

The Proof-of-Learning Classroom

Teaching With AI While Protecting Thinking, Privacy, and Trust

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Start With the Learning Objective

In plain terms

The objective determines whether AI is a tutor, example generator, critic, simulator, or prohibited shortcut. In a real lesson, assignment, or assessment, the practical question is **What capability should remain after the tool is gone?** For teachers, instructional designers, and school leaders across secondary and higher education, the answer counts only when **Rewrite each activity objective as an observable student capability before choosing a tool** produces reviewable evidence for **students demonstrate objective independently** without normalizing adding AI to a lesson because it is available.

Chapter contract

DECIDE

What capability should remain after the tool is gone?

BUILD

Rewrite each activity objective as an observable student capability before choosing a tool.

MEASURE

students demonstrate objective independently

STOP OR REDESIGN WHEN

adding AI to a lesson because it is available

The decision at stake

For **Start With the Learning Objective**, the responsible educator under school policy must decide **what capability should remain after the tool is gone?** before the student task crosses from discussion into consequence for students, teachers, and accessibility or safeguarding staff. The minimum decision record is the artifact **Rewrite each activity objective as an observable student capability before choosing a tool**, the observable **students demonstrate objective independently**, and the explicit hold condition **adding AI to a lesson because it is available**. If any Chapter 1 field is missing, the safe default is to preserve student work, pause the consequence, and use a fair review route.

The bounded **Start With the Learning Objective** decision advances the book's promise to redesign learning tasks so AI can support inquiry and

feedback without replacing the thinking the course exists to develop. It does not endorse a product or predetermine the Chapter 1 answer; it creates a record that another person can challenge for each assignment cycle and grading review.

Working model

Read the **Start With the Learning Objective** model as four linked fields. **Outcome:** The objective determines whether AI is a tutor, example generator, critic, simulator, or prohibited shortcut. **Boundary:** the design must make **adding AI to a lesson because it is available** visible rather than convenient. **Evidence:** interpret **students demonstrate objective independently** together with review effort and excluded cases. **Authority:** the responsible educator under school policy may continue, narrow, escalate, or stop the student task. For **Start With the Learning Objective**, Reference [2] from UNESCO, *AI competency framework for students*, informs a Chapter 1 boundary; it is not evidence that the local method or illustrative target will work.

See the chapter in practice

The **start with the learning objective in practice** maps *The Proof-of-Learning Classroom* Chapter 1 into a field scene before its abstract models begin. In one frame, it holds the question **What capability should remain after the tool is gone?**, the artifact **Rewrite each activity objective as an observable student capability before choosing a tool.**, the proof signal **students demonstrate objective independently**, and the warning **adding AI to a lesson because it is available**.

