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The Artificial Intelligence Playbook

A Guide for School Leaders

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Dear Leaders,

Artificial Intelligence (AI) and its implications for teaching and learning in the years to come is an unavoidable topic in schools and districts. As school leaders, you have likely fielded questions about this quickly evolving technology, thought about policies, data security, and responsible use, all while engaging in your own learning about what AI is and the possibilities and limitations it presents. Though this might feel overwhelming, the ways AI can support teaching and learning, and make time-consuming tasks more efficient, gives reason to be excited. We are hoping that this guide can offer you some practical support in navigating this topic with many stakeholders—teachers, students, parents, colleagues, and your community.

We have assembled subtopics to address some of the implications administrators face due to the influence of AI. These include assessing and planning for the teacher and student AI journey, supporting teachers in getting to know AI tools, establishing school policies related to AI use, and recognizing its potential benefits for essential administrative functions. We hope that it will help guide you in the work that lies ahead.

Best,

Doug, Nancy, and Meghan

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THE AI JOURNEY FOR TEACHERS AND STUDENTS

It is no surprise that comfort levels and usage of Artificial Intelligence vary widely—some users have been using it longer than others, some are more comfortable than others, and some have simply explored more than others. To assist you and your staff in navigating where you are at and where you are going, we developed the two pathways below. The first outlines a possible pathway for teachers integrating AI and the second for students. These models serve multiple purposes—they could guide your planning for future professional learning, allow you to uncover where staff is at, serve as a self-assessment, or help determine starting points for student engagement with AI.

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Teacher Pathway

The AI Journey of a Teacher

AWARENESS

Understanding generative AI, including opportunities and risks

EXPLORATION

Exploring the possibilities of AI for personal and professional use.

STRATEGIC EXPLORATION

Identifying ways AI can assist with specific job functions.

FULL INTEGRATION

Embedding AI effectively across all teaching practices.

INITIAL EVALUATION

Take time to assess how/if AI is having a positive impact.

INITIAL INTEGRATION

Regularly and effectively use AI to support in key functions.

EVALUATION

Taking time to assess the impact AI on many aspects of teaching and learning.

CONTINUAL IMPROVEMENT

Staying current with AI-innovation and being open to regular re-implementation and growth.

Student Pathway

The AI Journey of a Student

INTRODUCTION

Introducing students to AI, including its relevance to daily life and future careers.

EXPLORATION

Students start to explore what is possible with AI through personal exploration or guided experiences.

APPLICATION

Students start to work on specific tasks using AI, learning its capabilities and limitations.

INTEGRATION

Students naturally use AI as a regular tool when learning.

ETHICAL ENGAGEMENT

Students start to self-monitor when it is and is not effective or appropriate to use AI independently.

SKILL BUILDING

Students start to acquire a specific skill-set for AI use, including prompt writing, output analysis, and output revision.

INNOVATION

When using AI for various reasons, students discover new and innovative uses for the technology.

CONTINUAL IMPROVEMENT

Students are willing to adjust and learn as new AI tools and capabilities emerge.

As you consider the integration of AI, it's important to identify the specific functions it can support. Think about the regular tasks that are part of a teacher's role and consider which of those could be handed over to AI. This approach will lead to meaningful conversations and ensure that AI becomes a valuable resource rather than just a "cool tool." By focusing on how AI can support key teaching functions, you also have an opportunity to revisit and reinforce best practices. For example, if you look at how AI can support lesson planning, it can prompt discussions about teacher clarity. Similarly, if you start to consider the ways AI can make feedback more timely and efficient, it naturally brings attention to the essential aspects of effective feedback. The following are 5 key functions to start with: managing content, engaging students, managing students' instructional needs, assessing learning, and providing effective feedback. Below are examples of ways AI can assist with each of the functions listed above.

Managing Content: A group of teachers is meeting to plan an upcoming unit. They have a general plan and a list of what they need, including guiding questions, exemplar answers, and academic vocabulary related to the standards. They visit an AI website to get help on all the above, and through that back-and-forth, they gain additional ideas. (Read more on pages 37–47 of *The Artificial Intelligence Playbook*.)

