

Pro Prompt Builder Worksheet

Directions: Complete each prompt template and then write your response in the space provided. You may use the "Prompt Builder" tool on the next page to help you create your prompts.

1. Read/Think/Ponder (Read something, think about it, ponder it)

Read/Think/Ponder	Response
Read	
Think	
Ponder	
Read	
Think	
Ponder	

2. Read/Think/Ponder (Read something, think about it, ponder it)

Read/Think/Ponder	Response
Read	
Think	
Ponder	
Read	
Think	
Ponder	

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Pro Prompt Builder Worksheet

Directions: Read each "prompt" carefully and then create your own prompt. Write your prompt in complete sentences and include all relevant information to complete the prompt. Remember, the prompt includes questions to "what?" and "when?" the event.

1. Read Prompt: "Describe your favorite vacation."

Information	Prompt
What	
When	
Where	
Who	
How	

2. Read Prompt: "Describe your favorite vacation."

Information	Prompt
What	
When	
Where	
Who	
How	

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20 Prompt Starters For Teachers

Lesson Planning

- 1. How can I make this lesson more engaging for my students?
- 2. What are some real-world applications of this concept?
- 3. How can I differentiate this lesson for my students?
- 4. What are some common misconceptions about this topic?
- 5. How can I assess my students' understanding of this concept?
- 6. What are some effective strategies for teaching this concept?
- 7. How can I make this lesson more relevant to my students' lives?
- 8. What are some effective ways to introduce this concept?
- 9. How can I make this lesson more interactive?
- 10. What are some effective ways to reinforce this concept?

Communication

- 1. How can I improve my communication skills as a teacher?
- 2. What are some effective ways to communicate with my students?
- 3. How can I make my communication more clear and concise?
- 4. What are some effective ways to communicate with my colleagues?
- 5. How can I make my communication more engaging and interesting?
- 6. What are some effective ways to communicate with my parents?
- 7. How can I make my communication more professional?
- 8. What are some effective ways to communicate with my community?
- 9. How can I make my communication more persuasive?
- 10. What are some effective ways to communicate with my students' families?

Classroom Management

- 1. How can I improve my classroom management skills?
- 2. What are some effective ways to manage my classroom?
- 3. How can I make my classroom more organized and efficient?
- 4. What are some effective ways to manage my students' behavior?
- 5. How can I make my classroom more safe and secure?
- 6. What are some effective ways to manage my students' emotions?
- 7. How can I make my classroom more inclusive and welcoming?
- 8. What are some effective ways to manage my students' learning styles?
- 9. How can I make my classroom more collaborative and cooperative?
- 10. What are some effective ways to manage my students' social skills?

Support & Differentiation

- 1. How can I provide support for my students who are struggling?
- 2. What are some effective ways to differentiate my instruction?
- 3. How can I make my instruction more accessible to all students?
- 4. What are some effective ways to provide support for my students with special needs?
- 5. How can I make my instruction more challenging for my students who are advanced?
- 6. What are some effective ways to provide support for my students who are gifted?
- 7. How can I make my instruction more relevant to my students' interests?
- 8. What are some effective ways to provide support for my students who are at risk?
- 9. How can I make my instruction more engaging for my students who are disengaged?
- 10. What are some effective ways to provide support for my students who are at risk of dropping out?

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Real School Tasks with ChatGPT + Copilot

Part 2: Draft a Policy

Task: Write a school policy on student use of generative AI. The policy should address the following points:

- **Acceptable Use:** Define the appropriate use of generative AI for educational purposes.
- **Academic Integrity:** Establish guidelines to ensure that AI-generated content is properly cited and does not constitute plagiarism.
- **Privacy and Security:** Address the collection, storage, and sharing of student data generated by AI tools.
- **Teacher Training:** Outline the professional development opportunities for teachers to effectively integrate AI into their classrooms.
- **Student Support:** Describe the resources and support available to students who may struggle with using AI tools.

AI Assistant Prompt:

Write a school policy on student use of generative AI. The policy should address the following points:

- **Acceptable Use:** Define the appropriate use of generative AI for educational purposes.
- **Academic Integrity:** Establish guidelines to ensure that AI-generated content is properly cited and does not constitute plagiarism.
- **Privacy and Security:** Address the collection, storage, and sharing of student data generated by AI tools.
- **Teacher Training:** Outline the professional development opportunities for teachers to effectively integrate AI into their classrooms.
- **Student Support:** Describe the resources and support available to students who may struggle with using AI tools.

