Ohio's Parent Mentor Project

PROFESSIONAL DEVELOPMENT

AI TOOLS FOR PROMOTING PARTNERSHIPS

The Ohio Statewide
Family Engagement Center

Wednesday, October 15, 2025

Ohio Department of Education & Workforce

The Ohio State University
Center on Education and Training for Employment

ANNOUNCEMENTS

Smartsheet Data Reminder

- Do not enter your OSU required events

Submit Resources for the Website

- Link is available in the newsletter and on your Smartsheet Dashboard

OCALI Registration is Open

- Parent Mentor instructions
- Educational Agency Rep instructions
- EA Reps may register a replacement
- Required session: November 19th 8:45-9:45 am

NEW

Check out today's newsletter for more information

Parent Mentor Data Collection Form

Guidance on Documenting MTSS, RTI, and IAT

Individual Student Who Has Not Been Found Eligible for SPED Services

When inputting an entry regarding a specific student who has not been found eligible for special education services, the list of topics to select includes IAT/RTI. Below is the help text that you will see on the data form to help you determine when to select this topic option.

IAT/RTI-Intervention Assistance Team/Response-To-Intervention

Select this option if you attended a meeting focused on individual student support, especially for students who are struggling academically, behaviorally, or functionally. These meetings are typically student-specific and involve developing and reviewing targeted intervention strategies based on the student's response to instruction. The IAT/RTI process may lead to a referral for special education evaluation if sufficient progress is not made. *Example: A school-based meeting to discuss a student's reading (and/or behavior) challenges and plan next steps for intervention.*

Why are IAT and RTI combined here?

IAT and RTI are closely connected processes used to support students who need additional help. Both involve problem-solving teams, data-based decision making, and targeted interventions. While RTI focuses on how students respond to instruction over time, IAT is often the team that reviews this data and plans next steps. Because they are often used together in schools, we've combined them into one option to simplify reporting.

Why is MTSS not included here?

MTSS meetings at the school level are usually system-focused. Individual student discussions may occur within MTSS when data indicates a need for more intensive support. If the meeting is primarily about one student, it's more appropriate to categorize it as an RTI or IAT meeting.

Parent Mentor Data Collection Form

Guidance on Documenting MTSS, RTI, and IAT

School-based Team Meeting

You will notice the help text below has been added to the data form to help you to determine when to select which type of meeting. Meetings related to MTSS/I-MTSS should be documented here.

Intervention Assistance Team (IAT)
Select this option if you attended a meeting focused on the Intervention Assistance Team process as part of a school-wide or district-wide discussion about how IAT is implemented. These meetings may include reviewing how teams are formed, how referrals are made, and how interventions are tracked across the school or district. *Example: A district meeting to evaluate the effectiveness of IAT procedures across schools.*

Multi-Tiered System of Supports (MTSS/I-MTSS)
Select this option if you attended a meeting focused on the school-wide framework for supporting all students through academic and non-academic instruction. I-MTSS meetings typically involve collaborative leadership, data-based decision making, and tiered supports (core, targeted, and intensive) designed to meet the needs of all students including those exceeding grade-level expectations. These meetings may include discussions about universal screening, progress monitoring, and system-level planning for instruction and intervention. *Example: A district-wide planning meeting to align supports across schools or review MTSS implementation fidelity.*

Response to Intervention (RTI)
Select this option if you attended a meeting focused on the RTI framework, including how it is structured and used across the school or district. This may include discussions about tiered supports, progress monitoring systems, and data-based decision-making practices at the system level not just for individual students. *Example: A school team meeting to refine RTI protocols and improve consistency across grade levels.*

Can I select more than one?

Yes. If appropriate, you may select more than one (for example: selecting IAT & RTI). If you have questions about whether this is appropriate, please email cete-parentmentor@osu.edu.

PROFESSIONAL DEVELOPMENT EVALUATION

go.osu.edu/PMPDLive1
or
SCAN THE QR CODE

Open the evaluation form

Feel free to fill in some ideas as you listen and participate in today's session

- What is something new you learned during this session?
- Reflecting on the session, describe on specific action you could take to perform ONE of the learning objectives?

Don't forget to click submit!

NOTE: This is not an attendance tracking tool. Your attendance is counted by your Zoom registration and time spent in today's session.

