



# Laying the Foundations for Innovation and Efficiency with AI

**Welcome!**  
**Introduce Yourself in the Chat!**



Share your name,  
district, and your role

# Joining You Today...



**Mark Rising**  
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**Sadé Young**  
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**Dr. Mike Moan**  
*Superintendent,  
Woodstock CUSD 200,  
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# Education's Trusted Partner in Solving Today's Most Complex Challenges



## EAB in Brief

**40+**

Years helping institutions find evidence-based solutions

**2100+**

Partner institutions in K-12 and higher ed

**8,000+**

Peer reviewed best practices sourced

**10 million +**

Students supported by EAB's technologies

## Helping Schools Support Students From Kindergarten to Graduation and Beyond

### *What Makes Our Model Unique*

#### Depth of Insight



We "boil the ocean" to define what innovators do differently

#### Detailed Implementation Support



We take the guesswork out of planning and implementation

#### Relentless Focus on Turning Research Into Results

**90%**

of partners choose to continue our work together each year



# The District Leadership Forum

A Comprehensive Partnership to Help District Leaders Accelerate Progress

**Expand Team Capacity and Effectiveness**

**Accelerate Progress on Key Initiatives**

**Avoid Costly Missteps and Wasted Effort**

**Stay Ahead of the Curve**



## **Identifying Your District Challenges**

- Annual Forum research agenda
- Custom reports on district-specific issues
- Online library with research briefs and insight papers



## **Bringing Teams Together**

- Executive roundtables for superintendents
- Best practice presentations and workshops for your team
- Executive skills trainings for principals



## **Implementation Support**

- Personalized implementation pathways
- Implementation planning cohorts, toolkits, and resources
- Unlimited access to strategic advising from EAB experts

# Where Partners Have Asked Us to Focus Our Research

Annual Polls Confirm Two Primary Areas of Need

## Student Success



## Organizational Excellence




*Signature Research Areas:*

- Raising early literacy
- Reducing absenteeism
- Creating conditions for positive behavior
- Supporting student mental health
- Closing college access gaps
- Scaling career readiness




*Signature Research Areas:*

- Reimagining strategic planning
- Improving central office capacity and alignment
- Developing highly effective principals
- Boosting teacher morale and retention
- Preparing for generative AI integration
- Strengthening strategic initiative design

*EAB Enables Districts To:*

-  Identify common pitfalls to progress
-  Implement and scale new, evidence-based practices
-  Save time with ready-made resources and templates

*EAB Enables Districts To:*

-  Prioritize investment of time and resources
-  Identify and target root causes to key challenges
-  Align leadership teams around shared goals

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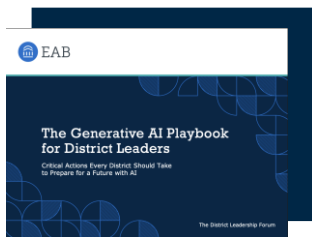
## Today's Agenda

- 1 Share **EAB's latest research** on how districts are approaching AI
- 2 Explore **how districts are applying** this research through the AI Playbook
- 3 Hear from **Dr. Mike Moan**, Superintendent of Woodstock, on what this work looks like in practice



# A Lot Can Change In 18 Months...

## GenAI More Ubiquitous Since EAB's 2024 Research Study Release



### Research Study Released in April 2024:

**The Generative AI Playbook for District Leaders**  
*Critical Actions Every District Must Take to Prepare for a Future with AI*

### In April 2024...

**181M**

ChatGPT had approx. **181 million weekly users**

### Now...

**1B**

ChatGPT has nearly **1 billion weekly users**

**4%**

Few superintendents considered AI policies a “very urgent” issue to address in their district

**25%**

Superintendents are 5x more likely to report AI policies and use as a “very urgent” issue for their district

# In 2024, Superintendents Recognized AI's Magnitude

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## Results from EAB's 2024 Voice of the Superintendent Survey<sup>1</sup>



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 genAI 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

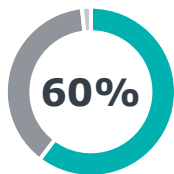
1) n=144

# But Most Focused on Innovation, Not Preparation

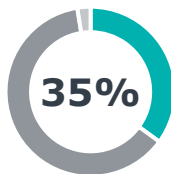


2025's Survey Results Show Majority Don't Have Established AI Guidelines

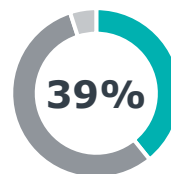
**In 2025, Most Have Focused on Experimentation Rather Than Expectations**



Have established a task force for exploring innovative uses of A.I.