Engaging Students: One district is thinking about how to provide student choice in units and is working to ensure those choices align with the same learning intentions and success criteria. They use the Choice Board tool on a teacher-facing site to create a bank of practice ideas. They refine and substitute some of the ideas they don't like, leading to powerful teacher collaboration and discussion about student goals. (Read more on pages 49–64 of *The Artificial Intelligence Playbook*.)

Managing Students' Instructional Needs: When meeting with a problem-solving team, teachers and leaders discuss possible interventions for a particular student. Feeling they have exhausted many options on their own, they seek assistance from AI. They write a prompt that includes observed details (avoiding personal or sensitive information), what they have already tried, and ask the chatbot for additional research-based strategies. They receive a long list of suggestions and select a few new interventions. Using a research-based AI site, such as Perplexity, they can also review the articles and research behind each suggestion. (Read more on pages 65–81 of *The Artificial Intelligence Playbook*.)

Assessing Learning: A group of teachers is working on creating more opportunities for students to demonstrate their learning through assessments that show transfer of skills. They want students to apply skills across subjects, such as using math in social studies or writing in science. They use AI as a thought partner to generate ideas for these higher-order assessments. They start with one idea and continue to refine prompts to develop others. (Read more on pages 83–96 of *The Artificial Intelligence Playbook*.)

Providing Effective Feedback: Providing clear, goal-oriented feedback is a focus for one group of teachers. They have found that in the past, their feedback has been basic and not necessarily actionable. They aim to generate a bank of strong feedback for an upcoming unit. Using the priority standards, learning intentions, and success criteria, they prompt an AI site to help create a list of anticipated feedback. The teachers revise and add to the list, ultimately creating a useful feedback tool for the coming weeks. (Read more on pages 97–114 of *The Artificial Intelligence Playbook*.)

The U.S. Department of Education's Office of Technology (2023) compares using technology-enhanced education to riding an electric bike: the effectiveness of AI tools depends on the user's existing understanding and judgment, using the technology as a boost to increase efficiency, while still moving in the right direction. We have found this analogy to be one that really resonates with those getting to know the technology, as it stresses the importance of prioritizing the human-user. The guiding question below, and following statement, would be a great addition to guiding staff and students on the journey of integrating AI in effective ways.

