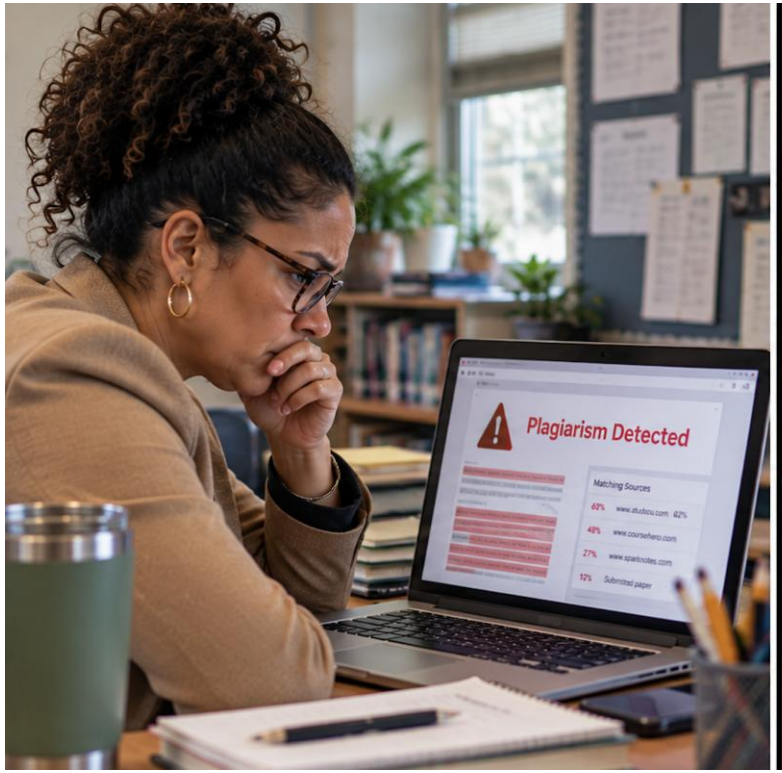
FROM CATCHING CHEATERS TO COACHING CREATORS

Collaborating with AI to cultivate creativity, curiosity, and critical thinking





Eileen Wedegartner
Learning Specialist
JFYNet*Works*

The Elephant in the Room

Catch

“Did AI write this?”



Shift the instructional question

Design

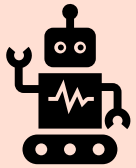
How do I make thinking process visible?



From Oracle to Thought Partner

AI As Oracle

- Gives the Answer
- Generates the Idea
- Writes the Sentence
- Fixes the Drafts
- Completes the Task



OR

AI as Socratic Coach



- Asks the questions
- Draws out ideas
- Keeps pushing back to text
- Supports students and encourages them by redirecting them to task
- Supports the writing process

What We Will Build Today



- A Socratic AI coach that draws out student thinking
- Guardrails that prevent the AI from becoming the writer
- A four-Gem workflow that mirrors the writing process
- Produces evidence teachers can use for targeted conferences

The Goal

The student drives text production, not the AI

AI supports the process.
The student remains the author.

