

30-DAY ACTION PLAN TEMPLATE

Confidently build your AI practice in the classroom

Use this template to set clear objectives, track what you try each week and reflect on the impact.

AI should enhance, not replace, your expertise. Keep your curriculum and students' needs at the center of every experiment.



Set Your Goals

Align with Instructional Objectives

1. List learning outcomes or curriculum objectives you want to support with AI. Clear objectives provide direction and make it easier to judge whether AI is helping.
2. Choose appropriate tools. AI tools vary widely in capabilities; select tools that align with your objectives and student needs.
3. Involve colleagues. Talk with fellow teachers or an instructional coach when selecting tools and designing activities; involving educators in the process improves buy-in and yields better ideas.

Define SMART Goals

Set goals that are **Specific, Measurable, Achievable, Relevant, and Time-bound**. Use the table below to record your short-term goals. Try to focus on one or two goals so they remain manageable.

Goal	Why It Matters	How you'll measure Progress	Timeframe	Notes

✓ **Tip:** Make sure the metrics you use are tied to student engagement, efficiency, or learning outcomes – for example, improved student discussion quality, faster lesson preparation or more personalized feedback.



30-Day Action Plan (Week by Week)

The next four weeks provide a graduated path from exploration to evaluation. Use the plan as a guide, but adjust it to suit your context. Throughout this process, remember to verify AI outputs for accuracy and bias, protect student privacy, and integrate tools into your workflow thoughtfully. Write your notes in the spaces provided.

Week



Explore and Experiment

In week one, you'll be exploring an AI tool, practicing and refining prompts, and assessing whether the AI tool fits with your needs and objectives.

Task	Description	Notes
Explore one AI tool (30 min/day)	Select an AI tool. Spend about 30 minutes each day exploring its functions. Note ease of use, potential classroom applications and any concerns about data privacy or age restrictions.	
Prompt engineering practice	Test different prompt styles to see how the tool responds. Use specific, detailed prompts to get better results. Record prompts that worked well and note where the AI struggled.	
Assess fit with objectives	Reflect on whether the tool aligns with the learning outcomes you identified. Does it support student engagement or save time?	

Week 1 Reflection

What did you discover about the tool's strengths and limitations? Which prompts produced the most useful responses? List any ethical or privacy questions that arose.



Week

2

Content Creation and Lesson Planning

In week two, you'll begin generating teaching materials, checking alignment with your standards and objectives, and using feedback to refine your outputs.

Task	Description	Notes
Generate teaching materials	Use your chosen AI tool to draft a lesson plan, create differentiated worksheets or develop discussion prompts. Always review and fact-check AI-generated content before using it.	
Align materials with curriculum	Check that the AI-created resources align with standards and objectives. Modify them to reflect your instructional approach and to ensure cultural and linguistic relevance.	
Iterate & refine	Use student or colleague feedback to improve the AI-generated materials. Document changes you made and reasons for them.	

Week 2 Reflection

How well did the AI-generated materials align with your curriculum? What adjustments were necessary? Did the tool make lesson preparation more efficient?





Assessment and Feedback

During week three, you'll create assessments, use AI to supplement grading and provide feedback to students, and measure the effectiveness of using AI as you assess student work.

Task	Description	Notes
Create quizzes or rubrics	Have the AI generate quiz questions, rubrics or feedback comments. Compare them to your own assessments for quality and fairness.	
Pilot AI-assisted grading or feedback	Use the tool to provide formative feedback on student work (e.g., drafts of essays). Check that comments are constructive, unbiased and aligned with your grading criteria.	
Measure impact	Note changes in preparation time or student response when using AI for assessment. Evaluate whether students perceive the feedback as useful.	

Week 3 Reflection

What aspects of assessment did AI help with most? Were there instances where AI feedback needed significant revision? How did students respond?



Week

4

Review, Evaluate, and Share

In week four, you'll review materials you've generated using AI for accuracy and bias, build new workflows to determine where AI can help the most, and integrate an AI tool into a student's assignment. You'll then share your findings with your learning community and colleagues.

Task	Description	Notes
Review outputs for accuracy & bias	Examine AI-generated materials and feedback for factual errors, stereotypes or bias. Adjust content to ensure fairness and inclusivity.	
Build workflows blending AI & expertise	Based on your experiences, sketch out a workflow showing where AI can save time and where your expertise is critical. The goal is to use AI as a co-pilot rather than an autopilot.	
Integrate into lesson plans & test	Choose a unit or lesson to fully integrate the AI tool. Pilot it with students and gather feedback. Record observations on engagement, comprehension and technical issues.	
Share insights with colleagues	Summarize your experiences and share them with your department or AI-focused PLC. Ask others to share their tips and challenges.	

Week 4 Reflection

What worked well when integrating AI into your classroom? What workflow improvements did you identify? How will you modify your AI practice moving forward?





Collaborate with Peers

An AI Professional Learning Community (PLC) can amplify your learning. In a PLC, include interested teachers, IT staff, and administrators. Use an asynchronous platform to share questions and successes. Discuss how AI augments rather than replaces teaching, and establish an evaluation protocol to vet new tools for privacy and alignment with your school's mission.

Use the space below to list the schedule of meetings, people to invite, and topics to discuss.

Meeting Date/Time	Invitees	Discussion Topics



Stay Current and Ethical

AI technology evolves rapidly; new tools and capabilities appear every day. Commit to ongoing professional learning and adopt best practices to keep students safe.

☒ **Seek credible sources**

Follow university guides and education-focused organizations (see Additional Resources below) to stay informed. These organizations provide up-to-date frameworks and news on AI in education

☒ **Protect Data Privacy**

AI systems process student data, so choose tools with robust privacy policies, and educate students and parents about how data is used.

☒ **Evaluate and Improve**

Monitor the impact of AI on teaching and learning and adjust your approach. Collect feedback, analyze performance data, and refine your practice.

☒ **Address Bias and Fairness**

Regularly audit AI outputs for bias and work with diverse datasets to promote fairness.

☒ **Document and Disclose AI Use**

If AI assists with grading or feedback, let students know how it is being used and how you verify outputs.



Reflection and Next Steps

Use the questions below to consolidate learning after 30 days.

Write your responses in the table below.

What benefits did AI bring to your teaching practice?	<i>Consider time saved, new learning opportunities or improved student engagement.</i>
What challenges or ethical concerns did you encounter?	<i>How did you address them, and what support do you need moving forward?</i>
How have your perceptions of AI changed?	<i>Do you feel more confident integrating AI tools? Why or why not?</i>
What are your next steps?	<i>Identify additional tools to explore, professional learning communities to join, or policies you want to develop.</i>



Additional Resources

AI technology evolves rapidly; new tools and capabilities appear every day. Commit to ongoing professional learning and adopt best practices to keep students safe.

- **AI PLC Guidelines (Edutopia):** Practical advice on forming a PLC, including using asynchronous spaces to share ideas and establishing technology evaluation protocols.
- **Generative AI Resources (Brown University):** A set of library guides on generative AI tools, citation practices, and academic policies for staying current.
- **ISTE, Digital Promise & Common Sense Frameworks:** These organizations publish guidelines on responsible AI use, student privacy, and digital citizenship. Refer to their frameworks when evaluating new tools.