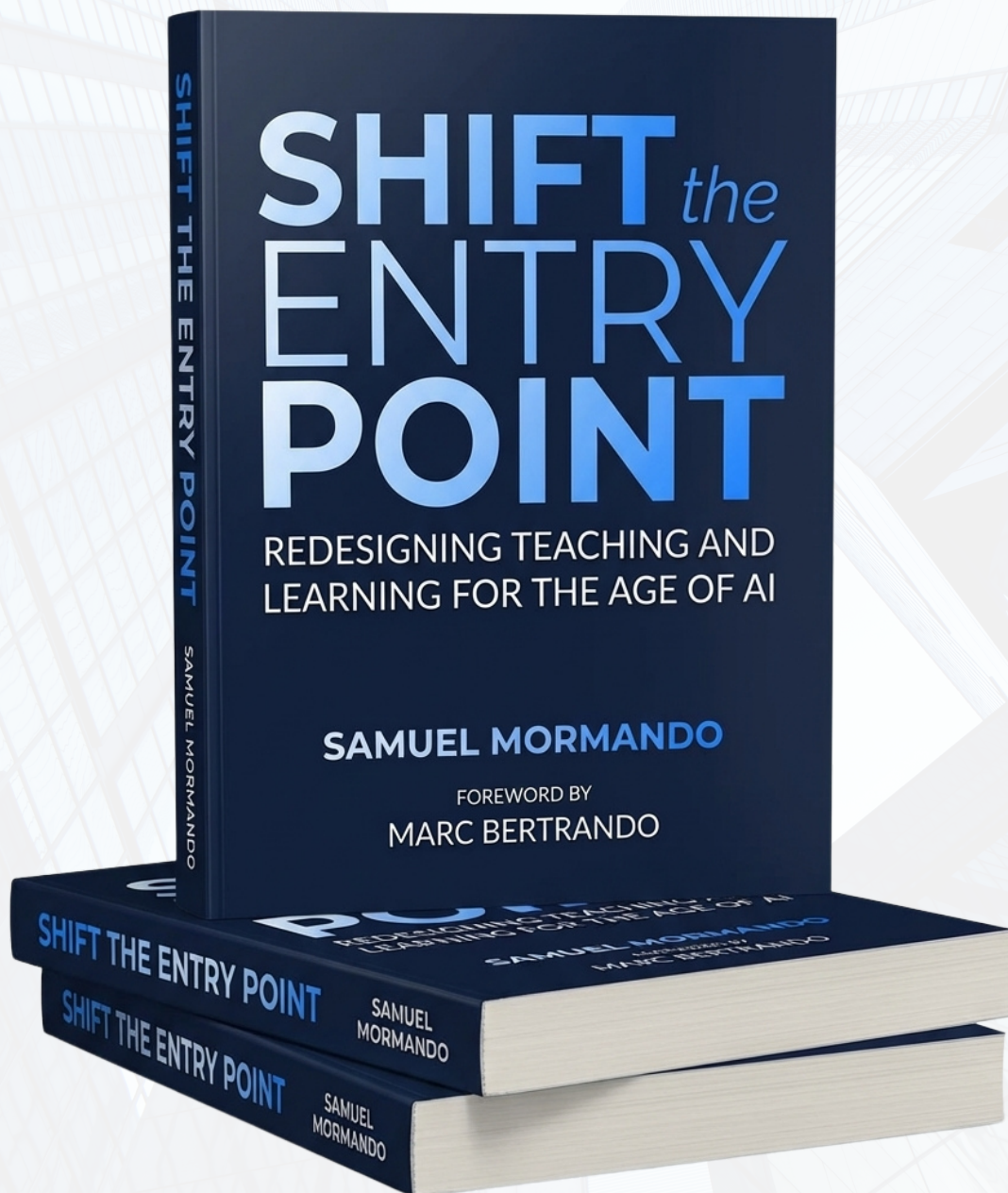


A STUDY GUIDE FOR **SHIFT** *the* **ENTRY POINT**

REDESIGNING TEACHING AND LEARNING FOR THE AGE OF AI



HOW TO USE THIS STUDY GUIDE

This study guide is designed to support reflection, dialogue, and instructional decision-making in the age of AI. It is not meant to be completed in one sitting or used as a checklist. Instead, it provides structured prompts that help educators examine how learning begins, where thinking lives, and how judgment remains central to teaching.