Have established clear guidelines for when and how teachers can use A.I.



Have established clear guidelines for when and how students can use A.I.



Agree or Strongly agree



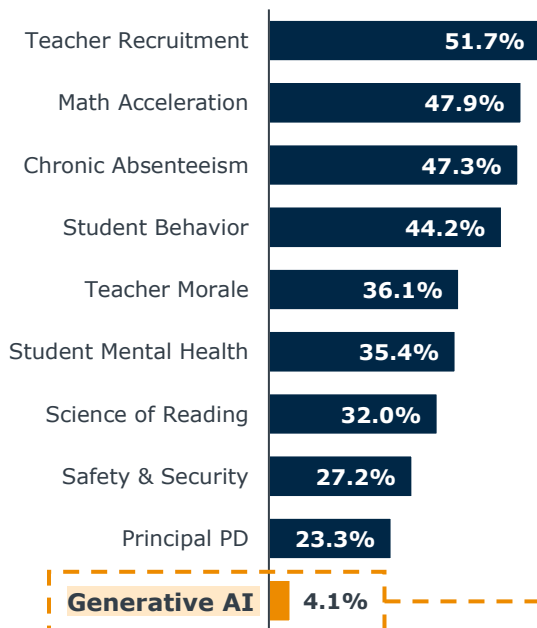
Disagree or Strongly disagree

# Many Leaders Wary of Adding One More Thing



## GenAI Is Crowded Out by More Urgent Priorities

Percentage of Superintendents Ranking Issue as "Very Urgent"



### 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."*

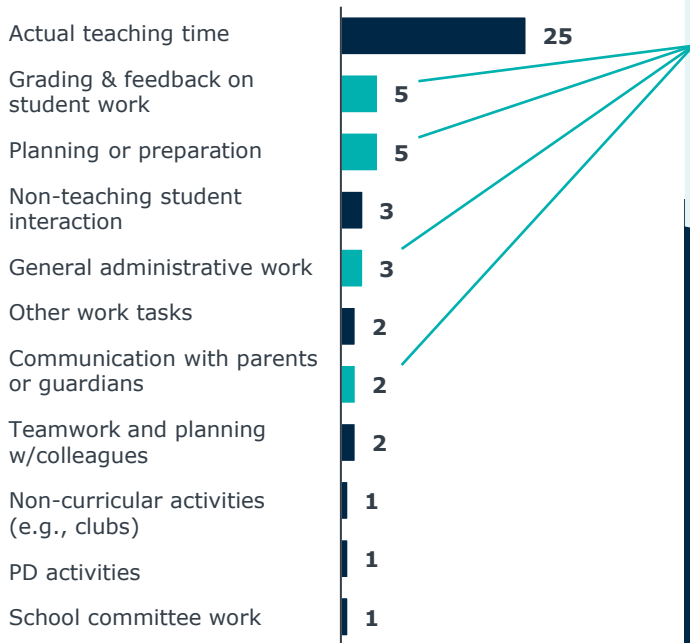
Superintendent, Northeastern School District

# AI Unlocks Teacher Capacity to Advance Priorities

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

*Teacher-reported hours per week (7 days) spent on...*



## GenAI Tools Help Teachers Automate Existing, Routine Tasks

*Most common teacher uses of genAI*

- 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

Sources: Merrimack College, [A Profession in Crisis: Findings From a National Teacher Survey](#), 2022; EdWeek, [Teachers Told Us They've Used AI in the Classroom. Here's Why](#), 2024; RAND, [Using Artificial Intelligence Tools in K-12 Classrooms](#), 2024; Impact Research, ["Teachers and Students Embrace ChatGPT for Education,"](#) 2023; EAB interviews and analysis.

