



Who Should Read

Superintendents,
District Leaders,
Principals

The AI Playbook for District Leaders

Critical Actions Every District Should Take
to Prepare for a Future with AI

The District Leadership Forum

2 Ways to Use This Playbook

- **For districts just starting their AI strategy:** Share [Part 1](#) of this resource with AI task force members as pre-reading for the first task force meeting. Then, come together to begin [Part 2](#).
- **For districts seeking next steps in their AI progress:** Complete the accompanying [AI Strategy Pulse Check](#) diagnostic to determine where you should start in the AI Playbook.

How to Use This Resource

Where should my district begin?

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- **For districts seeking next steps in their AI progress:** Complete the accompanying [AI Strategy Pulse Check](#) diagnostic to determine where you should start in the AI Playbook.

▶ **[Part 1: Why does every district need an AI strategy?](#) 3**

Read this section if your district is just starting its AI response or if your leadership team needs more information about AI’s impact on K-12 schools, teachers, and students.

▶ **[Part 2: What is the playbook for crafting an AI strategy?](#) 17**

[Priority 1: Expedite AI guidance that match stakeholder needs](#) 19

District leaders need to talk about AI differently to the board, the community, and the teachers and students in their schools. Learn how to quickly release the policies, principles, and guidelines for each group separately that highlight the information each group needs the most.

[Priority 2: Build teacher AI literacy through productivity tools](#) 36

Focus initial AI training on areas where teachers could use the most help – saving time and helping with heavy workloads. Learn how to demystify AI, address concerns, and showcase examples of successful AI use for high-impact tasks to alleviate teachers’ workload.

[Priority 3: Support AI experimentation beyond productivity](#) 52

Encourage teachers to explore AI’s potential in enhancing teaching and learning. Learn how to form cohorts focused on specific educational priorities, using rapid-cycle improvement processes to test and refine AI applications. This will create a structure of continuous learning to keep up with the fast pace of AI evolution.

▶ **[Playbook Resource Appendix](#) 63**



PART 1

Why does every district need an AI strategy?

- How is AI already impacting K-12 students and teachers?
- What does this mean for the future of K-12 education?

AI Already Unavoidable in K-12 Schools

GenAI (generative AI¹) is rapidly permeating K-12 schools. This is due to natural adoption by students and educators as well as its integration into existing educational technology. Surveys show that the use of genAI apps by teachers and students is increasing, and this growth is yet to slow.

Surveys Indicate Growing Adoption by Students and Teachers

 **+9 pts**

Growth in percentage of **12-17-year-olds** who use ChatGPT, Feb-Jun 2023

 **+33 pts**

Growth in percentage of **K-12 teachers** who use ChatGPT, Aug-Dec 2023

EdTech Vendors Are Racing to Offer GenAI Products to Schools, Districts, and Individual Users


280+


Vendors incorporating genAI as a core engine of their product, September 2023


\$21B+

Predicted increase in investment in AI in the global education market by 2028

Old and New Faces Offering genAI on Front- and Back-End

 Integrated AI assistant Powerbuddy into LMS services, available to students and teachers

 Adds spate of new AI tools, features, and integrations (e.g., DuetAI, Practice Sets)

 Offers 60+ easy-to-use tools aligned to teacher tasks (e.g., lesson planning)

 **1.5M**
current users

Teachers are actively seeking standalone educational genAI apps like MagicSchool, which claims to have 1.5 million users worldwide – a huge feat for a small tech startup. These apps support tasks such as lesson planning and content differentiation. Major edtech vendors like PowerSchool and Google are also integrating genAI into their products. As a result, many educators and students are already interacting with genAI, often without realizing it.

As edtech companies continue investing in genAI capabilities, districts may find themselves increasingly tasked with evaluating this new technology in existing vendor agreements.

1) Throughout this document, the term "AI" will be used interchangeably with "genAI" or "generative AI".

Sources: Impact Research, [Americans See Need to Better Prepare Students...](#), 2023; Reach Capital, [Pipeline Perspectives: Trends From 280+ Generative AI EdTech Tools](#), 2023; World Economic Forum, [These 5 key trends will shape the EdTech market up to 2030](#), 2024; PowerSchool, [PowerSchool Unveils Contextual AI Solutions to Reduce Teacher Workloads and Accelerate Student Learning](#), 2024; Google, [New education features to help teachers save time and support students](#), 2024; MagicSchool, [Frequently Asked Questions](#), 2024.

Superintendents Agree: AI Will Change Education

Most K-12 district leaders recognize the importance of generative AI for schools. They feel a responsibility to understand this new technology for their students' benefit. According to EAB's 2024 Voice of the Superintendent survey, over 90% of district leaders agree that generative AI will transform teaching and learning. As a result, educators must learn about the technology and teach students to use it ethically and effectively.

Results from EAB's 2024 Voice of the Superintendent Survey

Nov 2023-Jan 2024

n=144



92%

Agree "generative A.I. will **transform the way we educate students** within the next five years."



97%

Agree "**schools have a responsibility** to teach students how to use gen AI effectively and responsibly."



99%

Agree "**it is my responsibility to understand generative A.I.** and the implications for my district."

"Either I can choose to spend time addressing A.I., or A.I. will make that choice for me."

- Superintendent, Midwest School District

Yet the Important Is Crowded Out by the Urgent

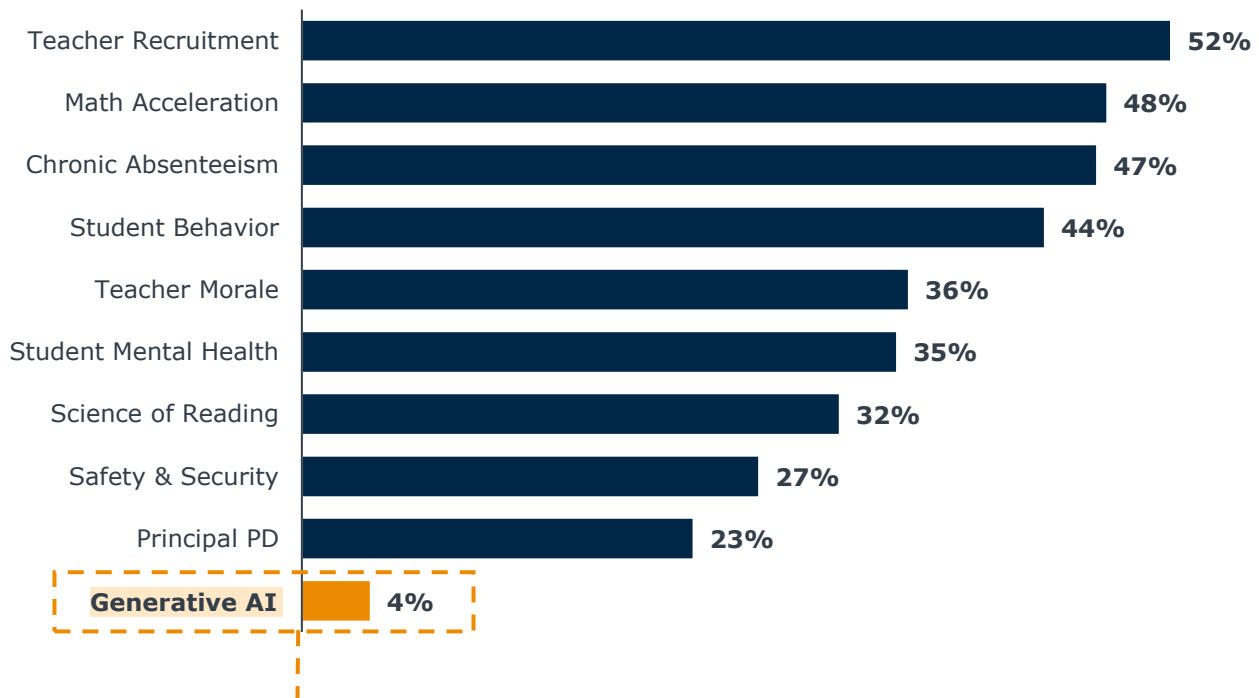
However, district leaders rank genAI low on their list of priorities. They believe AI is important, but issues like staffing, student misbehavior, and learning acceleration are more urgent and well-understood.

As a result, administrators, staff, and teachers see progress on AI strategy as a nice-to-have rather than a need-to-have due to competing priorities and limited time.

Gen AI Is Crowded Out by More Urgent Priorities for Superintendents

Percent of Superintendents Ranking Issue as "Very Urgent"

n=144



Minimal Pressure to Act on AI, Max Pressure to Focus Elsewhere

"All we've done is add and add and add—time is at a premium. So, if you're going to say "Hey, we need you to do this one more thing, about AI," then I don't know how receptive people are to hearing that right now."

Superintendent, Northeastern School District

Urgent Priorities Already Impacted by AI Trends

Without a comprehensive and adaptable approach to genAI, districts risk experiencing negative impacts on their priorities. However, most leaders are unsure how to make decisions about a fast-paced technology like AI, often resulting in inaction or inadequate responses.

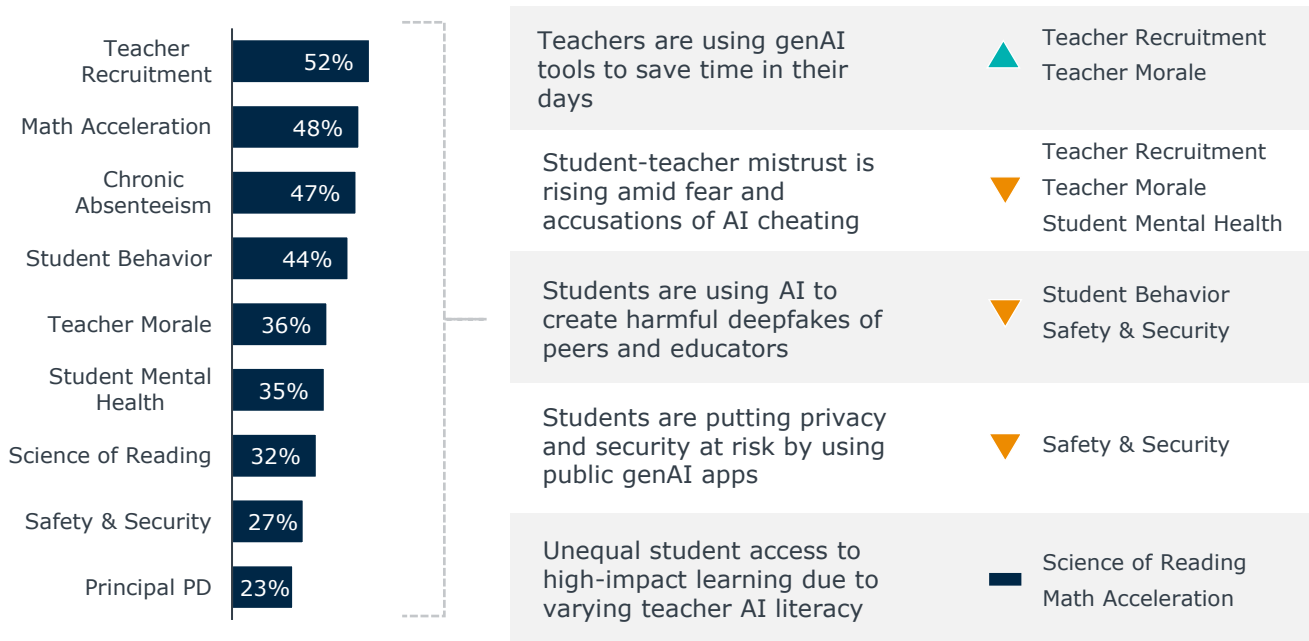
As shown below, inadequate AI responses have resulted in five emerging trends in K-12, most of which negatively impact teaching and learning.

Inaction Heightens Risk of Net Negative Impact on District Priorities

Percent of Superintendents Ranking Issue as "Very Urgent"

Demonstrated Trend in Public Schools Resulting from Inaction

Net Impact on School District Priorities



While there is clear evidence of impact from these developments, additional trends may be unfolding beneath the surface, with results that may not become apparent for months or years.

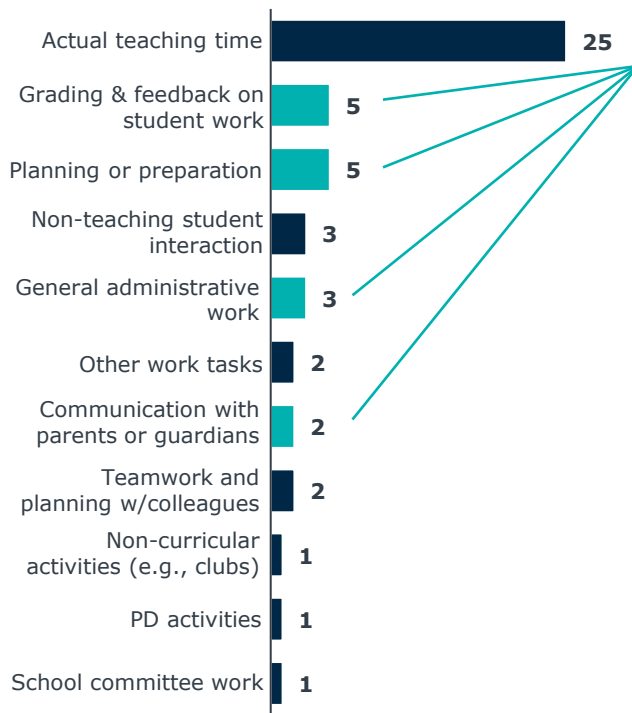
The next eight pages will examine each demonstrated trend and its impact in further detail.

Teachers Using AI to Get Time Back in Their Days

Teachers are increasingly using genAI to reduce time spent on planning, preparation, grading, and administrative work. As shown on the previous page, this likely has a positive impact on teacher morale and recruitment.

Teachers Spend ~15 Hours Per Week on Tasks Aligned to GenAI Capabilities

Teacher time spent per full week, by task (hrs)¹



GenAI Tools Help Teachers Automate Existing, Routine Tasks

Most common teacher uses of genAI²

- Lesson planning
- Creating assignments/assessments
- Brainstorming
- Building content knowledge
- Administrative tasks



 **≤5-7 hours**

Estimated net time savings using AI to expedite teacher tasks

“I don't work Sunday nights anymore.”

Second Grade Teacher,
East Coast School District

GenAI apps popular among teachers are best suited for saving time on tasks outside direct instruction and student interaction. Teachers estimate they spend 15 hours per week on these tasks. Surveys and interviews indicate that the most AI-savvy teachers can save at most 5-7 hours per week using genAI. However, because current tools cannot fully automate these tasks and AI usage varies, the net time savings for most teachers is likely lower (for now).

1) Self-estimate

AI Helps Save Time, But at What Cost?

On Arrival, AI Brings Consequences for Students and Teachers

AI offers potential solutions to productivity, but the proliferation of AI in K-12 schools brings just as many risks to students and teachers – if not more.

In interviews, district leaders reference three main anxieties about AI today, all of which are happening in schools regardless of district action.

The next few pages will cover these three consequences in depth.

Three Consequences of AI's Arrival on Teachers and Students

1



Unchecked Exposure to AI's Ethical Shortcomings

- Online proliferation of AI-generated content containing misinformation and bias
- Collection and sharing of Personally Identifiable Information (PII) by most public-access genAI apps

2



Eroding Trust Between Teachers and Students

- Rising academic integrity disagreements as AI becomes harder to detect
- Teachers' growing sense of irrelevance in the face of emerging technology

3



Growing Student Opportunity Gaps

- Variation in how teachers account for AI in their instructional practices results in unequal learning experiences

Students Encountering and Creating Disinformation

K-12 students are increasingly encountering more realistic and harmful disinformation online. In a small but growing number of cases, students are using genAI to create harmful deepfakes of their peers and adults.

GenAI Causes Unprecedented Increase in Volume and Realism of Disinformation

143K

Number of new deepfake videos posted online in 2023, **more than every previous year combined**

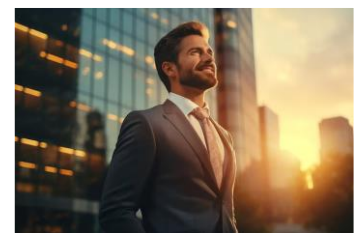
22%

of students say they are very confident in ability to detect whether an image is AI-generated

Fake Images of Pope in Streetwear Went Viral in 2023

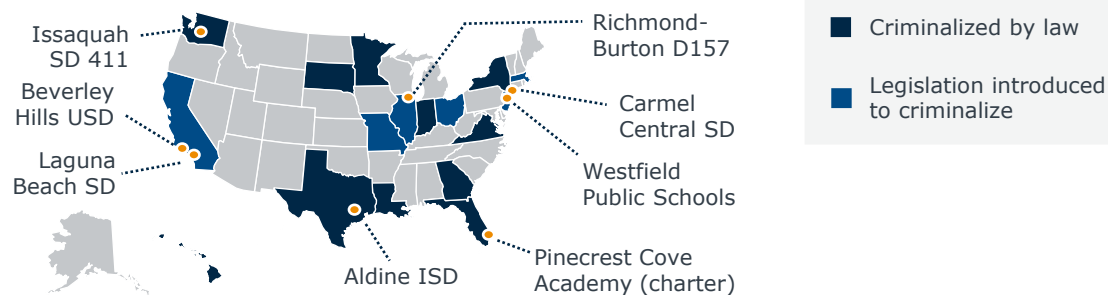


AI Prompt, "A Successful Businessman," Reproduces Societal Biases



Student-Created Deepfake Incidents on the Rise

Districts Where Students Created AI Deepfakes of Peers/Educators (reported), 2023-2024



In 2023, the number of new deepfake videos posted online surpassed the combined total for all previous years. While pushes for media literacy may combat this trend, most students still do not believe they can discern the difference between AI- and human-generated content. For example, AI can produce content reflecting the bias of its training data, potentially leaving even the most tech-savvy users with negative and misleading impressions.

In the last 1-2 years, more districts have experienced incidents where students create and distribute deepfakes of their peers or educators. Most of these cases have involved adolescent boys creating sexually explicit images of girls from their school. These actions cause significant harm to the victims and open perpetrators, including minors, to criminal prosecution or civil liability. A growing number of states are amending existing laws or passing new ones to criminalize this behavior.

Sources: AP, [Teen girls are being victimized by deepfake nudes. One family is pushing for more protections](#), 2023; Doss, et. al., Bianchi, et. al., ["Deepfakes and Scientific Knowledge Dissemination,"](#) 2023; [Easily Accessible Text-to-Image Generation Amplifies Demographic Stereotypes at Large Scale](#), 2023; CBS News, [Fake photos of Pope Francis in a puffer jacket go viral, highlighting the power and peril of AI](#) (2023); BBC, [Fake Trump arrest photos: how to spot an AI-generated image](#) (2023); [Wired, Florida Middle Schoolers Arrested for Allegedly Creating Deepfake Nudes of Classmates](#), 2024; [Miami Herald, Racist, ominous video of principal was really student-made deepfake, NY school says](#), 2023; ABC13, [Aldine ISD middle school teacher demands accountability after face used in 'deep fake' porn video](#), 2023; NBC4, [Another SoCal school investigating AI nude photos of students](#), 2024. EAB interviews and analysis.

1) "Disinformation" is used here to refer to all types of false content, including misinformation and misinformation.

Students Uniquely Exposed to Privacy & Security Threats

Students' privacy is increasingly at risk as more students and educators use public genAI apps, while the safety of education-specific, proprietary apps remains uncertain.

Most districts have not purchased licenses for student-facing genAI apps, leading students and teachers to use public tools like ChatGPT, which collect and share user data by default. While users can opt out of having their inputs used to train OpenAI's models, most students and adults are unlikely to do so. Additionally, students no longer need an account to use ChatGPT, which prevents them from sharing their chat history with teachers, hindering open disclosure of AI use.

More Students and Teachers Default to Riskier Public-Access AI Apps



In the absence of district-provided genAI apps, more students turn to riskier alternatives like ChatGPT¹

Common Sense Media (CSM) Privacy Evaluation of ChatGPT (Oct 2023)

- Privacy Rating**
- Collects PII by default
 - Unclear data access and usage by third parties

48%

But Even Apps Designed for Education Are Not Inherently Safe for Students

96% of apps most commonly recommended/required in schools share students' PII with third parties

CSM Privacy Evaluation of Khanmigo, Khan Academy's genAI tutor (Oct 2023)

- Privacy Rating**
- Collects students' PII
 - PII shared for third party marketing

80%

National Entities Have Plans for Unified Framework, But Nothing for Certain



ED promises Spring 2024 AI toolkit to help AI "align with privacy-related laws and regulations."



Data privacy, districts, and vendors developing agreed-upon standards, data-sharing agreements.

Even apps designed for K-12 education are not necessarily safe. A 2022 report from Internet Safety Labs found that 96% of commonly recommended or required school apps share students' personal information with third parties for marketing or other non-educational purposes. While reputable vendors often work with education agencies to comply with privacy laws, Common Sense Media's "Warning" rating for Khanmigo (though safer than ChatGPT) suggests districts should scrutinize vendors' data-sharing practices. This is crucial in the absence of a unified national regulatory framework.

¹ Users can opt out of default data-sharing/training, but likelihood of students doing so is low. Users can also use ChatGPT without an account, but those who do so cannot review their chat history or share it with others (e.g., with teachers).

Sources: Impact Research, [Americans See Need to Better Prepare Students for National Security Careers of the Future](#), 2023; ISL, [K-12 EdTech Safety Benchmark: National Findings – Part 1](#), 2022; CSM, [AI Product Reviews](#), 2023. Politico, [Artificial intelligence stirs privacy challenges for schools](#), 2023; EAB interviews and analysis.

Academic Integrity Concerns Cause Spiraling Distrust

Chicken-and-Egg Aside, *Fear* of Cheating Contributes to Culture of Mutual Distrust

The potential for AI-enabled cheating, such as using ChatGPT to write essays, is driving a wedge between students and teachers. This worsens existing student disengagement and teachers' distrust of students.

Trust and Engagement Between Students and Teachers Is Already Low

22%

of students agree their teachers try to understand their life outside school

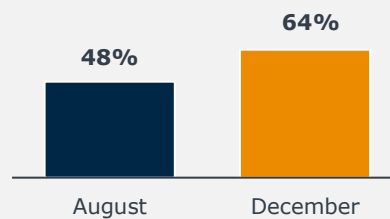
47%

of teachers say that students showing little or no interest in learning is a major problem in their classroom

Amid Rise in Accusations of AI-Enabled Cheating, Teachers Are Increasingly Distrustful of Students



Teachers reporting a student at their school experienced negative consequences for using genAI on an assignment, 2023



52% of teachers say genAI has made them more distrustful of the authenticity of their students' work, Dec 2023



The biggest risks of this technology being used in schools are going unaddressed... As a result, **teachers remain distrustful of students, and more students are getting in trouble.**

Alexandra Reeve Givens
President and CEO, Center for Democracy & Technology

The spike in accusations of students using AI to cheat has coincided with a rise in teacher distrust of the authenticity of students' work. Regardless of the initial cause-and-effect relationship between these trends, they seem to reinforce each other. Teachers are becoming more distrustful of students, and more students are getting in trouble for using AI, whether or not those accusations are warranted. As a result, more teachers are turning to tools like AI detectors that claim to mitigate academic integrity concerns but may just worsen student-teacher trust.

