



Welcome!
Introduce Yourself in the Chat!



Share your name,
district, and your role

SUPERINTENDENT RESEARCH BRIEFING

The Generative A.I. Playbook for District Leaders: Concrete Steps to Make Your Schools AI-Ready

Presented by the District Leadership Forum





Events for District Leaders

Superintendent Research Briefings

We summarize the latest research on K-12's biggest challenges to help district leaders *get smart* and *make progress*.

“

EAB's research and information are some of the best I've seen...**simple, concise, easy to understand.**

”

*Superintendent,
Missouri School District*



Education's Trusted Partner in Solving Today's Most Complex Challenges

District Leadership Forum in Brief

2016

Forum launched with 30 partners

200+

Partner districts in 2024

38 states

States represented

600 – 100k

Students per district

500+

Peer reviewed best practices identified

2.5m+

Students supported by our research and services

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

95%

of partners choose to continue our work together each year



Working Together To Tackle Today's Most Pressing Challenges

Where Partners Have Directed Our Research So Far...

Select examples



Raising Early Literacy Scores



Reducing Disruptive Behavior



Raising Teacher Morale



Minimizing Chronic Absenteeism



Preventing Mental Health Crises



Developing Effective Principals



Closing College Access Gaps



Integrating Career Development



Managing District Flashpoints

What We're Working on Next

Latest requested topics of focus

2024 Agenda



Navigating Opportunities and Pitfalls of AI



Building a High-Performance District

2025 Agenda



Managing the Changing Educator Pipeline



Solving the Math Readiness Equation

Meet Your Presenters



Scott Fassbach
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Mary Allen Langford
*Managing Director,
K-12 Partner Development*

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Connect with EAB



AI Already Unavoidable in K-12 Schools

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+

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

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



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



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



Offers 60+ easy-to-use tools aligned to teacher tasks

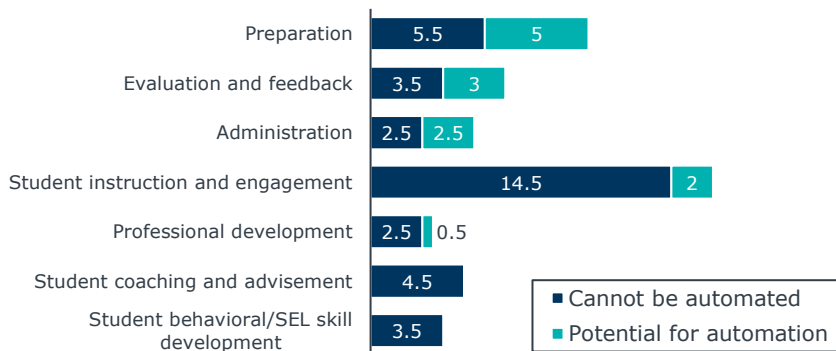
1.5M

current users

Teachers Using AI to Get Time Back in Their Days

Study Indicates Teachers Could Save Time Using AI for Non-Instructional Tasks

Number of hours saved each week through teacher use of AI (Jan 2020)¹



~13 hours

Potential time to be reallocated using tech

EAB Research Suggests Some Teachers Already Enjoying the Benefits

Most common teacher uses of genAI

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



“ I don't have to work Sunday nights anymore.”

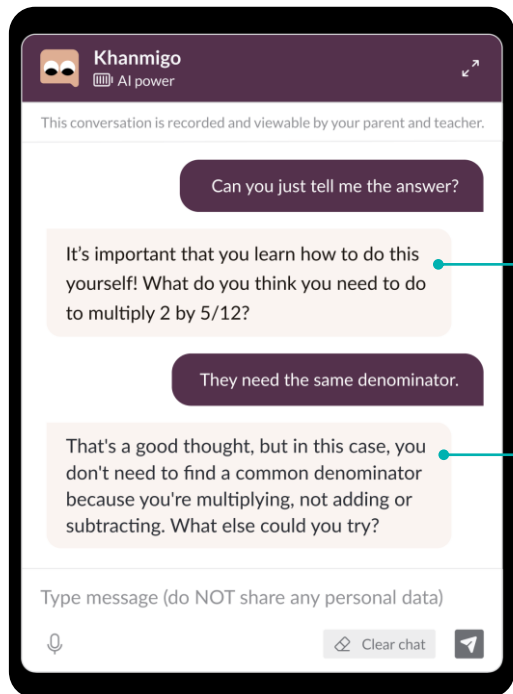
- Teacher,
East Coast School District

Sources: McKinsey, [How artificial intelligence will impact K-12 teachers](#), 2020; EdWeek, [Teachers Told Us They've Used AI in the Classroom. Here's Why](#), 2024; EAB interviews and analysis.