# Districts' AI Strategy Will Determine Its Impact



*AI's Future Impact on...*

Growing sense of teacher irrelevance, increased stress due to problems described below



Increased time savings and reduced workload; more time for activities that spark joy

Rising academic integrity disagreements; underdevelopment of foundational academic skills



Personalized learning at scale via AI tutors, differentiation tools, and real-time formative assessment

Worsened student-teacher relationships, growing sense of school irrelevance



More time for meaningful student interactions and better student-teacher relationships

Increased student tech dependence, inappropriate or harmful student AI use



Personalized, on-demand mental health support via AI counseling/therapy

# Districts Face Three Pitfalls in Their AI Strategies



## Pitfall #1

Communicating unclear guidance for appropriate AI use by teachers and students



## Pitfall #2

Providing insufficient support for AI literacy among teachers



## Pitfall #3

Approaching AI integration as a linear tech adoption process versus an iterative cycle

## Address AI Pitfalls Head-On:

*EAB's Generative AI Playbook for District Leaders*

**Expedite AI Guidance that Match Stakeholder Needs**

**Build Teacher AI Literacy Through Productivity Tools**

**Support AI Experimentation Beyond Productivity**



# The AI Playbook for District Leaders

## Critical Steps for Responding to AI Now and in the Future

Estimated Timing from Start

3 months

1 year

### PRIORITY 1:

#### Expedite AI Guidance that Match Stakeholder Needs

Confirm existing policies account for current AI use

Confirm existing vendor agreements account for any newly embedded AI features

Publish district AI principles for the broader district community, subj. to change

Develop AI safety and ethics guidelines for districtwide use

Share an acceptable use scale to help teachers clarify AI use on each assignment



Revisit and review every 3 months

### PRIORITY 2:

#### Build Teacher AI Literacy Through Productivity Tools

Survey teachers for popular genAI use cases and concerns

Provide teacher genAI training that spotlights productivity use cases and addresses concerns

Protect time in teachers' days to practice with AI

Analyze for teachers how AI impacts teacher workflows

Curate a library of teacher-sourced AI uses (prompts, outcomes)

▶ Continue these efforts while starting Priority 3

### PRIORITY 3:

#### Support AI Experimentation Beyond Productivity

Steer teacher genAI use toward district priorities (e.g., science of reading, UDL)

Support teachers with permission, tools, and time to experiment w/ AI

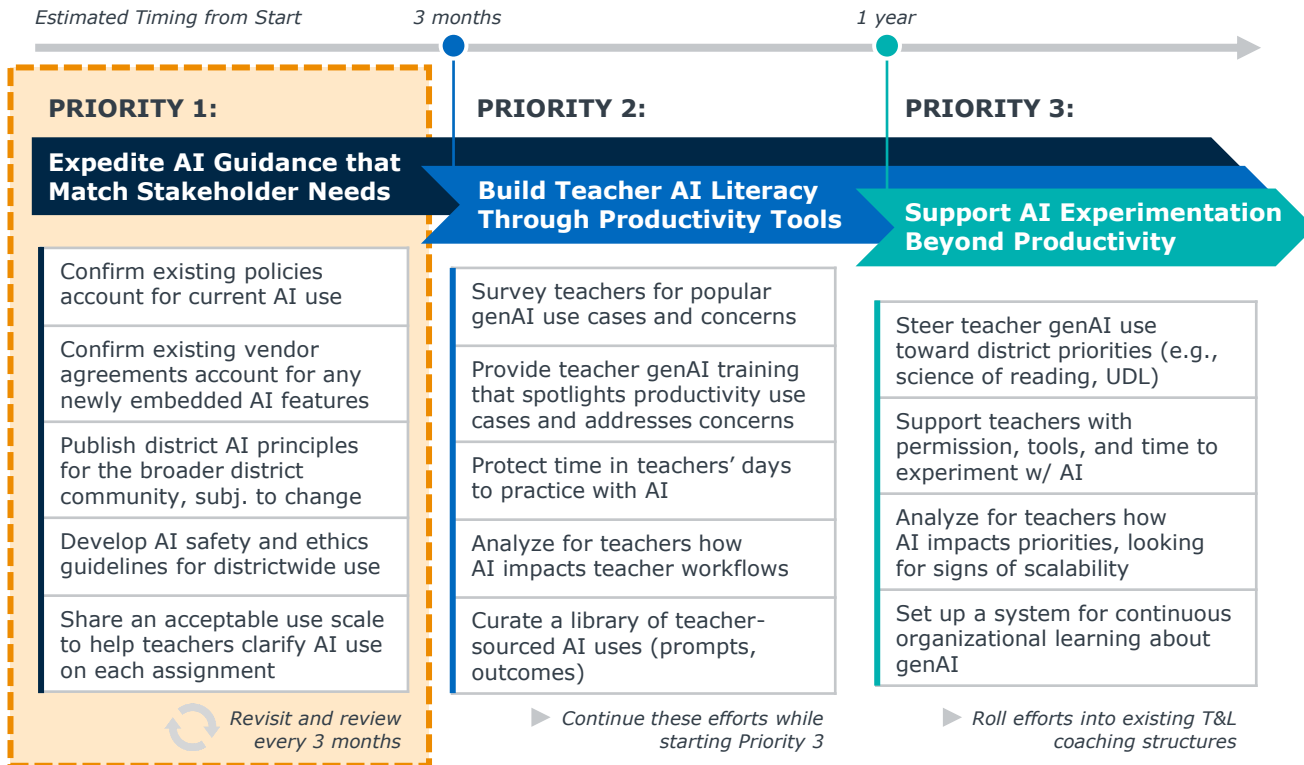
Analyze for teachers how AI impacts priorities, looking for signs of scalability