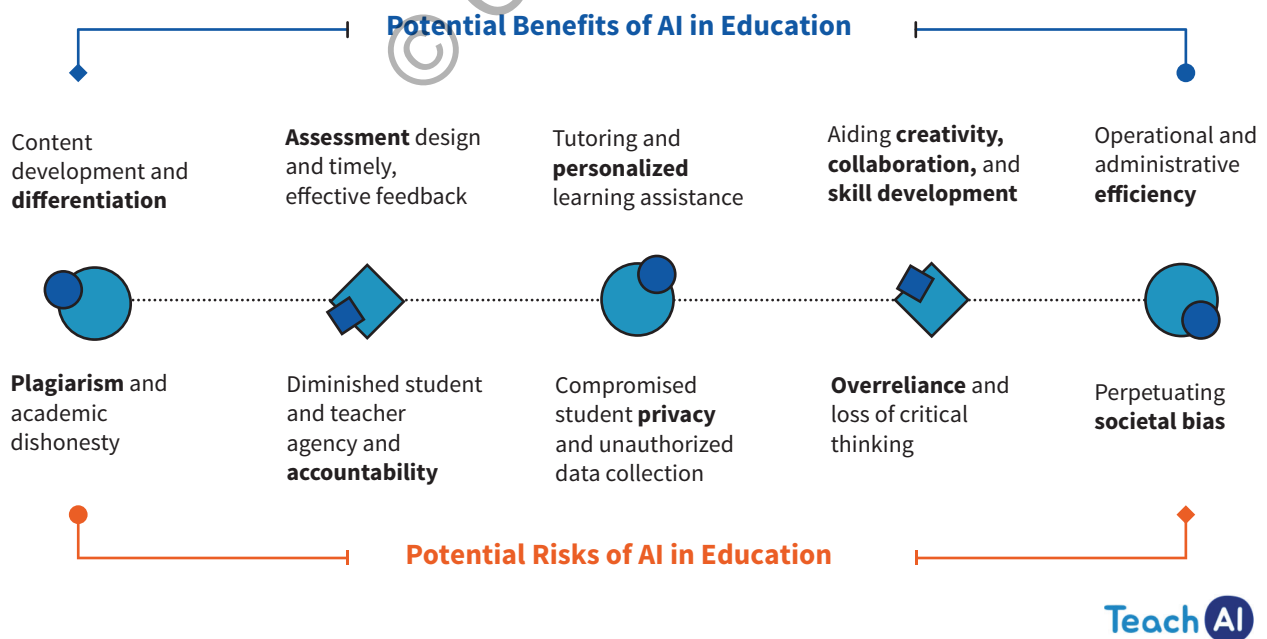


What does this rider need to know and use that was the same before having an electric bike?



We need to firmly hold onto research-based best practices, our expert content knowledge, and proven pedagogy now more than ever. By integrating AI into our existing positive teaching practices, we not only aim to master this emerging technology but also enhance our traditional methods. Let's actively engage with AI to discover how it can complement and elevate our educational strategies

Having open and honest conversations about the potential benefits and risks of generative AI, specifically in education, will help frame your work in a balanced way. As you encourage others to embrace the positive aspects of this technology, it's important to also consider the risks. These risks shouldn't stop people from using the technology, but should be kept in mind as you move forward. For example, while smartphones offer great benefits—like easy access to directions, online banking, and instant language translation—users are also aware of risks such as data security issues, distracted driving, and overstimulation. Keeping these **risks** in mind are part of what makes the use of this technology successful. TeachAI, a nonprofit organization, has done significant work in this area within K-12 education. Below is a chart they have provided, which you might find useful when discussing these points with your staff.



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In *The Artificial Intelligence Playbook: Time-Saving Tools for Engaging Learners* (Hargrave, Fisher, & Frey, 2024), we suggest looking at the integration of AI from the perspective of change over time. Using the Kubler-Ross change curve (p. 10) and the reflection that follows (p. 11) is another way to help colleagues think about where they are in the integration of the technology and the emotions they might be feeling with the change. Additionally, as you start to decide what teaching function to focus on with staff, lean on the content of that section to support meaningful integration.

Deciding Which AI Platforms to Use

With a huge bank of available AI sites, it will be helpful to think about which tools to focus on with students and staff. You might be getting some direction from state or local guidelines, specifically regarding the tools to use with students. Even if this is the case, you probably have a list to choose from, and it can be helpful to take time to decide which tools most work for you, your staff, and your students.

It is tempting to stick with the first tool you come across, especially once you see how it can work for you. However, we recommend not settling on the first AI tool you use. Instead, take time to think about what you most want the tool to do for you, and then explore a handful of tools with that in mind. You will find that some sites are better for one purpose and others for another. Additionally, it is important to know that these sites are rapidly evolving and changing. New sites are being introduced regularly, so reflecting on what is being used and how it is working is a conversation worth circling back to often.

TCEA, a nonprofit organization focused on the positive aspects of educational technology, published an article that suggested evaluating AI tools for classroom use using the following criteria: relevancy, data privacy, ease of use, and support (Ellis, 2024). The rubric below helps break down what you would look for in each of these areas. Though the focus on this tool, shared below, is evaluating tools for classroom use, it has also been a helpful guide for evaluating tools for teacher use as well. Of course, as is the case with all these ideas, you might decide to adjust this rubric based on what you and your staff are looking for and feel is most important. If you already have an existing rubric or vetting process for ed-tech tools, you might think about how the two fit together.

Keep in mind that the tools adopted and used by teachers might be different tools adopted and used with and by students. There are specific teacher and student facing sites designed to be used for different purposes. As you decide on the tools and platforms to use, consider separating out these two different groups of users. Sites such as aItoolsarena.com, [Commonsense.org](https://commonsense.org), and ditchthattextbook.com are just some of the sites you can visit to explore all available tools for both groups.

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In Chapter 1 of the *Playbook*, we provide a list of some available AI platforms and tools, categorized by large language model sites, teacher-facing sites, and student-facing sites (p. 18). Keep in mind that this list is a starting point, these sites are rapidly evolving—new ones are coming to the market, others are consolidating, others are becoming more capable in certain areas. We also include some interactive features to see the difference between different types of sites that you will likely find helpful when engaging in these conversations (pp. 13–18).