¹ Average for respondents in Canada, Singapore, UK, and US. Includes small "other" category.

Is AI the Answer to Personalized Learning?

Khan Academy Launches Conversational AI Tutor Personalized to Students



Case in Brief: Khanmigo, AI Tutor

- ▶ Khanmigo supports real-time, one-on-one tutoring personalized to students.
- ▶ The conversational AI operates on GPT-4 and is trained on Khan Academy's learning content.

How Students Can Use Khanmigo



Coach writing



Serve as a debate partner



Assist with coding



Converse with historical figures

Additional guardrails prevent Khanmigo from outright giving students answers when they are struggling and ensure Khanmigo always keeps an encouraging tone.

Superintendents Agree AI Will Change Education...



Results from EAB's 2024 Voice of the Superintendent Survey¹



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."

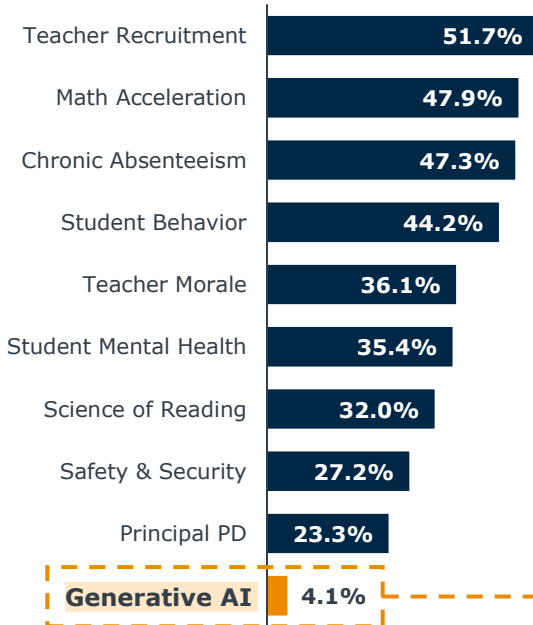
- Superintendent, Midwest School District

1) n=144

...but 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

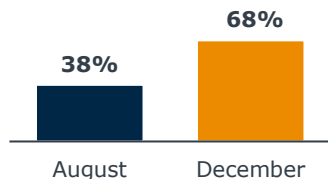
"All we've done is add and add and add— time is at a premium. So if you're going to say, "Hey, we need you to do this one more thing about AI," then I don't know how receptive people are to hearing that right now."

Superintendent, Northeastern
School District

AI Detectors Creating Teacher-Student Trust Issues

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

1) Refers to “Teaching English as a Foreign Language

Sources: 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.

Districts Face Legal and Reputational Risks

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



In absence of district-provided AI tools, students increasingly turn to riskier alternatives like **ChatGPT**¹

Common Sense Media Privacy Evaluation of ChatGPT (Oct 2023)

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

48%

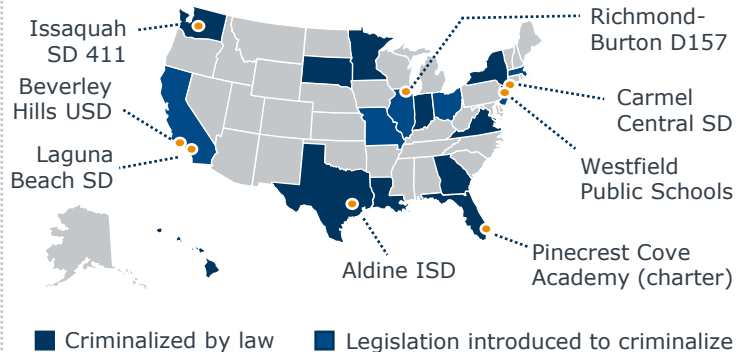
CSM Privacy Evaluation of Khanmigo (Oct 2023)

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

80%

Deepfake Incidents Rise Across the Nation

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



Unethical AI Use to Grow More Common and Severe Without Action from Educators

"[Young people] don't necessarily understand the consequences of their actions... We're leaving them just completely exposed to these consequences with no guidance, and the risk is just huge."