Set up a system for continuous organizational learning about genAI




▶ Roll efforts into existing T&L coaching structures



# Expedite AI Guidance & Guardrails to Get the Ball Rolling



# Match Format of AI Guidance with Stakeholder Needs

	School Board and State Gov: <b>POLICIES</b> 	District Community: <b>PRINCIPLES</b> 	Teachers and Students: <b>GUIDELINES</b> 
<i>What are they?</i>	<ul style="list-style-type: none"> <li>Acceptable use</li> <li>Academic integrity</li> <li>Privacy and security</li> </ul>	<ul style="list-style-type: none"> <li>Values that ground actions</li> <li>Public statement</li> </ul>	<ul style="list-style-type: none"> <li>Dos and don'ts for students and teachers</li> <li>Guidance for <i>how</i> and <i>when</i> to use AI</li> </ul>
<i>Why do we need them?</i>	<ul style="list-style-type: none"> <li>Comply with federal and state laws</li> <li>Ensure last line of accountability for extreme cases</li> </ul>	<ul style="list-style-type: none"> <li>Publicly signal values and priority to community stakeholders</li> <li>Guide future decision-making</li> </ul>	<ul style="list-style-type: none"> <li>Give permission to use</li> <li>Regulate day-to-day usage of AI</li> <li>Provide shared language for AI use</li> </ul>
<i>How do I change them?</i>	Secure formal board approval (meetings, policy review process)	<ul style="list-style-type: none"> <li>Agree among cabinet or task force</li> <li>Publish online</li> <li>Secure informal board permission</li> </ul>	<ul style="list-style-type: none"> <li>Gather and use stakeholder input</li> <li>Send an email</li> <li>Update handbook</li> </ul>

# AI Acceptable Use Scale Provides Shared Language

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

*Agua Fria UHSD Profile – AI Stoplight Framework*



RED

### No student use of AI (default)

- All submitted content should come directly from student
- AI detectors still discouraged



YELLOW

### AI as assistant (w/ citation)

- 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.



GREEN

### AI is the assignment

- 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

# Make It Easy for Teachers to Learn About AI

Estimated Timing from Start

3 months

1 year

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Continue these efforts while starting Priority 3

## PRIORITY 3:

### Support AI Experimentation Beyond Productivity

Steer teacher genAI use toward district priorities (e.g., science of reading, UDL)

Support teachers with permission, tools, and time to experiment w/ AI

Analyze for teachers how AI impacts priorities, looking for signs of scalability

Set up a system for continuous organizational learning about genAI

Roll efforts into existing T&L coaching structures

# Most Teachers Cite Range of Reasons for Avoiding AI

## Practical and Philosophical Factors Prevent Wider AI Usage and Learning



### 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



### 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



**How do teachers in your district feel about AI in the classroom?**



**What barriers do your teachers face to learning more about AI?**

# Tailor AI Training to Address Teacher Needs

## 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

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



### 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 Effective AI Uses



*"So now, you don't just have me demo-ing 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

