

Curriculum & AI Self-Assessment

Your teachers are using AI everyday. This worksheet tells you whether AI outputs are aligning to the curriculum your district adopted and trained its teachers on, or causing drift.

Districts invest millions of dollars a year in high-quality instructional materials, then spend years training teachers to teach them well. AI is now part of how that curriculum reaches students, and it does exactly what it's asked. The catch is that nobody has told it what your district teaches. A scaffolded reading here, a replacement activity there, a unit assessment rebuilt over a weekend — each one plausible on its own, none of them checked against the scope and sequence of the materials the district adopted. In a 2026 Gallup and Walton Family Foundation survey of 2,069 public school teachers, **47% reported receiving no guidance on using AI to create or modify class materials**, while six in ten said they use AI for work.

Most district AI work so far has gone toward the risks that are easiest to name: data privacy, security, and legal exposure. Much less has gone toward the quieter question of whether the materials AI produces line up with the curriculum you adopted. **That's the part this covers.** It scores five dimensions of Curriculum & AI alignment from L0 to L4, and it ends with one clear next step for you to work through today.

HOW THIS WORKS

- 1 Mark one box per row on the matrix. Pick the highest level true district-wide, not in your strongest building.
- 2 Note one piece of evidence per dimension. No example means the honest mark is one level lower.
- 3 Your lowest-scored dimension sets your next step, on page three. Bring the worksheet to your session.

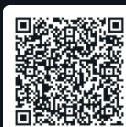
What counts as evidence — one worked example

Dimension 2, marked L1: "In the 7th grade ELA argument unit, three teachers generated their own scaffolded versions of the anchor text instead of using the adopted leveled set. Nobody checked them against the unit objectives."

It names a grade, a unit, and what happened — the specificity that makes a mark defensible.

WHAT GETS ASSESSED

- | | |
|---|---|
|  Visibility | Can you see what teachers are producing with AI, and whether it sits on your scope and sequence? |
|  Curriculum grounding | When a teacher generates a lesson, how aligned is the output with your adopted materials, pacing, and standards? |
|  Written non-negotiables | Are your instructional expectations, both what's required and what's off-limits, written specifically enough to apply to a single lesson? |
|  Guidance & guardrails | Are there defined limits on AI use for instruction, and does a named office own them? |
|  Teacher judgment | Can teachers tell whether AI output fits your curriculum, and reject it when it does not? |



Read each row before you mark it. Levels describe what's true **district-wide**, so a practice that only holds in your strongest building belongs one level lower. Write the example that proves each mark.

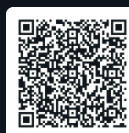
DIMENSION	L0	L1	L2	L3	L4
 1 Visibility	☐ No way to know what teachers are generating.	☐ Anecdotal, from the teachers who volunteer it.	☐ We know which tools are in use, not what they produce.	☐ Spot-checked against our curriculum in some subjects.	☐ A dashboard aggregates what teachers are generating and how it aligns to our curriculum, across every building.
EVIDENCE — THE EXAMPLE THAT PROVES YOUR MARK _____					
 2 Curriculum grounding	☐ No connection to our curriculum; output is generic.	☐ Teachers paste in excerpts when they remember to.	☐ Teams lean on shared prompts and uploaded files, redone for every request.	☐ Our curriculum is loaded for some courses, and teachers can select it, but coverage is patchy.	☐ Our adopted curriculum lives in the tool, and teachers choose their course so every resource is grounded in our materials, scope, and pacing.
EVIDENCE — THE EXAMPLE THAT PROVES YOUR MARK _____					
 3 Written non-negotiables	☐ Our expectations mostly live in people's heads.	☐ We have a strategic plan, but nothing written for how lessons get built.	☐ We've drafted priorities, but they're broad principles, not something you could apply to one lesson.	☐ We have specific written statements, each marked required, situational, or off-limits.	☐ They're differentiated by site or course, each with an owner and a review date.
EVIDENCE — THE EXAMPLE THAT PROVES YOUR MARK _____					
 4 Guidance & guardrails	☐ No guardrails; teachers decide what AI is for, and nobody owns it.	☐ A general use policy exists, but it covers privacy, not instruction.	☐ Guardrails exist on paper, but curriculum leadership is not currently involved in setting them.	☐ Curriculum and technology leaders set the guardrails together, with named owners.	☐ Guardrails are built into the tools teachers use, so they apply automatically whenever a teacher generates with AI, and they're reviewed on a schedule and published district-wide.
EVIDENCE — THE EXAMPLE THAT PROVES YOUR MARK _____					
 5 Teacher judgment	☐ No guidance on evaluating AI output.	☐ Early adopters share tips.	☐ Teachers have general AI training, but it didn't cover checking output against our curriculum.	☐ Teachers are taught to manually check output against our materials, and coaches reinforce it.	☐ Curriculum materials are built into our AI tools, so teachers can apply scope, sequence, and pacing context in a single click.
EVIDENCE — THE EXAMPLE THAT PROVES YOUR MARK _____					

Add your five marks

A score out of 20 for reporting upward. The pattern across the rows tells you more than the number does.