AI Tools for
Promoting Partnerships

Ohio Statewide Family Engagement Center

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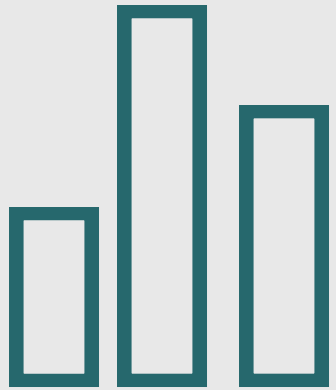
Zoom Poll



How can AI promote parent-school partnerships that overcome obstacles to learning?

OBJECTIVES

- **Improve** my explanations of school attendance policies for parents.
- **Prepare** for two-way conversations with families to support student attendance.
- **Identify** opportunities for using generative AI to promote family-school partnerships.

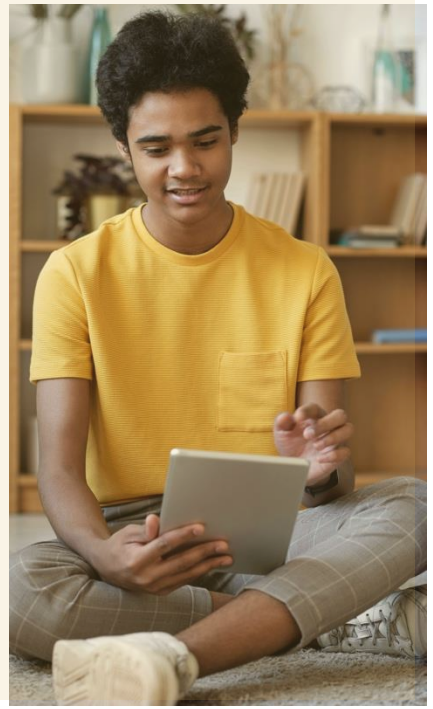
AGENDA

- ❑AI Basics
- ❑Benefits & Risks
- ❑Tips for Using AI Safely & Appropriately
- ❑AI Practice for Policy & Conversations
- ❑Debrief

Generative AI

Generative AI is a learning system that can create content from provided user prompts.

Everyday Uses of AI



Let’s Share!

How have you used AI in your personal and/or professional life?