Build the Boundaries for AI use with a Gem



Instructions
- Roles
- Boundaries
- Sequence



Knowledge Base
- MA Frameworks
- The English Teacher's Companion

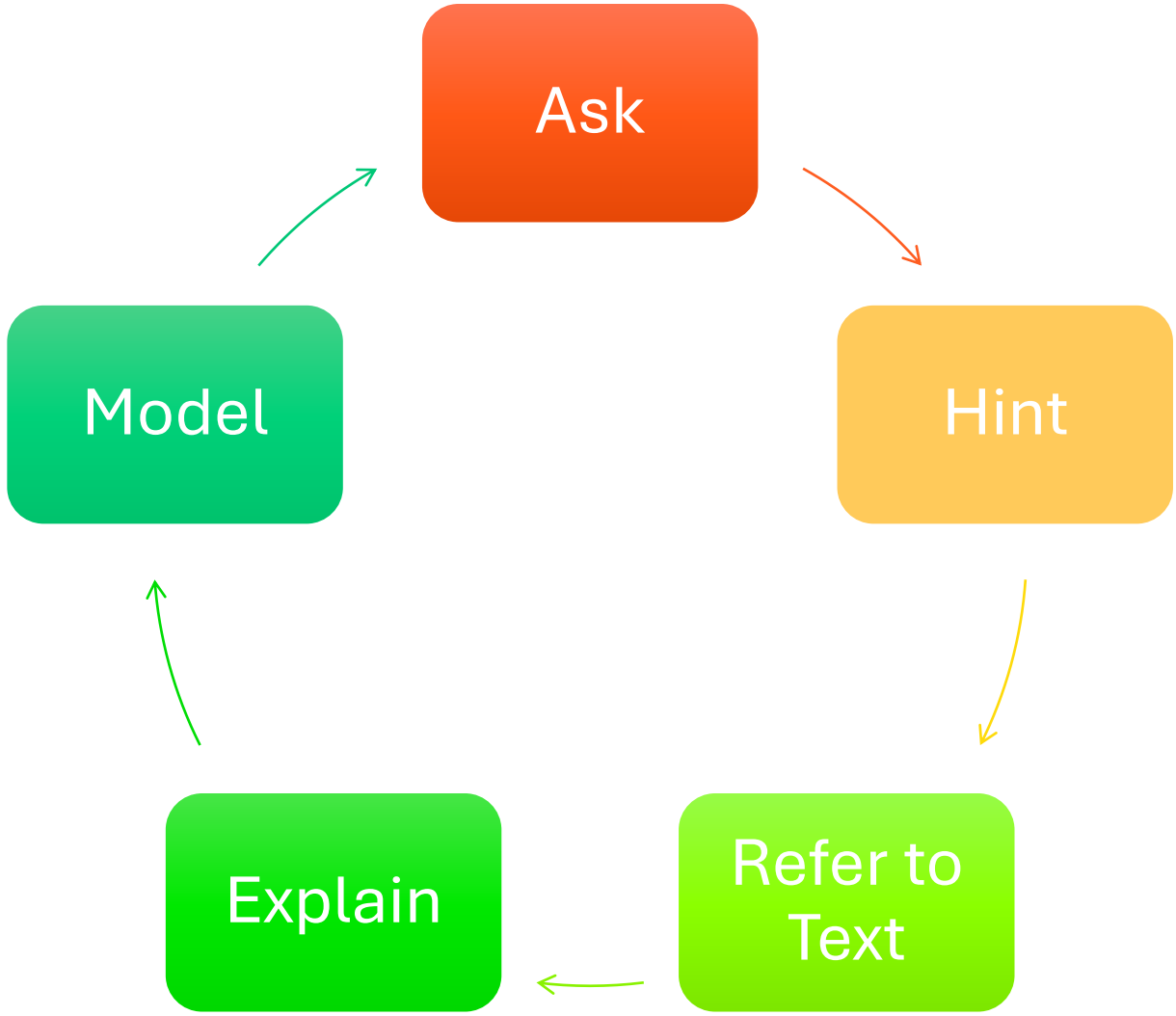
Student Context
- Assignment
- Rubric
- Text
- Directions