The guide can be used in multiple contexts. Choose the pathway that best fits your role and goals.

Pathway 1: Individual Educator

- Use this guide as a reflective companion while reading the book.
- Read one chapter or section at a time.
- Select 2–3 reflection questions that resonate most with your current practice.
- Pause to write, annotate, or voice-record your responses.
- Focus on identifying one assumption you are questioning and one instructional move you may reconsider.

This pathway works well for educators who want space to think without pressure to act immediately.

Pathway 2: Grade-Level or Department Team

- Use this guide to structure professional dialogue with colleagues.
- Read a shared section in advance or during a meeting.
- Assign different reflection questions to small groups or partners.
- Center discussion on instructional design, not tools or enforcement.
- Identify one shared belief to protect and one practice to revisit as a team.

This pathway supports collective clarity and helps align expectations across classrooms.

Pathway 3: School or District Leadership

- Use this guide to frame leadership conversations about instruction, assessment, and culture.
- Select key questions from each part to guide leadership team or committee discussions.
- Use the prompts to surface assumptions, tensions, and misalignments between policy and practice.
- Focus on systems, norms, and conditions rather than individual teacher behavior.
- Revisit questions over time to track shifts in thinking and confidence.

This pathway is most effective when used to support coherence, trust, and shared purpose across a school or district.

BOOK OVERVIEW

Welcome to the book study on *Shift the Entry Point*. This book starts from a simple observation: **learning no longer begins on a blank page**. Students walk into classrooms with drafts, suggestions, explanations, and summaries already generated for them. AI hasn't replaced learning, but it has completely changed where learning begins. This book is about how we respond.

The structure moves in five parts, each answering one essential question.

Part I is the foundation. It looks at what's already happening in classrooms and what still matters. You'll see real examples of elementary, middle, and high school students using AI quietly as part of their workflow. You'll also see why the core skills of learning: critical thinking, communication, questioning, collaboration, and metacognition remain unchanged. These chapters help you understand the shift without losing your footing as an educator.

Part II focuses on redesigning the entry point of learning. This is where the big instructional moves live. You'll explore how research, writing, inquiry, and problem-solving change when students can generate a first draft instantly. You'll also learn the AI-in-the-Loop Framework, a practical structure for deciding when AI belongs in a lesson and how to keep students in charge of their thinking. This section gives you the tools to redesign assignments so that students analyze, verify, and revise instead of copy and paste.

Part III zooms into subjects. Each chapter looks at how AI shows up differently in social studies, English, STEM, the arts, and world languages. The goal isn't to standardize AI use. It's to protect the thinking that's unique to each discipline. You'll see examples of students critiquing AI-written lab reports, challenging AI's historical narratives, detecting math errors, and comparing AI translations to authentic language. The message is consistent: AI changes the starting point, but it doesn't replace the deep reasoning work each subject requires.

Part IV turns to implementation. These chapters help you build sustainable classroom routines and school-wide practices. You'll learn how to plan AI-integrated lessons by starting with skills, not tools. You'll see how to set classroom norms that encourage transparency instead of suspicion. There's guidance on assessment in the AI age, including process portfolios, oral defenses, and reflection routines that make student thinking visible even when AI is part of the workflow. And finally, there's a chapter focused on teacher confidence and anxiety. It shows simple, realistic ways to build staff capacity without overwhelm.