TOTAL

out of 20



Look back at your five marks and find the dimension where you scored **lowest**. Start with that one. Pushing on all five at once feels productive, but the districts that make the most progress fix their weakest point first, because everything above it gets easier once the foundation holds. **If two dimensions tie for lowest, take the earlier one** — they are ordered so that each one depends on the ones before it. **Each next step has a working worksheet at the back of this document.**



YOUR NEXT STEP · VISIBILITY

Run the five prompt test

PG. 6

Take one unit that you know well, open the AI tool your teachers are most likely using, and run the five prompts a teacher would actually write for it. Read what comes back against the unit's objectives. Twenty minutes, nobody else involved, and you walk into cabinet with five concrete examples instead of a worry.



YOUR NEXT STEP · CURRICULUM GROUNDING

Run the paste test

PG. 7

Ask an AI tool for a lesson plan the way one of your teachers would ask, then ask again with two pages of your adopted materials pasted in first. Compare the two. If the second one lines up, the tool was never the issue. It just didn't have your curriculum.



YOUR NEXT STEP · WRITTEN NON-NEGOTIABLES

Write three guidelines a teacher could add to a prompt

PG. 8

Three specific requirements, pulled from a plan your district has already approved, that a teacher could paste into any AI request to make what comes back fit your curriculum. The worksheet has the frames and a bank to borrow from, so you're editing instead of staring at a blank page.



YOUR NEXT STEP · GUIDANCE & GUARDRAILS

Have the conversation with your technology lead

PG. 9

You don't own the tool review, so the first move is a conversation rather than a form. The worksheet has the one-sentence ask, the message to send, and the three objections you'll hear with an answer to each.



YOUR NEXT STEP · TEACHER JUDGMENT

Hand it to the person who runs the room

PG. 10

You don't run PLCs, so your lever is the coach or team lead who does. The worksheet has the five-minute routine, the message to send with it, and the two questions to ask them two weeks later.

Already scheduled your session? Answer these three questions.

If your free 20-minute session with Brisk's Curriculum and AI Governance Specialists is already on the calendar, fill these in and bring the whole worksheet. Your specialist uses them to structure the time.

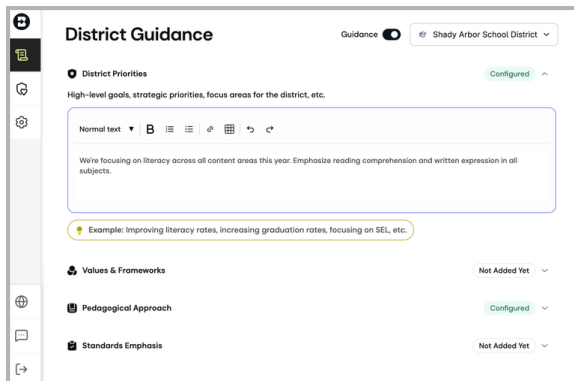
1. The dimension you scored lowest on, and where it shows up most visibly:
2. A curriculum or AI decision you are being asked to make in the next 90 days:
3. What would have to be true for you to consider this solved:



WHAT L4 LOOKS LIKE IN PRACTICE

AI that understands your curriculum and priorities

AI that uses your adopted curriculum and instructional philosophy as a starting point for everything it creates. That means your district priorities actually shape learning in every classroom, every day.