AI Assistant Response:

The following is a draft of a school policy on student use of generative AI, addressing the points outlined in the prompt:

School Policy on Student Use of Generative AI

1. Acceptable Use: Generative AI tools may be used for educational purposes, such as generating practice problems, brainstorming ideas, and researching topics. However, AI-generated content must be properly cited, and students are prohibited from using AI to complete assignments or cheat on tests.

2. Academic Integrity: Students must adhere to the school's academic integrity policy. AI-generated content must be properly cited, and students are prohibited from using AI to complete assignments or cheat on tests.

3. Privacy and Security: Student data generated by AI tools, including names, email addresses, and work history, must be stored securely and not shared with third parties. The school will implement measures to protect student data and ensure compliance with applicable privacy laws.

4. Teacher Training: The school will provide professional development opportunities for teachers to learn how to effectively integrate AI into their classrooms. This may include workshops, seminars, and online courses.

5. Student Support: The school will provide resources and support to students who may struggle with using AI tools. This may include one-on-one tutoring, group workshops, and online tutorials.

6. Monitoring and Enforcement: The school will monitor student use of AI tools and enforce the policy. Students who violate the policy may face disciplinary action, including suspension or expulsion.

7. Review and Update: The school will review this policy annually and update it as needed to reflect changes in technology and best practices.

8. Communication: The school will communicate this policy to students, parents, and staff. The policy will be posted on the school website and distributed to all students and staff.

9. Implementation: The school will implement this policy starting on [date]. All students and staff are expected to adhere to the policy.

10. Contact: For more information or to report a violation, please contact the school administrator at [phone number] or [email address].

11. Acknowledgment: By using the school's AI tools, students and staff acknowledge that they have read and understand this policy.

12. Signature: This policy is signed by the school administrator on [date].

13. Date: This policy was last updated on [date].

14. Version: This is the [version number] of this policy.

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AI Choice Boards: Independent Practice

Step 1: Choose Board Type (Pick 1)

1. All choice board All choice board (all activities)	2. Multiple choice board Multiple choice board (multiple activities)	3. All choice board with some activities All choice board with some activities
4. All choice board with some activities All choice board with some activities	5. Multiple choice board with some activities Multiple choice board with some activities	6. All choice board with some activities All choice board with some activities

Step 2: Write your activities

1st	2nd	3rd

Step 3: Choose your board

1. Choose your board type (All choice board, Multiple choice board, All choice board with some activities)
2. Choose your activities (from the list)
3. Write the activities in the board
4. Print the board (you can print it on a separate sheet)
5. Use the board in your classroom
6. Use the board in your classroom
7. Use the board in your classroom

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[illegible]

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Pearson Recording Sheet 19 Pd Toolkit

**John Webb, Susan White, Garry K.
Smith**



Pearson Recording Sheet 19 Pd Toolkit:

Critical Literacy/critical Teaching Cheryl Dozier, Peter H. Johnston, Rebecca Rogers, 2006 This book describes and documents an exciting new approach to educating literacy teachers. The authors show how to help teachers develop their own critical literacy while also preparing them to accelerate the literacy learning of struggling readers. The text takes readers inside a literacy lab in a high poverty urban elementary school, reveals the instructional approach in action, and provides many excellent examples of critically responsive teaching. Featuring a synthesis of several fields of theory and research, this book illustrates teacher preparation and development as personal and social transformation, demonstrating that this process requires changing the ways teachers think about students, language, culture, literacy learning, and themselves as educators. It provides pedagogical tools including the history of the innovative literacy lab, the context of the instructional interactions, and the transition from a university-based to a school-based project, and combines critical and accelerative literacy instruction, showing how teachers can accelerate the slowest developing readers in their classrooms and also build a sense of engagement for students with the social world. *Electrical Installation Record*, 1929 **The Freemason and Masonic**

Illustrated. A Weekly Record of Progress in Freemasonry, 1891 Mindsets and Moves Gravity Goldberg, 2015-08-24 Step back so readers can step forward. When it comes to teaching reading, Gravity Goldberg declares there is a structure, one that works with your current curriculum to help readers take charge. The way forward, Gravity says, lies in admiring, studying, and really getting to know your students. Easily replicable in any setting, any time, her 4 Ms framework ultimately lightens your load because it allows students to monitor and direct their reading lives. Miner, Uncovering Students' Reading Processes: Focus, Assessment, Mirror, Giving Feedback That Reinforces a Growth Mindset, Focus, Feedback Model Showing Readers What We Do, Focus Demonstration, Mentor Guiding Students to Try New Ways of Reading, Focus Guided Practice and Coaching.

