The C.R.E.A.T.E. Framework for Effective AI Prompting

Generative AI tools can be powerful assistants for educators. Getting the desired results requires well-crafted prompts and planning. The C.R.E.A.T.E. framework offers a structured approach to designing effective AI prompts. By addressing the AI as "you", this framework helps you provide the necessary context and instructions for the AI to generate relevant and useful content. **Before utilizing AI, educators should review the [Strategic AI Integration: A Pre-Work Checklist for Educators](#) to preserve the integrity of high-quality instructional materials.**

The C.R.E.A.T.E. framework	
C	**Character: Describe the role the AI should assume. You can even include aspirational qualities.**
	• **Example:** "You are an experienced elementary school teacher with a knack for connecting phenomena to students' experiences." • **Example:** "You are a helpful instructional coach who can provide concise feedback on student writing." • **Example:** "You are an ELA teacher using ELA Guidebooks with a passion for building students' knowledge."
R	**Request: Clearly and specifically define what you want the AI to do. Start with a direct instruction like "I want you to…".**
	• **Example:** "As an experienced elementary school teacher with a knack for connecting phenomena to students' experiences, I want you to generate three engaging brainstorming activities for a grade 4 lesson on natural hazards that can occur in Louisiana." • **Example:** "As a helpful instructional coach, I want you to provide three specific suggestions for improvement on this paragraph written by a high school student: '[student paragraph inserted here]'." • **Example:** "As an ELA teacher using ELA Guidebooks, I want you to suggest three important things a grade 4 student from Arizona (or any place outside of Louisiana) may not know about hurricanes."

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E	**Examples: Provide examples of the desired output if you have them. This helps the AI understand the format, style, and level of detail you're looking for.**
	Example: "As an experienced elementary school teacher with a knack for connecting phenomena to students' experiences, I want you to generate three engaging brainstorming activities for a grade 4 lesson on natural hazards that can occur in Louisiana. For example: a word web, a think-pair-share activity, and a quick write." **Example:** "As a helpful instructional coach, I want you to provide three specific suggestions for improvement on this paragraph written by a high school student: '[student paragraph inserted here]'. For example: focus on strengthening the topic sentence, adding more specific evidence, and improving sentence fluency." **Example:** As an ELA teacher using ELA Guidebooks, I want you to suggest three important things a grade 4 student from Arizona (or any place outside of Louisiana) may not know about hurricanes. For example, you might explain terms like 'storm surge,' 'levees,' and 'evacuation route,' providing a brief, student-friendly definition for each."
A	**Additions: Refine the task by describing a point of view to consider or a style to use.**
	Example: "As an experienced elementary school teacher with a knack for connecting phenomena to students' experiences, I want you to generate three engaging brainstorming activities for a grade 4 lesson on natural hazards that can occur in Louisiana. For example: a word web, a think-pair-share activity, and a quick write. Make sure the activities are hands-on and encourage collaboration among students." **Example:** "As a helpful instructional coach, I want you to provide three specific suggestions for improvement on this paragraph written by a high school student: '[student paragraph inserted here]'. For example: focus on strengthening the topic sentence, adding more specific evidence, and improving sentence fluency. Please provide feedback that is encouraging and actionable for the student." **Example:** As an ELA teacher using ELA Guidebooks, I want you to suggest three important things a grade 4 student from Arizona (or any place outside of Louisiana) may not know about hurricanes. For example, you might explain terms like 'storm surge,' 'levees,' and 'evacuation route,' providing a brief, student-friendly definition for each. Use language that would not cause fear for a grade 4 student."
T	**Type of Output: Specify the desired format and length of the response.**
	Example: "As an experienced elementary school teacher with a knack for connecting phenomena to students' experiences, I want you to generate three engaging brainstorming activities for a grade 4 lesson on natural hazards that can occur in Louisiana. For example: a word web, a think-pair-share activity, and a quick write. Make sure the activities are hands-on and encourage collaboration among students. Present each activity as a short paragraph with clear instructions."

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	Example: "As a helpful instructional coach, I want you to provide three specific suggestions for improvement on this paragraph written by a high school student: '[student paragraph inserted here]'. For example: focus on strengthening the topic sentence, adding more specific evidence, and improving sentence fluency. Please provide feedback that is encouraging and actionable for the student. Limit your feedback to three bullet points." **Example:** "As an ELA teacher using ELA Guidebooks, I want you to suggest three important things a grade 4 student from Arizona (or any place outside of Louisiana) may not know about hurricanes. For example, you might explain terms like 'storm surge,' 'levees,' and 'evacuation route,' providing a brief, student-friendly definition for each. Use language that would not cause fear for a grade 4 student. Present this information as a bulleted list."
E	**Extras: Include any further information that might be helpful, such as reference text or specific constraints.** **Example:** "As an experienced elementary school teacher with a knack for connecting phenomena to students' experiences, I want you to generate three engaging brainstorming activities for a grade 4 lesson on natural hazards that can occur in Louisiana. For example: a word web, a think-pair-share activity, and a quick write. Make sure the activities are hands-on and encourage collaboration among students. Present each activity as a short paragraph with clear instructions. The lesson will be 45 minutes long, and the students have varying learning styles." **Example:** "As a helpful instructional coach, I want you to provide three specific suggestions for improvement on this paragraph written by a high school student: '[student paragraph inserted here]'. For example: focus on strengthening the topic sentence, adding more specific evidence, and improving sentence fluency. Please provide feedback that is encouraging and actionable for the student. Limit your feedback to three bullet points. The student is currently struggling with organization in their writing." **Example:** "As an ELA teacher using ELA Guidebooks, I want you to suggest three important things a grade 4 student from Arizona (or any place outside of Louisiana) may not know about hurricanes. For example, you might explain terms like 'storm surge,' 'levees,' and 'evacuation route,' providing a brief, student-friendly definition for each. Use language that would not cause fear for a grade 4 student Present this information as a bulleted list in order of importance."

By using the C.R.E.A.T.E. framework, you can significantly improve the quality and relevance of the AI-generated content, making these powerful tools even more valuable for your teaching practice. Remember that prompt engineering is a refinement process, so don't hesitate to revise and resubmit your prompts to achieve the best results. Utilize the resources you have access to in your school system and refer to your school system's technology policy for acceptable use policy for more information.