DISTRICT GUIDANCE

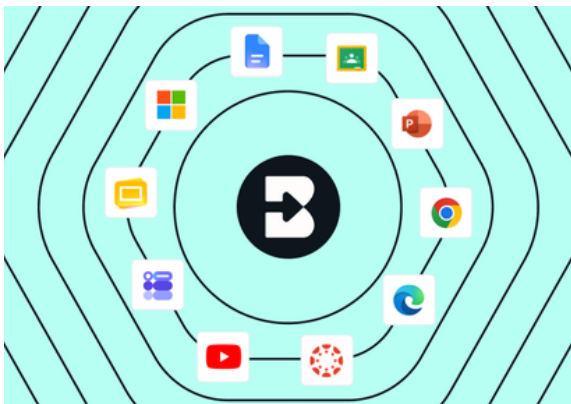
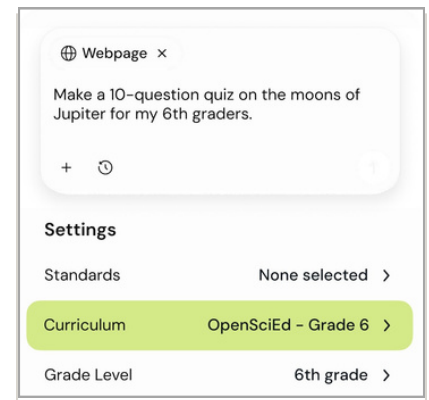
Bring your instructional philosophy to life

Use what matters to your district — pedagogical frameworks, Portrait of a Learner competencies, priority standards — to give structure to teachers' AI usage. Set guidance at the district, course, or school level.

CURRICULUM INTELLIGENCE

Inject your curriculum into Brisk resources

Drive curriculum fidelity across your district by giving teachers tools that automatically align their resources with your scope, sequence, and pacing.



AI that works where you already are

No switching platforms. No learning new tools. Brisk lives inside the apps your school already runs on — Google Docs, YouTube, ChatGPT, Gemini, PDF, Chrome, Edge, Canvas, and more.



briskteaching.com/demo



Bring Brisk Intelligence to your district

Get a quick, custom walk-through of how Brisk aligns to your curriculum and keeps student data safe through full FERPA, COPPA, and SOC 2 compliance.

One activity for each next step

Each of these is sized for the week you've actually got. Four of the five you can finish on your own at your desk, and none of them needs a committee, a budget line, or a favor from teachers.

These are small on purpose. Each one ends with something you can hand to another person: a finding, a comparison, three sentences, a message, a five-minute routine. That matters more than being thorough, because this work doesn't usually stall for lack of good ideas. It stalls because the obvious next step needs six people in a room and nobody's in a position to call that meeting.

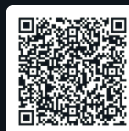
FIND YOUR WORKSHEET

PAGE

	The five-prompt test Worksheet 1	20 min · alone See what your teachers get by default, without having to ask anyone for anything.	6
	The paste test Worksheet 2	15 min · alone Compare one AI lesson plan with your curriculum and without it. Free account, no procurement.	7
	Three guidelines Worksheet 3	30 min · alone Write three requirements a teacher can add to any AI request.	8
	The technology conversation Worksheet 4	15min · one meeting Get instructional fit into a review you don't own.	9
	The handoff Worksheet 5	10 min · one message Put the check in the hands of the person who runs the room.	10

Why the first two don't involve anyone else

If you're at L0 or L1, you probably don't have the standing yet to ask teachers about their AI use. Asking implies there's a policy, and when there isn't one, it lands like monitoring. **So the first two activities are quiet ones. You run them yourself and learn what you need before anyone else is involved.** Once you've got three statements written down, bringing people in makes a lot more sense, because now you've got something to point at.



The five-prompt test

See what an AI tool gives your teachers when it doesn't have your curriculum to work from.

20 MINUTES · ALONE, AT YOUR DESK · NOTHING TO ASK ANYONE FOR

- 1

Pick one unit that you know well, ideally one you helped adopt. Put its objectives somewhere you can see them.
- 2

Open the AI tool your teachers are most likely using. If you're not sure which one, use a free ChatGPT account, because that's where most of them are.
- 3

Run these five prompts the way a teacher would write them, in a hurry, at seven at night. Then mark what comes back.

1. Write a 10-question quiz on [your unit topic] for [grade]. Does it assess the unit's objectives, or the topic in general?	Use as-is	Needs edits	Would not use
2. Make this easier for struggling readers: [paste your anchor text]. Does the rigor survive, or does the task quietly change?	Use as-is	Needs edits	Would not use
3. I need an emergency sub plan for [grade] [subject] tomorrow. Does it reference anything from your curriculum at all?	Use as-is	Needs edits	Would not use
4. Create a review activity for [your unit topic]. Is it on your sequence, or a generic version of the topic?	Use as-is	Needs edits	Would not use
5. Write a family letter about what we are learning in [your unit]. Does it describe your curriculum, or somebody else's?	Use as-is	Needs edits	Would not use

The sentence you'll say in cabinet:
"I ran the five prompts our teachers run. ____ of five I would hand a student unchanged. The thing missing most often was ____."