Part V widens the view. This section tackles equity, privacy, responsible use, and policy. It raises questions every district will face: Who benefits if AI becomes a learning tool? Who gets left behind? How do we protect student data? What policies empower teachers instead of restricting them? And how do we prepare students for a future where AI is everywhere but judgment, empathy, and discernment still matter most?

Across the entire book, the key takeaway is steady: **AI doesn't diminish the role of teachers. It clarifies it.** When information is abundant, teachers become designers of thinking, coaches of judgment, and protectors of the human skills students need most.

As you work through this study guide, you won't be asked to adopt new technology for technology's sake. You'll be invited to rethink how learning begins, how thinking becomes visible, and how AI can amplify what great teaching already does.

PART I: THE FOUNDATION

OVERVIEW

Welcome to Part I of *Shift the Entry Point*. This section builds the foundation for everything else in the book. Before we redesign assignments, shift assessment, or rethink classroom norms, we need a clear understanding of what's already happening, what hasn't changed, what teachers really need to know, and how the role of the teacher is evolving in the age of AI.

Part I has four chapters. Each answers a different "first-order" question about teaching in this moment.

Chapter 1 looks at what is unfolding in classrooms right now. Not theory. Not predictions. Actual behavior from real students. You'll see how elementary, middle, and high school learners are already using AI to generate ideas, fix writing, interpret science data, and get unstuck. These examples show the biggest shift: students no longer start from scratch. They start from something. And that changes where the teacher's work begins. Instead of focusing on transmission, we shift toward transformation. Instead of asking, "What did you write?" we begin asking, "What did you decide?"

Chapter 2 reminds us what endures. Even though technology has changed the starting point, the core of learning stays the same. Curiosity, reasoning, communication, collaboration, and metacognition remain the center of teaching. You'll explore why these timeless skills continue to matter, how they work across grade levels, and how AI actually makes them more important. When a tool can generate text instantly, the real work becomes questioning, verifying, refining, and deciding. That's the human layer AI can't replace.

Chapter 3 focuses on teacher literacy. Not technical fluency, just the right amount of understanding. Enough to use AI wisely, to teach through it rather than around it, and to avoid feeling intimidated by jargon or complexity. This chapter explains how generative AI works at a level that matters for educators: what it does well, where it fails, and where judgment and discernment still belong entirely to the teacher. You'll see why knowing "how to think with AI" is far more important than knowing every feature or platform.

Chapter 4 explores the evolving identity of the teacher. AI disrupts the old assumption that teaching is built on delivering information. But it strengthens the part of teaching that matters most: the design of thinking, the orchestration of learning, and the human connection that students rely on. This chapter introduces the idea that teachers shift between roles: question designer, critical thinking coach, context provider, and learning partner. It also addresses the emotional side of this transition. Teachers don't lose value when AI becomes common. They gain clarity about their irreplaceable work.

Together, these four chapters set the stage for the rest of the book. Part I helps us see the landscape clearly, through real examples and grounded skill frameworks. It strips away the noise and reveals the core question of the AI era: what do students still need from us, and how do we design learning that protects the human work?

As you move into the Part I discussions, pay attention to two things. First, where you already see this shift happening in your own classroom or school. And second, where your fears or frustrations soften into possibility once the work becomes clear and purposeful.

PART I: THE FOUNDATION

REFLECTION & DISCUSSION GUIDE

The Classroom Is Already Different (Chapter 1)

1. Where have you already noticed AI showing up in student work, even if it hasn't been openly discussed?
2. What surprised you most about how students are using AI right now?
3. Which of your current assignments feel most misaligned with how students actually work today?

What Stays the Same (Chapter 2)

1. Which timeless learning skill do you believe matters more now than it did before AI?
2. Where do you already see students practicing critical thinking, judgment, or metacognition in your classroom?
3. Which enduring skill do you want to protect more intentionally moving forward?