Sources: CDT, [Report – Up in the Air: Educators Juggling the Potential of Generative AI with Detection, Discipline, and Distrust](#), 2024; Stanford GSE, [What do AI chatbots really mean for students and cheating?](#), 2023; *EdWeek*, [Most Students Don't Have Strong Connections to Their Teachers, Survey Finds](#), 2023; Pew Research Center, [What's It Like to Be A Teacher in America Today?](#), 2024; *District Administration*, [AI concerns grow even as more teachers adopt the technology](#), 2024; EAB interviews and analysis.

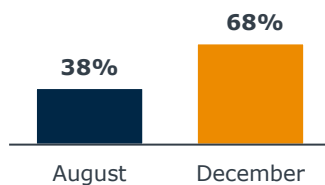
AI Detectors Likely to Harm, Not Help Trust Issues

Teachers are increasingly turning to AI detectors to determine whether students' work is AI-generated. This likely worsens the cycle of distrust, as many students can easily bypass these detectors while others, especially those needing the most help with writing, are falsely accused.

In the last six months of 2023, teachers regularly using AI detectors increased by 30 percentage points.

More Teachers Are Relying on AI Detectors to Address AI Cheating Fears

Teachers who regularly use a genAI detection tool to determine whether students' work is AI-generated, 2023



But Research Deems AI Detectors Unreliable, Especially for Catching Savvy Students



Sadasivan, et al., 2024, University of Maryland

"These detectors are not reliable in practical scenarios."



Lee & Palmer, 2023, University of Adelaide

"...we should assume students will be able to break any AI-detection tools, regardless of their sophistication."

False Positives Contribute to Culture of Guilty Until Proven Innocent

61.2%

Avg false positive rate for essays authored by Chinese TOEFL¹ students, from assessment of seven widely used GPT detectors

“ [False allegations] could put a label on a student that could have longer term effects on [their] standing or disciplinary record... It could also alienate them from school, because if it was not AI produced text, and they wrote it and were told it's bad, that is not a very affirming message.”

Victor Lee,
Associate Professor
Stanford Graduate School of Education

AI content detectors in education have two major flaws. First, students can easily submit AI-generated content undetected through prompting and minimal rewriting, undermining academic integrity standards. Second, AI detectors often falsely accuse students, particularly those whose writing is more formal, such as English language learners. This often puts students as young as sixth grade in a position where they are punished by authority figures, despite following the rules.

Sources: CDT, [Report – Up in the Air: Educators Juggling the Potential of Generative AI with Detection, Discipline, and Distrust](#), 2024; Weber-Wulff, et al., [Testing of Detection Tools for AI-Generated Text](#), 2023; [Times Higher Education, How hard can it be? Testing the dependability of AI detection tools](#), 2023; Sadasivan, et al. [Can AI-Generated Text be Reliably Detected?](#), 2024; Liang, et al. [GPT detectors are biased against non-native English writers](#), 2023; [EdWeek, More Teachers Are Using AI-Detection Tools. Here's Why That Might Be a Problem](#), 2024; EAB interviews and analysis.

1) Refers to "Teaching English as a Foreign Language"

Varying AI Literacy Among Teachers Widens Design Divide

Unequal and inadequate support for teachers to learn about genAI and adjust their teaching practices is likely widening the gap in student access to high-quality, AI-responsive learning opportunities.

The U.S. Department of Education’s National Educational Technology Plan (2024) identifies three digital divides in education: access, use, and design. The design divide refers to teachers’ unequal access to time and support needed to create tech-integrated learning experiences. Inadequate support for teacher AI literacy could widen this divide.

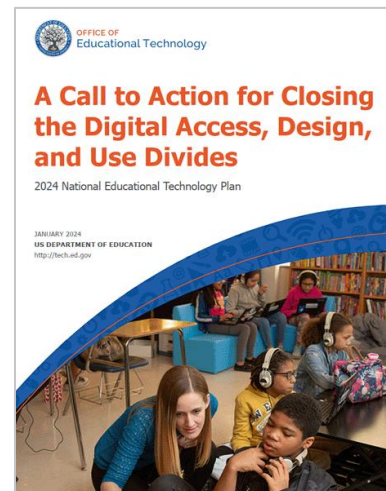
Digital Design Divide Extends GenAI Disparities Beyond Student Access



Digital Design Divide: disparity between educators who have time and support they need to build their capacities to design learning experiences with digital tools, and those that do not.

“Absent vision and sustained support, effective learning design using edtech can vary between neighboring classrooms within a school, schools within a district, and districts within a state.”

2024 National Educational Technology Plan,
ED Office of Educational Technology



Some teachers are independently rethinking their teaching methods and the skills students should learn. Others, overwhelmed by other priorities or skeptical of AI’s importance, are not making changes. District leaders should consider how to provide better support for teacher AI literacy to address this issue.

AI Tutors Will Fall Short Without Change in Practice

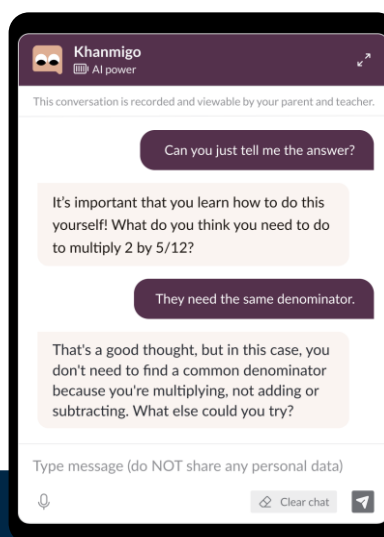
Personalized learning at scale is a long-standing promise of edtech and AI. The newest generation of AI tutors, like Khanmigo, represents a major leap forward, offering lifelike 24/7 tutoring powered by genAI and trained on Khan Academy's content. Developers promise these AI tutors will provide every student with a personal tutor in their pocket.

However, for this technology to deliver on its promise, schools need to do more than just provide access to the service. Changes in teaching practices, support systems, learning standards, and other aspects of schooling are necessary to ensure tech integration improves teaching and learning rather than disrupting it. District leaders must also understand the limits and appropriate roles of genAI and human educators. For instance, genAI tutors will only help students who are willing to be helped. Strategies addressing student behavior, mental health, and academic engagement are crucial to the technology's success.

Khanmigo-class GenAI Tutors Promise Real-time Personalized Tutoring

Khanmigo, GPT-4 Powered Conversational Tutor Bot by Khan Academy

- Trained on Khan Academy content
- Guardrails prevent Khanmigo from outright giving students answers when they are struggling
- Generative responses *almost* mimic human tutor-student conversation; chatbots still shown to ignore core student learning processes



But Uncertainties In and Outside School Could Negate Potential Benefits



What if teachers don't adjust traditional instructional practices to account for new genAI tutors?



What if students aren't motivated to use the platform in the first place?



What if tutorbots impede the development of core academic skills and executive functioning?

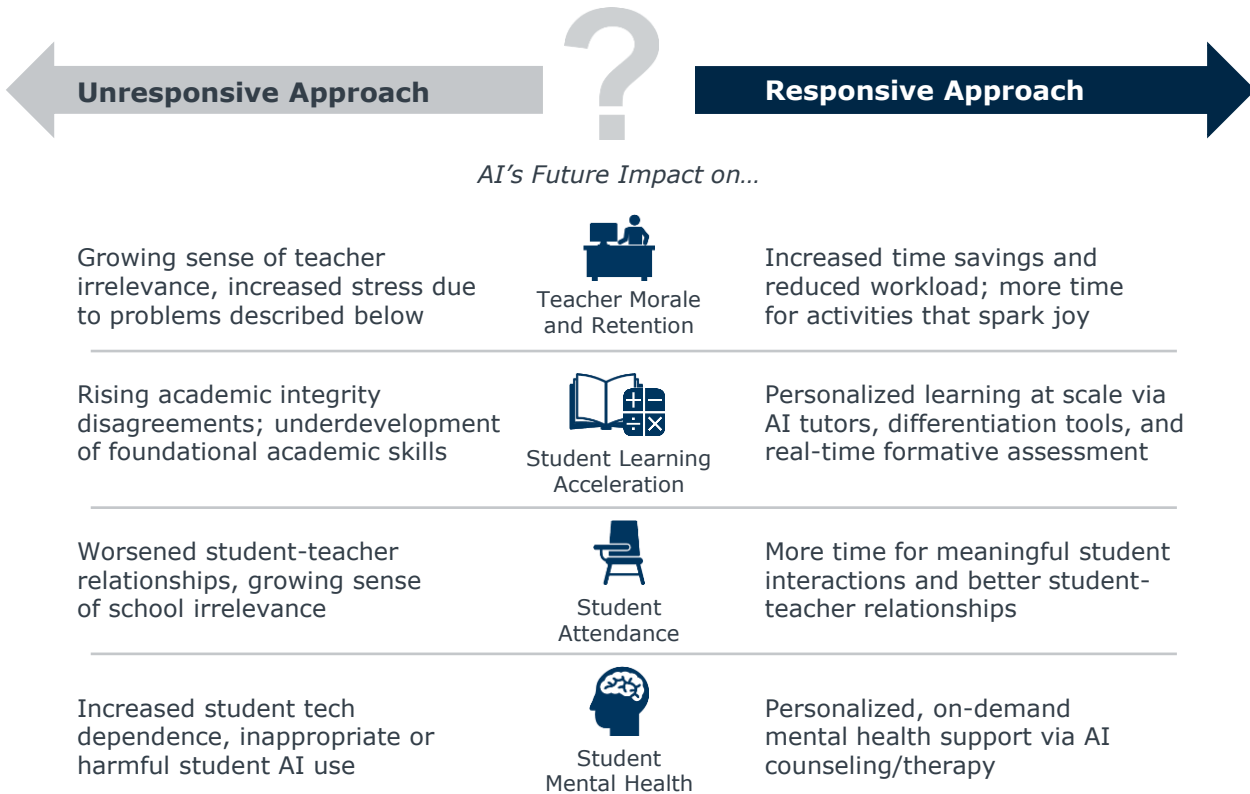
Emerging research on tech dependence suggests that prematurely introducing powerful genAI into classrooms can impede students' learning and socio-emotional development, particularly for younger students. Thus, thoughtful integration and balanced use of genAI are necessary to maximize its benefits and minimize risks.

Sources: Reich, J, *Failure to Disrupt: Why Technology Alone Can't Transform Education* (2020). "Effectiveness of Cognitive Tutor Algebra I at Scale," *Educational Evaluation and Policy Analysis* (2014). "How Mastery Learning Works at Scale," Association for Computing Machinery (2016). "What Does Too Much Screen Time Do to Children's Brains," *Health Matters*, Health Matters

AI's Future Impact Depends on District Strategy

The ultimate impact of increasingly powerful AI on K-12 education will depend more on school district actions than on the technology itself. To realize AI's potential benefits or mitigate its risks, districts need to address more than just students' access to technology and direct instruction on AI skills.

Adaptive changes in pedagogy, student support, and family engagement are essential for an AI-responsive approach that positively impacts teaching and learning. An unresponsive or premature approach will likely worsen current problems, as seen in districts that have not taken action.



▶ What Should Districts Do Next?

Move on to **Part 2: The AI Playbook** to learn the critical actions every district needs to take in their AI response.



PART 2

What is the playbook for crafting an AI strategy?

EAB's AI Playbook outlines **three priorities** – and the actions every district should take to accomplish each – to help districts overcome [common pitfalls to an AI-responsive approach](#):

- **[Priority 1](#)**: Expedite AI guidance that match stakeholder needs
- **[Priority 2](#)**: Build teacher AI literacy through productivity tools
- **[Priority 3](#)**: Support AI experimentation beyond productivity

Playbook Pre-Reading

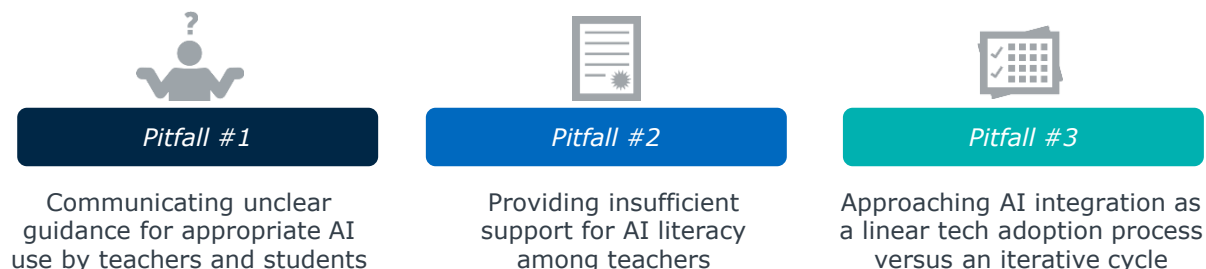
Three Pitfalls in District AI Strategy

Where Should Districts Focus Their AI Efforts Today?

EAB’s research revealed three primary pitfalls in districts’ attempts to develop AI-responsive teaching and learning.

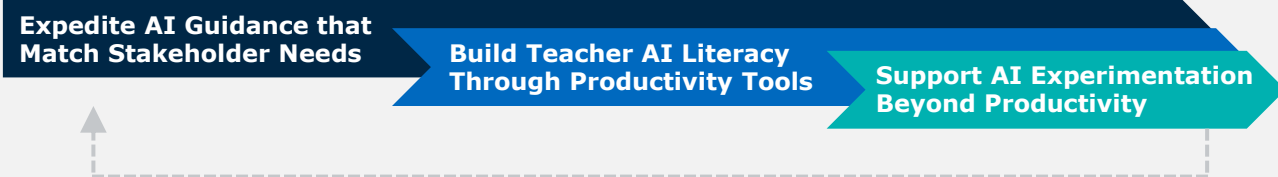
First, districts aren’t communicating clear AI guidance to teachers, students, and the broader district community, failing to ensure everyone is on the same page about when and how to use AI. **Second**, districts do not provide teachers with enough AI training, leaving them without the time and resources to learn how AI works. **Third**, district leaders may mistakenly approach AI adoption like any other edtech adoption process. This new technology lacks established best practices and is rapidly evolving, so districts can’t leave it up to chance that teachers and students will identify AI’s ever-changing risks and opportunities.

Three Primary Pitfalls in School Districts’ GenAI Teaching & Learning Strategy



Address AI Pitfalls Head-On:

EAB’s Generative AI Playbook for District Leaders



The rest of this resource provides recommendations and tactics for avoiding these pitfalls—and by extension minimizing AI’s risks and maximizing its opportunities.

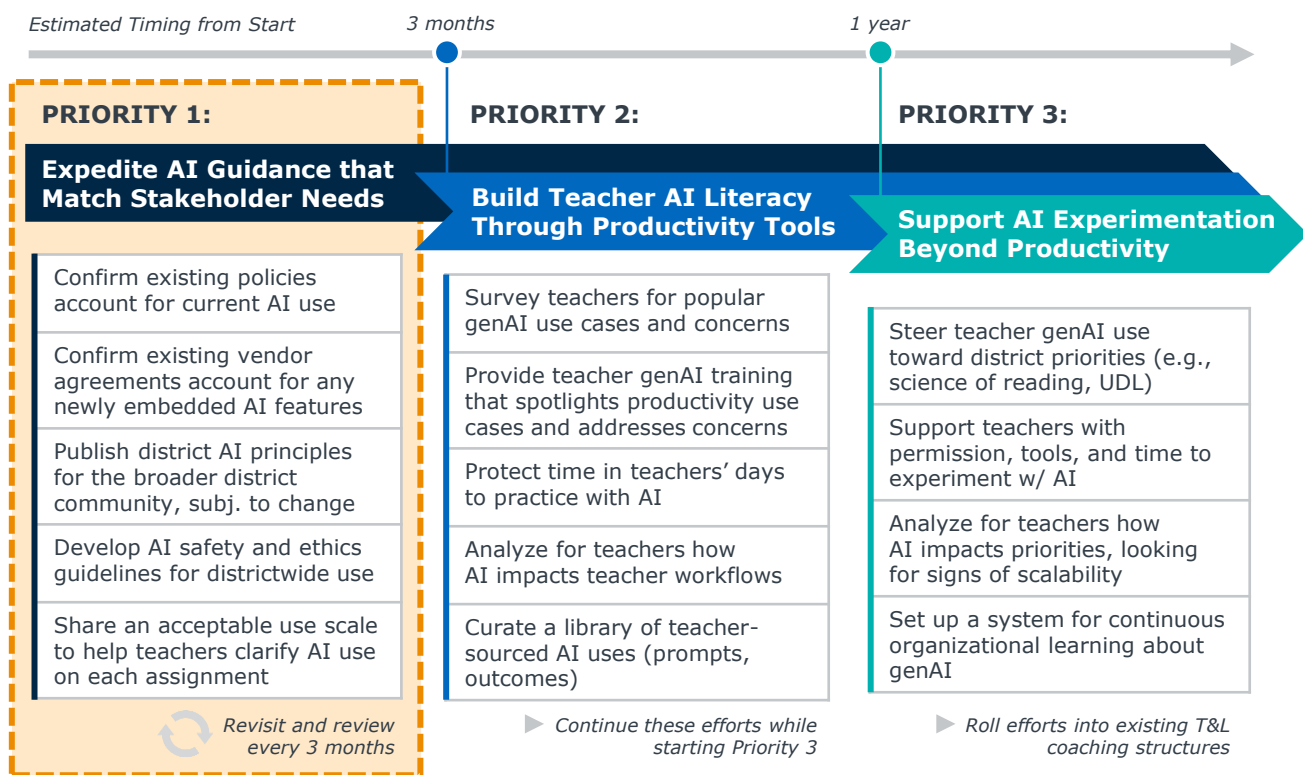
The AI Playbook for District Leaders

Critical Steps for Responding to AI Now and in the Future

The AI Playbook breaks down the actions every district should take to address AI today and prepare for the future.

First, establish AI guidance as soon as possible. The actions in Priority 1 help you draft effective AI policies, principles, and guidelines that answer stakeholders’ most critical questions – and without wasting time on lower-order decisions. **Second**, ensure teachers understand AI’s capabilities and limitations. Priority 2 details steps to help teachers understand how to use practical AI tools that save time, giving them the know-how they need to address AI with their students. **Third**, set up a process for ongoing AI experimentation beyond productivity to keep up with the fast pace of AI evolution. Priority 3 helps establish processes and structures for continuous AI innovation across the district.

The AI Playbook for District Leaders





PLAYBOOK PRE-WORK

Before Getting Started: **Stand Up an AI Task Force**

Gather a Steering Committee and Get Smart on AI in K-12

Bypass this section and proceed to page 26 if your district leadership team has already:

- Formed a cross-representative district AI task force
- Informally discussed or hosted a district leader training on AI's broad impact on K-12 education
- Practiced with AI apps for administrative or low-lift uses

Assemble Your AI Task Force

A Representative Committee Will Drive Progress on the AI Playbook










Most progressive districts agree that while delegating AI decisions to a technology specialist seems practical, the superintendent should lead this task force.

Conversations with these districts elevated that when a technology or curriculum director spearheads the AI task force, the goals and focus of the committee began to narrow. This often leads to progress stalling due to overemphasis on data governance or instructional need. While these considerations are critical, the focus of this task force should be responding to AI as an entirely new social issue, not just within the context of technology adoption or curriculum change.

Considerations for Assembling an AI Task Force

Component

EAB Advice

 Representative Membership	 1 Superintendent	 1 Principal per Level ¹	 <i>Optional:</i> 1+ industry partner
	 3+ ASIs/Directors	 1 Teacher per Level ¹	 <i>Optional:</i> 2 HS Student Reps
	 1 IT Leader	 1 Parent/Community Rep	



Structure & Logistics

- Meet once per month to allow shorter, faster iteration cycles
- Focus on 1-2 Playbook tasks in each meeting



Primary Functions

- Steering AI goals toward district priorities
- Revising working drafts of Playbook tasks (guidelines, etc.)
- Responding to feedback from building-level members

The primary function of this task force is to ensure ongoing feedback from central office to the classroom and back. Learn more about how to facilitate this feedback in the following pages.

1) 3 levels: Elementary, Middle, High School

Key Elements of an Agile AI Task Force

Three key decisions set more progressive AI task forces apart from the status quo.

Instead of reserving task force communication to monthly meetings, task force leaders should open asynchronous communication channels where members can leave notes, provide feedback, and send messages openly between meetings.

Recognize that AI is an ever-changing field and prioritize draft guidance or early feedback. This approach allows for flexibility and responsiveness to new developments.

Instead of prioritizing subject matter expertise in task force members, seek members who accurately represent the average AI user and non-user in the district. Create a “shared community of practice,” rather than a top-down initiative.

Traditional Task Force Structures Can Be Rigid and Slow-Moving



Member communication typically siloed within central office



Feedback occurs as an afterthought once core committee work is published



Subject matter expertise prioritized over distributed representation

Build Feedback Mechanisms Into Your AI Task Force



Opened direct communication channels with building leaders for immediate feedback and collaboration (email, Google chats/Docs, etc.)