Using Geochemical Data Hugh Richard Rollinson, Hugh Rollinson, Victoria Pease, 2021-05-06 How best to interpret and apply geochemical data to understand geological processes for graduate students, researchers, and professionals. **Using Geochemical Data** Hugh Rollinson, Victoria Pease, 2021-05-06 This textbook is a complete rewrite and expansion of Hugh Rollinson's highly successful 1993 book *Using Geochemical Data*. Evaluation, Presentation, Interpretation. Rollinson and Pease's new book covers the explosion in geochemical thinking over the past three decades as new instruments and techniques have come online. It provides a comprehensive overview of how modern geochemical data are used in the understanding of geological and petrological processes. It covers major element, trace element, and radiogenic and stable isotope geochemistry. It explains the potential of many geochemical techniques, provides examples of their application, and emphasizes how to interpret the resulting data. Additional topics covered include the critical statistical analysis of geochemical data, current geochemical techniques, effective display of geochemical data, and the application of data in problem solving and identifying petrogenetic processes within a geological context. It will be invaluable for all graduate students, researchers, and

professionals using geochemical techniques *Industrial Development and Manufacturers' Record*, 1912 Engineering and Contracting, 1908 **Strategies That Work** Stephanie Harvey, Anne Goudvis, 2017 In this new edition of their groundbreaking book *Strategies That Work* Stephanie Harvey and Anne Goudvis share the work and thinking they've done since the second edition came out a decade ago and offer new perspectives on how to explicitly teach thinking strategies so that students become engaged thoughtful independent readers Thirty new lessons and new and revised chapters shine a light on children's thinking curiosity and questions Steph and Anne tackle close reading close listening text complexity and critical thinking in a new chapter on building knowledge through thinking intensive reading and learning Other fully revised chapters focus on digital reading strategies for integrating comprehension and technology and comprehension across the curriculum The new edition is organized around three sections Part I provides readers with a solid introduction to reading comprehension instruction including the principles that guide practice suggestions for text selection and a review of recent research that underlies comprehension instruction Part II contains lessons to put these principles into practice for all areas of reading comprehension Part III shows you how to integrate comprehension instruction across the curriculum and the school day particularly in science and social studies Updated bibliographies including the popular Great Books for Teaching Content are accessible online Since the first publication of *Strategies That Work* more than a million teachers have benefited from Steph and Anne's practical advice on creating classrooms that are incubators for deep thought This third edition is a must have resource for a generation of new teachers and a welcome refresher for those with dog eared copies of this timeless guide to teaching comprehension Manufacturers' Record, 1912 **Tabbner's Nursing Care** Jodie Hughson, 2016-09-01 The only text in the market written specifically for Diploma of Nursing students in Australia and New Zealand Written by Gabrielle Koutoukidis Kate Stainton and Jodie Hughson Tabbner's Nursing Care Theory and Practice 7th edition provides a solid foundation of theoretical knowledge and skills for nursing students embarking on an Enrolled Nurse career Reflecting the current issues and scope of practice for Enrolled Nurses in Australia this new edition focuses on the delivery of person centred care emphasises critical thinking throughout and demonstrates the application of the decision making framework across multiple scenarios Visit evolve.elsevier.com/AU/Koutoukidis_Tabbner eBook on VitalSource Teaching resources Image collection all figures and tables from the textbook Test banks Student resources Answer guides to o Case studieso Critical thinking exerciseso Decision making framework exerciseso Review questions Australian Clinical Skills videos demonstrating core skills to help you link the theory to practice Weblinks Two new chapters o Nursing informatics and technology in healthcare o Quality and safety in healthcare 83 Clinical Skills aligned with the new 2016 Nursing and Midwifery Board of Australia Enrolled Nurse EN Standards for Practice to help you understand the skill and translate it into effective clinical practice Exercises on the decision making framework for the EN Examples of progress notes and nursing care plan documentation Aligned with the HLT Health Training Package Supported by a NEW companion skills

workbook Essential Enrolled Nursing Skills for Person Centred Care Includes eBook on VitalSource Report of the Board of Trustees of the University of Illinois University of Illinois (Urbana-Champaign campus). Board of Trustees,1914

Mechanical World and Engineering Record ,1952 **Engineering-contracting** ,1908 Cognitive, Affective, Behavioral and Multidimensional Domain Research in STEM Education: Active Approaches and Methods towards Sustainable Development Goals (SDGs) Jin Su Jeong,David Gonzalez-Gomez,Jianpeng Guo,James Robbe Kraly,2022-04-25 **Report - University of Illinois Board of Trustees** University of Illinois (System). Board of Trustees,1914 **Abuse of Process**