What Teachers Need to Know (Chapter 3)

1. What is one thing about how AI works that felt clarifying rather than overwhelming?
2. Where do you feel confident using AI as a thinking support, and where do you still feel uncertain?
3. How might understanding AI's limitations change the way you talk about it with students or colleagues?

Redefining the Teacher's Role (Chapter 4)

1. When information is instantly available, what does it mean to be an expert teacher?
2. Which role described in this chapter felt most aligned with your current practice? Question designer, thinking coach, context provider, or learning partner?
3. Where do you see your human judgment making the biggest difference for students?

Emotional & Identity Reflection (Cross-Chapter)

1. What emotion surfaced most strongly for you in Part I: curiosity, relief, anxiety, resistance, or excitement?
2. Where might guilt or fear be shaping your reaction to AI more than instructional clarity?
3. What would it look like to give yourself permission to learn this gradually?

Looking Ahead (Bridge to Part II)

1. After Part I, what feels clearer about the work ahead?
2. What question about your own teaching are you now more ready to explore?
3. Which assumption about teaching in the AI era are you beginning to let go of?

PART II: SHIFTING THE ENTRY POINT

OVERVIEW

Part II includes four chapters, each tackling a different aspect of this redesign. This is where the book moves from understanding the shift to designing for it.

If Part I helped us see what's changed and what still matters, Part II asks the practical question educators are wrestling with every day:

What do we do differently when students no longer start with a blank page?

This section focuses on how learning begins and how teachers can redesign instruction so thinking stays human, visible, and intentional.

Chapter 5 revisits how we've always taught research. Not to romanticize the past, but to uncover what those traditional steps were really teaching. Topic selection, source gathering, note-taking, thesis writing, and citation were never about formatting or compliance. They were about managing curiosity, evaluating credibility, organizing ideas, risking a claim, and practicing intellectual honesty. This chapter reframes the traditional research process as a set of cognitive skills, not a checklist, and shows why those skills still matter deeply in the age of AI.

Chapter 6 introduces the core idea of this section: the entry point has shifted. When students can generate a draft instantly, learning no longer begins with creation. It begins with evaluation. This chapter explores what happens cognitively when students start with an AI-generated draft instead of a blank page and how teachers can design for that shift. Through classroom examples, you'll see how the struggle of learning hasn't disappeared. It has moved. The work now lives in verification, critique, revision, and reclaiming voice.

Chapter 7 presents the *AI-in-the-Loop Framework*, a practical structure that emerged from real classroom experimentation. Rather than asking whether AI is allowed or banned, this framework helps teachers decide when AI belongs in the learning process. Create. Collaborate. Critique. Refine. The key insight is intentionality. AI should live in one phase of learning, not all of them. This chapter gives you a repeatable way to preserve student agency while still using AI productively.

Chapter 8 expands the lens to writing across the curriculum. Writing is how thinking becomes visible in every subject, not just English. This chapter shows how the entry point shift looks different in science, math, social studies, world languages, and the arts. You'll see how teachers are using AI as a foil, a mirror, or a draft partner to strengthen disciplinary thinking rather than dilute it. The message is consistent across subjects: AI can generate language, but it cannot generate judgment, reasoning, or meaning.

Taken together, Part II reframes one of the most uncomfortable realizations educators face right now. The blank page is no longer sacred. But the thinking that used to happen there still is.

As you engage with Part II, keep one question in mind:

If students are going to start with AI anyway, where do I want the real thinking to happen?

That question becomes the foundation for every instructional decision that follows. It prepares you to move from reacting to AI toward intentionally designing learning experiences that still demand effort, judgment, and ownership.

PART II: SHIFTING THE ENTRY POINT

REFLECTION & DISCUSSION GUIDE

Rethinking Research & Traditional Tasks (Chapter 5)

1. Which parts of the traditional research process were you really trying to teach, even if students experienced them as compliance?
2. Which step of your current research or writing process feels least defensible in the age of AI?
3. What cognitive skill from traditional research do you most want to preserve moving forward?