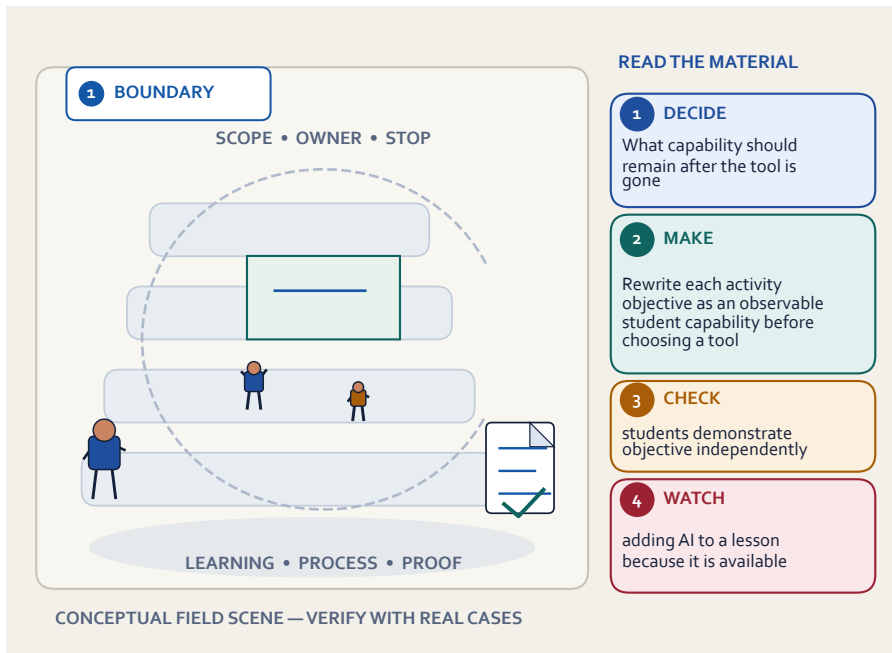


Figure 1.1: Chapter 1 field scene for Start With the Learning Objective: a boundary view in the book's classroom setting.

Read the scene: For The Proof-of-Learning Classroom, Chapter 1, begin with the central classroom scene and scan DECIDE, MAKE, CHECK, and WATCH. Treat the Start With the Learning Objective scene as conceptual, then use its cases and evidence records to test whether students demonstrate objective independently actually improves. For **Start With the Learning Objective**, this explanatory plate is a reasoning prompt—not observed evidence or a universal operating prescription.

Visual field note — Start With the Learning Objective:

- 1. Locate the tension.** In this composite situation, A history teacher shifts from producing a summary to comparing source interpretations.
- 2. Name the choice.** Answer the chapter question: **What capability should remain after the tool is gone?**
- 3. Produce the record.** Use **Rewrite each activity objective as an observable student capability before choosing a tool.**, then retain the teacher, assumptions, and case evidence needed to review it.
- 4. Test and return.** Track **students demonstrate objective independently**. If **adding AI to a lesson because it is available**, return to DECIDE and revise the instructional boundary instead of explaining the warning away.

Chapter-specific operating protocol

Phase	Reader action	Evidence retained	Hold condition
1. Define	Write the exact decision behind What capability should remain after the tool is gone?	Chapter 1 owner, input, output, exception, and timestamp.	Hold Start With the Learning Objective if its record cannot be reconstructed.
2. Contrast	Apply Rewrite each activity objective as an observable student capability before choosing a tool to one ordinary case.	Chapter 1 owner, input, output, exception, and timestamp.	Hold Start With the Learning Objective if its record cannot be reconstructed.
3. Exclude	Run the same artifact against a counterexample shaped by adding AI to a lesson because it is available.	Chapter 1 owner, input, output, exception, and timestamp.	Hold Start With the Learning Objective if its record cannot be reconstructed.
4. Assign	Name the responsible educator under school policy as the person who may continue, narrow, or stop.	Chapter 1 owner, input, output, exception, and timestamp.	Hold Start With the Learning Objective if its record cannot be reconstructed.
5. Challenge	Record students demonstrate objective independently and the review effort for the same case.	Chapter 1 owner, input, output, exception, and timestamp.	Hold Start With the Learning Objective if its record cannot be reconstructed.

Phase	Reader action	Evidence retained	Hold condition
6. Publish	Release the Start With the Learning Objective artifact only when its evidence answers this chapter's question.	Chapter 1 owner, input, output, exception, and timestamp.	Hold Start With the Learning Objective if its record cannot be reconstructed.

This sequence is specific to **Start With the Learning Objective**. For that Chapter 1 decision, it is not permission to automate; it is a way for teachers, instructional designers, and school leaders across secondary and higher education to make the reasoning inspectable for each assignment cycle and grading review.

Rewrite each activity objective as an observable student capability before choosing a tool. This is the chapter's core production artifact. The **Start With the Learning Objective** artifact should fit on one page, use ordinary language, and be reviewed by someone who did not design it. A compact artifact exposes disagreements that a long narrative can conceal.

The chapter's visual tool is the **chapter contract**. For **Start With the Learning Objective**, it translates explanation into an inspectable decision aid: the reader can see the decision, artifact, evidence, and exact condition that pauses the student task.