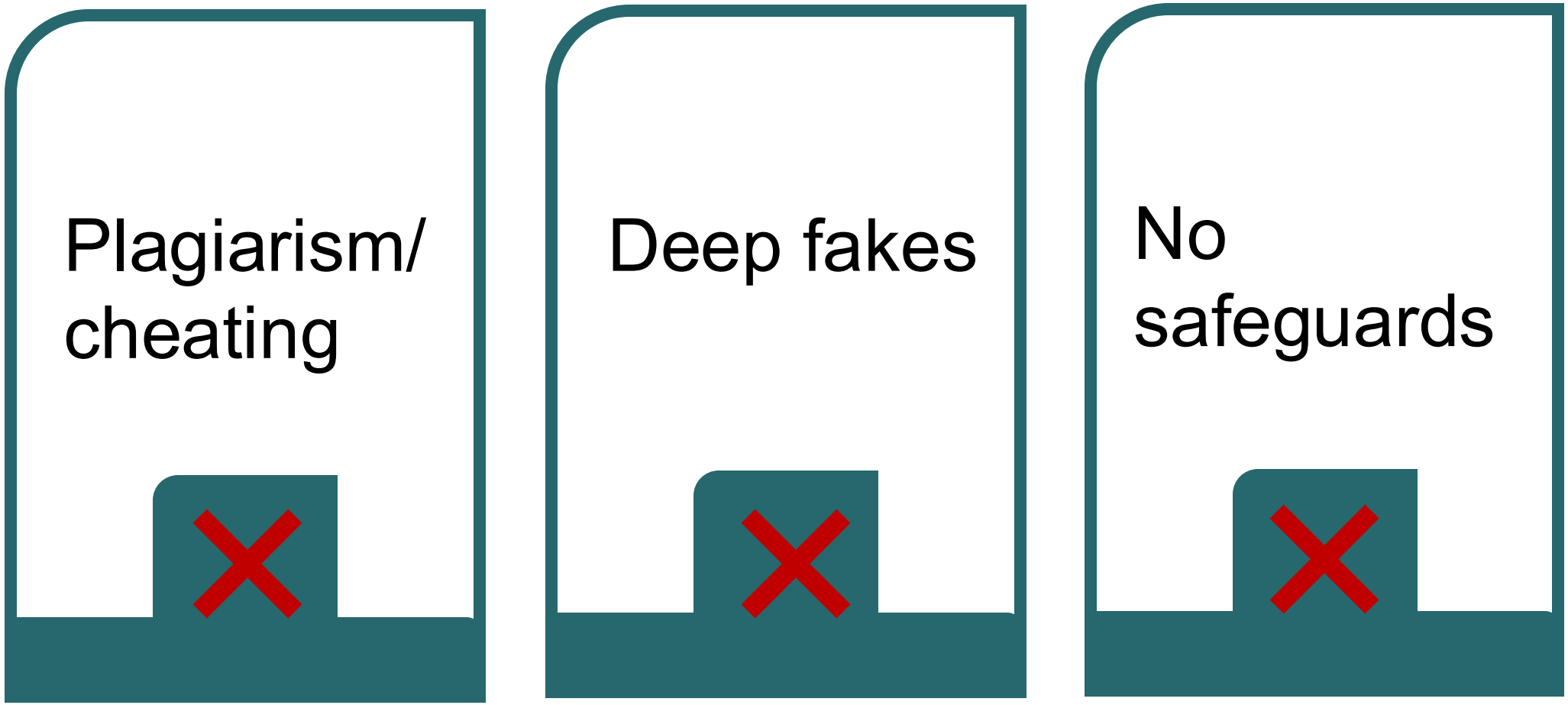
Benefits to Using AI

Generate ideas

Clarify information

Extend thinking

Risks to Using AI



Using AI Safely & Appropriately

Keep private information... private

Give credit & be transparent

Consider if the content is hurtful

Verify important facts

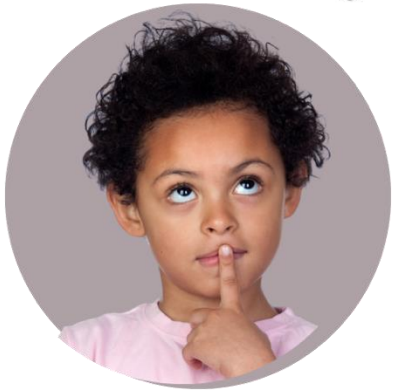
Revise outputs

Exercise caution in prompting

Educate AI for accurate outputs

Tips generated by AI!

Exploring Tools



ACTIVITY

Making Sense of Attendance Policies

Improve my explanations of school attendance policies for parents.

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Making Sense of Attendance Policies

Action

1. Access ChatGPT (Phone or Computer)

ChatGPT for Android

ChatGPT for

Making Sense of Attendance Policies

Action

1. Access ChatGPT (Phone or Computer)
2. Access a policy from your school district

ChatGPT for Android

ChatGPT for

Making Sense of Attendance Policies

Action

1. Access ChatGPT (Phone or Computer)
2. Access a policy from your school district
3. Copy and paste text from policy to ChatGPT

ChatGPT for Android

ChatGPT for

Making Sense of Attendance Policies

Action

1. Access ChatGPT (Phone or Computer)
2. Access a policy from your school district
3. Copy and paste text from policy to ChatGPT
4. Ask questions for understanding

ChatGPT for Android

ChatGPT for

Let's Share!

What's one thing you can do with the knowledge you gained today to help families understand attendance policies?

ACTIVITY

Preparing for Stressful Conversations

Prepare for two-way conversations with families to support student attendance.