The Entry Point Shift (Chapter 6)

1. Where do students now begin the work in your class: creation, evaluation, or revision?
2. How has the “productive struggle” of learning shifted for your students? Earlier, later, or not at all?
3. Where do you want students to experience friction, and where might AI appropriately reduce it?

AI-in-the-Loop Design (Chapter 7)

1. In a typical assignment, where does AI already enter the process, intentionally or unintentionally?
2. Which phase of the AI-in-the-Loop Framework feels most natural for your subject area? Create, Collaborate, Critique, or Refine?
3. Where might limiting AI to one phase actually increase student ownership and thinking?

Writing Across the Curriculum (Chapter 8)

1. Where does writing function as thinking in your discipline, not just communication?
2. Which aspect of disciplinary writing feels most vulnerable to AI fluency?
3. How could AI be used as a contrast tool to strengthen reasoning, voice, or judgment in your subject?

Redesigning Assignments (Cross-Chapter)

1. Which assignment you currently teach would benefit most from an entry point redesign?
2. What would it look like for students to evaluate before they generate?
3. How could you make student decision-making more visible in that task?

Assessment & Ownership (Bridge Toward Part IV)

1. When students use AI, what evidence would convince you that real learning still occurred?
2. How might reflection, annotation, or explanation become part of your assessment practice?
3. What would you need to change to feel confident grading thinking rather than polish?

PART III: SUBJECT BY SUBJECT TEACHING

OVERVIEW

Welcome to Part III of *Shift the Entry Point*. This section answers one of the most practical questions educators ask once the shift becomes clear:

What does this actually look like in my classroom?

Each chapter in Part III focuses on a different discipline, but the through line is consistent. AI can generate fluent products in every subject. What it cannot generate is judgment, perspective, verification, or meaning. That work still belongs to students and teachers.

Chapter 9 focuses on social studies and history. In these classrooms, AI becomes both a risk and an opportunity. It produces polished historical narratives that often flatten complexity, repeat dominant perspectives, and omit marginalized voices. This chapter shows how teachers are using AI to surface bias, teach source verification, and strengthen historical thinking. Students learn not to accept narratives at face value, but to interrogate who is represented, who is missing, and how evidence earns trust.

Chapter 10 turns to language arts and asks a deceptively simple question: what makes writing human? When AI can imitate structure, tone, and style, teachers must help students hear the difference between fluency and authenticity. This chapter shows how AI can be used as a foil, a contrast tool that helps students sharpen voice, rhetorical awareness, and emotional honesty. Writing becomes less about producing correct text and more about reclaiming authorship.

Chapter 11 explores STEM classrooms, where AI can now solve problems, analyze data, and generate code instantly. The instructional shift here moves from solving to reasoning. Students learn to verify results, detect errors, explain logic, and debug flawed solutions. Teachers redesign tasks so that understanding, not answers, becomes the evidence of learning. AI accelerates computation, but it does not replace scientific judgment or mathematical reasoning.

Chapter 12 moves into the arts and humanities. In these spaces, AI highlights the difference between creation and intention. Students analyze AI-generated art, music, and text to identify what feels hollow or repetitive. They then revise, reinterpret, and respond with human expression. This chapter positions creativity as decision-making, not production, and shows how AI can clarify what meaning, emotion, and perspective truly require.

Chapter 13 focuses on world languages and global studies. While AI translation tools are now highly accurate, this chapter reminds us that communication is more than correctness. Teachers use AI to support vocabulary and comprehension, but emphasize culture, nuance, and empathy. Students learn that translation can be technically correct and still miss meaning. Language learning remains about connection, not conversion.

Taken together, Part III reinforces a critical insight. AI does not erase the differences between subjects. It amplifies them. Each discipline now has to name the thinking it values most and design learning experiences that preserve that thinking in an AI-rich environment.