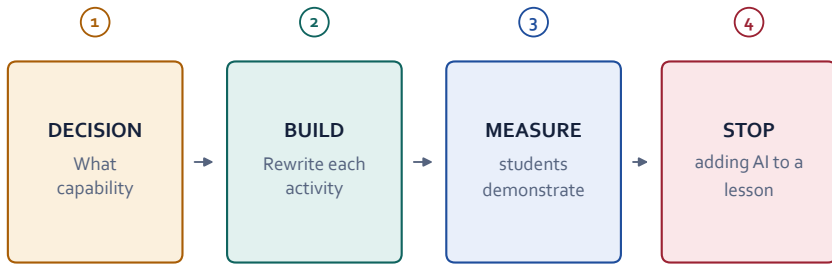


Figure 1.2: Chapter contract connecting the decision, artifact, measure, and stop condition for Start With the Learning Objective.

How to use this page: Move across the four Start With the Learning Objective cards; compare the decision with students demonstrate objective independently and stop before adding AI to a lesson because it is available. The chapter-specific measure is **students demonstrate objective independently**; the principal warning is **adding AI to a lesson because it is available**.

Operating workflow

The **start with the learning objective workflow** makes the chapter executable. For **Start With the Learning Objective**, the five stages carry **Rewrite each activity objective as an observable student capability before choosing a tool.** from the question **What capability should remain after the tool is gone?** to a test against **students demonstrate objective independently**, with **adding AI to a lesson because it is available** as an explicit return or stop signal.

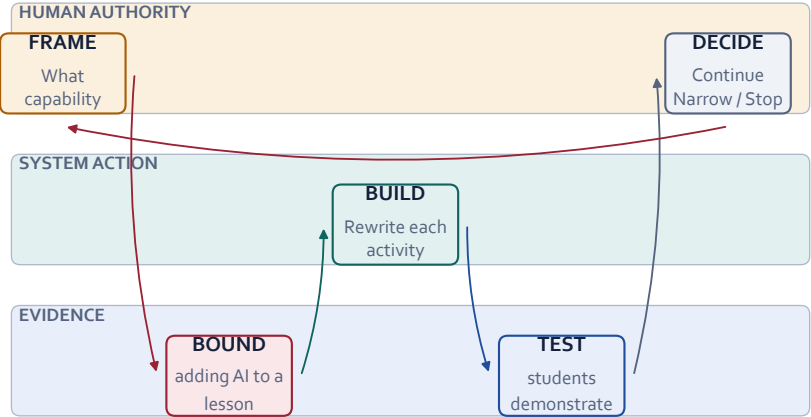


Figure 1.3: Five-stage workflow for chapter 1, Start With the Learning Objective: frame the decision, set the instructional boundary, build Rewrite each activity objective as an observable student capability before choosing a tool., test against students demonstrate objective independently, then continue, narrow, or stop before adding AI to a lesson because it is available.

Read the workflow: Move from FRAME to DECIDE for Start With the Learning Objective. The lower return path is mandatory when evidence is missing or the stop signal—adding AI to a lesson because it is available—appears. For **Start With the Learning Objective**, record the teacher and evidence at every handoff; an arrow is not evidence that the preceding stage passed.

Evidence and control graph

The **start with the learning objective — evidence network** shows the relationships that must remain inspectable when the workflow runs. In *The Proof-of-Learning Classroom*, this qualitative graph asks the reader to record observed evidence for **students demonstrate objective independently** and route **adding AI to a lesson because it is available** to recovery instead of treating sample numbers as facts.