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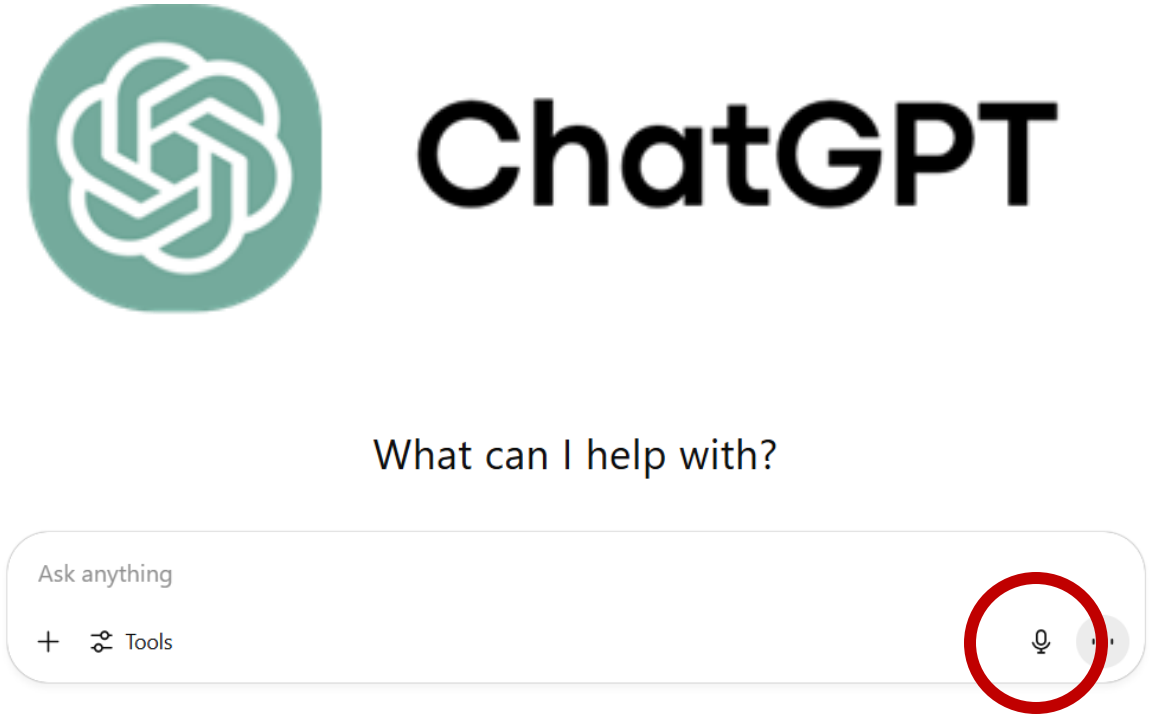
Let’s Practice!

1. Access ChatGPT
2. Select the speaker button
3. Practice with the provided prompt
4. Answer the debrief questions



Practice Prompt with AI Role Play

Copy and paste the prompt from note-catcher into ChatGPT to practice a challenging parent conversation.

https://go.osu.edu/parentmentorchatgpt

Apple

Android

Let’s Share!

What’s one thing you learned about your communication with a parent about attendance?

PARTS Prompts

The better the prompt, the better the response!

Persona- what role should the AI assume for this activity?

Act- what is the action you want AI to take?

Recipient- who is the intended audience for the action?

Theme- are there any themes that the AI should use?

Structure- what framework or structure should the AI use in delivering the end result?

PARTS Example

"I want to practice a phone conversation as a parent mentor with a family about their child's attendance. I'll be the parent mentor, and I'd like you to play the role of the parent.

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Please make the conversation realistically hard — not disrespectful, but challenging — so I can practice the strategies I learned. During the conversation, please include some of the following:

- Criticism
- Contempt
- Deflecting
- Defensiveness
- Stonewalling

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At the end of the conversation, when we "hang up," please give me feedback about how I handled things. Specifically, let me know:

- Did you feel heard?
- Do you clearly understand the next step for your child?
- Do you feel your child is capable of being successful?

Let’s Share!

What other ways could you use AI to promote partnerships?

RESOURCE

Using AI to Facilitate Family-School Partnerships

USING AI TO FACILITATE FAMILY-SCHOOL PARTNERSHIPS

1. WRITING ENGAGING NEWSLETTERS OR EMAILS

AI tools like **Grammarly** can help you create informative and engaging content efficiently. Start with a basic outline of what you want to include and use AI to expand or refine the text. This make it easier to maintain regular communication with families.

2. CRAFTING PERSONALIZED REPORT CARDS

AI tools like **MagicSchool** can generate report card comments based on each student's performance data and behavioral notes. You can review and modify these comments to fit individual needs before finalizing the report cards. It is important to ensure compliance with privacy laws.

3. PREPARING FOR STRESSFUL CONVERSATIONS

AI tools like **ChatGPT** can be used to simulate conversations with parents. You can enter prompts that simulate different scenarios, such as discussing a student's academic challenges. The AI can respond as the "parent" and give instant feedback. This ensures the conversation is handled with sensitivity and empathy.

4. TWO-WAY TRANSLATED COMMUNICATION

AI translators like **TalkingPoints** enable you to communicate with families in their native language. You can send and receive text messages with files, images, and videos that have translated captions. These tools ensure accurate translation of educational terms.