What this is not: This doesn't measure your teachers, and it doesn't collect anything about them. It isn't a knock on the tool either. The tool is doing what it was asked, with everything it was given except your curriculum, and this just shows you what that looks like. Nobody needs to know you ran it.

WORKED EXAMPLE —
PROMPT 2, GRADE 7 ELA ARGUMENT UNIT

This comeback as a summary at about a fourth-grade reading level. The claim survived, but the evidence paragraphs were gone. A student working from this couldn't do the unit's actual task, which is deciding whether the evidence holds up.
Marked: would not use. What was missing was the evidence the whole unit is built on.

WHAT PEOPLE WILL SAY WHEN YOU SHOW THEM

- "Teachers would edit that."

They would. The question is how much editing, by every teacher, every day, forever, and whether all of them would catch the same thing you just caught.
- "That's just a bad prompt."

Try it again with a better one. If the output only lines up when an expert writes the prompt, then alignment isn't something your system does. It's something a few people do.
- "We don't use that tool."

Run it on the one you do use. You'll usually get the same result, because neither tool has your curriculum.



The paste test

Compare one AI lesson plan with your curriculum and without it. Fifteen minutes, and it's free.

15 MINUTES · ON YOUR OWN · FREE ACCOUNT · NOTHING TO BUY

A Use an AI tool to generate a lesson plan, prompting the way you think your teachers would. Something like "Create a lesson plan about photosynthesis for 6th grade." Keep what comes back.

B Start a new chat and paste in two pages of your adopted materials first, the pages with the objective and the task rather than the front matter, then ask for the same lesson plan using the exact same wording. Don't improve the prompt in between, or you'll have tested your prompting instead of the curriculum.

SCORE BOTH · 0 = NO, 1 = PARTLY, 2 = YES

Run	Uses our materials	Matches the unit objective	Right place in the sequence	Holds the rigor	Total /8
eg — A	0	1	0	1	2
eg — B	2	2	1	2	7
A — without your curriculum					
B — with your curriculum					

Read your result

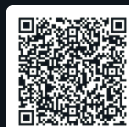
B scores higher than A. The tool could do this all along, it just needed your curriculum. That's good news about the tool and a question about your setup, because right now alignment depends on every teacher pasting the right two pages, every time. Telling people to paste more carefully won't fix that.

A and B about the same. Either the unit is general enough that your materials didn't add much, or the excerpt didn't survive. Try a unit with more distinctive content before you conclude anything.

B lower than A. You probably pasted the wrong two pages. Go back and use the part that states the objective and the task.

If B beat A, do the math before you close the laptop:
 ____ teachers × ____ lessons a week × the odds
 each one pastes the right pages. That number is your
 finding, and it's the one worth repeating.

What this is not. *This isn't a product evaluation, and it isn't something to run across five units. One unit, one prompt, fifteen minutes, one question answered.*



Three guidelines

Three requirements a teacher can add to any AI request so what comes back fits your curriculum.

30 MINUTES · ON YOUR OWN · EDITING, NOT DRAFTING

- 1** Open a plan you already have. Strategic plan, Portrait of a Graduate, literacy plan, MTSS guidance, multilingual learner program guide. Anything that's already been approved.
- 2** Find three things in it that an AI-generated lesson would probably miss if nobody mentioned them.
- 3** Write each one as a guideline a teacher could paste straight into a prompt. Use the frame below, and borrow from the bank if that's faster. Most people do.

Required / Situational / Off-limits + the specific thing + a framework we already name

1	Tag it: ☐ Required ☐ Situational ☐ Off-limits	
	Traces to _____	Could a teacher paste this into a prompt as written? ☐ Y ☐ N
2	Tag it: ☐ Required ☐ Situational ☐ Off-limits	
	Traces to _____	Could a teacher paste this into a prompt as written? ☐ Y ☐ N
3	Tag it: ☐ Required ☐ Situational ☐ Off-limits	
	Traces to _____	Could a teacher paste this into a prompt as written? ☐ Y ☐ N

HOW ONE TURNS INTO THE OTHER

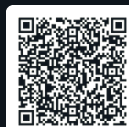
What the plan says: "All students engage with grade-level text." True, approved, and impossible for a teacher to apply to a prompt.

As a guideline: Required — "Pair any leveled version with the original text." A teacher can paste that into a request and know whether the output followed it.