Assessing AI for Classroom Use Rubric

Criteria	Great	Good	Poor
Relevancy			
Curriculum Alignment	Perfectly fits your class topics and curriculum goals.	Mostly aligns but might miss some areas.	Doesn't really match what you're teaching.
Age Appropriateness	Just right for your students' age and learning stage.	Generally suitable but might not engage all students.	Not suitable for your students' age group.
Engagement and Interactivity	Students love using it and actively participate.	Students use it but aren't thrilled.	Students find it boring or hard to engage with.
Student Data Privacy			
Ask your tech department if you are unsure about evaluating this criteria.			
Data Collection Policy	Clearly tells you what student info is collected.	Gives some info, but some parts are vague.	Very unclear or doesn't tell you much.
Data Usage	Explains clearly how data is used and shared.	Some explanation but leaves questions.	Hard to understand or lacks information.
Compliance with Laws	Fully follows laws like COPPA, GDPR.	Mostly compliant, but some areas are unclear.	Doesn't mention or comply with legal requirements.
Ease of Learning			
User Interface	Really easy to navigate and understand.	Fairly straightforward but could be better.	Confusing and hard to use.
Learning Curve	You and your students can quickly become experts.	Takes some time to get used to.	Really hard and frustrating to learn.
Accessibility Features	Great for all students, including those with disabilities.	Adequate but not perfect for all students.	Lacks features for students with disabilities.
Support			
Tutorial/Training	Excellent guides and training materials included.	Some helpful resources but could use more.	Little to no help or guides available.
Customer Support	Quick and helpful responses whenever you need help.	Support is available but not always helpful.	Hard to get support or responses are unhelpful.
Community Resources	Strong community and forums for extra help.	Some community support, but it's not very active.	No community or forum support.



Source: Ellis, B. (2024, February 1). Artificial intelligence assessment: A teacher rubric and checklist for assessing AI tools. <https://blog.tcea.org/rubric-checklist-assessing-ai-tools/>

Discussion Questions

We've put together some guiding questions to help you engage in meaningful discussions with various stakeholder groups. Our hope is that these conversations extend beyond merely implementing AI—they aim to leverage AI tools in ways that genuinely support teaching and learning. Given the varied

comfort levels and readiness to adopt AI, these questions are crafted to navigate the complexities and mixed feelings surrounding this technology. As we integrate AI into our educational practices, it has the potential to dramatically transform our environment. Our goal is to help you use AI with intention, purpose, and a sense of excitement.

K-12 TEACHERS

- In what ways does technology already play a role in our instruction? What are the positive aspects, and what are the limitations?
- What goals would we have for integrating AI into teaching and learning? How do we get there? How will we measure success?
- How can we be sure that AI implementation aligns with existing district goals, values, standards, and initiatives?
- What makes you most excited or interested in integrating this technology into classroom teaching and student learning?
- What supports would make integrating AI into teaching and learning feel most accessible?
- Is there any professional development or resources we need to effectively integrate AI into our classrooms?

LEADERSHIP

- What initiatives have we successfully led in the past that feel similar to integrating AI? What did we learn from those experiences that can help us navigate this one?
- How do we envision AI transforming teaching practices and student learning over the next 5-10 years? What implications does that have for our staff, schools, and district?
- How do we see AI supporting existing initiatives and goals?
- What are some of the biggest considerations to keep in mind as we navigate this integration?
- How can we make sure AI benefits all students, including those with disabilities or those who have limited access to technology?
- How will we address the ethical concerns related to AI in school or district?
- What policies should we have in place or consider with the integration of AI? Are there frameworks we can use to ensure responsible AI use for staff and students?
- As teachers and students start to use this technology, how can we structure feedback to make sure we are moving toward continuous improvement and learning with AI?

STUDENT LEADERSHIP GROUPS

- What do you already know about AI, and what do you think is most important for other classmates to know?
- How do you think AI could change the way you learn and interact in the classroom? What are some of the positives? What are some of the negatives?
- What can we do to ensure this technology is a positive for our school community?

- How can we involve students more actively in the decision-making process about using AI at school?
- Is there anything we should be worried about here [AU: Should “here” be “when”?] it comes to student safety and AI? How can we make sure students are safe when using this technology?

