



The New York Center for Teacher Development, Inc.

In affiliation with the University of Massachusetts Global (Extended Education)

Course Syllabus

<u>Course:</u>	EDZU 9988	Using AI to Transform Reading Instruction
<u>Credit Hours:</u>	3.0 credits / 45 hours	
<u>Instructor:</u>	Patricia Anzalone	

Course Description

Using AI to Transform Reading Instruction is a professional learning course designed for educators seeking to enhance evidence-based literacy practices through strategic and responsible use of artificial intelligence. The course connects structured reading instruction with AI tools that support lesson design, differentiation, MTSS/RTI data analysis, intervention planning, and student engagement. Participants will learn to ethically generate instructional materials, create targeted phonics and decoding practice, design progress monitoring tools, and strengthen comprehension instruction using personalized scaffolds. Emphasis is placed on professional judgment, critical evaluation of AI-generated content, and understanding that AI serves as a support tool - not a replacement for the expertise of the classroom teacher. By the end of the course, educators will feel confident using AI to plan strategically, personalize instruction, and meet the diverse literacy needs of all learners.

Course Goals

To Know

1. What artificial intelligence is and how it functions within educational contexts.
2. Key principles of evidence-based reading instruction, including structured literacy, phonics, decoding, fluency and comprehension.
3. Ethical consideration and professional responsibilities when integrating AI into classroom practice.
4. How AI tools can support lesson planning, differentiation, MTSS/RTI data analysis, and intervention design.

To Understand

1. How AI can enhance but not replace the professional judgement and expertise of the classroom teacher
2. How strategic prompt design influences the quality and accuracy of AI-generated instructional materials.
3. How AI can be used to personalize instruction while maintaining alignment with evidence-based literacy practices.

4. How thoughtful AI integration can improve efficiency without compromising instructional integrity

To Be Able To

1. Generate and refine AI supported instructional materials aligned to literacy standards.
2. Design differentiated phonics, decoding, and comprehension supports using AI tools.
3. Analyze classroom MTSS/RTI data using AI to inform instructional decision making.
4. Critically evaluate AI-generated content for accuracy and instructional appropriateness.
5. Implement AI as a strategic planning tool to meet the diverse literacy needs of students.

Course Outline

1. Foundations of Artificial Intelligence in Literacy
 - a. What artificial intelligence is — and what it is not (video instruction)
 - b. How AI is changing the classroom (video analysis and reflection)
 - c. Capabilities, limitations, and ethical considerations (reading and written response)
 - d. AI as a professional support tool in reading instruction (ChatGPT tutorial and application task)
 - e. Applying AI to support reading instruction (guided exploration and hands-on practice)
 - f. Evaluating AI-generated instructional responses (analysis activity)
 - g. Reflecting on AI's role in literacy instruction (written reflection and discussion)
 - h. Demonstrating understanding of foundational AI concepts (knowledge check assessment)
2. AI to Strengthen Core Reading Instruction
 - a. Supporting Tier 1 literacy instruction
 - b. Lesson planning and small-group reading design
 - c. Writing professional progress report comments (article reading and application)
 - d. Differentiation and scaffolded reading tasks (phonics/decoding and comprehension scaffolds)
 - e. Sharing and discussion on the application of AI in classroom practice
3. Prompt Design and Instructional Creation
 - a. Designing effective prompts for literacy outcomes
 - b. Developing AI-generated instructional materials
 - c. Story creation and classroom application
 - d. Evaluating AI-generated content for accuracy and bias
 - e. Sharing and analyzing AI-created materials
4. AI for Data Analysis and MTSS Integration
 - a. Analyzing student writing samples
 - b. Using AI to interpret instructional and MTSS data
 - c. Designing targeted intervention plans
 - d. Professional documentation and data-informed decision-making
 - e. Sharing and discussion of data interpretation and instructional decisions
5. Responsible Integration and Professional Reflection
 - a. Current perspectives on AI in schools
 - b. Maintaining teacher expertise and instructional integrity
 - c. Developing a personalized AI-supported literacy plan

Methods of Instruction

In order to earn a graduate A in class, a student must complete all assigned readings, module assignments, discussion forum participation, and all practicum tasks. Practicum tasks include creating AI-supported instructional materials aligned to evidence-based literacy practices, designing differentiated phonics or comprehension supports, analyzing instructional data using AI tools, and submitting two comprehensive literacy integration plans demonstrating critical evaluation of AI-generated content. In order to earn a graduate B in class, a student must complete all assigned readings and module assignments, participate in discussion forums, and complete a single comprehensive literacy integration plan demonstrating critical evaluation of AI-generated content.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

To earn an A for graduate credit, a student must complete all assigned readings, assignments, and discussion forums. The student must complete a five-day unit of study using the strategies from this course to develop interesting at home assignments. To earn a B for graduate credit, a student must complete all assigned readings, assignments, and discussion forums. The student must complete a three-day unit of study using the strategies from this course to develop interesting at home assignments.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, and e-mail.

Time Validation

Assignment	Time (Hours)
Instructional Input – What is AI and What It's Not?	0.50
Article Reading: Guiding Students to Develop AI Literacy With Extension Hyperlink Exploration	3.00
Article Reflection on Developing AI Literacy	1.00
Video Viewing: How AI is Changing the Classroom?	0.50
Video Reflection on AI in the Classroom	0.50
Forum Discussion: Reflecting on AI as a Teaching Tool	0.50

Reading on Ways AI Can Support Reading Instruction	0.50
Video Viewing on ChatGPT Tutorial for Teachers	1.00
Applying ChatGPT to Reading Instruction	2.00
Practice Exploring AI for Reading Instruction	3.00
Analyzing AI-Generated Responses for Reading Instruction	1.00
Topic 1 Knowledge Check – Quiz Evaluation: Understanding AI in Reading Instruction	0.50
Reading on Using AI to Support Core Reading Instruction	0.50
Article Analysis: <i>6 Ways ChatGPT Can Save Teachers Time</i>	3.00
Reading on Using AI to Write Professional Progress Report Card Comments	0.50
Create and Write Professional Progress Report Card Comments with AI Support	2.00
Applying AI to Write Progress Report Comments for an Actual Student	2.00
Applied Practice: Create Small Group Reading Lesson Using AI	2.00
Readings and Integration of Differentiation and Scaffolding of Reading Tasks Using AI	2.00
Instructional Input – Gemini Storybook Tutorial Viewing & Prompt Design Instruction	2.00
Reading & Written Response: Analyze Prompts and AI Texts	2.00
Applied Practice: Create and Refine AI-Generated Stories	4.00
Forum Discussion on Ideas for Integrating Storybook in the Classroom	1.00
Exploration of Magic School AI and Data Analysis Demonstrations	3.00
Reading & Written Response: Interpreting Student Data Samples	2.00
Design Interventions and Instructional Plans	4.00
Video Viewing and Reflection on AI in Schools	1.00
Total Time	45.00