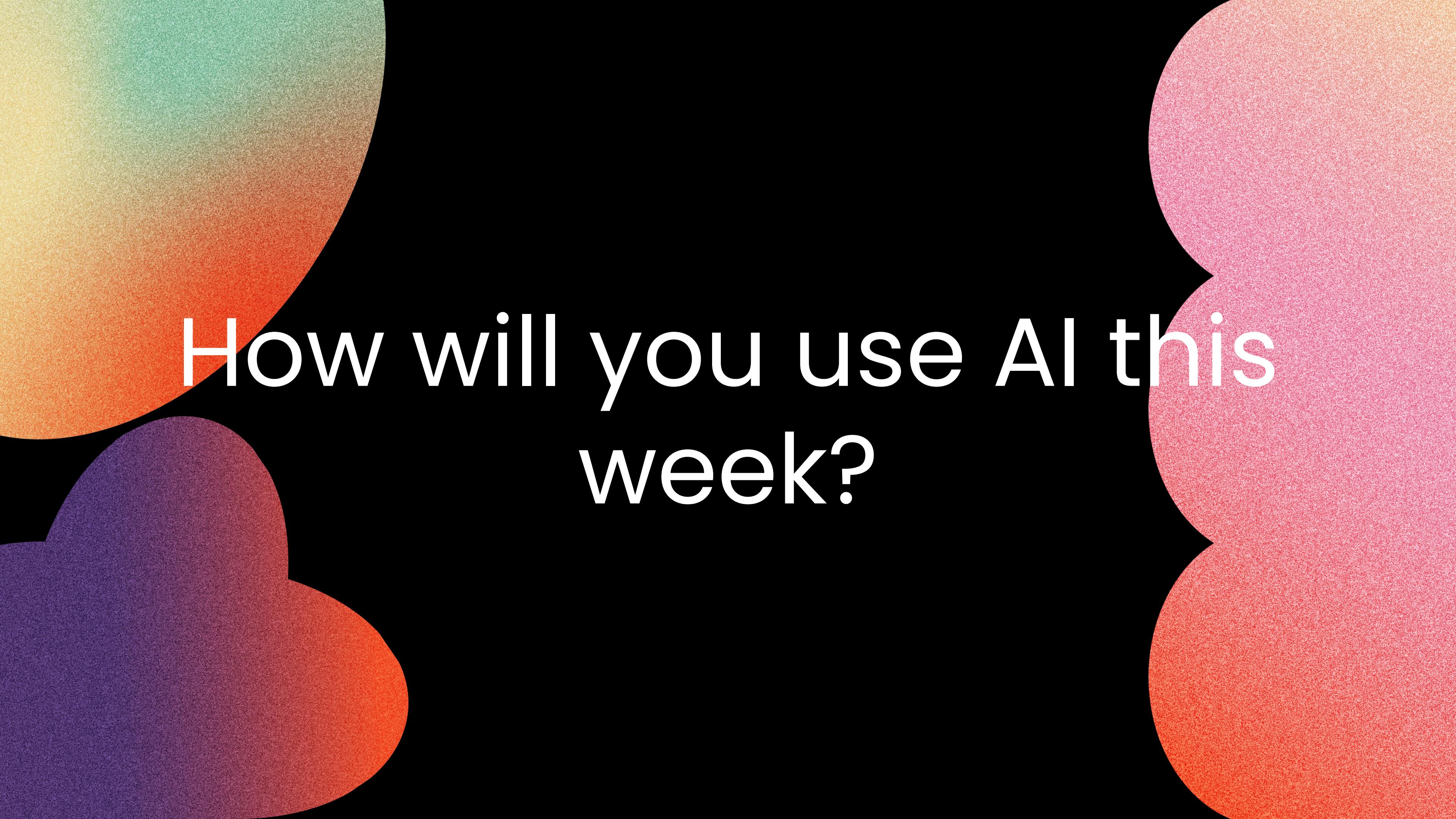
# Leverage the “Chat”

- Remember, these Gems are still “chatbots”, here are some Prompt ideas:
  - “Draft a short, encouraging email to this teacher to attach to this report. Highlight the specific 'Glow' area regarding [INSERT STRENGTH] in the body of the email to build trust, and ask for a time to meet on Tuesday to discuss the 'Grow' areas.”
  - “Act as this teacher. Based on the lesson notes you analyzed, assume I just gave you the feedback about [INSERT TOPIC]. Roleplay a defensive response that this teacher might give. Then, coach me on how to respond to that defense professionally.”
  - “Historically, this teacher is resistant to constructive feedback and often deflects responsibility to the students. Based on this lesson analysis, help me draft an agenda for a productive post-observation meeting. Include specific questions I can ask that force the teacher to reflect on the evidence rather than my opinion.”
  - “Now that we have analyzed the lesson, I want you to critique my performance as the observer. Review my raw notes again. Identify 3 specific instances where I used 'High-Inference' language (subjective opinions like 'engaged' or 'confused') instead of 'Low-Inference' evidence (objective facts). Rewrite those three sentences for me to show how I could have scripted those moments more objectively.”



# How else can we use Gems?

- Personalized Style and Tone Generator
- Walkthrough Observation Synthesizer
- Morning Announcement Script Gem
- Curriculum Alignment and Mapping Gem
- Complete Standardized Forms



How will you use AI this week?

# Resources:

- Me! Michael Yagid
  - Constellation Education Partners
- Co-Intelligence: Living and Working with AI - Ethan Mollick
- EdAdvance “Skills21” Prompt Library
- The Main Idea & MasterMind - Jenn David-Lang
- Tips for creating Gems- From Google
- Tips for creating GPTs- From Open AI
- Need to set clear boundaries for staff:
  - Sample AI Norms, Boundaries, Exceptions
  - Draft Norms for Faculty and Staff Use of AI
  - Best Practices for Suspected Plagiarism



Comments, Questions,  
Ideas?