# Unsure Where to Start? High-Payoff, High-Effort Tasks

## Six Starting Points for Teachers to Boost Productivity with AI

*For All Grade Levels and Subjects<sup>1</sup>*

### Real-World Examples at Grade Level



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

### Standards-Based Assessment Questions



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

### Differentiated Reading Passages



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

### Student Work Samples



Prompt Starter: *Write three 6<sup>th</sup> 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 8<sup>th</sup> grade class studying the Industrial Revolution that requires minimal advance preparation...*

### Complex Task Breakdown



goblin.tools

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

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

# Start Iterating Toward Transformational AI Use

Estimated Timing from Start

3 months

1 year

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Set up a system for continuous organizational learning about genAI

▶ Roll efforts into existing T&L coaching structures

© These efforts do not have a definitive end, they should be ongoing

\*If priorities involve student learning or student-facing use of AI tools

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Source: EAB interviews and analysis.



# Motivate Teachers to Innovate Beyond Productivity

## Four Reasons Teachers Hesitate to Change Their Practices



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

# Experiment with Six-Week AI Iteration Cycles

## 6-8 weeks

- 20-teacher AI task force convenes for first time in Nov. 2023
- Task force meets every 6-8 school weeks after that

### Results:

- Identifies tools that cover greatest number of teacher use cases to feature in upcoming all-staff PD
- Creates guide for prompt engineering, ethical use, guardrails



### Task Force Brainstorms Teacher Tasks, Suggests AI Tools



IEP Goal Writing  
 --- *MagicSchool.ai*



### Teachers Experiment with AI Tools Between Meetings

Teachers complete at least two iterations of use



### Shares Results of Experiments at Next Meeting, Uses Results to Inform PD & Guidance

*Evaluation questions:*

- What worked well?
- Roadblocks and challenges?
- Benefits for you/your students?
- Would you recommend this?

Glencoe District 35

# Poll

## Where Are You in Your AI Readiness Journey?

**Priority 1:** We've already developed or updated district **AI guidance and guardrails** (policies, principles, or guidelines).

**Priority 2:** We've started **building teacher AI literacy** through training or productivity tools.

**Priority 3:** We're **experimenting with AI beyond productivity**—testing how it can improve teaching and learning.

**Not yet started but interested:** We **haven't begun implementing** any of these priorities yet, but want to learn how to get started.

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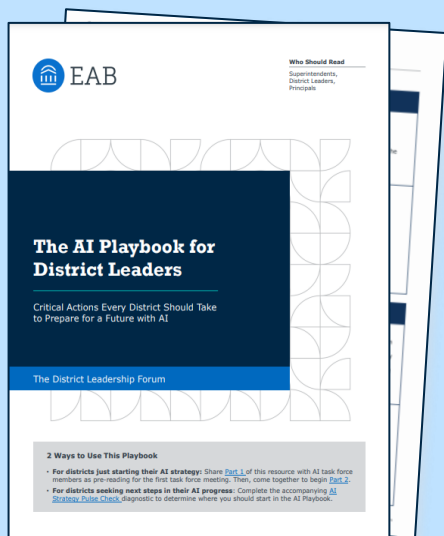
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# EAB's Generative AI Playbook

Laying the Foundation for Safe, Smart, and Sustainable AI Use



**Build your team's understanding** of generative AI's urgency and impact on different stakeholders in your district



**Assess your district's current AI strategy** and identify which gaps must be addressed first



**Prepare a responsive AI strategy** that can handle the current and future impact of AI in your district



AI is such a broad topic with so many pieces - **EAB's roadmap provided a simple and digestible process** that helped us work efficiently, while involving appropriate stakeholders.

-Superintendent, NY



# Chart Your Path to Smart AI Use



## Introducing EAB's AI Strategy Pulse Check

Complete this 2-minute Pulse Check to evaluate if your district's AI strategy is ready to prepare student and staff for a future shaped by AI, focusing on 3 areas:



### Next Steps: Take the Assessment

See how your district measures up and where to focus next.

# How Can We Help?



*I'd like to...*



- 1 Discuss my results from the **AI Strategy Pulse Check**
- 2 Explore my district's **AI priorities** and next steps with an EAB expert
- 3 Learn more about **upcoming EAB offerings on other topics**, like math instruction
- 4 **Something else?** Choose this option and we will follow up with you to learn more.

# Please Complete the 1-Minute Post-Webinar Survey

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