Developed AI guidance in draft form to gather early stakeholder feedback, particularly from building leaders and teachers



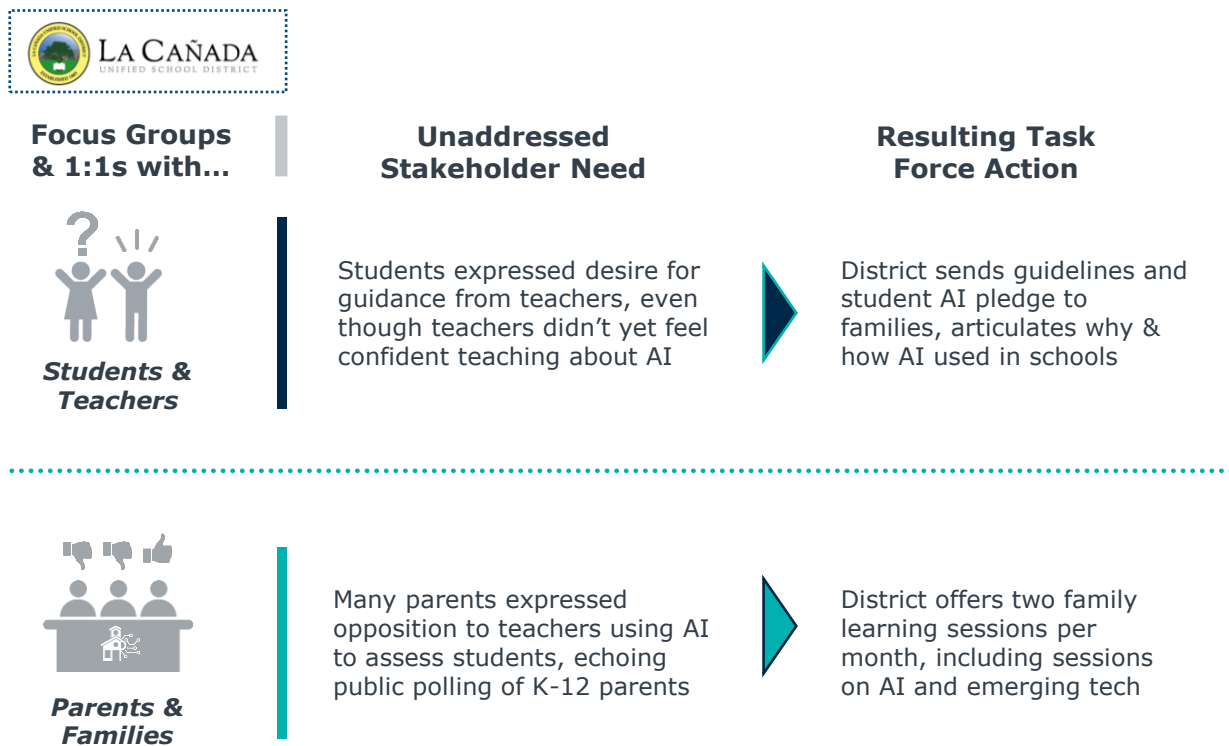
Sought representation along with SME; building a “shared community of practice” just as critical as content knowledge

Engage Stakeholders Early & Often to Elevate Concerns

LCUSD Proactively Engages Stakeholders to Adjust in Real Time

Early and frequent stakeholder engagement helps identify barriers to progress before they arise, as shown by La Cañada USD (LCUSD) in California.

Start by engaging with students and families early. Through focus groups with students, La Cañada’s task force discovered that students lacked awareness of AI’s privacy and security risks. These students sought guidance from their teachers, but most teachers felt unprepared to provide it. To address this, the task force sent early guidance on AI to all families, including a “Student AI Pledge” outlining dos and don’ts and resources for parents to reinforce ethical AI use at home.



During these conversations, the task force also uncovered parental opposition to certain AI uses in schools, particularly AI grading their children’s work. This resistance was strongest among parents with limited knowledge of AI. In response, the task force included explanations in the family guidance about why and how teachers use AI in schools. They also initiated optional parent information sessions to discuss AI and other emerging technologies. These sessions reassured parents that the district actively addresses their concerns and remains available to answer pressing questions.

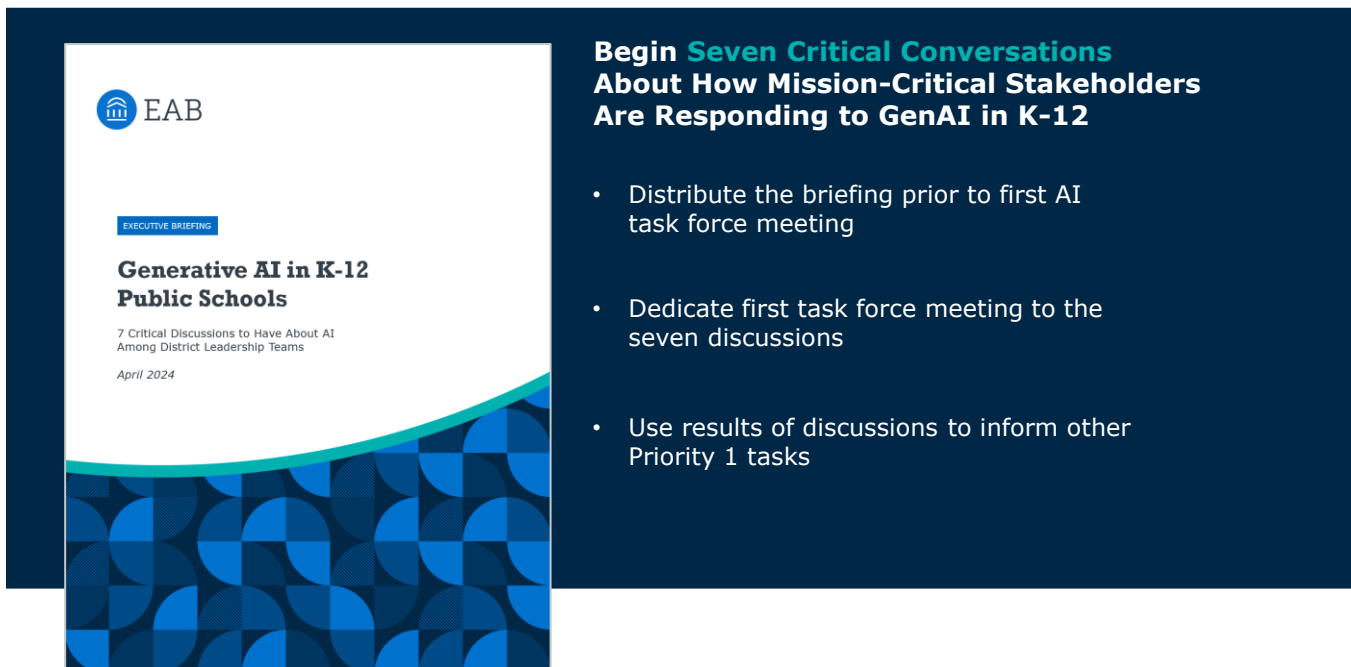
Establish a Shared Understanding of GenAI in K-12

Use EAB's Executive Briefing to Launch Your First Task Force Meeting

Before getting started with Priority 1 of the Playbook, ensure your task force has a common language for discussing AI and its implications in K-12 education. To facilitate these important discussions, EAB created an Executive Briefing specifically for K-12 leaders.

Share this briefing with your task force and discuss the seven critical conversations outlined within it at your next meeting.

[Download the Executive Briefing](#)



The image shows the cover of an executive briefing document on the left and a list of three key actions on the right. The document cover features the EAB logo, the title 'Generative AI in K-12 Public Schools', and the subtitle '7 Critical Discussions to Have About AI Among District Leadership Teams' dated April 2024. The background of the cover has a blue and teal geometric pattern. The list of actions is as follows:

- **Begin Seven Critical Conversations About How Mission-Critical Stakeholders Are Responding to GenAI in K-12**
- Distribute the briefing prior to first AI task force meeting
- Dedicate first task force meeting to the seven discussions
- Use results of discussions to inform other Priority 1 tasks

Begin Your Own AI Apprenticeship

Pick One App and Get Really Good at Prompting It

If you haven't yet started using AI tools into your own workflow, now is the time.

As leaders of the AI conversation in your district, actively practicing with AI tools is the best way to keep up with AI's evolving capabilities and limitations while also demonstrating its value to other leaders and staff.

EAB recommends starting with one AI app or model and practicing the following prompt examples below. It may be necessary to revise or fine-tune the prompts to get the desired output, but keep in mind that all AI outputs should be reviewed and edited for accuracy, bias, and personal style.

AI Prompt Examples for District Leaders

Using ChatGPT, Claude, Gemini, [Goblin Tools](#) (fine-tuned for productivity), or another genAI app:



Email Optimization and Proofreading

Prompt Starter: *Review this email for jargon, confusing language, or overly complex words. Then, draft a new improved version...*



Press Releases and Public Statements

Prompt Starter: *Draft a 3-paragraph statement for [event]. Use the following Statement Checklist and mention all points...Revise tone to match my voice...*



Presentation Support

Prompt Starter: *Suggest a presentation outline to communicate the following teaching points...Generate 10 bullet points based on the following information...*



Budget-Conscious Scheduling

Prompt Starter: *Using only the below roles and rooms, create 3 examples of block schedules including an advisory period and no more than 25 students to a classroom...*



Social Media Content

Prompt Starter: *Generate 10 examples of tweets to summarize and showcase the district events in the following newsletter...*



Strategic Plan Assessment

Prompt Starter: *Note specific metrics, goals, and action items in this strategic plan. Then, work with me to create a rubric I can use to track progress...*



Find full versions of these AI prompts in the [Resource Appendix](#).



PRIORITY 1

1 Expedite AI Guidance that Match Stakeholder Needs

Quickly Craft AI Guidelines and Guardrails to Get the Ball Rolling

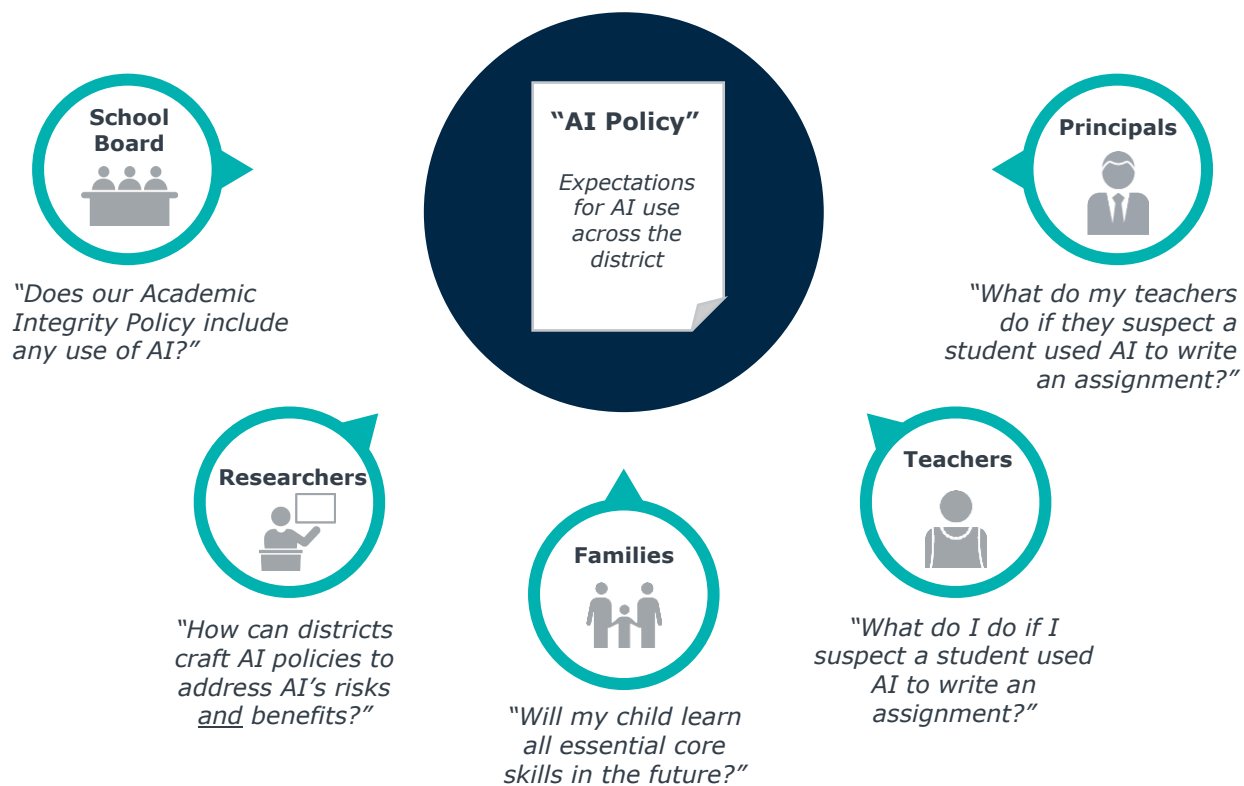
To accomplish Priority 1, every district must:

1. Confirm existing policies account for current AI use [Page 29](#)
2. Confirm existing vendor agreements account for any newly embedded AI features [Page 30](#)
3. Publish district AI principles for the broader district community, subj. to change [Page 31](#)
4. Develop AI safety and ethics guidelines for districtwide use [Page 33](#)
5. Share an acceptable use scale to help teachers clarify AI use on each assignment [Page 34](#)

Hard for One AI Policy to Answer Every Question

Whenever a question about AI in schools arises, many people mistakenly seek answers in a standalone AI policy. Requests for policy-based solutions come from various directions: school boards seek AI policies for legal coverage and influence, while teachers want enforceable rules for handling academic integrity. Although policies appear clear-cut and concrete on paper, they do not effectively change behavior or communicate lasting messages to anyone beyond the school board.

Stakeholder Questions that Standalone AI Policies May Overlook

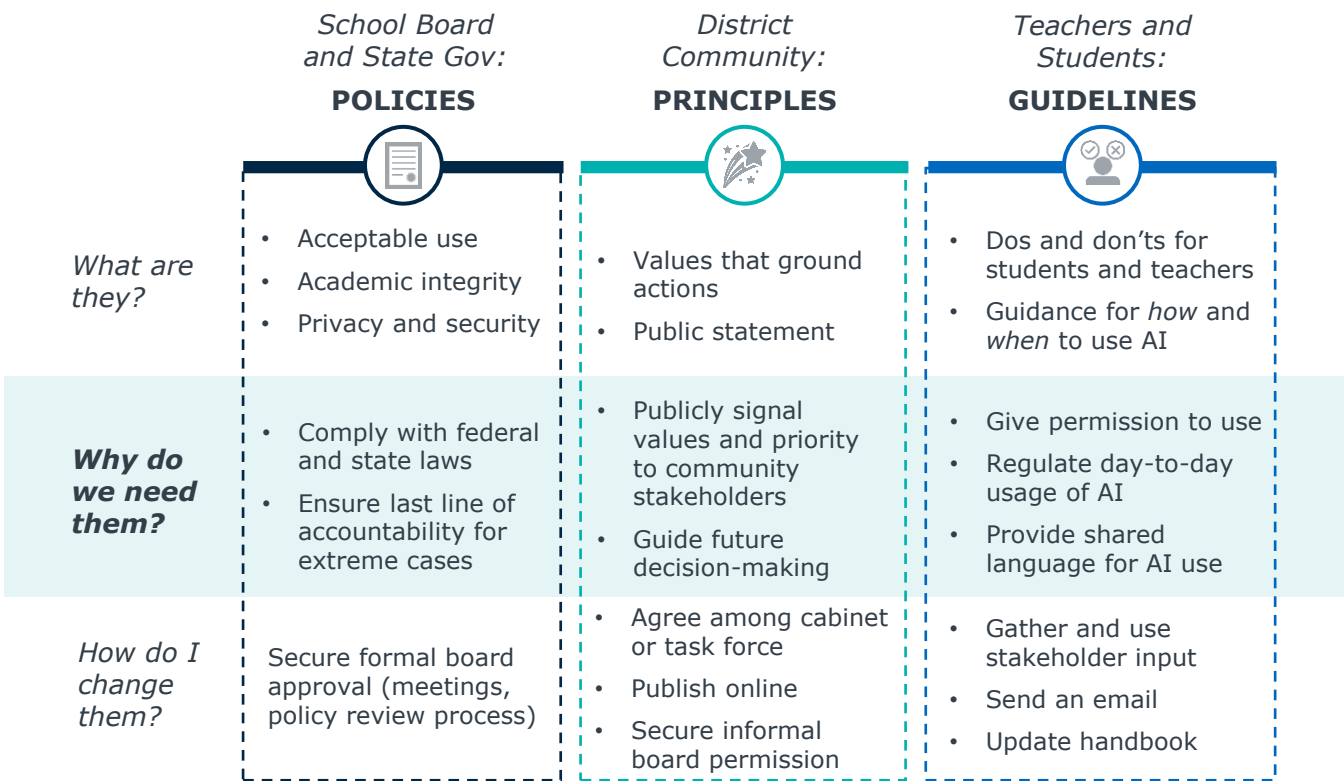


Standalone AI policies are already becoming outdated as AI capabilities and modalities rapidly change. Districts will no longer be able to rely on this document if the tech begins to surpass the uses covered in the original policy, and leadership could ultimately waste time and resources revising the policy that must still go through board or leadership approval processes. Districts must expedite the process of sharing AI guidance, while still answering the questions of various stakeholders with varying needs.

Match Format of AI Guidance with Stakeholder Needs

Instead of relying on unenforceable standalone policies, tailor three different resources to meet the needs of each district stakeholder.

First, reserve "Policies" for ensuring accountability to federal and state laws and for use as enforceable documents in extreme cases. Districts likely already have these policies in place, and little revision is needed. **Second**, establish principles to offer an aspirational framework for AI integration, communicating core values to all stakeholders, including the wider community, with informal board agreement. **Third**, provide teachers and students with guidelines—recommended dos and don'ts—to guide behavior and attitudes, especially given the rapidly changing nature of AI. Guidelines can be updated as needed without board approval.



Many people mistakenly refer to policies, guidelines, and principles together as "policy," which adds to the confusion. Breaking down each resource separately and understanding their distinct roles will fast-track the effective delivery and integration of AI in schools. The next few pages will detail how to create these resources, why they are necessary, and how to keep them current.

Confirm Existing Policies Account for AI

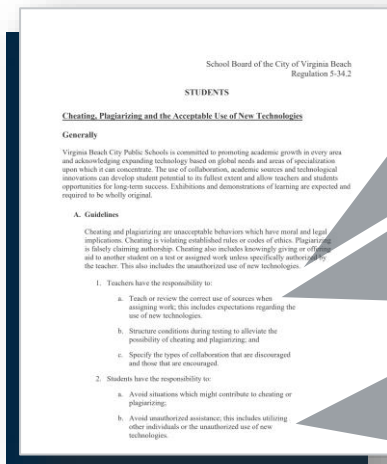
Add One Phrase to Outdated Items if You Feel Revision Is Necessary

If districts need to update your policies to account for AI, add the phrase “new technologies” to outdated items.

This approach, inspired by Virginia Beach City Public Schools (VBCPS), helps keep policies relevant without using overly-specific language that requires constant revision. In mid-2023, VBCPS revised their academic integrity and acceptable use policies to include language covering new technologies like AI, ensuring behaviors like plagiarism are addressed comprehensively. You can view their policy on their [website](#) for use as a template.

Revisions to Academic Integrity and Acceptable Use Policy, Virginia Beach City Public Schools, 2023

Adding “New Technologies” Enables Existing Policies to Cover GenAI & Future Technology



Cheating is violating established rules or codes of ethics. Plagiarizing is falsely claiming authorship... **This also includes the unauthorized use of new technologies.**

Teachers have the responsibility to... [t]each or review the correct use of sources when assigning work; **this includes expectations regarding the use of new technologies.**

Students have the responsibility to... [a]void unauthorized assistance; this includes utilizing other individuals **or the unauthorized use of new technologies.**

AI-Specific District Policies May Be Needed If...



District legal council recommends standalone AI policy



State board of education association creates model policy to adopt



School board refuses to move forward without policy changes

Beyond addressing end-users like teachers and students, districts must also confirm that the technology being used is safe and secure. The following page will address new AI in existing vendor agreements.



Find VBCPS’s annotated policy in the [Resource Appendix](#).

Do Quick Check for Safety & Security of Existing Vendors

Review all current school apps to identify new AI features added on the back end. Use the same criteria for evaluating AI apps and vendors as you would for any other edtech.

Experts emphasize that the vetting process for AI apps like MagicSchool should mirror the evaluation of pre-genAI apps. Ensure terms of service protect students' data and comply with state and federal laws. AI apps should specify they won't use personally identifiable information (PII) to train commercial models, similar to restrictions on data use for non-educational purposes or advertising.

EdTech Vetting Process Hasn't Changed (For Now)

Rely on existing criteria for vetting new genAI apps:

- Uses an open or closed environment for data collection
- Clearly explains how and when district data is destroyed
- Meets current student data privacy standards (e.g., FERPA)



Reevaluate New AI Functions Added to Vendors Already Accessing Your Data

For each new genAI feature or function embedded into an existing app:

- Review each AI function as you would any other app or function (see left).
- Proactively request or require vendors notify you when they add AI to their platforms so we can track your data.

“As of now, the process is the same, with the additional question of what platform are you using so we can check the vendor in the background supplying the AI solution.”

Assistant Superintendent of Technology,
California District

Once districts have reviewed and assessed technical items—policies and contracts—the task force can move to communicating the districts' vision and values for AI to the broader community.



Find a full vendor selection checklist in the [Resource Appendix](#).

Avoid Stalling When Developing AI Principles

Districts often spend excessive time developing what they believe to be unique principles for how AI fits in their broader district mission and values.

Some districts have spent almost a year crafting these principles, only to end up with lists of ideals that reputable organizations, like TeachAI, have already provided templates informing district work.

Most Districts Spend Too Much Time Developing “Unique” AI Principles

Time to Creation

6 months

Western School District

8 months

Southern School District

11 months

Northeastern School District

Varying Timelines Typically Land on Similar AI Principles, All of Which Are Important for Districts to Highlight

Most District AI Principles Cover Some Mix of the Following

Goal Alignment

Use AI to further educational goals, not chase tech trends

Human in the loop

Maintain agency and critical thinking when using AI

Academic Integrity

Encourage documentation and disclosure rather than AI bans

AI Literacy

Promote AI literacy to prepare students for the future

Risks and Opportunities

Maximize the benefits of AI while minimizing the risks

Digital Equity

AI technology should improve, not harm, student equity

Templates from Reputable Organizations Do Most of the Work for You



AI for Education

While it is necessary to communicate these principles to the broader district community, there's a faster and more effective way to produce what you need to communicate. Instead of starting from scratch, leverage existing resources from organizations that specialize in AI and education. This approach saves time and ensures your principles are aligned with widely recognized standards.

Publish Initial AI Principles and Iterate Over Time

Expedite the Process by Referring to Existing Resources

Peninsula School District provides a great example of quickly creating and communicating AI principles, allowing the team to move on to classroom-level guidelines.

The task force spent under two months crafting and reviewing AI principles. They first used ChatGPT to draft initial versions based on reports from the US Department of Education and TeachAI, then had ChatGPT revise them to align with district voice and mission. After a quick round of feedback from teachers, the task force posted the principles on the district’s website, where they have served as a template for other districts.

Peninsula School District Stays Adaptable By Not Reinventing the Wheel

Time to Creation of AI Principles

2 months



Leaders took sections from ED’s AI report and other relevant sources, put into ChatGPT: “Give me a rough draft of a principles and beliefs document.”



Created first draft by having ChatGPT to rewrite in voice/ tone of four personal writings.