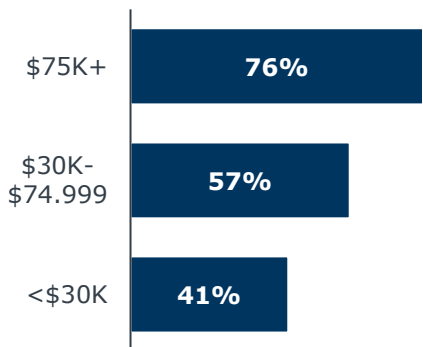
Erin McNeill, Founder and CEO of Media Literacy Now

Sources: Bianchi, et al., [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.

Students Unprepared for College and Work

Student Access, Awareness of GenAI Falls Along Socioeconomic Fault Lines

Percent of teens who have heard of ChatGPT, by annual HH income



Banning GenAI Disproportionately Restricts Access for Low-Income Students



Low-income students are more likely to use school-issued devices than their higher-income counterparts



Students with access to non-school devices, networks can get around bans, use genAI on schoolwork

45% of teachers agree students that use school-provided devices are more likely to get in trouble for using genAI

Early AI Divide Already Affecting Students' Futures

Employers Seeking AI Skills, Literacy

73%

of employers say it's a high priority to hire AI talent, Nov 2023

Students Will Increasingly Use, Interact with AI



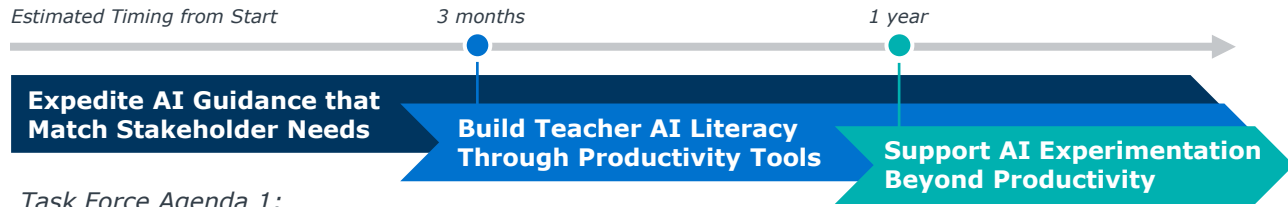
~600 faculty enroll in Auburn's "Teaching with AI" course



U-M genAI assistant offers range of personalized and general support

The Generative AI Playbook for District Leaders

Critical Steps for Responding to AI Now and in the Future



Task Force Agenda 1:

- 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

Task Force Agenda 2:

- 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 Agenda 3

Task Force Agenda 3:

- Steer teacher genAI use toward district priorities (e.g., science of reading, UDL)
- Support teachers with permission, tools, and time to experiment w/ AI within
- 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

Many Districts Stumbling at the AI Starting Line

"What Should Our School District's AI Policy Be?"

School Board



"Does our Academic Integrity Policy include any use of AI?"

"AI Policy"

Enforceable expectations for AI use across the district

Principals



"Can teachers use AI to grade papers or write student evaluations?"

Researchers



"How can districts craft AI policies to address AI's risks and benefits?"

Families






"Will my child learn all essential core skills in the future?"

Teachers



"Can students use AI to edit and improve their writing?"

Match Format of AI Guidance with Stakeholder Needs

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

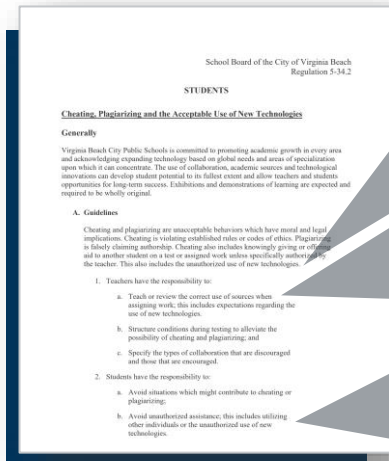
Confirm Existing Policies Account for AI

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

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

Clarify Safe & Ethical AI Use for Students & Teachers

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.”



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.”

Get Started Now Making Students AI-Savvy

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

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

Lesson 4
AI Chatbots & Friendship
How can AI...