STARTER BANK — ADAPT RATHER THAN INVENT

- | | |
|--|---|
| <p>Required — Pair any leveled text with the original.</p> <p>Required — Include a language objective beside the content objective, using our WIDA frames.</p> <p>Required — Ground tasks in our adopted materials before adding outside sources.</p> <p>Required — Keep the grade-level task available alongside any scaffolded version.</p> <p>Situational — Name the Portrait of a Graduate competency the task develops.</p> <p>Situational — Include one Tier 2 support path and one extension per core task.</p> <p>Off-limits — Replacing a summative assessment with a generated one, without department review.</p> <p>Off-limits — Generating content for a standard we teach later in the year.</p> | <p>Literacy plan</p> <p>MLL program guide</p> <p>Curriculum adoption</p> <p>MTSS guidance</p> <p>Portrait of a Graduate</p> <p>MTSS guidance</p> <p>Assessment policy</p> <p>Scope and sequence</p> |
|--|---|

What this is not: This isn't a policy, it isn't comprehensive, and it doesn't need to go to the board. It's three lines you could send principals this month. Later, these are the statements that get written once into district guidance so teachers stop having to remember them.



The technology conversation

You don't own the tool review, so the first move here is a conversation, not a form.

15 MINUTES TO PREPARE · ONE CONVERSATION · ONE PERSON

Who signs off on tool requests: _____

When you will ask: _____

THE ASK, IN ONE SENTENCE

"Could we add one question to the tool review you already run? Does this work from our adopted curriculum. I'll own answering it, and the process stays yours."

Why this version of the ask works: It doesn't add a committee, a new form owner, or any delay on their end. You're offering to do the work rather than asking for authority, and that's usually the difference between a yes in one meeting and a working group that meets twice and quietly stops.

THE MESSAGE TO SEND

Subject: One question for the tool review

Hi [name],

Quick one. When a teacher asks for an AI tool, we check privacy, and that part works well. What we don't check is whether the tool works from the curriculum we adopted, so something can clear review and still pull instruction away from our own materials.

I'd like to add one question to the review you already run, and I'll own answering it so it doesn't add work on your side or slow anything down. Got fifteen minutes to talk it through?

Thanks,
[your name]

THE THREE OBJECTIONS, AND WHAT TO SAY

"This'll slow approvals down."

It adds one question, and the person answering it isn't you. If it ever adds more than a day, we drop it. Say that out loud, and mean it.

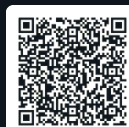
"Instructional fit isn't a review criterion."

It is for adopted materials. This just applies the same standard to the tools that generate materials.

"Teachers will use it anyway."

Some will. But the review decides what we support, fund, and train on, and that's what shapes the rest.

What this is not: *This isn't a new committee, a veto, or a policy. It's one question, one owner, and one line in a form that already exists.*



The handoff

You don't run PLCs, so hand this to the person who does and check in once.

10 MINUTES · ONE MESSAGE · ONE PERSON

Who runs the room — coach, department chair, team lead: _____

WHAT YOU ARE HANDING OVER — FIVE MINUTES, ONCE

0:00	Read the objective out loud from the adopted materials. From the page, not from memory.
0:30	Show one AI-assisted artifact . No need to defend it.
1:00	Does it serve that objective ? Purpose before quality.
2:00	Where did the content come from , our materials or somewhere else?
3:00	What did the AI decide that a teacher should have decided ?
4:00	The teacher who brought it decides : keep, revise, or discard. Not the group.

The third question is the one that teaches. The first two are checks. The third surfaces the decisions that got made quietly on the teacher's behalf: what reading level to write at, which examples to use, what to leave out, what counts as a right answer, how much scaffolding a kid gets. Once a teacher can name those, they've stopped taking AI output as given and started editing it.

THE MESSAGE TO SEND WITH IT

Subject: Five minutes at the top of your next team meeting

Hi [name],

Would you try this once at the start of your next team meeting? One teacher brings one AI-assisted material and the unit objective, and the team spends five minutes on three questions.

Two small things I'd ask. The teacher who brought it makes the final call, not the group. And say out loud at the start that this is the team looking at AI output, not anyone looking at the teacher. It goes quiet otherwise. Nothing to write up. I'll check in after a couple of rounds.

Thanks,
[your name]

CHECK BACK IN TWO WEEKS — ASK EXACTLY TWO QUESTIONS

1. Which of the three questions got the most discussion?
2. Did anyone change their mind about something they were about to use?

If the answer to the second one is yes even once, it's working. That's the whole outcome, and it's the only evidence worth collecting.

What this is not: This isn't an observation, data collection, or an initiative with a name. Nothing gets logged, and nothing comes back to you except a conversation.