,2023-06-21 The fourth edition of Abuse of Process is a practical guide for barristers and solicitors advising on and litigating abuse of process applications within criminal proceedings Written by practitioners for practitioners the judiciary and students this book provides the tools for understanding and developing abuse of process arguments It offers authoritative and comprehensive coverage of abuse of process arguments at all stages of criminal litigation from pre charge to appellant level both domestically and internationally including the pre charge investigation stage forums disclosure entrapment delay loss of evidence abuse of executive power adverse publicity the ability to participate extradition and regulatory proceedings The fourth edition covers all recent important caselaw decisions including updates on these specific topic areas Confiscation R Kambou v WGCC 2020 2 Cr App R 28 Disclosure E 2018 EWCA Crim 2426 Hewitt 2020 EWCA Crim 1247 Hamilton 2021 EWCA Crim 577 and Ambrose 2021 EWCA Crim 1443 Entrapment R v TL 2019 1 Cr App R 1 Human trafficking R v DS 2020 EWCA Crim 285 and R v A 2020 EWCA Crim 1408 Jurisdiction Mansfield v DPP 2021 EWHC 2938 Admin Legitimate expectation Wokingham BC v Scott 2019 EWCA Crim 205 and R v Walters 2020 EWCA Crim 894 Loss of evidence PK 2019 EWCA Crim 1225 PR v R 2019 EWCA Crim 1225 and R v Bater James 2020 EWCA Crim 790 Private prosecutions D Limited v A and others 2017 EWCA Crim 1172 Unfair conduct R v Soldier A and C 2020 NICC 6 **Australian Caves and Karst Systems**

John Webb,Susan White,Garry K. Smith,2023-08-31 This book part of the series Cave and Karst Systems of the World begins with a review of the interaction between people and caves in Australia including conservation followed by descriptions of the spectacular cave diving sites before comprehensively covering all the major carbonate and noncarbonate karst areas subdivided by rock type and region and including the origin of the caves This is followed by broad overviews of cave minerals and speleothems cave biology and cave fossils Each section was written by one or more specialists in the topic and is illustrated by clear diagrams and superb colour photos The book emphasises the unique aspects of the Australian karst including the variability in the age of the caves very old to very young and the impact of isolation on the stygofauna as well as the vertebrate fossils preserved in the caves Written in an easy to read style the book is a primary reference guide to Australian karst and represents a valuable asset for anyone interested in the topic not only cavers and academics Report of the Board of Trustees University of Illinois (Urbana-Champaign campus),1914 **Ear Diseases of the Dog and Cat**

Richard G. Harvey,2005-03-14 This book enables readers to reach a fast and accurate diagnosis of ear disease in the dog and

cat and then to manage the treatment Ear disease particularly otitis externa is a common condition presented in veterinary practice and is not always obvious to the pet owner Other vital conditions covered include otitis media vestibula syndrome or ac

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USER MANUAL - SRV02 Rotary Servo Base Unit

The Quanser SRV02 rotary servo plant, pictured in Figure 1.1, consists of a DC motor that is encased in a solid aluminum frame and equipped with a planetary ... SRV02 Position Control using QuaRC This laboratory guide contains pre-lab and in-lab exercises demonstrating how to design and implement a position controller on the Quanser SRV02 rotary ... Quanser SRV02 Workbook Jan 1, 2019 — Hakan Gurocak, Washington State University Vancouver, USA, for rewriting this manual to include embedded outcomes assessment. SRV02 Workbook - ... SRV02 User Manual SRV02 User Manual. 1. Presentation. 1.1. Description. The Quanser SRV02 rotary servo plant, pictured in Figure 1, consists of a DC motor that is encased in a. Quanser SRV02 Workbook Jan 1, 2019 — SRV02 Manual (Student).pdf. This laboratory guide contains pre-lab questions and lab experiments demonstrating how to model the Quanser. SRV02 ... SRV02 User Manual This module is designed to mount to a Quanser rotary servo plant (SRV02). The sensor shaft is aligned with the motor shaft. One end of a rigid link is mounted ... SRV02_Rotary Pendulum_User Manual.sxw The following table describes the typical setup using the complete Quanser solution. It is assumed that the ROTPEN is being used along with an SRV02, UPM and Q8 ... SRV02 Gyroscope User Manual The Quanser SRV02 and gyroscope system provides a great platform to study gyroscope properties along with control experiments that resemble real-life ... Rotary Servo Base Unit The Rotary Servo Base Unit is the fundamental element of the Quanser Rotary Control family. It is ideally suited to introduce basic control concepts and ... Control Systems Lab Solutions Quansers lab equipment for control systems are precise, robust, open architecture solutions for a wide range of teaching and research applications.