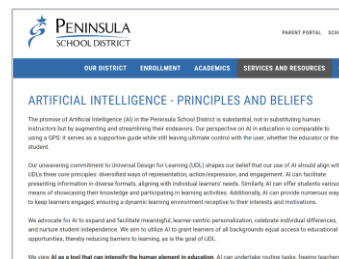


Gathered feedback on first draft from teachers and staff.




Published initial principles on website: **“This is what we think we’re going to do. If you care, let us know.”**

Screenshot of AI Principles from [District Website](#)



- Under 750 words
- Covers 7 AI principles recommended by TeachAI
- Featured in toolkit as replicable model

“ I tell [people] not to spend a ton of time thinking this through. There’s a ton of examples out there... One of the things that’s really hard about AI right now: you don’t know what it’s going to be next year, you don’t know what it’s going to be next week... So, I tell people to just get started.”



Kris Hagel, ED of Digital Learning at Peninsula SD; Member of CoSN’s Driving K-12 Innovation Advisory Board

Recommendations for Leadership Teams



▶ Spend no more than 2 months crafting and revising principles

▶ Iterate on principles as stakeholders provide feedback and ethical dilemmas arise

Sources: EdWeek, “Need an AI Policy for Your Schools? This District Used ChatGPT to Craft One” ([Feb 2024](#)), Peninsula School District, “[Artificial Intelligence – Principles and Beliefs](#).” EAB interviews and analysis.

Clarify Safe & Ethical AI Use for Students & Teachers

No matter who the AI user is, districts should communicate four “Dos and Don’ts” for using AI apps. These are guidelines, or recommendations, for using AI safely and effectively. They serve as a teaching tool, not a legally binding set of rules, and should be easy to understand and actionable.

Four Non-Negotiable AI “Dos & Don’ts”	
	
Maintain human in the loop: “AI should help you think...”	“...not think for you.”
Protect personal & district data privacy: “Only input data that meets FERPA and SOPA compliance.”	“Never input PII to any AI tool.”
Verify outputs for accuracy and bias: “Always check AI output for informational accuracy.”	“Don’t accept the first output without assessing for bias.”
Model safe AI use for students: “Model proper citation and responsible use when showing AI tools to students.”	“Don’t assume students have plagiarized before discussing their sources and process with them.”



In Guidelines Document, Draw Connections to:

District Policies

“These actions should be in strict adherence to our Acceptable Use Policy.”

District Educational Goals

“When used properly, AI encourages students to possess core content knowledge in order to verify the veracity of the information generated from interacting with it.”

Uncertain, Changing Tech

“AI technology and resources are changing every day.”

When mentioning enforceable policies, reference the policy by name (e.g., Acceptable Use Policy) rather than creating a second enforceable document within your guidelines. Guidelines documents are an excellent place to explain the “why” behind AI use, emphasizing that it can help meet core educational goals while underscoring the importance of safe usage.



Find more examples of AI guidelines in the [Resource Appendix](#).




Adopt an AI Acceptable Use Scale to Promote Consistency

In addition to the AI guidelines on the previous page, districts need to establish a shared language across classrooms to ensure teachers can communicate clear expectations for AI use on various kinds of assignments. This “stoplight” model from Agua Fria Union High School District in Arizona provides a framework for consistent communication around AI use.

Rather than forcing teachers to accept AI or leaving expectations ad-hoc, district leaders created an easy-to-understand acceptable use scale. This scale offers enough specificity to clarify student expectations and enough flexibility to accommodate varying needs by content area, assignment type, grade level, and teacher AI knowledge. Teachers can select the appropriate color for each assignment, with red as the default, ensuring consistent expectations across the district. A red bot in one classroom or assignment means the same as in another.

Agua Fria’s Stoplight Model Provides Shared Language Around Student AI Use

Agua Fria UHSD Profile – AI Stoplight Framework

 <p>RED</p>	<p>No student use of AI (default)</p> <ul style="list-style-type: none"> All submitted content should come directly from student AI detectors still discouraged
 <p>YELLOW</p>	<p>AI as assistant (w/ citation)</p> <ul style="list-style-type: none"> GenAI can be used to assist content creation just as you would use a peer. Use of AI must be cited as you would any other source.
 <p>GREEN</p>	<p>AI is the assignment</p> <ul style="list-style-type: none"> Use the conversation with AI like you would a tutor, to deepen or demonstrate your understanding. Submit prompt transcript. If grades are given, they will be for the quality of student prompts.

Creates Clarity and Consistency Across Classrooms

- All teachers use the same clear and concise language
- Teachers decide “level” for each assignment/lesson

Encourages Student-Teacher Communication

- Teachers must explain how students can use AI
- Students can use same language to ask questions, raise disagreements

Protects Teacher Autonomy and Accounts for Unique Contexts

- Teachers are not required to have a specific stance on AI, but must communicate rules to students
- Categories can apply to various content areas, grade levels



Find the complete AI Stoplight in the [Resource Appendix](#).

AI Strategy Pulse Check 1: Expediting AI Guidance

Directions:

1. Assess your district's progress on each task listed under Playbook Priority 1. For a refresher on detailed recommendations, refer to the pages indicated in the right column.
2. Calculate your score by using the point values provided in each column.
3. Based on your score, determine your district's next steps by following the guidance under "Interpreting Your Score."

For each item, how closely have your actions followed EAB's recommendations?	Mostly/Fully aligned	Partially aligned	Not aligned	I don't know/Haven't started yet	FOR DETAILED RECOMMENDATIONS:
	2 POINTS	1 POINT	0 POINTS	0 POINTS	
<i>Playbook Priority 1:</i>					
Confirm existing policies account for current AI use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	See page 29
Confirm existing vendor agreements account for any newly embedded AI features	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	See page 30
Publish district AI principles for the broader district community, subj. to change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	See page 31
Develop AI safety and ethics guidelines for districtwide use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	See page 33
Share an acceptable use scale to help teachers clarify AI use on each assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	See page 34

INTERPRETING YOUR SCORE

Priority 1 Score:

0-5 Points: Schedule a Consultation with an EAB Expert

Your district is in the early stages of crafting AI guidelines, the critical foundation for a future with AI. [Click here to connect with an expert](#) to discuss barriers to implementation and how you can create an action plan for progress.

5-7 Points: Confirm Your Approach During EAB's AI Office Hours

Your district has made progress in crafting AI guidance, but you may have ongoing questions. [Click here to add EAB's AI Office Hours to your calendar](#) where you can meet with an expert for guidance on how to address these gaps.

8-10 Points: Move to Priority 2

Your district is ready for the next phase of AI implementation. Once you have completed all tasks in Priority 1, make sure to revisit them with your AI task force at least every three months to maintain relevancy and apply feedback from the broader district community.



2

PRIORITY 2

Build Teacher AI Literacy Through Productivity Tools

Make It Easy for Teachers to Learn About AI

To accomplish Priority 2, every district must:

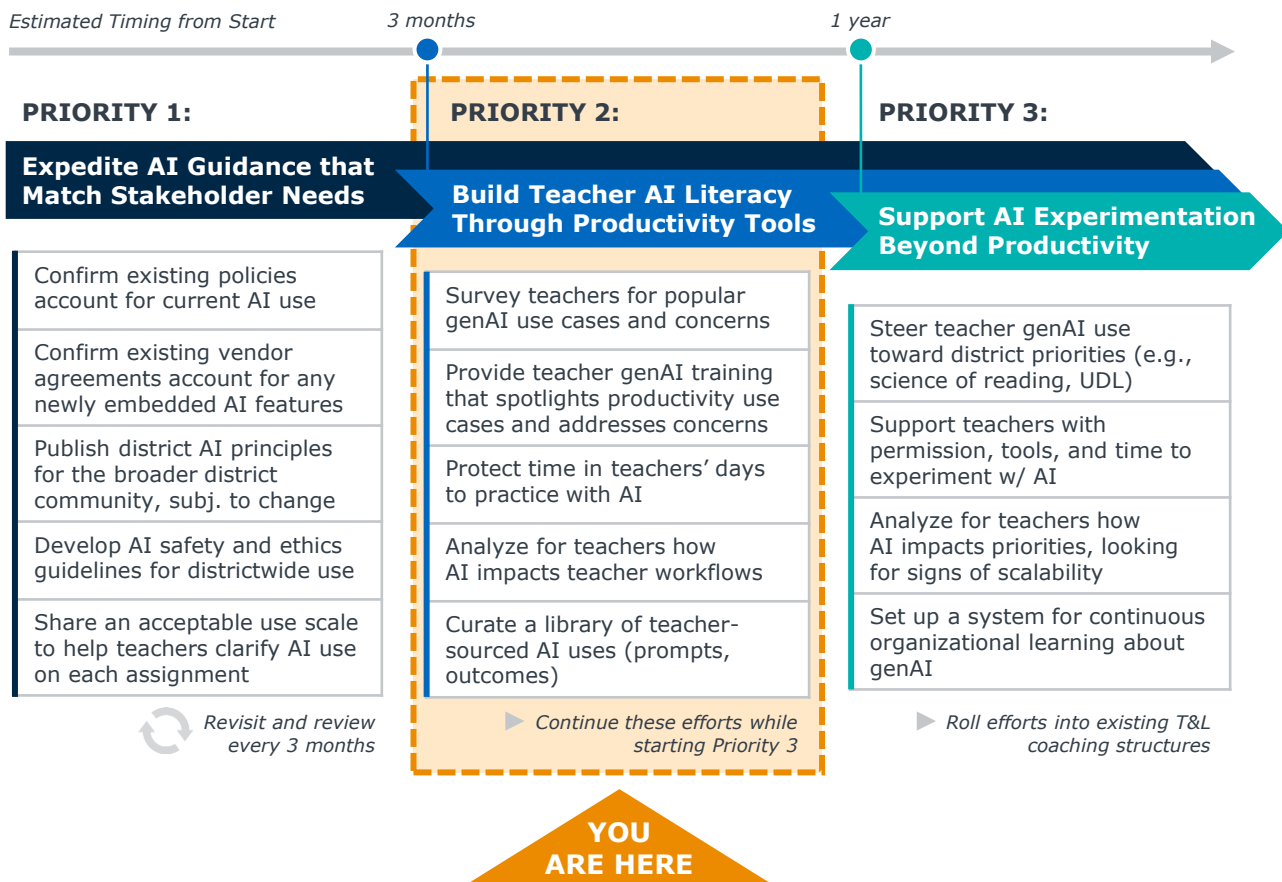
1. Survey teachers for popular genAI use cases and concerns [Page 42](#)
2. Provide teacher genAI training that spotlights productivity use cases and addresses concerns [Page 44](#)
3. Protect time in teachers' days to practice with AI [Page 48](#)
4. Analyze for teachers how AI impacts teacher workflows [Page 49](#)
5. Curate a library of teacher-sourced AI uses (prompts, outcomes) [Page 50](#)

Make It Easy for Teachers to Learn About AI

Before districts can encourage more AI-responsive teaching in their classrooms, teachers must have baseline AI literacy to navigate AI conversations with students and families.

After districts have shared AI guidance with the entire district community (Priority 1), leaders can then provide teachers with the necessary tools to learn about AI effectively. Priority 2 will help district leaders make it easy for teachers to get the knowledge and resources they need for navigating a future with AI in and outside the classroom.

The AI Playbook for District Leaders



Student AI Literacy Starts with Teachers

Students need AI literacy to succeed in college, careers, and life outside the classroom. However, many teachers are not yet comfortable using AI, let alone teaching students about it.

For this reason, improving teacher AI literacy is essential. Teacher AI literacy is a prerequisite for scaling AI literacy instruction for students, ensuring that teachers are confident and competent in using AI tools before teaching them to students.

GenAI Changing Too Rapidly, Unpredictably for AI Literacy Best Practices...

What if prompting is no longer an important skill?

What does "human in the loop" mean as AI becomes increasingly autonomous?

How should educators teach AI literacy in a way that's agnostic of tools?



...Yet Leaders Recognize Teacher AI Literacy as Critical First Step

Imperative:



"As soon as we realized how important ChatGPT was, we recognized that teaching AI literacy to students is essential for preparing them for the future."

- Director of Technology,
West Coast School District

Obstacle:



*"Our teachers are in the best position to scale AI literacy instruction, **but they aren't comfortable using AI, let alone teaching students about it.**"*

- Director of Technology,
West Coast School District

Some Teachers May Be Ready to Deliver AI Lessons

Free, Low-Lift Resources Can Get the Ball Rolling on Student AI Literacy

Districts can start delivering AI literacy lessons to students if teachers are ready – the sooner students learn how to interact with AI safely and responsibly, the better.

Ideally, AI literacy should be embedded in districts’ existing digital citizenship curriculum, covering topics like technology-driven bias & misinformation, ethics, and plagiarism. Nevertheless, students need AI literacy skills sooner than most districts can assess and redesign existing curriculum.

Consider AI Literacy Modules and Bite-Sized Lessons for Grades 6-12

AI Literacy Modules from Common Sense Education

8 15-20-minute Standalone AI Literacy Modules

A screenshot of a lesson card for Lesson 7, titled "AI Algorithms: How Well Do They Know You?". The card includes the following information: "Lesson 7", "AI Algorithms: How Well Do They Know You?", "How does artificial intelligence influence what we see online?", "GRADE 6-12", "TIME 20 mins.", and "INCLUDES Video". There is also a small image of a smartphone displaying a social media feed.

180 5-minute AI literacy warmups across content areas

A screenshot of a 5-minute AI literacy warmup slide. The slide is titled "29 No h8" and "English". It contains the following text: "Hate speech and misinformation run rampant in certain corners of the internet, and platforms need to know", "4 You wouldn't steal a cow", "In late 2020, researchers developed a new app that used facial recognition. But this time, for cows. The app can identify individual cows, with researchers claiming it would be useful for creating a national tracing system for cows.", and "Who could benefit from this technology and who could be harmed by it?". There is also a small image of a cow and a logo for "AI Impacts".

District action:



Build into standalone digital citizenship curriculum delivered in first 5-6 weeks of school

District action:



Offer to teachers who are comfortable introducing AI literacy into their classrooms

Future Goal: Integrate AI Literacy into Existing Digital Citizenship Curriculum



Integrate AI into standards in existing digital citizenship curricula where the following topics are discussed:

- Bias and misinformation
- Technology abuses
- Environmental impacts
- Ethics
- Plagiarism

Most districts will need to first get their teaching staff familiar with AI’s capabilities and limitations before pushing out a broader effort to educate students on AI. The actions in Priority 2 will cover all the steps necessary to bring teachers on board.

Source: Common Sense Education, [ChatGPT and Beyond: How to Handle AI in Schools, 2023](#); aiEDU, [AI Snapshots, 2023](#); EAB interviews and analysis

Most Teachers Cite Range of Reasons for Avoiding AI

To effectively support teachers, district leaders must first understand the practical, pedagogical, and philosophical barriers to AI usage and learning.

Teachers see AI as yet another responsibility added to their already full plates, hold concerns about AI's implications for society at large and their teaching in particular (including technical limitations), and many say they do not know enough about the tools in the first place.

New Survey Highlights Three Primary Barriers Hindering Teacher AI Adoption



Insufficient Time Due to More Pressing Priorities

Salient issues like learning acceleration and student mental health are taking precedence over new technology integration



Philosophical & Pedagogical Concerns

Teachers are concerned about AI's impact on society and their roles as educators as well as the appropriateness of the tech in educational settings (e.g., accuracy, cognitive development)



Lack of Clarity and Knowhow

Teachers do not know their school's rules around AI use, the AI tools available to them, or how to use those tools

For many teachers, these barriers are directly connected, meaning successfully addressing one barrier may do the same for others (e.g., providing time to practice positive use cases can alleviate general philosophical fears). However, leaders should not see teacher hesitancy around AI solely as a matter of insufficient time and training. Many teachers who use AI in their class say philosophical, pedagogical, and technical concerns stand in the way of further AI usage in their classes.

Focus AI Use on What Teachers Care About

Focusing initial AI use on productivity is a way districts can address most – if not all – of teachers’ anxieties about AI.

A new Pew Research survey shows that 84% of teachers agree: there isn’t enough time in their workday for simple tasks like paperwork and answering emails. When options for addressing this problem are slim, it becomes clear that AI can meet this critical need for teachers. Districts should use AI-powered productivity as a gateway for getting teachers on board with learning more about AI and how to use it safely and effectively.

Not Enough Hours in the Day



84%

of teachers say **there’s not enough time during their regular work hours** to do tasks like grading, lesson planning, paperwork and answering work emails

Showcase AI Productivity Benefits as a Bridge to Teacher AI Literacy



Leaders report high teacher approval of PD that demonstrates practical use cases of AI (e.g., lesson planning).



Experience with positive use cases often reduces philosophical and pedagogical concerns

Districts have shared how focusing on productivity resulted in high ratings for training sessions and increased teacher investment in learning about AI. Leading with productivity not only addresses a pressing need but also encourages teachers to explore AI further.

Sources: Pew Research Center, [What’s It Like To Be a Teacher in America Today?](#), 2024; EdWeek, [Teachers Are More Wary of AI Than Administrators. What Would It Take to Change That?](#), 2023; Impact Research, [Teachers and Students Embrace ChatGPT for Education](#), 2023; Michigan Virtual, [Balancing the Risks and Rewards of AI Integration for Michigan Teachers](#), 2023; EAB interviews and analysis. EAB interviews and analysis.

Survey Teachers & Students to Elevate AI Concerns

District leaders should start by gauging the concerns and use cases their teachers currently have for AI. A quick 1-minute teacher survey gives districts a landscape view of both these elements.

Liberty Public Schools offers a practical example. They created a Google Form with four questions: familiarity with AI, how it's used, which tools are in use, and what questions people have. They administered this survey during a faculty meeting. Additionally, some teachers extended the survey to their middle and high school students, providing valuable data for the district's AI task force.



1-Minute Survey Guides Leaders in Planning for AI Training



What is your familiarity with AI tools?

- I use them on a regular basis
- I'm familiar with AI tools and have explored their use
- I know what they are but haven't used them much
- I don't know anything about AI tools

Teachers: How do you use AI?

- As a starting point for lesson plans, emails, etc.
- To provide feedback on student work
- To model ethical use, including citation of AI tools
- To teach how to write good prompts and leverage AI
- To give practice using AI in a controlled setting
- I never use AI tools

Students: How do you use AI?

- To get started on research, writing assignments, etc.
- As an editing tool
- At home or on my personal device
- In the classroom with teacher support
- Transparently (I cite AI tools in my work)
- I never use AI tools

Which AI tools do you use?

- ChatGPT
- Perplexity
- Snapchat AI
- MagicSchool.ai
- Other (write-in)

What questions or concerns do you have about AI use in school?

The most important aspect of this strategy is using the data effectively. Analyzing the survey results will help plan future teacher professional development on AI, ensuring that training is relevant and addresses both teacher and student needs.



Find full versions of these surveys in the [Resource Appendix](#).

Use Survey Results to Inform Teacher AI Training

District leaders can use survey results to gain critical insights into AI use districtwide.

In Liberty’s example, data revealed more middle school students using AI tools at home than expected, prompting a need for middle school teachers to receive adequate AI guidance to discuss AI safety with younger students. Additionally, teacher data helped assess the average AI knowledge level and identify “power users” who could lead sessions during initial AI training.

Analyze Survey Data to Determine District “AI Landscape”

Excerpt from results of Liberty PS survey



Isolate student populations in need of conversations on safe AI use



Determine average teacher familiarity with AI tools

Teacher and Student Responses to AI Questions—Liberty Media Survey 2024



Familiarity with AI Tools	Elementary Teachers	Secondary Teachers	Middle School Students	High School Students
I use AI tools on a regular basis.	4%	6%	8%	5%
I'm familiar with AI tools and have explored their use.	26%	32%	26%	38%
I know what they are but haven't used them much.	53%	53%	43%	49%
I don't know anything about AI tools.	18%	10%	21%	18%

Key Survey Implementation Considerations:

- ▶ To encourage participation, contextualize survey around ongoing district efforts to support responsible teacher and student AI use
- ▶ Include a write-in field for open-ended teacher questions about AI to inform topics covered in upcoming training on AI
- ▶ If teachers/students are using AI tools that don't meet privacy/security standards, address in upcoming teacher training

Source: EAB interviews and analysis.

Tailor AI Training to Meet Teacher Needs

Once leaders have a sense of the AI landscape in their district, the task force can begin planning for initial teacher AI training. An introductory AI PD should accomplish three main objectives to overcome key barriers to teacher AI literacy: establish psychological safety, demonstrate hands-on uses, and tie back to district guidance and principles—all fine-tuned using survey results.

Three Goals of a Successful Introductory AI Training



Address Fears & Uncertainties

"[Practical use cases] wouldn't be possible if we didn't start with safety, if we didn't start with demystifying it and eliminating the threats in people's heads."

Marc Cicchino, Director of Special Projects and Innovation, NVRHSD



Demonstrate Practical Use Cases

- Illustrate how teachers can save time, improve learning with AI
- Leaders report high teacher approval of PD that demonstrates proven benefits for teacher professional and personal tasks



Reiterate Guidelines, Principles, & Future Changes

- Emphasize ultimate impact on student learning
- Explain how PD contents connect to district guidance and principles
- Clarify start, not end of AI initiative. Note AI's uncertain and fast-changing nature

Use Teacher Survey Results to Source Concerns and Spotlight Early AI Uses



"So now, you don't just have me demoing tools and saying they're good for teachers. You have teachers in the room who are saying 'I have tried this, here's how it saved me time'—immediately, you'll have more buy-in."

Instructional Technology Specialist, West Coast School District

Start the training by demystifying AI for teachers and addressing their most salient concerns, such as the impact on their jobs and the limitations of generative AI models. Reference the seven critical conversations in EAB's Executive Briefing on AI in K-12 for talking points.

The bulk of the training should center on practical use cases, ideally through demonstrations or hands-on practice. AI usage is key to AI literacy, and since teachers are strapped for time, starting with tools that save teachers time on their most burdensome tasks will yield higher buy-in.

Finally, it's uncertain how AI will develop in the future. With this in mind, the training should explain that this session is just the first step in their efforts toward an AI-responsive classroom. Guidance, principles, plans, and the technology itself are likely to change over the next 1-3 years.