As you move through Part III, consider this guiding question:

In my subject, what kind of thinking must remain unmistakably human, no matter how powerful the tools become?

This section offers examples, not prescriptions. You are not meant to copy these classrooms. You are meant to recognize your own.

PART III: SUBJECT BY SUBJECT TEACHING

REFLECTION & DISCUSSION GUIDE

Big Picture Framing (Across All Subjects)

1. What stood out to you about how differently AI shows up across disciplines?
2. Where did you feel affirmed in your current practice?
3. Where did you feel challenged to rethink how learning happens in your subject?

Social Studies & History

1. When AI generates historical narratives, what kinds of voices or perspectives are most likely missing?
2. How could AI become a tool for teaching bias, rather than a source of information to trust?
3. What would it look like for students to interrogate a narrative instead of summarizing it?

Language Arts

1. How do you help students recognize the difference between fluent writing and authentic voice?
2. Where does AI risk flattening student voice in your classroom?
3. How could AI be used as a contrast tool to help students strengthen tone, style, or purpose?

STEM Classrooms

1. Where in your subject does AI make answers easy but understanding invisible?
2. How could error detection, explanation, or verification become central to your assessments?
3. What thinking skill in STEM feels most important to protect moving forward?

Arts & Humanities

1. When AI generates art, music, or text, what feels technically correct but emotionally empty?
2. How do you define creativity in a way that goes beyond production?
3. Where can AI help students see what meaning actually requires?

World Languages & Global Studies

1. When translation is “good enough,” what deeper learning risks being lost?
2. How can AI support language learning without replacing cultural understanding?
3. What does authentic communication look like beyond grammatical accuracy?

Cross-Disciplinary Reflection

1. What kind of thinking does your subject protect that AI cannot replicate?
2. Where might AI actually make that thinking more visible if used intentionally?
3. How does your subject define “understanding” in ways that go beyond correct answers?

PART IV: IMPLEMENTATION & ASSESSMENT

OVERVIEW

Welcome to Part IV of *Shift the Entry Point*. This section moves the work from possibility to practice. If Parts I through III helped you understand the shift, redesign learning, and see subject-specific examples, Part IV asks the most grounded question of all:

How do we make this work in real classrooms, with real constraints, and real people?

Part IV focuses on implementation. Not tools. Not trends. Systems, routines, culture, assessment, and teacher confidence. This is where good ideas either take root or quietly fade.

Chapter 14 begins with lesson design. Specifically, planning backward from skills rather than starting with tools. Instead of asking, “How can I use AI here?” teachers learn to ask, “What thinking am I trying to build?” This chapter shows how backward design becomes even more important in the AI era. When goals are clear and cognitive bottlenecks are identified, AI can reduce friction without removing learning. You’ll see how intentional design prevents both overuse and avoidance.

Chapter 15 shifts the focus to classroom culture and norms. AI introduces gray areas that rules alone cannot solve. This chapter shows why trust matters more than surveillance and why transparency matters more than detection. Teachers and students co-create norms around AI use, reflection becomes routine, and ethical decision-making becomes visible. Instead of asking, “Did you cheat?” the culture shifts toward asking, “What choices did you make and why?”

Chapter 16 tackles assessment, one of the most uncomfortable areas of this transition. When AI can produce polished work, traditional products no longer reliably show learning. This chapter reframes assessment around process, reasoning, and growth. You’ll explore portfolios, reflection logs, oral defenses, and hybrid in-class and take-home models that make student thinking visible again. The emphasis moves from catching misuse to designing evidence that reveals understanding.

Chapter 17 centers on teachers themselves. This chapter acknowledges the emotional reality of change. Guilt, anxiety, hesitation, and fatigue are not signs of resistance; they are signs of care. You’ll see how effective professional learning unfolds gradually through exploration, shared practice, and permission to experiment. Teacher-led communities, low-stakes trials, and time-saving uses of AI help confidence grow without pressure. The message is clear: curiosity, not compliance, drives sustainable change.