Lesson 7
AI Algorithms: How Well Do They Know You?
How does artificial intelligence influence what we see online?


GRADE
6-12

INCLUDES
Dilemma D...

GRADE
6-12

TIME
20 mins.

INCLUDES
Video



District action:



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

AI Snapshots from aiEDU

180 5-minute AI literacy warmups across content areas

29 → No h8

Hate speech and misinformation run rampant in certain corners of the internet, and platforms need to know

English

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.

Science

Who could benefit from this technology and who could be harmed by it?



AI Snapshots

District action:



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

Leave Assignment-Specific AI Use Up to Teachers

Example AI Guidelines from Park Hill School

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.

Teachers Determine How Students Can Use AI on a Given Assignment or Lesson

- Too early to know best practices for specific age groups, content areas
- Different instructional activities require varying degrees of tech integration



Access these examples and more in the Playbook Appendix

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

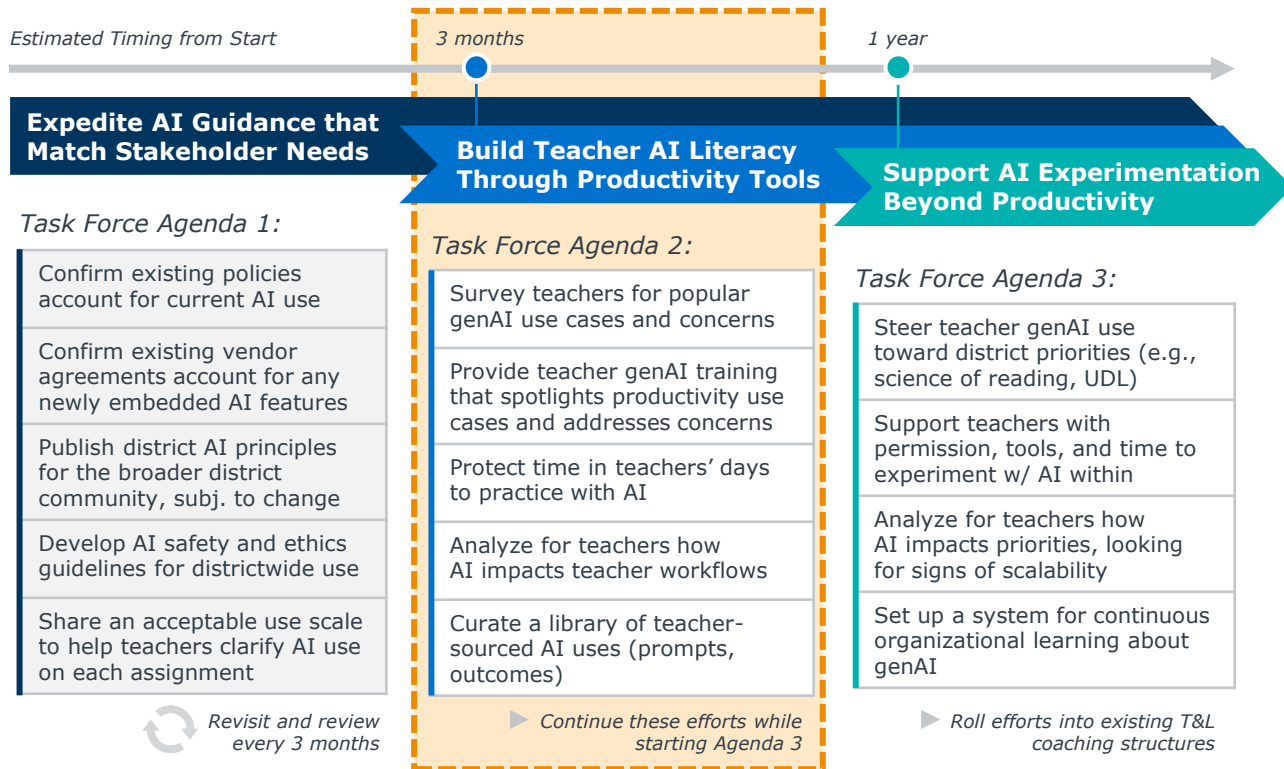
Encourages Student-Teacher Communication

- 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



Focus AI Use on What Teachers Care About

Teachers Can't Catch a Break



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

Survey Teachers & Students to Elevate AI Concerns

Prepare for 'Agenda 2' of the Playbook



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

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)

Which AI tools do you use?