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At the start and end of each section of the *Playbook*, you will find a “Chapter Challenge” (beginning) and a “Check-for-Understanding” (end). As you get to know this technology, you might lean on these features to guide thoughtful discussion and implementation. You will also find an interactive feature throughout called “Ask a Bot,” which suggests guided conversations users can have with a ChatBot about how AI can support certain teaching functions.

SCHOOL POLICY AND GUIDELINES

We have no doubt that you have already started to think about how to create school guidelines and policies around responsible AI use. After all, students using AI is one of the most common concerns with the development of this technology. Just as a classroom teacher might collaborate with students on making classroom policies and agreements at the start of the year, so too can they collaborate with students on making policies around technology and AI use. Approaching it in this way goes beyond just telling students what they can and can't do; it teaches them the reasons behind the rules, fostering more ownership and overall understanding.

To go about doing this, you could start by building an understanding of the technology—what it is, when it can and cannot be trusted, and how it can be used. You might do this with a committee of student leaders or with a full class, depending on the grade levels you support and the needs of your school. After establishing a foundational understanding, you can begin to work together to create shared agreements and guidelines around using AI. These guidelines should be clear and comprehensive, addressing potential issues such as ethical use, privacy, and the reliability of AI tools. By involving students in this process, you not only help them understand the importance of responsible AI use but also empower them to take an active role in maintaining a respectful and safe digital environment. If you already have existing policies around academic integrity, consider how this can be merged with that, instead of making it something separate. On the flip side, if you start a policy because of AI, think about the ways it can benefit other areas.

After creating a policy and some agreements, consider how you will help students remember to refer to and use it. Some schools have adopted a *stoplight* style framework to indicate when it is and isn't okay to use AI, inspired by “The AI Assessment Scale” shared below (Perkins, Furze, Roe, & MacVaugh, 2024). Others have developed acronyms or short checklists to help students ensure they are complying with policies when using the technology. For instance, the state of North Carolina (NCDPI) collaborated with AI for Education (aiforeducation.io) to create the EVERY framework, which reminds students to ensure ethical use of AI EVERY time they use it. Both are great examples of ways to bring these policies to life in your schools and buildings.

When developing responsible use policies for your school or district, we suggest considering an angle that empowers students and teachers to work together through the integration of this very new technology. This could mean steering clear of overly negative statements and avoiding a list of teacher-created rules, both reasons for students to view it as one more requirement or system to work around. Instead, try writing the policy using language that is relatable to students or even language they generate. Keeping the statements positive and continuously emphasizing the reasons behind creating the policy in the first place will help emphasize that this policy is more about learning than liability.

AI for Education

How to Use AI Responsibly **EVERY** Time

EVALUATE the initial output to see if it meets the intended purpose and your needs.

VERIFY facts, figures, quotes, and data using reliable sources to ensure there are no hallucinations or bias.

EDIT your prompt and ask follow up questions to have the AI improve its output.

REVISE the results to reflect your unique needs, style, and/or tone. AI output is a great starting point, but shouldn't be a final product.

YOU are responsible for everything you create with AI. Always be transparent about how you've used these tools.

Source: AI for Education & Vera Cubero (2023). How to Use AI Responsibly EVERY Time. <https://www.aiforeducation.io/ai-resources/how-to-use-ai-responsibly-every-time>

Scale Levels and Descriptions

1	NO AI	The assessment is completed entirely without AI assistance. This level ensure that students rely solely on their knowledge, understanding, and skills. AI must not be used at any point during the assessment.
2	AI-ASSISTED IDEA GENERATION AND STRUCTURING	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. NO AI content is allowed in the final submission.
3	AI-ASSISTED EDITING	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. AI can be used, but your original work with no AI content must be provided in an appendix.
4	AI TASK COMPLETION, HUMAN EVALUATION	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.
5	FULL AI	AI should be used as a “co-pilot” in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.

Source: Perkins, M., Furze, L., Roe, J., & MacVaugh, J. (2024). The AI assessment scale (AIAS): A framework for ethical integration of generative AI in educational assessment. *Journal of University Teaching & Learning Practice*. <https://doi.org/10.53761/q3azde36>

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Chapter 2 of the *Playbook* addresses plagiarism and responsible use (pp. 27–33). We suggest reading the section on plagiarism, output analysis, and credibility when thinking about school policies around responsible tech use in your schools and districts. There is another example of AI guidelines at the bottom of page 33 that might add to your thinking with the models shared above.