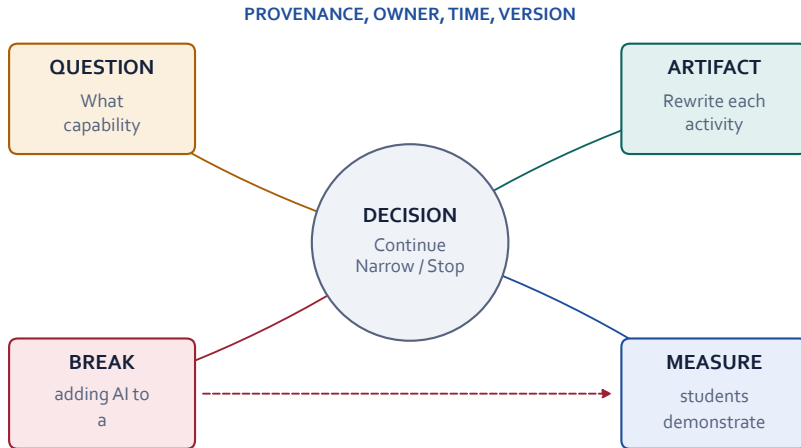


Figure 1.4: Qualitative evidence network for chapter 1, Start With the Learning Objective, linking the question to Rewrite each activity objective as an observable student capability before choosing a tool., the measure students demonstrate objective independently, and the recovery condition adding AI to a lesson because it is available without invented empirical values.

Read the graph: Trace the evidence for Start With the Learning Objective toward the decision. For Start With the Learning Objective, empty or weak evidence does not count as zero risk; it routes the student task to verification, escalation, or stop. Use this **Start With the Learning Objective** graph beside **Rewrite each activity objective as an observable student capability before choosing a tool**, not as a substitute for recorded cases.

Worked composite case file — illustrative, not empirical evidence

This **Start With the Learning Objective** record turns the scenario into an inspectable rehearsal in a real lesson, assignment, or assessment. Its numbers are worksheet examples for Chapter 1, not observed results or a prediction of benefit.

Record field	Filled illustrative entry
Situation	A history teacher shifts from producing a summary to comparing source interpretations.
People affected	students, teachers, and accessibility or safeguarding staff
Decision	What capability should remain after the tool is gone?
Artifact excerpt	Rewrite each activity objective as an observable student capability before choosing a tool.
Accountable authority	The responsible educator under school policy.
Measure and unit	students demonstrate objective independently — eligible cases satisfying the rule divided by all eligible cases.
Example baseline	59/100.
Example target / decision rule	at least 75/100; move only toward the stated target with exceptions reported separately.
Named exception	adding AI to a lesson because it is available.
Safe default	Preserve student work, pause the consequence, and use a fair review route.

Scenario trace

1. **Preserve the starting state.** For **Start With the Learning Objective**, record the original request, governing rule, available evidence, and the last safe result before changing anything.
2. **Make the chapter decision.** Answer **What capability should remain after the tool is gone?** and record the Chapter 1 assumption that carries the most consequence for students, teachers, and accessibility or safeguarding staff.
3. **Use the artifact.** Complete **Rewrite each activity objective as an observable student capability before choosing a tool** with a normal case and a counterexample; in this chapter, do not infer missing facts merely to finish the form.
4. **Observe the decision rule.** Review **students demonstrate objective independently** for each assignment cycle and grading

review; the **Start With the Learning Objective** record reports exclusions and review effort beside the headline value.

5. **Contain and recover.** If **adding AI to a lesson because it is available**, preserve student work, pause the consequence, and use a fair review route. Preserve the Chapter 1 failed case, assign a deadline, and require the responsible educator under school policy to authorize any restart.

Artifact handoff

Start **Start With the Learning Objective** from the book-level thesis and boundary. Within *The Proof-of-Learning Classroom*, attach the current artifact and exception record, then hand both to Chapter 2, **Make Student Thinking Observable**, which asks: What evidence reveals the path, not just the answer?. That recipient may revise the **Start With the Learning Objective** assumption, but must preserve the evidence that made this book's earlier decision reasonable.