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

Use Survey Results to Inform Teacher 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—Library 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

Tailor AI Training to Meet 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

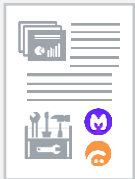
Demonstrate Practical Use Cases

- 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

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

Six Starting Points for Teachers to Boost Productivity with AI

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...*

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

Showcase How AI Helps Save Teacher Time

Use Existing Communication Channels to Estimate Impact on Urgent Tasks

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

Teachers at San Juan USD Share Timesaving Stories

With Hints of “Transformational” AI Use Starting to Show Through



How has MagicSchool made a difference for you?

I created emails for home communications without fear of it coming across too emotional or indirect.

It was helpful to find assessments to help progress monitor IEP goals.

It helped me create questions more like the AP exam than what I could create on my own.

I can create last-minute make up tests that are different from the original but assess the same skills.

I can create emergency sub plans to show a useful, informative video with an assessment without spending hours at home.

It helped "professionalize" the kinds of questions I would ask, so that students are exposed to a broader language input than what I use daily.



Isolate examples of high-impact automation to feature in peer learning opportunities

- ✓ AI can do it (safely)
- ✓ Traditionally time-consuming
- ✓ High instructional impact

Start Your Own Curated Prompt Library



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

Start Iterating Toward Transformational AI Use

Estimated Timing from Start

3 months

1 year

Expedite AI Guidance that Match Stakeholder Needs

Build Teacher AI Literacy Through Productivity Tools

Support AI Experimentation Beyond Productivity

Task Force Agenda 1:

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

Task Force Agenda 2:

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 Agenda 3

Task Force Agenda 3:

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

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

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

Invite Teachers to “Innovation Pathways” Cohorts

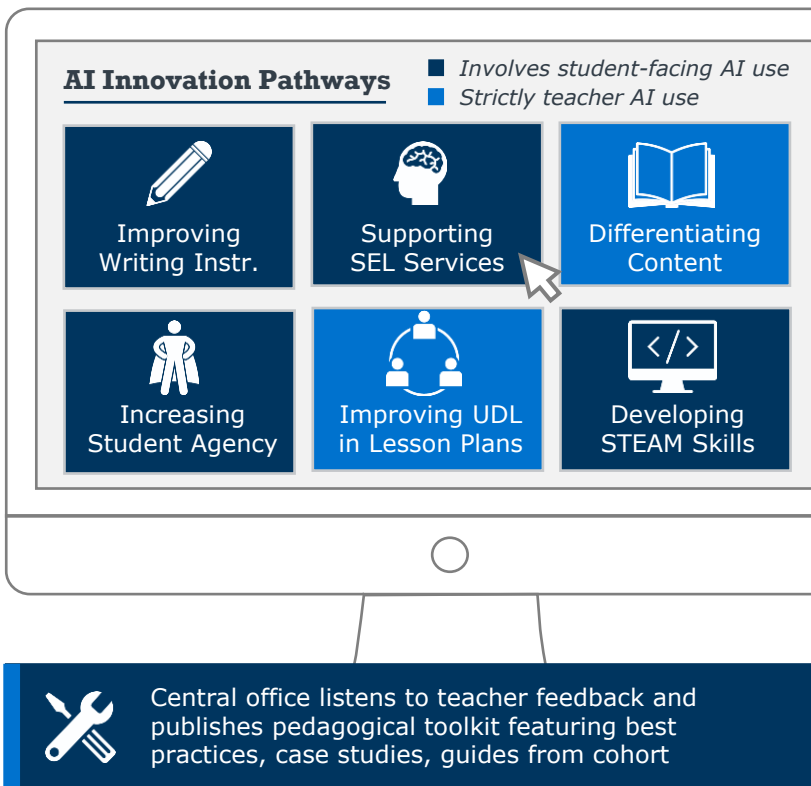


Teachers Surface AI Uses Addressing District Priorities

- 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.

Teachers Employ 6-Step Innovation Process

AI Innovation Graphic Organizer



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>
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 up the solution to meet the needs of the education system</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."