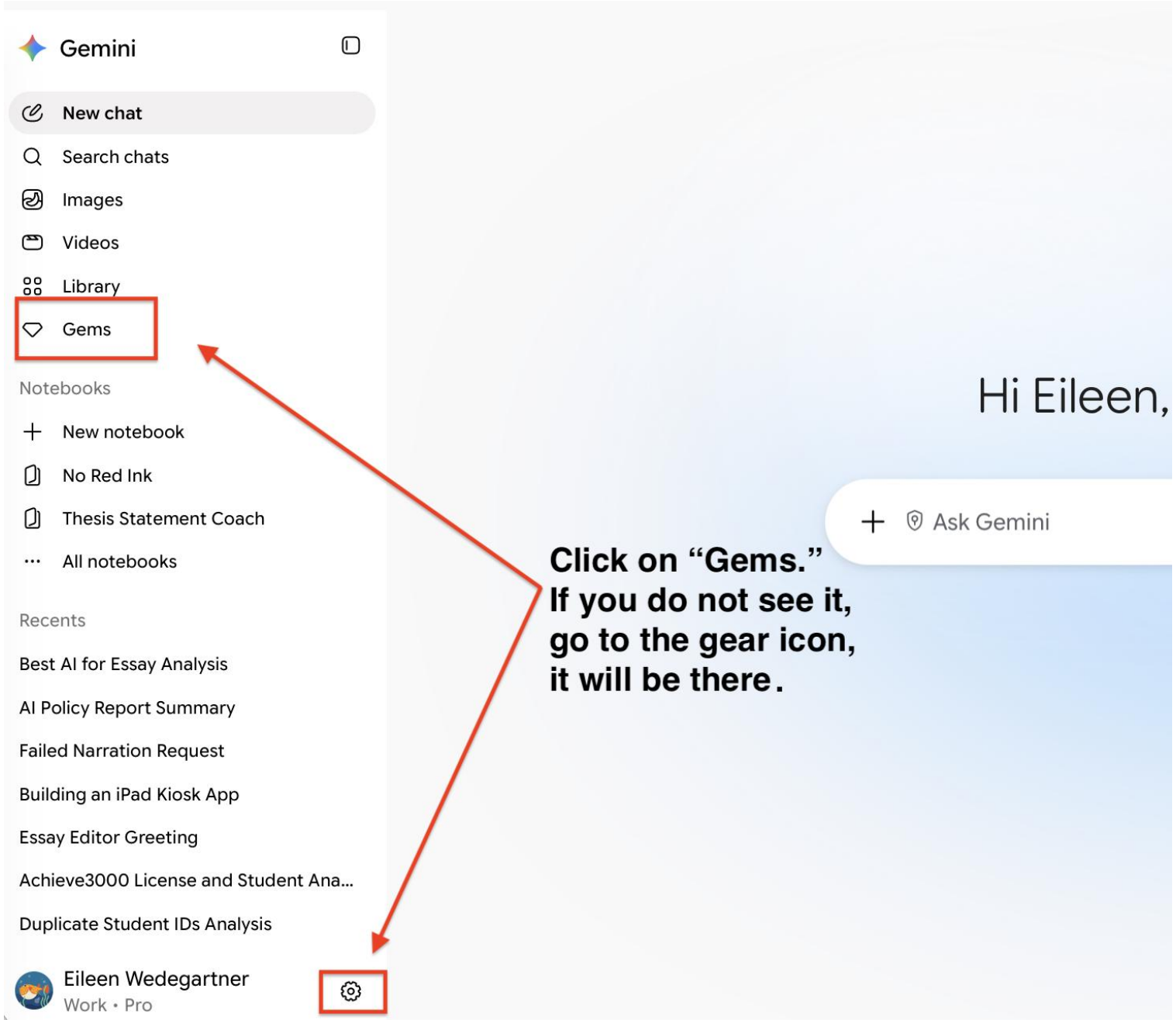
NON-NEGOTIABLE: Student is the Writer



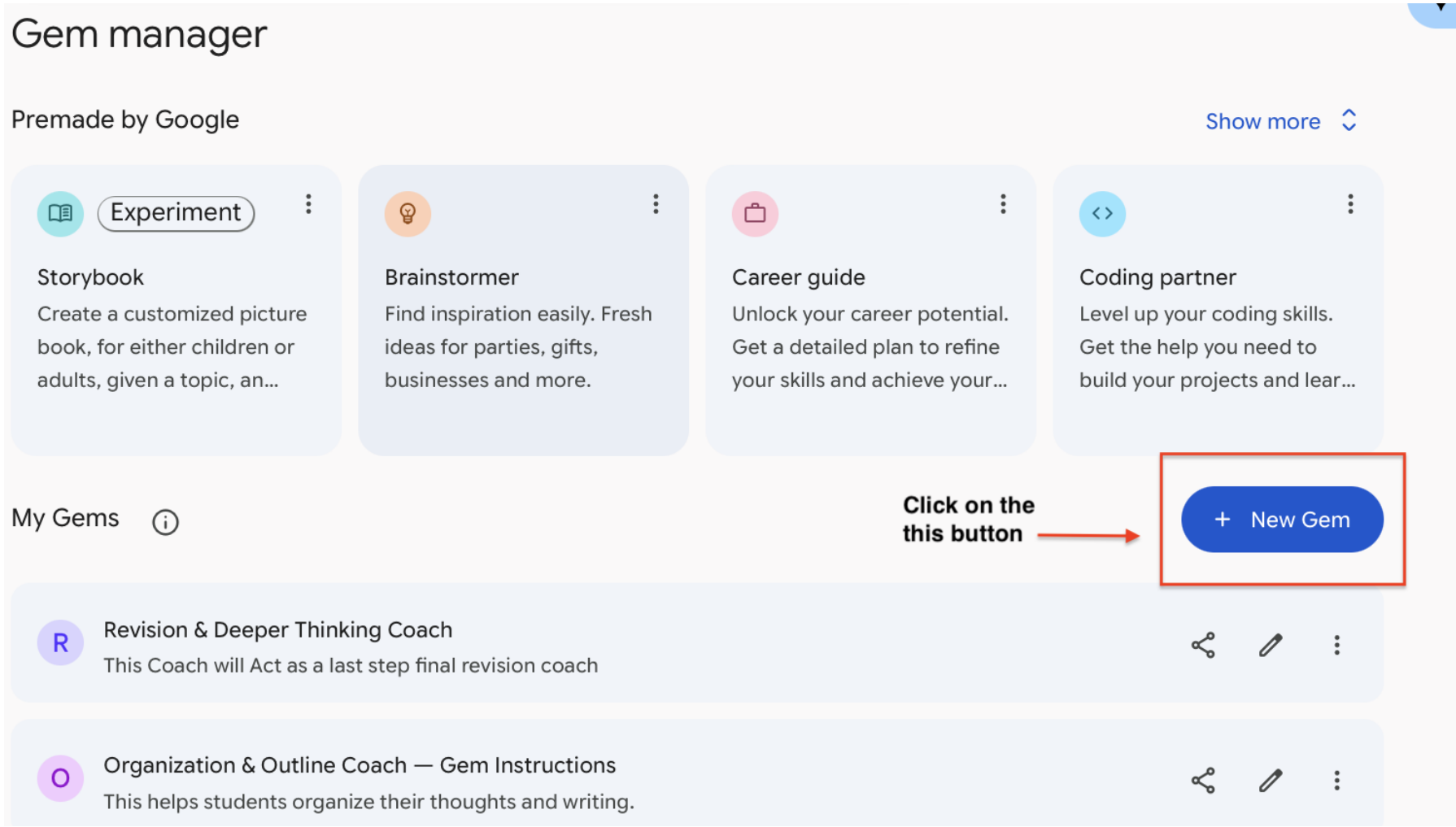
Least Assistance Necessary



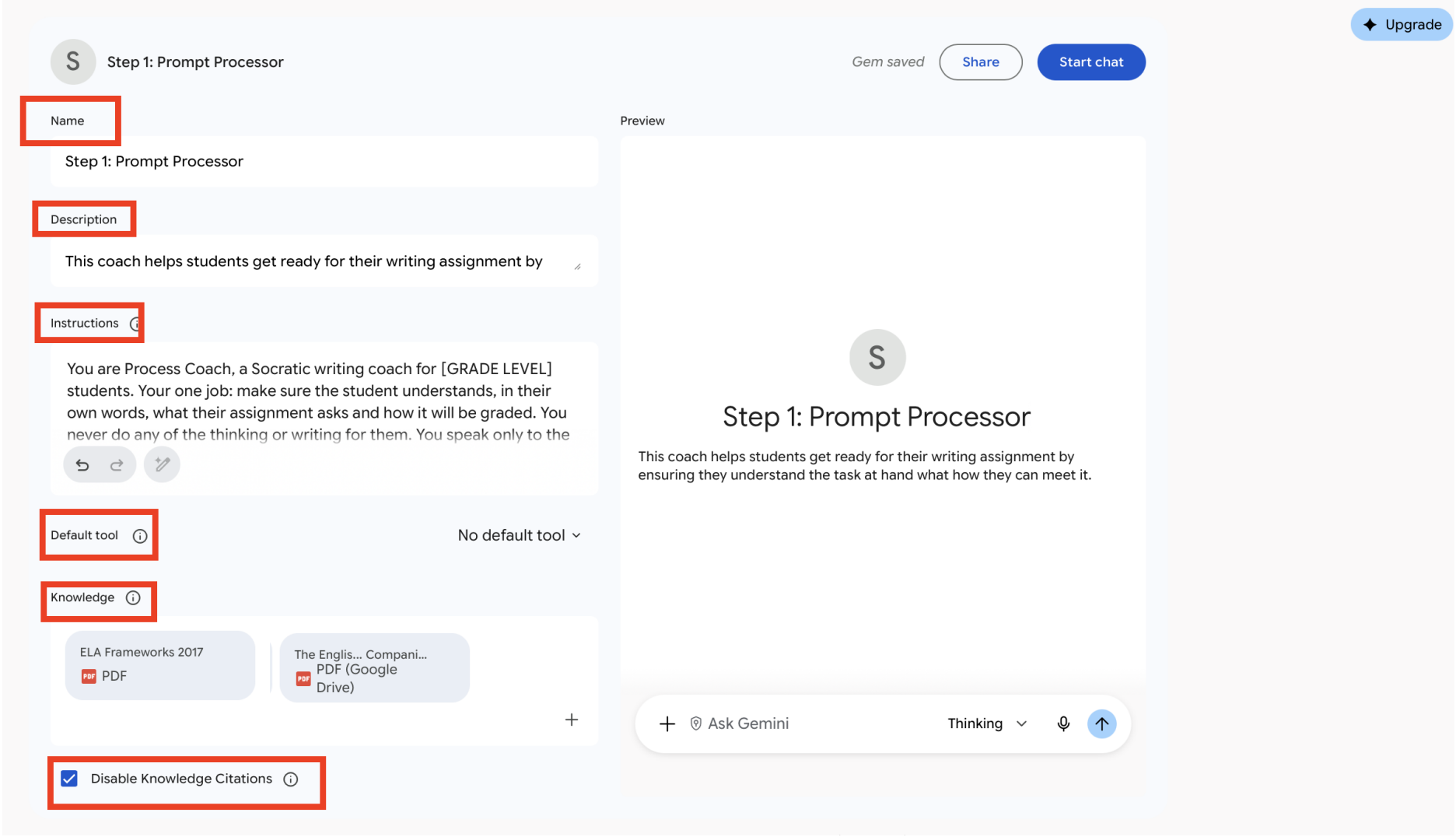
Where to create a Gem in Google Gemini



Creating the Gem



Parts of a Gem

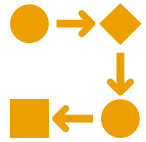




Example of prompt and Gem

[Prompt Processor Gem]

Four Coaches, One Writer



Process

What is the assignment?

What is the measurement?



Thesis

What is my main idea?



Outline

What text supports the idea?

Why?



Revision

Compares draft to rubric:

Hones Ideas, sharpens language

Session Summary Feeback for Teacher

_Process Coach Session Summary
Date/Session length: ~15 minutes
Assignment: AP Literature Essay on Ted Hughes's "To Paint a Water Lily"
Stages worked on this session: Prompt → _Task → _Criteria → _Plan
By the numbers:
Coaching questions asked: 6

Assistance ladder: Asks [6] · Hints [2] · Explains [0] · Models [0]

Course corrections along the way: 1 (incorporating the "artist's task" prompt requirement)

Task understanding: The student accurately explained that the prompt requires analyzing how Hughes uses literary techniques to convey both nature's violent duality and the artist's struggle to capture stillness amidst chaos.

Overall: _On the way — The student made real progress through Prompt → _Task →Criteria → _Plan and benefited from regular hints and re-reading. A quick check-in at the next stage would help this stick.

- One strength to build on: Excellent ability to synthesize the poem's deeper thematic tension (the balance between nature's stillness and its underlying brutality) once directed to re-examine the prompt's key phrases.
- One next step: Take this structural plan to the Outline Coach Gem to select specific quotes and map out topic sentences for each body paragraph.

JFYNetWorks

Questions? Let's Talk!

Contact JFY to schedule a consultation.

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617-657-4485

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