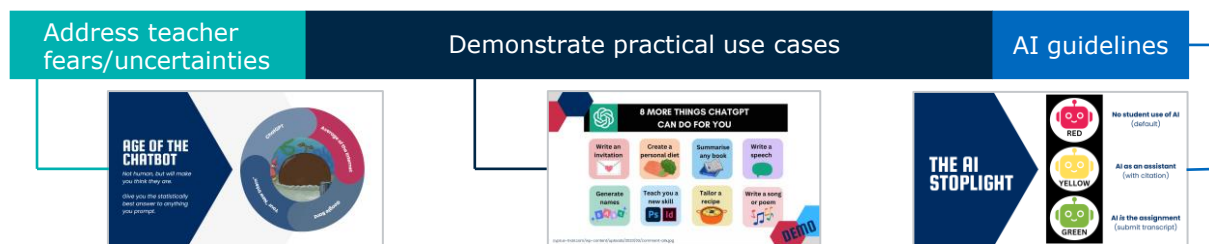
Prioritize Live Demonstrations in Initial AI Trainings

The most effective teacher AI trainings prioritize live demonstrations of what AI can do. Agua Fria UHSD offers a 2-part initial training series on using AI for teacher tasks, and the graphic below shows how the bulk of the training is dedicated to practical use cases and working sessions.

Offer a 2-Part Initial Training Series on Using AI for Teacher Tasks

Session 1:

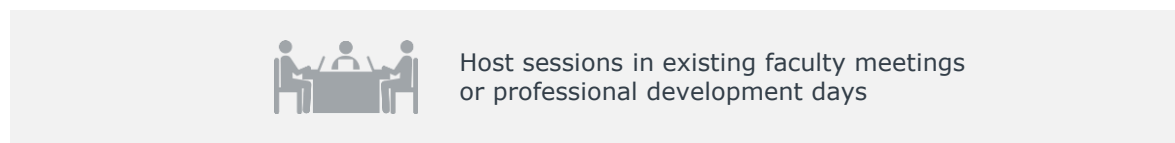
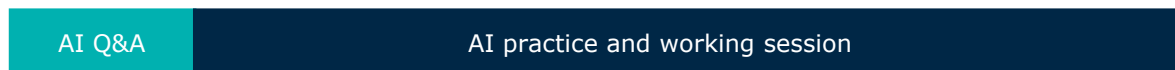
“What AI Can Do for You”



Excerpts from teacher training, Agua Fria UHSD

Session 2:

AI Q&A and Guided Practice



Session 1: “What AI Can Do for You” Begin by addressing teacher fears and uncertainties. Next, demonstrate practical use cases of AI, focusing on how it can streamline time-consuming tasks such as rubric creation, lesson planning, and administrative tasks. Hands-on demonstrations and examples are essential for helping teachers see the immediate benefits. Finally, introduce AI guidelines to provide clear expectations and ensure consistent communication around AI use.

Session 2: AI Q&A and Guided Practice Follow up with an AI Q&A session to address any lingering questions or concerns from the first session. This is an opportunity for teachers to engage directly with in-house AI experts for troubleshooting and brainstorming. After the Q&A, conduct an AI practice and working session, where teachers can apply what they've learned in a supportive environment. This hands-on practice is crucial for building confidence and competence in using AI tools.

Take Your PD to the Next Level with AI Mini Summit

Turning a standard teacher training into a mini-summit —as Altoona School District did —underscores the importance of AI-responsive teaching within the district.

This approach signals the district's investment in preparing teachers and students for a future with AI. In Altoona, the mini-summit featured two breakout rooms, with teachers switching halfway through to ensure all attendees received hands-on practice and focused support from staff. This structure maximized learning opportunities and practical experience.



2-Hour AI Mini-Summit at Start of Semester Signals Priority of AI for the District

- Mandatory for all staff
- Schedule during all-staff PDs, start-of-year institute days



Breakout Rooms Provide Multiple Opportunities for Hands-On Practice

30 min

Evaluating AI Outputs & Prompt Engineering



30 min

AI Tools Best Suited to Popular Use Cases

Student Panel Shares Kid Perspective on AI, In and Outside School



Teachers plan classroom AI use expectations based on student anecdotes



Student fears, questions, and concerns inform ongoing digital citizenship, academic integrity, and ethical use instruction

A unique feature of Altoona’s mini-summit was a student panel, where students shared how they use AI both in and outside school and discussed the types of support they need from teachers. This inclusion provided valuable insights and fostered a deeper understanding of students' perspectives on AI.

Districts can adopt any or all of these practices to enhance standard PD sessions.

Sources: Leader-Telegram, [AI, Academics and Altoona: teachers learn about generative technology at mini summit](#), 2024. EAB interviews and analysis.

Unsure Where to Use AI? High-Payoff, High-Effort Tasks

Six Starting Points for Teachers to Boost Productivity with AI

In live demonstrations, begin with six high-impact AI tasks for teachers that maximize time saved as well as incorporate high-impact instruction.

These tasks help teachers see immediate benefits and build the foundation for using AI for more complex or creative activities. This page includes example excerpts of prompts teachers can use with any free AI chatbot like ChatGPT or Claude. If teachers are using an education-focused AI tool, best-match examples for each task are listed below.

Complete prompts are available in the Appendix.

For All Grade Levels and Subjects¹

Real-World Examples at Grade Level



Prompt Starter: *Give me five real-world examples for the following 9th grade standard on chemical reactions...*

Standards-Based Assessment Questions



Prompt Starter: *Write a depth of knowledge level 3 question for the following 7th grade social studies standard, and provide a rubric for assessment...*

Differentiated Reading Passages



Prompt Starter: *Write five sentences about what photosynthesis is at a 4th grade reading level...*

Student Work Samples



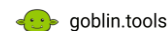
Prompt Starter: *Write three 6th grade student examples at three quality levels of hooks for a persuasive essay about having phones in school...*

Substitute Lesson Plans



Prompt Starter: *Write a straightforward, engaging lesson plan for my 8th grade class studying the Industrial Revolution that requires minimal advance preparation...*

Complex Task Breakdown



Prompt Starter: *My 5th grader needs a detailed checklist to complete his history presentation by next Tuesday...*

After the initial AI training where teachers focus on these AI use cases, they need protected time to continue practicing and determining what AI tools and uses work best for them. This ongoing practice will solidify their skills and enhance their ability to integrate AI into their teaching practices effectively.



Find full versions of these AI prompts in the [Resource Appendix](#).

1) Assume ChatGPT, Claude, or Gemini can complete these tasks. Alternative education-focused tools are listed below each task.

To Give More Time, Practice the Art of “Subtraction”




Protect Teacher Time to Practice with AI by Removing Something Else

To address the common barrier of limited time for new technology, districts can integrate AI practice into existing schedules without needing to find extra hours for teachers.




Consider embracing the art of "subtraction," which involves removing unnecessary parts to focus on what's important. Research on the concept of "subtraction"¹ shows that people often overlook subtractive changes, particularly in complex systems like school districts.

To apply this concept, start by revising existing PLC agendas. Identify overburdensome or unnecessary activities and replace them with AI practice sessions. Scale back teacher newsletters and focus on reminders for AI practice time instead of new AI tools. Encourage instructional coaches to integrate AI practice into their sessions with teachers.

Protect Time for AI Practice

-  Remove outdated or unnecessary PLC agenda items; replace with group AI practice/working session(s)
-  Limit announcements of new AI tools – teachers will quickly get overwhelmed or try to “start over,” wasting more time
-  Roll AI practice into existing coaching structures; have coaches suggest possible AI uses to teachers during their sessions

Avoid Add-On Expectations

-  Don't limit AI practice to opt-in learning sessions; find at least one opportunity in teachers' existing workday
-  Don't ask for detailed “plans of action” or lengthy self-assessments; allow teachers to explore AI uninterrupted
-  Don't require lengthy documentation to request access to AI tools (*see Priority 3*)

Avoid providing only opt-in, add-on AI learning sessions. Ensure at least one opportunity for AI practice occurs within teachers' working hours. Don't require detailed reports on AI use; give teachers space to experiment.

1) Leidy Klotz is a professor of engineering at the University of Virginia and the author of *Subtract: The Untapped Science of Less* (2021).

Analyze How AI Helps Save Teachers' Time

Use Existing Communication Channels to Estimate Impact on Urgent Tasks

Tracking how AI helps save teachers' time addresses concerns about its value and highlights where it offers the most benefit.

Sharing these results can help more teachers get on board and invest their attention. San Juan USD offers a practical approach. Instructional coaches ask teachers to submit use cases on a Google Form, describing what they used AI for and providing a qualitative assessment of its impact. Each submission is no more than a few sentences. District leaders then sort through these responses and share the findings with all teachers.

Don't Ask Teachers to Track Hours and Minutes

Required Assessment Exacerbates Initiative Fatigue and Skews Results



Teachers are less likely to self-assess if it's an add-on requirement to another new initiative



Accuracy of self-assessments declines as initiative fatigue increases

“ *We shouldn't be asking more of teachers' time as part of an effort to save them time.”*

*- Principal,
West Coast High School*

Look for Qualitative Impact via Teacher Anecdotes

San Juan USD Centralizes Teacher Impact Stories, Next Step Is to Categorize by Impact



District leaders recognized teachers were eager to share how AI was impacting their workloads



A short Google Form allows teachers to submit impact stories



Leaders' and coaches' next steps are to sort & classify impact stories and analyze changes over time

This method avoids the complexities of detailed tracking and focuses on monitoring change over time. Consistently collecting these use cases helps reveal evolving patterns in AI usage and highlights teachers' most popular applications.

Start Your Own Curated Prompt Library

An AI prompt library is a low-lift practice that encourages teachers to share reliable AI uses and foster peer learning across schools and departments.

Virginia Beach City Public Schools started encouraging teachers to use and explore AI in Summer 2023. The district then curated teacher-submitted examples of AI prompts and created a spreadsheet accessible to all teachers.

Use the excerpt below as a template for beginning an AI prompt library in your own district.

Virginia Beach City Public Schools Centralized Prompt Library for Teachers

Contact	Age group	Subject	Goal/Need/Problem Addressed	Tool used	Chat/prompt/link	How did you implement genAI output?
<i>i.e., name, email, school</i>	<i>i.e., ES, MS, and/or HS</i>	<i>E.g., ELA, math, history, biology</i>	<i>What problem, goal, or need did you start with that AI was able to address?</i>	<i>E.g., ChatGPT, Curipod</i>	<i>E.g., link to ChatGPT chat history</i>	<i>Explanation of how teacher used content generated by AI, including impact on students/teachers if possible</i>
Jenna Schwab	ES	Science & Literacy integration	Needed observation chart for students to observe monarch butterfly life cycle	ChatGPT	Link	My colleague used the generated content in a grant application to secure funding to continue our school's ongoing monarch butterfly project
Sharon Brown	HS	World History I	Translated notes to Spanish for ELL students	Almanack	Link	Shared the translated notes directly with ELL students via Google Docs
Lauren Polo	HS	Marketing	Students must develop and market unique candy creations.	Adobe Firefly	N/A	Students will include pictures created by Adobe Firefly in their marketing

Allowing teachers to search and filter the spreadsheet by area of practice, content area, grade level, and outcomes helps them determine the prompts best suited to their educational goals. This approach ensures that teachers find relevant AI applications tailored to their specific needs, rather than deciding on a tool before searching for a use.

AI Strategy Pulse Check 2: Build Teacher AI Literacy

Directions:

1. Assess your district's progress on each task listed under Playbook Priority 2. For a refresher on detailed recommendations, refer to the pages indicated in the right column.
2. Calculate your score by using the point values provided in each column.
3. Based on your score, determine your district's next steps by following the guidance under "Interpreting Your Score."

For each item, how closely have your actions followed EAB's recommendations?	Mostly/Fully aligned	Partially aligned	Not aligned	I don't know/Haven't started yet	FOR DETAILED RECOMMENDATIONS:
	2 POINTS	1 POINT	0 POINTS	0 POINTS	
<i>Playbook Priority 2:</i>					
Survey teachers for popular genAI use cases and concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	See page 42
Provide teacher genAI training that spotlights productivity use cases and addresses concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	See page 44
Protect time in teachers' days to practice with AI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	See page 48
Analyze for teachers how AI impacts teacher workflows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	See page 49
Curate a library of teacher-sourced AI uses (prompts, outcomes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	See page 50

INTERPRETING YOUR SCORE

priority 2 Score:

0-5 Points: Schedule a Consultation with an EAB Expert

Your district is in the early stages of building teacher AI literacy, a critical step toward preparing students for a future with AI. [Click here to connect with an expert](#) to discuss barriers to implementation and how you can create an action plan for progress.

5-7 Points: Confirm Your Approach During EAB's AI Office Hours

Your district has made progress in building teacher AI literacy, but you may have ongoing questions. [Click here to add EAB's AI Office Hours to your calendar](#) where you can meet with an expert for guidance on how to address these gaps.

8-10 Points: Move to priority 3

Your district is ready for the next phase of AI implementation. Once you have completed all tasks in priority 2, make sure to revisit them with your AI task force at least every twelve months to maintain relevancy and apply feedback from the broader district community.



3

PRIORITY 3

Support AI Experimentation Beyond Productivity

Start Iterating Toward Transformational AI Use

To accomplish Priority 3, every district must:

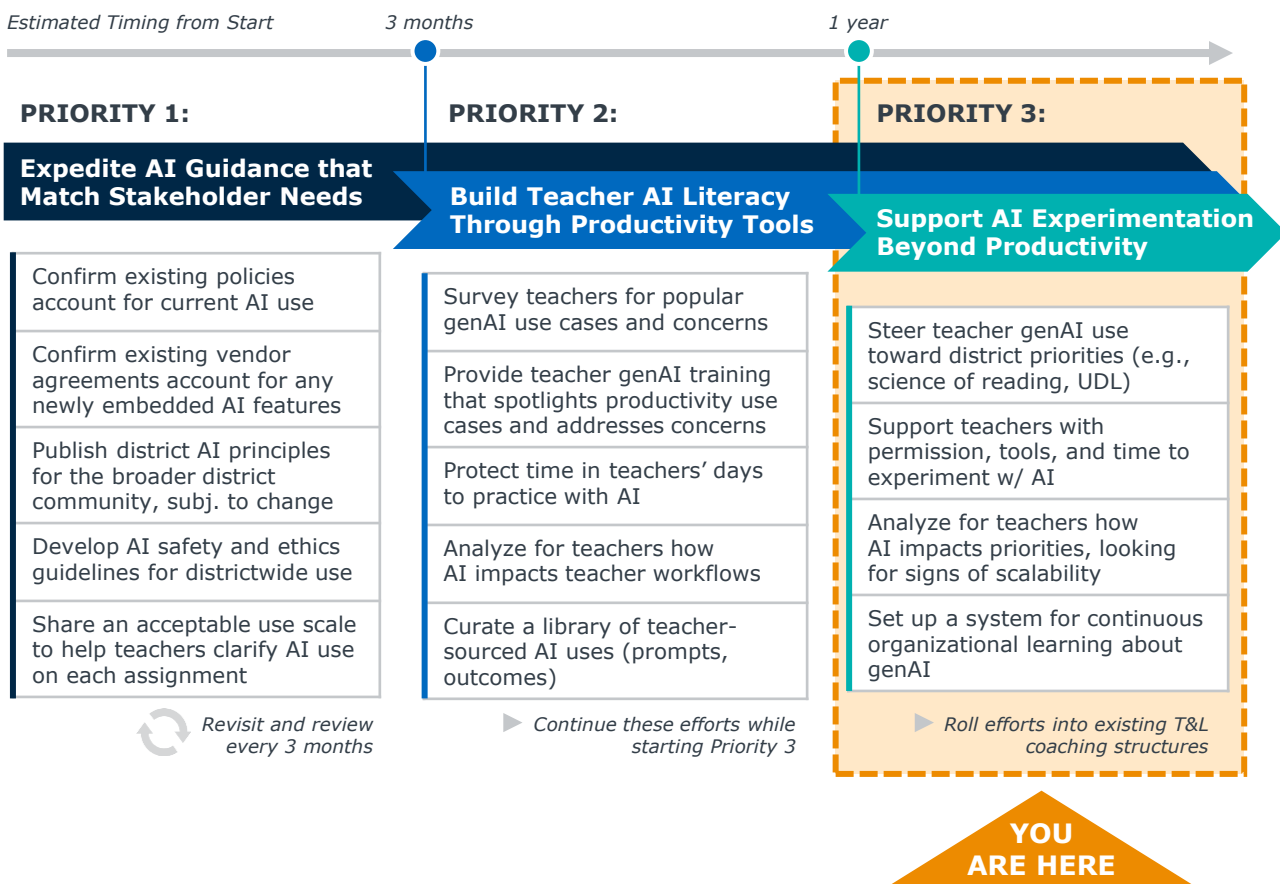
1. Steer teacher genAI use toward district priorities (e.g., science of reading, UDL) [Page 56](#)
2. Support teachers with permission, tools, and time to experiment w/ AI [Page 57](#)
3. Analyze for teachers how AI impacts priorities, looking for signs of scalability [Page 58](#)
4. Set up a system for continuous organizational learning about genAI [Page 61](#)

Start Iterating Toward Transformational AI Use

The future of AI is uncertain, so districts need to foster ongoing innovation and organizational learning around AI to keep up with its fluctuating capabilities and limitations.

After providing clear guidance to teachers and students and initiating ongoing AI literacy development, district leaders should not consider these efforts as permanently finished steps in a linear roadmap. Because genAI continues to evolve rapidly and unpredictably, regularly review, reassess, and modify both AI-specific actions (Playbook Priorities 1 and 2) and genAI’s implications for other teaching and learning priorities, such as career-relevant skills and pedagogical shifts.

The AI Playbook for District Leaders



In the absence of concrete evidence of genAI’s effectiveness, districts must collaborate with ground-level stakeholders, primarily teachers, to gain a firsthand understanding of genAI’s impact. Then, continually iterate on their theory of education through an AI lens with ongoing adjustments and improvements.

Motivate Teachers to Innovate Beyond Productivity

As history has shown, many new tech initiatives fail without larger organizational change and support structures. If any new AI innovations are to take hold in K-12 schools, teachers must be motivated and supported in trying something new.

Teachers don't change their practices simply because the district purchased a new technology platform, or because an administrator tells them to. Rather, research shows there are four requirements for driving teacher innovation – all of which are necessary to build a culture of learning around AI.

Four Reasons Teachers Hesitate to Try Something New



It doesn't solve a problem they currently have



They don't have time for another new initiative



There's little evidence it actually works



Their peers aren't talking about it

Four Requirements for Driving Teacher Innovation with AI



Focus genAI use on teacher priorities



Support teachers with permission, tools, and time to experiment



Analyze how genAI impacts teacher priorities



Facilitate high-frequency, teacher-led sharing of ideas that work

Amid Certain Risks and Uncertain Opportunities, Districts Must Work with Teachers Toward Organizational Learning



The most severe danger of integrating AI is developing these tools without [educators], because AI experts are generally not experts in education."

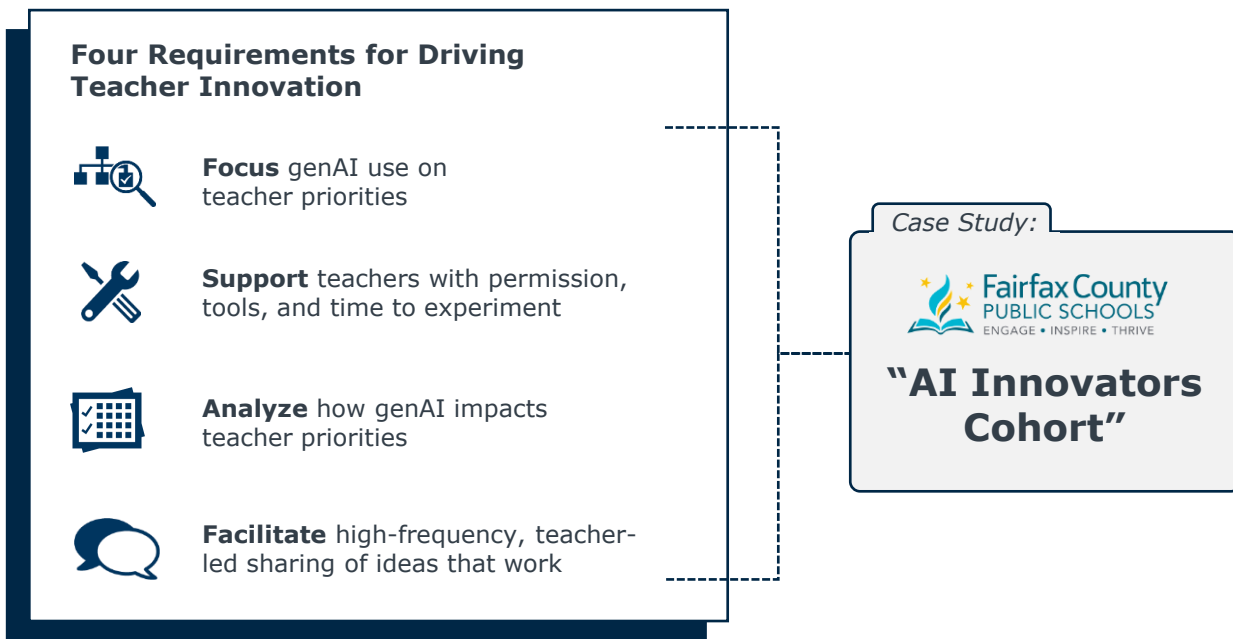
Yasemin Copur-Gencturk,
Professor of Education, USC

Sources: Justin Reich, *Iterate*, 2023; RAND, [Using Artificial Intelligence Tools in K-12 Classrooms, 2024](#); EdWeek, [Most Teachers Are Not Using AI. Here's Why](#), 2024; Reyes, A., "Considering the opportunities, dangers and applications of AI," 2023; EAB interviews and analysis.

Motivate Teachers to Innovate Beyond Productivity

Priority 3 will guide districts toward building this culture of innovation through a case study of Fairfax County Public Schools' AI Innovators Cohort.

Throughout a five-month process, FCPS central office administrators and staff worked with teachers to test, support, improve, and potentially elevate promising AI-enabled innovative teaching practices.



FCPS AI Innovators Cohort Timeline

January-May 2024

January

- In-person kick-off meeting
- Teachers and central office agree on responsibilities
- Teachers identify problems of practice to address and brainstorm potential innovations

February, March, and April

- One virtual afterschool meeting per month
- Teachers continually review, test, and iterate innovations in classrooms and with peers
- Central office provide sub funding, thought partnership, and on-demand support for teacher AI learning and experimentation

May

- Culminating in-person Share Fair
- Leaders evaluating teacher innovations for scalability and potential to inform changes to AI strategy

The next five pages profile specific practices that make up this case study. District leaders can implement these individual practices if they lack the time or resources to implement the full cohort model.

“Innovation Pathways” Steer AI Use Toward District Priorities

The cohort model of FCPS’s practice focuses teacher AI experimentation on district teaching and learning priorities. It also provides frequent opportunities for peer collaboration and iteration.