Leaders Steer AI Innovation Through Partnership

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. Teachers Request Support



- Advertise opportunity in regular communications (e.g., share link to sign up in regular emails)
- Allocate sub funds or determine other coverage for classrooms. Allow teachers to request up to a half-day

2. Match Leader-Teacher Thought Partners



- Teachers submit brainstorming needs to task force leader
- Leader pairs teachers with a tech specialist, curriculum specialist, or other staff relevant to teacher needs

3. Troubleshoot and Drive AI Innovation



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

Cohort “Share Fair” Spotlights AI Innovations



Teachers Share Results in AI “Share Fair”

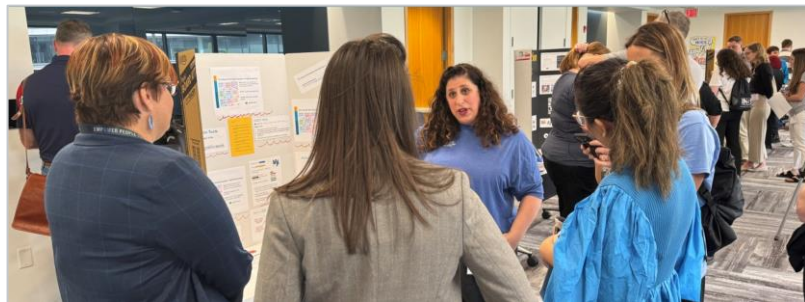
- Teachers present ideas and evidence of impact “science fair style”
- Attendees receive live opportunity to gather ideas and ask questions

200+

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

90+

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



Innovation Results 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.”

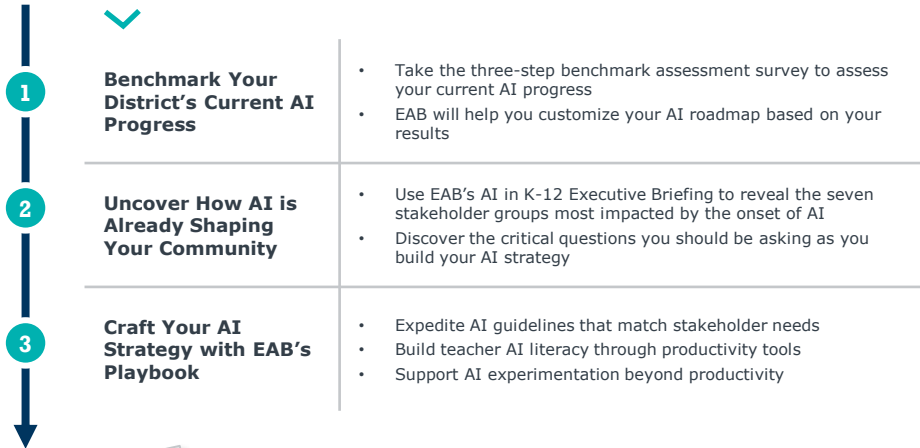


Increasing Student Agency

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

Implementing the Research Build a Future-Proof District AI Strategy

Implement the AI Playbook with Step-by-Step Guidance from EAB



97% of superintendents agree that K-12 schools have a responsibility to teach students how to use AI effectively and ethically.

Unfortunately, less than a third of districts are prepared to teach students about AI today, let alone prepare for how the tech might evolve tomorrow.



Implement the strategies from EAB's AI Playbook for District Leaders



Schedule an AI Strategy Workshop for Your District with EAB

Secure Your Spot by August 31st

Tackling Today's Most Pressing Challenges

Upcoming Executive Roundtables for Superintendents

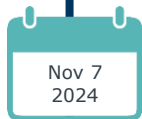


Oct 10
2024

Final 2024 Executive Roundtable

Last Chance to See 2024 Research

- Building a High-Performance District: How to Build Capacity for Change
- The Superintendents Generative A.I. Playbook



Nov 7
2024

Research Deep Dive: Upgrading the Central Office

- Discuss why 90% of superintendents consider reorganizing their cabinet
- Explore how to improve central office alignment and efficiency by applying best practices for organizational design



Feb 5
2025

Research Deep Dive: Strategic Planning 2.0: How to Fix a Broken Process

- Discuss why traditional strategic planning slows progress while increasing employee burnout
- Learn how redesigning the strategy process can help your team achieve more while trying to do less

EAB Events for District Leaders

- ▶ **Protected time** for deep-dive discussion on key issues with peers
- ▶ **First access to EAB's latest research**, with implications for leadership, policy, and strategy

“

The best professional development I've received in 30 years as an educator.