5. CREATING SLIDES FOR PRESENTATIONS

AI presentation maker like **Slidesgo** helps you create engaging and professional slides for parent-teacher conferences in minutes. AI can help generate elements and recommend relevant visuals based on the content you provide. This helps you make complex information easier to understand.

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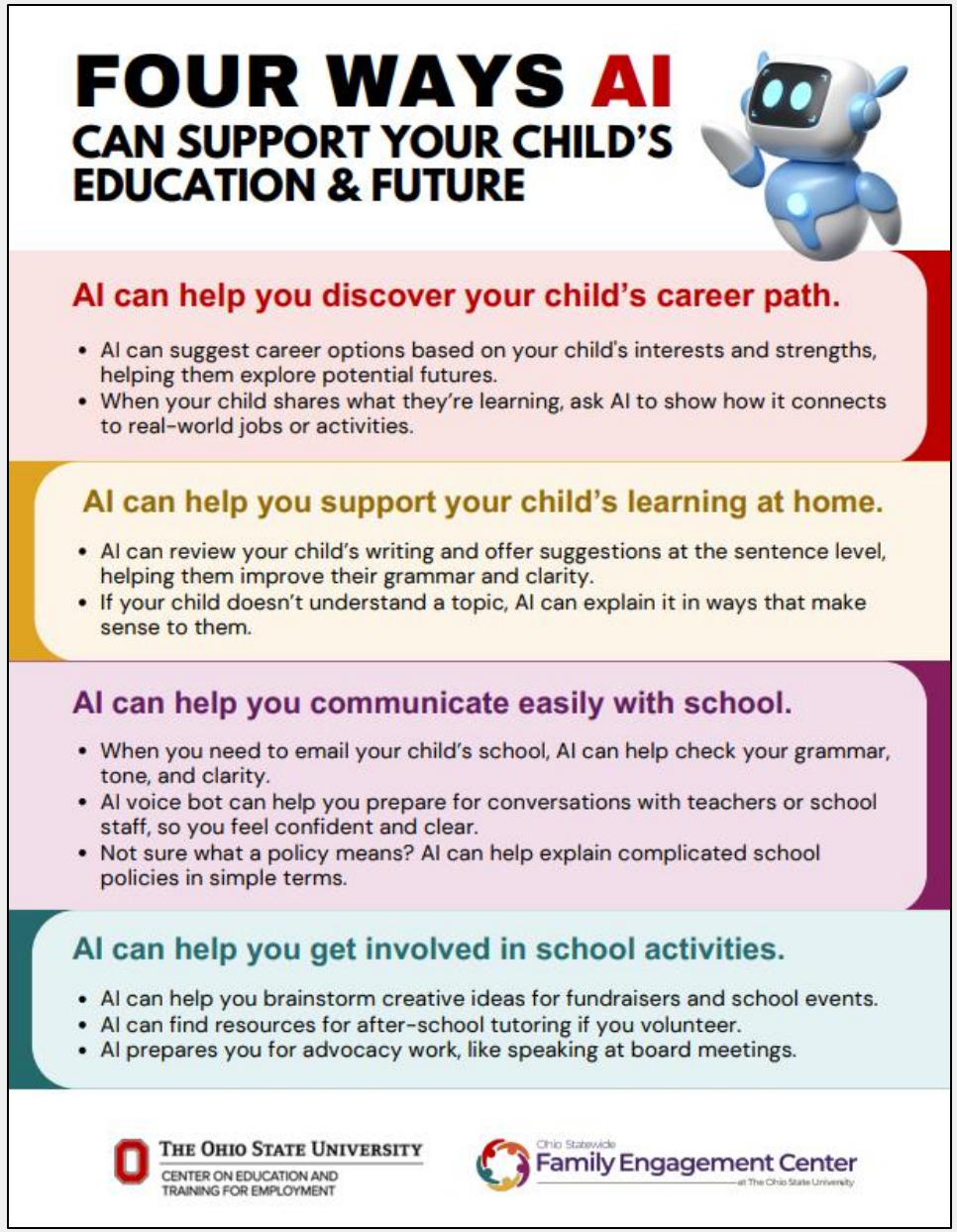
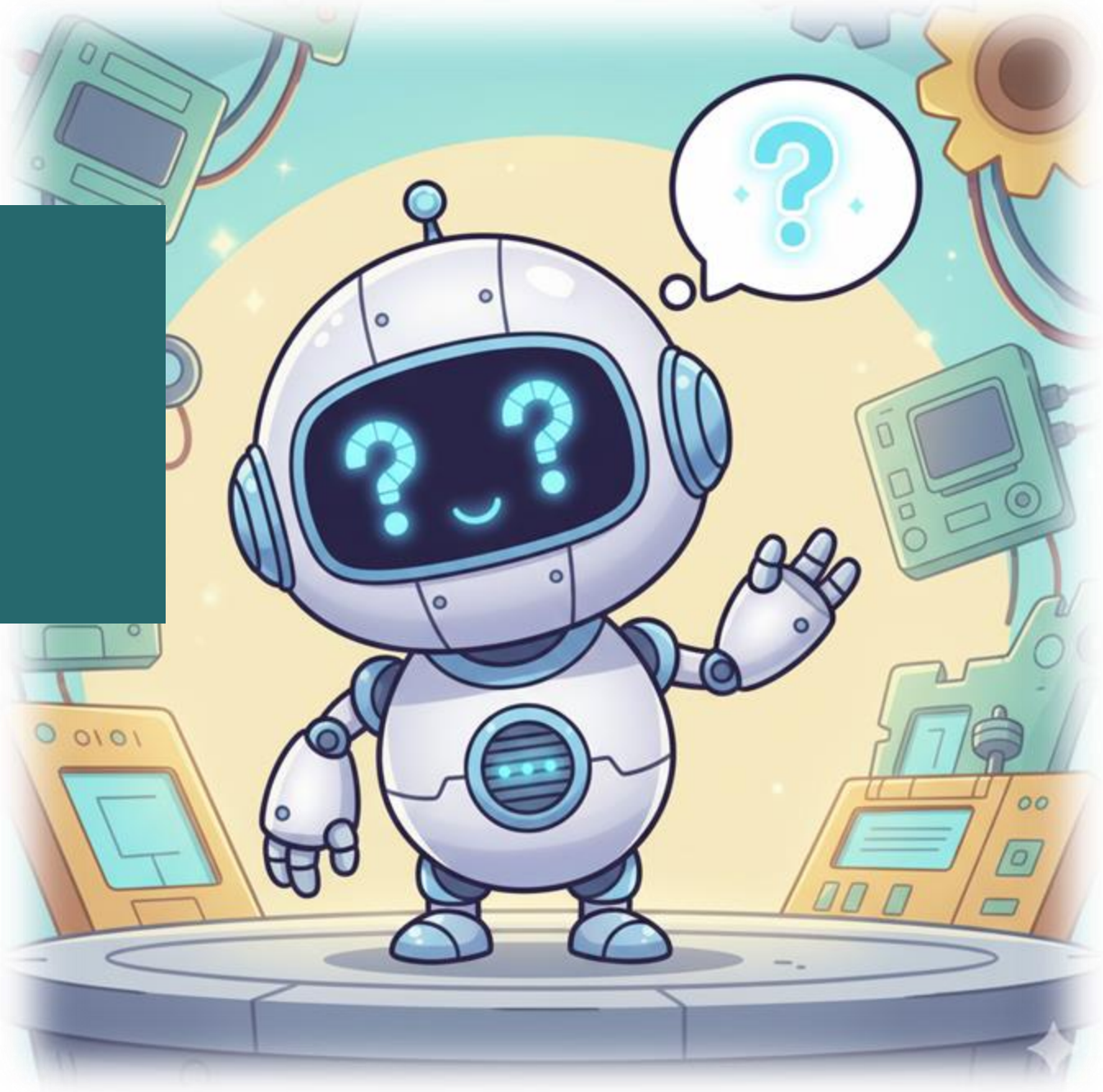
RESOURCE