Prior to launching the AI Innovators Cohort, central office staff noticed that teachers naturally gravitated toward certain areas of practice when experimenting with AI, often aligned with district priorities (e.g., UDL, STEAM skills). To account for these organic groupings, staff divided teachers into “AI Innovation Pathways” of their choosing, so that teachers targeting similar areas of practice could collaborate more frequently and directly.



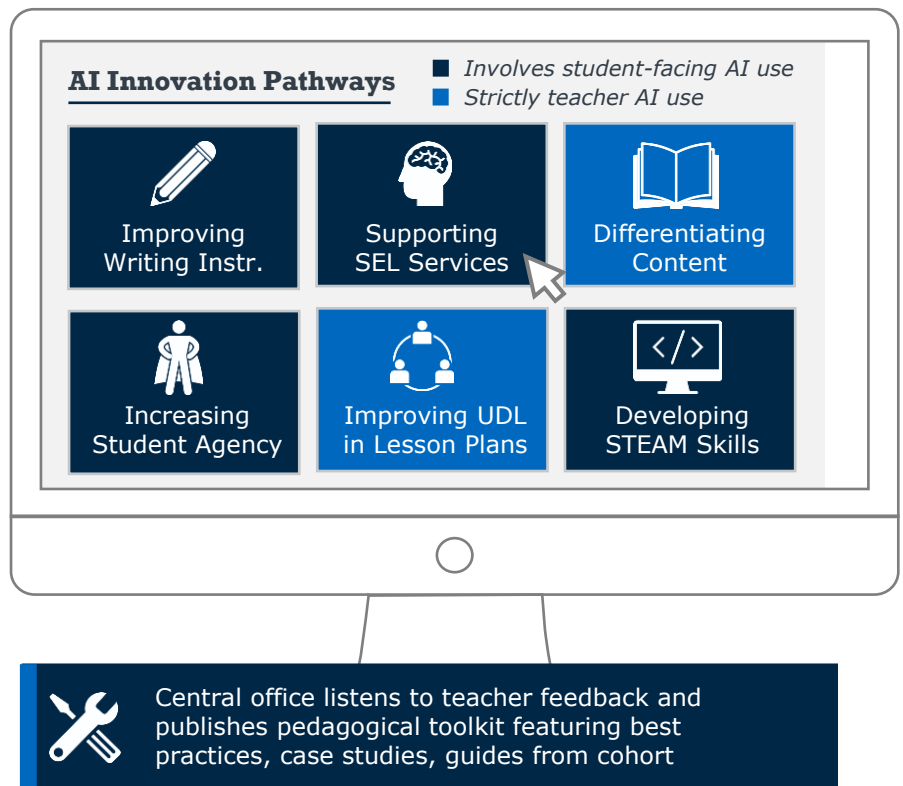
Teachers Surface AI Uses Addressing District Priorities

- Teachers select priority they will experiment with AI to address (e.g., UDL), then join communities of practice

10+

groups focused on a unique area of practice (plus “self-designed” options)

- Teachers test innovations in classrooms, monitor and evaluate impact across six-month period.
- Monthly meetings and asynchronous channels provide opportunities to discuss experiences and iterate on innovations




1) FCPS had already issued basic use and academic guidance to all staff, which they reiterated to cohort participants at the initial meeting.

District Helps Teachers Work Through Innovation Process

A six-step graphic organizer, provided to teachers at the Cohort’s kick-off meeting, helped teachers identify, brainstorm, plan, and continuously iterate on their ideas.

At the kick-off meeting, teachers spent time alone identifying areas of practice they could target with AI innovations, brainstorming ideas for how to innovate, and distilling the most promising ideas (i.e., steps 1-3 of the graphic organizer below). The target areas and innovations that teachers chose provided the basis for the Innovation Pathways featured on the previous page.

AI Innovation Graphic Organizer



Teacher responsibilities	1 Identify Opportunities	<i>Look for needs of the education system, your students, or other stakeholders</i>
	2 Generate Ideas	<i>Be creative and avoid limitations in deciding what's possible</i>
	3 Evaluate & Select Ideas	<i>Can AI actually help with this problem?</i>
District responsibilities	4 Develop a Plan	<i>Flesh out your final goal and what you'll need to get there</i>
	5 Test and Iterate	<i>Gather feedback from educators, students, and leaders</i>
	6 Implement and Scale	<i>Scale the solution to meet the needs of the education system</i>
	7 Monitor and Evaluate	<i>Track progress, evaluate impact on teaching and learning</i>

Example Ideas from Teachers

"I am developing prompts to help counselors with creating behavior plans, tier 1-3 strategies and interventions, and attendance plans. I hope it will help with counselor burnout."

"I want to incorporate more movement into my lessons. I'm hoping this helps with students' engagement and social/emotional health."

"I want to create diverse content that includes representation of students across the curriculum. I hope this improves content relevancy and connectedness."

In the period between the kick-off meeting and the first virtual meeting, teachers developed plans to establish goals and steps to achieve them (i.e., step 4). In their respective Innovation Pathways, teachers spent part of the second meeting explaining and providing feedback on each others plans. Across the February, March, and April meetings, teaches shared the feedback and results that their innovations produced, discussed challenges and successes, and suggested areas for improvement (i.e., steps 4-7, ongoing).

Protect Teacher Time for Troubleshooting and Support

Because Cohort participants so often ran into obstacles or had questions about their AI innovations, leaders created an opportunity for teachers to request dedicated advisors to help troubleshoot their experiments. This approach ensured teachers could learn about AI during school hours, prevented minor technical difficulties from slowing progress, and created learning opportunities for central office staff alongside teachers.

AI Innovators Cohort Participants Can Request Up to ½ Day of District Leader Brainstorming Time



Teachers have protected time to fine-tune and troubleshoot innovative AI uses with a content specialist



Leaders keep pulse on innovation process and impact while keeping technical difficulties from hindering progress

1. Teacher support request



- Teachers complete form to request protected time, describing education goals and plan for protected time
- Teachers can request up to one half of a school day



2. Sub Funding & Thought Partnership



- Central office allocates substitute teacher funding for Cohort participant.
- Teacher paired with tech coach, curriculum specialist, or other support staff member relevant to goals described in request form



3. Troubleshooting & Driving AI Innovation



- Leaders help steer teacher AI innovations toward measurable impact
- Teachers find solutions to innovation challenges and continue iterating following the session


First, teachers submit a request form describing the goal of their experiments and what they need help accomplishing. Then, the district then pairs teachers with relevant support staff members as thought partners. For example, teachers exploring genAI’s translation abilities are paired with an EL specialist. The district also funds substitute teachers to cover class time, allowing Cohort teachers to focus on developing AI innovations with support staff.


Provide Frequent Opportunities for Peer Collaboration

FCPS carved out various synchronous and asynchronous channels for teachers to collaborate with their peers, prioritizing interaction between teachers exploring similar innovations or areas of practice.

One of these opportunities occurred during each of the monthly synchronous virtual meetings. For 30 minutes of each 90-minute meeting, teachers discussed results and feedback of their innovations in breakout rooms of 4-5 teachers, each centering the area of practice the teachers were focusing on.


FCPS Encourages Teachers to Share Across Channels





Topic-Focused Live Breakouts

- Teachers spent 30 minutes of every monthly meeting in breakout rooms, grouped based on target area of practice
- Breakouts spent sharing and responding to results, preparing for May Share Fair



General and Specialized Asynchronous Channels

- Teachers share updates, resources, and questions Cohort Zoom Chat Room
- Pathway-specific webpage creates space for targeted questions, feedback
- Cohort website lists contact info of all participants, encouraging direct communication to learn more about posted items

Teachers did not need to wait for monthly meetings to share results, artifacts, and questions from their projects. They had access to asynchronous channels: Innovation Pathway-specific webpages and a Cohort-wide Zoom Chat. Each Innovation Pathway had its own webpage where teachers posted resources, updates, and questions. They could also share broader genAI innovations in the Cohort Zoom Chat. Additionally, the Cohort website listed all participants and their contact information, encouraging peers to reach out directly to each other to learn more about posted items.

The final example of peer collaboration was the culminating Share Fair, where participants presented the results of their experiments at an in-person, science fair-style event.

Cohort “Share Fair” Spotlights AI Innovations

The AI Innovators Cohort culminated in a “Share Fair” held near the end of the 2023-24 school year, where participating teachers presented the process and results of their AI experiments with peers, administrators, and other members of the district community.



Teachers Share Results in AI “Share Fair”

- Teachers present ideas and evidence of impact “science fair style”
- Attendees receive live opportunity to gather ideas and ask questions

200+

Registrants for first AI Innovators Cohort “Share Fair” in May 2024

90+

AI innovations featured at Share Fair, across age groups, content areas



Teacher Exhibits Show How AI Can Impact Priorities



Improving Writing Instr.

“AI image generators increased ELL engagement in descriptive writing in a way I’ve never seen before.”



Improving UDL in Lesson Plans

“AI helped me build literacy small groups for my 2nd graders with more accurate learning targets than I could create on my own.”



Increasing Student Agency

“My students co-created an [AI academic integrity ‘policy’](#) that they could understand and use in our classroom.”

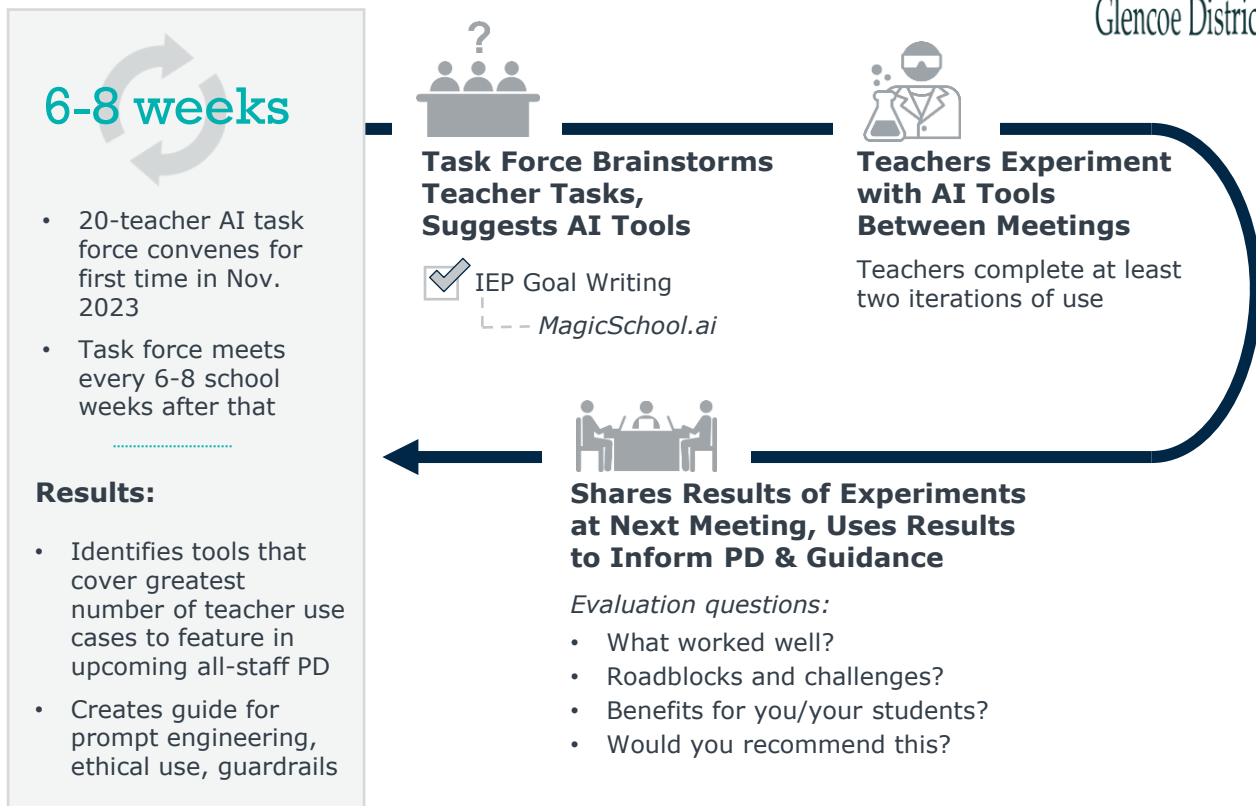
Individually and in pairs, teachers shared over 90 innovative AI teaching practices they designed and iterated across the Spring semester. Many of these practices have the potential to be modeled by other teachers or formalized into district-wide practices.

District leaders will spend the summer evaluating which of these practices prove popular with teachers and scalable across various schools, grade levels, and content areas. Leaders will also use the results of teacher experiments to inform changes to broader AI strategy, such as professional development and guidelines.

A Lower Lift: Six-Week AI Iteration Cycles

Districts can replicate the results of FCPS’s AI Innovator’s Cohort through smaller-scale, short-cycle experiments, demonstrated here by Glencoe District 35.

These 6-8 week experiment cycles elevate new uses for AI and allow the district to adapt its strategy over a shorter period.



To start this process, the AI task force in Glencoe District 35 brainstormed weekly tasks that genAI tools could improve and selected a starter set of tools for testing. Teachers on the task force tested these tools over six weeks, observing and reflecting on the results of their informal experiments.

At the next meeting, members shared and discussed their findings. This cycle repeated every 6-8 weeks until the end of the school year. District leaders used the task force's results to identify genAI tools that effectively enhanced a wide range of teacher tasks and noted potential pitfalls for new users. The central office planned an all-staff AI professional development session to introduce these tools and address any identified issues.

AI Strategy Pulse Check 3: Innovating with AI

Directions:

1. Assess your district's progress on each task listed under Playbook Priority 3. For a refresher on detailed recommendations, refer to the pages indicated in the right column.
2. Calculate your score by using the point values provided in each column.
3. Based on your score, determine your district's next steps by following the guidance under "Interpreting Your Score."

For each item, how closely have your actions followed EAB's recommendations?	Mostly/Fully aligned	Partially aligned	Not aligned	I don't know/Haven't started yet	FOR DETAILED RECOMMENDATIONS:
	2 POINTS	1 POINT	0 POINTS	0 POINTS	
<i>Playbook Priority 3:</i>					
Steer teacher genAI use toward district priorities (e.g., science of reading, UDL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	See page 56
Support teachers with permission, tools, and time to experiment w/ AI within	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	See page 57
Analyze for teachers how AI impacts priorities, looking for signs of scalability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	See page 58
Set up a system for continuous organizational learning about genAI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	See page 61

INTERPRETING YOUR SCORE

priority 3 Score:

0-5 Points: Schedule a Consultation with an EAB Expert

Your district is in the early stages of experimenting with AI beyond teacher productivity. [Click here to connect with an expert](#) to discuss barriers to implementation and how you can create an action plan for progress.

5-7 Points: Confirm Your Approach During EAB's AI Office Hours

Your district has made progress in experimenting with AI, but you may have ongoing questions. [Click here to add EAB's AI Office Hours to your calendar](#) where you can meet with an expert for guidance on how to address these gaps.

8-10 Points: Consider Scaling AI Innovations that Work

Your district is ready to start scaling AI innovations that experiments have proven effective. Once you have completed all tasks in priority 3, embed organizational learning about AI into existing coaching structures (e.g., faculty meetings, teacher trainings, instructional coaching, etc.).



THE AI PLAYBOOK FOR DISTRICT LEADERS

Resource Appendix

Examples to Support Playbook Implementation

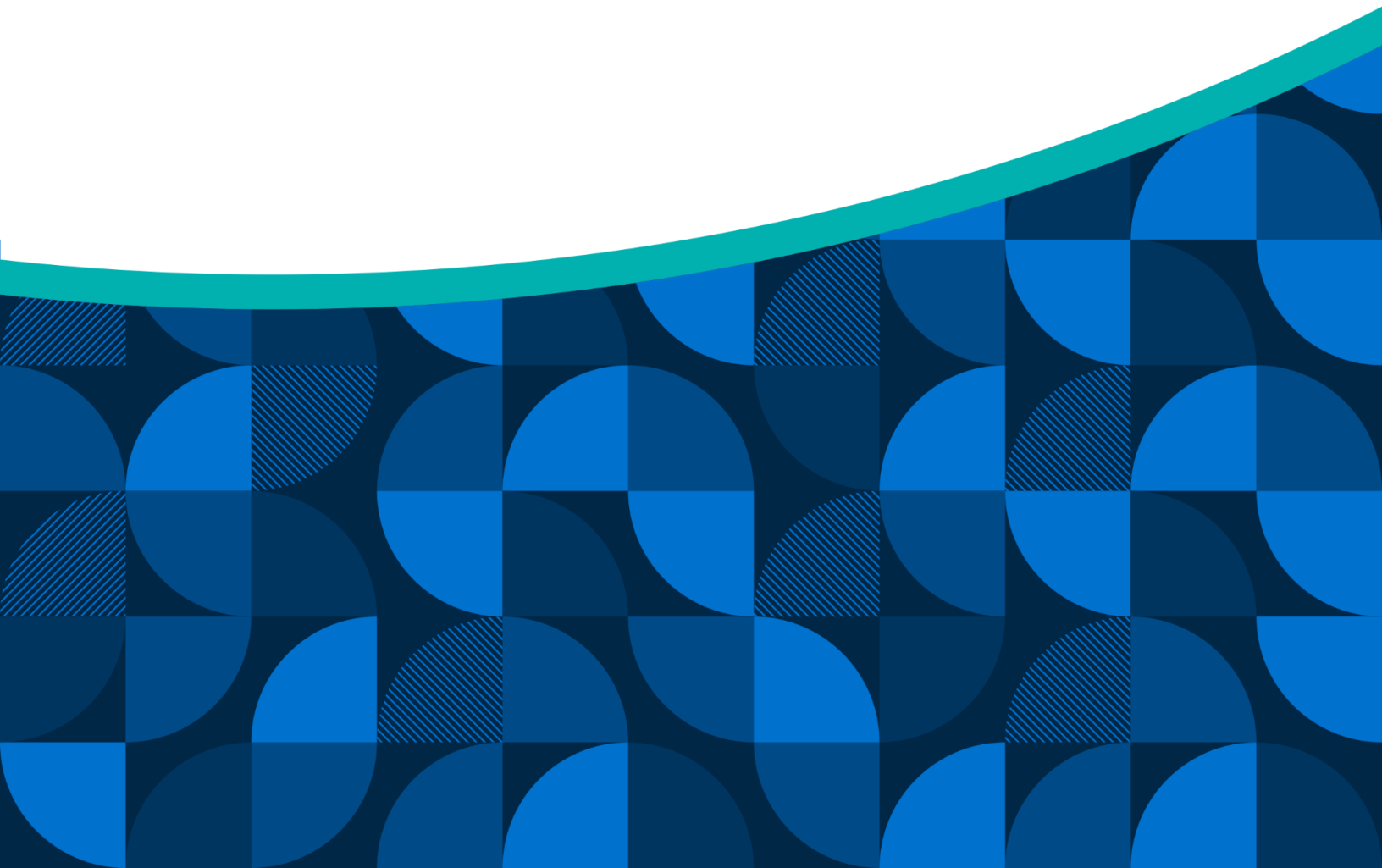


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Revised Academic Integrity Policy

Example from Virginia Beach City Public Schools

PLAYBOOK PRIORITY 1

Revised Academic Integrity Policy

Shared with Permission from Virginia Beach City Public Schools

Cheating, Plagiarizing and the Acceptable Use of New Technologies 5-34.2

School Board of the City of Virginia Beach
Regulation 5-34.2

STUDENTS

Cheating, Plagiarizing and the Acceptable Use of New Technologies

Virginia Beach City Public Schools is committed to promoting academic growth in every area and acknowledging expanding technology based on global needs and areas of specialization upon which it can concentrate. The use of collaboration, academic sources and technological innovations can develop student potential to its fullest extent and allow teachers and students opportunities for long-term success. Exhibitions and demonstrations of learning are expected and required to be wholly original.

A. Guidelines

Cheating and plagiarizing are unacceptable behaviors which have moral and legal implications. Cheating is violating established rules or codes of ethics. Plagiarizing is falsely claiming authorship. Cheating also includes knowingly giving or offering aid to another student on a test or assigned work unless specifically authorized by the teacher. **This also includes the unauthorized use of new technologies.**

1. Teachers have the responsibility to:
 1. Teach or review the correct use of sources when assigning work; **this includes expectations regarding the use of new technologies.**
 2. Structure conditions during testing to alleviate the possibility of cheating and plagiarizing; and
 3. Specify the types of collaboration that are discouraged and those that are encouraged.
2. Students have the responsibility to:
 1. Avoid situations which might contribute to cheating or plagiarizing;
 2. Avoid unauthorized assistance; **this includes utilizing other individuals or the unauthorized use of new technologies.**
 3. Use sources in the prescribed in the above manner;
 4. Acknowledge borrowed materials by citing all sources used;
 5. Avoid plagiarism by:
 1. 1) Using appropriate quotation marks acknowledging statements taken from others;
 2. 2) Acknowledging information and ideas borrowed from any source; and
 3. 3) Consulting faculty about any use of sources and technology that might be deemed questionable by the School Division and school based academic expectations and the Student Code of Conduct.

B. Penalties and Implications

Students who violate "the spirit or the letter of the law" regarding cheating/plagiarizing or the misuse of new technologies must accept the responsibility for their actions, and the accompanying penalties. Penalties may include but are not limited to:

1. A failure on work presented which includes unauthorized assistance from other students, **unauthorized use of unauthorized technology**, sources, materials, or failure to properly document by citing source;
2. A failure on a major assignment which is totally or partly plagiarized;
3. Parent/legal guardian-student-administrator conference as a result of infractions involving either cheating or plagiarizing; and
4. Possible disciplinary action as outlined by the Code of Student Conduct and the Discipline Guidelines.

Approved by Superintendent: September 21, 1993 (Effective August 14, 1993)

Revised by Superintendent: March 17, 2006

Amended by School Board: November 27, 2018

Revised by Superintendent: August 16, 2023

1) Highlighted sections are VBCPS's additions and revisions to the original policy.



Teacher and Student AI Guidelines

Examples from:

- Liberty Public Schools*
- AI for Education*
- Anonymized School District*
- Henrico County Public Schools*
- Park Hill School District*

PLAYBOOK PRIORITY 1

Teacher and Student AI Guidelines – Example 1

Shared with Permission from Liberty Public Schools

AI in the LPS Classroom– A guide for Students, Teachers, and Parents

What is Artificial Intelligence (AI)?

Artificial Intelligence or AI is the ability of a machine to perform cognitive functions as humans do, such as perceiving, learning, reasoning and solving problems.

Examples of Technologies That Use AI	
Chatbots like ChatGPT, Brad, etc. Google Maps Grammarly Image Generators	Self-Driving Cars Smart Assistants like Siri and Alexa Spam Filters Writing Tools

LPS Technology and AI

Some systems that use artificial Intelligence:

ChatGPT-currently not available to students because must be 18 years or older or have parent permission.