Taken together, Part IV reinforces a critical truth. AI integration is not a technical challenge. It is a cultural one. It depends on clarity of purpose, shared norms, thoughtful assessment, and support for the humans doing the work.

As you move through Part IV, consider this guiding question:

What systems do I need to build so that good instructional decisions around AI become normal rather than exceptional?

This section is about durability. It’s about creating conditions where teachers feel safe to try, students feel trusted to be honest, and learning remains focused on judgment, reasoning, and growth.

PART IV: IMPLEMENTATION & ASSESSMENT

REFLECTION & DISCUSSION GUIDE

Classroom Norms & Culture

1. How is AI currently framed in your classroom or building: rule, risk, or responsibility?
2. What would change if students were expected to explain their AI decisions rather than hide them?
3. Where could transparency replace enforcement in your current practice?

Rethinking Assessment

1. Which assessments you currently use rely most heavily on polished final products?
2. What evidence would convince you that a student truly understood the work, even if AI was involved?
3. How could reflection, explanation, or revision become part of how you assess learning?

In-Class vs. Take-Home Work

1. Where does authentic thinking need to happen in class, rather than at home?
2. How might a hybrid model improve both fairness and depth of learning?
3. What assumptions about “independent work” may need revisiting?

Supporting Teachers Through Change

1. What emotions surface most often when AI is discussed among staff?
2. Where might guilt or fear be slowing meaningful experimentation?
3. What kinds of support would help teachers feel permission to explore rather than pressure to perform?

Application & Systems Design Prompt

- **Lesson Design:** What planning habit could you adjust to keep skills at the center?
- **Culture:** What one norm could you co-create with students or staff around AI use?
- **Assessment:** What small assessment change could reveal more thinking next month?
- **Professional Learning:** What structure could support ongoing teacher curiosity?

Identity & Confidence Reflection

1. How has Part IV shifted how you think about your role in leading AI integration?
2. Where do you feel more confident setting boundaries around AI use?
3. What feels more manageable now than it did before?

Bridge to Part V (The Bigger Picture)

1. What questions about equity, ethics, or policy are beginning to surface for you?
2. Where do you see system-level decisions shaping classroom-level outcomes?
3. What responsibility do schools have beyond individual classrooms in the AI era?

PART V: THE BIGGER PICTURE

OVERVIEW

Welcome to Part V of Shift the Entry Point. This final section zooms out. If earlier parts focused on classrooms, instruction, and implementation, Part V asks the larger questions schools can't avoid:

Who benefits from AI? Who gets left behind? How do we lead responsibly? And what kind of future are we preparing students for?

This section is not about fear or prediction. It's about stewardship.

Chapter 18 begins with equity. AI carries enormous promise, but access is uneven. Differences in devices, connectivity, language, and guidance shape who benefits and who does not. This chapter challenges a narrow definition of access and reframes equity as meaningful opportunity. Not every student needs the same tool. Every student needs the same chance to think, question, and learn with support. You'll see examples of schools addressing inequity through shared access, teacher-led use, and intentional literacy rather than bans or assumptions.

Chapter 19 focuses on privacy, ethics, and responsible use. As AI enters classrooms, student data, authorship, and integrity matter more than ever. This chapter emphasizes modeling ethical behavior rather than outsourcing ethics to policies or detection tools. Teachers and leaders create trust by being transparent about how AI is used, by teaching students to credit collaboration with tools, and by centering responsibility instead of punishment. Ethics becomes a daily practice, not a compliance document.

Chapter 20 turns to policy and leadership. Schools need guardrails, but policies that focus only on restriction quickly fall apart. This chapter offers guidance for leaders designing AI policies that protect privacy, promote equity, and still allow instructional innovation. The emphasis is on clarity, flexibility, and alignment between classroom practice and district expectations. Strong policy doesn't freeze practice. It creates space for good judgment.