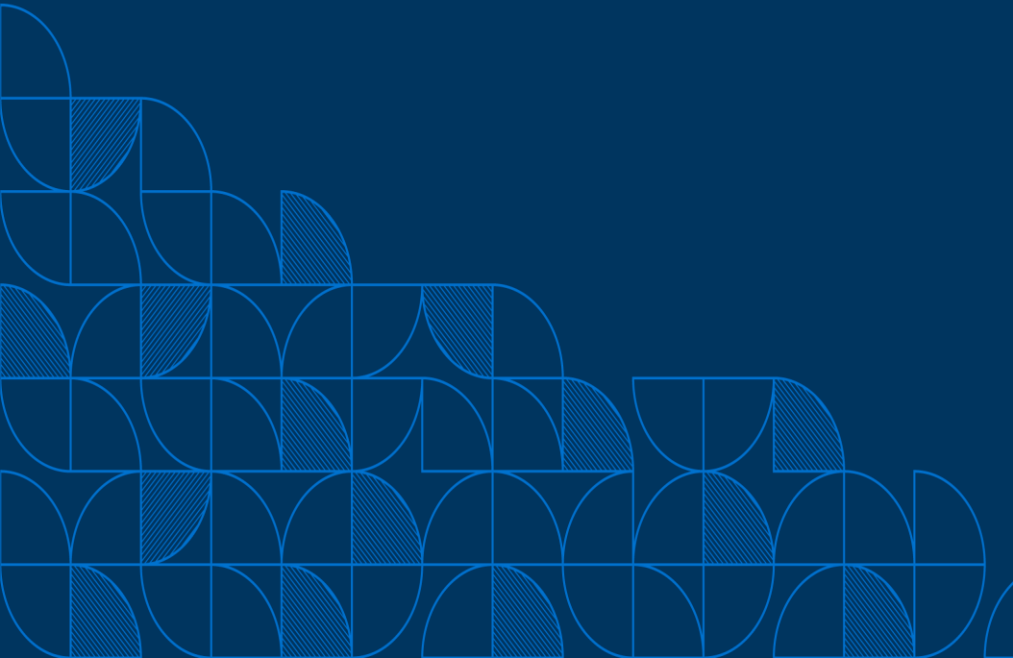
Superintendent,
Midwest District

How Else Can We Help?



I'd like to speak with someone for more information about...


- 1 How to join the District Leadership Forum
- 2 Scheduling an AI Strategy Workshop for my district
- 3 Saving my spot for EAB's executive roundtables
- 4 Something else? Choose this option and we will follow up with you



Implementing the AI Playbook

Build a Future-Proof District AI Strategy

Drive Forward Your AI Strategy with EAB Workshops

1	 <p>Expedite AI guidelines that match stakeholder needs</p>	<ul style="list-style-type: none"> Review the latest research on what separates high-performing principals from the rest Take the 360 assessment to identify your principals' current strengths and areas for improvement
2	<p>Build teacher AI literacy through productivity tools</p>	<ul style="list-style-type: none"> Integrate essential trainings into your professional development calendar Design strategic improvement cycles that help principals develop leadership skills while delivering results
3	<p>Support AI experimentation beyond productivity</p>	<ul style="list-style-type: none"> Define the steps that both district leaders and principals can take to minimize distractions and optimize use of time Craft a district-wide agreement for the practices you will implement in the next school year

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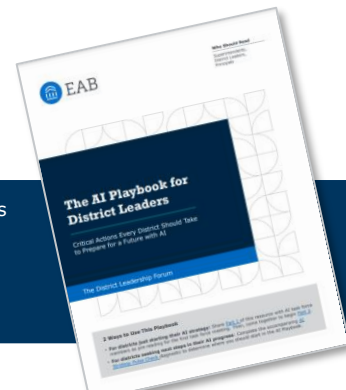


Reserve your seats for our 2024 Preparing Principals to Lead Collaborative:

Launches July 2024



Implement the strategies from EAB's AI Playbook for District Leaders



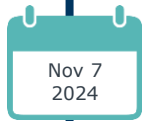
Tackling Today's Most Pressing Challenges

Upcoming Executive Roundtables for Superintendents



2024 Executive Roundtable

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