Canva-Magic Write, Text to Image, Magic Eraser, etc.

Gmail autocompose, etc.

Additional other systems

Policies/Procedures

The language below is included in *Regulation JG-R1* in Board Policy and in LPS Student Handbooks. Unauthorized use of AI is included under Academic Dishonesty.

*Academic Dishonesty – Cheating on tests, assignments, projects or similar activities; plagiarism; **claiming credit for work that is not your own**; fabrication of facts, sources or other supporting material; unauthorized collaboration; facilitating academic dishonesty; and other misconduct related to academics.*

Considerations

Ethical Use-It's important that educators model ethical use of AI and give students a chance to discuss and consider the uses of AI and if they are ethical or not.

Transparency about the benefits and dangers will help students.

Critical Thinking-Just as students learn to think critically about other topics, they should have the opportunity to do so around AI topics.

Student Equity-As with other technology tools, LPS has a balanced approach. It is important for us to help students learn to leverage AI tools to support their learning and future goals. Students will have access to AI tools on their personal devices even if they are blocked by LPS. By giving students access to AI tools that can be used responsibly, we can ensure equitable access and learning opportunities for all students.

Best Practices for LPS Teachers

- When using AI in your own work, be sure to remove personally identifiable information (pii) and confidential information like student names, discipline issues, special education concerns, etc. before submitting your prompt or question.
- Provide clear guidance and expectations to students about if, when, and how AI should be used within each assignment/learning experience.

Teacher and Student AI Guidelines – Example 1 (cont.)

Shared with Permission from Liberty Public Schools

- Look for opportunities to give students a chance to use and/or think critically about AI during their learning when it makes sense.
- Support authentic learning by putting students in the role of creators rather than consumers.
- Support students' development of important soft skills such as teamwork, communication, time management, problem-solving, and creativity.
- Be transparent about when you have used AI in your own work. Provide an explanation of how it was used and a statement of attribution or citation. [Citation Guidance](#)

What AI Can Do	What AI Can't Do (Yet)
Answer questions Complete assignments that don't require deeper thinking Write computer code Write papers with in-text citations	Answer all questions correctly Pull from the most current dataset (ChatGPT) Pull from databases Solve all problems Understand the nuances of human interaction (body language, tone, facial expression)

What can teachers do to set students up for success:

- Support students' understanding of AI and how it works.
- Help students understand the benefits and limitations of AI.
- Prioritize original thought and application
- Talk about the ethical implications of AI so students can learn to use it responsibly.

Some Ideas for using AI in the Classroom:

Topic starter
 Story starter
 Compare human generated and AI generated writing
 Reverse research

Some AI Tools	Some AI Resources for Teachers
<ul style="list-style-type: none"> • Canva—Background Remover, Magic Write, Magic Design, Magic Eraser, Magic Edit, Text to Image, Translate • Curipod—Generate lessons with AI • Eduaide.Ai—multiple tools for teachers. • Goblin Tools—various tools including judging the tone of text, task breakdown, etc. • Perplexity AI • Magic School—multiple tools for teachers including question generators, text summarizer, etc. 	<ul style="list-style-type: none"> • 100 Prompts for Teachers to Ask ChatGPT • 30 AI Tools for the Classroom • A Comprehensive Guide to Evaluating AI Tools for Classroom Use • Artificial Intelligence for K12 Initiative • Futurepedia AI Tools Directory • ISTE AI Exploration for Educators (many resources, scroll down for educator guides by level) • ISTE Tips for School Leaders • Lessons and Tools for Teaching About Artificial Intelligence • Here's What Educators Can Do As This Technology Evolves

Teacher and Student AI Guidelines – Example 1 (cont.)

Shared with Permission from Liberty Public Schools

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AI Detection

AI detection is a new field and there will likely be errors when using these systems. Students and Teachers 3rd-12th Grade have access to **Turnitin** (plagiarism checker) which also has an AI detection module. It's important that teachers realize that the AI detection included in Turnitin is very unreliable at this point and may frequently return false positives and false negatives. Teachers who opt to use this tool should not do so as a gotcha with students, but as a learning tool. Before using Turnitin results in a way that negatively impact a student's grade, teachers should communicate with their building principal and have additional evidence of academic dishonesty beyond the Turnitin A.I. report.

Expectations for LPS Students

- Follow your teacher's guidance about if, when, and how to use AI.
- If you are unsure about the expectations, ask for clarification.
- Only turn in work that includes AI generated content if allowed by the teacher on each assignment.
- When using AI is allowed, be transparent about when and how you have used it. Provide an explanation and a statement of attribution or citation directly within your work.

Important Things for Students to Know about AI

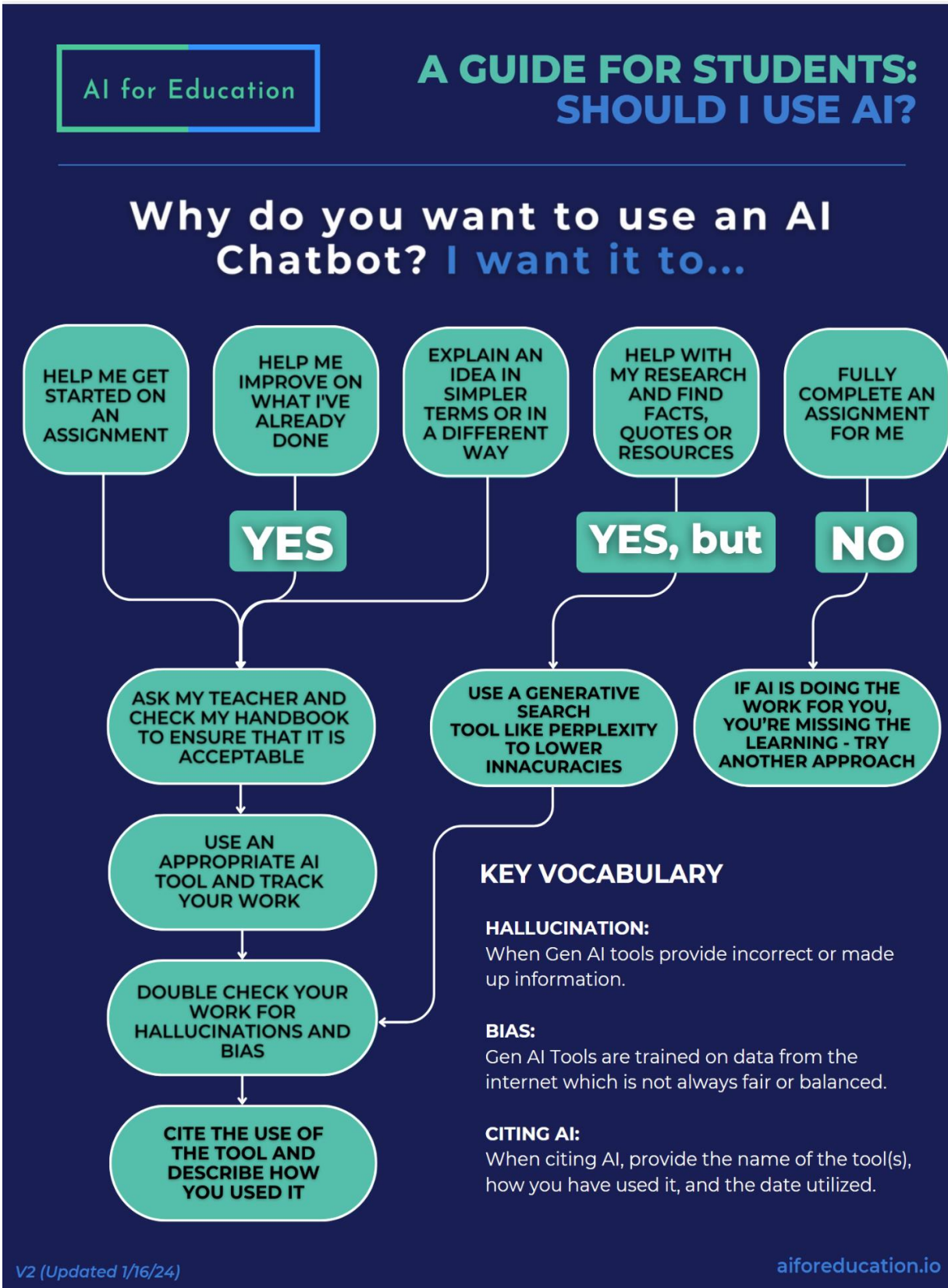
- AI technology and resources are changing every day.
- Sometimes AI generated content is made up. It's important to verify information using your own background knowledge and reliable sources.
- When writing an AI prompt, be specific about everything, including:
 - Desired output (bulleted list, table with 3 columns, outline, script, etc.)
 - Role (student, teacher, scientist, specific historical figure, etc.)
 - Context (audience, other expectations)
 - Voice
 - Writing style
 - Finish your prompt with "What else do you need from me?"

Resources for LPS Parents

- [Helping Kids Navigate the World of Artificial Intelligence](#) (May 2023, Common Sense Media)
- [A Parent's Guide to Artificial Intelligence](#) (Internet Matters)

Teacher and Student AI Guidelines – Example 2

Shared with Citation from [AI for Education](#)



Source: AI for Education, *AI Guidance for Schools Toolkit*, 2024.

Teacher and Student AI Guidelines – Example 3

Shared with Permission from an Anonymized School District

Ethical Use and Guidance around the Use of AI



Data Protection

Staff and students should never use any personally identifiable information in any of their interactions with an AI tool. This includes but is not limited to things like:

- Your name, address, phone number
- Financial information
- Medical information
- School records and grades
- When in doubt, don't put personal info into an AI tool

Added student concerns:

Any AI tool used by a student must conform to all federal and state laws. Many AI tools have age restrictions that need to be adhered to. Any tool that a student needs to sign into or register for is also subject to FERPA compliance. Please check PowerSchool for any tool that will be used by students.

Ethical Use

AI tools should be used responsibly and should not be used to generate content that is:

- Violent
- Hateful
- Biased against groups
- Informationally false
- Damaging to someone's reputation

The generated output from AI should always be checked for informational accuracy.

AI writing detectors should not be used as authoritative sources to detect possible AI presence in a piece of work.

AI tools should never be used in a way that would violate the MSD guidelines on academic dishonesty.

Classroom Use Guidance

- Think and brainstorm on your own first before defaulting to using AI. Keeping your creativity and critical thinking skills sharp improves your ability to interact with AI when needed.
- Effort matters. Approach AI as a thought partner. Seek to continually refine your prompts to engage AI in a back and forth interaction. The more precise your prompt and the more back and forth interaction you have with an AI model, the greater your output will be.

Teacher and Student AI Guidelines – Example 3 (cont.)

Shared with Permission from an Anonymized School District

- AI should supplement your work not substitute your work. Don't submit what AI generates as the ultimate output. Edit and revise as necessary so that output contains a sense of your voice and intent.
- Don't use an AI model that has not explicitly been vetted for use by minors.
- Don't blindly trust an AI's responses when asking it for factual references. Remember, you will be responsible for the accuracy of the information you use in your work, even if it comes from the AI. Critical thinking is still important.
- Always remember to acknowledge when you've used AI in your work. At the end of any project or assignment where you've used AI, include a short explanation about how and why you used it and what prompts you used. Consider [this guidance from MLA](#) on how to cite AI as a source.

Teacher and Student AI Guidelines – Example 3 (cont.)

Shared with Permission from an Anonymized School District

Portrait of a Graduate & AI



An **academically excellent** student is someone who possesses mastery of core academic content and skills and recognizes the importance of being a life-long and self-directed learner.

When used properly AI:

encourages students to possess core content knowledge in order to verify the veracity of the information generated from interacting with it.

can support students by adapting to their learning process as it unfolds step-by-step, not simply providing feedback on right or wrong answers.

A **communicator** is someone who articulates and expresses thoughts clearly, self-advocates for their needs, and listens and understands diverse perspectives.

When used properly AI:

encourages students to practice and strengthen their prompt engineering skills to in essence have a back and forth conversation with the AI interface which enables the interface to understand exactly what the student is looking for and in turn generate a targeted and robust response.

Teacher and Student AI Guidelines – Example 3 (cont.)

Shared with Permission from an Anonymized School District

A **problem solver** is someone who designs and creates solutions by innovating, thinking critically and independently, and is ethical in their decision making.

When used properly AI:

encourages students to use an agile tool to help create solutions to known and potentially new problems.

allows a student to practice and hone their creative, analytical thinking, media literacy, and technology literacy skills as a student must learn how to engage AI in a way that is going to generate the most desired output.

A **resilient learner** is someone who responds to challenges, engages in effortful learning, and demonstrates adaptability amidst change.

When used properly AI:

encourages students to be agile alongside AI knowing that it may take some time to generate a desired output.

gives students appropriate scaffolds so that they are empowered to keep learning in the midst of potentially challenging work.

A **collaborator** is someone who valuably contributes when working with others and is one who understands and values the diverse strengths of others, particularly by displaying a sense of empathy.

When used properly AI:

can be used as a thought partner where a student can engage in back and forth feedback loops to gain a desired output.

encourages students to think critically regarding the limits of what AI can provide and knows what situations using AI as a tool is best.

Teacher and Student AI Guidelines – Example 4

Shared with Permission from Henrico County Public Schools



Generative AI

A Getting Started Guide for HCPS

June 2023



Overview

Welcome to “**Getting Started with Generative AI: A Guide for HCPS.**” This guide marks the beginning of HCPS’ ongoing efforts to empower our educators, students, and families with the knowledge and skills to harness the potential of Generative AI responsibly and innovatively. This guide provides practical insights and best practices for ensuring that teachers and students do not inadvertently violate [Henrico’s Acceptable Use Policy](#) or any privacy laws related to Generative AI use. We will continue to expand this resource with more information as the year progresses, ensuring HCPS stakeholders have the support needed to embrace the responsible and ethical use of technology.



Outline

- Introduction to Generative AI
- Exploring Generative AI
- Generative AI Considerations
 - Digital Literacy
 - Responsible Use Guidelines
 - Resources to Explore

Introduction to Generative AI

As Generative AI tools become increasingly accessible, we must understand their appropriate and responsible use. Our division and school leaders are actively engaging in collaborative learning and gathering input from stakeholders to determine the suitable applications of Generative AI for students and staff in our schools. This collective effort will inform the development of a framework that will guide the integration of Generative AI technologies and updates to HCPS acceptable use policies for technology and internet usage.

The introduction of Artificial Intelligence, machine learning, and related technologies have the potential to impact all aspects of our school district. These transformative technologies have the potential to significantly shape the way we operate, teach, and learn. They offer direct support to

Teacher and Student AI Guidelines – Example 4 (cont.)

Shared with Permission from Henrico County Public Schools

students, enabling educators to better cater to individual learner needs while freeing them from mundane and repetitive tasks. The advent of AI represents a significant breakthrough that unlocks new opportunities for us.

However, it is crucial to recognize that along with these potential benefits, there are also substantial risks associated with AI. Therefore, navigating these technologies with a careful understanding of the potential pitfalls and challenges they present is imperative. By addressing these risks proactively, we can harness the full potential of AI while ensuring the safety, privacy, and ethical use of these technologies in our educational endeavors.

Artificial Intelligence (AI) refers to computer systems that can engage in human-like interactions and perform specific tasks swiftly and effectively by leveraging extensive amounts of data. For example, you might be familiar with instances where you've asked virtual assistants like Alexa to play your favorite song, requested Siri to provide directions to a restaurant for dinner, or competing against the "computer" in a popular video game. These examples demonstrate the utilization of Conversational AI, which relies on pre-programmed responses to answer questions and facilitate interactions.

Exploring Generative AI

Generative AI is a prominent form of AI that has garnered significant attention. Generative AI differs from Traditional AI as it uses vast amounts of information from the internet to create new and original content. Generative AI chatbots, such as [ChatGPT](#), can write a lesson plan or email, prompt ideas for a presentation, or write an essay or novel. Additionally, [other](#) tools, such as [DALL E](#), draw upon vast amounts of images on the internet to create an original piece of art or [Lumen5](#) for video creation.

These emerging technologies possess the potential to significantly streamline task completion, freeing up valuable time for humans to concentrate on other important matters. As we adopt and integrate these technologies, it will naturally shift us towards tasks that require more problem-solving and critical thinking. First, however, it is imperative to understand how these technologies utilize data to ensure we employ them safely, legally, and ethically. By developing a comprehensive understanding of their data usage, we can confidently navigate these new technologies and maximize their benefits while upholding responsible practices and safeguarding the privacy and ethical considerations.



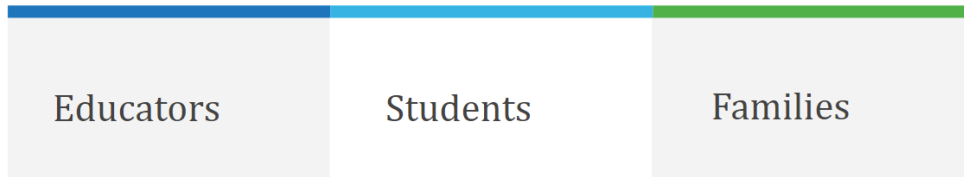
Teacher and Student AI Guidelines – Example 4 (cont.)

Shared with Permission from Henrico County Public Schools

Generative AI Considerations

Henrico Schools is committed to ensuring the [life readiness](#) of all students, which entails recognizing the role of technology and the internet in their educational journey. With the emergence of new artificial intelligence (AI) technologies, it is crucial to acknowledge that these tools are being made available without a complete understanding of their capabilities or the benefits they can bring to teaching and learning.

To navigate this landscape effectively, Henrico Schools collaborates with organizations such as [Common Sense Media](#) and the [International Society for Technology in Education](#) (ISTE) to remain updated on the latest developments of these emerging technologies and their applications in education. As we embark on this journey, we invite you to join us in building your knowledge and understanding of Generative AI using the resources below.



Teacher and Student AI Guidelines – Example 4 (cont.)

Shared with Permission from Henrico County Public Schools

Educators

Digital Literacy	Responsible Use Guidelines Our responsibility is to...
<ul style="list-style-type: none">• Generative AI tools collect and use the information with no user control over how the information is used.• Henrico's internet filter, Securely, implements measures to prevent minors' access to inappropriate internet content and utilizes a vetting process for digital learning resources to comply with federal, state, and local laws and policies. Securely currently allows Generative AI tools for students and staff as the division continues to learn more about Generative AI tools.• Many Generative AI tools collect user data, share data with third parties, and implement age restrictions, such as requiring users to be 18 or older or requiring parental consent. Staff should reference the division's Technology policy (in BoardDocs) and the Staff Acceptable Use Policy (in TalentEd) and ask questions as needed.• Generative AI tools work by predicting the most likely word to complete the task, possibly producing false information, also known as hallucinations.	<ul style="list-style-type: none">• Exercise caution when utilizing Generative AI tools and refrain from entering student personally identifiable information (PII) or other student educational records that break student privacy law.• Model, educate, supervise, and monitor the appropriate usage of devices, systems, networks, and new technologies, including Generative AI and Internet access. These actions should be in strict adherence to HCPS' Acceptable Use Policy.• Direct students to use approved resources publicized on the Henrico Digital Resource Menu (HDRM).• Review terms and privacy policies before creating an account or using a digital resource.• Check to verify the information provided by AI tools is accurate.

Resources to Explore:

- US Dept of Education: Educational Technology: [Artificial Intelligence](#)
- Common Sense Media: ChatGPT and Beyond: [How to Handle AI in Schools](#)
- International Society for Technology in Education: [What Educators and Students, Can Learn From ChatGPT](#)
- International Society for Technology in Education (ISTE) - [Artificial Intelligence in Education](#)

Teacher and Student AI Guidelines – Example 4 (cont.)

Shared with Permission from Henrico County Public Schools

Students

Digital Literacy	Responsible Use Guidelines Our responsibility is to...
<ul style="list-style-type: none">• Plagiarism is when you take someone else's work or ideas as your own. It doesn't matter if the work is created by Generative AI or copied from a website or other source.• Generative AI tools collect and use the information with no user control over how the information is used.• Generative AI tools may not identify where the information it generates comes from, limiting your ability to verify accurate information and credible sources.• Henrico's internet filter, Securly, prevents access to inappropriate internet content. Currently, Securly allows Generative AI tools for students and staff.• Generative AI tools work by predicting the most likely word to complete the task, possibly producing false information, also known as <i>hallucinating</i>. Ensure you always check to verify the information provided by AI tools is accurate.• Many Generative AI tools collect user data, share data with third parties, and implement age restrictions, such as requiring users to be 18 or older or requiring parental consent. Students should adhere to the HCPS Code of Conduct.	<ul style="list-style-type: none">• Give credit, and cite sources, when you use someone else's work or ideas as a part of your own.• Avoid using personal information like full names, addresses, or phone numbers to protect your and others' privacy and digital presence.• Verify the accuracy and credibility of a source before trusting the information created by Generative AI, as with any information source.• Double-check new content created by Generative AI tools to ensure the information accurately reflects what you intended.• Utilize the Henrico Digital Resource Menu (HDRM) to identify approved digital resources for learning.• Ask questions and discuss Generative AI tools with a teacher or family member first.

Resources to Explore:

- Code.org: [How AI Works \(series of short videos\)](#)
- [Artificial Intelligence: Is it Plagiarism?](#); Common Sense Media Lesson for Grades 9-12
- International Society for Technology in Education: [What Educators and Students, Can Learn From ChatGPT](#)

Teacher and Student AI Guidelines – Example 4 (cont.)

Shared with Permission from Henrico County Public Schools

Families

Digital Literacy	Responsible Use Guidelines Our responsibility is to...
<ul style="list-style-type: none">● Families should talk with kids about how to use Generative AI tools appropriately and responsibly.● Many digital tools collect user data, share data with third parties, and implement age restrictions, requiring users to be 18 or older or require parental consent.● Generative AI tools work by predicting the most likely word to complete the task, possibly producing false information, also known as hallucinating. Ensure you always check to verify the information provided by AI tools is accurate.● Henrico's internet filter, Securly, implements measures to prevent minors' access to inappropriate internet content and utilizes a vetting process for digital learning resources to comply with federal, state, and local laws and policies. Securly currently allows Generative AI tools for students and staff as the division continues to learn more about Generative AI tools - Learn More	<ul style="list-style-type: none">● Explore AI tools together.● Be aware of any age restrictions in place and ensure that the content accessed is suitable for the intended audience. One can find age restriction information in the Terms of Service.● Double-check new content created by Generative AI tools to ensure the information is accurate and reflects what you intended. Many Generative AI tools, like ChatGPT, do not provide source citations for the content it generates.● Access a list of approved resources to use with students on the Henrico Digital Resource Menu. (HDRM).
Resources to Explore: <ul style="list-style-type: none">● Common Sense Media - Helping Kids Navigate the World of Artificial Intelligence● Common Sense Media: Family Tip Sheet; News and Media Literacy; Grades 6-12● What is AI? Everything you need to know● The Connection: Online Services and Resources	

Teacher and Student AI Guidelines – Example 5

Shared with Permission from Park Hill School District

AI Literacy and Guidelines

Park Hill School District



What is Generative AI?