Chapter 21 looks ahead. Not to speculate wildly, but to ground the future of schooling in what has always mattered. As AI grows more capable, the most valuable human skills become clearer: judgment, adaptability, empathy, and wisdom. This chapter reframes the future of education as deeply human work. Teachers are not being replaced. Their role is being sharpened. Schools become places where students learn not just how to use powerful tools, but how to live responsibly alongside them.

Taken together, Part V reinforces a central idea of the book. Innovation without values is not progress. The goal is not to adopt AI quickly. The goal is to adopt it wisely.

As you move through this final section, consider this guiding question:
What responsibilities do schools have when intelligence becomes abundant but wisdom does not?

Part V invites you to think beyond individual lessons or classrooms. It asks you to see yourself as a steward of learning, culture, and community in a rapidly changing world.

This is not the end of the conversation. It's the point where your work continues, with clearer purpose, stronger language, and deeper confidence.

PART V: THE BIGGER PICTURE

REFLECTION & DISCUSSION GUIDE

Equity & Access

1. In your context, who currently benefits most from AI access and guidance?
2. Where do you see gaps in access, confidence, or permission to explore AI?
3. How might schools redefine equity as opportunity to think, not just access to tools?

Meaningful Access vs. Equal Tools

1. What is the difference between giving students the same tools and giving them the same learning opportunity?
2. Where could teacher-guided AI use level the playing field more effectively than bans or optional use?
3. How might AI literacy itself become a new form of equity?

Privacy, Ethics, and Responsible Use

1. What ethical responsibilities do educators have when using AI with students?
2. How is AI authorship currently discussed, if at all, in your classroom or school?
3. What would it look like to teach ethical AI use as a daily habit rather than a policy requirement?

Trust, Transparency, and Authorship

1. How does transparency around AI use build trust with students rather than undermine it?
2. Where might fear of misuse be preventing honest learning conversations?
3. How could reflection replace detection as a primary accountability strategy?

Policy & Leadership Decisions

1. What messages do your current policies send about AI: caution, fear, permission, or purpose?
2. Where do classroom realities and district expectations feel misaligned?
3. What guardrails are necessary, and where might flexibility be more effective than restriction?

Leadership Identity in the AI Era

1. How has this book shifted how you see your role as a leader or influencer in education?
2. Where is judgment more important than technical expertise?
3. What decisions will require courage, not just information, moving forward?

The Future of Teaching & Learning

1. Which human skills feel most urgent to protect as AI becomes more capable?
2. How might AI clarify, rather than blur, the purpose of schooling?
3. What do you want students to leave school knowing how to be, not just what to do?

ABOUT THE AUTHOR

Dr. Samuel Mormando is the Director of Technology and Innovation for the Garnet Valley School District in Glen Mills, Pennsylvania, and the founder of Edvative Learning, an award-winning educational nonprofit organization.

A recognized leader in artificial intelligence in education, Dr. Mormando serves on the K-12 AI Advisory Boards for OpenAI and Harrisburg University. He is also an active member of the Pennsylvania Department of Education's Bureau of School Leadership and Teacher Quality. Through this work, he contributes to the development of AI endorsement programs and guidance designed to prepare educators for the evolving demands of teaching and learning.

Dr. Mormando is an accomplished author whose first book, *Effectively Designed Instruction* (2023), was an Amazon #1 New Release. His most recent publications include *Navigating the AI Revolution in Our Schools* (2024), which provides practical guidance for ethical AI integration, personalized learning, and administrative efficiency, and *Shift the Entry Point* (2025), which challenges educators and school leaders to redesign instruction for the age of AI while preserving the human core of the profession.

With a strong commitment to instructional coaching and a focus on practical implementation, Dr. Mormando works with schools and districts nationwide to improve teaching, learning, and leadership through purposeful and responsible use of technology.