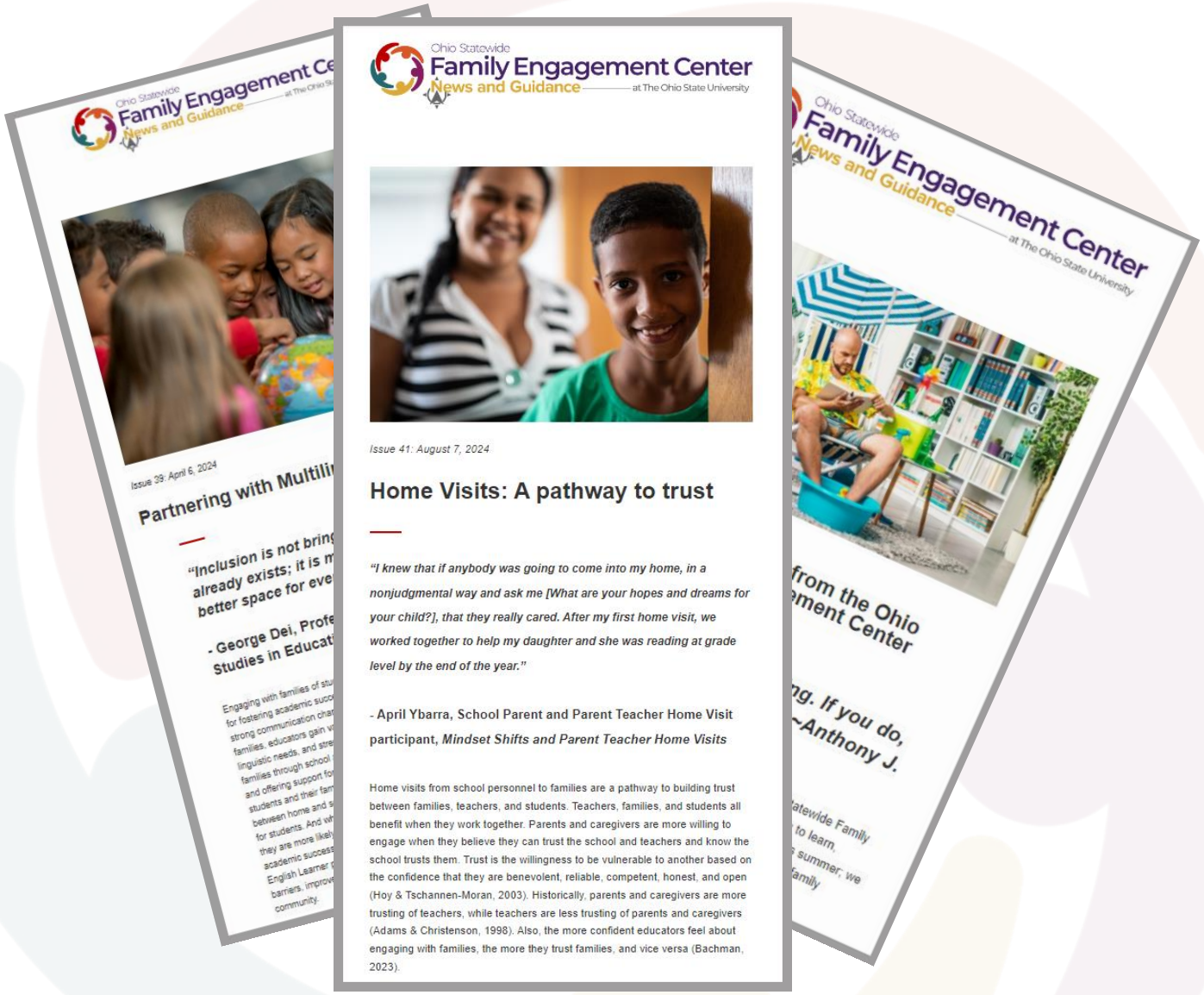
Four Ways AI Can Support Your Child's Education & Future



Questions

Add your questions to the chat.





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Free e-newsletter | Delivered to your inbox every other month

https://go.osu.edu/newsguide

UPCOMING SEMINAR

Foundations of Family Engagement

START DATE:
OCTOBER 31, 2025

Application open
August 1 to October 17

LEARN MORE

THE OHIO STATE UNIVERSITY
CENTER ON EDUCATION AND TRAINING FOR EMPLOYMENT

SEMINAR

Unlocking Early Literacy with Family-Teacher Collaboration

Application opens:
August 1-October 17, 2025

Seminar:
October 31-November 12, 2025

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LEARN MORE

Please share your experience with our professional learning!

Ohio Statewide Family Engagement Center at The Ohio State University

Professional Learning

Title of the Presentation:

AI Tools for Promoting Partnerships

https://go.osu.edu/presentationsurvey25

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Bachman, H. F., Owens, W., DeShon, S.M., Boone, B. J., and Gherman, W. (2025). *Equipping Family-Facing Professionals: Research-Based PD that Works*. [PowerPoint slides].
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Thank you!

A copy of today's slides will be made available on the Parent Mentor website

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Please do not hesitate to reach out for support.
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