Artificial Intelligence (AI) refers to systems designed to complete specific tasks and has been around for many years. Your smartphone's facial recognition, virtual assistants like Alexa and Siri, and social media algorithms all use AI. Generative AI (GenAI), however is a newer technology that generates original content, including text, images, and music, by learning from existing data. It enables the creation of innovative and customized educational materials, fostering creativity and enhancing learning.



What is AI's Role in the Park Hill Classroom?

AI's purpose in our learning environment is to augment, not replace, the effort put into your teaching and learning. Its use is intended to facilitate, not to complete tasks on your behalf. AI will offer tailored support to meet diverse learning needs, by breaking down complex concepts or summarizing information, thereby enriching the educational experience.

Data Privacy and Security

Ensuring data privacy and security is paramount when using GenAI tools. It is essential to avoid inputting any personally identifiable information (PII) or confidential information into AI systems for now to safeguard our privacy. **This includes student and staff contact information, demographic information and rosters.** By strictly adhering to this guideline, we can utilize GenAI technologies effectively while protecting the integrity of personal data, since we have no control over the data once it is in those systems.



Students: How to Know If and When to Use GenAI

- 1 Always start by asking your teacher if you can use GenAI on the work you are assigned.
- 2 Be sure to track your usage of the tool. You can do this by copying and pasting your conversation into a Word or Google document.
- 3 Always cite the tool when you submit your assignment.



Appropriate AI Usage

- **Research Assistance:** Helping students gather knowledge and information for a topic, assignment, or assessment.
- **Creative Projects:** Generating art, music, or creative writing ideas as a starting point for my own projects.
- **Practice and Revision:** Utilizing AI for practice exercises, grammar checks, and feedback.
- **Personalized Learning:** Providing students with a tutor to help students learn at their own pace and in their own way.



Inappropriate AI Usage

- **Submitting AI-Generated Work:** Turning in assignments entirely created by AI as a student's own without disclosure or modification.
- **Plagiarism:** Using AI to rephrase existing content without proper citation to bypass plagiarism detection tools.
- **Misinformation:** Relying on unchecked AI-generated information for academic work without verifying its accuracy.
- **Not Asking Permission:** Submitting work without confirming that GenAI is permitted to be used.



AI Acceptable Use Scale for Classrooms

Examples from:

- Agua Fria Union High School District*
- North Carolina Dept. of Public Instruction*

PLAYBOOK PRIORITY 1

AI Acceptable Use Scale – Example 1

Shared with Permission from Agua Fria UHSD

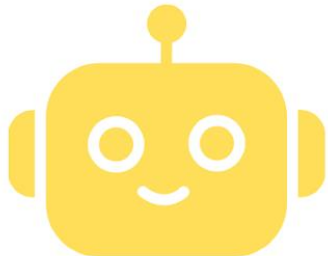


RED

red bot

Student use of Generative AI is not allowed, and will be viewed as cheating.

All students are held to Red Robot standards unless stated otherwise for that assignment.



YELLOW

yellow bot

Generative AI can be used to assist creation of content, just as you would use a student peer.

- How could this essay be improved?
- What is an outline for a paper arguing _____?

Full transcript of student prompt history with AI must be provided along with the assignment.

Use of AI must be cited as you would any other source.



GREEN

green bot

Personalized learning: Generative AI is the assignment.

Use the conversation with AI like you would a tutor, to deepen or demonstrate your understanding of a concept. If grades are given, will be for the quality of student prompts.

ai4learning.org

AI Acceptable Use Scale – Example 2

Shared with Citation from North Carolina Department of Public Instruction

Student AI Integration: 0 to Infinity Student AI Usage Continuum for Empowered Learning

To prepare ALL students for the AI-rich future that awaits them, it is imperative that they ALL learn ABOUT AI, and have opportunities to learn WITH AI in increasingly interactive and complex ways.

AI Free

0

- Work must be completed entirely without any AI assistance.
- Students must rely entirely on their own knowledge, understanding, and skills.
- Any AI use is a violation of student academic integrity.
- An academic honesty pledge that AI was not used may be required.

AI Assisted

1

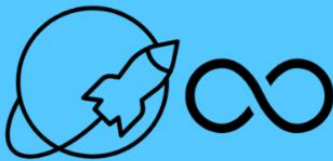
- AI is used for tasks as specified such as brainstorming, planning, or feedback.
- No AI content is allowed in the final submission.
- Usage beyond specified tasks is a violation of academic integrity.
- Disclosure statement & links to AI Chats should be submitted with final product.

AI Enhanced

2

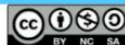
- AI is used interactively throughout to enhance your knowledge, efficiency, & creativity.
- Student must provide human oversight and evaluation of all AI generated content.
- Interactivity with AI and critical engagement with AI-generated content is required.
- Student is responsible for the accuracy and fairness of all AI-generated content.
- Detailed disclosure statement & links to AI Chats should be submitted with final product.

AI Empowered



- The full integration of AI allows for the creation of things that were previously impossible, empowering students as critical thinkers, creatives, and problem solvers.
- Student must provide human oversight and evaluation of all AI-generated content.
- Student is responsible for the accuracy, fairness, & originality of all AI-generated content.
- Detailed disclosure statement & links to AI chats should be submitted with final product.

Adapted by Vera Cubero 4/28/24 for the North Carolina Department of Public Instruction (NCDPI) from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason Mcvaugh
[Link to Original Work](#)



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District AI Principles

Example from Peninsula School District

PLAYBOOK PRIORITY 1

District AI Principles – Example

Shared with Permission from Peninsula School District

ARTIFICIAL INTELLIGENCE - PRINCIPLES AND BELIEFS

The promise of Artificial Intelligence (AI) in the Peninsula School District is substantial, not in substituting human instructors but by augmenting and streamlining their endeavors. Our perspective on AI in education is comparable to using a GPS: it serves as a supportive guide while still leaving ultimate control with the user, whether the educator or the student.

Our unwavering commitment to Universal Design for Learning (UDL) shapes our belief that our use of AI should align with UDL's three core principles: diversified ways of representation, action/expression, and engagement. AI can facilitate presenting information in diverse formats, aligning with individual learners' needs. Similarly, AI can offer students various means of showcasing their knowledge and participating in learning activities. Additionally, AI can provide numerous ways to keep learners engaged, ensuring a dynamic learning environment receptive to their interests and motivations.

We advocate for AI to expand and facilitate meaningful, learner-centric personalization, celebrate individual differences, and nurture student independence. We aim to utilize AI to grant learners of all backgrounds equal access to educational opportunities, thereby reducing barriers to learning, as is the goal of UDL.

We view **AI as a tool that can intensify the human element in education**. AI can undertake routine tasks, freeing teachers to invest more time in direct, interpersonal interactions with students. Its potential for improving assessments, providing immediate, personalized student feedback, and delivering valuable, implementable data to teachers to improve instructional effectiveness is encouraging.

While we acknowledge the benefits of AI in education, we recognize our collective role as educators in avoiding potential pitfalls and challenges associated with AI, such as algorithmic bias. We are committed to ensuring equity and fairness in our use of AI and scrutinizing AI tools to guarantee they reflect these values. We must evaluate all AI tools and models to ensure that humans are at the center of all AI usage and that models use equitable, inclusive algorithms.

We are also mindful of the limitations of certain AI applications, notably AI detection tools. Given current technology, these tools have been shown to possess varying levels of accuracy and reliability. Therefore, they should not be depended upon to make critical decisions or form evaluations about student performance or behavior. Instead, we assert that these tools should only be used to support educators and provide supplemental information. We must ensure these tools do not replace the nuanced understanding and empathy of human educators, who possess a broader contextual understanding. This caution ensures we maintain a balance between the human and the machine, recognizing that while AI can assist us, it cannot wholly understand the complexity of individual learners and the human element that shapes the learning experience.

We regard data privacy and security as fundamental aspects of ethical AI use. All staff in the Peninsula School District must be diligent custodians of student data, safeguarding the privacy and security of our learners as we incorporate AI into our classrooms.

Our inclusivity commitment extends to AI. AI-powered resources should be thoughtfully designed to support all students, including those with disabilities and multilingual learners. We are committed to nurturing appropriate trust in AI systems by supporting teachers, students, and their families/caregivers. We encourage educators to use professional judgment, even if it means questioning or overriding an AI tool's decisions.

Transparency in AI systems is essential to us. We must work to ensure that the AI models we use are understandable, open to scrutiny, and can be overridden when necessary. We champion the 'humans in the loop' concept, underscoring the critical, irreplaceable role in instruction and decision-making.

As AI advances and computer interactions become more human-like, we are dedicated to equipping students and teachers with the knowledge to navigate this evolving landscape safely and effectively. The focus remains on amplifying human capabilities rather than replacing them.

This philosophy resonates with broader societal conversations about responsible, human-centered AI use. It supports the 'augmented intelligence' model, a synergy of human and artificial intelligence, enhancing cognitive performance, learning, and decision-making.

In conclusion, AI is a potent tool that can dramatically improve education by offering personalized, inclusive, and compelling learning experiences when used responsibly and ethically. However, the essential value of human wisdom, judgment, and connection remains at the heart of our educational philosophy.

Sources: EdWeek, "Need an AI Policy for Your Schools? This District Used ChatGPT to Craft One" (Feb 2024), Peninsula School District, "Artificial Intelligence – Principles and Beliefs."

District AI Principles – Example (cont.)

Shared with Permission from Peninsula School District

Example Classroom Policy:

In our class, I encourage you to use Artificial Intelligence (AI) tools such as ChatGPT, Google Bard, Claude, Canva, Midjourney, and others. Some of our activities and projects will even require these tools. Understanding and using AI is a new and essential skill, and I will provide lessons and help using these tools.

Some of our activities and projects will even require these tools. However, you must understand a few things about using AI, particularly generative tools like ChatGPT:

- Effort matters. If you don't take the time to think through and carefully write your prompts to the AI, you may not get excellent results. It will require practice and patience to get better results.
- Don't blindly trust the AI's responses if the AI gives you a fact or a number. Remember, you will be responsible for the accuracy of the information you use in your work, even if it comes from the AI.
- Always remember to acknowledge when you've used AI in your work. At the end of any project or assignment where you've used AI, include a short explanation about how and why you used it and what prompts you used. Not doing this could be considered as not being honest about your work.
- Lastly, use AI thoughtfully. It can be a great tool, but it's not always the right tool for the job. Consider whether it's the best choice for the task at hand.

Using AI tools in class can be a fun and exciting way to learn. I look forward to seeing how you use these tools in your work!

Resources:

"Why All Our Classes Suddenly Became AI Classes." Harvard Business School, 2022, <https://hbsp.harvard.edu/inspiring-minds/why-all-our-classes-suddenly-became-ai-classes>

"Artificial Intelligence and the Future of Teaching and Learning" US Department of Education, 2023, <https://tech.ed.gov/files/2023/05/ai-future-of-teaching-and-learning-report.pdf>

"Artificial Intelligence (AI) In K-12 - Spring 2023" Consortium of School Networks / Microsoft, 2023, <https://www.cosn.org/wp-content/uploads/2023/03/CoSN-AI-Report-2023-1.pdf>

Citations:

** As an illustration of how AI can be used, content on this page has gone through one or more steps of AI generation and editing. See the citations below for more information.*

"AI in K12 Education" ChatGPT, 24 May version, OpenAI, 26 May 2023, <https://chat.openai.com/share/0b8e8746-ece9-48e6-a7f7-dcb861f9655e>

"Copy Edit Request" ChatGPT, 24 May version, OpenAI, 26 May 2023, <https://chat.openai.com/share/0d6ac814-69ef-4824-87e2-ae6a189b6351>

"AI Guidelines for K12" ChatGPT, 24 May version, OpenAI, 26 May 2023, <https://chat.openai.com/share/d241d81e-8160-44c7-9a38-00620feb6e98>

"AI Reliability Concerns" ChatGPT, 24 May version, OpenAI, 26 May 2023, <https://chat.openai.com/share/8b45e22b-ceab-49de-99a7-65a0cbece7cb>



AI Use Survey for Teachers and/or Students

Example from Liberty Public School District

PLAYBOOK PRIORITY 1

AI Use Survey for Teachers and Students – Example

Shared with Permission from Liberty Public Schools

Input the following survey questions into a Google Form or your own chosen survey instrument.

TEACHER SURVEY

1. What is your familiarity with AI tools?

- a) I use them on a regular basis
- b) I'm familiar with AI tools and have explored their use
- c) I know what they are but haven't used them much
- d) I don't know anything about AI tools

2. How do you use AI? Select all that apply.

- a) As a starting point for lesson plans, emails, etc.
- b) To provide feedback on student work
- c) To model ethical use, including citation of AI tools
- d) To teach how to write good prompts and leverage AI
- e) To give practice using AI in a controlled setting
- f) I never use AI
- g) Other (please specify):

3. Optional: What is one successful way you've used AI in your daily work? *[open response]*

4. What AI tools do you use? Select all that apply.

- a) ChatGPT
- b) Perplexity
- c) MagicSchool
- d) Diffit
- e) Curipod
- f) Goblin Tools
- g) Other (please specify):

5. What concerns or questions do you have about AI use in school? *[open response]*

STUDENT SURVEY

1. What is your familiarity with AI tools?

- a) I use them on a regular basis
- b) I'm familiar with AI tools and have explored their use
- c) I know what they are but haven't used them much
- d) I don't know anything about AI tools

2. How do you use AI? Select all that apply.

- a) To get started on research, writing assignments, etc.
- b) As an editing tool
- c) At home or on my personal device
- d) In the classroom with teacher support
- e) Transparently (I cite AI tools in my work)
- f) I never use AI
- g) Other (please specify):

3. What AI tools do you use? Select all that apply.

- a) ChatGPT
- b) Perplexity
- c) MagicStudent
- d) Goblin Tools
- e) SnapchatAI
- f) Other (please specify):

4. What concerns or questions do you have about AI use in school? *[open response]*



GenAI Prompt Library

- *GenAI Prompts for District Leaders*
- *GenAI Prompts for Teachers*

PLAYBOOK PRIORITY 1 & 2

GenAI Prompts for District Leaders

Using any LLM¹ or AI conversational chatbot:



Email Optimization and Proofreading

Prompt Example: Review the following draft email to [audience] about [topic]. Proofread the email for clarity, conciseness, and professionalism. Identify any jargon, confusing language, or overly complex words, and suggest improvements to make the message more understandable and impactful.



Research and Institutional Learning

Prompt Example: I read this article recently and want to share it with my team during our next retreat. I want you to review the article, extract the key lessons learned, and provide a series of discussion questions I can use to engage my team on this topic. [Copy and paste text of article or upload it as a PDF].



Press Releases and Public Statements

Prompt Example: Draft a 3-paragraph public statement addressing [event/issue] that is clear, concise, and aligns with my district's values and messaging, which I will outline below. Focus on key facts, impacts, and any next steps or plans. [insert bullet points with excerpts from your district's mission statement, values, or strategic plan]



Presentation Support

Prompt Example: Suggest a presentation outline that summarizes the key teaching points and supporting information to effectively communicate [topic] in a clear, engaging manner. The presentation audience is [insert audience information] and the tone of the presentation is [insert description of desired tone and feel].



Social Media Content

Prompt Example: Generate 10 examples of [Facebook posts/X posts] to summarize and showcase the school district events in the following newsletter text, highlighting upcoming events and initiatives in an informative and engaging way that encourages community involvement. Examples should not include emojis and be less than [#] characters each.



Strategic Plan Assessment

Prompt Example: Analyze the provided strategic plan and extract specific metrics, goals, and action items. Then, propose a rubric to consistently track and evaluate progress toward those objectives.



Budget-Conscious Scheduling

Prompt Example: Propose 2-3 sample class schedules that efficiently utilize the following available rooms and staff while adhering to the below guidelines for class size limits and instructional time requirements [insert relevant information below].

1) Large Language Model (e.g., GPT-4, Claude, Gemini)

GenAI Prompts for Teachers

Using any AI conversational chatbot:



Real-World Examples at Grade Level

Prompt Example: Write five real-world examples that support the following [grade level] standard on [skill or content]: [insert standard]. Examples should be written at a [grade level] level and be no longer than [desired number of sentences/characters].

Instructional Impact: This prompt helps teachers give clear examples that make sense to students, making it easier for them to understand and remember what they're learning. Showing how a lesson applies in the real world makes it more interesting and helps students see why it's important.



Standards-Based Assessment Questions

Prompt Example: Write a [depth of knowledge level 3] question for the following [grade level] [content area] standard, and provide a clear rubric for assessment: [insert standard]

Instructional Impact: Using this AI prompt ensures that teachers create challenging questions aligned with the curriculum, encouraging critical thinking and deeper understanding among students. Additionally, by providing a clear rubric, teachers offer transparency in assessment criteria, guiding students towards successfully meeting learning objectives.



Differentiated Reading Passages

Prompt Example: Write [five sentences] about [what photosynthesis is] at a [4th grade] reading level.
OR: Revise the following reading passage for a [4th grade] reading level.

Instructional Impact: By tailoring content to the appropriate reading level, teachers can ensure accessibility, empowering students to engage with and grasp challenging material more easily.



Student Work Samples

Prompt Example: Write three [6th grade] student examples at three quality levels of [hooks for a persuasive essay about having phones in school]. They should be no longer than [3 sentences] each.

Instructional Impact: Providing student examples at varying levels demonstrates to students the range of quality expected, encouraging them to strive for improvement and mastery.



Substitute Lesson Plans

Prompt Example: Write a straightforward, engaging lesson plan for [my 8th grade class] studying [the Industrial Revolution]. The plans should require minimal advance preparation and provide all necessary resources. Please include clear behavior management expectations appropriate for this grade level, as well as clues to look for signaling proper student participation. I should be able to simply print the lesson plan and instructional materials for the substitute teacher without any additional preparation.

Instructional Impact: Clear, straightforward lesson plans and expectations for substitute teachers ensure a smoother transition for students during teacher absences, reducing confusion and poor student behavior.



Complex Task Breakdown

Prompt Example: [My 5th grader] needs a detailed checklist to complete [his history presentation] [by next Tuesday]. Please create a checklist with no more than 15 time-bound steps that lays out all the tasks this student needs to accomplish to complete this assignment. [insert assignment description/requirements]

Instructional Impact: Checklists promote organization and time management skills, improving students' ability to plan and execute complex assignments effectively – particularly students needing executive functioning support.



GenAI Vendor Selection Checklist

PLAYBOOK PRIORITY 1

GenAI Vendor Selection Checklist

Expertise and Experience

- We have examined the vendor's past AI projects, client testimonials, and case studies.
- We have investigated how long the vendor has been doing this type of work.
- We have assessed the vendor's technical knowledge, qualifications, and certifications related to AI technology.
- We have been provided with a demo or sandbox environment to test the AI product/tool.
- We have assessed the vendor's R&D efforts and contributions to the AI community.
- We have examined how the vendor's products/tools have been used within the education sector, specifically independent schools.

Technology Stack and Architecture

- We have assessed the vendor's ability to offer flexible and scalable solutions that integrate with our current systems and technology.
- We have assessed the specific AI technologies and architecture the vendor uses, and how up-to-date the vendor's technology systems are.
- We have assessed the vendor's data management and storage capabilities.
- We have assessed if the vendor's tool/product can be accessed and used everywhere.
- We have assessed if the vendor uses an existing Large Language Model (LLM) or other model, and if so, who their partners are.
- We have assessed if and how the vendor's Large Language Model (LLM) or other model can be adapted to our school's specific needs.
- We have assessed from the vendor what datasets the AI model uses to create outputs.
- We have assessed the steps the AI tool/product takes to deliver outputs, and guardrails it has in place to provide safe, accurate responses that mitigate biases.

GenAI Vendor Selection Checklist (cont.)

Data Privacy and Security

- We have evaluated how the vendor collects, stores, encrypts, and processes inputted data so that our data is secure.
- We have assessed who owns the data that is inputted and outputted, and that we have the right to use the data in the manner we're attempting to use it.
- We have asked about the ability to give consent for any personal information that the vendor requests.
- We have asked the vendor about their data security investments and how data is shared, including if data is used to train public AI models.
- We have asked the vendor about timelines regarding the retention and destruction of data.
- We have assessed the vendor's compliance with relevant data privacy and security requirements/regulations.
- We have assessed how the vendor stays up-to-date with any new AI data regulations that could impact their products.

Deployment and Support

- We know that the vendor can provide a vision and roadmap for using their AI product/tool at our school.
- We have assessed the vendor's deployment process of their AI product/tool and plan for implementation, including timeline.
- We have discussed with the vendor the resources, talent, people, structure, and energy our school needs in place to imbed this AI product/tool into the school's existing infrastructure.
- We have asked the vendor about potential disruptions to our operations due to the vendor's AI integrations, and how to mitigate such disruptions.

GenAI Vendor Selection Checklist (cont.)

Collaboration and Communication

- We have assessed the robustness of the vendor's post-deployment support capabilities, such as engaging in ongoing discussions and responding to problems that arise.
- We have assessed if support is available 24/7 and what the support mechanisms look like (e.g. phone, web, other).
- We have assessed the vendor's resolution commitment for urgent and non-urgent issues that arise.
- We have determined if the vendor has a comprehensive incident response plan.
- We have assessed the vendor's capability to provide progress reports about the functionality of the AI product/tool.
- We have assessed how often and to what extent the vendor will regularly update the AI product/tool.
- We have assessed what sort of onboarding, training, and related services the vendor provides, and if they are targeted to different roles at our school.
- We have assessed how the vendor will support our taskforce and school leaders in defining use cases.

Pricing and Contractual Agreements

- We have assessed the transparency of the pricing structure, considering licensing fees, implementation costs, and ongoing maintenance charges.
- We have assessed contractual terms and conditions, including service-level agreements, termination clauses, and intellectual property rights.
- We have assessed in our vendor contract that we have the right to audit the vendor for compliance with applicable data privacy and security requirements.
- We have discussed and included in our vendor contract consequences for violating applicable provisions of the school's data governance policies.
- We have asked if specific contract language could be altered upon request.
- We have consulted with legal professionals about this vendor to protect our school's interests and minimize potential risks.
- We have determined when customers similar to us typically receive a return on investment from this product/tool.



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