

A shared language for AI in the classroom.

Pedagogy first, AI second. Use it as a planning lens, a feedback tool, and a way to start the conversation with colleagues.

T	Target Name the learning outcome before any AI touches it. <i>What must students be able to do themselves by the end?</i>
E	Evaluate Judge whether AI helps or hinders that outcome. <i>Where does AI add evidence, and where does it erase it?</i>
A	Apply Use AI for the parts that benefit; keep the human parts human. <i>Which step gets AI, and which gets the student?</i>
C	Check Verify the output against the outcome, the facts, and the values. <i>Is this accurate, fair, and aligned to the goal?</i>
H	Human The teacher's judgment signs off. AI proposes; the human decides. <i>Would I defend this choice to a parent or a colleague?</i>

A worked example: redesigning a research essay

A teacher notices students can generate a passable essay with AI overnight. Rather than chase detection, she walks it through TEACH:

T — The outcome is reasoned historical argument, not prose fluency.

E — AI can write the prose, but cannot do the in-class defense or cite the specific sources she assigned.

A — Students may use AI to outline and get feedback; the argument, sources, and oral defense are theirs.

C — The defense and source use are checked against the rubric; AI-assisted drafts are disclosed.

H — She signs off on the design: it measures reasoning she can see, not fluency she can't.

Print it. Pin it above your desk. Run any AI-involving lesson through it before you teach.