




	Used AI as		
	Teaching Partner 	Grading Assistant 	Substitute Teacher 
Overall teacher approach	Useful but prone to bias; extra set of eyes for teacher	Timesaving and mostly reliable; extra set of hands for teacher	Timesaving and fully reliable; self-contained activity
What teacher shows AI can do	Redirect teacher's time to tailoring instruction informed by data, enhance learning	Reduce grading time by efficiently giving feedback to students on simple errors	Simulate an assessment, fill a class period, independently instruct students
What the teacher is doing	Conferencing with students, reviewing data, re-teaching concepts, translating feedback	Reviewing farther-along drafts, some conferencing, reviewing data, answering some questions	Monitoring task completion
What students are doing	Writing, revising, talking to teacher, talking to peers, fully engaged	Writing, revising, talking to teacher when farther along, majority engaged	Higher-skilled writers writing; lower-skilled writers perhaps stuck, unable to ask for help
How teachers and students are interacting	Frequently and with a focus on feedback, student work, and the re-teaching of concepts	Limited until students reach minimum level to submit work to teacher, then conference	Limited and with a focus on being on task rather than on writing or argumentation
Any teaching about AI itself	Teacher presents strengths and flaws of AI, emphasizes focus on AI as one tool to learn with	Teacher presents strengths and flaws of AI, emphasizes scoring and "beating" system	Teacher conveys belief that AI is entirely objective authority on writing