PARENT AND COMMUNITY COMMUNICATION

There are many varying perspectives when it comes to the integration of AI in education—some are all for it, some recommend a more cautious approach, and some have major concerns. Considering all interested parties, including community members, caregivers, and parents, is important. Being transparent with your plan for AI integration, the learning you are doing with staff and students, your timeline for supporting this progress, and helping this group understand some of the nuances of this technology is important. This will not only build trust but also encourage an informed dialogue about the benefits and challenges of AI in educational settings. Below are some suggestions and things to keep in mind related to this type of communication and collaboration.

- **Transparency and Openness:** As you know is important with all initiatives, having regular communication with parents about your progress with AI integration can be helpful. Even if you are still figuring out what that looks like and are working on developing a plan, knowing about that could help ease some of the community anxiety around this technology. Consider including a few sentences in your existing communication to highlight some thinking with AI, give suggestions for some AI in education-focused nonprofits (listed below), share some of your own learning, spotlight some teacher learning or effective use, and maybe have a place to house some recommended resources or readings. Below are some specific ways other schools and districts have tackled some of the above.
 - Book study for *Co-Intelligence: Living and Working with AI* by Ethan Mollick
 - Having parents and community members join the district AI task force/committee
 - Include parent spotlights of how they are using AI as a part of the communication mentioned above
 - Planning for quarterly round-table conversations around AI in education in the year ahead
 - Organized a hands-on “Come Explore AI with Us!” workshop for community members to attend
- **Ways to Use AI to Support Student Learning:** Helping parents and caregivers realize that they can use AI to help them help their learners is a very positive and helpful angle. Sharing that when a student comes home and needs help with something, there are ways they can use AI to assist them to then assist their student which will help promote overall usefulness. For example, one parent was looking to help her student with a poetry assignment and didn’t know where to start. With a basic knowledge of how to use generative AI and knowing what to ask, she went from not being able to help to being able to provide support that pointed them in the right direction. Below is a chart that outlines four ways to seek assistance from AI. Of course, it is important to note that seeking assistance is very different than having someone or something do the work for you.

Common Types of AI-Assistance for Learning



- Rephrase or explain directions
 - Rewrite the directions for _____ (grade level/age).
 - _____ are the directions, can you explain?
- Assist in making a work plan
 - In order to do _____, what steps should we follow?
 - Give a sample work plan to do _____ (assignment) by _____ (deadline).
 - Break down _____ into manageable steps that take _____ (time).
- Explain a concept, term, or idea
 - What is _____?
 - Why should _____ (grade) know _____ when doing _____ (subject/assignment).
 - Explain _____ to a _____ grader.
- Give an example or a written mentor
 - Make an example of _____ showing how to _____.
 - Create an example of a _____ (grade) _____ (assignment) that accomplishes _____ (directions/rubric criteria).

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- **Group Effort on Policy Creation and Implementation:** In the section on creating policies and guidelines above, we mentioned the importance of involving students in the process. Equally important is keeping open lines of communication with caregivers about your AI plan. Including parents and caregivers in this process can foster a sense of community and shared responsibility. This could be achieved through live sessions or online feedback platforms. You could start by sharing examples of guidelines that other schools and districts have adopted to provide a foundation for the discussion. From there, gather input from the parent or caregiver perspective and synthesize these ideas with the ideas of student, teachers, and other district leader (maybe using AI to do so!). Additionally, if possible, you could consider having students collaborate with their caregiver or parent to develop their own agreed-upon academic-integrity guidelines, ensuring a more unified approach to AI use for learning.

While not all school communities have high levels of parent involvement, engaging those who are interested is a step in the right direction. For this reason, consider a variety of ways people can get involved, allowing them to chime in and contribute in any way they can. By keeping everyone on the same page and actively seeking input from those who are interested, you can create a more comprehensive and effective AI integration policy.