Evidence application

Reference [2], UNESCO, *AI competency framework for students*, provides a relevant boundary or design input for **Start With the Learning Objective**. It does **not** prove that the Chapter 1 worked values, local method, or target will succeed. The **Start With the Learning Objective** reviewer must link this book's exact claim to the exact source passage and leave unsupported synthesis marked UNVERIFIED.

Transfer test

- Re-run **Rewrite each activity objective as an observable student capability before choosing a tool** with one routine Chapter 1 case that should pass.
- Re-run the **Start With the Learning Objective** artifact with missing evidence and keep the safe default active.
- Re-run it where **adding AI to a lesson because it is available** appears plausible but not certain.
- Ask a reviewer who did not design this chapter's method to decide whether the retained record supports continuing, narrowing, escalating, or stopping.

Measurement and recovery decision

For **Start With the Learning Objective**, define **students demonstrate objective independently** as eligible cases satisfying the rule divided by all eligible cases. In this **Start With the Learning Objective** worksheet,

the Chapter 1 worked baseline is 59/100 and the illustrative target is at least 75/100; both must be replaced with evidence from a real lesson, assignment, or assessment. Review the Chapter 1 result for each assignment cycle and grading review, preserve excluded and high-consequence cases, and interpret movement as better only when it is toward the stated target with exceptions reported separately.

The named failure is **adding AI to a lesson because it is available**. Containment means: preserve student work, pause the consequence, and use a fair review route. Recovery is complete only after the responsible educator under school policy can reconstruct the failed case, explain which assumption changed, and authorize a new test against **students demonstrate objective independently**.

Practice lab

Choose one live but reversible **Start With the Learning Objective** example from a real lesson, assignment, or assessment. Create the following:

- a one-sentence answer to **What capability should remain after the tool is gone?**;
- a completed first draft of **Rewrite each activity objective as an observable student capability before choosing a tool**;
- one routine case, one missing-evidence case, and one case shaped by **adding AI to a lesson because it is available**;
- a locally measured baseline for **students demonstrate objective independently** using the unit eligible cases satisfying the rule divided by all eligible cases;
- a stop threshold, the responsible educator under school policy as owner, and the safe default preserve student work, pause the consequence, and use a fair review route;
- learning evidence packet that will be handed to the next chapter.

Ask a colleague to challenge **Rewrite each activity objective as an observable student capability before choosing a tool**. They should identify one ambiguous field, one person among students, teachers, and accessibility or safeguarding staff whose interests are missing, and one reason **students demonstrate objective independently** could reward the wrong behavior. Preserve that challenge in the chapter handoff before revising.

Limits and judgment

Start With the Learning Objective supplies a locally testable method, not proof of causal effectiveness or a universal rule. This Chapter 1 method remains inside the book boundary: This book does not replace institutional policy, disability accommodation, safeguarding requirements,

or discipline-specific educational research. Readers applying **Start With the Learning Objective** for students, teachers, and accessibility or safeguarding staff must verify current law, contract, policy, safeguarding, accessibility, security, and professional duties before consequential use. A negative **students demonstrate objective independently** result may mean the question was framed badly, the review cost is too high, or preserve student work, pause the consequence, and use a fair review route is the responsible decision.

Takeaways

- The objective determines whether AI is a tutor, example generator, critic, simulator, or prohibited shortcut.
- The chapter artifact is: rewrite each activity objective as an observable student capability before choosing a tool.
- The primary measure is **students demonstrate objective independently**, paired with review cost and failure severity.
- Watch especially for **adding AI to a lesson because it is available**.
- In a real lesson, assignment, or assessment, expand scope only after the responsible educator under school policy can show the evidence and exercise the recovery path.

Reflection

What evidence would let a skeptical reviewer answer **What capability should remain after the tool is gone?** differently from the responsible educator under school policy? Which case involving students, teachers, and accessibility or safeguarding staff would **students demonstrate objective independently** miss, and would that omission require continuing, narrowing, escalating, or preserve student work, pause the consequence, and use a fair review route?