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In the introduction of the *Playbook*, specifically the section titled “Enter Generative AI” (pp. 2–5), you will read about the positive contributions AI can bring to education. This section might be helpful as you frame your conversations with parents, caregivers, and the community. Often, parents ask why students don’t engage in activities that were part of their own educational experiences. The chart titled “What Was/What Is” (p. 3) can help you and your staff present these changes in a more positive light.

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USING AI FOR ADMINISTRATION FUNCTIONS

Just as teachers have a long list of time-consuming job functions, so do school leaders, and AI can help. Whether it's utilizing AI for communication, streamlining scheduling tasks, conducting data analysis, planning professional development sessions, or providing feedback to teachers, discovering how AI can responsibly and effectively work for you will highlight its benefits beyond teaching and learning. While navigating how AI can support others, don't forget to explore how it can streamline your daily functions. Many administrators have already started this journey and identified where AI can save time. Below is a list of the ways you can use this technology to work for you. As with everything related to this quickly evolving technology, we have no doubt this list will continue to grow as the use and capabilities of the technology continue to rise.

Communication: "Email and phone calls, how do I keep up?" This is a common concern among K-12 leaders, as one administrator recently expressed. While AI can't eliminate these tasks completely, it has shown potential to speed them up and make communication more efficient. Here are just a few ways it can help:

- You can use AI to help with automated responses to typical inquiries. One school created a list of the most commonly asked questions via phone or email, wrote responses to each, and with the help of their technology team created a customized internal ChatBot that could respond accordingly.
 - When are report cards distributed?
 - How do I access student grades?
 - How do I reset my password? How does my student reset their password?
 - When are parent teacher conferences?
 - How do we register?
 - How do we register for next school year?
- Generative AI platforms, such as ChatGPT, can streamline your email responses. To get started, copy the content of an email into the platform and use a prompt such as, "Help me respond to the email below. I want my response to include _____, _____, and _____." You can type or dictate brief notes to guide the AI, and it will handle the task of crafting a cohesive email response. If you anticipate needing to reply to similar emails in the future, consider renaming the chat session for easy retrieval. This method not only saves time but also ensures consistency in your communications.
- Many administrators and teachers have already begun utilizing AI to assist with weekly newsletters and staff communications. Generative AI excels at taking your initial ideas and desired topics and streamlining the creation of these communications. You can quickly type or dictate your thoughts and ideas, then use an AI tool to format and refine them into a polished final product. Additionally, if you're looking for more content or ways to expand on what you've written, AI can serve as a valuable thought partner, offering creative suggestions and enhancements.
- If you need to consolidate and synthesize multiple pieces of information to be able to best communicate it with others, AI can be an invaluable tool. Whether it be staff feedback, information from a parent surveys, or student opinions on a specific issue, AI can efficiently merge these inputs. By inputting the responses into a chatbot and using a prompt such as, "Synthesize and consolidate these responses into one statement about _____," or "Help me summarize all of these responses about _____," AI will quickly provide the start of a clear, concise summary.

Scheduling and Planning: Scheduling is a critical component of any school leader’s job and can be incredibly time consuming—whether it’s organizing classes, meetings, grade-team planning, or school events. Often, this involves turning the seemingly impossible into the possible. AI offers support not only by speeding up the process but also by serving as a perfect thought partner to generate fresh, outside-the-box ideas. Not having to start from scratch will save hours of time. Here are some practical ways this technology can assist:

- If you’re starting to create a schedule, consider consulting a chatbot. Begin by outlining your priorities, any potential limitations, and your ultimate goal for the schedule. After sharing this information, the chatbot will provide an initial suggestion. Examine this closely and engage in a dialogue with the chatbot to refine the idea. While you may not use the exact suggestion provided, this process often reveals innovative solutions you might not have considered, which can be instrumental in finalizing your schedule. Most generative AI sites (Claude, ChatGPT, Gemini, etc.) are now capable of reading images, so if you have an existing schedule you are looking to adjust, consider adding a picture or image and prompting for suggestions from there.
- Some school leaders have already started using AI tools to support collaborative planning, allowing multiple users to input availability and preferences, and having AI analyze the data to propose a schedule that best accommodates everyone’s needs. This is helpful if administrators are trying to coordinate planning across departments, looking to schedule upcoming events at the idea time, etc. AI-powered scheduling tools such as Calendly, Sidekick, and Clockwise are just some of the resources some are using to support this function.
- After the master schedule is finalized, there is still more scheduling work to be done. Planning how to effectively use a block of time can be challenging for teachers and often requires some administrative support. Teachers often respond to a master schedule and time allowed for certain things with, “How are we supposed to fit in _____, if _____?” For example, a group of elementary teachers were allocated 60 minutes for math each day according to the master schedule. They needed to figure out how to fit in daily math lessons, student interventions, required small groups, and math fluency practice within that limited time. Their principal used AI to get suggestions for what a week could look like to fit components into the existing time frame. They were given a handful of creative suggestions, some that were not possible, but at least one that inspired what they ended up doing to make it all work. This is just one more way that this technology can help support leaders with scheduling.

Other Admin Functions: While communication and scheduling are areas where AI has proven to be helpful, they are just the start. AI’s capabilities for supporting school leaders in daily functions goes well beyond those two areas. Below are several additional ways AI help school leaders:

- **Building Content Knowledge:** When visiting classrooms, providing feedback to teachers, or interacting with students, leaders often need to update their understanding of the content being taught. Utilizing AI to build or refresh one’s knowledge efficiently leverages this technology. (Read more on pages 119–120 of *The Artificial Intelligence Playbook*.)
- **PLC and/or Team Planning Support:** Whether it be during a department meeting, an official PLC, or a session with a problem-solving team, leaders can use AI to assist. If teachers are unpacking standards, you might have them think about some key prompts they can use with AI to gain a deeper understanding, the same when thinking of student interventions, and the same when planning a common assessment for an upcoming unit. Leading these groups to effectively use AI for the above functions, and others like them, will be helpful to all those involved. (Read more on pages 45–46 of *The Artificial Intelligence Playbook*.)

- **Learning New Methods or Supports for Teaching:** Teacher-facing AI platforms do more than automate routine tasks; they also introduce teachers to new educational tools and instructional methods. Leaders can benefit from exploring these platforms to gather insights and recommendations for teaching strategies that could be beneficial for their staff. (Read more on pages 119–120 of *The Artificial Intelligence Playbook*.)
- **Customizing Rubrics or Other Supportive Documents:** When working with committees or other leadership groups, leaders often need to create documents that guide their work. Instead of starting from scratch, they might draw on tools used by other districts or provided by educational organizations. For example, one district needed a rubric for an upcoming curriculum review but struggled to find an existing one that fit their needs perfectly. Using AI, they were able to blend their ideas and priorities with an existing tool, effectively leveraging the technology to meet their specific requirements.

Note: As mentioned above, while AI can greatly enhance many administrative functions, it is essential to keep human judgment and oversight at the forefront. In his book, *Co-Intelligence: Living and Working with AI*, Ethan Mollick outlines four key principles that are particularly relevant as we integrate AI into our workflows: Always Invite AI to the Table, Be the Human in the Loop, Treat AI as a Collaborator (and Define Its Role Clearly), and Assume This Is the Most Basic AI You Will Ever Use. These principles serve as useful reminders to ensure that, as we utilize this technology, we maintain control and use our expertise when leaning into its potential.

Additional Learning and Support:

- Along with Corwin, we have launched an 8-week “AI Playbook Bootcamp for Educators,” offering both self-guided and facilitated learning experiences. Each week features multiple professional learning videos on various applicable topics related to AI.
- Noteworthy nonprofit organizations such as TeachAI, AIEDU, AI for Education, and TCEA.org provide essential resources and support for K–12 educators focused on AI. These groups are worth keeping an eye on for their ongoing contributions to the field.
- ISTE (International Society for Technology in Education) has many curated AI-specific tools on their website including support for teachers, support for school leaders, and student-facing lessons teachers can use when explaining or teaching students about AI.
- For those looking into K–12 AI integration, we recommend starting with your state’s published guidelines, if available. Additionally, looking at guidelines from other states, as well as those from UNESCO, the United States Department of Education, and the National Education Association, can provide valuable insights and useful information.
- Keep in mind that technology is quickly evolving, making it essential to stay on top of the latest tools and research. We recommend signing up for newsletters from your favorite organization mentioned above, following AI-related articles from various publications, and regularly engaging in conversations with staff in terms of what people are exploring and discovering.

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